



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

**Agenda**

**Committee of the Whole Meeting**

Ford Administration Building

1620 E Elza Avenue

Hazel Park, MI 48030

March 10, 2025

5:30 PM

**LOCATION AND FORMAT:** The meeting will be held at the Ford Administration Building, 1620 E Elza Hazel Park, Michigan. It will be live-streamed on YouTube. Members of the public wishing to speak during the public comment portion of the meeting may do so in-person or by emailing Board President, Beverly Hinton, prior to the meeting at [beverly.hinton@myhpsd.org](mailto:beverly.hinton@myhpsd.org).

**CALL TO ORDER**

**ROLL CALL**

**APPROVAL OF THE AGENDA (ACTION ITEM)**

**PUBLIC COMMENT**

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

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

**NEW BUSINESS**

**A. PERSONNEL**

- 1) Administrative Sick Time Payout 3
- 2) 2025-2026 Handbooks 4
- 3) 2025-26 Certified Staffing 179
- 4) Athletic Director 180
- 5) Promise Navigator

**B. POLICY**

**C. BUILDINGS & GROUNDS**

**D. FINANCE**

- 1) Credit Card Statement & Check Register 184

**E. OTHER**

- 1) Grants
  - a. Title I RAG Grant 211

b. Summer Discovery - INVEST	231
2) Michigan Virtual Cyber Academy (MVCA) Board Member	
3) Medicaid School Service Program Agreement	236
4) Oakland School ICE Guidelines	
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**PUBLIC COMMENT**

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

**ADJOURNMENT**

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

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

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



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

To: Catherine Cost, Interim Superintendent  
From: Kristy Cales, Director of Human Resources  
Subject: Admin Sick Time Payout  
Date: March 6, 2025

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We are seeking the approval to enter into an agreement for sick time payout of our administrative staff. As our current administrators were part of the teaching staff prior to becoming an admin, and also long time employees of Hazel Park Schools, we are seeking the approval to pay a portion of their sick time to them as if they were a member of the HPEA. The attached spreadsheet illustrates what the cost to the district would be in the event any of them retired at the end of 2025.

Community Relations: The Hazel Park School District through strong community relations and collaboration with all stakeholders will develop high-achieving students.

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

**Funding Source: Please check with the business office or “assign to” them to include in your memo.**

**Recommendation**

That the Board of Education approve we change the sick time payout for the administrators listed.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

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Catherine Cost, Ed.D.  
Interim Superintendent





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

To: Dr.Catherine Cost, Interim Superintendent  
From: Dr. Stephanie Dulmage, Assistant Superintendent of Teaching and Learning  
Subject: 2025-2026 Handbooks  
Date: 3/17/2025

**Purpose**

The table below summarizes the handbooks that support the work of the Teaching and Learning, Student Services, Communications, and Technology departments. New or revised handbooks have been submitted to the Board of Education for review. These updates are designed to enhance the educational experience for students and families, support our staff, and ensure alignment with board policies and state and federal regulations. For clarity, revisions are highlighted in red. Thank you for your attention to these updates—we look forward to sharing them with our staff, students, and families.

Handbook Title	Status of Handbook Contents	Targeted Audience
McKinney Vento & Title IX Handbook	New	Staff and Administration
Virtual Learning Handbook	New	Parents/Guardians/Students
Student Handbook	Revised	Parents/Guardians/Students
Health Services Handbook	Revised	Staff and Administration
ESL & Title III handbook	Revised	Staff and Administration
Curriculum, Instruction, and Assessment Handbook	Revised	Staff and Administration
MTSS - System of Student Support Handbook	Revised	Staff and Administration
Student Services Handbook	No Content Revisions	Parents/Guardians/Students
Technology Handbook	No Content Revisions	Staff and Administration

**Funding Source:** Not Applicable

**Strategic Goal Alignment:**

- Curriculum & Instruction: Hazel Park Schools will develop innovative, independent, and persistent learners who think critically, communicate effectively, and positively influence the local and global community.
- Climate and Culture: The Hazel Park School District will provide a unified system of support for all students, embracing diversity and fostering a positive school climate.
- Resources: The Hazel Park School District will maximize its resources to assure high-quality education by fostering financial stability, preserving and utilizing quality facilities, and integrating state-of-the-art technology.
- Community Relations: The Hazel Park School District, through strong community relations and collaboration with all stakeholders, will develop high-achieving students.

**Recommendation**  
That the Board of Education approve the revised Student Handbook and the new Health Services Handbook, as presented.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

\_\_\_\_\_  
Catherine Cost  
Interim Superintendent





Hazel Park Schools

# Health Services Handbook

2025-2026 DRAFT

**TODAY'S LEARNERS, TOMORROW'S LEADERS**



## Philosophy of School Health

*The Hazel Park School Health Services Programs mission is to foster growth, development and educational achievement of all students by promoting health and wellness, in a safe and supportive setting.*

We believe:

- All students have the ability to learn. Every child is entitled to a level of health which permits maximum learning.
- School nurses support the social, emotional, physical, and academic needs of each child in a caring, healthy, and safe environment.
- Parents hold responsibility for the health of their children; the school health program exists to assist parents in carrying out their responsibilities.

### Hazel Park School Nurses

Nurse Line: (248) 658-5233

Fax Number : (248) 284-7812

Shawn Johnson, RN, BSN

[shawn.johnson@myhpsd.org](mailto:shawn.johnson@myhpsd.org)

Jasmine Stepp, RN, BSN

[jasmine.stepp@myhpsd.org](mailto:jasmine.stepp@myhpsd.org)

This health services handbook is a summary of the health services program and is **not** a comprehensive statement of school health procedures. The Board of Education’s comprehensive policy manual is available for public inspection through the District’s website [www.hazelparkschools.org](http://www.hazelparkschools.org) or at the Board office, located at:

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

**Board of Education**

The **School Board** governs the school district, and is elected by the community. Current School Board members/Trustees are:

- Beverly Hinton Board President
- Deborah Lafromboise Board Vice President
- Darrin Fox Board Secretary
- Heidi Fortress Board Treasurer
- April Beaton Board Trustee
- Nathan Becker Board Trustee
- Monica Rattee Board Trustee

**Administration**

The School Board has hired the following **administrative staff** to operate the school:

- Dr. Catherine Cost Interim Superintendent
- Monica Papasian Assistant Superintendent of Business & Operations
- Dr. Stephanie Dulmage Assistant Superintendent of Teaching and Learning
- Dr. Megan Papasian-Broadwell Executive Director of Student Services
- Karla Graessley Director of Community Schools
- Bradley Wilkins Director of Information Technology
- Kristy Cales Director of Human Resources
- Crystal Mubarak Director of Business
- Chuck Pleiness Director of Communication

**Hazel Park Schools location & administrator contact information:**

**Edison School**

1650 Mapledale  
Ferndale, MI 48220  
Phone: (248) 658-5400  
Fax: (248) 544-5264

**Principal: Dr. Michelle Krause**

**Hazel Park Advantage Alternative School**

1620 E. Elza Ave.  
Hazel Park, MI 48030  
Phone: (248) 658-5280  
Fax: (248) 544-5391

**Principal: Kendal Smith**

**Hazel Park High School**

23400 Hughes  
Hazel Park, MI 48030  
Phone: (248) 658-5100  
Fax: (248) 544-5389

**Principal: Tammy McHenry**  
**Asst. Principal: George Dimas**  
**Asst. Principal: Corrie Chansler**

**Hazel Park Junior High**

22770 Highland Ave.  
Hazel Park, MI 48030  
Phone: (248) 658-2300  
Fax: (248) 586-5875

**Principal: Carla Beach**  
**Asst. Principal: Sheila O’Kane**

**Hoover Elementary**

23720 Hoover Ave.  
Hazel Park, MI 48030  
Phone: (248) 658-5300  
Fax: (248) 658-1131

**Principal: Debra Dimas**

**Jardon Vocational School**

2200 Woodward Heights Ave.  
Ferndale, MI 48220  
Phone: (248) 658-5950  
Fax: (248) 544-5292

**Supervisor: Heidi Kunz**

**United Oaks Elementary**

1001 E. Harry Ave.  
Hazel Park, MI 48030  
Phone: (248) 658-2400  
Fax: (248) 542-3530

**Principal: Lisa Bernys**

**Webb Elementary Schools**

2100 Woodward Heights Ave.  
Ferndale, MI 48220  
Phone: (248) 658-5900  
Fax: (248) 586-5848

**Principal: Corri Nastasi**

**Webster Early Childhood Center**

431 W. Jarvis Ave.  
Hazel Park, MI 48030  
Phone: (248) 658-5550

**Supervisor: Heather Agueros**

**HAZEL PARK SCHOOLS**  
**HEALTH SERVICES HANDBOOK**

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## **Health Services Program**

It is the policy of the District to provide a safe and nurturing environment for all of its students. The Health Services Program provides students with medical assistance when needed and training for unlicensed individuals to provide medical care with supervision by a Registered Nurse.

In order for school personnel to provide medical care, such as medication administration, to a student, the district must have a written authorization from both the parent/guardian and the student's healthcare provider. The written forms required will vary based on the student's medical condition or need. If you have any questions regarding the paperwork required, please reach out to the district nurses.

## **Health Services Website**

The Hazel Park Schools Health Services website is located at:

<https://www.hazelparkschools.org/departments/health-services/>.

At this website, contact information for our district nurses, information regarding our on-campus medical facility through Ascension, and other important medical information for students is available. You will also find the following blank medical forms:

- Asthma Action Plan
- Allergy Action Plan
- Diabetes Medical Management Plan
- Seizure Action Plan
- Special Dietary Accommodations Form
- Medication Authorization Form

## **Parental/Guardian Responsibilities**

In order to assist school personnel in providing the best possible care for students, parents/guardians should:

- Keep contact and emergency contact information for their students up to date.
- Communicate your student's health related information to their student's school in a timely manner. This information includes, but is not limited to: past and current medical history, any known allergies, medication received at home or to be received at school, and health care provider contact information.
- Assist in obtaining written medical plans from your student's health care provider on an annual basis or when necessary.
- In the absence of a written medical plan signed by a health care provider and parent/guardian, the parent is responsible for providing care or administering medication to their student while at school.

- Provide school with items necessary to care for your student’s medical condition(s) (medications, snacks, etc.).

The parent/guardian will be responsible for payment of any charges for emergency treatment or transportation.

## **Health Requirements for School Enrollment**

### **Immunizations**


(Act 368 of Michigan Public Health Code)

Since 1978, Michigan law has required that each student have an up-to-date certificate of immunization at the time of registration (or no later than the first day of school) for entry into kindergarten and 7th grade, and for enrollment into a new school district, grades 1-12. Any student who fails to meet the below mentioned immunization requirements shall not be admitted or participate in school classes.

For a student to attend school in Michigan, the Michigan Public Health Code requires a parent/guardian to have ONE of the following on file with the school:

1. A valid, up-to-date immunization record. If a student has received at least one dose of a required immunization and is not yet due for the next dose, they may attend.
2. A medical doctor’s (MD/DO) signed State of Michigan 2023 Medical Contraindication Form, which states the medical contraindication(s), the vaccines involved, and the time during which the student is not able to get the vaccines.
3. A current, certified State of Michigan Nonmedical Immunization Waiver. Parents/guardians who wish to claim a nonmedical immunization waiver for their students must attend an educational session on immunizations with the local county health department. Upon completion of the education session, parents/guardians will need to obtain a certified nonmedical immunization waiver form from the local county health department.

Immunizations currently required in the state of Michigan (per MDHHS) for school aged children include the following:

	All Kindergarteners and 4-6 year old transfer students	All 7th Graders and 7-18 year old transfer students
<b>Diphtheria, Tetanus, Pertussis (DTP, DTaP, Tdap)</b>	4 doses DTP or DTaP 1 dose must be at or after 4 years of age	4 doses diphtheria and tetanus or 3 doses if 1st dose given at or after 1 year of age 1 dose Tdap at 11 years of age or older upon entry into 7th grade or higher
<b>Polio</b>	4 doses 3 doses if dose 3 was given at or after 4 years of age	
<b>Measles, Mumps, Rubella (MMR)*</b>	2 doses at or after 12 months of age	
<b>Hepatitis B*</b>	3 doses	
<b>Meningococcal Conjugate (MenACWY)</b>	None	1 dose at 11 years of age or older upon entry into 7th grade or higher
<b>Varicella (Chickenpox)*</b>	2 doses at or after 12 months of age or Current lab immunity or History of varicella disease	

During disease outbreaks, incompletely vaccinated students may be excluded from school. Parents and guardians choosing to decline vaccines must obtain a certified non-medical waiver from a local health department. Read more about waivers at [www.Michigan.gov/Immunize](http://www.Michigan.gov/Immunize).  
\*If the child has not received these vaccines, documented immunity is required.  
All doses of vaccines must be valid (correct spacing and ages) for school entry purposes.




Updated December 11, 2019

# PARENTS VACCINES REQUIRED FOR CHILD CARE AND PRESCHOOL IN MICHIGAN



Whenever infants and children are brought into group settings, there is a chance for diseases to spread. Children must follow state vaccine laws in order to attend child care and preschool. These laws are the minimum standard for preventing disease outbreaks in group settings. The best way to protect your child from other serious diseases is to follow the recommended vaccination schedule at [www.cdc.gov/vaccines](http://www.cdc.gov/vaccines). Talk to your health care provider to make sure your child is fully protected.

	2-3 months	4-5 months	6-15 months	16-18 months	19 months–4 years	5 years
 Diphtheria, Tetanus, Pertussis (DTaP)	1 dose DTaP	2 doses DTaP	3 doses DTaP		4 doses DTaP	
Pneumococcal Conjugate (PCV13)	1 dose	2 doses	3 doses or Age-appropriate complete series	4 doses or Age-appropriate complete series		None
<i>H. Influenzae</i> type b (Hib)	1 dose	2 doses		1 dose at or after 15 months or Age-appropriate complete series		None
Polio	1 dose	2 doses			3 doses	
Measles, Mumps, Rubella (MMR)*	None			1 dose at or after 12 months		
Hepatitis B*	1 dose	2 doses			3 doses	
Varicella (Chickenpox)*	None			1 dose at or after 12 months or Current lab immunity or History of varicella disease		

These rules apply to children who are the above ages upon entry into child care or preschool. During disease outbreaks, incompletely vaccinated children may be excluded from child care and preschool. Parents and guardians choosing to decline vaccines must obtain a certified non-medical waiver from a local health department. Read more about waivers at [www.michigan.gov/immunize](http://www.michigan.gov/immunize).  
\*If the child has not received these vaccines, documented immunity is required. All doses of vaccines must be valid (correct spacing and ages) for child care and preschool entry purposes.

Updated March 1, 2017

## Immunization Reporting Requirements

The district is required to report immunization status of its students (unless the parent/guardian has opted out) to the local health department and state twice annually.

## Hearing, Vision & Dental Screenings

(Oakland County Health Division)

**Hearing and Vision Screening:** Michigan Public Health Code, (Act 368 of 1978), requires hearing and vision screening for kindergarten entrance. Hearing and vision screenings done in preschool by a health department technician, physician or eye doctor fulfills this requirement. Local health departments often offer free hearing and vision screening for children.

Contact information to schedule hearing and vision screenings at local health departments:

Oakland County Health Division 248-424-7070

Wayne County Health Department 734-727-7136

Macomb County Health Department 586-412-5945 or make an appointment online [here](#)

All students will undergo hearing screenings in second and fourth grade. All students will undergo vision screenings at least once in first, third, fifth, seventh, and ninth grade (or in conjunction with driver's training). These services are provided through the district in conjunction with the local health department.

**Kindergarten Dental Screening:** Michigan law ([Act 316 of 2023](#)) requires students have a dental screening before or shortly after their first school year begins. Finding and treating dental problems early helps children be well-rested, able to eat, and ready to learn. Schedule an appointment with your child's dentist or the local health department for a screening.

### **Hearing, Vision and Dental Reporting Requirements**

The district is required to report hearing, vision and dental screenings (unless the parent/guardian has opted out) to the local health department and state twice annually.

## **Student Health Records and Documentation**

Trained school personnel are responsible for documentation of all medically related care provided during school hours. Per district policy, a record of medication administration shall be kept **and stored in the student's health record** at the end of each school year.

The individual student log and all documentation shall be retained for three years after the pupil graduates or otherwise leaves the district, or until the student's 19th birthday, whichever is later. The medication administration log will include the student's name and the name and dosage of the medication. The individual giving the medication will record the date and time of administration of the medication. The log will be signed and witnessed by a second adult, unless medication was administered by a Registered Nurse.

School health records are considered to be part of the student's educational record under Family Educational Rights & Privacy Act (FERPA) 20 USC § 1232g. Health information that will further a student's academic achievement and/or maintain a safe and orderly teaching environment may be accessed by school staff who have a specific and legitimate educational interest in the information.

## **Illness and Injury**

School personnel or a District Registered Nurse will provide first aid at the level of which they have received training in the event of illness or injury. The district will ensure that adequately trained first aid school personnel or school registered nurses are on site and that first aid supplies are available.

The procedures in this section provide information on how school personnel are trained by District Registered Nurses to provide care to students with injury or physical complaints. A Registered Nurse is available to assist trained school personnel during school hours, if needed.







School personnel are trained to follow these general guidelines with all students experiencing illness or injury:

- Practice good infection control by wearing personal protective equipment, such as gloves or masks, when appropriate.
- Respect privacy and discreetly ask the student about their injury or physical complaint.
- Observe for any visible signs of injury or illness.
- Do not diagnose health problems.
- Always contact the parent/guardian whenever there is an injury to the head, eyes, bones, or if there is bleeding, which will not stop, or pain that will not relent in ten (10) minutes.
- Notify the parent/guardian when any first aid is given at school, as follow-up may be needed and further observation and care can be provided at home.
- Notify the parent if the student does not feel well enough to return to class.
- If there is a question, consult with the parent/guardian to decide whether or not the student should stay in school.

## When your student should stay home and return to school

To maintain the health and well-being of your child and other students, please observe the following guidelines:

### Hazel Park Schools

YOUR STUDENT SHOULD STAY HOME WHEN:					
THEY HAVE A FEVER	THEY APPEAR ILL	THEY ARE VOMITING	THEY HAVE DIARRHEA	THEY HAVE A RASH	THEY HAVE AN EYE INFECTION
					
100.4 F or higher	Unusually tired, low energy, poor appetite, or is not themselves	2 or more times within the past 24 hours	2 more times within the past 24 hours	Body rash <b>AND</b> fever or change in behavior (itchiness)	Redness, itchy and/or crusty drainage from eye
YOUR STUDENT CAN RETURN TO SCHOOL WHEN:					
They are fever free for 24 hours without medication to treat the fever.  If your student has strep throat/scarlet fever, they may return after 2 doses of antibiotics <b>AND</b> 12 hours have passed since the first dose of antibiotics.	They feel well enough to come to school.	No vomiting for 24 hours <b>OR</b> a health care provider clears the student for return with a written note.	No diarrhea for 24 hours <b>OR</b> a health care provider clears the student for return with a written note.	Rash has gone away <b>OR</b> a health care provider clears the student for return with a written note.	Drainage from the eye has cleared <b>AND</b> a health care provider clears the student for return with a written note.

If your student has ringworm or scabies, they should stay home until they see a health care provider. Exclusion recommendations will be based on Michigan Department of Health & Human Services and Oakland County Health Division guidelines.

Revised: February 2024  
Resources: MDHHS, OCHD

Most children will not need to be excluded for mild respiratory illness, such as the common cold, unless accompanied by fever or behavioral changes.

## Student Release Procedures

If student is being released due to illness or injury, these procedures will be followed:

- A student will only be released to a parent/guardian on file or an emergency contact with communicated permission from a parent/guardian on file, per district policy.
- A parent/guardian and emergency contacts must show identification for a student to be released.
- School personnel will not transport a student off campus.
- When a major emergency necessitates immediate transfer to the hospital, emergency services will be contacted by calling 911, followed immediately by contacting the parent/guardian.

## **Emergency Health in the School Setting**

When a serious illness or injury occurs during the school day, the school will immediately request emergency services and notify the student's parent/guardian. The school will provide emergency care within their trained ability until the parent/guardian or first responders assume responsibility. Parents/guardians will be contacted if any of the following situations occur:

- Any head injury, even if it appears minor
- Pain that does not relent in 10 minutes
- Bleeding that will not stop
- Any injury to any skeletal portion of the body
- Loss of consciousness
- Respiratory distress
- Ingestion of toxic or unknown material
- Suspicion of a communicable disease
- Signs of shock (which may be present with any injury): cold, clammy, pale skin, nausea, dizziness, thirst, or a rapid, weak pulse
- First known seizures or prolonged seizures requiring emergency medication
- Any other medically related emergency

## **Responding to Anaphylaxis Emergency at School**

(Act 368 of 1978)

Anaphylaxis is a serious allergic reaction that is rapid in onset and may cause death. A variety of allergens can cause anaphylaxis, but the most common are food, insect bites, medications, and latex. Anaphylaxis typically begins within minutes or even seconds of exposure. Initial emergency treatment is the administration of injectable epinephrine along with immediate summoning of emergency medical personnel and emergency transportation to the hospital. For students, staff, and any other individual on school grounds with known or unknown allergies:

- As required by state law, every school building will maintain a stock of at least two (2) epinephrine auto-injector devices at all times regardless of whether or not any student/staff have been diagnosed with allergies.
- Each school building will designate at least two (2) employees at the school for authorization to administer an epinephrine auto-injector. The school personnel designated to administer an epinephrine auto-injector will receive training from a District Registered Nurse.
- All school staff will be provided with basic awareness training of the major signs of anaphylaxis, know who to alert in case of an emergency, and where the stock epinephrine auto-injectors are located.

If a severe allergic reaction is suspected (anaphylaxis), an epinephrine pen based on the student's estimated weight will be administered by trained school personnel and emergency services will be called. Parents/guardians will also be notified immediately.

Students who are prescribed epinephrine to treat anaphylaxis shall be allowed to self-possess and self-administer the medication if there is written approval from the student's health care provider and parent/guardian, per district policy.

Michigan Department of Education requires annual reporting of all instances (whether student-supplied or school-supplied) of Epi-Pen administration to students while at school.

## Cardiac Emergency Response Plan and Teams

(Michigan Public Act 12 of 2014)

Cardiac arrest is the sudden, unexpected loss of heart function, breathing and consciousness. Cardiac arrest usually results from an electrical disturbance in your heart that disrupts its pumping action, stopping blood flow to the rest of your body.

Sudden cardiac arrest is a medical emergency. If not treated immediately, it causes sudden cardiac death. With fast, appropriate medical care, survival is possible. Administering cardiopulmonary resuscitation (CPR) — or even just compressions to the chest — can improve the chances of survival until emergency personnel arrive.

A cardiac emergency response plan is required for all schools in the state of Michigan. The cardiac emergency response plan shall address and provide for at least all of the following:

- Use and regular maintenance of automated external defibrillators (AEDs).
- Activation of a cardiac emergency response team during an identified cardiac emergency.
- A plan for effective and efficient communication throughout the school campus.
- Incorporation and integration of the local emergency response system and emergency response agencies within the school's plan.
- An annual review and evaluation of the cardiac emergency response plan.

As determined by the cardiac emergency response plan, trained school personnel will provide emergency care of training level in the event of a sudden cardiac arrest occurring on school grounds. Emergency services and parents/guardians will be notified immediately.

## Opioid-Related Overdose

(Public Act 385)

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

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

**Use of Opioid Antagonists:** Each school in the district will possess at least one package of an opioid antagonist on site. Each school will have at least two school personnel trained in the appropriate use and administration of an opioid antagonist. Only appropriately trained school personnel may possess and administer an opioid antagonist. The opioid antagonist may be administered by a trained school personnel to a student or other individual on school grounds who is believed to be having an opioid-related overdose. Any school personnel who have reason

to believe that a student is having an opioid-related overdose will call 911, followed immediately by notification of the parent/guardian.

### **Do Not Attempt Resuscitation Order**

( Michigan Public Act 363 of 2020)

If a parent or legal guardian who is legally authorized to execute a "Do Not Resuscitate" order ("DNR Order") for a student provides school personnel with a copy of a duly executed DNR Order compliant with the law and in substantially the same form as dictated by statute, the district shall proceed as follows:

An individual who determines that a minor student, while located at school, is wearing a do-not-resuscitate identification bracelet or an individual who has actual notice of valid DNR Order related to the minor student shall not attempt to resuscitate the minor student before an appropriate health professional arrives to assist.

If a person interested in the welfare of the declarant (an individual who has executed a do-not-resuscitate order on his or her own behalf or on whose behalf a do-not-resuscitate order has been executed) has reason to believe that an order has been executed contrary to the wishes of the declarant or, if the declarant is a ward including a ward who is a minor child, contrary to the wishes or best interests of the ward, the person may petition the probate court to have the order and the conditions of its execution reviewed.

A declarant may revoke an order executed by himself or herself or executed on his or her behalf at any time and in any manner by which he or she is able to communicate his or her intent to revoke the order. If the declarant's revocation is not in writing, an individual who observes the declarant's revocation of the order shall describe the circumstances of the revocation in writing, sign the writing, and deliver the writing to the declarant's attending physician or his or her delegatee and, if the declarant is a patient or resident of a facility or a pupil of a school, to the administrator of the facility or school or the administrator's designee.

## Medication Administration

(Michigan Department of Education Model Policy and Guidelines for Administering Medication to Pupils at School)

The district recognizes that for a student's health and well-being, medication may need to be taken during school hours. As defined by district policy, medication includes prescription, non-prescription and herbal medications, and includes those taken by mouth, by inhaler, those that are injectable, and those applied as drops to eyes, nose, or medications applied to the skin. All school personnel authorized to administer medication or treatment will receive training on medication administration on an annual basis by a District Registered Nurse. Per district policy, current guidelines on medication administration provided by the Michigan Department of Education may be followed in addition to what is outlined in this handbook.

When a student's parent and licensed health care provider believe that it is necessary for the student to take medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the student by completing the appropriate [medication authorization form](#) available under the Health Services department on the district website. Medication authorization forms must be renewed each school year. Until the appropriate form is complete and on file with the school, school personnel or District Registered Nurses cannot administer or allow medication to be taken during school hours or during school-related activities. A parent/guardian is permitted to come to school to administer medication during school hours or school-related activities, if necessary.

### Medication Administration Guidelines

- Medications must be delivered to the school by a parent or guardian in the original container with a current and complete pharmacy label, if prescribed. Medication will not be accepted in plastic bags or any other homemade container.
- Medications must be unexpired to be administered by school personnel. Expiration dates on medications will be checked by school personnel twice during the school year.
- Medications must come in exact doses to avoid any splitting of medication.
- School personnel will not undo capsules, put into food, crush or grind, tablets without authorization from the licensed health care provider and parent/guardian.
- **The parent/guardian should give the first dose of any new prescription or over-the-counter medication, except for "as needed" emergency medications (e.g. auto-inject epinephrine).**
- Medication may be administered within a window of one (1) hour before or one (1) hour after the scheduled administration time. If the student is in need of medication outside of the scheduled window, a parent or guardian is permitted to come to school to administer the medication.
- School personnel will maintain a record for all instances of medication administration while at school or during school-related activities.

- Any errors made in the administration of medications will be reported to the parent/guardian immediately.
- Any unused medication shall be picked up by the parent or guardian at the end of the school year. If this is not done, school personnel will properly dispose of the medication.
- Medication will be stored in a locked cabinet in the front office of the school. Emergency medication will be kept in an easily accessible location.
- When it is necessary for a student to have medication administered while on a school-sponsored field trip or off-site activity, the school personnel designated to administer medication must carry the medication in the original container, and record the necessary information on the medication administration daily log upon return from the trip/activity.

### **Self-Possession & Self-Administration of Medications**

The district recognizes that certain students may be able to self-carry and self-administer medications during school hours and activities. In order for student to self-carry and self-administer medication, the following criteria must be met:

- The medication authorization form, completed by the student’s health care provider and parent/guardian, must indicate that the student is capable of self-carrying and self-administering the medication.
- The medication must be in its original packaging, and properly labeled if it is a prescription medication.

A building administrator or District Registered Nurse may discontinue a student’s right to self-carry and self-administer medication if there is misuse by the student. The denial shall follow a consultation with a parent/guardian.

### **Health Related Plans**

#### **Section 504 of the Rehabilitation Act of 1973**

All students with chronic health conditions are eligible under the Section 504 of the American Disabilities Act for a 504 plan. A 504 plan is a written plan created for students with disabilities who require support to be successful in the classroom. When a chronic health condition is reported to the district, the district nurse and the Student Services Department consult together (along with the parent/guardian) to determine if the student requires a 504 plan. For further information on a 504 plan, please contact the Student Services Department.

#### **Individual Health Plans (IHP)**

All students with chronic health conditions are eligible for an individual health plan (IHP) that is written by a district nurse. The IHP is a student-centered plan of care that incorporates the student’s health goals and related activities. The IHP is developed by the district nurse to support student academic success and address family needs, concerns, and preferences. The school nurse will review the healthcare provider’s medical plan for the student and meet with the

student and/or parent/guardian regarding their healthcare needs. The district nurse will also coordinate with the school personnel regarding the student and their academic and health needs. An IHP is then created by the district nurse for the student which details the student's medical needs and the student's level of ability to complete medical tasks and their knowledge regarding their chronic health condition. This IHP is reviewed regularly and updated as needed by the district nurse throughout the school year through student observation, parent/guardian discussions and school personnel discussions.

## **Chronic Health Conditions**

Students with chronic health conditions are at risk for high absentee rates, low student engagement, dropping-out of school, exposure to bullying, disruptive behaviors, poor grades, and below-average performance on standardized achievement tests. It is important to establish comprehensive care coordination for students with chronic health conditions. (Forrest, Bevans, Riley, Crespo, & Louis, 2011; Bethell et al., 2012).

The district nurse and designated school personnel, who have been trained by the district nurse or a medical professional, will provide medical support to all students, including those with chronic medical conditions. The school nurse will collaborate with education staff to promote a safe and accommodating school environment for students with chronic medical conditions.

While the district recognizes a student's medical needs may be unique to each student, general expectations and considerations for various medical conditions are summarized below:

### **Allergies**

An allergy occurs when the body's immune system sees a substance as harmful and overreacts to it. Types of allergens include medications, food, latex, insects, mold, pet and pollen. Mild symptoms of an allergic reaction include runny nose, watery eyes, sneezing, hives, or a rash. More serious symptoms can include trouble breathing or swelling in your mouth or throat, which is indicative of an anaphylactic reaction ([www.aafa.org](http://www.aafa.org)). See the Severe Allergic Reaction (Anaphylaxis) section for more details.

If your student has any type of allergy:

- Ensure an [Allergy Action Plan](#) has been completed by you and your student's health care provider. Please provide the completed plan to your student's school as soon as possible.
- If your student has a food allergy, please ensure an [Special Dietary Accommodation Form](#) has been completed by you and your student's health care provider. Please provide the completed form to your student's school as soon as possible.
- If your student will be self-carrying an epinephrine auto-injector to treat a severe allergy, please ensure you and your student's health care provider have completed the [Medication Authorization Form](#) and ensure self-possession is indicated on the form.

### **Asthma**

According to the American Academy of Pediatrics, asthma is a chronic condition that causes airway passages in the lungs to become inflamed from various allergens. The lungs become swollen and it becomes difficult for the individual to breathe. As the air moves through the narrowed airways, it makes a wheezing sound.

Symptoms can be mild or severe and are triggered by allergens such as pollen, dust, mold, animal dander, smoke, dust mites or sudden change in weather. Common symptoms of asthma include shortness of breath, chest tightness, coughing, or wheezing.

If your student has asthma:

- Ensure an [Asthma Action Plan](#) has been completed by you and your student's health care provider. Please provide the completed plan to your student's school as soon as possible.
- If your student will be self-carrying an inhaler to treat their asthma, please ensure you and your student's health care provider have completed the [Medication Authorization Form](#) and ensure self-possession is indicated on the form.
- Consider obtaining an additional inhaler to be kept at school all times. This is to limit the risk of misplacing the inhaler during transportation and limit the risk of not having an inhaler readily available when needed.
- Consider obtaining a spacer for your child's inhaler. A spacer allows for the student's inhaler to work better by delivering more of the medication into the lungs. For more information about spacers, please visit the American Lung Association's [webpage](#).

## **Concussion (Traumatic Brain Injury)**

Concussion is defined by the Center for Disease Control (CDC) as a type of traumatic brain injury (TBI) caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move rapidly back and forth. This sudden movement can cause the brain to bounce around or twist in the skull, stretching and damaging the brain cells and creating chemical changes in the brain. Mild concussion symptoms include headache, nausea or vomiting, dizziness, fatigue, blurry or double vision, and difficulty concentrating or remembering. Severe concussion symptoms that require emergency medical attention include weakness or numbness, slurred speech, different size pupils, severe headache, or loss of consciousness.

If your student has experienced a concussion (traumatic brain injury):

- Notify your student's building principal as soon as possible.
- Provide written instructions from you and your student's health care provider with any accommodations needed for your student while they recover.
- If your student has more involved needs (such as incontinence management, tube feeding, etc.) due to previous traumatic brain injury, please reach out to the Student Services Department.

## **Diabetes**

Diabetes is a medical condition with no cure that affects the way our bodies produce and use a hormone called insulin. Insulin converts food (sugar) into energy for normal bodily functioning. Hazel Park Schools Health Services Handbook

There are two types of diabetes: Type 1 and Type 2. Type 1 is an autoimmune disorder where the body doesn't produce insulin due to the body's immune system attacking the pancreas that produces insulin. In Type 2 diabetes, the body produces insulin but it may not produce enough or use it properly to control blood sugar. Type 2 also has a genetic predisposition, but usually requires an "environment" to develop, such as being overweight and lack of physical activity.

If your student has diabetes:

- Ensure a [Diabetes Medical Management Plan](#) has been completed by you and your student's health care provider. Please provide the completed plan to your student's school as soon as possible.
- If your student will be self-managing their diabetes, please ensure you and your student's health care provider has indicated their ability to self-manage in writing on the diabetes medical management plan or other health note.
- If the parent/guardian is authorized to make insulin dosing changes per the Diabetes Medical Management Plan, the parent/guardian must provide a written note to the school before changes can be implemented. The written note must include the student's name, date of birth, the date the note was written, the date the changes will go into effect, the updated insulin dosing, and the parent/guardian's name and signature.
- The parent/guardian is responsible for providing rescue carbohydrates (juice, glucose tabs, etc.) and emergency medication (baqsimi, gvoke, etc.) to the school for school personnel to treat low blood sugar episodes.
- The parent/guardian is responsible for providing ketone testing strips to the school for school personnel to manage high blood sugar episodes.
- The parent/guardian is responsible for providing all blood sugar testing supplies including glucometers, lancet devices, lancets, testing strips, and batteries.
- The parent/guardian is responsible for providing all insulin administration supplies including insulin pens, vials, syringes, antiseptic wipes, etc.
- If your student has an insulin pump, school personnel are not permitted to change settings or troubleshoot any issues with the pump. The parent/guardian is permitted to come to school to make adjustments or troubleshoot insulin pump issues, if necessary.
- If your student has a continuous glucose monitor, school personnel are not permitted to change settings, calibrate or troubleshoot any issues on the glucose monitor. The parent/guardian is permitted to come to school to make adjustments or troubleshoot glucose monitor issues, if necessary.
- Consider obtaining additional supplies to manage your student's diabetes that can be kept at school only. This is to limit the risk of misplacing supplies during transportation and limit the risk of not having supplies readily available when needed.

## **Seizures (Epilepsy)**

Seizures are sudden abnormal events or episodes that occur because of a problem with the way that brain cells communicate through electrical signals. There are several types of seizures that

can occur. Epilepsy is the general term for a variety of neurological conditions characterized by recurrent unprovoked seizures (<https://www.epilepsymichigan.org>).

If your student has seizures:

- Ensure a [Seizure Action Plan](#) has been completed by you and your student's health care provider. Please provide the completed plan to your student's school as soon as possible.
- The parent/guardian is responsible for providing emergency medication (nayzilam, valtoco) to the school to treat a prolonged seizure.
- Consider obtaining an additional dose of emergency medication to treat a prolonged seizure that can be kept at school only. This is to limit the risk of misplacing the medication during transportation and limit the risk of not having the medication readily available when needed.
- If you or your student's health care provider would like school personnel to video record potential seizure activity, please provide written consent for school personnel to record your student, detailing who the recordings may be distributed to.

## **Communicable Diseases**

(Managing Communicable Diseases in Schools, Michigan Department of Education and Michigan Department of Health and Human Services, and Oakland County Health Division)

Schools can play a major role in helping to reduce or prevent the incidence of illness among children and adults in our communities. Encouraging good hand hygiene, following cleaning recommendations, and adhering to the most up-to-date mask requirements and recommendations contribute to a safe and healthy learning environment for children.

Communicable diseases within a school or community can spread in a number of different routes. The most common routes of spreading include:

- Fecal-oral: Contact with human stool; usually ingestion after contact with contaminated food or objects.
- Respiratory: Contact with respiratory particles or droplets from the nose, throat, and mouth.
- Direct skin-to-skin contact: Contact with infected skin.
- Indirect contact: Contact with contaminated objects or surfaces.
- Bloodborne: Contact with blood or body fluids.

The district has a comprehensive health education program, which includes the education of disease prevention and control. Per the Michigan Department of Education and the Michigan Department of Health and Human Services, encouraging good hand hygiene, following cleaning recommendations, and adhering to the most up to date mask requirements and recommendations contribute to a safe and healthy learning environment for children.

Students may be excluded from school if the student is suspected of having a communicable disease or if they have been diagnosed with a communicable disease. Students may also be excluded from school when there is a risk of spreading to the school community that can't be

controlled with appropriate environmental or individual management. The district follows all state and health department guidelines regarding exclusion to provide a safe educational environment for the students and staff.

The district works closely with the local health department when communicable disease outbreaks occur. Outbreaks will be communicated to parents and guardians with a letter via email from the school.

The local health department (Oakland County) requires certain communicable diseases to be reported to the health department.

Please see Oakland County Health Division's communicable disease guidance at this [link](#).

### **Conjunctivitis (Pink Eye)**

Conjunctivitis (pink eye) is an inflammation or infection of the membrane that lines your inner eyelids and the white parts of your eyes. Conjunctivitis can result from many causes, including viruses, bacteria, allergens, contact lens use, chemicals, fungi, and certain diseases. Symptoms of conjunctivitis include:

- Pink or red in the whites of the eyes
- Swelling of the conjunctiva (membrane lining the white part of the eye or inside of the eyelid) or eyelids
- Increased tears
- Itching, irritation or burning of the eyes
- Discharge coming from the eyes
- Crusting of the eyelids or lashes, especially in the morning

If you suspect your student has conjunctivitis (pink eye), consider keeping them home and seeking medical treatment from a healthcare provider, such as their pediatrician or urgent care. Teach your student good hand hygiene and refraining from touching their irritated eyes. Towels and washcloths should not be shared between family members and pillowcases should be washed frequently.

Per the Oakland County Health Division, students with suspected conjunctivitis (pink eye) will be excluded until one of the following occur:

- The student returns with a note signed by a healthcare provider clearing the student to return to school.
- The student no longer has symptoms of conjunctivitis (pink eye).

### **Respiratory Virus Guidelines (common cold, RSV, COVID-19, influenza)**

A respiratory infection affects the parts of the body that are involved with breathing, such as the lungs and sinuses. A respiratory infection can spread from person to person. Many different viruses cause respiratory infections, but share the same symptoms. Respiratory virus symptoms include:

- a cough - with or without mucus
- sneezing
- a stuffy or runny nose
- a sore throat
- headaches
- breathlessness, tight chest or wheezing
- a fever
- muscle aches
- generally feeling unwell

Per the Oakland County Health Division’s [Respiratory Virus Guidelines](#), students with symptoms of a respiratory virus **and** a fever of 100.4 fahrenheit or higher will be excluded from school. Your student should remain home until they feel well enough to return and are fever-free for 24 hours without using medicine to treat the fever. Students **do not** need to be excluded until all of their respiratory virus symptoms completely resolve. For example, a student recovering from a respiratory virus may return even though they still are experiencing coughing and a runny nose, as long as they are fever-free for 24 hours without medicine and are feeling well enough to attend.

## **Bed Bugs**

Bed bugs are small, brownish, flattened insects that feed on the blood of people while they sleep. Although the bite does not hurt at the time, it may develop into an itchy welt similar to a mosquito bite. Bed bugs do not transmit disease, but they can cause significant itchiness, anxiety, and sleeplessness. Bed bugs usually only come out at night and do not hide on a person. Instead, bed bugs will “hitchhike” from place to place in backpacks, clothing, books, etc. Eradication of bed bugs can be costly and difficult.

If it is determined that your student has bed bugs, the following procedures are recommended:

- Seek out home treatments with a pest management professional. The district is able to provide educational materials to you, if needed.
- Store your student’s freshly laundered clothing in a plastic bag daily and bring these clothes to school. Your student will be allowed a private changing area at school to change clothes prior to entering their classroom each day.
- Leave unnecessary personal items at home. Personal items brought from home, such as backpacks or books, will be stored separately so that any bed bugs will not spread within the classroom.

## **Pediculosis (Head Lice)**

Head lice are small (about the size of a sesame seed), wingless parasitic insects that must live on a person to survive. They survive by piercing the skin to feed on blood and are almost exclusively associated with hair on the neck and scalp. Head lice cannot fly or jump. Head lice are transmitted through person to person direct contact or sharing of bedding or personal items (such as hairbrushes, combs, hats or scarves). Most transmissions occur from direct head to head

contact. As such, it is more common to get head lice from family members, overnight guests, or playmates than in a school setting. **Head lice do not spread disease.**

The district follows the [recommended protocol](#) from the Michigan Department of Health and Human Services and the Michigan Department of Education. The district head lice procedures are as follows:

- Any student with live lice (or nits within one quarter inch of the scalp) may remain in school until the end of the school day.
- The district will notify the parent or guardian immediately if a student is suspected of having a head lice infestation.
- The student will be readmitted to school after treatment and examination. If, upon examination, the school personnel find no live lice and the student does not have any nits within one quarter inch of the scalp, the child may reenter the school.
- Mass screenings (classroom or school-wide checks) will not be conducted.

If your student has a head lice infestation, immediate treatment is recommended before returning your student to school. For more information on how to manage and treat head lice, please see the Oakland County Health Division [webpage](#) or reach out to one of the District Nurses.

## **Hand, Foot and Mouth Disease**

Hand, foot and mouth disease is a common viral illness that can spread easily and primarily affects school-aged children. Symptoms of hand, foot and mouth disease include:

- Fever
- Loss of appetite
- Sore throat
- Drooling
- Feeling of being unwell
- Painful sores in or around the mouth
- A rash or blisters on the palms of hands, soles of feet, elbows, knees, or buttocks, or genital area

Per the Oakland County Health Division, students will be excluded until no new sore appears and other symptoms, such as fever and sore throat, are gone. For more information on hand, foot and mouth disease, please see the Oakland County Health Division's [webpage](#) or reach out to one of the District Nurses.

## Strep Throat

Strep throat is an infection in the throat and tonsils caused by a bacteria called group A Streptococcus or group A strep. Anyone can get strep throat, but it is most common in school-age children between 5 and 15 years old. Symptoms of strep throat include:

- Sore throat that may start very quickly
- Pain when swallowing
- Fever
- Red and swollen tonsils, sometimes with white patches or streaks of pus
- Tiny red spots on the back or roof of mouth
- Swollen lymph nodes on the neck
- Headache
- Nausea and vomiting
- Stomach pain

If you suspect your student may have strep throat, consider keeping them home until you seek treatment from a healthcare provider. It is important that strep throat is treated using antibiotics prescribed by a healthcare provider to prevent any long-term health issues.

Per the Oakland County Health Division, students with strep throat will be excluded until they have received at least 2 doses of antibiotics and it has been at least 12 hours since the first dose of antibiotics was administered. For more information on strep throat, please see the Oakland County Health Division's [webpage](#) or reach out to one of the District Nurses.



**Hazel Park School District**

## **Title I & System of Student Supports Handbook**

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### **Our Commitment**

Hazel Park Schools will implement a comprehensive Multi-Tiered System of Approach to support the development of the whole child at all achievement levels. Support will occur through relationships and accountability, impacting learners' success in academics, behavior and school attendance. Collective responsibility from all stakeholders within the system including educators, learners, families and community will focus on the growth and success of all students. The purpose of this MTSS program is to positively impact the areas of academics, attendance, and behavior through targeted interventions, based on data-driven needs. Hazel Park Schools is committed to ensuring that each and every learner experiences a high quality education designed to expand learners' potential for success.

### **Vision**

Inspire and empower all learners.

### **Mission Statement**

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

### **We Believe**

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

## **Title I and Multi-Tier System of Student Support**

The Title I, Part A Program is designed to help disadvantaged children meet high academic standards by participating in either a Schoolwide or a Targeted Assistance Program. Schoolwide Programs are implemented in high-poverty schools following a year of planning with external technical assistance and use Title I, Part A funds to upgrade the entire educational program of the school. Targeted Assistance Programs provide supplementary instruction to children who are failing or most at risk of failing to meet the district's core academic curriculum standards. School-based decision-making, professional development, and parent involvement are important components of each district's Title I, Part A Program. (MDE Title I, Part A - Improving Basic Programs).

Title I can be used to fund the following:

- Well-rounded education
- Academic/Instructional supports
- Non-instructional supports
- Improving school quality

Title I funding and allowable uses are directly related to MTSS by providing resources for tiered support in both academic and non-academic areas. These funds provide an avenue for the district to develop comprehensive and systemic program of supports and services.

Title I funding requires districts to use Title I funds only to supplement the funds that would, in the absence of such Title I funds, be made available from State and local sources for the education of students participating in Title I programs, and not to supplant such funds (ESEA section 118(b)(1)).

### **What is MTSS?**

A Multi-Tiered System of Supports (MTSS) is a comprehensive, research-based framework designed to address the needs of the whole child by providing targeted support at all achievement levels. MTSS interconnects education, health, and human service systems to promote positive student outcomes and ensure equitable opportunities for all learners. The framework is designed for all students, encompassing general and special education, with intentional fluidity to meet individual needs effectively.

MTSS operates on a tiered structure:

- Tier 1: Universal support through high-quality, general education instruction for all students.
- Tier 2: Targeted interventions for approximately 15% of students needing additional support.
- Tier 3: Intensive, individualized interventions for roughly 5% of students requiring greater assistance.

As described by Batsche et al. (2005), MTSS emphasizes high-quality instruction and interventions aligned to student needs, frequent progress monitoring to guide decisions, and data-driven adjustments to instruction and goals. A multidisciplinary team collaborates to assess growth in academic, behavioral, and social-emotional areas. ***When requested, Child Find procedures are initiated to evaluate potential eligibility for special***

*education services.*

## **Special Education/504 Referral Process**

### **Child Find: § 300.111, R 340.1721**

As a result of the IDEA, Michigan's Revised School Code requirements, and the MARSE, districts must have policies and procedures for conducting child find activities to identify, locate, and evaluate all children and students with disabilities who need or may be in need of special education programs and services, including children and students who have:

- History of Academic Concerns
- Collaborative discussions with students and/or parents
- Failing or Declining Grades
- Poor or Declining Progress on Standardized Testing
- Section 504 Plans and accommodations are providing little benefit
- Signs of: depression, withdrawal, inattention/distraction, organizational issues, anxiety,
- mental illness or mental health issues
- Hospitalized or receiving medical treatment for mental health issues
- Increasing discipline referrals, suspensions, expulsion, pattern of removal and/or truancy
- Student is being or has been exposed to traumatic events in his/her primary and/or secondary environments
- Information from medical or outside service providers

### **Purpose**

Before the initial provision of special education and related services to a student with a disability, Hazel Park Schools will conduct a full and individual initial evaluation and determine the student's eligibility.

### **Prior Notice**

When a request for an initial evaluation is received, the district will provide notice to the parents within 10 school days R 340.1721. The notice will be consistent with 34 CFR §300.503 and include:

- A description of the action proposed or refused by the district.
- An explanation of why the district proposes or refuses to take the action.
- A description of each evaluation procedure, assessment, record, or report the district used as basis for the proposed or refused action.
- A statement that the parents of a child with a disability have protection under the procedural safeguards of this part.
- Sources for parents to contact to obtain assistance in understanding the provisions of the IDEA (e.g., Michigan Alliance for Families Services, intermediate school district representative, and local supervisor or director).
- A description of other options that the IEP Team considered and the reasons why those options were rejected.
- A description of other factors that are relevant to the district's proposal or refusal. The notice will describe the decision of the district to evaluate or not and the information used to make that decision.

Prior Written Notice will describe any evaluation the district proposes to conduct and why it's proposed. The notice must be written in language understandable to the public and in the native language of the parent.

### **Parental Consent**

When the district determines an initial evaluation is needed, the district must make reasonable efforts to obtain informed consent from the parent for an initial evaluation to determine whether the student is a student with a disability in accordance with 34 CFR §300.300. Reasonable efforts include multiple attempts to obtain consent by various modes which may include telephone calls, visits to the parent's home and correspondence in the parent's native language. When the parent provides no response to multiple attempts to obtain written consent for evaluation or denies consent, the district will provide notice that an evaluation will not be conducted due to lack of parental consent. When a district receives consent to evaluate a student, that consent must not be construed as consent for the provision of special education services.

### **Initial Evaluations**

To determine eligibility for special education programs and services, the multidisciplinary evaluation team must conduct a full and individual initial evaluation and develop an evaluation report (34 CFR §300.301 and R 340.1721a). In Michigan, the timeline from the receipt of parental consent for initial evaluation to the completion of an IEP and offer of FAPE is not to exceed 30 school days. This timeline may be extended if agreed upon by the district and the parent. The agreement must be in writing and the extension must be measured in school days (R 340.1721b). The initial evaluation must be comprehensive enough to determine if the student is a student with a disability and to determine the educational needs of the student.

### **Review of Existing Evaluation Data (REED)**

As part of an initial evaluation, if appropriate, and as part of any reevaluation a district must conduct a REED according to 34 CFR §300.305. A REED is not required for an initial evaluation but may be conducted when a district determines it appropriate to do so. The REED is a process and does not have to be a meeting. As part of the REED process, members of the IEP Team and other qualified professionals review existing data about the student including: Evaluations and information provided by the parents of the child, Current classroom-based, local, or state assessments, and classroom-based observations, and Observations by teachers and related service providers. Based on that review and input from the student's parents, the IEP Team will identify what, if any, additional data are needed to determine the following:

- Whether the student is a student with a disability and their educational needs for an initial evaluation. For a re-evaluation, the IEP Team will identify what, if any, additional data are necessary to determine whether the student continues to have a disability and their educational needs.
- The present levels of academic achievement and related developmental needs.
- Whether the student needs or continues to need special education services.
- Whether additions of modifications to the special education and related services are needed.

In many instances, the REED results in the development of an evaluation plan that, after obtaining parental consent, will be used to conduct evaluations and gather data that will be used to make a recommendation of eligibility. When the REED team determines no additional information or evaluation is needed in order to make an eligibility recommendation, the district must notify parents of that determination, by providing notice of sufficient data, which includes the reasons, and the right of the parent to request an assessment.

### **Evaluation Procedures**

The evaluation will consider all suspected areas of disability. In conducting the evaluation, the district must ensure the following consistent with 34 CFR §300.304. The district must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parent that will assist in determining:

- whether the student is a student with a disability and
- the content of the student's IEP including information related to enabling the student to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).

