



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

Agenda

Regular Meeting

Ford Administration Building

1620 E Elza Avenue

Hazel Park, MI 48030

March 17, 2025

6:00 PM

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

CALL TO ORDER

ROLL CALL

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (ACTION ITEM)

SPECIAL ORDER OF BUSINESS

- A. Student of the Month
- B. Financial Presentation

PUBLIC COMMENT

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

CONSENT AGENDA (Action Items)

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

A. Approval of Minutes

1) Board Meetings

- a. *1.27.2025 Board of Education Regular Meeting - Closed Session Minutes
- b. 2.25.2025 Board of Education Regular Meeting - Unofficial Minutes 3

1. *2.25.2025 Board of Education Regular Meeting - Closed Session Minutes	
c. 3.3.2025 Board of Education Workshop Meeting - Unofficial Minutes	10
2) Committee Meetings	
a. 3.10.2025 Board of Education Committee of the Whole - Unofficial Minutes	11
B. <u>Monthly Financial Reports</u>	<u>14</u>
C. <u>Personnel Recommendations</u>	<u>41</u>
D. <u>Conference Requests</u>	<u>42</u>
UNFINISHED BUSINESS	
A. Board Protocol (Action Item)	43
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A. Staffing Proposal (Informational Item)	
B. Michigan Virtual Charter Academy (MVCA) Board Member (Action Item)	
C. 2025-2026 Handbooks (Action Item)	65
D. Administrative Sick Time Payout (Action Item)	337
E. Board Training (Action Item)	338
F. Conferences (Over \$500)	339
G. Student Discipline (Action Item)	340
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A. Enrollment	350
B. Fundraisers	352
REQUESTS FOR FUTURE AGENDA ITEMS	
CALENDAR DATES	
PUBLIC COMMENT	
<i>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.</i>	
BOARD MEMBER AND ADMINISTRATION COMMENTS	
ADJOURNMENT	

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

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

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



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

CALL TO ORDER

The Regular Meeting of the Hazel Park Board of Education was held at the Ford Administration on February 25, 2025 and was called to order by President Hinton at 6:00 PM.

ROLL CALL

Members Present: Beaton, Becker, Fortress, Fox, Laframboise, Rattee, Hinton
Members Absent:
Others Present: Cost, Dulmage, Cales

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (Action Item)

Moved by Fortress, supported by Laframboise, that the Board of Education approve the Agenda, as written.

Discussion Agenda was approved, questions were raised why agenda doesn't include all items from the Committee of the Whole.

Roll Call Vote

Yeas: Fortress, Laframboise, Beaton, Becker, Fox, Rattee, Hinton
Nays:

Motion carried.

SPECIAL ORDER OF BUSINESS

- A. Student of the Month
- ~~B. Junior High Representative~~
- C. High School Representative
- ~~D. Advantage Representative~~
- E. Teacher of the Year
- F. BCBA Presentation
- G. Resource Fair
- H. Webb Presentation
- I. LEO Presentation

PUBLIC COMMENT

Jennifer Jackson

Mrs. Jackson shared questions for the Board regarding the investigation of the Superintendent.

Jarred Jackson

Mr. Jackson shared questions for the Board regarding the investigation of the Superintendent.

Ryann Voss

Ms. Voss shared concerns for the investigation of the Superintendent.

Eric Confer

Mr. Confer shared information on his experience as a volunteer coach as well as his experience of the hiring process with Hazel Park Schools.

CONSENT AGENDA (Action Items)

A. Approval of Minutes

1) Board Meetings

- a. 1.6.2025 Board of Education Regular Meeting
- b. 01.22.2025 Board of Education Special Meeting
- c. 1.27.2025 Board of Education Regular Meeting
 - i. ~~*1.27.2025 Board of Education Regular Meeting - Closed Session~~
- d. 02.03.2025 Board of Education Special Meeting

2) Committee Meetings

- a. 01.13.2025 Board of Education Committee of the Whole Meeting - Unofficial Minutes
 - i. *1.13.2025 Board of Education Regular Meeting - Closed Session Minutes
- b. 02.10.2025 Board of Education Committee of the Whole Meeting

B. Monthly Financial Reports

C. Personnel Recommendations

D. Conference Requests (under \$500)

Moved by Fortress, supported by Laframboise, that the Board of Education approve the consent agenda, as written. **Amended motion:** Moved by Fortress, supported by Laframboise, that the Board of Education approve the consent agenda with personnel pulled, adding a discussion of the minutes and pulling the minutes from the 1.27.2025 closed session.

Discussion Personnel pulled from Consent Agenda and added to New Business and Closed Session minutes removed from the agenda because they were not provided to the Board.

Roll Call Vote

Yeas: Fortress, Laframboise, Beaton, Becker, Fox, Rattee, Hinton

Nays:

Motion carried.

CLOSED SESSION

- A. Motion to recess into closed session under Section 8(1)(a) of the Open Meetings Act to consider the dismissal, suspension, or disciplining of a student if the student or the student's parent or guardian requests a closed hearing, and under Section 8(1)(f) to review and consider the contents of an application for employment or appointment to a public office if the candidate requests confidentiality, as permitted under the Open Meetings Act.

Moved by Fortress, supported by Beaton, that the Board of Education recess into closed session 8(1)(a) to consider the dismissal, suspension, or disciplining of a student if the student or the student's parent or guardian requests a closed hearing and 8(1)(f) to review and consider the contents of an application for employment as permitted under the Open Meetings Act.

Discussion

Roll Call Vote

Yeas: Fortress, Beaton, Becker, Fox, Laframboise, Rattee, Hinton

Nays:

Motion carried.

Meeting recessed into closed session 7:34 pm.

Meeting resumed to open session 8:42 pm.

Moved by Laframboise, supported by Beaton, that the Board⁴ of Education return to open session.

Roll Call Vote

Yeas: Laframboise, Beaton, Becker, Fortress, Fox, Rattee, Hinton

Nays:

Motion carried.

NEW BUSINESS

A. Student Discipline (Action Item)

Moved by Rattee, supported by Beaton, that the Board of Education approve the transfer of student 202502245 to Advantage.

Discussion The Board of Education approved to transfer student 20252245 to Advantage.

Roll Call Vote

Yeas: Rattee, Beaton, Becker, Fortress, Fox, Laframboise, Hinton

Nays:

Motion carried.

B. Hiring of Paraprofessional (Action Item)

Moved by Rattee, supported by Fortress, that the Board of Education approve the hiring of Danielle Girenti as a Paraprofessional for Hazel Park Schools, as presented.

Discussion The Board of Education approved to Hire Danielle Girenti as a Paraprofessional for Hazel Park Schools.

Roll Call Vote

Yeas: Rattee, Fortress, Beaton, Becker, Fox, Laframboise, Hinton

Nays:

Motion carried.

C. MASB Board of Directors Election (Action item)

Moved by Fortress, supported by Rattee, that the Board of Education approve the nomination for the MASB Board of Directors, as presented.

Amended Motion: Moved by Fortress, supported by Rattee, that the Board of Education approve the nomination of Randel Meisner for the MASB Board of Directors, as presented.

Discussion The Board of Education approved to nominate Randel Meisner for the MASB Board of Directors Election.

Roll Call Vote

Yeas: Fortress, Rattee, Beaton, Becker, Fox, Laframboise, Hinton

Nays:

Motion carried.

D. Dance Team Competition - Overnight Travel (Action Item)

Moved by Fortress, supported by Rattee, that the Board of Education approve the Dance Team for overnight travel to the National Competition in Ohio, as presented.

Discussion The Board of Education approved the Dance team to attend competition in Ohio.

Roll Call Vote

Yeas: Fortress, Rattee, Beaton, Becker, Fox, Laframboise, Hinton

Nays:

Motion carried.

E. Edison Camera Purchase (Action Item)

Moved by Rattee, supported by Beaton, that the Board of Education approve the purchase of cameras for Edison, as presented.

Discussion The Board of Education approved to purchase cameras for Edison.

Roll Call Vote

Yeas: Rattee, Beaton, Becker, Fortress, Fox, Laframboise, Hinton

Nays:

Motion carried.

F. Summer School (Action Item)

Moved by Fortress, supported by Rattee, that the Board of Education approve the Early Childcare-Grade 12 Summer programming, as presented.

Discussion The Board of Education approved Summer School for Early Childcare - Grade 12.

Roll Call Vote

Yeas: Fortress, Rattee, Beaton, Becker, Fox, Laframboise, Hinton

Nays:

Motion carried.

G. Corrective Action Plan for Finances (Informational Item)

H. Junior High Woodshop (Action Item)

Moved by Fortress, supported by Rattee, that the Board of Education approve the one-time purchase of this Cabinet Saw with a safety fence to equip the Hazel Park Junior High School woodworking classroom in an amount not to exceed \$6000.

Discussion The Board of Education approved the purchase of the cabinet saw for the High School Woodworking classroom.

Roll Call Vote

Yeas: Fortress, Rattee, Beaton, Becker, Fox, Laframboise, Hinton

Nays:

Motion carried.

I. Therapy Dog Handbook (Action Item)

Moved by Fortress, supported by Rattee, that the Board of Education approve the changes to the Therapy Dog Handbook for 2024/2025.

Discussion The Board of Education approved the updates for the Therapy Dog Handbook.

Roll Call Vote

Yeas: Fortress, Rattee, Beaton, Becker, Fox, Laframboise, Hinton

Nays:

Motion carried.

J. Board Protocol (Action Item)

Moved by Fortress, supported by Laframboise, that the Board of Education table the updates to the Board Protocols, as presented.

Discussion The Board of Education tabled the updated to the Board Protocols, this item will be brought to the Committee of the Whole in March.

Roll Call Vote

Yeas: Fortress, Laframboise, Beaton, Becker, Fox, Rattee, Hinton

Nays:

Motion carried.

K. ICE Guidelines (Informational Item)

L. Board Training (Action Item)

Moved by Fortress, supported by Rattee, that the Board of Education approve the Board Training, as presented.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Beaton, Becker, Fox, Laframboise, Hinton

Nays:

Motion carried.

M. Freedom of Information Act (FOIA) (Informational Item)

N. Grants (Informational Item)

O. Targeted Support and Improvement (TSI) (Informational Item)

P. Personnel (Action Item)

Moved by Fortress, supported by Laframboise, that the Board of Education re-evaluate the salary for the Junior High Promise Navigator position.

Amended Motion: Moved by Fortress, supported by Laframboise that the Board of Education table the re-evaluation of the Junior High Promise Navigator until more information can be provided

Discussion The Board of Education tabled this item to re-evaluate the Promise Navigator position for the Junior High, requesting information on salary and job description.

Roll Call Vote

Yeas: Fortress, Laframboise, Beaton, Becker, Fox, Hinton

Nays:

Abstain: Rattee

Motion carried.

Q. Personnel (Action Item)

Moved by Fortress, supported by Laframboise, that the Board of Education approve the remaining personnel items, as presented.

Discussion The Board of Education approved the remaining personnel items.

Roll Call Vote

Yeas: Fortress, Laframboise, Beaton, Becker, Fox, Rattee, Hinton

Nays:

Motion carried.

R. Language Line Pilot (Action Item)

Moved by Fortress, supported by Beaton, that the Board of Education add the Language Line Pilot back to the agenda, as presented in the Community of the Whole.

Discussion The Board of Education added the Language Line Pilot for six (6) months trial.

Roll Call Vote

Yeas: Fortress, Beaton, Laframboise, Becker, Fox, Hinton

Nays:

Motion carried.

SUPERINTENDENT REPORT

- A. Enrollment
- B. Fundraisers

REQUESTS FOR FUTURE AGENDA ITEMS

- A. Storage Room for Athletic Boosters
- B. Oakland County Guidelines for ICE
- C. Therapy Dog Policy
- D. Fund Balance Policy
- E. Social Media Policy
- F. AI
- G. Invite Mr. Gardner or Investigating firm to provide Board of Education with an update
- H. Contract for Investigation
- I. Account of current spending for Investigation
- J. Health Clinic
- K. Demo of Powerschool

PUBLIC COMMENT

- | | |
|--------------|------------------------------------------------------------------------------------|
| Eric Confer | Mr. Confer shared his experience with the hiring process for Hazel Park Schools. |
| Don McGinnis | Mr. McGinnis stated he has concerns for not feeling heard from the administration. |

CALENDAR DATES

BOARD MEMBER AND ADMINISTRATION COMMENTS

- | | |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Deborah Laframboise, Vice President | State of the State will be given tomorrow February 26, 2025. The Federal Government is making cuts, free lunch could be affected, Title I funds may be cut up to 25%. Expanding preschool. Please watch. It seems best practices change constantly. I am looking forward to the Spring Play, James and the Giant Peach, I have been waiting for a family friendly play that I can take my grandkids too! |
| Monica Rattee, Trustee | Teacher of the Year is always amazing! Congratulations to everyone. Congrats to Chloe, such a big heart and its so cool to see a 5th grader doing these things. The Promise Zone dinner had most of the Board Members attend. I appreciate the support and hope it continues to receive the support. It was not as well attended this year as it has been in the past and I feel the status of the district affected that. I want to give a huge shout out to Heidi Kunz for donating ten (10) gift baskets to the dinner. That was amazing, thank you so much! It was a great night, thank you to everyone who came out. |

April Beaton, Trustee

I'm looking forward to James and the Giant Peach and to watching the Crusaders game where our Jardon students play. It's free admission so come and check them out at the High School. We have two High School Wrestlers competing in State Finals this weekend! It's so exciting to see Teacher of the Year and I just want to say thank you for being the backbone of this district. Don't stop advocating when you walk out of this door. Public education is important, take it to the state, take it to the federal level and please continue to keep advocating!

Nathan Becker, Trustee

Thank you to the speakers tonight. Student of the Month is always a lot of fun. Teach of the Year is also great to see and the teachers getting the accolades they deserve!

Heidi Fortress, Treasurer

None

Darrin Fox, Secretary

None

Catherine Cost, Interim Superintendent

Just a couple quick updates. The concern of the lights at Webb is being resolved. We're coming up on Social Worker's Week, the first week in March and we have Bus Driver Appreciation Day.

Beverly Hinton, President

We lost a fantastic principal, Don Vogt. I worked with him for 10 years. He was always friendly and smiling. He was like a dad to the kids at the high school and always walking the halls with his radio. Every interaction he had with parents or anyone always ended up pleasant.

Adjournment

Moved and supported that the meeting be adjourned at 10:16pm.

Unanimous Approval.



SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MI
BOARD OF EDUCATION WORKSHOP
March 3, 2025 5:30 PM

CALL TO ORDER

The Workshop Meeting of the Hazel Park Board of Education was held on March 3, 2025 and was called to order by President Hinton at 5:30 p.m.

ROLL CALL

Members Present: Beaton, Becker, Fox, Laframboise, Rattee, Hinton
Members Absent: Fortress
Others Present: Dulmage, Cales, Papasian-Broadwell

PUBLIC COMMENT - None

APPROVAL OF THE AGENDA (ACTION ITEM)

Moved by Rattee, supported by Laframboise, that the Board of Education approve the agenda as written.

Discussion

Roll Call Vote

Yeas: Rattee, Laframboise, Beaton, Becker, Fox, Hinton

Nays:

Motion carried.

NEW BUSINESS

A. MASB Workshop

The Board of Education participated in a MASB Workshop, Working as an Effective Governance Team presented by Scott Morrell.

BOARD MEMBER AND ADMINISTRATION COMMENTS

Moved and supported that the meeting be adjourned by 7:45pm.

Unanimous approval.



SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MI
COMMITTEE OF THE WHOLE MEETING
March 10, 2025 5:30 PM

CALL TO ORDER

The Committee of the Whole Meeting of the Hazel Park Board of Education was held on March 10, 2025 and was called to order by President Hinton at 5:30 p.m.

ROLL CALL

Members Present: Beaton, Becker, Fox, Laframboise, Rattee, Hinton
Members Absent: Fortress
Others Present: Dr. Cost, Kristy Cales, Monica Papasian, Dr Dulmage

APPROVAL OF THE AGENDA (ACTION ITEM)

Moved by Laframboise, supported by Beaton, that the Board of Education approve the agenda as written.

Discussion

Roll Call Vote

Yeas: Laframboise, Beaton, Becker, Fox, Rattee, Hinton

Nays:

Motion carried.

PUBLIC COMMENT

Sue Hemple
1203 E Hayes

Asked for consideration of Athletic Booster
running concessions.

NEW BUSINESS

A. PERSONNEL

1) Administrative Sick Time Payout

Discussion: Ms. Cales presented the Administrative Sick Time Pay proposal. After discussion, the committee recommended advancing this item to the board meeting for a vote.

2) 2025-2026 Handbooks

Discussion: Dr. Dulmage presented information regarding the handbooks. Advising on new handbooks, those with revisions, and those that remained unchanged. After discussion, the committee recommended advancing these items to the board meeting for a vote.

3) 2025-26 Certified Staffing

Discussion: Ms. Cales presented the 2025-26 Certified Staffing list for the elementary buildings. She also reminded the Board that Junior High and High School need to complete schedules before staffing can be reviewed.

4) Athletic Director

Discussion: Ms. Cales shared the job description for the Athletic Director and answered questions from the Board.

5) Promise Navigator

Discussion: Ms. Cales shared the job description for the Promise Navigator and answered questions from the Board.

B. POLICY

C. BUILDINGS & GROUNDS

D. FINANCE

1) Check Register & Credit Card Statements

Discussion: Questions regarding the check register and credit card statements were asked and answered before the Committee Meeting.

E. OTHER

1) Grants

a) Title I RAGS Grant

b) Summer Discovery Grant - INVEST

Discussion: Dr Dulmage shared the grant awards that have been received with Board members.

2) Michigan Virtual Cyber Academy (MVCA) Board Member

Discussion: MVCA will appoint a new Board Member at their March 17, 2025 regular Board Meeting. After discussion, the committee recommended advancing these items to the board meeting for a vote.

3) Medicaid School Service Program Agreement

Discussion: Dr. Papasian-Broadwell shared information with the board on the Medicaid School Service Program Agreement.

4) Oakland School ICE Guidelines

Discussion: Dr. Cost shared a brief overview of the Oakland School ICE Guidelines and how they lined up with those from Clark Hill.

5) Board Protocols

Discussion: The committee recommended advancing this item to the board meeting with changes that were discussed at the February regular meeting for a vote.

6) Board Training

Discussion: The committee recommended advancing this item to the board meeting for a vote.

PUBLIC COMMENT

ADJOURNMENT

Moved and supported that the meeting be adjourned by 6:18 pm.

Unanimous approval.



Hazel Park School District

ALL IN ALL THE TIME

Amy Kruppe, Ed.D.
Superintendent

Ford Administration

1620 E. Elza, Hazel Park, MI 48030 • Phone 248-658-5200 | Fax 248-544-5443

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

FROM: Crystal Mubarak
Director of Business

RE: Treasurer's Report 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>	
TOTAL CHECK DISBURSEMENTS		<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>
TOTAL DISBURSEMENTS IN PERIOD			<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.

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

\$2,089,060.93	Total ACH Debits
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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

\$1,578,324.64	Total Payroll
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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

\$12,211,937.60	Total Wires
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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

\$74,685.34	Total P-Card Purchases
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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
Type: 4 Revenue							
St Revenue: 100	Revenue from Local Sources	Total:	6,310,500.00	0.00	6,117,907.45	192,592.55	96.95%
St Revenue: 300	Rev from State Sources	Total:	43,062,068.00	0.00	22,449,790.81	20,612,277.19	52.13%
St Revenue: 400	Rev from Federal Sources	Total:	1,862,829.00	0.00	2,674,176.18	(811,347.18)	143.55%
St Revenue: 500	Incoming Transfer/Oth Transact	Total:	2,940,000.00	0.00	1,843,193.07	1,096,806.93	62.69%
St Revenue: 600	Fund Modifications	Total:	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%
Type: 5 Expense							
St. Function:110	Basic Programs	Total:	21,884,914.00	190,550.13	12,527,264.18	9,357,649.82	57.24%
St. Function:120	Added Needs	Total:	11,112,868.00	6,059.79	6,781,740.85	4,331,127.15	61.03%
St. Function:210	Support Services-Pupil	Total:	4,178,712.00	0.00	2,491,014.79	1,687,697.21	59.61%
St. Function:220	Support Services-Instr Staff	Total:	3,741,471.00	35,401.54	1,927,626.65	1,813,844.35	51.52%
St. Function:230	Support Services-General Admin	Total:	793,531.00	1,881.00	583,280.16	210,250.84	73.50%
St. Function:240	Support Services-School Admin	Total:	2,584,742.00	3,057.65	1,506,953.37	1,077,788.63	58.30%
St. Function:250	Support Services-Business	Total:	810,588.00	0.00	1,052,361.78	(241,773.78)	129.83%
St. Function:260	Operations and Maintenance	Total:	5,965,755.00	40.27	3,510,838.01	2,454,916.99	58.85%
St. Function:270	Pupil Transportation Services	Total:	978,544.00	0.00	714,304.75	264,239.25	73.00%
St. Function:280	Support Services-Central	Total:	2,185,108.00	1,125.75	1,484,258.61	700,849.39	67.93%
St. Function:290	Support Services-Other	Total:	813,672.00	50,172.34	397,151.21	416,520.79	48.81%
St. Function:330	Community Activities	Total:	330,297.00	0.00	76,879.99	253,417.01	23.28%
St. Function:390	Other Community Services	Total:	393,000.00	0.00	283,463.91	109,536.09	72.13%
St. Function:440	Pymts to Other Govnmt	Total:	293,000.00	0.00	594,750.00	(301,750.00)	202.99%
St. Function:510	Debt Services - Long Term Only	Total:	33,000.00	0.00	-	33,000.00	0.00%
St. Function:600	Transfers Out	Total:	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%
Grand Total:			-529,806.00		-858,164.50	328,359.50	

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
Vendor Total:								131.52
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
Vendor Total:								406.80
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
Vendor Total:								17 80.00
100393	KILBURNS EQUIPMENT	110-261-0000-0000-000-0065-55990000	EH 00001447	02/07/2025	1589827	MAINT. SUPPLIES		575.00
Vendor Total:								575.00
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
Vendor Total:								27,255.06
100959	PROCARE THERAPY	110-214-0021-0000-000-0660-53150000	EH 00001449	02/07/2025	21122850	Management Services		3,220.00
Vendor Total:								3,220.00
100428	ROYAL ROOFING	110-261-0000-0000-200-0065-53190000	EH 00001450	02/07/2025	S127559	HPJH ROOF		896.00
Vendor Total:								896.00
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-Sharpended 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
							Vendor Total:	448.86
100600	A C BUILDERS HARDWARE	110-261-0000-0000-300-0065-55990000	EH 00001452	02/21/2025	704439	HIGH SCHOOL - MAINT. SUPPLIES		210.60
							Vendor Total:	210.60
100351	AIRGAS GREAT LAKES	110-113-0000-2230-300-2230-55110000	EH 00001453	02/21/2025	5513830892	RENTAL		299.56
							Vendor Total:	299.56
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
							Vendor Total:	397.62
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
							Vendor Total:	80.00
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
							Vendor Total:	238,577.20
100319	G N E PAINT & SUPPLY	110-261-0000-0000-000-0065-55990000	EH 00001457	02/21/2025	0401985IN	PAINT - MAINT. SUPPLIES		213.35
							Vendor Total:	213.35
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
							Vendor Total:	4,500.00
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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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
Vendor Total:								56,038.19
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
Vendor Total:								1,131.22
1099C	MILLER, MATTHEW	110-252-0000-0000-000-0060-53150000	EH 00001461	02/21/2025	101	FEB 8-14/2025		1,875.00
Vendor Total:								1,875.00
100520	PEDIATRIC HEALTH	110-213-0013-0000-150-0660-53130000	EH 00001462	02/21/2025	2625	PHYSICAL THERAPIST		1,052.10
Vendor Total:								1,052.10
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
Vendor Total:								12,075.00
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
Vendor Total:								7,677.91
101494	THRUN MAATSCH AND	110-231-0000-0000-000-0060-53170000	EH 00001465	02/21/2025	13025	Legal Fees		2,747.00
Vendor Total:								2,747.00
100045	A & I ENTERPRISES	110-113-0000-0000-570-0570-53110000	EH 00001466	02/21/2025	22025	JANUARY 2025 PAYMENT		197,433.80
Vendor Total:								197,433.80
100292	INVEST CENTERS LLC	110-113-0000-0000-560-0000-53110000	EH 00001467	02/21/2025	22025	JANUARY 2025 PAYMENT		205,574.21
Vendor Total:								205,574.21
100090	A G CENTRAL MUSIC	110-112-0000-0000-200-0200-55110000	HP 00504513	02/07/2025	163145	REPAIRS		36.50
Vendor Total:								36.50
100544	ASCENSION MICHIGAN	110-283-0000-0000-000-0060-53190000	HP 00504514	02/07/2025	560313	PHYSICAL EXAM & TB TEST		228.00
Vendor Total:								228.00
100523	BLICK ART MATERIALS	110-113-0000-0000-300-0302-55110000	HP 00504515	02/07/2025	4759541	ART SUPPLIES		1,954.09
Vendor Total:								1,954.09
100011	CHAPTER 13 TRUSTEE	110-000-0000-0000-000-0000-24516000	HP 00504516	02/07/2025	2850/2501030	PAYROLL		268.00
Vendor Total:								268.00
100512	CHAPTER 13 TRUSTEE - T.	110-000-0000-0000-000-0000-24516000	HP 00504517	02/07/2025	2850/2501030	PAYROLL		695.00
Vendor Total:								695.00

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PE ID	Vendor Name	FQA	Check#	Check Date	Invoice #	Description	PO#	Amount
100309	CONSUMERS ENERGY	110-261-0000-0000-560-0065-55510000	HP 00504518	02/07/2025	89692425	ACT#100000008969		2,184.75
							Vendor Total:	2,184.75
101501	CROSWELL-LEXINGTON	110-293-0000-0000-300-0350-57410000	HP 00504519	02/07/2025	2525	TOURNAMENT @ HIGH SCHOOL		220.00
							Vendor Total:	220.00
100609	DAVID RUSKIN	110-000-0000-0000-000-0000-24516000	HP 00504520	02/07/2025	2850/2501030	PAYROLL		415.38
							Vendor Total:	415.38
100361	DOWNRIVER	110-261-0000-0000-300-0065-55990000	HP 00504521	02/07/2025	2053690	MAINT. SUPPLIES -HIGH SCHOOL		27.97
							Vendor Total:	27.97
100313	DTE ENERGY	110-261-0000-0000-060-0065-55520000	HP 00504522	02/07/2025	320731025	ACT#910040563207		1,255.70
							Vendor Total:	1,255.70
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
							Vendor Total:	2,454.10
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
							Vendor Total:	80.00
101132	ENTECH MEDICALL	220-213-0015-0000-600-0601-53130000	HP 00504526	02/07/2025	10400	AIDE		268.61
							Vendor Total:	268.61
101482	GRAFTON SCHOOL	220-122-0140-0000-650-0650-53220000	HP 00504527	02/07/2025	GIHNINV00558	SUPPLIES FOR TRAINING		2,209.70
							Vendor Total:	2,209.70
100989	HARRIS, GRANT	110-293-0000-0000-300-0350-53199000	HP 00504528	02/07/2025	1191	SPORTS OFFICIALS		25.00
							Vendor Total:	25.00
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
							Vendor Total:	164.50
100203	KENS TREE SERVICE LLC	110-261-0000-0000-150-0065-53190000	HP 00504530	02/07/2025	1958	TREE REMOVAL		2,000.00
							Vendor Total:	2,000.00
100089	MCNAUGHTON-MCKAY	110-261-0000-0000-000-0065-55990000	HP 00504531	02/07/2025	2538999200	MAINT. SUPPLIES		140.64
							Vendor Total:	140.64
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
Vendor Total:								96.99
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
Vendor Total:								390.35
100040	N2Y	220-122-0190-0000-600-0602-53110000	HP 00504534	02/07/2025	INV1087274	N2Y renewal sxi	P2500102	249.99
Vendor Total:								249.99
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
Vendor Total:								924.14
100202	ORKIN LLC	110-261-0000-0000-081-0065-54910000	HP 00504536	02/07/2025	269293902	MONTHLY INVOICE		174.00
Vendor Total:								174.00
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
Vendor Total:								4,013.40
100740	SPECTRUM WIRELESS USA	110-284-0000-0000-000-0284-56420000	HP 00504538	02/07/2025	0000006841	MONTHLY RENTAL		302.50
Vendor Total:								302.50
101105	STATE OF MICHIGAN	110-261-0000-0000-000-0065-57410000	HP 00504539	02/07/2025	040246	ELEVATOR INSPECTION		125.00
Vendor Total:								125.00
101452	TEAMSTERS LOCAL 214	110-000-0000-0000-000-0000-24517000	HP 00504540	02/07/2025	2825/2501030	PAYROLL		200.00
Vendor Total:								200.00
101439	VELO LAW OFFICE	110-000-0000-0000-000-0000-24516000	HP 00504541	02/07/2025	2840/2501030	PAYROLL		100.00
Vendor Total:								100.00
101467	WELTMAN, WEINBERG &	110-000-0000-0000-000-0000-24516000	HP 00504542	02/07/2025	2840/2501030	PAYROLL		118.17
Vendor Total:								118.17
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
Vendor Total:								120.00
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
Vendor Total:								4,500.00
100090	A G CENTRAL MUSIC	110-112-0000-0000-200-0200-55110000	HP 00504545	02/21/2025	163678	BAND SUPPLIES HPHH		65.00
Vendor Total:								65.00
101505	ALLEN PARK SCHOOLS	110-293-0000-0000-300-0350-57410000	HP 00504546	02/21/2025	121424	GIRLS WRESTLING TOURNAMENT		150.00
Vendor Total:								150.00
101124	ALNET	290-296-9060-0000-000-0400-57920000	HP 00504547	02/21/2025	030625	BASKETBALL TOURNAMENT		75.00
Vendor Total:								75.00
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
Vendor Total:								26,230.00

