

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

Wednesday, September 9, 2026 6:00 PM

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

1. Call to order & Roll Call

2. Opening Ceremonies

2

- Pledge of Allegiance

- Mission Statement: *To deliver expert services, impactful programs, and responsive leadership to our schools and communities*



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. Employee Presentation:

- Kim Young, Early On

5. Department Updates

4

- Career & Technical Education Department
- Early Childhood Department
- Special Education Department
- R.O.O.C., Inc.
- ETA (Educational Technology Association)
- Human Resources

BOARD OF EDUCATION

Dr. James Mangutz,
Board President

Nancy Persing,
Vice President

Jim Gendernalik,
Board Treasurer

Ian Faulkner,
Board Secretary

Trustees:
Anthony Bair
Alyssa Faulkner
Kara Mularz

ADMINISTRATION

Shawn Petri,
Superintendent

Melisa Akers, Director
of Special Education

Mike Evans, Director
of Career and Technical
Education

Dr. Katie Harris, Director
of Instructional Services

Katie Keith, Director of
Early Childhood

Kurt Loll,
Finance Director

Somer Quinlan,
Director of ROOC, Inc.

Jared Socia,
Director of Operations

To: Shawn Petri, Superintendent

From: Alexis Wilson, Director

Date: September 9, 2026

Subject: Human Resources Update

Resignations

We had several resignations over the summer. I included the list below.

Michelle Perri, Social Worker

Deb Mattingly, Speech Language Pathologist

Shawn Teegardgin, School Psychologist

Angie Stern, ATC Teacher

Stacy Shafto, Whole Child Specialist

Meranda Homan, Paraprofessional

Sabrina Wilks, Paraprofessional

Beth Roose, Paraprofessional

Tracy Nicholson, Paraprofessional

Donna Kowalski, ROOC Direct Care Worker

Cailtyn Brookins, Paraprofessional

Staff Newsletter

I created a monthly staff newsletter, which I included with this update. I started it in December 2025 and has been received well. It gives the employees a look at what is going on in the ISD as well as what is going on in the community.



COOR ISD NEWS

September
Edition

Your Monthly Newsletter About our ISD!

HR Updates

Welcome back everyone! Just a reminder that open enrollment is coming up so if you have been wanting to switch medical plans, October will be your chance. AFLAC open enrollment will be held at the beginning of November. Both of the enrollments are for a January 1st, 2027 effective date.

Important Dates

- Labor Day September 7th
- Board meeting September 9th

Local Events

- Cornhole for a Cause- Mike Miller fundraiser September 5th
- Fireman's Memorial Festival September 18th & 19th

Reminders

- Pay Days- September 11th & 25th

VISIT THE ISD ONLINE PAGE

WWW.COORISD.NET



Department Updates

Special Education- We had our open house Wednesday August 26th and our students returned Thursday August 27th. Thank you to everyone who helped with the event!

Career Tech- Our students returned Monday August 31st. Looking forward to a great school year!

Early Childhood- There is a car seat check event at the Gerrish Township Fire Hall Friday September 11th from 12-3pm.

Instructional Services- Professional Learning offerings for 26-27 school year are available. The link can be found on the top left corner of the website homepage.

Finance- Avery Smitz, our Accounting Coordinator, has started full time Monday August 31st and will be taking over payroll.

ROOC- We are continuing our shoe drive fundraiser through September. We are looking for gently worn used and new shoes. There is a donation box at ROOC if you are interested!



BOARD OF EDUCATION

Dr. James Mangutz,
 Board President

Nancy Persing,
 Vice President

Jim Gendernalik,
 Board Treasurer

Ian Faulkner,
 Board Secretary

Trustees:
 Anthony Bair
 Alyssa Faulkner
 Kara Mularz

ADMINISTRATION

Shawn Petri,
 Superintendent

Melisa Akers, Director
 of Special Education

Mike Evans, Director
 of Career and Technical
 Education

Dr. Katie Harris, Director
 of Instructional Services

Katie Keith, Director 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: September 2026

Subject: Early Childhood Update

COOR Community and Family Connection (formerly Great Start Collaborative)

Last month, we planned a nature walk and scavenger hunt for our Rose City Playgroup. Each child created their own pair of binoculars and received a scavenger hunt sheet with different items to look for during our walk. It was a fun, hands-on way for children and families to explore nature together!

To wrap up the experience, each family went home with a cooler backpack and a copy of *The Big Book of Nature Art* to encourage continued outdoor exploration and creativity at home.



Great Start to Quality

We are pleased to announce that we have been selected to add an additional **Family Child Care Network (FCCN) Hub**! A FCCN Hub is a regional organization that connects, supports, and strengthens home-based child care business owners. Typically, a Hub serves groups of up to 25 home-based child care sites,

including licensed child care homes, license-exempt providers, and family, friend, and neighbor caregivers.

This is an exciting opportunity to expand our support for home-based child care providers and strengthen the network of resources available to families in our communities.

A BIG shout-out to Kym Narayana, who leads this important work with our providers! Kym's dedication and commitment to supporting home-based child care providers has helped position us for this exciting opportunity. We were identified as one of the Hubs most prepared to take on an additional network based on our current enrollment and reported waitlist.

We are excited to continue growing this work and supporting even more child care providers and the families they serve!

We are also currently waiting to be awarded the Great Start to Quality grant. We should be notified within the first few weeks of September. We have to apply every five years. We know there are some changes coming that will make our work more streamlined into a deeper dive in our coaching with the programs. We will be trained to use Practice-Based Coaching (PBC) with our child care programs. We will have a mentor coach from the Early Childhood Investment Corporation (ECIC) to help deepen our understanding of the strategies and to help us be in fidelity to the PBC model.

Great Start Readiness Program

[Enrollment](#): We have 306/368 spots filled for GSRP.

COOR has received our allocation for GSRP for 2026 for 368 PreK For All spots totaling \$4,207,344.00. We do not anticipate filling all programs, and the final budget will be adjusted in March after our final student count in February.

COOR has received \$37,240 in curriculum funds. These funds assist with our student assessment costs, Pyramid Model conference, materials, professional learning, and much more. Curriculum funds are crucial in supporting the work.

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: September 3, 2026

Open House

Our Open House held last week was a great success! It was wonderful to welcome both familiar faces and many new visitors to our facility. Guests had the opportunity to tour the building and see each of our programming areas in action.

The tour began in the production area, where visitors observed clients engaged in jet bag production. From there, guests visited the activity room, where clients were participating in cardio drumming. The cooking class showcased their skills by preparing and serving a variety of trail mix flavors from the kitchen. The tour concluded in the art room, where participants were finishing their "Under the Sea" art project.

We are grateful to everyone who took the time to visit, learn more about our programs, and support the individuals we serve.

Shoe Drive Fundraiser

We are happy to report that our shoe drive fundraiser has been filling up! We are incredibly thankful for the tremendous support we have received from our community.

A special thank you goes to 7-Eleven in Grayling, Kirtland Community College, Tandem Logistics Trucking Company, Uncharted Grounds Coffee Shop of Houghton Lake, and Threads of Grayling, as well as the many families who have generously dropped off donations.

The fundraiser has been so successful that we have decided to extend it for an additional month. We greatly appreciate everyone's continued generosity and support of this important fundraising effort.





Educational Technology Association

Technology for Learning

September 2026 ETA Report

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

Tickets (ETA Wide):

- Current Open: 663
- Created this month: 4510
- Closed this month: 4332

Trainings Provided:

- Artificial Intelligence
- Cyber Security

Updates:

- As you can see by the over 500% increase in created tickets this month, schools are back in session. A HUGE shout out to the ETA team for their hard work in getting all technology, classrooms, and devices fully prepared for staff and students. The team spent significant effort setting up new devices, cleaning projectors, upgrading operating systems, and ensuring network connections were seamless for the new school year.
- It has been an active month for phishing attempts across region districts, resulting in a few compromised accounts. Phishing tactics observed include fake DocuSign requests containing suspicious links and fraudulent Social Security Administration deactivation notices sent from unofficial email addresses. The technology team is actively responding to reported incidents, assisting affected users, and continuing user awareness efforts to mitigate further risks.
- Since we are still awaiting E-rate funding approval for network equipment across the majority of our ETA districts, we will postpone the scheduled summer installations to a period during the school year when network downtime can be accommodated.
- We are also still waiting for our new PowerSchool servers to arrive. Once they come in we will start to migrate all the data from the old to the new servers.
- The Federal Communications Commission (FCC) has begun a comprehensive review of the E-Rate program, proposing structural shifts that might reshape district funding. Although no rules are active yet, some ideas under review that could affect us include

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

reducing support for Managed Internal Broadband Services (which includes your wireless solution) and linking funding to screen-time management and parental opt-out policies. This will create more paperwork and hoops for districts to jump through. Because these ideas are open for public comment through October 13, 2026, we hope to submit an ISD wide letter to the FCC with our concerns.

- 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.
- This month, our external vulnerability scan identified 113 threats across 1056 locations. One open vulnerability was noted and patched.
- All backups have been verified. Google backups were checked at Mio AuSable Schools, Kaleva Norman Dickson Schools, Mason County Eastern and Mesick Consolidated Schools. Veeam (server) backups have been checked for Crawford AuSable, Mason County Central, Mesick Consolidated Schools, Manistee ISD, Pine River Area Schools, and Walkerville Public Schools.

BOARD OF EDUCATION

Dr. James Mangutz,
 Board President

Nancy Persing,
 Vice President

Jim Gendernalik,
 Board Treasurer

Ian Faulkner,
 Board Secretary

Trustees:
 Anthony Bair
 Alyssa Faulkner
 Kara Mularz

ADMINISTRATION

Shawn Petri,
 Superintendent

Melisa Akers, Director
 of Special Education

Mike Evans, Director
 of Career and Technical
 Education

Dr. Katie Harris, Director
 of Instructional Services

Katie Keith, Director of
 Early Childhood

Kurt Loll,
 Finance Director

Somer Quinlan,
 Director of ROOC, Inc.

Jared Socia,
 Director of Operations

To: Shawn Petri, Superintendent

From: Mike Evans, Director

Date: Sept 6, 2026

Subject: CTE Update

Program Updates

The year started off on the right foot! The school year began for our staff on August 24 at the COOR All-Staff PD Day held at the Lakeside Resort in Houghton Lake. We spent the following day at CATIC preparing for the upcoming academic year. On August 31, we hit the ground running with students from our local districts.

After initial student schedule changes, additions, and drops, we are starting the year with 196 students. Here is the breakdown per district:

- **AEA:** 5
- **CASD:** 61
- **FAS:** 17
- **GLOE:** 4
- **HLCE:** 0
- **HLCS:** 39
- **MAS:** 13
- **RAPS:** 47
- **WBRC:** 15

Our instructors are geared up to make this our best year yet!

TRAC Audit

In late July, we received notice regarding which programs will be reviewed by the Office of Career and Technical Education (OCTE) during the upcoming TRAC audit. This regional audit covers Perkins Region 6 CTE programs across CGRES, IRESA, and COOR ISD. Selected programs at CATIC, Charlton Heston Academy (CHA), Ogemaw Heights High School (OHHS), and Mio High School will be evaluated on course planning, student outcomes, financial compliance, and facility standards.

All impacted local CTE directors and instructors have been notified of the required documentation. These materials were submitted to OCTE in mid-August for review. Following the initial submission, OCTE will identify any missing files and provide guidance on necessary program adjustments.

Site visits begin the week of September 14, when state auditors from OCTE will visit each CEPD 11 site to review the selected programs:

- **CATIC:** Automotive Technology, Business, Construction, and Education
- **CHA:** Construction, Public Safety, and Welding
- **Mio:** Business
- **WBRC (OHHS):** Agriscience and Machine Tool

BOARD OF EDUCATION

Dr. James Mangutz,
Board President

Nancy Persing,
Vice President

Jim Gendernalik,
Board Treasurer

Ian Faulkner,
Board Secretary

Trustees:
Anthony Bair
Alyssa Faulkner
Kara Mularz

ADMINISTRATION

Shawn Petri,
Superintendent

Melisa Akers, Director
of Special Education

Mike Evans, Director
of Career and Technical
Education

Dr. Katie Harris, Director
of Instructional Services

Katie Keith, Director of
Early Childhood

Kurt Loll,
Finance Director

Somer Quinlan,
Director of ROOC, Inc.

Jared Socia,
Director of Operations

To: Shawn Petri, Superintendent

From: Melisa Akers, Director of Special Education

Date: September 3, 2026

Subject: Special Education Update

A Message from our Director, Melisa Akers:

School is in full swing. We started it off with our opening day professional development event at the Lakeside Resort in Houghton Lake. It was a great day of learning and reconnecting with our coworkers after a well-deserved summer break.

We followed that up with our first-ever community open house. The event was well attended by families, previous employees, students, staff, and community members. It was an awesome opportunity for us to share what amazing services we offer.

Several ISD and local district special education staff attended the MAASE Summer Institute in Traverse City on September 9th-12th. This is an annual professional development opportunity that brings MDE and all of the special education leaders throughout the state together under one umbrella. It is always an excellent opportunity for networking, learning, and sharing knowledge.

A Message from our Early On Coordinator, Kim Young:

Summer Playgroups

Early On offered three summer playgroup sessions at the Roscommon Elementary School. Each session was well attended by children, siblings, parents, and

providers. Children enjoyed activities such as the water table, riding trikes, and playing in the sand.

Playgroups provide children with valuable opportunities to develop social skills that are difficult to teach in isolation. Through play with peers, children practice sharing, communicating, waiting, and responding to others. These interactions also give Early On providers an opportunity to observe how children engage with peers and gain a better understanding of their social development.

Playgroups also provide parents with an opportunity to connect with other families who may be experiencing similar challenges. This connection can help reduce feelings of isolation and provide families with support and encouragement.

Early On Data

COOR ISD recently completed its 2026 Federal Early On Grant ahead of schedule, and the grant was approved. Early On continues to see a slight increase in referrals and in the number of children whose families accept an evaluation.

COOR ISD Early On received:

	2024	2025
Referrals	168	171
Evaluations	84	92
New IFSPs	46	45

The increase in evaluations from 84 to 92 indicates that more families accepted the opportunity to have their child assessed. The number of new IFSPs remained relatively consistent. This is expected, as not every child referred to Early On will demonstrate a delay that meets eligibility criteria.

Early On referrals come from a variety of community partners, including physicians and hospitals, CPS, NEMSCA, DHHS, WIC, the Health Department, Early Head Start, and preschool and daycare providers. Families can also

contact Early On directly through 1-800-EARLYON or Help Me Grow Michigan. Services are free and voluntary.

