

C.O.O.R. ISD Board of Education Meeting

Wednesday, July 16, 2025 6:00 PM

C.O.O.R. ISD Central Office, 11051 N Cut Road, Roscommon, MI 48653

1. Call to order & Roll Call

Time:

2. Opening Ceremonies

- Pledge of Allegiance

- Mission Statement

The mission of C.O.O.R. ISD is to deliver expert services, impactful programs, and responsive leadership to our schools and communities.

3. Adopt the Agenda

4. Department Updates

-Career & Technical Education Department

-Early Childhood Department

-Instructional Services Department

-Special Education Department

-R.O.O.C., Inc.

-K12 ETA (Educational Technology Association)

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BOARD OF EDUCATION

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Anthony Bair
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Shawn Petri,
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Director of Special Education

Mike Evans,
Director of Career and
Technical Education

Katie Harris,
Director of Instructional Services

Katie Keith,
Supervisor of Early Childhood

Kurt Loll,
Finance Director

Somer Quinlan,
Director of ROOC, Inc.

Jared Socia,
Director of Operations

To: Shawn Petri, Superintendent
From: Katie Keith, Director of Early Childhood
Date: July 2025
Subject: Early Childhood Update

Great Start to Quality

I want to share with you the process of our work when we are coaching providers through our Quality Rating System. The following is a diagram that shows the 5 levels of quality and what it takes to get there. As you can see, it is a continuous cycle of always improving. When a program is in the “reflecting on quality” level, they are assessing their program using a set of quality indicators in the following categories: Family and Community Partnerships, Inclusive Practices, Curriculum and Instruction, Professional Development, Staff Qualifications, and Administration. The process of quality improvement never ends. Programs are encouraged and supported with resources, guidance, and coaching to continue to reflect on their practices.



One of our goals as a team is to have at least half of our providers actively working on their quality levels. We are excited to share that we have 70% of our providers in our 11 county region participating. We currently have 193 programs. 76 of those programs are centers, 52 are Family Home (6 kids max), and 65 of them are Group Home (12 kids max). 30% of our providers are in the Maintaining Health and Safety quality level. These are the providers we will reach out to in order to see if they would like to work with us. 11% of our providers are

reflecting on quality. 52% of our providers are in the Enhancing quality level. 9 % are in the Enhancing Quality-Validated level. 7% of our providers are at the highest level of quality, Demonstrating Quality. You can see when we need to focus our energy. We are working to move providers to quality levels they have not yet attained. We are working together as a team to focus our outreach for FY26 on the programs who have never worked with us and to continue elevating the level of quality with the providers who are currently participating.

Great Start Collaborative & Great Start Parent Coalition

We had a great time partnering with Mio Elementary during their Summer School Week. Chris had the opportunity to help connect Mio Elementary with some outside agencies who came in for a day to help support learning.

Approximately 40 students were in attendance and spent a session with Zach Krahnert, EMS Paramedic and American Heart Association-certified instructor from MyMichigan, who will lead hands-on CPR and first aid sessions. His expertise ensures our young students learn vital life-saving techniques—confidence-building skills that stick for a lifetime.

They also spent a session with our Literacy Hub Coordinator Lauren VanAlmen where they spent time outdoors on a nature scavenger hunt.



The Collaborative in Partnership with the Crawford/Roscommon Child Protection Council had another successful year hosting the Crawford County Neighborhood Connect. We were thrilled to welcome approximately 130 families and host 40 incredible vendors, (which was almost double from last year) who came together to support, and share resources!

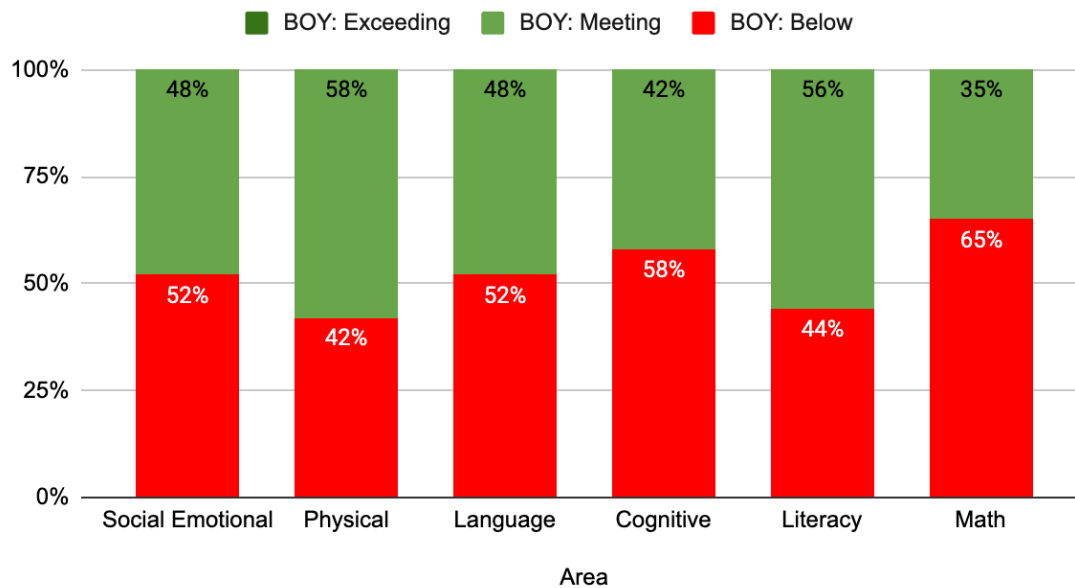


Great Start Readiness Program

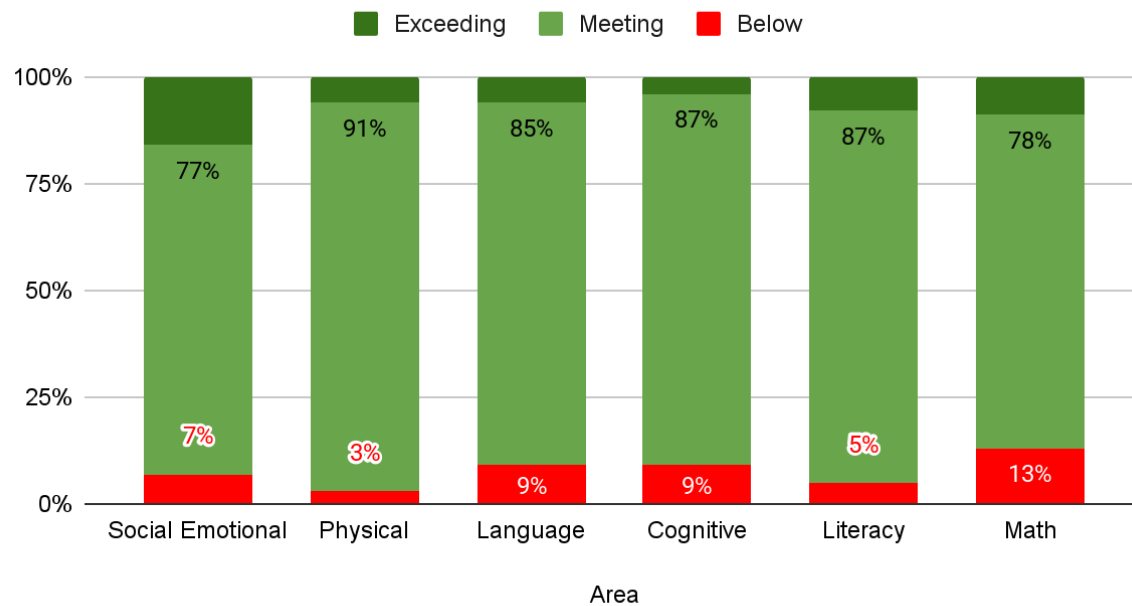
[Enrollment Dashboard](#): current enrollment numbers

The 2024-25 school year wrapped up with a final PLC with all GSRP classrooms. The time was devoted to self-reflection, team reflection and data analysis. The following charts are the beginning of the year data compared to the end of the year. Lots of growth is evident!

2024-25 Beginning of Year TSG



2024-25 EOY TSG



We are looking forward to the 2025-26 school year! The professional learning calendars are complete for the GSRP staff.

Although COOR ISD applied for the Strong Beginnings Pilot, we were notified that we did not receive the award for this year.



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Jared Socia,
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To: Shawn Petri, Superintendent
 From: Katie Harris
 Date: June 2025
 Subject: Instructional Services Update

Instructional Services

Director: Katie Harris

The 2024–2025 school year was marked by continued progress in curriculum development, instructional alignment, educator support, and data-driven decision-making. The Instructional Services Department remains committed to improving student learning outcomes and supporting teacher effectiveness through aligned resources, professional learning, and equity-centered instructional practices.

Curriculum and Instruction

- Continued building a regional instructional system through the creation of materials, resources, and tools for the four identified priority practices.
- Partnered with local districts to launch curriculum review cycles, adoption processes, and curriculum implementation in Math, Science, and ELA to ensure relevance and rigor.

Professional Learning

- Delivered over 50 region, district, and/or individual professional learning sessions focused on instruction, literacy, and/or social emotional behavioral mental health.
- Supported administrators and teachers in ongoing coaching cycles
- Continued instructional coaching support for administrators and principals across all districts, with over 300 coaching sessions logged.

Looking Ahead to 2025–2026

- The release of the 25-26 Professional Learning Menu in early August
- Expand district services and support with a Secondary Consultant
- Continue regional work in academic and nonacademic across the districts.



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To: Shawn Petri, Superintendent
From: Michael Evans, CTE Director
Date: July 10, 2025
Subject: CATIC Update

End of Year Recap – 2024/25

The 2024–25 school year officially wrapped up for CATIC on June 11. In the final week, students were busy completing projects, taking certification exams, and cleaning up shop spaces in preparation for next year. Many of our returning students expressed enthusiasm about coming back in the fall, particularly excited for upcoming developments such as new construction projects, the second year of our automotive program, and expanded opportunities in medical occupations.

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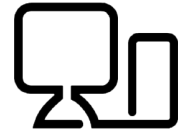
Summer Camps – Powered by Partnership

From June 16 to June 26, CATIC hosted another successful round of summer camps, thanks in large part to support from the MiSTEM Network. More than 100 students from across the COOR ISD participated in hands-on sessions focused on automotive technology, babysitting/child care, bridge building, computer programming, drone operation, forestry, gaming, medical occupations, and welding. These camps offered one- to four-day immersive experiences that featured hands-on activities, field trips, and plenty of memorable moments.

Transportation to and from CATIC was made possible through the cooperative efforts of our local school districts. With centralized pick-up and drop-off locations in Fairview, Grayling, Mio, and West Branch, students who may not have otherwise had access were able to participate.

Nutrition was also a community-supported success. Thanks to a partnership between Roscommon Area Public Schools (RAPS) and West Branch-Rose City (WBRC) Schools' Food Service Departments, over 175 breakfasts and lunches were provided to our camp participants.





Educational Technology Association

Technology for Learning

July 2025 ETA Report

Any questions please contact Josh Hayes, jhayes@k12eta.org

Tickets (ETA Wide):

- Current Open: 300
- Created this month: 574

Trainings Provided:

- PowerSchool
- Artificial Intelligence

Updates:

- Summer is a critical time for our staff, who spend the break performing essential maintenance like repairing and upgrading hardware, managing networks, and updating software. They also use this period to prepare all school technology for the upcoming academic year, ensuring everything is in perfect working order. This extensive behind-the-scenes work is vital for providing seamless tech support and a functional learning environment once students return.
- The 12c grant reporting was due on June 30th, I pulled this statement to show the size of the impact we are having. Within the grant the ETA was called MiNOC “With a profound impact on central Michigan, The MiNOC services reach 30,994 students. This extensive reach is achieved through strategic partnerships with 32 school districts and 5 Intermediate School Districts (ISDs), spanning across 12 counties. MiNOC is committed to ensuring the continuous and uninterrupted learning experience for all students, saving districts funding to be redistributed to direct learning services.”
- We are working with vendors to secure equipment quotes and prepare for the new funding year, beginning July 1st. Our goal is to ensure timely installation of equipment for the start of the new school year.

Proudly Serving the districts within the COOR ISD, Manistee ISD, West Shore ESD, and Wexford-Missaukee ISD

- We had to repost for the technician position in Crawford AuSable schools. Hopefully, we find better success with this posting.
- We continue attending cyber partner meetings (virtually) to stay informed of the newest threats. We then share this information with all the districts within the four ISD support regions of the ETA.
- Our external vulnerability scanned 113 threats in 1056 locations this month. We have no open vulnerabilities at this time.
- All backups have been verified. Google backups were checked at COOR ISD, Manistee ISD, Wexford Missaukee ISD, and West Shore ESD. Veeam (server) backups have been checked for Mason County Central, Mesick, Bear Lake, Manton, and Baldwin.

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To: Shawn Petri, Superintendent

From: Melisa Akers, Director of Special Education

Date: July 10, 2025

Subject: Special Education Update

A Message from our Director, Melisa Akers

Construction Update

The construction project is moving right along! Metal framing, insulation, gypsum board, and ductwork installation is happening. Exterior painting has begun as well.

Staffing Updates

As we head into the new school year, you'll begin receiving updates from some new team members.

After many years of dedicated service, Brenda Vaughan-Ide has officially retired. We wish her the very best in her next chapter. Kerri Smitz will be stepping into the role of Transition Coordinator, and Nicole Grace has taken on the position of Compliance Monitor.

We're excited to welcome them into these new roles and look forward to the positive contributions they'll bring to our programs and students.

A Message from our Principal, Joe Moore

Summer Programming Update

Our summer programming is off to a strong start and running as smoothly as possible, especially given the temporary relocation to the CRAF Center due to ongoing construction at the CEC. Both students and staff have

been flexible and are adjusting well to the new environment. We're all looking forward to returning this fall to a refreshed and updated school building.

A Message from our Transition Coordinator, Kerri Smitz

Michigan Rehabilitation Services (MRS) Summer Work Program Update

The MRS Summer Work Program is now underway and off to a strong start. This year, 23 students from across our districts—including CHA, OHHS, GHS, RHS, ATC, HLHS, and OAEA—are participating, supported by 5 job coaches.

Students are gaining valuable hands-on work experience at a variety of local sites, including Hartwick Pines, the Village of Roscommon, Rifle River, and both the North and South Higgins Lake State Parks.

The program runs for six weeks, from June 23rd through July 31st, operating Monday through Thursday, from 9:00 a.m. to 2:30 p.m.

This partnership continues to provide meaningful pre-employment opportunities for our students, helping them build real-world skills in supportive, community-based settings.

Our program will be highlighted in an article this month in Up North Voice.



A Message from our Compliance Monitor, Nicole Grace

First, I am honored to step into the role of Compliance Monitor following the retirement of Brenda Vaughan-Ide. We extend our heartfelt thanks to Brenda for her years of dedicated service and wish her all the best in her retirement adventures. In taking this position, I'm bringing supervision of Non-Public/homeschool special education as well as several other responsibilities like our continued work with the Northern Autism Network and recruitment and training of special education ancillary staff.

This summer, our team is focused on reviewing and updating our special education procedures to ensure clarity, consistency, and alignment with current legal and instructional best practices. These updates are essential in continuing to support our students, staff, and families effectively.

In addition, we are in the process of preparing and submitting our General Supervision Grant. Our priorities within this grant cycle include strengthening support for students in the Least Restrictive Environment (LRE) and improving practices around special education discipline. These focus areas reflect our continued commitment to equity, inclusion, and student-centered support.

R.O.O.C. Inc.
11018 North Cut Road, Roscommon, MI 48653
www.rooc.org

MEMORANDUM

To: Shawn Petri
From: Somer Quinlan
Re: ROOC Update
Date: July 14, 2025

Summer is off to a warm start, bringing a few adjustments to our daily routine at our current location. Despite the changes, the 4th of July break provided a welcome pause for both staff and clients, as well as a valuable opportunity to service our vehicle fleet and prepare for the busy season ahead.

Facility Renovations and Temporary Relocation

We've now been operating out of our temporary location at the Career Tech Center at the Roscommon Middle School for three weeks. While this move has presented some logistical challenges, our staff have done an outstanding job ensuring a smooth transition for our clients. Renovation progress at the ROOC facility has been steady and encouraging. Work began in the workshop area, continued into the restrooms, and as of last week, the interior doors have been removed and new drywall is being installed in the front office. Renovations appear to be on track and moving quickly.

Compliance and Staff Development

All staff performance appraisals were completed in January, and mid-year reviews are scheduled for this month. These meetings provide an opportunity to assess progress on existing goals and identify any additional support needed.

Programming & Community Connection

Activities this month include a nature walk with MSU Extension at the Gahagan Nature Preserve, a putt-putt golf outing at Timber Rapids Adventure Golf, our Annual ROOC Cookout Picnic and games at Markey Park, and a visit to the Polar Parlor for ice cream. We're also looking forward to the Special Olympics Canoe Race on Friday, July 25, at Penrod's in Grayling. The race typically begins around 2:00 PM, although the time may adjust slightly to accommodate timed sprint finishes. This race is a favorite for many clients and staff, and all are welcome to attend and cheer on the athletes!

Looking Ahead

Plans for August include a visit to the Hartwick Pines Logging Museum, participating in Popcorn & Movie Day at the Devereaux Memorial Crawford Library, and attending the Ogemaw County Fair.

We're enjoying the full swing of summer and look forward to returning to a newly renovated building at the end of the season.

5. Public Participation

- Any person attending the meeting may raise his/her hand during this session of the meeting. Individuals may speak for a maximum of 5 minutes. Groups may speak for a maximum of 15 minutes.

6. Consent Agenda

(A single member's request shall cause an item on the Consent Agenda to be relocated as an Action Item, eligible for discussion and vote that evening.)

A. Approve minutes of previous meeting on June 25, 2025

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COOR ISD Board of Education Special Meeting
Wednesday, June 25, 2025 at 6:00 PM
Location: 11051 N. Cut Rd, Roscommon, MI 48653



Meeting Minutes

1. Call to order at 6:02 PM

Roll Call - Present: Dr. Jim Mangutz, Nancy Persing, Jim Gendernalik, Ian Faulkner, and Alyssa Faulkner. Absent: Anthony Bair and Kara Mularz. Superintendent Shawn Petri, Jane Petri, and recording secretary Rebecca Socia were also present. Department directors joined remotely.

2. Opening Ceremonies

- Pledge of Allegiance
- Mission Statement, read by Superintendent Petri: The mission of C.O.O.R. ISD is to deliver expert services, impactful programs, and responsive leadership to our schools and communities.

3. Adopt the Agenda

Adopt the agenda as presented. This motion, made by Jim Gendernalik and seconded by Ian Faulkner, Carried. Yes: 5, No: 0, Absent: 2

4. Public Participation- None.

- Any person attending the meeting may raise his/her hand during this session of the meeting. Individuals may speak for a maximum of 5 minutes. Groups may speak for a maximum of 15 minutes.

5. Consent Agenda

(A single member's request shall cause an item on the Consent Agenda to be relocated as an Action Item, eligible for discussion and vote that evening.)

