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

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

Agenda
Board of Education Special Meeting
Ford Administration Building
1620 E Elza Avenue
Hazel Park, MI 48030
November 30, 2026
5:30 PM

LOCATION AND FORMAT: The meeting will be held at the Ford Administration Building, 1620 E Elza Hazel Park, Michigan. Members of the public wishing to speak during the public comment portion of the meeting may do so in-person.

CALL TO ORDER
ROLL CALL
APPROVAL OF THE AGENDA
PUBLIC COMMENT
NEW BUSINESS
A. Superintendent Contract (Action Item)
B. K-12 ELA & Math Task Force (Action Item)
C. K-12 ELA Task Force Proposal (Action Item) 2
D. K-12 Math Task Force Proposal (Action Item) 10
PUBLIC COMMENT
BOARD MEMBERS 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

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders
Griff Mills, Ed.S.
Interim Superintendent

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To: Mr. Griff Mills, Interim Superintendent
From: Dr. Stephanie Dulmage, Assistant Superintendent of Teaching and Learning
Subject: K-12 ELA Task Force 2026-2027
Date: 11/16/26

Background

The purpose of the K–12 ELA Work Group is to support continuous improvement in English Language Arts teaching and learning through coordinated curriculum development. This work will strengthen instructional coherence across all grade levels while ensuring alignment with district priorities, standards, and effective instructional practices.

The work group will collaborate with K–12 ELA teachers to develop a comprehensive K–12 ELA curriculum that strengthens coherence and usability for teachers and provides professional learning focused on evidence-based literacy instructional practices that promote student understanding and engagement.

Establishing a K–12 ELA Work Group to develop instructional frameworks and curriculum aligned to the Science of Reading has been identified as a key priority in the district's strategic plan.

Alignment to the Strategic Plan Priorities

This work supports the district's first-year strategic priorities by:

- Revising the EC–12 English Language Arts curriculum to ensure alignment with the Science of Reading.
- Providing collaborative professional learning focused on the curriculum, instructional framework, assessment updates, and implementation expectations.
- Developing coherent EC–12 curriculum units, learning progressions, essential standards, assessments, pacing guidance, teacher resources, and professional learning materials.
- Creating opportunities for teacher voice and leadership through collaboration in curriculum development, implementation, and continuous improvement.
- Strengthening foundational literacy skills, disciplinary literacy across grades 6–12—with an emphasis on vocabulary and writing—and evidence-based practices to support students with characteristics of dyslexia.

Purpose

The purpose of the K–12 ELA Task Force is to:

- Collaboratively review and revise the EC–12 English Language Arts curriculum to ensure alignment with the Science of Reading and grade-level standards.
- Strengthen curriculum coherence, learning progressions, essential standards, and instructional expectations across early childhood, elementary, middle, and high school.
- Identify and address instructional priorities related to foundational literacy skills, disciplinary literacy—with an emphasis on vocabulary and writing—and evidence-based practices to support students with characteristics of dyslexia.

HAZEL PARK PROMISE

- Incorporate teacher expertise and classroom experience in the development of curriculum units, instructional resources, assessments, and pacing guidance.
- Identify professional learning, coaching, and instructional support needed to strengthen curriculum implementation and meet the needs of all learners.

Expected Outcomes

- The K–12 ELA Task Force will:
    - Review the current EC–12 ELA curriculum to identify strengths, gaps, and revisions needed to ensure alignment with the Science of Reading, grade-level standards, and district instructional priorities.
    - Identify and establish essential curriculum components, including learning progressions, essential standards, and instructional expectations that promote coherence across early childhood, elementary, middle, and high school.
    - Develop and revise curriculum units that strengthen foundational literacy skills, disciplinary literacy across grades 6–12—with an emphasis on vocabulary and writing—and evidence-based practices to support students with characteristics of dyslexia.
    - Develop assessments and pacing guidance aligned to revised curriculum units, learning progressions, and essential standards.
    - Incorporate teacher expertise and voice in the development and review of curriculum units, instructional resources, assessments, and implementation expectations.
    - Develop implementation resources and professional learning materials to support consistent curriculum implementation across EC–12.
    - Identify ongoing professional learning and implementation supports, including job-embedded coaching, instructional labs, PLCs, and PDSA cycles, to support continuous improvement.