Early On serves children from birth through age three. Because children develop quickly during these early years, ongoing outreach and strong relationships with referral partners are important to ensuring families are connected with services as early as possible.

CAPTA (Child Abuse Prevention and Treatment Act) Referral Update

Statewide CAPTA data for July 2026 showed 774 referrals to DHHS, with 698 referrals forwarded to local Early On programs. Of those referrals, 377 involved substance-exposed infants, including 312 identified as THC-only exposure.

COOR ISD received 13 CPS referrals in July, including eight CAPTA referrals. Many of these referrals involved infants whose umbilical cord testing indicated THC exposure. Some families declined Early On services because they did not observe any concerns with their child's development.

We will continue to monitor these referral trends and work with community partners to ensure families are aware of Early On and have access to support when concerns arise.

A Message from our Special Education Supervisor, Jeff Matheney:

District Outreach

I have been conducting introductory visits throughout the ISD, meeting with Special Education Coordinators, service providers, principals, and superintendents. Visits have included Fairview, CEC, ATC, RAPS, Mio-AuSable, Crawford-AuSable, and CHA. These visits provide an opportunity to build relationships, better understand district needs, and strengthen communication and collaboration.

Personnel Updates

COOR ISD welcomes several new staff and contracted service providers supporting students across the region:

- **Lisa Burmeister** – School Social Worker, serving CASD
- **Angela Hempel** – Behavior Support Specialist, serving CASD

- **Kayla Toliver** – Occupational Therapist, serving HLCS
- **Cara Klap** – Speech-Language Pathologist, serving WBRC
- **Staci Brown** – Speech-Language Pathologist, serving WBRC
- **Marrisa Lozner** – Speech-Language Pathologist, serving HLCS
- **Kalli Martin** – Speech-Language Pathologist, serving CEC

We also wish Shawn Teegardin, School Psychologist, well as he transitions to a new position downstate.

Looking Ahead

District outreach will continue in September, with upcoming visits planned for West Branch-Rose City Community Schools and Houghton Lake Community Schools. Annual performance reviews and observations for COOR ancillary staff and contracted service providers will also begin.

A Message from our CEC Principal, Joe Moore:

The 2026–2027 school year is officially underway at the CEC and ATC campuses! We kicked off the year on Monday, August 24, at the Lakeside Resort and Conference Center in Houghton Lake with an engaging day of professional development. The day provided an excellent opportunity for staff to collaborate, learn, and establish a strong foundation for the year ahead.

On Tuesday, August 25, CEC and ATC staff returned to the CEC for Ukeru training. Ukeru is a nonviolent crisis intervention approach designed to reduce the use of seclusion and restraint while promoting safe and supportive environments for students and staff. The training combines an understanding of brain science and the impact of trauma on our student population with practical physical management techniques intended to maintain safety when challenging situations arise.

Our first-ever CEC Open House on Wednesday, August 26, was a tremendous success! We are incredibly proud of the upgrades and improvements made to the CEC to better support the unique learning and developmental needs of our students. The feedback from community members, families, and former employees was genuine and heartfelt, and it was wonderful to see so many people take the time to tour the building and celebrate the progress that has been made.

As a small gesture of appreciation, I sent handwritten thank-you notes to those who signed our guestbook during the Open House. We were also excited to have Black Bird Ice Cream join us for the event. Their excellent selection of ice cream was a hit with everyone and added a fun touch to an already memorable afternoon.

We are incredibly excited about the year ahead and look forward to another outstanding year of learning, growth, and success for our students and staff!

6. 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.

7. 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, held on August 12, 2026

21

COOR Intermediate School District
Board of Education Meeting Minutes
August 12, 2026 and 6:00 PM



August Meeting Minutes

A regular meeting of the Board of Education (the “Board”) was held at 11051 N Cut Rd, Roscommon, MI, on Wednesday, Aug 12, 2026. Vice President Persing called the meeting to order at 6:00 P.M.

1. Call to order & Roll Call

Attendance Taken at 6:00 PM. **Present:** Alyssa Faulkner, Ian Faulkner, Jim Gendernalik, Kara Mularz, Nancy Persing, **Absent:** Anthony Bair, James Mangutz DDS.

2. Opening Ceremonies

- Pledge of Allegiance
- Mission Statement: *To deliver expert services, impactful programs, and responsive leadership to our schools and communities*

3. Adopt the Agenda as Presented This motion, made by Kara Mularz, seconded by Alyssa Faulkner, Carried (5-0).

4. Employee Presentation

- Kimberly Young, Early On Coordinator – postponed to September.

5. Department Updates (reviewed in advance of the meeting)

- Career & Technical Education Department
- Early Childhood Department
- Instructional Services Department (no report this month)
- Special Education Department
- R.O.O.C., Inc.
- K12 ETA (Educational Technology Association)

Katie Keith reported that the resource center lending library will be discontinued after Sept 30th.

The board was happy that so many daycare providers have decided to take extra trainings and increase the quality of their services. We are the highest participating resource center in the state of Michigan with 73% of centers participating.

6. 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.

- Gatlyn Dunham, Prevention Coordinator for Northern Michigan Children's Assessment Center (NMCAC) presented on the Safe Touches program for elementary students that is provided by NMCAC. They help students differentiate between safe and unsafe touches or secrets and identify multiple trusted adults to report uncomfortable situations to. They also provide information for teachers and caregivers on how to recognize signs of abuse. Ms. Dunham would like to present to all the elementary schools within her service area. CASD has participated for five years. HLCS is currently participating, and RAPS will start this year.

7. 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 Ian Faulkner and seconded by Kara Mularz, Carried (4-0).

Anthony Bair: Absent, James Mangutz DDS: Absent, Kara Mularz: Abstain (With Conflict), Alyssa Faulkner: Yes, Ian Faulkner: Yes, Jim Gendernalik: Yes, Nancy Persing: Yes

7.A. Approve minutes of previous meeting on July 8, 2026

7.B. Approval of Bills for July 2026 totaling \$2,039,094.92

7.C. Approve Revenue & Expenditure Reports and MILAF statement for July 2026

7.D. Approve 2026-27 CATIC calendar and student handbook as presented

7.E. Approve renewal of Adobe Cloud software license

7.F. Adopt the increased IRS mileage rate for business travel of \$0.76 per mile for July 1, 2026 to December 31, 2026. The IRS increased rates mid-year due to rising fuel costs.

7.G. Approve a lease renewal with West Branch-Rose City Area Schools for the Regional Resource Center from October 1, 2026 to September 30, 2027.

7.H. Renew an agreement with the Michigan Department of Health and Human Services, DFA27-65002, for split payment of four Whole Child Specialists effective October 1, 2026 to September 30, 2027. The specialists work at RAPS, HLCS, WBRC, and CHA.

8. Action Items

8.A. Approve Policy Updates from Thrun Law Firm dated June 10, 2026 and reviewed by the Policy Committee: Policies 2202, 2406, 2501, 3102, 3108, 3115, 3115A, 3115B, 3115C, 3115D, 3115E, 3115H, 3122, 3202, 3301A, 3303, 3304, 3306, 3402, 3407, 3410, 4101, 4104, 4113, 4201, 4209, 4210, 4216, 4508, 4602, 5209, 5507, 5710, 5710A, 5714. Procedures 4205-AG-1, 4508-AG, 5103-F-1, 5309-F-1, 5603-F-16. The policy committee went through each policy change. Most of the changes didn't offer options for the district.

Approve Policy Updates from Thrun Law Firm dated June 10, 2026 and reviewed by the Policy Committee. This motion, made by Kara Mularz and seconded by Alyssa Faulkner, Carried (5-0).

8.B. Approve hiring of personnel as presented:

- Avery Smitz, Accounting Coordinator (non-union)
- Naomi Clouse, Student Support System Coordinator (non-union)
- Victoria Klumpp, Adult Transition Center Instructor as part of the COOR Educational Association, BA Step 7 for 190 days per year.

Victoria brings five years of teaching experience from Charlton Heston Academy and currently serves as one of the job coaches for the Michigan Rehabilitation Services (MRS) Summer Work Program.

Naomi Clouse was in attendance. She stated that she had worked in local districts where she benefited from COOR ISD trainings, so she is excited to provide supports through COOR.

Approve hiring of personnel as presented. This motion, made by Kara Mularz and seconded by Ian Faulkner, Carried (5-0).

Anthony Bair: Absent, James Mangutz DDS: Absent, Alyssa Faulkner: Yes, Ian Faulkner: Yes, Jim Gendernalik: Yes, Kara Mularz: Yes, Nancy Persing: Yes

8.C. *Approve an agreement with Steven Seward to facilitate the "Unlocking Potential Through Intentional Coaching" series for local district and ISD staff in four sessions for \$3,600.* This motion, made by Ian Faulkner and seconded by Alyssa Faulkner, Carried (5-0).

Anthony Bair: Absent, James Mangutz DDS: Absent, Alyssa Faulkner: Yes, Ian Faulkner: Yes, Jim Gendernalik: Yes, Kara Mularz: Yes, Nancy Persing: Yes

Superintendent Petri stated that the ISD is investing in administrators at local districts building level and ISD staff. They are making a lot of progress and additional tools have been helpful. They are being coached to coach their teaching staff as well.

8.D. *Approve letter of understanding with Fanning Howey.* This motion, made by Kara Mularz and seconded by Alyssa Faulkner, Carried (5-0).

Anthony Bair: Absent, James Mangutz DDS: Absent, Alyssa Faulkner: Yes, Ian Faulkner: Yes, Jim Gendernalik: Yes, Kara Mularz: Yes, Nancy Persing: Yes

Superintendent Petri stated that he is having preliminary discussions with an architect to discuss feasibility of construction of a new administrative office and a transportation building. He is trying to stay conservative with spending, focusing on paying off the CEC renovation loan before taking out new loans for other projects. He will involve the Facilities Committee and a committee of ISD staff to start making discussions.

The district can choose an architect. Construction details will need to be bid. An estimate of about \$372/square foot was given. The preliminary plans are for 9,000-10,000 square feet. (The current building is 5,800 square feet.) It is estimated to be a \$3.5 million project including demolition. The ISD will be mindful of any historical artifacts important to the community. COOR can pay off the current renovation loan in the 2029-30 school year.

Student needs were covered before addressing the central office. Staff members need to have space to provide professional development for instructors and administrators. The performance of staff increases based on their environment upgrades. Overall, it will improve the services we provide to kids.

8.E. Approve contract with Michigan Virtual University for in-person trainings: the second year of the AI Taskforce and first year of AI Teacher Leaders training:

Program dates:

- AI Taskforce, 8:30am-11:30am:

2026: Sept 23, Oct 28, Dec 2

2027: Jan 27, Feb 24, Apr 21, May 19

Location: COOR ISD

- AI Teacher Leaders, 12:00 pm - 2:30 pm:

2026: Sept 23, 2026

2027: Mar 16, 2027

Approve contract with MVU. This motion, made by Ian Faulkner and seconded by Kara Mularz, Carried (5-0).

Anthony Bair: Absent, James Mangutz DDS: Absent, Alyssa Faulkner: Yes, Ian Faulkner: Yes, Jim Gendernalik: Yes, Kara Mularz: Yes, Nancy Persing: Yes

Local school district guidelines are now posted on the ISD website from the previous year's taskforce work. The training for teachers this year aims to make the guidance fully relevant to teachers and students. It will guide the work of teachers in each of the local districts.

Josh Hayes will present on AI use and cybersecurity to ISD staff on Aug 24th.

9. Superintendent's Report

- CATIC Cooperative agreement - tuition has been raised from \$2,000 to \$2,500 per student. The ISD is still subsidizing busing expenses.
- Aug 24th all-staff meeting 8:00AM in Houghton Lake - staff will receive COOR t-shirts.
- Aug 26th open house at CEC – Community members can enjoy a free ice cream cone from Black Bird Ice Cream of West Branch after touring the building. Superintendent Petri is excited to see how many people attend and increase their knowledge of some COOR programs.
- The CEC student handbook is ready pending policy updates.
- Car seat safety checks – this is a collaborative project at Ogemaw Co Fair on kid's day with MSP and MDHHS. Together, we have been able to donate child car seats to many families. MSP used to pay for them but funding was cut. DHHS, United Way, and other organizations have donated to Child Protection Council for car seats. There will also be a display to show how hot it gets inside a vehicle.

- Superintendent Petri announced his intention to retire in June 2027.

10. Information Items

- Social Media Report for July showed a reach of 4,012 with just two posts.
- Community & Family Connection holding car seat checks and seat giveaways for qualifying families at Ogemaw County Fair on Wed, Aug 19th and at Gerrish Township Hall on Sept 11th, 12-3pm.
- Alternative Educational Academy of Ogemaw County:
 - 26-27 student handbook
 - June 8, 2026 minutes
 - Aug 3, 2026 agenda
 - Q4 financial report

11. Communications

- Potential updating of ISD wall map – A quote was given to create a PDF of the entire ISD to replace the old map which still shows Gerrish-Higgins School District.

12. Adjournment

Adjourn the meeting. This motion, made by Jim Gendernalik and seconded by Kara Mularz, carried (5-0) at 7:22 PM.