Approve all items on the Consent Agenda. This motion, made by Jim Gendernalik and seconded by Alyssa Faulkner, Carried.

Anthony Bair: Absent, Kara Mularz: Absent, Alyssa Faulkner: Yes, Ian Faulkner: Yes, Jim Gendernalik: Yes, James Mangutz DDS: Yes, Nancy Persing: Yes
Yes: 5, No: 0, Absent: 2

5.A. Approve minutes of previous meeting on June 11, 2025

5.B. Renew agreement with Critical Response Group in the amount of \$1,120 for Annual Implementation and Maintenance of digital maps for our school locations shared with local law enforcement and emergency services.

5.C. Approve a MOU with Charlevoix-Emmet ISD to provide Science Consultant support through June 30, 2028 with a cost for the 2025-26 school year of \$10,550.27

5.D. Approve amended contract with Jared Socia, Director of Operations

6. Action Items

6.A. Accept 2024-25 Budget Amendments as presented:

- General Fund
- Career & Technical Education
- Capital Projects
- Special Education
- ROOC, Inc.
- Food Services

Finance Director Kurt Loll reviewed the budgets.

Finalizing the budgets as late in the month as possible assists in making them as accurate as possible. Some bills will be received by the ISD in the following weeks.

General Fund - Some federal grant funds are being deferred to use in the following fiscal year so employees wouldn't be fired on short notice if categorical funding gets cut. Funds are being set aside in Capital Projects for future needs of buildings and parking lots. General funds in the amount of \$280,000 are being transferred to the Career and Technical Education program, since there is no vocational millage. Tuition is not increasing for the local districts in 2025.

Special Education service needs at local districts are increasing and the cost they pay is also increasing. Costs for students at the COOR Educational Center were not billed back to local districts this year.

Accept 24-25 budget amendments. This motion, made by Nancy Persing and seconded by Ian Faulkner, Carried.

Anthony Bair: Absent, Kara Mularz: Absent, Alyssa Faulkner: Yes, Ian Faulkner: Yes, Jim Gendernalik: Yes, James Mangutz DDS: Yes, Nancy Persing: Yes
Yes: 5, No: 0, Absent: 2

6.B. Accept 2025-26 Preliminary Budgets as presented:

- Capital Projects
- Food Services

Accept 2024-25 Budget Amendments as presented. This motion, made by Alyssa Faulkner and seconded by Jim Gendernalik, Carried.

Anthony Bair: Absent, Kara Mularz: Absent, Alyssa Faulkner: Yes, Ian Faulkner: Yes, Jim Gendernalik: Yes, James Mangutz DDS: Yes, Nancy Persing: Yes
Yes: 5, No: 0, Absent: 2

6.C. Approve a contract with Zach Rausch of Zach Consulting for a regional professional learning virtual event on October 31, 2025 on *The Anxious Generation* in the amount of \$6,000.

Katie Harris stated that the Instructional Leadership Team asked for this presentation as a next step after their book study on *The Anxious Generation*. Zach is a doctoral researcher who assisted with writing the book. Some local districts will be participating live and other district staff will watch a recording. The ISD will host a full ISD-wide Professional Development day every other year.

Approve a contract with Zach Rausch of Zach Consulting. This motion, made by Alyssa Faulkner and seconded by Jim Gendernalik, Carried.

Anthony Bair: Absent, Kara Mularz: Absent, Alyssa Faulkner: Yes, Ian Faulkner: Yes, Jim Gendernalik: Yes, James Mangutz DDS: Yes, Nancy Persing: Yes
Yes: 5, No: 0, Absent: 2

6.D. Approve contract with Madison Gordon, PLLC (former contracts were with Robert Gordon) for June 30, 2025 through June 30, 2027 for physician authorizations for Medicaid services.

Approve contract with Madison Gordon, PLLC. This motion, made by Ian Faulkner and seconded by Nancy Persing, Carried.

Anthony Bair: Absent, Kara Mularz: Absent, Alyssa Faulkner: Yes, Ian Faulkner: Yes, Jim Gendernalik: Yes, James Mangutz DDS: Yes, Nancy Persing: Yes
Yes: 5, No: 0, Absent: 2

6.E. Approve Board Goals for 2025-26: Tabled.

(There was some discussion on potential board goals. Board members will review notes and revisit this topic in July.)

7. Information Items

-MASB Summer Institute Aug 15-17, 2025

8. Superintendent's Report

Superintendent Petri presented possible goals for 2025-26. The board would like measurable goals.

The board feels the community needs more awareness of ISD services. Local school boards need to see the value in our services. Acknowledgement of our services is critical.

State Budget

Superintendent Petri has reached out to our state representatives about the proposed state budget.

Float Safe Grant- The intention was to help families prevent drowning. 300 life jackets will be placed around local rivers and lakes at sites where they have their own liability insurance. The overseeing organizations will monitor and maintain the life jackets.

Policy Updates-

Policy updates will be sent out to the committee to review.

Updates will be brought to the board at the July or August regular meeting.

9. Communications

- Principal Joe Moore sent an End-of-Year Newsletter to CEC/ATC parents and families.

Summer school will be at the CRAF center downtown due to construction. ROOC clients are also moved out of the building during the construction at the COOR Educational Center

10. Adjournment

Adjourn the meeting. This motion, made by Jim Gendernalik and seconded by Nancy Persing, Carried. Time: 7:16

Anthony Bair: Absent, Kara Mularz: Absent, Alyssa Faulkner: Yes, Ian Faulkner: Yes, Jim Gendernalik: Yes, James Mangutz DDS: Yes, Nancy Persing: Yes
Yes: 5, No: 0, Absent: 2

Respectfully submitted,



Rebecca Socia, Recording Secretary



Ian Faulkner, Board Secretary

B. Approval of Bills for June 2025
totaling \$1,727,216.95

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**Revenue and Expenditure Report
SPECIAL EDUCATION FUND
6/30/2025**

Revenue		June Activity	Open Encumbrance	Year to Date	Adopted Budget
100	Revenue from Local Sources	111,863	-	3,795,663	3,828,604
300	Revenue from State Sources	323,943	-	3,173,744	3,252,273
400	Revenues from Federal Sources	4,506	-	2,069,190	3,060,437
500	Incoming Transfers and Other Transactions	509,509	-	4,525,263	722,284 ***
600	Fund Modifications (Other Operating Transfers In)	-	-	-	-
Total Revenue		949,821	-	13,563,860	10,863,598

Expense		June Activity	Open Encumbrance	Year to Date	Adopted Budget
122	Instruction	246,901	79,048	2,454,732	2,504,629
212	Early On	9,886	5,252	126,294	323,543
213	Health Services	108,270	27,299	769,323	789,017
214	Psychological Services	49,636	12,678	329,216	324,700
215	Speech Pathology and Audiology Services	147,804	21,884	1,227,332	1,032,942
216	Social Work Services	56,667	14,009	283,317	335,086
217	Visual Aid Services	2,683	-	20,902	15,000
218	Teacher Consultant-Special Education Programs	143	-	6,355	-
221	Improvement of Instruction	(89)	155	9,002	9,907
226	Supervision and Direction of Instructional Staff	45,651	23,668	643,849	530,981
231, 232, 252	Board of Education, Fiscal, Executive	9,279	15,290	156,824	146,570
241	Office of the Principal	13,784	8,776	218,959	210,088
249	Graduation Supplies and Materials	226	342	424	1,000
259	Other Business Services	192	6,657	10,938	13,058
261	Operations Buildings Services	19,585	30,066	283,651	293,746
271	Pupil Transportation Services	132,404	17,861	1,016,767	1,162,719
281	Planning, Research, Development, and Evaluation	11,874	5,791	162,995	160,803
284	Information Management Services	163	-	18,123	14,933
299	Staff Appreciation	-	-	1,762	500
371	Non-Public School Pupils	4,478	-	33,493	30,000
411	Payments to LEAs	276,512	-	1,879,728	2,667,060
441	Payments to Other Govern. Entities	915	-	45,707	48,600
456	Building Improvements Services	20,679	-	720,500	720,500 ***
511	Debt Service-Long Term Only-Principal short-term	-	-	42,300	42,300 ***
Total Expense		1,157,644	268,776	10,420,196	11,335,380

Revenues over Expenses 3,143,664

*** New activity due to CEC BOND PROJECT

7/2/2025
11:18 AM

**Revenue and Expenditure Report
GENERAL FUND
6/30/2025**

Revenue		June Activity	Open Encumbrance	Year to Date	Adopted Budget
100	Revenue from Local Sources	24,698	-	1,408,292	1,315,564
300	Revenue from State Sources	286,212	-	8,393,592	6,889,320
400	Revenues from Federal Sources	-	-	906,812	1,043,464
500	LEAs	59,638	-	293,183	305,535
600	Fund Modifications (Transfers In)	-	-	-	-
Total Revenue		370,549	-	11,001,879	9,553,883

Expense		June Activity	Open Encumbrance	Year to Date	Adopted Budget
125	Compensatory Education	-	-	3,653	3,641
211	Truancy	3,391	-	3,391	5,000
212	Guidance Services	-	-	30,000	30,000
213	Behavioral Services	19,946	6,721	311,998	227,882
216	Social Work Services	29,525	14,576	704,049	898,519
221	Improvement of Instruction	50,590	23,342	677,294	844,369
226	Supervision of Instructional Staff	0	0	115	440,870
229	Other Instructional Staff Services	18,783	11,849	277,988	-
231	Board of Education	1,363	4,200	31,402	99,306
232	Executive Administration	39,179	31,280	527,600	496,277
252	Fiscal Services	20,585	12,458	303,613	279,184
259	Other Business Services	77	1,879	3,707	3,931
261	Operations Buildings Services	5,851	7,825	79,376	89,516
283	Staff/Personnel Services	-	-	1,207	2,000
284	Information Management Services	-	-	1,209	5,000
285	Pupil Accounting	51,991	57,451	249,371	311,210
299	Other Support Services	6,843	3,927	93,613	94,060
311	Community Services Direction	19	0	3,431	2,500
331	Community Activities	13,542	9,101	212,731	248,446
351	Custody and Care of Children	2,014	0	128,230	530,041
411	Payments to LEAs GSRP	45,565	25,344	613,904	2,993,102
445	TRAILS GRANT SEC 31 P	447,862.04	-	2,979,277.16	625,000
456	Building Improvements Services	-	-	401,786	15,000
626	Fund Modifications (Transfers Out)	-	-	-	530,000
Total Expense		757,125	209,951	7,638,946	8,774,854

Revenues over Expenses

3,362,933

7/2/2025
10:48 AM

**Revenue and Expenditure Report
CAREER TECH FUND
6/30/2025**

Revenue		June Activity	Open Encumberance	Year to Date	Adopted Budget
4000	PERKINS	46,191	-	154,477	154,477
3440	61 A	32,782	-	295,457	360,640
3550	61 B	40,704	-	366,339	447,792
3790	61 C	-	-	150,578	150,578
2530	61 I	-	-	91,484	91,550
0000	CTE	7,954	-	560,731	879,490
Total Revenue		127,631	-	1,619,065	2,084,525

Expense		June Activity	Open Encumberance	Year to Date	Adopted Budget
4000	PERKINS	816	-	155,293	154,477
3440	61 A	111,824	450	281,441	320,217
3550	61 B	165,267	-	447,756	447,792
3790	61 C	-	-	147,662	150,578
2530	61 I	-	-	91,484	91,484
0000	CTE	81,046	24,962	883,362	859,465
Total Expense		358,953	25,412	2,006,998	2,024,012

Revenues over Expenses (387,933)

7/2/2025
9:56 AM

**Revenue and Expenditure Report
ROOC FUND
6/30/2025**

Revenue

	June Activity	Open Encumbrance	Year to Date	Adopted Budget
INTEREST	-		111	200
PRODUCTION	6,971	-	25,033	40,200
DONATIONS	-		13,308	10,600
GRANTS	-	-	-	-
SERVICES	99,133	-	942,825	983,500
STATE	7,260	-	79,594	70,923
Total Revenue	113,364	-	1,060,871	1,105,423

Expense

232	Program Administration	10,637	8,357	182,011	196,314
252	Fiscal Services	1,482	711	19,740	18,886
259	Other Business Services	-	3,314	2,972	3,643
261	Operations Buildings Services	4,234	27,997	79,995	90,520
271	Transportation	1,224	-	47,285	57,665
284	Technology	-	116	320	1,000
289	Consumers	4,494	1,079	47,379	74,010
290	Staff Retention	-	-	-	500
321	Summer Work Program	376	3,144	37,285	51,583
391	Direct Care Workers and Supervision	31,844	22,184	477,664	579,776
	Total Expense	54,291	66,902	894,652	1,073,896

Revenues over Expenses

166,220

7/2/2025
10:07 AM

C. Approve MOUs for Early Literacy Coaching Grant in the 2025-26 school year for the following districts:

25

- Crawford AuSable School District
- Houghton Lake Community Schools
- Roscommon Area Public Schools
- West Branch-Rose City Area Schools

D. and approve the MOU with Roscommon Area Public Schools for a Secondary Consultant for the 2025-26 school year.

ISD Early Literacy Coaching Grant

1 yr-Memorandum of Understanding

between

Houghton Lake Community Schools

and

COOR ISD

Award Amount: \$26,500 in 2025-2026

K-3 Literacy Coach: A total of 25% of the LEA Teacher contracted days will be dedicated to K-5 Early Literacy Coaching during the 2025-26.

MOU Agreement Date: July 1, 2025 to June 30, 2026

In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, COOR ISD shall:

1. Provide the COOR ISD an “educator on loan” to do the work as a K-5 literacy coach as defined by the MDE Early Literacy Coaching Model as required by the Read by Grade Three Reading Law (MCL.380.1280f) at Collins Elementary for a period of one year (2025-2026).

In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, COOR ISD shall meet the following assurances of the grant:

- Support the Coach in attending all professional learning as required by MDE. Currently, this includes the following:
 - Attend the K-3 Professional Learning Practice Institute (if offered)
 - Literacy Coaching Network Professional Learning opportunities,
 - Coaching Intensive Institutes (when available),
 - Quarterly meetings (when available)
 - Participate in the Advanced ISD Early Literacy Coaching Institute in August 2024, and 2025 (Dates TBD). Any new coaches for the 2025-26 school year may also attend the August 2025 institute (August 11-13)
 - Use the Coaching Modules and the K-3 Essential Instructional Practices Modules to support their learning around the Essentials,
 - Engage in further learning on Assessment Literacy related to the suite of Essential Practices.
 - Ensure that direct services to students do not count as part of the K-3 coaching FTE.
 - Provide necessary reporting information which shall include:
 - The COOR ISD approved coaching log submitted with the request for reimbursement
 - Coaching effectiveness data (state surveys for teachers to complete if available)
 - Name of literacy coach who will be supported with these funds and the total FTE that will be dedicated to coaching broken down by days and hours.
example: .5 FTE of a teacher who works 183 days=91.5 days or 640.5 hours.
 - Detailed budget information in a timely manner
- Create a separate accounting cost center for grant funds.
- Submit documentation for reimbursement to COOR ISD bi-monthly based on the above timeline of grant. (budget and coaching logs)

- Work collaboratively with COOR ISD Early Literacy Coach, Director of Instructional Services, as well as the other Early Literacy Coaches within the ISD by participating in the COOR ISD Coaches' Cohort monthly meetings.
- Agree to the assurances below as outlined by the ISD Early Literacy Coaching Grant.

In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, the COOR ISD shall:

1. Reimburse grant-aligned costs in a timely manner after proper documentation has been submitted and reviewed for correct information.
2. Communicate all important information related to this grant.
3. Prepare and submit grant reporting documents on time.
4. Check in on progress when necessary.
5. Provide strategic support from the Coordinator of Early Learning and Instructional Services and the ELA Consultant, who will attend professional development and host monthly Local Literacy Coaches Network meetings.
6. Use the approved MDE Coaching Model as required by Read by Grade Three Law (MCL.380.1280f)
7. If the ISD uses an assessment tool that screens for signs of dyslexia, the ISD shall use the assessment results from that assessment tool to identify pupils who demonstrate signs of dyslexia.
8. Agree to the assurances below as outlined by the ISD Early Literacy Coaching Grant.

As outlined in the ISD Early Literacy Coaching Grant the following assurances are necessary in order to receive funding.

1. **Early Literacy Coach Assurances of Qualifications:** COOR ISD and the COOR ISD will work together to ensure that Literacy Coaches funded by the ISD Early Literacy Coaching Grant acquire and maintain the following qualifications:
 - Meet the total number of days allocated to coaching that meets the total FTE of funds granted.
 - Has knowledge of current state literacy standards for pupils in grades K-3
 - Has the ability to implement an instructional delivery model based on frequent use of formative, screening, and diagnostic tools, known as a multi-tiered system of support, to determine individual progress for pupils in grades K to 3 so that pupils are reading at grade level by the end of grade 3.
 - Has the ability to use data from diagnostic tools to determine the necessary additional supports and interventions needed by individual pupils in grades K to 3 in order to be reading at grade level
 - Has a strong knowledge base in working with adults.
 - Has sufficient knowledge of scientifically based reading research, special expertise in quality reading instruction and infusing reading strategies into content area instruction.
 - A minimum of valid Michigan teaching certificate, a bachelor's degree, and advanced coursework in reading or has completed professional development in evidence based

literacy core instructional strategies.

- Appropriate instructional technology practices and implementation at the K-3 level.
- The Early Literacy Coach will support all K-3 teachers in the ISD and be available to support all districts in alignment with The 3rd Grade Law (MCL.380.1280f) and the GELN Essential Instructional Practices in Early Literacy Grades K-3.
- Literacy Coaches should also be knowledgeable of the PreK and School-wide Essential Practices.

2. Assurance to Provide Support for Initial and Ongoing Professional Development for Teachers as Identified by a Comprehensive Needs Assessment in all of the following:

Collaboratively, COOR ISD and District Name will work together to ensure that Literacy Coaches funded by the ISD Early Literacy Coaching Grant provide initial and ongoing professional development for Teachers in the following areas:

- The Essential Instructional Practices in Early Literacy K-3
- Administering and analyzing instructional assessments
- Research supported differentiated instruction
- Intensive intervention
- Using progress monitoring
- Identifying and addressing reading deficiencies

Funding Disclaimer: Both the Houghton Lake Community Schools and COOR ISD acknowledged that any changes resulting in a reduction of 35a K-3 Literacy funds allocated to the Houghton Lake Community Schools will potentially lead to the discontinuation of this MOU.

COOR ISD Superintendent: _____ Date: _____

Houghton Lake Community Schools

Superintendent: _____ Date: _____

ISD Early Literacy Coaching Grant

1 yr-Memorandum of Understanding

between

Crawford AuSable School District

and

COOR ISD

Award Amount: \$26,500 in 2025-26

K-3 Literacy Coach: A total of 25% of the LEA Teacher contracted days will be dedicated to K-4 Early Literacy Coaching during the 2025-26.