Participation and Timeline

The task force will include:

- 1–2 teachers from each grade level, K–5
- 1 teacher from each grade level, 6–12
- District leadership as appropriate to support the work

The proposal anticipates bi-monthly 90-minute meetings beginning in December, with approximately 15–20 hours of work per participating staff member

Staff Compensation

Budget Item	**Number of Staff Members**	**Hours/Staff Member**	**Total Hours**	**Total Expenses**
Elementary Staff Salary	11	25	275	$13,750
Elementary Staff Benefits	10	25	275	$6,875
Secondary Staff Salary	7	25 3	175	$8,750
Secondary Staff Benefits	7	25	175	$4,375

	Grand Total	$33,750

Timeline

- **November 2026:** Establish a task force, identify stakeholders, and clarify scope and outcomes.
- **December 2026 - February 2027:** Review current practices and conduct the PK–12 technology audit.
- **March - April 2027:** Examine research and develop the initial framework and recommendations.
- **May - August 2027:** Finalize the framework, implementation tools, communication resources, professional learning recommendations, and monitoring benchmarks.

Funding Source: $33,750

- General Fund - Teaching and Learning Budget

Recommendation **Strategic Goal Alignment**

- **Academics & Programs:** The Hazel Park School District will prepare students to think critically, communicate effectively, and contribute to their community.

Recommendation: That the Board of Education approve the establishment of the K–12 ELA Work Group and staff compensation, in an amount not to exceed $33,750, for work completed outside of the regular school day.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Griff Mills, Ed.S.
Interim Superintendent

Project Title: K-12 ELA Work Group

Project Status: Proposal/Action Plan Completed
Board of Education Approval Required: Yes
Approved/Recommended by Assistant Superintendent
Approved By: Superintendent
Approved By: Not Yet Discussed
Decision Date:
Department: Teaching and Learning

Part I

Project Need (Include Data Source, Strategic Plan Alignment, and Proposed Impact) & Overview

The purpose of this proposal is to support continuous improvement in ELA teaching and learning through coordinated curriculum development. This work will strengthen instructional coherence across all grade levels while ensuring alignment with district priorities, standards, and effective instructional practices.

We will collaborate with K-12 ELA teachers to write a comprehensive K-12 ELA curriculum to strengthen coherence and usability for teachers, and provide professional learning focused on evidence-based literacy instructional practices that promote student understanding and engagement.

Establishing a K-12 ELA Task Force to develop instructional frameworks and curriculum that is aligned to the science of reading, was identified as a key priority in the district's strategic plan.

Alignment to the Strategic Plan Priorities

This work supports the district's first-year strategic priorities by:

- Revising the EC–12 English Language Arts curriculum to ensure alignment with the Science of Reading.
- Providing collaborative professional learning focused on the curriculum, instructional framework, assessment updates, and implementation expectations.
- Developing coherent EC–12 curriculum units, learning progressions, essential standards, assessments, pacing guidance, teacher resources, and professional learning materials.
- Creating opportunities for teacher voice and leadership through collaboration in curriculum development, implementation, and continuous improvement.
- Strengthening foundational literacy skills, disciplinary literacy across grades 6–12—with an emphasis on vocabulary and writing—and evidence-based practices to support students with characteristics of dyslexia.

Description (Include evidence of impact/supporting research

Research supports the development of a coherent, vertically aligned K–12 ELA curriculum grounded in the Science of Reading and broader literacy research. RAND's research on ELA instructional systems found that coherence is strongest when curriculum, assessment, professional learning, instructional resources, and other system components send teachers consistent messages about what and how to teach. RAND: Exploring Coherence in ELA Instructional Systems Similarly, the Institute of Education Sciences (IES) emphasizes using evidence-based literacy practices within a continuous improvement cycle, including monitoring implementation, addressing barriers, and gathering ongoing stakeholder feedback. IES: A Practitioner's Guide to Improving Literacy Outcomes For ELA, this means establishing a clear K–12 progression of foundational skills, vocabulary, morphology, fluency, comprehension, knowledge building, writing, discussion, and increasingly complex texts rather than treating each grade level as a separate instructional experience.