Respectfully submitted,



Ian Faulkner,
Board secretary



Rebecca Socia,
Recording Secretary

B. Approval of Bills for August 2026
totaling \$953,314.26

27

A/P Check Register

Printed: 09/02/2026 2:34:58PM

COOR ISD

Check Date: 8/1/2026 to 8/31/2026

Vendor #	Vendor Name	Batch #	Check Date	Check #	Checks	Direct Deposit	Total
4440	CRAWFORD AUSABLE SD	746	08/04/2026	108884	112,038.59	0.00	112,038.59
4900	DEAN TRANSPORTATION INC	746	08/04/2026	108885	242.21	0.00	242.21
7160	ROSCOMMON AREA PUBLIC SCHOOLS	746	08/04/2026	108886	14,211.60	0.00	14,211.60
4470	CRWFD CNTY TRANSP AUTH	748	08/05/2026	108887	1,740.00	0.00	1,740.00
141200	AMAZON CAPITAL SERVICES INC	744	08/06/2026	108888	4,627.19	0.00	4,627.19
141731	AMBER AKIN	744	08/06/2026	108891	209.76	0.00	209.76
141720	AMERICAN UNITED LIFE INSURANCE COMPANY	744	08/06/2026	108892	1,728.86	0.00	1,728.86
141145	AUSABLE MEDIA GROUP LLC	744	08/06/2026	108893	246.00	0.00	246.00
4100	CONSUMERS ENERGY PAYMENT CENTER	744	08/06/2026	108894	3,798.94	0.00	3,798.94
16940	COUNTY OF ROSCOMMON COUNTY TREASURER	744	08/06/2026	108895	10.81	0.00	10.81
4470	CRWFD CNTY TRANSP AUTH	744	08/06/2026	108896	1,552.00	0.00	1,552.00
142348	CUSTER	744	08/06/2026	108897	5,230.47	0.00	5,230.47
142429	DEBBIE ALBRO	744	08/06/2026	108898	200.00	0.00	200.00
8420	EAST HIGGINS LAKE TRUE VALUE	744	08/06/2026	108899	30.72	0.00	30.72
142113	GOOGLE VOICE INC	744	08/06/2026	108900	93.88	0.00	93.88
142282	GRAFTON SCHOOL INCORPORATED	744	08/06/2026	108901	1,195.20	0.00	1,195.20
7552	GRAYLING COOPERATIVE PRESCHOOL, INC.	744	08/06/2026	108902	32,508.50	0.00	32,508.50
141883	HANNAH VANCURA	744	08/06/2026	108903	70.83	0.00	70.83
142191	HIGGINS LAKE STORAGE LLC	744	08/06/2026	108904	100.00	0.00	100.00
8791	HOUGHTON LAKE COMMUNITY SCHOOL	744	08/06/2026	108905	119.97	0.00	119.97
141743	HULL BUILDING CENTER	744	08/06/2026	108906	178.36	0.00	178.36
71225	JOSEPH MOORE	744	08/06/2026	108907	339.37	0.00	339.37
142336	JUDY MOEGGENBERG	744	08/06/2026	108908	200.00	0.00	200.00
19892	KATHRYN TOONSTRA	744	08/06/2026	108909	54.72	0.00	54.72
10020	KEENAN THERAPEUTICS PC	744	08/06/2026	108910	1,645.12	0.00	1,645.12
142424	KELLI BOWLING MILLER	744	08/06/2026	108911	200.00	0.00	200.00
10100	KEN'S TIRE & AUTO	744	08/06/2026	108912	30.91	0.00	30.91
141492	KERRI SMITZ	744	08/06/2026	108913	106.00	0.00	106.00
142036	KYM NARAYANA	744	08/06/2026	108914	250.80	0.00	250.80
5155	LI'L WILLIES	744	08/06/2026	108915	115.00	0.00	115.00
141972	LILLIE MEADOWS	744	08/06/2026	108916	456.08	0.00	456.08
11182	LOGISOFT	744	08/06/2026	108917	583.11	0.00	583.11
142382	MICHELE WAMBOLD	744	08/06/2026	108918	200.00	0.00	200.00
141271	MICHIGAN CHAMBER SERVICES	744	08/06/2026	108919	317.00	0.00	317.00
141186	MONICA'S DAYCARE	744	08/06/2026	108920	180.00	0.00	180.00
142326	PLAY ON WORDS LLC	744	08/06/2026	108921	1,570.00	0.00	1,570.00
19081	ROBERT J GORDON DOFAA-INS PLLC	744	08/06/2026	108922	90.00	0.00	90.00
17720	SCHOOL SPECIALTY LLC	744	08/06/2026	108923	772.37	0.00	772.37
17880	SEHI COMPUTER PRODUCTS INC	744	08/06/2026	108924	9,350.00	0.00	9,350.00
141992	SHARON MCMILLAN	744	08/06/2026	108925	19.76	0.00	19.76
18150	SHRED EXPERTS LLC	744	08/06/2026	108926	288.00	0.00	288.00
18510	SOUTHPAW ENTERPRISES	744	08/06/2026	108927	12,351.03	0.00	12,351.03
141649	STAPLES	744	08/06/2026	108928	187.39	0.00	187.39
18782	STATE OF MICHIGAN	744	08/06/2026	108929	876.11	0.00	876.11
1415	TAMMY BAUDOUX	744	08/06/2026	108930	392.92	0.00	392.92
142427	THE OWLS NEST	744	08/06/2026	108931	200.00	0.00	200.00
142452	TIFFANY LUNDELL	744	08/06/2026	108932	200.00	0.00	200.00
141663	TOWN & COUNTRY STORAGE	744	08/06/2026	108933	330.00	0.00	330.00
21110	WEINLANDER-FITZHUGH-	744	08/06/2026	108934	10,500.00	0.00	10,500.00
21181	WEST BRANCH ROSE CITY SCHOOL DISTRICT	744	08/06/2026	108935	58,560.94	0.00	58,560.94
20970	WM CORPORATE SERVICES INC	744	08/06/2026	108936	184.89	0.00	27 184.89

A/P Check Register

Printed: 09/02/2026 2:34:58PM

COOR ISD

Check Date: 8/1/2026 to 8/31/2026

Vendor #	Vendor Name	Batch #	Check Date	Check #	Checks	Direct Deposit	Total
21770	XEROX CORP	744	08/06/2026	108937	960.60	0.00	960.60
142060	GESKUS PHOTOGRAPHY INC	750	08/06/2026	108938	297.00	0.00	297.00
19800	THRUN LAW FIRM P.C.	751	08/06/2026	108939	2,419.00	0.00	2,419.00
142022	ARTESIA YOUTH PARK	752	08/06/2026	108940	1,000.00	0.00	1,000.00
142447	ORBIT LEASING	93	08/14/2026	108941	192.68	0.00	192.68
142454	BLACK BIRD ICE CREAM	753	08/11/2026	108942	100.00	0.00	100.00
6781	FRONTIER	753	08/11/2026	108943	299.69	0.00	299.69
225	AFLAC	99	08/19/2026	108944	1,179.96	0.00	1,179.96
21180	AIMEE MASTEJ	754	08/20/2026	108945	72.00	0.00	72.00
141619	ALLEGRA	754	08/20/2026	108946	1,193.00	0.00	1,193.00
142254	ALYSSA FAULKNER	754	08/20/2026	108947	60.00	0.00	60.00
141200	AMAZON CAPITAL SERVICES INC	754	08/20/2026	108948	14,522.09	0.00	14,522.09
1003	ATECH HEATING AND COOLING	754	08/20/2026	108950	5,710.00	0.00	5,710.00
141145	AUSABLE MEDIA GROUP LLC	754	08/20/2026	108951	150.00	0.00	150.00
142335	CARIE PAULL	754	08/20/2026	108952	1,076.48	0.00	1,076.48
8392	CHARLTON HESTON ACADEMY	754	08/20/2026	108953	16,709.54	0.00	16,709.54
19631	CHRISTINA TAPPAN	754	08/20/2026	108954	117.10	0.00	117.10
4100	CONSUMERS ENERGY PAYMENT CENTER	754	08/20/2026	108955	169.16	0.00	169.16
16940	COUNTY OF ROSCOMMON COUNTY TREASURER	754	08/20/2026	108956	412.85	0.00	412.85
4400	CRAF CENTER	754	08/20/2026	108957	2,500.00	0.00	2,500.00
141894	CULLIGAN WATER CONDITIONING	754	08/20/2026	108958	104.00	0.00	104.00
5180	DISCOUNT SCHOOL SUPPLY	754	08/20/2026	108959	26.81	0.00	26.81
142218	ELEVATE THERAPY COMPANY	754	08/20/2026	108960	2,320.00	0.00	2,320.00
5821	EPS SECURITY	754	08/20/2026	108961	1,123.08	0.00	1,123.08
141738	GILL-ROY'S HARDWARE	754	08/20/2026	108962	55.55	0.00	55.55
141941	HELEN SHASTAL	754	08/20/2026	108963	169.84	0.00	169.84
142025	HOUGHTON LAKE COOPERATIVE PRESCHOOL INC	754	08/20/2026	108964	44,726.03	0.00	44,726.03
6195	IAN FAULKNER	754	08/20/2026	108965	33.80	0.00	33.80
9160	IMPACT OFFICE PRODUCTS	754	08/20/2026	108966	311.94	0.00	311.94
9385	IOSCO RESA	754	08/20/2026	108967	125,650.22	0.00	125,650.22
9025	JIM GENDERNALIK	754	08/20/2026	108968	72.56	0.00	72.56
141343	KARA MULARZ	754	08/20/2026	108969	95.36	0.00	95.36
20457	KATHRYN VANWORMER WALDIE	754	08/20/2026	108970	166.24	0.00	166.24
10030	KATIE KEITH	754	08/20/2026	108971	57.76	0.00	57.76
10020	KEENAN THERAPEUTICS PC	754	08/20/2026	108972	1,940.12	0.00	1,940.12
142424	KELLI BOWLING MILLER	754	08/20/2026	108973	72.00	0.00	72.00
141492	KERRI SMITZ	754	08/20/2026	108974	161.81	0.00	161.81
141429	KIMBERLY MURPHY	754	08/20/2026	108975	62.32	0.00	62.32
142036	KYM NARAYANA	754	08/20/2026	108976	137.46	0.00	137.46
141422	MELISA AKERS	754	08/20/2026	108977	115.12	0.00	115.12
142457	MICHELLE FORTUNE	754	08/20/2026	108978	72.00	0.00	72.00
12985	MICHIGAN NEGOTIATORS ASSOCIATION	754	08/20/2026	108979	575.00	0.00	575.00
13690	MISSAUKEE COUNTY TREASURER	754	08/20/2026	108980	26.57	0.00	26.57
142428	MONICA HUTCHINSON	754	08/20/2026	108981	338.00	0.00	338.00
15652	NANCY PERSING	754	08/20/2026	108982	88.88	0.00	88.88
21278	NICOLE GRACE	754	08/20/2026	108983	2,622.91	0.00	2,622.91
14890	OGEMAW COUNTY PUBLIC TRANSIT	754	08/20/2026	108984	210.00	0.00	210.00
141711	PURITY CYLINDER GASES INC	754	08/20/2026	108985	20,938.02	0.00	20,938.02
16250	QUILL CORP	754	08/20/2026	108986	405.21	0.00	405.21
7160	ROSCOMMON AREA PUBLIC SCHOOLS	754	08/20/2026	108987	15,720.45	0.00	15,720.45
17030	ROSCOMMON COUNTY TRANSPORTATION AU	754	08/20/2026	108988	3,492.00	0.00	3,492.00
142299	SALENA LASKOWSKI	754	08/20/2026	108989	260.48	0.00	260.48

28

A/P Check Register

Printed: 09/02/2026 2:34:58PM

COOR ISD

Check Date: 8/1/2026 to 8/31/2026

Vendor #	Vendor Name	Batch #	Check Date	Check #	Checks	Direct Deposit	Total
142441	SCO LSR M LLC	754	08/20/2026	108990	2,992.60	0.00	2,992.60
17880	SEHI COMPUTER PRODUCTS INC	754	08/20/2026	108991	359.00	0.00	359.00
142314	SHANNON MENCH	754	08/20/2026	108992	72.00	0.00	72.00
141188	SHERI PETERSON	754	08/20/2026	108993	72.00	0.00	72.00
142453	SPLASH OF COLOR PRINT & STITCH LLC	754	08/20/2026	108994	598.90	0.00	598.90
19370	SYLVESTER'S	754	08/20/2026	108995	61.50	0.00	61.50
20152	TAMMY TYLER	754	08/20/2026	108996	214.75	0.00	214.75
141630	TWO RARE DESIGN	754	08/20/2026	108997	1,818.00	0.00	1,818.00
142197	UPLIFT DESK	754	08/20/2026	108998	1,625.00	0.00	1,625.00
20970	WM CORPORATE SERVICES INC	754	08/20/2026	108999	183.38	0.00	183.38
21775	XPRESS COPY CENTER	754	08/20/2026	109000	150.00	0.00	150.00
142235	AT&T MOBILITY	756	08/25/2026	109001	39.73	0.00	39.73
4900	DEAN TRANSPORTATION INC	756	08/25/2026	109002	38,203.83	0.00	38,203.83
5385	DTE ENERGY	756	08/25/2026	109003	224.34	0.00	224.34
142191	HIGGINS LAKE STORAGE LLC	756	08/25/2026	109004	100.00	0.00	100.00
16250	QUILL CORP	756	08/25/2026	109005	146.24	0.00	146.24
20571	VERIZON WIRELESS	756	08/25/2026	109006	967.67	0.00	967.67
13220	MICHIGAN STATE DISBURSEMENT UNIT	93	08/28/2026	109007	61.84	0.00	61.84
19978	TSA CONSULTING GROUP INC	93	08/28/2026	109008	4,820.00	0.00	4,820.00
141720	AMERICAN UNITED LIFE INSURANCE COMPANY	99	08/26/2026	109009	355.74	0.00	355.74
11598	MELISSA MAEDER	757	08/27/2026	109010	131.84	0.00	131.84
141103	ORS	94	08/07/2026	201705652	0.00	75,286.26	75,286.26
142166	JPMORGAN CHASE BANK NA	749	08/03/2026	201705654	0.00	2,100.00	2,100.00
141105	HEALTH EQUITY	94	08/14/2026	201705655	0.00	2,668.43	2,668.43
20245	US TREASURY	94	08/14/2026	201705656	0.00	47,207.94	47,207.94
20245	US TREASURY	96	08/21/2026	201705657	0.00	1,335.80	1,335.80
141103	ORS	94	08/21/2026	201705658	0.00	71,796.41	71,796.41
141785	ORS UAAL	94	08/21/2026	201705659	0.00	69,947.45	69,947.45
142167	BMO	747	08/05/2026	201705660	0.00	5,551.93	5,551.93
141105	HEALTH EQUITY	94	08/28/2026	201705661	0.00	2,318.43	2,318.43
141106	MICHIGAN DEPT OF TREASURY	94	08/28/2026	201705662	0.00	15,256.97	15,256.97
20245	US TREASURY	94	08/28/2026	201705663	0.00	44,810.90	44,810.90
142167	BMO	755	08/05/2026	201705664	0.00	9,857.28	9,857.28
Report Totals					\$605,176.46	\$348,137.80	\$953,314.26

C. Approve Revenue & Expenditure
Reports and MILAF statement for
August 2026

31



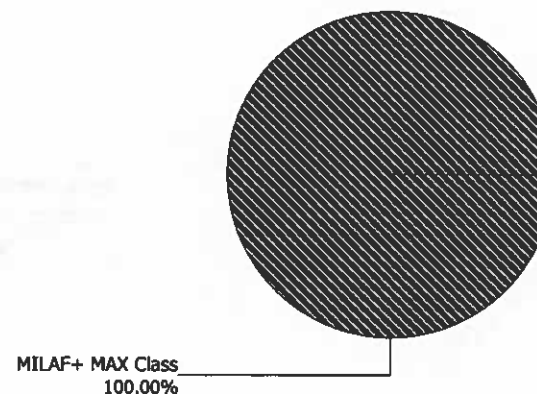
Account Statement - Transaction Summary

For the Month Ending **August 31, 2026**

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

MILAF+ MAX Class	
Opening Market Value	4,304,908.43
Purchases	13,506.59
Redemptions	0.00
Unsettled Trades	0.00
Change in Value	0.00
Closing Market Value	\$4,318,415.02
Cash Dividends and Income	13,506.59