MOU Agreement Date: July 1, 2025 to June 30, 2026

In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, COOR ISD shall:

1. Provide the COOR ISD an “educator on loan” to do the work as a K-3 literacy coach as defined by the MDE Early Literacy Coaching Model as required by the Read by Grade Three Reading Law (MCL.380.1280f) at Grayling Elementary for a period of one year (2025-2026).

In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, COOR ISD shall meet the following assurances of the grant:

- Support the Coach in attending all professional learning as required by MDE. Currently, this includes the following:
 - Attend the K-3 Professional Learning Practice Institute (if offered)
 - Literacy Coaching Network Professional Learning opportunities,
 - Coaching Intensive Institutes (when available),
 - Quarterly meetings (when available)
 - Participate in the Advanced ISD Early Literacy Coaching Institute in August 2025, and 2025 (Dates TBD). Any new coaches for the 2025-26 school year may also attend the August 2025 institute (August 11-13)
 - Use the Coaching Modules and the K-3 Essential Instructional Practices Modules to support their learning around the Essentials,
 - Engage in further learning on Assessment Literacy related to the suite of Essential Practices.
 - Ensure that direct services to students do not count as part of the K-3 coaching FTE.
 - Provide necessary reporting information which shall include:
 - The COOR ISD approved coaching log submitted with the request for reimbursement
 - Coaching effectiveness data (state surveys for teachers to complete if available)
 - Name of literacy coach who will be supported with these funds and the total FTE that will be dedicated to coaching broken down by days and hours.
example: .5 FTE of a teacher who works 183 days=91.5 days or 640.5 hours.
 - Detailed budget information in a timely manner
- Create a separate accounting cost center for grant funds.
- Submit documentation for reimbursement to COOR ISD bi-monthly based on the above timeline of grant. (budget and coaching logs)

- Work collaboratively with COOR ISD Early Literacy Coach, Director of Instructional Services, as well as the other Early Literacy Coaches within the ISD by participating in the COOR ISD Coaches' Cohort monthly meetings.
- Agree to the assurances below as outlined by the ISD Early Literacy Coaching Grant.

In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, the COOR ISD shall:

1. Reimburse grant-aligned costs in a timely manner after proper documentation has been submitted and reviewed for correct information.
2. Communicate all important information related to this grant.
3. Prepare and submit grant reporting documents on time.
4. Check in on progress when necessary.
5. Provide strategic support from the Coordinator of Early Learning and Instructional Services and the ELA Consultant, who will attend professional development and host monthly Local Literacy Coaches Network meetings.
6. Use the approved MDE Coaching Model as required by Read by Grade Three Law (MCL.380.1280f)
7. If the ISD uses an assessment tool that screens for signs of dyslexia, the ISD shall use the assessment results from that assessment tool to identify pupils who demonstrate signs of dyslexia.
8. Agree to the assurances below as outlined by the ISD Early Literacy Coaching Grant.

LEA shall:

1. Submit an invoice for reimbursement to the COOR ISD business office by _____, 2025.

As outlined in the ISD Early Literacy Coaching Grant the following assurances are necessary in order to receive funding.

1. **Early Literacy Coach Assurances of Qualifications:** COOR ISD and the COOR ISD will work together to ensure that Literacy Coaches funded by the ISD Early Literacy Coaching Grant acquire and maintain the following qualifications:
 - Meet the total number of days allocated to coaching that meets the total FTE of funds granted.
 - Has knowledge of current state literacy standards for pupils in grades K-3
 - Has the ability to implement an instructional delivery model based on frequent use of formative, screening, and diagnostic tools, known as a multi-tiered system of support, to determine individual progress for pupils in grades K to 3 so that pupils are reading at grade level by the end of grade 3.
 - Has the ability to use data from diagnostic tools to determine the necessary additional supports and interventions needed by individual pupils in grades K to 3 in order to be reading at grade level
 - Has a strong knowledge base in working with adults.
 - Has sufficient knowledge of scientifically based reading research, special expertise in quality reading instruction and infusing reading strategies into content area instruction.

- A minimum of valid Michigan teaching certificate, a bachelor's degree, and advanced coursework in reading or has completed professional development in evidence based literacy core instructional strategies.
- Appropriate instructional technology practices and implementation at the K-3 level.
- The Early Literacy Coach will support all K-3 teachers in the ISD and be available to support all districts in alignment with The 3rd Grade Law (MCL.380.1280f) and the GELN Essential Instructional Practices in Early Literacy Grades K-3.
- Literacy Coaches should also be knowledgeable of the PreK and School-wide Essential Practices.

2. Assurance to Provide Support for Initial and Ongoing Professional Development for Teachers as Identified by a Comprehensive Needs Assessment in all of the following:

Collaboratively, COOR ISD and District Name will work together to ensure that Literacy Coaches funded by the ISD Early Literacy Coaching Grant provide initial and ongoing professional development for Teachers in the following areas:

- The Essential Instructional Practices in Early Literacy K-3
- Administering and analyzing instructional assessments
- Research supported differentiated instruction
- Intensive intervention
- Using progress monitoring
- Identifying and addressing reading deficiencies

Funding Disclaimer: Both the Crawford AuSable School District and COOR ISD acknowledged that any changes resulting in a reduction of 35a K-3 Literacy funds allocated to the Crawford AuSable School District will potentially lead to the discontinuation of this MOU.

COOR ISD Superintendent: _____ Date: _____

Crawford AuSable School District

Superintendent: _____ Date: _____

ISD Early Literacy Coaching Grant

1 yr-Memorandum of Understanding

between

West Branch- Rose City Schools

and

COOR ISD

Award Amount: \$26,500 in 2025-26

K-3 Literacy Coach: A total of 25% of the LEA Teacher contracted days will be dedicated to K-4 Early Literacy Coaching during the 2025-26.

MOU Agreement Date: July 1, 2025 to June 30, 2026

In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, COOR ISD shall:

1. Provide the COOR ISD an “educator on loan” to do the work as a K-4 literacy coach as defined by the MDE Early Literacy Coaching Model as required by the Read by Grade Three Reading Law (MCL.380.1280f) at Surline Elementary and/or Rose City School for a period of one year (2025-2026).

In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, COOR ISD shall meet the following assurances of the grant:

- Support the Coach in attending all professional learning as required by MDE. Currently, this includes the following:
 - Attend the K-3 Professional Learning Practice Institute (if offered)
 - Literacy Coaching Network Professional Learning opportunities,
 - Coaching Intensive Institutes (when available),
 - Quarterly meetings (when available)
 - Participate in the Advanced ISD Early Literacy Coaching Institute in August 2025, and 2026 (Dates TBD). Any new coaches for the 2025-26 school year may also attend the August 2025 institute (August 11-13)
 - Use the Coaching Modules and the K-3 Essential Instructional Practices Modules to support their learning around the Essentials,
 - Engage in further learning on Assessment Literacy related to the suite of Essential Practices.
 - Ensure that direct services to students do not count as part of the K-3 coaching FTE.
 - Provide necessary reporting information which shall include:
 - The COOR ISD approved coaching log submitted with the request for reimbursement
 - Coaching effectiveness data (state surveys for teachers to complete if available)
 - Name of literacy coach who will be supported with these funds and the total FTE that will be dedicated to coaching broken down by days and hours.
example: .5 FTE of a teacher who works 183 days=91.5 days or 640.5 hours.
 - Detailed budget information in a timely manner
- Create a separate accounting cost center for grant funds.
- Submit documentation for reimbursement to COOR ISD bi-monthly based on the above timeline of grant. (budget and coaching logs)

- Work collaboratively with COOR ISD Early Literacy Coach, Director of Instructional Services, as well as the other Early Literacy Coaches within the ISD by participating in the COOR ISD Coaches' Cohort monthly meetings.
- Agree to the assurances below as outlined by the ISD Early Literacy Coaching Grant.

In a collaborative effort to utilize the ISD Early Literacy Coaching Grant funds appropriately, the COOR ISD shall:

1. Reimburse grant-aligned costs in a timely manner after proper documentation has been submitted and reviewed for correct information.
2. Communicate all important information related to this grant.
3. Prepare and submit grant reporting documents on time.
4. Check in on progress when necessary.
5. Provide strategic support from the Coordinator of Early Learning and Instructional Services and the ELA Consultant, who will attend professional development and host monthly Local Literacy Coaches Network meetings.
6. Use the approved MDE Coaching Model as required by Read by Grade Three Law (MCL.380.1280f)
7. If the ISD uses an assessment tool that screens for signs of dyslexia, the ISD shall use the assessment results from that assessment tool to identify pupils who demonstrate signs of dyslexia.
8. Agree to the assurances below as outlined by the ISD Early Literacy Coaching Grant.

As outlined in the ISD Early Literacy Coaching Grant the following assurances are necessary in order to receive funding.

1. **Early Literacy Coach Assurances of Qualifications:** COOR ISD and the COOR ISD will work together to ensure that Literacy Coaches funded by the ISD Early Literacy Coaching Grant acquire and maintain the following qualifications:
 - Meet the total number of days allocated to coaching that meets the total FTE of funds granted.
 - Has knowledge of current state literacy standards for pupils in grades K-3
 - Has the ability to implement an instructional delivery model based on frequent use of formative, screening, and diagnostic tools, known as a multi-tiered system of support, to determine individual progress for pupils in grades K to 3 so that pupils are reading at grade level by the end of grade 3.
 - Has the ability to use data from diagnostic tools to determine the necessary additional supports and interventions needed by individual pupils in grades K to 3 in order to be reading at grade level
 - Has a strong knowledge base in working with adults.
 - Has sufficient knowledge of scientifically based reading research, special expertise in quality reading instruction and infusing reading strategies into content area instruction.
 - A minimum of valid Michigan teaching certificate, a bachelor's degree, and advanced coursework in reading or has completed professional development in evidence based

literacy core instructional strategies.

- Appropriate instructional technology practices and implementation at the K-3 level.
- The Early Literacy Coach will support all K-3 teachers in the ISD and be available to support all districts in alignment with The 3rd Grade Law (MCL.380.1280f) and the GELN Essential Instructional Practices in Early Literacy Grades K-3.
- Literacy Coaches should also be knowledgeable of the PreK and School-wide Essential Practices.

2. Assurance to Provide Support for Initial and Ongoing Professional Development for Teachers as Identified by a Comprehensive Needs Assessment in all of the following:

Collaboratively, COOR ISD and District Name will work together to ensure that Literacy Coaches funded by the ISD Early Literacy Coaching Grant provide initial and ongoing professional development for Teachers in the following areas:

- The Essential Instructional Practices in Early Literacy K-3
- Administering and analyzing instructional assessments
- Research supported differentiated instruction
- Intensive intervention
- Using progress monitoring
- Identifying and addressing reading deficiencies

Funding Disclaimer: Both the West Branch-Rose City Schools and COOR ISD acknowledged that any changes resulting in a reduction of 35a K-3 Literacy funds allocated to the West Branch-Rose City Schools will potentially lead to the discontinuation of this MOU.

COOR ISD Superintendent: _____ Date: _____

West Branch- Rose City Schools Superintendent: _____ Date: _____

1-Yr Memorandum of Understanding

Between

COOR Intermediate School District

and

Roscommon Area Public Schools utilizing 31n(6) Funding

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the COOR Intermediate School District and Roscommon Area Public Schools who will be utilizing a 31n(6) funded Whole Child Specialist.

Whole Child Specialist: The district must provide a local match of at least 20% under section 31n as outlined in 388.1631n of the State School Aid Act of 1979.

MOU Agreement Date: July 1, 2025 to June 30, 2026

Duration

This MOU will begin July 1, 2025 and end June 30, 2026. The MOU will be reviewed and approved annually. Adjustments will be made if requested and agreed upon by COOR ISD and Roscommon Area Public Schools.

Background/Purpose:

The overall intent of this 31n funding is to enhance and expand the availability of mental health services and supports to general education K-12 students in Michigan.

31n(6) Funding: The purpose of funding under 31n(6) is to expand the availability of mental health services and supports to K-12 students with mild to moderate mental health issues. Additionally, provide appropriate referrals for students in need of more intensive services through the Community Mental Health system.

This agreement and partnership aim to establish a structure and process to embed mental health care and social emotional learning principles into the academic structure. The blending of supports creates effectiveness and efficiency in serving the needs of all students.

COOR ISD Commitment:

COOR ISD will provide support and supervision from the Behavioral Health Coordinator to implement the LEA commitments outlined below. COOR ISD will also provide a Whole Child Specialist for the time agreed upon in this Service Agreement.

LEA Commitment:

- LEA commits to developing/sustaining a building/district team to work through processes related to social emotional learning (SEL)/Behavioral Health /31n.
- LEA commits to the continued use of a Tier I program for social emotional learning (e.g. SEL4Success, TRAILS, Second Steps, PBIS, Character Curriculum, Capturing Kids' Heart, Leader in Me, Positivity Project, etc...).
- LEA will use the [2025-2026 COOR ISD 31n Procedure Manual](#) to access 31n support and services. This includes services that are Medicaid billable such as individual, group, and therapeutic crisis response.

- LEA will commit to the use of the 31n Referral Process for the Whole Child Trauma Assessment and/or Whole Child Specialist including intervention documentation (data collection, reporting practices) as outlined in the COOR ISD 31n Procedure Manual.
- LEA will commit to relevant professional learning and/or training requested by COOR ISD and/or as requested by the LEA. This includes required supervision time with the Behavioral Health Coordinator, monthly COOR ISD 31n team meetings, and/or Whole Child Assessments. These may require time outside of the district.
- LEA will send a trained TBRI Practitioner district representative(s) to the COOR ISD TBRI Practitioner Learning Series.
- LEA will partner with the COOR ISD Director of Instructional Services, Behavioral Health Coordinator, and/or designated staff to support the school in various capacities.
- LEA will follow [Whole Child Specialist job duties and responsibilities](#) as outlined in the [2025-2026 COOR ISD Procedure Manual](#). LEA will provide an office space for the Whole Child Specialist that allows for privacy and confidentiality.

Reporting

- COOR ISD will annually report 31n funded services and support as directed by the Michigan Department of Education. This report may include behavioral health provider information, number of students receiving 31n services, and/or types of 31n services provided.
- If requested, LEAs will provide behavioral health data which may include SEL screener data, MiPHY survey data, behavior incident data including suspension/expulsion data (SWIS, Skyward, Powerschool, etc...).

We, the undersigned, agree to the items identified in this Memorandum of Understanding and acknowledge that we are satisfied with the scope of the project as outlined.

LEA/PSA:

Roscommon Area Public Schools

Superintendent: _____ Date: _____

COOR ISD

COOR ISD Superintendent: _____ Date _____

E. Approve Memorandums of Understanding for Behavioral Health Services through the 3ln grant for the 2025-26 school year:

37

- MDHHS Agreement
- West Branch-Rose City Schools
- Roscommon Area Public Schools
- Charlton Heston Academy
- Crawford AuSable School District
- Mio AuSable Schools
- Fairview Area Schools
- Houghton Lake Community Schools

1-Yr Memorandum of Understanding

Between

COOR Intermediate School District

and

Crawford Ausable School District utilizing 31n(6) Funding

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the COOR Intermediate School District and Crawford Ausable School District who will be utilizing a 31n(6) funded Whole Child Specialist.

Whole Child Specialist: The district must provide a local match of at least 20% under section 31n as outlined in 388.1631n of the State School Aid Act of 1979.

MOU Agreement Date: July 1, 2025 to June 30, 2026

Duration

This MOU will begin July 1, 2025 and end June 30, 2026. The MOU will be reviewed and approved annually. Adjustments will be made if requested and agreed upon by COOR ISD and Crawford Ausable School District.

Background/Purpose:

The overall intent of this 31n funding is to enhance and expand the availability of mental health services and supports to general education K-12 students in Michigan.

31n(6) Funding: The purpose of funding under 31n(6) is to expand the availability of mental health services and supports to K-12 students with mild to moderate mental health issues. Additionally, provide appropriate referrals for students in need of more intensive services through the Community Mental Health system.

This agreement and partnership aim to establish a structure and process to embed mental health care and social emotional learning principles into the academic structure. The blending of supports creates effectiveness and efficiency in serving the needs of all students.

COOR ISD Commitment:

COOR ISD will provide support and supervision from the Behavioral Health Coordinator to implement the LEA commitments outlined below. COOR ISD will also provide a Whole Child Specialist for the time agreed upon in this Service Agreement.

LEA Commitment:

- LEA commits to developing/sustaining a building/district team to work through processes related to social emotional learning (SEL)/Behavioral Health /31n.
- LEA commits to the continued use of a Tier I program for social emotional learning (e.g. SEL4Success, TRAILS, Second Steps, PBIS, Character Curriculum, Capturing Kids' Heart, Leader in Me, Positivity Project, etc...).
- LEA will use the [2025-2026 COOR ISD 31n Procedure Manual](#) to access 31n support and services. This includes services that are Medicaid billable such as individual, group, and therapeutic crisis response.

- LEA will commit to the use of the 31n Referral Process for the Whole Child Trauma Assessment and/or Whole Child Specialist including intervention documentation (data collection, reporting practices) as outlined in the COOR ISD 31n Procedure Manual.
- LEA will commit to relevant professional learning and/or training requested by COOR ISD and/or as requested by the LEA. This includes required supervision time with the Behavioral Health Coordinator, monthly COOR ISD 31n team meetings, and/or Whole Child Assessments. These may require time outside of the district.
- LEA will send a trained TBRI Practitioner district representative(s) to the COOR ISD TBRI Practitioner Learning Series.
- LEA will partner with the COOR ISD Director of Instructional Services, Behavioral Health Coordinator, and/or designated staff to support the school in various capacities.
- LEA will follow [Whole Child Specialist job duties and responsibilities](#) as outlined in the [2025-2026 COOR ISD Procedure Manual](#). LEA will provide an office space for the Whole Child Specialist that allows for privacy and confidentiality.

Reporting

- COOR ISD will annually report 31n funded services and support as directed by the Michigan Department of Education. This report may include behavioral health provider information, number of students receiving 31n services, and/or types of 31n services provided.
- If requested, LEAs will provide behavioral health data which may include SEL screener data, MiPHY survey data, behavior incident data including suspension/expulsion data (SWIS, Skyward, Powerschool, etc...).

We, the undersigned, agree to the items identified in this Memorandum of Understanding and acknowledge that we are satisfied with the scope of the project as outlined.

LEA/PSA:

LEA/PSA Name: _____

Superintendent: _____ Date: _____

COOR ISD

COOR ISD Superintendent: _____ Date _____

1-Yr Memorandum of Understanding

Between

COOR Intermediate School District

and

Charlton Heston Academy utilizing 31n(6) Funding

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the COOR Intermediate School District and Charlton Heston Academy who will be utilizing a 31n(6) funded Whole Child Specialist.

Whole Child Specialist: The district must provide a local match of at least 20% under section 31n as outlined in 388.1631n of the State School Aid Act of 1979.

MOU Agreement Date: July 1, 2025 to June 30, 2026

Duration

This MOU will begin July 1, 2025 and end June 30, 2026. The MOU will be reviewed and approved annually. Adjustments will be made if requested and agreed upon by COOR ISD and Charlton Heston Academy.