Research also supports meaningful teacher expertise and voice in curriculum development and implementation. RAND found that school leaders reported involving teachers in instructional-material selection as a way to build buy-in, while effective implementation requires a balance between teacher autonomy and fidelity to the curriculum. RAND: School Leaders' Role in Selecting and Supporting Teachers' Use of Instructional Materials More recent research on Science of Reading implementation similarly positions teachers as active interpreters of evidence and emphasizes collaboration, practice-embedded professional learning, and coherent systemic support. 2026 study: Toward an Equitable Implementation of the Science of Reading Thus, teacher voice does not mean that individual teachers independently determine curriculum; rather, teachers use their professional expertise to help build, test, implement, and refine a common evidence-based framework.

For Hazel Park, this supports a model in which the district establishes the research-based K–12 ELA framework and essential expectations, while teacher teams help develop and continuously refine units, texts, tasks, assessments, and instructional practices. This approach is consistent with research showing that simply adopting standards-aligned curriculum materials is not enough; teachers need professional learning, feedback, and ongoing support to implement materials effectively. RAND: How Instructional Materials Are Used and Supported in K–12 Classrooms In this model, the Science of Reading becomes the research foundation for a coherent K–12 literacy system—built with teachers, supported by evidence, and continuously improved based on student learning and classroom experience.

Theory of Action: If Hazel Park Schools collaboratively revises the EC–12 English Language Arts curriculum to align with the Science of Reading while providing sustained professional learning, coaching, and implementation supports then educators will consistently implement a coherent, research-based ELA curriculum across all grade levels, so that instructional quality, student achievement, academic growth, and literacy outcomes improve for all students.

Overarching Goal:

To strengthen teacher capacity to implement the ELA curriculum and to build coherent instructional systems K-12. We will develop a comprehensive ELA curriculum to ensure consistency, rigor, and

standards alignment to strengthen coherence and usability for teachers, that promotes student understanding and engagement.

Objectives:

- Review the current EC–12 ELA curriculum to identify strengths, gaps, and revisions needed to ensure alignment with the Science of Reading, grade-level standards, and district instructional priorities.
- Identify and establish essential curriculum components, including learning progressions, essential standards, and instructional expectations that promote coherence across early childhood, elementary, middle, and high school.
- Develop and revise curriculum units that strengthen foundational literacy skills, disciplinary literacy across grades 6–12—with an emphasis on vocabulary and writing—and evidence-based practices to support students with characteristics of dyslexia.
- Develop assessments and pacing guidance aligned to revised curriculum units, learning progressions, and essential standards.
- Incorporate teacher expertise and voice in the development and review of curriculum units, instructional resources, assessments, and implementation expectations.
- Develop implementation resources and professional learning materials to support consistent curriculum implementation across EC–12.
- Identify ongoing professional learning and implementation supports, including job-embedded coaching, instructional labs, PLCs, and PDSA cycles, to support continuous improvement.

Student Population:

- K-12 students

Staff Involvement:

- K-5 6-10 teachers (1-2 teachers per grade level)
- Elementary Instructional Coach
- 6-12 4-6 teachers
- Secondary Instructional Coach

<u>General Timeline:</u>

- January 2027 - August 2027

Implementation Fit (Completed Collaboratively by Selected Reviewers)

Implementation Category	**1** **No or None**	**2** **Minimal**	**3** **Some**	**4** **Good**	**5** **Strong**
Fit (Does the program or practice fit with all of the current priorities/goals?)	☐	☐	☐	☐	☑
Usability (ease of	☐	☐	☐	☑	☑

implementation and usability by stakeholders)					
Capacity (Do we have the resources and capacity to Implement)	☐	☐	☐	☐	☑
Supports (Do we have the necessary supports in place?	☐	☐	☐	☐	☑

Budget Details

Staff Compensation (If applicable)

Budget Item	**Number of Staff Members**	**Hours/Staff Member**	**Total Hours**	**Total Expenses**
Elementary Staff Salary	11	25	275	$13,750
Elementary Staff Benefits	10	25	275	$6,875
Secondary Staff Salary	7	25	175	$8,750
Secondary Staff Benefits	7	25	175	$4,375
			Grand Total	$33,750