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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
Vendor Total:								278.00
100354	AUTO ZONE	110-261-0000-0000-000-0065-55990000	HP 00504550	02/21/2025	0225473391	WIPER BLADE FIR MAINT. TRUCK		34.48
Vendor Total:								34.48
101504	B'S BOWLING CENTER	110-293-0000-0000-300-0350-57410000	HP 00504551	02/21/2025	21925	TOURNAMENT FEE		378.00
Vendor Total:								378.00
100346	BIG D LOCK & KEY	110-261-0000-0000-000-0065-55990000	HP 00504552	02/21/2025	7776	KEYS - MAINT. SUPPLIES		144.95
Vendor Total:								144.95
100347	BILLINGS LAWN EQUIPMENT	110-261-0000-0000-000-0065-55990000	HP 00504553	02/21/2025	480060	MAINT. SUPPLIES		306.90
Vendor Total:								306.90
101507	BURTON, BRANDON	290-296-9469-0000-000-0450-57920000	HP 00504554	02/21/2025	2425	DANCE COMP. JUDGE		3,169.00
Vendor Total:								3,169.00
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
Vendor Total:								1,337.40
100011	CHAPTER 13 TRUSTEE	110-000-0000-0000-000-0000-24516000	HP 00504556	02/21/2025	2850/2501040	PAYROLL		268.00
Vendor Total:								268.00
100512	CHAPTER 13 TRUSTEE - T.	110-000-0000-0000-000-0000-24516000	HP 00504557	02/21/2025	2850/2501040	PAYROLL		695.00
Vendor Total:								695.00
100308	COCHRANE SUPPLY	110-261-0000-0000-600-0065-55990000	HP 00504558	02/21/2025	1412336	JARDON - SUPPLIES		259.77
Vendor Total:								259.77
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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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
Vendor Total:								24,280.45
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
Vendor Total:								302.56
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
Vendor Total:								2,684.50
100609	DAVID RUSKIN	110-000-0000-0000-000-0000-24516000	HP 00504562	02/21/2025	2850/2501040	PAYROLL		415.38
Vendor Total:								415.38
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
Vendor Total:								33,867.48
101474	ELLIS, REBECCA	110-293-0000-0000-300-0350-53197000	HP 00504564	02/21/2025	2725	BOOK		40.00
Vendor Total:								40.00
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
Vendor Total:								1,611.68

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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
							Vendor Total:	2,059.00
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
							Vendor Total:	231.25
100640	FIBER LINK INC	110-284-0000-0000-000-0284-53190000	HP 00504568	02/21/2025	20151	MISS DIG TICKETS		152.25
							Vendor Total:	152.25
100081	GUARDIAN AUTOMATIC FIRE	110-261-0000-0000-060-0065-54110000	HP 00504569	02/21/2025	INS19574	Miscellaneous Supplies & Matl		1,740.00
							Vendor Total:	1,740.00
100488	HOME DEPOT CREDIT	110-261-0000-0000-000-0065-55990000	HP 00504570	02/21/2025	94102525	MAINT. SUPPLIES		827.45
							Vendor Total:	827.45
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
							Vendor Total:	53,828.45
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
							Vendor Total:	1,000.00
100830	INTERACTIVE ENERGY	110-261-0000-0000-000-0060-54110000	HP 00504573	02/21/2025	INV20215105	MAINT. SUPPLIES		422.52
							Vendor Total:	422.52
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
							Vendor Total:	428.66
101359	LANSE CREUES HIGH	110-293-0000-0000-300-0350-57410000	HP 00504575	02/21/2025	21125	MIDDLE SCHOOL TOURNAMENT		300.00
							Vendor Total:	300.00
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
							Vendor Total:	300.00
101315	MACOMB SALES & SERVICE	250-297-0000-0000-000-0000-53190000	HP 00504577	02/21/2025	62175	CHARTWELLS - REPAIRS		270.95
							Vendor Total:	270.95

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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
							Vendor Total:	415.82
101502	MARTY 4 FUNDS LLC	290-296-9131-0000-000-0150-57920000	HP 00504579	02/21/2025	1009	FUNDRAISER SALES		546.00
							Vendor Total:	546.00
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
							Vendor Total:	96.99
100043	MECHANICAL SYSTEMS	110-261-0000-0000-150-0065-53190000	HP 00504581	02/21/2025	250257	MAINT. SUPPLIES		470.00
							Vendor Total:	470.00
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
							Vendor Total:	2,528.75
101503	MIDLAND PUBLIC SCHOOLS	110-293-0000-0000-300-0350-57410000	HP 00504583	02/21/2025	2225	GIRLS WRESTLING TOURNAMENT		160.00
							Vendor Total:	160.00
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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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		27 418.44
100589	MILLENNIUM BUSINESS	250-297-0000-0000-000-0000-54220000	HP 00504584	02/21/2025	38568025	MILLENNIUM INVOICE		78.85
Vendor Total:								4,236.00
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
Vendor Total:								390.35
100246	MOSELEY, DANIELLE	110-293-0000-0000-300-0350-57410000	HP 00504586	02/21/2025	21525	WRESTLING TOURNAMENT FEES		575.00
Vendor Total:								575.00
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
Vendor Total:								15,228.00
100452	NORTHWEST POOLS INC	110-261-0000-0000-300-0065-55990000	HP 00504588	02/21/2025	1181118	BULK CHLORINE		701.55
Vendor Total:								701.55
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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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
							Vendor Total:	14,597.50
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
							Vendor Total:	28,834.97
100058	PHOENIX STONE COMPANY	110-261-0000-0000-300-0065-55990000	HP 00504591	02/21/2025	89096	SOFTBALL/BASEBALL FIELD		939.00
							Vendor Total:	939.00
100052	PIRTEK MADISON HEIGHTS	110-261-0000-0000-000-0065-55990000	HP 00504592	02/21/2025	00016780	Miscellaneous Supplies & Matl		70.82
							Vendor Total:	70.82
100440	SCHOLASTIC BOOK FAIRS	290-296-9131-0000-000-0150-57920000	HP 00504593	02/21/2025	W5670359BF	WEBB BOOK FAIR		1,224.78
							Vendor Total:	1,224.78
100856	SHOWCASE AMERICA	290-296-9469-0000-000-0450-57920000	HP 00504594	02/21/2025	INV0157	DANCE FEES		4,373.28
							Vendor Total:	4,373.28
101452	TEAMSTERS LOCAL 214	110-000-0000-0000-000-0000-24517000	HP 00504595	02/21/2025	2825/2501040	PAYROLL		212.50
							Vendor Total:	212.50
100235	TOP NOTCH PRINTING LLC	110-111-0000-9016-170-9016-55110000	HP 00504596	02/21/2025	0005	SHIRTS FOR RESOURCE FAIR		312.00
							Vendor Total:	312.00
101439	VELO LAW OFFICE	110-000-0000-0000-000-0000-24516000	HP 00504597	02/21/2025	2840/2501040	PAYROLL		100.00
							Vendor Total:	100.00
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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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
							Vendor Total:	1,081.50
100615	WARREN WOODS TOWER	110-293-0000-0000-300-0350-57410000	HP 00504599	02/21/2025	21025	MIDDLE SCHOOL TOURNAMENT		350.00
							Vendor Total:	350.00
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
							Vendor Total:	29 286.61
101506	WOOD COUNTY EDUCATION	110-000-0000-0000-000-0000-11010000	HP 00504601	02/21/2025	52725	STUDENT		88.00
							Vendor Total:	88.00
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
							Vendor Total:	1,628.13
101268	IDEMIA	110-283-0000-0000-000-0060-53190000	HP 00504603	02/25/2025	22425	LARA PRINTS		65.25
							Vendor Total:	65.25
101268	IDEMIA	110-283-0000-0000-000-0060-53190000	HP 00504604	02/25/2025	22425A	LARA PRINTS		65.25
							Vendor Total:	65.25
101268	IDEMIA	110-283-0000-0000-000-0060-53190000	HP 00504605	02/25/2025	22425B	LARA PRINTS		65.25
							Vendor Total:	65.25
101268	IDEMIA	110-283-0000-0000-000-0060-53190000	HP 00504606	02/25/2025	22425C	LARA PRINTS		65.25
							Vendor Total:	65.25
101268	IDEMIA	110-283-0000-0000-000-0060-53190000	HP 00504607	02/25/2025	22425D	LARA PRINTS		65.25
							Vendor Total:	65.25
101268	IDEMIA	110-283-0000-0000-000-0060-53190000	HP 00504608	02/25/2025	22425E	LARA PRINTS		65.25
							Vendor Total:	65.25

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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	
101268	IDEMIA	110-283-0000-0000-000-0060-53190000	HP 00504609	02/25/2025	22425F	LARA PRINTS		65.25	
							Vendor Total:	65.25	
101268	IDEMIA	110-283-0000-0000-000-0060-53190000	HP 00504610	02/25/2025	22425G	LARA PRINTS		65.25	
							Vendor Total:	65.25	
101268	IDEMIA	110-283-0000-0000-000-0060-53190000	HP 00504611	02/25/2025	22425H	LARA PRINTS		65.25	
							Vendor Total:	65.25	
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	
							Vendor Total:	1,850.00	
Total # of Checks:							123		
							Grand Total:	1,002,877.36	
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		
New balance	\$61,747.26	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

HAZEL PARK SCHOOLS				TOTAL ACTIVITY
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



315810556329000043307306174726061747264

598990208 5563293004515846

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CARDHOLDER ACCOUNT ACTIVITY

DEBRA DIMAS						
XXXX XXXX XXXX 8828		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
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		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
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		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
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)

MICHELLE KRAUSE						
XXXX XXXX XXXX 7323		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$5,000.00		\$50.00	\$0.00	\$0.00	\$0.00	\$50.00
Post Date	Tran Date	Reference Number	Transaction Description			Amount
02/12	02/11	05345881A8PKLFE3E	CHAMPIONSHIP AUTO SHOW AUBURN HILLS MI			50.00

CORRI NASTASI						
XXXX XXXX XXXX 6896		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$5,000.00		\$1,334.14	\$0.00	\$0.00	\$0.00	\$1,334.14
Post Date	Tran Date	Reference Number	Transaction Description			Amount
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

SHEILA OKANE						
XXXX XXXX XXXX 1086		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$5,000.00		\$67.86	\$0.00	\$0.00	\$0.00	\$67.86
Post Date	Tran Date	Reference Number	Transaction Description			Amount
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

GREG RICHARDSON						
XXXX XXXX XXXX 2959		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$5,000.00		\$1,226.37	\$0.00	\$0.00	\$0.00	\$1,226.37
Post Date	Tran Date	Reference Number	Transaction Description			Amount
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

PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
\$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	252478016014B GD 2P	ELKAY SALES INC DOWNERS GROVE IL			778.50
02/11	02/10	75450841959D2685W	PROCARE SOFTWARE MEDFORD OR			366.50
02/13	02/12	72701781B 6EGYSSZV	2PITNEY BOWES LEASING SHELTON CT			664.80
02/16	02/14	52708241D 32W1YZ1V	REPUBLIC SERVICES TRAS PHOENIX AZ			3,738.68
02/16	02/14	52708241D 32W1Y1BJ	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	55506291J77RD 8FSR	ECOLAB INC SAINT PAUL MN			99.11
02/20	02/19	55506291J77RD 8FS1	ECOLAB INC SAINT PAUL MN			174.90
02/20	02/19	55506291J77RD 8FS9	ECOLAB INC SAINT PAUL MN			99.11
02/20	02/19	55506291J77RD 8FTT	ECOLAB INC SAINT PAUL MN			169.07
02/20	02/19	55506291J77RD 8FT7	ECOLAB INC SAINT PAUL MN			343.59
02/20	02/19	55506291J77RD 8FVA	ECOLAB INC SAINT PAUL MN			99.11
02/20	02/19	55506291J77RD 8FVJ	ECOLAB INC SAINT PAUL MN			114.27
02/20	02/19	55506291J77RD 8FVS	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	823050911001B QKFA	AMAZON MARK* ZC7P162R1 SEATTLE WA			59.96
02/03	02/02	823050911001B QVX8	AMAZON MARK* 304EO1PT3 SEATTLE WA			76.18
02/03	02/02	823050911001B QW8K	AMAZON MARK* ZC53J7SG1 SEATTLE WA			62.90
02/04	02/03	823050912000Y 10WL	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	823050917000F 0RWM	AMAZON MARK* YC1UU12R3 SEATTLE WA			66.63
02/23	02/22	82305091N 0009MR3Y	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	7567607103YYSD8J3	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	75418231B 6EHTM9DD	B&H PHOTO 800-606-696 NEW YORK NY			1,069.20
02/13	02/12	75418231B 6EJFZBN9	B&H PHOTO 800-606-696 NEW YORK NY			1,447.20
02/13	02/12	82711161B 000B 6STW	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

	PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
	\$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	554213515VALR6NQJ	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

	PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
	\$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)

LINDA YATES					
XXXX XXXX XXXX 0268					
CREDIT LIMIT \$10,000.00					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
02/28	02/27	87021301S0002A000	OAKLAND SCHOOLS WATERFORD MI	40.00	

CARLA BEACH						
XXXX XXXX XXXX 1145						
CREDIT LIMIT \$5,000.00						
		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
		\$265.96	\$0.00	\$0.00	\$0.00	\$265.96
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
02/11	02/11	82305091A000K57V3	AMAZON MARK* 924TS46V3 SEATTLE WA	227.09		
02/14	02/13	82305091D000Q1RVH	AMAZON MARK* FW0BB0BY3 SEATTLE WA	38.87		

JOAN RYBINSKI						
XXXX XXXX XXXX 4803						
CREDIT LIMIT \$5,000.00						
		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
		\$811.75	\$0.00	\$0.00	\$0.00	\$811.75
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
02/10	02/09	023053719EHZ9AM5L	FIVE BELOW 583 DETROIT MI	811.75		

HEIDI KUNZ						
XXXX XXXX XXXX 7221						
CREDIT LIMIT \$5,000.00						
		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
		\$187.60	\$0.00	\$0.00	\$0.00	\$187.60
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
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		

KRISTY CALES						
XXXX XXXX XXXX 1852						
CREDIT LIMIT \$5,000.00						
		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
		\$1,525.00	\$0.00	\$0.00	\$0.00	\$1,525.00
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
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	82305091P000F5WWM	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)						
MONICA PAPASIAN						
XXXX XXXX XXXX 3813		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$5,000.00		\$750.00	\$0.00	\$0.00	\$0.00	\$750.00
Post Date	Tran Date	Reference Number	Transaction Description			Amount
02/25	02/24	55432861P63HSTYKR	IN *MICHIGAN ALLIANCE 517-4921380 MI			750.00



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

To: Hazel Park Board of Education
From: Dr. Catherine Cost, Interim Superintendent
Subject: Personnel Recommendations Report
Date: March 17, 2025

Please see the personnel actions as indicated on the Hazel Park Board of Education Personnel Recommendations report for the March 17, 2025 Board of Education regular meeting. The packet also includes supporting documentation.

Goal Statement - Resources

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

Recommendation

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

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Catherine Cost, Ed.D.
Interim Superintendent



Attendee	EVENT	DATES OF EVENT	Location	ESTIMATED COST	Notes
Smith, Kendal	Leading to Liberate	3/20/2025	Livonia, MI	\$0.00	
Barbieri, Victoria	CETA Spring Training	1/27/25; 2/10/25; 2/24/25; 3/10/5; 4/14/25; 5/12/25	Virtual	\$0.00	
Cales, Kristy	Use of Technology for Human Resource Mangement	2/19/25	Virtual	\$115.00	
Melynk, Tara	Comprehensive Orton-Gillingham Plus Training	4/7/25; 4/8/25; 4/9/25; 4/10/25; 4/11/25	Virtual	\$0.00	
Smith, Kendal	Planning for Excellence: Building & Sustaining Continuous Improvement	3/18/25; 5/8/25; 6/3/25	Oakland Schools	\$0.00	
Barbieri, Victoria	START Annual Conference & RCN Leadership Day	4/28/25; 4/29/25	Lansing, MI	\$0.00	covered by OCAN funding
Barnett, Brooke	National Community Schools Conference	5/28/25 - 5/30/25	Minnepolis, MN	\$0.00	
Kaminski, Julie	Disciplinary Literacy Conference	3/17/25	Oakland Schools	\$40.00	
Kaza, Stephanie	Planning for Excellence: Building & Sustaining Continuous Improvement	3/18/25, 5/15/25	Oakland Schools	\$0.00	
Saferian, Christina	Disciplinary Literacy Conference	3/17/25	Oakland Schools	\$40.00	
Smith, Shawn	Advanced Placement Reading	6/2/25 - 6/8.25	Kansas City, MO	\$0.00	covered by AP Program
Mubarak, Crystal	Labor Relations/Employment Law	3/11/25	Lansing, MI	\$200.00	
Mubarak, Crystal	Financial Statement Preparation Workshop	6/3/25	Lansing, MI	\$200.00	
Surovec, Linda	Disciplinary Literacy Conference	3/17/25	Oakland Schools	\$40.00	
Fitall, Catherine	Justice, Equity, Diversity and Inclusion Student Summit	4/39/35	Oakland Schools	\$0.00	
Griesinger, Summer	Assessment for School Social Workers	3/7/25	Bloomfield Hills, MI	\$0.00	
Kaminski, Julie	Planning for Excellence: Building & Sustaining Continuous Improvement	3/18/25; 6/3/25	Oakland Schools	\$0.00	
Lee, Markeata	JEDI Student Summit	4/29/25	Oakland Schools	\$0.00	
Bodrie, Jalen	Binson's Education Day 2025	5/9/25	Detroit, MI	\$0.00	
Brodsky, Ronda	Holocaust Field trip - chaperone	4/7/25	Detroit, MI	\$0	
Cohen, Jocelyn	Holocaust Field trip - chaperone	4/7/25	Detroit, MI	\$0.00	
Smith, Shawn	Holocaust Field trip - chaperone	4/7/25	Detroit, MI	\$0.00	



**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

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

- 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

- Call to order
- Pledge of Allegiance
- Approval of Agenda
- Special Order of Business
- Public Comment
- Consent Agenda
- Superintendent Report

HAZEL PARK BOARD OF EDUCATION OPERATING PROCEDURES

- 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
May	Staff Appreciation

HAZEL PARK BOARD OF EDUCATION OPERATING PROCEDURES

	<p>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>
June	<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>
July	
August	<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>
September	<p>Summer School Update Teacher Tenure list Course Handbook Update New Staff Introduction Superintendent Check In : Letter 2025-2026</p>
October	<p>Review Sinking fund Plan National Principals Month I-Ready/Data Presentation: ECRA presentation LEO presentation (10 minutes) Budget Amendment</p>
November	<p>Audit Presentation and Approval</p>

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	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. In case of a tie, the action item fails. The item may be brought back to the Board on a subsequent agenda.
- D. In case of a less than unanimous vote, the Board will support the majority decision and go forward in harmony.
- E. Once a final decision is reached, each member has the responsibility to support the decision.
- F. 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.
- 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

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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 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

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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:
 - 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

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- 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, 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.

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- 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 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.

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- 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.

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- 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.

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- 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. The Administration shall present to the Board an annual budget for approval every March.
- 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**
- 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

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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.

- 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.

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- 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



Ford Administration
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

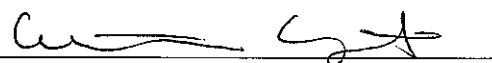
Funding Source: Not Applicable

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

Jasmine Stepp, RN, BSN

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 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/.](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
Diphtheria, Tetanus, Pertussis (DTP, DTaP, Tdap)	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
Polio	4 doses 3 doses if dose 3 was given at or after 4 years of age	
Measles, Mumps, Rubella (MMR)*	2 doses at or after 12 months of age	
Hepatitis B*	3 doses	
Meningococcal Conjugate (MenACWY)	None	1 dose at 11 years of age or older upon entry into 7th grade or higher
Varicella (Chickenpox)*	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.
*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. 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
H. Influenzae 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.

*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 AND 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 AND 12 hours have passed since the first dose of antibiotics.	They feel well enough to come to school.	No vomiting for 24 hours OR a health care provider clears the student for return with a written note.	No diarrhea for 24 hours OR a health care provider clears the student for return with a written note.	Rash has gone away OR a health care provider clears the student for return with a written note.	Drainage from the eye has cleared AND 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). 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

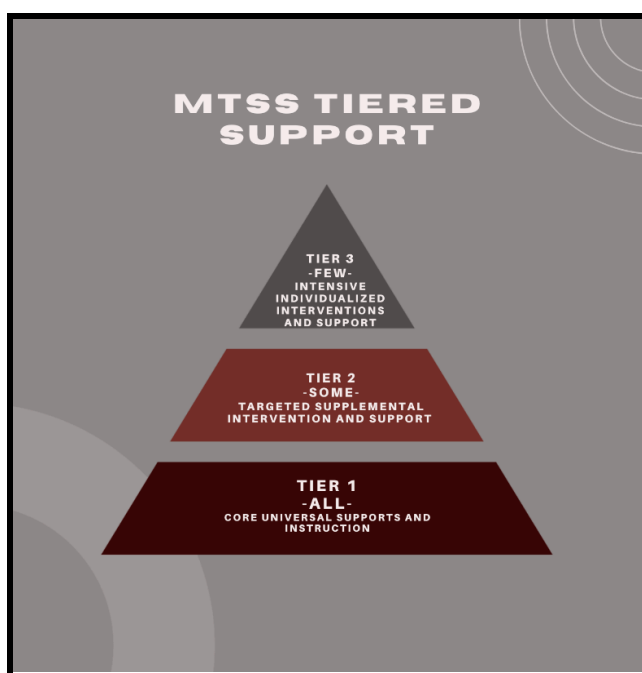
In accordance with 34 CFR §300.304c, the district will ensure assessments and other evaluation materials are:

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

Team Based Leadership

District MTSS Leadership Team

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

Building MTSS Leadership Team

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

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

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

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

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

Comprehensive Screening and Assessment System

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

Students participate in a universal screening/diagnostic process three times a year in fall, winter and spring, along with ongoing 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

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

Invest	Classroom Teacher All day w ESL Instructional Para Support	<ul style="list-style-type: none"> *Friday 1/2 Day Tutoring and Intervention Support 	<ul style="list-style-type: none"> *Friday 1/2 Day Tutoring and Intervention Support
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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.

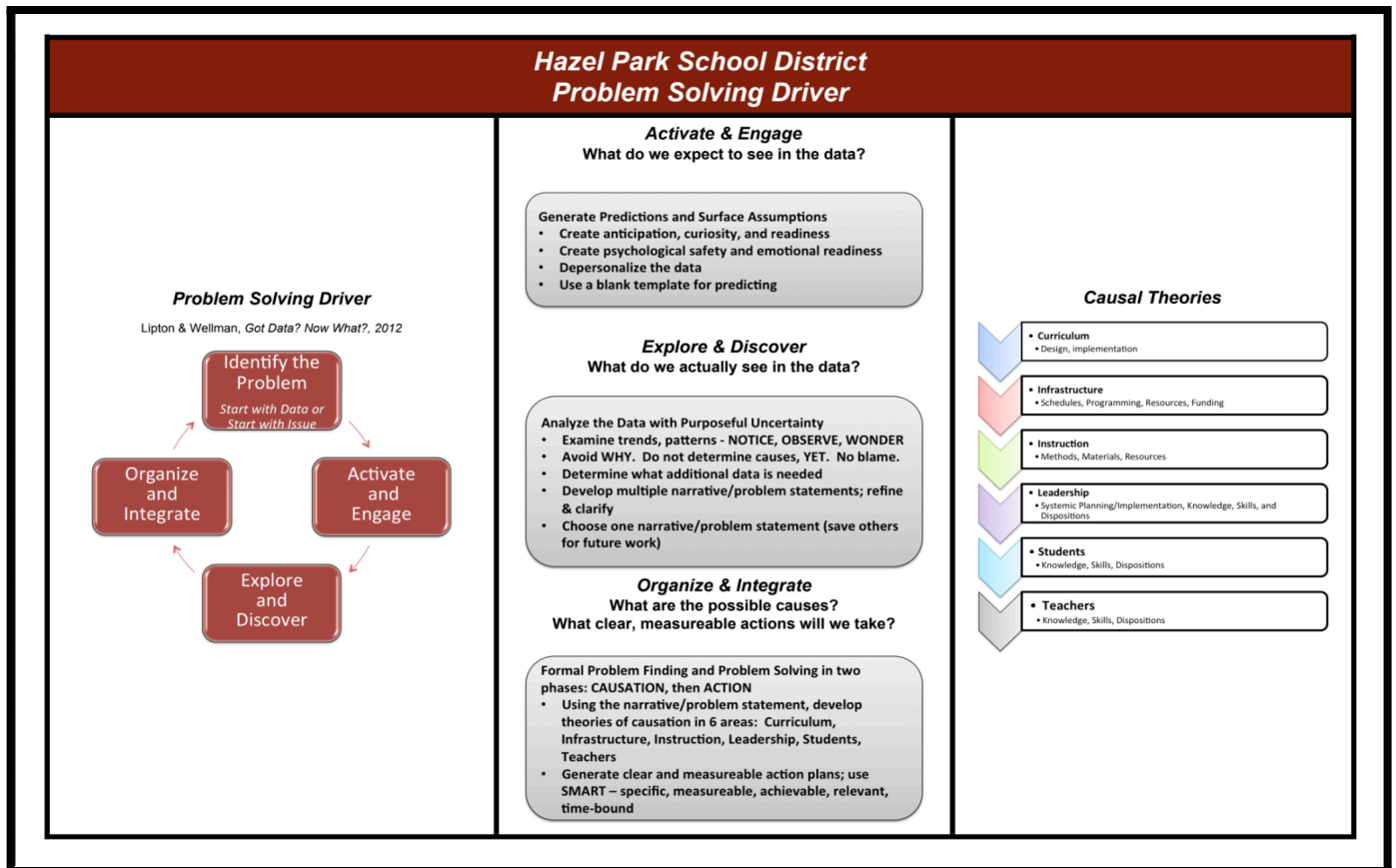
Continuous Data-Based Decision-Making

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 118

Fidelity Checks

Fidelity of Instruction: taught appropriately

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

Fidelity of Implementation: attendance, engagement

Fidelity of Progress Monitoring

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

Purpose of Fidelity Checks

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

Timeline for Delivering Fidelity of Programs

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

Types of Fidelity Checklists

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

Resources

Center on Response to Intervention

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

RTI Action Network

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

Illinois Response to Intervention

http://www.isbe.net/RTI_plan/default.htm

Kansas Multi-tier System of Supports

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

National Center for Learning Disabilities

<http://www.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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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

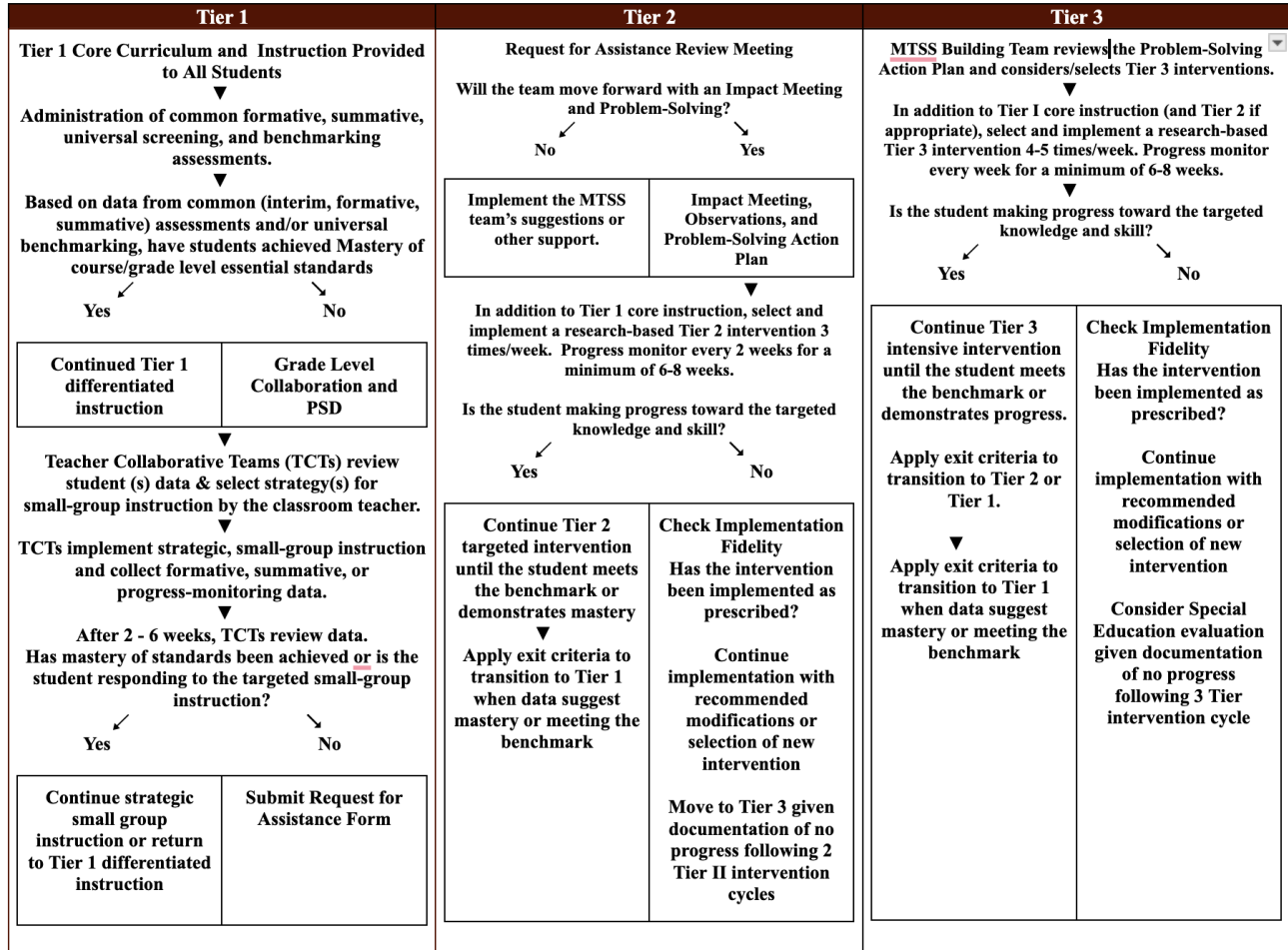
- [MTSS Problem Solving, Action Plan and Responsiveness to Instruction Form](#) -MAKE a COPY

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

Grade Band	Students Assessed	Assessment	Fall	Winter	Spring
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 2002–2009, provide for an annual assessment of

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

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

Federal Law

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

1868 Constitution of the United States, Fourteenth Amendment

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

1964 Title VI of the Civil Rights Act of 1964

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

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

1974 Lau v. Nichols

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

1982 Plyler v. Doe

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

Student Identification, Placement, and Exit

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

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

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

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

Entrance	Kindergarten (including Young 5s) before December 1	Kindergarten after December 1st through Twelfth Grade
WIDA Screener Score	Student scores below 5.0 on the listening and speaking domains (<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 year¹⁶⁸

- 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:

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

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

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

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

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

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

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

Sincerely,

EL Teacher or Administrator
Contact Information

Please sign this form and return it to school.