Background/Purpose:

The overall intent of this 31n funding is to enhance and expand the availability of mental health services and supports to general education K-12 students in Michigan.

31n(6) Funding: The purpose of funding under 31n(6) is to expand the availability of mental health services and supports to K-12 students with mild to moderate mental health issues. Additionally, provide appropriate referrals for students in need of more intensive services through the Community Mental Health system.

This agreement and partnership aim to establish a structure and process to embed mental health care and social emotional learning principles into the academic structure. The blending of supports creates effectiveness and efficiency in serving the needs of all students.

COOR ISD Commitment:

COOR ISD will provide support and supervision from the Behavioral Health Coordinator to implement the LEA commitments outlined below. COOR ISD will also provide a Whole Child Specialist for the time agreed upon in this Service Agreement.

LEA Commitment:

- LEA commits to developing/sustaining a building/district team to work through processes related to social emotional learning (SEL)/Behavioral Health /31n.
- LEA commits to the continued use of a Tier I program for social emotional learning (e.g. SEL4Success, TRAILS, Second Steps, PBIS, Character Curriculum, Capturing Kids' Heart, Leader in Me, Positivity Project, etc...).
- LEA will use the [2025-2026 COOR ISD 31n Procedure Manual](#) to access 31n support and services. This includes services that are Medicaid billable such as individual, group, and therapeutic crisis response.

- LEA will commit to the use of the 31n Referral Process for the Whole Child Trauma Assessment and/or Whole Child Specialist including intervention documentation (data collection, reporting practices) as outlined in the COOR ISD 31n Procedure Manual.
- LEA will commit to relevant professional learning and/or training requested by COOR ISD and/or as requested by the LEA. This includes required supervision time with the Behavioral Health Coordinator, monthly COOR ISD 31n team meetings, and/or Whole Child Assessments. These may require time outside of the district.
- LEA will send a trained TBRI Practitioner district representative(s) to the COOR ISD TBRI Practitioner Learning Series.
- LEA will partner with the COOR ISD Director of Instructional Services, Behavioral Health Coordinator, and/or designated staff to support the school in various capacities.
- LEA will follow [Whole Child Specialist job duties and responsibilities](#) as outlined in the [2025-2026 COOR ISD Procedure Manual](#). LEA will provide an office space for the Whole Child Specialist that allows for privacy and confidentiality.

Reporting

- COOR ISD will annually report 31n funded services and support as directed by the Michigan Department of Education. This report may include behavioral health provider information, number of students receiving 31n services, and/or types of 31n services provided.
- If requested, LEAs will provide behavioral health data which may include SEL screener data, MiPHY survey data, behavior incident data including suspension/expulsion data (SWIS, Skyward, Powerschool, etc...).

We, the undersigned, agree to the items identified in this Memorandum of Understanding and acknowledge that we are satisfied with the scope of the project as outlined.

LEA/PSA:

LEA/PSA Name: _____

Superintendent: _____ Date: _____

COOR ISD

COOR ISD Superintendent: _____ Date _____

1-Yr Memorandum of Understanding

Between

COOR Intermediate School District

and

Fairview Area Schools utilizing 31n(6) Funding

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the COOR Intermediate School District and Fairview Area Schools who will be utilizing a 31n(6) funded Whole Child Specialist.

Whole Child Specialist: The district must provide a local match of at least 20% under section 31n as outlined in 388.1631n of the State School Aid Act of 1979.

MOU Agreement Date: July 1, 2025 to June 30, 2026

Duration

This MOU will begin July 1, 2025 and end June 30, 2026. The MOU will be reviewed and approved annually. Adjustments will be made if requested and agreed upon by COOR ISD and Fairview Area Schools.

Background/Purpose:

The overall intent of this 31n funding is to enhance and expand the availability of mental health services and supports to general education K-12 students in Michigan.

31n(6) Funding: The purpose of funding under 31n(6) is to expand the availability of mental health services and supports to K-12 students with mild to moderate mental health issues. Additionally, provide appropriate referrals for students in need of more intensive services through the Community Mental Health system.

This agreement and partnership aim to establish a structure and process to embed mental health care and social emotional learning principles into the academic structure. The blending of supports creates effectiveness and efficiency in serving the needs of all students.

COOR ISD Commitment:

COOR ISD will provide support and supervision from the Behavioral Health Coordinator to implement the LEA commitments outlined below. COOR ISD will also provide a Whole Child Specialist for the time agreed upon in this Service Agreement.

LEA Commitment:

- LEA commits to developing/sustaining a building/district team to work through processes related to social emotional learning (SEL)/Behavioral Health /31n.
- LEA commits to the continued use of a Tier I program for social emotional learning (e.g. SEL4Success, TRAILS, Second Steps, PBIS, Character Curriculum, Capturing Kids' Heart, Leader in Me, Positivity Project, etc...).
- LEA will use the [2025-2026 COOR ISD 31n Procedure Manual](#) to access 31n support and services. This includes services that are Medicaid billable such as individual, group, and therapeutic crisis response.

- LEA will commit to the use of the 31n Referral Process for the Whole Child Trauma Assessment and/or Whole Child Specialist including intervention documentation (data collection, reporting practices) as outlined in the COOR ISD 31n Procedure Manual.
- LEA will commit to relevant professional learning and/or training requested by COOR ISD and/or as requested by the LEA. This includes required supervision time with the Behavioral Health Coordinator, monthly COOR ISD 31n team meetings, and/or Whole Child Assessments. These may require time outside of the district.
- LEA will send a trained TBRI Practitioner district representative(s) to the COOR ISD TBRI Practitioner Learning Series.
- LEA will partner with the COOR ISD Director of Instructional Services, Behavioral Health Coordinator, and/or designated staff to support the school in various capacities.
- LEA will follow [Whole Child Specialist job duties and responsibilities](#) as outlined in the [2025-2026 COOR ISD Procedure Manual](#). LEA will provide an office space for the Whole Child Specialist that allows for privacy and confidentiality.

Reporting

- COOR ISD will annually report 31n funded services and support as directed by the Michigan Department of Education. This report may include behavioral health provider information, number of students receiving 31n services, and/or types of 31n services provided.
- If requested, LEAs will provide behavioral health data which may include SEL screener data, MiPHY survey data, behavior incident data including suspension/expulsion data (SWIS, Skyward, Powerschool, etc...).

We, the undersigned, agree to the items identified in this Memorandum of Understanding and acknowledge that we are satisfied with the scope of the project as outlined.

LEA/PSA:

LEA/PSA Name: _____

Superintendent: _____ Date: _____

COOR ISD

COOR ISD Superintendent: _____ Date _____

1-Yr Memorandum of Understanding

Between

COOR Intermediate School District

and

Houghton Lake Community Schools utilizing 31n(6) Funding

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the COOR Intermediate School District and Houghton Lake Community Schools who will be utilizing a 31n(6) funded Whole Child Specialist.

Whole Child Specialist: The district must provide a local match of at least 20% under section 31n as outlined in 388.1631n of the State School Aid Act of 1979.

MOU Agreement Date: July 1, 2025 to June 30, 2026

Duration

This MOU will begin July 1, 2025 and end June 30, 2026. The MOU will be reviewed and approved annually. Adjustments will be made if requested and agreed upon by COOR ISD and Houghton Lake Community Schools.

Background/Purpose:

The overall intent of this 31n funding is to enhance and expand the availability of mental health services and supports to general education K-12 students in Michigan.

31n(6) Funding: The purpose of funding under 31n(6) is to expand the availability of mental health services and supports to K-12 students with mild to moderate mental health issues. Additionally, provide appropriate referrals for students in need of more intensive services through the Community Mental Health system.

This agreement and partnership aim to establish a structure and process to embed mental health care and social emotional learning principles into the academic structure. The blending of supports creates effectiveness and efficiency in serving the needs of all students.

COOR ISD Commitment:

COOR ISD will provide support and supervision from the Behavioral Health Coordinator to implement the LEA commitments outlined below. COOR ISD will also provide a Whole Child Specialist for the time agreed upon in this Service Agreement.

LEA Commitment:

- LEA commits to developing/sustaining a building/district team to work through processes related to social emotional learning (SEL)/Behavioral Health /31n.
- LEA commits to the continued use of a Tier I program for social emotional learning (e.g. SEL4Success, TRAILS, Second Steps, PBIS, Character Curriculum, Capturing Kids' Heart, Leader in Me, Positivity Project, etc...).
- LEA will use the [2025-2026 COOR ISD 31n Procedure Manual](#) to access 31n support and services. This includes services that are Medicaid billable such as individual, group, and therapeutic crisis response.

- LEA will commit to the use of the 31n Referral Process for the Whole Child Trauma Assessment and/or Whole Child Specialist including intervention documentation (data collection, reporting practices) as outlined in the COOR ISD 31n Procedure Manual.
- LEA will commit to relevant professional learning and/or training requested by COOR ISD and/or as requested by the LEA. This includes required supervision time with the Behavioral Health Coordinator, monthly COOR ISD 31n team meetings, and/or Whole Child Assessments. These may require time outside of the district.
- LEA will send a trained TBRI Practitioner district representative(s) to the COOR ISD TBRI Practitioner Learning Series.
- LEA will partner with the COOR ISD Director of Instructional Services, Behavioral Health Coordinator, and/or designated staff to support the school in various capacities.
- LEA will follow [Whole Child Specialist job duties and responsibilities](#) as outlined in the [2025-2026 COOR ISD Procedure Manual](#). LEA will provide an office space for the Whole Child Specialist that allows for privacy and confidentiality.

Reporting

- COOR ISD will annually report 31n funded services and support as directed by the Michigan Department of Education. This report may include behavioral health provider information, number of students receiving 31n services, and/or types of 31n services provided.
- If requested, LEAs will provide behavioral health data which may include SEL screener data, MiPHY survey data, behavior incident data including suspension/expulsion data (SWIS, Skyward, Powerschool, etc...).

We, the undersigned, agree to the items identified in this Memorandum of Understanding and acknowledge that we are satisfied with the scope of the project as outlined.

LEA/PSA:

LEA/PSA Name: _____

Superintendent: _____ Date: _____

COOR ISD

COOR ISD Superintendent: _____ Date _____

1-Yr Memorandum of Understanding

Between

COOR Intermediate School District

and

Mio Ausable Schools utilizing 31n(6) Funding

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the COOR Intermediate School District and Mio Ausable Schools who will be utilizing a 31n(6) funded Whole Child Specialist.

Whole Child Specialist: The district must provide a local match of at least 20% under section 31n as outlined in 388.1631n of the State School Aid Act of 1979. COOR ISD Whole Child Specialist will provide two days/16 hours a week of service time for the school district.

MOU Agreement Date: July 1, 2025 to June 30, 2026

Duration

This MOU will begin July 1, 2025 and end June 30, 2026. The MOU will be reviewed and approved annually. Adjustments will be made if requested and agreed upon by COOR ISD and Mio Ausable Schools.

Background/Purpose:

The overall intent of this 31n funding is to enhance and expand the availability of mental health services and supports to general education K-12 students in Michigan.

31n(6) Funding: The purpose of funding under 31n(6) is to expand the availability of mental health services and supports to K-12 students with mild to moderate mental health issues. Additionally, provide appropriate referrals for students in need of more intensive services through the Community Mental Health system.

This agreement and partnership aim to establish a structure and process to embed mental health care and social emotional learning principles into the academic structure. The blending of supports creates effectiveness and efficiency in serving the needs of all students.

COOR ISD Commitment:

COOR ISD will provide support and supervision from the Behavioral Health Coordinator to implement the LEA commitments outlined below. COOR ISD will also provide a Whole Child Specialist for the time agreed upon in this Service Agreement.

LEA Commitment:

- LEA commits to developing/sustaining a building/district team to work through processes related to social emotional learning (SEL)/Behavioral Health /31n.
- LEA commits to the continued use of a Tier I program for social emotional learning (e.g. SEL4Success, TRAILS, Second Steps, PBIS, Character Curriculum, Capturing Kids' Heart, Leader in Me, Positivity Project, etc...).
- LEA will use the [2025-2026 COOR ISD 31n Procedure Manual](#) to access 31n support and services. This includes services that are Medicaid billable such as individual, group, and therapeutic crisis response.

- LEA will commit to the use of the 31n Referral Process for the Whole Child Trauma Assessment and/or Whole Child Specialist including intervention documentation (data collection, reporting practices) as outlined in the COOR ISD 31n Procedure Manual.
- LEA will commit to relevant professional learning and/or training requested by COOR ISD and/or as requested by the LEA. This includes required supervision time with the Behavioral Health Coordinator, monthly COOR ISD 31n team meetings, and/or Whole Child Assessments. These may require time outside of the district.
- LEA will send a trained TBRI Practitioner district representative(s) to the COOR ISD TBRI Practitioner Learning Series.
- LEA will partner with the COOR ISD Director of Instructional Services, Behavioral Health Coordinator, and/or designated staff to support the school in various capacities.
- LEA will follow [Whole Child Specialist job duties and responsibilities](#) as outlined in the [2025-2026 COOR ISD Procedure Manual](#). LEA will provide an office space for the Whole Child Specialist that allows for privacy and confidentiality.

Reporting

- COOR ISD will annually report 31n funded services and support as directed by the Michigan Department of Education. This report may include behavioral health provider information, number of students receiving 31n services, and/or types of 31n services provided.
- If requested, LEAs will provide behavioral health data which may include SEL screener data, MiPHY survey data, behavior incident data including suspension/expulsion data (SWIS, Skyward, Powerschool, etc...).

We, the undersigned, agree to the items identified in this Memorandum of Understanding and acknowledge that we are satisfied with the scope of the project as outlined.

LEA/PSA:

LEA/PSA Name: _____

Superintendent: _____ Date: _____

COOR ISD

COOR ISD Superintendent: _____ Date _____

Memorandum of Understanding

Between

COOR Intermediate School District

and

Michigan Department of Health and Human Services

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the C.O.O.R. Intermediate School District and the Michigan Department of Health and Human Services (MDHHS) for 50% Michigan Department of Education 31n funded Whole Child Specialist position.

Duration

This MOU will begin July 1, 2025 and end June 30, 2026. The MOU will be reviewed and approved annually. Adjustments will be made if requested and agreed upon by COOR ISD and MDHHS.

Background/Purpose:

The overall intent of this 31n funding is to enhance and expand the availability of mental health services and supports to general education K-12 students in Michigan.

31n(6) Funding: The purpose of funding under 31n(6) is to expand the availability of mental health services and supports to K-12 students with mild to moderate mental health issues and provide appropriate referrals for students in need of more intensive services through the Community Mental Health system.

This agreement and partnership aim to establish a structure and process to embed mental health care and social emotional learning principles into the academic structure. The blending of supports creates effectiveness and efficiency in serving the needs of all students.

COOR ISD Commitment:

- COOR ISD will provide support from the Behavioral Health Coordinator to implement the MDHHS commitments outlined below and agreed upon in the Service Agreement.
- COOR ISD will reimburse the MDHHS Whole Child Specialist for 50% of tuition and required fees for successful completion as granted by the program of a required degree and/or licensure as required by 31n requirements for classes for an accredited program, including required fees, books, and/or class materials.
- COOR ISD will supply MDHHS Whole Child Specialist an annual approved budget for provider materials and/or supplies.
- COOR ISD will pay for professional learning conferences and/or requested training (lodging, meals, mileage, training registration) as determined by annual approved budget.
- COOR ISD will reimburse MDHHS Whole Child Specialist for the provider license fee, including required monthly supervision fees to the extent in which the budget allows.
- COOR ISD will provide an office space for the MDHHS Whole Child Specialist that allows for privacy and confidentiality.
- COOR ISD will coordinate with MDHHS around internship requirement(s) which could alter Whole Child Specialist's schedule, 31n provider responsibilities, etc... as required for the provider's Master's Degree completion.

MDHHS Commitment:

- MDHHS Whole Child Specialist will commit to being an active member of the COOR ISD 31n Team to work through processes related to 31n funding guidelines and procedures as outlined in the [COOR ISD 31n Procedure Manual](#)
- MDHHS Whole Child Specialist will follow COOR ISD and/or Department of Instructional Services policies and procedures
- MDHHS Whole Child Specialist will follow the [COOR ISD 31n Procedure Manual](#). This includes providing services that are Medicaid billable such as individual, group, and therapeutic crisis response.
- MDHHS will commit to the use of the 31n Referral Process for the Whole Child Assessment and/or Whole Child Specialist and Intervention documentation (data collection, reporting practices) as outlined in the [COOR ISD 31n Procedure Manual](#)
- MDHHS will commit to the Whole Child Specialist to work to the extent possible in the designated school building(s) during regular school hours.
- MDHHS will commit to relevant professional learning and/or training(s) requested by COOR ISD and/or as requested by MDHHS.
- MDHHS will send a Whole Child Specialist(s) to the COOR ISD TBRI Practitioner Learning Series.
- MDHHS will partner with the COOR ISD Director of Instructional Services, Behavioral Health Coordinator, and/or designated staff to support the school in various capacities.
- MDHHS will follow [Whole Child Specialist job duties and responsibilities](#) as outlined in the [COOR ISD 31n Procedure Manual](#)
- MDHHS Whole Child Specialist(s) will follow MDHHS mileage procedures for training and/or COOR ISD required meetings.

Reporting

- COOR ISD will annually report 31n funded services and support as directed by the Michigan Department of Education. This report may include behavioral health provider information, number of students receiving 31n services, and/or types of 31n services provided.

We, the undersigned, agree to the items identified in this Memorandum of Understanding and acknowledge that we are satisfied with the scope of the project as outlined.

MDHHS:

MDHHS Name: _____

Position: _____ Date _____

C.O.O.R. ISD

C.O.O.R. ISD Superintendent: _____ Date _____

1-Yr Memorandum of Understanding

Between

COOR Intermediate School District

and

Roscommon Area Public Schools utilizing 31n(6) Funding

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the COOR Intermediate School District and Roscommon Area Public Schools who will be utilizing a 31n(6) funded Whole Child Specialist.

Whole Child Specialist: The district must provide a local match of at least 20% under section 31n as outlined in 388.1631n of the State School Aid Act of 1979.

MOU Agreement Date: July 1, 2025 to June 30, 2026

Duration

This MOU will begin July 1, 2025 and end June 30, 2026. The MOU will be reviewed and approved annually. Adjustments will be made if requested and agreed upon by COOR ISD and Roscommon Area Public Schools.

Background/Purpose:

The overall intent of this 31n funding is to enhance and expand the availability of mental health services and supports to general education K-12 students in Michigan.

31n(6) Funding: The purpose of funding under 31n(6) is to expand the availability of mental health services and supports to K-12 students with mild to moderate mental health issues. Additionally, provide appropriate referrals for students in need of more intensive services through the Community Mental Health system.

This agreement and partnership aim to establish a structure and process to embed mental health care and social emotional learning principles into the academic structure. The blending of supports creates effectiveness and efficiency in serving the needs of all students.

COOR ISD Commitment:

COOR ISD will provide support and supervision from the Behavioral Health Coordinator to implement the LEA commitments outlined below. COOR ISD will also provide a Whole Child Specialist for the time agreed upon in this Service Agreement.