The district will not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining an appropriate education program for the student. The district will use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. A multidisciplinary evaluation team means a minimum of 2 persons who are responsible for evaluating a student suspected of having a disability. The team shall include at least 1 special education teacher or other specialist who has knowledge of the suspected disability (R 340.1701b). The multidisciplinary evaluation team must complete a full and individual evaluation and make an eligibility recommendation that includes a written report. The report must include information needed by the IEP Team to determine all of the following: Eligibility A student's present level of academic achievement and functional performance

### **Educational Needs of the Student**

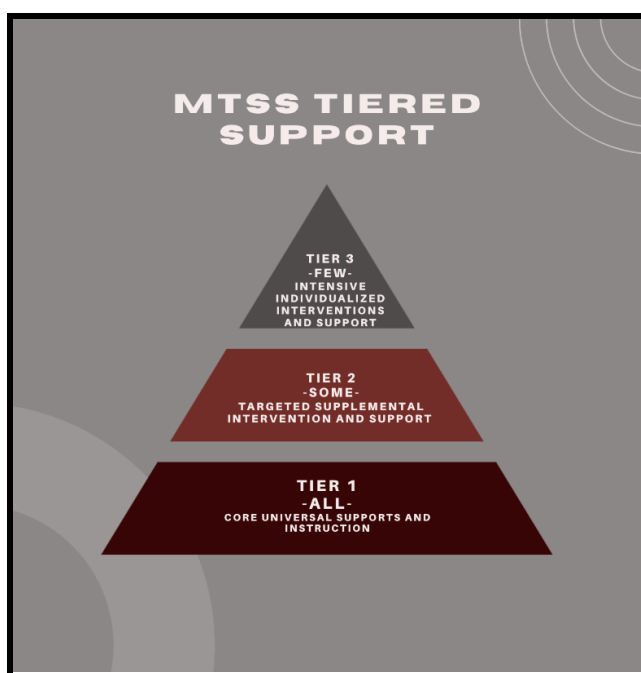
In accordance with 34 CFR §300.304c, the district will ensure assessments and other evaluation materials are:

- Selected and administered so as not to be discriminatory on a racial or cultural basis.
- Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.
- Used for the purposes for which the assessments or measures are valid and reliable.  
Administered by trained and knowledgeable personnel.
- Administered in accordance with any instructions provided by the producer of the assessments.  
Assessments and other evaluation materials include those tailored to assess specific areas of educational need.

Hazel Park Schools will not rely solely on an assessment which provides a general intelligence quotient. Assessments must be selected and administered so as best to ensure that if an assessment is administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's

aptitude or achievement level or whatever other factors the test purports to measure. The student will be assessed in all areas related to the suspected disability. The multidisciplinary evaluation team will carefully consider all eligibility categories for which the student may be eligible for special education and related services when making their evaluation plan. The initial evaluation for students who will be 16 years or older when the IEP will be in effect must include age-appropriate transition assessments. The evaluation must be sufficiently comprehensive to identify all the student's special education and related service needs, even those not commonly linked to the eligibility category.

By providing a robust foundation of support and leveraging progress monitoring, MTSS ensures all students can achieve their full potential while maintaining a seamless transition between support tiers based on individual progress and needs.



### Multi-Tiered System of Support

#### ***Universal Strategy: Implement a Comprehensive Multi-Tiered System of Student Support (MTSS) [Strategic Plan 2024-2025]***

- Allocate resources to place multiple MTSS teachers in buildings serving K-12 students.
- Revise and implement system-wide expectations, processes, and procedures to monitor student growth and achievement.
- Develop and utilize intervention-specific entry and exit criteria for students receiving Tier 2 and Tier 3 interventions.
- Provide high-dosage tutoring and expanded learning opportunities (add to 23g)
- Develop a systematic plan to implement fidelity checks for Tier 3 interventions, and monitor the impact of a tiered system of student support.

- Utilize the Power School MTSS Solution to monitor student growth, and fidelity of implementation, and analyze outcome data on students participating in Tier 2 and 3 interventions.
- Implement a tiered response to chronic absenteeism that breaks down barriers and provides targeted support.

**Guiding Principles MTSS is guided by the following principles:**

- A collective responsibility for ensuring growth and success for all learners is assumed by each person within the system (educators, learners, families, and community)
- A proactive approach to ensuring that each and every learner experiences a quality education designed to expand learners' potential
- A commitment to use a systematic problem-solving process to improve outcomes of all learners
- A commitment to ongoing, effective support for educators and leaders including professional learning, feedback, and coaching MDE MTSS Practice Profile Version 5.0 – July 2020
- A commitment to use data as a basis for information gathering and decision-making to avoid making assumptions
- Attention to fidelity of implementation, honoring both qualitative and quantitative measures
- An investment in systems to promote durability and the scaling up of MTSS

**Outcomes**

- Supports that are designed to enable each and every learner to meet their learning potential
- An education system that fosters family engagement and community partnerships
- Professional learning and coaching that is available to ensure development of competent and effective staff/workforce
- Sustainable and scalable structures that are created as host environments to support implementation of MTSS
- An outcomes-driven approach with a meaningful monitoring and evaluation component that indicates a commitment to continuous improvement
- An efficient and effective system that informs the district improvement plan • Alignment across all levels of the education system (e.g., State-ISD-LEA-School/CenterClassroom)

**MTSS Essential Components .**

The Hazel Park School District's Multi-Tiered System of Support (MTSS) framework is built upon the five essential components of MTSS:

- Team-Based Leadership
- Tiered Delivery System
- Selection and Implementation of Instruction, Interventions and Supports
- Comprehensive Screening & Assessment System
- Continuous Data-Based Decision Making

These components ensure a cohesive and effective approach to supporting student success across academic, social-emotional, behavioral, and other areas of need. A collaborative meeting structure (Appendix C ) is integral to this framework, bringing together educators, specialists, and administrators to analyze data, review student progress, and make informed decisions. The MTSS Decision-Making Flow Chart (Appendix B) further guides the team through a systematic process for identifying needs, selecting interventions, and determining next steps. Together, these elements create a structured, responsive, and data-driven approach to addressing diverse student needs and fostering equitable outcomes.

Component	Description
<b>Team-Based Leadership</b>	Leadership Teams (district, building, grade-level) that collaborate and communicate to contribute to the alignment and cohesion across the multiple levels of the system. The alignment and cohesion of leadership teams creates sustainable, scalable and engaging school climates to support successful implementation of MTSS with fidelity.
<b>Tiered Delivery System</b>	A responsive framework that provides instruction, interventions, and supports to meet the needs and assets of the whole child. Based on an aligned curriculum, instruction, interventions and supports are organized along a continuum to meet the needs of each and every learner. Tiers are intended to be layered with intensification of supports as matched by learner need.
<b>Selection &amp; Implementation of Instruction, Interventions and Support</b>	Instruction, interventions and supports are chosen because there is evidence that indicates expected success for the identified need. The selection considers a whole child approach, the



**Team Based Leadership**

**District MTSS Leadership Team**

<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Asst. Superintendent of Teaching and Learning</li> <li>● Exec. Director of Student Services</li> <li>● Student Services Supervisor</li> <li>● Teaching and Learning Supervisor</li> <li>● Psychologists</li> <li>● School Resource Officer</li> <li>● Nurse</li> <li>● Director of Community Schools</li> </ul>	<ul style="list-style-type: none"> <li>● Maintain/update MTSS Handbook</li> <li>● Ensure systemic implementation and coordination of supports and services students.</li> <li>● Establishes roles and responsibilities</li> <li>● Provide opportunities for feedback from various stakeholders</li> <li>● Develop, implement, and address goals aligned with the District Strategic Plan</li> <li>● Ensure allocation of resources to support the MTSS process</li> <li>● Monitor Building MTSS process &amp; data to ensure fidelity</li> <li>● Develop yearly assessment schedule</li> </ul>	<ul style="list-style-type: none"> <li>● MTSS Staff/Stakeholder Review and Feedback Meetings</li> <li>● Monthly District MTSS Leadership Team (Appendix</li> </ul>

**Building MTSS Leadership Team**

<p>Building Administrator</p>	<ul style="list-style-type: none"> <li>● Delegate responsibilities to appropriate staff members</li> <li>● Communicate procedures to staff, families, and students</li> <li>● Problem solve with building team to support MTSS process</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly MTSS Meetings               <ul style="list-style-type: none"> <li>○ Week 1: MTSS Tier 2</li> <li>○ Week 2: Student Problem Solving</li> <li>○ Week 3: MTSS Tier 3</li> <li>○ Week 4: Student Problem Solving</li> </ul> </li> <li>● Screening, Benchmark, and or Diagnostic Review Meeting (4x/year)</li> </ul>

	<ul style="list-style-type: none"> <li>● Monitor data to ensure fidelity of instruction and intervention</li> <li>● Hold yearly meeting (Open House) regarding general information about our Title I/Intervention program</li> <li>● Participate in HPS Child Find Process</li> </ul>	
School Psychologist	<ul style="list-style-type: none"> <li>● Facilitate the analysis of universal screening (benchmark) data and school-wide data</li> <li>● Complete classroom observations based on Request for Assistance referral</li> <li>● Problem solve with administrators, MTSS teachers and teachers in Impact Meetings</li> <li>● Facilitate weekly data meetings <ul style="list-style-type: none"> <li>○ <a href="#">Weekly Building Meetings</a></li> </ul> </li> <li>● Support the analysis, and disaggregation of data to progress monitor and track interventions</li> <li>● Powerschool MTSS and Student Data Analytics</li> <li>● MTSS Student Student Plan</li> <li>● Participate in HPS Child Find Process</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly MTSS Meetings <ul style="list-style-type: none"> <li>○ Week 1: MTSS Tier 2</li> <li>○ Week 2: Student Problem Solving</li> <li>○ Week 3: MTSS Tier 3</li> <li>○ Week 4: Student Problem Solving</li> </ul> </li> <li>● Screening, Benchmark, and or Diagnostic Review Meeting (4x/year)</li> </ul>
School Social Worker	<ul style="list-style-type: none"> <li>● Support staff in analyzing universal screening (benchmark) data and school-wide data</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly MTSS Meetings <ul style="list-style-type: none"> <li>○ Week 1: MTSS Tier 2</li> <li>○ Week 2: Student Problem Solving</li> <li>○ Week 3: MTSS Tier 3</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Complete classroom observations based on Request for Assistance referral</li> <li>● Problem solve with administrators, interventionists, and teachers in Impact Meetings</li> <li>● Implement research-based or evidence-based interventions for school-wide use</li> <li>● Support the analysis, and disaggregation of data to progress monitor and track interventions</li> <li>● Powerschool Behavior Support</li> <li>● Functional Behavioral Analysis - Powerschool</li> <li>● Behavior Intervention Plans - Powerschool</li> <li>● Participate in HPS Child Find Process</li> </ul>	<ul style="list-style-type: none"> <li>○ Week 4: Student Problem Solving</li> </ul>
BCBA	<ul style="list-style-type: none"> <li>● Complete classroom observations based on Request for Assistance referral</li> <li>● Problem solve with administrators, ancillary and teachers in Impact Meetings</li> <li>● Implement research-based or evidence-based interventions for FBA/BIPs</li> <li>● Professional Learning</li> <li>● Oversight of daily implementation</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly MTSS Meetings (as requested by school psychologist in collaboration with the building administrator) <ul style="list-style-type: none"> <li>○ Week 1: MTSS Tier 2</li> <li>○ Week 2: Student Problem Solving</li> <li>○ Week 3: MTSS Tier 3</li> <li>○ Week 4: Student Problem Solving</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Participate in HPS Child Find Process</li> </ul>	
General Education Teacher(s)	<ul style="list-style-type: none"> <li>● Review and analyze student data to determine student needs</li> <li>● Provide research-based or evidence-based instruction and/or intervention</li> <li>● Self-monitor fidelity of instruction, assessment, and intervention</li> <li>● Ongoing formative assessment and monitoring of student progress</li> <li>● When appropriate, problem solve with team members in an Impact Meeting</li> <li>● Participate in HPS Child Find Process</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly MTSS Meetings (as requested by school psychologist in collaboration with the building administrator) <ul style="list-style-type: none"> <li>○ Week 1: MTSS Tier 2</li> <li>○ Week 2: Student Problem Solving</li> <li>○ Week 3: MTSS Tier 3</li> <li>○ Week 4: Student Problem Solving</li> </ul> </li> <li>● Grade Level Meetings (1x/week)[common P&amp;C]{Teacher Facilitated/Coach Support}</li> </ul>
MTSS Teacher(s)	<ul style="list-style-type: none"> <li>● Review and analyze student data to determine student needs and interventions</li> <li>● Implement research-based interventions</li> <li>● Self-monitor fidelity of instruction, assessment, and intervention</li> <li>● Ongoing progress monitoring to determine effectiveness of intervention strategies and next steps</li> <li>● When appropriate, problem solve with team members in an Impact Meeting</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly MTSS Meetings <ul style="list-style-type: none"> <li>○ Week 1: MTSS Tier 2</li> <li>○ Week 2: Student Problem Solving</li> <li>○ Week 3: MTSS Tier 3</li> <li>○ Week 4: Student Problem Solving</li> </ul> </li> <li>● Screening, Benchmark, and or Diagnostic Review Meeting (4x/year)</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide letters of entry and exit for families of students receiving Tier 2/3 interventions</li> <li>● Communicate with parents during Family/School Conferences regarding student progress</li> <li>● Participate in HPS Child Find Process</li> </ul>	
Special Education Teacher	<ul style="list-style-type: none"> <li>● Complete classroom observations based on Request for Assistance referral</li> <li>● Problem solve with administrators, MTSS teachers and teachers in Impact Meetings</li> <li>● Participate in HPS Child Find Process</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly MTSS Meetings (as requested by school psychologist in collaboration with the building administrator) <ul style="list-style-type: none"> <li>○ Week 1: MTSS Tier 2</li> <li>○ Week 2: Student Problem Solving</li> <li>○ Week 3: MTSS Tier 3</li> <li>○ Week 4: Student Problem Solving</li> </ul> </li> </ul>
Instructional Coach/Teacher Consultant	<ul style="list-style-type: none"> <li>● Support teachers in implementing district curriculum, instructional framework and research based strategies.</li> <li>● Assist with professional development as on-site “expert” on curriculum and instruction.</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly MTSS Meetings (as requested by school psychologist in collaboration with the building administrator) <ul style="list-style-type: none"> <li>○ Week 1: MTSS Tier 2</li> <li>○ Week 2: Student Problem Solving</li> <li>○ Week 3: MTSS Tier 3</li> <li>○ Week 4: Student Problem Solving</li> </ul> </li> <li>● Grade Level Meetings (1x/week)[common P&amp;C]{Teacher Facilitated/Coach Support}</li> </ul>

**Comprehensive Screening and Assessment System**

Hazel Park School district engages in regular review and analysis of student assessment data, both academic and non-academic, using the district's problem solving driver (See p. 24 This information guides data-informed decision-making to measure the effectiveness of the system for the needs of all learners, with a specific focus on equitable, inclusive learning opportunities. As a system, we are also committed to analyzing data for groups of students at the margin or those whose needs may not be met, and ensuring that these labels are not used to deprive students of opportunities.

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

### **Universal Screening/Benchmarking, Progress Monitoring, and Diagnostic Assessment**

All students participate in universal screening and benchmarking/diagnostic assessments throughout the school year (Appendix I ). The district's assessment calendar can be access in the document that follows:

📅 Hazel Park Assessment Calendar 2024-2025 . Assessment data gathered through multiple sources of information is used to determine where an individual student's basic skills are in comparison with other same-aged peers nationally. This information is used to

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

### **Key: Assessment Types**

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

### **Progress Monitoring**

Progress monitoring is a way to document and assess student progress over time. Students participating in reading or math intervention are progress monitored on a regular basis, with increased touchpoints for students in Tier 2 and Tier 3 interventions. Teachers or ancillary staff will monitor student learning using appropriate tools for the specific intervention or diagnostic outcome.

### **Criteria and Decision Making Rules - Tiers 2 and 3 Interventions**

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

**Academic Measures - Tiered Entrance Criteria**

Reading

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

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

Math

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

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

## Non-Academic Measures - Tiered Entrance/Placement Criteria

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

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

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

MTSS operates on a tiered approach; tier-one is the general education curriculum and support. Following is tier two, a more targeted approach for a select group of students, often comprised of 15% of your student population. Students requiring more intensive support and targeted instruction move into tier three, which makes up roughly 5% of the student population. **Students requiring the most significant support are moved into a tier four level of support, approximately 1-2% of the student population.** Tiers are not meant to be segregated, rather, fluidity between the tiers is based on progress monitoring measurements and supporting students' individual needs.

#### Tier 1

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

#### Tier 1 Core Academic Curriculum and Instruction

- High-quality, grade level, and standards aligned instruction for all students
- Researched-based instruction and interventions provided in the classroom, and available to all learners
- Administration of universal screening, benchmark, and diagnostic measures to all students
- Routine analysis of core curriculum through regular data reviews
- [Universal Design for Learning and Learning for Acceleration, in progress](#)

#### Social-Emotional and Behavioral Curriculum and Programming

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

### **Tier 1 Core Curricular Documents**

- Positive Behavioral Intervention and Supports (PBIS) (Appendix C)
  - References for the Evidence Base of PBIS
  - Family Resources
- Transforming Research into Action to Improve the Lives of Students with Social and Emotional Learning (TRAILS) (Appendix C)
  - Social Emotional Learning Training Resources
  - Tier I Information Page
- Restorative Practices (RP) (Appendix C)
  - Restorative Practices Handout

### Attendance Supports and Programming

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

As a district, we have started the process of implementing the Parent Teacher Home Visit model as a Tier 1 family and student engagement strategy. Expanded use of home visits is a goal for Hazel Park School District, along with other family and student engagement strategies. **The expansion of community schools in all elementary buildings and Hazel Park Junior High aligns closely with the Multi-Tiered System of Supports (MTSS) by integrating academic, behavioral, and social-emotional interventions with wraparound services that address students' holistic needs. Community schools operate as hubs that connect families with healthcare, mental health services, afterschool programs, and other essential resources, reducing barriers to learning and fostering a more equitable educational environment. By embedding MTSS principles within community schools, districts can provide tiered supports that not only target academic interventions but also address underlying factors such as chronic absenteeism, food insecurity, and family engagement. This comprehensive approach ensures that students receive the necessary resources and interventions at every level, promoting their overall success and well-being.**

## Tier 2 - Supplemental, Targeted Support

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

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

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

### **Tier 3 Tier 1 + 2 + Increased Time, Narrowed Focus, Explicit Direct Instruction**

Tier 3 interventions (APPENDIX D) represent a highly individualized level of support for students with significant academic, behavioral, or emotional needs that surpass what Tier 1 and Tier 2 offer. These interventions are tailored to address specific challenges identified through assessments and personalized learning plans. Collaboration among specialized educators, interventionists, counselors, and other professionals is crucial in implementing and monitoring these personalized interventions, ensuring that students receive the focused support necessary for their success. Tier 3 interventions are most often provided by the MTSS and/or Resource Teacher (academic) and ancillary staff (behavioral, social, emotional). For approximately \*1-5% of students, Tier 2 instruction will meet academic and behavioral needs. Tier 3 interventions include

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

### **Specialized Instruction**

Students receiving Tier 4 or Specially Designed Instruction move within the Tier in the same manner as students without an IEP. Students with IEPs should participate in Tier 1 instruction as much as possible, even when their programming has been modified. Specially Designed Instruction/Learning is developed specifically for students

who meet the respective eligibility criteria for special program placement. **Tier 4 does not represent a location for services, but indicates a layer of interventions that may be provided in the general education class or a separate setting. Tier 4 is not a substitute for Tier 2 or Tier 3, but is layered upon Tier 2 or 3 interventions.** In most cases, Tier 4 interventions are provided by a special education teacher with specialized credentials and/or ancillary staff (Social Worker, Psychologist, Occupational or Physical Therapist, Speech Pathologist). Tier 4 includes

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

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

Guidance for Duration of Academic Interventions

	<b>Tier I: Core Class curriculum</b>	<b>Tier II Small group Intervention</b>	<b>Tier III: Intensive Intervention</b>
Elementary	Classroom Teacher all day	<ul style="list-style-type: none"> <li>• 30 minutes Math /Reading Intervention Time</li> <li>• ELA and Math strategy groups</li> <li>• MTSS Teacher and Classroom Teacher</li> <li>• Differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>• 30 Minutes Math and Reading Small Group/ ELA and Math Strategy Groups: MTSS, EL, &amp; Special Education Teacher</li> </ul>
Middle School	Classroom Teacher all day	<ul style="list-style-type: none"> <li>• 30 minutes Math /Reading Intervention Time</li> <li>• ELA and Math strategy groups</li> <li>• MTSS Teacher and Classroom Teacher</li> <li>• Differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>• 30 Minutes Math and Reading Small Group/ ELA and Math Strategy Groups: MTSS, EL, &amp; Special Education Teacher</li> </ul>
High School	Classroom Teacher all day	<ul style="list-style-type: none"> <li>• 20-30 Minutes 1-2 Times/Week</li> </ul>	<ul style="list-style-type: none"> <li>• 50 Minutes/Day Read 180 Classroom Instructor</li> <li>• 20-30 Minutes 2-3 times/week</li> </ul>

Invest	Classroom Teacher All day w ESL Instructional Para Support	<ul style="list-style-type: none"> <li>*Friday 1/2 Day Tutoring and Intervention Support</li> </ul>	<ul style="list-style-type: none"> <li>*Friday 1/2 Day Tutoring and Intervention Support</li> </ul>
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\*Friday is a non-scheduled school day for INVEST. This day is utilized to provide Tier 2 and Tier 3 tutoring and other intervention supports.

**Selection and Implementation of Instruction, Interventions and Supports**

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

In the Hazel Park School District's Multi-Tiered System of Support (MTSS), the selection, instruction, and implementation of Tier 2 and Tier 3 interventions address a broad range of student needs, including academic, social-emotional, behavioral, and other areas requiring targeted support. Interventions and supports are carefully chosen based on evidence indicating their effectiveness in addressing specific challenges, ensuring that students receive tailored, high-quality assistance. Approved interventions are implemented with fidelity and are aligned with the student's identified needs, whether it involves closing academic gaps, improving social-emotional skills, or managing behavioral concerns. Progress is regularly monitored using data to guide adjustments and ensure interventions remain impactful. The district's approved interventions and the progress monitoring schedule are outlined in Appendix \_\_, providing a comprehensive framework for consistent and effective implementation. By addressing multiple dimensions of student development, the district fosters a holistic approach to ensuring success for all learners.

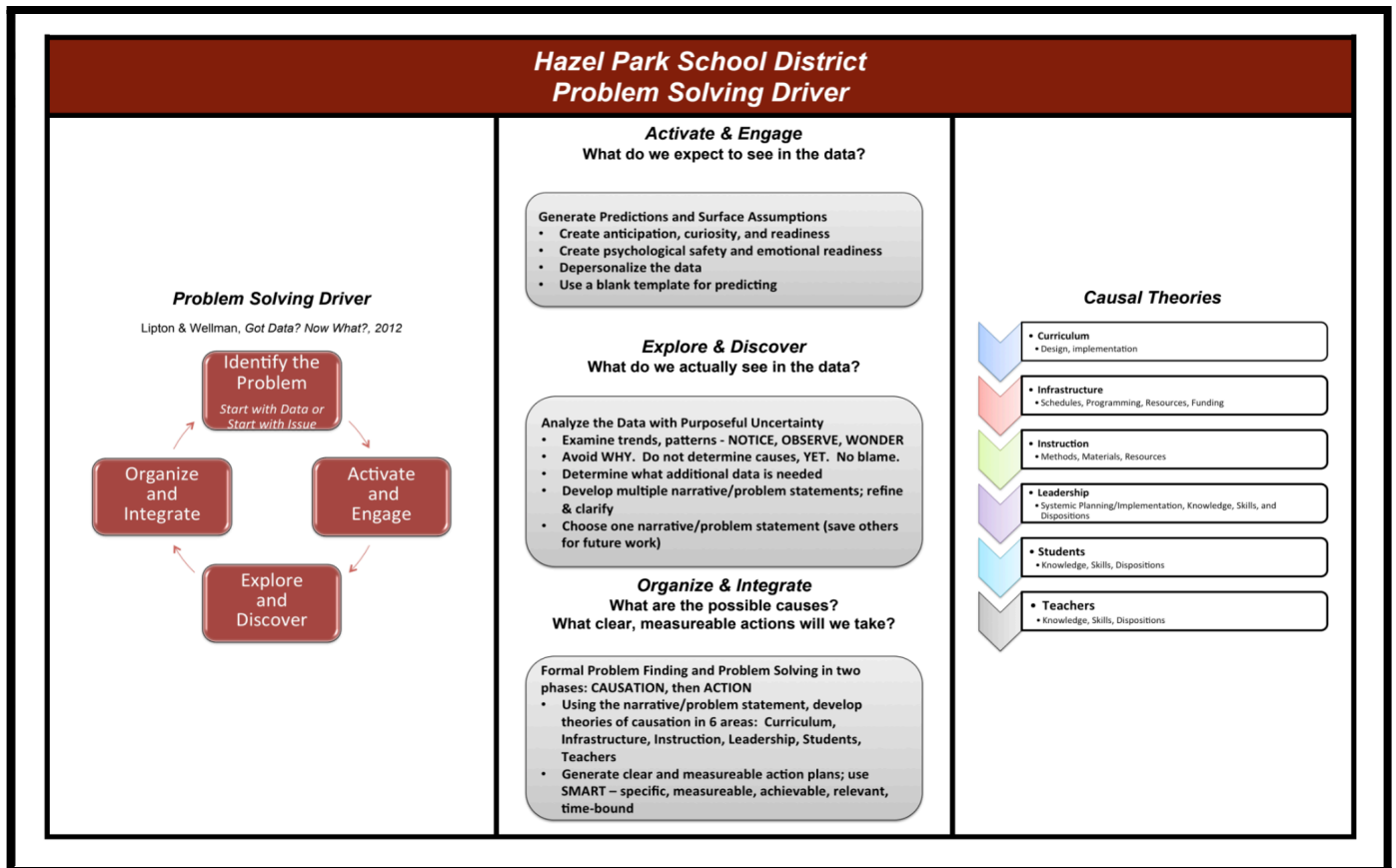
## Continuous Data-Based Decision-Making

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

In addition to the problem solving driver, the MTSS Problem Solving & Action Plan guides Building Leadership teams to develop plans and monitor progress for individual students.

### Problem Solving Driver

Lipton & Wellman, *Got Data? Now What?*, 2012



Identify the Problem: What is the Problem?

- Define the area(s) of concern and prioritize.
- Review/Collect baseline data on the primary area(s) of concern.
- State discrepancy between what is expected and what is occurring.

Activate and Engage: Why is it occurring?

- Generate predictions and surface assumptions
- Create psychological safety and emotional readiness
- Use a blank template for predicting

Explore and Discover: Why is it occurring?

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

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

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

### District Problem-Solving Driver Template

Monitoring and Tracking

The district utilizes Unified Insights, a data-driven platform designed to provide actionable insights for educators. It consolidates data from various sources, enabling educators to *identify and track student needs, communicate with stakeholders, access key MTSS forms and reports, develop student plans, and progress monitor Tier 2 and 3 interventions. This is accomplished through the data dashboards, MTSS Student Plans, and MTSS Interventions:*

#### ***Data Dashboards***

- **Real-Time Dashboards:** Tracks student performance, attendance, behavior, and other metrics in real-time.
- **Predictive Analytics:** Uses historical data to forecast student outcomes, such as graduation risks or academic challenges.
- **Customizable Reports:** Allows for tailored reporting to meet the needs of specific schools, districts, or programs.
- **Equity and Access Monitoring:** Helps evaluate disparities and ensure equitable resource allocation.
- Comprehensive Student Profile that integrates information from the Student Information System, Behavior Support, and other Powerschool solutions

## **MTSS (Multi-Tiered System of Supports) Student Plans:**

PowerSchool MTSS streamlines the creation and management of individualized student support plans. Features include:

- **Plan Templates:** Prebuilt templates aligned with MTSS frameworks for quick setup.
- **Goal Setting and Progress Monitoring:** Educators can set specific, measurable goals and track progress over time.
- **Team Collaboration:** Facilitates communication and collaboration among teachers, specialists, and families.
- **Intervention Tracking:** Logs specific interventions, their duration, and effectiveness for individual students.
- **Data-Driven Decisions:** Integrates assessment and behavior data to inform and adjust plans dynamically.

## **MTSS Interventions in PowerSchool**

### **Intervention Management:**

The MTSS module in PowerSchool supports the systematic implementation and tracking of interventions. Key features include:

- **Tiered Support:** Organizes interventions into Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive) levels.
- **Intervention Libraries:** Offers a repository of evidence-based interventions for academic, behavioral, and social-emotional needs.
- **Progress Monitoring Tools:** Tracks the effectiveness of interventions with visual reports and alerts for underperformance.
- **Student History:** Maintains a comprehensive record of past and current interventions, ensuring continuity of support.
- **Compliance Support:** Aligns with federal and state requirements for MTSS and RTI (Response to Intervention).

*PowerSchool integration of Analytics, MTSS Student Plans, and MTSS Interventions creates a cohesive ecosystem for data-driven, student-centered education. This ensures timely, effective support to meet the diverse needs of all learners.*

## **Quality Assurance Process**

October 2022; January 2023; January 2024; July 2024 57

## **Fidelity Checks**

Fidelity of Instruction: taught appropriately

Fidelity of Program and Supports: correct program, classroom interventions, goal-driven

Fidelity of Implementation: attendance, engagement

Fidelity of Progress Monitoring

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

## **Purpose of Fidelity Checks**

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

## **Timeline for Delivering Fidelity of Programs**

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

## **Types of Fidelity Checklists**

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

## Resources

Center on Response to Intervention

<http://www.rti4success.org/>

RTI Action Network

<http://www.rtinetwork.org/learn/what/whatisrti>

Illinois Response to Intervention

[http://www.isbe.net/RTI\\_plan/default.htm](http://www.isbe.net/RTI_plan/default.htm)

Kansas Multi-tier System of Supports

<http://www.kansasmtss.org/resources.htm>

National Center for Learning Disabilities

<http://www.nclld.org/disability-advocacy/where-we-stand-policies/multi-tier-system-supports-response-intervention>

Florida Center for Reading Research

<http://www.fcrr.org/>

Intervention Central

<http://www.interventioncentral.org/>

What Works Clearinghouse

<http://www.interventioncentral.org/>

Center on Multi-Tiered System of Supports at the American Institute for Research

<https://mtss4success.org/>

Branching Minds

<https://www.branchingminds.com/>

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

## Appendices

### Appendix A: MTSS Forms (updates to forms in progress)

#### MTSS Request for Assistance Form

- [MTSS Request For Assistance Form](#)

#### MTSS Observation Form

- [MTSS Observation Form - Early Childhood](#) - MAKE a COPY
- [MTSS Observation Form - K-12](#) - MAKE a COPY

#### Parent Invitation to Impact Meeting

- [Parent Invite to Impact Meeting](#) - MAKE a COPY

#### MTSS Intervention and Progress Monitoring

- [Intervention and Progress Monitoring Tracking Spreadsheet](#) - MAKE a COPY
- [Intervention Attendance Tracking Spreadsheet](#) - MAKE a COPY

#### MTSS Problem Solving & Action Plan

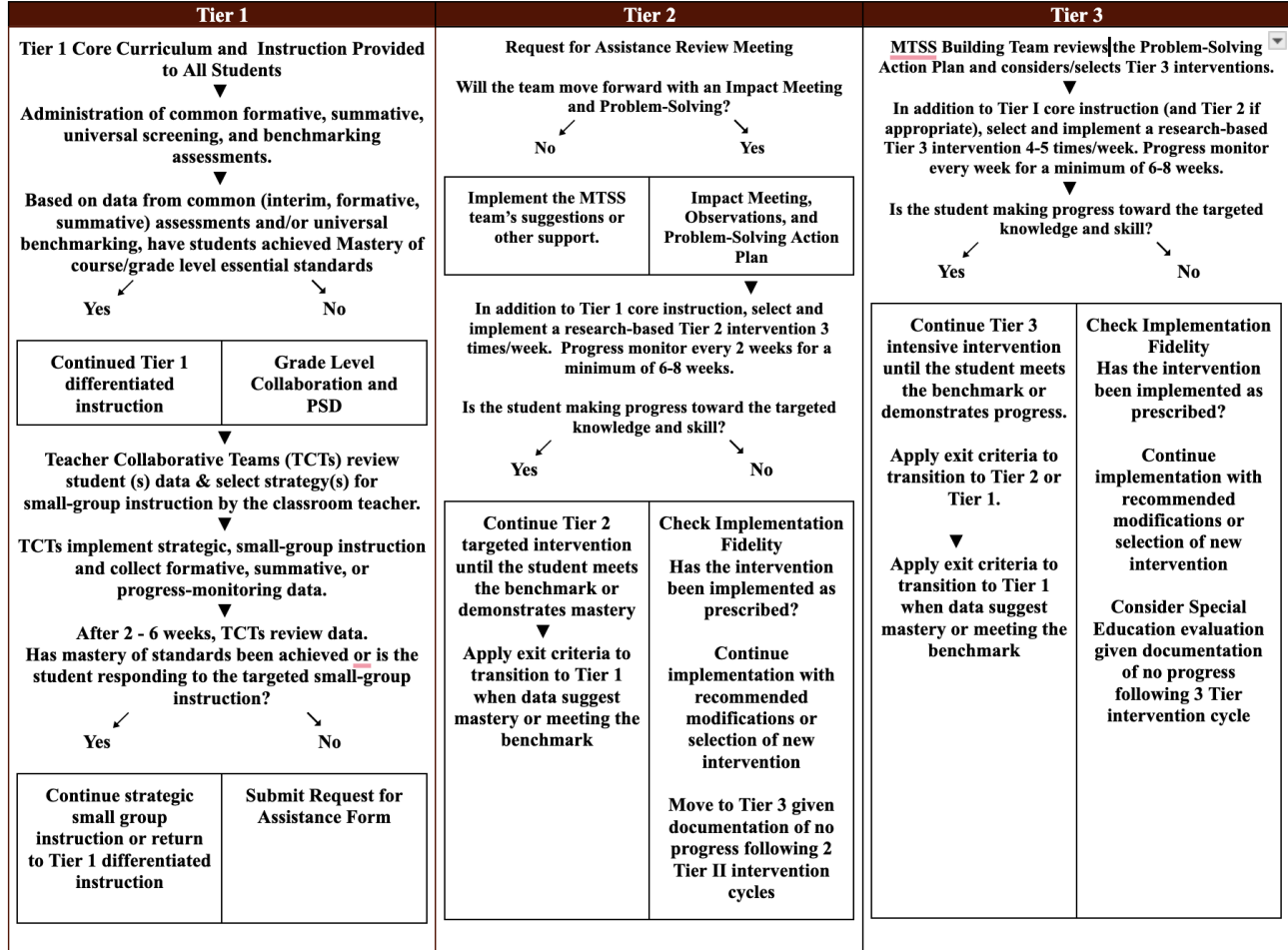
- [MTSS Problem Solving, Action Plan and Responsiveness to Instruction Form](#) -MAKE a COPY

#### Parent Letters

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

**Appendix B: MTSS Flowchart**  
**Full-Size Version - [Click Here](#)**

**Hazel Park School District MTSS Flowchart**



## **Appendix C - Collaborative Meeting Structure**

### District MTSS Leadership Team Meetings

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

### Weekly MTSS Meetings

Student Support Teams (Leadership collaborative routines) will include a psychologist (facilitator), administrative leader, social worker, counselors (6-12), and other ancillary staff as appropriate. General education or special education teacher will participate on a regular basis for grade-level problem-solving and other weekly if needed. Building coaches, MTSS or special education teachers will participate as appropriate. This meeting should be a priority and the team works at all costs not to cancel the weekly meetings.

- Weekly Building Meetings

### Screening, Benchmark, and or Diagnostic Review Meeting

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

### Grade Level Meetings

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

### Teacher Collaborative Routine (Grade Level) Meetings

Weekly, the grade level teachers, special education teachers, English learning teachers and MTSS Teachers collaborate to identify what instructional components should be added or changed in the curriculum and submit these to the online input feedback form. During these meetings, teams use their curriculum framework, units,

and standards to plan for instruction. New strategies may be shared as to how to meet the needs of at-risk learners.

### Request for Assistance Review

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

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

### Impact Meetings


This meeting occurs when a student (general ed, special ed, and/or 504) is not responding to evidence-based interventions (academic or social emotional) delivered with fidelity. The team convenes to discuss a student's rate of progress, barriers to success, and an action plan. The team assesses variables that can be changed to help improve student outcomes, such as time, student ratio, motivation, or the specific program used. **Parents are encouraged to participate in the process.**

### MTSS Staff/Stakeholder Review and Feedback Meetings



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

## Appendix D - Tier 2 and Tier 3 Interventions

### Academic

-  System of Student Support - Academic Interventions Entry and Exit Chart

### Non-Academic

-  System of Student Support - Social Emotional and Behavior Interventions Entry and Exit Chart
-  System of Student Support - Attendance & Chronic Absenteeism Interventions Entry and Exit Chart

## Appendix E: Types of Support

### Differentiation/Specialized Instruction

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

Examples of differentiation :

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

### Intervention

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

An Intervention

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

An Intervention is not:

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

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

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

### Accommodations

Accommodations are changes to the way a child is expected to learn or how she/he is tested.

Accommodations eliminate obstacles that would interfere with a students' ability to perform or produce at the same standard of performance as all general education students.

Accommodations:

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

Examples of Accommodations:

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

### Modifications

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

Modifications

- Are substantial changes in what the student is expected to demonstrate
- May be changes in instructional level, content and performance criteria , and may include changes in test form or format or alternative assignments.

- Can increase the gap between the achievement of students with academic/ behavioral deficits and expectations for proficiency at a particular grade level.

Examples of Modifications:

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

## APPENDIX F: Description of Academic Assessment Measures

### i-Ready Diagnostic

- **Computer Adaptive**
  - i-Ready Diagnostic tests are computer adaptive, meaning the items presented to each student vary depending upon how the student has responded to the previous items. Upon completion of an item randomly selected from a set of five items around a predetermined starting difficulty level, interim ability estimates are updated, and the next item is chosen relative to the new interim ability estimate.
  - The computer adaptive assessment adapts across grade levels to determine what students can do and where optimal instruction, remediation, or enrichment should take place.
- Each diagnostic is approximately 45 minutes in length. However, these assessments are untimed. Breakout rooms can be utilized for students needing additional time.
- Reading: Diagnostic Domains:
  - Phonological Awareness
  - Phonics
  - High-Frequency Words
  - Vocabulary
  - Comprehension: Literature
  - Comprehension: Informational Text
  - iReady Reading Test Flow
- Math: Diagnostic Domains:
  - Number and Operations
  - Algebra and Algebraic Thinking
  - Measurement and Data
  - Geometry
  - i-Ready Math Test Flow

### i-Ready Growth Monitoring

- Growth Monitoring (formerly known as Progress Monitoring) is a brief computer delivered, periodic adaptive assessment in Reading and Mathematics for students in Kindergarten through Grade 8. Growth Monitoring is part of i-Ready and is designed to be used jointly with i-Ready Diagnostic to allow for progress monitoring throughout the year to determine whether students are on track for appropriate growth.
- Growth Monitoring is a periodic assessment optimally administered once per month when administering the full i-Ready Diagnostic is not necessary. The reports for these brief assessments

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

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

### IRLA (Independent Reading Level Assessment)

The IRLA is a K–12 developmental scope and sequence for reading acquisition that prepares all students for success in college, career, and life, as articulated by the Common Core State Standards. The IRLA includes every Common Core State Standard for Reading, as well as those Language standards key to reading success, for students in Grades Pre-K to 12.

Each reading level represents a new threshold concept/skill that was not required to read text at the level below.

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

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

### Curriculum Embedded Unit Assessments

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

## **Description of Non-Academic Screeners and Assessments**

### **SAEBRS**

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

SAEBRS includes the following Domains:

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

## Appendix G: Description of Interventions

### Description of Research-Based Interventions

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

#### IRLA Tool Kits

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

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

#### Reading Mastery

The Reading Mastery program is a direct instruction approach designed to provide explicit, systematic instruction in key reading skills. It targets the following areas:

- Correspondence and word recognition
- Passage reading
- Vocabulary development
- Comprehension
- Oral reading fluency
- Accurate and fluent decoding
- Skills for reading and comprehending expository texts

Lessons are designed to be fast-paced and interactive, with students grouped by similar reading levels based on program placement tests. The program also includes placement assessments and continuous monitoring systems to track student progress.

#### Read Naturally:

This web-based intervention is designed to accelerate reading achievement by guiding students through a series of motivating steps that target essential reading skills. The program focuses on:

- Fluency development
- Phonics skills
- Comprehension support

- Vocabulary improvement

Visual and auditory prompts enhance the learning experience, helping students engage with the material effectively. Additionally, the program offers options to differentiate instruction based on individual student needs and provides opportunities for reading nonfiction texts, ensuring a well-rounded approach to literacy development.

### Corrective Reading

Corrective Reading is a direct instruction reading intervention designed to address specific student needs through explicit, step-by-step lessons. The program is organized around two major strands:

- Decoding
- Comprehension

These strands can be used separately or together, allowing for customized instruction. Each strand contains four levels, teaching foundational skills from non-readers up to a seventh-grade reading level. Corrective Reading is typically implemented with students in grades 4 and above who struggle with reading due to:

- Misidentified words
- Confusion of similar words
- Word omissions or insertions
- Lack of attention to punctuation
- Difficulty with comprehension

The program is specifically designed to improve reading accuracy and understanding for students facing these challenges.

### Touch Math:

This multisensory math program is designed for kindergarten through third-grade students and is used as a supplemental mathematics instruction tool. The program utilizes TouchPoints, which correspond to each digit's value and are:

- Orally counted
- Physically touched

These TouchPoints are designed to engage students of all abilities and learning styles by associating numbers with real-life visual values. The program's multisensory approach incorporates:

- Auditory techniques
- Visual techniques
- Tactile/kinesthetic techniques

By integrating these methods, the program helps students develop a deep understanding of mathematics and its connection to real-life scenarios, making math more accessible and meaningful.

### Math Recovery

Math Recovery (MR) is an early intervention program designed to enhance the long-term mathematical development of initially low-performing children. The program aims to help these children "catch up" to their higher-performing peers through:

- Intensive one-to-one tutoring
- Diagnostic assessments applicable from K-5

The program focuses on essential number concepts and operations, including:

- Forward and backward number word sequences
- Numeral identification
- Number structures
- Addition and subtraction strategies

### Connecting Math Concepts

Connecting Math Concepts is a six-level program (Levels A-F) designed to accelerate math learning for students in grades K through 5. The program offers:

- Highly explicit and systematic instruction
- Alignment with Common Core State Standards for Mathematics
- Careful introduction and integration of mathematical concepts

Lessons are structured to introduce concepts at a manageable pace, allowing students to make connections between important ideas. The program emphasizes:

- Conceptual understanding
- Weaving concepts together throughout the levels
- Providing practice to achieve mastery

Levels A through F cater to students in kindergarten through fifth grade, with the series being particularly effective for at-risk students. Specific strategies are taught for all content areas, ensuring comprehensive support for students' mathematical development.

### Corrective Math

Corrective Mathematics is a remedial system designed to address a wide range of problems for struggling older students, even those who have not succeeded with other approaches. The program features:

- Explicit, step-by-step lessons

- Modules that can be taught separately or concurrently to customize instruction

The program includes modules for:

- Addition
- Subtraction
- Multiplication
- Division
- Basic fractions
- Fractions, decimals, percents
- Ratios and equations

Upon completion of one or more modules, students acquire the basic strategies needed to succeed in conventional math instruction. Corrective Mathematics is typically used with older students whose math performance is marked by:

- Weak grasp of the basics
- Lack of facility with math facts
- Inaccurate computation
- Lack of strategies for problem solving

The program is particularly effective for students with poor attention, poor recall of directions, or those who qualify for special services. With a high success rate, frequent teacher feedback, and built-in opportunities for reinforcement, even students with a history of failure stay motivated and on task as they master fundamental math concepts and skills.

#### Non-Academic Supports

##### Positive Behavior and Intervention Supports (PBIS)

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

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

##### TRAILS (SEL):

The Transforming Research into Action to Improve the Lives of Students with Social and Emotional Learning (TRAILS) program is supported by University of Michigan and is in all Hazel Park Schools. The program provides Social and emotional learning (SEL) for the classroom to promote resiliency and build self regulation

skills in all students, plus self-care strategies for staff to prevent stress and burnout. SEL curriculum delivered by a classroom teacher includes:

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

### Restorative Practices:

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

The core features of RP Tier I include:

- Acknowledges that relationships are central to building community.
- Builds systems that address misbehavior and harm in a way that strengthens relationships.
- Focuses on the harm done rather than only on rule-breaking.
- Give voice to the person harmed.
- Engages in collaborative problem solving.
- Empowers change and growth.
- Enhances Responsibility.
- Daily community circle
- Student-led norms/rules
- Teaching SEL skills
- Restorative language (affective questions and statements)

### Alternatives to Suspension

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

### CARE

The Center for Academic and Restorative Education (CARE) is a program housed in the Ford Administration Building. It is overseen by a district teacher trained in Restorative Practices. The program provides an opportunity for students to engage in restorative practices, social-emotional learning, and academic recovery as an alternative to out-of-school suspension.

Recognizing that students face challenges, Hazel Park Schools believes in a responsive approach to support students by providing opportunities to transform their challenges into strategies for success. The CARE Program

involves investing in both social-emotional wellness and academic recovery. Exploring skills such as responsible decision-making, empathy, and healthy coping mechanisms is essential for students to thrive not only in the classroom but also in the workplace, community, and on the field. The CARE Program provides a holistic approach that empowers students to navigate both educational and personal challenges effectively proactively and positively.

## Appendix H: A Parents Guide to MTSS and Title I Services

### Understanding MTSS: Multi-Tiered System of Supports

#### What is MTSS?

The Multi-Tiered System of Supports (MTSS) is a preventative approach to providing high-quality, scientifically-based instruction and intervention. It is a system that uses data to assess students' response to instruction or intervention and proactively provides extra layers of support to students who are not responding to classroom instruction.

#### The Tiers of Support:

1. **Tier 1: Universal Support**

- High-quality instruction and strategies are provided to all students in the general education classroom.
- Teachers monitor progress and adapt teaching methods to meet diverse needs.

2. **Tier 2: Targeted Support**

- Additional small-group interventions are provided to students who need more help mastering key skills.
- Progress is closely monitored, and interventions focus on specific areas of need.

3. **Tier 3: Intensive Support**

- Individualized interventions are designed for students who need significant, personalized support.
- This may include one-on-one instruction or specialized services.

#### Child Find and MTSS:

Child Find is a legal requirement under the Individuals with Disabilities Education Act (IDEA) that ensures schools identify, locate, and evaluate all children who may have disabilities and need special education services. Within the MTSS framework, Child Find works to:

- Identify students who may need additional support through systematic screening and monitoring.
- Ensure timely referrals for special education evaluations when appropriate.
- Collaborate with families to address concerns about their child's development or learning progress.

#### Benefits of MTSS:

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

### Understanding Title I Supports and Services

## What is Title I?

Title I is a federal program that provides additional funding to schools with high percentages of students from low-income families. The goal is to ensure all children have access to quality education and the resources they need to achieve academic success.

## How Title I Helps:

- Provides funding for additional teachers, instructional materials, and intervention programs.
- Supports family engagement activities to strengthen the school-home connection.
- Offers professional development for educators to improve teaching practices.

## How MTSS and Title I Work Together

MTSS and Title I often work hand in hand to provide comprehensive support for students:

- **Data Analysis:** Both frameworks use student achievement data to identify strengths and areas of need.
- **Intervention Services:** Title I funding may support Tier 2 and Tier 3 interventions within the MTSS framework.
- **Family Engagement:** Title I helps schools build strong partnerships with families to support student learning.

## How Families Can Get Involved in the MTSS Process

1. **Stay Informed:**
  - Attend parent-teacher conferences, workshops, and Title I meetings.
  - Ask your child's teacher about MTSS and how it supports your child's learning.
2. **Collaborate with the School:**
  - Share your insights about your child's strengths and challenges.
  - Participate in developing intervention plans if your child receives additional support.
3. **Support Learning at Home:**
  - Reinforce strategies being taught through interventions.
  - Provide specific praise to your child on any improvements.
  - Use resources provided by the school, such as online tools or at-home activities.
4. **Understand Your Child's Progress:**
  - Become familiar with your child's assessment scores and progress.
  - Learn about the interventions in which your child is participating.

## If My Child Receives Support from MTSS Teachers, How Will I Be Notified and Involved?

- Schools will send parent/guardian notification letters.
- Parents/guardians are encouraged to attend Impact Meetings to discuss their child's progress.
- In grades K-3, the Individualized Reading Improvement Plan (IRIP) will summarize entry or exit from tiered interventions.

## Key Questions to Ask Your School

- How does MTSS work in this school?
- Is my child receiving additional support? If so, what are they?
- How can I support my child's learning at home?
- What family engagement opportunities are available through Title I?
- How does Child Find support students within the MTSS framework?

## Resources for Parents

- **Parent Resource Center:** Check with your school for materials and workshops.
- **School Website:** Look for updates on MTSS and Title I programs.
- **Community Organizations:** Many local groups offer tutoring, mentoring, and other educational support services.

By understanding and engaging with MTSS and Title I, you play a vital role in helping your child succeed academically and socially. Together, we can ensure every student reaches their full potential.