Asset Summary		
	August 31, 2026	July 31, 2026
MILAF+ MAX Class	4,318,415.02	4,304,908.43
Total	\$4,318,415.02	\$4,304,908.43
Asset Allocation		





Account Statement

For the Month Ending **August 31, 2026**

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					4,304,908.43
08/31/26	09/01/26	Accrual Income Div Reinvestment - Distributions	1.00	13,506.59	4,318,415.02
Closing Balance					4,318,415.02

	Month of August	Fiscal YTD July-August		
Opening Balance	4,304,908.43	4,291,540.37	Closing Balance	4,318,415.02
Purchases	13,506.59	26,874.65	Average Monthly Balance	4,305,344.13
Redemptions (Excl. Checks)	0.00	0.00	Monthly Distribution Yield	3.69%
Check Disbursements	0.00	0.00		
Closing Balance	4,318,415.02	4,318,415.02		
Cash Dividends and Income	13,506.59	26,874.65		

**Revenue and Expenditure Report
GENERAL FUND
8/31/2026**

Revenue	August Activity	Open Encumbrance	Year to Date	Adopted Budget
100 Revenue from Local Sources	66,718	-	96,933	1,546,242
300 Revenue from State Sources	-	-	-	6,934,794
400 Revenues from Federal Sources	-	-	-	729,540
500 LEAs	1,280	-	1,280	355,714
600 Fund Modifications (Transfers In)	-	-	-	-
Total Revenue	67,999	-	98,213	9,566,290

Expense				
125 Compensatory Education	-	-	-	3,750
211 Truancy	-	-	-	-
212 Guidance Services	-	-	-	30,000
213 Behavioral Services	16,871	-	38,399	321,324
216 Social Work Services	13,740	-	29,075	768,318
221 Improvement of Instruction	64,193	8,613	105,474	992,622
226 Supervision of Instructional Staff	31,395	-	53,738	451,791
231 Board of Education	10,948	-	15,410	38,701
232 Executive Administration	55,854	601	111,959	548,119
252 Fiscal Services	20,428	-	41,128	333,199
259 Other Business Services	129	-	2,084	4,066
261 Operations Buildings Services	6,945	-	18,481	163,590
266 Security Services	-	-	-	1,500
283 Staff/Personnel Services	24,244	-	38,038	194,184
284 Information Management Services	5,010	4,674	67,628	326,250
285 Pupil Accounting	10,933	-	18,673	105,875
299 Other Support Services	-	53	-	2,500
311 Community Services Direction	14,705	158	22,160	45,138
331 Community Activities	330	-	330	28,500
351 Custody and Care of Children	75,678	26,278	126,312	695,398
411 Payments to LEAs GSRP	152,505	-	152,505	3,850,697
445 TRAILS GRANT SEC 31 P	-	-	-	-
456 Building Improvements Services	-	-	4,880	22,500
626 Fund Modifications (Transfers Out)	-	4,541	-	530,000
Total Expense	503,907	44,918	846,274	9,458,025

Revenues over Expenses

(748,060)

9/1/2026
9:08 AM

Revenue and Expenditure Report
CAREER TECH FUND
8/31/2026

Revenue		August Activity	Open Encumbrance	Year to Date	Adopted Budget
4000	PERKINS	-	-	-	160,000
3440	61 A	-	-	-	345,655
3550	61 B	-	-	-	313,308
3790	61 C	-	-	-	-
0000	CTE	-	-	-	902,920
	Total Revenue	-	-	-	1,721,883

Expense		August Activity	Open Encumbrance	Year to Date	Adopted Budget
4000	PERKINS	4,598	-	6,701	163,011
3440	61 A	21,375	7,088	21,621	345,655
3550	61 B	2,774	-	2,774	313,308
3790	61 C	-	-	-	-
0000	CTE	52,505	-	90,411	1,074,429
	Total Expense	81,251	7,088	121,506	1,896,403

Revenues over Expenses (121,506)

**** No State Revenue until October

9/1/2026
12:50 PM

**Revenue and Expenditure Report
ROOC FUND
8/31/2026**

Revenue

	August Activity	Open Encumbera	Year to Date	Adopted Budget
INTEREST	17	-	34	125
PRODUCTION	2,374	-	4,998	30,800
DONATIONS	-	-	-	7,500
GRANTS	-	-	-	4,000
SERVICES	95,464	-	100,407	1,189,425
STATE	-	-	-	63,104
Total Revenue	97,855	-	105,439	1,294,954

Expense

232	Program Administration	18,690	279	40,801	203,898
252	Fiscal Services	1,815	-	2,986	20,473
259	Other Business Services	-	-	3,425	3,675
261	Operations Buildings Services	6,871	-	36,670	113,008
271	Transportation	5,504	-	5,522	91,800
284	Technology	-	-	-	3,000
289	Consumers	5,982	2,607	9,915	85,260
290	Staff Retention	-	-	-	500
321	Summer Work Program	16,901	-	51,502	69,925
391	Direct Care Workers and Supervision	49,120	-	82,328	526,934
	Total Expense	104,883	2,886	233,150	1,118,473

Revenues over Expenses

(127,711)

9/3/2026
12:36 PM

**Revenue and Expenditure Report
SPECIAL EDUCATION FUND
8/31/2026**

Revenue	AUGUST Activity	Open Encumbrance	Year to Date	Adopted Budget
100 Revenue from Local Sources	208,987	-	291,635	4,419,223
300 Revenue from State Sources	-	-	-	3,735,268
400 Revenues from Federal Sources	-	-	-	2,873,424
500 Incoming Transfers and Other Transactions	800	-	95,640	1,057,075
600 Fund Modifications (Other Operating Transfers In)	-	-	-	-
Total Revenue	209,787	-	387,275	12,084,990

Expense				
122 Instruction	91,637	89,586	182,181	2,476,936
212 Early On	7,621	2,733	14,772	595,077
213 Health Services	54,053	9,733	77,576	889,190
214 Psychological Services	5,438	1,890	13,574	420,074
215 Speech Pathology and Audiology Services	35,434	8,791	51,912	1,431,814
216 Social Work Services	12,365	4,143	17,528	441,825
217 Visual Aid Services	-	-	-	23,000
218 Teacher Consultant-Special Education Programs	3,980	-	4,153	3,550
221 Improvement of Instruction	-	249	-	11,250
226 Supervision and Direction of Instructional Staff	72,799	6,839	143,672	643,049
231, 232, 252 Board of Education, Fiscal, Executive	20,782	402	53,790	274,452
241 Office of the Principal	23,215	2,605	40,297	228,593
249 Graduation Supplies and Materials	-	-	-	1,000
259 Other Business Services	322	506	7,231	12,324
261 Operations Buildings Services	19,075	5,676	65,542	353,545
271 Pupil Transportation Services	45,590	903	72,345	1,179,911
281 Planning, Research, Development, and Evaluation	21,159	139	35,137	193,420
284 Information Management Services	6,686	11,321	7,315	20,000
299 Staff Appreciation	-	-	-	2,000
371 Non-Public School Pupils	-	-	-	30,000
411 Payments to LEAs	-	-	-	2,292,045
441 Payments to Other Govern. Entities	876	-	876	47,000
456 Building Improvements Services	178	12,204	5,044	70,000
511 Debt Services	-	63,434	-	422,368
Total Expense	421,209	221,154	792,946	12,062,422

Revenues over Expenses

(405,670)

9/3/2026
1:37 PM

8. **Action Items**

A. Approve a contract for True
Speaking training on Oct 27, 2026

38



Training Contract

This Contract (the “*Contract*”) is made and entered into by and between McGrath Training Solutions (McGrath), and C.O.O.R Intermediate School District (the “*Client*”).

NOW, THEREFORE, In consideration of the mutual covenants and promises made by the parties within this Contract, McGrath and the Client (individually, each a “*Party*” and collectively, the “*Parties*”) covenant and agree as follows:

Scope of Work

Document, Discipline and Dismiss

McGrath will provide a 1-day, in-person training (approx 8 hours). The course is designed for administrators, directors, supervisors, principals and assistant principals. Participants learn how to:

- Effectively deal with performance issues;
- Ensure compliance and due process;
- Support discipline and termination decisions; and,
- Avoid wrongful terminations.

Participants receive access to the TRUE-SPEAK® Communication framework. McGrath will provide each participant with a participant manual, which includes their user license and cue card. The participant manual is authorized for use only by the participant who receives it during the course. Copying or posting any portion of the manual is an infringement of copyright and usage agreement.

Course Information

The one-day TRUE-SPEAK course is scheduled for October 27, 2026, in Roscommon, MI.

Terms

Client is responsible for the following:

Cost

Product Code	Product Name	Quantity	Sales Price	Total Price
M-TS-DDD-WS	Document, Discipline, Dismiss Course, (1 day) in-person	15.00	\$495.00	\$7,425.00
M-TS-EXP	Travel Expenses for Instructor(s)	1.00	\$2,000.00	\$2,000.00
M-TS-S&H	Shipping & Handling	1.00	\$175.00	\$175.00
			Total Price	\$9,600.00

Either party may terminate this Agreement at any time, with or without cause, 30 days or more before the scheduled course start date. If terminated less than 30 days before scheduled course start date by Client, then C.O.O.R Intermediate School District is responsible for the full amount of the contract.

C.O.O.R Intermediate School District will be invoiced with NET 30 payment terms upon electronic signature of this agreement. The contract will begin upon signature of this agreement and conclude one week after the last day of training.

C.O.O.R Intermediate School District authorizes McGrath to utilize their logo for the purpose of the training and on McGrath's website.

Responsibilities by Party

McGrath Training Solutions is responsible for administering the courses and shipping required materials.

Copyright Protection: C.O.O.R Intermediate School District understands and agrees that all McGrath Courses and Workshops and their accompanying written training materials are copyright protected under Federal law. No part of the content of this training may be reproduced in any form or manner, including but not limited to digital scanning, photocopying, recording, videotaping, and/or converting to other electronic or digital format, without express written permission from McGrath.

No Resale: C.O.O.R Intermediate School District understands that they are prohibited from delivering all McGrath Courses and Workshops, in part or in whole, to any person or persons not within their employ. C.O.O.R Intermediate School District acknowledges that the restriction stated above is reasonable and is intended to preserve Contractor's reputation and legitimate business interest in maintaining the integrity of all McGrath Courses and Workshops.

No Transfer: C.O.O.R Intermediate School District is not authorized to sell, lease or transfer the written training materials, or any portion thereof, to individuals or other organizations, for commercial gain or for any other purpose. Violation of these terms and conditions shall constitute a breach of this Contract and/or violation of Federal copyright laws.

Independent Contractor Status: In rendering the aforesaid services, it is mutually understood and agreed that McGrath shall at all times be acting and performing as an Independent Contractor and not as an employee of C.O.O.R Intermediate School District.

Signatures

Your signature below indicates acceptance of the terms of this proposal. Your deposit in the absence of your signature below, also will indicate acceptance of this proposal and the terms and conditions as stated herein.

Client — C.O.O.R Intermediate School District

McGrath Training Solutions



Signature

By: Alexis Wilson

Title: Director of Human Resources

Date: 08/05/2026



Signature

By: Billie-Jo Grant

Title: Chief Executive Officer

Email: bgrant@mcgrathtraining.com

Date: 08/07/2026

McGrath Training Solutions - Federal Employer Identification Number: 30-0947988

B. Approve a contract with Zen & the
Art of School Administration
(Cheryl-Marie Manson) for a Google
AI training on October 8, 2026 in
the amount of \$500.

42



Invoice

5050 Fountain Square Drive
Kalamazoo, MI 49009
(269) 330-2668

Zen & the Art of School Administration

Bill to	C.O.O.R. Intermediate School District petris@coorisd.net	Invoice	1081
		Date	Aug 14, 2026
		Due date	Aug 14, 2026
		Amount due	\$500.00

Items	Quantity	Price	Amount
Google AI Webinar (1 hour) October 8 @ 10am - 12pm	2	\$250.00	\$500.00
Subtotal			\$500.00
Total			\$500.00
Paid			\$0.00

Amount due \$500.00

Use this link to pay online: <https://app02.us.bill.com/p/zentheartofschooladministration>

Notes

Pay invoice

1081

\$500.00

Due Aug 14, 2026

Payment options



Credit Card
No fee; payment is processed immediately.



Bank Account
No fee, payment in 3-5 days.

Card Information



Card number *

Expiry date *

CVC / CVV *

Name on card *

Billing address

C. Ratify the hiring of personnel:
Angela Hempel, Behavior Support Specialist for
CASD, as a contracted employee
Matthew Klempp, Paraprofessional at the COOR
Educational Center
D. Approve update to policy 3304 as
presented by the Policy Committee

44

Series 3000: Operations, Finance, and Property

3300 Facilities, Real, and Personal Property

3304 *Use of District Property*

A. Definitions

1. “Non-curricular education group” means a non-student group comprised of a substantial number of District students organized for the general benefit of students, such as Boy Scouts, Girl Scouts, 4-H, and other similar groups.
2. “Non-student group” means any group or persons, other than a student group, who requests to use District facilities and are supervised by at least 1 adult responsible for the group.
3. “Student group” means 1 or more students participating in District-sponsored curricular or extracurricular activities supervised by District personnel; or a student-initiated, non-curricular student group, which is permitted to hold meetings and events on school premises. Student groups may include, but are not limited to, an athletic team, student council, academic team, or student club.

B. General Facilities Use Guidelines

1. Rental fees for District facilities and equipment will be set by the Superintendent or designee.
2. Any person or group using District facilities must maintain order and safety, protect property, and restore the facilities to their condition before use.
3. The District may seek reimbursement from a user of its facilities for any costs the District incurs in opening, restoring, or cleaning such facilities.
4. The Superintendent or designee may deny a request to use the District’s facilities or equipment if the Superintendent or designee believes that the person or group does not have sufficient financial resources to cover costs required by this Policy or is unwilling to pay them.
5. No person or group using District facilities under this Policy may charge a fee for admission or parking unless approved in writing in advance by the Superintendent or designee.
6. Any person or group using the District’s facilities for any purpose must comply with all applicable laws, Board Policies, rules, and regulations.
7. For a non-student group that wishes to use a facility, a supervising adult must submit a written facility use request to the Superintendent or designee. The request, applicable rental fee, and other required documents must be received by the Superintendent or designee before any facility use will be

considered. The supervising adult assumes primary responsibility for complying with subsection B.2.