LEA Commitment:

- LEA commits to developing/sustaining a building/district team to work through processes related to social emotional learning (SEL)/Behavioral Health /31n.
- LEA commits to the continued use of a Tier I program for social emotional learning (e.g. SEL4Success, TRAILS, Second Steps, PBIS, Character Curriculum, Capturing Kids' Heart, Leader in Me, Positivity Project, etc...).
- LEA will use the [2025-2026 COOR ISD 31n Procedure Manual](#) to access 31n support and services. This includes services that are Medicaid billable such as individual, group, and therapeutic crisis response.

- LEA will commit to the use of the 31n Referral Process for the Whole Child Trauma Assessment and/or Whole Child Specialist including intervention documentation (data collection, reporting practices) as outlined in the COOR ISD 31n Procedure Manual.
- LEA will commit to relevant professional learning and/or training requested by COOR ISD and/or as requested by the LEA. This includes required supervision time with the Behavioral Health Coordinator, monthly COOR ISD 31n team meetings, and/or Whole Child Assessments. These may require time outside of the district.
- LEA will send a trained TBRI Practitioner district representative(s) to the COOR ISD TBRI Practitioner Learning Series.
- LEA will partner with the COOR ISD Director of Instructional Services, Behavioral Health Coordinator, and/or designated staff to support the school in various capacities.
- LEA will follow [Whole Child Specialist job duties and responsibilities](#) as outlined in the [2025-2026 COOR ISD Procedure Manual](#). LEA will provide an office space for the Whole Child Specialist that allows for privacy and confidentiality.

Reporting

- COOR ISD will annually report 31n funded services and support as directed by the Michigan Department of Education. This report may include behavioral health provider information, number of students receiving 31n services, and/or types of 31n services provided.
- If requested, LEAs will provide behavioral health data which may include SEL screener data, MiPHY survey data, behavior incident data including suspension/expulsion data (SWIS, Skyward, Powerschool, etc...).

We, the undersigned, agree to the items identified in this Memorandum of Understanding and acknowledge that we are satisfied with the scope of the project as outlined.

LEA/PSA:

LEA/PSA Name: _____

Superintendent: _____ Date: _____

COOR ISD

COOR ISD Superintendent: _____ Date _____

1-Yr Memorandum of Understanding

Between

COOR Intermediate School District

and

West Branch- Rose City Area Schools utilizing 31n(6) Funding

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the COOR Intermediate School District and West Branch- Rose City Area Schools who will be utilizing a 31n(6) funded Whole Child Specialist.

Whole Child Specialist: The district must provide a local match of at least 20% under section 31n as outlined in 388.1631n of the State School Aid Act of 1979.

MOU Agreement Date: July 1, 2025 to June 30, 2026

Duration

This MOU will begin July 1, 2025 and end June 30, 2026. The MOU will be reviewed and approved annually. Adjustments will be made if requested and agreed upon by COOR ISD and West Branch- Rose City Area Schools.

Background/Purpose:

The overall intent of this 31n funding is to enhance and expand the availability of mental health services and supports to general education K-12 students in Michigan.

31n(6) Funding: The purpose of funding under 31n(6) is to expand the availability of mental health services and supports to K-12 students with mild to moderate mental health issues. Additionally, provide appropriate referrals for students in need of more intensive services through the Community Mental Health system.

This agreement and partnership aim to establish a structure and process to embed mental health care and social emotional learning principles into the academic structure. The blending of supports creates effectiveness and efficiency in serving the needs of all students.

COOR ISD Commitment:

COOR ISD will provide support and supervision from the Behavioral Health Coordinator to implement the LEA commitments outlined below. COOR ISD will also provide a Whole Child Specialist for the time agreed upon in this Service Agreement.

LEA Commitment:

- LEA commits to developing/sustaining a building/district team to work through processes related to social emotional learning (SEL)/Behavioral Health /31n.
- LEA commits to the continued use of a Tier I program for social emotional learning (e.g. SEL4Success, TRAILS, Second Steps, PBIS, Character Curriculum, Capturing Kids' Heart, Leader in Me, Positivity Project, etc...).
- LEA will use the [2025-2026 COOR ISD 31n Procedure Manual](#) to access 31n support and services. This includes services that are Medicaid billable such as individual, group, and therapeutic crisis response.

- LEA will commit to the use of the 31n Referral Process for the Whole Child Trauma Assessment and/or Whole Child Specialist including intervention documentation (data collection, reporting practices) as outlined in the COOR ISD 31n Procedure Manual.
- LEA will commit to relevant professional learning and/or training requested by COOR ISD and/or as requested by the LEA. This includes required supervision time with the Behavioral Health Coordinator, monthly COOR ISD 31n team meetings, and/or Whole Child Assessments. These may require time outside of the district.
- LEA will send a trained TBRI Practitioner district representative(s) to the COOR ISD TBRI Practitioner Learning Series.
- LEA will partner with the COOR ISD Director of Instructional Services, Behavioral Health Coordinator, and/or designated staff to support the school in various capacities.
- LEA will follow [Whole Child Specialist job duties and responsibilities](#) as outlined in the [2025-2026 COOR ISD Procedure Manual](#). LEA will provide an office space for the Whole Child Specialist that allows for privacy and confidentiality.

Reporting

- COOR ISD will annually report 31n funded services and support as directed by the Michigan Department of Education. This report may include behavioral health provider information, number of students receiving 31n services, and/or types of 31n services provided.
- If requested, LEAs will provide behavioral health data which may include SEL screener data, MiPHY survey data, behavior incident data including suspension/expulsion data (SWIS, Skyward, Powerschool, etc...).

We, the undersigned, agree to the items identified in this Memorandum of Understanding and acknowledge that we are satisfied with the scope of the project as outlined.

LEA/PSA:

LEA/PSA Name: _____

Superintendent: _____ Date: _____

COOR ISD

COOR ISD Superintendent: _____ Date _____

F. Approve Revenue & Expenditure
Reports and the MILAF statement for
June 2025

54

**Revenue and Expenditure Report
SPECIAL EDUCATION FUND
6/30/2025**

Revenue		June Activity	Open Encumbrance	Year to Date	Adopted Budget
100	Revenue from Local Sources	111,863	-	3,795,663	3,828,604
300	Revenue from State Sources	323,943	-	3,173,744	3,252,273
400	Revenues from Federal Sources	4,506	-	2,069,190	3,060,437
500	Incoming Transfers and Other Transactions	509,509	-	4,525,263	722,284 ***
600	Fund Modifications (Other Operating Transfers In)	-	-	-	-
Total Revenue		949,821	-	13,563,860	10,863,598

Expense		June Activity	Open Encumbrance	Year to Date	Adopted Budget
122	Instruction	246,901	79,048	2,454,732	2,504,629
212	Early On	9,886	5,252	126,294	323,543
213	Health Services	108,270	27,299	769,323	789,017
214	Psychological Services	49,636	12,678	329,216	324,700
215	Speech Pathology and Audiology Services	147,804	21,884	1,227,332	1,032,942
216	Social Work Services	56,667	14,009	283,317	335,086
217	Visual Aid Services	2,683	-	20,902	15,000
218	Teacher Consultant-Special Education Programs	143	-	6,355	-
221	Improvement of Instruction	(89)	155	9,002	9,907
226	Supervision and Direction of Instructional Staff	45,651	23,668	643,849	530,981
231, 232, 252	Board of Education, Fiscal, Executive	9,279	15,290	156,824	146,570
241	Office of the Principal	13,784	8,776	218,959	210,088
249	Graduation Supplies and Materials	226	342	424	1,000
259	Other Business Services	192	6,657	10,938	13,058
261	Operations Buildings Services	19,585	30,066	283,651	293,746
271	Pupil Transportation Services	132,404	17,861	1,016,767	1,162,719
281	Planning, Research, Development, and Evaluation	11,874	5,791	162,995	160,803
284	Information Management Services	163	-	18,123	14,933
299	Staff Appreciation	-	-	1,762	500
371	Non-Public School Pupils	4,478	-	33,493	30,000
411	Payments to LEAs	276,512	-	1,879,728	2,667,060
441	Payments to Other Govern. Entities	915	-	45,707	48,600
456	Building Improvements Services	20,679	-	720,500	720,500 ***
511	Debt Service-Long Term Only-Principal short-term	-	-	42,300	42,300 ***
Total Expense		1,157,644	268,776	10,420,196	11,335,380

Revenues over Expenses

3,143,664

*** New activity due to CEC BOND PROJECT

7/2/2025
11:18 AM

**Revenue and Expenditure Report
GENERAL FUND
6/30/2025**

Revenue		June Activity	Open Encumbrance	Year to Date	Adopted Budget
100	Revenue from Local Sources	24,698	-	1,408,292	1,315,564
300	Revenue from State Sources	286,212	-	8,393,592	6,889,320
400	Revenues from Federal Sources	-	-	906,812	1,043,464
500	LEAs	59,638	-	293,183	305,535
600	Fund Modifications (Transfers In)	-	-	-	-
Total Revenue		370,549	-	11,001,879	9,553,883

Expense		June Activity	Open Encumbrance	Year to Date	Adopted Budget
125	Compensatory Education	-	-	3,653	3,641
211	Truancy	3,391	-	3,391	5,000
212	Guidance Services	-	-	30,000	30,000
213	Behavioral Services	19,946	6,721	311,998	227,882
216	Social Work Services	29,525	14,576	704,049	898,519
221	Improvement of Instruction	50,590	23,342	677,294	844,369
226	Supervision of Instructional Staff	0	0	115	440,870
229	Other Instructional Staff Services	18,783	11,849	277,988	-
231	Board of Education	1,363	4,200	31,402	99,306
232	Executive Administration	39,179	31,280	527,600	496,277
252	Fiscal Services	20,585	12,458	303,613	279,184
259	Other Business Services	77	1,879	3,707	3,931
261	Operations Buildings Services	5,851	7,825	79,376	89,516
283	Staff/Personnel Services	-	-	1,207	2,000
284	Information Management Services	-	-	1,209	5,000
285	Pupil Accounting	51,991	57,451	249,371	311,210
299	Other Support Services	6,843	3,927	93,613	94,060
311	Community Services Direction	19	0	3,431	2,500
331	Community Activities	13,542	9,101	212,731	248,446
351	Custody and Care of Children	2,014	0	128,230	530,041
411	Payments to LEAs GSRP	45,565	25,344	613,904	2,993,102
445	TRAILS GRANT SEC 31 P	447,862.04	-	2,979,277.16	625,000
456	Building Improvements Services	-	-	401,786	15,000
626	Fund Modifications (Transfers Out)	-	-	-	530,000
Total Expense		757,125	209,951	7,638,946	8,774,854

Revenues over Expenses

3,362,933

7/2/2025
10:48 AM

**Revenue and Expenditure Report
CAREER TECH FUND
6/30/2025**

Revenue		June Activity	Open Encumbrance	Year to Date	Adopted Budget
4000	PERKINS	46,191	-	154,477	154,477
3440	61 A	32,782	-	295,457	360,640
3550	61 B	40,704	-	366,339	447,792
3790	61 C	-	-	150,578	150,578
2530	61 I	-	-	91,484	91,550
0000	CTE	7,954	-	560,731	879,490
Total Revenue		127,631	-	1,619,065	2,084,525

Expense		June Activity	Open Encumbrance	Year to Date	Adopted Budget
4000	PERKINS	816	-	155,293	154,477
3440	61 A	111,824	450	281,441	320,217
3550	61 B	165,267	-	447,756	447,792
3790	61 C	-	-	147,662	150,578
2530	61 I	-	-	91,484	91,484
0000	CTE	81,046	24,962	883,362	859,465
Total Expense		358,953	25,412	2,006,998	2,024,012

Revenues over Expenses (387,933)

7/2/2025
9:56 AM

**Revenue and Expenditure Report
ROOC FUND
6/30/2025**

Revenue

	June Activity	Open Encumbrance	Year to Date	Adopted Budget
INTEREST	-		111	200
PRODUCTION	6,971	-	25,033	40,200
DONATIONS	-		13,308	10,600
GRANTS	-	-	-	-
SERVICES	99,133	-	942,825	983,500
STATE	7,260	-	79,594	70,923
Total Revenue	113,364	-	1,060,871	1,105,423

Expense

232	Program Administration	10,637	8,357	182,011	196,314
252	Fiscal Services	1,482	711	19,740	18,886
259	Other Business Services	-	3,314	2,972	3,643
261	Operations Buildings Services	4,234	27,997	79,995	90,520
271	Transportation	1,224	-	47,285	57,665
284	Technology	-	116	320	1,000
289	Consumers	4,494	1,079	47,379	74,010
290	Staff Retention	-	-	-	500
321	Summer Work Program	376	3,144	37,285	51,583
391	Direct Care Workers and Supervision	31,844	22,184	477,664	579,776
	Total Expense	54,291	66,902	894,652	1,073,896

Revenues over Expenses

166,220

7/2/2025
10:07 AM



Account Statement

For the Month Ending **June 30, 2025**

C.O.O.R. INTERMEDIATE SCHOOL DISTRICT - General Fund - 203740

Trade Date	Settlement Date	Transaction Description	Share or Unit Price	Dollar Amount of Transaction	Total Shares Owned
MILAF+ MAX Class					
Opening Balance					4,112,800.76
06/30/25	07/01/25	Accrual Income Div Reinvestment - Distributions	1.00	14,493.31	4,127,294.07
Closing Balance					4,127,294.07

	Month of June	Fiscal YTD July-June		
Opening Balance	4,112,800.76	0.00	Closing Balance	4,127,294.07
Purchases	14,493.31	4,127,294.07	Average Monthly Balance	4,113,283.87
Redemptions (Excl. Checks)	0.00	0.00	Monthly Distribution Yield	4.29%
Check Disbursements	0.00	0.00		
Closing Balance	4,127,294.07	4,127,294.07		
Cash Dividends and Income	14,493.31	127,244.49		



MILAF+

Michigan Liquid
Asset Fund Plus

Account Statement - Transaction Summary

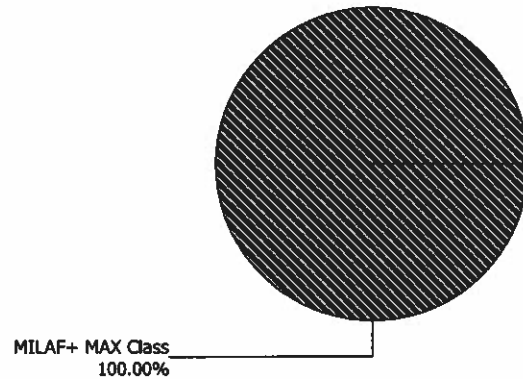
For the Month Ending **June 30, 2025**

C.O.O.R. INTERMEDIATE SCHOOL DISTRICT - General Fund - 203740

MILAF+ MAX Class	
Opening Market Value	4,112,800.76
Purchases	14,493.31
Redemptions	0.00
Unsettled Trades	0.00
Change in Value	0.00
Closing Market Value	\$4,127,294.07
Cash Dividends and Income	14,493.31

Asset Summary		
	June 30, 2025	May 31, 2025
MILAF+ MAX Class	4,127,294.07	4,112,800.76
Total	\$4,127,294.07	\$4,112,800.76

Asset Allocation	
MILAF+ MAX Class	100.00%



G. Approve contract renewal with Fun First
Therapy
H. Renew subscription for Adobe
Creative Cloud in the amount of
\$392.06

61

Logisoft

600 Fishers Station Dr Ste 137
Victor, NY 14564
+18885644763
www.logisoft.com



QUOTE

ADDRESS
COOR ISD
11051 N Cut Rd
Roscommon, MI 48653 USA

SHIP TO
COOR ISD
11051 N Cut Rd
Roscommon, MI 48653 USA

QUOTE 125420
DATE 06/24/2025

ACCOUNT MANAGER
Aliya Mellars

RENEWAL DATE
8/31/2025

PRODUCT NUMBER	DESCRIPTION	QTY	UNIT PRICE	EXT. PRICE
A14287000386D	[65272480BB01A12] Adobe Creative Cloud All Apps Teams Named License Renewal 12M Level 1	1	392.06	392.06

Please find your requested Quote attached for your review..

SUBTOTAL 392.06

To place an order, please fax or eMail your PO to:
ORDERS@LOGISOFT.COM or Fax 877-213-7671

TOTAL **\$392.06**

Feel free to contact us if you have any questions.
We look forward to working with you.

Thanks for your business!

Accepted By

Accepted Date

We appreciate your business and look forward to helping you again soon.

I. Approve amended contract with Robert Gordon, PLLC for June 30, 2025 through June 30, 2027 for physician authorizations for Medicaid services.

63

Agreement between

Robert J. Gordon, D.O., PLLC

and

C.O.O.R. INTERMEDIATE SCHOOL DISTRICT

from July 1, 2025 through June 30, 2026

This agreement is made by and between COOR Intermediate School District (COOR ISD), 11051 N. Cut Rd., P. O. Box 827, Roscommon, MI 48653, and Robert J. Gordon, D.O., PLLC (Contractor), 49610 Villa Dr., Novi, Michigan 48374. This contract may be terminated by either party with a 30-day notice.

Whereas, Madison Winkler PA-C, with collaboration of Dr. Robert Gordon, hereby agrees to perform the following services for the COOR ISD under the terms and conditions provided. She is considered an independent contractor and no liabilities or benefits, such as worker's compensation, pension, insurance or any other employee right, shall arise or accrue as a result of the performance of this agreement.

The Contractor will review, if provided, a written description of COOR's internal process for the identification, evaluation, and assessment of students which verify the need for speech therapy, personal care services, occupational therapy, or orientation and mobility services. At any time, the Contractor may request additional documentation from COOR's Medicaid Reimbursement Program. COOR will provide the Contractor with periodic lists of students who are Medicaid-eligible Special Education students who have been evaluated by qualified special education staff. COOR assures that the student lists are only for students who METS and IEPs have been conducted and for whom such METs and IEPs document the need for speech and language, personal care, occupational therapy, or orientation and mobility services to address their disability.

Contractor will sign referrals / authorizations / prescriptions, with individual signatures, as submitted acknowledging that the students have been referred for speech and language, personal care, occupational therapy, or orientation and mobility services in accordance with the ISDs internal referral process.

Contractor's services do not include an individual student's medical examination or records review. COOR and the student's local district assures that appropriate identification and eligibility requirements following the Administrative Rules for Special Education, established by the Michigan Department of Education, have been met.