Resource/Materials Costs

Budget Item	**Cost/Unit**	**# of Licenses**	**Total Cost**	**Total Expenses**
			Grand Total	$0.00

Training Fees

Budget Item	**Number of Staff Members**	**Training Fees**	**Total Cost**	**Total Expenses**
			Grand Total	$0.00

Financial Impact: $33,750

Funding Source: General Fund

Goal Statement/Strategic Plan Alignment

- Hazel Park Schools will prepare students to think critically, communicate effectively, and contribute to their community

Recommendation

- Administration recommends that the Board of Education approve the establishment of the K–12 ELA Work Group and staff compensation, in an amount not to exceed $33,750, for work completed outside of the regular school day.

Part II (complete following approval)

Plan of Action and Program Evaluation (Insert Action Plan Spreadsheet)

HAZEL PARK SCHOOLS

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Griff Mills, Ed.S.
Interim Superintendent

Ford Administration
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To: Mr. Griff Mills, Interim Superintendent
From: Dr. Stephanie Dulmage, Assistant Superintendent of Teaching and Learning
Subject: K-12 Mathematics Task Force 2026-2027
Date: 11/16/26

Background

The Hazel Park School District is continuing its work to strengthen mathematics instruction and curriculum across the district. As part of this work, the district is establishing a K–12 Mathematics Task Force composed of teachers and district leaders who will examine the current mathematics curriculum, identify areas for refinement, and research high-quality instructional resources for potential implementation.

The task force will provide an opportunity for educators across grade levels to contribute their expertise and classroom experience to the district's mathematics work. Particular attention will be given to resources and instructional practices that support Concrete–Representational–Abstract (CRA) instruction, mathematical reasoning, problem solving, discourse, conceptual understanding, and procedural fluency.

The task force will ensure that resource decisions are grounded in teacher experience, student needs, curriculum standards, instructional priorities, and evidence of effectiveness.

Alignment to the Strategic Plan Priorities

This work directly supports the first-year Academic & Programs priority to strengthen implementation of the EC–12 mathematics curriculum and assessments with fidelity. The district's first-year objectives include collaborative professional learning, job-embedded support, regular data and coaching cycles, a K–5 mathematics resource pilot, and review of implementation and its impact. The Mathematics Task Force will contribute to this work by:

- Reviewing the current K–12 mathematics curriculum and providing teacher feedback on strengths, gaps, sequencing, coherence, and standards requiring additional instructional support.
- Examining opportunities to strengthen implementation of Concrete–Representational–Abstract (CRA) practices and students' conceptual understanding.
- Considering how curriculum resources support mathematical reasoning, problem solving, discourse, purposeful questioning, and student explanation and justification.
- Researching and evaluating potential K–5 mathematics resources using a common evaluation rubric and evidence gathered by task force members.
- Developing recommendations regarding resources that may be considered for a K–5 pilot, with the option to inform future consideration of resources for grades 6–12.
- Providing educator input to inform continued curriculum implementation and planning for the next year.

This work also advances the district's broader goal of preparing students to think critically, communicate effectively, and contribute to their community.

This work also supports the district's goal of preparing students to think critically, communicate effectively, and contribute to their community.

Purpose
The purpose of the K–12 Mathematics Task Force is to:

- Gather teacher feedback regarding the strengths and areas for improvement within the current K–12 mathematics curriculum.
- Identify opportunities to strengthen curriculum sequencing, coherence, and instructional support.
- Examine opportunities to strengthen CRA implementation and students' mathematical understanding.
- Research and evaluate potential K–5 mathematics resources.
- Develop recommendations regarding resources that may be considered for a K–5 mathematics pilot.

Expected Outcomes
The Mathematics Task Force will:

1. **Review the current K–12 mathematics curriculum** to identify strengths, gaps, sequencing and coherence needs, standards requiring additional support, and opportunities to strengthen reasoning and problem solving.
2. **Examine implementation of CRA practices**, including opportunities for students to move between concrete models, visual representations, and mathematical symbols while developing conceptual understanding.
3. **Research and evaluate potential K–5 mathematics resources** based on their support for conceptual understanding, reasoning, problem solving, discourse, differentiation, grade-level standards, coherence, intervention, and teacher usability.
4. **Develop recommendations for a potential K–5 mathematics pilot** using a common evaluation rubric and evidence gathered by task force members.