8. Leasing District property is addressed in Policy 3305.

C. Use of District Facilities by Student Groups

1. The applicable building principal may determine the time and place of a student group's use of available District facilities.
2. Student groups may use available District facilities without charge.
3. The District may bear any costs associated with use by a student group (e.g., fees paid to a cook or a custodian).
4. Student groups have priority to use District facilities over non-student groups.

D. Use of District Facilities by Non-Student Groups

1. The Superintendent or designee may authorize or limit the use of District facilities by non-student groups consistent with this Policy and applicable law.
2. When any non-student group requests to use District facilities, the group may be required to provide proof of insurance, naming the District as an additional insured, with coverage acceptable to the Superintendent or designee.
3. Use must occur while the facility is available, with minimal interference to scheduled activities, custodians, or other student and personnel facility use.
4. The facility use will occur at times and places determined by the Superintendent or designee.
5. If non-student groups are authorized to use District facilities, the Superintendent or designee will prioritize their use in the following order:
 - a. non-curricular education groups;
 - b. community groups solely or jointly supporting the District (e.g., booster clubs, PTO);
 - c. government organizations within the District's geographic boundaries;
 - d. non-profit organizations whose activities are open to the general public and serve the community; and
 - e. all other non-student groups.

The Superintendent or designee has sole discretion to determine the classification of a non-student group.

6. The District's facilities are not public fora, and a non-student group's access to such facilities does not create a public forum.

7. Denial of access

- a. The Superintendent or designee may reject a non-student group's request to use District facilities if the group's use of the facilities is for a commercial purpose. A booster club or other organization raising money purely for the support of a student group and not for personal profit is not considered a commercial purpose.
- b. The Superintendent or designee may lawfully restrict, exclude, or impose conditions on a person inappropriately using District facilities or violating this Policy. A person who refuses to comply may be considered a trespasser.

E. ~~[Optional: Use of Specialty Facilities by Application and Agreement]~~

1. ~~The District permits non-commercial use of the following facilities by persons for their personal health and wellness: weight room, track, _____ and associated locker room facilities (the "Specialty Facilities"). The District may authorize use of the Specialty Facilities on [Choose one: an annual / a semi-annual / a monthly] basis on conditions determined by the Superintendent or designee, which may include a waiver and use agreement.~~
2. ~~A person using the Specialty Facilities must comply with applicable provisions of this Policy.~~
3. ~~A person failing or refusing to abide by this Policy may lose the privilege of using the Specialty Facilities.~~
4. ~~Users of Specialty Facilities acknowledge that they have reduced privacy rights while on District property and that lockers may be subject to search by District officials.]~~

F. Using District Personal Property

1. A person may use District personal property for non-school use only with the prior permission of the Superintendent or designee.
2. The District may seek reimbursement from a user of its personal property for any costs the District incurs in repairing or replacing such personal property.

Date adopted: August 11, 2021

Date revised: October 19, 2022; September 9, 2026

Series 3000: Operations, Finance, and Property

3300 Facilities, Real, and Personal Property

3304 Use of District Property

A. Definitions

1. “Non-curricular education group” means a non-student group comprised of a substantial number of District students organized for the general benefit of students, such as Boy Scouts, Girl Scouts, 4-H, and other similar groups.
2. “Non-student group” means any group or persons, other than a student group, who requests to use District facilities and are supervised by at least 1 adult responsible for the group.
3. “Student group” means 1 or more students participating in District-sponsored curricular or extracurricular activities supervised by District personnel; or a student-initiated, non-curricular student group, which is permitted to hold meetings and events on school premises. Student groups may include, but are not limited to, an athletic team, student council, academic team, or student club.

B. General Facilities Use Guidelines

1. Rental fees for District facilities and equipment will be set by the Superintendent or designee.
2. Any person or group using District facilities must maintain order and safety, protect property, and restore the facilities to their condition before use.
3. The District may seek reimbursement from a user of its facilities for any costs the District incurs in opening, restoring, or cleaning such facilities.
4. The Superintendent or designee may deny a request to use the District’s facilities or equipment if the Superintendent or designee believes that the person or group does not have sufficient financial resources to cover costs required by this Policy or is unwilling to pay them.
5. No person or group using District facilities under this Policy may charge a fee for admission or parking unless approved in writing in advance by the Superintendent or designee.
6. Any person or group using the District’s facilities for any purpose must comply with all applicable laws, Board Policies, rules, and regulations.
7. For a non-student group that wishes to use a facility, a supervising adult must submit a written facility use request to the Superintendent or designee. The request, applicable rental fee, and other required documents must be received by the Superintendent or designee before any facility use will be

considered. The supervising adult assumes primary responsibility for complying with subsection B.2.

8. Leasing District property is addressed in Policy 3305.

C. Use of District Facilities by Student Groups

1. The applicable building principal may determine the time and place of a student group's use of available District facilities.
2. Student groups may use available District facilities without charge.
3. The District may bear any costs associated with use by a student group (e.g., fees paid to a cook or a custodian).
4. Student groups have priority to use District facilities over non-student groups.

D. Use of District Facilities by Non-Student Groups

1. The Superintendent or designee may authorize or limit the use of District facilities by non-student groups consistent with this Policy and applicable law.
2. When any non-student group requests to use District facilities, the group may be required to provide proof of insurance, naming the District as an additional insured, with coverage acceptable to the Superintendent or designee.
3. Use must occur while the facility is available, with minimal interference to scheduled activities, custodians, or other student and personnel facility use.
4. The facility use will occur at times and places determined by the Superintendent or designee.
5. If non-student groups are authorized to use District facilities, the Superintendent or designee will prioritize their use in the following order:
 - a. non-curricular education groups;
 - b. community groups solely or jointly supporting the District (e.g., booster clubs, PTO);
 - c. government organizations within the District's geographic boundaries;
 - d. non-profit organizations whose activities are open to the general public and serve the community; and
 - e. all other non-student groups.

The Superintendent or designee has sole discretion to determine the classification of a non-student group.

6. The District's facilities are not public fora, and a non-student group's access to such facilities does not create a public forum.

7. Denial of access

- a. The Superintendent or designee may reject a non-student group's request to use District facilities if the group's use of the facilities is for a commercial purpose. A booster club or other organization raising money purely for the support of a student group and not for personal profit is not considered a commercial purpose.
- b. The Superintendent or designee may lawfully restrict, exclude, or impose conditions on a person inappropriately using District facilities or violating this Policy. A person who refuses to comply may be considered a trespasser.

E. Using District Personal Property

1. A person may use District personal property for non-school use only with the prior permission of the Superintendent or designee.
2. The District may seek reimbursement from a user of its personal property for any costs the District incurs in repairing or replacing such personal property.

Date adopted: August 11, 2021

Date revised: October 19, 2022; September 9, 2026

E. Ratify a contract with Michelle
St Aubin of Fun First Therapy School
Social Work for the 26-27 school
year

51



SCHOOL SOCIAL WORKER PROVIDER SCHOOL SERVICE AGREEMENT

THIS AGREEMENT is made this 1st day of July 2026 by and between Michelle Lynn Therapy, PLC (DBA Fun First Therapy), a Michigan Professional Limited Liability Company (the “Provider”), and C.O.O.R (ISD), of Coor Intermediate School of 11051 N Cut Rd, Roscommon, MI 48653 (the “School”).

NOW, THEREFORE, in consideration of the mutual promises and covenants contained herein, the parties herein agree as follows:

1. TERM. The Term of this agreement shall commence on July 1, 2026, and end on June 30, 2027, unless renewed.
2. PURPOSE. The Provider shall supply a licensed master of social work (LMSW) (the “Therapist” or “Therapists”) to the School. The Provider shall supply one or more Therapists to cover the following Location(s):
 - A. Charlton Heston Academy: up to 24 hours/week
 - B. Roscommon K-12: up to 40 hours/week

All hours will be based on the School academic calendar. The Provider shall have discretion as to how many Therapists to provide to fulfill the obligations outlined in this Section. The Therapist shall perform his/her duties and responsibilities as a school social worker for the School, in accordance with the terms of this agreement.

3. HIRING/FIRING. The Provider shall have full discretion as to decisions regarding hiring and firing of Therapists. The School may request that the Provider replace a Therapist, with or without cause, with forty-five (45) days advance notice. The School shall give the Provider a minimum of forty-five (45) days to find and provide a replacement Therapist(s).
4. ESSENTIAL FUNCTIONS OF THERAPIST. All Therapists shall provide the following services to the School:
 - a. Participate as a member and team coordinator when necessary for MET (Multidisciplinary Evaluation Team) and/or IEPT (Individualized Education Program Team) when designated by the administrator/Designee.
 - b. Develop activities and provide direct instruction that aligns with goals and objectives as stated in the student’s IEP (Individualized Education Program).
 - c. Monitor the progress of each student on caseload and follow progress reporting requirements as written in each student’s IEP.
 - d. Complete monthly Medicaid documentation for qualifying students required by the School, if necessary.

- e. Update student documents as deemed necessary and as required by the law.
 - f. Maintained updated calendar or schedule with building principal and team members.
 - g. Communicate with all parents, staff, administrators, and outside agencies involved with each student on caseload.
 - h. Provide professional consultation and collaborate with classroom teachers to ensure the best possible outcomes for student success in the classroom setting as deemed necessary based on the IEPT's judgment.
 - i. Participate in school improvement activities such as student success teams, positive behavior support committees, etc. when designated by the administrator.
 - j. Follow school building rules and procedures as outlined in the school handbook.
 - k. Follow all health and safety standards and practices established by school building(s).
5. **EXPERTISE/QUALIFICATIONS.** The Provider agrees that all Therapists shall possess the following qualifications:
- a. Currently licensed, or eligible by the date of hire for licensure, by the State of Michigan, Department of Education, Office of Professional Preparation & Certification.
 - b. The Employee shall maintain active licensure at all times while working under this contract and any laps can result in immediate termination of contract.
 - c. The Provider will be responsible for the supervision of all Therapists working during the limited license period.
6. **REPORTING.** The Provider and the Therapists shall report to the District Designee and/or Director of Special Education.
7. **EQUIPMENT.** The School shall provide access to the following equipment: Assistive technology and communication devices, Computer, Printer, Copier, and Fax Machine. If the tele-therapy service delivery model is being used, a computer, webcam, headphones, and a strong connection to the internet will be required. If a strong connection is not maintained, a direct ethernet connection may be requested.
8. **SPACE.** The School shall provide a space that is deemed appropriate by the School and Provider. This may mean a separate space from the general classroom environment based on student needs.
9. **SUPPORT STAFF.** For all teletherapy services, the School shall provide a support staff person (i.e., paraprofessional, instructional aide, or equivalent) for all students. The Provider will allow the School a grace period of forty-five (45) days from the start of services to fill this position. If the School fails to provide the required support staff within the grace period, the Provider reserves the right to charge an additional fee equal to twenty percent (10%) of the standard service fee per hour for all services provided until such time as the support staff position is filled.

10. **SCHOOL RELATIONS SPECIALIST.** The Provider provides a School Relations Specialist to facilitate communication and coordination between the School and the Provider's therapists. The time spent by the School Relations Specialist in performing these services is billable to the School at the Company's standard hourly rate for relation services, as set forth in the Compensation provision of this Agreement.
11. **MATERIALS.** Evaluation materials will be approved by the School and the Provider. Evaluation tools will be supplied by the School unless determined otherwise with the approval of the School and Provider.
12. **SERVICE FEES AND ESTIMATES.** The Company provides therapy services on an hourly rate basis. While the Provider may provide the School with an estimated annual or yearly cost based on anticipated hours, such estimates are for planning purposes only and are not binding. The School District agrees that the Company is not required to adhere to the estimated total, and actual charges will be calculated based on the actual hours of services provided at the agreed-upon hourly rate.
13. **COMPENSATION.**
 - a. For the performance of the agreed-upon services by the Therapist(s), the following Schools shall pay The Provider \$93.50 per hour for LMSW level clinicians. The School shall pay The Provider \$91.50 per hour for LLMSW level clinicians who have limited licensure and/or are completing their CFY. The amount paid to the Provider will be based on the hourly rate and determined based on timesheets with daily professional activity logs submitted to the Director of Special Education by the Provider bi-weekly.
 - b. Up to two hours per week per location will be billed at the same rate as the service delivery rate based on the Therapist's licensure and certification (\$91.50 or \$93.50) for work completed by The Provider's School Relations Specialist. These hours will include bi-weekly meetings, check-in's with the School administrators, staff, coordination of services, etc.
 - c. Additional hours will require approval by the Special Education Director of COOR Intermediate School. If additional hours are determined to be necessary for the remainder of the contract, based on workload and/or caseload increase, a new contract will be drafted and signed. The School shall pay all costs of attending conferences or professional developments that are considered part of the School Social Worker, part-time position and led, organized, and/or approved by the School. Costs for professional development and conferences attended may be considered additional hours if necessary to allow for weekly caseload maintenance.
 - d. No health insurance or retirement will be paid.
 - e. Unforeseen Circumstances (i.e. school shutdowns due to sickness, inclement weather, etc.) will be paid in full. Therapists will schedule indirect service work (i.e. billing, planning, parent contacts, etc.) if and when these circumstances arise.

- f. Mileage will be paid at the rate approved by the Internal Revenue Service for the Therapist's mileage incurred while traveling from the closest starting location of either the Therapist's home or the Provider's office location of 1691 E US-23 East Tawas, MI 48730 to the School and return to the starting location. A Mileage Report will be submitted monthly.
 - g. Drive time will be paid at the same rate as the service delivery rate based on the Therapist's licensure and certification (\$91.50 or \$93.50). for the time accrued while the Therapist is traveling between service delivery locations and from the closest starting location of either the Therapist's home or the Provider's office location of 1691 E US-23 East Tawas, MI 48730 to the School or service delivery location and return to the starting location. Drive time will be reported in the attached Timesheet Details Form sent with invoicing on a bi-weekly basis.
- 14. **PAYMENT TERMS.** The School shall remit payment for all properly issued invoices within thirty (30) days following receipt of the applicable invoice. Any amounts not paid within such thirty (30) day period shall be considered overdue and may be subject to a late fee of 10% of the outstanding balance, or the maximum rate permitted by applicable law, whichever is less, accruing until paid in full.
- 15. **COMPENSATION FOR THERAPIST PLACEMENT.** In the event that the School directly hires, engages, or contracts with any therapist who was introduced, referred, or provided by the Provider within twelve (12) months of the therapist's most recent provision of services through the Provider, the School agrees to pay the Provider a placement fee equal to twenty percent (20%) of the Provider's compensation it otherwise would have received, at the Provider's discretion.

This fee compensates the Provider for its role in facilitating the connection and transition of the therapist to the School and is payable within thirty (30) days of the therapist's separation from the Provider.
- 16. **DISTRICT RULES-REGULATIONS.** The Provider and the Therapists shall comply with all established rules and regulations governing personnel in the District of Roscommon County. In the event of any alleged breach thereof committed by the Provider or the Therapists, the School shall promptly notify the Provider in writing of such violation(s) including the factual basis thereof.
- 17. **CASELOAD LIMITATIONS AND REQUIRED APPROVALS.** The Provider and the School acknowledge that the contracted hours are based upon the anticipated number of students assigned to the Therapists caseload. Each student assigned to the caseload is estimated to require 0.8 hours of professional services per week. The School shall not increase the Therapists caseload beyond the number of students reasonably supported by the contracted weekly hours without the Provider's prior written consent. The existence of an agreed maximum caseload shall not be construed as permitting the School to assign students up to that maximum if doing so

would result in a caseload that exceeds the Therapist's contracted weekly hours as calculated. The Therapist shall have no obligation to provide services for additional students assigned in violation of this section until the parties have agreed in writing to revised hours.

18. COMPLIANCE WITH LAWS. In furnishing services hereunder, the Provider and the Therapists shall observe and abide by all applicable laws and the rules and regulations of any lawful regulatory body acting thereunder. The School is responsible for any criminal records and any unprofessional conduct checks as may be required by law.
19. NOTICES. All notices to be given by either party under the Agreement shall be in writing and delivered personally or by certified mail to the parties at the addresses set out at the beginning of the Agreement. Any mailed notices shall be effective immediately upon mailing.
20. ENTIRE AGREEMENT. This Agreement constitutes the entire agreement between the parties. This Agreement may be amended or revoked only in writing and executed by both parties.
21. TERMINATION. Either party may terminate this agreement, with or without cause, with written notification forty-five (45) days before termination. If the School chooses to terminate the agreement prior to the end of the contracted term, an Early Termination Fee would apply to the Location(s) requesting early termination. In the event of such early termination, the School shall pay the Provider an amount equal to 30% of the remaining contract value as of the effective date of termination. The remaining contract value will be calculated using the average hours per week worked during the contract terms multiplied by the remaining number of weeks remaining based on the original contract end date. The Early Termination Fee would then be billed with the final invoice. This payment shall be made within 30 days following the effective date of termination.

IN WITNESS WHEREOF, the parties have caused this agreement to be executed on the date written in the first paragraph of this agreement.

THE PROVIDER
Michelle Lynn Therapy, PLLC
(DBA Fun First Therapy)

Date: _____

By: Michelle St. Aubin
As: Member

THE SCHOOL
COOR ISD
11051 N Cut Rd,
Roscommon, MI 48653

Date: _____

By: Shawn Petri
As: Administration Superintendent

F. Approve a Paraprofessional Handbook and an updated COOR Educational Center Student/Parent Handbook for 2026-27

58



2026-2027

Center-Based Program Student/Parent Handbook

TABLE OF CONTENTS (linked on digital file)

LETTER TO GUARDIANS.....	4
OVERVIEW.....	5
C.O.O.R. ISD PHILOSOPHY.....	5
IMPORTANT DISTRICT INFORMATION.....	6
SCHOOL YEAR CALENDAR.....	7
EMERGENCY SCHOOL CLOSING PROCEDURES.....	8
NOTICE OF NON-DISCRIMINATION.....	8
SECTION 1: DISTRICT-WIDE POLICIES AND PROCEDURES.....	9
PROGRAM STAFFING.....	9
ANNUAL PAPERWORK.....	10
SCHOOL SAFETY.....	10
ATTENDANCE.....	11
BOOKS AND SUPPLIES.....	12
BULLYING.....	12
CELL PHONE USE.....	12
CHILDREN/ADULT PROTECTIVE SERVICES INVESTIGATIONS.....	12
CLASSROOM BEHAVIOR.....	13
COMMUNICABLE DISEASES.....	14
DAMAGE TO SCHOOL PROPERTY.....	14
DRESS AND GROOMING.....	14
EMERGENCY CONTACT INFORMATION.....	15
FOOD SERVICE.....	15
FIELD TRIPS.....	15
FIRST AID, ILLNESS OR INJURY AT SCHOOL.....	16
GUARDIANSHIP.....	16
HEAD LICE.....	16
BED BUGS.....	17
STUDENTS EXPERIENCING HOMELESSNESS.....	17
IMMUNIZATIONS.....	17
LAW ENFORCEMENT INTERVIEWS.....	18
LIMITED ENGLISH PROFICIENCY.....	18
LOCKER USE.....	18
LOST AND FOUND.....	18
MEDICATION.....	19
PARTIES.....	20
PLAYGROUND USE.....	20
PROTECTION OF PUPIL RIGHTS.....	20
RIGHTS OF CUSTODIAL AND NON-CUSTODIAL PARENTS.....	20
SEARCH AND SEIZURE.....	20
STUDENT EDUCATION RECORDS.....	21

STUDENT AND FAMILY SCHOOL RELATIONS.....	22
TECHNOLOGY.....	22
TRANSPORTATION SERVICES.....	22
STUDENT PARKING.....	23
VIDEO SURVEILLANCE AND PHOTOGRAPHS.....	23
VISITOR EXPECTATIONS.....	23
WITHDRAWAL FROM SCHOOL.....	25
SECTION II: ACADEMICS.....	25
HOMEWORK.....	25
PLACEMENT.....	25
STUDENTS WITH DISABILITIES.....	25
200-DAY PROGRAMMING.....	25
HOMEBOUND/HOSPITALIZED SERVICES.....	25
WORK PERMITS.....	26
SECTION III: DISCIPLINE AND CODE OF CONDUCT.....	26
DISCIPLINE GENERALLY.....	26
FORMS OF SCHOOL DISCIPLINE & APPLICABLE DUE PROCESS.....	26
STUDENT CODE OF CONDUCT.....	28
APPENDIX A: TITLE IX SEXUAL HARASSMENT (Policy 3118).....	30
APPENDIX B: ANTI-BULLYING (Policy 5207).....	30
APPENDIX C: ASBESTOS CONTROL PROGRAM.....	30
APPENDIX D: PEST MANAGEMENT.....	30
APPENDIX E: PROTECTION OF PUPIL RIGHTS (Policy 5308).....	30
APPENDIX F: DIRECTORY INFORMATION AND OPT OUT FORM (Form 5309 F-2).....	30
APPENDIX G: ACCEPTABLE USE AGREEMENT & SIGNATURE PAGE (Form 3116 F-1 and F-2).....	30

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

2026-2027 C.O.O.R. Educational Center Calendar (Updated 4/10/26)

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

July 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-0 Students-0						

August 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					
Staff-6 Students-3						

September 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			
Staff-20 Students-20						

October 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
Staff-22 Students-21						

November 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					
Staff-18 Students-17						

December 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		
Staff-14 Students-14						

January 2027						
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						
Staff-20 Students-19						

February 2027						
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						
Staff-20 Students-19						

March 2027						
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			
Staff-19 Students-19						

April 2027						
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	
Staff-19 Students-18						

May 2027						
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					
Staff-19 Students-18						

June 2027						
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			
Staff-13 Students-12						

Total SCI Student Days-200

Total MoCI Student Days-180

Total MoCI Staff Days-190

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 [Board 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.⁶⁶

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.
- These absences could be taken into consideration when addressing truancy.
- For more information, see [Board 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 or 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 [Board Policy 5301](#).

Excessive Absences

Notification of absence concerns may be sent to parent/guardians according to the table below:

Days Absent	Notification/Action
5 Days Absent	1 st Letter of Concern
10 Days Absent	2 nd Letter of Concern
15 Days Absent	3 rd Letter of Concern, possible principal meeting
20 Days Absent	Referral Letter to Roscommon County Truancy Officer

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 are generally prohibited from using Wireless Communications Devices (WCDs)—including cell phones, tablets, smartwatches, and other internet- or messaging-capable electronics—on school grounds during the school day. Except for authorized exceptions, all personal WCDs must be powered off and stored in the student's locker or designated storage area from the start of the instructional day until dismissal. Students who bring devices to school do so at their own risk; the District assumes no responsibility for lost, stolen, or damaged items.

Exceptions to the restriction are granted in specific circumstances. Students may use WCDs during school hours if the device is medically necessary, required by an IEP or Section 504 Plan, District-owned, designated for classroom instruction by a teacher, or used during an emergency in accordance with school safety protocols.

Violations of this policy will result in device confiscation by teachers or administrators, and parents may be required to meet with the building principal before the device is returned. Additionally, creating, sharing, or transferring illegal, explicit, or obscene media on school property, at school events, or off-campus (if it causes a substantial disruption to the school environment) is strictly prohibited and may result in disciplinary action under the student code of conduct as well as referral to law enforcement.

The entire board policy (5209) can be accessed [here](#).

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 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, [Board 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 2025-2026 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 an [Education Benefits Form](#). 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.

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 ¼ 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 ¼ 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 [Board 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 [Board 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 [Board 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 [Board 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 [Board 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 of OTC Medication 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 [Board 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 [Board 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 [Board 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 Board 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 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 or 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)
--------------------	--------------------------

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	• Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral
Tobacco/Nicotine: possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of any form of tobacco, including vaping devices or supplies. All use of tobacco is prohibited on school grounds by school policy, as well as, state law.	• Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral
Disruptive Behavior or Insubordination: disrupting the learning environment or school activity or violating a school rule or directive.	• Restorative Practices • Parent Notification • Suspension or Expulsion
Dangerous Weapon Possession: firearm, dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion • Police Referral
Other Weapons and Look-Alike Weapons Possession: an object that is not a “dangerous weapon,” including but not limited to a pellet or air-soft gun, a knife with a blade of 3 inches or less, items intended to look like a dangerous weapon, or similar items.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion • Police Referral
Use of an Object as a Weapon: any object used to threaten or harm another, regardless of whether injury results.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion • Police Referral
Arson: purposefully, intentionally, or maliciously setting a fire on school property.	• 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.	• 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.	• 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,	• Restorative Practices • Parent Notification

employee, other person, or school property.	• Suspension or Expulsion • Police Referral
Plagiarism, Cheating, or other Falsification of Schoolwork: submitting work that is not your own, including copying from others' work.	• 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.	• 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.	• 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	• Restorative Practices • Parent Notification • Suspension or Expulsion
Sexting: distribution or publication of lewd, pornographic, or sexually suggestive videos or photographs of students or staff.	• Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral
Misuse of District Technology: violating the District's acceptable use policies and agreement.	• 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](#)

APPENDIX G: [ACCEPTABLE USE AGREEMENT](#) & [SIGNATURE PAGE](#)

STUDENT/PARENT HANDBOOK ACKNOWLEDGEMENT

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

C.O.O.R. ISD handbook for the 26-27 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



2026-27 PARAPROFESSIONAL HANDBOOK

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.

Vision Statement

The vision of the C.O.O.R. ISD is to be leaders in education, innovation, and collaboration.

Table of Contents

2026-27 PARAPROFESSIONAL HANDBOOK.....	1
Welcome to C.O.O.R. ISD.....	3
A Note About This Handbook.....	4
Your First 180 Working Days.....	4
About the C.O.O.R. Educational Center.....	5
The C.O.O.R. Educational Center.....	5
Student Placement.....	5
Classroom Teams.....	6
The Role of the Paraprofessional.....	6
Our Expectations for Students and Staff.....	7
Treat Students With Dignity and Respect.....	7
High Expectations Do Not Mean Forced Compliance.....	8
Working as a Team.....	8
Communicating With Students.....	9
Expressive Language.....	9
Receptive Language.....	9
Communication Guidelines.....	9
Concrete Language.....	10
Augmentative and Alternative Communication.....	10
Instruction and Student Engagement.....	11
Maximize Student Engagement.....	11
Supporting Independence.....	12
Helpful Strategies.....	12
Avoid Over-Prompting.....	13
Data and Student Progress.....	13
Positive Behavior Support.....	14
Follow Student Support Plans.....	14
When a Student Refuses or Does Not Participate.....	14
Seclusion, Restraint, and Physical Force.....	15
Physical Force.....	15
Emergency Situations.....	15
Prohibited Practices.....	16
Personal Care and Student Safety.....	16
Safe Transfers and Mobility.....	17
Community-Based Learning.....	17
Related Services.....	18
Professional Employee-Student Relationships.....	18
Professional Boundaries.....	19
Prohibited Relationships and Conduct.....	19

Confidentiality and Student Privacy.....	20
If someone asks you about a student, you can say:.....	20
Photos and Social Media.....	21
Communicating With Parents and Community Members.....	21
Mandated Reporting and Duty to Report.....	21
Reporting Concerns About Staff.....	22
Daily Arrival and Departure.....	22
Work Schedule.....	23
Arrival and Departure Responsibilities.....	23
Lunch and Breaks.....	23
Professionalism.....	24
Treat Others With Respect.....	24
Read the Room.....	24
Manage Your Emotions.....	25
Personal Business and Cell Phones.....	25
Dress and Appearance.....	25
Personal Belongings.....	26
Identification and Visitors.....	26
Chain of Command.....	26
Employment Information.....	27
Timesheets.....	27
Pay.....	27
Paid Leave.....	27
Reporting an Absence.....	28
Evaluations and Feedback.....	28
Job Vacancies and Transfers.....	28
Employee Safety and Support.....	29
Positive Classroom Practices.....	29
When You Are Unsure What to Do.....	30
The Paraprofessional Mindset.....	30
Remember:.....	30

Revised 9/8/2026

Welcome to C.O.O.R. ISD

Welcome to C.O.O.R. Intermediate School District. As a paraprofessional, you are an important member of our educational team. The work you do has a direct impact on our students' learning, safety, communication, independence, and quality of life.

Working with students with significant support needs can be challenging, rewarding, and sometimes unpredictable. You will not be expected to know everything when you begin. Training, support, and asking questions are important parts of becoming a successful paraprofessional.

This handbook is designed to provide practical information about your role, daily responsibilities, student support, and expectations at the C.O.O.R. Educational Center (CEC).

A Note About This Handbook

This handbook provides general guidance for paraprofessionals. It does not replace federal or state law, C.O.O.R. ISD Board policies, administrative procedures, a student's IEP or other educational plan, or the current collective bargaining agreement.

If information in this handbook conflicts with applicable law, Board policy, or the collective bargaining agreement, the governing law, policy, or agreement will apply.

Paraprofessionals represented by the C.O.O.R. ISD Educational Support Personnel Association (CESPA) should refer to the current collective bargaining agreement for contractual rights, benefits, and employment provisions.

Your First 180 Working Days

The first 180 working days of employment are the probationary period for employees covered by the CESPA agreement. The probationary period begins on the employee's first day of work under the classification and is extended when work days are missed.

During this time, you will receive training, support, feedback, and opportunities to learn the responsibilities of your position and the expectations of C.O.O.R. ISD.

Your first months are a time to:

- Learn about the students you support.

- Learn classroom routines and expectations.
- Become familiar with student IEPs and applicable support plans.
- Learn how students communicate.
- Learn how to safely provide personal care and physical support.
- Learn how to implement instructional and behavioral strategies.
- Develop effective working relationships with teachers and other staff.
- Ask questions when you are unsure.
- Accept feedback and use it to improve your practice.

Do not hesitate to ask questions. Asking for help is a sign of professionalism and a commitment to doing your job well.

Probationary employees are subject to the provisions of the current CESPAs collective bargaining agreement.

About the C.O.O.R. Educational Center

The C.O.O.R. Educational Center

The C.O.O.R. Educational Center (CEC) provides specialized educational programs and services for students with moderate to severe cognitive disabilities and students who require a similar level of support.

Students served by C.O.O.R. programs may come from any of the four counties within the C.O.O.R. ISD service area:

- Crawford
- Ogemaw
- Oscoda
- Roscommon

C.O.O.R. also provides adult programming through the R.O.O.C. program.

Our programs are designed to provide students with meaningful educational opportunities while increasing communication, independence, participation, and access to their communities.

Student Placement

Students are referred to and placed in C.O.O.R. programs through their Individualized Education Planning Team (IEPT).

Placement decisions are based on the individual student's needs and may consider:

- Developmental and functional skills
- Academic skills
- Communication needs
- Daily living skills
- Age and maturity
- Behavioral needs
- Medical needs
- Mobility needs
- The level of support required

Students have different strengths, needs, communication styles, learning styles, and levels of independence. There is no single approach that works for every student.

Classroom Teams

Each classroom has an assigned teacher who is responsible for developing and implementing the classroom program, supervising paraprofessionals, and communicating with parents or guardians.

Paraprofessionals work under the direction of the teacher and are an important part of the classroom team.

A successful classroom depends on everyone working together, communicating openly, following consistent procedures, and keeping the focus on students.

The Role of the Paraprofessional

Paraprofessionals support teachers in providing instruction and assisting students in developing academic, communication, social, behavioral, vocational, and daily living skills.

Depending on student needs and classroom programming, paraprofessional responsibilities may include:

- Supporting academic and instructional activities
- Supporting communication

- Assisting students with social skills
- Supporting daily living and independence skills
- Assisting with personal care, including toileting and feeding
- Supporting mobility and transfers when trained to do so
- Supporting students who use wheelchairs or other adaptive equipment
- Preparing instructional materials
- Supporting classroom routines
- Implementing teacher-directed behavior supports
- Collecting student data as assigned
- Supporting students during community-based activities
- Helping maintain a safe, clean, and organized classroom

Your role is not simply to supervise students. You are part of the instructional team.

There is always something meaningful to do. When students are not involved in a structured activity, look for opportunities to:

- Interact with students
- Practice communication
- Play
- Practice academic skills
- Practice daily living skills
- Encourage independence
- Prepare materials
- Support classroom routines
- Collect data
- Help students participate in meaningful activities

Our Expectations for Students and Staff

Students with significant disabilities can learn. They may learn differently, require more repetition, need specialized instruction, or require more time to demonstrate a skill, but our expectations for learning should remain high.

Our responsibility is to provide the instruction, support, accommodations, communication systems, and opportunities each student needs to make meaningful progress. Learning occurs throughout the school day from arrival to departure.

Treat Students With Dignity and Respect

Staff will:

- Speak to students respectfully.
- Use age-appropriate language.
- Listen to students.
- Respect students' communication.
- Give students choices when appropriate.
- Protect students' privacy.
- Allow students opportunities to make mistakes and learn from them.
- Avoid embarrassing, humiliating, threatening, or ridiculing students.
- Recognize students as individuals with their own preferences, personalities, strengths, and needs.

Students should never be treated as though their disability makes them less deserving of respect.

High Expectations Do Not Mean Forced Compliance

Our goal is not to make students comply with every adult direction simply because an adult gave it.

Our goal is to teach students skills that allow them to communicate, participate, make choices, tolerate appropriate demands, solve problems, and become as independent as possible.

When a student is struggling, ask:

- What is the student communicating?
- What skill does the student need?
- What support would help the student be successful?
- Is there a better way to teach this?

Working as a Team

Teachers and paraprofessionals should communicate openly, support one another, and work toward the same goals for students.

The teacher is responsible for directing the classroom program. Paraprofessionals are expected to follow the teacher's directions regarding instruction, classroom routines, safety, behavior support, and student care.

If you are unsure what you should be doing, ask the teacher.

If you disagree with a classroom procedure, discuss it privately and professionally with the teacher rather than discussing it with coworkers, students, parents, or community members.

If a concern cannot be resolved with the teacher, request a meeting with the teacher and the appropriate administrator.

Do not allow disagreements between adults to interfere with student learning or create conflict in front of students.

Communicating With Students

Many C.O.O.R. students have significant expressive and/or receptive language needs.

Expressive Language

Expressive language is how a person communicates with others.

Receptive Language

Receptive language is how a person understands what others communicate.

A student may understand much more than they are able to express. Another student may communicate successfully without using spoken language.

Communication is more than speech. Students may communicate through:

- Spoken words
- Sign language
- Gestures
- Facial expressions
- Eye gaze
- Pictures
- Symbols
- Communication boards
- Speech-generating devices
- Switches
- Other augmentative and alternative communication (AAC) systems
- Behavior

If a student uses behavior to communicate, our responsibility is to teach and support more effective ways for the student to communicate.

Communication Guidelines

When communicating with students:

1. Use clear, simple language.
2. Give directions that are appropriate for the student's level of understanding.
3. Use gestures or visual supports when appropriate.
4. Gain the student's attention before giving an important direction.
5. Say the student's name before giving a direction when appropriate.
6. Speak clearly and at a pace the student can understand.
7. Describe exactly what you want the student to do.
8. Give the student adequate processing time.
9. Avoid unnecessary words.
10. Do not give directions from across the room when you can appropriately move closer to the student.
11. If the student does not respond, consider whether they understood the direction before repeating it.
12. If you do not understand a student, ask them to repeat, show, point, sign, or otherwise communicate what they mean.
13. Ask another staff member for assistance when needed.
14. Speak to adult students as adults.
15. Avoid baby talk, exaggerated voices, or language that is not age appropriate.

Concrete Language

Some students understand language very literally. Avoid sarcasm, idioms, threats disguised as jokes, or expressions that may be confusing. For example, instead of saying:

"Get over there."

say:

"Please stand next to the wall."

Instead of using humor that could sound threatening, state clearly what you expect the student to do.

Remember: **It is not only what we say—it is how we say it.**

Augmentative and Alternative Communication

Some students use AAC or other nonverbal communication systems. Students may also use more than one system. These may include:

- Sign language
- Picture symbols
- Photographs
- Written words
- Communication boards
- Eye-gaze systems
- Switches
- Speech-generating devices
- Electronic communication systems
- Other individualized communication systems

A Speech-Language Pathologist (SLP), teacher, and other members of the student's educational team may provide guidance regarding the student's communication system.

If you are unsure how a student communicates, ask before assuming. Do not remove, ignore, or replace a student's communication system unless directed to do so by the appropriate staff.

Communication is a student's right and is an essential part of education.

Instruction and Student Engagement

Paraprofessionals are instructional support staff. Your role is to help students participate in instruction and not simply to complete tasks for them. Before beginning an activity, make sure you understand:

- What is the instructional goal?
- What is the student expected to do?
- What materials are needed?
- What prompts should be used?
- How will the student demonstrate learning?
- What data should be collected?
- What should you do if the student is having difficulty?

If you do not understand how to implement an activity, ask the teacher to explain or demonstrate it.

Maximize Student Engagement

Instructional time should be used efficiently. Prepare materials ahead of time when possible. Keep transitions organized. Minimize unnecessary waiting. Students should spend as much time as possible:

- Learning
- Practicing
- Communicating
- Interacting
- Moving
- Playing
- Making choices
- Developing independence

Supporting Independence

One of our most important responsibilities is helping students become as independent as possible. The goal is not to provide the most help. The goal is to provide the right amount of help. Before assisting a student, pause and consider:

- Can the student do this independently?
- Does the student need more time?
- Can the student ask for help?
- Can a visual support help?
- Can I provide a less intrusive prompt?
- Am I helping because the student needs help, or because it is faster for me?

Helpful Strategies

- Give students adequate processing time.
- Start with the least intrusive prompt appropriate for the student.
- Use gestures or visual cues.
- Provide verbal prompts when appropriate.
- Use physical prompts only when appropriate and consistent with the student's program and staff training.

- Prompt and then step back.
- Break larger tasks into smaller steps.
- Use visual schedules and checklists.
- Teach students how to use their schedules.
- Provide choices.
- Use student interests and strengths to encourage participation.
- Praise independent attempts.
- Teach students to ask for help.
- Encourage students to solve problems.
- Gradually fade assistance as the student develops the skill.

Avoid Over-Prompting

If a student can complete a task with less assistance, allow them to do so. Doing everything for a student because it is faster may unintentionally teach the student to depend on adults.

Prompt → give the student a chance → step back → check again.

Independence is built through repeated opportunities to practice.

Data and Student Progress

C.O.O.R. classrooms use data to help determine whether students are learning and whether instructional strategies are effective. Data may be collected through:

- Skill data
- Behavior data
- Communication data
- Work samples
- Checklists
- Frequency counts
- Duration measurements
- Other methods identified by the teacher or educational team

Paraprofessionals may be responsible for collecting specific data. When collecting data:

- Follow the teacher's instructions.
- Record information accurately.
- Record data as close to the time of the event as possible.
- Do not guess or make up information.

- Ask questions if you are unsure what to record.
- Be objective rather than recording opinions.
- Complete data collection consistently.

Data is used to make decisions about instruction and student support. It is not a measure of whether a staff member "likes" or "dislikes" a student.

Positive Behavior Support

Behavior is communication and behavior occurs for a reason. Behavior support should focus on teaching students effective skills that help them communicate, participate, regulate, and function as independently as possible.

Behavioral interventions may be used to:

- Teach adaptive skills
- Teach alternative communication
- Increase independence
- Improve functional skills
- Support appropriate participation
- Increase choice-making
- Reduce behaviors that interfere with learning or safety

Follow Student Support Plans

If a student has a Behavior Intervention Plan (BIP), staff must follow the plan as directed. Do not create your own behavior intervention without discussing it with the teacher and appropriate staff.

When a Student Refuses or Does Not Participate

When a student does not participate:

- Remain calm.
- Use a respectful tone.
- Keep language brief and clear.
- Give adequate processing time.
- Use visual supports when appropriate.
- Follow the student's established plan.

- Provide appropriate choices when identified as part of the student's program.
- Reinforce participation and appropriate communication.
- Ask the teacher for assistance when needed.

Do not use threats, intimidation, humiliation, or physical force simply to obtain compliance. The goal is to understand what the student needs and teach skills that increase successful participation.

Seclusion, Restraint, and Physical Force

Student safety is our first priority. Physical intervention is not a teaching strategy or a routine behavior-management tool.

Staff must follow C.O.O.R. ISD policies, applicable law, and required training when responding to situations involving physical aggression, restraint, or seclusion.

Physical Force

Employees may not use corporal punishment. Reasonable physical force may only be used when permitted by law and District policy, such as when necessary to protect a student, another person, or property, or to maintain safety and control in an emergency.

At C.O.O.R., employees should seek assistance from trained staff whenever possible.

If you have not been trained in an approved physical management technique, do not attempt to use that technique. Get help from trained staff.

Physical intervention may never be used:

- For convenience
- As punishment
- To intimidate a student
- To force compliance with a task
- As a substitute for instruction
- Because staff are frustrated

Emergency Situations

If a student presents an immediate safety concern:

1. Maintain your own safety.
2. Protect other students from harm.
3. Follow your training.
4. Call for assistance.
5. Follow the student's established plan when applicable.
6. Notify the teacher and administrator as required.
7. Complete required documentation.

Any use of physical intervention must be reported and documented according to current C.O.O.R. ISD procedures and applicable law.

Prohibited Practices

Staff may not use practices that deny students basic human needs or prevent students from safely accessing:

- Food
- Water
- Toileting
- Appropriate ventilation
- Appropriate lighting
- Other basic needs

A student may never be confined or restrained simply because doing so is easier for staff.

Personal Care and Student Safety

Some students require assistance with personal care, including:

- Toileting
- Hygiene
- Dressing
- Feeding
- Positioning
- Mobility
- Transfers
- Medical equipment

Personal care must always be provided in a manner that protects the student's:

- Dignity
- Privacy
- Safety
- Independence
- Right to make appropriate choices

Staff should encourage students to participate in their own care whenever possible. Follow the student's established procedures and staff training. If you are unsure how to safely provide a care procedure, ask before proceeding.

Safe Transfers and Mobility

Staff who assist students with transfers or mobility must receive appropriate training. Before a transfer:

1. Follow the student's established transfer procedure.
2. Plan the transfer before beginning.
3. Explain to the student what you are going to do.
4. Encourage the student to participate as much as possible.
5. Lock wheelchair brakes when applicable.
6. Position equipment safely.
7. Use appropriate body mechanics.
8. Avoid twisting or lifting with your back.
9. Protect medical equipment and other devices.
10. Use transfer equipment when required and when you have been trained to use it.
11. Ask for additional assistance when needed.
12. Never attempt a transfer that cannot be completed safely.

If you are unsure, **stop and ask for help.**

Community-Based Learning

Learning does not only happen in the classroom. Students may participate in community-based activities throughout the school year to practice skills in real-life settings.

Activities may include:

- Recreation
- Shopping

- Transportation
- Volunteering
- Work experiences
- Community safety
- Communication
- Daily living skills
- Social interaction

Community experiences give students opportunities to make choices, interact with others, practice independence, and use skills in meaningful settings.

The same expectations for confidentiality, professionalism, student safety, and appropriate boundaries apply in the community as they do in the school.

Related Services

Students may receive related services such as:

- Occupational therapy
- Physical therapy
- Speech and language therapy
- Social work
- Psychological services
- Vision services
- Orientation and mobility
- Other specialized services

Services may be provided in the classroom, a therapy space, or another appropriate setting.

Paraprofessionals may be asked to assist with strategies developed by related-service providers. Follow the directions provided by the teacher and appropriate service provider.

If you do not understand a strategy or how to use a device or support, ask for clarification.

Professional Employee-Student Relationships

All employees are expected to maintain professional relationships with students at all times. Students should see staff as trusted educational professionals, not as personal friends, family members, or social contacts.

Professional Boundaries

Staff should:

- Maintain appropriate professional boundaries.
- Treat all students fairly and respectfully.
- Avoid favoritism.
- Avoid private or secret relationships with students.
- Keep communication school-related.
- Use District-approved communication methods.
- Protect student confidentiality.
- Avoid relationships that could create a conflict of interest or appearance of impropriety.

Prohibited Relationships and Conduct

Employees may not engage in inappropriate romantic, sexual, emotional, or socially intimate relationships with students.

This applies whether the conduct occurs:

- At school
- During a school activity
- During a field trip
- In the community
- Online
- Through social media
- On or off District property
- During or outside of work hours

Employees should not:

- Date students.
- Flirt with students.
- Engage in sexual or romantic conversations with students.
- Exchange inappropriate gifts.

- Use inappropriate terms of endearment.
- Socialize with students in inappropriate settings.
- Consume alcohol, tobacco, or drugs in the presence of students.
- Send students on personal errands.
- Invite students to their homes.
- Establish inappropriate personal relationships with individual students.
- Communicate with students through personal social media accounts.

The fact that a student is an adult does not automatically eliminate the need for professional boundaries.

If you are unsure whether an interaction is appropriate, ask an administrator before proceeding.

Confidentiality and Student Privacy

Students and families have a right to privacy.

Student information should only be shared with individuals who have a legitimate educational or professional need to know.

Confidential information includes, but is not limited to:

- Disability information
- IEP information
- Behavior information
- Medical information
- Family information
- Academic information
- Personal care information
- Student records
- Information about incidents involving students

Do not discuss students:

- In public places
- In restaurants or stores
- On social media
- With friends or family
- With other parents
- With community members who do not have a legitimate need to know

- With other students

Be especially careful when talking about students in the community.

If someone asks you about a student, you can say:

"I'm sorry, but I can't discuss students."

or:

"That information is confidential."

You do not need to explain or defend the student's situation.

Photos and Social Media

- Do not post student photographs, videos, information, or stories on personal social media.
- Do not communicate with students through personal social media accounts.
- Follow District procedures for District-approved communication and student media.

Communicating With Parents and Community Members

Parents and guardians are important members of the educational team. However, questions about a student's educational program, progress, behavior, IEP, or other confidential information should be directed to the classroom teacher or appropriate administrator.

If a parent asks you a question you are not authorized to answer, you can say: "I'm not the best person to answer that question, but I will make sure the teacher knows you have a question."

Avoid discussing:

- Other students
- Other classrooms
- Staff concerns
- Student behavior outside your professional role
- Confidential information

Never promise a parent that you will make a change to a student's program.

Mandated Reporting and Duty to Report

As an employee working with children and families, you have responsibilities related to the reporting of suspected child abuse and neglect.

If you know or reasonably suspect that a child has been abused or neglected, follow Michigan's mandated-reporting requirements.

You should immediately notify the appropriate administrator according to District procedures and complete the required report to the appropriate state agency as required by law.

Notifying the principal or supervisor does not replace a mandated reporter's legal obligation to make a report to the appropriate agency.

If you are unsure whether something must be reported, seek immediate guidance. Do not investigate the allegation yourself.

When making a report, you may be asked for information such as:

- Your name and contact information
- Your relationship to the child
- The child's identifying information
- Information about the alleged perpetrator
- What you observed, heard, or were told
- When and where the concern occurred
- Description of injuries or other conditions
- Whether the child is in immediate danger
- Other information that may assist the investigation

Report what you know. Do not speculate.

Reporting Concerns About Staff

Employees also have a responsibility to report concerns about another employee's conduct involving students. If you observe or reasonably suspect abuse, neglect, prohibited conduct, or another serious concern involving a student, report the concern immediately according to District procedures.

Good-faith reporting is protected from retaliation under applicable District policy and law.

Daily Arrival and Departure

Work Schedule

- Work schedules vary by assignment. Your supervisor will provide your specific work schedule.
- Employees are expected to arrive on time and be ready to work at the beginning of their scheduled shift.
- At the end of the school day, staff must remain available until students have safely departed and their assigned responsibilities are complete.

Arrival and Departure Responsibilities

Staff may be assigned to:

- Assist students getting off and onto buses
- Supervise students in arrival/departure areas
- Assist with transitions

Staff responsibilities begin when students enter the school area and continue until students have safely transitioned to their next location.

- Once a student is safely on the bus, the student should remain on the bus unless directed otherwise by authorized staff.
- Students should never be placed in charge of supervising or transporting another student.
- Do not share confidential student information with transportation staff unless the information is necessary for the student's health or safety.
- A student should never be forcibly removed from a bus.
- Follow the direction of transportation staff regarding loading priorities.

Lunch and Breaks

Break schedules are established by the classroom teacher based on classroom and program needs.

Employees who are regularly scheduled for at least 6.5 consecutive hours receive a 30-minute lunch period, which may be paid or unpaid depending on whether the employee is required to remain on duty. These employees also receive a 15-minute break during the first half of the shift and a 15-minute break during the second half of the shift.

Employees regularly scheduled for at least 5 but less than 6.5 consecutive hours receive one 15-minute break.

Employees who are scheduled and paid to work during their lunch period are expected to perform their assigned duties and assist students.

The current CESP agreement governs break and lunch provisions.

Professionalism

You are a professional and are expected to conduct yourself accordingly.

Treat Others With Respect

Treat students, coworkers, parents, visitors, and community members with respect and dignity.

Do not gossip about:

- Students
- Families
- Coworkers
- Teachers
- Administrators
- Other schools or programs

Do not criticize another employee's work in front of students, parents, or community members. If you have a concern, address it through the appropriate chain of command.

Read the Room

Good paraprofessionals learn to recognize what is happening around them.

Pay attention to:

- All students
- Classroom routines

- Student needs
- Safety concerns
- Changes in behavior
- Teacher directions
- Transitions
- Opportunities for student independence

Do not wait to be told what to do every minute of the day.

Manage Your Emotions

Working with students can be stressful. If you are becoming frustrated or feel that you are having difficulty maintaining a calm and professional demeanor, ask another staff member for assistance. It is appropriate to "tag out" when needed. Students should never become the target of adult frustration.

Personal Business and Cell Phones

- Personal business should be handled outside of instructional time whenever possible,
- Personal cell phones should not interfere with student supervision or instruction.
- Do not text, use social media, or conduct personal business on your phone while working with students.
- Phone use during student supervision should be limited to emergencies or school-related purposes as directed by the teacher or administrator.
- Do not use personal devices to communicate with students or families unless specifically authorized through District procedures.
- School computers and other District technology should be used in accordance with District technology policies and the acceptable use agreement.

Dress and Appearance

Employees are expected to report to work clean, neat, and appropriately dressed for the school and work environment.

Because paraprofessionals may work on the floor, bend, lift, assist with personal care, and participate in community activities, clothing should provide appropriate coverage and allow for safe movement.

Staff should wear:

- Comfortable clothing appropriate for the school environment
- Appropriate footwear
- Clothing suitable for active work with students
- Clothing appropriate for outdoor and community activities when assigned

Avoid clothing, jewelry, or accessories that could create a safety concern for you or a student.

Personal Belongings

Store personal belongings in a safe location according to classroom procedures. Personal items should not interfere with student supervision, instruction, or safety. If you bring a valuable personal item to work, take reasonable steps to secure it.

Identification and Visitors

Wear your District identification badge as required while working.

All visitors must report to the school office and follow District visitor procedures by signing in and wearing a visitor badge. If someone enters a classroom or school area without appropriate authorization, notify the teacher or office staff.

Do not allow an unauthorized person to take a student from the classroom or building. Never release a student to a parent, guardian, or other individual without following the school's established release procedures.

Children or family members of staff may not participate in classroom activities, school activities, field trips, or community outings unless prior approval has been obtained.

Chain of Command

When you have a question or concern about your work:

1. Classroom Teacher

Start with your classroom teacher. The teacher directs the classroom program and can answer most questions about students, classroom procedures, instruction, and daily responsibilities.

2. Principal

If the concern cannot be resolved with the teacher or if the concern involves the teacher, contact the building principal.

3. Director of Special Education

Concerns that require additional administrative involvement may be referred to the Director of Special Education.

4. Superintendent

Concerns that require even more administrative involvement may be referred to the Superintendent.

Employees who believe a contractual provision has been violated should follow the grievance process outlined in the current CESP A agreement.

Employment Information

Timesheets

Employees are responsible for accurately recording their hours worked using the District's designated timekeeping system. Complete timesheets accurately and on time. If you have questions about timekeeping, contact your principal or Human Resources.

Pay

Employees are paid according to the District's established payroll schedule. Questions regarding pay, deductions, benefits, or payroll should be directed to the Finance Department at Central Office.

Paid Leave

Paid leave is provided according to the current CESP A agreement and applicable law.

CEC educational support staff currently receive 12 sick leave days at the beginning of the school year, with unused sick leave eligible to accumulate according to the agreement. CEC educational support staff also receive three personal days. Employees working ESY or SCI during the summer receive one additional sick leave day.

Personal days generally require 48 hours' advance approval except in emergencies. Unused personal days do not accumulate but may be converted to sick leave at the end of the school year.

Employees should consult the current CESP A agreement or Human Resources for questions about sick leave, personal leave, bereavement, holidays, vacation, unpaid leave, or other benefits.

Reporting an Absence

If you will be absent, notify the C.O.O.R. office according to District procedures. Under the current CESP A agreement, bargaining-unit employees are required to call the C.O.O.R. office (Principal) prior to 7:00 a.m., unless otherwise instructed. Enter the absence in the District's designated absence management system as required.

For a planned absence, submit the request as far in advance as possible and follow the approval process. Early notification gives the District the best opportunity to arrange appropriate coverage.

Evaluations and Feedback

Employees are evaluated according to the current CESP A agreement and District procedures.

Employees who have completed the probationary period are evaluated at least once every two years. Formal evaluations are conducted by the school principal. Employees will be informed of the evaluation criteria and procedure before a formal evaluation.

Evaluations identify strengths and areas where additional support may be needed.

If an employee's overall evaluation is ineffective or minimally effective, a growth plan may be developed with specific goals, timelines, and expectations.

Employees have the opportunity to discuss their evaluation with their supervisor and may submit a written response if they disagree with the evaluation.

Feedback should be viewed as an opportunity to grow professionally.

Job Vacancies and Transfers

Employment opportunities, vacancies, transfers, and additional assignments are handled according to District procedures and the current CESPAs agreement.

CESPA positions are posted according to the contract, and qualified current employees may apply for posted positions. Selection is based on the qualifications and requirements outlined in the agreement and posting.

Employees interested in another position should follow the District's application and posting procedures.

Employee Safety and Support

Your safety matters. If you are injured at work or experience an assault or other significant safety incident involving a student, report the injury promptly to your classroom teacher and follow District procedures.

Staff should never be expected to manage an unsafe situation alone. Call for assistance when needed.

Positive Classroom Practices

A positive classroom environment supports both student learning and staff well-being.

Staff should:

- Communicate positively.
- Reinforce appropriate behavior.
- Recognize student effort.
- Provide specific praise.
- Keep students engaged.
- Minimize unnecessary downtime.
- Use consistent classroom routines.
- Follow established behavior supports.
- Provide opportunities for choice and independence.
- Maintain a calm environment.

For example, instead of saying:

"Good job."

try:

"I really appreciate how you listened to the directions and got started on your own."

Specific feedback tells students exactly what they did well.

When You Are Unsure What to Do

You will encounter situations where you are unsure what to do. That is normal.

When in doubt:

1. Keep students safe.
2. Stay calm.
3. Follow the student's IEP, support plan, and classroom procedures.
4. Ask the teacher.
5. If the teacher is unavailable, ask the principal.
6. Do not create your own intervention or procedure.
7. Document or report what you are required to document or report.
8. If you believe a student is being harmed or neglected, follow mandated-reporting requirements.

It is always better to ask a question than to guess.

The Paraprofessional Mindset

The most effective paraprofessionals understand that their job is much more than supervision.

- We are here to teach.
- We are here to support communication.
- We are here to create opportunities for independence.
- We are here to help students participate.
- We are here to keep students safe.
- We are here to help students build meaningful skills.
- We are here to celebrate progress.
- And we are here to continue learning ourselves.

Remember:

- Do not do for students what they can do for themselves.
- Give students time to think, communicate, try, make mistakes, and try again.
- Provide support without creating unnecessary dependence.

- Teach skills rather than simply managing behavior.
- Assume competence.
- Treat every student with dignity and respect.
- Ask for help when you need it.
- Work as a team.

9. Information Items

121

-Introduction to Victoria Klumpp

-Social Media Report (reach of 18,201)

AUGUST SOCIAL MEDIA STATS



C.O.O.R.
INTERMEDIATE
SCHOOL DISTRICT

TOP 6 POSTS OUT OF 11:

MONTHLY REACH: 18,201

1



REACH: 3,041

August 24
Years of service
5 shares - 64 reactions
74 interactions

2



REACH: 2,784

August 20
Substitute Teachers
18 shares - 6 reactions
28 interactions

3

UP FROM: 10,365



REACH 2,487

August 12
Community Open House
22 shares - 9 reactions
34 interactions

4



REACH: 1,704

August 6
Meet Victoria Klumpp
0 shares - 58 reactions
68 interactions

5



REACH: 1,700

August 3
Roscommon Zoo
4 shares - 67 reactions
73 interactions

6



REACH: 1,337

August 6
Shoe us the love
15 shares - 6 reactions
25 interactions

10. Superintendent's Report
-successful open house
-reporting of resignations
-seal coating contractor change

11. Communications
-Nancy Persing report on all-staff meeting held
on Aug 24th

12. **Adjournment**