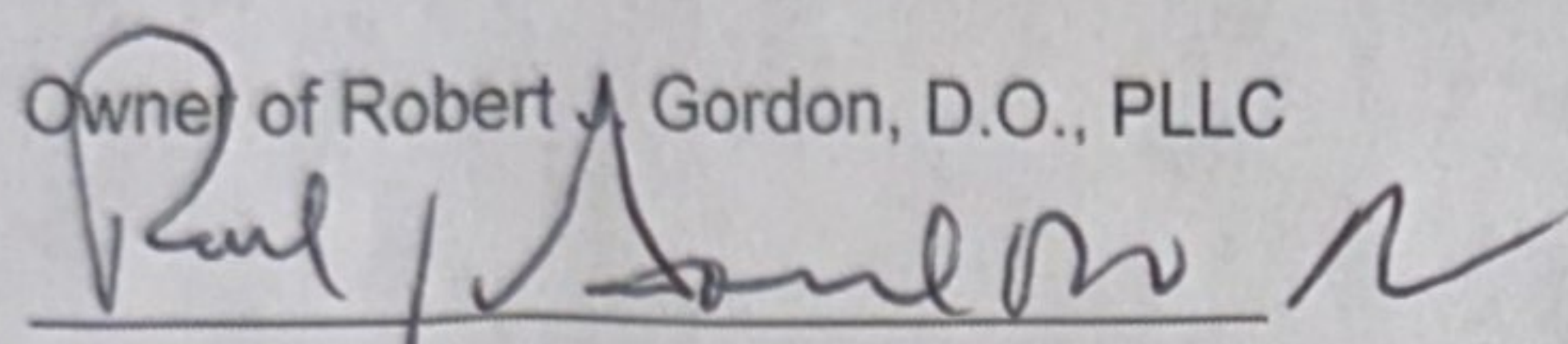
COOR will provide a summary list with **each** student's name with any "batch" or documents forwarded for signature.

Payment to Contractor:

After signing prescriptions, Contractor will submit an invoice to COOR in an amount equal to Three Dollars (\$3.00) for each student's physician authorization executed and returned to COOR. All returned scripts from Contractor must be submitted to COOR before payment is made.

Robert J. Gordon, D.O.

Owner of Robert J. Gordon, D.O., PLLC


owner PLLC

Date 6/27/25

06/27/2025

Director of Special Education

Date

C.O.O.R. Intermediate School District

J. Approve the COOR Educational
Center Handbook for 2025-26

66



C.O.O.R.

EDUCATIONAL CENTER

Crawford • Oscoda • Ogemaw • Roscommon

2025-2026

Center-Based Program Student/Parent Handbook

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LETTER TO GUARDIANS

Dear Parents, Students and Guardians,

The Parent/Student Handbook was developed to answer many commonly asked questions about C.O.O.R. ISD schools and programs. This handbook contains important information that students and families participating in the C.O.O.R. ISD center-based programs are likely to need to ensure a successful school year. Throughout the handbook, the term “parents” refers to parents, legal guardians, or other persons who have agreed to assume school–related responsibility for a student.

The handbook summarizes and aligns with school district policies, administrative guidelines, state and federal regulations and student code of conduct. Policy adoption and revision is an ongoing process. If the handbook is ambiguous or conflicts with district policies and guidelines, the district policies and guidelines take precedence over the handbook. Changes in policy that affect student handbook provisions will be communicated via memos or other means to students and parents. These changes will generally supersede the provisions found in this handbook and those made obsolete by any newly adopted policy. This handbook is effective immediately and supersedes any prior handbook and other written materials on the same subjects.

Please become familiar with the enclosed information and keep the handbook available for frequent reference. If you have questions that are not addressed in this handbook, you are encouraged to contact the school principal. After reading the handbook, please sign the acknowledgement form on the last page and return the signed form to your child’s school within one week of receipt. We appreciate your support of your child’s education and look forward to working with you to make this school year a success!

Sincerely,



Joseph Moore, M.Ed
Principal/Special Education Supervisor
C.O.O.R. Educational Center/Adult Transition Center

C.O.O.R. ISD Program Leadership

Joseph Moore, School Principal	(989) 275-9583
Melisa Akers, Director of Special Education	(989) 275-9562
Kerri Smitz, Transition Coordinator	(989) 275-2917
Nicole Grace, Compliance Monitor	(989) 275-9528
Shawn Petri, ISD Superintendent	(989) 275-9520

OVERVIEW

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

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

The rules and information provided in this handbook may be supplemented or amended by the administration at any time, consistent with applicable law and policy. Policies and guidelines of the C.O.O.R. ISD Board of Education are periodically reviewed and updated in response to changes in the law and other circumstances. Complete policy documentation can be found on the district’s website at www.coorisd.net or by contacting the C.O.O.R. administration office or the school principal.

C.O.O.R. ISD PHILOSOPHY

The C.O.O.R. Educational Center (CEC) is an educational institution providing specialized services to students who are Moderate to Severely Cognitively Impaired (CI) within the C.O.O.R. ISD service area. The CEC provides services for approximately 75 students.

Programs for students with Severe Cognitive Impairments (SCI) and Severe Multiple Impairments (SXI) are divided into two classrooms: Intermediate and Secondary. Programs for students with Moderate Cognitive Impairments (MoCI) are divided into five classrooms: Primary, Elementary, Intermediate, Secondary, and Adult. All programs are housed at the C.O.O.R. Educational Center and in downtown Roscommon at the CRAF Center.

Students attending the centralized programs at the CEC, participate in educational programming based on a functional skills curriculum that is focused on [Michigan’s Alternate Content Expectations/Essential Elements](#). This allows the Center to provide students with a realistic set of achievable expectations, which mirror the Michigan Curriculum framework.

Keeping with the functional skills curriculum concept, the purpose of the educational process at the center is to facilitate the student’s success in the larger community. The CEC experience provides an extensive set of age appropriate, community-based educational activities focusing on hands-on participation. Programming for primary and secondary age students includes the development of communication skills, self-care skills, daily living skills, socialization skills, physical education, pre-vocational education and vocational education. Adult students are provided with a very intense set

of community-based training experiences designed to provide a coordinated set of activities between the school and adult service providers. These activities include pre-vocational training, work-study, self-determination skills, integration of community skills, and assistance in developing an adult living plan, with referral to agencies such as Michigan Rehabilitation Services, Community Mental Health, and other public or private agencies that can assist the student.

CEC/ATC Mission: Empowering students' independence by teaching them communication, life skills, academics, self-advocacy, and success.

C.O.O.R. ISD Mission: C.O.O.R. ISD provides programs and services with our partners to support the current and emerging teaching and learning needs of our schools and communities.

IMPORTANT DISTRICT INFORMATION

District Website:

www.coorisd.net

C.O.O.R. ISD Board Policies:

<https://meetings.boardbook.org/Public/Organization/1970>

Location Addresses:

Administration Office

11051 North Cut Rd, Roscommon, MI 48653

Office Hours: 8:00 a.m. – 4:00 p.m.

Superintendent: Shawn Petri, Phone: 989-275-9520

Director of Special Education: Melisa Akers, Phone: 989-275-9562

C.O.O.R. Educational Center (CEC)

11018 North Cut Rd, Roscommon, MI 48653

School Day Office Hours: 8:00 a.m. – 4:00 p.m.

Phone: 989-275-9550

Principal: Joe Moore

C.O.O.R. Adult Transition Center (ATC) - Program Satellite Location

606 Lake St, Roscommon, MI 48653

School Day Office Hours: 8:00 a.m. – 4:00 p.m.

Phone: 989-275-9550

Principal: Joe Moore

2025-2026 C.O.O.R. Educational Center Calendar (Updated 4/29/2025)

July 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
SCI-19 Staff-0 MoCI-0						

August 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
SCI-1 Staff-3 MoCI-0						

September 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
SCI-21 Staff-21 MoCI-21						

October 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
SCI-22 Staff-23 MoCI-22						

November 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
SCI-17 Staff-18 MoCI-17						

December 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
SCI-14 Staff-15 MoCI-14						

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
SCI-20 Staff-20 MoCI-20						

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
SCI-19 Staff-20 MoCI-19						

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
SCI-18 Staff-19 MoCI-18						

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
SCI-17 Staff-18 MoCI-17						

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
SCI-20 Staff-20 MoCI-20						

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
SCI-12 Staff-13 MoCI-12						

SCI Classrooms
School in Session
Prof. Development
No School/Holiday
Staff Collaboration

EMERGENCY SCHOOL CLOSING PROCEDURES

In the event that school is canceled, delayed or closed early because of inclement weather or some other event, school officials will notify local media (9 & 10) and post an announcement on the C.O.O.R. ISD Facebook page. An all call will also be sent out to all families via phone, text, and/or email. Please make sure your contact information is always kept up to date with the school office.

With our first snowfall of the season comes confusion about snow days. Closing of school because of weather conditions or mechanical failure will be broadcasted on 9 & 10.

When Roscommon Area Public Schools are closed, C.O.O.R. ISD programs are also closed. If the CEC is open but the local district in which you reside cancels school, transportation will not be provided. You may choose to transport your child to school; however, you are responsible for transportation at dismissal as well.

Dean Transportation:

For questions regarding busing for the C.O.O.R. Educational Center, please contact Dean Transportation at 989-275-9531.

NOTICE OF NON-DISCRIMINATION

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

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

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

- Race, color, and national origin harassment can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct. Harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics is considered race, color, and national origin harassment.
- Disability harassment can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as disability-motivated physical threats, attacks, or other hateful conduct.
- Sex-based harassment can take many forms. For the definition of sex-based harassment, including sexual harassment under Title IX, see Policies 3118 and 5202. The District's Title IX Policy is attached to this handbook as Appendix A.

Any student who witnesses an act of unlawful discrimination, including unlawful harassment or retaliation, is encouraged to report it to District personnel. No student will be retaliated against based on any report of suspected discrimination. A student may also anonymously report an incident of unlawful discrimination. The

District will investigate anonymous reports pursuant to its investigation procedures described by Policy. Minor students do not need parent permission to file complaints or participate in the formal complaint resolution process described by Policy.

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

Alexis Wilson, Director of Human Resources
11051 N Cut Rd, Roscommon, MI 48653
989-275-9554
Email: wilsona@coorisd.net

If you or someone you know has been subjected to disability-based discrimination, harassment, or retaliation, you may file a complaint with:

Alexis Wilson, Director of Human Resources
11051 N Cut Rd, Roscommon, MI 48653
989-275-9554
Email: wilsona@coorisd.net

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

Alexis Wilson, Director of Human Resources
11051 N Cut Rd, Roscommon, MI 48653
989-275-9554
Email: wilsona@coorisd.net

A report of unlawful discrimination, including unlawful harassment or retaliation, may be made orally or in writing. A student found to have engaged in unlawful discrimination, including unlawful harassment or retaliation, may be subject to discipline, including suspension or expulsion, consistent with [Policy 5206](#).

SECTION 1: DISTRICT-WIDE POLICIES AND PROCEDURES

PROGRAM STAFFING

Per Michigan Administrative Rules for Special Education (MARSE) regulations, the program for students with Severe Cognitive Impairments is staffed with one certified teacher and a minimum of two paraprofessionals for a maximum of 12 students. The maximum number of students may be extended to 15 if an additional paraprofessional is assigned with the placement of the 13th student. Individual educational activities focus on behavior, self-care, communication, motor development, community functioning, socialization and daily living skills for the students.

Per MARSE regulations, the program for students with Moderate Cognitive Impairments is staffed with one certified teacher and a minimum of one paraprofessional for a maximum of 15 students with not more than 10 students for each paraprofessional. Individual educational activities focus on behavior, self-care, communication, motor development, community functioning, socialization and daily living skills for students.⁷⁴

Please note that the staffing requirements above are the minimum requirements and the ISD exceeds those minimums to ensure that our students and staff are fully supported. All classrooms currently have a minimum of at least three paraprofessionals.

ANNUAL PAPERWORK

Before the beginning of each school year, a school packet will be mailed to the parents/guardians of each student at the CEC. Included in this packet are forms which need to be completed and returned to the office each school year. Application guidelines and forms for hot lunch are also enclosed. This same packet is given to all new students entering school.

Enrollment packets for the following school year will be sent home with students in May. The enrollment packets are expected to be returned prior to the end of the current school year.

If there are any questions regarding any of the forms, call the CEC Administrative Assistant at (989) 275-9550.

SCHOOL SAFETY

It is important that all schools, regardless of size, promote and preserve a safe environment. Safe schools do not happen automatically. They require collaboration and support from students, parents, the faculty and the community. C.O.O.R. ISD has, in conjunction with other school districts in Roscommon County, developed and implemented a school safety plan. This safety plan has been developed with assistance from the local law enforcement and fire departments. Components of this plan include:

- Emergency evacuation plans for crisis situations
- Alternative staging area if school must be evacuated
- Emergency Communications Plan to inform parents of events

If it becomes necessary to remove students from our school facility because of a building crisis, students will be moved to a secondary staging location. In such a case, parents will be notified. Removal to the secondary location will make it easier to release students when it is safe to do so.

Parents wishing to pick up students from the secondary location may do so only after the situation has been stabilized and all students have been accounted for. In such a situation, the student will only be released to an authorized parent or guardian. No student will be released on their own.

School Security

For safety concerns, it is requested that all individuals entering the building do so via the main entrance. Visitors are asked to check in at the front office prior to visiting classroom areas. Anyone who is not a C.O.O.R. staff member is considered a visitor.

Student Release From School

Students are expected to attend school for the entire school day as prescribed by the IEP. Parents/legal guardians wishing students to leave school early should inform the school office no later than 9:00 a.m. that day.

Students will not be released to individuals other than their parents/legal guardians without written permission from the parent/legal guardian. If parents or guardians want someone other than themselves to pick up a student on a regular basis, they should have this on file with the school secretary.

ATTENDANCE

Students are expected to attend school every day school is in session. Students need to remain at school throughout the entirety of the defined school day, 9:00 am to 3:30 pm (M-F). If a student is unable to attend school, the student or parent must report that absence to the child's teacher or to the school office by 9:00 a.m. the day of the absence to report an illness.

Excused Absence

Some examples of an excused absence: illness, transportation problems, death of a family member, doctor appointment, counseling and/or court appointment (note may be required), or pre-arranged vacations. The school will contact the student's parent/guardian if they have not been notified of the student's absence.

Unexcused Absence

An unexcused absence is when the parent has not called or written to the school to report an absence or a doctor's note has not been received when required for prolonged student illness. Some examples of an unexcused absence are: oversleeping, babysitting, shopping, non-prearranged vacations, missing the bus, skipping school, excessive absences due to illness without a doctor's note.

Planned Absences

Parents who know in advance that a student will be absent must contact the school at the earliest possible date. Students who will be absent for reasons that can be anticipated, such as routine medical appointments and school activities, must complete any work required by the teacher before the absence unless alternative arrangements are approved by the teacher in advance. Parents should make every attempt to schedule medical and other appointments outside of school hours.

Notes:

- Parents are expected to sign out their child at the office if leaving school during the school day.
- Absences from school for reasons other than illness are discouraged. Excessive unexcused absences may result in truancy intervention.
- For more information, see [Policy 5301](#).

Truancy

A student's attendance shall be continuous and consecutive for the school year. Failure to comply with compulsory education can subject parent(s)/guardian(s) to criminal prosecution.

If a student is reported to be skipping, the school principal will contact the parents. Skipping school is defined as follows:

- A parent reports that a student is refusing to go to school
- A student is known to be skipping school (witnessed in the community when he/she should be in school)
- A student leaves school without permission
- A student refuses to attend class

When a student is absent 10% of the school year the building principal or designee may provide written notice to the student's parent/guardian encouraging the student's regular daily attendance and explaining the truancy process.

If the principal or designee determines that a student is repeatedly absent from school without valid excuse ~~pg~~

has behavior problems and attempts to confer with the student's parent/guardian have not been successful, the principal or designee may request the law enforcement who has jurisdiction in the District to send notice to the parent/guardian requiring them to meet with District personnel to discuss the matter.

When a student is absent 25% of the school year, the principal or designee may notify local law enforcement who will investigate and take all other steps permitted and required by law. For more information, see [Policy 5301](#).

BOOKS AND SUPPLIES

The District will provide free instruction to all students and will not charge a fee for materials. Students and parents may purchase additional supplies at their own expense. A teacher may provide a list of suggested materials that students and parents may purchase. Purchasing materials is voluntary and not required.

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

BULLYING

All types of bullying, including cyberbullying, without regard to subject matter or motivation, are prohibited. The District's Anti-Bullying Policy [5207](#) is attached to this handbook as Appendix B.

CELL PHONE USE

Students may use cell phones or other electronic devices while at school, so long as they do so safely, responsibly, and respectfully, and comply with all other school rules while using the devices. Students are personally and solely responsible for the security of their cell phones and other electronic devices. The District is not responsible for theft, loss, or damage of any cell phone or other electronic device.

Students may not use cell phones or other electronic devices while they are in 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.

Teachers may also develop classroom rules for use of cell phones and other electronic devices. School administrators and teachers may confiscate a student's cell phone or other electronic device if the student's use or possession of a cell phone or electronic device violates Board Policy [5209](#), the student code of conduct, or any applicable building or classroom rule. The building principal or designee may require a meeting with the student's parent to discuss the rule violation before returning the cell phone or electronic device.

CHILDREN/ADULT PROTECTIVE SERVICES INVESTIGATIONS

Michigan Child Protection Law requires school employees to report their suspicions of abuse or neglect of a child or vulnerable adult to Centralized Intake (CI) at the Michigan Department of Health and Human Services (MDHHS). All staff must report to the principal their intent to report suspected abuse and neglect.

The District will cooperate with Children/Adult Protective Services (CPS/APS) during an investigation of suspected child/vulnerable adult abuse or neglect. Cooperation may include allowing CPS/APS access to a student without parent consent if CPS/APS determines access is necessary to complete the investigation or prevent abuse or neglect. As a matter of law, the identity of an individual who makes a report of suspected child abuse or neglect is confidential and will not be disclosed.

"Abuse" is defined as harm or threatened harm to a child's/vulnerable adult's health or welfare, which occurs through non-accidental physical or mental injury, and includes sexual abuse, sexual exploitation, or maltreatment.

"Neglect" includes negligent failure to provide adequate food, clothing, shelter, or medical care, and placing a child/vulnerable adult at unreasonable risk to health or welfare to eliminate that risk when able to do so and the risk is known.

CLASSROOM BEHAVIOR

Teachers may establish classroom conduct rules that students must follow. The District's center programs utilize school-wide Positive Behavior Interventions and Support to establish the social culture and behavior supports needed for all children in a school to achieve both social and academic success. All student behavior is considered a function of communication. Behavior, like any skill, can be taught and learned.

As educators we:

- emphasize positive and proactive practices,
- respond to challenging behavior with an instructional focus (i.e., teach and strengthen social, emotional, and behavioral skills to replace the challenging behavior), and
- minimize their use of exclusionary and reactive discipline.

Routines and strategies which promote student success include but are not limited to:

- Structuring the physical environment
- Reducing visual and auditory distractions
- Teaching routines which promote independence
- Keeping directions short and simple
- Using visual supports
- Avoiding power struggles – offering choices whenever possible
- Being flexible
- Teaching behavioral expectations and consequences
- Utilizing positive language (i.e. "keep your feet on the floor" versus "stop kicking")
- Modeling and reinforcing desired behaviors
- Establishing classroom rules and expectations

Some children may present behaviors that require more intentional measures to ensure that the behaviors do not interfere with learning in the classroom. These measures may be outlined in a Behavior Intervention Plan (BIP). A BIP, although not defined in IDEA and its implementing regulations, is generally understood to mean a component of a child's educational program designed to address behaviors that interfere with the child's learning or that of others and behaviors that are inconsistent with school expectations. A BIP generally describes the behavior that inhibits the child from accessing learning and the positive behavioral interventions and other strategies that are to be implemented to reinforce positive behaviors and prevent negative behavior. In the discipline context, such plans are important to prevent the child's behavior that resulted in 78 disciplinary action from recurring.