Student Name _____

Grade _____

School _____

Parent/Guardian Signature _____

Date _____

APPENDIX D: Annual Refusal of Services



HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D. Superintendent

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

Date: _____

Student Information:

Last name _____

First name _____ M.I. _____ Birth Date _____

School _____ UIC _____

Parent/ Guardian Information:

Last name _____

First name _____ Phone # _____

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

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

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

Parent/Guardian Signature

Date

Administrator Signature

Dat

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



**HAZEL PARK
SCHOOLS**

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

Dear Parent or Guardian,

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

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

Please contact us if you have any questions.

Sincerely,

Stephanie Dulmage,
Assistant Superintendent of Teaching and Learning

APPENDIX F: EL Tested Proficient Letter



**HAZEL PARK
SCHOOLS**

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

Date _____

Dear Parents or Guardians of _____

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

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

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

Sincerely,

Stephanie Dulmage,
Assistant Superintendent of Teaching and Learning

APPENDIX G: Descriptions of English Language Proficiency Levels

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

WIDA English Language Proficiency Levels	Description of English Learners (ELs)
Level 1 Entering	<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. 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>Intermediate At this level students can understand standard speech delivered in most settings with some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances with repetition and/or rephrasing. Students at this level are beginning to detect affective undertones and they understand inferences in spoken language. They can communicate orally in most settings (WIDA, 2012).</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>Transitional Intermediate At this level students' language skills are adequate for most day-to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty using and understanding idioms, figures of speech, and words with multiple meanings. They communicate in English in new or unfamiliar settings but have occasional difficulty with complex structures and abstract academic concepts (WIDA, 2012).</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>Proficient At this proficient level students demonstrate English proficiency similar to native speakers. They use specialized or technical language of the content areas. Students at this level write using a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports (WIDA 2012).</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 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

WIDA ELD Levels	WIDA Screener (Placement)	WIDA ACCESS for ELLs
Level 1: Entering	1	1
Level 2: Emerging	2	2
Level 3: Developing	3	3
Level 4: Expanding	3-4	3-4
Level 5: Bridging	5	5
<p>Exit Criteria <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"> • Early On • Special Education & 504 Plans • Threat Assessments • Child Find 	Student Services Department Rochelle Tassie rochelle.tassie@myhpsd.org
<ul style="list-style-type: none"> • General Communication Needs/Non-Special Education 	Teaching and Learning Department Linda Yates linda.yates@myhpsd.org

DEAF COMMUNITY ADVOCACY NETWORK

Spoken Languages Interpretation

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

Interpreters

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

Meeting Type or Topic	District Point Person
<ul style="list-style-type: none"> • Early On 	196 Student Services Department

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

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

Distribution of the Language Access Plan

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

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

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

District Roles and Resources

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

	Contact Number: 248 658-	<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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**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 formbut 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 |



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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: _____



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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



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****Internal**

Fixed, Regular, and Adequate

Determining eligibility for McKinney-Vento homeless identification is the first step in ensuring students receive the educational rights, services and support they are entitled to under federal law. The following tool may help gather information as part of identifying and determining the extent to which the current living situation is fixed, regular and adequate.

Fixed: "A fixed residence is one that is stationary, permanent, and not subject to change."	Yes	No
Is this a permanent arrangement?		
Are you sharing the housing expenses equally (food, utilities, rent)?		
Is your name on the lease?		
Is your housing paid for by a third party or through a time-limited voucher program? (if yes, check the NO box.)		

Regular: "A regular residence is one that is used on a regular/nightly basis."	Yes	No
Do you have a key to the place you are staying?		
Is your sleeping location common? (Not a barn, travel trailer, car, tent, garage, etc.)		
Are you able to use this location every day/night of the week?		
Will you be living here for the entire school year?		

Adequate: "An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments."	Yes	No
Are there enough beds/sleeping spaces so everyone has their own space?		
Does the shelter/home have electricity, heat, and running water, and no pest infestation?		
Can you come and go as you please?		
Is the supervision adequate? (this primarily applies to UHY)		

*Definitions taken from NCHE resource; Questions from a variety of resources and conversations with liaisons in the field.

ANY "NO" RESPONSE INDICATES THE STUDENT MAY BE ELIGIBLE FOR MV SERVICES.



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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



Ford Administration
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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

**Written Notification of McKinney-Vento Appeal Request –
PARENT/GUARDIAN/YOUTH**

Date of Appeal: _____ Date of Decision Being Appealed: _____

Student(s): _____ Grades: _____

Person completing the appeal form: _____

Relationship to student(s), or self if unaccompanied youth: _____

I may be contacted at (phone or email): _____

I wish to appeal the enrollment decision made by: _____

Name of School and District: _____

I have been provided with (please check all that apply):

___ A written explanation of the school’s/district’s decision

___ The contact information of the District’s MV Liaison

___ A copy of the District or State’s dispute resolution process for students experiencing homelessness

Optional:

Please include a brief, clear explanation of the reason(s) you wish to appeal this determination.

____ (initial) **The school provided me with a copy of this form upon submission.**

SUBMIT THIS FORM TO:

Michigan Department of Education
Office of Educational Supports, Special Populations Unit
608 W. Allegan St., P.O. Box 30008, Lansing, MI 48909
517-241-6977 or MDE-OESSpecialPops@michigan.gov

*A copy of our state’s dispute resolution procedure for students experiencing homelessness is attached.
You may contact the National Law Center on Homelessness and Poverty for additional information on the McKinney-Vento Homeless Assistance Act (www.nlchp.org). You may also seek the assistance of advocates or an attorney.*



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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"> ● Items of clothing and shoes necessary for participation in classes ● Student fees that are necessary to participate in the general education program ● Personal school supplies such as backpacks, notebooks, and remote learning devices such as internet and/or laptop/tablet ● The acquisition of birth certificates ● Immunizations ● Food ● Medical and dental services ● Eyeglasses and hearing aids ● Counseling services related to homeless issues that impede learning ● Outreach services ● Extended learning time (before and after school, Saturdays, summer) ● Extra-curricular activity fees ● Tutoring services, especially in shelters or other locations where homeless students are residing ● Parental involvement ● Fees for AP, IB, SAT/ACT, and GED testing (for students ineligible for the waiver) ● College Entrance Exam Fees ● Fund all or part of the homeless liaison's salary, even if that person has no Title I duties. ● Transporting students in temporary housing to and from their school of origin. Title I funds may not, however, be used to pay for transportation expenses that are reimbursed by the State. 	<ul style="list-style-type: none"> ● General living expenses: Paying for rent, utilities, or other basic necessities for a homeless family is not an allowable use of McKinney-Vento funds. ● Cash payments: Giving cash directly to homeless families or students is not permitted under the McKinney-Vento Act. ● Non-educational supplies: Purchasing items like clothing, personal hygiene products, or furniture that are not directly related to school attendance would not be considered allowable. ● Services provided to all students: Funding services that are already provided to all students in the district, like regular school supplies or basic transportation, cannot be used solely for homeless students through McKinney-Vento funds. ● Duplication of services: If another funding source is available to cover a specific need for homeless students, McKinney-Vento funds should not be used to duplicate those services.



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:

- Not Approved
 - Duplication of Content
 - Overlapping Subject Areas
 - Funding
 - Not Aligned to State Standards

Comments:

- 6. If approved by the PK- 12 Curriculum Council, the proposal is presented to the Superintendent and the Hazel Park Public Schools’ Board of Education for approval/disapproval. If approved, the course is implemented.

Step 2: Program/Course Impact Requirement

- 1. Submission Date
- 2. Feedback
 - a. Student
 - b. Teacher
 - c. Administrator
 - d. Other
- 3. Course Enrollment Numbers
- 4. Academic Impact - Based on Identified Course Standards/Learning Outcomes

- a. Final Exam
- b. Pre and Post
- c. Project

5. Course Revision/Modifications



Hazel Park Schools
Student Handbook
2024-2025

TODAY'S LEARNERS, TOMORROW'S LEADERS

HAZEL PARK SCHOOLS

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Introduction

This student handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year and to provide specific information about certain Board policies and procedures. This handbook contains important information that you should know. Become familiar with the following information and keep the handbook available for frequent reference by you and your parents. If you have any questions that are not addressed in this handbook, you are encouraged to talk to your student's teachers or the building principal.

This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior handbook and other written material on the same subjects.

This handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board's policies and the School's rules as of May, 2024. If any of the policies or administrative guidelines referenced herein are revised after September 5, 2024 the language in the most current policy or administrative guideline prevails.

Equal Opportunity/Nondiscrimination Statement (relocated, updated to current BP)

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education amendments of 1972, Section 504 of Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disability Act of 1990, and Elliott-Larsen Civil Rights Act of 1977, it is the policy of the Hazel Park School District that no person shall, on the basis of race, color, religion, military status, national origin or ancestry, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law,) height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or employment.

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. The following person(s) has been designated to serve as the District's Title IX Coordinator and Compliance Officer for matters involving alleged discrimination. Any inquiries regarding the School District's non-discrimination policies should be directed to:

Kristy Cales / James Patterson
Hazel Park Schools
1620 E Elza
Hazel Park, MI 48030
248-658-5241 / 248-658-5225

BP ARTICLE IV. STUDENTS Section 12. Student Discrimination and Harassment
AG V-2. Non-Discrimination and Anti-Harassment Procedures.

~~The School District's complaint procedure may be obtained from www.hazelparkschools.org. For further information, you may also contact:~~

Office for Civil Rights
U.S. Department of Education
1350 Euclid Avenue, Suite 325
Cleveland, OH 44115
Telephone: 216-522-4970
FAX: 216-522-2573
TDD: 877-521-2172
OCR.Cleveland@ed.gov

Vision

Inspiring and empowering all learners to achieve excellence.

Mission Statement

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

Beliefs

We believe...

- The school district supports the social, emotional, physical, and academic needs of each child.
- Kindness, respect, diversity, equity, and integrity are valued, taught, and modeled.
- A caring, healthy, safe and respectful environment is provided for all.
- Student achievement is the core of every decision.
- All students have the ability to learn.
- All students, staff, and families are engaged and support learning.
- All stakeholders are provided high quality researched-based curriculum which is aligned with state standards.

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 and culture.

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 community and ultimately the world.

Goal Statement - Community Relations

The Hazel Park School District will empower all stakeholders in order to develop high achieving students through strong community relations and collaboration with all.

Goal Statement - Resources

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

General School Information

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website www.hazelparkschools.org or at the Board office, located at: 1620 E. Elza, Hazel Park, MI 48030

~~Board of Education~~

~~The **School Board** governs the school district, and is elected by the community. Information about the current members can be accessed on the District's website: www.hazelparkschools.org~~

~~District-Level Administration~~

~~Information about the District-Level Administration can be accessed on the District's website: www.hazelparkschools.org~~

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
Dean: Robert Kiger

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 Agucros

Notices and General Information

Parent Involvement

Parent and family involvement within the schools is necessary to develop shared educational goals, and to have a positive effect on student learning for all learners. Educational research has shown that strong partnerships between home and school lead to higher levels of achievement. Parents and families are encouraged to provide input through district committees, parent-teacher organizations, school improvement teams, and other committees regarding matters of interest to students and families. Parents and families are also encouraged to visit their child's school and participate in school activities.

References to "parent" or "parents" in these policies shall be understood to include a student's legal guardian, unless the policies or their context clearly indicate otherwise.

District teachers and administrators will strive to encourage family involvement through:

- Effective Means of Communication, by facilitating open and ongoing communication between home and school; providing information and resources to families regarding safety, proper health and wellbeing; ensuring accessibility to information about District programs and policies; providing accurate and timely information regarding State and local academic standards and assessments; and engaging families in monitoring student growth and progress reports.
- Facilitating Volunteering, by creating volunteer opportunities for parents and families to participate in and contribute to school activities and encouraging family participation in volunteer activities
- Community Collaboration, by integrating programs, activities and events that support and encourage family involvement and their participation in their child's educational growth and development; and supporting parents and students in the educational process through referrals to community resources or agencies that support the district's mission.

BP ARTICLE III. CURRICULUM AND INSTRUCTION Section 2. Family Involvement.

This policy shall serve as the District policy, as well as the Parent and Family Engagement policy for each school in the District. Through this policy, the Board directs the establishment of a Parental Involvement Plan by which a school-partnership can be established and provided to the parent of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication.

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), defines the term "parent" to include a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare). The term "family" is used in order to include a child's primary caregivers, who are not the biological parents, such as foster caregivers, grandparents, other family members and responsible adults who play significant roles in providing for the well-being of the child. Family engagement is a collaborative relationship between families, educators, providers, and partners to support and improve the learning, development and health of every learner.

Communication Flow Chart Process

In order to assist parents with effective and efficient communication we have developed flow charts for all levels. (i.e. Elementary, Junior High and High School). This sequence is in place to make sure your questions and concerns are addressed to the proper school official. It is our hope that the flowchart will be utilized as a way to direct your question or concern so that it may be handled by the appropriate school official and be responded to quickly. *As always, classroom concerns and questions should be directed to the specific teacher involved.* Please note that our office staff can assist parents with locating the appropriate staff member to help you with your question or concern.

Most parent and community questions are easily and completely answered by communicating directly with the staff member closest to the situation. As you move further along the flowchart, the staff is less directly involved and usually needs additional time to research the situation before they can give you an answer. If you do not hear back from the person you have contacted within One (24 hours) business day, it is appropriate to reach out to them again before moving along to the next level of the flowchart. We do not expect your questions or concerns to go unanswered for a long period of time. Each situation should first be addressed at whatever level the initial action was taken with appeals moving to the next level on the “Communication Process Flowchart.” The easiest way to communicate is via email while a phone call is the next preferable way.

Elementary Communication Process Flowchart

Area of Concern	1st Level	2nd Level	3rd Level	4th Level	
Special Education	Teacher	Special Education Teaching Consultant	Principal	Executive Director of Student Services	
Student Concerns/ Guidance/Health Related Concerns	Teacher	District Nurse	School 504 Coordinator	Principal	
Classroom Discipline	Teacher	Principal	Superintendent		
Non- Classroom School Discipline	Principal	Asst. Supt. of Teaching & Learning	Superintendent		
Academic/Classroom Concerns	Teacher	Principal	Asst. Supt. of Teaching & Learning	Superintendent	
Transportation	Bus Driver	Transportation Supervisor	Principal	Assistant Superintendent of Business and Operations	
After School Child Care (Latchkey)	Child Care Provider	Latchkey Supervisor	Building Admin	Assistant Superintendent of Teaching & Learning	Superintendent

Junior High Communication Process Flowchart

Area of Concern	1st Level	2nd Level	3rd Level	4th Level	5th Level
Athletics	Coach	Athletic Director	Building Admin	Superintendent	
Special Education	Teacher	Counselor/ Social worker	Building Admin	Special Ed. Supervisor	Executive Director of Student Services
Student Concern: Social, Emotional and Health Related Concerns	Teacher	Counselor/ Social worker	Building Admin	Special Ed. Supervisor	Executive Director of Student Service
Classroom Discipline	Teacher	Counselor/ Social worker	Building Admin	Superintendent	
Non-Classroom School Discipline	Counselor/ Social worker	Building Admin		Superintendent	
Classroom Academic Concerns	Teacher	Counselor/ Social worker	Building Admin	Superintendent	
Transportation	Bus driver	Building Admin	Transportation Supervisor	Assistant Operations & Maintenance	

High School Communication Flowchart

Area of Concern	1st Level	2nd Level	3rd Level	4th Level	5th Level
Attendance	Attendance/Counseling Secretary	School Counselor	Assistant Principal	Principal	Superintendent
Classroom Concerns (instruction, grading, classroom behavior)	Teacher	School Counselor	Assistant Principal	Principal	Director of Teaching, Learning
Athletics	Coach or Supervising Adult	Athletic Director	Building Admin	Assistant Superintendent of Operation and Maintenance	Superintendent

After School Clubs	Teacher or Supervising Adult	Building Admin			
Special Education	Classroom Teacher	Caseload Teacher	Special Education Teaching Consultant	Building Admin	Executive Director of Student Service
Student Concerns (Guidance, health-related)	School Counselor	District Nurse	Assistant Principal	Principal	Superintendent
Non-classroom Discipline	Assistant Principal	Building Admin	Director of Student Services	Superintendent	Superintendent
Transportation	Bus Driver	Assistant Principal	Transportation Supervisor	Assistant Superintendent of Operation and Maintenance	Superintendent

Guidelines for Parent Communications to Teachers and Staff

The purpose of this section is to serve as a general guide for ensuring effective communication from parents to teachers, staff and administrators. Communication refers to both the sending and receiving of information, such as email, notes, text messages on teacher apps such as PowerSchool and verbal communications such as telephone conversations, face-to-face meetings. In order to ensure a successful exchange of information, it is important that all parties follow a few key principles.

Maintain Respectful and Open Communication

- Always use a respectful and polite tone.
- Request, don't demand.
- Be ready not just to provide information, but to listen to teacher/staff observations and perspectives.
- Enter the exchange with an open mind and assume a shared best interest for your child.
- Be prepared to work collaboratively to solve problems.
- Threats and/or inappropriate language will not be tolerated toward staff members.

Confidentiality

- Recognize that confidentiality may limit information that can be shared from school to parents, including consequences for other students' behaviors.

Time to Respond to Communications

- Teachers will make every effort to respond as soon as possible to parent communications, with the understanding that the teaching day sometimes precludes immediate responses.

- Be mindful of teacher work hours and please do not expect immediate response from after hours or weekend requests.
- Teachers and staff may need some time to collect needed information before responding.
- If you need to have a face-to-face meeting, parents/guardians must schedule an appointment in advance. Staff members, including the building administrator will not be readily available when parents “show up” unannounced.
- Please provide all of the necessary information pertaining to the meeting in advance.

Whom to Contact

- Most communications of classroom concerns should be directed at first to your child’s teacher.
- If you have an issue with a particular staff member, first try to address those concerns with that staff member directly.
- If you have discussed with the adult that the conflict is with and the issue has not been addressed to your satisfaction, then move to the next level.
- Please recognize that it is both the policy and the value of our school that we operate with openness, collaboration and the shared best interest for every student.

Secondary - Scheduling Concerns/Changes

In order for a schedule change to be considered, parents must first have met with the teacher and put a plan in place to support the struggling student. If after several weeks, the student is struggling, it would be appropriate to move to the next level.

Please note: Classroom questions concerning your child should be addressed with your child’s teacher before contacting the school administration. Allow for one (24 hours) business day for a response. If no response is received from a staff member during that time, send a second email or phone call to that teacher.

Please note that compliments or acknowledgements of positive events can be directed to everyone along the chain. All of us appreciate hearing that there is something good that has happened.

School Visitors

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors are required to produce a picture ID and inform office personnel of their reason for being at school. Approval to visit the school needs to be scheduled in advance with the principal.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Visitors volunteering in the classroom or attending school-related events must complete an ICHAT each year and be approved before visiting the school (some exceptions may be made for certain school events). Approved visitors must wear a badge identifying themselves as a guest and leave their picture ID with the office staff. Visitors must place the badge on their outer clothing in a visible location. The badge connects to the district’s visitor management system, which allows us to electronically monitor the location of all school visitors. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself appropriately will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

Checking Students Out of School Early

Parents/guardians should give the school advance notice if their student will be checked out early. At the elementary schools, no students can be checked out early after 2:30 PM. This policy is in place at the junior high and high school as well. Students should not be checked out early at the junior high after 2:15 or after 2:00 at the high school. It is disruptive to the classes and prevents important learning at the end of the day.

Visitors who are checking students out of school buildings early are required to show a picture ID and must be listed as an emergency contact on PowerSchool for that student. **The school must have prior notification (note or email/call from the email or contact number on file in the district's student information system) from the parent/guardian if a visitor/emergency contact is checking students out of the building.** Visitors who are not listed as emergency contacts in PowerSchool cannot check a student out of school.

Late Pick-Up Procedures (Elementary Buildings)

As a reminder, dismissal times for our elementary buildings are 3:10 pm or 11:20 am on half days unless your child regularly attends latchkey. While life's complex circumstances may occasionally get in the way of a timely pick-up, you must contact your school office and let them know you are running late.

Any student who is **not picked up by 3:30 pm** will be placed in the Late Pick-Up Room. The Late Pick-Up Room will be **staffed from 3:30 pm - 4:30 pm**. Starting at **3:30 pm**, a **\$10.00 fee** will be charged for **every 15 minutes** your child is in the late pick-up room. If you have more than one child, the fee will be applied to each child. We understand that a situation may occur that will impact your ability to pick your child or children up on time. Therefore, we have built some flexibility into the fees that will be charged. The fees will be charged as outlined in the table below.

First Late Pick-Up	No Fee
Second Late Pick-Up	Fee Applied (unless extreme emergency as approved by Principal)
Third Late Pick-Up	Fee Applied (up to 4:30 pm - *see note below) and follow-up phone call from the building principal
Four or More Late Pick-Ups	Fee Applied (up to 4:30 pm - *see note below) and meeting with the building principal

*** If a student is not picked up by 4:30 the Hazel Park or Ferndale Police will be contacted.**

If you are unable to pick up your child on time, it is imperative that you have an alternative plan for daily dismissal, as the office staff is not equipped to provide after school care. If you are interested in our after-school latchkey program, please contact Joan Rybinski at (248) 658-5501 or joan.rybinski@myhpsd.org for inquiries about latchkey. Space in this program is very limited but may be available.

Personal Electronic Device Use

Students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person, unless authorized by a teacher, administrator or IEP team. If a PCD is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity, in which case the PCD may be turned-over to law enforcement. A confiscated device will be held in a secure location in the building's central office until it is retrieved by the parent/guardian or turned-over to law enforcement. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis. Students are personally

and solely responsible for the care and security of their PCDs. The District assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property. The information below provides an outline of level-based responses if a student is using a PCD, not authorized by school staff.

~~Cell Phone Use~~—Elementary

K-5 Personal devices such as cell phones, ipod, smart watches may not be out and/or used during the school day. Devices must be put into a backpack or given to the teacher. Any devices out during the day will be confiscated and available in the office at the end of the day for parent/guardian to pick up.

~~Cell Phone Use~~—Hazel Park Junior High

Non-school PCDs include but are not limited to: cell phones/smartphones, earbuds/headphones, computers/laptops, tablets/e-readers, and/or any other internet- or bluetooth-enabled devices. Hazel Park Junior High does not allow PCDs to be used during the school day. PCDs may be used at administrative discretion as a PBIS reward. If a student has a PCD and is found using it, staff will take the PCD, fill out a Office Referral for the student, and the following consequences will be implemented:

- 1st offense - PCD is taken, parents are notified, and PCD is returned at the end of the day to the student.
- 2nd offense - PCD is taken, parents are notified, a lunch detention is given, and PCD is given back to the student at the end of the day
- 3rd offense, PCD is taken, parents are notified, after school detention is given, PCD is returned, and for the following week, the PCD is turned in each morning to the Dean of Students and given back to the student at the end of the day

~~Cell Phone Use~~—Alternative Schools (Advantage, Edison, and INVEST)

Advantage students are not allowed to have cell phones during class time. If they have a phone violation, the teacher will request the phone and keep it until the end of the hour. If the student refuses to give the phone to the teacher, the student is referred to an administrator who will retain the phone until the end of the school day.

Students may have their phones during hall passing and lunch.

~~Cell Phone Use~~—Hazel Park High School

Use of PCDs, except those approved by a teacher or administrator, at any other time is prohibited. When not permitted to be used, PCDs must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight. Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school. Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.

Non-school PCDs include but are not limited to: cell phones/smartphones, earbuds/headphones, computers/laptops, tablets/e-readers, and/or any other internet- or bluetooth-enabled devices.

- **During instructional time:** Students will not be permitted to have PCDs visible, on, or in use. Devices must be powered off completely or silenced without vibration, and must be stored out of sight. Every location during instructional time is considered a **RED ZONE**.

- **During non-instructional time:** Students may use **PCDs** only in **GREEN ZONES** (i.e., cafeteria, hallways, and or the Commons) during non-instructional time (i.e., before school, during hall passing, during assigned lunch, or after school). Earbuds/headphones must not be used while walking in the hallways.
- Any student caught using **PCDs** in **RED ZONES** (i.e., classrooms, restrooms, and locker rooms) will have their **PCD** confiscated by school personnel and face appropriate disciplinary action. The only time earbuds/headphones may be used in a **RED ZONE** is when directed by a teacher for educational purposes with a *school-issued device*.
- Disciplinary Action:
 - If a **PCD** makes any sound (e.g., ringing, vibrating) or is visible—whether being used or not—in any **RED ZONE** or anywhere during instructional time, the student will be asked by school personnel to relinquish the **PCD**, then:
 - **If the student complies:**
 - The **PCD** will be collected, the staff member will complete the HPHS discipline-referral form, and the device will be placed in the office-provided envelope to be held in the main office. Office personnel will notify the student’s parent/guardian about the incident and the resulting disciplinary action. (*Please see “Progressive Discipline” below for device-retrieval times.*)
 - Each student will be given one opportunity to retrieve the **PCD** at the end of the school day. Subsequent failures to adhere to this BP will result in only the parent or legal guardian listed in PowerSchool being allowed to retrieve the **PCD**. A parent or legal guardian may designate an Emergency Contact to retrieve the device with identification.
 - If the student does not comply:
 - The student will be escorted to the office to speak with their designated counselor or building administrator, and another request to relinquish the **PCD** will be made.
 - If the **PCD** is relinquished without further delay, the student will receive disciplinary action such as a lunch detention or after-school detention. (*Please see “Progressive Discipline” below.*)
 - If the student still does not comply, the student is considered insubordinate and will receive disciplinary consequences, including suspension.
 - Multiple violations will result in the student relinquishing their **PCD** to office personnel daily upon arrival.

Progressive Discipline for Refusal to Surrender a **PCD** to School Personnel:

1. **First offense:** Lunch detentions and/or possible after-school detention.
2. **Second offense:** One-day out of school suspension or participation in the CARE program. A parent-administrator meeting will be required before re-entry to school is permitted.