Participation and Timeline
The task force will include:

- 1–2 teachers from each grade level, K–5
- 1 teacher from each grade level, 6–12
- District leadership as appropriate to support the work

The proposal anticipates bi-monthly 90-minute meetings beginning in December, with approximately 15–20 hours of work per participating staff member

Staff Compensation

The projected costs are listed in the tables that follow as information items. **In June 2026, $44,000 was approved for staff compensation for a K-5 and 6-12 math pilot. The budgeted amount will cover the proposed staff compensation.**

Budget Item	Number of Staff Members	Hours/Staff Member	Compensation	Total Expenses
Staff Compensation	14	24	$50/hour	$16,800
Benefits	14	24	$25/hour	$8,400
			Grand Total	$25,200

Resource/Materials Costs

In June 2026, $12,000 was approved for pilot materials and resources.

Budget Item	Cost/Unit	# of Licenses	Total Cost	Total Expenses
Math Pilot Costs	$12,000	N/A	$12,000	$12,000
			Grand Total	$12,000

Timeline

- **November 2026:** Establish a task force, identify stakeholders, and clarify scope and outcomes.
- **December 2026 - February 2027:** Review current practices and conduct the PK–12 technology audit.
- **March - April 2027:** Examine research and develop the initial framework and recommendations.
- **May - June 2027:** Finalize the framework, implementation tools, communication resources, professional learning recommendations, and monitoring benchmarks.

Funding Source: $37,200

- General Fund - 2026-2027 Approved Teaching and Learning Budget

Recommendation **Strategic Goal Alignment**

- **Academics & Programs:** The Hazel Park School District will prepare students to think critically, communicate effectively, and contribute to their community.

Recommendation: Not Applicable - Approved in 2026-2027 Budget

APPROVED AND RECOMMENDED FOR BOARD ACTION

Griff Mills, Ed. S.

Griff Mills, Ed.S.
Interim Superintendent

Project Title: K-12 Math Task Force and Pilot

Project Status: Proposal/Action Plan Completed
Board of Education Approval Required: Yes
Approved/Recommended by Assistant Superintendent
Approved By: Not Yet Discussed
Approved By: Not Yet Discussed
Decision Date:
Department:

Part I

Project Need (Include Data Source, Strategic Plan Alignment, and Proposed Impact) & Overview

Introduction and Overview

The K–12 Mathematics Task Force will bring together teachers and district leaders to strengthen mathematics instruction and curriculum across the district. The task force will provide ongoing feedback on the current K-12 mathematics curriculum, identify areas for refinement, and research high-quality instructional resources for a potential K–5 pilot.

A primary focus of the work will be identifying resources that support a Concrete–Representational–Abstract (CRA) approach to mathematics instruction, while also promoting mathematical reasoning, problem solving, discourse, conceptual understanding, and procedural fluency.

The task force will ensure that resource decisions are grounded in teacher experience, student needs, curriculum standards, instructional priorities, and evidence of effectiveness.

Alignment to the Strategic Plan Priorities

This work directly supports the first-year Academic & Programs priority to strengthen implementation of the EC–12 mathematics curriculum and assessments with fidelity. The district's first-year objectives include collaborative professional learning, job-embedded support, regular data and coaching cycles, a K–5 mathematics resource pilot, and review of implementation and its impact. The Mathematics Task Force will contribute to this work by:

- Reviewing the current K–12 mathematics curriculum and providing teacher feedback on strengths, gaps, sequencing, coherence, and standards requiring additional instructional support.
- Examining opportunities to strengthen implementation of Concrete–Representational–Abstract (CRA) practices and students' conceptual understanding.
- Considering how curriculum resources support mathematical reasoning, problem solving, discourse, purposeful questioning, and student explanation and justification.
- Researching and evaluating potential K–5 mathematics resources using a common evaluation rubric and evidence gathered by task force members.

- Developing recommendations regarding resources that may be considered for a K–5 pilot, with the option to inform future consideration of resources for grades 6–12.
- Providing educator input to inform continued curriculum implementation and planning for the next year.

This work also advances the district's broader goal of preparing students to think critically, communicate effectively, and contribute to their community.

Description (Include evidence of impact/supporting research)

Goal 1: Gather Feedback on the Current K–12 Mathematics Curriculum
The task force will examine the current curriculum and identify:

- Strengths of the existing curriculum
- Gaps or areas where additional resources are needed
- Standards that may require stronger instructional support
- Opportunities to improve sequencing and coherence
- Areas where students need additional opportunities for reasoning and problem solving
- Resources, lessons, and tasks that teachers find particularly effective
- Areas where teachers experience challenges implementing the curriculum

Goal 2: Strengthen CRA Implementation

Members will examine whether current curriculum resources provide meaningful opportunities for students to:

Concrete → Representational → Abstract

- Build understanding through hands-on experiences and manipulatives
- Connect physical models to visual representations
- Connect representations to mathematical symbols and procedures
- Explain mathematical thinking
- Make connections among representations
- Develop conceptual understanding before relying primarily on symbolic procedures

The goal is not for every lesson to follow a rigid three-step sequence, but for students to have intentional opportunities to move between representations as they develop mathematical understanding.

Goal 3: Research K–5 Mathematics Resources

The task force will research and review potential K–5 mathematics resources. Resources will be examined for their ability to support:

- Concrete–Representational–Abstract instruction
- Conceptual understanding
- Mathematical reasoning
- Problem solving

- Mathematical discourse
- Purposeful questioning
- Student explanation and justification
- Differentiation and accessibility
- Grade-level standards
- Coherence across grade levels
- Intervention and support for students who need additional instruction
- Teacher usability and professional learning needs

Goal 4: Identify Resources for a K–5 Pilot

By the conclusion of the project, the task force will make recommendations regarding resources that could be considered for a K–5 pilot. Recommendations will be based on a common evaluation rubric and evidence collected by task force members.

Student Population:
K-12 students

Staff Involvement:
- 1-2 teachers from each grade level: K-5
- 1 teacher from each grade level: 6-12

General Timeline:
- Bi-Monthly 90 minute meetings beginning in December
- Approx. 15-20 hours per staff member

Implementation Fit (Completed Collaboratively by Selected Reviewers)

Implementation Category	**1** **No or None**	**2** **Minimal**	**3** **Some**	**4** **Good**	**5** **Strong**
Fit (Does the program or practice fit with all of the current priorities/goals?)	☐	☐	☐	☐	☑
Usability (ease of implementation and usability by stakeholders)	☐	☐	☐	☑	☐
Capacity (Do we have the resources and capacity to Implement)	☐	☐	☐	☐	☑
Supports (Do we have the necessary supports in place?	☐	☐	☐	☐	☑

Budget Details

Staff Compensation (If applicable)

Budget Item	Number of Staff Members	Hours/Staff Member	Total Hours	Total Expenses
*Elementary Staff Salary	12	20	240	$12,000
*Elementary Staff Benefits	12	20	240	$6,000
HPJH Staff Salary	1	20	20	$1,000
HPJH Staff Benefits	1	20	20	$500
HPHS Staff Salary	1	20	20	$1,000
HPHS Staff Benefits	1	20	20	$500
			Grand Total	$12,000

*Math Pilot costs in the amount of $25,000 were approved in June, 2026 for the 2026-2027 budget for K-5; 19,000 was approved for 6-12 piloting.

Resource/Materials Costs

Budget Item	Cost/Unit	# of Licenses	Total Cost	Total Expenses
Math Pilot Costs	$12,000	N/A	$12,000	$12,000
			Grand Total	$12,000

*Math pilot material costs in the amount of $12,000 were approved in June, 2026 for the 2026-2027 budget.

Training Fees

Budget Item	Number of Staff Members	Training Fees	Total Cost	Total Expenses
			Grand Total	**$0.00**

Financial Impact: $33,000
Funding Source: General Fund
Goal Statement/Strategic Plan Alignment:

- **<u>Academics & Programs:</u>** The Hazel Park School District will prepare students to think critically, communicate effectively, and contribute to their community.

<u>Recommendation</u>

Part II (complete following approval)

Plan of Action and Program Evaluation (Insert Action Plan Spreadsheet)