For a child with a disability whose behavior impedes their learning or that of others, and for whom the IEP Team has determined that a BIP is appropriate, or for a child with a disability whose violation of the code of student conduct is a manifestation of the child's disability, the IEP Team must identify that there is a BIP in the child's IEP (and review and modify it as necessary) to address the behavioral needs of the child.

If a student exhibits a pattern of behavior that poses a risk of creating an emergency situation in the future that could result in the use of emergency seclusion or restraint, school personnel should develop a written emergency intervention plan to protect the health, safety, and dignity of the pupil.

[Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions](#)- US DOE OSERS July 2022

COMMUNICABLE DISEASES

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

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

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

DAMAGE TO SCHOOL PROPERTY

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

DRESS AND GROOMING

In general, clothing should be clean and appropriate for the climate and the situation. Student dress, hair style, make up, cleanliness, or personal appearance that is a threat to the safety, health, or welfare of others; violates any statute, Policy [5101](#), or the Dress Code; or substantially disrupts the educational environment or that school officials reasonably forecast will substantially disrupt the educational environment, is grounds for remedial or disciplinary action.

The final decision in any situation involving inappropriate attire rests with building administrators. Students who are dressed inappropriately will be asked to change clothing immediately. If necessary, parents will be called to bring appropriate clothing, students can use extra clothing provided by the District, or the student may be sent home to change. Repeated dress code violations may result in more severe consequences.

Dress Code

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

- Is materially and substantially disruptive or that school officials can reasonably forecast will create a substantial disruption;
- Is obscene, sexually explicit, indecent, or lewd;

- Promotes the use of or advertises illegal substances, including but not limited to substances illegal for minors;
- Incites violence;
- Contains “fighting words”;
- Constitutes a true threat of violence;
- Constitutes hate speech, including, but not limited to, swastikas or Confederate flags;
- Involves a student walkout;
- Urges a violation of law, Board Policy, rule or is not constitutionally protected. Students who represent the District at an official or school-sponsored function or public event may be required to follow specific dress requirements as a condition of participation or attendance.

EMERGENCY CONTACT INFORMATION

Parents must provide emergency information for each student enrolled in the District. The information should include the family physician’s name, contact information for parents or a responsible adult, and any necessary emergency instructions. Parents must promptly inform the school if this contact information changes.

FOOD SERVICE

C.O.O.R. ISD understands the impact that access to healthy food has on student learning. C.O.O.R. ISD partners with Roscommon Area Public Schools and Chartwells to offer healthy and delicious breakfast and lunch meals to our students in all of our special education programs. During the 2024-2025 school year, all C.O.O.R. ISD program students will have access to free breakfast and lunch each school day due to State of Michigan legislation.

Even though all students will have access to free meals this school year, we requested that C.O.O.R. ISD families complete a free and reduced meal application. The information obtained from these applications allows districts to apply for grants and state and federal funds for programs that support all students.

The district follows all guidelines regarding school meals specific to portions and diet and will accommodate special diets with proper paperwork from a student's physician. Students requiring a specified feeding plan will be supported through collaboration between the school team, parents, and the student's physician or feeding therapist. These plans may include special preparation of food or special assistance with feeding to ensure student safety during eating activities.

Menus are normally sent home with students at the beginning of each month. For more details about food service, please reach out to your child's program administrator. National income guidelines for free and reduced-price food service programs are available [here](#).

FIELD TRIPS

Classes occasionally take field trips off school property for educational enrichment. Each student must submit a [completed permission form](#) signed by the student’s parent before being allowed to attend a field trip.

A student’s failure to comply with Board Policy [5506](#), the Student Code of Conduct, or any other applicable rules or behavioral expectations while on a field trip may result in disciplinary action and removal or exclusion from the trip or future field trips.

Students who have not met academic or behavioral expectations may not be allowed to attend field trips.

FIRST AID, ILLNESS OR INJURY AT SCHOOL

Children learn best when they are well and able to attend school regularly. When a child is not feeling well, he/she is not able to deal effectively with the demands of the illness and with the demands of school at the same time.

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

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

Students showing symptoms of a [communicable disease](#) may be sent home. The District may require a statement from a licensed physician or local health official before allowing the student to return to school. Students at the CEC will be sent home, when any of these conditions are present:

- A low-grade temperature of 100 degrees taken by mouth or in the ear canal
- Diarrhea
- Vomiting
- Green drainage from the nose
- Heavy coughing for two (2) days

Children should not return to school for at least 24 hours after any of the above symptoms have subsided. In addition to the conditions listed above, a student will be sent home or not transported to/from school if he/she has a suspected or confirmed contagious condition. Specific information will be sent home with the student outlining the required steps for the student to be allowed to return to school.

Parents/guardians will be notified when a suspected or confirmed outbreak of a contagious condition occurs in the student's classroom, as appropriate. More information regarding C.O.O.R.'s policy on Communicable Disease can be found in Board Policy [3404](#).

GUARDIANSHIP

When students reach the age of 18, they become their own legal guardian by law. If parents wish to continue to make educational decisions and provide consent for legal documents, they need to petition the Probate Court for guardianship. Documentation of acquisition of legal guardianship is required for the school to allow parents/guardians to continue to make educational decisions and provide consent for legal documents.

HEAD LICE

A student with nits within $\frac{1}{4}$ inch of the scalp or live lice may remain at school until the end of the school day. The student will be restricted from activities that involve close head-to-head contact or sharing of personal items. The District will notify the student's Parent and provide educational materials on head lice prevention and treatment.

The student will be readmitted to school after treatment so long as the Parent consents to a head examination and the examining District official does not find live lice on the student. If the District official finds nits within $\frac{1}{4}$

inch of the student's scalp, the student may return to class, but the District must inform the student's Parent about the need to remove the nits.

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

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

BED BUGS

If a District official suspects that a student's clothing or belongings contain bed bugs, the school nurse or other District official may visually inspect the student's clothing or belongings. Any bugs found will be removed and collected for identification. If a live bed bug is discovered, the District will notify the student's Parent and provide educational materials on bed bug prevention and treatment.

If a student's clothing or belongings are infested by bed bugs, the student may be excluded from school until the Parent has confirmed that successful treatment has occurred or other remedial steps have been taken to ensure that bed bugs are not brought to school.

If bed bugs are found in a classroom or elsewhere in the school building, the building principal or designee will notify the Parents of all students in the affected school building and will provide information on bed bug prevention and treatment. The school building will not be closed due to bed bug presence. If pest management is necessary, it will be provided to affected areas of the school building consistent with Policy [3406](#).

STUDENTS EXPERIENCING HOMELESSNESS

The District will provide a free public education to children and youth experiencing homelessness in the District and will afford them the educational rights and legal protections provided by federal and state law. Support services are provided through McKinney-Vento eligibility. Unhoused students (individuals who lack a fixed, regular, and adequate nighttime residence) will not be stigmatized or segregated based on their homeless status and will have the same access to services offered to students who have secure housing.

A student or family experiencing homelessness should contact the District's McKinney-Vento liaison:

Joseph Moore
McKinney-Vento Liaison
11051 N. Cut Rd. Roscommon, MI 48653
Phone: 989-275-9583
moorej@coorisd.net

For detailed information about Homeless Children and Youth, see Policy [5307](#).

IMMUNIZATIONS

For a student entering the District for the first time or entering 7th grade, a parent must provide the building principal or designee with a certificate stating that the student has received at least 1 dose of an immunizing agent against each disease specified by the Michigan Department of Health and Human Services (MDHHS) or other responsible agency or documentation of an applicable approved exemption.

The student's parent must provide the certificate or documentation at the time of registration, or no later than the first day of school. A parent of a student who has not received all doses of any required immunizing agent must provide the District an updated immunization certificate demonstrating that the immunizations have been completed as required by the MDHHS. The updated certificate must be provided within 4 months of the student entering the District for the first time or upon entering 7th grade. The District will not permit a student to attend school unless the parent provides evidence of immunizations or exemptions consistent with [Policy 5713](#) and state law.

Local county Health Departments can provide immunizations free of charge or for a minimal fee.

County Health Departments:

Roscommon County.....	989-366-9166
Grayling Office.....	989-348-7800
West Branch Office.....	989-345-5020
Mio Office.....	989-826-3970

LAW ENFORCEMENT INTERVIEWS

Law enforcement officers may be called to the school at the request of school administration. Students may be questioned by law enforcement consistent with Policy [5201](#). Students may be questioned by school officials at any time, without parent notice or consent, consistent with the District's obligation to maintain a safe and orderly learning environment.

LIMITED ENGLISH PROFICIENCY

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

LOCKER USE

Pursuant to Policy [5102](#), lockers are District property and may be made available for student use. Lockers are assigned to students on a temporary basis, and District administration may revoke a student's locker assignment at any time. The District retains ownership of lockers notwithstanding student use.

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

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

LOST AND FOUND

All lost and found items are to be taken to the school office. Students may claim lost articles there. Unclaimed items may be donated to a local charity or otherwise disposed of at the conclusion of each school year.

MEDICATION

Children’s health conditions sometimes make it necessary for them to receive medication during school hours. The school is able to assist in the administering of medication following the policies and guidelines summarized below.

All medications, including prescription, over-the-counter, herbal remedies, supplements, and vitamins require the submission of an [Authorization for Short-Term Medication Administration](#) form. This form must be completed with the physician’s signature and include written authorization from the parents before any medication can be administered by staff.

- In the event that the medication is no longer necessary, or the prescription is modified, the school must be notified immediately, and a new physician’s order submitted.
- **Medication may only be delivered to school by a parent or the bus driver using the District-approved medication envelope which is properly completed.** Medication may not be sent in the child’s lunch box, pocket or backpack.
- The medication must be brought to school in a container appropriately labeled by the physician or pharmacy. A minimum of a two-week and a maximum of one-month supply of medication is encouraged. Daily carrying of medication is to be avoided.
- If a child needs prescription pain medication after surgery or injury, they must recover at home until this medication is no longer needed during school hours.
- One medication form is needed for each medication.
- New [Authorization for Administration of Medication](#) forms, complete with physician signature and parent authorization, are required for each school year.
- If your child misses his/her morning medication at home, please do not send him/her to school until the medication is received.
- All prescription medication will be maintained in a secured place, accessible to authorized personnel only.
- Nurses or trained school personnel may apply topical school-stocked ointments or skin protectants and use wound cleansers for minor medical concerns identified by the nurse on an as-needed basis (to students with no documented allergy to the products), without obtaining a medication authorization form. The school stocked supplies include:

Saline	Dermoplast Pain Relieving Spray	Aquaphor
Antibiotic Ointment	Lip Guard	Deodorant
Hydrocortisone Cream	Burn Cream/Gel	Epsom Salt
Antifungal Cream	Bug spray	Eucerin Cream
Vitamin A&D Ointment	Zinc Oxide Skin Protectant	Toothpaste
Petroleum Jelly	Hand Sanitizer	
Liquid Bandage	Sunblock	

For additional information and requirements, see [Policy 5703](#).

PARTIES

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

PLAYGROUND USE

Staff will supervise students when the students use the playground or recess area during the school day or as part of a school activity. At all other times and circumstances, the District does not provide supervision of its playgrounds, equipment, or surrounding areas.

PROTECTION OF PUPIL RIGHTS

The District respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy as required by law. The policy is available on the District's website or upon request from the District's administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to the Superintendent. Parents may have access to any survey or other material described in the Protection of Pupil Rights Policy [5308](#) by submitting a written request to the Superintendent. A copy of the District's annual notice to parents regarding the Protection of Pupil Rights Amendment is attached as Appendix E.

RIGHTS OF CUSTODIAL AND NON-CUSTODIAL PARENTS

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

Parents, regardless of custodial status, will be provided information about conference times so both parents may attend a single conference. The District is not required to schedule separate conferences if both parents have been previously informed of scheduled conference times. If either or both parents' behavior is disruptive, staff may terminate a conference and reschedule it with appropriate modifications or expectations.

SEARCH AND SEIZURE

To maintain order and discipline in school and protect the safety and welfare of students and school personnel, school authorities may search a student or the student's personal effects (e.g., purse, book bag, athletic bag) as permitted by law and may seize any illegal, unauthorized, or contraband materials discovered in the search. As noted in "Locker Use," student lockers and desks are school property and remain at all times under the District's control. Student lockers and desks are subject to search at any time for any reason and without notice or consent.

School officials may use canines, metal detectors, wands, or other tools to conduct searches. A student's failure to permit a search and seizure may be grounds for disciplinary action. A student's person and personal effects may be searched whenever a school official has reasonable suspicion to believe that the student possesses illegal or unauthorized materials. If a properly conducted search yields illegal or contraband materials, these items may be turned over to law enforcement.

STUDENT EDUCATION RECORDS

The District may collect, retain, use, and disclose student education records consistent with state and federal law. See Policy [5309](#) for an overview of the District's collection, retention, use, and disclosure of student records.

Authorized staff members will review student records in the C.O.O.R. offices only. Permission to remove student records from the room in which they are stored is granted to the staff provided those staff members sign the items out. Permission to remove student records may be obtained from the school principal. Records must be returned to the office within one workday of removal. The C.O.O.R. Administrator assigned to safeguard all student records is Joseph Moore, School Principal.

Parents may inspect and review their minor child's education records, regardless of custody status, unless a court order specifies otherwise. An eligible student (i.e., a student who is 18 years or older or an emancipated minor) may also inspect and review their education records.

Right to Request Explanation or Interpretation

A parent or eligible student may request, in writing, an explanation or interpretation of a student's education records. School officials will respond to any reasonable request.

Right to Request Amendment of Education Records

A parent or eligible student may request that a student's education record be amended if the parent or eligible student believes the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights as explained in Policy [5309](#).

Directory Information

"Directory information" is the information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. The Board designates the following as directory information:

- student names, addresses, and telephone numbers;
- photographs, including photographs and videos depicting a student's participation in school-related activities and classes;
- major field of study;
- grade level;
- enrollment status (e.g., full-time or part-time);
- dates of attendance (e.g., 2013-2017);
- participation in officially recognized activities and sports;
- weight and height of athletic team members;
- degrees, honors, and awards received; and
- the most recent educational agency or institution attended.

School officials may disclose "directory information" without the prior written consent of a parent or eligible student unless the parent or eligible student specifically notifies the District that the parent or eligible student does not consent to the disclosure of the student's directory information for 1 or more of the uses for which the District would commonly disclose the information.

A Directory Information Opt Out Form is attached to this handbook as Appendix F. This form allows the parent or eligible student to elect not to have the student's directory information disclosed for 1 or more of the listed uses. Upon receipt of a completed Directory Information Opt Out Form, school officials may not release the student's directory information for any of the uses selected on the form.

STUDENT AND FAMILY SCHOOL RELATIONS

Collaboration between home and school is important to the success of students. Open communication is a necessary component of collaboration. Parents are encouraged to contact their child's teacher whenever they have questions or concerns. Parents are further encouraged to contact the principal if they feel their questions or concerns have not been adequately addressed. If a complaint goes unresolved, a written complaint and a request for a conference should be sent to the Director of Special Education.

Incident Report

Incident reports are used to document unusual events or occurrences including situations in which crisis intervention is necessary, behaviors that lead to suspension from school, and behaviors leading to other disciplinary measures.

Parents will receive copies of completed incident reports. Parents will be notified within 24 hours of incidents involving the use of emergency restraint or seclusion.

IDEA Procedural Safeguards

"Procedural Safeguards for Parents of Students with Disabilities" is a document that explains the rights and safeguards provided under the Individuals with Disabilities Education Act (IDEA 2004). A copy of this document will be provided to you by the school at least annually. You may also access a copy of the Procedural Safeguards on the [C.O.O.R. ISD website](#). If you would like an additional copy of this document or need assistance in understanding the provisions of [IDEA](#), please contact the principal.

TECHNOLOGY

Use of District technology resources is a privilege, not a right. Students are expected to use computers, the Internet, and other District technology resources for school-related educational purposes only. Students and their parents are required to sign and return the [Acceptable Use Policy](#) and [AUP Signature Page](#) attached as Appendix G before they may use or access District technology resources.

Students who violate the District's Acceptable Use Agreement may have technology privileges terminated or suspended and may be subject to discipline, up to and including expulsion.

TRANSPORTATION SERVICES

Students attending C.O.O.R. ISD special education programs are provided transportation to and from their programs in accordance with their IEPs. C.O.O.R. contracts with Dean Transportation to provide these transportation services.

At the beginning of each school year, parents/guardians will receive information from the Transportation Coordinator regarding emergency procedures, designated secondary drop-off locations, and inclement weather policies. Specific driver names and estimated pick-up times will be provided along with a copy of the Transportation Rules.

While students are expected to follow school conduct rules while riding the bus, we understand that many students attending C.O.O.R. programs may need additional support to achieve this expectation. A student's failure to comply with Board Policy, applicable codes of conduct, and any other applicable rules or behavioral expectations while using District-provided transportation, including while at a designated bus stop, may result in disciplinary action. When a student's behavior becomes a safety concern, the transportation team, school team, and parents may meet to develop a Behavior Intervention Plan. Video cameras are placed on vehicles and buses to monitor student behavior on the vehicle/bus.

When a student has a health concern that requires a transportation health plan, the school nurse will work with the student's IEP team and Dean Transportation to develop a plan based on information obtained from the student's physician and parents. The nurse is responsible for training transportation staff and is available to transportation staff by phone during busing times to address health-related questions or concerns.

Should you have any questions in regards to transportation, please contact the Transportation Coordinator for Dean Transportation at (989) 275-9531.

STUDENT PARKING

Students of legal driving age and that possess a valid driver's license at the Adult Transition Center may be entitled to student parking privileges. Parking space at the CRAF Center is limited. Interested students will need to complete a [Student Parking Agreement](#) form. Student parking is a privilege, not a right, and can be revoked at any time for failure to adhere to guidelines.

VIDEO SURVEILLANCE AND PHOTOGRAPHS

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

The District may use video recordings for any lawful purpose, including student discipline, assisting law enforcement, or investigations.

Students may not make recordings on school property, while in a vehicle owned, leased, or contracted by the District, or at a school-sponsored activity or athletic event unless otherwise authorized by Policies [5210](#) or [5805](#), applicable law, or a District employee.

Students who attend programs through C.O.O.R. may be asked to participate in photo opportunities while involved in school activities. Student reference may be used for editorial, illustrative, or promotional purposes designed to represent and support C.O.O.R. programs and services and student success. Publication activities may include use of a student's first name only, individual or group photos, school-approved videos, digital or electronic media, or the ISD website. The district works to represent students in a positive light and strives to protect student privacy by obtaining parental consent prior to publication. [Photo release forms](#) are issued at the start of each school year or can be obtained from the school office.