3. **Third offense:** Multiple after-school detentions, suspension from school, or participation in the CARE program, AND the student must turn **PCD** into the office each day as determined by the building administrator.

PCDs taken for violating this BP will NOT be given back to the student except for the first offense and only if the student relinquishes the device without incident. Photo identification must be provided as verification when picking up the device. The Hazel Park School District is not responsible for lost, stolen, or damaged **PCDs** brought to school, which includes devices confiscated for failure to adhere to the **PCD** policy. Students who bring **PCDs** onto school grounds are instructed to keep all devices securely in their lockers and are advised never to share their locker information with anyone.

- Hallways:
 - Students **Cafeteria:**
 - Full usage of **PCDs** and portable video game devices are permitted during breakfast and/or lunch times. However, should a school employee feel that the student is using the **PCD** (s) inappropriately, they reserve the right to follow measures 2.a.i-iii as deemed appropriate.
- Before/After School Sponsored Clubs and Sports:
 - Full usage of **PCDs** and portable video game devices are permitted during breakfast and/or lunch times. However, should a school employee feel that the student is using the **PCD**(s) inappropriately, they reserve the right to follow measures 2.a.i-iii as deemed appropriate.

Using a **PCD** to capture, record and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a **PCD** to violate the privacy rights of another person may have their **PCD** confiscated and held. If the violation involves potentially illegal activity the **PCD** may be confiscated and turned-over to law enforcement. **PCDs**, including but not limited to those with cameras, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes.

Students are personally and solely responsible for the security of their cell phones and other electronic devices (smart watches, users own laptop, ipad, etc.). The District is not responsible for theft, loss, or damage of any cell phone or other electronic device. Students may not use cell phones or other electronic devices while they are in locker rooms, restrooms, or any other area in which others may have a reasonable expectation of privacy. Taking, disseminating, transferring, or sharing obscene, pornographic, lewd, or otherwise illegal photographs, video, audio, or other similar data, whether by electronic data transfer or otherwise (including via cell phone or other electronic device), may constitute a crime under state or federal law. A student engaged in any of these activities at school, at a school event, or on school-provided transportation, may be subject to discipline. A student engaged in any of these activities outside of school may be disciplined if the student's activities substantially disrupt or negatively affect the school environment.

Students shall have no expectation of confidentiality with respect to their use of **PCDs** on school premises/property.

Students may not use a **PCD** in any way that might reasonably create in the mind of another person an impression of being bullied, threatened, humiliated, harassed, embarrassed or intimidated. In particular, students are prohibited from using **PCDs** to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, or political beliefs; and (2) engage in "sexting"- i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and

child services as required by law. Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

School Volunteers

All school volunteers must complete the **IChat** (available in the school office) and be approved by the school principal before assisting at the school. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal. Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

BP ARTICLE VIII. SECTION 10: Community Relations

Invitations & Gifts (K-8)

Party invitations or gifts for classmates should not be brought to school to be distributed. Items such as these are of a personal nature and should be mailed home. The office is unable to release addresses and phone numbers of students.

Treats, Snacks & Lunches (K-8)

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

Parents are asked to leave snacks/treats at the office in order to prevent distractions in the classroom and protect instructional time. We also ask that parents reserve any balloons, presents, and other party favors for home celebrations.

Food from outside vendors without prior approval from the principal may not be brought into the buildings.

Outdoor Expectations (K-5)

The students will be expected to go outside for recess and/or morning lineup when the temperature is at or above 20 degrees Fahrenheit (including wind chill). Students should bring appropriate winter gear that will meet their needs.

Accommodating Persons with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

BP ARTICLE V. SECTION 2: Personnel/Non-Discrimination

Homeless Child's Right to Education

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

- Continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
- Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

Assistance and support for homeless families may contact **Karla Graessley** at 248-658-5284 or **Thelma Hardy** at 248-658-5211.

AG IV-1. Category 6: Enrollment: Eligible Students. McKinney-Vento Homeless Assistance Act

English Learners

The school offers opportunities for English Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain.

Parents/guardians of English Learners will be informed how they can: **(1)** be involved in the education of their children, and **(2)** be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students. For questions related to this program or to express input in the school's English Learners program, contact: Dr. Stephanie Dulmage, Assistant Superintendent of Teaching & Learning at stephanie.dulmage@myhpsd.org.

Special Education

It is the intent of the school district to ensure that students who are disabled within the definition of the Individuals with Disabilities Education Act ("IDEA") or section 504 of the Rehabilitation Act of 1973 ("Section 504") are identified, evaluated, and provided with appropriate educational services.

The school district provides a free appropriate public education in the least restrictive environment and necessary related services to all students with disabilities enrolled in the school.

For the provision of special education programs and services under the IDEA, the term "student with a disability" means a person between ages 3 and 26 for whom it is determined that special education services are needed. A student who reaches age 26 after September 1 is a "student with a disability" and entitled to continue a special education program or service until the end of that school year.

For the purposes of complying with Section 504, a "student with a disability" is a person who:

1. Has a physical or mental impairment, which substantially limits one or more of such person's major life activities;
2. Has a record of such an impairment; or
3. Is regarded as having such an impairment.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

AG III-4. Parental Participation in Title I Programs
AG III-6. Special Education
AG IV-14. Use of Seclusion and Restraint.
ARTICLE 5 Section 2. Non-Discrimination.
Americans with Disabilities Act of 1990 (ADA)
Individuals with Disabilities Education Act (IDEA)
Family Educational Rights and Privacy Act (FERPA)

Discipline of Students with Disabilities

The School District will comply with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 when disciplining students with disabilities. Behavioral interventions will be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors.

BP ARTICLE III. CURRICULUM AND INSTRUCTION SECTION 8. Students with Limited English Proficiency.
AG ARTICLE V. SECTION 2: Personnel/Non-Discrimination

Mandated Reporters

All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Michigan Family Independence Agency.

Mandated reporters are required to make a **report** of suspected abuse or neglect when they **have** reasonable cause to suspect that a child is a victim of child abuse under any of the following circumstances:

They are responsible for the child or work for an agency that is directly responsible for the child.

Student Records

The Protection of Pupil Rights Amendment affords parents certain rights regarding the District's conduct of surveys, collection and use of information for marketing purposes, and certain physical examinations. These include the right to:

Consent before the student is required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education:

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom the students have close family relationships;
6. Legally-recognized privileged relationships, such as those with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
8. Income, other than that required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under Michigan law; and
3. Activities involving the collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Student Records

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.

The Family Educational Rights and Privacy Act (FERPA) and the Michigan Revised School Code afford parents/guardians and students over 18 years of age (“eligible students”) certain rights with respect to the student’s school records. They are:

1. **The right to inspect and copy the student’s education records within 30 school days of the day the District receives a request for access.**

The degree of access a student has to his or her records depends on the student’s age. The parent/guardian of a student less than 18 years old has the right to copy and inspect their child’s education records. Once the student turns 18, the right to copy and inspect education records is transferred to the student. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. The principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. The District will not charge for copying records, which contain personally identifiable information about the student that is collected or created by the school district as part of the pupil's education records.

These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. **The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, irrelevant, or improper.**

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought. If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

3. **The right to permit disclosure of personally identifiable information contained in the student’s education records, except to the extent that the FERPA or the Michigan Revised School Code authorizes disclosure without consent.**

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order, so long as the parents/guardians or eligible student is notified of the court order before the documents are produced; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

4. The right to a copy of any school student record proposed to be destroyed or deleted.

Education records are maintained for at least 60 years after the student graduates or permanently withdraws. If the student transfers, education records are maintained until the next school district requests the records.

5. The right to prohibit the release of directory information.

Throughout the school year, the District may release directory information regarding students, limited to the District's defined list of information that is "directory information" as contained in the District's policies and procedures. Such directory information may include:

- Name
- Address
- Grade level
- Birth date and place
- Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of Attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

6. The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.¹

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

7. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-4605

This section is only applicable to high schools.

MCL 380.1136

ARTICLE III Curriculum Section 1 & 2

Age of Majority

Although 18-year-old students are recognized as adults under the Age of Majority Act, school officials are nonetheless committed to the equal treatment in application of school policies and procedures to all students. With the exceptions noted below, school district policies and procedures set forth apply to all students, regardless of their attainment of the age of majority. Students 18 years and older may:

1. Have the same privilege as their parents/guardians as it relates to access or control of their student records;
2. Represent themselves during disciplinary conferences and be the addressee for their grade reports
3. Sign themselves in and out of school and may verify their own absences.
NOTE: All attendance standards continue to apply;
4. Provide reason(s) for their absences and tardies, but are held to the same attendance requirements as other students, including the acceptable reason(s) for an excused absence.

Eligible students who wish to assert these rights should register their intent on the appropriate form in the high school office. Until such time as the eligible student registers this intent, school officials will not apply the above exceptions to school policies and procedures.

MCL 722.52

ARTICLE III Curriculum Section 1 & 2

Instructional Material

A student's parent/guardian may review the curriculum, textbooks, and teaching materials of the school in which the student is enrolled at a reasonable time and place and in a reasonable manner.

Title I Funds: Parent Involvement

Hazel Park Schools receive Title I funding, with specific schools receiving different types of funding based on eligibility. In compliance with legal requirements, the Board of Education has adopted a Parent and Family Engagement Policy. The district is dedicated to fostering strong relationships with families and the community by offering various opportunities for involvement in students' education. If your child attends a Title I-funded school, you may submit a written request to obtain information about their teacher's qualifications that includes the following:

- Whether the teacher has met Michigan's qualification and licensing requirements for the grade level and subject

area they teach.

- Whether the teacher is working under emergency or provisional status due to a waiver of state qualification or licensing criteria.
- The teacher's baccalaureate degree, major, and any other graduate certification or degree, including the field of study.
- Whether the student receives services from a paraprofessional and, if so, the paraprofessional qualifications.

Transportation and Parking

Bike Rules & Regulations - Elementary

- Elementary students will be allowed to ride bikes to school; While we encourage our bike riders to be in grades 4 & 5, it is up to the discretion of parents whether or not their child will be allowed to ride a bike. Scooters will not be permitted.
- Bikes must be locked to the bike rack; The school is not liable for any stolen bikes.
- Student bike riders must wear helmets.
- Students must walk their bikes, once on school grounds.
- Noncompliance with rules on school property, may mean the suspension of bike riding privileges.
- The district will offer a bike safety class/ride in the spring.

If students do not bring a lock to school, the bike will be brought inside the building and one warning will be given. After that, parents will need to pick up the bike.

If a student does not wear a helmet to school, the student will receive one warning. After that, parents will need to pick up the bike.

If a student has three violations regarding locks or helmets, the student will lose the privilege and can no longer ride a bike to school.

Bike Rules & Regulations - Secondary

- Students are allowed to ride bikes and scooters to school.
- Bikes must be locked to the bike rack;
- Students must walk their bikes, once on school grounds.
- Noncompliance with rules on school property, may mean the suspension of bike riding privileges.
- The school is not liable for any stolen bikes or scooters.

Bus Conduct

Students are expected to follow all school rules when riding the school bus. A student may be suspended from riding the bus for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

An adult must be present whenever students with special needs are dropped off or the child will be brought back to the student's school and it will be the responsibility of the parent/guardian to pick the student up from school immediately.

Visitor Parking

The school has designated parking locations available for school visitor parking. Please see your student's school to learn more about the designated parking location.

Those dropping off and picking up children may do so based on the drop off and pick locations designated by your student's school.

Vehicles MAY NOT be parked or located in the bus lanes, fire lanes or drop-off lanes at ANY TIME. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations may be ticketed and/or towed by the police.

Students should exit vehicles on the curbside of the vehicle. Vehicles should not cut through parking spaces in parking lots. At no time should any person encourage a student across a busy parking lot. All elementary students should be escorted by an adult across any lanes of traffic. Adults should always set a positive example in front of students. Adults should exhibit self control in the parking lot setting and refrain from causing any disruption.

High School Student Parking: High School Campus

Students may park their vehicles in the lot designated on Felker between the hours of 7:00am and after sports activities . Vehicles must be parked between the painted lines, and must be driven under the speed limit of 10 miles per hour while in the lot. Vehicles should be driven safely and must yield to pedestrians. Vehicles parked outside painted lines or designated parking spots may be ticketed or towed at the discretion of the school, at the vehicle owner's expense. Students caught driving recklessly in the parking lot may be subject to disciplinary action.

The lot located on Hughes St. is designated for school staff, personnel, and others designated by administration. These lots MAY NOT be used by students at any time. Student vehicles parked in these lots may be ticketed or towed at the discretion of administration.

The school is not responsible for student vehicles, any possessions left in them, or anything attached to the vehicles. **STUDENTS PARK THEIR VEHICLES ON OR NEAR SCHOOL PROPERTY AT THEIR OWN RISK.** Students should be aware their vehicles are not protected in any way while in the parking lot, and items of value should not be left in or near the vehicle while unattended.

Students have no reasonable expectation of privacy in vehicles parked on school grounds. School lots are regularly searched by contraband dogs, administration, and police officers. Students should be aware that items and spaces on school grounds are subject to view by others. Based on the reasonable suspicion standard, vehicles parked on school grounds may be subject to search. Prohibited items discovered during the course of a search may result in discipline, including, but not limited to, expulsion from school, as well as referral to law enforcement.

Vehicles MAY NOT be parked or located in the bus lanes or fire lanes at ANY TIME. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations may be ticketed and/or towed by the police.

Video cameras may be active in parking lots and may be used for the purposes of investigation into student misconduct. Discipline for misconduct includes all disciplinary measures in the student discipline code and/or withdrawal of parking privileges.

Promotion and Graduation

Grading & Promotion

School report cards are issued to students based on school schedule. For questions regarding grades, please see the classroom teacher.

The decision to promote a student to the next grade level or earn high school credit is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reasons not related to academic performance. Decisions about student promotion are decided on an individual basis.

AG III-24. Grading

AG III-25. Graduation Requirements

Elementary School:

Each marking period will be either nine or ten weeks in length. The teacher uses evidence from student work, formal and information assessments, and performance tasks to determine if a child is:

- 1 = Not meeting expectations
- 2 = Approaching expectations
- 3 = Meeting expectations
- 4 = Exceeding expectations

Special subjects (Art, Physical Education, Music & STEAM) will report progress twice a year at the end of each semester.

Junior High and High School:

Each marking period will be 8-10 weeks in length. Semester classes will be made up of two marking periods. A student must initiate a grade change with their counselor by the third Friday of the following semester. The correction is to be completed by the end of the semester following the receipt of the original grade.

GRADUATING SENIORS NEED TO COMPLETE THIS PROCESS BY THE END OF THE FIRST SEMESTER.

On report cards, grades will be listed for each marking period, the final exam (if given), and the final grade. It is the final course grade that determines the GPA. See the Appeal & Grievance Procedures for Non Disciplinary Decisions.

Grading Scale:

97.0-100	A+	77.0-79.00	C+
93.0-96.99	A	73.0-76.99	C
90.0-92.99	A-	70.0-72.99	C-
87.0-89.99	B+	67.0-69.99	D+
83.0-86.99	B	63.0-66.99	D
80.0-82.99	B-	60.0-62.99	D-
		0.00-59.99	E

GPA Calculation for High School & Junior High School:

A = 4.0	A- =3.7	
B+ = 3.4	B = 3.0	B- =2.7
C+ = 2.4	C = 2.0	C- =1.7
D+ = 1.4	D = 1.0	D- =.07

E = 0

I=INCOMPLETE

NC=NO CREDIT

W=WITHDRAWN 0

AP Course GPA Calculation (High School):

A+ = 4.4	A = 4.4	A- = 4.0
B+ = 3.7	B = 3.4	B- = 3.0
C+ = 2.7	C = 2.4	C- = 2.0
D+ = 1.7	D = 1.4	D- = 1.0
E = 0	W = 0	

Graduation Honors - Honor Cord

Single color

Academic:

(3.3 GPA or higher, with at least three full credits or 2 year successful completion of the program)

- **Performing Arts (Band, Choir, Drama):** *Purple*
- **Technical (CTE, Chrysler & OSTC):**
 - **CTE Vocational/Business:** *Black*
 - **Chrysler:** *Red*
 - **OSTC:** *Blue & Green*
- **English:** *White*
 - **Yearbook:** *Teal Blue*
- **Mathematics:** *Gold*
- **Science:** *Green*
- **Social Studies:** *Silver*
- **World Language:** *Blue*

- **Art:** *Orange*

- **Physical Education:** *Bronze Multi-color*

Extracurricular & Co-curricular:

- **DECA Club:** *Royal Blue & White*
- **National Art Honor Society:** *Rainbow*
- **NHS Service & Leadership:** *Sky Blue & Gold*
- **NTHS:** *Purple & White*
- **Science Olympiad or Robotics:** *Dark Green & White*
- **Student Council:** *Whisper Grey & Maroon*
- **Class Officers:** *Black & Gold*
- **International Thespian Society:** *Gold & White*
- **Superintendent Advisory:** *Silver & White*
- **Marching Band:** *Maroon & Blue*

Stoles and Sashes:

- **National Honor Society -** *White stole with NHS Insignia*
- **National Technical Honors Society -** *White sash*

Tassels & Medallions:

- **Cum Laude (3.0–3.499 GPA):** *Silver Tassel*
- **Magna Cum Laude (3.5–3.749 GPA):** *Blue Tassel*
- **Summa Cum Laude (3.75 or higher GPA):** *Gold Tassel*
- **Valedictorian and Salutatorian:** *Honors Medallion*

Credit for Alternative Courses and Programs

Students should not assume that the credit opportunities described below will always result in earned credit towards graduation or course prerequisites. Students should first discuss the matter with a guidance counselor or administrator.

Virtual ~~and Distance~~ Learning

Virtual learning is completed through a computer-based internet-connected learning environment and may be offered at a supervised school facility during the day as a scheduled class period, through distance learning, or through self-scheduled learning where students have some control over the time, location, and pace of their education. Additional information can be found in the district's Virtual Learning Handbook

A student enrolled in virtual ~~or distance~~-learning course may receive credit for work completed, provided that the course meets ALL of the following requirements:

- Is capable of generating a credit or grade.
- Is not a course in which the student has previously gained credit.
- Is taught by a teacher who holds a valid Michigan teaching certificate [and who] is responsible for determining appropriate instructional methods for each pupil, diagnosing learning needs, assessing pupil learning, prescribing intervention strategies, reporting outcomes, and evaluating the effects of instruction and support strategies.

Summer School and Independent Study

A student will receive high school credit for successfully completing: (1) any course given by an institution accredited by the North Central Association of Colleges and Secondary Schools.

Dual Enrollment Courses

A student who successfully completes a dual enrollment course may receive credit at both the college and high school level. **Contact your assigned counselor for information about enrollment eligibility, charges paid by the District, eligible institutions, and other matters related to dual enrollment, including the Early Middle College pathway.**

Foreign Language Credit

Students who demonstrate proficiency in a foreign language outside of a public or private high school curriculum may be awarded credit. Proficiency can be verified through a competency test or other criteria established by the Board. The amount of credit granted will be based on the level of proficiency achieved.

BP ARTICLE III Section 8. Students with Limited English Proficiency.

Testing Out

According to the Michigan Merit Curriculum Law, Section 380.1278(a)(4)(c), "a school district or public school academy shall also grant a student credit if the student earns a qualifying score, as determined by the department, on the assessments developed or selected for the subject area by the department or the student earns a qualifying score, as determined by the school district or public school academy, on 1 or more assessments developed or selected by the school district or public school academy that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit."

The following policy statements will apply:

1. This policy will apply equally to all students

2. Course requirements will be satisfied if a student receives an 80% or better on the test.
3. Earning an 80% or better on the test will count toward the fulfillment of a requirement of a subject area or a course sequence.
No letter grade will be earned by testing out of a course. A grade of 80% or better will provide a pass (P) notation on the transcript.
4. If students earn a “pass” notation in this course, they cannot subsequently request individual assessment for a prior course in the sequence, or enroll in a lower course in the same subject sequence.

Students who wish to "test out" must submit a completed request form to school administrators or counselors by the second Friday in November for January testing or by the second Friday in May for August testing. Contact the school to learn more about the process and to access the Test Out request form. Note: The NCAA does not accept test out credit as credit for future college-bound student athletes

Hazel Park High School - Graduation Requirements

Total Graduate Credits Required: 24

Subject Area	Credits	Courses
English	4	English 9 A, English 9 B English 10 A, English 10 B English 11 A, English 11 B English 12 A, English 12 B
Math	4	Algebra 1 A, Algebra 1 B Geometry A, Geometry B Algebra 2 A, Algebra 2 B Senior Math (0.5 credit), Senior Math (0.5 credit)
Science	3	Biology A, Biology B Complete 2 of the following 3 options: <ul style="list-style-type: none"> ● Chemistry A, Chemistry B ● Physics A, Physics B ● Other Science A, Other Science B
Social Studies	3	U.S. History A, U.S. History B World History A, World History B Civics, Economics
World Language Credits	2	Language 1 A, Language 1 B Language 2 A, Language 2 B
Visual, Performing, or Applied Arts (VPA)	1	0.5 credit, 0.5 credit
Physical Education/Health	1	PE (0.5 credit), Health (0.5 credit)
Electives	4	Financial Literacy 0.5 (required)

Alternative Schools - Graduation Requirements

Total Graduate Credits Required:

Subject Area	Credits	Courses
English	4	English 9 A, English 9 B English 10 A, English 10 B English 11 A, English 11 B English 12 A, English 12 B
Math	4	Algebra 1 A, Algebra 1 B Geometry A, Geometry B Algebra 2 A, Algebra 2 B Senior Math (0.5 credit), Senior Math (0.5 credit)
Science	3	Biology A, Biology B Complete 2 of the following 3 options: <ul style="list-style-type: none"> ● Chemistry A, Chemistry B ● Physics A, Physics B ● Other Science A, Other Science B
Social Studies	3	U.S. History A, U.S. History B World History A, World History B Civics, Economics
World Language Credits	2	Language 1 A, Language 1 B Language 2 A, Language 2 B
Visual, Performing, or Applied Arts (VPA)	1	0.5 credit, 0.5 credit
Physical Education/Health	1	PE (0.5 credit), Health (0.5 credit)
Electives	4	Financial Literacy 0.5 (required)

Early Graduation

Students who will have successfully completed graduation requirements after seven (7) semesters may petition to graduate. Applications must be submitted to the principal prior to the first Friday in December.

Early graduates must take full responsibility to make arrangements with the high school office for anything pertaining to the graduation ceremony (*i.e.*, announcements, cap and gown rental, graduation practices).

Any student enrolled in an off-campus course to fulfill graduation requirements must show documentation of such course(s) by the last day of the seventh semester. Failure to produce this documentation will result in denial of the early graduation petition.

The student and a parent will schedule a conference with the principal and the graduating senior's counselor before the

last week in December of the student's seventh semester. At the conference the student should be prepared to justify his/her request to graduate early.

AG III-25. Graduation Requirements
AG III-25. Graduation Requirements : Early Graduation

Personal Curriculum

The Personal Curriculum (PC) is a Michigan Department of Education (MDE) endorsed process, permitting modification of specific credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the Michigan Merit Curriculum (MMC) requirements and students who need to individualize learning requirements to meet the MMC requirements. For more information from MDE about personal curriculums, please [click here](#).

In April 2006, Public Acts 123 & 124 were passed and beginning with the class of 2011, they specified 16 credits which are a minimum required to graduate from a Michigan public high school. For the class of 2016, two credits of a language other than English are added for a minimum of 18 credits. Public Act 204 allows modifications to these credits through a personal curriculum. A high school diploma may be awarded to a pupil who successfully completes his or her personal curriculum even if it does not meet the requirements of the Michigan Merit Standards.

HPS Personal Curriculum

- Complete Student Information Section**
- Indicate reason for request of Personal Curriculum:**
 - General Enhanced
 - General Modified
 - IEP
 - Transfer
- Obtain Consent of person requesting Personal Curriculum:**
 - Indicate the following [OFFICE USE ONLY: Received By/Meeting Date/Parent Notification Date]
- Provide RATIONALE FOR PERSONAL CURRICULUM (GENERAL ENHANCED OR IEP ONLY)**
{MUST INCLUDE RELEVANT INFORMATION DIRECTLY LINKED TO IEP}
- Team Meeting:**
 - Participants: School Counselor/Parent/Legal Guardian/Student/General Education Teacher
 - Special Education Include: Special Education Teacher, School Psychologist*
- Complete Personal Curriculum Plan:**
 - Check Box: Modifications Requested
 - Obtain Participant Signatures
 - Review Evaluation Information: [Counselor + School Psychologist]
 - Check Box: Determine if Student is Eligible for Personal Curriculum
 - Check Box: Courses to be modified that will be aligned with the Personal Curriculum
 - Specify how each individual course will be modified: Alternate Course **and/or** Curriculum Modification
- Quarterly Progress Updates:**

Public Law 204 Section 5(d) states: "The pupil's parent or legal guardian shall be in communication with each of the pupil's teachers at least once each calendar quarter to monitor the pupil's progress towards the goals contained in the pupil's personal curriculum."

 - Indication: Report Cards will be provided as Quarterly Progress Updates. (HPS)
 - Indication: Progress Reports/Report Cards will be provided as Quarterly Progress Updates (Advantage)
 - Parent/Legal Guardian Initial at meeting

Personal Curriculum Revisions:

Public Law 204 Section 5(e) states:

“Revisions may be made in the personal curriculum if the revisions are developed and agreed to in the same manner as the personal curriculum.”

**Personal Curriculums should be reviewed on an annual basis.*

- Parent/Legal Guardian Initial at meeting

Obtain Signatures of Agreement

District Commitment

- General Education: Forward to Executive Director of Executive Director of Teaching, Learning & Equity

- Curriculum Department Review

- Curriculum Department will forward to Superintendent for final signature**

- Special Education: Forward to Executive Director of Student Services

- Student Services Review

- Student Services Department will forward to Superintendent for final signature**

Retain copy of current Personal Curriculum in CA-60

Complete Personal Curriculum requirement in the Student Information System

- Menu: Programs: Student Program History: Add Button: Drop Down Box - Personal Curriculum*

- This will indicate ↑ in PROGRAMS next to the hand*

Code of Conduct and Attendance

INTRODUCTION: Hazel Park School Code of Conduct

The vision of the Hazel Park School District is to inspire and empower all learners to achieve excellence. One major pillar to support our vision is to maintain a positive culture and climate focused on learning. The responsibility of developing and maintaining a secure and productive teaching and learning environment is the obligation of each member of the school community, including the students, staff, parents, and community members.

The policies and procedures emphasize collaborative problem solving and offer opportunities for students and adults to develop lasting skills to manage anger and conflict. Hazel Park School District is committed to using a variety of proactive and student-focused strategies to promote a positive school climate based on:

- Implementation of evidence-based strategies for social and emotional learning such as Positive Behavioral Interventions and Supports (PBIS) and restorative practices. Integration of social and emotional learning and other evidence-based prosocial development practices into the school culture, supporting and sustaining them as vital elements of the school operations.
- Collecting and effectively utilizing data—including discipline and academic performance records, truancy data, student and stakeholder surveys, and other relevant measurements—for ongoing formative evaluation of disciplinary processes and their Effectiveness.
- Using discretion afforded under zero tolerance laws and other regulations to reserve suspension and expulsion for only the most serious offenses such as those infractions required by law and deemed absolutely necessary.

Every school district is required by law to adopt a code, as set forth in the Revised School Code, MCL 380.1312(8):

“A local or intermediate school district or a public school academy shall develop and implement a code of student conduct and shall enforce its provisions with regard to pupil misconduct in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school sponsored activity or event whether or not it is held on school premises.”

The information in the following pages explains the code of conduct of acceptable student behaviors and subsequent discipline policies and procedures of Hazel Park School District that will be used to ensure fair and equitable treatment for all members of our student population.

~~When and Where the Code of Student Conduct Applies~~

~~Off-Campus Events~~

Rights and Responsibilities in the School Community

Hazel Park School District is dedicated to creating and maintaining a positive learning environment for all students. All members of our learning community—including students, educators (teachers, administrators, and support personnel), and parents must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate for the learning community. Those responsibilities include, but are not limited to, the following:

Students (persons enrolled in grades K-12) have the responsibility to:

1. Take responsibility for your learning and recognize that it is a process.
2. Attend school regularly, arrive on time, and be prepared to learn.
3. Respect yourself and others in class, on school grounds, on buses, and at any school-related activity.
4. Respect the rights and feelings of fellow students, parents, educators (including teachers, secretaries, custodians, aides, paraprofessionals, and other school personnel), visitors, and guests.
5. Work within the existing structure of the school to address concerns.
6. Know and comply with school district rules and policies.
7. Participate in your learning communities, including helping formulate rules and procedures in the school, engaging in school-related activities, and fostering a culture of respect for learning and for others.

Parents have the responsibility to:

1. Take responsibility for your child's development as a learner by, as much as possible, providing a home environment suited for learning and developing good study habits.
2. See that your child attends school regularly and on time.
3. Provide for your child's general health and welfare as much as possible.
4. Teach and model respect for yourself, your child, and all members of the school community.
5. Support the school's efforts to provide a safe and orderly learning environment.
6. Know and support the school and district rules and policies and work within the existing structure of the school to address concerns.
7. Advocate for your child and take an active role in the school community.

The Code of Student Conduct sets forth student rights and responsibilities while at school and school-related activities, and the consequences for violating school rules. It defines behaviors that undermine the safety and learning opportunities for all members of the school community and favors actions that encourage positive behavior and learning over actions designed to punish.

Students at school-sponsored, off-campus events and activities shall be governed by District rules and regulations and are subject to the authority of Schools Officials. Any conduct that adversely affects the school climate and has a direct and immediate adverse effect on the discipline or general welfare of the school, and/or its students is prohibited, as well as off-school property. Failure to obey the rules and regulations or failure to obey the lawful instructions of School Officials shall result in loss of eligibility to attend school-sponsored, off-campus events or activities and may result in suspension and/or other disciplinary measures as outlined in the Student Code of Conduct.

When determining the consequences of student misconduct, school officials may use intervention strategies and/or disciplinary actions. Recognizing the importance of keeping students in school learning as much as possible, educators will consider the severity or repetition of misconduct, age and grade level of the student, circumstances surrounding the misconduct, impact of the student's misconduct on others in the school community, and any other relevant factors in determining how they will address misconduct.

In instances where school-issued responses to student misconduct have been administered, those decisions will not be discussed with any parent/guardian outside of the offending students' parent/guardian.

The Code of Student Conduct will be administered fairly, without partiality or discrimination.

The Code of Student Conduct does not diminish any rights under federal law (20 U.S.C. 1400 et seq.) of a student determined to be eligible for special education programs and services. Students with an Individualized Education Program

(IEP) are responsible for following The Code of Student Conduct. As a consequence of a violation of The Code of Student Conduct by a student with an IEP, specific procedures may apply.

Student Conduct

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law regarding minors. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty should be maintained in the schools of this District.

The Superintendent shall establish procedures to carry out BP and philosophy, and shall hold all school personnel, students, and parents responsible for the conduct of students in schools, on school vehicles, and at school-related events.

Student conduct shall be governed by the rules and provisions of the Student Code of Conduct. This Code of Conduct shall be reviewed annually.

Student Behavior

The Board of Education acknowledges that conduct is closely related to learning and that an effective instructional program requires an orderly school environment, which is, in part, reflected in the behavior of students.

The Board believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions.

The Board shall require each student of this District to adhere to the Code of Conduct promulgated by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:

- Follow student code of conduct as defined by each school's PBIS behavior expectations.
- respect the person and property of others;
- preserve the degree of order necessary to the educational program in which they are engaged;
- respect the rights of others;
- recognize constituted authority and respond to those who hold that authority.

Teachers and other employees of this Board having authority over students shall have the authority to take such means as may be necessary to control the disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of this Board and/or when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

When administering disciplinary decisions for students in special education or with 504 Plans, the school team must utilize the '7 Factors of Discipline' to determine an appropriate consequence. If a student has an IEP/504 Plan the school team must consider if a Manifestation Determination is required based on one of the two following factors:

1. Pattern of Removals (student is suspended multiple times for the same or similar actions. (Documents found in PowerSchool
2. Students out of school have reached 10 or more absences. (Documents found in PowerSchool).

If the behavior is determined a manifestation of the student’s disability, out of school suspension days are changed to absent excused. If the student’s behavior is determined to NOT be a manifestation of the disability the student is subject to general education discipline.

While the following list of behaviors is not exhaustive of all behaviors, all student behaviors must conform to the board expectations outlined above.

ELEMENTARY

Distinctions between Minor and Major behaviors.

MINOR (Classroom Managed)	MAJOR (Office Referrals)
Inappropriate Language	
<p>Student indirectly uses inappropriate words or actions.</p> <ul style="list-style-type: none"> ● Inappropriate language toward teacher, staff, peers, verbal and/or written (ie, stupid, dumb, etc.) ● Derogatory terms ● Negative talk about peer, staff, or self ● Inappropriate gestures (ie middle finger, sexual gestures, etc.) 	<p>Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning.</p> <ul style="list-style-type: none"> ● Inappropriate language toward teacher, staff, peers, verbal and/or written (ie cursing, derogatory terms, etc) ● Sexual harassment ● Racially Explicit words ● Threatening and/or intimidating language ● Reoccurring minors
Physical Contact	
<p>Student engages in non-serious, but inappropriate physical contact with a peer.</p> <ul style="list-style-type: none"> ● Bumping into each other or touching exposed hair/body ● Tripping, pushing, pinching ● Cutting in line ● Throwing items in a non-aggressive way (pencil, paper, toy, ball, etc..) ● Roughhousing 	<p>Actions involving serious physical contact with intent to harm where injury may occur.</p> <ul style="list-style-type: none"> ● Hitting/pushing with intent to harm ● Choking ● Biting ● Punching ● Scratching ● Spitting ● Fighting ● Hair Pulling ● Recurring minors ● Throwing items in an aggressive way
Disrespect	
<p>Student refusal to fulfill instructional and/or building norms.</p> <ul style="list-style-type: none"> ● Students refusing to do work ● Passive refusal to participate (ie, eye rolling, not following directions immediately) 	<p>Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning.</p> <ul style="list-style-type: none"> ● Blatant or excessive defiance that is continuously interrupting the entire class.

<ul style="list-style-type: none"> ● Muttering under breath ● Talking back ● Leaving assigned area ● Talking/interrupting during instruction 	<ul style="list-style-type: none"> ● Leaving assigned area ● Forgery ● Verbal altercation with a staff member ● Cheating ● Recurring minors
Disruption	
<p>Student behavior causes a distraction to the learning environment, but class activity is able to continue.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Constant blurting/'yelling without raising hand ● Movement out of assigned area without permission (overuse of bathroom, drinks, office, etc) ● Irritating/bothering others (ie tapping making noises, talking) ● Not following directions or having materials ● Off task 	<p>Student behavior causes an interruption in class or activity.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Yelling/shouting out; A pattern of teacher not being able to teach and students unable to learn. ● Causing evacuation of classroom ● Leaving assigned area ● Purposely "pushing buttons" to incite angry response ● Recurring minors that disrupt instruction
Property Misuse	
<p>Student engages in non-serious, but inappropriate misuse of property.</p> <ul style="list-style-type: none"> ● Writing on property ● Ripping or crumpling up paper and/or others work (also hallway displays) ● Breaking utensils ● Hands on others' property ● Minor bathroom mess ● Throwing items in a non-aggressive way (pencil, paper, toy, ball, etc..) ● Kicking or slamming things 	<p>Student engages in serious abuse or misuse of property.</p> <ul style="list-style-type: none"> ● Throwing furniture ● Continual damage (knocking books off shelves, ripping posters down) ● Stealing ● Destroying materials or property beyond reuse ● If safety is compromised by property misuse ● Recurring minor offenses
Technology Violation	
<p>Student engages in misuse of district technology and/or PCD</p> <ul style="list-style-type: none"> ● Accessing "non-teacher" assigned website ● Taking pictures within classroom ● Messing with settings on school devices ● Using technology without permission ● Careless use physically of school devices ● Failure to report problems or breakage ● Having phone on person (personal device) 	<p>Student engages in excessive abuse of district technology and/or PCD</p> <ul style="list-style-type: none"> ● Accessing inappropriate websites ● Bullying/harassment on school equipment ● Purposely breaking school technology ● Using phone during school hours (personal device)

ELEMENTARY RESPONSES TO STUDENT BEHAVIOR

- LEVEL 1: Teacher-managed responses (Time out, conference with student, parent contact, teach desired behavior, other)

- **LEVEL 2:** Referred Responses (Accumulation of Minors, Majors: After-School or Lunch Detention, Time in Office, In School Suspension, Parent Contact, Student Conference)
- **LEVEL 3:** Building Principals (or designee) Responses - Temporary Removal of Student from School (Majors: ISS or OSS up to 5 Days)
- **LEVEL 4:** Building Principals Exclusionary Responses (Majors; OSS up to 10 Days)
- **LEVEL 5:** Building Principal Recommended Long-Term Exclusionary Responses (State-mandated Expulsions; Accumulation of Majors; Expulsion Recommendation)

Progressive discipline will be utilized based on severity and repetition of behaviors in conjunction with restorative practices as a consideration for all disciplinary decisions to reinforce desired behaviors.

LEVEL 1: Teacher-Managed Responses (Minors; see intervention responses)	LEVEL 2: Referred Responses (Accumulation of Minors, Majors: After-School or Lunch Detention, Time in Office, In School Suspension, Parent Contact, Student Conference)	LEVEL 3: Building Principals (or designee) Responses - Temporary Removal of Student from School (Majors: ISS or OSS up to 5 Days)	LEVEL 4: Building Principals Exclusionary Responses (Majors; OSS up to 10 Days)	LEVEL 5: Building Principal Recommended Long-Term Exclusionary Responses (State-mandated Expulsions; Accumulation of Majors; Expulsion Recommendation)
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Inappropriate Language

Minor: Student indirectly uses inappropriate words or actions toward an adult or peer.				
Major 1st Offense: Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning.				
	Major 2nd Offense: Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning.			

Disrespect

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Minor: Student refusal to fulfill instructional and/or building norms				
Major 1st Offense: Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning				
	Major 2nd Offense: Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning			

Disruption

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Minor: Student behavior causes a distraction to the learning environment, but class activity is able to continue. Examples: Making noises, talking and/or talking out of turn, not in seat at designated time.				
	Major: Student behavior causes an interruption in class or activity, including: Sustained loud talking or repeated talking out of turn, yelling or screaming, noise generated from classroom materials, roughhousing, and/or sustained out-of-seat behavior.			
Physical Contact/Aggression				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Minor: Student engages in non-serious, but inappropriate physical contact with a peer, including: poking, tripping, (intentional), horseplay, bumping into another student, and/or pushing.				
	Major: Actions involving serious physical contact with intent to harm where injury may occur, including: hitting, shoving/pushing, hitting with an object, kicking, hair pulling, scratching, spitting, and/or fighting.			
Property Misuse				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Minor: Student engages in non-serious, but inappropriate misuse of property.				
	Major: Student engages in serious abuse or misuse of property.			
Technology Violation				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Minor: Student engages in misuse of district technology and/or PCD				
	Major: Student engages in excessive abuse of district technology and/or PCD			

SECONDARY

SECONDARY RESPONSES TO STUDENT BEHAVIOR:

- LEVEL 1: Teacher-managed responses
- LEVEL 2: At school reinforcement, Detention, and/or Alternative to Suspension (CARE)
- LEVEL 3: Temporary student removal from school - Out of School Suspension 1-5 Days and/or In School Suspension (CARE)
- LEVEL 4: Long-term student removal from school - Out of School Suspension 6-10 Days (CARE)
- LEVEL 5: Exclusionary Responses - Recommendation to Superintendent for Expulsion (CARE)

CARE

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

Recognizing that students face challenges, Hazel Park Schools believes in a responsive approach to support students by providing opportunities to transform their challenges into strategies for success. The CARE Program involves investing in both social-emotional wellness and academic recovery. Exploring skills such as responsible decision-making, empathy, and healthy coping mechanisms is essential for students to thrive not only in the classroom but also in the workplace, community, and on the field. The CARE Program provides a holistic approach that empowers students to navigate both educational and personal challenges effectively proactively and positively.

Distinctions between Minor and Major behaviors.

BEHAVIOR	MINOR (Teacher Managed)	MAJOR (Administration Managed)
Disrespect	Student indirectly uses inappropriate words or actions toward an adult or peer. <ul style="list-style-type: none"> ● Eye rolling ● Muttering under breath ● Call staff/adults by anything other than their name (unless given permission otherwise) ● Argumentative but redirects to task 	Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning. <ul style="list-style-type: none"> ● Argumentative and does not redirect to task ● Hand gestures ● Foul language directed toward staff/peer ● Damages teacher/classroom/school materials
Defiance	Student refusal to fulfill instructional and/or building norms <ul style="list-style-type: none"> ● Teacher/adult can redirect behavior ● Student behavior does not interfere with educational environment, but distracts from 	Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning <ul style="list-style-type: none"> ● Insubordination ● Interference with educational environment ● Argumentative

	<p>teaching and learning</p> <ul style="list-style-type: none"> ● Refusal to wear face mask/covering 	<ul style="list-style-type: none"> ● Refusal to wear face mask/covering
Disruption	<p>Student behavior causes a distraction to the learning environment, but class activity is able to continue. Examples:</p> <ul style="list-style-type: none"> ● Making noises ● Talking and/or talking out of turn ● Not in seat at designated time 	<p>Student behavior causes an interruption in class or activity.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Sustained loud talking or repeated talking out of turn ● Yelling or screaming ● Noise generated from classroom materials ● Roughhousing ● Sustained out-of-seat behavior
Physical Contact/Aggression	<p>Student engages in non-serious, but inappropriate physical contact with a peer.</p> <ul style="list-style-type: none"> ● Poking ● Tripping (intentional) ● Horseplay ● Bumping into another student ● Pushing 	<p>Actions involving serious physical contact where injury may occur and/or physical actions qualifying as sexual harassment.</p> <ul style="list-style-type: none"> ● Hitting ● Shoving or pushing ● Striking with an object ● Kicking ● Hair pulling ● Scratching ● Slapping or tapping ● Spitting ● Fighting ● Touching of a sexual nature
Tardy	<p>Student arrives at class after bell (or designated start time) less than fifteen minutes from the beginning of class.</p> <ul style="list-style-type: none"> ● Occurs at minimum two times in one week in the same class ● Excludes first hour 	<p>Student arrives at class after bell (or designated start time) fifteen or more minutes late (not in first hour)</p> <ul style="list-style-type: none"> ● Occurs at minimum two times in one week in the same class
Inappropriate Language	<p>Student engages in foul language or innuendos inappropriate for school environment</p> <ul style="list-style-type: none"> ● Negative talk about peer, staff, or self ● Name calling ● Non-directional, non-confrontational swearing - swearing in conversation 	<p>Verbal messages (written or spoken) that include swearing and/or name calling:</p> <ul style="list-style-type: none"> ● Name calling with discriminatory language, behaviors or gestures ● Blatant swearing ● Offensive/harassing language ● Threatening language, gestures or behavior <p>Harassment/Bullying</p> <p>Student delivers disrespectful messages (verbal/nonverbal or gestures) to another</p>

		<p>person that includes threats, intimidation, and/or unwarranted attention.</p> <p>Disrespectful messages include negative comments based on race, religion, gender, age, national origin, and/or sexual orientation.</p> <p>Verbal attacks based on ethnic origin, disabilities, or other personal matters.</p> <p>Cyberbullying during school hours or causing a distraction to the learning environment.</p>
<p>Dress Code Violation</p>	<p>Student is wearing clothing that is not within the parameters of the dress code, but is able to make a correction to be back in compliance. Dress code parameters:</p> <ul style="list-style-type: none"> ● No obscene or vulgar words or images ● No hats, bandanas, or head coverings (with the exception of religious items) ● Shorts/skirts 5” from top of knee ● No bare midriffs ● Strapless, backless, spaghetti straps, tank or halter tops are not allowed unless covered by a sweater, shirt or jacket. ● No see through, low cut or revealing clothing is allowed. ● No bedroom slippers or pajamas 	<p>Student attire that is unable to be corrected, or is:</p> <ul style="list-style-type: none"> ● Gang-related apparel ● Overly-suggestive or violent clothing
<p>Technology Violation</p>	<p>Students at HPJH may not have PCD visible or in use at any time. Students at HPHS may not have PCD visible or in use during instructional times. They are strictly prohibited at all times in classrooms, restrooms and locker rooms.</p> <p>Student is in violation of district PCD policy (see policy for HPHS procedures).</p>	<p>Student uses technology to:</p> <ul style="list-style-type: none"> ● Access inappropriate sites ● Facilitate cheating and/or plagiarism ● Engages in cyberbullying using district technology ● Threaten peers, staff, or jeopardize the security and daily functions of building.

REINFORCEMENT FOR STUDENT MISCONDUCT

Progressive discipline will be utilized based on severity and repetition of behaviors in conjunction with restorative practices as a consideration for all disciplinary decisions to reinforce desired behaviors.

Note: Any behavior that violates a Hazel Park city ordinance may result in a citation issued by a School Resource

Officer. Illegal behaviors are not limited to school discipline and may result in police involvement.

LEVEL 1: Teacher-Managed Responses (Minors; see intervention responses)	LEVEL 2: At-School Reinforcement (Accumulation of Minors, Majors: After-School Detention, S.B.I. and Behavior Reflection Form)	LEVEL 3: Building Administration Responses - Temporary Removal of Student from School (Majors: OSS 1-5 Days) or CARE program	LEVEL 4: Building Administration Responses - Long-term Removal from School (Majors; OSS 6-10 Days) or CARE program	LEVEL 5: Building Principal Recommended Long-Term Exclusionary Responses (State-mandated Expulsions; Accumulation of Majors; Expulsion Recommendation)
Disrespect	Student indirectly uses inappropriate words or actions toward an adult or peer.			
	Major 1st Offense: Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning.			
	Major 2nd Offense: Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning.			
Defiance	Student refusal to fulfill instructional and/or building norms			
	Major 1st Offense: Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning.			
	Major 2nd Offense: Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning.			
Disruption	Student behavior causes a distraction to the learning environment, but class activity is able to continue. Examples: Making noises, talking and/or talking out of turn, not in seat at designated time.			
	Student behavior causes an interruption in class or activity, including: Sustained loud talking or repeated talking out of turn, yelling or screaming, noise generated from classroom materials, roughhousing, and/or sustained out-of-seat behavior.			

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Physical Contact/Aggression	Student engages in non-serious, but inappropriate physical contact with a peer, including: poking, tripping, (intentional), horseplay, bumping into another student, and/or pushing.				
		Actions involving serious physical contact where injury may occur, including: hitting, shoving/pushing, hitting with an object, kicking, hair pulling, scratching, spitting, and/or fighting; touching in a sexual manner/harassment.			
Tardy	Students enter class after the tardy bell and within five minutes of class starting up to three occurrences.				
		Tardiness in excess of five minutes will constitute an absence.			
Inappropriate Language	Students engage in foul language or innuendos inappropriate for school environment, including: negative talk about peers, staff, or oneself, name calling, non-confrontational/non-directional swearing - swearing in conversation.				
		Verbal messages (written or spoken) that include swearing, or name calling, including: blatant swearing, offensive/harassing language.			
			Harassment/bullying: Student delivers disrespectful messages (verbal/nonverbal or gestures) to another person that includes threats, intimidation, and/or unwarranted attention. Disrespectful messages include negative comments based on race, religion, gender, age, national origin, and/or sexual orientation. Verbal attacks based on ethnic origin, disabilities, or other personal matters. Cyberbullying during school hours or that causes a distraction to the learning environment.		

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Dress Code Violation	Students are wearing clothing that is not within the parameters of the dress code, but is able to make a correction to be back in compliance. Dress code parameters: No obscene or vulgar words or images, no hats, bandanas, or head coverings (with the exception of religious items), shorts/skirts 5 inches above the knee, no bare midriffs, strapless, backless, spaghetti straps, tank or halter tops are not allowed unless covered by a sweater, shirt or jacket, no see through, low cut or revealing clothing, and/or no bedroom slippers or pajamas.				
Technology Violation	Student is in violation of district PCD policy (see policy for HPJH & HPHS procedures).				
		Students use technology to: Access inappropriate sites, facilitate cheating and/or plagiarism, engage in cyberbullying using district technology, and/or threaten peers, staff, or jeopardize the security and daily functions of building.			
Skip Class	Students leave class or school without permission or stay out of class or school without permission.				
Harassment			Harassment means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or school employee that: (1) places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property, (2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or (3) has the effect of substantially disrupting the orderly operation of a school.		

Bullying		Bullying is defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation, or unreasonably interfere with the individual's school or work performance or participation.			
		Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are: PHYSICAL - hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongs or extorting money, blocking or impeding student movement, unwelcome physical contact: VERBAL - taunting, malicious teasing, insulting, name calling, making threats; PSYCHOLOGICAL - spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Fighting		Actions involving serious physical contact where injury may occur.			
Inappropriate Location/Out of Bounds Area	Students are in an area outside of an assigned area without authorization to be in that space in or on school property. Example: If a student has hall pass during a designated passing time and is not where they pass indicates; student is in a lunch period they are not assigned.				
Tuancy	Students have accumulated their 20th unexcused absence (see Attendance section of Student Code of Conduct).				
Forgery, Theft, and/or Plagiarism		Student is in possession of, having passed on, or being responsible for removing someone else's property, has signed a person's name without that person's permission, or has submitted someone else's work claiming it to be their own.			
Property Damage/Vandalism		Students deliberately impairs the usefulness of property and/or participates in an activity that results in substantial destruction or disfigurement of property.			
Lying/Cheating	Students copy entire or sections of a classroom assignment and turn it in as their own work.				
		Students deliver messages that are untrue and/or deliberately violate rules outlined in Student Code of Conduct or HPJH/HPHS PBIS.			

Inappropriate Display of Affection		Students engage in public acts (signs, gestures, etc.) of affection that are offensive to commonly recognized standards of good taste.			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Gang Affiliation Display or Activity		Gangs are defined as organized groups of students and/or adults who engage in activities that threaten the safety of the general populace, compromise the general community order, and/or interfere with the school district’s education mission. Gang activity includes any of the following: Wearing or displaying any clothing, jewelry, colors, or insignia that intentionally identifies the student as a member of a gang, or otherwise symbolizes support of a gang using any word, phrase, written symbol, or gesture that intentionally identifies a student as a member of a gang, or otherwise symbolizes support of a gang, gathering of two or more persons for the purposes of engaging in activities or discussions promoting gangs, and/or recruiting student(s) for gangs.			
Threat/False Alarm		Threatening to set off an explosive device or other dangerous device on school premises, in a school-related vehicle, or a school-sponsored activity. Making a threat of danger that causes an evacuation of a building or event or possibly leading to the evacuation of a building.			
Possession of Combustibles and/ or Arson	Students are in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).				
				Deliberately burning or attempting to burn any property, whether owned by the school or others, on school premises, in a school-related vehicle, or at a school-sponsored activity or trip.	
Use/Possession: Drugs, Alcohol			Having alcohol/drugs in use or in possession will include: all dangerous controlled substances as to designated and prohibited by Michigan statute, all alcoholic beverages, all chemicals which release toxic vapors, any prescription or patent drug, except those for which permission to use in school has been granted pursuant to BP, “look-alikes”, performance-enhancing drugs as determined annually by the Department of Community Health, any other illegal substance so designated and prohibited by law.		

Use/Possession: Weapons		<p>"Weapon" means any object which, in the manner in which it is used, in possession, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type whatsoever, including spring, air and gas-powered guns (whether loaded or unloaded) that will expel a BB, pellet, or paint balls, knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives or any other weapon described in 18 U.S.C 921.</p>
Use/Possession: Tobacco/ Electronic Vapor		<p>"Tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth. "Use of tobacco product" means any of the following: The carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device; the inhaling or chewing of a tobacco product; the placing of a tobacco product within a person's mouth; the smoking of electronic, "vapor", or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.</p>

Restorative Practices. Consistent with Michigan law and in every case, the School District will consider restorative practices as an addition or alternative to suspension or expulsion. Restorative practices are practices that emphasize repairing the harm of the victim and the School District community of a student's misconduct or other behavior. Restorative practices may be considered and implemented by a restorative practices team. The restorative practices team may be constituted and act in the manner described in Section 1310c(2) of the Revised School Code or in a different manner, depending on the circumstances as a whole.

Restorative practices should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, and harassment, bullying, and cyberbullying.

Due Process Rights

The Board of Education recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures.

All students suspected of misconduct will go through due process.

To better ensure appropriate due-process is provided a student, the Board establishes the following guidelines:

- Students Subject to Short Term Suspension: Except when emergency removal is warranted, a student must be given oral or written notice of the charges against him/her and the opportunity to respond prior to the implementation of a suspension. When emergency removal has been implemented, notice and opportunity to respond shall occur as soon as reasonably possible. The principal or other designated administrator shall provide the opportunity to be heard and shall be responsible for making the suspension decision. See appeal process below.
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- Students Subject To Suspensions Of Greater Than 10 Days Or Expulsion Of 180 Days Or Less: Except in emergency situations, prior to the implementation of a suspension or expulsion a student must be

given oral or written notice of the charges against him or her, a summary of the evidence supporting the charges, and, if the student denies the charges, the opportunity to be heard and to respond to the charges. When such suspension or expulsion has occurred, notice and opportunity to respond shall occur as soon as reasonably possible. The building administrator shall provide the student an opportunity to be heard and shall be responsible for making the suspension decision.

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- Students Subject To Permanent Expulsion Or Expulsion Greater Than 180 Days: Prior to the imposition of a permanent expulsion or an expulsion of greater than 180 days, a student and the student's parent or guardian must be given written notice of the intention to permanently expel or expel for more than 180 days, a summary of the evidence supporting the expulsion, and notice that the Superintendent or designee shall conduct a hearing to determine whether to accept the recommendation for expulsion. The student and the student's parent or guardian must also be provided a brief description of the student's rights and of the hearing procedure. The Superintendent shall establish guidelines in the Student Code of Conduct governing the procedure to be followed in the hearing to determine whether the expulsion shall be implemented.

BP Article IV Students: Section 8-Due Process

Appeal Procedures

A student may appeal a suspension greater than 10 days or an expulsion of 180 days or less to the Superintendent or designee. The Student Code of Conduct shall identify the process to be used for such appeals. The decision of the Superintendent or designee shall be final.

A student may appeal a permanent expulsion or an expulsion of greater than 180 days to the Board of Education in accordance with the following procedures:

- A. Such expulsion may be appealed to the Board by the student or parent by filing with the Superintendent's office a written request for appeal within fifteen (15) school days after mailing of the notice of such expulsion. The Board shall hear the appeal within a reasonable time at a special meeting called for such purpose. If no such appeal is timely requested, the expulsion shall be deemed final.
- B. Upon receipt of an appeal to the Board, the Superintendent shall provide the student or parent with a written notice that appeals to the Board shall be conducted in accordance with the rules and procedures described below.
- C. The principal, Board attorney, and any other resource persons that the Board President deems appropriate may be present at the Board hearing. Only members of the Board shall have a vote in determining the appeal.
- D. Pursuant to the Open Meetings Act, the hearing before the Board shall be closed to the public at the request of the student or parent(s).
- E. Although a hearing to consider the appeal of a permanent expulsion or expulsion greater than 180 days is subject to due process and may have some similarities to a court proceeding, it is not conducted in a court of law and court rules are not applicable. The Board President or presiding officer shall determine any procedural questions that arise during the hearing.

F. At the hearing, the principal or other administrator shall first present to the Board the facts of the case and the basis for the discipline. Thereafter, the student (and/or the student's representative and parent(s)) may comment upon the facts as stated by the principal, and may present the basis of the appeal. Board members and other participants in the hearing may ask questions of witnesses.

G. The Board may:

1. set aside the expulsion and reinstate the student with or without any limiting conditions;
2. reduce the expulsion to a suspension or expulsion of 180 days or less with any conditions the Board deems advisable, or remand the matter to the Superintendent to impose a consequence less than permanent expulsion; or
3. affirm the expulsion.

H. The Board shall decide the appeal within a reasonable time. The Board Secretary shall promptly notify the appealing party of the Board's decision in writing. The Board's decision shall be final.

ARTICLE IV Students : Section 10 Appeal of Imposition of Discipline

OUT OF SCHOOL SUSPENSION	ELEMENTARY SCHOOLS		SECONDARY SCHOOLS	
	INITIAL DECISION MADE BY:	APPEAL RECEIVED BY:	INITIAL DECISION MADE BY:	APPEAL RECEIVED BY:
0-3 Days	Principal	No Appeal Granted	Any Building Administrator	No Appeal Granted
4-9 Days		Assistant Superintendent of Teaching & Learning	Assistant Principal or Dean of Students	Principal
4-9 Days			Principal	Assistant Superintendent of Teaching & Learning
10 or More Days		Superintendent of Schools	Any Building Administrator	Superintendent of Schools

Appeal Timeline

- All appeals are initiated through the administrator issuing the disciplinary action. This appeal must occur in writing (handwritten or communicated electronically) and submitted within 48 hours of disciplinary action being issued.
- The appeal will be sent to the next administrative level (see chart above). Parents and/or students will be contacted within 24 hours (one school day) to schedule a meeting to review the appeal of disciplinary action.
- The administrator receiving the appeal will make a decision on the appeal within 72 hours (three school days) and will provide notification at minimum by written communication.

Student Temporarily Removed From School

A school administrator may temporarily suspend or remove a student from school for the purposes of investigating an incident prior to imposing any discipline, where such temporary suspension/removal is deemed necessary to prevent

disruption to the educational program, avoid possible interferences or problems in the investigation defuse conflict situations protect the health or safety of the student or other students, or any other compelling reason. Absent unusual circumstances, a student will not be suspended/removed unless the student is reasonably suspected of being involved in the disciplinary incident being investigated. Such a suspension or removal shall not constitute discipline, although the incident which caused the investigation to occur may ultimately result in discipline. If the action warrants investigation which results in disciplinary action, the “days served” during the investigation may count toward an accumulation of days for the disciplinary action.

Student Attendance Required For Extra-Curricular Activities

Students are to attend school during the **total** school day in order to participate in extracurricular activities during the same day or evening. Should there be a situation whereby a student cannot attend school, who would normally receive a verified absence, the student will be allowed to participate in the activity with the approval of the Principal. A student with an unverified absence from school may not participate in the activity scheduled for that day.

Grievance Procedure (Non-Disciplinary Decisions)

A grievance is a charge by a student that there has been a violation, misinterpretation or inequitable application of an established school policy or regulation, or if the student feels he/she has been treated unfairly or been denied due process, not including disciplinary matters. The procedure dealing with appeals of disciplinary issues is outlined above.

Informal Grievance Procedure

The student is encouraged to discuss the concern informally with the staff member involved before a Student Appeal/Grievance Form is filed. The school counselor (high school only) can be of help in attempting to solve the grievance informally and will, if the student desires, accompany him/her to a conference with the staff member. It is the student’s responsibility to initiate contact with their school counselor.

It is hoped that the great majority of grievances will be resolved in this manner. If the informal approach is not successful or not applicable to the situation, the student may initiate the following formal grievance procedure.

Formal Grievance Procedure

The student must obtain a standard Student Grievance Form from school administration, fill out all the information requested in the form and submit it to the principal within two school days of the incident.

Within three school days of the date of the filing, the principal shall call a meeting of the student and the staff member in order to resolve the matter as quickly as possible. The student may be accompanied by his/her parents and/or the school counselor at this meeting. The principal shall communicate his/her decision in writing to the student, his/her parents and the staff member on the Student Grievance Form within three school days of the meeting.

The student may appeal an adverse decision of a formal grievance to the superintendent or designee by filling out the Student Grievance Form and returning it to the principal within two school days of the principal’s response. The principal will advise the superintendent that a request for an appeal has been received.

The superintendent or designee shall meet with the student, staff member, and principal within five school days of the request in order to resolve the matter. The student may be accompanied by his/her parents and/or school counselor.

The superintendent or designee shall communicate his/her decision to all participants on the Student Grievance Form within three school days of the meeting.

The decision of the School Board shall be final and binding upon all parties.

Search and Seizure

In order to maintain order, safety and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for a school to make a factual determination.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

BP ARTICLE IV Students: Section 15 Search and Seizure AG IV-15.Search and Seizure MCL 380.1306 MCL 380.1313

Student Bullying, Cyberbullying, and Harassment

Responsible School Official. The Principal of each school building is primarily responsible for implementing this administrative regulation and its corresponding policy for the school to which the Principal is assigned.

Reporting. The Superintendent shall report to the Board of Education, on an annual basis, all verified incidents of bullying, and the resulting consequences that were imposed.

Definitions. The following definitions apply for purposes of this administrative regulation and its corresponding policy:

“Bullying” means any written, verbal, or physical act, or any electronic communication, including, but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm one or more School District students, either directly or indirectly, by doing any of the following:

- (i) Substantially interfering with educational opportunities, benefits, or programs;
- (ii) Adversely affecting a student's ability to participate in or benefit from educational programs or activities by placing a student in reasonable fear of physical harm or by causing substantial emotional distress;
- (iii) Having an actual and substantial detrimental effect on a student's physical or mental health; or
- (iv) Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

“At school” means in a classroom, anywhere else on school premises, on a school bus or other school-related vehicle, and at a school-sponsored activity or event, whether or not it is held on school premises.

“At school” includes the off-premises use of a telecommunications access device or telecommunications service provider if the device or service provider is owned by or under the control of the School District.

“Cyberbullying” means any electronic communication that is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly by doing any of the following:

- (i) Substantially interfering with educational opportunities, benefits, or programs;
- (ii) Adversely affecting a student's ability to participate in or benefit from educational programs or activities by placing a student in reasonable fear of physical harm or by causing substantial emotional distress;
- (iii) Having an actual and substantial detrimental effect on a student's physical or mental health; or
- (iv) Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Accountability: Each student in the School District is accountable for their own behavior, based on age-appropriate expectations. Respect for all students is part of a safe and healthy learning environment. Each student is expected to demonstrate respect through their interactions with the give-and-take of friendships, group cooperation, social interaction, compromise, and acceptance of differences among other students and staff.

Retaliation: Retaliation against a target of bullying, a witness, another person with reliable information about an act of

bullying or any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of BP independent of whether a complaint is found to have been substantiated. Suspected reprisal or retaliation should be reported in the same manner as bullying.

Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action.

Complaint Procedure: In order to implement the bullying policy, the School District has developed the following complaint procedure:

A student who believes they have been the victim of bullying or cyberbullying must immediately report the incident(s) to the building principal. A student's parent must also report any such incident(s) on behalf of the student. Upon receipt of a report (complaint), the principal or designee (the investigator) will conduct a prompt investigation. At the request or with the permission of the complainant, the investigator may first attempt to resolve the matter informally, such as through restorative practices. Informal steps will not, however, cause a substantial delay in the investigation. The complainant may, at any time, request that the matter move to a formal investigation. Where the bullying activity is alleged to have been based, in whole or in part, on the protected classifications of race, color, sex, national origin, or disability, the building principal will notify the School District's designated Compliance Officer or Coordinator pursuant to Board of Education Policy [insert BP number here].

Step 1: Formal Investigation. The investigator will interview the complainant and document the interview. Generally, the complainant will be asked to reduce the complaint to writing, to provide the names and contact information, if known, of any persons who witnessed and may be able to substantiate the allegations of the complaint, and to produce any documents or other things supporting the complaint. The complainant will be directed not to discuss the complaint with other students while the investigation is pending.

The investigator will interview the accused and document the interview. Generally, the accused will be asked to reduce their response to writing and to produce any documents or other things supporting their response. The investigator should not disclose the identity of the complainant unless this is necessary to enable the accused student to respond to the allegations. The accused will be directed not to contact the complainant, if the complainant's identity is known or suspected, or retaliate or threaten to retaliate in any way against the complainant or any potential witnesses

In the event of a significant discrepancy between the complainant and the accused, the investigator will interview other persons reasonably necessary to resolve the discrepancy.

Step 2: Decision.

Complaint Found Valid. If the investigator concludes that the complaint is valid (i.e., bullying or cyberbullying in violation of School District policy has occurred), the following actions will be taken:

- The parent of both the complainant and the accused will be notified of the results of the investigation;
- The results of the investigation will be reported to the Superintendent;
- The Superintendent will consider whether restorative practices may be appropriate and, if so, invite the complainant and the accused to participate in a restorative practices team meeting;
- The Superintendent will consider whether disciplinary action may be appropriate and, if so, initiate disciplinary action in accordance with the Student Code of Conduct; and
- The Superintendent will determine whether relief to the complainant is feasible and available.

Complaint Found Not Valid. If the investigator concludes that the complaint is not valid (i.e., no bullying or cyberbullying in violation of School District policy has occurred or can be substantiated), the following actions will be taken:

- The parent of both the complainant and the accused will be notified of the results of the investigation;
- The complainant and the accused will be reminded the School District prohibits retaliation or threats of retaliatory action;
- The results of the investigation will be reported to the Superintendent; and

Any references to the complaint will be removed from the education records of the accused. The investigator will retain the investigative file for at least three (3) years.

ARTICLE IV Students: Section 13 Bullying

Bullying and Anti-Harassment

It is the policy of the District to provide a safe and nurturing educational environment for all of its students.

This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property, if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

Definitions

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

Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are:

- **PHYSICAL** - hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- **VERBAL** - taunting, malicious teasing, insulting, name calling, making threats.
- **PSYCHOLOGICAL** - spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

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

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

Sexual Harassment: Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender. Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to: unwelcome sexual propositions, invitations, solicitations, and flirtations; unwanted physical and/or sexual contact; unwelcome verbal expressions of a sexual nature; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene phone calls; remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history; verbal or non-verbal physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

ARTICLE IV Students: Section 12 Student Discrimination and Harassment
AG IV-12: Student Discrimination and Harassment

Definitions of Discipline

Administrative Intervention. Disciplinary action which does not result in an out-of-school suspension and which includes, but is not limited to, restorative practices. Administrative intervention may include the removal of a student from a class period, in-school suspension, a reprimand, restitution, detention and/or work assignment before or after school, additional classroom assignments, and revocation of the privilege of attending after school functions and activities, events, etc.

Snap Suspension. If, during a class, subject, or activity, a teacher has good reason to believe: a student has engaged in conduct which unquestionably interferes with the education of that student or other students, or a student has engaged in

conduct which poses a clear and present danger to that student or other students, the teacher may suspend the student from that class, subject, or activity for up to one full school day.

Suspension. Exclusion of a student from school for fewer than 60 school days or exclusion from school which will terminate upon the fulfillment of a specific set of conditions.

Expulsion. Exclusion of the student from the School District for 60 school days or more or permanent exclusion.

Prohibited Acts

Unless otherwise specified, the penalties for all prohibited acts range from administrative intervention to permanent expulsion, depending on a number of factors, including: the severity of the conduct; the impact of the conduct on the school and surrounding community; applicable Board of Education policies; and state and federal laws.

1. Alcohol, Marijuana, and Chemical Substances

- a. A student shall not manufacture, sell, handle, possess, use, deliver, transmit, or be under any degree of influence (legal intoxication not required) of any alcoholic beverages, marijuana, or other intoxicant of any kind. A student shall not inhale glue, aerosol paint, lighter fluid, reproduction fluid, or other chemical substance for the purpose of becoming intoxicated or under the influence (legal intoxication not required).

2. Arson

- a. A student shall not burn or attempt to burn any tangible property or intentionally set a fire on school property or cause or attempt to cause an explosion on school property. This section is supplemental to and does not limit or supersede paragraphs 3, 12, 22, and 36.
- b. Arson Prohibited by Law
- c. A student shall not commit an act of arson, prohibited by [MCL 750.71 through MCL 750.80](#). This section is supplemental to and does not limit or supersede paragraphs 2, 12, 22, and 36.

3. Bullying and Hazing

- a. Students are prohibited from engaging in conduct, whether written, verbal, or physical, that unreasonably interferes with another's participation in or enjoyment at school or school-related activities, such as bullying or hazing. The Board of Education has adopted a policy on bullying as a part of Policy [insert BP number here]. A corresponding administrative regulation [insert administrative regulation number here] has been developed to implement the policy.
- b. "Hazing," for the purpose of this Student Code of Conduct, means initiating another student into any grade, school, or school-related activity by any means or methods that may cause physical or emotional pain, embarrassment, or discomfort.

4. Coercion, Extortion, and Blackmail

- a. A student shall not commit or attempt to commit coercion, extortion, or blackmail. A student shall not engage in the act of securing or attempting to secure money or other items of value by the use of threats and/or violence, nor shall a student, by threats and/or violence, force another person to perform an unwilling act.

5. Copyrighted Material

- a. A student shall not unlawfully duplicate, reproduce, retain, or use copyrighted material.

6. Criminal Acts

- a. A student shall not commit or participate in any conduct or act defined as a crime by federal or state law or local ordinance.

7. Criminal Sexual Conduct

- a. Description. A student shall not commit criminal sexual conduct, as defined by [MCL 750.520b-e and g](#).
- b. Penalty. Administrative intervention to permanent expulsion, in accordance with [MCL380.1311](#). This section is supplemental to, and does not limit, paragraphs 9, 10, 14, 24, 25, and 35.

8. Discriminatory Harassment

- a. A student shall not engage in unwelcome sexual advances or requests for sexual favors or unwelcomed sexual touching. A student shall not engage in other verbal or physical conduct relating to a person's sex, race, color, national origin, religion, height, weight, marital status, or handicap or disability (e.g., sexual or racial comments, threats, or insults, etc.).

9. Disruption of School

- a. A student shall not, by any type of conduct (violence, force, noise, coercion, threat, intimidation, fear, passive resistance, etc.), cause the disruption or obstruction of any function of the school, nor shall the student engage in any such conduct if such disruption or obstruction is reasonably likely to result. Neither shall a student urge other students to engage in such conduct for the purpose of causing such disruption or obstruction.
- b.
- c. While the following acts are not intended to be exclusive, they illustrate the kinds of offenses encompassed within this rule. It should be understood that any conduct which causes disruption, is likely to result in disruption, or interferes with the educational process, is forbidden.
- d.
- e. Occupying any school building, school grounds, or a part thereof, without the permission of a school building staff member, which deprives others of its use;
 - Blocking normal pedestrian or vehicle traffic, the entrances or exits of any school building or corridor or room, without the permission of the building principal;
 - Preventing, attempting to prevent, or interfering with the convening or continued functioning of any class, activity, meeting, or assembly;
 - Instigating or participating in a disturbance, or causing a disturbance, which interrupts the educational opportunities of others or threatens the general health, safety, and welfare of others on school property or at a school sponsored activity.

10. Damage of Property or Theft/Possession

- a. A student shall not intentionally cause or attempt to cause damage to school property or the property of another person, or steal, attempt to steal, or knowingly be in the unauthorized possession of school property or the property of another person.

11. Dangerous Weapons

12. A student shall not possess a dangerous weapon in a weapon free school zone, including brass knuckles or a dagger, dirk, firearm, iron bar, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, or stiletto. *This section is supplemental to, and does not limit or supersede, paragraph 36.*

13. Dress

- a. A student shall not dress or groom in a manner, which in the judgment of a building administrator, is unsafe to the student or others, disruptive to the educational process, or contrary to the school's mission.

14. Drugs, Narcotic Drugs, and Counterfeit Substances

- a. A student shall not manufacture, sell, possess, use, deliver, transfer, or be under the influence (legal intoxication not required) of any drug, narcotic drug, hallucinogen, stimulant, depressant, controlled substance, counterfeit substance, or a controlled substance analogue intended for human consumption.
- b. A student shall not sell, deliver, or transfer, or attempt to sell, deliver, or transfer any prescription or non-prescription drug, medicine, vitamin, or chemical substance (e.g., pain relievers, stimulants, diet pills, pep pills, No-Doze pills, cough medicines, laxatives, stomach or digestive remedies, etc.), nor shall a student use or possess these substances for an improper purpose.
- c. A student shall not sell or represent a legal substance as an illegal or controlled substance or sell, manufacture, possess, use, deliver, or transfer "designer" drugs.

15. Electronic Communication Devices and Laser Pointers

- a. Districtwide, students are prohibited from using or possessing active (i.e., turned on) electronic communication devices in restrooms, locker rooms, offices, and other locations where students and staff have a reasonable expectation of privacy. Separately, all students are prohibited from possessing or using laser pointers on school premises and at school-related activities without the express permission of school administration.
 - i. High School. Students are expected to use good judgment when using or possessing active electronic communication devices in hallways during passing time, in the parking lot, cafeteria during lunch, and extracurricular activities. Students may not use or possess active electronic communication devices without explicit staff permission in class or on buses.
 - ii. Middle and Elementary School. Students may not use or possess active electronic communication devices without staff permission.

16. Failure to Comply with Directions of School Personnel

- a. A student shall not be insubordinate or fail to comply with instructions and directions of School District employees (including substitute and student teachers), volunteers, or persons acting as a chaperone or in a supervisory capacity.

17. Failure to Cooperate

- a. A student shall not refuse to cooperate with School District administrators and/or teaching staff investigating a possible violation of this Student Code of Conduct, other codes of conduct, and/or

building rules. No student shall make false statements or give false evidence to School District administrators and/or teaching staff. A student shall not refuse to testify or otherwise cooperate with School District personnel in any disciplinary proceeding.

18. False Alarms

- a. A student shall not knowingly cause a false fire alarm, or make a false fire, bomb, or catastrophe report.

19. False Allegations

- a. A student shall not libel or slander, or make false allegations against another student, School District employee (including substitute and student teachers), Board of Education members, or volunteers.

20. Falsification of Records

- a. A student shall not use the name of another person or falsify times, dates, grades, addresses, or other data on School District forms or records. A student shall not provide false, misleading, or inaccurate statements or information on School District forms or records.

21. Fighting, Assault, and Battery

- a. A student shall not physically assault, or cause, behave in such a way to cause, or threaten to cause physical injury to another person.

22. Fireworks, Explosives, and Chemical Substances

- a. A student shall not possess, handle, or transmit any substance or prepared chemical that can explode, is capable of inflicting bodily injury, or is reasonably likely to cause physical discomfort to another person.

23. Gang Insignia/Activity

- a. A student shall not wear or possess any clothing, jewelry, symbol, or other object that may reasonably be perceived by any student, teacher, or administrator as evidence of membership in or affiliation with any gang. A student shall not commit any act, verbal or non-verbal (gesture, handshakes, etc.), that may reasonably be perceived by a teacher or administrator as evidence of membership in or affiliation with any gang. A student shall not commit any act, verbal or non-verbal, in furtherance of the interests of any gang or gang activity, including, but not limited to: a) soliciting others for membership in any gang or gang related activity, b) requesting any person to pay protection or otherwise intimidating or threatening any person, c) committing any other illegal act or violation of School District rules or policies, or d) inciting other students to act with physical violence on any person. The term "gang" means a group of two or more persons whose purpose or activities include the commission of illegal acts or violations of this Code of Conduct, School District rules or policies, or whose purpose or activities cause disruption or is likely to cause disruption to the educational process.

24. Improper Communications

- a. A student shall not make threatening, annoying, nuisance, vulgar, and/or obscene communications, verbally, in writing, or by gestures, to School District employees (including substitutes and student teachers), Board of Education members, chaperones, volunteers, or visitors to the school building. The

prohibition against such communications shall apply whether the communications are made in a school building or on school premises or outside of a school building or off school premises, and regardless of whether such communications are made during, before, or after school hours or during times when school is not in session.

25. Indecency

- a. A student shall not engage in conduct that is contrary to commonly recognized standards of decency and behavior, which includes obscenity, indecent exposure, or the use of language in verbal or written form, or in pictures, or in caricatures or gestures, which are offensive to the general standards of propriety.

26. Lookalike Weapons

- a. A student shall not possess, handle, or transmit any object or instrument that is a "look-a-like" weapon or instrument (e.g., starter pistol, rubber knife, toy gun, etc.).

27. Misconduct Prior to Enrollment

- a. An otherwise eligible resident may be suspended or expelled for an act of misconduct committed while the student was: (a) a resident of another district; (b) enrolled in another school; (c) outside of school hours; or (d) off school premises if the misconduct would have constituted a sufficient basis for suspension or expulsion had it occurred while the student was enrolled in the School District.

28. Personal Protection Devices

- a. A student shall not possess, handle, or transmit a personal protection device (e.g. pepper gas, mace, stun gun, electric shock device, etc.) capable of inflicting bodily injury or causing physical discomfort to another person.

29. Recording

- a. A student shall not use any device, electronic or otherwise, to capture, record, or transmit sounds or words (i.e., audio) or images (i.e., photographs or videos) of any person while at school or school- related events, unless the student is given express consent by that person.

30. Trespassing, Loitering

- a. A student shall not be on school property or in a school building except to participate in the educational process of the School District, nor shall a student loiter in building hallways, classrooms, bathrooms, etc.

31. Scholastic Dishonesty

32. A student shall not engage in academic cheating. Cheating includes, but is not limited to: the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work. A student shall not engage in plagiarism, which includes the copying of language, structures, ideas, and/or thoughts of another and represent it as the student's own original work.

33. Smoking/Tobacco

- a. A student shall not smoke, chew, or otherwise use tobacco. A student shall not, while on school property, have in the student's possession or under the student's control, tobacco in any form. This includes electronic cigarettes, vaporizers, or any other device that simulates smoking any type of product, regardless whether they are manufactured, distributed, marketed, or sold under any product name or descriptor.

34. Suspended Student on School Property or Attending School Activities

- a. A student, while suspended, shall not enter onto School District property without the prior permission of a building administrator.
- b. A student, while suspended, shall not participate in, or attend any school related activity, function, or event, held on or off school property, without the prior permission of a building administrator.

35. Violation of Acceptable Use Policy

- a. A student shall not violate or attempt to violate School District policies, administrative regulations, and directives concerning School District or personal computers, networks, and telephone systems. Violation of any of the rules and responsibilities may result in a loss of access privileges/technology privileges/computer usage and may result in other disciplinary or legal actions including restitution.

36. Violations of Building's Rules and Regulations

- a. A student shall not commit or participate in any conduct or act prohibited by a school building's rules and regulations.

37. Weapons and Dangerous Instruments

- a. A student shall not possess, handle or transmit a knife with a blade length of three (3) inches or less, airsoft gun, blackjack, baton, martial arts device, paintball or splat gun, or other object or instrument that can be considered a weapon or is capable of inflicting bodily injury.

Additional Definitions: The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, hazing, harassment or other aggressive behavior, regardless of whether it fits a particular definition, s/he should report it immediately and allow the administration to determine the appropriate course of action.

- "Aggressive behavior" is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.
- "At School" is defined as in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.
- "Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, physical characteristics (e.g., height,

weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).

- "Intimidation/Menacing" includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with a person's property; or to intentionally interfere with or block a person's movement without good reason.
- "Staff" includes all school employees and Board members.
- "Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

How to Report Bullying and Harassment:

1. **First** - Report all incidents to an adult in the school district. Adults will respond immediately and with compassion. Reporters will complete our form for reporting bullying/harassment: "*Report Form for Bullying and School Violence*" or students/parents may submit a bullying report at Okay-2-Say and/or the Anti-bullying Reporting link on the District's web page and/or the Anti-bullying boxes posted in all schools.
2. **Second** - Staff will provide the building administrator(s) with bullying/harassment reporting form to begin an investigation into the reported incident(s) of bullying/harassment.
3. **Third** - Building administrators and staff will intervene immediately to reports of bullying/harassment. Staff will contact building security and/or law enforcement if the incident involves a weapon or other illegal activity.

Attendance

Hazel Park Schools recognize the importance of daily and punctual attendance. Students with regular class and school attendance benefit from the life and career preparations, the exposure to diversity, and discourse contained within the school environment. As such, students demonstrating exceptional attendance and those with attendance difficulties must be identified, acknowledged, and supported.

We believe school attendance is a collective responsibility for all of us. Between our students' support system at home, their teachers at school, counselors, principals, and the Superintendent and Board of Education we all have a role in supporting our students' attendance.

Roles and Responsibilities

As a **parent/guardian**, you are expected to:

- Communicate all absences with the school before, on the day of, or within 24 hours of absence.
- Where requested, provide documentation of a student's absence with your student's school.
- Ensure any barrier with getting to school is communicated in order for school to understand, support, and assist, if possible.

A **professional staff member's** responsibility must include, but not be limited to:

- Providing meaningful learning experiences every day; therefore, a student who is absent from any given class period would be missing a significant component of the course.
- Speaking frequently of the importance of students being in class, on time, ready to participate.
- Keeping accurate attendance records (excused vs. unexcused).
- Requiring students to make up missed quizzes, tests, and other pertinent assignments before or after the regular school day and not permitting students to use instructional time to do make-up work.

A **principal's** responsibility must include, but not limited to:

- Ensuring accurate attendance records are maintained on a weekly, monthly, and by grade period basis.
- Identify the appropriate staff member(s) to communicate attendance concerns with students and their parents/guardians.
- Acknowledge students with exemplary attendance.
- Seek to understand from families if attendance concerns arise, what can be done from a school's perspective to resolve attendance concerns.
- Communicate the importance of daily attendance to students, staff, parents/guardians, and our community.
- Ensure the conditions exist where students engage in meaningful learning opportunities with support for academic and non-academic needs.

Truancy: Regular attendance in virtual school is determined by assignment completion. Since students have flexibility to choose the time to begin work each day, take their course work to remote locations, and determine the days of the week to complete assignments Hazel Park Schools have zero tolerance for truancy. Parents and guardians have the legal responsibility to ensure that their students are fully participating in virtual school by monitoring their progress. Check for assignment and assessment completion. Monitor the time spent each day on course work. Participate in monthly calls between the student and teacher. Provide transportation to all state and district testing. Submit doctor's notes or Family Leave Forms for extended absences. Monitor for academic integrity. Attend all workshops, orientations, Live Lessons, and grade-level meetings.

Reinforcement

1. Individual schools may have celebrations based on attendance goals.

Students With Attendance Concerns

1. Will be placed on attendance contracts and be offered support from school to remove barriers for regular attendance. The contract may include incentives for improved attendance agreed upon by the school, student, and the parent/guardian.
2. May encourage “Make-up” time (see outline below).
3. May not participate in extracurricular activities until attendance has been improved for a grade period (see reinforcement in Student-Athlete Code of Conduct).
4. May lose grade credit in class.
5. May appeal attendance concerns within two weeks of the semester ending.

MANDATED TRUANCY COMMUNICATION TO PARENT/GUARDIAN

- **5** unexcused: phone call to parent/guardian and a follow-up letter
- **10** unexcused: letter sent home to parent/guardian & copied to student’s file
- **15** unexcused: team meeting with teacher(s), social worker and Administrator, with follow-up letter home and copied to student’s file.
- **20** unexcused: referral to Oakland County truancy program, a letter sent to the home and copied to student’s file.

MAKE-UP OPPORTUNITIES

A student may make-up units of work with a properly certificated teacher if prior approval has been granted by the principal.

Students will be given the opportunity for making up work missed due to excused and/or unexcused absence(s) and days missed due to Out of School Suspension. The length of time for completion of make-up work shall be commensurate with the length of the absence.

Tests missed during the period of suspension may be made up by the students by contacting the teacher on the day of his/her return to school. The teacher, at his/her convenience, may administer the test or assign alternate written work in lieu of the test missed. Students are encouraged to contact his/her teacher to obtain make-up work to be completed and utilize the after school homework and tutoring program.

TARDY

ROLES AND RESPONSIBILITIES

A **professional staff member’s** responsibility must include, but are not limited to:

1. Have a presence in the hallway before and after school and between classes, greeting and interacting with students.
2. Make a one minute announcement reminder before the beginning of class.
3. Plan student engagement in class from the start of the class period until the end.

4. Discuss the importance of attendance at their class and integrate this expectation into their classroom norms.
5. Only issue hall passes after first and before the last ten minutes of classes.
6. Reinforce the expectation of on-time arrival to class through fostering positive teacher-student relationships and problem solving with student and parent if on-time arrival becomes an issue.
7. Seek to understand student issues interfering with on-time arrival to class and leverage support systems as needed.
8. Maintain accurate attendance records (tardy arrival times).

A **principal's** responsibility must include, but are not limited to:

1. Have a hallway presence before and after school and between classes, greeting and interacting with students and staff.
2. Make a one minute announcement reminder before the beginning of class.
3. Support teachers in developing student engagement from the beginning to the end of each class period.
4. Conduct sixth tardy meetings (see below).
5. Communicate and facilitate Make-up Time sessions.
6. Staff and facilitate After School Detention sessions.
7. Seek to understand student issues interfering with on-time arrival to class and leverage support systems as needed.
8. Ensure building-wide responsibility is integrated with the PBIS system.
9. Acknowledge students with exemplary or improved arrival to class(es).

The **PBIS School Leadership Team's** responsibility must include, but is not limited to:

1. Develop daily announcements reinforcing the message about on-time arrival to class.
2. Set building-wide goals for student tardiness.
3. Assist with monitoring improvement in tardies.
4. Identify building-wide rewards and acknowledgement for meeting (or exceeding) tardy goal(s).

TARDY (number of tardies within Semester)	SCHOOL RESPONSE
3	<p>Teacher managed, including documentation.</p> <ul style="list-style-type: none"> ● Tardy 1: Teacher reminder of expectation ● Tardy 2: Teacher warning to student with 1:1 conversation ● Tardy 3: Teacher reinforcement for tardy <p><i>NOTE:</i> A student arriving over fifteen minutes late to class must first be talked with by a teacher individually and if needed on first occurrence, an Office Referral may be written to the Attendance Administrator.</p>
6	<ul style="list-style-type: none"> ● Tardy 4: Student meeting with counselor: <ul style="list-style-type: none"> ○ Consider adult to student mentor, peer to peer mentor, or introduce student to school engagement opportunities. ○ After School Detention.

	<ul style="list-style-type: none"> ● Tardy 5: <ul style="list-style-type: none"> ○ Referral to Attendance Administrator or Second After School Detention ● Tardy 6: <ul style="list-style-type: none"> ○ Administrator referral with review of previous actions and opportunity for Make-up Time Session ○ Attendance Contract Generated ○ Loss of student privileges, including attendance at extracurricular activities. ○ Unless Make-up Time is fulfilled, students will receive <i>one unexcused absence</i>.
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ENTERING THE BUILDING AFTER THE START OF THE SCHOOL DAY

- Students entering the building must do so at the Main Front Entrance
- Students will be issued a Hall Pass and have five minutes to get to their assigned class before the tardy policy is implemented.

Definitions - Format Updated

- **Absence:** The non-presence of a student in the assigned location any time beyond the tardiness limit.
 - Elementary
 - Arriving after 10 AM
 - Leaving anytime before 2 PM
 - Secondary
 - Missing entire class period
- **Excused Absence:** The absence of a student from a class period shall be excused if it is verified as having the consent of his/her parent or guardian, counselor, teacher or administrator. In accordance with the Hazel Park Board of Education Attendance Policy the absences listed below are considered excused. All of these must have support documentation with the exception of illness for 5 days.
 - Illness (with calls from parents) Allowed 5 days per year
 - Illness in the family.
 - Quarantine of the Home (limited to the length of the quarantine as fixed by the proper health officials)
 - Death of a relative
 - Professional appointments; medical, dental, legal, and other necessary appointments. (with a signed statement from the doctor)
 - Observance of Religious holidays
 - Absences otherwise approved by Superintendent, i.e. district activity, field trip, once in a lifetime experience

- **Unexcused Absence:** The absence of a student for which no written excuse has been approved.
- **Suspension:** The exclusion of a student by an administrator from a class or classes for a specific duration shall constitute a suspension. All suspensions are considered excused absences.
- **Tardy:** The failure of a student to be inside the assigned classroom when the bell rings or at the designated start time is regarded as tardy for the class period.

Internet and Technology

All use of electronic network use must be consistent with the school's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. **The failure of any user to follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

Acceptable Use

Access to the electronic network must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges

The use of the electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The Technology Director along with the Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use

The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

- Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
- Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
- Downloading of copyrighted material for other than personal use;
- Using the network for private financial or commercial gain;
- Wastefully using resources, such as file space;
- Hacking or gaining unauthorized access to files, resources, or entities;
- Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
- Using another user's account or password;
- Posting material authored or created by another without his/her consent; Posting anonymous messages;
- Using the network for commercial or private advertising;
- Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
- Using the network while access privileges are suspended or revoked.
- Cyberbullying

Network Etiquette

The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not become abusive in messages to others.
- Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.

- Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
- Recognize that email is not private. People who manage the system have access to all email. Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not use the network in any way that would disrupt its use by other users.
- Consider all communications and information accessible via the network to be private property of Hazel Park School District.

No Warranties

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification

The user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security

Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the Director of Technology or Building Principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

Vandalism

Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

Telephone Charges

The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules

Copyright law and District policy prohibit the re-publishing of text or graphics found on the web or on District websites or file servers without explicit written permission.

- For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.

- Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of “public domain” documents must be provided.
- The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.

Use of Email

The District’s email system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides email to aid students as an education tool.

- The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account’s user. Unauthorized access by any student to an email account that is not their own is strictly prohibited.
- Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
- Electronic messages transmitted via the School District’s Internet gateway carry with them an identification of the user’s Internet *domain*. This domain is a registered name and identifies the author as being with the School District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the School District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
- Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the technology department. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message’s authenticity and the nature of the file so transmitted.
- Use of the School District’s email system constitutes consent to these regulations.

Use of Electronic Devices- State Testing and Other Assessments - STUDENTS

Students are not permitted to use, wear, or access any personal, non-testing electronic devices during testing or while on a break when in an active testing session. These electronic devices include but are not limited to smartphones, cell phones, smartwatches, Bluetooth headphones, headphones that allow access to voice assistant technology, and computers and/or tablets not being actively used for testing purposes.

Administration staff are to practice due diligence in actively monitoring students in the testing room and on breaks to ensure that electronic devices are not accessed. If a student brings an additional electronic device into the testing room, the test administrator must follow the district/building level electronic device procedures to ensure the electronic device is stored appropriately and is not accessible to the student during testing.

The testing environment is not to be disturbed by any electronic devices not used for testing or test administration. If an additional electronic device is medically necessary for a testing student, the device must be left with the test administrator, or the test must be administered to the student in a one test administrator-to-one student setting, and the student must be actively monitored at all times while testing.

[Hazel Park Electronic Device Usage Guidelines \(Click title\)](#)

- Students are not allowed to access the device used for testing for any other purpose than to complete the test during the test session.
- A student may not access any additional websites or applications during testing, or for any other purpose after testing, while in the testing room.
- Staff is to ensure that all testing devices are configured properly and that all background applications are disabled before testing begins.
- No pictures or videos may be taken during testing.

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Hazel Park Electronic Device Usage Guidelines (Click title)

- Students are not allowed to access the device used for testing for any other purpose than to complete the test during the test session.
- A student may not access any additional websites or applications during testing, or for any other purpose after testing, while in the testing room.
- Staff is to ensure that all testing devices are configured properly and that all background applications are disabled before testing begins.
- No pictures or videos may be taken during testing.

Prohibited Practices - Students

- If a student has a cell phone or other non-test electronic device out at any point during a test session, that student's test has been compromised and is to be invalidated due to prohibited behavior, even if the student did not use the cell phone or device.
- Students are not allowed to wear or access "wearable" technology (such as smartwatches, fitness trackers, Bluetooth headphones) during testing. If a student is wearing such a device during testing, that student's test must be invalidated because the student has access to the device regardless of whether it was used or not.
- Even if a student has exited or submitted their test, they cannot use cell phones or other electronic devices in the testing room. If the student has exited/submitted the test and then accesses a cell phone/electronic device (including wearable technology), this constitutes prohibited behavior and the student's test will be invalidated.

- Test Administrators and Test Monitors must be focused on active monitoring throughout test administration. During testing, staff may only use an appropriately configured device (for example, an iPad or Chromebook) for monitoring the WIDA, MI-Access FI, or M-STEP assessments, and these devices should be used for no other purpose, during testing.
- A Test Administrator shall not disturb the testing environment through texting, speaking, or other cell phone/wearable technology/electronic device use, except in the event of an emergency (for example, sick student(s) in the room, technical issues). Test content can never be photographed or communicated; this includes when a Test Administrator or Test Monitor needs to alert others of an issue or incident.
- Test Administrators and Test Monitors are not to use their cell phones, wearable technology, or other devices to check email or perform other work during testing. All such electronic devices are to be silenced to reduce disruptions.
 - Staff who go between rooms or help troubleshoot technical issues during testing, may also use their cell phones to contact the service provider’s help desk; however, if possible, they should step out of the testing room to make calls, to minimize disruptions.
- If a test administrator or other staff in the testing room accesses an additional electronic device, this will result in a misadministration for the entire testing session and invalidation of the students’ tests, in addition to any other actions the Michigan Department of Education (MDE) deems necessary.
- Photography/communication of test content will result in a misadministration for the entire testing session and invalidation of the students’ tests, in addition to any other actions MDE deems necessary.

Communication Plan and Staff Training

The school/district will share this process with the staff, students and families through the use of our mass communication system, digital newsletter, and the district website. This information will be added to the Student Code of Conduct Handbook and to the Acceptable Use Agreement. The guidelines and expectations will be reviewed in detail with all school staff. Additionally, all staff will participate in required training, as outlined in the State of Michigan’s Assessment Integrity Guide, and certify their completion of training by signing the Security Compliance Form.

Monitoring Plan

The test administrator and/or test monitor will remain in the testing site for the duration of the testing and will monitor student use of electronic devices. Enforcement of the expectations and/or prohibited practices will be monitored by building administrators, and the building/district assessment coordinators.

Incident Reporting

If a violation occurs, by a student or staff member, the test administrator/test coordinator will immediately notify the building principal who will notify the district assessment coordinator. The incident will be fully investigated followed by the submission of an incident report to OEAA through the secure website. The district assessment coordinator will communicate required actions to the building principal and building test coordinator, and monitor completion of the required actions.

Violation of Acceptable Use of Technology During Testing - Students

All Hazel Park School district students sign a Student Technology Use Agreement, which has been updated to include new language as provided by OEAA. Students violating the procedures and expectations may be subject to discipline as outlined in the student handbook.

Violation of Acceptable Use of Technology During Testing - Staff

All staff who are responsible for testing will complete required training and certify their completion through the testing portal. If this is not done, disciplinary action will be taken within the parameters of their collective bargaining agreement.

Resources

- 2022-23 OEAA Electronic Device Use Policy for statewide testing
- 2022-2023 Assessment Integrity Guide

MCL 380.1310b

AG VII-14. Acceptable Use Policy: Technology and Internet Safety

~~**Implementation Comment:** While this handbook language is generally appropriate, please be aware that changes in the federal Children's Internet Protection Act ("CIPA") required school districts to update their Internet safety policies by July 1, 2012. School officials should check BP for updated language and corresponding acceptable use agreements to ensure that handbook language is consistent with newly-adopted policy and agreements that comply with the law, including: (1) assurance that the District will use technology protection measures to block access to material that is obscene, that constitutes child pornography, or that is "harmful to minors"; and (2) assurance that the District will monitor minors' online activities. The policy must also address: (1) minors' access to "inappropriate" matter on the Internet; (2) the safety and security of minors when using e-mail, chat rooms, and other forms of direct electronic communications; (3) unauthorized access, including "hacking" and other unlawful activities by minors online; (4) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (5) measures restricting minors' access to material harmful to them. A school district has an affirmative obligation to define what material it considers to be "inappropriate" for minors.~~

Annual Notifications and Student Records

Family Educational Rights and Privacy Act (FERPA)

Rights Under FERPA The federal law known as the Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 30 days after the day the School District receives a request for access.

Parents or eligible students who wish to inspect their education records should submit to the school principal a written request that identifies the records they wish to inspect. The principal or designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the School District to amend their child’s or their education record should submit a written request to the school principal, clearly identifying the part of the record they want changed and specifying why they believe it should be changed. If the School District decides not to amend the record as requested, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the parent or eligible student at the time they are notified of the right to a hearing.

3. The right to provide written consent before the School District discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A designated school official with a legitimate educational interest includes a person employed by the School District as an administrator, teacher, or other person designated by the Board of Education. A school official also includes a liaison officer who, while not employed by the School District, may be granted access to student educational records (including video footage) at the direction and supervision of a school administrator. A school official also may include a contractor or consultant who, while not employed by the School District, performs an institutional service or function (such as design and maintenance of the School District’s security camera system) for which the school would otherwise use its own employees and who is under the direct control of the School District with respect to the use and maintenance of personally identifiable information from student education records.

4. The right to refuse to allow the disclosure of “directory information.”

“Directory information” regarding a student may be released to any requesting person or party, in addition to the eligible student or the student’s parent, without written consent. The Board of Education has defined “directory information” to include a student’s:

- Name;
- Address and telephone number;
- Photograph;

- Birth date and place of birth;
- Participation in School District related programs and extracurricular activities;
- Academic awards and honors;
- Height and weight, if a member of an athletic team;
- Honors and awards; and
- Dates of attendance and date of graduation.

In the event inconsistency exists between the Board of Education policy defining “directory information” and this annual notification, the policy prevails.

Each year, the Superintendent or designee will provide public notice to students and parents of the School District’s intent to make directory information available to students and parents. Common uses for students’ directory information, which include, but are not limited to: [insert list].

Eligible students and parents may refuse to allow the School District to disclose any or all of such directory information upon written notification to the School District within thirty (30) days after receipt of the School District’s public notice. Parents may submit written notification to the building principal of their child’s school and/or fill out the attached *FERPA Opt-Out Form*.⁴

5. The right to file a complaint with the United States Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue SW
Washington DC 20202-5280

United States Armed Forces: The School District is required to provide United States Armed Forces recruiters with at least the same access to student directory information as is provided to other entities offering educational or employment opportunities to those students as is permitted and/or required by law. "Armed forces of the United States" means the armed forces of the United States and their reserve components and the United States Coast Guard. An eligible student or the parent may submit a signed, written direction to the School District that the student’s directory information not be accessible to United States Armed Forces recruiters. In such a case, the information will not be disclosed.

Other Agencies or Institutions: As permitted by FERPA, the School District may forward education records, including disciplinary records, without student or parental consent, to other agencies or institutions in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer and upon receipt of a request for a student’s school or education records.

Compliance: The School District will comply with a legitimate request for access to education records within a reasonable period of time, but not more than thirty (30) days after receiving the request or within a shorter period as may be applicable by law to students with disabilities. The requesting party may be charged a processing fee for the information.

Notice of Asbestos in School Buildings

Each school building within the School District has been inspected for the presence of asbestos-containing materials as

required by the Asbestos Hazard Emergency Response Act (AHERA). A copy of the Building Inspection and Management Plan for each building is available in the building's main office. The plans may be inspected by members of the public and by School District employees during normal business hours. A copy of the plan will be made available upon request for a nominal fee.

Pesticides

The Board of Education has adopted a policy to provide students and staff with an environment that is free of pests, pesticides, and harmful chemicals to the extent required by law. The Integrated Pest Management Program (IPM) includes routine inspections or surveys of all school facilities and various strategies to prevent pests from becoming a problem. Pesticides are used only as a last resort and parents will be notified prior to a pesticide application in a school building or on school grounds.

Parental Inspection of Instructional Materials

Parents have the right to inspect, upon request, any instructional material used as part of the School District's educational curriculum. Parents will be provided access to instructional materials within a reasonable period of time after the request is received by the building principal. The term "instructional material" means instructional content that is provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments.

School Property

The Board acknowledges the need for a reasonable degree of in-school storage of student possessions and will provide storage places, including desks and lockers, for that purpose. Where lockers are provided, students may lock them against incursion by other students, but lockers remain School District property. Students do not have a reasonable expectation of privacy with respect to School District personnel or their designees in lockers or other in-school storage places provided by the School District.

Student

Privacy and Parental Access to Information

Under the federal Protection of Pupil Rights Amendment (PPRA), no student will be required as a part of the school program or the School District's curriculum, without prior parental consent, to submit to or participate in any survey, analysis or evaluation that reveals information concerning:

- Political affiliations or beliefs of the student or the student's parents;
- Mental or psychological problems of the student or the student's family;
- Sexual behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of other individuals with whom students have close family relationships;
- Legally-recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or the student's parents; or
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program)

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (“marketing surveys”) and certain physical examinations and screenings.

Parents have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent will be given access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Athletic and Extracurricular Activities

For the 2023-24 School Year, any and all references to the Superintendent's Designee in the Student-Athlete Code of Conduct Handbook shall be Thomas Oestrike for the high school and junior high school.

Non-Discrimination Statement

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education amendments of 1972, Section 504 of Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disability Act of 1990, and Elliott-Larsen Civil Rights Act of 1977, it is the policy of the Hazel Park School District that no person shall, on the basis of race, color, religion, military status, national origin or ancestry, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law,) height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or employment.

Inquiries related to any nondiscrimination policies should be directed to the Superintendent, 1620 E. Elza, Hazel Park, MI 48030, (248) 658-5200.

The Hazel Park School District Student-Athlete Code of Conduct Handbook for Student-Athletes has been developed to provide a uniform set of rules and regulations to govern all district athletic participants regardless which team or school they represent. The Student-Athletic Code of Conduct Handbook combines rules and regulations of the Michigan High School Athletic Association (MHSAA), which have been adopted by Hazel Park Schools, with specific district rules governing athletic participation. The Student-Athletic Code of Conduct Handbook will be in effect at all times and student-athletes are to comply with all aspects of the code if they desire to enjoy the privilege of continued eligibility for participation in athletics. Student-athlete expectations need to be adhered to twenty-four hours per day, seven days a week, three- hundred sixty-five days a year.

In addition, student-athletes who incur school disciplinary action because of violations defined in the Hazel Park Schools' Student Code of Conduct Handbook are also subject to the disciplinary actions contained in the Student-Athlete Code of Conduct Handbook. Although a student-athlete may be academically ineligible to participate in contests and scrimmages, he/she may practice with the team so long as he/she is not suspended from school as outlined in the Hazel Park Schools' Student Code of Conduct Handbook. However, the student- athlete may forfeit the opportunity to receive an athletic award if loss of participation in contests prevents him/her from meeting the requirements for earning the award as outlined in the written supplemental team rules and regulations developed by the coach and distributed to each participant at the start of the sports season.

Obligations - Expectations

Anyone involved in our athletic program is expected to represent Hazel Park Schools and its schools and community in a first-class quality manner at all times. This includes both on and off the field of athletic competition and events. Hazel Park Schools expects all of our student-athletes to focus on being the best they can be in the following three areas:

1. Be the best person by the manner in which we act. Sportsmanship, work ethic and how we treat others is paramount in setting the right example for our young people in our community. Taking responsibility and representing our teams, school and community is very important in establishing the type of standards that we must constantly be striving for in the Hazel Park Schools. We must realize how destructive complaining, making excuses and blaming others can be in becoming successful teams and individuals. It is far more important to work at having a positive attitude, team loyalty, dedication, and placing the team ahead of individual accomplishments. These are the characteristics that will stand the test of time and result in having an athletic program with a solid

foundation.

2. Be the best Student by stressing solid study habits and commitment in this area. We are in school to learn first and participating in athletics is a privilege. If a student chooses not to maintain solid study habits he/she will be jeopardizing this privilege. To reach our potential as a student it must be emphasized and made a priority at all times. Academic achievement must be a goal we are willing to set with high standards that demonstrate good organization of time and solid efforts. All athletes must be willing to make sacrifices and pay the price of hard work in the classroom if they are real team players. Don't let your team down when it comes to this critical matter.
3. Be the best Athlete by taking care of being a solid person and student first. We don't have a chance at becoming a true student-athlete without the proper attitude as a person and student. Actions in the classroom and community will definitely carry over to how well a student-athlete performs in athletics. Being a student-athlete does not result in special privileges. In fact, it is just the opposite. Student- athletes have more responsibility and far more to lose if they fail as a person or student. The genuine student-athlete is not afraid of the extra responsibility and work. The real student-athletes look at these obligations and expectations as challenges. They are not afraid to help others and do not go around thinking they are better than the rest of the student body. Real Student-athletes appreciate the opportunity he/she has and do not take himself too seriously. Hazel Park Schools Expects our student-athletes to constantly realize there are small eyes upon them watching what they say and do!

"Our Attitude determines our Actions and our Actions reveal our Character."

Code of Conduct

Student-athletes are subject to all MHSAA rules and regulations even though such rules may not be included specifically in this document. A copy may be reviewed at the Middle School Main Office, High School Main Office, and Board of Education and Administrative Office.

Section I: Rules of Eligibility for Participation

The following rules of eligibility must be observed in order to participate in the interscholastic athletic program at Hazel Park Schools:

A. Enrollment: (MHSAA Regulation - Section 1a)

The student-athlete must be enrolled in the school by Monday of the fourth week of the semester in which he/she competes. The student-athlete must reside in the school service area in which he/she attends school and must be enrolled in the school for which he/she competes.

B. **Age:** (MHSAA Regulation - Section 2a)

High School: A student-athlete in grades nine through twelve who participates in any interscholastic athletic contest must be under nineteen (19) years of age. When a student-athlete's nineteenth birthday occurs on or after September 1 of a current school year, he/she is eligible for participation for the balance of that school year.

Middle School: A seventh or eighth grade student-athlete must be under fourteen (14) and fifteen (15) years of age, respectively. A student-athlete who reaches that age after September 1 is eligible for participation for the balance of that school year.

C. Participant Physical Examination: (MHSAA Regulation - Section 3a)

A student-athlete must have a Physical Examination Form completed by a physician certifying that the student is fully able to compete in athletics. The physical must take place after April 15 of the previous school year to be used for the current school year. The student-athlete must submit the completed physical form to the coach prior to participating in tryouts, practice sessions, or contests. The completed form will be kept on file in the athletic office during subsequent sports seasons.

D. Seasons of Competition: (MHSAA Regulation - Section 4a)

A student-athlete, while enrolled in grades nine through twelve, shall be eligible to compete in no more than four (4) seasons in either first or second semester athletics. For example, a student may not compete in more than four (4) seasons of a particular sport: football, tennis, etc. Student-athletes enrolled in grade seven or eight are not limited in the number of seasons of competition. A student-athlete shall be limited to participation in only one sport session when that sport leading to a state championship is sponsored twice during the school year.

E. Semester of Eligibility: (MHSAA Regulation - Section 5a)

A student-athlete shall not be eligible to compete in any branch of athletics that has been enrolled in grades nine through twelve for more than eight semesters. The seventh and eighth semesters must be consecutive. Enrollment in a school for a period of three weeks or more, or competing in one or more interscholastic athletic contests, shall be considered as enrollment for a semester under this rule. Student-athletes in grades seven or eight are not limited in the number of semesters in which they may be eligible.

Section II: Athletic Academic Eligibility: (MHSAA Regulation - Section 7a)

The Hazel Park Schools will abide by the Michigan High School Athletic Association (MHSAA) regulation concerning eligibility.

While the MHSAA rules state that a student-athlete must have received passing grades in a minimum of 66% of classes (e.g. 4 classes) during the previous semester and must maintain passing grades in a minimum of 66% of classes (e.g. 4 classes) during the current semester to be eligible to participate in athletics, Hazel Park Schools requires student-athletes pass 100% of his or her classes with a 60% or higher to participate on an athletic team. If a student-athlete drops/withdraws from a class and it is deemed a drop/fail, the student becomes immediately academically ineligible. In no case shall Hazel Park Schools' regulations be less than those of the MHSAA.

- A. The previous semester grades will be used to determine eligibility for the start of the next semester. Student-athletes who fail a class or classes in the spring semester may be eligible to participate in a sport which begins before the start of the fall semester only after the successful completion of a class or classes which makes up for the class or classes failed (e.g. summer school).

Student-athletes who are ineligible at the start of the fall semester may be eligible to participate in an interscholastic contest (game) after a satisfactory progress report is submitted after the third week of the semester. While the student-athlete is ineligible, he/she may practice with the team.

- B. Eligibility for maintaining passing grades shall begin on the first day of the fourth week of each semester. If a student-athlete receives a failing grade (e.g. one F or more), he/she will become immediately ineligible. The academic check procedure will be repeated biweekly for the entire season. Eligibility will be reinstated at the point when the student-athlete's grade becomes passing or when teacher communication is apparent and the student is taking responsibility for the agreed upon academic plan of action (e.g. turning in all assignments, paying attention at all times in class, seeking extra help from the teacher, etc.). Academic eligibility checks will be done bi-weekly. A student-athlete's eligibility status will be based on his/her grades in the current quarter. Appealed eligibility can be reinstated at the discretion of the Superintendent or his/her designee.

- C. The eligibility check will be done by the designee of the Superintendent.

- D. A student-athlete's academic record is based upon ~~the~~ originally scheduled class load. Therefore, virtual classes

may not be utilized toward semester eligibility, with the exception of summer school.

Section III Awards: (MHSAA Regulation - Section 11)

- A. A student-athlete may not accept from any source anything for participation in athletics other than an emblematic award. An emblematic award would include, but not be limited to, any medal, ribbon, badge, plaque, cup, trophy, banner, picture, or regular letter award.
- B. No acceptable award shall exceed twenty-five (\$25.00) dollars in the value with the exception of the regular letter award of the school. The cost of engraving a medal or similar award need not be included in determining the value of the award.
- C. No one, such as a parent, friend, or other person, may accept an award on behalf of a student-athlete at any time prior to graduation from high school.
- D. Acceptance of such items as cash, merchandise, memberships, privileges, services, athletic equipment, apparel, and watches would be a violation.
- E. Attendance at the season banquet is required in order to receive your award, unless prior arrangements have been made with the coach and Athletic Director.
- F. A student-athlete violating any area of this section would be ineligible for interscholastic athletic competition for a period of at least one semester from the date of the violation. If violation occurs after the Monday of the fourth week of a semester, a student-athlete is ineligible for the balance of that semester and the succeeding semester.

Section IV: Maintaining Amateur Status

- A. A student-athlete participating or planning to participate in interscholastic athletics may NOT (1) accept any money or other valuable consideration for participating in athletics, sports, or games, (2) receive any money or other valuable consideration for officiating at interscholastic athletic contests, or (3) sign a contract with a professional team.
- B. The rule in (A) above applies to the following sports: Baseball, Basketball, Cross Country, Football, Golf, Softball, Tennis, Track, Volleyball, or Wrestling.
- C. A student-athlete violating this rule is ineligible and may not apply for reinstatement until the equivalent of one full school year has elapsed from the date of the last violation. After that date the student-athlete may request reinstatement to the MHSAA. any request to the MHSAA for reinstatement shall be submitted on behalf of the student by Hazel Park Schools.

Section V: Outside of School Athletic Competition (MHSAA Regulation - Section 11)

- A. A student-athlete who has participated in any athletic contest as a member of a school team may not participate in the same sport in the same season in any athletic competition outside of and not sponsored by the school. The exception to this rule is the individual sport athlete who may participate in a maximum of two (2) individual sports meets or contests during that sport season while not representing his/her school. A student- athlete may not compete in any "all-star" contests at any time in any sport sponsored by the MHSAA during the school year.
- B. A student-athlete violating rules in this section will be ineligible to participate in athletic contests and scrimmages

for a period from a minimum of the next three contests up to a maximum of one school year depending on the violation.

Section VI: Student Attendance Required for Athletics

- A. Student-athletes are to attend school during the total school day in order to participate in athletic contests or practice during the same day or evening. Should there be a situation whereby a student-athlete cannot attend school, who would normally receive a verified absence, the student-athlete will be allowed to participate in the contest with approval of the Athletic Director.
- B. A student-athlete with an unverified absence from school may not participate in the athletic practice or contest scheduled for that day.

Section VII: Attendance at Athletic Practice Sessions & Contests

Attendance at practice sessions is essential to prepare athletes physically and mentally for athletic contests. All student-athletes are required to be at all athletic practice sessions and contests at the times designated by the coach.

Student Athletes May Be Excused for the Following

Verified absences, school-sponsored events, and family emergencies are excusable absences. If interpretation is needed it will be done by the coach in conjunction with the Athletic Director. Saturday and Sunday practices, even if scheduled in advance, will be considered optional. Any student-athlete suspended shall not participate in practice or contest during their suspension.

Both parent and athlete must understand that any absences may affect an athlete's performance, playing time, and therefore his/her relative position on the team.

Failure to Comply

Failure to attend scheduled practices or contests without an excused absence may lead to disciplinary action by the coach. Any student-athlete who has 3 unexcused absences will be dismissed from the team and not allowed to participate in that or any other sport during that season.

Section VIII: Traveling to and From Away Contests

Any student-athlete on a team traveling to an away athletic practice or contest on school owned or chartered transportation or other such approved vehicles shall return to the home school on the same vehicle after the practice or contest is over. The only exception is when prior written or verbal arrangements are made and the coach grants permission for the student-Athlete to leave the contest site with his/her parent or guardian. Student-athletes may not drive to games, whereas carpools must be arranged with parent drivers.

Failure to Comply:

Any student-athlete not returning from any away contest with a team without permission of the coach is ineligible to participate in athletic contests for one **(1)** calendar week from the date of the violation. Student-athletes may practice with the team. A second violation will result in immediate dismissal from the team for the remainder of

that sports season.

Section IX: Uniforms and Equipment

Student-athletes will be responsible for the care, security, and use of uniforms and equipment issued to them.

Failure to Comply:

Student-athletes shall be responsible to pay the replacement cost for uniform or equipment items that are abused or not returned. Student-Athletes shall not be allowed to participate in athletics in succeeding seasons until this obligation is met.

SECTION X: Use POSSESSION, BUY, SELL, OR GIVE AWAY ANY DRUG (E.G. TOBACCO, ALCOHOL, MARIJUANA, ETC.), NARCOTIC, CONTROLLED SUBSTANCE (E.G. ANABOLIC STEROIDS), OR POSSESSION OF DRUG SPECIFIC PARAPHERNALIA

Hazel Park Schools expects student-athletes to conduct themselves in a way that positively reflects the district, community and student-body twenty-four hours per day, three-hundred sixty-five days a year. At no time shall a student-athlete USE, POSSESSION, BUY, SELL, OR GIVE AWAY ANY DRUG (e.g. Tobacco, Alcohol, Marijuana, etc.), NARCOTIC, CONTROLLED SUBSTANCE (e.g. ANABOLIC STEROIDS), or POSSESSION OF DRUG SPECIFIC PARAPHERNALIA.

Self-Disclosure: Any student-athlete, who by himself/herself or together with his/her parents or legal guardians, voluntarily discloses to a coach, (who must immediately follow-up with an administrator) or to an administrator a violation of Section X during the self-disclosure window shall be subject to the following disciplinary actions:

Consequences for Self-Disclosure:

The student-athlete shall select either Option 1 or Option 2 as follows:

Option 1

Forfeit 50% of the current season (or 50% of the upcoming season if the violation occurs out of that student-athlete's season). If the current season is near its end, then future or next sport seasons will be used to fulfill the 50% forfeiture clause. The student-athlete must also show evidence of attending a program for drug abuse or awareness approved by the Superintendent or his/her designee. The student-athlete shall also submit to random drug and/or alcohol testing as determined by the Superintendent or his/her designee.

Option 2

Forfeit 25% the current season or 25% of the upcoming season if the violation occurs out of that student-athlete's season. The student-athlete must also show evidence of attending a program for drug abuse or awareness approved by the Superintendent or his/her designee. The student-athlete will also be required to fulfill 40 hours of community service approved by and in conjunction with the Athletic Director.

The self-disclosure window shall be defined as thirty **(30)** calendar days from the date of the incident or the date the Superintendent received credible information regarding the incident, whichever is lesser. Credible information shall be defined as, but not limited to law enforcement reports and first-hand witness statements by staff or Board

of Education members.

In Option 1 or Option 2, a student-athlete failing a required drug and/or alcohol test or self-reporting additional offenses shall immediately result in a one (1) calendar year suspension from athletic programs in Hazel Park Schools.

A student-athlete that does not self-disclose during the disclosure window shall be subject to the disciplinary actions listed under Failure to Comply for Not Self-Disclosure.

Consequences for Not Self-Disclosing

- First Violation

- Six (6) months suspension from participation in any and all athlete practices and contests. Should the six (6) month suspension not encompass a sport that the student-athlete participates in, then the suspension shall be 50% of the upcoming athletic season that the student-athlete participates in. Prior athletic involvement shall be used to determine the 50% suspension. The student-athlete must also show evidence of attending a program for drug and/or alcohol abuse or awareness approved by the Athletic Director.

- Second Violation

- Immediate dismissal from the team and one (1) calendar year suspension of athletic participation from the date of the incident. The student-athlete must also show evidence of attending a program for drug and/or alcohol abuse or awareness approved by the Athletic Director.

- Third Violation

- Permanent dismissal from the athletic program at Hazel Park Schools. Penalties shall be cumulative beginning with and throughout the student-athlete's participation in the Hazel Park Schools' athletic program.

Section XI: Misdemeanor or Felonies

Student-athletes charged with a misdemeanor or felony not covered in Section X are subject to a hearing by the Athletic Review Committee, as defined in Section XXII. Consequences can range from game suspensions to removal based on severity.

Section XII: Summer Off-Season Programs

A variety of sports camps, schools, clinics, and training programs are offered to student-athletes during the off-season and summer months by individual coaches and parks and recreation departments. These programs provide opportunities for aspiring student-athletes to improve their skills in a chosen sport. These summer and off-season programs are voluntary. Student-athletes shall not be required to enroll in these programs as a condition for membership or placement on an athletic team the succeeding season.

Section XIII: School Community Conduct

It is extremely important that our student-athletes represent Hazel Park Schools in a first class manner at all times. This is expected while the athlete is in school, on the athletic field and in the community. A student-athlete is eligible to participate in athletics if in the judgment of the Superintendent or his/her designee, school administration, teaching and coaching staff, he/she is a representative of the schools in matters of citizenship, integrity and sportsmanship. Participation in athletics is a privilege, not a right. Hazel Park High School will deal with misrepresentation in any form very severely when it deems necessary.

Student-athletes who are removed from an athletic contest for unsportsmanlike conduct will be suspended for the remainder of the day's contest(s) and the next date of competition under MHSAA Regulations. If the conduct is deemed flagrant, the student-athlete may be suspended for more than one contest or removed from the team for the remainder of the season as determined by the Athletic Director.

Section XIV: Athletic Team Participation

A student-athlete who signs up for a team that has a tryout period, and does not make the final cut, will be allowed to try out for another team (sport) upon mutual approval of the Athletic Director and the coach involved, and if the roster for that team has not been finalized by the Athletic Director. After the first official week of practice for any team, a student-athlete may not transfer from one team (sport) to another.

Section XVI: Citizenship and Conduct During the School Year

It is the responsibility of the student-athlete to report any in school minor or major violations of the Student Code of Conduct to the Athletic Director. When a student-athlete violates the Student Code of Conduct, the following consequences shall occur in addition to the consequences provided by the school principal or his/her designee:

FIRST Major Violation

- Sport with ten or less game dates - 1 game date suspension
- Sport with more than ten game dates - 2 game date suspension (max 3 games)

SECOND Major Violation

- Sport with ten or less game dates - 2 game date suspension
- Sport with more than ten game dates - 4 game date suspension (max 6 games)

THIRD Major Violation

- Dismissal from the team for the remainder of the season.

Jr. High School Expectations

Jr. High School students who have two or more 5's in citizenship will not be eligible to participate in athletics. If a student has a 4 or 5 in citizenship, they will be placed on probation and will be required to have their teachers complete a weekly progress report. In order to remain eligible, the weekly progress report must indicate that the student's citizenship in class has improved and remains at an acceptable level.

Section XVII: Tardies

A student-athlete shall receive a one (1) game suspension for every six tardies (per season per class). First hour classes will not be counted towards tardies.

Section XVIII: After and Out of School Policy for Athletes

- Student athletes are not to be in the locker room, gymnasium, athletic fields with school equipment, bus, or in the school building without a coach in the immediate area.
- The school building is off limits to the student-athlete after 3 P.M. on school days, non-school days, and weekends without a coach or authority from a building staff member.
- Anytime a building staff member directs or requests a student athlete to vacate an area the student is to respond in a respectful and timely manner. A student athlete is not to argue or debate any request by a building staff member. Any disrespect or insubordination on the part of a student athlete may result in disciplinary action.
- It is important that students and coaches adhere to all policies. Try to create as safe of an environment as possible for everyone involved in our program.

Section XIX: Dress Code

Coaches may have a dress code for the entire season. The dress code shall be communicated to student-athletes by the coach at the beginning of the season.

Section XX: Supplemental Rules and Regulations

Supplemental rules/ regulations unique to a given sport may be implemented upon the approval of the Athletic Director. These rules must be in writing and submitted to participants prior to the start of the season, except under special circumstances as approved by the Athletic Director.

The Athletic Director is the only party who may exclude a student from athletic participation. Exclusion is generally based on the recommendation of the coach and/or building administrator.

Section XXI: Carry Over Penalties

In the event that a suspension from athletics cannot be fully served during a season, it will carry over into the following season. The only exceptions to the above rule would be in the case of a senior, in which case the suspension would carry over into the next sport he/she participates in that year. In case of MHSAA infraction, the MHSAA rules of "Carry Over of Penalties" supersede the rules outlined in Section XXI.

Section XXII: Appeal Procedures

The consequences and/or disciplinary action that a student-athlete is subject to, under the guidelines of the Student-Athletic Code of Conduct Handbook, may or may not be appealed. The decision to grant the request for an appeal is at the discretion of the Athletic Director.

The student-athlete and/or their parent/guardian must initiate a written request to the Athletic Director to appeal the disciplinary action taken within three (3) school days of the date of disciplinary action. The written request to the Athletic Director must include the following information:

- Student-athlete's first and last name, address, and telephone number.
- Parent/Guardian's first and last name, address and telephone number.
- Summary of the incident and discipline action taken.
- Reason and request for the appeal to be considered.
- Signature of the student-athlete and their parent/guardian.

Any documentation received by the student-athlete or parent/guardian regarding the discipline action taken must be attached to the written request for appeal to the Athletic Director.

After reviewing the written request for appeal, the Superintendent may or may not forward the appeal to the Athlete Review Committee. The decision of the Superintendent shall be provided in writing to the student-athlete within five (5) school days of the receipt of the appeal request. The Superintendent's decision is final.

If the Superintendent's decision is to forward the request for appeal to the Athletic Review Committee, the committee shall meet within ten (10) school days of the Superintendent's decision. The five (5) member Athletic Review Committee shall consist of the Designee of the Superintendent (e.g. Athletic Director), two (2) athletic coaches, one (1) teacher and one (1) administrator.

The Superintendent shall present to the Athletic Review Committee the written request for appeal received and any documentation relevant to the incident. The student-athlete and parent/guardian shall have an opportunity to address the Athletic Review Committee. Other than the student-athlete, their parent/guardian, and committee members, No other individuals may be present during the appeal proceedings.

The decision of the Athletic Review Committee shall be communicated to the student-athlete and parent/guardian by the Superintendent within three (3) days of the committee hearing.

The Athletic Review Committee is final and not subject to Board of Education appeal.

Failure to Comply

The sanctions set forth under each section are intended to illustrate sanctions for each particular offense. However, the district reserves the right to impose any of the sanctions listed for any violation of the Code of Conduct.

Parent/Student Responsibility Statements

1. Each student-athlete and parent/guardian is responsible for his/her own insurance program. Hazel Park Schools is not responsible for any insurance (this includes use of an ambulance).
2. Hazel Park Schools will not pay medical expenses resulting from bodily injury to anyone who participates in athletic programs. The MHSAA has an insurance policy to assist in reimbursement of medical expenses resulting from concussions.
3. It is possible that serious injury or death may result from participating in athletic activities.

Statement of Risk

1. Warning: Participation in supervised interscholastic athletics and activities may be one of the least hazardous activities in which any student will engage in or out of school.
2. Participation in interscholastic athletics still includes a risk of injury which may range in severity from minor to long term catastrophic.
3. Although serious injuries are not common in supervised athletic programs, it is impossible to eliminate this risk. Participants have the responsibility to help reduce the chance of injury.
4. Players must obey safety rules, report physical problems to their coaches, follow a proper conditioning program, and inspect equipment daily.

MHSAA Protocol for Implementing National Federation Sports Playing Rules for Concussions

“Any athlete who exhibits signs, symptoms, or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems) shall be immediately removed from the contest and shall not return to play until cleared by an appropriate health care professional.”

The language above, which appears in all National Federation sports rule books, reflects a strengthening of rules regarding the safety of athletes suspected of having a concussion. This language reflects an increasing focus on safety and acknowledges that the vast majority of concussions do not involve a loss of consciousness.

This protocol is intended to provide the mechanics to follow during the course of contests when an athlete sustains an apparent concussion.

1. The officials will have no role in determining concussion other than the obvious one where a player is either unconscious or apparently unconscious. Officials will merely point out to a coach that a player is apparently injured and advise that the player should be examined by a health care professional for an exact determination of the extent of injury.
2. If it is confirmed by the school’s designated health care professional that the student did not sustain a concussion, the head coach may so advise the officials during an appropriate stoppage of play and the athlete may reenter competition pursuant to the contest rules.
3. Otherwise, if competition continues while the athlete is withheld for an apparent concussion, that athlete may not be returned to competition that day but is subject to the return to play protocol.
 - a. The clearance may not be on the same date on which the athlete was removed from play.
 - b. Only an M.D., D.O., Physician’s Assistant or Nurse Practitioner may clear the individual to return to activity.
 - c. The clearance must be in writing and must be unconditional. It is not sufficient that the M.D., D.O., Physician’s Assistant or Nurse Practitioner has approved the student to begin a return-to-play progression. The medical examiner must approve the student’s return to unrestricted activity.
 - d. Individual schools, districts and leagues may have more stringent requirements and protocols including but not limited to mandatory periods of inactivity, screening and post-concussion testing prior to or after the written clearance for return to activity.
4. Following the contest, an Officials Report shall be filed with a removed player’s school and the MHSAA if the situation was brought to the officials’ attention.
5. ONLINE REPORTING: Member schools are required to complete and submit an online report designated by the MHSAA to record and track head injury events when they occur in all levels of all sports during the season in practices and competitions. Schools with no concussions for a season (fall, winter and spring) are required to report this at the conclusion of that season.
6. POST-CONCUSSION CONSENT FORM: Prior to returning to physical activity (practice or competition) the

student and parent (if a minor student) must complete the Post-Concussion Consent Form which accompanies the written unconditional clearance of an M.D., D.O., P.A or N.P. This form should be kept on file at the school for seven years after the student's graduation and emailed to or faxed to 517-332-4071.

7. In cases where an assigned MHSAA tournament physician (MD/DO/PA/NP) is present, his or her decision to not allow an athlete to return to activity may not be overruled.

Sanctions for Non-Compliance with Concussion Management Policy

Following are the consequences for not complying with National Federation and MHSAA rules when players are removed from play because of a concussion:

- A concussed student is ineligible to return to any athletic meet or contest on the same day the concussion is sustained.
- A concussed student is ineligible to enter a meet or contest on a subsequent day without the written authorization of an M.D., D.O., Physician's Assistant or Nurse Practitioner and the signed "Post-Concussion Consent Form."

These students are considered ineligible players and any meet or contest which they enter is forfeited. In addition, that program is placed on probation through that sport season of the following school year. For a second offense in that sport during the probationary period – that program is continued on probation through that sport season of the following school year and not permitted to participate in the MHSAA tournament in that sport during the original and extended probationary period. A school which fails to submit required online concussion reports will be subject to the penalties of Regulation V, Section 4 A. This includes reporting zero if no concussions occurred in a season.



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 17, 2025

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**

Catherine Cost, Ed.D.
Interim Superintendent



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	

Attendee	EVENT	DATES OF EVENT	Location	ESTIMATED COST	Notes
Rattee, Christopher	IEL Community School National Conference	5/27/25 - 5/30/25	Minneapolis, MN	\$925.00	covered by Ballmer Group



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

To: Hazel Park Board of Education
From: Dr. Catherine Cost, Interim Superintendent
Subject: Student Discipline
Date: March 17, 2025

We are presenting this information as part of the expulsion process:

The Superintendent will exercise discretion over whether or not to suspend or expel a student for persistent disobedience or gross misconduct. In exercising that discretion for a suspension of more than ten (10) days or expulsion, there is a rebuttable presumption that a suspension or expulsion is not justified unless the Superintendent can demonstrate that it considered each of the factors listed above. For a suspension of ten (10) days or fewer, there is no rebuttable presumption, but the Superintendent will still consider these factors in making the determination.

Students are afforded due process:

The Board recognizes exclusion from the educational programs of the District, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and is one that cannot be imposed without appropriate due process, since exclusion deprives a child of the right to an education. The Board also recognizes that it may be necessary for a teacher to remove a student from class for conduct disruptive to the learning environment, and that such removals are not subject to a prior hearing, provided the removal is for a period of less than twenty-four (24) hours.

Per the policy Student 20240012, Student 20240013, Student 20240014 and Student 20240015 have been recommended for expulsion and as outlined in the letters that have been provided with further required documentation to petition for reinstatement back into the school.

Funding Source: Not Applicable

Strategic Goal Alignment:

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

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Catherine Cost, Ed.D.
Interim Superintendent





Michigan Education Association
7-A/South Oakland Districts Association

17500 W Eleven Mile Rd ▪ Lathrup Village, MI 48076 ▪ Phone: (248)559-9725 ▪ Fax: (248)559-9730

February 4, 2025

Hazel Park Public Schools
1620 E. Elza
Hazel Park, MI 48030
Attn: Kristy Cales, Human Resources Director

On behalf of the Michigan Education Association, I am requesting the following information listed below, pursuant to the Public Employment Relations Act (PERA), for the 2024 and 2025 school year:

- Interim Superintendent Contract
- Interim Superintendent Resume and Attachments

This request is made pursuant to the Freedom of Information Act (“FOIA”), MCL 15.231, et seq., and the Public Employment Relations Act (“PERA”), MCL 423.201, et seq. It is well established under PERA that an employer must supply information requested by the union in a timely manner which will permit it to engage in collective bargaining and police the administration of its collective bargaining agreement. Information related to terms and conditions of employment is presumptively relevant and must be disclosed. Additionally, pursuant to Section 13(a) of FOIA, a public school district “shall ... make available to the public the salary records of an employee or other official of the institution of higher education, school district, intermediate school district, or community college.” MCL 15.243a

I understand this is a busy time for everyone, please e-mail this information to Christopher Pratt at cpratt@mea.org and Mary Blair at mblair@mea.org, before February 18th. If you require an extension, please just let us know.

Your assistance is greatly appreciated. If you have any questions, please call (248) 559-4770, or e-mail mblair@mea.org.

Sincerely,

Mary Blair

UniServ Field Assistant, 7-A SODA & 7-B SOMEA
Michigan Education Association
17500 W 11 Mile Rd, Ste 100 | Lathrup Village, MI 48076



Ford Administration
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5200 | F: 248-544-5443
www.hazelparkschools.org

March 3, 2025

To: Chris Pratt/MEA/HPEA, and Mary Blair
From: James Paterson, District Counsel
RE: Email FOIA/PERA dated 2/4/2025 (Supplemental Response)

Dear Mr Pratt and Ms. Blair,

It has been brought to my attention that you have renewed your previous inquiry as to the Districts possession of the resume of the Interim Superintendent that was included in the initial request to Ms. Cales office on February 4, 2025. At the time of the initial response sent on February 27, 2025 and at the time of this writing Ms. Cales and myself are unable to locate any documents that would be responsive to your request as reflected by its absence on the response dated February 27, 2025.

I have quoted the initial response below.

“This written notice is a response to your February 4, 2025 email requesting records under the Freedom of Information Act and the Public Employment Relations Act. Pursuant to FOIA MCL §15.234(5), Hazel Park Schools is notifying you that the information sought is available on our transparency page of our public website at:

https://secure.munetrix.com/n/Michigan/Schools/GDR/Oakland-Schools/District/Hazel-Park-School-District/School/Doc_download/63405”

Please contact me at your earliest convenience if you should have any questions or concerns.

Respectfully,

James Paterson
FOIA Coordinator

Cc: Dr. Catherine Cost
Jamie Buczko
Kristy Cales

By: Email.



HAZEL PARK
SCHOOLS



Ford Administration
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5200 | F: 248-544-5443
www.hazelparkschools.org

March 4, 2025

To: Chris Pratt/MEA/HPEA, and Mary Blair
From: James Paterson, District Counsel
RE: Email FOIA/PERA dated 2/4/2025 (Supplemental Response)

Dear Mr Pratt and Ms. Blair,

It has been brought to my attention that you have renewed your previous inquiry as to the Districts possession of the resume of the Interim Superintendent that was included in the initial request to Ms. Cales office on February 4, 2025. The District has since located the attached document that is responsive to the initial request.

I have quoted the initial request below.

“This written notice is a response to your February 4, 2025 email requesting records under the Freedom of Information Act and the Public Employment Relations Act. Pursuant to FOIA MCL §15.234(5), Hazel Park Schools is notifying you that the information sought is available on our transparency page of our public website at:

https://secure.munetrix.com/n/Michigan/Schools/GDR/Oakland-Schools/District/Hazel-Park-School-District/School/Doc_download/63405”

Please contact me at your earliest convenience if you should have any questions or concerns.

Respectfully,

James Paterson
FOIA Coordinator

Cc: Dr. Catherine Cost
Jamie Buczko
Kristy Cales

By: Email.

Catherine M. Cost, Ed. D.

February 1, 2025

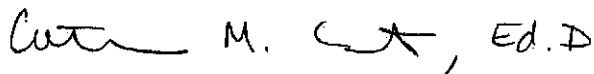
Dear School Board Members of Hazel Park Public Schools:

Earlier this week, I became aware you may need an interim superintendent. I am writing to you as I am in a position to assist you.

Having started as a teacher, assistant principal, principal, assistant superintendent and superintendent, I have 35 years of experience that have given me a wealth of knowledge. I realize this is a challenging time for your district, especially with all of the end of the year events. I can work with you to bring stability until you finalize your direction.

My approach would be to work closely with all of you as well as the staff and community in order to build relationships so the most important work can still be done. I am familiar with your district as I worked in Oakland County for 25 years and that is where I worked with Ken Gutman. I would enjoy the opportunity to serve the students of Hazel Park Public Schools..

Sincerely,



Catherine M. Cost, Ed.D.

Catherine M. Cost, Ed.D.

Education

1997 – 2000	Wayne State University Ed. D., Education Administration
1995 – 1997	Wayne State University Ed. Specialist, Education Administration
1992 – 1993	Oakland University M.Ed., Curriculum and Instruction
1984 – 1988	University of Michigan, Ann Arbor B.A. in mathematics, Secondary Teaching Certificate (math, chemistry)

Work Experience

CHIEF FINANCIAL OFFICER | K12 MEDIA, LLC | 2023- PRESENT

K12 Media is a communications company that supports public K12 schools. They specialize in building/updating websites, branding, managing social media platforms, running enrollment campaigns, and promoting bond/sinking fund initiatives. K12 Media works with 62 districts in the state of Michigan, 6 in New York and is looking to expand into Ohio and Indiana in 2025.

Responsibilities

- Create yearly budgets and provide quarterly budget amendments
- Oversee accounts payable, payroll and accounts receivable
- Manage cash flow and coordinate large purchases
- Assist with strategic planning and goal setting
- Analyze data and trends to forecast future financial decisions
- Meet with Superintendents to determine needs and communicate best practice

Community Involvement

- Member MASA
- Member of the BASF Political Communication and Advocacy Panel
- Board of Directors, Henry Ford Wyandotte Hospital
- Member Wyandotte Rotary
- Volunteer, Ele's Place (grief support program for children)

SUPERINTENDENT | WYANDOTTE PUBLIC SCHOOLS | 2014- 2023

Responsibilities

- Provided for the education of 4,650 students in 10 schools
- Oversaw \$79M budget, with a 24% fund balance
- Worked with district leadership to meet Board of Education goals
- Provided vision and aligned resources
- Hired, supervised and evaluated central office staff and principals
- Provided safe learning environments
- Communicated and advocated for district needs for federal, state and local grants
- Developed a marketing plan to retain and attract new families
- Chief negotiator with 6 unions and 1,000 employees
- Oversaw local, state and federal grants

Initiatives

- Implemented Professional Learning Communities, MTSS throughout the district
- Instituted a 1-to-1 Chromebook initiative, K-12
- Passed a \$39M Bond Issue, two \$7.2M Enhancement Mileages, one \$11M Sinking Fund
- Began an Early Childhood Center, which now serves over 200 students (of whom 85% remain)
- Negotiated 18 union contracts, all with steps/wage increases
- Implemented instructional coaching for math and ELA
- Increased enrollment by 320 students over the last five years
- Began "Wyandotte Reads" which is a free summer reading program for K-8 students
- Acquired over \$150,000 in grants
- A.L.I.C.E. training for all staff

Community Involvement

- Member of the BASF Political Communication and Advocacy Panel
- Board of Directors Metropolitan Detroit Bureau of School Studies
- YMCA Board member
- Board of Directors, Henry Ford Wyandotte Hospital
- Henry Ford Academy Board of Directors
- MASA Council Member
- MASA Conference Chair
- Rotary member
- Wyandotte Ministerial Association liaison
- Testified to the House of Representatives
- Keynote speaker, MASA mid-winter conference

ASSISTANT SUPERINTENDENT | FARMINGTON PUBLIC SCHOOLS | 2006-2014

Responsibilities

- Provided leadership for K-12 curriculum and instruction at 21 schools for 14,000 students
- Supervised and evaluated elementary and secondary principals
- Oversaw the District professional development programs
- Supervised Assessment, Athletics, CTE, Media, Fine Arts, Bilingual, Adult and Community Education, Alternative Education, Early Childhood & School Improvement, Physical Education, Media and Counselors
- Monitored the North Central Accreditation process
- Oversaw the district safety committee
- Provided instructional reports to the Board of Education
- Planned and facilitated district Leadership Team meetings
- Planned and facilitated Board of Education workshops
- Galileo liaison
- Oversaw National Board of Professional Teacher Certification
- Created the District calendar
- Coordinated student teachers

Initiative:

- Implementation of IB Diploma Program for 310 students
- Oversaw the transition to ELA and math Common Core State Standards, K-12
- Implemented trimesters, K-12
- Developed and implemented standards based report card, K-6
- Created a 5-year vision for the entire instructional department
- Revised elementary specials schedule to allow for PLC planning time during the school day, K-5
- \$18M budget reduction 2009-2010
- Was a key leader in the process of closing of 2 administrative sites, 4 elementary schools
- Implemented the reconfigured elementary schools (K-4), upper elementary schools (5-6) and middle schools (7-8)
- Led a team to redistrict all K-8 students

Principal | Troy Athens High School | 2000-2006

Responsibilities:

- Safe and effective operation and supervision of Athens High School (2,400 students)
- Leadership in curriculum development and improvement
- Direction, supervision and evaluation of the instructional staff (115 teachers)
- Compliance of NCLB and state accreditation standards
- Facilitation of staff, departmental and other special meetings
- Evaluation of teachers and non-teaching personnel
- Coordinated staff development
- Liaison to parent organizations
- Supervision of the North Central Accreditation process
- Facilitated grievances, grade and discipline appeals

ASSISTANT PRINCIPAL | FARMINGTON HIGH SCHOOL | 1996-2000

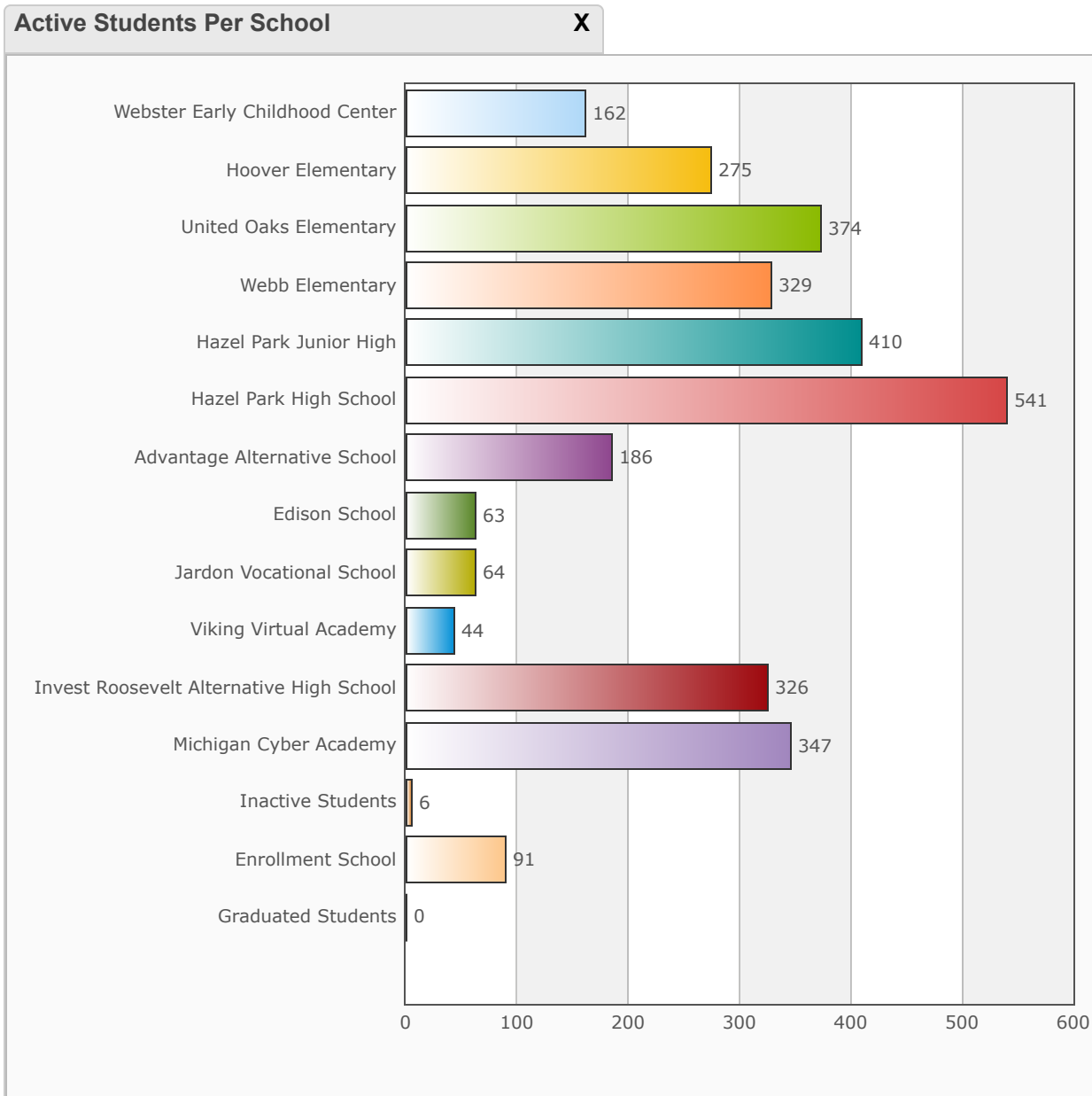
Responsibilities:

- Hired and evaluated teachers
- Developed the master schedule
- Served as the building athletic director
- Oversaw discipline of 625 students
- Fourth Wednesday count/pupil accounting
- Hours of instruction
- Student Assistance
- Developed 9th grade Academy, a team-taught program for 100 students

Teaching Experience| 1988-1996

- 1991 – 1996 **Farmington Public Schools**
Mathematics teacher: calculus, pre-calculus, honors algebra II, algebra I, exploring algebra, pre-algebra
- 1989 – 1991 **Detroit Country Day School**
Mathematics teacher: pre-calculus, algebra II, geometry, algebra I
- Varsity women's assistant basketball coach
 - 1989 Class C state champions
 - 1990 Class C state runner up
 - Varsity women's volleyball coach
- 1988 – 1989 **Saline High School**
Mathematics, English teacher: geometry, applied algebra, composition
- Varsity women's assistant volleyball coach
 - 7th, 8th grade volleyball coach

Review District Info



Sponsors Name	Organization	Type of Fundraiser	Purpose	Beginning Date	Principal/ Athletic Director Approved	Superintende nt Approved	Board Shared
Sue Hemple	2025 Senior Parents	TeamFi	To raise funds for senior trip	March 2025	Yes	Yes	3/17/25
Katherine Fox	Webb Music Program	DonorsChoose Projects	Organize our ukuleles so they are more safe and easily accessible.	March 2025	Yes	Yes	3/17/25