## Appendix I: Universal/Summative Assessment Benchmarking & Progress Monitoring

### Tier 1 - Universal Screening/Benchmarking

Grade Band	Students Assessed	Content Area	Assessment	Fall	Winter	Spring
K-5	All Students	Reading & Math	i-Ready Diagnostic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Reading	IRLA - Baseline Level	<input checked="" type="checkbox"/>		
6-8	All Students	Reading & Math	i-Ready Diagnostic	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Reading	IRLA - Baseline Level	<input checked="" type="checkbox"/>		
9-12 (9 & 10)	All Students	Reading & Math	i-Ready Diagnostic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Reading	IRLA - Baseline Level	<input checked="" type="checkbox"/>		

\*Edison - Grades 9-12

### Tier 1 - Progress Monitoring

Grade Band	Students Assessed	Content Area	Assessment	Fall	Winter	Spring
K-5	All Students	Reading	i-Ready Growth Monitoring	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	All Students	Reading	IRLA Level Check		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	All Students	Math	Unit Math Assessments	Ongoing		
6-8	All Students	Reading	i-Ready Growth Monitoring	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	All Students	Reading	IRLA Level Check		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	All Students	Math	Unit Math Assessments	Ongoing		
9-12 (9 & 10)	All Students	Reading	IRLA Level Check		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	All Students	Math	Unit Math Assessments	Ongoing		

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**Tier 1 - Summative State and College Board Assessments**

<b>Grade Band</b>	<b>Students Assessed</b>	<b>Assessment</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
K-5	Grades K-5 English Learner	*WIDA Assessment		<input checked="" type="checkbox"/>	
	Grades 3-5	M-STEP			<input checked="" type="checkbox"/>
	Grades 3-5 per IEP	Mi-ACCESS			<input checked="" type="checkbox"/>
6-8	Grades 6-8 English Learner	*WIDA Assessment		<input checked="" type="checkbox"/>	
	Grades 6-8	M-STEP			<input checked="" type="checkbox"/>
	Grades 6-8 per IEP	Mi-ACCESS			<input checked="" type="checkbox"/>
	Grade 8	PSAT 8/9			<input checked="" type="checkbox"/>
9-12 (9 and 10)	Grades 9-12 English Learner	*WIDA Assessment		<input checked="" type="checkbox"/>	
	Grades 11	M-STEP			<input checked="" type="checkbox"/>
	Grades 11 per IEP	Mi-ACCESS			<input checked="" type="checkbox"/>
	Grade 9	PSAT 8/9			<input checked="" type="checkbox"/>
	Grade 10	PSAT 10			<input checked="" type="checkbox"/>
	Grade 11	SAT			<input checked="" type="checkbox"/>
	Grade 11	ACT WorkKeys			<input checked="" type="checkbox"/>



**Hazel Park English Learner/Title III  
HANDBOOK**

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## Introduction

### Mission Statement

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

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

**Our Vision:** Inspiring and empowering all learners to achieve excellence.

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

The Hazel Park Schools District has prepared this handbook of program policies and procedures to ensure that the Title III program or the ESL/ELD/Bilingual Program in the district is consistent throughout the district. The information contained herein has been compiled using the following sources:

- Suzanne Toohey ESL/Title III Consultant, Oakland Schools
- Christy Osborne, ESL/Title III Consultant, Oakland Schools
- Michigan Department of Education Office of Civil Rights, Title I and Title III School and District
- Monitoring Indicators
- OCR English Learning Toolkit
- Oakland Schools Title III Handbook
- Wayne Westland Community School EL Handbook

### Definition of English Learner (ELs)

ESSA Definition of an "English Learner" Student

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

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English;  
(ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and  
(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or  
(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual-
  - (i) the ability to meet the challenging State academic standards;
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society. (ESEA Section 8101(20))

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

## Legal Responsibilities

### Title I & Title III Requirements

#### Program of English Learners

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

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

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

- Identify and assess all potential EL students in a timely, valid, and reliable manner;
- Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols*;
- Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students;
- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities;
- Avoid unnecessary segregation of EL students;
- Ensure that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability-related services because of their disability are considered in evaluations and delivery of services;
- Meet the needs of EL students who opt out of language assistance programs;
- Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit EL students from language assistance programs when they are proficient in English and can participate meaningfully in the education program without language assistance services, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;

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

### **Title III Funding**

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

Title III Schools and School Districts Must:

- Describe in their Title III application to the state how the district has consulted with teachers, researchers, administrators, parents, and others in developing their Title III plan.
- Inform parents of a child identified for participation in a Title III program within 30 days after the beginning of the school year. For a child who enters school after the beginning of the school year, the school must inform parents within two weeks of the child's placement in such a program.
- Communicate with parents in an understandable and uniform format, which means communicating the same information to all parents, and in a method that is effective.
- Important: Title III funds may be used for supplementing NOT supplanting school districts and/or school activities. (APPENDIX J)
- Required Academic Information and Recording-Keeping
  - Must screen each EL student upon enrollment with the WIDA Screener.
  - Must assess each student who qualifies for and receives service each year using the WIDA ACCESS for ELLs.
  - Title I requires that States and Local Education Agencies (LEAs) annually report on ELs’ progress in achieving English language proficiency, attainment of English language proficiency, academic achievement, and high school graduation rates. (ESEA Section 1111(h)(1), (h)(2)). Under Title III, there are additional reporting requirements. LEAs must report to their States on:
    - Title III programs and activities
    - Number and percentage of ELs making progress toward English language proficiency
    - Number and percentage of ELs who attain proficiency and exit LIEPs
    - Number and percentage of former ELs who meet academic content standards (for 4 years)
    - Number and percentage of ELs who have not exited LIEPs after 5 years as an EL
    - Number and percentage of ELs with IEPs
  - Title I Law requires that all EL students are assessed annually.
    - (b)Academic Standards, Academic Assessments, and Accountability –  
7) Academic Assessments of English Language Proficiency - Each State plan shall demonstrate that local educational agencies in the state will, beginning no later than the school year 2002–2003, provide for an annual assessment of

English proficiency (measuring students' oral language, reading, and writing skills in English) of all students with limited English proficiency in the schools served by the state educational agency. (NCLB/ESEA Title I, Section. 1111(b)(7))

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

## **Federal Law**

There exists a substantial body of Federal law which establishes the rights of the LEP student and which defines the legal responsibilities of school districts serving these students. Note: the term Limited English Proficient (LEP) is a historic term where English Learner (EL) is currently accepted term and is therefore used throughout this document. EL is meant to counter the negative connotations of Limited English Proficient. Administrators and school boards who are responsible for local policies and programs can turn for guidance and direction to this body of law. It includes the following:

1868 Constitution of the United States, Fourteenth Amendment

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

1964 Title VI of the Civil Rights Act of 1964

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

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

1974 Lau v. Nichols

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

1982 Plyler v. Doe

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

**Student Identification, Placement, and Exit**

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

Entrance Criteria - Title III/ESL/ELD/Bilingual Program Services (1)

Hazel Park School District follows the entrance guidelines outlined in the MDE English Learning Entrance and Exit Protocol:

New students entering kindergarten through twelfth grade, including students who were previously enrolled in other states, are tested using the WIDA Screener. If the student was enrolled in another state and assessed on the WIDA ACCESS for ELLs, results from the previous year’s cycle are reviewed. Potentially eligible EL students who score below the levels indicated in TABLES 1 and 2 on the WIDA Screener are eligible for the EL program. Students are not found eligible as ELs if they exceed the WIDA Screener or WIDA ACCESS for ELLs levels, as shown in TABLES 1 and 2. A student who is not found eligible as an EL is monitored regularly through established district procedures used to monitor the achievement of all students. Students may be identified as an EL at a later date if they fail to progress and fall below the Entrance Protocol requirements (MDE Entrance and Exit Protocol, p.8).

<b>Entrance</b>	<b>Kindergarten (including Young 5s) before December 1</b>	<b>Kindergarten after December 1st through Twelfth Grade</b>
WIDA Screener Score	Student scores below 5.0 on the listening and speaking domains ( <u>See TABLE 1</u> ).	Student scores below 5.0 on one or more domains ( <u>See TABLES 1 and 2</u> ).

Kindergarten Students

All kindergarten students who indicate a language other than English on the HLS and who enroll before the first day of December must be assessed using the WIDA Screener for Kindergarten in the two available domains of listening and speaking. Kindergarten students qualify as ELs if the criteria below apply:

HLS lists a language other than English, and

Student scores below 5.0 on the WIDA Screener Listening and Speaking domains.

Potentially eligible kindergarten students who achieve 5.0 or higher on the WIDA Screener must be assessed using the reading and writing domains of the WIDA Screener prior to January 31. At that time, kindergarten students who score below 5.0 on the WIDA Screener reading or writing are identified as ELs and reported as ELs in MSDS. They are required to take WIDA ACCESS for ELLs in the spring of the same school year. A kindergarten student who

scores at or above 5.0 on the WIDA Screener reading and writing does not qualify as an English learner, is not reported in MSDS as an English learner, and does not take the spring WIDA ACCESS for ELLs assessment (MDE Entrance and Exit Protocol, p.9).

### Exit Criteria - Title III/ESL/ELD/Bilingual Program Services (1)

Hazel Park School District follows the exit guidelines outlined in the MDE English Learning Entrance and Exit Protocol:

Students in grades K-12 who receive a composite score of 4.8 or higher on the spring WIDA ACCESS for ELLs or received an overall score of P2 on the WIDA Alternate ACCESS for ELLs will exit EL services. WIDA domain proficiency scores are used as a decimal and not rounded up. LEAs must monitor English learners for four years and continue to provide the necessary support to them in the domain (listening, speaking, reading, and writing) if additional supports are needed. Students in all grades obtaining a minimum overall score of 4.8 or P2 will be EL-exited from MSDS at the state level via an “auto-exit” process. The Exit Protocol for Kindergarten through twelfth grade is summarized in TABLE 5. Students who demonstrate a continued need for the LAP/supplemental EL services may be re-entered into the EL program (MDE Entrance and Exit Protocol, p.16).

Students exited from the Title III/ESL/ELD/Bilingual must also be exited from the program in the district's Student Information System and MSDS. For a period of four years, the student is considered FEL (Former English Learner). The academic performance of a student identified as FEL must be monitored for four (4) years. Criteria used to exit a student will be placed in the student's CA 60. If exited, Parents/Guardians will receive the EL Tested Proficient Letter (APPENDIX F).

### Former English Learners

Hazel Park School District follows the FEL monitoring guidelines outlined in the MDE English Learning Entrance and Exit Protocol:

- A designated district team, including but not limited to a certified and endorsed Bilingual/ESL teacher, must meet regularly to monitor FEL student progress.
- Districts must have a plan for monitoring FEL students that utilizes local assessments to review individual student progress for four years once they are exited from services and classified as FEL.

FEL students are found to be succeeding if they maintain proficiency on local assessments. If concerns about a FEL student's academic progress are raised, a team that includes a certified and endorsed Bilingual/ESL teacher will meet to discuss the student's data and possible reasons for the student's academic challenges. Then, the team should choose interventions that might include re-entry into the LAP/supplemental EL services (MDE Entrance and Exit Protocol, p.19).

Monitoring is completed by the ESL staff through the ELlevation platform. The district uses multiple sources of information (grades, teacher input, local and benchmarking assessments) to assess proficiency.

### Home Language Survey (2)

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

Notes:

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

### Identification of Immigrant Students (3)

The district determines if a student meets the definition of an “immigrant” student as defined below:

- students from ages 3-21; enrolled in public or private school
- not born in the United States
- not attended school in the United States for more than three full years

For example, if a student comes to the US today and starts school on November 21st, they would be marked as Immigrant this year, then also for 25-26, 26-27, and 27-28. Then for 28-29 they would have that flag removed (however they may still be considered LEP (EL/ML) until their WIDA scores are high enough.

The Home Language Survey includes a required question that addresses when the student first entered the country. This information will be used to determine immigrant status using the following process:

Enrollment staff reviews all new enrollee paperwork. If the first question is marked YES, the second question is reviewed. If the child entered US schools within 30 cumulative academic months from the enrollment date, the student is identified as immigrant in the local Student Information System (SIS) and reported in Michigan Student Data System (MSDS) as code 9130 during the following count days K-2 automatically identified). Outside of K-2, there must be an interview process to determine where the students are in their 30 cumulative months. The LEA must de-identify the student once the 30 academic months have passed in the SIS ([MDE Guidance for Immigrant Students](#)).

If needed, a family interview will be conducted by the ESL or enrollment staff to see if the student has been in the United States schools the entire time or if there has been some back and forth between the home country and in the United States. Once the student has been identified as being within the 30 month window for immigrant identification, staff flags the student as “immigrant” in the student information system and documents when the three years will expire.

When the student reaches the end of the three year period, ESL staff removes the immigrant flag from the student record in the district’s student information system. By June 30 of each school year, members of the enrollment office/student information team will complete a review of the current immigrant students, removing students who are no longer eligible.

### Home or Primary Language Assessed Proficiency (4)

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

### Procedures for Determining Language Proficiency/Eligibility for Title III Program Service (5.6)

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

The WIDA Screener assesses a student's language skills in listening, speaking, reading, and writing in English. Staff are also encouraged to assess reading and math abilities using other standardized assessments or sources of student data to address learning needs across the content areas.

Once the EL teacher receives the name/information of the potential EL student the procedures outlined in the document below should be followed. **If eligible, the student's language needs will be reviewed and added to the servicing schedule of the appropriate EL teacher.**

#### Procedures for Identifying Students for LEP and Immigrant Services in PowerSchool

- If the general education teacher or other staff member feels that a student MAY need services, and no referral was generated through the Home Language Survey (a parent may have indicated the language as English/English registration), they should notify the EL teacher assigned to their school.
- If a parent/guardian requests that their child not receive services, an ANNUAL letter or request must be submitted in writing (See p. 14 & APPENDIX D).
- If the parent/guardian of the child communicates to staff that their child was *falsely identified* ([MDE False ELL Guidance](#)) as being an English Learner (LEP) due to mistakes in the Home Language Survey, they must write a written letter or fill out the district form (APPENDIX P ). The EL teacher must then submit a False EL Report to the district designee, who will submit it to Assessment and Accountability Secure Site during the False El window. **The removal of the LEP status in the district's student information system may only occur if the False EL request is approved.**

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

Hazel Park Schools district provides an instructional program to meet the language and academic content needs of English Learners (ELs) enrolled in the district. The instructional needs of students at different levels of language proficiency and prior schooling are met differently. To address these needs, the district's Title III/ESL/ELD/Bilingual program provides language and academic content support to ELs through a variety of supports which are dependent on student needs and the specific site:

- English as a Second Language Instruction
- Content Classes (ESL/Bilingual, specific site)
- MTSS Academic Support, if eligible
- Special Education and/or or 504 Supports, if eligible

The Language Assistance Program (APPENDIX K) outlines the Title III program instruction by level of language proficiency.

#### Student Folder Contents and CA-60

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

- Home Language Survey (Available in the district's Student Information System; see APPENDIX A)
- Refusal of Services (If applicable - APPENDIX D)
- WIDA ACCESS for ELLs & WIDA Screener testing results
- Monitoring and Exit records

File reviews will be completed on a quarterly basis by the district's EL staff to ensure the accuracy of the records and adherence to the required timelines.

## Family and Community Engagement

### Parental Communication/Interpreter Services (7)

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

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

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

Detailed guidance is outlined in the [Oakland Schools Guidance: Effective Interpretation Process for English Learners and Their Families](#). The following suggestions may facilitate successful communication when using an interpreter:

#### Prior to Meeting

- Accurately determine the parents' native language prior to the meeting and identify if an interpreter (may be an adult family member) is needed. **Staff members can activate these supports by following the guidance outlined in the district's Language Access Plan (APPENDIX O).** Note that it may be important to determine the particular dialect of the family to use an interpreter who can easily communicate. **The district's ESL/Bilingual staff will aggregate and maintain the preferred language of communication for parents/guardians.**
- Send notices for school meetings and conferences home in English on one side and student's native languages (when possible) on the other. Keep a generic file of these notices with blanks for times and dates.
- Talk with the interpreter prior to meeting parents to clarify his/her role. In most cases, interpreters should not be active participants in the conversation. Rather, they should simply translate the participant's statements. The teacher or administrator should make it clear to parents at the beginning of the conference that this is the role the interpreter will play. In situations where it is appropriate for interpreters to be active in the conversation (for example, when the interpreter is a bilingual paraprofessional who also works with the student), the teacher or administrator should explicitly invite the interpreter to join in the discussion.
- Prepare for the meeting by talking with the interpreter about the anticipated content that will be discussed. In this way, interpreters can clarify vocabulary and school terms that may not be familiar.
- Do not rely on children to interpret for their parents. This reverses the roles in families — parents feel like children and children feel like they have more authority than they should. It is also difficult for most children to translate and children are very reluctant to translate anything negative about themselves to parents. Do not put them in this role.

#### During the Meeting

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

- Keep the group limited to a small number of people. Introduce each person and the role each plays in relation to the child.
- Stop periodically and ask if there are any questions.
- Support your statements with examples of student work that parents can take with them and examine further.
- Do whatever you can to encourage parents' further school visits and participation in school activities.

### Following the Meeting

- Clarify any confusing interactions with the interpreter. Ask for feedback and suggestions on the interpreting process from the interpreter.
- Make a record of significant information discussed. It is helpful to do this in both languages so that parents could have easy access to information. Consider sending a follow-up letter in the language of the parent.

### Regular Parent/Guardian Meetings (8, 9)

For parents/guardians and families of EL students, Hazel Park School District will provide scheduled quarterly meetings facilitated by the EL Staff and /or the Assistant Superintendent of Teaching and Learning starting in the 2025-2026 school year. Additionally, the EL staff is always available for individual parent/guardian meetings as requested by the family or other district staff.

Hazel Park School District does not currently have a Parent Advisory Committee. The goal of the PAC will be to develop rapport with families, solicit questions and suggestions regarding student progress in schools, and develop more effective student and family engagement events. It will also serve as a base for an International/Multicultural Task Force. It is our goal to work toward the development of an ESL/Bilingual PAC for the 2025-2026 school year.

### Prompt Parental Notification (10)

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

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

### Provide Information to Parents in Comprehensible Format (11)

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

Translated version of the Parent Notification Letters and other important documentation is available in the following languages:

- English
- Arabic
- Spanish

- Portuguese

#### School Districts Must Inform Parents of:

- The reasons for identifying their child as being limited English proficient and for placing their child in a language instruction educational program for LEP students;
- The child's current level of English proficiency, including how the level was assessed and the status of the child's academic achievement;
- The method of instruction that will be used in the program, including a description of all language programs;
- How the program will meet the educational strengths and needs of the child;
- How the program will help the child learn English and meet academic achievement standards;
- How the program will meet the objectives of an individualized education program for a child with a disability;
- The program exit requirements, including when the transition will take place and when graduation from secondary school is expected; and
- The parents' rights, including written guidance that (A) specifies the right to have their child immediately removed from a language instruction educational program upon request, (B) describes the options that parents have to decline to enroll their child in such a program or to choose another program or method of instruction, if available, and (C) assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered. (ESEA Section 220 a-d).

#### Parent/Guardian Refusal of Services (12)

If a parent/guardian requests that their child not receive services, one of the district's EL teachers will contact the parent/guardian to discuss the request for refusal of services. If the parent would like to move forward, an ANNUAL letter or request must be submitted in writing (APPENDIX D). Once received, the Refusal of Services (ROS ATTACHMENT) form must be completed and returned to the EL teacher and placed in the English Learner student folder in the CA-60.

- The students who have a ROS letter on file will not be serviced for the school year in which there is a letter, but will need to take the annual WIDA test. If the student tests out of WIDA they will be exited from the program.

#### **Instructional Programs and Assessment**

##### Research Based Program of Service (13)

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

In the majority of our schools, we utilize an English as a Second Language (ESL) or English Language Development (ELD) program designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing). INVEST Roosevelt provides a blend of ESL with some components of a Transitional Bilingual Education (TBE) program. Due to the high number of Newcomers/Immigrants, in many of the core classes teachers and support staff provide content in English and the students' primary language as needed.

## Language Assistance Program (14)

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

Hazel Park School District has a comprehensive multi-tiered system of student support that includes the regular review and analysis of student assessment data, both academic and non-academic, using the district's problem solving driver. This information guides data-informed decision-making to measure the effectiveness of the system for the needs of all learners, with a specific focus on equitable, inclusive learning opportunities. As a system, we are also committed to analyzing data for specific groups of students, including those identified as ELL students.

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

The assessment and progress monitoring practice, paired with the WIDA assessment, allow teachers and administrators to monitor progress toward attainment of the appropriate academic standards and English language proficiency.

## Provide Meaningful Access (15)

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

- Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem.
- Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.
- Standards-aligned instruction and instructional materials for ELs are rigorous, grade-level appropriate, and provide deliberate and appropriate scaffolds.
- Instruction moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences.
- Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings ([Department of Education English Learner Tool Kit, p.8](#))
- Actively recruit EL students for advanced coursework, arts, music, and extracurricular programs (sports, clubs, by providing information in students' home languages, as needed, and utilizing the districts' EL teachers to support course selection at the secondary level.
  - [US Department of Education Newcomer Toolkit - Link](#)

Hazel Park School District also utilizes EL-specific curriculum for students scoring between 1.0 and 2.9, or as needed to support the individual learning needs of students. The following resources are part of a comprehensive program of support

- National Geographic Lift - Grades 6-12
- Our World - Grades K-5
- Reach Higher - Grades 9-12

## Interventions for Exited Students (16)

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

Students who have been exited from EL programming will be identified in the district's student information system. A district EL teacher will monitor the students progress. If it is determined that a student is not progressing at an appropriate rate, this information will be communicated to the building level student support team. All students are monitored through the site based MTSS process and provided support unique to their needs. Appropriate interventions will be provided for the students once a need is determined. If it is determined that a student needs direct EL support, we will reclassify them as EL.

- [Hazel Park MTSS Handbook 2024-2025 \(Final\)](#)

## Monitoring Former English Learners (FELs)

The placement team who reviews the criteria for a student to exit from the program also determines if the student needs support services during the transition to the regular education program. Additionally, an ESL/ELD/Bilingual staff member is designated to monitor the student's progress (such as grades, attendance, and standardized test scores) for four years, but not less than two years, if still enrolled at the District. The designated staff member assesses the student's progress every semester. The tracking of this information is kept in a district spreadsheet along with hard copy records of relevant information.

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

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

## Comprehensive High School Education (18)

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

**Evidence of supports/services and meaningful access to the core content, electives (AP, CTE, Honors), and extracurricular activities/ programs (clubs, athletics, Early Middle College, dual enrollment) will be tracked in the district's EL platform, ELLevation, and other digital records.**

## Annual English Language Proficiency Assessment (19, 34)

Hazel Park School District has a WIDA test coordinator assigned to oversee **timely and accurate** WIDA testing **that assess the proficiency of students in all four domains (speaking, listening, reading, and writing)**. Test administration training is provided through district level Test Administration training. The District Assessment Coordinator provides training for all staff regarding Test Material ordering and security, along with district specific logistics. The district EL teaching team, sets

up building-specific testing schedules and test sessions at each building. Once testing is completed at the building level, all materials are returned to our board office for packing and return to Data Recognition Corp.

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

Annual State Proficiency Assessments (20)

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

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

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

Supports and Accommodations (21)

Multi-Tier System of Student Support - Tier 2 and Tier 3 Interventions

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

The district’s multi-tiered system of student support emphasizes high-quality instruction and interventions aligned to student needs, frequent progress monitoring to guide decisions, and data-driven adjustments to instruction and goals. A multi-disciplinary team collaborates to assess growth in academic, behavioral, and social-emotional areas. ***When requested, Child Find procedures are initiated to evaluate potential eligibility for special education services.***

**Special Education or 504 Referral Process (17, 21)**

**When indicators suggest that an English Learner (EL) is having difficulties attaining linguistic, academic and social expectations, which are unrelated to the student’s English Language Proficiency, the student will be referred to the Request**

for Assistance team to be evaluated for MTSS-supported interventions, if appropriate. Periodic reviews will be conducted to determine the success or failure of the strategies.

**Child Find: § 300.111, R 340.1721**

As a result of the IDEA, Michigan’s Revised School Code requirements, and the MARSE, districts must have policies and procedures for conducting child find activities to identify, locate, and evaluate all children and students with disabilities who need or may be in need of special education programs and services, including children and students who have:

- History of Academic Concerns
- Collaborative discussions with students and/or parents
- Failing or Declining Grades
- Poor or Declining Progress on Standardized Testing
- Section 504 Plans and accommodations are providing little benefit
- Signs of: depression, withdrawal, inattention/distraction, organizational issues, anxiety,
- mental illness or mental health issues
- Hospitalized or receiving medical treatment for mental health issues
- Increasing discipline referrals, suspensions, expulsion, pattern of removal and/or truancy
- Student is being or has been exposed to traumatic events in his/her primary and/or secondary
- environments
- Information from medical or outside service providers

EL students shall not be determined to be students with disabilities because of their limited English proficiency. Rather, EL students with disabilities shall be provided with both language assistance and disability-related services.

**Purpose**

Before the initial provision of special education and related services to a student with a disability, Hazel Park Schools will conduct a full and individual initial evaluation and determine the student’s eligibility.

**Prior Notice**

When a request for an initial evaluation is received, the district will provide notice to the parents within 10 school days R 340.1721. The notice will be consistent with 34 CFR §300.503 and include:

- A description of the action proposed or refused by the district.
- An explanation of why the district proposes or refuses to take the action.
- A description of each evaluation procedure, assessment, record, or report the district used as basis for the proposed or refused action.
- A statement that the parents of a child with a disability have protection under the procedural safeguards of this part.
- Sources for parents to contact to obtain assistance in understanding the provisions of the IDEA (e.g., Michigan Alliance for Families Services, intermediate school district representative, and local supervisor or director).
- A description of other options that the IEP Team considered and the reasons why those options were rejected.
- A description of other factors that are relevant to the district’s proposal or refusal. The notice will describe the decision of the district to evaluate or not and the information used to make that decision.

Prior Written Notice will describe any evaluation the district proposes to conduct and why it’s proposed. The notice must be written in language understandable to the public and in the native language of the parent.

**Parental Consent**

When the district determines an initial evaluation is needed, the district must make reasonable efforts to obtain informed consent from the parent for an initial evaluation to determine whether the student is a student with a disability in accordance with 34 CFR §300.300. Reasonable efforts include multiple attempts to obtain consent by various modes which may include telephone calls, visits to the parent’s home and correspondence in the parent’s native language. When the parent provides no response to multiple attempts to obtain written consent for evaluation or denies consent, the district will provide notice that an evaluation will not be conducted due to lack of parental consent. When a district receives consent to evaluate a student, that consent must not be construed as consent for the provision of special education services.

### **Initial Evaluations**

To determine eligibility for special education programs and services, the multidisciplinary evaluation team must conduct a full and individual initial evaluation and develop an evaluation report (34 CFR §300.301 and R 340.1721a). In Michigan, the timeline from the receipt of parental consent for initial evaluation to the completion of an IEP and offer of FAPE is not to exceed 30 school days. This timeline may be extended if agreed upon by the district and the parent. The agreement must be in writing and the extension must be measured in school days (R 340.1721b). The initial evaluation must be comprehensive enough to determine if the student is a student with a disability and to determine the educational needs of the student.

### **Review of Existing Evaluation Data (REED)**

As part of an initial evaluation, if appropriate, and as part of any reevaluation a district must conduct a REED according to 34 CFR §300.305. A REED is not required for an initial evaluation but may be conducted when a district determines it appropriate to do so. The REED is a process and does not have to be a meeting. As part of the REED process, members of the IEP Team and other qualified professionals review existing data about the student including: Evaluations and information provided by the parents of the child, Current classroom-based, local, or state assessments, and classroom-based observations, and Observations by teachers and related service providers. Based on that review and input from the student’s parents, the IEP Team will identify what, if any, additional data are needed to determine the following:

- Whether the student is a student with a disability and their educational needs for an initial evaluation. For a re-evaluation, the IEP Team will identify what, if any, additional data are necessary to determine whether the student continues to have a disability and their educational needs.
- The present levels of academic achievement and related developmental needs.
- Whether the student needs or continues to need special education services.
- Whether additions of modifications to the special education and related services are needed.

In many instances, the REED results in the development of an evaluation plan that, after obtaining parental consent, will be used to conduct evaluations and gather data that will be used to make a recommendation of eligibility. When the REED team determines no additional information or evaluation is needed in order to make an eligibility recommendation, the district must notify parents of that determination, by providing notice of sufficient data, which includes the reasons, and the right of the parent to request an assessment.

### **Evaluation Procedures**

The evaluation will consider all suspected areas of disability. In conducting the evaluation, the district must ensure the following consistent with 34 CFR §300.304. The district must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parent that will assist in determining:

- whether the student is a student with a disability and

- the content of the student’s IEP including information related to enabling the student to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).

The district will not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining an appropriate education program for the student. The district will use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. A multidisciplinary evaluation team means a minimum of 2 persons who are responsible for evaluating a student suspected of having a disability. The team shall include at least 1 special education teacher or other specialist who has knowledge of the suspected disability ( R 340.1701b). The multidisciplinary evaluation team must complete a full and individual evaluation and make an eligibility recommendation that includes a written report. The report must include information needed by the IEP Team to determine all of the following: Eligibility A student’s present level of academic achievement and functional performance

### **Educational Needs of the Student**

In accordance with 34 CFR §300.304c, the district will ensure assessments and other evaluation materials are:

- Selected and administered so as not to be discriminatory on a racial or cultural basis.
- Provided and administered in the student’s native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.
- Used for the purposes for which the assessments or measures are valid and reliable. Administered by trained and knowledgeable personnel.
- Administered in accordance with any instructions provided by the producer of the assessments. Assessments and other evaluation materials include those tailored to assess specific areas of educational need.

Hazel Park Schools will not rely solely on an assessment which provides a general intelligence quotient. Assessments must be selected and administered so as best to ensure that if an assessment is administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student’s aptitude or achievement level or whatever other factors the test purports to measure. The student will be assessed in all areas related to the suspected disability. The multidisciplinary evaluation team will carefully consider all eligibility categories for which the student may be eligible for special education and related services when making their evaluation plan. The initial evaluation for students who will be 16 years or older when the IEP will be in effect must include age-appropriate transition assessments. The evaluation must be sufficiently comprehensive to identify all the student’s special education and related service needs, even those not commonly linked to the eligibility category.

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

### **Assessment-Specific Supports and Accommodations**

- All EL students are eligible for test-specific support and accommodations that takes into consideration their English language proficiencies. The following supports are available to all EL students.
  - Extended Time
  - Bilingual Glossaries

- Word-by-Word Dictionary
- Other supports may be available as decided by a multi-disciplinary team. The following MDE guidance document provides a comprehensive overview:
  - M-STEP Guide for Teachers of Students Who are English Learners
  - Supports and Accommodations - WIDA, M-STEP, Mi-ACCESS, SAT, WorkKeys, SAT
- Criteria for adding extended time on College Board or M-STEP
  - Overall 3.9 or lower and/or 3.9 in reading or comprehension
    - If a student has an overall 3.9 but scores in reading and comprehension at 4.5 or above; student may not need extended time
- Exempt from English portion of PSAT/SAT or M-STEP ELA
  - Student has been in the country less than one year from the test administration date; will need to enter reason for not testing following state assessments
- EL Students with a 504 or IEP will utilize those supports outlined in the 504 and IEP plan.

### Teacher Qualifications and Professional Learning

#### Supplemental & Required Professional Learning (22)

ESL/ELD/Bilingual staff meet regularly to update knowledge and skills, obtain additional training, and share information and materials. ESL/ELD/Bilingual staff will have the opportunity to attend conferences and in-services inside and outside the district. Training for regular education teachers on ESL/ELD/Bilingual issues will be provided. **As described below, training will be reviewed periodically to ensure it adequately prepares staff to implement the EL program effectively.** The table below provides a general timeframe for supplementary and required professional learning.

Staff	Content of Training	Training Schedule	Staff Conducting Training
Enrollment Office	Home Language Survey & Identification Process	March-April	ESL Teacher Assistant Superintendent of Teaching and Learning
Building Staff	Identification Process & EL Services	September - October	EsL Teacher Assistant Superintendent of Teaching and Learning
	SIOP	August	ESL Trained Teacher
EL Staff	SIOP (If needed)	As Needed	ESL Teacher
	EL Processes & Procedures	New Staff, Upon Entry or As Needed	Assistant Superintendent of Teaching and Learning
	WIDA Screener and ACCESS Test Administration	New Staff, Upon Entry November - January	Completion of Required self-paced courses for the WIDA Screener and ACCESS
	ELLevation EL Platform	October and As Needed for New Staff	ELLevation Trainers or ESL Staff

GE Staff	Professional Learning to Support English Learners	October & February	ELLevation Trainers or ESL Staff
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### Effective Professional Learning (23)

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

In order to determine the effectiveness of professional development activities provided to teachers of ELs we will expand the number of SIOP trained general education staff through the following avenues:

- Provide access to the Newcomer Supports Drive ( [Newcomer Resources](#) )
- Teachers will discuss and review SIOP strategies (and any other strategic EL support) with the EL teachers.
- EL Teachers will provide support to teachers in implementing the strategies
- MDE’s Program Evaluation Tool will be utilized.
- Additional training options are available to staff that may include the following:
  - Oakland Schools EL Networking Meetings and EL-specific professional learning opportunities
  - Conferences: MABE and MITESOL
  - Oakland Schools Lets Talk Series
  - Trauma and Trauma-Informed Practices
  - Essential Practices for MLs
  - [ELLevation Professional Development for EL Teachers](#)

### EL Staffing (24)

[The District is committed to hiring and employing an adequate number of qualified personnel and providing the resources necessary to effectively implement the EL program.](#)

- Personnel Practices - ESL Position Postings
  - Hazel Park Schools District will, when seeking new applicants for all content area positions, actively recruit those people speaking the language of our student population. This is recommended for all vacancies, not just ESL or bilingual positions.
- Role of ESL/ELD/Bilingual Teachers
  - The ESL/ELD teacher is certified in his/her teaching area and has an ESL endorsement and the Bilingual teacher is certified in his/her teaching area and has a Bilingual endorsement in a specific language(s). The ESL/ELD/Bilingual teacher has primary responsibility for providing English language instruction to the EL. The ESL/ELD/Bilingual teacher also shares the responsibility with the general education teachers for ensuring that the EL receives content instruction while learning English. The ESL/ELD/Bilingual teacher supports the instruction in the general education class by providing direct English language instruction, sheltered or content specific instruction, or bilingual instruction in both the students' home language and English. The ESL/ELD/Bilingual teacher is responsible for language development and content specific instructional support.
- ESL/ELD Teacher Responsibilities
  - provide instruction to each English Learner to support their language development and access to content
  - meet regularly with mainstream teachers to determine the academic needs of English Learners

- support “Entering/Emerging” learners in their development of language needed for everyday functions and classroom activities
  - support the general education staff in their understanding of the cultures and languages of the EL students, their families, and communities; including communication with mainstream teachers, providing professional development for staff, and more
  - work collaboratively with staff to develop curriculum, intervention plans, scheduling, etc.
  - identify, supports, teachers, monitors, counsels, assesses and advocates for each EL student
  - In cases where the ELL/ELD/Bilingual teacher is a teacher of record, he/she must assume the same responsibilities/functions as the mainstream teacher
  - Provide guidance and support to the ESL paraprofessionals or classroom aids.
  - In some settings, Hazel Park School District utilizes bilingual teachers. Bilingual teachers play an essential role in the instruction of English Learners. Because a bilingual teacher speaks the language of the student and English, he/she is able to support the student in all aspects of the school environment. The bilingual teacher is able to support the instruction of the general education class by discussing the content in the student’s first/home/primary language.
- The Bilingual teacher also serves as liaison with the parents/guardians of English Learners, their community, and the school. This bilingual expertise is valuable to the Hazel Park School District because it provides a bridge between parents and school. Bilingual staff assists during enrollment when language is a barrier to gaining accurate vital information. They contact parents in writing or by phone to announce important school events, schedule parent-teacher meetings, share student successes and challenges, ask for advice and support when disciplinary problems arise, and ask for parent volunteers for school activities. In addition, bilingual staff are often asked to share their own knowledge and expertise of the community from which they come with school colleagues and community groups.
- ESL/ELD/Bilingual Paraprofessional/Classroom Aids
    - The ESL/Bilingual paraprofessional supports and reinforces the English language acquisition and content instruction provided by ESL/Bilingual teachers and mainstream teachers.
    - ESL/ELD/Bilingual Paraprofessional/Tutor/Aid Responsibilities
    - assist ESL/Bilingual teachers, general and special education teachers in providing content instruction and language development;
    - meet regularly with ESL/Bilingual staff to determine the academic needs of ELs enrolled in their classes;
    - assist teaching basic survival skills to the most limited English proficient students;
    - inform general education staff about culture and language of the ELs and their families;
    - provide general and special education teachers with cultural and linguistic background of the language minority students in their classes
    - assist in identification, assessment, and teaching of EL students
- General Education Teacher
    - The general education teacher has primary responsibility for the instruction of the EL. The student spends a majority of the day in the classroom with this teacher and classmates. Because of this, the general education teacher is responsible for the delivery of the curriculum to ALL students in his/her class. The General Education teacher does not accomplish this alone. The support of EL students is accomplished through a collaborative relationship between the general education classroom teacher and the ESL teacher.
- Role of Special Services Staff
    - Special Services staff members are essential for the success of LEP students in elementary, middle, and high schools in the Hazel Park Schools District. Counselors, social workers, and curriculum support personnel are a very new phenomenon for many ELs and their families. The role of the special services staff needs to be explained to bilingual parents and students so that the bilingual families will have a complete understanding of that person’s role in the school and will be able to utilize his/her expertise.

## English Fluent Staff (25)

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

## Supervision for Paraprofessionals/Classroom Aids(26)

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

## Administrative Responsibilities - Program Evaluation and Continuous Improvement

### Program Evaluation (27)

A District ESL Department, and other building and district leaders, will meet annually (but not less than every two years) to assess student progress using standardized, criterion-referenced, and other local assessments. They will also assess the program's effectiveness, resources, and staff needs. This committee will make any necessary program recommendations to the Superintendent, Assistant Superintendent of Teaching and Learning, and the Board of Education. Monitoring data such as district-wide test results, graduation, dropout and retention rates, and grades will be included in the periodic program evaluation. The district commits to using the MDE's Title III monitoring indicator and review process on a yearly basis. This self-assessment tool will be used to obtain diverse perspectives regarding the level of implementation for each indicator and the quality of the ESL/ELD program.

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

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

On a yearly basis, the district is required to analyze data, set goals, and develop targeted actions as part of the yearly Section 41 Report. The goals are focused on increasing the proficiency of ELLs through the use of high-quality, researched-based interventions and supports.

### Monitoring Progress of EL Students (28)

Hazel Park School District monitors the progress of ELs regarding:

- the number and percent of ELs making progress toward attaining English language proficiency in the four domains (based on the annual WIDA) in the aggregate and disaggregated (e.g. by disability; by recently arrived).
- the number and percentage of ELs meeting proficiency on state assessments and criterion-referenced benchmark assessments.
- the district commits to improving its longitudinal tracking in the following areas:
  - the number of ELs who have not attained English language proficiency within five years of initial classification as an EL and first enrollment in the LEA
  - the number and percent of students who have been reclassified as EL
  - the number and percent of ELs who have attained full English Language proficiency, and who are exited from the program by the of each school year107

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

### Title III/EL Plan and Funding (29)

Submit a Title III/EL plan with objectives, strategies and activities indicating how the Title III funds (in addition to other local, state and federal funds) will be used to support the implementation of the plan. **The budget created to support this plan is completed as part of the yearly Consolidated Application for all Title funds.**

### Immigrant Program Activities (30)

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

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

### Provision of Services (31)

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

### Private School Consultation (32)

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

### Early Childhood Transition Students (33)

The School District has a process for welcoming potential English Learner students into our elementary buildings. A goal for the 2024-2025 school year is to add Kindergarten transition meetings for EL students and families. Considerations for potential English Learners transitioning from the School District's Early Childhood Program(s) include: the language proficiency of the child and the prior supports utilized in the preschool program. The district's early childhood teachers are required to meet with all parents/guardians to discuss the Kindergarten transition. All Early Childhood staff work with families on the transition to Kindergarten. As needed, our EL staff will provide consultation to the Early Childhood staff or families.

### Annual English Language Proficiency Assessment (19, 34)

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

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

### Consortium Agreement (35)

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

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

### Coordination of Funds (36)

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

### General Funds (37)

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

### Effective Plan (38)

The LEA has an effective plan for implementing allowable activities that includes oversight and coordination among the Superintendent, Assistant Superintendent of Business and Operations, and the Assistant Superintendent of Teaching and

Learning. Selection and implementation of allowable activities are based on a review of student performance, specific needs that have been identified through the use of the Title III Monitoring Indicators, and feedback from the ESL staff.

Fiscal Records (39)

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

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

**APPENDIX A: Home Language Survey Questions**

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

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

\_\_\_\_\_ yes    \_\_\_\_\_ no    What is that language? \_\_\_\_\_

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

\_\_\_\_\_ yes    \_\_\_\_\_ no    What is that language? \_\_\_\_\_

Was the student born outside of the US or Puerto Rico? \_\_\_\_\_ yes    \_\_\_\_\_ no

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

**APPENDIX B: EL Program Letter for Previously Identified ELs**



**HAZEL PARK  
SCHOOLS**

*Today's Learners, Tomorrow's Leaders*

Amy Kruppe, Ed.D.  
Superintendent

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

Dear Parents or Guardians,

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

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

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

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

Exit Scores	WIDA Access for ELLs Kindergarten- Grade 12	WIDA Alternate Access for ELLs Grades 1-12
Minimum scores to exit the EL Program	Composite: 4.8	Overall: P2
Your Child's Score	Composite:	Overall:
<input type="checkbox"/> Based on these results, your child will continue to qualify for services through the EL Program <input type="checkbox"/> Your child does not have scores for the most recent WIDA Assessment due to _____		

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

- Direct instruction from an English as a Second Language or Bilingual (ESL) certified teacher
- Support from MTSS interventionists and/or Special Education teachers, if eligible
- Accommodated assignments and assessments
- Before/after school tutoring and/or Summer School

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

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

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

Sincerely,

EL Teacher or Administrator  
Contact Information

---

Please sign this form and return it to school.

Student Name \_\_\_\_\_

Grade \_\_\_\_\_

School \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_



**APPENDIX C: EL Program Letter for New Identification of ELs**



**HAZEL PARK  
SCHOOLS**

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.  
Superintendent

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

Date: \_\_\_\_\_

Dear Parents or Guardians,

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

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

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

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

- Direct instruction from an English as a Second Language or Bilingual (ESL) certified teacher
- Support from MTSS interventionists and/or Special Education teachers, if eligible
- Accommodated assignments and assessments
- Before/after school tutoring and/or Summer School

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

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

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

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

Sincerely,

EL Teacher or Administrator  
Contact Information

---

Please sign this form and return it to school.

Student Name \_\_\_\_\_

Grade \_\_\_\_\_

School \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

APPENDIX D: Annual Refusal of Services



HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D. Superintendent

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

Date: \_\_\_\_\_

Student Information:

Last name \_\_\_\_\_

First name \_\_\_\_\_ M.I. \_\_\_\_\_ Birth Date \_\_\_\_\_

School \_\_\_\_\_ UIC \_\_\_\_\_

Parent/ Guardian Information:

Last name \_\_\_\_\_

First name \_\_\_\_\_ Phone # \_\_\_\_\_

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

I, \_\_\_\_\_ (insert name), with full understanding of the above information, wish to

- Decline all of the EL Program services offered to my child.
Decline some of the EL Program services offered to my child.
I wish to decline (list services)

\_\_\_\_\_
\_\_\_\_\_

Parent/Guardian Signature

Date

Administrator Signature

Dat

**APPENDIX E: WIDA Testing Notification Letter (Arabic and Spanish Translations available)**



**HAZEL PARK  
SCHOOLS**

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.  
Superintendent

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Ford Administration  
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5200 | F: 248-544-5223  
[www.hazelparkschools.org](http://www.hazelparkschools.org)

Dear Parent or Guardian,

All students who have a language other than English spoken at home must take a state test named WIDA ACCESS for ELLs 2.0. The home language survey on the enrollment form that was completed when your son/daughter enrolled in Hazel Park Schools tells us this information. The Michigan Department of Education has prepared the following guide for more information: [WIDA Parent Guide](#).

If they are identified as an English Learner, your child must take the test, even if they are not in ESL/ELL classes or receiving services. The test is for Reading, Writing, Listening, Speaking, and Comprehension in English. Students will take this test between [Enter Start and End Dates]. We will send your child's test results when we receive them from the Michigan Department of Education.

Please contact us if you have any questions.

Sincerely,

Stephanie Dulmage,  
Assistant Superintendent of Teaching and Learning

**APPENDIX F: EL Tested Proficient Letter**



**HAZEL PARK  
SCHOOLS**

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.  
Superintendent

---

Ford Administration  
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5200 | F: 248-544-5223  
[www.hazelparkschools.org](http://www.hazelparkschools.org)

**Date** \_\_\_\_\_

Dear Parents or Guardians of \_\_\_\_\_

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

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

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

Sincerely,

Stephanie Dulmage,  
Assistant Superintendent of Teaching and Learning

## APPENDIX G: Descriptions of English Language Proficiency Levels

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

WIDA English Language Proficiency Levels	Description of English Learners (ELs)
Level 1 Entering	<p>Students with limited formal schooling:            Level 1 may include students whose schooling has been interrupted for a variety of reasons, including war, poverty or patterns of migration, as well as students coming from remote rural settings with little prior opportunity for sequential schooling. These students may exhibit some of the following characteristics: pre- or semi-literacy in their native language; minimal understanding of the function of literacy; performance significantly below grade level; lack of awareness of the organization and culture of the school. (TESOL, 1997, p.21) Because these students may need more time to acquire academic background knowledge as they adjust to the school and cultural environment, English language development may also take longer than other EL beginning students at Level 1. Level 1 students may lack sufficient English literacy for meaningful participation in testing even at the most minimal level.</p> <p>Recently arrived students (less than 30 days) These students have not been assessed with the WIDA ACCESS Placement Test (W-APT) or other tests used for placement.</p> <p>Beginning (Pre-production and early production) Students initially have limited or no understanding of English. They rarely use English for communication. They respond non-verbally to simple commands, statements, and questions. As their oral comprehension increases, they begin to imitate the verbalization of others by using single words or simple phrases and begin to use English spontaneously (WIDA, 2012).</p> <p>At this earliest stage, these students start to construct meaning from text with non-print features (e.g., illustrations, graphs, maps, tables). They gradually construct more meaning from the words themselves, but the construction is often incomplete (WIDA, 2012).</p> <p>They are able to generate simple written texts that reflect their knowledge level of syntax. These texts may include a significant amount of non-conventional features, invented spelling, some grammatical inaccuracies, pictorial representations, surface features, and rhetorical features of the native language (i.e., ways of structuring text from native language and culture) (TESOL, 1999, p.20).</p>
Level 2 Beginning	<p>Early intermediate (Speech emergent)            Students can comprehend short conversations on simple topics. They rely on familiar structures and utterances. They use repetition, gestures, and other non-verbal cues to sustain conversation (WIDA, 2012).</p> <p>When reading, students at this level can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. They can comprehend passages written in basic sentence patterns but frequently have to guess at the meaning of more complex materials. They begin to make informed guesses about meaning from context. They can begin to identify the main idea and supporting details of passages (WIDA, 2012)..</p>

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

Level 4 Expanding	<p><b>Transitional Intermediate</b>  At this level students' language skills are adequate for most day-to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty using and understanding idioms, figures of speech, and words with multiple meanings. They communicate in English in new or unfamiliar settings but have occasional difficulty with complex structures and abstract academic concepts (WIDA, 2012).</p> <p>Students at this level may read a wide range of texts with considerable fluency and are able to locate and identify the specific facts within the texts. However, they may not understand texts in which the concepts are presented in a de-contextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read independently but may have occasional comprehension problems (WIDA, 2012).</p> <p>They produce written text independently for personal and academic purposes. Structures, vocabulary, and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains (listening, speaking, reading, and writing) (TESOL, 1999, p. 21).</p>
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Level 5 Bridging	<p><b>Proficient</b>  At this proficient level students demonstrate English proficiency similar to native speakers. They use specialized or technical language of the content areas. Students at this level write using a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports (WIDA 2012).</p>
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	<p>Students at this level may read a wide range of texts with considerable fluency and are able to locate and identify the specific facts and draw conclusions within the texts. They may understand texts in which the concepts are presented in a de-contextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read most grade-level texts independently (WIDA, 2012).</p> <p>They produce oral and written language approaching comparability to that of English-proficient peers when presented with grade-level material (WIDA 2012).</p>
Level 6 Reaching	<p>Monitored (Advanced Proficiency)</p> <p>Students at this advanced level have demonstrated English proficiency as determined by state assessment instruments (WIDA ACCESS for ELLs and are on grade level in assessments such as the MSTEP, Common Assessments, SAT, and DRA). They are expected to be able to participate fully with their peers in grade-level content area classes. The academic performance of these students is monitored for two years as required by federal law.</p>

## **APPENDIX H: Definitions**

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

### ***Bilingual Instruction***

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

### ***Bilingual Paraprofessional***

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

### ***Bilingual Teacher***

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

### ***Building Instructional Team***

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

- Classroom Teacher
- Counselor
- Social Worker and/or Psychologist, as needed
- Special Education or MTSS Teacher, as needed
- ESL Instructor/Paraprofessional/Classroom Aid
- General Education Resource Teacher
- Building Administrator

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

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

### ***CA-60 File***

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

### ***ELs (English Learners)***

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

## ***ESL/ELD***

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

## ***ESL Instruction***

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

## ***ESL Student File***

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

## ***ESL Teacher***

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

## ***ESSA***

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

## ***FEL Students***

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

## ***Language Instruction Educational Program (LIEP)***

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

## ***Title III***

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

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

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

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

## APPENDIX I - Guidelines

- Most students should be placed in an age-appropriate classroom. Even if the student has not attended school before, the social nature of schooling cannot be ignored. It is important to place students with their peers and allow them to interact naturally. Exceptions may include students who have not attended school for more than a year.
- A student should be placed in classrooms that utilize the most interactive methods of teaching. English Learners (ELs) need to listen, speak, read, and write in meaningful contexts to acquire English. Teachers who rely mainly on lectures, memorization, and worksheets may be the least appropriate for second language learners.
- Bilingual paraeducators or instructional assistants may work directly with a student in the classroom in conjunction with the classroom teacher. In this way, para-educators or instructional assistants have a better understanding of what, why, and how content material is being studied and can provide support that is directly connected to classroom goals.
- Previous schooling is considered. The academic backgrounds of students vary greatly. Some students may have studied advanced algebra while others may never have attended school.
- All students need time to learn how to interact in an American school setting. Consideration is given to having the ESL/Bilingual staff explicitly teach about the culture and language of schools.
- Initial placement decisions for the middle and high school student should take into account native language literacy skills, previous schooling, interests and goals, and opportunities within classes for hands-on interactive learning. While a student is often placed in physical education, art, and music classes, when taught appropriately with the support of ESL/ELD/Bilingual teachers or tutors, other content area classes such as science and math may be crucial to maintaining students' interest in school.
- Consideration is given to alternative means of assessment for the LEP student. Portfolio assessments that include a broad range of student work, teacher observations, and even audio and videotapes of the student's work will offer a vision of the student's progress over time. The placement team recognizes that every test is a language test; the student may understand the content but be unable to decipher a multiple-choice test. Finally, the team assists teachers in inventing ways of allowing the student to demonstrate what they have learned without using complex English.
- The placement team encourages the LEP student's involvement in extracurricular activities at all grade levels. A student learns English and feels connected to school when he/she is playing soccer, acting in the school play, preparing something for a bake sale, or singing in the choir. The English Learner needs to be invited to participate.
- Additional standardized and curriculum-based assessments inform the decision of the team. Criteria used to exit a student will be placed in the student's CA 60 and ESL/ELD/Bilingual file.

## APPENDIX J - Allowable Uses of Title III Funds

### Title III English Language Acquisition: Generally Allowable Expenditures

Title III funds are supplemental and are to be used over and above the district's required services and resources provided to ELs and their families. Required activities include:

- High-quality language instruction educational programs that demonstrate effectiveness by increasing English proficiency and student academic achievement in the core academic subjects.
- High-quality professional development of sufficient intensity and duration that demonstrates effectiveness in improving instruction and assessment, enhances the ability of teachers to understand and use curricula, assessment measures, and instructional strategies.
- High-quality activities that include parent, family, and community engagement and coordination, and coordination and alignment of related programs (ESEA Section 3115(c)(3)).

Title III supplemental EL funds can be used, in priority order, for the following:

- Services before and after school such as tutoring, academic assistance, supplementary instructional materials for English language acquisition as well as for summer school programs for ELs. Districts need to identify the students served and the method used to assess and monitor their progress.
- Professional development that is planned based on student achievement data and provided in a systematic and sustained manner to improve instruction and assessment of ELs. Staff training could include bilingual/ESL classroom teachers, bilingual/ESL teacher coaches, paraprofessionals, regular education teachers, administrators, and other school-based or community-based organizational personnel who serve ELs.
- Hiring bilingual/ESL coaches whose role is to acquire scientific-based research practices, provide professional development, mentor and coach teachers who are working directly with ELs. Additionally, such funds can be used to provide stipends to teachers to assist them in completing and obtaining bilingual/ESL endorsements.
- Parent involvement activities including family literacy (ESL) and parenting classes. Additionally, funds can be used for speakers who conduct informative parent sessions that enhance student language acquisition and mastery of core academic subjects. Districts may purchase supplemental instructional materials to support the child's English language learning at home, materials and books on parenting skills. A Parent Involvement Liaison can be hired or contracted to enhance ongoing parent engagement in school activities, committees and functions, facilitate planning and conducting parent meetings, connecting families to community resources, and interpreting to parents during Title III meetings.
- Cost for educational field trips if part of high-quality language instruction educational programs/activities (buses and admission).
- Administrative and indirect costs of III/Immigrant may NOT exceed 2% of the total allocation.

### Title III Non-Allowable Expenditures:

- Title III funds may NOT be used to pick up a cost that was previously funded by general funds.
- Title III may NOT supplant any other federal, state or local expenses.
- All test administration costs (ACCESS for ELLs, W-APT, other state assessments) must be paid by general fund, including the pay for proctors, assessors and substitute teachers.

- Translation of documents, parent handbooks, and assessments are funded by general funds and NOT with Title III funds.
- Title III funds may NOT be used for Intake/Eligibility or Annual progress assessments.

Immigrant Program: Generally Allowable Expenditures:

Sub-grants to LEAs and ISDs are made if significant increase is experienced in the numbers of immigrant students from ages 3-21; enrolled in public or private school; not born in US; not attended US school for more than three full years. The purpose of Immigrant sub-grants is to pay for activities that provide enhanced instructional opportunities for immigrant children and youth §3115 (C). Allowable activities include

- Support for personnel, including paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth.
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth (career exploration and shadowing experiences, college visits, etc.) throughout the day and before/after school.
- Identification and acquisition of bilingual curricular materials, bilingual educational software and technologies to be used in the program carried out with these funds.
- Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.
- Family literacy, parent outreach liaison and activities, training activities designed to assist parents in adjusting to and understanding the American culture and school system in order to become active participants in the education of their children.
- Administrative and indirect cost to Title III Immigrant may NOT exceed 2% of the total allocation.

Title III Immigrant Non-Allowable Expenditures:

- Title III Immigrant funds may NOT be used to pick up a cost that was previously funded by general funds.
- Title III Immigrant funds may NOT supplant any other federal, state or local expenses.
- All test administration costs (ACCESS for ELLs, W-APT, other state assessments) must be paid by general fund, including the pay for proctors, assessors and substitute teachers.
- Title III Immigrant funds may NOT be used for Intake/Eligibility or Annual progress assessments.
- Translation of documents, parent handbooks, and assessments are funded by general funds and NOT with Title III immigrant funds.

## APPENDIX K - Language Assistance Program

Hazel Park School District maintains a consistent focus on meeting the required service minutes, as outlined by the OCR/DOJ Settlement. The state of Michigan provides guidance in the document that follows: [Staffing EL Programs in Michigan Schools](#). We will accomplish this through active recruitment of certified ESL teachers, leveraging opportunities to group students, co-teaching, and collaborative planning and scheduling of servicing hours. *Hazel Park School District has developed a 4 year staffing plan ( [Hazel Park School District 4 Year EL Staffing Plan](#)) to expand the number of certified EL teachers and work toward the service hours listed in the table below. We have implemented a number of proactive measures to reach the service minutes listed below.*

### WIDA Level 1

Entering/Level 1: WIDA ACCESS for ELLs Score 0 – 1.9

Newcomer's/Immigrants

Grade	WIDA Level	Minimum Minutes Per Week	Target Minute Per Week	Delivered By	Service Provided
Elementary Grades 1 - 5	1.0 - 1.9	225	300	Elementary EL Teacher ESL Paraprofessional Support	Designated ELD, TBL & Integrated Student Support
Junior High Grades 6 - 8	1.0 - 1.9	225	300	Elementary EL Teacher ESL Paraprofessional Support	Designated ELD, TBL & Integrated Student Support
High School Grades 9 - 12	1.0 - 1.9	225	300	Elementary EL Teacher ESL Paraprofessional Support	Designated ELD, TBL & Integrated Student Support

### WIDA Levels 2-4

- Beginning/Level 2 WIDA ACCESS for ELLs Score 2 – 2.9
- Developing/Level 3: WIDA ACCESS for ELLs Score 3 – 3.9
- Expanding/Level 4: WIDA ACCESS for ELLs Score 4 – 4.9 (Proficient 4.8)

Grade	WIDA Level	Minimum Minutes Per Week	Target Minute Per Week	Delivered By	Service Provided
Elementary Grades 1 - 5	2.0 - 3.9	150	150	Secondary EL Teacher and/or EL Paraprofessional Support	Designated ELD and/or Integrated Student Support
	4.0 - 4.8	90	150		
Junior High Grades 6 - 8	2.0 - 3.9	150	150	Secondary EL Teacher and/or EL Paraprofessional Support	Designated ELD and/or Integrated Student Support
	4.0 - 4.8	90	150		
High School Grades 9-12	2.0 - 3.9	150	150	Secondary EL Teacher and/or EL Paraprofessional Support	Designated ELD and/or Integrated Student Support
	4.0 - 4.8	90	150		

### WIDA Levels 5-6

Bridging/Level 5: Eligibility criteria: WIDA ACCESS for ELLs Score 5 – 5.9

Reaching/Level 6: Eligibility criteria: WIDA ACCESS for ELLs Score 6

- FEL Monitoring

**APPENDIX L - Program Entry and Exit and Summary Chart**

<b>WIDA ELD Levels</b>	<b>WIDA Screener (Placement)</b>	<b>WIDA ACCESS for ELLs</b>
Level 1: Entering	1	1
Level 2: Emerging	2	2
Level 3: Developing	3	3
Level 4: Expanding	3-4	3-4
Level 5: Bridging	5	5
<p><b>Exit Criteria</b>  <i>Students must reach 4.8 overall proficiency on the WIDA ACCESS or P2 on the WIDA Alternate in order to qualify to exit the ESL/ELD/Bilingual Program.</i></p> <p><i>Students in grades 3 - 12, scoring at or above 4.8 overall proficiency on the WIDA ACCESS or P2, on the WIDA Alternate, will "auto exit". "Auto exit" refers to the process of automatically exiting a student from EL status in the Michigan Student Data System when they reach the WIDA ACCESS Overall Score of 4.8 or higher or the WIDA Alternate ACCESS overall score of P2. Auto exit is completed by the state (CEPI) over the summer. At present, auto exit does not include students in grades K-2 that meet these predetermined thresholds.</i></p> <p><i>Note, for the 24-25 school year, any K-2 student meeting the exit criteria will need to be exited via the district initiated manual exit protocol in MSDS before the September deadline if the district feels strongly that the student is ready for EL exit.</i></p>		

## APPENDIX M - Notice of Non-Discrimination

### Section 12. Student Discrimination and Harassment.

The District is committed to maintaining a learning environment in which all individuals are treated with dignity and respect, free from discrimination and harassment. The District shall not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity or gender expression, age, religion, height, weight, marital or family status, disability, military status, genetic information, or any other legally protected category in its programs and activities, including employment. Sexual harassment (see specific requirements below) is a form of sex discrimination, and shall likewise not be permitted with respect to students or employees. The District shall not retaliate against a person who reports or opposes improper discrimination or retaliation. The District shall fully comply with all applicable federal and state civil rights statutes. Discrimination, retaliation and harassment are prohibited whether occurring at school, on District property, in a District vehicle, or at any District-related activity or event.

The Superintendent shall designate not less than two compliance officers responsible for coordinating the District's compliance with applicable federal and state laws and regulations, and for investigating reports of discrimination or harassment. The Superintendent shall ensure that all required notices under the civil rights or other laws are provided to staff members.

A student who believes he or she has been or is the victim of discrimination or harassment should immediately report the situation to a teacher, counselor, social worker, the building principal or assistant principal, or the Superintendent. A staff member who observes, has knowledge of, or learns that a student has been or is the victim of discrimination or harassment shall immediately report the situation to the building principal or assistant principal or the Superintendent. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

The Superintendent shall develop and implement administrative guidelines to enforce this policy. **For more information contact:**

**Ms. Kristy Cales**, Civil Rights Coordinator

**Mr. James Paterson**, Civil Rights Coordinator

1620 E. Elza

Hazel Park, MI 48030

(248) 658-5200

### AGV-2. Non-Discrimination and Anti-Harassment Procedures. I. NON-DISCRIMINATION ANDEQUALEMPLOYMENTOPPORTUNITY

Board Policies III-18 and V-2 prohibit discrimination in the District on the basis of race, color, national origin, sex, sexual orientation, gender identity or gender expression, disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected characteristic in its programs and activities, including employment opportunities. This guideline shall be used to ensure that the District's non-discrimination policies are implemented properly and in compliance with Federal and State laws and regulations. Harassment generally and Sexual Harassment are addressed in subsections II and III of this guideline, respectively.

#### Complaints of Discrimination

Any person who believes that s/he has been discriminated against or denied equal opportunity or access to programs or services may file a complaint, which shall be referred to as a grievance, with one of the District's Civil Rights Coordinators.

The person who believes s/he has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with one of the District's Civil Rights Coordinators, who shall, in turn, investigate the complaint and reply with an answer to the complainant. The complainant may initiate formal procedures according to the following steps:

Step 1 A written statement of the grievance signed by the complainant shall be submitted to the District's Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

Step 2 If the complainant wishes to appeal the decision of the District's Civil Rights Coordinator, s/he may submit a signed statement of appeal to the Superintendent within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3 If the complainant remains unsatisfied, s/he may appeal through a signed written statement to the Board of Education within five (5) business days of his/her receipt of the Superintendent's response in step two. In an attempt to resolve the grievance, the Board shall meet with the concerned parties and their representatives within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

Step 4 If at this point the grievance has not been satisfactorily settled, further appeal may be made to the U.S. Department of Education, Office of Civil Rights, 600 Superior Avenue, Room 750, Cleveland, Ohio 44114-2611. Inquiries concerning such an appeal may be directed to: Director, Office for Civil Rights, Department of Education, Washington, D.C. 20201.

The District Coordinators will provide a copy of the District's grievance procedure to any person who files a complaint and will investigate all complaints in accordance with this procedure.

## APPENDIX N - Home Language Survey - Enrollment and Registration Support

- Before starting the enrollment process, have the parent/guardian translate the page into their primary or preferred language by clicking on the Google Translate button in the top right corner.
  - Use the document below to indicate the need for translated information. It is important not to assume a parent/guardian is not proficient in English.
    - [Request for Translation](#)
- When you get to the page containing the “Home Language “Survey” (pictured below), please explain in easy English and show translations to avoid confusion.

### Home Language Survey Page Contents:

1) Is your child’s native tongue a language other than English?

(The child’s native tongue/language is the language most often spoken by the student.)

Yes: No: If Yes, what is the language:

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

(The primary language is the dominant language used at home regardless of the language spoken by the student.)

Yes: No: If Yes, what is the language:

3) Was the student born outside of the US or Puerto Rico? \_\_\_\_\_ yes      \_\_\_\_\_ no

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

### Explanation in Easy English & Translations:

1) This is the language YOUR CHILD speaks most of the time.

2) This is the language people in YOUR HOME speak most of the time.

#### Spanish:

1) Este es el idioma que SU HIJO habla la mayor parte del tiempo.

2) Este es el idioma que la gente en SU CASA habla la mayor parte del tiempo.

3) ¿El estudiante nació fuera de los EE. UU. o Puerto Rico? \_\_\_\_\_ sí      \_\_\_\_\_ no

4) En caso afirmativo, ¿cuándo ingresó el estudiante a las escuelas de los Estados Unidos?

#### Portuguese

1) Esta é a língua que SEU FILHO fala a maior parte do tempo.

2) Este é o idioma que as pessoas na SUA CASA falam na maioria das vezes.

3) O aluno nasceu fora dos EUA ou de Porto Rico? \_\_\_\_\_ sim      \_\_\_\_\_ não

4) Se sim, quando o aluno ingressou nas escolas dos EUA?

#### Arabic:

- 1) هذه هي اللغة التي يتحدث بها طفلك معظم الوقت.
- 2) هذه هي اللغة التي يتحدث بها الناس في منزلك معظم الوقت.
- 3) هل ولد الطالب خارج الولايات المتحدة أو بورتوريكو؟ نعم \_\_\_\_\_ لا \_\_\_\_\_
- 4) إذا كانت الإجابة بنعم، متى دخل الطالب المدارس الأمريكية؟

**Bengali:**

- 1) এই ভাষাটি আপনার শিশু বেশিরভাগ সময় কথা বলে।
- 2) আপনার বাড়ির লোকেরা বেশিরভাগ সময় এই ভাষায় কথা বলে।
- 3) শিক্ষার্থী কি মার্কিন যুক্তরাষ্ট্র বা পুয়ের্তো রিকোর বাইরে জন্মগ্রহণ করেছিলেন? \_\_\_\_\_ হ্যাঁ \_\_\_\_\_ না
- 4) যদি হ্যাঁ, ছাত্র কখন মার্কিন স্কুলে প্রবেশ করেছিল?

**Chinese:**

- 1) 这是您的孩子大部分时间使用的语言。
- 2) 这是您家中的人大部分时间使用的语言。
- 3) 该学生是在美国或波多黎各境外出生的吗？ \_\_\_\_\_ 是 \_\_\_\_\_ 否
- 4) 如果是，学生是什么时候进入美国学校的？

**Amharic:**

- 1) ይህ ልጅዎ ብዙ ጊዜ የሚናገረው ቋንቋ ነው።
- 2) ይህ በእርስዎ ቤት ውስጥ ያሉ ሰዎች ብዙ ጊዜ የሚናገሩት ቋንቋ ነው።
- 3) ተማሪው የተወለደው ከአሜሪካ ውጭ ነው ወይስ ፖርቶ ሪኮ? \_\_\_\_\_ አዎ \_\_\_\_\_ አይ
- 4) አዎ ከሆነ፣ ተማሪው መቼ ነው ወደ አሜሪካ ትምህርት ቤቶች የገባው?

**French:**

- 1) C'est la langue que VOTRE ENFANT parle la plupart du temps.
- 2) C'est la langue que les gens de VOTRE MAISON parlent le plus souvent.
- 3) L'étudiant est-il né en dehors des États-Unis ou de Porto Rico ? \_\_\_\_\_ Oui \_\_\_\_\_ Non
- 4) Si oui, quand l'élève est-il entré dans les écoles américaines ?

**Vietnamese:**

- 1) Đây là ngôn ngữ CON BẠN nói hầu hết thời gian.
- 2) Đây là ngôn ngữ mà mọi người trong NHÀ BẠN nói hầu hết thời gian.
- 3) Học sinh có sinh ra ở bên ngoài Hoa Kỳ hoặc Puerto Rico không? \_\_\_\_\_ có \_\_\_\_\_ không
- 4) Nếu có, học sinh vào trường Mỹ khi nào?

## **APPENDIX O - Language Access Plan**

### **Hazel Park School District Language Access Plan**

Hazel Park School District is committed to improving meaningful, two-way communication and promoting access to District programs, services, and activities for students and their families. We recognize that students whose family members have limited English proficiency might also speak or be learning multiple languages and are assets to the community. The District seeks to address language barriers and has adopted a plan for implementing and maintaining a language access program that is culturally responsive, provides for systemic family engagement developed through meaningful stakeholder engagement, and is tailored to the District's current population of students and families who have limited English proficiency.

#### **Identification of families needing language access services.**

The District will accurately and promptly identify parents/family members of students with limited English proficiency and provide them with information in a language they can understand regarding the language service resources available within the District. Information on a family-preferred language for school-related communication will be aggregated and distributed by the district's EL teachers.

#### **Oral Interpretation**

The District will take reasonable steps to provide parents/family members with limited English proficiency with competent oral interpretation of materials or information about any program, service, and activity provided to parents who do not have limited English proficiency and to facilitate any interaction with District staff significant to the student's education. The District will provide the following services upon request and/or when it may be reasonably anticipated by District staff that such services will be necessary:

- On-site interpreters will be provided for parent-teacher conferences, Individualized Education Program (IEP) meetings, disciplinary hearings, and other critical interactions.
- Telephonic or virtual interpretation services will be available when on-site interpreters are not feasible.

#### **Written Translation**

The District will provide a written translation of

- vital documents (i.e. enrollment and course selection, safety, discipline, and student handbook)
- special education and related services, Section 504 information, and McKinney-Vento services
- language access plan and program and related services or resources available
- other documents notifying parents of their rights under applicable state laws and containing information or forms related to consent or filing complaints under federal law, state law, or District policy

If the District is unable to translate a vital document due to resource limitations or if a small number of families require the information in a language other than English such that document translation is unreasonable, the District will provide the information to parents in a language they can understand through competent oral interpretation.

All school administrators, particularly those who have the most interaction with the public, such as secretaries and enrollment staff, certificated staff, and other appropriate staff as determined by the EL Supervisor and/or EL staff, will

receive guidance and training on meaningful communication with parents/family members with limited English proficiency, best practices for working with an interpreter, how to access an interpreter or translation services promptly, language services available within the District, how to evaluate EL teachers (**including on preparedness and implementation of training**) and other information deemed necessary by the EL Supervisor and/or EL staff to effectuate the language access plan and program.

Language services can be accessed in a variety of ways:

- By calling or emailing the school, teacher, school leader, or district office
- Leaving a voicemail message on the district’s designated language hotline
- Through the use of the language services provider that offers live interpreter services

### Sign Language Interpretation

School leaders will work with educator/ancillary staff to follow the process for scheduling sign language interpreters.

- Complete the DeafCAN! Interpreter Request Form **at least ten workdays before** the scheduled meeting and submit to the District Point Person
- Cancellations must be communicated to the District Point Person at least one business day before the event/meeting
- Confirmation of interpretation services will be sent to the requesting educator/ancillary staff.

Meeting Type or Topic	District Point Person
<ul style="list-style-type: none"> <li>• Early On</li> <li>• Special Education &amp; 504 Plans</li> <li>• Threat Assessments</li> <li>• Child Find</li> </ul>	Student Services Department Rochelle Tassie <a href="mailto:rochelle.tassie@myhpsd.org">rochelle.tassie@myhpsd.org</a>
<ul style="list-style-type: none"> <li>• General Communication Needs/Non-Special Education</li> </ul>	Teaching and Learning Department Linda Yates <a href="mailto:linda.yates@myhpsd.org">linda.yates@myhpsd.org</a>

### DEAF COMMUNITY ADVOCACY NETWORK

### Spoken Languages Interpretation

School leaders will work with teachers and support staff to follow the process for scheduling interpreters.

Interpreters

- Complete the University Translator Interpreter Request Form **at least ten work days before** the scheduled meeting.
- Cancellations must be communicated to the District Point Person at least one business day before the event/meeting
- Complete the Request for Interpreter Google Form. Information will be processed by Linda Yates or Rochelle Tassie.

Meeting Type or Topic	District Point Person
<ul style="list-style-type: none"> <li>• Early On</li> </ul>	135 Student Services Department

<ul style="list-style-type: none"> <li>● Special Education &amp; 504 Plans</li> <li>● Threat Assessments</li> <li>● Child Find</li> </ul>	Rochelle Tassie <a href="mailto:rochelle.tassie@myhpsd.org">rochelle.tassie@myhpsd.org</a>
<ul style="list-style-type: none"> <li>● General Communication Needs/Non-Special Education</li> </ul>	Teaching and Learning Department Linda Yates <a href="mailto:linda.yates@myhpsd.org">linda.yates@myhpsd.org</a>

- Complete the University Translator Interpreter Request Form at least ten workdays before the scheduled meeting
- Submit to Linda Yates or Rochelle Tassie
- Confirmation of interpretation services will be sent to the requesting educator/ancillary staff.

### Distribution of the Language Access Plan

An effective way to ensure families with limited English proficiency can meaningfully access program services is to provide notices about the availability of language assistance services. Hazel Park School District will provide notices to LEP parents and guardians in the following ways:

- Website notices and translated web pages
- Parent/guardian flyer
- Language Access Plan, in multiple languages, sent directly to parents/guardians

Questions regarding access should be sent to the Teaching and Learning Department at (248) 658-5223 or Student Services at 248 658-5204.

### District Roles and Resources

Role	Contact Information	Responsibility
Dr. Stephanie Dulmage, Assistant Superintendent of Teaching and Learning	Email: <a href="mailto:stephanie.dulmage@myhpsd.org">stephanie.dulmage@myhpsd.org</a>  Contact Number: 248 658-5234	Coordinate and publish the district language access plan.  Assist with staff training on the utilization of language assistance services when serving families.  Coordinate and manage requests for interpretation and translation.  Manage budget to provide language assistance services.  Ensures that the designated language pages on the website are accurate and updated each year
Dr. Papasian, Executive Director of Student Services	Email: <a href="mailto:megan.papasian-broadwell@myhpsd.org">megan.papasian-broadwell@myhpsd.org</a>	Coordinate and publish the district language access plan.

	Contact Number: 248 658-	<p>Assist with staff training on the utilization of language assistance services when serving families.</p> <p>Coordinate and manage requests for interpretation and translation.</p> <p>Manage budget to provide language assistance services.</p>
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APPENDIX P - FALSE EL - Parent Documentation



**HAZEL PARK  
SCHOOLS**

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.  
Superintendent

---

Ford Administration  
Dr. Stephanie Dulmage, Ed.D., Director of 21st Century Learning  
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5234 | F: 248-544-5443  
www.hazelparkschools.org

School Name: \_\_\_\_\_

**Parent Explanation Letter for False EL Status**

Dear Parent/Guardian of \_\_\_\_\_,

This form is to follow up on the request you initiated as the guardian of your child to remove their “English Learner” (EL) status, as they may have been falsely given this label. To apply for consideration from MDE, an explanation letter must be submitted. If you feel that your child was incorrectly identified as EL, please select the statement below and write an explanation in the box provided. Please sign this form at the bottom and return it to school.

\_\_\_\_\_ The “Home Language Survey” was not correctly filled out during the Hazel Park Schools enrollment process. ONLY English is spoken at home with my child, and they do not need EL services.

Further parent explanation/notes:

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Staff Resource Handbook  
McKinney-Vento  
Hazel Park Schools**

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# McKinney - Vento FAQ's

## **What does the McKinney-Vento Act refer to?**

The McKinney-Vento Homeless Assistance Act and Title IX, Part A of the Every Student Succeeds Act (ESSA) are federal laws designed to ensure educational stability and support for students experiencing homelessness. The McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.) is a federal law that provides important educational rights and services to PreK -12 children and youth experiencing homelessness, while Title IX, Part A reinforces these protections by providing funding and resources to remove barriers to academic success. Together, these laws help schools identify, support, and advocate for homeless students, ensuring they receive a free, appropriate public education in a safe and supportive environment.

All LEAs are required to reserve funds from their Title I, Part A allocations for services to homeless children and youths. Under section 1112(b)(6) of the ESEA, an LEA must describe in its Title I, Part A plan the services it will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A) of the ESEA, to support the enrollment, attendance, and success of homeless children and youths.

## **What is the McKinney rule?**

The law requires states and school districts to remove barriers to the identification, enrollment, stability, and success of children and youth experiencing homelessness.

## **What are the four categories of homelessness?**

1. Literally Homeless
2. Imminent Risk of Homelessness
3. Homeless Under Other Federal Statutes
4. Fleeing/Attempting to Flee Domestic Violence

## **What are the potential signs of homelessness?**

### **Poor Health/Nutrition**

- Lack of immunizations and/or immunization records.
- Unmet medical and dental needs.
- Increased vulnerability to colds & flu.
- Respiratory problems.
- Skin rashes.
- Chronic hunger (may hoard food)
- Fatigue (may fall asleep in class)

## **What is the McKinney-Vento definition of doubled up?**

Doubled-up is the informal wording used to describe a concept included in the McKinney-Vento Act's definition of homeless. It refers to shared living arrangements, some of which may be considered homeless, while others may not be, depending on various factors.

### **Is living with family considered homeless?**

Programs must carefully and sensitively learn from families whether they live with relatives or friends due to a crisis (e.g., loss of income, natural disaster, domestic violence) or another economic-related hardship. If so, that family meets the definition of experiencing homelessness under the McKinney-Vento Act.

### **Is foster care considered McKinney-Vento?**

All students in foster care/state custody are covered by the Title I, Part A provisions that provide them with immediate enrollment and school stability. They are not covered by the McKinney-Vento Act.

### **What is silent homelessness?**

There is a fourth type of homelessness that most people are not aware of because it often goes unreported and undocumented. This category is known as hidden homelessness and includes those who are temporarily living, or “couch-surfing,” with friends or family.

### **Is couch surfing being homeless?**

Sofa surfing is staying for short periods with different friends or family because you have nowhere to live. Even though you may have a temporary roof over your head when you sofa surf, you are still classed as homeless. You might be staying with friends, family or even people you don't know very well.

### **What is the HUD definition of homeless?**

This document helps to clarify that individuals who lack resources and support networks to obtain permanent housing meet HUD's definition of homeless. Categories of the homeless include experiences of those who: Are trading sex for housing. Are staying with friends but cannot stay there for longer than 14 days

### **Which situation would not qualify under the McKinney-Vento Act?**

If the family has (or had) a fixed, regular, and adequate nighttime residence, then they are not living in the housing program due to lack of alternative accommodations and would not qualify for McKinney-Vento services.

### **What can McKinney-Vento funds be used for?**

(7) The provision of services and assistance to attract, engage, and retain homeless children and youths, particularly homeless children and youths who are not enrolled in school, in public school programs and services provided to nonhomeless children and youths.

Guidance on Allowable and Unallowable Costs for McKinney-Vento Funds and Title I, Part A Setaside (See Appendix )

- Title I, Part A funds may be used to provide a wide variety of services to homeless students. This includes providing services to assist homeless students in meeting the State's challenging academic standards and providing services that may not ordinarily be provided to other Title I students.
- Principles that govern the use of Title I, Part A funds to provide services to homeless students.
  - The services must be reasonable and necessary to assist homeless students in taking advantage of educational opportunities.

- Title I, Part A funds must be used only as a last resort when funds or services are not available from other public or private sources, such as public health clinics, or local discretionary funds (sometimes provided by the PTA) used to provide similar services for economically disadvantaged students.

**Can McKinney-Vento funds be used for food?**

4 Additionally, Section 11433(d) of the McKinney-Vento Act authorizes McKinney-Vento subgrant funds to be used to provide food to attract, engage, and retain children and youth who are homeless in public school programs and services, as well as on an emergency basis to enable them to attend school.

**Who determines McKinney-Vento?**

To determine a student's McKinney-Vento eligibility, school districts must determine whether a student's living arrangement meets the McKinney-Vento definition of homelessness.

**What are the duties of a local McKinney-Vento liaison?**

Under the McKinney-Vento Act, every local educational agency is required to designate a liaison for homeless children and youth. The local educational agency liaison coordinates services to ensure that homeless children and youths enroll in school and have the opportunity to succeed academically.

**How long does McKinney-Vento last?**

The McKinney-Vento Act applies to children and youth aged 21 and under, consistent with their eligibility for public education services under state and federal law. State laws vary but generally provide access to all students until high school graduation or equivalent, or until age 18 (or over in some states).

**Who funds the McKinney-Vento Act?**

The U.S. Department of Education (ED) allocates McKinney-Vento funding annually to states based on the state's proportion of the Title I, Part A federal allocation.

**Are undocumented children not covered under the McKinney-Vento Act?**

Anyone physically present in the US has the right to attend school here regardless of immigration status—refugees, asylum seekers, undocumented youth, etc. Public schools cannot ask families or youth about their immigration status. Also, the McKinney-Vento Act applies equally to students from other countries.

**Is there a mileage limit for McKinney-Vento?**

Transportation services must rest on the individualized and student-centered best interest determinations, not on blanket mileage limits. 42 USC 11432(g)(3)(A). Applying local policies that establish blanket limits on transportation to students experiencing homelessness would violate the McKinney-Vento Act.

**Are foster children considered McKinney-Vento?**

Aside from the exceptions noted below, students in foster care do not qualify as McKinney-Vento eligible. So which program is the right one for your student's situation?

**Is living with your parents considered homeless?**

No, living with your parents is generally not considered homeless; as long as you have a place to stay with them, even if it's not your own separate residence, you are considered to have a home and are not technically homeless.

# HP McKinney Vento Procedures Overview

## **Initiation:**

- The initiation of McKinney Vento occurs when a staff member or parent indicates a loss of stable living quarters. (key words may include: doubled up, living with someone, Couchsurfing, kicked out of home...)
- The staff member will alert the McKinney-Vento Liaison, Thelma Hardy at 5211, Director of Community Schools, Karla Graessley at 5284 or complete the [linked form](#). The Google form is sent to the staff members to document the information given to them.
- For students without a guardian or parent available, fill out the Unaccompanied Youth Form

## **Intake**

- The McKinney-Vento Liaison completes the information on the referral form
- The McKinney-Vento Liaison contacts the family the same day or less than 24 hours to gather information on [Initial Contact McKinney-Vento Act](#) & [Student Housing Questionnaire](#)

## **Determine Eligibility**

- Using *Student Housing Questionnaire*, *Initial Contact* and [FIXED, REGULAR or ADEQUATE housing](#) a determination of eligibility is made by the MV Liaison.
- **From Initiation to Determination of Eligibility should be 24 hours or less.**
  - Yes, this family qualifies for McKinney Vento
    - Contact family for an in-person meeting
    - Complete the following forms
      - [McKinney-Vento Rights Notification](#)
      - [Family Requests Form](#) & [McKinney-Vento Resource Questionnaire](#)
      - [Transportation Agreement for Parents & Students](#)
      - [Send home](#) an HP District Calendar and a Copy Transportation Agreement for the Parent & Student(s).
  - No, this family does not qualify for McKinney Vento
    - Contact family via phone to discuss McKinney-Vento
    - Send [Written Notification of McKinney-Vento Determination](#)
    - Give family a list of resources (assist them)

## **Follow-up documentation**

- Complete the Cooperative Transportation Agreement and turn it in to the Superintendent for review and signature.
- Send the Cooperative Transportation Agreement to the appropriate district.
- Add information about McKinney-Vento to PowerSchool
  - Update address
- Label a folder with the family Name and/or add information to the spreadsheet.
- Add information to the Oakland Co. Dashboard
- Confirm transportation and monitor
  - Weekly check-in with transportation to ensure families are using the transportation and canceling it when not using the transportation.
- Gather other resources for the family to remove barriers

## Redetermination

- A month before the school year begins
  - Contact parent to update information- [redetermination email](#)
    - Call the family if we have not heard from them the week before school is to begin.
  - Complete and update these forms
    - Student Housing Questionnaire
    - McKinney-Vento Rights Notification
    - Family Requests form for HP Schools
    - Transportation Agreement for Parents and Students

## Additional Information

- **For Families Living in a Hotel**
  - When a family lives in a hotel, the family will share the address to the MV Liaison and we will enter it into our form ....but the family's address on Power School will be Ford Administration Building 1620 E. Elza, Hazel Park, MI 48030, as the hotel does not like receiving and delivering mail to families.
  - If a building administrator needs to get mail to the family (truancy notices, report cards, etc) please call the MV Liaison, and she will get the mail to the family.
- **Communication to schools**
  - Communication regarding MV students (especially Unaccompanied Youth) should be to the Building Administrator, School Social Work, and all Secretarial staff at the building. CC Karla Graessley, Amy Kruppe, Stephanie Dulmage.
- **Transportation**
  - If a student is a no-show for transportation, a call to the parent is made to inquire about attendance. For students who are no-shows for several days, rides are paused and a home visit is made to the residence. We will make every effort to call and email the family to support them.
- **Attendance and Grades**
  - MV liaison will check attendance weekly for our MV students to ensure they are attending school. For a student who is struggling with attendance, a home visit is made to help support the family and/or student.
  - Additionally, the MV liaison checks the quarterly grades to ensure these students are receiving support from the school.

# Appendix



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

**Internal form**

### Initial Contact McKinney-Vento Act

Date: \_\_\_\_\_ School Year: \_\_\_\_\_

Parent/Guardian Email: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Relationship: \_\_\_\_\_ Contact Phone #: \_\_\_\_\_

Current Address: \_\_\_\_\_

Moved in: \_\_\_\_\_ Expected Move-out date: \_\_\_\_\_

Email: \_\_\_\_\_

We may email you with local events or info. which pertain strictly to your McKinney-Vento eligibility, i.e. family needs, resources, etc.

Previous Address: \_\_\_\_\_

Situation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Student Names:**

Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_ M / F

School: \_\_\_\_\_ UIC \_\_\_\_\_ Grade: \_\_\_\_\_

Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_ M / F

School: \_\_\_\_\_ UIC \_\_\_\_\_ Grade: \_\_\_\_\_

Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_ M / F

School: \_\_\_\_\_ UIC \_\_\_\_\_ Grade: \_\_\_\_\_

Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_ M / F

School: \_\_\_\_\_ UIC \_\_\_\_\_ Grade: \_\_\_\_\_



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Please select all that apply:

- ELL / ESL student(s): \_\_\_\_\_
- Migrant
- Military Family
- Parent Incarcerated
- Special Education student(s): \_\_\_\_\_
- Teen Parent student(s): \_\_\_\_\_
- Other \_\_\_\_\_
- None

Enrolled Programs:

- General Education: student(s): \_\_\_\_\_
- 0 - 3 Early: student(s) \_\_\_\_\_
- Early Childhood Special Education: student(s) \_\_\_\_\_
- State Funded Pre-School: student(s) \_\_\_\_\_
- Head Start: student(s) \_\_\_\_\_
- Alternative Education: student(s) \_\_\_\_\_
- Dual Enrollment: student(s) \_\_\_\_\_
- Gifted & Talented: student(s) \_\_\_\_\_
- Migrant Education: student(s) \_\_\_\_\_
- Special Education: student(s) \_\_\_\_\_
- \_\_\_\_\_
- Vocational Education: student(s) \_\_\_\_\_
- Title I Preschool: student(s) \_\_\_\_\_
- LEA funded Preschool: student(s) \_\_\_\_\_
- Not enrolled in school programs: student(s) \_\_\_\_\_

Services Requested

- |   |   |
|---|---|
| <input type="checkbox"/> Backpack                     | <input type="checkbox"/> Enrolled/No Services Provide Community Referrals |
| <input type="checkbox"/> Counseling                   | <input type="checkbox"/> Community Action Plan                            |
| <input type="checkbox"/> Clothing                     | <input type="checkbox"/> DHHS Assistance                                  |
| <input type="checkbox"/> Enrollment Assistance        | <input type="checkbox"/> Employment Assistance                            |
| <input type="checkbox"/> FAFSA Information            | <input type="checkbox"/> Food - Gleaners                                  |
| <input type="checkbox"/> Hygiene Supplies             | <input type="checkbox"/> Housing Assistance                               |
| <input type="checkbox"/> Obtained Records             | <input type="checkbox"/> Medical/Vision/Dental                            |
| <input type="checkbox"/> School Supplies              | <input type="checkbox"/> Mental Health                                    |
| <input type="checkbox"/> Tutoring/Educational Support | <input type="checkbox"/> Other Educational Programs                       |
|   | <input type="checkbox"/> Does Not Apply                                   |





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

### Caregiver Authorization Form

This form is intended to address the McKinney-Vento Homeless Assistance Act (P.L. 107-110) requirement that homeless children have access to education and other services for which they are eligible. The McKinney-Vento Homeless Assistance Act states specifically that barriers to enrollment must be removed. In some cases, a child or youth who is homeless may not be able to reside with his/her parent or guardian; however, this fact does not nullify the child's/youth's right to receive a free, appropriate public education.

**Instructions:**

Complete this form for a child/youth presenting himself/herself for enrollment while not in the physical custody of a parent or guardian.

- To authorize the enrollment in school of a minor, complete items 1 through 4 and sign the form.
- To authorize the enrollment and school-related medical care of a minor, complete all items and sign the form.

I am 18 years of age or older and have agreed to fulfill the role of caregiver for the minor named below.

1. Name of Minor: \_\_\_\_\_

2. Minor's date of birth: \_\_\_\_\_

3. My name (adult giving authorization): \_\_\_\_\_

4. My home address: \_\_\_\_\_

5. Check one or both (for example, if one parent was advised and the other could not be located):

\_\_\_\_\_ I have advised the parent(s) or other person(s) having legal custody of the minor as to my intent to authorize medical care and have received no objection.

\_\_\_\_\_ I am unable to contact the parent(s) or legal guardian(s) at this time to notify them of my intended authorization.

6. My date of birth: \_\_\_\_\_

7. My state driver's license or identification card number: \_\_\_\_\_

I declare under penalty of perjury under the laws of the State of Michigan that the foregoing information is true and correct.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



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

### Student Housing Questionnaire

The answers to the following questions can help determine the services this student may be eligible to receive under the McKinney-Vento Act 42 U.S.C. 11435. The McKinney-Vento Act provides services and supports for children and youth experiencing homelessness. (Please see reverse side for more information)

**If you own/rent your own home, you do not need to complete this form.**

**If you do not own/rent your own home, please check all that apply below.**

- In a motel
- In a shelter
- Moving from place to place/couch surfing
- In someone else's house or apartment with another family
- A car, park, campsite, or similar location
- Transitional Housing
- In a residence with inadequate facilities (no water, heat, electricity, etc.)
- Other: Other details

1. Name of Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ UIC: \_\_\_\_\_

2. Name of Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ UIC: \_\_\_\_\_

3. Name of Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ UIC: \_\_\_\_\_

1. Name of School: \_\_\_\_\_ Grade: \_\_\_\_\_ Gender: \_\_\_\_\_

2. Name of School: \_\_\_\_\_ Grade: \_\_\_\_\_ Gender: \_\_\_\_\_

3. Name of School: \_\_\_\_\_ Grade: \_\_\_\_\_ Gender: \_\_\_\_\_

- Student is unaccompanied (not living with a parent or legal guardian)
- Student(s) is living with a parent or legal guardian
- Transportation Needed: **Non Hazel Park Resident Only** ( Yes  No)

Address of current residence: \_\_\_\_\_

Phone number or contact number: \_\_\_\_\_

Name of Parent(s)/Legal Guardians(s) or unaccompanied youth: \_\_\_\_\_

\*Signature: \_\_\_\_\_

*\* I declare under penalty of perjury under the laws of the State of Michigan that the information provided here is true and correct.*

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**For School Personnel Only: For data collection purposes and student information system coding**

- (N) Not Homeless
- (A) Shelters
- (B) Doubled-Up
- (C) Unsheltered
- (D) Hotels/Motels



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

**\*\*Internal**

**Fixed, Regular, and Adequate**

*Determining eligibility for McKinney-Vento homeless identification is the first step in ensuring students receive the educational rights, services and support they are entitled to under federal law. The following tool may help gather information as part of identifying and determining the extent to which the current living situation is fixed, regular and adequate.*

<b>Fixed:</b> "A fixed residence is one that is stationary, permanent, and not subject to change."	<b>Yes</b>	<b>No</b>
Is this a permanent arrangement?		
Are you sharing the housing expenses equally (food, utilities, rent)?		
Is your name on the lease?		
Is your housing paid for by a third party or through a time-limited voucher program? (if yes, check the NO box.)		

<b>Regular:</b> "A regular residence is one that is used on a regular/nightly basis."	<b>Yes</b>	<b>No</b>
Do you have a key to the place you are staying?		
Is your sleeping location common? (Not a barn, travel trailer, car, tent, garage, etc.)		
Are you able to use this location every day/night of the week?		
Will you be living here for the entire school year?		

<b>Adequate:</b> "An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments."	<b>Yes</b>	<b>No</b>
Are there enough beds/sleeping spaces so everyone has their own space?		
Does the shelter/home have electricity, heat, and running water, and no pest infestation?		
Can you come and go as you please?		
Is the supervision adequate? (this primarily applies to UHY)		

\*Definitions taken from NCHE resource; Questions from a variety of resources and conversations with liaisons in the field.

**ANY "NO" RESPONSE INDICATES THE STUDENT MAY BE ELIGIBLE FOR MV SERVICES.**



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

### McKinney-Vento Rights Notification

Date: \_\_\_\_\_

Unaccompanied Youth: \_\_\_ YES \_\_\_ NO

Name of Student: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Name of Parent / Guardian: \_\_\_\_\_

**Under the McKinney-Vento Assistance Act, the following rights apply to youth/families in transition:**

- Youth in transition are those who lack a fixed, regular, and adequate nighttime residence.
- Youth in transition have the right to attend either the local school or the school of origin if this is in the best interest of the student.
- Youth in transition have the right to receive transportation to and from the school of origin
- Youth in transition have the right to enroll in school immediately, even if missing records and documents normally required for enrollment (birth certificate, immunizations).
- Youth in transition have the right to have access to the same programs and services that are available to all other students, including transportation and supplemental educational services.
- Youth in transition have the right to attend school with children not experiencing transitional housing difficulties; segregation based on a student's status as "youth in transition" is prohibited.

**Under this Act, the student has the right to attend the following school districts, as well as any public school academy with openings in the attendance area:**

School of Origin: \_\_\_\_\_

School of Residence: \_\_\_\_\_

The following transportation options to the School of Origin are offered to this student: \_\_\_\_\_

**My signature indicates that these rights have been offered and explained to me on the date above. I have received a copy of this information.**

Student Signature (if Unaccompanied): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

*Liaison Note: This information is given to parents and youth via the school district liaison upon identification and during parent teacher conferences twice per year or while enrolled.*

Liaison Signature: \_\_\_\_\_ School District: \_\_\_\_\_



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### Family Requests Form for Hazel Park Schools

Parent Name \_\_\_\_\_ Date \_\_\_\_\_ Filled \_\_\_\_\_

Phone # \_\_\_\_\_ Clothes picked up date \_\_\_\_\_

Address \_\_\_\_\_

Email for resources to be sent \_\_\_\_\_ Emailed on \_\_\_\_\_

*Gleaners Mobile School Pantry information will be in email blasts, and a reminder call will go out the night before. Make sure to sign up for all communications through your PowerSchool portal.*

**Clothes** (please add, if kid or adult size)

Name \_\_\_\_\_ School \_\_\_\_\_ Shirt Size \_\_\_\_\_ Pants Size \_\_\_\_\_

Coat Size \_\_\_\_\_ Dress Size \_\_\_\_\_ Shoe Size \_\_\_\_\_ PJ's Size \_\_\_\_\_ Hats or Gloves \_\_\_\_\_

Name \_\_\_\_\_ School \_\_\_\_\_ Shirt Size \_\_\_\_\_ Pants Size \_\_\_\_\_

Coat Size \_\_\_\_\_ Dress Size \_\_\_\_\_ Shoe Size \_\_\_\_\_ PJ's Size \_\_\_\_\_ Hats or Gloves \_\_\_\_\_

Name \_\_\_\_\_ School \_\_\_\_\_ Shirt Size \_\_\_\_\_ Pants Size \_\_\_\_\_

Coat Size \_\_\_\_\_ Dress Size \_\_\_\_\_ Shoe Size \_\_\_\_\_ PJ's Size \_\_\_\_\_ Hats or Gloves \_\_\_\_\_

Name \_\_\_\_\_ School \_\_\_\_\_ Shirt Size \_\_\_\_\_ Pants Size \_\_\_\_\_

Coat Size \_\_\_\_\_ Dress Size \_\_\_\_\_ Shoe Size \_\_\_\_\_ PJ's Size \_\_\_\_\_ Hats or Gloves \_\_\_\_\_

Name \_\_\_\_\_ School \_\_\_\_\_ Shirt Size \_\_\_\_\_ Pants Size \_\_\_\_\_

Coat Size \_\_\_\_\_ Dress Size \_\_\_\_\_ Shoe Size \_\_\_\_\_ PJ's Size \_\_\_\_\_ Hats or Gloves \_\_\_\_\_

**List of food pantries in area** Y/N    **MV** Y/N    **Do you need Hygiene Products?** Y/N

**Information to help with utilities** Y/N    **Oakland County Home Improvement loan information** Y/N



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**McKinney-Vento Resource Questionnaire**

Would you like shelter information? \_\_\_\_\_

What else may we try to assist you with? \_\_\_\_\_

Does your child participate in after-school activities? \_\_\_\_\_

What Hygiene product or extra support did you give? \_\_\_\_\_

If MV - Did the child play, need equipment for a sport or afterschool program \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If MV - did you have to buy clothing or school supplies? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Notes \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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**Transportation Agreement for Parents & students**

School Year: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

I agree that the following behaviors will be followed in order for children to receive and/or continue transportation services through Hazel Park School District. **I understand that if I, or my child, do not follow the service guidelines as described below, transportation services will be stopped.**

Student(s) must:

1. Student(s) **MUST** wear a seatbelt at ALL times.
2. Student(s) **MUST** keep their hands and feet to themselves.
3. Student(s) **MUST** respect all other passengers and the driver.
4. Student(s) **MUST** use appropriate language and behaviors for school.
5. Student(s) **MUST** adhere to the **10 minute pick up/drop off time**, to ensure the driver will not be late picking up other students.
6. You **MUST** notify the transportation company and the school if your child is not attending that day.

I have read and understand the 5 rules listed above:   (Initial here)

Parent/Guardian must:

1. Parent(s) If their student will not be riding you **MUST call the McKinney Vento Liaison 248/658-5211 by 6:30 AM.**
  - a. Parents who do not call the transportation department for a student who will not be attending school, are called a **no service/show.**
  - b. **After three (3) total days of no service, transportation services will be stopped.**
2. Parents **MUST** adhere to the **10-minute pick up/drop off time** to ensure the driver will not be late picking up other students.
3. Parent(s) **MUST** contact the McKinney-Vento Liaison at 248/658-5211 when transportation does not arrive for pick up/drop off, this will be considered a no service.
4. Parent(s) **MUST** contact the McKinney-Vento Liaison at 248/658-5211 within **24 hours** of any address change, or transportation will be dropped, and you will have to reapply for transportation.

**I have read and understand the above guidelines to use this transportation provided to me by Hazel Park Schools.**   (Initial here)

This is not a personal transportation service, this service is provided at the discretion of the McKinney Vento Liaison, Thelma Hardy & Director of Community Schools, Mrs. Karla Graessley, in accordance with the McKinney-Vento Law.

**Parent/Guardian Signature**   **Date**



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### School District Cooperative Transportation Agreement For Homeless Students Living Outside the Educating District

It is hereby agreed between the districts listed below that the transportation expenses/ arrangements for students listed on this form will be equally shared.

Student(s) Name	School	School Address	Grade

The following transportation arrangements have been cooperatively agreed upon between the educating / residence districts for the students listed above: **Transportation provided by HopSkipDrive Transportation, the cost will be equally shared between Hazel Park School District and \_\_\_\_\_ School District.**

If necessary, expenses incurred will be invoiced according to the following schedule: \_\_\_\_\_

\_\_\_\_\_

Special Needs Information/Instruction: \_\_\_\_\_

\_\_\_\_\_

School Year: \_\_\_\_\_ Date Transportation is to begin: \_\_\_\_\_

**Educating District:**     Hazel Park    

**District of Residence:** \_\_\_\_\_

Signature: \_\_\_\_\_ Date \_\_\_\_\_

Signature: \_\_\_\_\_ Date \_\_\_\_\_

Print Name \_\_\_\_\_

Print Name \_\_\_\_\_

Title \_\_\_\_\_

Title \_\_\_\_\_

Phone Number \_\_\_\_\_

Phone Number \_\_\_\_\_

Copies to: Educating District, Residence District



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www.hazelparkschools.org

### Written Notification of McKinney-Vento Determination

*To be completed by the McKinney-Vento liaison of a district when a request for a student experiencing homelessness is declined by a public school district.*

Date of Notification of Determination: \_\_\_\_\_

Person completing form: Thelma Hardy

Title of person completing form: McKinney-Vento Liaison for Hazel Park Schools

Name of District: Hazel Park

In compliance with section 722(g)(3)(E) of the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

Name of Parent(s)/Guardian(s): \_\_\_\_\_

Name of Student(s): \_\_\_\_\_

Check here if the student is an unaccompanied youth.

After reviewing your request to enroll/*serve* the student(s) listed above, the request is declined. This determination was based upon the following (attach additional pages if necessary):

You are now in your own home with fixed, regular, and adequate housing.

You have the right to appeal this decision by completing the second page of this notice or by contacting the school district's McKinney-Vento Liaison (in person, by email or U.S. mail).

Name of District McKinney-Vento Liaison: Karla Graessley

Phone: 248-658-5284 Email: karla.graessley@myhpsd.org

In addition:

- The students listed above have the right to enroll immediately in the requested schools pending the resolution of the dispute.
- You may provide written or verbal communication(s) to support your position regarding the student's enrollment/*service* in the requested school. You may use the attached form for this notification. If further help is needed or desired, you may contact the Oakland Schools Homeless Student Services Coordinator at 248-209-2338 or [kelly.phillips@oakland.k12.mi.us](mailto:kelly.phillips@oakland.k12.mi.us)

**Written Notification of McKinney-Vento Appeal Request –  
PARENT/GUARDIAN/YOUTH**

Date of Appeal: \_\_\_\_\_ Date of Decision Being Appealed: \_\_\_\_\_

Student(s): \_\_\_\_\_ Grades: \_\_\_\_\_

Person completing the appeal form: \_\_\_\_\_

Relationship to student(s), or self if unaccompanied youth: \_\_\_\_\_

I may be contacted at (phone or email): \_\_\_\_\_

I wish to appeal the enrollment decision made by: \_\_\_\_\_

Name of School and District: \_\_\_\_\_

**I have been provided with (please check all that apply):**

\_\_\_ A written explanation of the school’s/district’s decision

\_\_\_ The contact information of the District’s MV Liaison

\_\_\_ A copy of the District or State’s dispute resolution process for students experiencing homelessness

**Optional:**

Please include a brief, clear explanation of the reason(s) you wish to appeal this determination.

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\_\_\_\_ (initial) **The school provided me with a copy of this form upon submission.**

**SUBMIT THIS FORM TO:**

Michigan Department of Education  
Office of Educational Supports, Special Populations Unit  
608 W. Allegan St., P.O. Box 30008, Lansing, MI 48909  
517-241-6977 or [MDE-OESSpecialPops@michigan.gov](mailto:MDE-OESSpecialPops@michigan.gov)

*A copy of our state’s dispute resolution procedure for students experiencing homelessness is attached.  
You may contact the National Law Center on Homelessness and Poverty for additional information on the McKinney-Vento Homeless Assistance Act ([www.nlchp.org](http://www.nlchp.org)). You may also seek the assistance of advocates or an attorney.*



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www.hazelparkschools.org

### End of Marking Period Review

For McKinney-Vento Eligible Students

Date: \_\_\_\_\_

Marking Period: 1 2 3 4

Student Name: \_\_\_\_\_

Total absences this year? \_\_\_\_\_

Does this meet the district's attendance requirements? Yes / No

**Current grades:**

Math \_\_\_\_\_ Science \_\_\_\_\_ Social Studies \_\_\_\_\_ English \_\_\_\_\_ Other \_\_\_\_\_

Other \_\_\_\_\_ Other \_\_\_\_\_

Follow-up needed regarding grades? Yes / No

Services being provided/suggested:

\_\_\_\_\_Transportation \_\_\_\_\_ Tutoring \_\_\_\_\_ School Clothing \_\_\_\_\_ School Supplies

Assistance with extra-curricular activities \_\_\_\_\_

Other \_\_\_\_\_

Is further follow-up needed at this time (i.e., because of failing grades or attendance issues)? Yes / No

**Additional Comments:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

Appendix - Allowable and Unallowable Expenditures McKinney Vento and TITLE I, Part A: Homeless Set-aside

Allowable Expenditures	Unallowable Expenditures
<ul style="list-style-type: none"> <li>● Items of clothing and shoes necessary for participation in classes</li> <li>● Student fees that are necessary to participate in the general education program</li> <li>● Personal school supplies such as backpacks, notebooks, and remote learning devices such as internet and/or laptop/tablet</li> <li>● The acquisition of birth certificates</li> <li>● Immunizations</li> <li>● Food</li> <li>● Medical and dental services</li> <li>● Eyeglasses and hearing aids</li> <li>● Counseling services related to homeless issues that impede learning</li> <li>● Outreach services</li> <li>● Extended learning time (before and after school, Saturdays, summer)</li> <li>● Extra-curricular activity fees</li> <li>● Tutoring services, especially in shelters or other locations where homeless students are residing</li> <li>● Parental involvement</li> <li>● Fees for AP, IB, SAT/ACT, and GED testing (for students ineligible for the waiver)</li> <li>● College Entrance Exam Fees</li> <li>● Fund all or part of the homeless liaison's salary, even if that person has no Title I duties.</li> <li>● Transporting students in temporary housing to and from their school of origin. Title I funds may not, however, be used to pay for transportation expenses that are reimbursed by the State.</li> </ul>	<ul style="list-style-type: none"> <li>● General living expenses: Paying for rent, utilities, or other basic necessities for a homeless family is not an allowable use of McKinney-Vento funds.</li> <li>● Cash payments: Giving cash directly to homeless families or students is not permitted under the McKinney-Vento Act.</li> <li>● Non-educational supplies: Purchasing items like clothing, personal hygiene products, or furniture that are not directly related to school attendance would not be considered allowable.</li> <li>● Services provided to all students: Funding services that are already provided to all students in the district, like regular school supplies or basic transportation, cannot be used solely for homeless students through McKinney-Vento funds.</li> <li>● Duplication of services: If another funding source is available to cover a specific need for homeless students, McKinney-Vento funds should not be used to duplicate those services.</li> </ul>



## **Hazel Park Schools Virtual Learning Handbook**

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## Schools Offering Virtual Courses

Hazel Park schools/programs offering virtual course offerings include the Viking Virtual Academy (VVA), Michigan Cyber Academy (MCA), Invest, and Advantage Alternative School. Visit the [Hazel Park Schools](#) website for more information about each school and how to enroll.

### *Please note these important dates specific to and from Hazel Park High School*

- Students must communicate their intention to be a part of the Viking Virtual Academy (VVA) by August 1st for the first semester and December 1st for the second semester. Please use [this](#) form to register for the Viking Virtual Academy.

## Online Course Platform

Hazel Park Schools use the Subject.com platform for original and credit recovery online courses. The program comprises the following key elements:

- Rigorous, explicit instruction led by expert, on-screen teachers
- Motivating, media-rich content
- Interactive instructional tools
- A wide range of tasks — from independent reading to guided online exploration
- Formative, summative, and authentic assessments
- Self-Paced Progress: We understand that every student has a unique learning pace. Hence, our virtual courses allow students to advance at a speed that aligns with their individual learning needs. This flexible structure empowers students to take control of their educational progress.
- Flexibility: Recognizing the importance of accommodating diverse schedules, our program offers students the freedom to complete coursework from any location with internet access. They can conveniently work on their course remotely.

Visit [Subject.com](#) to learn more about this program.

**Instructional Components:** Please review the following items to better understand the virtual school structure.

- **Self-Paced Coursework:** Students enrolled in a Hazel Park virtual program will be enrolled in Subject.com coursework instead of in-person coursework. Classes are self-paced and provide an asynchronous learning experience. Students will be taught by highly qualified, Michigan-certified teachers through the Subject.com platform and supported by a district-provided mentor. This type of learning environment requires that students manage their time independently and adhere to the specific attendance requirements, which include weekly direct communication with their Subject.com teacher or district-provided mentor.

- **Teacher of Record:** A teacher of record is responsible for providing instruction, determining instructional methods for each pupil, diagnosing learning needs, assessing pupil learning, reporting outcomes, and evaluating the effects of instruction and support strategies. Please note that the teacher of record will be a Michigan-certified, highly qualified teacher. They will provide content for the course and will also be available remotely, via email, and possibly by phone.
- **Mentor:** A mentor is a professional employee of Hazel Park Schools who monitors the student's progress, ensures the pupil has access to needed technology, is available for assistance, and ensures access to the teacher of record. All virtual learning students will be assigned a Hazel Park mentor.
- **NCAA:** Not all online courses meet NCAA requirements. The student is responsible for making sure each class is acceptable to the college admissions office, scholarship program, and NCAA eligibility center (future college athletes). More information is available on the NCAA website: <http://eligibilitycenter.org>

## Expectations of Virtual Students

### Attendance/Credit Requirement

- Students must have at least one contact per week with their mentor or Subject.com teacher. Contact can be via phone, email, or face-to-face, or via the chat feature on the Subject.com platform.
- Students must use their school email to communicate with their teachers and mentors.
- Daily "in-seat" attendance is not required for virtual classes. Upon starting their course, students will be given an expected date of course completion. Student progress will be monitored throughout the course. If student progress significantly varies from the expected completion date, parents will be notified by the Hazel Park mentor.
- As these programs are self-paced, students may finish the course earlier than expected.
- If the course is not completed in the allotted number of days, the student will earn a failing grade. This failing grade will appear on the student's transcript.

- Students engaging in behavior prohibited by the Hazel Park School District Student Handbook and Hazel Park School District policies may earn a failing grade.

### Student Expectations

- Students must have face-to-face, phone, text, chat, or email contact with the assigned mentor and/or Subject.com on a weekly basis.
- As a student, certain standards are expected. Appropriate use of the internet is expected at all times. All terms are outlined in the district's Acceptable Use Policy and Student Code of Conduct.
- All coursework and submissions that students complete may be retrieved and/or monitored by your mentor teacher at any time.
- Students are expected to be committed to the courses, adhere to the course schedules as prescribed, and understand that drops will only be allowed as outlined by the Subject.com program and the Hazel Park Schools add/drop procedures.
- It is the student and guardian's responsibility to research college admissions, scholarship programs, and the NCAA Eligibility Center to make sure courses are acceptable for future collegiate programs.
- Students will be emailed the course start and end dates through school email. Courses should be completed in this timeframe.
- Students enrolled in Subject.com courses through the Hazel Park School District are Hazel Park School District students and are expected to follow the rules and expectations outlined in the Hazel Park School District Student Handbook.

**HAZEL PARK SCHOOLS**

**Virtual School Attendance and Expectations Agreement**

**Checking each box indicates that you understand and agree to the attendance policy as a virtual student in the Hazel Park Schools.**

- Daily “in-seat” attendance is not required for virtual classes. Upon starting online courses, students will be given an expected date of course completion.
- Student progress will be monitored throughout the course. If student progress significantly varies from the expected completion date, parents will be notified.
- As these programs are self-paced, students may finish the course earlier than expected.
- If the course is not completed in the allotted number of days, the student may earn a failing grade.
- Students are expected to adhere to the Hazel Park Student Handbook and Hazel Park School District policies as virtual students
- Students are required to take all state-mandated tests in-person including P-SAT 9, 10, SAT, ACT-Work Keys, and M-STEP science and social studies assessments. Dates for these tests will be communicated via email in advance.
- Students must have at least one contact per week with their mentor or Subject.com teacher. Contact can be via phone, email, or face-to-face or using the chat feature on Subject.com.**
- Students must use their school email to communicate with their teachers and mentors.**

**\*\* The last two items are critical to earning credit in online classes.**

**Two-way communication between virtual students and their HP teacher/mentor is required on a weekly basis to pass all virtual classes. \*\***

By signing this document, you acknowledge that you understand the attendance policy and will adhere to the expectations outlined here.

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Parent/Guardian Signature (If under 18 Years Old)**

\_\_\_\_\_  
**Date**



**HAZEL PARK SCHOOL DISTRICT**

**K – 12**

**Curriculum Handbook**

**Writing, Renewal, and Adoption**

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## **Introduction**

We believe all students can learn, and it is our responsibility to ensure that all students learn in an environment driven by equity, membership in the community, and opportunities to participate in meaningful learning experiences designed to inspire, empower, and engage. The Hazel Park School District is committed to the following beliefs which should be fully supported by the curriculum, instructions, and meaningful assessment practices.

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

We accomplish this by developing learning environments that offer a comprehensive educational experience that addresses both the academic and non-academic needs of our students through curriculum, instruction, and assessment that provides system-wide support to schools, families, and the community. This requires the development of a high-quality, ambitious curriculum in both core and non-core content areas.

The K-12 Curriculum Revision, Renewal, and Adoption process is guided by the district's core beliefs, educational equity, and the importance of continuous growth and improvement. It is intended to provide a framework for guiding planned educational change to assist the district in fulfilling its mission. The document outlines the overarching principles along with a systemic and systematic process for addressing all aspects of curriculum, instruction, and assessment

### **Hazel Park School District Vision**

Inspire and empower all learners.

### **Hazel Park School District Mission Statement**

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

## **Strategic Plan Goals**

### **Goal Statement - School Climate and Culture**

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

### **Goal Statement - Curriculum & Instruction**

The Hazel Park School District will develop innovative, independent, and persistent learners who think critically, communicate effectively, and positively influence the local and global community.

### **Goal Statement - Community Relations**

The Hazel Park School District through strong community relations and collaboration with all stakeholders, will develop high-achieving students.

### **Goal Statement - Resources**

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

## **K-12 Curriculum Development and Revision**

The Curriculum development and design processes are driven by the Hazel Park School District Instructional Framework and best practices in implementation science. According to the Active Implementation Hub, “Implementation Drivers are key components of capacity and infrastructure that influence a program’s success. They are the core components needed to initiate and support classroom, building, and district-level change.” Generally speaking, implementation drivers fall into three categories: organization, competency, and leadership. Hazel Park School District approaches decision-making, resource allocation, and support through the lens of systems thinking. Organization and leadership drivers are at the core of this work, including communication and the use of data to inform, guide, and make decisions.

To fully embrace the vision, mission, and beliefs, the curriculum development and revision process are driven by a number of important competency drivers. These include designing for equity, diversity, and inclusion; a written curriculum focused on the transfer of learning and understanding using the UbD framework; ongoing professional learning and instructional coaching, progress monitoring, and checks for the fidelity of implementation.

## **Drivers for High Quality Curriculum and Instruction**

### **Designing for Equity, Diversity, and Inclusion:**

The Assessing Bias in Standards & Curricular Materials Tool enables users to determine the extent to which developed standards and curricular materials reflect educational equity (Fraser, 1998; GLEC, 2011). The tool is built using culturally responsive standards to help one review content standards and materials and resources used in the class.

The Assessing Bias in Standards & Curriculum Materials tool is broken into two parts: Standards and Curriculum. Each category is broken into specific domains. All curriculum, instruction, and assessment will be analyzed against these domains: [Assessing Bias in Standards and Curricular Materials](#).

- Standards Domain
  - I. Build Consciousness
  - II. Reflect on Students' Cultural Repertoires and View Them As Worthy of Sustaining
  - III. Stimulates Social Improvement
- Curricular Materials Domains
  - I. Invisibility
  - II. Stereotyping
  - III. Imbalance and Selectivity
  - IV. Historical Whitewashing
  - V. Fragmentation and Isolation
  - VI. Linguistic BiasVII. Cosmetic Bias

### **Understanding by Design Curriculum Development Framework**

Understanding by Design (UbD) is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities. The UbD framework is based on seven key tenets (McTighe and Wiggins, 2013):

1. Learning is enhanced when teachers think purposefully about curricular planning. The UbD framework helps this process without offering a rigid process or prescriptive recipe.
2. The UbD framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).

3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.
4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.
5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning-making and transfer by the learner.
6. Regularly reviewing units and curriculum against design standards enhances curricular quality and effectiveness and provides engaging and professional discussions.
7. The UbD framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform needed adjustments in curriculum as well as instruction so that student learning is maximized. The Understanding by Design framework is guided by the confluence of evidence from two streams—theoretical research in cognitive psychology, and results of student achievement studies.

### **Alignment with Core Beliefs**

The curriculum writing, renewal, and adoption process is driven by the Hazel Park School District's core beliefs. These beliefs are the lens through which all curriculum, instruction, and assessment work is filtered and acted upon.

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

## Hazel Park School District Instructional Frameworks

The implementation of the Hazel Park written curriculum is guided by K-12 instructional frameworks. These frameworks represent research-based, best practices, guiding the non-negotiable components of reading and writing instruction, an overview of each component, and the expected teacher and student actions.

### ELA

- K-5 Reading Instructional Framework (Revisions in Progress)
- K-5 Writing Instructional Framework (Revisions in Progress)
- 6-8 ELA Instructional Framework (Revisions in Progress)
- [9-12 ELA Instructional Framework](#)
- [6-12 Writing Instructional Framework](#)

### Math

- [K-5 Framework](#)
- [6-8 Framework](#)
- [9-12 Framework](#)
- [Elementary Math Framework Danielson Draft](#)
- [Secondary Math Framework Danielson Draft](#)

### Science

- [K-12 Science Instructional Framework](#)

### Social Studies

- K-12 Instructional Framework (Revisions in Progress)

### Sustained Professional Learning and Coaching

Professional learning produces changes in educator practice and student learning when it sustains implementation support over time. To accomplish this goal, professional learning will be built into the resource adoption process and the roll-out of new curricula or yearly revisions. The curriculum writing, revision, and adoption process includes opportunities for formal and informal professional learning and job-embedded coaching.

### Curriculum Writing, Resource/Materials Adoption, and Revision Process

The curriculum writing and revision process is guided by content-specific curriculum coordinators, who serve a two-year term. These teacher curriculum coordinators play a key role in developing, implementing, and refining K-12 subject-specific curricula to ensure alignment with educational standards and best practices.

During the first year of the two-year tenure, the focus will be on researching subject-specific best practices, developing curriculum and assessments, and ensuring alignment with standards. Throughout this process, the Curriculum Coordinators work collaboratively with teachers to provide feedback, assist with the writing and revision process, and launch the new written or revised curriculum. The second year will prioritize piloting new resources, providing training and coaching, and implementing the revised or newly developed curriculum across the district.

Specific responsibilities include:

- Collaborate with teachers, administrators, and other stakeholders to support the development of comprehensive subject-specific K-12 instructional frameworks and curricula that integrate UbD and UDL principles.
- Support the creation of curriculum maps, unit plans, lesson plans, and assessments that support differentiated instruction and meet the diverse needs of students.
- Provide professional development and in-classroom coaching to support the implementation of the newly revised curriculum and effective instructional strategies, including Universal Design for Learning.
- Collaborate with the curriculum writing team and provide feedback to design and develop units in UbD format.
- Stay abreast of current trends, research, and best practices in curriculum development, instructional design, and educational technology.
- Collaborate with district leaders to ensure curriculum alignment with state and national standards, as well as district goals and initiatives.
- Facilitate data-driven decision-making processes by analyzing student achievement data and using findings to inform curriculum revisions and instructional practices.
- Participate in UbD, UDL, Power Schools Curriculum, Instruction, and Assessment solutions, and other conferences and workshops related to curriculum development and instructional leadership.

#### Renewal and Adoption Process - Resources and Programs

Hazel Park School District uses a 5-phase cycle to renew and adopt resources, materials, and programs that support the effective implementation of the K-12 curriculum and Hazel Park School District instructional frameworks. The phased approach is driven by the collection and analysis of multiple sources of information, including achievement, process, perception, and demographic data. These data sources, along with a careful review of relevant research, will drive the analysis and selection of aligned resources and programs. The renewal and adoption process values and includes stakeholder voice and systematic decisions.

Resource & Program Purchasing Adoption Cycle	July	August	September	October	November	December	January	February	March	April	May	June
Phase 1 Needs Assessment & Exploration			Needs Assessment & Goal Setting					Research and Explore Available Resources				
Phase 2 Pilot & Purchase			Resource/Program Pilot					Program Evaluation Request for Board Approval, Purchasing, & Curriculum Alignment				
Phase 3 Installation			Professional Development, Initial Roll-Out and Y1 Implementation									
Phase 4 Curriculum Revisions & Y2 Implementation			Curriculum Revision, Y2 Implementation & Professional Development									
Phase 5 Evaluation			Professional Learning & Coaching, Data Analysis, Program Impact									
*The stated timeframe for each phase is a general benchmark. It is understood that there may be some variation in the timing of each phase.												

### Resource/Materials Piloting Process

The documents below provide the procedures for a project proposal, pilot/adoption process, and request to approve supplementary instructional materials or resources. The use of these processes and procedures ensures the use of high-quality curriculum, programming, and instructional resources/materials.

- [☰ Pilot/Adoption Process Forms Template](#)
- [☰ Project Proposal/Action Plan Template \(Version 24-25\)](#)
- [☰ Supplementary Instructional Materials and Resource Requests](#)

### Course Adoption Process

#### Course Approval Timeline

- Fall Submission Deadline: OCT 15
  - The course will be offered in the fall of the following school year
- Spring Submission Deadline: APR 15
  - The course will be offered in the spring of the following school year.

#### Step 1

1. The teacher proposes the course to the building administrator - the building administrator has to approve or not approve. If approved, the new course request will move to the next step.
2. The building administrator will contact the appropriate Curriculum Director to discuss the intentions of a new course. The discussion must include the following:
  - a. Identified need and supporting research and/or data

- b. Overview of the course and alignment with the curriculum
- 3. Teachers and/or Administrator(s) will complete the course proposal form ([New Course Proposal](#)) and submit it to the Curriculum Director. If approved for consideration, the course/material/instruction-based proposal will be presented by the teacher and/or administrator to the PK-12 Curriculum Council.
- 4. Committee members will utilize the [Hazel Park Course Adoption rubric](#) to review the course and make a recommendation.
- 5. The PK-12 Curriculum Council will review the course proposal and approve or disapprove with one of the following designations:

- Approved
- Decision Pending
  - Revisions
  - Request for Additional Information/Documentation

Other:

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- Not Approved
  - Duplication of Content
  - Overlapping Subject Areas
  - Funding
  - Not Aligned to State Standards

Comments:

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- 6. If approved by the PK- 12 Curriculum Council, the proposal is presented to the Superintendent and the Hazel Park Public Schools’ Board of Education for approval/disapproval. If approved, the course is implemented.

**Step 2: Program/Course Impact Requirement**

- 1. Submission Date
- 2. Feedback
  - a. Student
  - b. Teacher
  - c. Administrator
  - d. Other
- 3. Course Enrollment Numbers
- 4. Academic Impact - Based on Identified Course Standards/Learning Outcomes

- a. Final Exam
- b. Pre and Post
- c. Project

5. Course Revision/Modifications



To: Catherine Cost, Interim Superintendent  
From: Kristy Cales, Director of Human Resources  
Subject: Staffing Work  
Date: March 6, 2025

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We are sharing with you today our process for staffing for the 2025/26 School year. At this time we are able to provide some preliminary information on Elementary and Special Education. As the final scheduling for secondary is completed we will be able to provide the secondary information. As always this is a moving target dependent on enrollment. We will hold positions until classroom sizes are confirmed before adding any additional staff.

**Elementary Changes:**

Hoover +2.5

- .5 Speech
- 1 Spec Ed
- 1 Promise Navigator (Grant Funded)

United Oaks +1.0

- .5 Social Worker
- .5 Speech

Webb +1.5

- 1 Promise Navigator (Grant Funded)
- .5 Social Worker

These changes are driven by student needs.

**Advantage:**

- -1 Elementary

**Center Program Changes:**

Jardon -1

- Closing MOCI Classroom

Edison -1

- 1 classroom





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

To: Catherine Cost, Interim Superintendent  
From: Kristy Cales, Director of Human Resources  
Subject: Athletic Director Posting  
Date: March 10, 2025

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We are announcing the search for an Athletic Director for Hazel Park Schools. The position is an approved 24/25 position, the proposed annual salary for the position will be \$65,000 - \$75,000 depending on experience. Please see attached job description.

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

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

Community Relations: The Hazel Park School District through strong community relations and collaboration with all stakeholders will develop high-achieving students.

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

**Funding Source:** Please check with the business office or “assign to” them to include in your memo.

**Recommendation**

That the Board of Education approve the posting for Athletic Director.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

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Catherine Cost, Ed.D.  
Interim Superintendent



Hazel Park School District is seeking applicants for the position of Hazel Park Athletic Director.

The successful candidate for this position will be an honest, approachable communicator, who is student-centered in his or her approach to instructional leadership. Demonstrated success in establishing an athletics program, an eagerness to authentically engage coaches and athletes, the ability to establish standards for sportsmanship, and a proven track record in establishing high expectations for comprehensive athletic programs are among the attributes the successful candidate shall possess. The athletic director is responsible for providing K - 12 athletic programming, budget, calendar/scheduling, and all other duties related to athletics throughout the district.

#### QUALIFICATIONS:

1. Minimum of five (5) years of experience in physical education teaching or school administration, and athletics preferred.
2. Degree in physical education, sports management or administration preferred.
3. The ability to organize, manage, and supervise the coaching staff.
4. Personal and professional skills for working successfully with secondary school students.
5. Responsible for selecting, assigning and evaluating all district coaching personnel.
6. Assumes leadership role in the orientation and in service training of district coaching personnel.
7. Work with principals to recommend and develop appropriate district physical education programs and staff.
8. Assists with the district K-12 Physical Education Staff in curriculum development, evaluation and up-dates.
9. Manages head coaches who supervise assistant and JV coaches.

#### DUTIES:

1. Responsible for the hiring, supervising and evaluating coaches, game managers, and officials.
2. Responsible for scheduling event workers for district athletic events, ensuring all workers meet the HP Schools background check standards.
3. Represents the School District in matters of interscholastic athletics with the MHSAA.
4. Represent Hazel Park Schools in the Macomb Area Conference and other leagues as appropriate.
5. Manages both the high school and junior high school sports programs.
6. Is responsible for the organization and scheduling of district athletic events, including staffing events with proper amounts of background checked individuals.

7. Contracts officials for all district athletic home contests.
8. Arranges transportation for in district and away district athletic contests.
9. Develops and continues to evaluate appropriate rules and regulations governing the conduct of all district athletic activities.
10. Fosters good school-parent relations by maintaining communications relative to rules and regulations on athletics.
11. Establishes and enforces the physical, academic and training requirements of eligibility for participation.
12. Enforce and enable students to adhere to the Hazel Park Student Code of Conduct; establish and maintain standards for student behavior.
13. Prepare and administer athletic budget, purchase, distribute and collect and store athletic equipment.
14. Approve and schedule district wide athletic events and publish a calendar of events.
15. Advise students of their rights and responsibilities.
16. Approve and supervise all athletic fund raising activities.
17. Provide supervision and security for athletic contests.
18. Carry out and enforce policies, procedures and rules of the Michigan High School Athletic Association and the Hazel Park School District.
19. Determine eligibility for participants in athletics and monitor compliance.
20. Promote community support of athletics through Booster Club.
21. Assist students in goal setting, as it relates to the completion of graduation requirements and student-athlete eligibility (i.e. attendance, behavior, academic credit history, etc.).
22. Support college access and services.
23. Works with the designee identified by the principal to coordinate academic interventions for students in need.
24. Gather and organize information about students and interpret this information to the student and his/her parents to help the student deal with needs and problems that may present themselves.
25. And other duties as assigned by the building Principal and/or Superintendent.
26. Grow and Manage youth sport programs at the Elementary Level.

Compensation: Commensurate with qualifications and experience

Post Date: March 11, 2025

Start Date: ASAP

Reports To: Superintendent/High School Principal

Application Deadline: All interested applicants need to forward a letter of interest and resume to Kristy Cales, Director of Human Resources, 1620 E. Elza, Hazel Park, MI 48030, or email to [Kristy.cales@myhpsd.org](mailto:Kristy.cales@myhpsd.org).

The Hazel Park School District is an equal opportunity employer and complies with all laws prohibiting discrimination on the basis of race,

color, age, sex national origin, religion, citizenship, handicap, height, weight, marital status. The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A) and is not an exhaustive list of the duties performed for this position. Additional duties maybe performed by the individuals currently holding this position and additional duties may be assigned.



# Hazel Park School District

ALL IN ALL THE TIME

Amy Kruppe, Ed.D.  
Superintendent

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## Ford Administration

1620 E. Elza, Hazel Park, MI 48030 • Phone 248-658-5200 | Fax 248-544-5443

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

FROM: Crystal Mubarak  
Director of Business

RE: Treasurer's Report February 2025

DATE: March 6, 2025

Attached is the check register (including current period voids), a listing of ACH debits, wire transfers, and P-Card purchases made during the period

GENERAL FUND (11)		746,941.57	
	<i>Total - General Fund</i>	<u>\$ 746,941.57</u>	
CENTER PROGRAM (22)		5,332.39	
COMMUNITY SERVICE (23)		104.51	
FOOD SERVICE FUND (25)		238,946.84	
COMMON DEBT (31-39)		1,000.00	
CAPITAL PROJECTS (41-49)		0.00	
	<i>Total - Special Revenue Funds</i>	<u>\$ 245,383.74</u>	
TRUST FUNDS (51)		0.00	
INTERNAL ACCOUNT FUNDS (29)		10,552.05	
	<i>Total - Other Funds</i>	<u>\$ 10,552.05</u>	
<b>TOTAL CHECK DISBURSEMENTS</b>		<u><u>\$ 1,002,877.36</u></u>	\$ 1,002,877.36
ACH DEBITS			2,089,060.93
PAYROLL			1,578,324.64
OUTGOING WIRE TRANSFERS			12,211,937.60
P-CARD PURCHASES			74,685.34
			<u>15,954,008.51</u>
<b>TOTAL DISBURSEMENTS IN PERIOD</b>			<u><u>\$ 16,956,885.87</u></u>

I certify that the disbursements listed on the attached check registers and listing of ACH debits, wire transfers, and P-Card purchases were payments made for obligations of The School District of the City of Hazel Park and that all materials or services listed on the invoices have been received or performed.

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Crystal Mubarak  
Director of Business

**Monthly Summary of EFT's from HP Bank Accounts**

**Feb-25**

<u>Date</u>	<u>Amount</u>	<u>Bank Acct Taken From</u>	<u>Reason</u>
2/3/2025	\$425.36	Gen Funds	Latchkey Fees
2/11/2025	\$12,935.79	Gen Funds	UIA Tax Payment
2/12/2025	\$8,221.88	Gen Funds	Health Equity Payment February 7th Payroll
2/24/2025	\$8,276.05	Gen Funds	Health Equity Payment February 21st Payroll
2/6/2025	\$15,955.04	Gen Funds	EduStaff Payment
2/20/2025	\$19,704.27	Gen Funds	EduStaff Payment
2/20/2025	\$24,692.91	Gen Funds	Penserv Payment February 7th Payroll
2/24/2025	\$25,051.91	Gen Funds	Penserv Payment February 21st Payroll
2/12/2025	\$39,480.50	Tax W/H	Payroll State Tax Withholding February 7th
2/24/2025	\$41,503.94	Tax W/H	Payroll State Tax Withholding February 21st
2/11/2025	\$266,659.87	Tax W/H	Payroll Federal Tax Withholding February 7th
2/21/2025	\$282,885.20	Tax W/H	Payroll Federal Tax Withholding February 21st
2/7/2025	\$447,664.92	Ret W/H	Payroll Retirement Withholding February 7th
2/21/2025	\$388,125.42	Ret W/H	Payroll Retirement Withholding February 21st
2/24/2025	\$507,477.87	MESSA	MESSA Payments

<b>\$2,089,060.93</b>	<b>Total ACH Debits</b>
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<u>Date</u>	<u>Amount</u>	<u>Payroll</u>
2/7/2025	\$771,390.52	General Payroll on February 7th
2/21/2025	\$806,934.12	General Payroll on February 21st

<b>\$1,578,324.64</b>	<b>Total Payroll</b>
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<u>Date</u>	<u>Amount</u>	<u>Wires</u>
2/24/2025	\$3,214,037.59	MVCA Wire State Aid
2/19/2025	\$8,997,900.01	State Aid Note Loan Repayment

<b>\$12,211,937.60</b>	<b>Total Wires</b>
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<u>Date</u>	<u>Amount</u>	<u>P-Card Purchases</u>
2/21/2025	\$74,685.34	General P-Card charges Huntington Bank

<b>\$74,685.34</b>	<b>Total P-Card Purchases</b>
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**Hazel Park Schools**  
**Budget to Actual by St Revenue and St Function**

As of 2/28/25

St Revenue/Function	Description		Original Budget	Encumbrance	Actual	Balance	Percent
<b>Type: 4 Revenue</b>							
St Revenue: 100	Revenue from Local Sources	<b>Total:</b>	6,310,500.00	0.00	6,117,907.45	192,592.55	96.95%
St Revenue: 300	Rev from State Sources	<b>Total:</b>	43,062,068.00	0.00	22,449,790.81	20,612,277.19	52.13%
St Revenue: 400	Rev from Federal Sources	<b>Total:</b>	1,862,829.00	0.00	2,674,176.18	(811,347.18)	143.55%
St Revenue: 500	Incoming Transfer/Oth Transact	<b>Total:</b>	2,940,000.00	0.00	1,843,193.07	1,096,806.93	62.69%
St Revenue: 600	Fund Modifications	<b>Total:</b>	1,687,000.00	0.00	-	1,687,000.00	0.00%
Type: 4	RevenueTotal:		55,862,397.00	0.00	33,085,067.51	22,777,329.49	59.23%
<b>Type: 5 Expense</b>							
St. Function:110	Basic Programs	<b>Total:</b>	21,884,914.00	190,550.13	12,527,264.18	9,357,649.82	57.24%
St. Function:120	Added Needs	<b>Total:</b>	11,112,868.00	6,059.79	6,781,740.85	4,331,127.15	61.03%
St. Function:210	Support Services-Pupil	<b>Total:</b>	4,178,712.00	0.00	2,491,014.79	1,687,697.21	59.61%
St. Function:220	Support Services-Instr Staff	<b>Total:</b>	3,741,471.00	35,401.54	1,927,626.65	1,813,844.35	51.52%
St. Function:230	Support Services-General Admin	<b>Total:</b>	793,531.00	1,881.00	583,280.16	210,250.84	73.50%
St. Function:240	Support Services-School Admin	<b>Total:</b>	2,584,742.00	3,057.65	1,506,953.37	1,077,788.63	58.30%
St. Function:250	Support Services-Business	<b>Total:</b>	810,588.00	0.00	1,052,361.78	(241,773.78)	129.83%
St. Function:260	Operations and Maintenance	<b>Total:</b>	5,965,755.00	40.27	3,510,838.01	2,454,916.99	58.85%
St. Function:270	Pupil Transportation Services	<b>Total:</b>	978,544.00	0.00	714,304.75	264,239.25	73.00%
St. Function:280	Support Services-Central	<b>Total:</b>	2,185,108.00	1,125.75	1,484,258.61	700,849.39	67.93%
St. Function:290	Support Services-Other	<b>Total:</b>	813,672.00	50,172.34	397,151.21	416,520.79	48.81%
St. Function:330	Community Activities	<b>Total:</b>	330,297.00	0.00	76,879.99	253,417.01	23.28%
St. Function:390	Other Community Services	<b>Total:</b>	393,000.00	0.00	283,463.91	109,536.09	72.13%
St. Function:440	Pymts to Other Govnmt	<b>Total:</b>	293,000.00	0.00	594,750.00	(301,750.00)	202.99%
St. Function:510	Debt Services - Long Term Only	<b>Total:</b>	33,000.00	0.00	-	33,000.00	0.00%
St. Function:600	Transfers Out	<b>Total:</b>	293,000.00	0.00	11,343.75	281,656.25	3.87%
Type: 5	ExpenseTotal:		56,392,202.00	288,288.47	33,943,232.01	22,448,969.99	60.19%
<b>Grand Total:</b>			<b>-529,806.00</b>	<b>288,288.47</b>	<b>-858,164.50</b>	<b>328,359.50</b>	

**Hazel Park Schools**  
**Detailed Check Register w FQA**  
Check Date From 2/1/2025 TO 2/28/2025

PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
100351	AIRGAS GREAT LAKES	110-113-0000-2230-300-2230-55110000	EH 00001444	02/07/2025	9157977230	WELDING CLASS		131.52
<b>Vendor Total:</b>								<b>131.52</b>
100550	AMAZON CAPITAL SERVICES	110-118-0000-3400-190-3400-55110000	EH 00001445	02/07/2025	1L4JLKWQG6X	Play-Doh Modeling Compound 36-	P2500268	24.49
100550	AMAZON CAPITAL SERVICES	110-118-0000-3400-190-3400-55110000	EH 00001445	02/07/2025	1L4JLKWQG6X	Craftzilla Colored Masking Tap	P2500268	25.45
100550	AMAZON CAPITAL SERVICES	110-118-0000-3400-190-3400-55110000	EH 00001445	02/07/2025	1L4JLKWQG6X	Melissa & Doug Get Well Doctor	P2500268	55.06
100550	AMAZON CAPITAL SERVICES	110-118-0000-3400-190-3400-55110000	EH 00001445	02/07/2025	1L4JLKWQG6X	Treewant Kids Hair Salon Plays	P2500268	25.99
100550	AMAZON CAPITAL SERVICES	110-118-0000-3400-190-3400-55110000	EH 00001445	02/07/2025	1L4JLKWQG6X	Smartwo Wooden Makeup Toy Set	P2500268	26.99
100550	AMAZON CAPITAL SERVICES	110-296-9610-0000-000-0600-57920000	EH 00001445	02/07/2025	1NL4CN4X7FV	BetterBody Foods Organic Refin	P2500258	11.44
100550	AMAZON CAPITAL SERVICES	110-296-9610-0000-000-0600-57920000	EH 00001445	02/07/2025	1NL4CN4X7FV	BagDream Bakery Bags with Wind	P2500258	35.88
100550	AMAZON CAPITAL SERVICES	110-296-9610-0000-000-0600-57920000	EH 00001445	02/07/2025	1NL4CN4X7FV	Chenkou Craft Assorted of Colo	P2500258	15.94
100550	AMAZON CAPITAL SERVICES	110-296-9610-0000-000-0600-57920000	EH 00001445	02/07/2025	1NL4CN4X7FV	Libiline 50yards 15mm 58" Asso	P2500258	8.49
100550	AMAZON CAPITAL SERVICES	110-261-0000-0000-650-0065-55990000	EH 00001445	02/07/2025	1P9H7MN11QQ	Miscellaneous Supplies & Matl		110.44
100550	AMAZON CAPITAL SERVICES	110-284-0000-0000-000-0284-55910000	EH 00001445	02/07/2025	1VYL19QWCR4	TECH SUPPLIES		66.63
<b>Vendor Total:</b>								<b>406.80</b>
101490	CALHOUN, LAKESHA MARIA	110-293-0000-0000-300-0350-53197000	EH 00001446	02/07/2025	12825	BOOK		40.00
101490	CALHOUN, LAKESHA MARIA	110-293-0000-0000-300-0350-53197000	EH 00001446	02/07/2025	12825B	BOOK		40.00
<b>Vendor Total:</b>								<b>187 80.00</b>
100393	KILBURNS EQUIPMENT	110-261-0000-0000-000-0065-55990000	EH 00001447	02/07/2025	1589827	MAINT. SUPPLIES		575.00
<b>Vendor Total:</b>								<b>575.00</b>
100745	KSS ENTERPRISES	110-261-0000-0000-000-0065-55990000	EH 00001448	02/07/2025	1640270	MAINT. SUPPLIES		2,417.00
100745	KSS ENTERPRISES	110-261-0000-0000-000-0065-55990000	EH 00001448	02/07/2025	1646396	MAINT. SUPPLIES		565.61
100745	KSS ENTERPRISES	110-261-0000-0000-000-0065-55990000	EH 00001448	02/07/2025	1646656	CUSTODIAL SUPPLIES		23,491.71
100745	KSS ENTERPRISES	110-261-0000-0000-000-0065-55990000	EH 00001448	02/07/2025	1646750	MAINT. SUPPLIES		780.74
<b>Vendor Total:</b>								<b>27,255.06</b>
100959	PROCARE THERAPY	110-214-0021-0000-000-0660-53150000	EH 00001449	02/07/2025	21122850	Management Services		3,220.00
<b>Vendor Total:</b>								<b>3,220.00</b>
100428	ROYAL ROOFING	110-261-0000-0000-200-0065-53190000	EH 00001450	02/07/2025	S127559	HPJH ROOF		896.00
<b>Vendor Total:</b>								<b>896.00</b>
100357	STAPLES BUSINESS	110-112-0000-0000-200-0200-55910000	EH 00001451	02/07/2025	6022212736	Elmer's School Washable Remova	P2500260	37.17
100357	STAPLES BUSINESS	110-112-0000-0000-200-0200-55910000	EH 00001451	02/07/2025	6022212736	Staples 110 lb Cardstock Paper	P2500260	31.28
100357	STAPLES BUSINESS	110-112-0000-0000-200-0200-55910000	EH 00001451	02/07/2025	6022212736	Staples Heavy-Duty ID Badge Ho	P2500260	27.28
100357	STAPLES BUSINESS	110-112-0000-0000-200-0200-55910000	EH 00001451	02/07/2025	6022212736	2025 AT-A-GLANCE 6" x 35" Dail	P2500260	51.54
100357	STAPLES BUSINESS	110-112-0000-0000-200-0200-55910000	EH 00001451	02/07/2025	6022212736	Staedtler Pre-Sharpener Wooden	P2500260	67.86
100357	STAPLES BUSINESS	110-112-0000-0000-200-0200-55910000	EH 00001451	02/07/2025	6022212736	Prang 9" x 12" Construction Pa	P2500260	18.42

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PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
100357	STAPLES BUSINESS	110-112-0000-0000-200-0200-55910000	EH 00001451	02/07/2025	6022212736	TRU RED Durable Dry Erase Eras	P2500260	22.56
100357	STAPLES BUSINESS	110-112-0000-0000-200-0200-55910000	EH 00001451	02/07/2025	6022212736	2025 Staples 22" x 17" Desk Pa	P2500260	35.94
100357	STAPLES BUSINESS	110-112-0000-0000-200-0200-55110000	EH 00001451	02/07/2025	6023079653	GBC Laminating Film Rolls, 3 M	P2500264	128.31
100357	STAPLES BUSINESS	110-112-0000-0000-200-0200-55110000	EH 00001451	02/07/2025	6023079653	TRU RED Pre-Sharpended Wooden P	P2500264	28.50
<b>Vendor Total:</b>								<b>448.86</b>
100600	A C BUILDERS HARDWARE	110-261-0000-0000-300-0065-55990000	EH 00001452	02/21/2025	704439	HIGH SCHOOL - MAINT. SUPPLIES		210.60
<b>Vendor Total:</b>								<b>210.60</b>
100351	AIRGAS GREAT LAKES	110-113-0000-2230-300-2230-55110000	EH 00001453	02/21/2025	5513830892	RENTAL		299.56
<b>Vendor Total:</b>								<b>299.56</b>
100550	AMAZON CAPITAL SERVICES	110-111-0000-0000-170-0170-55110000	EH 00001454	02/21/2025	1CY94P76WK6	Highland Sticky Notes, 3 x 3 I	P2500266	24.93
100550	AMAZON CAPITAL SERVICES	110-111-0000-0000-170-0170-55110000	EH 00001454	02/21/2025	1CY94P76WK6	Crayola Crayons Bulk (24 Packs	P2500266	32.99
100550	AMAZON CAPITAL SERVICES	110-118-0000-0000-190-0190-55990000	EH 00001454	02/21/2025	1JVV1MGG3P4	Miscellaneous Supplies & Matl	P2500262	159.99
100550	AMAZON CAPITAL SERVICES	110-111-0000-0000-170-0170-55110000	EH 00001454	02/21/2025	1W4RFGRD7W	Aoneky Mini Portable Tennis Ne	P2500265	49.49
100550	AMAZON CAPITAL SERVICES	110-111-0000-0000-170-0170-55110000	EH 00001454	02/21/2025	1W4RFGRD7W	MARFULA 6 FT 8 FT 9 FT 10 FT B	P2500265	32.99
100550	AMAZON CAPITAL SERVICES	110-118-0000-0000-190-0190-55990000	EH 00001454	02/21/2025	1WD7LT6RDPQ	Elmer's Disappearing Purple Sc	P2500267	14.68
100550	AMAZON CAPITAL SERVICES	110-118-0000-0000-190-0190-55990000	EH 00001454	02/21/2025	1WD7LT6RDPQ	Play-Doh Modeling Compound 36-	P2500267	24.49
100550	AMAZON CAPITAL SERVICES	110-284-0000-0000-000-0284-55910000	EH 00001454	02/21/2025	1Y7FRTCPYYTECH	SUPPLIES		49.57
100550	AMAZON CAPITAL SERVICES	110-296-9610-0000-000-0600-57920000	EH 00001454	02/21/2025	1YM4LX3R31XL	Libiline 50yards 15mm 58" Asso	P2500258	8.49
<b>Vendor Total:</b>								<b>397.62</b>
101490	CALHOUN, LAKESHA MARIA	110-293-0000-0000-300-0350-53197000	EH 00001455	02/21/2025	2425	BOOK		40.00
101490	CALHOUN, LAKESHA MARIA	110-293-0000-0000-300-0350-53197000	EH 00001455	02/21/2025	2425B	BOOK		40.00
<b>Vendor Total:</b>								<b>80.00</b>
100118	CHARTWELLS DINING	250-297-0000-0000-000-0000-55610000	EH 00001456	02/21/2025	X400080425	JAN 25 NET PRODUCT COST		90,739.10
100118	CHARTWELLS DINING	250-297-0000-0000-000-0000-53190000	EH 00001456	02/21/2025	X400080425	JAN 25 DIRECT LABOR		88,512.71
100118	CHARTWELLS DINING	250-297-0000-0000-000-0000-53150000	EH 00001456	02/21/2025	X400080425	JAN 25 SUPERVISORY & CLERICAL		16,938.63
100118	CHARTWELLS DINING	250-297-0000-0000-000-0000-55640000	EH 00001456	02/21/2025	X400080425	JAN 25 TOTAL OTHER COSTS		32,431.53
100118	CHARTWELLS DINING	250-297-0000-0000-000-0000-53151000	EH 00001456	02/21/2025	X400080425	JAN 25 ADMIN & FEE EXPENSE		9,955.23
<b>Vendor Total:</b>								<b>238,577.20</b>
100319	G N E PAINT & SUPPLY	110-261-0000-0000-000-0065-55990000	EH 00001457	02/21/2025	0401985IN	PAINT - MAINT. SUPPLIES		213.35
<b>Vendor Total:</b>								<b>213.35</b>
100574	INSTITUTE FOR EXCELLENCE	110-232-0000-0000-000-0060-53150000	EH 00001458	02/21/2025	2025343	OCTOBER AND NOVEMBER		3,000.00
100574	INSTITUTE FOR EXCELLENCE	110-232-0000-0000-000-0060-53150000	EH 00001458	02/21/2025	2025546	MVA SUPPORT		1,500.00
<b>Vendor Total:</b>								<b>4,500.00</b>
100292	INVEST CENTERS LLC	110-125-0000-3070-560-3070-53110000	EH 00001459	02/21/2025	2625	SECTION 41		24,806.69

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PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
100292	INVEST CENTERS LLC	110-125-0000-6840-560-6840-53110000	EH 00001459	02/21/2025	2625A	TITLE III EL		24,057.00
100292	INVEST CENTERS LLC	110-125-0000-6841-560-6840-53110000	EH 00001459	02/21/2025	2625B	TITLE III IMMIGRANT		7,174.50
<b>Vendor Total:</b>								<b>56,038.19</b>
100745	KSS ENTERPRISES	110-261-0000-0000-000-0065-55990000	EH 00001460	02/21/2025	1648813	MAINT. SUPPLIES		565.61
100745	KSS ENTERPRISES	110-261-0000-0000-000-0065-55990000	EH 00001460	02/21/2025	1649461	MAINT. SUPPLIES		565.61
<b>Vendor Total:</b>								<b>1,131.22</b>
1099C	MILLER, MATTHEW	110-252-0000-0000-000-0060-53150000	EH 00001461	02/21/2025	101	FEB 8-14/2025		1,875.00
<b>Vendor Total:</b>								<b>1,875.00</b>
100520	PEDIATRIC HEALTH	110-213-0013-0000-150-0660-53130000	EH 00001462	02/21/2025	2625	PHYSICAL THERAPIST		1,052.10
<b>Vendor Total:</b>								<b>1,052.10</b>
100959	PROCARE THERAPY	110-214-0021-0000-000-0660-53150000	EH 00001463	02/21/2025	21117393	SLP		4,025.00
100959	PROCARE THERAPY	110-214-0021-0000-000-0660-53150000	EH 00001463	02/21/2025	21128506	SLP		4,025.00
100959	PROCARE THERAPY	110-214-0021-0000-000-0660-53150000	EH 00001463	02/21/2025	21134200	SLP		4,025.00
<b>Vendor Total:</b>								<b>12,075.00</b>
100515	STAFF CONNECTIONS LLC	110-213-0015-0000-000-0660-53910000	EH 00001464	02/21/2025	2340	CNA/RN		4,346.50
100515	STAFF CONNECTIONS LLC	110-213-0015-0000-000-0660-53910000	EH 00001464	02/21/2025	2341	CNA/LPN		3,331.41
<b>Vendor Total:</b>								<b>7,677.91</b>
101494	THRUN MAATSCH AND	110-231-0000-0000-000-0060-53170000	EH 00001465	02/21/2025	13025	Legal Fees		2,747.00
<b>Vendor Total:</b>								<b>2,747.00</b>
100045	A & I ENTERPRISES	110-113-0000-0000-570-0570-53110000	EH 00001466	02/21/2025	22025	JANUARY 2025 PAYMENT		197,433.80
<b>Vendor Total:</b>								<b>197,433.80</b>
100292	INVEST CENTERS LLC	110-113-0000-0000-560-0000-53110000	EH 00001467	02/21/2025	22025	JANUARY 2025 PAYMENT		205,574.21
<b>Vendor Total:</b>								<b>205,574.21</b>
100090	A G CENTRAL MUSIC	110-112-0000-0000-200-0200-55110000	HP 00504513	02/07/2025	163145	REPAIRS		36.50
<b>Vendor Total:</b>								<b>36.50</b>
100544	ASCENSION MICHIGAN	110-283-0000-0000-000-0060-53190000	HP 00504514	02/07/2025	560313	PHYSICAL EXAM & TB TEST		228.00
<b>Vendor Total:</b>								<b>228.00</b>
100523	BLICK ART MATERIALS	110-113-0000-0000-300-0302-55110000	HP 00504515	02/07/2025	4759541	ART SUPPLIES		1,954.09
<b>Vendor Total:</b>								<b>1,954.09</b>
100011	CHAPTER 13 TRUSTEE	110-000-0000-0000-000-0000-24516000	HP 00504516	02/07/2025	2850/2501030	PAYROLL		268.00
<b>Vendor Total:</b>								<b>268.00</b>
100512	CHAPTER 13 TRUSTEE - T.	110-000-0000-0000-000-0000-24516000	HP 00504517	02/07/2025	2850/2501030	PAYROLL		695.00
<b>Vendor Total:</b>								<b>695.00</b>

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100309	CONSUMERS ENERGY	110-261-0000-0000-560-0065-55510000	HP 00504518	02/07/2025	89692425	ACT#100000008969		2,184.75
<b>Vendor Total:</b>								<b>2,184.75</b>
101501	CROSWELL-LEXINGTON	110-293-0000-0000-300-0350-57410000	HP 00504519	02/07/2025	2525	TOURNAMENT @ HIGH SCHOOL		220.00
<b>Vendor Total:</b>								<b>220.00</b>
100609	DAVID RUSKIN	110-000-0000-0000-000-0000-24516000	HP 00504520	02/07/2025	2850/2501030	PAYROLL		415.38
<b>Vendor Total:</b>								<b>415.38</b>
100361	DOWNRIVER	110-261-0000-0000-300-0065-55990000	HP 00504521	02/07/2025	2053690	MAINT. SUPPLIES -HIGH SCHOOL		27.97
<b>Vendor Total:</b>								<b>27.97</b>
100313	DTE ENERGY	110-261-0000-0000-060-0065-55520000	HP 00504522	02/07/2025	320731025	ACT#910040563207		1,255.70
<b>Vendor Total:</b>								<b>1,255.70</b>
100313	DTE ENERGY	110-261-0000-0000-060-0065-55520000	HP 00504523	02/07/2025	90392024	POLE RENTAL		290.82
100313	DTE ENERGY	110-261-0000-0000-060-0065-55520000	HP 00504523	02/07/2025	90397230	POLE RENTAL		290.82
100313	DTE ENERGY	110-261-0000-0000-060-0065-55520000	HP 00504523	02/07/2025	90400964	POLE RENTAL		290.82
100313	DTE ENERGY	110-261-0000-0000-060-0065-55520000	HP 00504523	02/07/2025	90405132	POLE RENTAL		290.82
100313	DTE ENERGY	110-261-0000-0000-000-0065-55520000	HP 00504523	02/07/2025	90409948	POLE RENTAL		290.82
<b>Vendor Total:</b>								<b>1,454.10</b>
101474	ELLIS, REBECCA	110-293-0000-0000-300-0350-53197000	HP 00504525	02/07/2025	11325	BOOK		40.00
101474	ELLIS, REBECCA	110-293-0000-0000-300-0350-53197000	HP 00504525	02/07/2025	13125B	BOOK		40.00
<b>Vendor Total:</b>								<b>80.00</b>
101132	ENTECH MEDICALL	220-213-0015-0000-600-0601-53130000	HP 00504526	02/07/2025	10400	AIDE		268.61
<b>Vendor Total:</b>								<b>268.61</b>
101482	GRAFTON SCHOOL	220-122-0140-0000-650-0650-53220000	HP 00504527	02/07/2025	GIHNINV00558	SUPPLIES FOR TRAINING		2,209.70
<b>Vendor Total:</b>								<b>2,209.70</b>
100989	HARRIS, GRANT	110-293-0000-0000-300-0350-53199000	HP 00504528	02/07/2025	1191	SPORTS OFFICIALS		25.00
<b>Vendor Total:</b>								<b>25.00</b>
100451	J W PEPPER & SONS	110-112-0000-0000-200-0200-55110000	HP 00504529	02/07/2025	367246963	HPJH SUPPLIES		115.00
100451	J W PEPPER & SONS	110-112-0000-0000-200-0200-55110000	HP 00504529	02/07/2025	367252587	HPJH SUPPLIES		49.50
<b>Vendor Total:</b>								<b>164.50</b>
100203	KENS TREE SERVICE LLC	110-261-0000-0000-150-0065-53190000	HP 00504530	02/07/2025	1958	TREE REMOVAL		2,000.00
<b>Vendor Total:</b>								<b>2,000.00</b>
100089	MCNAUGHTON-MCKAY	110-261-0000-0000-000-0065-55990000	HP 00504531	02/07/2025	2538999200	MAINT. SUPPLIES		140.64
<b>Vendor Total:</b>								<b>140.64</b>
100843	MEA - MEMBERSHIP	110-000-0000-0000-000-0000-24517000	HP 00504532	02/07/2025	2825/2501030	PAYROLL		17.69

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100843	MEA - MEMBERSHIP	110-000-0000-0000-000-0000-24517000	HP 00504532	02/07/2025	2825/2501030	PAYROLL		29.46
100843	MEA - MEMBERSHIP	110-000-0000-0000-000-0000-24517000	HP 00504532	02/07/2025	2825/2501030	PAYROLL		20.91
100843	MEA - MEMBERSHIP	110-000-0000-0000-000-0000-24517000	HP 00504532	02/07/2025	2825/2501030	PAYROLL		28.93
							<b>Vendor Total:</b>	<b>96.99</b>
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00504533	02/07/2025	2800/2501030	PAYROLL		88.05
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00504533	02/07/2025	2800/2501030	PAYROLL		105.06
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00504533	02/07/2025	2800/2501030	PAYROLL		144.60
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00504533	02/07/2025	2800/2501030	PAYROLL		52.64
							<b>Vendor Total:</b>	<b>390.35</b>
100040	N2Y	220-122-0190-0000-600-0602-53110000	HP 00504534	02/07/2025	INV1087274	N2Y renewal sxi	P2500102	249.99
							<b>Vendor Total:</b>	<b>249.99</b>
101052	NORTHSTAR MAT SERVICE	110-252-0000-0000-000-0060-54910000	HP 00504535	02/07/2025	0691037	ADMIN		62.84
101052	NORTHSTAR MAT SERVICE	220-122-0120-0000-600-0600-54910000	HP 00504535	02/07/2025	0691037	JARDON		123.15
101052	NORTHSTAR MAT SERVICE	110-111-0000-0000-150-0150-54910000	HP 00504535	02/07/2025	0691037	WEBB		54.06
101052	NORTHSTAR MAT SERVICE	110-113-0000-0000-300-0300-54910000	HP 00504535	02/07/2025	0691037	HPHS		230.63
101052	NORTHSTAR MAT SERVICE	110-112-0000-0000-200-0200-54910000	HP 00504535	02/07/2025	0691037	HPJH		135.22
101052	NORTHSTAR MAT SERVICE	110-111-0000-0000-130-0130-54910000	HP 00504535	02/07/2025	0691037	HOOVER		70.51
101052	NORTHSTAR MAT SERVICE	110-111-0000-0000-170-0170-54910000	HP 00504535	02/07/2025	0691037	UNITED OAKS		84.77
101052	NORTHSTAR MAT SERVICE	230-351-0000-0000-190-0230-54910000	HP 00504535	02/07/2025	0691037	WEBSTER		104.51
101052	NORTHSTAR MAT SERVICE	110-113-0000-0000-400-0400-54910000	HP 00504535	02/07/2025	0691037	ADVANTAGE		58.45
							<b>Vendor Total:</b>	<b>924.14</b>
100202	ORKIN LLC	110-261-0000-0000-081-0065-54910000	HP 00504536	02/07/2025	269293902	MONTHLY INVOICE		174.00
							<b>Vendor Total:</b>	<b>174.00</b>
100064	REPUBLIC SERVICES INC	110-261-0000-0000-081-0065-53840000	HP 00504537	02/07/2025	0237002137037	HOLLY-MONTHLY INVOICE		274.72
100064	REPUBLIC SERVICES INC	110-261-0000-0000-060-0065-53840000	HP 00504537	02/07/2025	0241004131244	1620 Elza		322.84
100064	REPUBLIC SERVICES INC	110-261-0000-0000-130-0065-53840000	HP 00504537	02/07/2025	0241004131244	23720 Hoover		322.84
100064	REPUBLIC SERVICES INC	110-261-0000-0000-300-0065-53840000	HP 00504537	02/07/2025	0241004131244	23400 Hughes		352.84
100064	REPUBLIC SERVICES INC	110-261-0000-0000-200-0065-53840000	HP 00504537	02/07/2025	0241004131244	22770 Highland		352.84
100064	REPUBLIC SERVICES INC	110-261-0000-0000-150-0065-53840000	HP 00504537	02/07/2025	0241004131244	Waste & Trash Disposal		382.84
100064	REPUBLIC SERVICES INC	110-261-0000-0000-550-0065-53840000	HP 00504537	02/07/2025	0241004131244	570 E. MAPLEDALE		322.84
100064	REPUBLIC SERVICES INC	110-261-0000-0000-170-0065-53840000	HP 00504537	02/07/2025	0241004131244	Waste & Trash Disposal		412.84
100064	REPUBLIC SERVICES INC	110-261-0000-0000-190-0065-53840000	HP 00504537	02/07/2025	0241004131244	431 W JARVIS		240.09
100064	REPUBLIC SERVICES INC	110-261-0000-0000-060-0065-53840000	HP 00504537	02/07/2025	0241004131244	2100 WOODWARD HEIGHTS		69.55
100064	REPUBLIC SERVICES INC	110-261-0000-0000-650-0065-53840000	HP 00504537	02/07/2025	0241004131244	1700 SHEVLIN		249.09

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PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
100064	REPUBLIC SERVICES INC	110-261-0000-0000-560-0065-53840000	HP 00504537	02/07/2025	0241004131244	24131 CHRYSLER DR		322.84
100064	REPUBLIC SERVICES INC	110-261-0000-0000-600-0065-53840000	HP 00504537	02/07/2025	0241004131244	2100 WOODWARD HEIGHTS		387.23
<b>Vendor Total:</b>								<b>4,013.40</b>
100740	SPECTRUM WIRELESS USA	110-284-0000-0000-000-0284-56420000	HP 00504538	02/07/2025	0000006841	MONTHLY RENTAL		302.50
<b>Vendor Total:</b>								<b>302.50</b>
101105	STATE OF MICHIGAN	110-261-0000-0000-000-0065-57410000	HP 00504539	02/07/2025	040246	ELEVATOR INSPECTION		125.00
<b>Vendor Total:</b>								<b>125.00</b>
101452	TEAMSTERS LOCAL 214	110-000-0000-0000-000-0000-24517000	HP 00504540	02/07/2025	2825/2501030	PAYROLL		200.00
<b>Vendor Total:</b>								<b>200.00</b>
101439	VELO LAW OFFICE	110-000-0000-0000-000-0000-24516000	HP 00504541	02/07/2025	2840/2501030	PAYROLL		100.00
<b>Vendor Total:</b>								<b>100.00</b>
101467	WELTMAN, WEINBERG &	110-000-0000-0000-000-0000-24516000	HP 00504542	02/07/2025	2840/2501030	PAYROLL		118.17
<b>Vendor Total:</b>								<b>118.17</b>
101474	ELLIS, REBECCA	110-293-0000-0000-300-0350-53197000	HP 00504543	02/07/2025	12725	CLOCK		40.00
101474	ELLIS, REBECCA	110-293-0000-0000-300-0350-53197000	HP 00504543	02/07/2025	12825	BOOK		40.00
101474	ELLIS, REBECCA	110-293-0000-0000-300-0350-53197000	HP 00504543	02/07/2025	13125	BOOK		40.00
<b>Vendor Total:</b>								<b>120.00</b>
101375	SUBJECT TECHNOLOGIES	110-221-0000-0000-000-0221-55110000	HP 00504544	02/10/2025	TR1137	MCA		2,250.00
101375	SUBJECT TECHNOLOGIES	110-221-0000-0000-000-0221-55110000	HP 00504544	02/10/2025	TR1137	INVEST		2,250.00
<b>Vendor Total:</b>								<b>4,500.00</b>
100090	A G CENTRAL MUSIC	110-112-0000-0000-200-0200-55110000	HP 00504545	02/21/2025	163678	BAND SUPPLIES HPHH		65.00
<b>Vendor Total:</b>								<b>65.00</b>
101505	ALLEN PARK SCHOOLS	110-293-0000-0000-300-0350-57410000	HP 00504546	02/21/2025	121424	GIRLS WRESTLING TOURNAMENT		150.00
<b>Vendor Total:</b>								<b>150.00</b>
101124	ALNET	290-296-9060-0000-000-0400-57920000	HP 00504547	02/21/2025	030625	BASKETBALL TOURNAMENT		75.00
<b>Vendor Total:</b>								<b>75.00</b>
101104	AMERICAN READING	110-113-0000-0000-300-0311-55110000	HP 00504548	02/21/2025	0000220727	PROPOSAL NUMBER 247034	P2500005	4,200.00
101104	AMERICAN READING	110-221-0000-0000-000-0221-55110000	HP 00504548	02/21/2025	0000220727	***VENDOR CHANGED***7/16/24	P2500005	0.00
101104	AMERICAN READING	110-111-0000-0000-150-0151-55110000	HP 00504548	02/21/2025	0000220895	PROPOSAL NUMBER: 246976- Hazel	P2500007	10,000.00
101104	AMERICAN READING	110-112-0000-0000-200-0201-55110000	HP 00504548	02/21/2025	0000220907	PROPOSAL NUMBER: 246996 - Hazel	P2500003	4,200.00
101104	AMERICAN READING	110-221-0000-0000-000-0221-55110000	HP 00504548	02/21/2025	0000220907	***VENDOR CHANGE***7/16/24	P2500003	0.00
101104	AMERICAN READING	110-111-0000-0000-400-0401-55110000	HP 00504548	02/21/2025	0000220908	PROPOSAL NUMBER 246966 Hazel	P2500006	7,830.00
<b>Vendor Total:</b>								<b>26,230.00</b>

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**Hazel Park Schools**  
**Detailed Check Register w FQA**  
 Check Date From 2/1/2025 TO 2/28/2025

PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
100544	ASCENSION MICHIGAN	110-283-0000-0000-000-0060-53190000	HP 00504549	02/21/2025	556382	Physical Exam		50.00
100544	ASCENSION MICHIGAN	110-283-0000-0000-000-0060-53190000	HP 00504549	02/21/2025	560780	PHYSICAL EXAM		50.00
100544	ASCENSION MICHIGAN	110-283-0000-0000-000-0060-53190000	HP 00504549	02/21/2025	560979	TB TEST & PHYSICAL EXAM		78.00
100544	ASCENSION MICHIGAN	110-283-0000-0000-000-0060-53190000	HP 00504549	02/21/2025	561354	PHYSICAL EXAM		100.00
<b>Vendor Total:</b>								<b>278.00</b>
100354	AUTO ZONE	110-261-0000-0000-000-0065-55990000	HP 00504550	02/21/2025	0225473391	WIPER BLADE FIR MAINT. TRUCK		34.48
<b>Vendor Total:</b>								<b>34.48</b>
101504	B'S BOWLING CENTER	110-293-0000-0000-300-0350-57410000	HP 00504551	02/21/2025	21925	TOURNAMENT FEE		378.00
<b>Vendor Total:</b>								<b>378.00</b>
100346	BIG D LOCK & KEY	110-261-0000-0000-000-0065-55990000	HP 00504552	02/21/2025	7776	KEYS - MAINT. SUPPLIES		144.95
<b>Vendor Total:</b>								<b>144.95</b>
100347	BILLINGS LAWN EQUIPMENT	110-261-0000-0000-000-0065-55990000	HP 00504553	02/21/2025	480060	MAINT. SUPPLIES		306.90
<b>Vendor Total:</b>								<b>306.90</b>
101507	BURTON, BRANDON	290-296-9469-0000-000-0450-57920000	HP 00504554	02/21/2025	2425	DANCE COMP. JUDGE		3,169.00
<b>Vendor Total:</b>								<b>3,169.00</b>
100462	CENGAGE LEARNING	110-113-0000-0000-300-0311-55110000	HP 00504555	02/21/2025	86320416	Lift Welcome: Teacher's Book	P2500175	200.00
100462	CENGAGE LEARNING	110-111-0000-0000-170-0171-55110000	HP 00504555	02/21/2025	86320730	Our World 1	P2500237	348.00
100462	CENGAGE LEARNING	110-111-0000-0000-170-0171-55110000	HP 00504555	02/21/2025	86320730	Our World 1: Workbook	P2500237	216.00
100462	CENGAGE LEARNING	110-111-0000-0000-170-0171-55110000	HP 00504555	02/21/2025	86320730	Our World 2	P2500237	290.00
100462	CENGAGE LEARNING	110-111-0000-0000-170-0171-55110000	HP 00504555	02/21/2025	86320730	Our World 2: Workbook	P2500237	180.00
100462	CENGAGE LEARNING	110-111-0000-0000-170-0171-55110000	HP 00504555	02/21/2025	86320730	Shipping and handling	P2500237	103.40
<b>Vendor Total:</b>								<b>1,337.40</b>
100011	CHAPTER 13 TRUSTEE	110-000-0000-0000-000-0000-24516000	HP 00504556	02/21/2025	2850/2501040	PAYROLL		268.00
<b>Vendor Total:</b>								<b>268.00</b>
100512	CHAPTER 13 TRUSTEE - T.	110-000-0000-0000-000-0000-24516000	HP 00504557	02/21/2025	2850/2501040	PAYROLL		695.00
<b>Vendor Total:</b>								<b>695.00</b>
100308	COCHRANE SUPPLY	110-261-0000-0000-600-0065-55990000	HP 00504558	02/21/2025	1412336	JARDON - SUPPLIES		259.77
<b>Vendor Total:</b>								<b>259.77</b>
100309	CONSUMERS ENERGY	110-261-0000-0000-550-0065-55510000	HP 00504559	02/21/2025	02573525	ACT#100068070257		1,462.92
100309	CONSUMERS ENERGY	110-261-0000-0000-650-0065-55510000	HP 00504559	02/21/2025	46693525	ACT#103035624669		1,999.73
100309	CONSUMERS ENERGY	110-261-0000-0000-190-0065-55510000	HP 00504559	02/21/2025	87953525	ACT#100000008795		2,456.48
100309	CONSUMERS ENERGY	110-261-0000-0000-550-0065-55510000	HP 00504559	02/21/2025	88113525	ACT#100000008811		31.73
100309	CONSUMERS ENERGY	110-261-0000-0000-200-0065-55510000	HP 00504559	02/21/2025	88373525	ACT#100000008837		3,978.56

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**Hazel Park Schools**  
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PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
100309	CONSUMERS ENERGY	110-261-0000-0000-170-0065-55510000	HP 00504559	02/21/2025	88453525	ACT#100000008845		735.26
100309	CONSUMERS ENERGY	110-261-0000-0000-060-0065-55510000	HP 00504559	02/21/2025	88603525	ACT#100000008860		43.26
100309	CONSUMERS ENERGY	110-261-0000-0000-060-0065-55510000	HP 00504559	02/21/2025	88783525	ACT#100000008878		2,041.63
100309	CONSUMERS ENERGY	110-261-0000-0000-083-0065-55510000	HP 00504559	02/21/2025	88863525	ACT#100000008886		261.82
100309	CONSUMERS ENERGY	110-261-0000-0000-300-0065-55510000	HP 00504559	02/21/2025	890222725	ACT#100000008902		5,274.47
100309	CONSUMERS ENERGY	110-261-0000-0000-130-0065-55510000	HP 00504559	02/21/2025	891022725	ACT#100000008910		1,146.80
100309	CONSUMERS ENERGY	110-261-0000-0000-150-0065-55510000	HP 00504559	02/21/2025	893622725	ACT#100000008936		428.64
100309	CONSUMERS ENERGY	110-261-0000-0000-060-0065-55510000	HP 00504559	02/21/2025	894422725	ACT#100000008944		483.34
100309	CONSUMERS ENERGY	110-261-0000-0000-150-0065-55510000	HP 00504559	02/21/2025	895122725	ACT#100000008951		3,935.81
<b>Vendor Total:</b>								<b>24,280.45</b>
100438	CONTRACTORS CLOTHING	110-261-0000-0000-000-0065-55990000	HP 00504560	02/21/2025	7127154	Miscellaneous Supplies & Matl		129.44
100438	CONTRACTORS CLOTHING	110-261-0000-0000-000-0065-55990000	HP 00504560	02/21/2025	7127156	Miscellaneous Supplies & Matl		173.12
<b>Vendor Total:</b>								<b>302.56</b>
100479	CRISIS PREVENTION	110-122-0194-0000-300-0660-55110000	HP 00504561	02/21/2025	NAIN138227	ONLINE COURSE & WORKBOOK		2,484.50
100479	CRISIS PREVENTION	110-221-0000-0000-000-0221-57410000	HP 00504561	02/21/2025	NAIN139869	SM MEMBERSHIP FEE		200.00
<b>Vendor Total:</b>								<b>2,684.50</b>
100609	DAVID RUSKIN	110-000-0000-0000-000-0000-24516000	HP 00504562	02/21/2025	2850/2501040	PAYROLL		194 415.38
<b>Vendor Total:</b>								<b>415.38</b>
100313	DTE ENERGY	110-261-0000-0000-083-0065-55520000	HP 00504563	02/21/2025	169122825	ACT#910039981691		59.08
100313	DTE ENERGY	110-261-0000-0000-150-0065-55520000	HP 00504563	02/21/2025	21123525	ACT#920050742112		11,480.50
100313	DTE ENERGY	110-261-0000-0000-550-0065-55520000	HP 00504563	02/21/2025	39643325	ACT#920006433964		1,844.04
100313	DTE ENERGY	110-261-0000-0000-170-0065-55520000	HP 00504563	02/21/2025	497422825	ACT#910005744974		5,402.62
100313	DTE ENERGY	110-261-0000-0000-060-0065-55520000	HP 00504563	02/21/2025	508822825	ACT#910005745088		3,492.83
100313	DTE ENERGY	110-261-0000-0000-060-0065-55520000	HP 00504563	02/21/2025	53513325	ACT#910005745351		17.65
100313	DTE ENERGY	110-261-0000-0000-130-0065-55520000	HP 00504563	02/21/2025	54683325	ACT#910005745468		4,342.45
100313	DTE ENERGY	110-261-0000-0000-190-0065-55520000	HP 00504563	02/21/2025	56093325	ACT#910005745609		3,483.21
100313	DTE ENERGY	110-261-0000-0000-650-0065-55520000	HP 00504563	02/21/2025	64423425	ACT#910039996442		3,558.55
100313	DTE ENERGY	110-261-0000-0000-300-0065-55520000	HP 00504563	02/21/2025	66633325	ACT#910003181663		186.55
<b>Vendor Total:</b>								<b>33,867.48</b>
101474	ELLIS, REBECCA	110-293-0000-0000-300-0350-53197000	HP 00504564	02/21/2025	2725	BOOK		40.00
<b>Vendor Total:</b>								<b>40.00</b>
101132	ENTECH MEDICALL	220-213-0015-0000-600-0601-53130000	HP 00504565	02/21/2025	10471	AIDE		895.38
101132	ENTECH MEDICALL	220-213-0015-0000-600-0601-53130000	HP 00504565	02/21/2025	10554	AIDE		716.30
<b>Vendor Total:</b>								<b>1,611.68</b>

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PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
101477	EVAC + CHAIR NORTH	110-112-0000-0000-200-0000-56420000	HP 00504566	02/21/2025	464546	EVAC CHAIR 600H Model w/ Ship	P2500247	2,059.00
<b>Vendor Total:</b>								<b>2,059.00</b>
100446	FAR THERAPEUTIC &	220-219-0071-0000-600-0600-53130000	HP 00504567	02/21/2025	38295	CREDIT MEMO		-500.00
100446	FAR THERAPEUTIC &	220-219-0075-0000-150-0603-53130000	HP 00504567	02/21/2025	38350	WEBB - GROUP DANCE THERAPY		225.00
100446	FAR THERAPEUTIC &	220-219-0071-0000-150-0604-53130000	HP 00504567	02/21/2025	38351	WEBB MUSIC THERAPY		168.75
100446	FAR THERAPEUTIC &	220-219-0071-0000-150-0603-53130000	HP 00504567	02/21/2025	38351	WEBB SXI		337.50
<b>Vendor Total:</b>								<b>231.25</b>
100640	FIBER LINK INC	110-284-0000-0000-000-0284-53190000	HP 00504568	02/21/2025	20151	MISS DIG TICKETS		152.25
<b>Vendor Total:</b>								<b>152.25</b>
100081	GUARDIAN AUTOMATIC FIRE	110-261-0000-0000-060-0065-54110000	HP 00504569	02/21/2025	INS19574	Miscellaneous Supplies & Matl		1,740.00
<b>Vendor Total:</b>								<b>1,740.00</b>
100488	HOME DEPOT CREDIT	110-261-0000-0000-000-0065-55990000	HP 00504570	02/21/2025	94102525	MAINT. SUPPLIES		827.45
<b>Vendor Total:</b>								<b>827.45</b>
101224	HOPSKIPDRIVE INC	110-331-0000-6010-000-6010-55990000	HP 00504571	02/21/2025	26886	MV TRANSPORTATION		43,532.59
101224	HOPSKIPDRIVE INC	110-271-0099-0000-000-0660-53310000	HP 00504571	02/21/2025	26886	IEP TRANSPORTATION		6,331.24
101224	HOPSKIPDRIVE INC	110-331-0000-6010-000-6010-55990000	HP 00504571	02/21/2025	26886	MV		3,964.62
<b>Vendor Total:</b>								<b>53,828.45</b>
100695	HUNTINGTON NATIONAL	310-511-0000-0000-000-0000-57410000	HP 00504572	02/21/2025	69899	ANNUAL ADMINISTRATION FEE		500.00
100695	HUNTINGTON NATIONAL	310-511-0000-0000-000-0000-57410000	HP 00504572	02/21/2025	69902	Dues And Fees		500.00
<b>Vendor Total:</b>								<b>1,000.00</b>
100830	INTERACTIVE ENERGY	110-261-0000-0000-000-0060-54110000	HP 00504573	02/21/2025	INV20215105	MAINT. SUPPLIES		422.52
<b>Vendor Total:</b>								<b>422.52</b>
100451	J W PEPPER & SONS	110-112-0000-0000-200-0200-55110000	HP 00504574	02/21/2025	367219663	CHOIR SUPPLIES @ HPJH		119.48
100451	J W PEPPER & SONS	110-112-0000-0000-200-0200-55110000	HP 00504574	02/21/2025	36725287	HPJH BAND SUPPLIES		49.50
100451	J W PEPPER & SONS	110-112-0000-0000-200-0200-55110000	HP 00504574	02/21/2025	367267004	HPJH BAND SUPPLIES		259.68
<b>Vendor Total:</b>								<b>428.66</b>
101359	LANSE CREUES HIGH	110-293-0000-0000-300-0350-57410000	HP 00504575	02/21/2025	21125	MIDDLE SCHOOL TOURNAMENT		300.00
<b>Vendor Total:</b>								<b>300.00</b>
101350	LUCAS, ALLISON	110-216-0041-0000-300-0660-53210000	HP 00504576	02/21/2025	21425	MILEAGE REIMBURSMENT		140.00
101350	LUCAS, ALLISON	110-216-0041-0000-300-0660-53210000	HP 00504576	02/21/2025	22125	MILEAGE REIMBURSMENT		160.00
<b>Vendor Total:</b>								<b>300.00</b>
101315	MACOMB SALES & SERVICE	250-297-0000-0000-000-0000-53190000	HP 00504577	02/21/2025	62175	CHARTWELLS - REPAIRS		270.95
<b>Vendor Total:</b>								<b>270.95</b>

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**Hazel Park Schools**  
**Detailed Check Register w FQA**  
 Check Date From 2/1/2025 TO 2/28/2025

PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
101273	MADISON HEIGHTS PLBG &	110-261-0000-0000-000-0065-55990000	HP 00504578	02/21/2025	211164	MAINT. SUPPLIES		415.82
							<b>Vendor Total:</b>	<b>415.82</b>
101502	MARTY 4 FUNDS LLC	290-296-9131-0000-000-0150-57920000	HP 00504579	02/21/2025	1009	FUNDRAISER SALES		546.00
							<b>Vendor Total:</b>	<b>546.00</b>
100843	MEA - MEMBERSHIP	110-000-0000-0000-000-0000-24517000	HP 00504580	02/21/2025	2825/2501040	PAYROLL		17.69
100843	MEA - MEMBERSHIP	110-000-0000-0000-000-0000-24517000	HP 00504580	02/21/2025	2825/2501040	PAYROLL		29.46
100843	MEA - MEMBERSHIP	110-000-0000-0000-000-0000-24517000	HP 00504580	02/21/2025	2825/2501040	PAYROLL		20.91
100843	MEA - MEMBERSHIP	110-000-0000-0000-000-0000-24517000	HP 00504580	02/21/2025	2825/2501040	PAYROLL		28.93
							<b>Vendor Total:</b>	<b>96.99</b>
100043	MECHANICAL SYSTEMS	110-261-0000-0000-150-0065-53190000	HP 00504581	02/21/2025	250257	MAINT. SUPPLIES		470.00
							<b>Vendor Total:</b>	<b>470.00</b>
101412	MICHIGAN ATHLETIC	110-293-0000-0000-300-0350-53191000	HP 00504582	02/21/2025	3125	ATHLETIC TRAINER		1,445.00
101412	MICHIGAN ATHLETIC	290-296-9313-0000-000-0300-57920000	HP 00504582	02/21/2025	3125	ATHLETIC TRAINER		1,083.75
							<b>Vendor Total:</b>	<b>2,528.75</b>
101503	MIDLAND PUBLIC SCHOOLS	110-293-0000-0000-300-0350-57410000	HP 00504583	02/21/2025	2225	GIRLS WRESTLING TOURNAMENT		160.00
							<b>Vendor Total:</b>	<b>160.00</b>
100589	MILLENNIUM BUSINESS	220-122-0140-0000-650-0650-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	220-122-0140-0000-650-0650-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-113-0000-0000-300-0300-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-113-0000-0000-300-0300-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-113-0000-0000-300-0300-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-111-0000-0000-130-0130-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-111-0000-0000-130-0130-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-111-0000-0000-150-0150-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-111-0000-0000-150-0150-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-252-0000-0000-000-0060-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-221-0000-0000-000-0221-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		108.80
100589	MILLENNIUM BUSINESS	110-285-0000-0000-000-0060-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		49.07
100589	MILLENNIUM BUSINESS	110-125-0000-0000-400-0400-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-111-0000-0000-170-0170-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-111-0000-0000-170-0170-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-241-0000-0000-170-0170-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		49.07
100589	MILLENNIUM BUSINESS	220-122-0120-0000-600-0600-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	220-122-0120-0000-600-0600-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		108.78

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 OH\_DTL.[oh\_ck\_dt] <= '02/28/2025' AND OH\_DTL.[oh\_ck\_dt] >= '02/01/2025'

**Hazel Park Schools**  
**Detailed Check Register w FQA**  
 Check Date From 2/1/2025 TO 2/28/2025

PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
100589	MILLENNIUM BUSINESS	110-118-0000-0000-190-0190-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-112-0000-0000-200-0200-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-112-0000-0000-200-0200-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	110-112-0000-0000-200-0200-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		108.78
100589	MILLENNIUM BUSINESS	220-122-0140-0000-650-0650-54129000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		93.90
100589	MILLENNIUM BUSINESS	110-113-0000-0000-300-0300-54129000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		198.06
100589	MILLENNIUM BUSINESS	110-111-0000-0000-130-0130-54129000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		138.59
100589	MILLENNIUM BUSINESS	110-111-0000-0000-150-0150-54129000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		166.71
100589	MILLENNIUM BUSINESS	110-221-0000-0000-000-0221-54129000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		88.34
100589	MILLENNIUM BUSINESS	110-285-0000-0000-000-0060-54129000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		51.57
100589	MILLENNIUM BUSINESS	110-252-0000-0000-000-0060-54129000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		11.87
100589	MILLENNIUM BUSINESS	110-111-0000-0000-170-0170-54129000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		242.74
100589	MILLENNIUM BUSINESS	220-122-0120-0000-600-0600-54129000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		108.99
100589	MILLENNIUM BUSINESS	110-118-0000-0000-190-0190-54129000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		53.32
100589	MILLENNIUM BUSINESS	110-112-0000-0000-200-0200-54129000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		308.52
100589	MILLENNIUM BUSINESS	250-297-0000-0000-000-0000-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		2.34
100589	MILLENNIUM BUSINESS	110-252-0000-0000-000-0060-54129000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		197 418.44
100589	MILLENNIUM BUSINESS	250-297-0000-0000-000-0000-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		78.85
<b>Vendor Total:</b>								<b>4,236.00</b>
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00504585	02/21/2025	2800/2501040	PAYROLL		88.05
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00504585	02/21/2025	2800/2501040	PAYROLL		105.06
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00504585	02/21/2025	2800/2501040	PAYROLL		144.60
100387	MISDU	110-000-0000-0000-000-0000-24516000	HP 00504585	02/21/2025	2800/2501040	PAYROLL		52.64
<b>Vendor Total:</b>								<b>390.35</b>
100246	MOSELEY, DANIELLE	110-293-0000-0000-300-0350-57410000	HP 00504586	02/21/2025	21525	WRESTLING TOURNAMENT FEES		575.00
<b>Vendor Total:</b>								<b>575.00</b>
101256	NEUTRAL ZONE	110-221-0000-7540-000-7540-53220000	HP 00504587	02/21/2025	232	RESTORATIVE PRACTICES		11,328.00
101256	NEUTRAL ZONE	110-221-0000-7540-000-7540-53220000	HP 00504587	02/21/2025	241	RESTORATIVE PRACTICES		3,900.00
<b>Vendor Total:</b>								<b>15,228.00</b>
100452	NORTHWEST POOLS INC	110-261-0000-0000-300-0065-55990000	HP 00504588	02/21/2025	1181118	BULK CHLORINE		701.55
<b>Vendor Total:</b>								<b>701.55</b>
100481	OAKLAND COMMUNITY	110-113-0000-9022-300-9022-53710000	HP 00504589	02/21/2025	0000008731	TUITION		1,535.00
100481	OAKLAND COMMUNITY	110-113-0000-9022-300-9022-53710000	HP 00504589	02/21/2025	0000008732	TUITION		1,535.00
100481	OAKLAND COMMUNITY	110-113-0000-9022-300-9022-53710000	HP 00504589	02/21/2025	0000008733	TUITION		1,535.00

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**Hazel Park Schools**  
**Detailed Check Register w FQA**  
 Check Date From 2/1/2025 TO 2/28/2025

PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
100481	OAKLAND COMMUNITY	110-113-0000-9022-300-9022-53710000	HP 00504589	02/21/2025	0000008736	TUITION		1,535.00
100481	OAKLAND COMMUNITY	110-113-0000-9022-300-9022-53710000	HP 00504589	02/21/2025	0000010948	TUITION		1,535.00
100481	OAKLAND COMMUNITY	110-113-0000-9022-300-9022-53710000	HP 00504589	02/21/2025	0000010949	TUITION		1,535.00
100481	OAKLAND COMMUNITY	110-113-0000-9022-300-9022-53710000	HP 00504589	02/21/2025	0000011085	TUITION		1,535.00
100481	OAKLAND COMMUNITY	110-113-0000-9022-300-9022-53710000	HP 00504589	02/21/2025	0000011712	TUITION		431.00
100481	OAKLAND COMMUNITY	110-113-0000-9022-300-9022-53710000	HP 00504589	02/21/2025	0000011713	TUITION		431.00
100481	OAKLAND COMMUNITY	110-113-0000-9022-300-9022-53710000	HP 00504589	02/21/2025	0000011714	TUITION		431.00
100481	OAKLAND COMMUNITY	110-113-0000-9022-300-9022-53710000	HP 00504589	02/21/2025	0000011715	TUITION		431.00
100481	OAKLAND COMMUNITY	110-113-0000-9022-300-9022-53710000	HP 00504589	02/21/2025	0000011716	TUITION		431.00
100481	OAKLAND COMMUNITY	110-113-0000-9022-300-9022-53710000	HP 00504589	02/21/2025	0000014892	TUITION		1,697.50
							<b>Vendor Total:</b>	<b>14,597.50</b>
100337	PETERSON GLASS CO	110-261-0000-0000-650-0065-55990000	HP 00504590	02/21/2025	25238A	EDISON		248.94
100337	PETERSON GLASS CO	110-261-0000-0000-650-0065-55990000	HP 00504590	02/21/2025	25238B	EDISON		330.68
100337	PETERSON GLASS CO	110-261-0000-0000-650-0065-55990000	HP 00504590	02/21/2025	25238C	EDISON		457.15
100337	PETERSON GLASS CO	110-261-0000-0000-650-0065-55990000	HP 00504590	02/21/2025	25238D	EDISON		2,428.42
100337	PETERSON GLASS CO	110-261-0000-0000-650-0065-55990000	HP 00504590	02/21/2025	25278	EDISON		369.78
							<b>Vendor Total:</b>	<b>198,834.97</b>
100058	PHOENIX STONE COMPANY	110-261-0000-0000-300-0065-55990000	HP 00504591	02/21/2025	89096	SOFTBALL/BASEBALL FIELD		939.00
							<b>Vendor Total:</b>	<b>939.00</b>
100052	PIRTEK MADISON HEIGHTS	110-261-0000-0000-000-0065-55990000	HP 00504592	02/21/2025	00016780	Miscellaneous Supplies & Matl		70.82
							<b>Vendor Total:</b>	<b>70.82</b>
100440	SCHOLASTIC BOOK FAIRS	290-296-9131-0000-000-0150-57920000	HP 00504593	02/21/2025	W5670359BF	WEBB BOOK FAIR		1,224.78
							<b>Vendor Total:</b>	<b>1,224.78</b>
100856	SHOWCASE AMERICA	290-296-9469-0000-000-0450-57920000	HP 00504594	02/21/2025	INV0157	DANCE FEES		4,373.28
							<b>Vendor Total:</b>	<b>4,373.28</b>
101452	TEAMSTERS LOCAL 214	110-000-0000-0000-000-0000-24517000	HP 00504595	02/21/2025	2825/2501040	PAYROLL		212.50
							<b>Vendor Total:</b>	<b>212.50</b>
100235	TOP NOTCH PRINTING LLC	110-111-0000-9016-170-9016-55110000	HP 00504596	02/21/2025	0005	SHIRTS FOR RESOURCE FAIR		312.00
							<b>Vendor Total:</b>	<b>312.00</b>
101439	VELO LAW OFFICE	110-000-0000-0000-000-0000-24516000	HP 00504597	02/21/2025	2840/2501040	PAYROLL		100.00
							<b>Vendor Total:</b>	<b>100.00</b>
100364	VIGILANTE SECURITY INC	110-261-0000-0000-083-0065-53155000	HP 00504598	02/21/2025	756942	45 E PEARL		30.00
100364	VIGILANTE SECURITY INC	110-261-0000-0000-060-0065-53155000	HP 00504598	02/21/2025	756942	1620 E ELZA		128.00
100364	VIGILANTE SECURITY INC	110-261-0000-0000-600-0065-53155000	HP 00504598	02/21/2025	756942	2100 WDWRD HTS - JARDON		63.25

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**Hazel Park Schools**  
**Detailed Check Register w FQA**  
 Check Date From 2/1/2025 TO 2/28/2025

PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
100364	VIGILANTE SECURITY INC	110-261-0000-0000-150-0065-53155000	HP 00504598	02/21/2025	756942	2100 WDWRD HTS - WEBB		63.25
100364	VIGILANTE SECURITY INC	110-261-0000-0000-300-0065-53155000	HP 00504598	02/21/2025	756942	23400 HUGHES		145.50
100364	VIGILANTE SECURITY INC	250-297-0000-0000-000-0000-53190000	HP 00504598	02/21/2025	756942	HP SCHOOLS FREEZERS		17.50
100364	VIGILANTE SECURITY INC	110-261-0000-0000-060-0065-53155000	HP 00504598	02/21/2025	756942	MAINTENANCE		43.00
100364	VIGILANTE SECURITY INC	110-261-0000-0000-200-0065-53155000	HP 00504598	02/21/2025	756942	22770 HIGHLAND		111.00
100364	VIGILANTE SECURITY INC	110-271-0000-0000-000-0061-53155000	HP 00504598	02/21/2025	756942	TRANSPORTATION		43.00
100364	VIGILANTE SECURITY INC	110-261-0000-0000-130-0065-53155000	HP 00504598	02/21/2025	756942	23720 HOOVER		111.50
100364	VIGILANTE SECURITY INC	110-261-0000-0000-550-0065-53155000	HP 00504598	02/21/2025	756942	570 E MAPLEDALE		118.00
100364	VIGILANTE SECURITY INC	110-261-0000-0000-560-0065-53155000	HP 00504598	02/21/2025	756942	24131 STEPHENSON		35.00
100364	VIGILANTE SECURITY INC	110-261-0000-0000-170-0065-53155000	HP 00504598	02/21/2025	756942	1001 E. HARRY		69.00
100364	VIGILANTE SECURITY INC	110-261-0000-0000-190-0065-53155000	HP 00504598	02/21/2025	756942	431 W JARVIS		103.50
							<b>Vendor Total:</b>	<b>1,081.50</b>
100615	WARREN WOODS TOWER	110-293-0000-0000-300-0350-57410000	HP 00504599	02/21/2025	21025	MIDDLE SCHOOL TOURNAMENT		350.00
							<b>Vendor Total:</b>	<b>350.00</b>
100513	WAYNE OAKLAND OIL CO	110-261-0000-0000-000-0065-55990000	HP 00504600	02/21/2025	30678666	DIESEL FUEL		139.59
100513	WAYNE OAKLAND OIL CO	110-261-0000-0000-200-0065-55990000	HP 00504600	02/21/2025	30678667	DIESEL AT HPJH		147.02
							<b>Vendor Total:</b>	<b>199 286.61</b>
101506	WOOD COUNTY EDUCATION	110-000-0000-0000-000-0000-11010000	HP 00504601	02/21/2025	52725	STUDENT		88.00
							<b>Vendor Total:</b>	<b>88.00</b>
101476	WOODBURN PRESS LTD	110-221-0000-0000-000-0221-55910000	HP 00504602	02/21/2025	5553	ITEM 969 \$348.95 EA	P2500248	1,628.13
							<b>Vendor Total:</b>	<b>1,628.13</b>
101268	IDEMIA	110-283-0000-0000-000-0060-53190000	HP 00504603	02/25/2025	22425	LARA PRINTS		65.25
							<b>Vendor Total:</b>	<b>65.25</b>
101268	IDEMIA	110-283-0000-0000-000-0060-53190000	HP 00504604	02/25/2025	22425A	LARA PRINTS		65.25
							<b>Vendor Total:</b>	<b>65.25</b>
101268	IDEMIA	110-283-0000-0000-000-0060-53190000	HP 00504605	02/25/2025	22425B	LARA PRINTS		65.25
							<b>Vendor Total:</b>	<b>65.25</b>
101268	IDEMIA	110-283-0000-0000-000-0060-53190000	HP 00504606	02/25/2025	22425C	LARA PRINTS		65.25
							<b>Vendor Total:</b>	<b>65.25</b>
101268	IDEMIA	110-283-0000-0000-000-0060-53190000	HP 00504607	02/25/2025	22425D	LARA PRINTS		65.25
							<b>Vendor Total:</b>	<b>65.25</b>
101268	IDEMIA	110-283-0000-0000-000-0060-53190000	HP 00504608	02/25/2025	22425E	LARA PRINTS		65.25
							<b>Vendor Total:</b>	<b>65.25</b>

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**Hazel Park Schools**  
**Detailed Check Register w FQA**  
 Check Date From 2/1/2025 TO 2/28/2025

PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
101268	IDEMIA	110-283-0000-0000-000-0060-53190000	HP 00504609	02/25/2025	22425F	LARA PRINTS		65.25
							<b>Vendor Total:</b>	<b>65.25</b>
101268	IDEMIA	110-283-0000-0000-000-0060-53190000	HP 00504610	02/25/2025	22425G	LARA PRINTS		65.25
							<b>Vendor Total:</b>	<b>65.25</b>
101268	IDEMIA	110-283-0000-0000-000-0060-53190000	HP 00504611	02/25/2025	22425H	LARA PRINTS		65.25
							<b>Vendor Total:</b>	<b>65.25</b>
101510	MY TOWN PROPERTIES LLC	110-112-0000-9012-200-9012-55990000	HP 00504612	02/27/2025	22625	1418 E GEORGE 48030 - DEPOSIT		1,850.00
							<b>Vendor Total:</b>	<b>1,850.00</b>
<b>Total # of Checks:</b>							<b>123</b>	
							<b>Grand Total:</b>	<b>1,002,877.36</b>
End of Report								



Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

**CORPORATE ACCOUNT SUMMARY**

Previous balance	\$79,598.37	Statement date	02/28/25
Payments	74,685.34	Number of days in billing cycle	28
Credits	5,621.22	Credit limit	500,000.00
Purchases and other debits	62,455.45	Available credit	431,396.00
Cash advances	0.00	Cash limit	0.00
Fees charged	0.00	Available cash	0.00
FINANCE CHARGES	0.00		
<b>New balance</b>	<b>\$61,747.26</b>	Payment due date	03/20/25
		Amount due	\$61,747.26

Call Us:  
Continental US: 866-643-4203  
Report Lost or Stolen Cards: 866-643-4203

Write Us:  
CUSTOMER SERVICE  
PO BOX 1558, COLUMBUS, OH 43272

Online Access:  
www.huntington.com

Congratulations! You have earned \$301 based on your company's Commercial Card spend this period. This rebate amount will be deposited directly into your company's Huntington Business checking account. Thank you for your business. Your next authorized automatic payment of \$61,747.26 will be debited from your account on the payment due date listed on page one of this statement. If you have any questions regarding your account, please call us at 1-866-643-4203.

**CORPORATE ACCOUNT ACTIVITY**

<b>HAZEL PARK SCHOOLS</b>				<b>TOTAL ACTIVITY</b>
XXXX XXXX XXXX 5846				\$78,044.97 CR
Post Date	Tran Date	Reference Number	Transaction Description	Amount
02/19	02/19	F1286001J000PX050	AN ADJUSTMENT TO YOUR ACCOUNT	\$3,359.63 CR
02/20	02/20	F1286001K00CHGDDA	AUTOMATIC PAYMENT - THANK YOU	\$74,685.34 CR

5548 YNH 001 7 31 250228 0 PAGE 1 of 10 1 0 1286 1000 T007 01AK5548

Please detach bottom portion and submit with payment using enclosed envelope

Account Number XXXX XXXX XXXX 5846  
Payment Due Date **March 20, 2025**  
Total Amount Due **\$61,747.26**  
You are set up with Automatic Payment in the amount of \$61,747.26



HUNTINGTON NATIONAL BANK  
PO BOX 2360  
OMAHA NE 68103-2360

Amount Enclosed

Make Check Payable to:

\$

ATTN: MATTHEW MILLER  
HAZEL PARK SCHOOLS  
1620 EAST ELZA AVE  
HAZEL PARK SCHOOLS  
HAZEL PARK MI 48030

HUNTINGTON NATIONAL BANK  
PO BOX 182387  
COLUMBUS OH 43218-2387



201 15810556329000043307306174726061747264

598990208 5563293004515846

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

**CARDHOLDER ACCOUNT ACTIVITY**

DEBRA DIMAS						
XXXX XXXX XXXX 8828		<b>PURCHASES</b>	<b>CASH ADV</b>	<b>FEES CHARGED</b>	<b>CREDITS</b>	<b>TOTAL ACTIVITY</b>
CREDIT LIMIT \$5,000.00		\$1,122.55	\$0.00	\$0.00	\$0.00	\$1,122.55
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
02/05	02/04	5543286135XJ7FMWQ	SQ *OC TEES, LLC 877-417-4551 MI	294.71		
02/05	02/04	0534588138PKV7SEE	EDDIES PIZZA WARREN MI	46.00		
02/06	02/05	82305091400151ADQ	AMAZON RETA* UT7HB4EG3 SEATTLE WA	67.03		
02/07	02/06	8230509150018JBMN	AMAZON MARK* 4T6XK8O03 SEATTLE WA	22.88		
02/09	02/07	02305371700L5ZXNV	CVS/PHARMACY #08103 HAZEL PARK MI	5.46		
02/25	02/24	82305091R0002XAFW	AMAZON MARK* 0W31L9L23 SEATTLE WA	39.46		
02/25	02/25	82305091R000J3YPH	AMAZON RETA* UB1QH1VJ3 SEATTLE WA	23.88		
02/25	02/25	82305091R000NWN5K	AMAZON RETA* UL53K5HX3 SEATTLE WA	47.94		
02/26	02/25	05410191R2LR7883J	TARGET 00002824 MADISON HEIGH MI	186.21		
02/26	02/25	05436841THEV1DDM6	KOHL'S #0008 TROY MI	190.83		
02/26	02/25	55310201RR76SF4WP	JCPENNEY 1352 TROY MI	108.32		
02/27	02/26	05436841SBLJW10EJ	SAMS CLUB #6659 MADISON HEIGH MI	25.91		
02/27	02/26	82305091T0018195B	AMAZON RETA* LI2486GM3 SEATTLE WA	63.92		

STEPHANIE DULMAGE						
XXXX XXXX XXXX 5092		<b>PURCHASES</b>	<b>CASH ADV</b>	<b>FEES CHARGED</b>	<b>CREDITS</b>	<b>TOTAL ACTIVITY</b>
CREDIT LIMIT \$5,000.00		\$425.00	\$0.00	\$0.00	\$100.32 CR	\$324.68
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
02/19	02/18	12302021H002FQ386	LUCID SOFTWARE INC. 84446582 CREDIT	100.32 CR		
02/20	02/19	55436871KJLGN4YQK	SOM LARA CCLB LICENSE LANSING MI	300.00		
02/23	02/21	55436871MJLHA7GAK	SOM LARA CCLB LICENSE LANSING MI	125.00		

KARLA GRAESSLEY						
XXXX XXXX XXXX 2857		<b>PURCHASES</b>	<b>CASH ADV</b>	<b>FEES CHARGED</b>	<b>CREDITS</b>	<b>TOTAL ACTIVITY</b>
CREDIT LIMIT \$5,000.00		\$5,005.66	\$0.00	\$0.00	\$319.57 CR	\$4,686.09
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
02/02	01/30	5543687103TQ1Z0XJ	OAKLAND COUNTY MI PONTIAC MI	213.00		
02/02	01/30	5543687103TQ14NDH	G2GCHARGE COM SERVICE PONTIAC MI	8.25		
02/06	02/06	823050915000HYKZS	AMAZON MARK* YE0LB3EI3 SEATTLE WA	73.11		
02/07	02/06	823050915001EMDS6	AMAZON MARK* GV5R19CO3 SEATTLE WA	47.25		
02/11	02/10	823050919001AXPXZ	CVENT* INSTITUTE FOR E TYSONS CORNER VA	925.00		
02/16	02/13	82305091D001A2RHM	AMAZON MARK* GV5R19CO3 SEATTLE W CREDIT	37.93 CR		
02/16	02/13	82305091D0019H7QF	AMAZON MARK* GV5R19CO3 SEATTLE W CREDIT	9.32 CR		
02/18	02/16	75191161GS66KK9LM	ESA #552 - DETROIT - M MADISON HEIGH MI CHECK IN:02/16/2025 NUMBER OF NIGHTS:0000 CHECK OUT:02/16/2025 DAILY RATE: 0.00	505.50		
02/18	02/17	82305091G0015YV17	CVENT* INSTITUTE FOR E TYSONS CORNER VA	925.00		
02/19	02/17	55483821H06FNFYNS	SAMSClub.COM 888-746-7726 AR	2,293.14		
02/21	02/19	75191161KS66KWFRZ	ESA #552 - DETROIT - M MADISON HEIGH MI CHECK IN:02/19/2025 NUMBER OF NIGHTS:0000 CHECK OUT:02/19/2025 DAILY RATE: 0.00	15.41		
02/26	02/24	75191161RS66LBNWE	ESA #552 - DETROIT - M MADISON HE CREDIT CHECK IN:02/24/2025 NUMBER OF NIGHTS:0000 CHECK OUT:02/24/2025 DAILY RATE: 0.00	272.32 CR		

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

**CARDHOLDER ACCOUNT ACTIVITY (continued)**

<b>MICHELLE KRAUSE</b>						
XXXX XXXX XXXX 7323		<b>PURCHASES</b>	<b>CASH ADV</b>	<b>FEES CHARGED</b>	<b>CREDITS</b>	<b>TOTAL ACTIVITY</b>
<b>CREDIT LIMIT</b> \$5,000.00		\$50.00	\$0.00	\$0.00	\$0.00	\$50.00
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>			<b>Amount</b>
02/12	02/11	05345881A8PKLFE3E	CHAMPIONSHIP AUTO SHOW AUBURN HILLS MI			50.00

<b>CORRI NASTASI</b>						
XXXX XXXX XXXX 6896		<b>PURCHASES</b>	<b>CASH ADV</b>	<b>FEES CHARGED</b>	<b>CREDITS</b>	<b>TOTAL ACTIVITY</b>
<b>CREDIT LIMIT</b> \$5,000.00		\$1,334.14	\$0.00	\$0.00	\$0.00	\$1,334.14
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>			<b>Amount</b>
02/02	02/01	5543286105WG2SXLB	AMAZON.COM*Z71HX0UF2 AMZN.COM/BILL WA			18.60
02/07	02/05	5543286155Y4EPW00	TST*NEW YORK BAGEL - F FERNDAL MI			123.05
02/09	02/07	5543286165YJ0L3S3	AMAZON MKTPL*SZ3IB9PI3 AMZN.COM/BILL WA			25.90
02/10	02/09	5543286185Z4DHRFV	AMAZON MKTPL*2W8U40QA3 AMZN.COM/BILL WA			111.87
02/11	02/10	55432861A5ZG1PQM8	KRISPY KREME 0333 UTICA MI			52.44
02/11	02/10	5543286195ZASGN5K	AMZN MKTP US*YM4R03KH3 AMZN.COM/BILL WA			53.96
02/12	02/11	55432861B5ZV44KLQ	TST*NEW YORK BAGEL - F FERNDAL MI			123.05
02/12	02/12	55432861B5ZT3AQLH	AMAZON MKTPL*VB6S75UV3 AMZN.COM/BILL WA			17.99
02/18	02/17	05123481HHEV1ZK92	SCHOLASTIC, INC. JEFFERSONCITY MO			424.99
02/21	02/20	05436841LBLJRZVS0	SAMS CLUB #6664 UTICA MI			21.74
02/25	02/24	55432861P63FRTTTK	AMAZON MKTPL*234J28TJ3 AMZN.COM/BILL WA			6.99
02/26	02/25	55432861R5SF1PJR0	MEIJER # 222 MADISON HGTS MI			142.60
02/26	02/26	55432861T5SKP3ZQ4	AMAZON MKTPL*101CG9UB3 AMZN.COM/BILL WA			41.98
02/27	02/25	55432861T5SMQK6WJ	TST*NEW YORK BAGEL - F FERNDAL MI			123.05
02/27	02/26	05436841S00BMF9N5	DOLLAR TREE HAZEL PARK MI			15.00
02/27	02/26	05436841T8PK1PHVJ	KROGER #447 HAZEL PARK MI			30.93

<b>SHEILA OKANE</b>						
XXXX XXXX XXXX 1086		<b>PURCHASES</b>	<b>CASH ADV</b>	<b>FEES CHARGED</b>	<b>CREDITS</b>	<b>TOTAL ACTIVITY</b>
<b>CREDIT LIMIT</b> \$5,000.00		\$67.86	\$0.00	\$0.00	\$0.00	\$67.86
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>			<b>Amount</b>
02/04	02/04	5543286135XFA0ED6	AMAZON MKTPL*Z76OA3O91 AMZN.COM/BILL WA			56.86
02/16	02/14	82305091E0008ZB0L	LIBIB.COM COVINA CA			11.00

<b>GREG RICHARDSON</b>						
XXXX XXXX XXXX 2959		<b>PURCHASES</b>	<b>CASH ADV</b>	<b>FEES CHARGED</b>	<b>CREDITS</b>	<b>TOTAL ACTIVITY</b>
<b>CREDIT LIMIT</b> \$5,000.00		\$1,226.37	\$0.00	\$0.00	\$0.00	\$1,226.37
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>			<b>Amount</b>
02/02	01/31	55310201043XVS8F5	TONYS ACE HDWE HAZEL PARK MI			45.17
02/02	01/31	55310201043XVS8GP	TONYS ACE HDWE HAZEL PARK MI			35.92
02/04	02/03	55310201345K6ZNDN	TONYS ACE HDWE HAZEL PARK MI			67.41
02/05	02/04	553102014465LHZF4	TONYS ACE HDWE HAZEL PARK MI			19.55
02/05	02/04	553102014465LHZGN	TONYS ACE HDWE HAZEL PARK MI			10.12
02/05	02/04	553102014465LHZH8	TONYS ACE HDWE HAZEL PARK MI			18.27
02/06	02/05	55310201546NSV9RK	TONYS ACE HDWE HAZEL PARK MI			83.90
02/06	02/05	55310201546NSV9SL	TONYS ACE HDWE HAZEL PARK MI			8.54
02/07	02/06	553102016479KNLDF	TONYS ACE HDWE HAZEL PARK MI			23.35
02/09	02/07	55310201747WHXQ7M	TONYS ACE HDWE HAZEL PARK MI			73.84
02/11	02/10	55310201A49GKX3LD	TONYS ACE HDWE HAZEL PARK MI			23.34
02/11	02/10	55310201A49GKX3MY	TONYS ACE HDWE HAZEL PARK MI			49.38
02/11	02/10	55310201A49GKX3S3	TONYS ACE HDWE HAZEL PARK MI			17.44

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

**CARDHOLDER ACCOUNT ACTIVITY (continued)**

**GREG RICHARDSON**  
 XXXX XXXX XXXX 2959  
**CREDIT LIMIT** \$5,000.00

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02/11	02/10	55310201A49GKX311	TONYS ACE HDWE HAZEL PARK MI	37.97
02/11	02/10	55310201A49GKX367	TONYS ACE HDWE HAZEL PARK MI	41.74
02/12	02/11	55310201B4A2N0YB3	TONYS ACE HDWE HAZEL PARK MI	11.85
02/12	02/11	55310201B4A2N0Y1S	TONYS ACE HDWE HAZEL PARK MI	9.11
02/12	02/11	55310201B4A2N0Y22	TONYS ACE HDWE HAZEL PARK MI	8.54
02/13	02/12	55310201Q4ALTPKQL	TONYS ACE HDWE HAZEL PARK MI	7.93
02/13	02/12	55310201Q4ALTPK80	TONYS ACE HDWE HAZEL PARK MI	12.34
02/17	02/16	55310201G4QXVS86M	TONYS ACE HDWE HAZEL PARK MI	13.29
02/18	02/17	55310201H4DFGW6SR	TONYS ACE HDWE HAZEL PARK MI	72.32
02/19	02/18	55310201J4E24WGHT	TONYS ACE HDWE HAZEL PARK MI	63.97
02/20	02/19	55310201K4ELE909M	TONYS ACE HDWE HAZEL PARK MI	3.08
02/21	02/20	55310201L4F6KD2VL	TONYS ACE HDWE HAZEL PARK MI	0.79
02/21	02/20	55310201L4F6KD31J	TONYS ACE HDWE HAZEL PARK MI	22.39
02/23	02/21	55310201M4FTHJXVL	TONYS ACE HDWE HAZEL PARK MI	20.89
02/23	02/21	55310201M4FTHJX43	TONYS ACE HDWE HAZEL PARK MI	54.77
02/25	02/24	55310201R4HGBLGAH	TONYS ACE HDWE HAZEL PARK MI	6.17
02/25	02/24	55310201R4HGBLG7N	TONYS ACE HDWE HAZEL PARK MI	36.07
02/26	02/25	55310201T4J3EBD1R	TONYS ACE HDWE HAZEL PARK MI	17.05
02/26	02/25	55310201T4J3EBD10	TONYS ACE HDWE HAZEL PARK MI	18.99
02/26	02/25	55310201T4J3EBD43	TONYS ACE HDWE HAZEL PARK MI	29.43
02/26	02/25	55310201T4J3EBE32	TONYS ACE HDWE HAZEL PARK MI	42.35
02/27	02/26	55310201S4JNB2MJD	TONYS ACE HDWE HAZEL PARK MI	76.18
02/27	02/26	55310201S4JNB2N57	TONYS ACE HDWE HAZEL PARK MI	11.39
02/28	02/27	55310201V4K9SY1H5	TONYS ACE HDWE HAZEL PARK MI	130.07
02/28	02/27	55310201V4K9SY17W	TONYS ACE HDWE HAZEL PARK MI	1.46

**TAMMY MCHENRY**  
 XXXX XXXX XXXX 9812  
**CREDIT LIMIT** \$5,000.00

<b>PURCHASES</b>	<b>CASH ADV</b>	<b>FEES CHARGED</b>	<b>CREDITS</b>	<b>TOTAL ACTIVITY</b>
\$2,932.36	\$0.00	\$0.00	\$0.00	\$2,932.36

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02/02	02/01	5543286105WGQNTRE	AMAZON MKTPL*Z72EN5U42 AMZN.COM/BILL WA	361.78
02/03	02/02	5543286115WZ7QK2G	AMAZON MKTPL*ZC8ZL5241 AMZN.COM/BILL WA	50.90
02/03	02/02	5543286115X0J5DHM	AMAZON MKTPL*Z76KD53L0 AMZN.COM/BILL WA	31.98
02/06	02/05	5543286145XXJT8S9	AMAZON MKTPL*Z70WY26V0 AMZN.COM/BILL WA	159.96
02/07	02/06	5543286155Y87BB0W	AMAZON MKTPL*Z76ZU8MR1 AMZN.COM/BILL WA	419.99
02/09	02/09	5543286185Z0D3GJJ	AMAZON MKTPL*Z795F9IC1 AMZN.COM/BILL WA	129.98
02/10	02/10	5543286195Z3BGH5A	AMAZON MKTPL*LC0PR58A3 AMZN.COM/BILL WA	13.26
02/14	02/13	55432861Q6075M53Q	AMZN MKTP US*QF8634HK3 AMZN.COM/BILL WA	26.71
02/16	02/15	55432861E60NMEBZT	AMAZON MKTPL*239I419X3 AMZN.COM/BILL WA	442.92
02/17	02/14	55483821F06DWA4RA	SAMSClub.COM 888-746-7726 AR	213.83
02/18	02/17	55432861G61EL2Q2E	AMAZON.COM*PH3R37PO3 AMZN.COM/BILL WA	126.22
02/18	02/17	55432861G61G8S03T	IN *HIGHEST HONOR, INC 248-5887845 MI	200.00
02/18	02/18	55432861H61L65NDY	AMAZON.COM*CH60L8G13 AMZN.COM/BILL WA	77.80
02/26	02/25	55432861R5SHWD65A	AMAZON MKTPL*N42MO3KQ3 AMZN.COM/BILL WA	131.81
02/26	02/26	55432861T5SLL8RX4	AMAZON MKTPL*9Y4ZJ59F3 AMZN.COM/BILL WA	347.23
02/28	02/27	55432861S5V20TR93	AMAZON MKTPL*R604Q8KA3 AMZN.COM/BILL WA	84.08
02/28	02/28	55432861V5V8747S2	AMAZON.COM*ZV8J21RS2 AMZN.COM/BILL WA	113.91

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

**CARDHOLDER ACCOUNT ACTIVITY (continued)**

ACCOUNTS PAYABLE						
XXXX XXXX XXXX 0249		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$250,000.00		\$9,102.76	\$0.00	\$0.00	\$0.00	\$9,102.76
Post Date	Tran Date	Reference Number	Transaction Description			Amount
02/02	01/31	55506290Z6MX914SX	ECOLAB INC SAINT PAUL MN			274.01
02/02	01/31	55506290Z6MX914VL	ECOLAB INC SAINT PAUL MN			174.90
02/02	01/31	55506290Z6MX914VQ	ECOLAB INC SAINT PAUL MN			139.92
02/02	01/31	55506290Z6MX914VW	ECOLAB INC SAINT PAUL MN			99.11
02/02	01/31	55506290Z6MX914V4	ECOLAB INC SAINT PAUL MN			169.07
02/02	01/31	55506290Z6MX914WE	ECOLAB INC SAINT PAUL MN			99.11
02/02	01/31	55506290Z6MX914WL	ECOLAB INC SAINT PAUL MN			99.11
02/09	02/07	252478016014BGD2P	ELKAY SALES INC DOWNERS GROVE IL			778.50
02/11	02/10	75450841959D2685W	PROCARE SOFTWARE MEDFORD OR			366.50
02/13	02/12	72701781B6EGYSSZV	2PITNEY BOWES LEASING SHELTON CT			664.80
02/16	02/14	52708241D32W1YZ1V	REPUBLIC SERVICES TRAS PHOENIX AZ			3,738.68
02/16	02/14	52708241D32W1Y1BJ	REPUBLIC SERVICES TRAS PHOENIX AZ			274.72
02/16	02/15	55432861E60Y3J0PF	TMOBILE*AUTO PAY 800-937-8997 WA			629.93
02/18	02/17	55446411G1RHSPVGV	CORRIGAN MOVING SYSTEM FARMINGTON HI MI			308.68
02/20	02/19	55506291J77RD8FSR	ECOLAB INC SAINT PAUL MN			99.11
02/20	02/19	55506291J77RD8FS1	ECOLAB INC SAINT PAUL MN			174.90
02/20	02/19	55506291J77RD8FS9	ECOLAB INC SAINT PAUL MN			99.11
02/20	02/19	55506291J77RD8FTT	ECOLAB INC SAINT PAUL MN			169.07
02/20	02/19	55506291J77RD8FT7	ECOLAB INC SAINT PAUL MN			343.59
02/20	02/19	55506291J77RD8FVA	ECOLAB INC SAINT PAUL MN			99.11
02/20	02/19	55506291J77RD8FVJ	ECOLAB INC SAINT PAUL MN			114.27
02/20	02/19	55506291J77RD8FVS	ECOLAB INC SAINT PAUL MN			99.11
02/26	02/25	55506291R7DF8E4RJ	ECOLAB INC SAINT PAUL MN			87.45

ROCHELLE TASSIE						
XXXX XXXX XXXX 9695		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$5,000.00		\$1,192.75	\$0.00	\$0.00	\$0.00	\$1,192.75
Post Date	Tran Date	Reference Number	Transaction Description			Amount
02/03	02/02	823050911001BQKFA	AMAZON MARK* ZC7P162R1 SEATTLE WA			59.96
02/03	02/02	823050911001BQVX8	AMAZON MARK* 304EO1PT3 SEATTLE WA			76.18
02/03	02/02	823050911001BQW8K	AMAZON MARK* ZC53J7SG1 SEATTLE WA			62.90
02/04	02/03	823050912000Y10WL	AMAZON MARK* ZC3EC8UE1 SEATTLE WA			144.76
02/06	02/05	5543286145XXJHDK4	AMZN MKTP US*Z73S908S0 AMZN.COM/BILL WA			179.98
02/09	02/08	823050917000F0RWM	AMAZON MARK* YC1UU12R3 SEATTLE WA			66.63
02/23	02/22	82305091N0009MR3Y	AMAZON MARK* 1K9YW9EY3 SEATTLE WA			132.29
02/26	02/25	82711161T0001R61X	RIVERSIDE INSIGHTS ITASCA IL			470.05

BRADLEY WILKINS						
XXXX XXXX XXXX 6906		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$100,000.00		\$19,798.44	\$0.00	\$0.00	\$0.00	\$19,798.44
Post Date	Tran Date	Reference Number	Transaction Description			Amount
02/02	01/31	7567607103YYS8J3	PYD*TIMESEN LIMITED 447481343745 GB			2.95
02/11	02/10	55480771925FT9K33	VOXTELESYS LLC WAHOO NE			1,563.48
02/11	02/10	8230509190018BMHW	PADDLE.NET* NETSPOT ASTORIA NY			761.50
02/13	02/12	75418231B6EHTM9DD	B&H PHOTO 800-606-696 NEW YORK NY			1,069.20
02/13	02/12	75418231B6EJFZBN9	B&H PHOTO 800-606-696 NEW YORK NY			1,447.20
02/13	02/12	82711161B000B6STW	MARCIA B ASSOCIATES MADISON WI			3,708.00

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

**CARDHOLDER ACCOUNT ACTIVITY (continued)**

**BRADLEY WILKINS**  
 XXXX XXXX XXXX 6906  
**CREDIT LIMIT \$100,000.00**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02/19	02/18	05410191HEMBFA350	BESTBUYCOM807034307288 888BESTBUY MN	79.99
02/19	02/18	05410191HEMBG94T9	BESTBUYCOM807034307288 888BESTBUY MN	79.99
02/19	02/18	82305091J00038QEJ	CFLOW BLISS PLAN SAN DIEGO CA	1,920.00
02/20	02/18	55432861K623GQP6M	FOUR STAR WIRE & CABLE STERLING HEIG MI	834.00
02/20	02/18	05436841J2X663B7G	MICRO CENTER #055-RETA MADISON HEIGH MI	669.99
02/20	02/19	75418231J6F2TXZ1M	B&H PHOTO 800-606-696 NEW YORK NY	65.08
02/26	02/25	85383901TEHM5PR7D	ALOHI * FAXPLUS PLAN-LES-OUAT DU	199.79
02/27	02/26	75418231T6FKNTJ60	B&H PHOTO 800-606-696 NEW YORK NY	4,864.00
02/27	02/26	82305091T001G1X6H	AMAZON MARK* RA2F401S3 SEATTLE WA	285.31
02/28	02/27	55432861S5V1XJVLY	AMAZON MKTPL*S86D82063 AMZN.COM/BILL WA	658.38
02/28	02/27	75418231S6FMLT01G	B&H PHOTO 800-606-696 NEW YORK NY	1,318.00
02/28	02/27	82305091S001HLJ3S	AMAZON MARK* MV5QZ1HM3 SEATTLE WA	271.58

**CHARLES PLEINESS**  
 XXXX XXXX XXXX 4166  
**CREDIT LIMIT \$5,000.00**

<b>PURCHASES</b>	<b>CASH ADV</b>	<b>FEES CHARGED</b>	<b>CREDITS</b>	<b>TOTAL ACTIVITY</b>
\$873.00	\$0.00	\$0.00	\$0.00	\$873.00

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02/06	02/05	8702130140002FMAE	LS WOODWARD CAMERA BIRMINGHAM MI	475.00
02/07	02/05	554213515VALR6NQQ	MICHIGAN ASSOCIATION O LANSING MI	300.00
02/07	02/05	8536943154HY8N9Y9	GRAND TRAVERSE RESORT ACME MI	98.00
CHECK IN:02/04/2025 NUMBER OF NIGHTS:0000				
CHECK OUT:02/05/2025				
DAILY RATE: 0.00				

**LINDA YATES**  
 XXXX XXXX XXXX 0268  
**CREDIT LIMIT \$10,000.00**

<b>PURCHASES</b>	<b>CASH ADV</b>	<b>FEES CHARGED</b>	<b>CREDITS</b>	<b>TOTAL ACTIVITY</b>
\$6,113.65	\$0.00	\$0.00	\$1,065.00 CR	\$5,048.65

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02/02	01/31	55432860Z5WQDNVXD	IN *RULING OUR EXPERIE 614-4888080 OH	1,600.00
02/02	01/31	87021300Z0001MS5T	OAKLAND SCHOOLS WATERFORD MI	520.00
02/02	01/31	87021300Z0001NSAE	OAKLAND SCHOOLS WATERFORD MI	520.00
02/04	02/03	8702130120001FZ3J	OAKLAND SCHOOLS WATERFORD MI	35.00
02/05	02/04	0543684138PK25B9H	KROGER #447 HAZEL PARK MI	40.00
02/05	02/04	87021301300027M0N	OAKLAND SCHOOLS WATERFORD MI	35.00
02/12	02/11	55547501A31MNA3PA	AWS MOTO DORAL FL	600.00
02/12	02/11	25247801A01VZZFYD	EMU WEB PURCHASE YPSILANTI MI	51.50
02/12	02/11	25247801A01VZZFY5	EMU WEB PURCHASE YPSILANTI MI	417.15
02/13	02/11	87021301B0002PD7M	OAKLAND SCHOOLS WATERFORD MI CREDIT	520.00 CR
02/13	02/11	87021301B0002PP37	OAKLAND SCHOOLS WATERFORD MI CREDIT	520.00 CR
02/16	02/15	55436871EJLF95MNP	GVSU WEB PAYMENTS ALLENDALE MI	35.00
02/21	02/20	55432861K629ZGLNT	SQ *CHARLES H. WRIGHT GOSQ.COM MI	1,716.00
02/26	02/24	87021301R0002NYXD	OAKLAND SCHOOLS WATERFORD MI CREDIT	25.00 CR
02/26	02/25	55432861R5SJBZR3	NYTIMES DISC* 800-698-4637 NY	4.00
02/26	02/25	87021301R0001Z953	OAKLAND SCHOOLS WATERFORD MI	40.00
02/26	02/25	87021301R0002AHZZ	OAKLAND SCHOOLS WATERFORD MI	40.00
02/27	02/26	85353351TETSKKHL1	MSBO 5173272584 MI	200.00
02/27	02/26	85353351TETSKK2L6	MSBO 5173272584 MI	220.00

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

**CARDHOLDER ACCOUNT ACTIVITY (continued)**

<b>LINDA YATES</b>					
XXXX XXXX XXXX 0268					
<b>CREDIT LIMIT</b> \$10,000.00					
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>	
02/28	02/27	87021301S0002A000	OAKLAND SCHOOLS WATERFORD MI	40.00	

<b>CARLA BEACH</b>						
XXXX XXXX XXXX 1145						
<b>CREDIT LIMIT</b> \$5,000.00						
		<b>PURCHASES</b>	<b>CASH ADV</b>	<b>FEES CHARGED</b>	<b>CREDITS</b>	<b>TOTAL ACTIVITY</b>
		\$265.96	\$0.00	\$0.00	\$0.00	\$265.96
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>		
02/11	02/11	82305091A000K57V3	AMAZON MARK* 924TS46V3 SEATTLE WA	227.09		
02/14	02/13	82305091D000Q1RVH	AMAZON MARK* FW0BB0BY3 SEATTLE WA	38.87		

<b>JOAN RYBINSKI</b>						
XXXX XXXX XXXX 4803						
<b>CREDIT LIMIT</b> \$5,000.00						
		<b>PURCHASES</b>	<b>CASH ADV</b>	<b>FEES CHARGED</b>	<b>CREDITS</b>	<b>TOTAL ACTIVITY</b>
		\$811.75	\$0.00	\$0.00	\$0.00	\$811.75
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>		
02/10	02/09	023053719EHZ9AM5L	FIVE BELOW 583 DETROIT MI	811.75		

<b>HEIDI KUNZ</b>						
XXXX XXXX XXXX 7221						
<b>CREDIT LIMIT</b> \$5,000.00						
		<b>PURCHASES</b>	<b>CASH ADV</b>	<b>FEES CHARGED</b>	<b>CREDITS</b>	<b>TOTAL ACTIVITY</b>
		\$187.60	\$0.00	\$0.00	\$0.00	\$187.60
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>		
02/04	02/03	554838213062RJL5K	SAMSClub #6659 MADISON HEIGH MI	30.28		
02/04	02/03	554838213062RJL5V	SAMSClub #6659 MADISON HEIGH MI	52.92		
02/07	02/07	5543286165YBWG7NY	AMAZON MKTPL*Z786Y7I40 AMZN.COM/BILL WA	104.40		

<b>KRISTY CALES</b>						
XXXX XXXX XXXX 1852						
<b>CREDIT LIMIT</b> \$5,000.00						
		<b>PURCHASES</b>	<b>CASH ADV</b>	<b>FEES CHARGED</b>	<b>CREDITS</b>	<b>TOTAL ACTIVITY</b>
		\$1,525.00	\$0.00	\$0.00	\$0.00	\$1,525.00
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>		
02/02	01/31	05345880Z8PLGA925	A 1 FINGERPRINT OAK PARK MI	75.00		
02/05	02/04	0534588138PKV7SKS	A 1 FINGERPRINT OAK PARK MI	75.00		
02/06	02/05	554368715JLQJQEE8	MDE EDUCATOR LICENSE LANSING MI	45.00		
02/06	02/05	0534588148PL2D5AX	A 1 FINGERPRINT OAK PARK MI	75.00		
02/06	02/05	0534588148PL2D5DG	A 1 FINGERPRINT OAK PARK MI	75.00		
02/06	02/05	0534588148PL2D58K	A 1 FINGERPRINT OAK PARK MI	75.00		
02/07	02/06	853533515ENGNQ7M9	MSBO 5173272584 MI	115.00		
02/07	02/06	0534588158PKM26Z9	A 1 FINGERPRINT OAK PARK MI	75.00		
02/07	02/06	0534588158PKM271W	A 1 FINGERPRINT OAK PARK MI	75.00		
02/09	02/07	554368717JLD5M2L6	MDE EDUCATOR LICENSE LANSING MI	45.00		
02/09	02/07	554368717JLD5M2MF	MDE EDUCATOR LICENSE LANSING MI	45.00		
02/09	02/07	0534588168PLAPAMA	A 1 FINGERPRINT OAK PARK MI	75.00		
02/09	02/07	0534588168PLAPAPX	A 1 FINGERPRINT OAK PARK MI	75.00		
02/09	02/07	0534588168PLAPASF	A 1 FINGERPRINT OAK PARK MI	75.00		
02/09	02/07	0534588168PLAPAWR	A 1 FINGERPRINT OAK PARK MI	75.00		
02/12	02/11	05345881A8PKLFDVP	A 1 FINGERPRINT OAK PARK MI	75.00		
02/12	02/11	05345881A8PKLFDYA	A 1 FINGERPRINT OAK PARK MI	75.00		
02/13	02/12	05345881B8PKJN6AW	A 1 FINGERPRINT OAK PARK MI	75.00		
02/13	02/12	05345881B8PKJN68K	A 1 FINGERPRINT OAK PARK MI	75.00		
02/18	02/17	05345881G8PLGP26D	A 1 FINGERPRINT OAK PARK MI	75.00		

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

**CARDHOLDER ACCOUNT ACTIVITY (continued)**

**KRISTY CALES**  
 XXXX XXXX XXXX 1852  
**CREDIT LIMIT** \$5,000.00

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02/26	02/25	05345881R8PKX0BBQ	A 1 FINGERPRINT OAK PARK MI	75.00

**KRISTINA HERRON**  
 XXXX XXXX XXXX 4330  
**CREDIT LIMIT** \$5,000.00

PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
\$3,130.55	\$0.00	\$0.00	\$776.70 CR	\$2,353.85

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02/02	02/01	5543687114MABL7NS	BIG ES SPORTS GRILL MI MIDLAND MI	165.21
02/02	02/01	5543687114MABL8KZ	BIG ES SPORTS GRILL MI MIDLAND MI	165.21
02/03	01/31	853533511EME7SA2R	GRCS 6165746000 MI	150.00
02/03	02/02	054368412BLK3AQG2	WM SUPERCENTER #2619 MIDLAND MI	5.36
02/03	02/02	5270763116PMZBE9R	POPEYES 14682 MIDLAND MI	185.97
02/03	02/02	52704871245255XAP	HOLIDAY INN MIDLAND MI CHECK IN:02/01/2025 NUMBER OF NIGHTS:0001 CHECK OUT:02/02/2025 DAILY RATE: 0.00	224.23
02/03	02/02	52704871245255XAZ	HOLIDAY INN MIDLAND MI CHECK IN:02/01/2025 NUMBER OF NIGHTS:0001 CHECK OUT:02/02/2025 DAILY RATE: 0.00	224.23
02/03	02/02	52704871245255XBT	HOLIDAY INN MIDLAND MI CHECK IN:02/01/2025 NUMBER OF NIGHTS:0001 CHECK OUT:02/02/2025 DAILY RATE: 0.00	224.23
02/03	02/02	52704871245255XB7	HOLIDAY INN MIDLAND MI CHECK IN:02/01/2025 NUMBER OF NIGHTS:0001 CHECK OUT:02/02/2025 DAILY RATE: 0.00	224.23
02/03	02/02	52704871245255X51	HOLIDAY INN MIDLAND MI CHECK IN:02/01/2025 NUMBER OF NIGHTS:0001 CHECK OUT:02/02/2025 DAILY RATE: 0.00	224.23
02/03	02/02	52704871245255X8X	HOLIDAY INN MIDLAND MI CHECK IN:02/01/2025 NUMBER OF NIGHTS:0001 CHECK OUT:02/02/2025 DAILY RATE: 0.00	224.23
02/03	02/02	52704871245255X9M	HOLIDAY INN MIDLAND MI CHECK IN:02/01/2025 NUMBER OF NIGHTS:0001 CHECK OUT:02/02/2025 DAILY RATE: 0.00	224.23
02/04	02/03	555003612TJA0SRNW	WEISSMAN'S THEATRICAL SAINT LOUIS MO	854.01
02/06	02/05	0543684148PK8P115	KROGER #447 HAZEL PARK MI	35.18
02/13	02/13	F1286001C000PX044	ADJUSTMENT-PURCHASES	117.63 CR
02/13	02/13	F1286001C000PX044	ADJUSTMENT-PURCHASES	264.59 CR
02/13	02/13	F1286001C000PX044	ADJUSTMENT-PURCHASES	264.59 CR
02/13	02/13	F1286001C000PX044	ADJUSTMENT-PURCHASES	129.89 CR

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

**CARDHOLDER ACCOUNT ACTIVITY (continued)**

RYANN VOSS						
XXXX XXXX XXXX 5452		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$25,000.00		\$4,741.25	\$0.00	\$0.00	\$0.00	\$4,741.25
Post Date	Tran Date	Reference Number	Transaction Description			Amount
02/02	01/31	55436870Z7VR07LDP	DECKER EQUIP SCHOOL FI VASSAR MI			51.90
02/02	01/31	55436870Z7VR07LF9	DECKER EQUIP SCHOOL FI VASSAR MI			54.80
02/04	02/03	023053713EHYFJX06	OFFICE DEPOT #1170 WEST CHESTER OH			97.50
02/04	02/04	5543286135XDGA9YD	AMAZON MKTPL*Z76DY6GE0 AMZN.COM/BILL WA			1,701.15
02/09	02/09	5543286185YXV9B68	PANERA BREAD #600694 O 248-616-0116 MI			790.49
02/10	02/07	554838218067D80BL	SAMSCLUB.COM 888-746-7726 AR			108.82
02/11	02/10	5543286195ZD1EL6D	AMZN MKTP US*BT0AU4AA3 AMZN.COM/BILL WA			821.63
02/11	02/10	5543687194YNLF9QS	DECKER EQUIP SCHOOL FI VASSAR MI			102.05
02/19	02/17	02305371H2X750HJW	MENARDS WARREN MI WARREN MI			326.89
02/19	02/17	52707151H09FJJ2TK	HOMEDEPOT.COM 800-430-3376 GA			399.00
02/19	02/18	55432861H61NAGWQ6	AMAZON.COM*HK1IH5EZ3 AMZN.COM/BILL WA			26.10
02/19	02/18	82305091H0019ZT8B	AMAZON MARK* TE90L84Y3 SEATTLE WA			51.57
02/20	02/19	85353351JERNS92K1	MSBO 5173272584 MI			150.00
02/23	02/22	82305091M000M86NL	AMAZON MARK* VK0EC9N03 SEATTLE WA			59.35

JAMES PATERSON						
XXXX XXXX XXXX 7817		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$5,000.00		\$426.78	\$0.00	\$0.00	\$0.00	\$426.78
Post Date	Tran Date	Reference Number	Transaction Description			Amount
02/11	02/10	555003619TJK0BFV4	WEISSMAN'S THEATRICAL SAINT LOUIS MO			426.78

SHANA E WILLIAMS						
XXXX XXXX XXXX 8194		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$5,000.00		\$486.52	\$0.00	\$0.00	\$0.00	\$486.52
Post Date	Tran Date	Reference Number	Transaction Description			Amount
02/04	02/03	853533512EMGK6H2J	CADCA 7037060560 VA			350.00
02/05	02/03	52704871345T8MKGR	TACO BELL 033300 HAZEL PARK MI			24.00
02/25	02/24	05436841P8PJV6VF5	KROGER #447 HAZEL PARK MI			33.97
02/25	02/24	82305091R0003G4A8	TIX* HP PROMISE ZONE HAZEL PARK MI			78.55

LISA BERNYS						
XXXX XXXX XXXX 3002		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$5,000.00		\$885.50	\$0.00	\$0.00	\$0.00	\$885.50
Post Date	Tran Date	Reference Number	Transaction Description			Amount
02/04	02/03	054368413BLJYWTGK	SAMS CLUB #6659 MADISON HEIGH MI			108.19
02/07	02/07	823050916000G9LBA	AMAZON MARK* Z73G84U00 SEATTLE WA			97.41
02/20	02/19	55432861J61ZMGVVG	MICHAELS #9490 800-642-4235 TX			31.78
02/24	02/24	82305091P000F5WVWM	AMAZON MARK* EN5JW9LU3 SEATTLE WA			26.20
02/27	02/26	55432861T5SVQB505	CONSUMER ENERGY 800-477-5050 MI			241.23
02/27	02/26	55432861T5SV311WA	MEIJER # 222 MADISON HGTS MI			50.00
02/27	02/26	05436841T8PK1PLES	KROGER #447 HAZEL PARK MI			75.00
02/27	02/26	55483821S06PKT87V	SAMSCLUB #6659 MADISON HEIGH MI			40.43
02/27	02/26	82117551T0008LVYZ	JETS PIZZA MI 018 WARREN MI			215.26

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CARDHOLDER ACCOUNT ACTIVITY (continued)						
<b>MONICA PAPASIAN</b>						
XXXX XXXX XXXX 3813		<b>PURCHASES</b>	<b>CASH ADV</b>	<b>FEES CHARGED</b>	<b>CREDITS</b>	<b>TOTAL ACTIVITY</b>
<b>CREDIT LIMIT</b> \$5,000.00		\$750.00	\$0.00	\$0.00	\$0.00	\$750.00
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>			<b>Amount</b>
02/25	02/24	55432861P63HSTYKR	IN *MICHIGAN ALLIANCE 517-4921380 MI			750.00

## Title I Regional Assistance Grant 2024-25

### Prior Approval Service Request

**Date of Request: 12/19/24**

**ISD/ESA/ESD Name: Oakland Schools**

**District: Hazel Park**

**School: Invest Roosevelt**

1. Total Amount Requested: \$33,000
2. Detailed Description as applicable: Stipends for 11 staff members to staff the school for Friday tutoring between Feb 1 and Jun 12, 2025
  - Number of staff and position titles – See breakdown below
  - Number/costs of subs requested - NA
  - Number of days/hours – 16 days – 80 hours
  - Date(s) or date range of activities – Friday from February – June 2025
  - Location – Invest Roosevelt
  - Hourly/daily pay rate(s) – See breakdown below
  - Out-of-State Travel Requests - NA
  - Aggregate amounts and cost per unit of supplies and materials - See breakdown below
3. Assess Needs: How does this request support the district/school needs analysis?

Both iReady and WIDA scores are used to select students for tutoring. Any newcomers 2 years or less in the US are also eligible.

- a. How does this request align with/serve as an extension of the district/school MICIP Plan?

The plan is to accelerate growth in reading/writing/math and english language development. Through free tutoring and transportation we are removing barriers and offering support without adding burden to families.

4. Implementation: How will the ISD/RESA/ESD or District implement the services requested?

Tutoring on Fridays every week between Feb 1 and June 12 (save new years week, mid winter break and spring break). Programs utilized will include iReady and possibly a new program called ELlevation as well as WIDA support language development tools as shared by our Oakland Schools consultant.

5. Service Plan: How does this request alter the services outlined in the RAG District Service Plan, if at all? (If so, revise and resubmit plan.)

This request is connected to the district service plan.

6. Monitoring: How will the implementation and impact of the service requested be monitored?

Bi monthly (every other week) check-ins with staff. quarterly reviews of diagnostic testing in iReady.

**Title I Regional Assistance Grant 2024-25**

**Prior Approval Service Request**

**Note: Please email to Connie McCall at [mccallc@michigan.gov](mailto:mccallc@michigan.gov). Once approval has been given, please upload this form in NexSys and adjust your budget for final approval.**

District Representative Signature: \_\_\_\_\_

ISD/RESA/ESD Representative Signature: \_\_\_\_\_

<b>Total Request Amount =</b>	\$32,548.00			
<b>How are stipends calculated? (hourly, per meeting, project completion)</b>	hourly rate for 5 hours per day for 16 fridays between Feb 1 and June 12			
<b>List applicable dates for meetings or project work</b>	Fridays between February 1 and June 12 not including new years week, mid winter break and spring break			
<b>Include meeting/project times</b>	5 hours a day (8am-1pm) on Fridays between Feb 1- June 12, not including new years/mid winter break/spring break			
<b>Friday Bus Driver Information</b>				
<b>Staff Name</b>	<b>Staff Title</b>	<b>Stipend amount</b>	<b># of hours/ meetings</b>	<b>Total Per Item</b>
Rita Desoza	paraprofessional	\$38.00	80	\$3,040.00
Rita Marougail	paraprofessional	\$35.00	80	\$2,800.00
Rita Haddad	paraprofessional	\$25.00	80	\$2,000.00
Dylan Yousif	liaison	\$125.00	80	\$10,000.00
Gorgees Nathaniel	paraprofessional	\$30.00	80	\$2,400.00
Jamie Collett	custodian	\$19.00	80	\$1,520.00
Mohammed Maslookhi	security	\$17.00	80	\$1,360.00
Murtada Maslookhi	security	\$18.00	80	\$1,440.00
Mussaab Alnashi	teacher	\$23.00	80	\$1,840.00
Bashar Mary	teacher	\$31.00	80	\$2,480.00
Khalid Alasadi	teacher	\$45.85	80	\$3,668.00

**From:** [McCall, Connie \(MDE\)](#)  
**To:** [Johnson, Ashley](#)  
**Cc:** [Osborne, Christy](#); [Haffner, Jason](#); [Wasmer, Nick](#)  
**Subject:** RE: Hazel Park TI RAG Requests  
**Date:** Tuesday, February 11, 2025 11:52:13 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image004.png](#)  
[image005.png](#)  
[image006.png](#)  
[24-25-MDE-Prior-Approval\\_HP\\_Transportation\\_\\$18,000.pdf](#)  
[24-25-MDE-Prior-Approval\\_HP\\_Tutoring\\_Stipends\\_\\$41,000.pdf](#)  
[24-25-MDE-Prior-Approval\\_HP\\_Chromebooks\\_\\$11,000.pdf](#)  
[24-25-MDE-Prior-Approval\\_HP\\_Alt\\_Ed\\_Conf\\_\\$2,700.pdf](#)

External email: Use caution when opening attachments, clicking links, or responding to requests for information.

Hi Ashley: I can approve Oakland Schools/Hazel Park's request for the following items as described in the attachments (see below) in the 2024-25 RAG application as an amendment when submitted. Let me know if you have any questions.

- Transportation and tutoring services beginning with **February through June 2025**. I cannot go back and approve services for January as that would need to be approved prior to the activity requested.
- I can approve the Chromebooks and cart as described. The school will need to keep an inventory system for the tech equipment.
- I can approve the Alt Ed conference for 3 people in April/May 2025 as described in the attached documentation.

---

**From:** Johnson, Ashley <Ashley.Johnson@oakland.k12.mi.us>  
**Sent:** Friday, February 7, 2025 3:13 PM  
**To:** McCall, Connie (MDE) <mccallc@michigan.gov>  
**Cc:** Osborne, Christy <christy.osborne@oakland.k12.mi.us>; Haffner, Jason <Jason.Haffner@oakland.k12.mi.us>; Wasmer, Nick <Nick.Wasmer@oakland.k12.mi.us>  
**Subject:** Hazel Park TI RAG Requests

**CAUTION: This is an External email. Please send suspicious emails to [abuse@michigan.gov](mailto:abuse@michigan.gov)**

Good afternoon, Connie,

Please see the attached pre-approval request for the 2024-25 TI RAG.

Hazel Park (Invest)- Tutoring Transportation - \$18,000 – **Approved for Feb – June 2025**  
Hazel Park (Invest) - Tutoring Stipends - \$41,000 – **Approved for Feb – June 2025**

Hazel Park (MCA)- Chromebooks - \$11,000 - **Approved**

Hazel Park (MCA)- Alt Ed Conf - \$2,700 - **Approved**

Thank you for any consideration. Please let me know if you have any questions.

## Have a great weekend!

**Ashley Johnson**

**Grant Compliance Specialist**

Leadership and Continuous  
Improvement

District and School Services

**O:** 248.209.2235

2111 Pontiac Lake Rd.

Waterford, MI 48328



## **Title I Regional Assistance Grant 2024-25**

### **Prior Approval Service Request**

**Date of Request: 1/15/25**

**ISD/ESA/ESD Name: Oakland Schools**

**District: Hazel Park School District**

**School: Michigan Cyber Academy**

1. Total Amount Requested: \$2,700
2. Detailed Description as applicable: This request is for 3 MCA staff to attend the Michigan Alternative Education Conference in Traverse City, MI. The topics that will be covered at this conference match the work and priorities of the MCA and the goals outlined in their Service Plan and MiCIP.
  - Number of staff and position titles – See breakdown below
  - Number/costs of subs requested - NA
  - Number of days/hours – 3 days
  - Date(s) or date range of activities - 4/30/25-5/2/25
  - Location – Traverse City, MI
  - Hourly/daily pay rate(s) - NA
  - Out-of-State Travel Requests - NA
  - Aggregate amounts and cost per unit of supplies and materials - See breakdown below
3. Assess Needs: How does this request support the district/school needs analysis?

The current graduation cohort rate and overall student achievement of the students MCA serves support the need for staff to network and learn best practices for serving at an alternative education school.

- a. How does this request align with/serve as an extension of the district/school MICIP Plan?

The professional learning at the conference in this request support all the goals in MiCIP for the Michigan Cyber Academy (MCA). Specifically, the areas around direct instruction, college board and state testing preparation, graduation cohort rate, and others.

4. Implementation: How will the ISD/RESA/ESD or District implement the services requested?

The team will attend the conference and the learning sessions. They will reflect and process their learning and look for ways to apply the the learning to enhance the MCA student experience.

5. Service Plan: How does this request alter the services outlined in the RAG District Service Plan, if at all? (If so, revise and resubmit plan.)

This request is connected to the district service plan.

6. Monitoring: How will the implementation and impact of the service requested be monitored?

The learning will be used to enhance student experiences and hopefully increase the graduation rate.

**Title I Regional Assistance Grant 2024-25**

**Prior Approval Service Request**

**Note: Please email to Connie McCall at [mccallc@michigan.gov](mailto:mccallc@michigan.gov). Once approval has been given, please upload this form in NexSys and adjust your budget for final approval.**

District Representative Signature: \_\_\_\_\_

ISD/RESA/ESD Representative Signature: \_\_\_\_\_

If any of the below columns are not needed for the request, please leave them blank so that the totals will calculate accurately.

Total Request Amount =	\$2,602.59
Name of the conference or meeting	Michigan Alternative Education Organization 2025 Educator Conference
Conference Location	Traverse City, MI
Dates of conference	4/30/25-5/2/2025
Date of departure and return date	4/30/25-5/2/2025
Conference Times	4/30 at 7pm, 5/1 all day and 5/2 morning

Staff Name	Staff Title	Registration Cost	Mileage Rate	# of miles	Total for mileage	Hotel rate per night	# of nights	Total for hotel	Daily Meal Cost	# of days meals are needed	Total for Meals	Round Trip Airfare Cost	Ground Transportation Cost	# of trips	Total for Ground Transportation	Cost for any other expenditure needed	Expenditure description	Total Conf Cost Per Person
Julie Marone	Program Director	\$350.00	0.67	250.00	\$167.50	\$142.00	2	\$284.00	\$30.00	\$2.00	\$60.00				\$0.00			\$861.50
Michelle Sandford	Director of Teaching	\$350.00	0.67	267.00	\$178.89	\$142.00	2	\$284.00	\$30.00	\$2.00	\$60.00				\$0.00			\$872.89
Lindsey Bluhm	Special Education T	\$350.00	0.67	260.00	\$174.20	\$142.00	2	\$284.00	\$30.00	\$2.00	\$60.00				\$0.00			\$868.20
					\$0.00			\$0.00			\$0.00				\$0.00			\$0.00
					\$0.00			\$0.00			\$0.00				\$0.00			\$0.00

**From:** [McCall, Connie \(MDE\)](#)  
**To:** [Johnson, Ashley](#)  
**Cc:** [Osborne, Christy](#); [Haffner, Jason](#); [Wasmer, Nick](#)  
**Subject:** RE: Hazel Park TI RAG Requests  
**Date:** Tuesday, February 11, 2025 11:52:13 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image004.png](#)  
[image005.png](#)  
[image006.png](#)  
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[24-25-MDE-Prior-Approval\\_HP\\_Chromebooks\\_\\$11,000.pdf](#)  
[24-25-MDE-Prior-Approval\\_HP\\_Alt\\_Ed\\_Conf\\_\\$2,700.pdf](#)

External email: Use caution when opening attachments, clicking links, or responding to requests for information.

Hi Ashley: I can approve Oakland Schools/Hazel Park's request for the following items as described in the attachments (see below) in the 2024-25 RAG application as an amendment when submitted. Let me know if you have any questions.

- Transportation and tutoring services beginning with **February through June 2025**. I cannot go back and approve services for January as that would need to be approved prior to the activity requested.
- I can approve the Chromebooks and cart as described. The school will need to keep an inventory system for the tech equipment.
- I can approve the Alt Ed conference for 3 people in April/May 2025 as described in the attached documentation.

---

**From:** Johnson, Ashley <Ashley.Johnson@oakland.k12.mi.us>  
**Sent:** Friday, February 7, 2025 3:13 PM  
**To:** McCall, Connie (MDE) <mccallc@michigan.gov>  
**Cc:** Osborne, Christy <christy.osborne@oakland.k12.mi.us>; Haffner, Jason <Jason.Haffner@oakland.k12.mi.us>; Wasmer, Nick <Nick.Wasmer@oakland.k12.mi.us>  
**Subject:** Hazel Park TI RAG Requests

**CAUTION: This is an External email. Please send suspicious emails to [abuse@michigan.gov](mailto:abuse@michigan.gov)**

Good afternoon, Connie,

Please see the attached pre-approval request for the 2024-25 TI RAG.

Hazel Park (Invest)- Tutoring Transportation - \$18,000 – **Approved for Feb – June 2025**  
Hazel Park (Invest) - Tutoring Stipends - \$41,000 – **Approved for Feb – June 2025**

Hazel Park (MCA)- Chromebooks - \$11,000 - **Approved**

Hazel Park (MCA)- Alt Ed Conf - \$2,700 - **Approved**

Thank you for any consideration. Please let me know if you have any questions.

## Have a great weekend!

**Ashley Johnson**

**Grant Compliance Specialist**

Leadership and Continuous  
Improvement

District and School Services

**O:** 248.209.2235

2111 Pontiac Lake Rd.

Waterford, MI 48328



## Title I Regional Assistance Grant 2024-25

### Prior Approval Service Request

**Date of Request: 12/19/24**

**ISD/ESA/ESD Name: Oakland Schools**

**District: Hazel Park**

**School: Invest Roosevelt**

1. Total Amount Requested: \$14,500
2. Detailed Description as applicable: Transportation for Friday Tutoring. Buses and vans will pick up students and drop them back off after a 5-hour day of tutoring. Bus Drivers work a total of 5 hours (2.5 round trip for both pickup and drop-off), 4 buses/vans are utilized, and we will have 16 Fridays in the first 6 months of the year (skipping the week of new year's, mid-winter break and spring break). Bus drivers are paid \$24/hour and \$100 per day for each vehicle for gas and regular maintenance to ensure students are driven reliably and safely both to school and home in a timely manner.
  - Number of staff and position titles – See breakdown below
  - Number/costs of subs requested - NA
  - Number of days/hours – 16 days – 80 hours
  - Date(s) or date range of activities – Fridays from Feb– June 2025
  - Location – Invest Roosevelt
  - Hourly/daily pay rate(s) – See breakdown below
  - Out-of-State Travel Requests - NA
  - Aggregate amounts and cost per unit of supplies and materials - See breakdown below

3. Assess Needs: How does this request support the district/school needs analysis?

i-Ready scores as well as WIDA scores will be utilized to select students for tutoring. Newcomers in the US for less than 2 years would also be eligible. With door-to-door busing, transportation is no longer an issue for participation. With 75% of our students scoring 3 or more levels below grade level this program will be instrumental in filling the learning gap and helping students to catch up academically with their skill sets.

- a. How does this request align with/serve as an extension of the district/school MICIP Plan?

Our MICIP plan speaks to increasing student growth in reading and math scores on the PSAT/SAT. By providing free tutoring with transportation provided we are removing barriers and hardships from families in helping their students achieve academic success.

4. Implementation: How will the ISD/RESA/ESD or District implement the services requested?

Students utilize programming through iReady and ELlevation to practice and improve their skills in reading/writing/math with the help of staff.

**Title I Regional Assistance Grant 2024-25**

**Prior Approval Service Request**

5. Service Plan: How does this request alter the services outlined in the RAG District Service Plan, if at all? (If so, revise and resubmit plan.)

This request is connected to the district service plan.

6. Monitoring: How will the implementation and impact of the service requested be monitored?

Bus drivers track and report attendance daily. We partner with Oakland Schools for regular meetings on monitoring and evaluation

**Note: Please email to Connie McCall at [mccallc@michigan.gov](mailto:mccallc@michigan.gov). Once approval has been given, please upload this form in NexSys and adjust your budget for final approval.**

District Representative Signature: \_\_\_\_\_

ISD/RESA/ESD Representative Signature: \_\_\_\_\_

<b>Total Request Amount =</b>	\$14,400.00			
<b>How are stipends calculated? (hourly, per meeting, project completion)</b>	5 hours of travel/day (2.5 pick up and 2.5 drop off), 16 Fridays in session between Feb 1-Jun 12, 4 bus drivers. 100/day/bus for gas and maintenance			
<b>List applicable dates for meetings or project work</b>	Fridays between Feb 1-Jun 12 (16 total, 2 off for winter and spring)			
<b>Include meeting/project times</b>	AM and PM on Fridays between Feb 1-June 12, 2025			
<b>Friday Bus Driver Information</b>				
<b>Staff Name</b>	<b>Staff Title</b>	<b>Stipend amount</b>	<b># of hours/ meetings</b>	<b>Total Per Item</b>
Mohammad Maslookhi	Bus Driver	\$25.00	80	\$2,000.00
Mussaab Alnashi	Bus Driver	\$25.00	80	\$2,000.00
Bashar Mary	Bus Driver	\$25.00	80	\$2,000.00
Khalid Alasadi	Bus Driver	\$25.00	80	\$2,000.00
Bus gas and maintenance	Bus 1	\$100.00	16	\$1,600.00
Bus gas and maintenance	Bus 2	\$100.00	16	\$1,600.00
Bus gas and maintenance	Bus 3	\$100.00	16	\$1,600.00
Bus gas and maintenance	Bus 4	\$100.00	16	\$1,600.00

**From:** [McCall, Connie \(MDE\)](#)  
**To:** [Johnson, Ashley](#)  
**Cc:** [Osborne, Christy](#); [Haffner, Jason](#); [Wasmer, Nick](#)  
**Subject:** RE: Hazel Park TI RAG Requests  
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[24-25-MDE-Prior-Approval\\_HP\\_Alt\\_Ed\\_Conf\\_\\$2,700.pdf](#)

External email: Use caution when opening attachments, clicking links, or responding to requests for information.

Hi Ashley: I can approve Oakland Schools/Hazel Park's request for the following items as described in the attachments (see below) in the 2024-25 RAG application as an amendment when submitted. Let me know if you have any questions.

- **Transportation and tutoring services beginning with February through June 2025.** I cannot go back and approve services for January as that would need to be approved prior to the activity requested.
- I can approve the Chromebooks and cart as described. The school will need to keep an inventory system for the tech equipment.
- I can approve the Alt Ed conference for 3 people in April/May 2025 as described in the attached documentation.

---

**From:** Johnson, Ashley <Ashley.Johnson@oakland.k12.mi.us>  
**Sent:** Friday, February 7, 2025 3:13 PM  
**To:** McCall, Connie (MDE) <mccallc@michigan.gov>  
**Cc:** Osborne, Christy <christy.osborne@oakland.k12.mi.us>; Haffner, Jason <Jason.Haffner@oakland.k12.mi.us>; Wasmer, Nick <Nick.Wasmer@oakland.k12.mi.us>  
**Subject:** Hazel Park TI RAG Requests

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Good afternoon, Connie,

Please see the attached pre-approval request for the 2024-25 TI RAG.

Hazel Park (Invest)- Tutoring Transportation - \$18,000 – **Approved for Feb – June 2025**  
Hazel Park (Invest) - Tutoring Stipends - \$41,000 – **Approved for Feb – June 2025**

Hazel Park (MCA)- Chromebooks - \$11,000 - **Approved**

Hazel Park (MCA)- Alt Ed Conf - \$2,700 - **Approved**

Thank you for any consideration. Please let me know if you have any questions.

## Have a great weekend!

**Ashley Johnson**

**Grant Compliance Specialist**

Leadership and Continuous  
Improvement

District and School Services

**O:** 248.209.2235

2111 Pontiac Lake Rd.

Waterford, MI 48328



## Title I Regional Assistance Grant 2024-25

### Prior Approval Service Request

**Date of Request: 12/19/24**

**ISD/ESA/ESD Name: Oakland Schools**

**District: Hazel Park**

**School: Invest Roosevelt**

1. Total Amount Requested: \$33,000
2. Detailed Description as applicable: Stipends for 11 staff members to staff the school for Friday tutoring between Feb 1 and Jun 12, 2025
  - Number of staff and position titles – See breakdown below
  - Number/costs of subs requested - NA
  - Number of days/hours – 16 days – 80 hours
  - Date(s) or date range of activities – Friday from February – June 2025
  - Location – Invest Roosevelt
  - Hourly/daily pay rate(s) – See breakdown below
  - Out-of-State Travel Requests - NA
  - Aggregate amounts and cost per unit of supplies and materials - See breakdown below
3. Assess Needs: How does this request support the district/school needs analysis?

Both iReady and WIDA scores are used to select students for tutoring. Any newcomers 2 years or less in the US are also eligible.

- a. How does this request align with/serve as an extension of the district/school MICIP Plan?

The plan is to accelerate growth in reading/writing/math and english language development. Through free tutoring and transportation we are removing barriers and offering support without adding burden to families.

4. Implementation: How will the ISD/RESA/ESD or District implement the services requested?

Tutoring on Fridays every week between Feb 1 and June 12 (save new years week, mid winter break and spring break). Programs utilized will include iReady and possibly a new program called ELlevation as well as WIDA support language development tools as shared by our Oakland Schools consultant.

5. Service Plan: How does this request alter the services outlined in the RAG District Service Plan, if at all? (If so, revise and resubmit plan.)

This request is connected to the district service plan.

6. Monitoring: How will the implementation and impact of the service requested be monitored?

Bi monthly (every other week) check-ins with staff. quarterly reviews of diagnostic testing in iReady.

**Title I Regional Assistance Grant 2024-25**

**Prior Approval Service Request**

**Note: Please email to Connie McCall at [mccallc@michigan.gov](mailto:mccallc@michigan.gov). Once approval has been given, please upload this form in NexSys and adjust your budget for final approval.**

District Representative Signature: \_\_\_\_\_

ISD/RESA/ESD Representative Signature: \_\_\_\_\_

<b>Total Request Amount =</b>	\$32,548.00			
<b>How are stipends calculated? (hourly, per meeting, project completion)</b>	hourly rate for 5 hours per day for 16 fridays between Feb 1 and June 12			
<b>List applicable dates for meetings or project work</b>	Fridays between February 1 and June 12 not including new years week, mid winter break and spring break			
<b>Include meeting/project times</b>	5 hours a day (8am-1pm) on Fridays between Feb 1- June 12, not including new years/mid winter break/spring break			
<b>Friday Bus Driver Information</b>				
<b>Staff Name</b>	<b>Staff Title</b>	<b>Stipend amount</b>	<b># of hours/ meetings</b>	<b>Total Per Item</b>
Rita Desoza	paraprofessional	\$38.00	80	\$3,040.00
Rita Marougail	paraprofessional	\$35.00	80	\$2,800.00
Rita Haddad	paraprofessional	\$25.00	80	\$2,000.00
Dylan Yousif	liaison	\$125.00	80	\$10,000.00
Gorgees Nathaniel	paraprofessional	\$30.00	80	\$2,400.00
Jamie Collett	custodian	\$19.00	80	\$1,520.00
Mohammed Maslookhi	security	\$17.00	80	\$1,360.00
Murtada Maslookhi	security	\$18.00	80	\$1,440.00
Mussaab Alnashi	teacher	\$23.00	80	\$1,840.00
Bashar Mary	teacher	\$31.00	80	\$2,480.00
Khalid Alasadi	teacher	\$45.85	80	\$3,668.00

**From:** [McCall, Connie \(MDE\)](#)  
**To:** [Johnson, Ashley](#)  
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[24-25-MDE-Prior-Approval\\_HP\\_Alt\\_Ed\\_Conf\\_\\$2,700.pdf](#)

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Hi Ashley: I can approve Oakland Schools/Hazel Park's request for the following items as described in the attachments (see below) in the 2024-25 RAG application as an amendment when submitted. Let me know if you have any questions.

- **Transportation and tutoring services beginning with February through June 2025.** I cannot go back and approve services for January as that would need to be approved prior to the activity requested.
- I can approve the Chromebooks and cart as described. The school will need to keep an inventory system for the tech equipment.
- I can approve the Alt Ed conference for 3 people in April/May 2025 as described in the attached documentation.

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**Cc:** Osborne, Christy <christy.osborne@oakland.k12.mi.us>; Haffner, Jason <Jason.Haffner@oakland.k12.mi.us>; Wasmer, Nick <Nick.Wasmer@oakland.k12.mi.us>  
**Subject:** Hazel Park TI RAG Requests

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Good afternoon, Connie,

Please see the attached pre-approval request for the 2024-25 TI RAG.

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Hazel Park (Invest) - Tutoring Stipends - \$41,000 – **Approved for Feb – June 2025**

Hazel Park (MCA)- Chromebooks - \$11,000 - **Approved**

Hazel Park (MCA)- Alt Ed Conf - \$2,700 - **Approved**

Thank you for any consideration. Please let me know if you have any questions.

## Have a great weekend!

**Ashley Johnson**

**Grant Compliance Specialist**

Leadership and Continuous  
Improvement

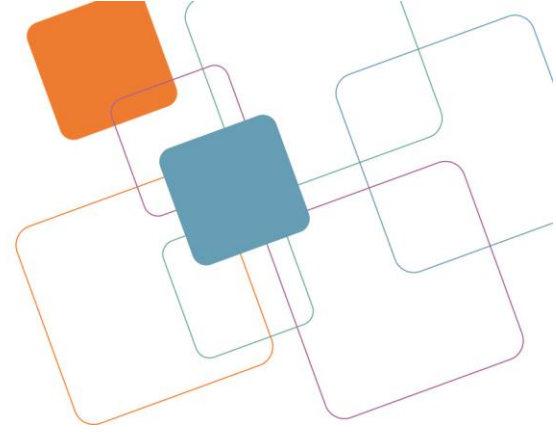
District and School Services

**O:** 248.209.2235

2111 Pontiac Lake Rd.

Waterford, MI 48328





2/24/2025

Dear Hazel Park School District - Invest,

Congratulations on being accepted to the Summer Discovery program, an initiative of Ballmer Group! We are pleased to let you know that Hazel Park School District - Invest will receive a grant of up to \$68,750 to implement the 2025 summer learning program outlined in your application.

Your current projected enrollment was identified in the application as 50 (Application ID 49553599). The final grant amount will be adjusted to reflect the number of students served through your program, based on updated enrollment numbers you provide to us by May 30, 2025, as well as your enrollment and average student attendance during the summer program (Please reference the [funding model document](#) here for more information).

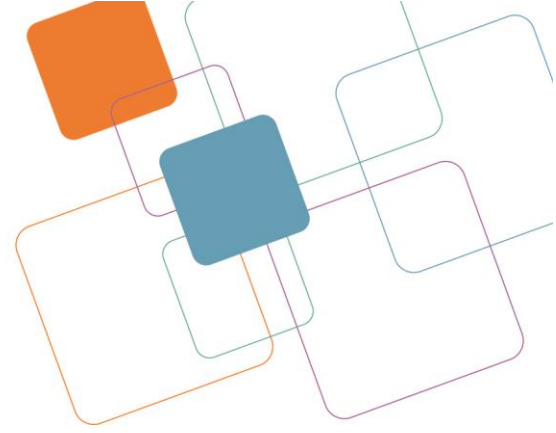
Grant agreements will be issued beginning on or around June 20, contingent upon successful completion of the required next steps and activities outlined on the following pages of this packet. The first installment of grant funds will be ~10 business days after your grant agreement is fully executed. If this timing poses a financial burden for sites, work with your program officer to submit your enrollment check earlier than the stated enrollment date.

Your program officer is Emma Colonna ([emma.colonna@buildingimpact.co](mailto:emma.colonna@buildingimpact.co)) and will follow up with additional communication shortly regarding next steps, including scheduling an initial 1:1 kick-off meeting.

We look forward to partnering with you to support Hazel Park School District - Invest students this summer!

Sincerely,  
Signed by:  
*Avec G. O'Brien*  
75A74C5130BB402...

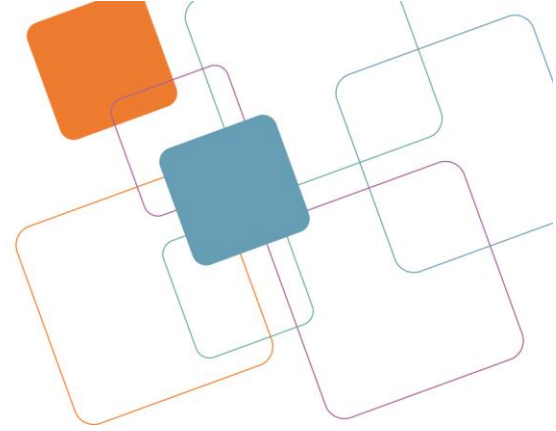
**Avec G. O'Brien**  
Chief Financial Officer, United Way for Southeastern Michigan



**Required Next Steps & Activities:**

The final grant award amount and grant agreement are contingent upon the successful completion of the following next steps and activities. Failure to comply may result in delays to the grant agreement and subsequent payment.

1. **Submit the following to your designated Building Impact Program Officer by May 30, 2025 at the latest. Additional information will be provided by your Program Officer.**
  - a. **Final Adjusted Enrollment**
  - b. **Budget Revision**
    - Your application had an initial budget; we recognize there are potential changes that may require adjustments to budget line items.
  - c. **Information about finalized partnerships**
    - If you are partnering with another organization to provide academic or enrichment services this summer and this was not confirmed at the time of your application, documentation of this partnership must be provided in the form of a Memorandum of Understanding (MOU).
    - The Memorandum of Understanding (MOU) must outline the following:
      - a. the name and organization information of the CBO (including address and EIN)
      - b. the scope and service deliverables as agreed upon between the applicant and the service provider
      - c. the timeline or period of engagement
      - d. the cost structure and payment terms
    - Note that the MOU must include a cost that matches the proposed amount in the applicant's budget.



**d. Provide a copy of your Out-of-School-Time license from the Michigan LARA website OR letter of exemption**

- a. If submitting an attestation of exemption, the letter must be submitted on your organization's letterhead clearly outlining the exemption reason, with the signature of an official from your organization. Attestation of exemption will be required prior to grant funds being issued.
- b. The Summer Discovery team does not verify licenses for compliance. It is the responsibility of your organization to ensure compliance with all applicable laws concerning licensure and facilities as mandated by local state, or federal agencies with jurisdiction over such matters. If you have questions regarding licensing, please contact the State of Michigan Child Care Licensing office at 517-284-9730.**

**e. Confirm the authorized official contact name, title, and email**

- a. The authorized official must have the legal authority to sign the final contract on behalf of your organization.

**2. Spring Convening**

We will be holding a one-day Spring Convening Wednesday, April 2. This will include professional development opportunities for awardees. All sites/programs will be required to attend and will need to have site leaders selected by March 24.

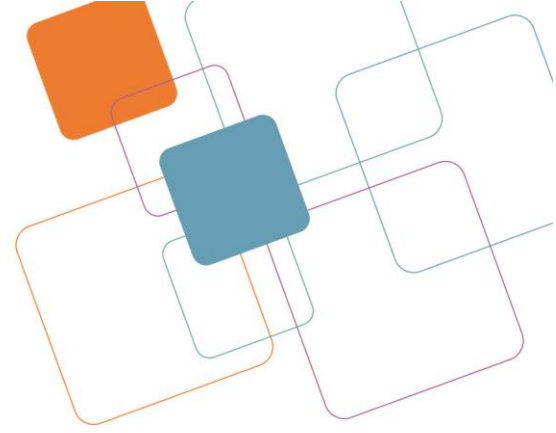
**3. Final grant agreements will be issued on or around June 13, 2025.**

The final grant agreement will require a signature from your authorized signer. Grant agreements MUST be signed prior to your first day of programming.

In order to expedite final review and signature, United Way for Southeastern Michigan will send a template grant agreement to your organization to review prior to sending the final agreement for signing. Any questions about or feedback on this grant agreement will need to be submitted to [summerdiscovery@unitedwaysem.org](mailto:summerdiscovery@unitedwaysem.org). We recommend routing this to anyone who needs to review agreements to familiarize themselves with the terms of the grant.

As a reminder, the application also included the following language to consider as a part of the terms of the grant.

Ballmer Group is collaborating with an independent researcher to help understand the impact of Summer Discovery on students, and to provide evidence of your best practices for Out of School



Time (OST). There will be some additional requests of schools, including signing a data sharing agreement. All participants in Summer Discovery would be expected to participate to maximize the program's impact.

If you have more questions about this term before reviewing the grant agreement, please contact your Building Impact Program Officer.

Please note that final reporting will require the submission of a final budget. In addition, you may be asked to submit a detailed General Ledger, which should include line-time expenses against the grant. Please reach out to the United Way for Southeastern Michigan with questions.

**4. Provide contact and program information for the family-facing website within 10 days of the signing award letter.**

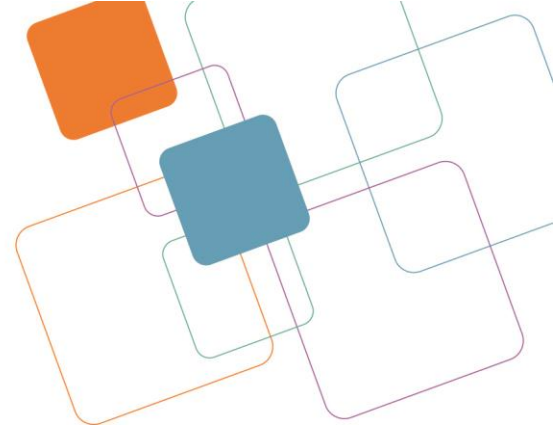
Please submit one form per building that will be hosting summer programming (one form per address): <https://forms.office.com/r/Ekd07wBVZM>

This information will be displayed on the Summer Discovery website at [www.summerdiscoverymi.org](http://www.summerdiscoverymi.org) in order to allow families to find the best fit for students.

If you have questions about this form, please reach out to [summerdiscovery@unitedwaysem.org](mailto:summerdiscovery@unitedwaysem.org).

**5. We will send an EFT form separately. Please submit and include a voided check or a letter from your financial institution.**

First payments will be made approximately 10 days after submission of the final, signed grant agreement. As noted above, grant agreements will be issued on or around June 13.



**Acknowledgement Signature:**

**The following signature is requested to acknowledge and confirm:**

1. Receipt of the grant award letter;
2. Receipt of the required next steps;
3. Understanding that my organization is responsible for ensuring compliance with all applicable laws concerning licensure and facilities as mandated by local state, or federal agencies;
4. Understanding that failure to comply with the required next steps by the outlined deadlines may delay the calculation of the final grant award amount and grant agreement and could result in potential forfeiture of the award.

**Name** Catherine Cost

**Title** Interim Superintenet

**Signature**  Signed by: Catherine Cost  
6C2C4A2EC4684E1...

**Date** 3/1/2025

## **Medicaid School Services Program Agreement –Districts**

This Agreement is made this day June 1, 2025, by and between **Oakland Schools**, a Michigan intermediate school district (“Oakland Schools”) organized and operating under the provisions of the Revised School Code, MCLA 380.1 *et seq.*, as amended (“Revised School Code”), whose address is 2111 Pontiac Lake Road, Waterford, Michigan 48328-2736 and Hazel Park School District, a Michigan general powers school district (“Hazel Park School District”) organized and operating under the provisions of the Revised School Code, MCLA 380.1 *et seq.*, whose address is 1620 E. Elza , Hazel Park 48030 authorizing Oakland Schools to serve as Medicaid billing agent for Hazel Park School District as provided in the Medicaid School-Services Program.

### **I. Definition**

Medicaid School Services Program shall be defined to include both the Medicaid Direct Services Program and the Administrative Outreach Program.

### **II. Term**

The term of this Agreement shall be for a period of three (3) years commencing July 1, 2025 through June 30, 2028, except as provided in Sections VI, VII, and VIII of this Agreement.

### **III. Responsibilities of The Parties**

#### **A. Oakland Schools**

1. Oakland Schools shall maintain its enrollment as a Medicaid provider with the Michigan Department of Health and Human Services (“MDHHS”) and shall be responsible for submitting claims for Medicaid services provided to qualifying Medicaid-enrolled children by Hazel Park School District. Oakland Schools shall serve as the direct interface with state government officials with respect to the implementation and operation of the Medicaid School Services Program on behalf of Hazel Park School District.
2. Oakland Schools shall follow all the requirements of the Medicaid School Services Program as set forth in MDHHS Medicaid Provider Manual, School Services Program, including preparation and submission of the Oakland Schools Facility Settlement Report and Community Health Automated Medicaid Processing System (CHAMPS) and Targeted Case Management, Personal Care Services, Caring 4 Students and Financial Worksheets; Administrative Outreach Program (“AOP”) Financial Worksheets; preparation and submission of claims to the MDHHS; and providing appropriate oversight and assistance to Hazel Park School District as needed.

A. School Districts

1. Hazel Park School District shall meet the requirements set forth in the MDHHS Medicaid Provider Manual, School Services Section (<https://www.michigan.gov/mdhhs/doing-business/providers/providers/medicaid/policyforms/medicaid-provider-manual>) including, but not limited to the following:
  - a) Assuring that Hazel Park School District staff who provide a Medicaid service meet the applicable qualifications for providing that service.
  - b) Assuring that Hazel Park School District staff who provide services or who perform any administrative or clerical function related to the provision or claiming of Medicaid services are not excluded from participation in Federal health care programs. Hazel Park School District is responsible for regularly consulting the List of Excluded Individuals and Entities prepared by the HHS Office of the Inspector General (<http://exclusions.oig.hhs.gov/>) to ensure that staff who are in any way involved with providing Medicaid services at the school are not excluded from participation.
  - c) Hazel Park School District understands and agrees it is responsible for ascertaining and complying with any and all amendments and/or modifications to the MDHHS Medicaid Provider Manual, including those set forth in the Quarterly Manual updates.
  - d) Hazel Park School District understands and agrees it is responsible for adhering to the documentation requirements set forth in the MDHHS Medicaid Provider Manual including, but not limited to, direct medical services documentation and random moment time study (RMTS) documentation.
2. Hazel Park School District shall provide Oakland Schools with the documentation necessary for Oakland Schools to submit claims to MDHHS for the purposes of establishing that a Medicaid-covered service has been provided to a qualifying Medicaid-enrolled child.
3. In addition to the claims documentation, Hazel Park School District shall provide Oakland Schools with the information necessary to complete the Facility Settlement Report in CHAMPS and the Personal Care, Targeted Case Management, Caring 4 Students and Financial Worksheets, and AOP Financial Worksheets.
4. Hazel Park School District shall also comply with the quarterly RMTS conducted by the MDHHS Contractor, as set forth in the MDHHS Medicaid Provider Manual, School Services Program, §6.1.B. Hazel Park School District understands that “non-responses” to the

time study will result in a reduced Medicaid reimbursement.

5. Hazel Park School District agrees that it shall make its staff available for training by Oakland Schools and its staff shall respond to Oakland Schools' requests for information within a reasonable time period to comply with the terms and conditions of this Agreement.
6. Hazel Park School District shall comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) as amended and its implementing regulations, 45 CFR Parts 160-164, and/or any other statute or law relating to the privacy medical records or the privacy of student records.
7. Hazel Park School District shall cooperate with all program monitoring and oversight activities, including but not limited to onsite visits by Oakland Schools' staff, MDHHS and its contractors or subcontractors, and the U.S. Centers for Medicare and Medicaid Services and its representatives or agents.
8. In accordance with MDHHS Medicaid Provider Manual, General Information for Providers, Record Keeping §§14.6-14.7, Hazel Park School District shall retain all necessary fiscal and clinical records related to services provided to beneficiaries for a period to include the current fiscal year and a minimum of seven (7) additional years from the date of service.

#### **IV. Payment and Fees**

- A. Hazel Park School District shall be responsible for the non-federal share of costs associated with services and administrative activities claimed for federal Medicaid reimbursement.
- B. Payments for Medicaid Direct Services Program
  1. For the school fiscal year beginning July 1, 2025, Oakland Schools shall reimburse Hazel Park School District annually for the amount paid to Oakland Schools by the Michigan Department of Health and Human Services (MDHHS) in reimbursement of costs incurred by Hazel Park School District in providing medical assistance to Medicaid-enrolled children.
  2. MDHHS has implemented a reimbursement methodology for the Medicaid Direct Services Program ("Direct Services") as of July 1, 2008 and Caring 4 Students (C4S) as of June 1, 2021, under which reimbursement shall be made on an interim basis based on prior year costs and reconciled on an annual basis to current year costs. Cost reporting and reconciliation are based on the school fiscal year which is July 1st to June 30th. In accordance with this change in reimbursement:
    - a) For school fiscal years beginning July 1, 2025 through June 30, 2028,

unless otherwise requested in writing, Oakland Schools shall reimburse Hazel Park School District by the end of June of each year an amount equal to 80% of the total interim payment amounts paid to and received by Oakland Schools from MDHHS during the fiscal year that are attributable to services provided by Hazel Park School District.

- b) Upon reconciliation of costs for the school fiscal year, Oakland Schools shall determine if additional funds are owed to Hazel Park School District or if the distributed interim payments exceeded actual costs incurred by Hazel Park School District. In the event that funds are owed, and upon receipt of payment by MDHHS, Oakland Schools shall promptly transmit the balance due for such fiscal year, less the amount deducted for billing services. In the event that there has been an overpayment (meaning that the interim payments exceeded actual costs as established through the reconciled cost reports), Oakland Schools at its option shall (i) deduct the amount of any overpayment from the interim payments in the subsequent year or (ii) invoice Hazel Park School District for the overpayment amount.

C. Payments for Medicaid Administrative Outreach Program

- 1. For the period beginning July 1, 2025 through June 30, 2028, Oakland Schools shall reimburse Hazel Park School District the annual distribution of the AOP payments. Reimbursements are based on the school year which is July 1<sup>st</sup> to June 30<sup>th</sup>. Oakland Schools shall reimburse each participating district by the end of June of each year in an amount equal to each participating district's actual cost basis.

D. Deduction for Cost of Administration of the Medicaid School Services Program

- 1. The administrative services provided by Oakland Schools will be performed on a cost recovery basis. Therefore, in consideration of the administrative services provided, Hazel Park School District agrees Oakland Schools shall deduct the cost of operating the Medicaid School Services program from the total amounts paid by MDHHS.

**V. Limitation of Liability**

- A. Hazel Park School District shall indemnify, defend and hold harmless Oakland Schools, its Board of Education, employees and agents, from any and all liability, damage and/or claims by any party caused by or the result of this Agreement, to the extent permitted by law. (Such indemnity shall survive the termination of this Agreement).
- B. Hazel Park School District understands and agrees that it shall be solely responsible for any and all disallowances of reimbursement and the payment of all penalties, costs, and legal fees incurred, if any, including any civil monetary

penalty associated with submission of a claim for services provided by an individual or entity whom the Office of the Inspector General has excluded from participation in Federal health care programs.

- C. Hazel Park School District understands and agrees that it is solely responsible for the accuracy and adequacy of the data provided to Oakland Schools for the purpose of administering the agreed upon services as set forth in this Agreement.
- D. In the event that Oakland Schools determines, through a Quality Assurance audit or otherwise, that Hazel Park School District does not have the proper documentation to support a submitted claim or has otherwise provided incomplete or incorrect information requiring a return of funds to MDHHS, Oakland Schools shall deduct an amount equal to the returned funds from the next payment of funds to Hazel Park School District. The amount deducted from the next payment of funds to Hazel Park School District shall be equal to the amount remitted to Hazel Park School District for the provision of services plus the amount retained by Oakland Schools in consideration of its administrative services, as described in Section II. In addition, Oakland Schools shall impose an administrative penalty of ten percent of the ineligible claim or the returned amount, which shall also be deducted from the next payment of funds to Hazel Park School District, in order to reimburse Oakland Schools for its costs in submitting the replacement claim.

## **VI. Termination**

This Agreement may be terminated at any time, with or without cause by either party upon one-hundred and eighty (180) days written notice.

## **VII. Continuation of Responsibility**

After this agreement expires or is terminated, Hazel Park School District will continue to be responsible for any disallowance of reimbursement or any penalties for services reimbursed under the terms of this Agreement.

## **VIII. General**

- A. This Agreement supersedes any prior agreement and constitutes the total agreement between the parties.
- B. The terms of this Agreement may not be varied or modified in any manner, except in a subsequent writing executed by an authorized representative of both parties.
- C. The laws of the state of Michigan shall govern this Agreement. If any provision, paragraph, or subparagraph of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired or invalidated in any

way.

This agreement must be signed and returned by June 1, 2025 in order for the Hazel Park School District to receive the annual Interim Payment for the school year ending June 30, 2028. The individuals signing this agreement certify by their signatures that they are authorized to sign this Agreement on behalf of the responsible governing board, official or agency.

**OAKLAND SCHOOLS**

*Kenneth Gutman* Mar 4, 2025  
Kenneth Gutman (Mar 4, 2025 11:17 EST)  
Kenneth Gutman (date)

Kenneth Gutman  
Print Name

Superintendent  
Title

**SCHOOL DISTRICT OF THE CITY OF HAZEL PARK**

 Mar 4, 2025  
Catherine Cost (Mar 4, 2025 10:08 EST)  
(Signed) (date)

Catherine Cost  
Print Name

Interim superintendent  
Title



**HAZEL PARK  
SCHOOLS**

Today's Learners, Tomorrow's Leaders

### **Vision Statement**

Inspire and Empower All Learners

### **Mission Statement**

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

### **Beliefs**

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

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## HAZEL PARK BOARD OF EDUCATION OPERATING PROCEDURES

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## HAZEL PARK BOARD OF EDUCATION OPERATING PROCEDURES

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In effective school systems, the Superintendent and the Board function as a “Board Team.” A structured approach to first developing a vision for the district and setting goals is enhanced by first developing a system of standard operating procedures. The School Board is the corporate policy making body for the district and the Superintendent and staff provide the leadership to cause Board policies to be implemented. Therefore, the Hazel Park Board of Education and Superintendent function as a “Board Team” to provide open communication to the staff and patrons of the district.

The Hazel Park Board of Trustees adopts these guidelines as Standard Operating Procedures to effectively communicate among trustees and with staff and members of the district.

### **Code of Ethics**

As members of the Hazel Park Board of Education, we realize that to be the most effective advocates for children, we, as a Board, must function as a team and at all times treat each other and the people we serve with the utmost courtesy, dignity, respect and professionalism. Should we, for whatever reason, fail to follow these guidelines, we ask that our fellow Board members call it to our attention, in a professional manner. Should that occur, we pledge to accept the feedback without anger or retribution, and to renew our efforts to follow this Code of Conduct and Board Operating Procedures with Hazel Park students needs in the center of our discussions. We shall promote the best interests of the school district as a whole, and, to that end, we shall adhere to the following educational and ethical standards.

- I will bring about desired changes through legal and ethical procedures, upholding and enforcing all laws, administrative rules and regulations, court orders pertaining to schools and district policies and procedures.
- I will make decisions in terms of the educational welfare of all children in the District, regardless of ability, race, religion, creed, sex, sexual orientation, national origin, disability or social standing.
- I will recognize that the Board must make decisions as a whole, as a body corporate, and make no personal promise or take private action that may compromise the role and integrity of the Board.
- I will focus Board action on policy making, goal setting, planning and evaluation as outlined in Board policy and state law.
- I will vote to appoint the best qualified personnel available after due consideration of the recommendation by the Superintendent. I will insist on regular and impartial evaluation of all staff by the Superintendent.
- I recognize that the role of the Board is to govern and oversee the management of the District. I will delegate authority to the Superintendent for the day to day operations of the district.
- I will not step outside my role to govern and oversee the management of the district by seeking to participate in the administration of the day to day operations of the District.

## HAZEL PARK BOARD OF EDUCATION OPERATING PROCEDURES

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- I will hold confidential all matters that if disclosed may have a negative impact on the District. I will respect the confidentiality of information that is privileged under applicable law, including closed session discussions.
- To the extent possible, I will attend all regularly scheduled and specially set Board meetings, arrive on time, and I will be informed of the issues to be considered at the meetings.
- I will assist in making policy decisions only after full discussion at publicly held Board meetings, and I will render all decisions based on available facts, and I refuse to surrender judgment to individuals or special groups.
- I will refrain from using my Board position for personal or partisan gain.
- I will disagree in an agreeable manner. I will not hold grudges or question other Board member's ethics or motives as to their vote or views on issues.
- I will be firm, fair, just and impartial in all decisions and actions.
- I will respect the majority decision as the decision of the Board.
- I will encourage the free expression of opinion by all Board members. I will make a good faith effort to understand and accommodate the views of others.
- I recognize the appropriate channels to refer complaints to the Superintendent and will do so.
- I will seek communication between the Board, students, staff, and the community at Board meetings as required, to conduct Board business.
- I will communicate to fellow Board members and the Superintendent at appropriate times, expression of public concerns.
- I will become informed about current educational issues and seek continuing education opportunities such as those sponsored by state and national Board associations.
- I will disseminate pertinent information gathered at training workshops and conventions with the Superintendent and fellow Board members.
- I will share school district information with other Board members.

### As Board President...

- I will make sure that persons addressing the Board follow established Board Policy guidelines as outlined in Board Policy.
- I will make sure that persons addressing the Board do so in a professional manner and not allow inappropriate communication to be directed to the Board or the Superintendent during Board meetings.
- I will ensure that all Board members are given an opportunity to reflect their views. I will work toward building consensus among all Board members.

**1.0 MEETINGS**

**1.1 Developing the Board Meeting Agenda**

**1.1.1. Who Can Place Items on Agenda and the Guidelines**

- A. Agendas are created by the Superintendent and Board President. Packets are released via BoardBooks to the Board Trustees for review on the Wednesday prior to the Monday regular meeting.
- B. Board members must request in writing or verbally to the Superintendent or Board President any item they desire to have placed on the agenda.
- C. Items will not be added to the agenda by staff after Friday of the week before the regular board meeting unless in an emergency situation.
- D. Board members will be communicated when board packets change before the meeting by emails.
- E. Board members may vote, at the meeting, to add an agenda item.

**1.1.2 Use of Consent Agenda**

- A. When the agenda is prepared, the Superintendent and the Board President shall determine items, if any, that qualify to be placed on the consent agenda. A consent agenda shall include items of a routine and/or recurring nature such as, but not limited to meeting minutes, personnel, recurring reports and bill payments grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote.

Consent items typically include but not limited to:

- 1. All routine items
- 2. Shared Service Agreements
- 3. Budget amendments
- 4. Insurance contracts
- 5. Association memberships
- 6. Routine expenditures
- 7. Updates of Board policy
- 8. Routine personnel items
- 9. Routine bid considerations
- 10. Conference requests (under \$500)
- 11. Items recommended by the Superintendent

**1.1.3 Regular Board Meeting Agenda Outline**

~~A. Shall be aligned with the district strategic plan and include but not be limited to:~~

- Call to order
- Pledge of Allegiance
- Approval of Agenda
- Special Order of Business
- Public Comment
- Consent Agenda

**HAZEL PARK BOARD OF EDUCATION OPERATING PROCEDURES**

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- Superintendent Report
- Unfinished Business
- New Business
- Conference requests over \$500
- Board request for future agenda Items
- Future Meetings
- Public Comment
- Board comment/statement
- Adjournment

**1.1.4 Annual Board Meeting Agenda Items**

2024-2025 YEARLY BOARD AGENDA CALENDAR

**Revised 8/2024**

January	Board of Education Organizational Meeting School Board Appreciation Month New Board Member Training (when applicable) Review Board of Education Code of Ethics Conduct and Operating Principles Approve Protocols of the Board Summer School proposal Strategic plan update Approve committee dates / special meetings Review Policy - Use of Debit/Credit Cards
February	Review three-year plans ( technology, Facilities, financial project, Food, Communication, Curriculum) Review count day enrollment Oakland Schools Outstanding Teacher of the Year 1st Semester Attendance Presentation I-Ready/Data Presentation: ECRA presentation LEO Written Report
March	Present staffing approval for next school year Renew Food Service Contract Support Person of the Year Budget Amendment/tentative / review budget for next school year. Superintendent Evaluation Check In: written (2025-2026)
April	Non-renewal for certified staff for next school year Renew Administrative Contracts Museum contract Resolution for Teacher Appreciation Strategic Plan update School Year Calendar

**HAZEL PARK BOARD OF EDUCATION OPERATING PROCEDURES**

<p>May</p>	<p>Staff Appreciation  Retiree Celebration  Resolution to Approve/Disapprove Oakland ISD Budget  Final LEO report to the board  PBIS Update  Board Self-Evaluation shared 2025-2026  Debt levy to Board for Approval (L-4029)  Student Handbook/ Athletic Handbook /EL Handbook/  technology / band (all handbooks)  Course Handbook Update</p>
<p>June</p>	<p>Budget Presentation  Approval of Budgets  Approval of Tax Rate Requests  Approval of Resolution authorizing State Aid Notes  MHSAA Resolution  Review Board Self assessment  2nd Semester Attendance Presentation  Superintendent Self-Evaluation at special meeting  2025-2026  Board Evaluation approval @ regular meeting  Annual School Bond Loan Activity Resolution (due 8/1)</p>
<p>July</p>	
<p>August</p>	<p>Board Goals  Approval of DIP  Superintendent Evaluation Goal Setting for 2025-2026  Approval of Alternative Ed waiver applications  Strategic Plan update /refresh  Vote on OCSBA Bylaws/Resolutions when applicable  Integrated Pest Management</p>
<p>September</p>	<p>Summer School Update  Teacher Tenure list  Course Handbook Update  New Staff Introduction  Superintendent Check In : Letter 2025-2026</p>
<p>October</p>	<p>Review Sinking fund Plan  National Principals Month  I-Ready/Data Presentation: ECRA presentation  LEO presentation (10 minutes)  <b>Budget Amendment</b></p>

## HAZEL PARK BOARD OF EDUCATION OPERATING PROCEDURES

November	Audit Presentation and Approval National Principals Month Strategic plan update Superintendent Check in LEO Quarterly Report : written report
December	Superintendent Evaluation Formal Check In 2025-2026 PBIS/discipline data School of Choice Resolution AP Testing Students Celebrating/CTE Completers Approve Sinking fund projects for BID

### 1.2 Board Member Preparation for Meetings

- A. Board members will come to Board Meetings prepared to discuss and take action on all agenda items.
1. Study the material in the Board Packet sent to them prior to the meeting.
  2. Whenever possible, requests for additional information should be addressed through the Superintendent prior to each Board meeting.

### 1.3 Board Member Participation/Conduct during Meetings

#### 1.3.1. Board Meeting Protocol

- A. Board members will maintain professional and courteous behavior throughout the meeting.
- B. Board members will demonstrate respect to fellow Board members, district staff and public participants through the following behavior:
- Listen and treat each other respectfully
  - Be cordial when disagreeing
  - Say what needs to be said as briefly and clearly as possible
  - Direct comments solely to the business under deliberation
  - Address each staff, and public by title and last name
  - Only speak after acknowledgement from the Board President, yield to other board members and only speak during appropriate times
  - Support hearing the voice of all Board members on each agenda item that is being discussed and refrain from dominating the conversation
  - Refrain from condescending or critical comments to members of the staff, public or Board
  - Focus on issues, not people or personalities
  - Courteously accept other viewpoints and Board votes, which were not supported by self
  - Seek solutions and reasonable compromises or consensus when there are differences of opinions
  - Make decisions in the context of what is best for all students in the District

- Avoid immediate decisions and votes and possible shorter-term solutions when the issues calls for more discussion, understanding, and a more in-depth approach or solution to the issue (except in emergency situations)
- Be willing to publicly apologize to staff, patrons or Board members if behavior is inappropriate or disruptive to the progress of the meeting
- Promote dialogue from multiple perspectives to increase understanding on agenda items.
- As a courtesy to others, electronic devices will be set in a non-audible mode during Board meetings. Emergency situations warrant exceptions.

### 1.3.2 Persons Addressing the Board

- A. Audience participation at Board meetings is limited to the portions of the meeting designated as Public Comments. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless recognized by the presiding officer.
- B. A person may address the Board on an agenda or non-agenda item by registering their intention to participate in the public portion of the meeting upon their arrival at the meeting. Each person shall be limited to **five (5) minutes** at the beginning of the meeting and **three (3) minutes** at the public comment session at the end of the meeting.
- C. At regular meetings the Board shall allot a total of 30 minutes to hear persons who desire to make comments to the Board. Persons who wish to participate in the Citizen Comments shall sign up with the presiding officer or designee before the meeting begins and shall indicate the topic about which they wish to speak.
- D. Delegations of more than five persons are encouraged to appoint one person to present their views before the board.
- E. The President or presiding officer will:
  1. Prohibit public comments which are frivolous, repetitive or harassing;
  2. Interrupt, warn, or terminate a participant's statement when the statement is to lengthy, personally directed, abusive, obscene or irrelevant;
  3. Request any individual to leave the meeting when that person behaves in a manner that is disruptive of the orderly conduct of the meeting;
  4. Request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly process of the meeting;
  5. Call or a recess or an adjournment to another time when the lack of public or board decorum so interferes with the orderly conduct of the meeting as to warrant such action;
  6. Waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business

**1.3.3 Board Response to Persons Addressing The Board**

- A. Board members shall listen intently.
- B. Board President may direct administration to investigate item(s) and report back to the Board.
- C. Board members shall refrain from responding to or entering into discussion with the audience during the meeting as:
  - 1. Items on the agenda will be discussed as appropriate and scheduled on the agenda;
  - 2. Items not on the agenda do not permit Board members to respond or discuss except to make factual statements or refer to Board policy.
  - 3. Board president may exercise discretion in allowing patron comments to exceed 5 minutes or to extend the 30 minute time allotted for Open Forum.
  - 4. Board members may request that the Board President extend the Open Forum times set out in this policy.

**1.3.4 Discussion of Employee/Student Issues**

- A. The Board will not encourage or actively participate with negative comments on individual employees or students in public sessions.
- B. The presiding officer will request persons addressing the Board refrain from sharing personally identifiable information on employees, individuals or students in public session.

**1.3.5 Hearings, Grievances, Student/Employee Discipline**

- A. The Board will conduct all hearings or discipline due process, in accordance with the applicable Board policies
- B. During hearings, Board members will seek legal counsel as deemed necessary.
- C. The Board shall not use an employees or student's name in any public discussion.
- D. Student due process hearings will be held in a closed special meeting if requested.

**1.3.6 Discussion of Motions**

- A. All discussions shall be directed solely to the business currently under deliberation.
- B. The Board President or designated chair has the responsibility to keep the discussion to the motion at hand shall halt discussions that do not apply to the business currently before the Board.
- C. A Board member prior to giving their comments shall ask for and receive recognition by the presiding officer.

**1.4 Board Member Participation in Discussion, Debate and Voting**

- A. All Board members shall vote on all action items unless a conflict of interest applies.
- B. All Board members may make motions, second motions and enter into discussion on all agenda items.

- C. The Board President may make motions, second motions and enter into debate on all agenda items.
- D. In case of a tie, the action item fails. The item may be brought back to the Board on a subsequent agenda.
- E. In case of a less than unanimous vote, the Board will support the majority decision and go forward in harmony.
- F. Once a final decision is reached, each member has the responsibility to ~~to~~ support the decision ~~and aid in its implementation~~.
- G. A majority of the entire Board is needed to pass an action item.

**1.5 Board Members Responses to Inquiries about Closed Sessions**

- A. Board members are to refer any inquiries about closed sessions to the Board President or the Superintendent.
- B. Any confidential information from a closed session shall not be discussed outside of the closed session ~~under the provision of the OMA~~.

**1.6 Participation by People other than Board Members in Closed Session**

Participants are limited to:

- A. The person requesting the closed session, their council, a union representative (an employee issue), a student and their parent(s) or guardian(s) where applicable.
- B. Representatives of the administration that have pertinent information.
- C. Additional persons that the Board approves.

**1.7 Board Organization**

**1.7.1 Officers**

- A. The Board shall elect a President and Vice-President as well as a Secretary and Treasurer.
- B. Election of officers shall be by a majority of the full Board. Where no such majority exists on the first vote, a second vote shall be cast for the two (2) candidates who received the greatest number of votes.
- C. Except for those appointed to fill a vacancy, officers shall serve for one (1) year and until their respective successors are elected and shall qualify. An officer may be removed for cause by a majority vote of the full Board. The Board shall fill a vacancy in any Board officer position within thirty (30) days of the occurrence of the vacancy.

**1.7.2 Role and Authority of Officers**

- A. No Board member or officer has authority outside the Board meeting.
- B. No Board member can direct employees in regard to performance of their duties.
- C. Duties of officers

**1.8 Selection and Operation of Board Committees**

- A. Committees of Board members shall perform the duties as assigned by the Board, which may include deliberating, making decisions/recommendations or taking other actions specifically authorized by the Board.

## HAZEL PARK BOARD OF EDUCATION OPERATING PROCEDURES

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- B. All committees shall comply with the Open Meetings Act in accordance with the applicable laws. A committee may meet in closed session to review the specific contents of an employment application provided when the applicant for employment requests that the information remains confidential. It may not, however, meet in closed session to protect an applicant's identity.
- C. The President is authorized to appoint, as soon after the organizational meeting as practicable, members of the Board to the standing committees where they shall serve a term of one (1) year.
- D. Ad hoc committees may be created and changed at any time by the President or the Superintendent with the approval of the Board. Members of Ad hoc committees shall serve until the committee is discharged.
- E. The Superintendent shall service as an ex-officio member of each committee.
- F. A member may request (or refuse) appointment to a committee. Refusal to serve on any one committee shall not be grounds for failure to appoint a member to another committee.
- G. Each Board committee shall be convened by a chairperson who shall report for the committee and shall be appointed by the President.

### **2.0 COMMUNICATION**

#### **2.1 Board member communication with each other**

- A. Board members shall not deliberate issues outside the board meetings.
- B. Electronic communications:
  - 1. Shall abide by the spirit and letter of the Open Meetings Act
  - 2. Restrict to 1 on 1 communications, informal inquiries, historical perspectives
  - 3. General information may be provided to the board with no reply to all as a response.

#### **2.2 Board member's responses to community or employee contacts**

The Board recognizes that as elected officials there will be requests and contacts from the Public and/or employees; therefore, strict adherence to this procedure is required.

- A. The Board member shall refer the citizen to the appropriate person/chain of command.
- B. The Board member should not become involved personally or individually in the issue.
- C. The Board member will notify the Superintendent of all concerns.

#### **2.3 Board member communication with the media**

- A. The Superintendent shall be the official spokesperson for the district.
- B. The Board President shall be the official spokesperson for the entire Board to the media/press.
- C. All Board members who receive calls from the media should direct them to the Board's President or designee.

##### **2.3.1 Board members Social Media posting expectations:**

- A. Social Media, shall not be used to conduct any form of Board business. A Board member's personal or private use of social media may have unintended, negative

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consequences to the Board member and/or the District, including possible violations of the Open Meetings Act and issues relating to creation of a public record. Postings to social media should be done in a manner sensitive to the Board member's responsibilities, applicable District policies, and legal obligations.

- B. If a Board Trustee develops a website, blog or podcast that will mention the District, employees, students, etc., the Board Trustee would identify who they are and that the views expressed on the blog or website, podcast belong to that Board Trustee.
- C. If a Board Trustee develops a site or a blog that mentions the District, as a courtesy, please inform fellow Board Trustees.
- D. Board Trustees may not share information that is confidential. Board Trustees must be careful not to blog about things learned in closed session or in private conversation with fellow Board Trustees, staff, or administration. Board Trustees could be held personally liable for any such disclosures.
- E. Board Trustees must not use District logos and trademarks. Use of logos, and trademarks imply that a board Trustee is speaking for the District.
- F. Speak respectfully about the District and current and potential employees, students, and parents.
- G. Do not engage in name calling or behavior that will reflect negatively on a board Trustees' reputation.
- H. Note that the use of copyrighted materials, unfounded or derogatory statements, or misrepresentation is not viewed favorably by your community and can result in legal entanglements.
- I. Write knowledgeably, accurately, and using appropriate professionalism. Despite any disclaimers, board Trustee's Web interaction can result in members of the public forming opinions about board Trustees, the District, staff and the community.
- J. Honor the privacy rights of fellow Board Trustees, staff and parents by asking permission before writing about or displaying internal happenings that might be considered a breach of their privacy and confidentiality.
- K. Board Trustees should be very careful about selling any product or service in a blog about the District.
- L. Recognize that Board Trustees may be legally liable for anything written or presented online. Board Trustees can be sued by all District employees, parents, students, or any individual who view the commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous, or creating a hostile work environment.

### **2.4 Board member communication with the community**

- A. The Board will communicate with the community through public hearings, regular Board meetings and regular publications.
- B. Individual Board members cannot speak in an official capacity outside the Board room.

### **2.5 Administration communications with Board members**

- A. The Superintendent will exercise his/her best judgment and discretion to determine when information should be shared with board members based on the specific situation.
- B. Three types of communication with board members:

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1. Not urgent or not in the media - Board Packet
2. Very important but not crisis - Email/text to each board member
3. Crisis/Emergency situation - Phone/text call to each board member
  - a. In the case of an emergency or crisis, the superintendent or designee will provide

The following six pieces of information:

- What, Where, When, Who. Action taken and a public statement for the Board members.
- b. Phone calls will be placed in the following order:
  - President, VP, Secretary, Treasurer and Trustees
- c. The Superintendent or designee will provide updates as practicable.

### 2.6 Community electronic communications with the Board

- A. The Board will have a contact link on the District website to allow community members to email their questions to the entire board.
  1. The website and/or form will state in a conspicuous place the following:  
“The School Board members are trustees primarily charged with the vision, budget, goals and policy for all children in the district. Any operational or staffing issues should go through the building principal first, then to the administration”.
  2. An automated email response will acknowledge the receipt of the citizen’s inquiry containing the text:  
“Thank you for your inquiry to the Hazel Park Board of Education. It will be shared with all the Board members. The President or a School Administrator will get back to you shortly.”
- B. The Board President or designee shall determine the appropriate response and who responds to the inquiry. Any response shall go to all Board members.

### 2.7 Community communication directly to a Board member

- A. This does not apply to casual conversation with community members. If applicable, the Board member should contact the Board President about the issue:
  1. To determine if other Board members and/or the administration received the communication.
  2. To confirm the relative facts.
  3. To discuss the individual Board member’s potential response.
  4. Any response should be shared with other members.

### 2.8 Community member request for privacy in communications

- A. The Board encourages openness in all community communications.
- B. Any community member who requests privacy in communications should not expect a response.
- C. Any response may be subject to public disclosure in the future.

## 3.0 BOARD DEVELOPMENT

### 3.1 New Member Orientation

- A. Orientation to the Board/Board Responsibilities: **The following items shall be provided or made available to the new Board member by the Board President or a Board trustee designated by the Board President as a “mentor” with the assistance of the superintendent or the superintendent’s designee.**

A personal copy or link of the written Board policy manual and explanation of its use,

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development, review, etc., including the following:

- A copy or link and explanation of the district’s mission, vision, values and beliefs, and/or educational philosophy.
  - A copy or link and explanation of the district’s latest short-and long-range goals, along with related needs assessment results.
  - An explanation or link of any policies governing board member conduct and activities (i.e., Board Code of Ethics, travel expenses, conflict of interest, professional development, etc.)
  - An explanation of how board meetings are conducted, including parliamentary procedures used, Open Meetings Act requirements, placing items on the agenda, superintendent’s Board packets, etc.
  - A discussion about the Board’s speaking with one voice, the authority of the board vs. the authority of any individual board member, the chain of command, etc.
  - An explanation of Board processes: gathering community input, monitoring district progress, self-evaluation, communication with the media, etc.
  - A historical perspective of the Board’s current work, including minutes from the past year’s board meetings;
  - An explanation of the superintendent’s informational packets.
  - An explanation and list of Board and Board member development opportunities available throughout the year including MASB’s CBA course offerings, and workshops, Certification process and annual conferences.
- B. Orientation to Board/Superintendent Roles and Relationship: The following items are generally shared areas of expertise between the Board and superintendent, and therefore, should be a joint responsibility in the orientation process.
- Clarification of roles and responsibilities including discussion about “Who decides” particular types of issues.
  - Explanation of how authority is delegated to the superintendent.
  - Explanation of the District’s administrative procedures manual.
  - A copy / Link of the superintendent’s job description and contract and discussion of how it evolved.
  - A copy/ link of any superintendent evaluation materials and discussion of how and when they are used.
  - An explanation of how communication flows between Board members and superintendent and how to use the chain of command.
  - A review of written board policies governing the Board/Superintendent Relationship.
- C. Orientation to the District: The following items are generally within the superintendent’s areas of expertise and responsibility in the orientation process.
1. School Finance
    - A copy/link of the district’s budget. Explanation of how, when and by whom it is prepared; how the district’s mission and goals are translated into a dollars-and cents plan; where the money comes from, where it goes and how it is spent.
    - An explanation of financial accountability processes: how funds are accounted for; how expenditures are authorized; what financial

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- reports are provided and how to interpret them, etc.
  - An explanation of the state's school finance plan and what it means in terms of local district budget.
  - Data on district per pupil cost and expenditures.
  - An explanation of the assessed valuation and tax structure of the district.
  - An explanation of the funding process for the school district.
  - A description of the district's student enrollment trends and projections.
  - Data on the existing bond indebtedness of the district and when various building debts will expire.
  - Information on federal and state aid to your district's education program.
2. School District Facilities
    - A list showing the number, location, and condition of schools and other buildings owned/operated by the district.
    - An explanation of construction projects contemplated and in process.
    - A description of the district's building maintenance program.
  3. School Curriculum and Instruction
    - An explanation of curriculum standards required by state law and implemented by the State Board of Education.
    - Copies of recent state and/or accrediting agency evaluations.
    - An explanation of the district's overall curriculum program.
    - An explanation of local school improvement initiatives (what, why, who, how, etc).
    - An explanation of the educational organization of the district, including student groupings, departmentalization, team-teaching, shared pupils/teachers, etc.
    - An explanation of how elementary, middle school and secondary curricula are coordinated.
    - Student dropout statistics.
    - Information on MSTEP tests, other applicable standardized testing, recent test results, and the utilization of test results.
    - Data on the percentages of students who go on to college or other post high school programs.
    - An explanation of the ISD, the District's involvement with the Oakland ISD and, and other collaborative educational facilities/programs.
    - The district's special education program, programs/courses offered for students with impaired sight or hearing, and emotional, neurological and other problems.
    - Data on age and condition of textbooks and other school equipment
    - A description of libraries, technological tools and other instructional materials in use now or planned for the future.
    - A listing of extra-and co-curricular activities in the district.
  4. Administration and Staff
    - A copy/link of the job description of the superintendent, Board

secretary and top administrators.

- An organizational chart of the school district's management structure.
- An explanation of personnel recruitment and hiring procedures.
- A copy link of staff salary schedules and fringe benefit programs, including data on average and median salaries of teachers and administrators.
- Data on staff-administrator ratios.
- A copy/link of the district's collective bargaining agreement(s), and a brief history of the recent collective bargaining activities in the district.
- An explanation of the district's evaluation criteria and procedures for administrators, teachers and support staff.
- An explanation of the district's orientation program for new teachers.
- An explanation of the district's staff development program.

5. School-Community Relations

- An explanation of programs, activities, and interests of education-oriented groups and associations (i.e., PTA's, booster clubs, the Promise Zone, advisory committees, etc).
- An explanation of the District's public relations program, the District "Brand", how it is coordinated, and what activities regularly take place.

**3.2 Board Officer Transition Process**

- A. Present officers to relate duties and responsibilities of the position to their replacements.
- B. New officers to review written description of position before taking office.

**3.3 Selecting of timing and activity for annual team building session and assessment of Board continuing education needs.**

**3.4 Annual board team (board and supt.) self-evaluation and establishment of goals**

- A. Evaluations are done annually in May.
- B. Evaluations are conducted in executive session by consensus.
- C. Evaluations are done as a team (board and superintendent).

**3.5 Board member concerns about another board members performance**

- A. If a board member has a concern about another board member's performance they should first discuss it with the offending member.
- B. If still unsatisfied with the results of the first meeting, then they should discuss it with the board president or other board officer.

**3.6 Procedures for board travel and training opportunities**

- A. Board members are encouraged to further their professional training and take advantage of available training or conferences within or outside of the district.
- B. Board members should arrange travel, accommodations and classes through the superintendent's office.
- C. All board members are to comply with the Board policy on travel expenditures and submitting travel/training expenses.
- D. Board members should report on their conference attendance at the next board meeting.

**4.0 BOARD DISTRICT OVERSIGHT**

**4.1 Establishment of the districts vision, mission and annual goals**

- A. The board shall develop district vision and mission statements, as needed.

**4.2 Boards approval of district goals**

- A. The superintendent shall examine district goals and if necessary develop or

revise them at least on an annual basis.

- B. District goals shall be presented to the Board by the superintendent and approved by the Board at the August meeting.

**4.3 Boards approval of district and building performance objectives**

- A. The superintendent shall develop performance objectives for District and campus performance from time to time and at least on an annual basis.
- B. District and campus performance objectives shall be presented to the board by the Superintendent and approved by the board.

**4.4 Boards approval of District and Building**

- A. The Superintendent shall develop District Improvement Plans from time to time and at least on an annual basis.
- B. District Improvement Plans shall be presented to the board by the Superintendent and approved by the board.

**4.5 Boards review of the districts progress toward goals accomplishments**

- A. Board members will be continually guided by what is best for all students in the district.
- B. The Board will annually review the district goals.
- C. Each Board member will be given by the administration a copy/ link of the district's progress towards goals prior to the review meeting.

**4.6 Boards review of the instructional program**

- A. Board members will be continually guided by what is best for all students in the district.
- B. The Board will annually review the instructional program for each subject category.
- C. Each Board member will be given a copy of the instructional program prior to the meeting.

**4.7 Boards review of programs other than instructional programs**

- A. Each Board member will be continuously guided by what is best for all students of the district.
- B. The Board will review annually non instructional programs (i.e. Athletics)

**4.8 Development and adoption of the district budget (full cycle)**

- A. The Board president shall appoint three (3) members of the Board to be on the Finance Committee.
- B. The Finance committee shall meet with the administration as needed during the year to review the school budget and make changes as necessary to meet the district goals within the expected revenues and expenses.
- C. Board members will not individually undertake to observe the performance of employees, including classroom teachers, for the purposes of "evaluating" a teacher's performance.

**D. The Administration shall present to the Board an annual budget for approval every Spring.**

**4.9 Board member campus visits**

- A. Board members will not individually undertake to observe the performance of employees, including classroom teachers, for the purpose of evaluating a teacher's performance.
- B. All Board members are encouraged to attend district events.

**5.0 POLICY / PROCEDURES**

**5.1 Review of Board policy**

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A. Board Policies are reviewed and updated annually as needed by the Board policy committee.

B. Revised Board policies are approved by the Board.

### **5.2 Development of Board policy**

A. New board policies are developed in response to requested district or administration needs to the Board policy committee.

B. New board policies are approved by the Board.

### **5.3 Development of administrative procedures**

A. New administrative procedures are developed in response to district or administration by the Superintendent and presented to the Board policy committee.

B. New administrative procedures are presented to the Board as informational.

## **6.0 PERSONNEL**

### **6.1 Evaluation of the superintendent (full cycle)**

An annual evaluation of the Superintendent shall be made a part of the Board's annual calendar.

Each Board Member shall complete an evaluation, to be compiled by the Board President who will then share the results with Board Members.

A. The Board will use a state-approved evaluation tool.

B. Training on the evaluation tool must be provided to all evaluators, which include Board Members.

C. The Board shall evaluate the Superintendent's performance annually unless he/she has received three consecutive effective evaluations.

D. The Superintendent may give the Board a self-evaluation including supporting Documentation.

E. The Superintendent may choose to have his/her review during a closed or open Session of the Board.

F. The Board will recommend and approve the Superintendent evaluation in open Session.

G. The Board will review and recommend contract provisions for the Superintendent.

### **6.2 Board member's concerns about the superintendent's professional performance**

A. We value the superintendent role in the community and how the district is represented. If this representation is less than favorable and witnessed by a Board member the Board member shall:

1. Communicate their concerns directly to the superintendent

2. Communicate with the Board President to address questions and/or concerns.

### **6.3 Hiring of personnel other than the superintendent**

A. The Board does not directly hire any personnel other than the superintendent.

B. The personnel changes shall be presented to the Board monthly by the administration and approved by the Board.

## Code of Ethics

As members of the Hazel Park Board of Education, we realize that to be the most effective advocates for children, we, as a Board, must function as a team and at all times treat each other and the people we serve with the utmost courtesy, dignity, respect and professionalism. Should we, for whatever reason, fail to follow these guidelines, we ask that our fellow Board members call it to our attention, in a professional manner. Should that occur, we pledge to accept the feedback without anger or retribution, and to renew our efforts to follow this Code of Conduct and Board Operating Procedures with Hazel Park Students needs in the center of our discussions. We shall promote the best interests of the school district as a whole, and, to that end, we shall adhere to the following educational and ethical standards.

- I will bring about desired changes through legal and ethical procedures, upholding and enforcing all laws, administrative rules and regulations, court orders pertaining to schools and district policies and procedures.
- I will make decisions in terms of the educational welfare of all children in the District, regardless of ability, race, religion, creed, sex, sexual orientation, national origin, disability or social standing.
- I will recognize that the Board must make decisions as a whole, as a body corporate, and make no personal promise or take private action that may compromise the role and integrity of the Board.
- I will focus Board action on policy making, goal setting, planning and evaluation as outlined in Board policy and state law.
- I will vote to appoint the best qualified personnel available after due consideration of the recommendation by the Superintendent. I will insist on regular and impartial evaluation of all staff by the Superintendent.
- I recognize that the role of the Board is to govern and oversee the management of the District. I will delegate authority to the Superintendent for the day to day operations of the district.
- I will not step outside my role to govern and oversee the management of the district by seeking to participate in the administration of the day to day operations of the District.
- I will hold confidential all matters that if disclosed may have a negative impact on the District. I will respect the confidentiality of information that is privileged under applicable law, including closed session discussions.
- To the extent possible, I will attend all regularly scheduled and specially set Board meetings, arrive on time, and I will be informed of the issues to be considered at the meetings.
- I will assist in making policy decisions only after full discussion at publicly held Board meetings, and I will render all decisions based on available facts, and I refuse to surrender judgment to individuals or special groups.
- I will refrain from using my Board position for personal or partisan gain.
- I will disagree in an agreeable manner. I will not hold grudges or question other Board member's ethics or motives as to their vote or views on issues.
- I will be firm, fair, just and impartial in all decisions and actions.

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- I will respect the majority decision as the decision of the Board.
- I will encourage the free expression of opinion by all Board members. I will make a good faith effort to understand and accommodate the views of others.
- I recognize the appropriate channels to refer complaints to the Superintendent and will do so.
- I will seek communication between the Board, students, staff, and the community at Board meetings as required, to conduct Board business.
- I will communicate to fellow Board members and the Superintendent at appropriate times, expression of public concerns.
- I will become informed about current educational issues and seek continuing education opportunities such as those sponsored by state and national Board associations.
- I will disseminate pertinent information gathered at training workshops and conventions with the Superintendent and fellow Board members.
- I will share school district information with other Board members.

As Board President...

- I will make sure that persons addressing the Board follow established Board Policy guidelines as outlined in Board Policy.
- I will make sure that persons addressing the Board do so in a professional manner and not allow inappropriate communication to be directed to the Board or the Superintendent during Board meetings.
- I will ensure that all Board members are given an opportunity to reflect their views. I will work toward building consensus among all Board members.

**I acknowledge that I have read and understand the above Hazel Park Board of Education Protocols, as written.**

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Attendee/Title	Event	Dates of Event	Location	Cost	Mileage	Notes
April Beaton	CBA 103: Basic School Finance	Virtual	Online	\$99.00	No	
April Beaton	CBA 104: Basic School Law	Virtual	Online	\$99.00	No	
April Beaton	CBA 105: Curriculum and Instruction	Virtual	Online	\$99.00	No	
April Beaton	CBA 108: Navigating the Legislative Process	Virtual	Online	\$99.00	No	
April Beaton	CBA 345: Data Dashboards	Virtual	Online	\$99.00	No	