VISITOR EXPECTATIONS

While we welcome parents and visitors, we also seek to provide continuity of instruction and abide by the federal law regarding privacy and confidentiality of students. When picking up or dropping off your child, please stop at the front desk and notify the secretary.

Parents are welcome to visit and observe classroom programs. However, please adhere to the following guidelines when doing so.

- We generally ask that parents and visitors limit their time in the classroom to no more than thirty minutes per visit. Longer visits may occur with prior approval.
- Please call at least one day ahead to make an appointment with the principal. Keep in mind that permission may not be granted for the day requested if that classroom has plans, such as a field trip or mandated testing.
- When you arrive, please sign-in at the front office. Please wait until the secretary has notified the classroom of your arrival.
- Visitors will also be asked to sign a [confidentiality policy form](#).
- When in the classroom, please avoid talking with staff during instructional time. We expect that the staff is focused at all times on the students.
- Remember to try to be invisible when you are in the classroom. At first you will be distracting to the students, but if you try to be invisible, the students will get used to you and behave as if you were not there.
- While everyone wants to help children, remember that our students are working on goals such as independently washing hands, picking up objects they dropped, learning to use words or communication devices to ask for things, and staying in the classroom. Only the staff know which student is working on which goal, so please do not assist or interfere with students or staff unless asked to do so.
- Please do not talk about students while in the classroom.
- If you would like to talk to the teacher after your visit, please schedule another time to do so when the teacher can provide you with their full attention.
- The teacher knows the classroom and the students. If the teacher asks you to leave the classroom, it may be because a student is becoming agitated. Please respect the wishes of the teacher and leave the classroom immediately.
- If your presence or leaving will cause your student to be upset, talk to the teacher and try to brainstorm ways to see your student in the classroom.
- If you want to leave with your student early, please make sure the teacher knows this prior to your visit.

All visitors are expected to abide by the same code of conduct as indicated for students in the handbook, including demonstrating self-respect, respect for others, and respect for property. Additionally, visitors must demonstrate appropriate behavior that allows everyone an equal opportunity to learn.

Volunteers

Programs and activities can be enhanced with volunteers who have particular knowledge or skills that will be helpful to members of the professional staff responsible for the conduct of those programs and activities (Board Policy [3105](#)). Individuals interested in volunteer opportunities should contact the principal. Any volunteer who works with or has access to students shall be screened through the Internet sites for the Sex Offenders Registry (SOR) list, the Internet Criminal History Access Tool (ICHAT) criminal history records check, and the Offender Tracking Information System (OTIS) prior to being allowed to participate in any activity or program.

Each volunteer shall:

- agree to abide by all Board policies and district guidelines while on duty as a volunteer including signing, if appropriate, the district's Network and Internet Access Agreement Forms;
- be covered under the district's liability policy but the district cannot provide any type of health insurance

to cover illness or accident incurred while serving as a volunteer, nor is the person eligible for workers compensation;

- be asked to sign a form releasing the district of any obligation should the volunteer become ill or receive an injury as a result of his/her volunteer services.

WITHDRAWAL FROM SCHOOL

Students who are transferring from the District are requested to submit written notice to the building principal at least 1 week before the withdrawal.

Enrolling Student in Another School

If a student withdraws from a C.O.O.R. center-based program and a request for records is not received from the student's new district within ten (10) school days, the C.O.O.R. center-based program will take further action to ensure that the student has enrolled in school. If a parent elects to homeschool a student, written notification must be made to the building administrator by the parents.

SECTION II: ACADEMICS

HOMEWORK

Depending on the program, classroom teachers may assign homework. Parents who have questions about homework or concerns about class work should contact their student's teacher.

PLACEMENT

The District has the sole discretion to make promotion, retention, and placement decisions for its students, consistent with state and federal law. The District may consider parent requests that a student be placed in a particular classroom, building, educational program, or grade. The District's placement decision is final.

STUDENTS WITH DISABILITIES

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

200-DAY PROGRAMMING

Programs designated as Severe Multiple Impairments (SXI) and Severe Cognitive Impairments (SCI) operate for 200 days, with 16 of those days during the months of July and August. The school calendar, which is distributed annually, will identify these dates.

HOMEBOUND/HOSPITALIZED SERVICES

Homebound/hospitalized services provide instruction for students who are unable to attend school due to a physical or medical condition and must be confined to the home or are hospitalized. Requests for homebound/hospitalized services must be made by a physician licensed in the state of Michigan.

The physician must certify a medical condition that requires that the student must be confined to the home or hospitalized during regular school hours, state the probable duration of confinement, indicate the student's 90

ability to participate in instruction, and specify any limitations imposed by the student's medical treatment program. Homebound and hospitalized services shall not be substituted for special education programs.

Students whose health allows them to attend school even on a reduced schedule should do so. Students receiving homebound or hospital services shall receive a minimum of two non-consecutive hours of instruction per week. Parents are directed to contact the building administrator should their child or student require home confinement due to medical conditions or hospitalization.

WORK PERMITS

Information about student work permits is available at the school office.

SECTION III: DISCIPLINE AND CODE OF CONDUCT

DISCIPLINE GENERALLY

The District may discipline students who engage in misconduct, up to and including suspension or expulsion from school.

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

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

Students who are involved in extracurricular activities and engage in misconduct may face consequences related to the activity in addition to the consequences provided in this handbook. The District reserves the right to refer to an appropriate non-school agency any act or conduct which may constitute a crime. The District will cooperate with those agencies in their investigations as permitted by law.

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

FORMS OF SCHOOL DISCIPLINE & APPLICABLE DUE PROCESS

In-School Suspension

The building administrator may require a student to serve in-school suspension. Students not completing their In-School Suspension will face further disciplinary action.

Suspension from Class, Subject, or Activity by Teacher

A teacher and building administrator, in collaboration, may suspend a student from any class, subject, or activity for up to 1 full school day if the teacher has good reason to believe that the student jeopardized the health or safety of any of the other participants in the class, subject, or activity.

All teachers will ensure that all procedures applicable to students with disabilities are followed. Any teacher who suspends a student from a class, subject, or activity must, as soon as possible following the suspension, request that the student's parent attend a parent/teacher conference to discuss the suspension. The building principal or designee will attend the conference if either the teacher or the parent requests the building principal's attendance. The building principal or designee will make reasonable efforts to invite a school psychologist or school social worker to attend the conference.

Removal for 10 or Fewer School Days

Before a student is suspended for 10 or fewer school days, an administrator will: (1) provide the student verbal notice of the offense the student is alleged to have committed, and (2) provide the student an informal opportunity to respond and explain what happened. Except in emergency circumstances, an administrator will not suspend the student unless, after providing the student notice and an opportunity to explain, the administrator is reasonably certain that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence.

Removal for More than 10 and Fewer than 60 School Days

Before a student is suspended for more than 10 school days but less than 60 school days, the Superintendent or designee will provide the parent or student with: (1) written notice of the offense the student is suspected to have committed; (2) an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and (3) an opportunity for a hearing at which the student may present evidence and witnesses to show that the student did not commit the alleged offense or that suspension is not an appropriate consequence.

The Superintendent or designee will provide the parent or student at least 3 calendar days' notice before the hearing. The parent and student may be represented, at their cost, by an attorney or another adult advocate at the hearing.

The Superintendent or designee will not suspend the student unless, following the hearing, he or she is convinced by a preponderance of the evidence that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. The Superintendent or designee will consider the [7 factors](#) noted in the Student Code of Conduct before suspending a student.

Removal for 60 or More School Days

Before the Board suspends or expels a student, the Superintendent or designee must provide the parent or student with: (1) written notice of the offense the student is suspected to have committed; (2) an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and (3) an opportunity for a Board hearing at which the student may present evidence and witnesses to show that the student did not commit the suspected offense or that suspension or expulsion is not an appropriate consequence.

The Superintendent or designee will provide the parent or student at least 3 calendar days' notice before the hearing. The parent and student may be represented, at their cost, by an attorney or another adult advocate at the hearing.

The Board will not suspend or expel the student unless, following the hearing, a majority of the Board finds by a preponderance of the evidence that the student committed misconduct that should result in suspension or⁹²

expulsion under either the Student Code of Conduct or Board Policy and that suspension or expulsion is the appropriate consequence. The Board will consider the [7 factors](#) noted in the Student Code of Conduct before suspending or expelling a student. The Board’s decision is final.

STUDENT CODE OF CONDUCT

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

Administration will, as required or permitted by state law, always consider the use of restorative practices as an alternative to, or in addition to suspension or expulsion. Nothing in the following table limits the District’s ability to impose more or less severe disciplinary consequences depending on the situation’s unique circumstances and the following 7 factors:

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

Nothing in this handbook limits the District’s authority to discipline a student for conduct that is inappropriate in school, but that is not specifically provided in this table. Depending on the circumstances of a particular situation, separate athletic or extracurricular sanctions may be imposed, in accordance with the applicable handbook or rules.

Prohibited Conduct	Potential Consequence(s)
<p>Illegal Substances or Paraphernalia, including Alcohol: possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of drugs, alcohol, fake drugs, illegal steroids, illegal inhalants, or look-alike drugs</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion ● Police Referral
<p>Tobacco/Nicotine: possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of any form of tobacco, including vaping devices or supplies. All use of tobacco is prohibited on school grounds by school policy, as well as, state law.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion ● Police Referral
<p>Disruptive Behavior or Insubordination: disrupting the learning environment or school activity or violating a school rule or directive.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion
<p>Dangerous Weapon Possession: firearm, dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral
<p>Other Weapons and Look-Alike Weapons Possession: an object that is not a “dangerous weapon,” including but not limited</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification

to a pellet or air-soft gun, a knife with a blade of 3 inches or less, items intended to look like a dangerous weapon, or similar items.	<ul style="list-style-type: none"> ● Suspension or Permanent Expulsion ● Police Referral
Use of an Object as a Weapon: any object used to threaten or harm another, regardless of whether injury results.	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral
Arson: purposefully, intentionally, or maliciously setting a fire on school property.	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral
Physical Assault (Student to Student): causing or attempting to cause physical harm to another through intentional use of force or violence.	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion up to 180 school days ● Police Referral
Physical Assault (Student to Employee, Volunteer, or Contractor): causing or attempting to cause physical harm to another through intentional use of force or violence.	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral
Verbal or Written Threat, including Bomb or Similar Threat: statement that constitutes a threat against a student, employee, other person, or school property.	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion ● Police Referral
Plagiarism, Cheating, or other Falsification of Schoolwork: submitting work that is not your own, including copying from others' work.	<ul style="list-style-type: none"> ● Restorative Practices ● Credit Loss or Grade Reduction ● Parent Notification ● Suspension or Expulsion
Discrimination, Harassment (including Sexual Harassment), and Bullying: violating Board Policy addressing anti-discrimination, anti-harassment, and anti-bullying.	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion
Criminal Sexual Conduct: commits criminal sexual conduct in a school building or on school grounds; or pleads to, is convicted of, or is adjudicated for criminal sexual conduct against another student enrolled in the same school district; or commits criminal sexual conduct against another student enrolled in the same school district.	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral
Fighting, Inciting Violence, Filming a Fight or Assault, Distributing or Publishing a Fight or Assault Video	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion
Sexting: distribution or publication of lewd, pornographic, or	<ul style="list-style-type: none"> ● Restorative Practices

sexually suggestive videos or photographs of students or staff.	<ul style="list-style-type: none"> ● Parent Notification ● Suspension or Expulsion ● Police Referral
Misuse of District Technology: violating the District's acceptable use policies and agreement.	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion ● Police Referral

APPENDIX A: [TITLE IX SEXUAL HARASSMENT \(Policy 3118\)](#)

APPENDIX B: [ANTI-BULLYING \(Policy 5207\)](#)

APPENDIX C: [ASBESTOS CONTROL PROGRAM](#)

APPENDIX D: [PEST MANAGEMENT](#)

APPENDIX E: [PROTECTION OF PUPIL RIGHTS \(Policy 5308\)](#)

APPENDIX F: [DIRECTORY INFORMATION AND OPT OUT FORM](#) (Form 5309 F-2)

APPENDIX G: [ACCEPTABLE USE AGREEMENT](#) & [SIGNATURE PAGE](#) (Form 3116 F-1 and F-2)

STUDENT/PARENT HANDBOOK ACKNOWLEDGEMENT

We, _____ and _____ have received and read the
Parent/Guardian Student

C.O.O.R. ISD handbook for the 25-26 school year. We understand the rights and responsibilities pertaining to students and agree to support and abide by the rules, guidelines, procedures, and policies of C.O.O.R. ISD.

Parent/Guardian Signature

Student Signature

7. Action Items

A. Approve an increase to the Educational Technology Association fees to \$148,000 to cover the growing network and server responsibilities as well as staffing (to be invoiced.)

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Becky Socia <sociar@coorisd.net>

Read: Fwd: ETA Proposal

1 message

Shawn Petri <petris@coorisd.net>
To: Becky Socia <sociar@coorisd.net>

Wed, Jul 2, 2025 at 9:36 AM

Please put this proposal on the Board agenda for July.
Thanks

----- Forwarded message -----
From: **Josh Hayes** <jhayes@k12eta.org>
Date: Fri, May 30, 2025 at 12:00 PM
Subject: ETA Proposal
To: Shawn Petri <petris@coorisd.net>

Current contract amount: \$88,000
Proposed contract amount: \$148,000

This proposal outlines the growing network and server responsibilities managed by the Educational Technology Association (ETA) on behalf of COOR ISD and respectfully requests an increase in Network/Server level support. As our services expand to encompass a broader range of critical infrastructure for our constituent districts, additional support is essential to maintain a high level of service, ensure robust security, and proactively manage our evolving technological landscape.

Current Scope of Network/Server Responsibilities:

The ETA department currently manages a significant and expanding portfolio of network and server services, including:

- **District Backups:** We are successfully running and maintaining backups for all districts within our ISD, with the exception of West Branch. This is a critical function for data protection and disaster recovery across our region.
- **Centralized Firewall Services:** We have recently invested in a new, robust firewall solution for COOR ISD. This infrastructure is designed with the capacity to extend firewall services to any interested district. We are pleased to announce that Crawford AuSable School District will be the first to leverage this service, with onboarding scheduled for this summer. This represents a significant expansion of our security responsibilities.
- **Wide Area Network (WAN) Maintenance:** Our team plays a key role in maintaining the newly implemented wide area network. This vital infrastructure connects all constituent districts back to COOR ISD, facilitating inter-district communication and access to shared resources.
- **Telephony Services:** We currently manage and support the phone systems for both COOR ISD and Crawford AuSable School District. This service is available and can be extended to other districts, further centralizing and streamlining communication infrastructure.
- **Cybersecurity Monitoring:** We are responsible for monitoring the Arctic Wolf cyber threat scanner for all districts connected to the WAN. This proactive security measure is crucial for identifying and mitigating potential cyber threats across our entire network.

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Justification for Increased Support:

The expansion of these services, while beneficial to our constituent districts, places a considerable and growing strain on our current IT support staff. To effectively and securely manage these critical responsibilities, and to ensure we can continue to offer and expand these valuable services, additional Network/Server level support is necessary. Specifically:

- **Increased Workload and Complexity:** Managing backups, a multi-district capable firewall, a regional WAN, multiple phone systems, and comprehensive cybersecurity monitoring requires significant time, expertise, and proactive attention.
- **Ensuring Service Reliability and Uptime:** The services we provide are critical to the daily operations of COOR ISD and its partner districts. Insufficient support could lead to delays in addressing issues, increased risk of downtime, and potential service degradation.
- **Proactive Maintenance and Security:** A proactive approach to network and server management is essential for preventing problems and mitigating security risks. Increased support would allow for more dedicated time to preventative maintenance, security patching, and system optimization.
- **Supporting Future Growth and Onboarding:** As more districts express interest in our centralized firewall, phone system, and potentially other future services, our capacity to onboard and support them effectively will be directly tied to the availability of skilled personnel.
- **Risk Mitigation:** The concentration of these critical services at COOR ISD also concentrates risk. Adequate staffing is a key component of mitigating risks associated with system failures, security incidents, or staff availability.

Benefits of Increased Support:

Investing in additional Network/Server level support will yield significant benefits for COOR ISD and its constituent districts, including:

- **Improved Service Reliability and Performance:** Ensuring consistent uptime and optimal performance of critical network and server infrastructure.
- **Enhanced Security Posture:** More dedicated resources to proactively manage and respond to cybersecurity threats.
- **Efficient Onboarding of New Services:** Streamlined and timely integration of additional districts into our centralized service offerings.
- **Increased Capacity for Innovation:** Freeing up existing staff to explore and implement new technologies and services that can benefit our educational community.
- **Reduced Risk:** Mitigating the potential for service disruptions and security breaches through proactive and responsive support.

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Shawn Petri, Superintendent
C.O.O.R. Intermediate School District
petris@coorisd.net
989-275-9520



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B. Approve a property split to get separate addresses for the leased football field and soccer field so there is no confusion on location for emergency responders in case of an accident.

C. Update title for Supervisor of Early Childhood to Director of Early Childhood

8. Information Items

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- **Social Media Report for June 2025**
- **Aug 11th presentation of Lyle Spaulding Award at CASD to Tanya Wolcott (who can attend?)**
- **Aug 26th COOR ISD all-staff meeting in Houghton Lake (who can attend?)**
- **Discussion on Board Goals**

JUNE 2025 SOCIAL MEDIA STATS



C.O.O.R.
INTERMEDIATE
SCHOOL DISTRICT

TOP 6 POSTS OUT OF 14:

MONTHLY REACH: 12,291

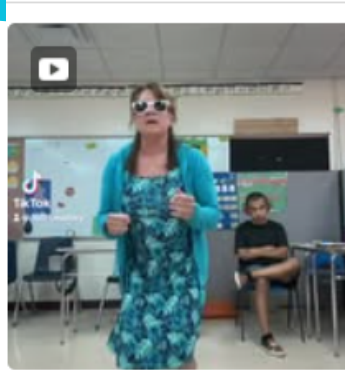
1



REACH: 3,054

June 4
Graduates
6 shares - 125 reactions
162 interactions

2



REACH: 1,920

June 12
Ms. H End of the year video
9 shares - 116 reactions
137 interactions

3



REACH 1,376

June 30
Happy Retirement, Brenda
1 shares - 96 reactions
155 interactions

4



REACH: 1,343

June 2
Climate and Culture Committee
3 shares - 49 reactions
56 interactions

5



REACH: 1,159

June 25
Neighborhood Connect
2 shares - 3 reactions
5 interactions

6



REACH: 958

June 16
Retirement, Teresa
1 shares - 54 reactions - 72 interactions 102

9. Superintendent's Report

- Construction CEC
- State and Federal Budgets
- Board Policy Work
- Walk-through on Aug 13th at 5:00 with Shawn
- Individual photos of Board Members

10. Communications

- Superintendent Goals 2025-26

11. **Adjournment**

Time: