



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

**Agenda**

**Regular Meeting**

Ford Administration Building

1620 E Elza Avenue

Hazel Park, MI 48030

May 23, 2022

7:00 PM

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

**CALL TO ORDER**

**ROLL CALL**

**PLEDGE OF ALLEGIANCE**

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

**PUBLIC COMMENT**

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

**SPECIAL ORDER OF BUSINESS**

- A. PBIS Presentation
- B. Presentations 4
- C. Years of Service 5
- D. Retirements 6

**CONSENT AGENDA (Action Items)**

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

- A. Approval of Minutes
  - 1) Board Meetings 7
  - 2) Committee Meetings 17

B. <u>Monthly Financial Reports</u>	<u>20</u>
C. <u>Personnel Recommendations</u>	
D. <u>Conference Requests</u>	<u>33</u>
E. <u>ADK Appreciation</u>	<u>34</u>
F. <u>AASA/MASA, MASB and Council for Exceptional Children Memberships</u>	<u>35</u>
<b>UNFINISHED BUSINESS</b>	
A. Therapy Dog Handbook (Informational)	59
B. Policies (Second Reading)	72
<b>NEW BUSINESS</b>	
A. Commemoration - Patrick Voisine (Action Item)	78
B. Commemoration - Jim & Sue Gibson (Action Item)	81
C. Athletico Contract (Action Item)	88
D. Dance Team (Action Item)	90
E. MHSAA Membership (Action Item)	92
F. Student Handbook, the Code of Conduct and Athletic Handbook (Informational Item)	97
G. Secondary Summer Projects (Action Item)	204
H. Latchkey Handbook (Informational Item)	206
I. GSRP & Preschool Academy Handbook (Informational Item)	229
J. ESL Handbook (Informational Item)	312
K. Reading Resource (Action Item)	357
L. SAEBRS (Action Item)	
M. ASD Classroom (Action Item)	359
N. ISD Budget (Action Item)	361
O. School Resource Officer (Action Item)	367
P. Administrative Contracts (Action Item)	
Q. Human Resource Director (Action Item)	368
R. Staff Salary Adjustments (Action Item)	369
S. Latchkey Program Director (Action Item)	371
T. Latchkey Salary (Action Item)	372
U. Museum (Action Item)	373
V. Cafeteria (Action Item)	374
W. Camera Replacement Contract (Action Item)	376
X. Superintendent Evaluation (Action Item)	380
<b>SUPERINTENDENT REPORT</b>	
A. Enrollment	
<b>REQUESTS FOR FUTURE AGENDA ITEMS</b>	
<b>CALENDAR DATES</b>	
<b>PUBLIC COMMENT</b>	

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

**BOARD MEMBER AND ADMINISTRATION COMMENTS  
ADJOURNMENT**

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

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

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



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To: Hazel Park Board of Education  
From: Dr. Carla Postell, Director of Curriculum Instruction and Integration  
Subject: Hazel Park Career Day 2022  
Date: May 19, 2022

Tuesday, May 17, 2022 Hazel Park Schools hosted a K-12 district-wide Career Day. This year we moved our career day to an in-person learning opportunity for students. We had over 25 speakers in the district from throughout the community and beyond to share their career with our students. Students were engaged and had great questions for the presenters. We provided all the speakers lunch for their presentation. We thank them for their participation and look forward to their involvement next year. It was well received by both staff, students and the speakers. We look forward to planning for next year.

**Strategic Goal Alignment:**

Curriculum & Instruction: Hazel Park Schools will develop innovative, independent and persistent learners who think critically, communicate effectively, and positively influence the local and global community.

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

**Recommendation**

Information only

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

Amy Y. Kruppe, Ed.D.  
Superintendent



Name	Actual
Dillard, Tamaran	5
Hamby, Debora	5
Byerly, Katherine	15
Renkiewicz, Nanette	15
Schwegler-Michael, Deborah	15
Converse, Karen	20
Nabozny, Jared	20
Nix, Rebecca	25

Name
David Muylaert
Debra Scott
Barbara Merrill
Chris Vanatta
Janet Jankowski
Karen Perini
Johnetta Vance
Charles Jaracz
Lora Pieper
Don Righter
Marie Andrade
Darrin Fox
Carla Kinyon



SCHOOL DISTRICT OF THE  
CITY OF HAZEL PARK  
COUNTY OF OAKLAND AND STATE OF MI

**CALL TO ORDER**

The Regular Meeting of the Hazel Park Board of Education was held on April 18, 2022 and was called to order by President Adkins at 7:00 p.m.

**ROLL CALL**

Members Present: Adkins, Noth, Baldwin, Fortress, Hinton, Schlak

Members Absent: Rice

Others Present: Kruppe, Zirnis, Dillard, Dulmage, Miller, Pleiness, Postell, Wilkins

**PLEDGE OF ALLEGIANCE**

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

Moved by Schlak, supported by Baldwin, that the Board of Education approve the agenda as written.

Discussion

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Fortress, Hinton, Adkins

Nays:

Motion carried.

**PUBLIC COMMENT** - None

**SPECIAL ORDER OF BUSINESS**

**A. Sports Recognition**

The Board of Education recognized some of our Student Athletes and presented them with certificates.

**CONSENT AGENDA (Action Items)**

**A. Approval of Minutes**

1) Board Meetings

2) Committee Meetings

**B. Monthly Financial Reports**

**C. Personnel Recommendations**

**D. Conference Requests**

Moved by Schlak, supported by Noth, that the Board of Education approve the consent agenda, as written.

Discussion

Roll Call Vote

Yeas: Schlak, Noth, Baldwin, Fortress, Hinton, Adkins

Nays:

Motion carried.

**NEW BUSINESS**

**A. Teacher Appreciation Resolution (Action Item)**

Moved by Schlak, supported by Baldwin, that the Board of Education approves the Teacher Appreciation Resolution, as presented.

Discussion

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Fortress, Hinton, Adkins

Nays:

Motion carried.

**B. Mental Health Awareness Month Resolution (Action Item)**

Moved by Schlak, supported by Baldwin, that the Board of Education approves the Mental Health Awareness Month Resolution, as presented.

Discussion

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Fortress, Hinton, Adkins

Nays:

Motion carried.

**C. Extended School Year Program (Action Item)**

Moved by Schlak, supported by Baldwin, that the Board of Education approves the Extended School Year Program, as presented.

Discussion

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Fortress, Hinton, Adkins

Nays:

Motion carried.

**D. ASD Paraprofessional (Action Item)**

Moved by Schlak, supported by Baldwin, that the Board of Education approves the request to hire one full time special education paraprofessional for the elementary program, as presented.

Discussion

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Fortress, Hinton, Adkins

Nays:

Motion carried.

**E. Latchkey (Action Item)**

Moved by Schlak, supported by Baldwin, that the Board of Education approves the recommendation for the 2022-2023 Latchkey Fee Structure, as presented.

Discussion

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Fortress, Hinton, Adkins

Nays:

Motion carried.

**F. Oakland University (Action Item)**

Moved by Schlak, supported by Baldwin, that the Board of Education approves the recommendation for a year-long contract with Oakland University in an amount not to exceed \$67,087 for the 2022-2023 school year, as presented.

Discussion

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Fortress, Hinton, Adkins

Nays:

Motion carried.

**G. Food Service Contract (Action Item)**

Moved by Noth, supported by Baldwin, that the Board of Education approves the second year of the

Chartwells contract with the 7% increase in administration costs, as presented.

Discussion

Roll Call Vote

Yeas: Noth, Baldwin, Schlak, Fortress, Hinton, Adkins

Nays:

Motion carried.

**H. HVAC for Hazel Park High School (Action Item)**

Moved by Noth, supported by Schlak, that the Board of Education approves the spending of an amount not to exceed \$15,000 for the installation of the new HVAC unit at Hazel Park High School, as presented.

Discussion

Roll Call Vote

Yeas: Noth, Schlak, Baldwin, Fortress, Hinton, Adkins

Nays:

Motion carried.

**I. Plumbing Repair at Webb Elementary (Action Item)**

Moved by Schlak, supported by Baldwin, that the Board of Education approves the spending of an amount not to exceed \$9,400 for the service repair, as presented.

Discussion

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Fortress, Hinton, Adkins

Nays:

Motion carried.

**J. L4029 (Action Item)**

Moved by Schlak, supported by Baldwin, that the Board of Education approves the 2022 Tax Rate Request, as presented.

Discussion

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Fortress, Hinton, Adkins

Nays:

Motion carried.

**K. HS Pool Locker Room (Action Item)**

Moved by Noth, supported by Baldwin, that the Board of Education approves the spending of \$570,000 for the Natatorium Locker Room Renovation, as presented.

Discussion

Roll Call Vote

Yeas: Noth, Baldwin, Schlak, Fortress, Hinton, Adkins

Nays:

Motion carried.

**L. Staffing (Action Item)**

Moved by Schlak, supported by Noth, that the Board of Education approves the Projected Staff for the 2022-2023 School Year, as presented.

Discussion

Roll Call Vote

Yeas: Schlak, Noth, Baldwin, Fortress, Hinton, Adkins

Nays:

Motion carried.

**M. School Year Calendar (Action Item)**

Moved by Noth, supported by Schlak, that the Board of Education approves the calendars for the 2022-2023 and 2023-2024 School Years, as presented.

Discussion

Roll Call Vote

Yeas: Noth, Schlak, Baldwin, Noth, Fortress, Hinton, Adkins

Nays:

Motion carried.

**N. Prom Chaperones (Action Item)**

Moved by Schlak, that the Board of Education approves the spending of an amount not to exceed \$850 for the cost of meal purchases for the Prom Chaperones.

Discussion

Roll Call Vote

Yeas: Schlak, Baldwin, Fortress, Hinton, Adkins

Nays: Noth

Motion carried.

**O. Staff Appreciation (Action Item)**

Moved by Schlak, supported by Baldwin, that the Board of Education approves the spending of an amount not to exceed \$5,000 for Staff Appreciation, as presented.

Discussion

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Fortress, Hinton, Adkins

Nays: Hinton

Motion carried.

**P. Board of Education Policy Revisions and Updates ~ 1st Reading (Action Item)**

Moved by Schlak, supported by Baldwin, that the Board of Education approves the policy revisions and updates for the 1st Reading, as presented.

Discussion

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Fortress, Hinton, Adkins

Nays:

Motion carried.

**Q. Administrative Guideline Reviews and Updates (Informational Item)**

**SUPERINTENDENT REPORT**

**A. Strategic Plan Update**

**B. Attendance**

**C. Jardon**

**REQUESTS FOR FUTURE AGENDA ITEMS**

**CALENDAR DATES**

**PUBLIC COMMENT - None**

**BOARD MEMBER AND ADMINISTRATION COMMENTS**

**Kristy Schlak, Trustee**

Great job winter athletes! We are doing great things here! Teacher Appreciation, Thank you to ALL the teachers! It reminds me this is my last year with the elementary school. I love that we are putting money into Our schools! Thank you for the event list and the staffing sheet. I know a lot of hard work goes into that, so thank you!

**Heidi Fortress, Treasurer**

Thank you, it was a good meeting! The seating surprise was nice. Would like to get a calendar of all our meetings.

**Rachel Noth, Trustee**

It's good to be back! Joseph is good, he is three and a half months now! Easter was wonderful. I just want to say I will remain masked for all public engagement to keep my family safe. Congratulations to all the student athletes, they are always students first and athletes second. I am always very excited to hear of their achievements outside the classroom. I hope everyone will take time to recognize our teachers, let's boost their spirits as this is the time of year things are busy and many experiences burn out. Small gestures go a long way! The policies and procedures we have in place are great, as Bev said earlier, "do we have a policy for that?". Seven years ago we did not have that. I hope everyone see the transparency and also feels engaged with our district. It's important to keep working together with everyone and making sure our unions feel supported and needed. We will keep fostering these great relationships and to complete get the lawyer costs down because grievances are expensive and it will help us to achieve one of our goals this year. Thank you for a great meeting and I'm so glad to be back!

**Melissa Baldwin, Vice President**

I will be attending the Oakland Schools Budget meeting tomorrow. If anyone has any questions to ask please let me know. I am happy about all the work being done but excited for the Webb repairs! Thank you for bringing that to us. I would like to recognize our retirees, I am sad to see them go. I am sad for all our retirements but three in particular who have been with us for many years! Thank you and I hope everyone had a Happy Easter. Congratulations to the Bowlers and our Wrestler. One last thing, the Parade is coming up and everyone is welcome to sign up and join!

**Dr. Amy Kruppe, Superintendent**

I hope everyone received their HP Pulse! The HP packets will be going to all kinds of different locations across the city. We look forward to meeting with the new families that move to our area and welcoming them to our schools! We have already met with one family and their students will be joining us next year, it's an exciting time for us!

**Laura Adkins, President**

I would like to give a shout out to the National Honor Society

students who came out for the Hot Chocolate Run. It was very early and there were about 10 kids participating. It was great to see! We have some special meetings coming up in May, one is for the Superintendent Evaluation and the other one is our Board Self-Evaluation. We will be able to compare our results from this year to last year. I'm really looking forward to that.

**ADJOURNMENT**

Moved and supported that the meeting be adjourned at 9:22 pm.

**Unanimous Approval.**

**Respectfully Submitted,**

**Beverly Hinton, Secretary  
Hazel Park Board of Education**



SCHOOL DISTRICT OF THE  
CITY OF HAZEL PARK  
COUNTY OF OAKLAND AND STATE OF MI

**CALL TO ORDER**

The Special Meeting of the Hazel Park Board of Education was held at the Ford School Administration Office on May 9, 2022 and was called to order by President Adkins at 6:35 pm.

Roll Call:

Members Present: Adkins, Baldwin, Rice

Members Absent: Fortress, Hinton, Schlak, Noth (arrived at 6:45pm)

Others Present: Kruppe

**APPROVAL OF THE AGENDA** (Action Item)

Moved by Baldwin, supported by Rice, that the agenda be approved, as presented.

Roll Call Vote:

Yeas: Baldwin, Rice Noth, Adkins

Nays:

**Motion Carried**

**PUBLIC COMMENT** - None

**BOARD ROUND TABLE**

President Adkins began the Board Round Table by asking everyone to share something about their Mother's Day and what made it special.

Melissa Baldwin shared that she was camping, she loves camping and it's her happy place! She enjoyed spending time with her family and she's lucky that her kids like it too!

Dawn Rice shared that she slept in and enjoyed her peace and quiet after a long exhausting tax season!

Dr Kruppe shared that she was able to spend the day in her yard doing what she loves! She enjoys doing anything outside in her yard and she also spent time with her family and enjoyed a nice meal!

Laura Adkins shared that she enjoyed spending time with her family. Spent time with her mom and her mother in law. It was a great day.

**NEW BUSINESS**

**A. Board Self-Evaluation**

Presenter Debbie Stair from MASB, shared the results of the Board Self-Evaluation, compared results to last year and spoke of some new ideas and recommendations to help the board reach some additional goals.

**PUBLIC COMMENT -None**

**BOARD MEMBERS AND ADMINISTRATION COMMENTS**

- |                                 |  |
|---------------------------------|--|
| Rachel Noth, Trustee            | Thank you Debbie for all your hard work. I know we still have some work to do but I see we are making good progress!   |
| Melissa Baldwin, Vice President | Will email everyone about the details for the float. I can email staff and see if anyone is interested in helping too. We will be creating the float at Dawn's house, you can bring significant others and kids! Everyone is welcome!  |
| Dawn Rice, Trustee              | How can we make an End of the Year Gathering for Staff? This year or next year? Would really like to do something this year! Looking forward to going up North tomorrow! It's a much needed break after Tax season ends!   |
| Dr. Amy Kruppe, Superintendent  | Thank you for another good meeting!  |
| Laura Adkins, President         | I know many are excited for the float building, we've never done this before so it should be fun. I will be going out of town for next week, I will not be available to attend the committee meetings. Thank you all for a good meeting, thank you Debbie for the information. I think this is great and I see the improvements! |

**ADJOURNMENT**

Moved and supported that the meeting be adjourned at 9:44PM,  
Unanimous Approval.

Respectfully Submitted

Beverly Hinton, Secretary  
Hazel Park Board of Education



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**Finance Committee Meeting  
April 11, 2022  
5:15PM  
Ford Administration Building**

Board Members Present: Heidi Fortress  
Board Members Absent: Beverly Hinton, Laura Adkins

Administrators Present: Dr. Amy Kruppe, Jason Zirnis, Matthew Miller  
Audience: None

Meeting start time - 5:15pm

- A. **Oakland Schools Budget** - The budget will go on the board agenda for approval or denial. Oakland Schools has a goal of 7% - 12.5% fund balance. Oakland Schools has designated about \$10m money for Center Program improvement that Hazel Park would like to apply for.
- B. **SRO Contract** - The District is requesting an extension to the year of 2028 which would be a five year extension on the contract that ends in 2023. District or board to help offset this cost.
- C. **Check Register Review** - Any and all questions were reviewed and answered.

Meeting end time - 5:55pm

Minutes submitted by Matthew Miller





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**Buildings & Grounds Committee Meeting**

**May 16, 2022**

**6:15 PM**

Board Members Present: Melissa Baldwin, Kristy Schlak, Heidi Fortress

Board Members Absent: none

Administrators Present: Dr. Amy Kruppe, Jason Zirniss

Meeting start time - 6:15 pm

Public Comment: Mr. Hemple made a comment on the Flashing and siding of the press box at the football field

**A. A. Sinking Fund Projects Update**

- 1) **Pool** - Ceiling grid is complete with tiles in place except for where diffusers and lighting work is being done. We did change the order for new diffusers due to the condition of the existing ones were deteriorated beyond repair as was planned. .
- 2) **Locker Rooms** - Contracts are being vetted and we hope to have contractor beginning work very shortly.
- 3) **Cafeteria Wall** - Two bids were received. Low bid was \$114,700. Work to be done over holiday breaks or through other times when students are not in the building during the school year.
- 4) **Staff Bathrooms** - We are delaying this project to the following year.
- 5) **District Cameras** - A number of bids were received and Delta Networks has been vetted as the low bidder. We had them come on site to review their camera products as well as the back end system that we will be using to review cameras. We found everything very satisfactory and are recommending their services to the Board.

**B. HS Gym Floor and Hallways** - Flooring for the High School will be received early in June and installed when the students exit the building for the summer.

**C. Ford Front Office Reconfiguration** - We are planning a summer reconfiguration of the Ford Front Office to make the space more efficient. We will be reconfiguring the office and adding a couple of desks that face the front hall and main doors for safety reasons.

**D. Logo Mats** - Samples for logo mats were received and suggestions were made for changes.

Meeting end time - 7:00 pm

Minutes submitted by Jason Zirniss, Assistant Superintendent of Business and Operations





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**Personnel Committee Meeting  
May 16, 2022  
7:30 PM**

Board Members Present: Kristy Schlak  
Board Members Absent: Dawn Rice, Rachel Noth  
Administrators Present: Dr. Amy Kruppe, Superintendent  
Jason Zirnig, Assistant Superintendent of Business & Operations

Audience: Chuck Hemple, Sue Hemple, Heidi Fortress

Meeting start time - 7:30 pm

Public Comment: None

Dance Team - Suggestions were made to increase pay for Dance Team Coaches & Director, along with idea to assist in recruiting new dancers

Pay for Wood Shop - Discussion regarding errors in pay for the Wood Shop teacher.

Potential Central Office Changes - Discussion about potential changes at Central Office over the next year.

Administrative Pay - Discussion regarding possible changes for some administrative pay

Unaffiliated Changes - Dr Kruppe proposed some changes with the Security staff to be in accordance with the other groups.

Additional ASD Classroom / Potential ASD at Jardon - Possibly adding an ASD room

Public Comment - Heidi Fortress, Stated her opinion on the increase of the Dance Team pay.

Meeting end time - 8:30 pm

Minutes submitted by Jamie Buczko, Administrative Assistant to the Superintendent





Ford Administration  
Matthew Miller, Business Office Manager  
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5213 | F: 248-544-5443  
www.hazelparkschools.org

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

FROM: Jason Zirniss  
Assistant Superintendent, Business & Operations

RE: Treasurer's Report April, 2022

DATE: May 16, 2022

Attached is the check register (including current period voids), a listing of ACH debits, wire transfers, and P-Card purchases made during the period

GENERAL FUND (11)		1,458,742.76	
	<i>Total - General Fund</i>	<u>\$ 1,458,742.76</u>	
CENTER PROGRAM (22)		16,301.35	
COMMUNITY SERVICE (23)		321.00	
FOOD SERVICE FUND (25)		145,241.17	
COMMON DEBT (31-39)		0.00	
CAPITAL PROJECTS (41-49)		12,840.15	
	<i>Total - Special Revenue Funds</i>	<u>\$ 174,703.67</u>	
INTERNAL ACCOUNT FUNDS (29)		11,661.83	
	<i>Total - Other Funds</i>	<u>\$ 11,661.83</u>	
<b>TOTAL CHECK DISBURSEMENTS</b>		<u><u>\$ 1,645,108.26</u></u>	\$ 1,645,108.26
ACH DEBITS			1,695,165.84
PAYROLL			1,229,099.73
OUTGOING WIRE TRANSFERS			2,611,561.35
P-CARD PURCHASES			<u>131,610.24</u>
			5,667,437.16
<b>TOTAL DISBURSEMENTS IN PERIOD</b>			<u><u>\$ 7,312,545.42</u></u>

I certify that the disbursements listed on the attached check registers and listing of ACH debits, wire transfers, and P-Card purchases were payments made for obligations of The School District of the City of Hazel Park and that all materials or services listed on the invoices have been received or performed.

\_\_\_\_\_  
Jason Zirniss  
Assistant Superintendent, Business & Operations

**Monthly Summary of EFT's from HP Bank Accounts**

**Apr-22**

<u>Date</u>	<u>Amount</u>	<u>Bank Acct Taken From</u>	<u>Reason</u>
4/4/2022	\$306.98	Gen Funds	Latchkey Fees
4/8/2022	\$3,676.50	Gen Funds	Health Equity Payment April 8th Payroll
4/22/2022	\$3,631.50	Gen Funds	Health Equity Payment April 22nd Payroll
4/7/2022	\$6,212.08	Gen Funds	EduStaff Payment
4/21/2022	\$7,881.27	Gen Funds	EduStaff Payment
4/11/2022	\$22,648.37	Gen Funds	Penserv Payment April 8th Payroll
4/22/2022	\$21,613.99	Gen Funds	Penserv Payment April 22nd Payroll
4/8/2022	\$31,861.94	Tax W/H	Payroll State Tax Withholding April 8th
4/19/2022	\$88,521.80	Tax W/H	Payroll State Tax Withholding
4/22/2022	\$29,623.76	Tax W/H	Payroll State Tax Withholding April 22nd
4/8/2022	\$212,994.28	Tax W/H	Payroll Federal Tax Withholding April 8th
4/22/2022	\$198,090.51	Tax W/H	Payroll Federal Tax Withholding April 22nd
4/7/2022	\$323,556.06	Ret W/H	Payroll Retirement Withholding March 25th
4/21/2022	\$376,132.03	Ret W/H	Payroll Retirement Withholding April 8th
4/21/2022	\$331,988.89	UAAL	Payroll UAAL Payment April
4/1/2022	\$30,330.74	DTE	April DTE Payments
4/1/2022	\$6,095.14	Consumers	April Consumers Payments
<hr/>			
	<b>\$1,695,165.84</b>	<b>Total ACH Debits</b>	

<u>Date</u>	<u>Amount</u>	<u>Payroll</u>
4/8/2022	\$638,914.03	General Payroll on April 8th
4/22/2022	\$590,185.70	General Payroll on April 22nd
<hr/>		
	<b>\$1,229,099.73</b>	<b>Total Payroll</b>

<u>Date</u>	<u>Amount</u>	<u>Wires</u>
4/21/2022	\$2,611,561.35	MVCA Wire State Aid
<hr/>		
	<b>\$2,611,561.35</b>	<b>Total Wires</b>

<u>Date</u>	<u>Amount</u>	<u>P-Card Purchases</u>
4/21/2022	\$131,610.24	General P-Card charges Huntington Bank
<hr/>		
	<b>\$131,610.24</b>	<b>Total P-Card Purchases</b>

**Hazel Park Schools**  
**Budget to Actual by St Revenue and St Function**

As of 04/30/2022

St Revenue/Function	Description		Original Budget	1st Amended Budget	2nd Amended Budget	Encumbrance	Actual	Balance	Percent
<b>Type: 4 Revenue</b>									
St Revenue: 100	Revenue from Local Sources	<b>Total:</b>	5,565,278.40	5,301,863.00	5,704,514.00	0.00	3,840,808.64	1,863,705.36	67.33%
St Revenue: 300	Rev from State Sources	<b>Total:</b>	27,440,953.46	28,260,564.00	28,907,259.00	0.00	18,805,056.98	10,102,202.02	65.05%
St Revenue: 400	Rev from Federal Sources	<b>Total:</b>	5,323,130.00	7,055,186.00	7,553,087.00	0.00	5,940,684.57	1,612,402.43	78.65%
St Revenue: 500	Incoming Transfer/Oth Transact	<b>Total:</b>	2,380,209.40	2,929,867.00	2,430,209.40	0.00	1,821,242.81	608,966.59	74.94%
St Revenue: 600	Fund Modifications	<b>Total:</b>	1,569,040.36	1,619,040.00	1,619,040.36	0.00	0.00	1,619,040.36	0.00%
Type: 4	<b>RevenueTotal:</b>		42,278,611.62	45,166,520.00	46,214,109.76	0.00	30,407,793.00	15,806,316.76	65.80%
<b>Type: 5 Expense</b>									
St. Function:110	Basic Programs	<b>Total:</b>	19,059,579.88	20,268,503.00	19,723,089.00	52,417.64	14,012,464.46	5,710,624.54	71.05%
St. Function:120	Added Needs	<b>Total:</b>	8,221,581.26	7,822,408.00	8,625,893.00	8,712.37	6,050,277.01	2,575,615.99	70.14%
St. Function:210	Support Services-Pupil	<b>Total:</b>	2,449,653.37	2,526,515.00	2,945,113.00	6,810.84	2,163,252.07	781,860.93	73.45%
St. Function:220	Support Services-Instr Staff	<b>Total:</b>	1,610,429.25	2,221,870.00	2,435,416.00	442.94	1,827,495.12	607,920.88	75.04%
St. Function:230	Support Services-General Admin	<b>Total:</b>	646,988.52	648,807.00	733,326.00	5,970.00	570,407.78	162,918.22	77.78%
St. Function:240	Support Services-School Admin	<b>Total:</b>	2,081,369.84	2,059,557.00	2,085,235.00	1,133.11	1,586,113.48	499,121.52	76.06%
St. Function:250	Support Services-Business	<b>Total:</b>	757,166.28	688,081.00	729,720.00	1,139.40	583,127.77	146,592.23	79.91%
St. Function:260	Operations and Maintenance	<b>Total:</b>	4,471,426.19	5,286,186.00	5,340,085.00	113,804.64	3,968,433.44	1,371,651.56	74.31%
St. Function:270	Pupil Transportation Services	<b>Total:</b>	317,126.07	201,941.00	319,683.00	26,126.50	290,745.84	28,937.16	90.95%
St. Function:280	Support Services-Central	<b>Total:</b>	1,325,197.03	1,446,099.00	1,477,348.00	675.52	1,194,777.97	282,570.03	80.87%
St. Function:290	Support Services-Other	<b>Total:</b>	580,337.23	479,649.00	516,730.29	8,937.40	423,023.49	93,706.80	81.87%
St. Function:330	Community Activities	<b>Total:</b>	15,912.00	10,400.00	18,530.61	0.00	5,288.45	13,242.16	28.54%
St. Function:390	Other Community Services	<b>Total:</b>	57,846.47	251,514.00	212,222.86	0.00	109,774.63	102,448.23	51.73%
St. Function:440	Pymts to Other Govnmt	<b>Total:</b>	209,706.64	266,665.00	266,665.00	0.00	266,665.00	-	100.00%
St. Function:510	Debt Services - Long Term Only	<b>Total:</b>	33,000.00	33,000.00	33,000.00	0.00	33,000.00	-	100.00%
St. Function:600	Transfers Out	<b>Total:</b>	292,088.00	292,088.00	292,088.00	0.00	292,087.50	0.50	100.00%
Type: 5	<b>ExpenseTotal:</b>		42,129,408.03	44,503,283.00	45,754,144.76	226,170.36	33,376,934.01	12,377,210.75	72.95%
<b>Grand Total:</b>			149,203.59	663,237.00	459,965.00		-2,969,141.01	3,429,106.01	

**Hazel Park Schools**  
**Check Register by Fund**  
Check Date From 4/1/2022 TO 4/30/2022

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
<b>Fund: 110</b>					
04/07/2022	EH 00000272	100702	ADKINS, LAURA	P2200012	40.00
04/07/2022	EH 00000273	100550	AMAZON CAPITAL SERVICES INC	P2200335	4,448.06
04/07/2022	EH 00000274	100860	BALDWIN, MELISSA	P2200005	40.00
04/07/2022	EH 00000275	100056	HINTON, BEVERLY	P2200007	40.00
04/07/2022	EH 00000276	100574	INSTITUTE FOR EXCELLENCE IN ED	P2200009	1,500.00
04/07/2022	EH 00000277	100292	INVEST CENTERS LLC		9,793.77
04/07/2022	EH 00000278	100489	PEARSON EDUCATION	P2200318	110.00
04/07/2022	EH 00000279	100125	SCHLAK, KRISTY	P2200017	40.00
04/07/2022	EH 00000280	100397	SCHOOL SPECIALTY		28.47
04/07/2022	EH 00000281	100504	SET INC.		5,925.65
04/07/2022	EH 00000282	100357	STAPLES BUSINESS ADVANTGE	P2200341	275.13
04/08/2022	EH 00000283	100550	AMAZON CAPITAL SERVICES INC	P2200345	95.31
04/08/2022	EH 00000284	100861	FORTRESS, HEIDI	P2200286	40.00
04/08/2022	HP 00500916	100458	ACE TRANSPORTATION		6,864.00
04/08/2022	HP 00500917	100544	ASCENSION MICHIGAN EMPLOYER SOLUTIONS		422.00
04/08/2022	HP 00500918	100278	ATHLETICO LTD	P2200021	8,850.00
04/08/2022	HP 00500919	100512	CHAPT 13 TRUSTEE-TAMMY L TERRY		420.00
04/08/2022	HP 00500921	100322	CITY HAZEL PARK WATER		5,108.82
04/08/2022	HP 00500923	100280	CLEAR RATE COMMUNICATIONS INC		1,956.64
04/08/2022	HP 00500924	100812	CONTRACT PAPER GROUP		1,029.20
04/08/2022	HP 00500925	100443	CTS COMPANIES		266.50
04/08/2022	HP 00500926	100953	DAVID BADER P67307		166.86
04/08/2022	HP 00500927	100958	DEVIN HUGHES ENTERPRISES		500.00
04/08/2022	HP 00500928	100899	GLEANERS COMMUNITY FOOD BANK OF SE		1,227.00
04/08/2022	HP 00500929	100023	HOUGHTON MIFFLIN HARCOURT		44.58
04/08/2022	HP 00500930	100569	INTEGRITY BUSINESS SOLUTIONS LLC	P2200331	1,359.60
04/08/2022	HP 00500932	101014	JEREMIC CONSTRUCTION LLC		3,600.00
04/08/2022	HP 00500933	100839	K 12 MANAGEMENT DBA FuelEd		6,924.40
04/08/2022	HP 00500934	101045	LEXIA LEARNING SYSTEMS LLC	P2200352	7,312.00
04/08/2022	HP 00500935	100413	MCGRAW HILL BOOK CO	P2200343	1,142.32

**Hazel Park Schools**  
**Check Register by Fund**  
Check Date From 4/1/2022 TO 4/30/2022

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
04/08/2022	HP 00500936	100447	MERIDIAN WINDS		1,135.00
04/08/2022	HP 00500937	100159	MICHIGAN ASSOC OF SCHOOL BOARD		2,000.00
04/08/2022	HP 00500938	101047	MICHIGAN EVALUATIONS AND ASSESSMENTS,		1,500.00
04/08/2022	HP 00500939	100589	MILLENNIUM BUSINESS SYSTEMS		378.00
04/08/2022	HP 00500940	100387	MISDU		912.65
04/08/2022	HP 00500941	101049	NATIONAL TIME & SIGNAL	P2200032	66.66
04/08/2022	HP 00500942	100333	NATL LADDER & SCAFFOLD		1,005.00
04/08/2022	HP 00500943	100461	NOVA ENVIRONMENTAL INC		5,988.00
04/08/2022	HP 00500944	100380	OAKLAND SCHOOLS		254.50
04/08/2022	HP 00500945	100468	PROGRESSIVE PLUMBING SUPPLY	P2200090	661.26
04/08/2022	HP 00500946	100257	QUALIFIED ABATEMENT SERVICES INC		3,610.00
04/08/2022	HP 00500948	100609	RUSKIN, DAVID		1,127.58
04/08/2022	HP 00500950	100686	SOLIANT HEALTH INC		2,080.00
04/08/2022	HP 00500951	100740	SPECTRUM WIRELESS USA INC		2,469.29
04/08/2022	HP 00500954	101050	VENTURE INTRNATIONAL LLC		2,500.00
04/22/2022	EH 00000286	100045	A & I ENTERPRISES		169,413.49
04/22/2022	EH 00000287	100550	AMAZON CAPITAL SERVICES INC	P2200363	9,987.47
04/22/2022	EH 00000288	100495	C G NEWSPAPERS		1,736.00
04/22/2022	EH 00000290	100292	INVEST CENTERS LLC		221,737.09
04/22/2022	EH 00000291	100021	PEARSON CLINICAL ASSESSMENT		400.79
04/22/2022	EH 00000292	100520	PEDIATRIC HEALTH CONSULTANTS INC		7,130.57
04/22/2022	EH 00000293	100397	SCHOOL SPECIALTY	P2200342	2,186.94
04/22/2022	EH 00000294	100950	SIR SPEEDY		6,884.35
04/22/2022	EH 00000295	100357	STAPLES BUSINESS ADVANTGE	P2200353	542.01
04/22/2022	HP 00500956	101055	AMS DELIVERY COMPANY LLC		625.00
04/22/2022	HP 00500957	101060	ARMADA HIGH SCHOOL		350.00
04/22/2022	HP 00500958	101061	AVONDALE HIGH SCHOOL		300.00
04/22/2022	HP 00500959	100900	BIG TOP PARTY RENTALS		1,300.00
04/22/2022	HP 00500960	100735	BURKES SPORT HAVEN		4,495.52
04/22/2022	HP 00500961	100512	CHAPT 13 TRUSTEE-TAMMY L TERRY		420.00
04/22/2022	HP 00500962	100888	CONSTELLATION		21,772.22

24

User: MILLERM - Matthew Miller

Page

Current Date: 05/04/2022

Report: OSAP5009 - OSAP5009: Check Register by Fund

2

Current Time: 14:53:06

Selection:

OH\_DTL.[oh\_ck\_dt] <= '04/30/2022' AND OH\_DTL.[oh\_ck\_dt] >= '04/01/2022'

**Hazel Park Schools**  
**Check Register by Fund**  
Check Date From 4/1/2022 TO 4/30/2022

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
04/22/2022	HP 00500963	100459	CONVERGENT TECH PARTNERS		546.25
04/22/2022	HP 00500964	100604	CORRIGAN RECORD STORAGE LLC		295.00
04/22/2022	HP 00500965	101059	COURAGEOUS INC.		300.00
04/22/2022	HP 00500966	100018	CUSTOM FORM INC		360.00
04/22/2022	HP 00500967	100031	DEAF COMMUNITY ADVOCACY NETWORK		695.10
04/22/2022	HP 00500968	100889	DIVINE CHILD HIGH SCHOOL		300.00
04/22/2022	HP 00500969	100446	FAR THERAPEUTIC & PERFORMING ARTS	P2200059	181.36
04/22/2022	HP 00500970	100640	FIBER LINK INC		78.00
04/22/2022	HP 00500971	101025	GEYER INSTRUCTIONAL PRODUCTS	P2200312	159.99
04/22/2022	HP 00500972	100488	HOME DEPOT CREDIT SERVICES		1,533.87
04/22/2022	HP 00500974	100569	INTEGRITY BUSINESS SOLUTIONS LLC	P2200354	1,651.20
04/22/2022	HP 00500975	101027	MAKERBOT INDUSTRIES LLC	P2200316	2,047.02
04/22/2022	HP 00500976	100413	MCGRAW HILL BOOK CO	P2200333	617.76
04/22/2022	HP 00500977	100327	MICHIGAN EDUCATION SPECIAL		890,341.15
04/22/2022	HP 00500978	100589	MILLENNIUM BUSINESS SYSTEMS		2,918.03
04/22/2022	HP 00500979	100387	MISDU		508.28
04/22/2022	HP 00500980	100240	MUSIC THEATRE INTERNATIONAL		495.00
04/22/2022	HP 00500981	100170	NAGY, RONALD		40.00
04/22/2022	HP 00500982	101049	NATIONAL TIME & SIGNAL		225.00
04/22/2022	HP 00500983	100000	OFFICE DEPOT	P2200328	108.63
04/22/2022	HP 00500986	100468	PROGRESSIVE PLUMBING SUPPLY		631.67
04/22/2022	HP 00500988	100609	RUSKIN, DAVID		1,127.58
04/22/2022	HP 00500989	100408	SEXTON ENTERPRIZE INC		325.00
04/22/2022	HP 00500993	100829	TEACHING STRATEGIES LLC	P2200315	5,706.00
04/22/2022	HP 00500995	101017	TOM TORRENTO MUSIC LLC	P2200280	175.00
04/22/2022	HP 00500997	100463	WINDSTREAM		2,836.17
			<b>Fund 110</b>	<b>Total:</b>	<b>1,458,742.76</b>
<b>Fund: 220</b>					
04/08/2022	HP 00500922	100743	CKI INC		101.80
04/08/2022	HP 00500931	600	JARDON		184.16
04/08/2022	HP 00500952	100515	STAFF CONNECTIONS LLC		5,908.50

**Hazel Park Schools**  
**Check Register by Fund**  
Check Date From 4/1/2022 TO 4/30/2022

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
04/22/2022	EH 0000287	100550	AMAZON CAPITAL SERVICES INC		860.91
04/22/2022	HP 00500969	100446	FAR THERAPEUTIC & PERFORMING ARTS	P2200059	3,227.40
04/22/2022	HP 00500978	100589	MILLENNIUM BUSINESS SYSTEMS		576.92
04/22/2022	HP 00500985	100543	PETTY CASH		184.16
04/22/2022	HP 00500992	100515	STAFF CONNECTIONS LLC		5,257.50
				<b>Fund 220 Total:</b>	<b>16,301.35</b>
<b>Fund: 230</b>					
04/08/2022	HP 00500920	100677	CIRRUS GROUP LLC		321.00
				<b>Fund 230 Total:</b>	<b>321.00</b>
<b>Fund: 250</b>					
04/08/2022	EH 0000285	100087	TMP ARCHITECTURE INC		3,586.95
04/08/2022	HP 00500947	100954	RITEWAY SERVICE INC		1,698.04
04/22/2022	EH 0000289	100118	CHARTWELLS DINING SERVICES		139,867.98
04/22/2022	HP 00500978	100589	MILLENNIUM BUSINESS SYSTEMS		88.20
				<b>Fund 250 Total:</b>	<b>145,241.17</b>
<b>Fund: 290</b>					
04/08/2022	HP 00500931	600	JARDON		65.98
04/08/2022	HP 00500949	100440	SCHOLASTIC BOOK FAIRS		1,736.00
04/08/2022	HP 00500953	101004	THOMAS, DANDRE		47.93
04/22/2022	EH 00000294	100950	SIR SPEEDY		80.00
04/22/2022	HP 00500960	100735	BURKES SPORT HAVEN		295.70
04/22/2022	HP 00500973	100774	HOWARD MICHAELS FUNDRAISING CO		5,801.00
04/22/2022	HP 00500984	100543	PETTY CASH		65.98
04/22/2022	HP 00500990	101057	SHANNON STRONG JONES		151.69
04/22/2022	HP 00500991	100856	SHOWCASE AMERICA UNLIMITED		2,485.00
04/22/2022	HP 00500994	100151	THE VARSITY SHOP INC		876.00
04/22/2022	HP 00500996	100255	TURNER III, JOE		56.55
				<b>Fund 290 Total:</b>	<b>11,661.83</b>
<b>Fund: 420</b>					
04/08/2022	EH 0000285	100087	TMP ARCHITECTURE INC		3,531.00
04/22/2022	EH 0000288	100495	C G NEWSPAPERS		163.00
04/22/2022	HP 00500955	101053	PARTNERS IN ARCHITECTURE PLC		5,248.25

**Hazel Park Schools**  
**Check Register by Fund**  
 Check Date From 4/1/2022 TO 4/30/2022

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
04/22/2022	HP 00500987	101054	R&E DEVELOPMENT GROUP LLC		3,897.90
				<b>Fund 420 Total:</b>	<b>12,840.15</b>
				<b>Grand Total:</b>	<b>1,645,108.26</b>

End of Report

**Huntington Bank  
Commercial Card Summary (P-Card)  
For Month Ending - April 2022**

<u>Date of Trans</u>	<u>Card Holder</u>	<u>Vendor</u>	<u>Amount</u>
04/30/2022	MATTHEW MILLER	HILTON	534.75
04/30/2022	STEPHANIE DULMAGE	MI ASSOC SCH ADM	250.00
04/30/2022	GINA BREW	SULLIVANS FLEET SERVIC	978.08
04/30/2022	DEBRA DIMAS	TST* NEW YORK BAGEL -	112.00
04/30/2022	MATTHEW MILLER	HILTON	420.50
04/30/2022	CORRI NASTASI	AMZN MKTP US*1387L5NG1	24.84
04/30/2022	MATTHEW MILLER	HILTON	96.00
04/30/2022	ACCOUNTS PAYABLE	DTE ENERGY	1,241.85
04/30/2022	ACCOUNTS PAYABLE	DTE ENERGY	91.01
04/30/2022	CORRI NASTASI	SAMS CLUB #6664	37.86
04/30/2022	CORRI NASTASI	MEIJER # 237	33.77
04/30/2022	GREG RICHARDSON	TONYS ACE HDWE	19.53
04/30/2022	KENDAL SMITH	EDDIES PIZZA	50.00
04/30/2022	MEGAN PAPASIAN-BROADWELL	AMZN MKTP US*1Q2R41NR0	142.99
04/30/2022	THOMAS OESTRIKE	JIMMY JOHNS - 2213	23.54
04/29/2022	MICHELLE KRAUSE	MICHAELS #9490	114.16
04/29/2022	CHRISTINE LUPTAK	VIGILANTE SECURITY INC	1,089.00
04/29/2022	CORRI NASTASI	DETROIT ZOOLOGICAL SOC	127.00
04/29/2022	CORRI NASTASI	AT *MICHIGAN SCIENCE C	99.00
04/29/2022	LINDA YATES	CAROLINA BIOLOGIC SUPP	58.98
04/29/2022	GREG RICHARDSON	TONYS ACE HDWE	6.26
04/29/2022	MICHELLE KRAUSE	VOYAGER SOPRIS LEARN'G	503.80
04/29/2022	MEGAN PAPASIAN-BROADWELL	SAMSClub #6659	156.83
04/29/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
04/28/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
04/28/2022	TAMMY SCHOLZ	SAMS CLUB #6662	95.36
04/28/2022	CORRI NASTASI	GFS STORE #0960	22.99
04/28/2022	CORRI NASTASI	GFS STORE #0960	23.98
04/28/2022	GREG RICHARDSON	TONYS ACE HDWE	42.72
04/28/2022	GREG RICHARDSON	TONYS ACE HDWE	25.36
04/28/2022	GREG RICHARDSON	TONYS ACE HDWE	13.98
04/28/2022	GREG RICHARDSON	TONYS ACE HDWE	(25.36)
04/28/2022	GREG RICHARDSON	TONYS ACE HDWE	41.93
04/28/2022	MICHELLE KRAUSE	ABC ENTERTAINMENT	75.00
04/28/2022	KENDAL SMITH	EDDIES PIZZA	165.00
04/28/2022	MEGAN PAPASIAN-BROADWELL	KROGER #447	21.95
04/28/2022	LINDA YATES	BROADWAY TEACHING GROU	299.00
04/28/2022	MEGAN PAPASIAN-BROADWELL	ADOBE PRODUCTS	10.59
04/28/2022	TAMMY SCHOLZ	AMAZON.COM*1Q1LP6YS1 A	6.48
04/28/2022	MATTHEW MILLER	HILTON	178.25
04/27/2022	KIMBERLY HART	VENMO	51.50
04/27/2022	LINDA YATES	HARBOR FREIGHT TOOLS 4	35.84
04/27/2022	CHRISTINE LUPTAK	APOC SALES INC.	3,019.40
04/27/2022	KARLA GRAESSLEY	PB *CRANBROOK ED	(367.50)
04/27/2022	CORRI NASTASI	AMZN MKTP US*1Q5CJ5941	13.98
04/27/2022	CORRI NASTASI	SAMSClub #6664	50.72
04/27/2022	CORRI NASTASI	AMZN MKTP US*1Q1RV1US1	37.87
04/27/2022	CORRI NASTASI	SAMS CLUB #6664	61.59
04/27/2022	CORRI NASTASI	#45 LAKESHORE LEARNING	23.43
04/27/2022	CORRI NASTASI	SAMS CLUB #6664	62.06
04/27/2022	CORRI NASTASI	SAMS CLUB #6664	72.84
04/27/2022	CORRI NASTASI	SAMS CLUB #6664	50.72
04/27/2022	CORRI NASTASI	#45 LAKESHORE LEARNING	65.97
04/27/2022	JAMIE BUCZKO	J & T APPLIANCES & REP	40.00
04/27/2022	MEGAN PAPASIAN-BROADWELL	SAMS CLUB #6659	19.98
04/27/2022	MEGAN PAPASIAN-BROADWELL	DOLLAR TREE	11.25
04/27/2022	LINDA YATES	KROGER #602	50.00
04/27/2022	CHRISTINE LUPTAK	JIM ASHMORE INC	403.47
04/26/2022	STEPHANIE DULMAGE	AMAZON.COM*1O8X196W0	21.08
04/26/2022	CHRISTINE LUPTAK	GNE PAINT & SUPPLIES I	106.14

04/26/2022	CHRISTINE LUPTAK	ECOLAB INC	200.00
04/26/2022	TAMMY SCHOLZ	SAMS CLUB #6454	53.90
04/26/2022	GREG RICHARDSON	DELTA SONIC #1825	119.08
04/26/2022	GREG RICHARDSON	TONYS ACE HDWE	4.36
04/26/2022	MICHELLE KRAUSE	EBAY O*26-08548-85945	36.12
04/26/2022	CORRI NASTASI	TST* NEW YORK BAGEL -	100.00
04/25/2022	JAMIE BUCZKO	OAKLAND SCHOOLS-RC INT	70.00
04/24/2022	CORRI NASTASI	GFS STORE #1907	146.95
04/24/2022	CHRISTINE LUPTAK	DECKER EQUIPMENT	279.80
04/24/2022	DEBRA DIMAS	TST* NEW YORK BAGEL -	112.00
04/24/2022	LINDA YATES	SP ROBOTIX EDUCATION	2,389.00
04/24/2022	GREG RICHARDSON	DALES LANDSCAPING SUPP	423.25
04/24/2022	MICHELLE KRAUSE	EDHELPER INC	69.97
04/24/2022	DEBRA DIMAS	AMZN MKTP US*1Q2TH5JX1	89.95
04/22/2022	GREG RICHARDSON	TONYS ACE HDWE	31.12
04/22/2022	BRADLEY WILKINS	2COCOM*MALWAREBYTES	137.79
04/22/2022	LINDA YATES	LARRY'S PERFORMANCE R/	95.35
04/22/2022	MEGAN PAPASIAN-BROADWELL	SAMSCLUB #6659	(4.55)
04/22/2022	MEGAN PAPASIAN-BROADWELL	SAMSCLUB #6659	223.67
04/21/2022	CORRI NASTASI	AMAZON.COM*1Q2AM9CX1 A	9.85
04/21/2022	CHRISTINE LUPTAK	ROYAL ROOFING INC	471.00
04/21/2022	CHRISTINE LUPTAK	ROYAL ROOFING INC	476.00
04/21/2022	CHRISTINE LUPTAK	MCNAUGHTON MCKAY ELECT	944.12
04/21/2022	CHRISTINE LUPTAK	SQ *MECHANICAL SYSTEM	2,890.78
04/21/2022	CHRISTINE LUPTAK	AIRGAS USA, LLC	178.91
04/21/2022	CARLA POSTELL	EB K-12 ALLIANCE OF M	100.00
04/21/2022	MICHELLE KRAUSE	AB* ABEBOOKS.CO JBYHIL	24.89
04/21/2022	CORRI NASTASI	AMAZON.COM*1O2AH4FD0	9.85
04/21/2022	CORRI NASTASI	AMZN MKTP US*1A0QZ4YD2	100.25
04/21/2022	GREG RICHARDSON	TONYS ACE HDWE	144.37
04/21/2022	GREG RICHARDSON	TONYS ACE HDWE	26.72
04/21/2022	GREG RICHARDSON	TONYS ACE HDWE	1.68
04/21/2022	GREG RICHARDSON	TONYS ACE HDWE	13.29
04/21/2022	CORRI NASTASI	AMAZON.COM*1Q7AT5CW1 A	42.58
04/20/2022	CHRISTINE LUPTAK	ORKIN LLC 002	132.00
04/20/2022	CHRISTINE LUPTAK	BISON PLUMBING INC	110.00
04/20/2022	CHRISTINE LUPTAK	BISON PLUMBING INC	175.00
04/20/2022	CHRISTINE LUPTAK	SONITROL GREAT LAKES M	279.84
04/20/2022	CHRISTINE LUPTAK	VIGILANTE SECURITY INC	285.00
04/20/2022	CHRISTINE LUPTAK	VIGILANTE SECURITY INC	90.00
04/20/2022	GINA BREW	BIGD LOCK & KEY	5.25
04/20/2022	KARLA GRAESSLEY	UBER TRIP	5.00
04/20/2022	KARLA GRAESSLEY	UBER TRIP	11.92
04/20/2022	CORRI NASTASI	AMAZON.COM*1A8W17UI2	19.60
04/20/2022	STEPHANIE DULMAGE	EB K-12 ALLIANCE OF M	100.00
04/20/2022	CORRI NASTASI	AMAZON.COM*1A7SK39K2 A	33.96
04/20/2022	CORRI NASTASI	TST* NEW YORK BAGEL -	100.00
04/20/2022	MICHELLE KRAUSE	AB* ABEBOOKS.CO JBYHIM	145.64
04/20/2022	TAMMY SCHOLZ	JETS PIZZA MI-018	67.48
04/20/2022	TAMMY SCHOLZ	COOL PARTY FAVORS	643.45
04/20/2022	LINDA YATES	KROGER #602	50.00
04/19/2022	THOMAS OESTRIKE	BAYMONT INN & SUITES	(90.00)
04/19/2022	THOMAS OESTRIKE	BAYMONT INN & SUITES	(90.00)
04/19/2022	THOMAS OESTRIKE	BAYMONT INN & SUITES	(90.00)
04/19/2022	THOMAS OESTRIKE	BAYMONT INN & SUITES	(90.00)
04/19/2022	THOMAS OESTRIKE	BAYMONT INN & SUITES	(90.00)
04/19/2022	THOMAS OESTRIKE	BAYMONT INN & SUITES	(90.00)
04/19/2022	TAMMY SCHOLZ	SQ *PARTY PROS DETROIT	798.00
04/19/2022	GINA BREW	SULLIVANS FLEET SERVIC	574.26
04/19/2022	ACCOUNTS PAYABLE	A AND G CENTRAL MUSIC	185.00
04/19/2022	ACCOUNTS PAYABLE	A AND G CENTRAL MUSIC	150.00
04/19/2022	ACCOUNTS PAYABLE	DTE ENERGY	24,768.79
04/19/2022	AMY KRUPPE	MDE EDUCATOR LICENSE	90.00
04/19/2022	THOMAS OESTRIKE	BAYMONT INN & SUITES	(90.00)
04/18/2022	ROCHELLE TASSIE	AMAZON.COM*1A0QN3D80	39.90
04/17/2022	BRADLEY WILKINS	SQ *LION TECHNOLOGIES	300.00



04/10/2022	ACCOUNTS PAYABLE	CONSUMERS ENERGY CO	1,142.53
04/10/2022	ACCOUNTS PAYABLE	CONSUMERS ENERGY CO	117.63
04/10/2022	CORRI NASTASI	MEIJER # 237	13.47
04/10/2022	CORRI NASTASI	AMZN MKTP US*1A6KG5031	28.24
04/10/2022	GREG RICHARDSON	TONYS ACE HDWE	18.99
04/10/2022	TAMARAN DILLARD	TEACH TOWN	571.57
04/10/2022	MEGAN PAPASIAN-BROADWELL	AMZN MKTP US*1A2N41G41	197.80
04/10/2022	MEGAN PAPASIAN-BROADWELL	GFS STORE #0960	39.96
04/10/2022	STEPHANIE DULMAGE	MHE*MCGRRAW-HILL ECOMM	624.87
04/10/2022	AMY KRUPPE	MDE EDUCATOR LICENSE	45.00
04/10/2022	TAMMY SCHOLZ	AMZN MKTP US*1A6DC3M11	116.43
04/10/2022	TAMMY SCHOLZ	AMZN MKTP US*1H2L23RE0	135.92
04/10/2022	CHRISTINE LUPTAK	DOWNRIVER REFRIGERATIO	1,636.60
04/08/2022	GREG RICHARDSON	TONYS ACE HDWE	35.13
04/08/2022	THOMAS OESTRIKE	THEGRINDFITNESS.C	411.57
04/08/2022	DEBRA DIMAS	TST* NEW YORK BAGEL -	112.00
04/08/2022	THOMAS OESTRIKE	PERFORMANCE HEALTH SUP	257.98
04/08/2022	GREG RICHARDSON	TONYS ACE HDWE	85.45
04/08/2022	LINDA YATES	THE CAREER GAME	244.95
04/08/2022	BRADLEY WILKINS	JUMPCLOUD INC	184.00
04/08/2022	MEGAN PAPASIAN-BROADWELL	SAMSClub #6659	144.35
04/08/2022	MEGAN PAPASIAN-BROADWELL	MFASCO HEALTH & SAFETY	316.20
04/08/2022	TAMMY SCHOLZ	AMAZON.COM*1H4733830 A	42.88
04/08/2022	TAMMY SCHOLZ	SAMS CLUB #6659	123.56
04/08/2022	CORRI NASTASI	AT *MICHIGAN SCIENCE C	275.00
04/07/2022	ACCOUNTS PAYABLE	CONSUMERS ENERGY CO	31.42
04/07/2022	TAMMY SCHOLZ	AMZN MKTP US*1H3MP73H2	293.93
04/07/2022	THOMAS OESTRIKE	EDDIES PIZZA	110.00
04/07/2022	THOMAS OESTRIKE	THEGRINDFITNESS.C	823.14
04/07/2022	THOMAS OESTRIKE	TST* PETEY'S PIZZERIA	164.13
04/07/2022	ACCOUNTS PAYABLE	CONSUMERS ENERGY CO	1,455.67
04/07/2022	CORRI NASTASI	AMZN MKTP US*1H7256372	335.87
04/07/2022	CORRI NASTASI	LAMINATOR.COM	148.62
04/07/2022	GREG RICHARDSON	TONYS ACE HDWE	29.43
04/07/2022	BRADLEY WILKINS	COURSRA912JCJZ2MXTRY9	39.00
04/07/2022	MICHELLE KRAUSE	GFS STORE #1907	157.01
04/07/2022	MEGAN PAPASIAN-BROADWELL	IXL SCHOOL SUBSCRIPT	299.00
04/07/2022	MEGAN PAPASIAN-BROADWELL	AMZN MKTP US*1A5TT8C51	69.98
04/07/2022	TAMMY SCHOLZ	AMAZON.COM*1A2MR0FT1	30.68
04/07/2022	STEPHANIE DULMAGE	MHE*MCGRRAW-HILL ECOMM	116.61
04/07/2022	AMY KRUPPE	MDE EDUCATOR LICENSE	45.00
04/07/2022	CHRISTINE LUPTAK	AIRGAS USA, LLC	167.97
04/06/2022	CHRISTINE LUPTAK	ECOLAB INC	490.00
04/06/2022	LINDA YATES	CAROLINA BIOLOGIC SUPP	1,825.65
04/06/2022	CHRISTINE LUPTAK	BISON PLUMBING INC	145.00
04/06/2022	GINA BREW	SULLIVANS FLEET SERVIC	2,854.20
04/06/2022	DEBRA DIMAS	NATL CCL TEACHERS OF M	76.15
04/06/2022	ACCOUNTS PAYABLE	CONSUMERS ENERGY CO	1,534.99
04/06/2022	ACCOUNTS PAYABLE	CONSUMERS ENERGY CO	1,115.77
04/06/2022	ACCOUNTS PAYABLE	CONSUMERS ENERGY CO	1,430.50
04/06/2022	ACCOUNTS PAYABLE	CONSUMERS ENERGY CO	1,567.16
04/06/2022	ACCOUNTS PAYABLE	CONSUMERS ENERGY CO	24.44
04/06/2022	GREG RICHARDSON	TONYS ACE HDWE	4.74
04/06/2022	ACCOUNTS PAYABLE	CONSUMERS ENERGY CO	2,885.31
04/06/2022	CORRI NASTASI	TST* NEW YORK BAGEL -	100.00
04/06/2022	CORRI NASTASI	LITTLE CAESARS #174	44.55
04/06/2022	CORRI NASTASI	LITTLE CAESARS #174	44.55
04/06/2022	GREG RICHARDSON	TONYS ACE HDWE	32.29
04/06/2022	GREG RICHARDSON	TONYS ACE HDWE	53.18
04/06/2022	KENDAL SMITH	AMAZON.COM*1H0KP2XE0 A	127.00
04/06/2022	MEGAN PAPASIAN-BROADWELL	MEIJER # 222	26.47
04/06/2022	TAMMY SCHOLZ	SAMS CLUB #6662	278.64
04/06/2022	LINDA YATES	KROGER #602	50.00
04/06/2022	CHRISTINE LUPTAK	BISON PLUMBING INC	535.00
04/05/2022	THOMAS OESTRIKE	SYNERGEE	(539.92)
04/05/2022	THOMAS OESTRIKE	SYNERGEE	(134.98)

04/05/2022	BRADLEY WILKINS	GRASSHOPPER.COM	1,239.93
04/05/2022	ACCOUNTS PAYABLE	A AND G CENTRAL MUSIC	40.00
04/05/2022	ACCOUNTS PAYABLE	FEDEX FREIGHT INC	260.00
04/04/2022	CORRI NASTASI	AMZN MKTP US*1H2TN0L10	39.98
04/03/2022	SHEILA OKANE	AMZN MKTP US AMZN.COM/	(34.97)
04/03/2022	SHEILA OKANE	AMZN MKTP US	(17.80)
04/03/2022	MATTHEW MILLER	AMAZON.COM*169JH9IU0 A	415.92
04/03/2022	GREG RICHARDSON	TONYS ACE HDWE	4.74
04/03/2022	TAMMY SCHOLZ	AMAZON.COM*1601M1HQ2 A	161.73
04/03/2022	GREG RICHARDSON	TONYS ACE HDWE	9.10
04/03/2022	STEPHANIE DULMAGE	MHE*MCGRW-HILL ECOMM	1,509.71
04/03/2022	TAMMY SCHOLZ	AMAZON.COM*1H2AW4CV0 A	204.47
04/03/2022	GREG RICHARDSON	TONYS ACE HDWE	13.28
04/01/2022	CHRISTINE LUPTAK	VIGILANTE SECURITY INC	1,089.00
04/01/2022	GINA BREW	SULLIVANS FLEET SERVIC	1,825.97
04/01/2022	ACCOUNTS PAYABLE	DTE ENERGY	1,442.74
04/01/2022	STEPHANIE DULMAGE	MHE*MCGRW-HILL ECOMM	79.71
04/01/2022	GREG RICHARDSON	TONYS ACE HDWE	7.75
04/01/2022	JASON ZIRNIS	MSBO	525.00
04/01/2022	ACCOUNTS PAYABLE	DTE ENERGY	99.99

111,855.79





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Ford Administration  
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5200 | F: 248-544-5443  
[www.hazelparkschools.org](http://www.hazelparkschools.org)

May 20, 2022

Alpha Delta Kappa - Michigan Mu Chapter  
c/o Karen King

Dear Karen & Chapter Members,

The Administration and Hazel Park Board of Education want to take this opportunity to thank Alpha Delta Kappa Mu members for the continued support of Hazel Park Schools and the Hazel Park community. Although guidelines for dealing with the pandemic have changed our daily routines, ADK has continued to offer their support in many ways. ADK members donated hats, gloves, scarves and mittens to the annual Holiday Basket, and awarded scholarships to our graduating seniors to help further their education. In the past they have donated special treats to our teachers and students and we appreciate the continued support given to our schools and community by this wonderful organization.

As you continue to show your support of Hazel Park through your various donations to several organizations such as the Hazel Park Firefighters Victim Support, Patrick Voisine fund, donating books to the Hazel Park Memorial Library, Foster Care Closet, and the Alzheimer's Association.

We appreciate ADK members and your support has not gone unnoticed.

With Students In Mind,

Amy Y. Kruppe, Ed.D.  
Superintendent

Laura Adkins,  
President, HP Board of Education



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

To: Hazel Park Board of Education  
From: Amy Kruppe, Superintendent  
Subject: State and National Organizational Consent Agenda Items  
Date: May 23, 2033

Please find attached information regarding renewal of Board and Superintendent Organizations for the 2022-2023 school year to date for Michigan Association of School Superintendents , The School Association of Superintendents, Council of Exceptional Children and the Michigan Association of School Boards. These are yearly association fees to be a part of these important organizations.

The Council of Exceptional Children is an organization that I am actually a pioneer of . No , that does not mean I created it. I have been a member since high school. It just means I have been a member for a long long time. This organization covers education for all children as well as research around best practices for students with exceptionalities. The cost for this is \$405.

Michigan Association of School Superintendents and the School Association of Superintendents provide your superintendent with opportunities to connect with other schools across the state and country as we reflect on education . The cost is \$1691 which include membership for my administrative assistant and the public relations association

Michigan Association of School Boards are important as we reflect on the role of the Board and school improvement. There is another opportunity to have a school video completed if you pay at the time of the dues. We will discuss this video to decide if we focus on sports and arts or a school program. The cost of the video is \$2000 and \$5885 for MASB.

The cost for these state and national membership is being covered by the general fund.

Research tells us that High Performing Boards have an impact on student learning. Additionally, we must equip our boards with technical and leadership skills to create and achieve a shared vision to establish Balanced Governance. ( Gore and Ashbury) Learning together through our data and research will continue to grow Hazel Park and our community.

References:

- [8 Effective Practices of School Boards](#)
- [Superintendent and Board Collaboration](#)
- [Finding the right Superintendent](#)





**Strategic Goal Alignment -**

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

Curriculum & Instruction: Hazel Park Schools will develop innovative, independent and persistent learners who think critically, communicate effectively, and positively influence the local and global community.

**Recommendation : This action is part of the consent agenda.**

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**Get the AASA Advantage — Join Today!**

Be part of a community of school system leaders committed to providing high-quality public education to *all* students. Engage and connect with colleagues, gain access to premier

professional learning opportunities and champion initiatives to help transform the future of public education.

- [Download this infographic](#) to learn more about the value of AASA membership.
- [Compare membership options](#) with this chart.

Memberships run on a 12-month term beginning when payment is received by AASA. Prices are valid through June 30 of any given year.

**To become an AASA member, select a member category below then sign in or create an account.**

**[Click here for more information](#) about joining both AASA *and* your state association with only one payment.**

## ACTIVE MEMBERSHIP

Best Value

**Membership Dues: \$470**

[Join now »](#)

The membership is for **superintendents** and **assistant and deputy superintendents**. Members in this category receive all AASA benefits and services, including:

- **[Legal Support Program](#)** (\$1M individual professional liability coverage and up to \$20K for job protection defense claims based on continuous years of membership)
- **Member discounts** on AASA meetings and conferences including the [National Conference on Education \(NCE\)](#)
- **Discounts on premier professional learning opportunities** with the [AASA Leadership Network](#)
- **Member-only publications** including the award-winning [School Administrator](#) magazine
- **Advocacy & representation** on Capitol Hill
- **Ability to vote** and to **hold elected office**
- And more ...

## PROFESSOR

**Membership Dues: \$208**

[Join now »](#)

This membership is for **full-time professors** of educational administration and/or supervision who are NOT currently employed in full-time school administration. Members in this category are eligible to vote and hold elected office, but are not eligible to receive legal support from AASA.

## ASSOCIATE

**Membership Dues: \$208**

[Join now »](#)

The membership is for **any person** who is actively interested in, engaged in, or associated with any phase of educational work and is not employed by a school system. Members in this category are not eligible to vote, hold elected office, or receive legal support from AASA.

## BASIC

**Membership Dues: \$79**

[Join now »](#)

This membership is for **teachers, graduate students, counselors or others pursuing a career as a school system leader** and/or those who hold administrative credentials and are **EMPLOYED IN NON-ADMINISTRATIVE POSITIONS IN K-12 SCHOOLS**. Members in this category are not eligible to vote, hold elected office, or receive legal support from AASA.

## SMALL-SCHOOL DISTRICT LEADER

Best Value

**Membership Dues: \$235**

[Join now »](#)

The membership is **ONLY for superintendents in school districts with less than 350 students enrolled**. Members in this category receive all AASA benefits and services, including:

- **Legal Support Program** (\$1M individual professional liability coverage and up to \$20K for job protection defense claims based on continuous years of membership)
- **Member discounts** on AASA meetings and conferences including the [National Conference on Education \(NCE\)](#)

- **Exclusive discounts on premier professional learning opportunities** with the [AASA Leadership Network](#)
- **Member-only publications** including the award-winning [School Administrator](#) magazine
- **Advocacy & representation** on Capitol Hill
- **Ability to vote** and to **hold elected office**
- And more ...

## DISTRICT CABINET

**Membership Dues: \$208**

[Join now »](#)

The membership is for **persons who are NOT EMPLOYED AS A SUPERINTENDENT. Assistant and deputy superintendents**, other **central-office staff, principals and assistant principals** are eligible for a district cabinet membership. Members in this category are not eligible to vote, hold elected office, or receive legal support from AASA.

## RETIRED

**Membership Dues: \$79**

[Join now »](#)

This membership is open to **anyone who has retired** from full-time employment as a school administrator. Members in this category are not eligible to vote, hold elected office, or receive legal support from AASA.

## Questions? We are here to help!

Please share your ideas, concerns, questions and compliments by email to [membership@aasa.org](mailto:membership@aasa.org).

[Send Your Feedback »](#)

© AASA, The School Superintendents Association | 1615 Duke Street, Alexandria, VA 22314 | Phone: 703-528-0700 | [info@aasa.org](mailto:info@aasa.org)



**NATIONAL  
Advocacy**

**REGIONAL  
Collaboration**

**DISTRICT  
Outcome**

**COMMUNITY  
Impact**



**Membership Benefits**

Look inside to see how  
AASA answers your  
most pressing questions.

**[aasa.org/join](https://aasa.org/join) or call 703.528.0700**

**NATIONAL** Advocacy  
**REGIONAL** Collaboration  
**DISTRICT** Outcome  
**COMMUNITY** Impact

The true impact and value of AASA is measured by the breadth of its reach. No other education-focused membership organization touches as many priorities, each day, and connects you with such a broad network of like-minded education leaders.



**50 MILLION**  
students represented



**9,000+**  
AASA members



**13,588**  
school districts

**Who Can Benefit from AASA Programs and Services?**

- School Superintendents
- Cabinet Level Leaders
- All Aspiring Educational Leaders



## Is my toolkit missing any key resources?

### ▶ **CONFERENCES, WORKSHOPS AND LEADERSHIP TRAINING**

From the flagship National Conference on Education to high-level, content-focused meetings, AASA delivers the best professional learning to meet the expectation of universal success for all children. Plus, AASA members get exclusive discounts on education opportunities.

### ▶ **SCHOOL ADMINISTRATOR**

This award-winning monthly magazine for members offers big-picture perspectives and collegial discussions on a broad range of topics in education, leadership, instructional materials and resources.

### ▶ **COVID-19 RESOURCES & SUPPORT**

Access the tools and resources you need to help open schools safely and navigate the effects of this ever-changing pandemic.

### ▶ **ELECTRONIC NEWSLETTERS**

AASA delivers the latest education news to your laptop, desktop or mobile device, including *AASA News of the Nation* and *The Leader's Edge*.

### ▶ **MEMBER-ONLY RESOURCE LIBRARY**

- Model contracts
- Superintendent-board relations
- *Annual Superintendents Salary and Benefits Study* and other research reports

### ▶ **SCHOOL SOLUTIONS CENTER**

A valuable resource for AASA members looking to save money, improve classroom environments, increase student achievement and provide an overall benefit to district employees.

### ▶ **AASA ONLINE COMMUNITY**

Connect with your colleagues, share resources and enjoy a safe space to discuss hot topics via AASA's member-only online community.



## Who is fighting for my school district's needs on Capitol Hill?

AASA represents the voice of public education and school system leaders on Capitol Hill. Members have access to the latest federal policy updates and the ability to help shape national advocacy efforts and the future of public education.

### ▶ AASA CONTINUES TO FIGHT FOR YOU & YOUR DISTRICT

- Advocating for public education and ensuring public dollars go to public schools
- Calling for federal investment in education as a national priority
- Ensuring an appropriate balance between the federal, state and local levels
- Working to ensure access to equitable educational opportunities for all students
- Supporting implementation of COVID-19 funds and policy
- Expanding program and funding support for equitable access to affordable broadband
- Ensuring funding and policies support the total child



“AASA is committed to making meaningful, lasting change in the classroom with their incredible advocacy initiatives. Thanks to their effort to make food vouchers available in my district, I was able to supply our students with healthy school lunches and keep them hungry for knowledge – not food!”

— Lillian M. Torrez, *Superintendent, Taos Municipal Schools, New Mexico*

## Does my district provide adequate legal support? Should I have a backup plan?

If an AASA Active Member is subject to a job-related due process proceeding, AASA's Legal Assistance Plan can help.

- ▶ **IN-DUES PROFESSIONAL LIABILITY INSURANCE PLAN** — If you are sued by an employee, accused of sexual misconduct or face criminal charges arising from corporal punishment
- ▶ **LEGAL ASSISTANCE PLAN** — Reimburses up to \$2,000 of legal expenses your first year of membership . . . up to a maximum of \$20,000 (subject to a \$500 deductible per claim)
- ▶ **DEFENSE EXPENSE** — Expanded to cover the investigation, negotiation, arbitration, settlement or defense of any proceeding

AASA's affiliation with the Trust for Insuring Educators (TIE) makes this valuable member benefit possible. A complete list of what's covered is available under the Membership tab on the AASA website. Only active and small school district membership categories are eligible for Legal Support. Learn more at [aasa.org/legal](http://aasa.org/legal).

**Your coverage is based on continuous years of Active membership. Sign up as an Active Member and start earning your benefits today.**



# How can I collaborate with cutting-edge practitioners in other districts?



## PREPARE

Get a blueprint for success as you prepare for your first post as a superintendent or other district leader

### *Programs*

- Aspiring Superintendents Academy®
- Collaborative Regional Aspiring Superintendents Academies
- Urban Superintendents Academy
- National Aspiring Principals Academy



## CERTIFY

On-the-job training for current district leaders

### *Programs*

- National Superintendent Certification Program®
- National Principal Supervisor Academy



## LEARN

Deepens your mindshare attuned to the discreet contexts and challenges that superintendents face

### *Programs*

- Women's Leadership Collaborative
- National Women's Leadership Consortium
- Social and Emotional Learning Cohort



## INNOVATE

Dive deeper and collaborate on problems of practice for impactful change

### *Programs*

- Redefining Ready!
- Early Learning Cohort
- Equity Cohort
- STEM Leadership Consortia
- Transformational Leadership Consortium
- Innovative Districts Empowering All Learners (IDEAL) Cohort
- Future-Focused Schools Collaborative
- Learning 2025: Student-Centered, Equity-Focused Education



## COLLABORATE

Work with superintendents, district leaders, government organizations and institutions of higher education to develop custom initiatives to drive change and innovation

### *Opportunities*

- Expand Your Professional Network
  - Connect with Colleagues in a Safe Space
  - Join AASA as a Partner
  - Serve Other Leaders as a Mentor
- 46** Learn Together at Conferences and Summits



More than 30 programs are offered in person and online — learn more at [aasa.org/LeadershipNetwork](https://aasa.org/LeadershipNetwork)

---

## If I need access to specialized training, resources . . . even grant money, do I know where to turn?

AASA is committed to equity in educational opportunities and outcomes, reducing racial disparities, and aiding and assisting those children most in need.

### ▶ LEVERS FOR CHANGE

AASA engages in programs that drive systems change to increase equity in the following areas:

#### Career & College Readiness

- Innovative Professional Development
- Opportunity Youth and Expanded Pathways

#### Equity and Social Justice

- Building Equitable Learning Environments
- Equity, Race and School Discipline

#### Health and Mental Health

- Childhood Hunger and Obesity
- Childhood Immunization
- COVID-19 Preparedness and Mitigation
- Gun Violence and School Safety
- Medicaid and CHIP
- Student Bereavement
- Superintendent Well-being
- Whole School, Whole Child, Whole Community

#### Youth Development

- Afterschool and Expanded Learning
- Building Supports for Student Success

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**AASA members can apply for grants of up to several hundred thousand dollars to meet the needs of their local student population.**

Membership term is for 12 months beginning when the membership is received at AASA.

▶ Learn more at [aasa.org/benefits](https://aasa.org/benefits)

## Questions?

Get in touch with AASA:

AASA Membership

1615 Duke Street

Alexandria, VA 22314

Tel: 703.528.0700

Fax: 703.841.1543

Email: [membership@aasa.org](mailto:membership@aasa.org)

[aasa.org/join](https://aasa.org/join)

	Active or Small School District	Professor	District Cabinet	Basic	Retired	Associate
<b>School Administrator Magazine Subscription</b>	●	●	●	●	●	●
<b>Member-Only Newsletters</b> The Leaders Edge   News of the Nation New Superintendents Journal	●	●	●	●	●	●
<b>Legal Support Program</b> Up to \$20,000 legal assistance 1M Individual professional liability insurance	●	●	●	●	●	●
<b>Discounts on Conferences</b> National Conference on Education and more	●	●	●	●	●	●
<b>Advocacy &amp; Representation on Capitol Hill</b>	●	●	●	●	●	●
<b>Access to Funding &amp; Children's Programs</b>	●	●	●	●	●	●
<b>Access to Exclusive Reports, Toolkits &amp; Research Studies</b>	●	●	●	●	●	●
<b>Ability to Vote &amp; Hold AASA Office</b>	●	●	●	●	●	●
<b>Exclusive Discounts on Leadership Network Programs</b>	●	●	●	●	●	●
<b>AASA Career Center</b> Discounts on Job Postings Downloadable Sample Contracts	●	●	●	●	●	●
<b>Awards &amp; Recognition Programs</b>	●	●	●	●	●	●
<b>Discounts on AASA Books</b>	●	●	●	●	●	●
<b>Online Community of School Leaders</b>	●	●	●	●	●	●
<b>School Solutions Center</b> Member-Only Offers from AASA Partners	●	●	●	●	●	●
<b>Optional Insurance Programs</b>	●	●	●	●	●	●



**Michigan Association of Superintendents & Administrators**

1001 Centennial Way, Suite 300  
Lansing, MI 48917  
(517) 327-5910  
fax (517) 327-0779

**Dues Invoice**

Date Billed: 5/18/2022

Amy Kruppe  
Hazel Park Schools  
1620 E. Elza  
Hazel Park, MI 48030

2022 - 2023 Membership Renewal	\$996.68
AASA Dues	\$470.00
<b>Total</b>	<b>\$1,466.68</b>

**Annual Membership Runs**  
7/1/2022 - 6/30/2023

2021 - 2022 Member benefits expire  
August 15, 2022

Sign in and renew your membership online at  
<https://masaonline.gomasa.org>  
Sign in. Click your name. Click the District Name. Click  
"Renew Now"

**Superintendent Update/Corrections**

Name \_\_\_\_\_  
 Title \_\_\_\_\_  
 School District \_\_\_\_\_  
 Address \_\_\_\_\_  
 \_\_\_\_\_  
 Email \_\_\_\_\_  
 PIC \_\_\_\_\_  
 Cell Phone \_\_\_\_\_

I am new to the superintendent role

**Executive Assistant Contact**

Name \_\_\_\_\_  
 Email \_\_\_\_\_  
 Phone \_\_\_\_\_

**Superintendent Information**

ID Number: 13471  
Amy Kruppe  
Hazel Park Schools  
1620 E. Elza  
Hazel Park, MI 48030

**2022 - 2023 Membership Renewal** \$1,466.68

- I do not want AASA Membership  
Subtract \$470.00 from total (subtract \$235 for districts with less than 350)
- MSPRA Membership (Optional)** +\$125.00  
(Michigan School Public Relations Association)
- Executive Assistant Membership (Optional)** +\$100.00

Total \_\_\_\_\_

Please make remittance and payment to:

Check  MasterCard  VISA  AmEx

MASA  
1001 Centennial Way, Suite 300  
Lansing, MI 48917-8249

Card Number \_\_\_\_\_

Expiration Date \_\_\_\_\_ SIC \_\_\_\_\_

Signature \_\_\_\_\_

Name as Printed on Card \_\_\_\_\_

# MASA | Staff Roster & Info

Name	Job Title and Duties	Contact Details
<b>Athena Antonis</b>	<b>Assistant Director of Government Relations</b> Monitor and analyze legislation and policy; assist in lobbying efforts; draft presentations and communications; GRPC support	o: 517-327-9225 aantonis@gomasa.org
<b>Danielle Bach</b>	<b>Associate Director of Member Services and Partnerships</b> Manage memberships and database; oversee strategic partnerships; accounts payable and receivable support	o: 517-327-2589 danielle@gomasa.org
<b>Dr. Brian Davis</b>	<b>Associate Director of Professional Learning</b> Design, develop, and implement professional development; lead for Horizon Leadership Academy and Mentor Coaching program	c: 616-836-5559 o: 517-885-3089 bdavis@gomasa.org
<b>Diane Dick</b>	<b>Associate Director of Conferences and Events</b> Coordinate MASA events; lead for MI Education Events Network; liaison to Conference Planning Committee	o: 517-327-9261 ddick@gomasa.org
<b>Kim Fritz</b>	<b>Member Services Coordinator</b> Event and membership registrar; member services and meeting coordination support; assistant to Executive Director; assist with Board and Council	o: 517-885-3497 kfritz@gomasa.org
<b>Bernie Gehan</b>	<b>Bookkeeper</b> Oversee accounts payable and payroll; support for accounts receivable and business management services	o: 517-327-5910 bgeahn@gomasa.org
<b>Haley Jones</b>	<b>Marketing and Digital Media Specialist</b> Writer and editor; create marketing materials and newsletters; manage social media content	o: 517-327-9244 hjones@gomasa.org
<b>Dr. Tina Kerr</b>	<b>Executive Director</b> Leadership support to all MASA members and staff; liaison to Board and Council; oversee all facets of Association activities	c: 517-395-8490 tkerr@gomasa.org
<b>Phil Marrah</b>	<b>Creative Strategist</b> Assist with project scope and management; oversee digital platforms; conceptualize, design, and layout materials for publication	o: 517-327-9259 pmarrah@gomasa.org
<b>Chelsey Martinez</b>	<b>Chief of Staff / Director of Communications</b> Oversee office operations, special projects, and initiatives; manage human resources; direct all communication and brand management	c: 517-643-9087 o: 517-885-3931 cmartinez@gomasa.org
<b>Carrie Platner</b>	<b>Professional Development Coordinator</b> SCECH registrar; assist with professional development programs; coordinate SchoolADvance training; strategic partnership support	o: 517-327-9266 cplatner@gomasa.org
<b>Matthew Schueller</b>	<b>Director of Government Relations</b> Direct legislative advocacy; lead Association lobbyist; liaison to Government Relations and Policy Committee	c: 517-899-6143 o: 517-327-9265 mschueller@gomasa.org
<b>Dr. Sarena Shivers</b>	<b>Deputy Executive Director of Professional Learning &amp; Member Services</b> Direct professional development; lead for New Supts Academy; liaison to Professional Growth and Leadership Committee	c: 734-589-5119 o: 517-481-4847 sshivers@gomasa.org
<b>Kathy Taskey</b>	<b>Accounting Specialist</b> Oversee accounts receivable; support accounts payable, payroll, and business management services	o: 517-327-5932 ktaskey@gomasa.org

# PROFESSIONAL DEVELOPMENT

2022-23

A look at MASA's currently scheduled learning opportunities available for the 2022-23 school year. Please visit [gomasa.org](http://gomasa.org) for dates and details.

## CONFERENCES AND EVENTS

Mark your calendar! These conferences provide for networking and learning opportunities with your colleagues from across the state, national experts, and a chance to meet with some of MASA's strategic partners.

SEPT  
20-22

**Fall Conference**  
**September 20-22, 2022**  
Grand Traverse Resort, Traverse City

JAN  
18-20

**Midwinter Conference**  
**January 18-20, 2023**  
Radisson Plaza Hotel, Kalamazoo

NOV  
21-22

**Small and Rural Conference**  
**November 21-22, 2022**  
Inn at Bay Harbor, Bay Harbor

APR  
20-21

**Women in Leadership Conference**  
**April 20-21, 2023**  
Delamar Hotel, Traverse City

## NEW FOR 2022-23! – MASA GOLF OUTING

It's been a challenging two years for superintendents and central office administrators. Join us for a **FREE member appreciation event** this summer – our first golf outing!

AUG  
5

**MASA Golf Outing**  
**August 5, 2022**  
Brookshire Golf Club, Williamston

## HORIZON LEADERSHIP ACADEMY 2.0

*Earn a Central Office Endorsement on an Administrator Certificate through MASA's Horizon Leadership Academy!*

MASA is authorized through the Michigan Department of Education to issue **Administrator Certificates with a Central Office Endorsement** using an alternate pathway to certification.

The Horizon Leadership Academy (HLA) focuses on strengthening leadership skills and strategies that equip school leaders to become effective central office first-line assistants and superintendents.

**New Cohorts Begin** – October 2022

Visit [gomasa.org/Horizon](http://gomasa.org/Horizon) to learn more and apply!

## BEYOND EQUITY

*Creating 'Social Justice Leaders for Change' in Michigan Schools*

Beyond Equity is MASA's newest professional learning program to build a better education system for all students. The 18-month collaborative SDEI (**Social Justice through Diversity, Equity and Inclusion**) series focuses on real issues, lived experiences, and district transformation, and is anchored around student voice and activism.

**New Cohort Begins** – September 2022

Visit [gomasa.org/BeyondEquity](http://gomasa.org/BeyondEquity) to learn more and submit your interest for your school district.

## NEW SUPERINTENDENTS LEADERSHIP ACADEMY

The New Superintendents Leadership Academy offers nine in-depth sessions throughout the year to give you the skills and insight to excel as a superintendent. These sessions bring together experts who have one goal: Preparing you to succeed as a superintendent. **New series begins August 2022.**



**MASB**  
MICHIGAN ASSOCIATION  
OF SCHOOL BOARDS

**INFO@MASB.ORG | MASB.ORG | 517.327.5900**

**1001 Centennial Way, Suite 400 • Lansing, Michigan 48917-8249**

May 13, 2022

Laura Adkins, Board President  
Hazel Park Schools  
Hazel Park Schools 1620 E Elza Avenue  
Hazel Park, MI 48030

Dear Laura,

On behalf of your Association's Board of Directors and staff, I want to thank you for the opportunity to support, promote and enhance the important service and leadership you provide for Michigan's public schools and students.

As MASB remains committed to serving your district through advocacy, information sharing, legal service and more, we ask that you remain committed to MASB. The renewal period for your district's MASB membership is now open.

Your district's membership includes access to many members-only tools and cost savings such as:

- **SET SEG**—Health benefits consultation, a property/casualty pool and workers' compensation fund are all available. Your district received \$69,480.57 in savings this past year.
- **Lobbying**—MASB Government Relations staff is advocating every day on behalf of public school districts to preserve the School Aid Fund and reduce unnecessary increases to your budget.
- **Legal Counsel Consultation**—MASB Legal Counsel Brad Banasik, J.D. and Assistant Director of Labor Relations and Legal Services Dan Feinberg, J.D. are available to work through any concerns.
- **Member Assistance Fund**—This service provides assistance to our most financially uncertain districts to access MASB training and services.
- **Board Development**—Member rates on Board Member Certification (CBA) classes, workshops, and other learning opportunities and services.
- **Resources that will help your board and administrators**—*LeaderBoard* magazine, an Open Meetings Act Guide, timely legislative updates and more.

Your district's dues invoice has been sent to your Superintendent and we request that it be approved by your board and submitted by June 30, 2022. While we have not increased dues

since 2019, please note that this reflects a 3% increase to deal with the increased costs we are seeing as an Association.

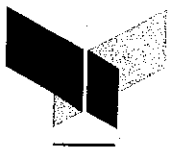
We are committed to providing great value for your current and emerging needs. Our goal is to help you spend more of your time making a difference in your district and community and enhancing your ability to positively impact your students. We invite you to join your peers in maintaining a powerful voice in the education dialogue as members of MASB. If you have any questions, please call me at 517.327.5900.

Sincerely,

A handwritten signature in black ink that reads "Don P. Wotruba". The signature is written in a cursive style with a large initial "D".

Don P. Wotruba, CAE  
Executive Director





1001 Centennial Way Suite 400  
Lansing, Michigan 48917-8249

# INVOICE

**MASB**  
MICHIGAN ASSOCIATION  
OF SCHOOL BOARDS

517.327.5900  
Fed.ID # 38-1323441

## 2022-2023 MEMBERSHIP RENEWAL NOTICE

Amy Kruppe  
Hazel Park Schools  
1620 E Elza Ave  
Hazel Park, MI 48030-2358

District Number: 63130  
Date: 4/22/22

The Michigan Association of School Boards appreciates the membership of your school district for the fiscal year 2022-2023 which begins July 1.

YOUR MDE AUDITED FALL PUPIL COUNT:	2891	
MASB SCHOOL DISTRICT 2022-2023 MEMBERSHIP:		\$5,667
LEGAL TRUST FUND ANNUAL RENEWAL CONTRIBUTION:		\$218
DUES RENEWAL SUBTOTAL:		<b>\$5,885</b>

**Dues Plus Choices \***

Video: QTY: \_\_\_\_\_ x Price: \$2,000 = \_\_\_\_\_

Add Dues Renewal Subtotal to Dues Plus Choices for **Grand Total Payable to MASB: \$** \_\_\_\_\_

*\*See enclosure for details on this special offer.*

**DIRECT FINANCIAL BENEFITS OF MEMBERSHIP:**

One of the many benefits of membership with MASB is the ability for our members to participate in the SET-SEG insurance pools. In addition to competitive rates, many of our member districts enjoy significant workers' compensation premium reductions and property casualty net asset returns.

Last year your participation resulted in returns of \$69,480.57 to your district.

*For July Agenda*

Please forward payment and copy of this invoice no later than June 30, 2022 to:  
MASB, 1001 Centennial Way, Suite 400, Lansing, MI 48917-8249 Questions? Call 517-327-5900

# DUES<sup>+</sup> PrePay



Streamline your decisionmaking and save money with MASB's Dues-Plus prepaid services.



## Dues-Plus Video

PrePay: \$2,000

MASB can help you tell your district's story through the power of video.

We'll customize a video for you that will help your district connect with the community, market to students and families, and attract personnel.

Receive up to a five-minute video, one day of in-district recording (plus reimbursement of travel expenses) and three rounds of edits.

Value: \$4,000

*Suggest That we do this again  
for sports or early  
child hood*

### 56 THE FINE PRINT

Select and prepay for the desired number of board services on the enclosed dues invoice. Prepaid services can be used any time between July 1, 2022 - June 30, 2023. Standard mileage and travel expenses apply; additional discounts not applicable.



Council for  
Exceptional  
Children

PO Box 79026  
Baltimore, MD 21279  
(888) 232-7733

Amy Kruppe  
1863 Squirrel Road  
Bloomfield Hills, MI 48304

Hi Amy,

I want to thank you for our membership in the Council for Exceptional Children. I know that it's because of members like you that we can continue to be a strong voice and support system for individuals with disabilities in education. As strong and ardent special education advocates, I know how vital CEC is, especially at times of uncertainty like we are all experiencing.

As your most recent year of membership is about to expire, I hope you have found CEC to be an asset and you will consider renewing to keep your membership benefits for the coming year. I would love for you to make CEC **your professional home** along with the 20,000+ other CEC members so we can continue to support each other, our field and the students our professional community serves.

With all that is happening in the world and in our field, we must stick together to continue to be a collective voice. Every day CEC is involved in some activity to extend the voice of the special education community, including direct contact with members of Congress. With your continued support, we will continue to amplify our voices and **we need members like you to help push these goals forward**. As a long-time member, if there was something you were hoping for or expecting but did not find, please let us know.

Again, thank you for your years of support of CEC's membership and all you do to support children with exceptionalities. We look forward to another year of partnership with you.

Sincerely,  
Dani & Chad

*Danielle M. Kovach*

Danielle Kovach  
CEC President

*Chad Rummel*

Chad Rummel  
CEC Executive Director

*The Submit to Booms*



PO Box 79026  
 Baltimore, MD 21279  
 (888) 232-7733

# Renewal Invoice

Amy Kruppe  
 1863 Squirrel Road  
 Bloomfield Hills, MI 48304



Member ID	Current Expiration Date	Invoice Number	Invoice Date
130526	6/30/2022	22-130526	4/7/2022
Product(s) or Service(s)			Amount
Professional (Premier Membership)			\$215.00
Council of Administrators of Special Education			\$60.00
CEC Pioneers Division			\$20.00
Division for Emotional and Behavioral Health			\$35.00
Division for Learning Disabilities			\$35.00
Teacher Education Division			\$40.00
Using a purchase order? Upload your documents online at <a href="https://exceptionalchildren.org/uploads">exceptionalchildren.org/uploads</a>			<b>Amount Due \$405.00</b>

**Renew your membership by:**

Phone: (888) 232-7733 (US)  
 (703) 620-3660 (Canada)

Online: Pay online at [exceptionalchildren.org/renew](https://exceptionalchildren.org/renew)

Mail: Council for Exceptional Children  
 PO Box 79026  
 Baltimore, MD 21279

**Have questions or need assistance?**  
 Contact CEC Member Services at  
[exceptionalchildren.org/help](https://exceptionalchildren.org/help)

Authorized Cardholder's Full Name		
Credit Card or Purchase Card Number		
Expiration Date	CVV Code	Billing Zip Code
/		
Signature of Authorized Cardholder		
CEC does not retain payment information.		

All memberships in the Council for Exceptional Children (CEC) are considered final and cannot be cancelled or refunded. Memberships are individual-based and non-transferrable. Credit cards and purchase orders qualify for immediate service or membership activation. Checks must be received and cleared before any service or membership with CEC can be activated. This invoice may not be modified, adjusted, or otherwise altered without the express written consent of CEC. CEC reserves the right to adjust rates, prices, terms, and conditions as necessary with or without notice.



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

To: Hazel Park Board of Education  
From: Amy Kruppe, Superintendent  
Subject: Dog Therapy Handbook  
Date: May 23, 2022

Attached you will find the final draft of the Therapy Dog Handbook. The dog therapy handbook was developed after research of other school districts across the country. The handbook follows the school policy that may be developed this evening.

Hazel Park Schools has already moved forward with approval from TDI/ Therapy Dog International. This will allow therapy dog owners to visit Hazel Park Schools. We also have several staff members who already have registered therapy dogs. We are excited to move forward in supporting our staff and students' emotional well being here in HP.

There are several studies that review the benefits to staff and students. The 2019 study published by the National Institute of Health found that a dog present in the classroom promotes a positive mood and provides a significant anti- stress effect on the body.

Research :  
[Staff and Student Wellbeing](#)  
[Therapy Dogs in Educational Settings](#)

Currently the school district will be moving forward without a cost to them. For example, Rocky Kruppe is a registered therapy dog and others that are registered such as Rocky , visit approved organizations for free as a service to organizations. We will continue to look to see if a funder may purchase a dog in the district. The district would be responsible for medical and food, and a staff member would take the dog home.

**Strategic Goal Alignment -**

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

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

**Recommendation : This is informational.**



# Hazel Park Schools Therapy Dog Handbook 2022/2023



## Hazel Park Schools Therapy Dog Handbook

Hazel Park Schools supports the use of therapy dogs for the benefit of its students subject to the conditions of board policy. Benefits from working or visiting with a therapy dog include reduced stress, improved physical and emotional well being, lower blood pressure, decreased anxiety, improved self esteem and normalization of the environment, increasing the likelihood of successful academic achievement by the student. Examples of activities that students may engage in with a therapy dog include petting and/or hugging the dog, speaking to the dog, giving the dog simple commands that the dog is trained to respond to and reading to the dog.

### **DEFINITIONS**

*Animal* includes every vertebrate other than a human.

*Service Animal* pursuant to 28 C.F.R. Section 35.104, "means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition." The Americans with Disabilities Act (ADA) also defines a miniature horse as an animal that can serve as a service animal, so long as the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. To better determine whether the Board must allow for the use of a miniature horse or make modifications to buildings, the Board should refer to Section 35.136 (c) through (i) of the ADA.

*Animal Assisted Activities and Animal Assisted Interactions* are non goal-driven interactions where the specific content of the visit is spontaneous and is meant to provide motivational, educational and/or recreational activities that enhance the quality of life.

*Animal Assisted Therapy* is a goal-driven intervention which is directed and/or delivered by a health, human or education service professional and is meant to improve physical, social, emotional and/or cognitive functioning of an individual.

A *therapy dog* is a dog that has been individually trained and registered to work with its handler(s) to provide emotional support, comfort, therapeutic benefits, emotional well-being or companionship to school district students. Therapy dogs are not "service animals" as that term is used in the American with Disabilities Act (ADA),<sup>61</sup> and therefore approval of the use of a

therapy dog on district property is entirely within the discretion of the administration and not considered a required reasonable accommodation under the ADA. Therapy dogs may be personal property of an individual or property of Hazel Park Schools. According to the Alliance of Therapy Dogs, “Their responsibilities are to provide psychological or physiological therapy to individuals other than handlers.” Some traits of therapy dogs are:

- Stable temperaments, friendly, easy-going personalities
- They are encouraged to interact and be pet by a variety of people while they are on-duty
- Owners of therapy dogs do not have the same rights as service dogs to be accompanied by the dog in establishments where they are not permitted

A *handler* is an individual school district staff member or volunteer who owns a therapy dog and who has been individually trained, evaluated and registered with his/her therapy dog to provide animal assisted activities, animal assisted therapy and animal assisted interactions within a school or other facility.

## **PURPOSE**

Therapy dogs improve the culture and general mood of the school for all staff and students. Therapy dogs provide many healing effects including:

- Reduced stress and anxiety for staff and students
- Decreased feelings of depression loneliness, and feelings of isolation
- Decrease in aggressive behaviors
- Increased in socialization resulting in a sense of happiness and well-being
- Increase in mental stimulation
- Give children with learning disabilities confidence

Therapy dogs make a connection with at-risk students, and give them a reason to come to school. The emotional well being of students is a large factor in their success. The presence of a therapy dog can give students a sense of happiness that allows them to perform better academically. Animals have been incorporated into schools in order to allow children to discuss issues of grief (Mockler, 2010).

There are many children who struggle to open up to a teacher or counselor about issues that they are facing. Interaction with animals can relieve their anxiety and improve their mood (Siegel, 2004). The therapy dog will give our counselor opportunities to talk with children that otherwise wouldn't open up about their situation. Children may find comfort in talking to the dog, and in turn, be willing to share with a teacher. Many children who experience emotional troubles often lack trust, and using the intervention of a dog may help the child to develop trust. Interacting with animals helps to decrease anxiety, manipulative/abusive behaviors, depression, increase self-esteem, self-worth, expression of feelings, and ability to trust (Chandler, 2001).

Reading to dogs can eliminate the fear of judgment for many children. Many studies have shown that students are able to improve their reading ability because of the increased motivation and interest they have in reading with a dog. A study of the All Ears Program was conducted at the Veterinary School at the University of California-Davis, and it showed that school children that read aloud with a handler/dog team improved their reading skills by 12 percent compared to children who read with an adult only. (Paddock, 2010).

## **THERAPY DOG STANDARDS AND PROCEDURES**

The following requirements must be satisfied before a therapy dog will be allowed in school buildings or on school district property:

**Request:** At the request of the principal or the principal's designee, a handler who wishes to bring a therapy dog to school district property shall submit a completed written request form (Appendix A) to the Superintendent or the Superintendent's designee, for approval. The request shall be submitted for approval each school year and/or whenever the handler wishes to use a different therapy dog. Such approval may be rescinded at any time at the sole discretion of the Superintendent. Once the Superintendent or the Superintendent's designee approves the request, a plan for dog visits shall be developed with the Principal or the Principal's designee.

**Training and Registration:** The handler shall submit proof of registration as a therapy dog handler with each individual therapy dog he or she plans to bring to the school district. Such registration shall be from Therapy Dogs International (TDI) or such other therapy dog registering organization as determined by the superintendent. Such registration shall be from an organization that requires an evaluation of the therapy dog and handler prior to registration and at least every two years and shall remain current and in good standing at all times.

**Health and Vaccination:** The handler shall submit proof from a licensed veterinarian that the therapy dog is in good health and has been immunized against diseases common to dogs. Such vaccinations shall be kept current and up to date all times.

**Licensing:** The handler shall submit proof of licensure from the local dog licensing authority.

**Insurance:** The handler must submit a copy of an insurance policy that provides liability coverage for the work of the handler and therapy dog while the two are on school district property.

**Responsibility:** A therapy dog is the personal property of the handler and is not the property of the school district. The handler, including handlers that are employed by Hazel Park Schools, shall assume full responsibility for the therapy dog's care, behavior and suitability for interacting with students and others in the school while the therapy dog is on school district property.

## **DISTRICT RULES**

Once a handler has been approved by the Superintendent to bring a therapy dog on school district property, such handler shall adhere to the rules of his/her registering organization and the following rules of Hazel Park Schools:

**Identification:** The handler and therapy dog shall wear appropriate identification issued by the registering organization identifying them as a registered handler and therapy dog. The handler shall bring only registered therapy dogs onto school district property and may bring only one such dog at a time. The handler shall not bring young children along to the school district when

handling a therapy dog.

**Health and Safety:** The handler shall ensure that the therapy dog does not pose a health and safety risk to any student, employee, or other person at school and that the therapy dog is brought to the school district only when properly groomed, bathed, free of illness or injury and of the temperament appropriate for working with children and others in the schools.

**Control:** The handler shall ensure that the therapy dog wears a collar or harness and a leash no longer than four feet and shall maintain control of the therapy dog by holding the leash at all times that the therapy dog is on school district property, including during breaks, unless holding such leash would interfere with the therapy dog's safe, effective performance of its work or tasks. However, the handler shall maintain control of the therapy dog at all times and shall not tether the therapy dog to any individual or object.

**Supervision and Care of Therapy Dog:** The handler shall be solely responsible for the supervision and humane care of the therapy dog, including any feeding, exercising, and cleaning up after the therapy dog while the therapy dog is in a school building or on school property, shall not leave the therapy dog unsupervised or alone on school property at any time and shall limit the therapy dog's work to two consecutive hours at a time.. The school district is not responsible for providing any care, supervision or assistance to the therapy dog.

**Authorized Area(s):** The handler shall ensure that the therapy dog has access to only such areas of the school buildings or properties that have been authorized by school district administrators.

**Allergies and Aversions:** The handler shall remove the therapy dog to a separate area as designated by the school administrator in such instances where any student or school employee who suffers dog allergies or aversions is present in an office, hallway or classroom.

**Recordkeeping:** Volunteer handlers shall sign themselves and their therapy dog in upon arrival at any school and shall sign both out on departure from the building. Handlers who are school district staff shall sign in their therapy dog upon arrival and sign him/her out on their departure.

**Photographs:** The handler shall not take any photographs of students or staff without first obtaining a photo release.

**Fees and Gratuities:** The handler shall not charge a fee for the work they perform with the therapy dog, shall not borrow money or personal items or receive any personal gratuity, gift or tip, such as money or jewelry from students in the district.

**Multiple Therapy Dogs on Site:** The handler shall confirm whether or not there will be any other therapy dog(s) on site prior to scheduling any visit with a therapy dog and shall take steps with appropriate staff to ensure that the dogs do not engage inappropriately while on school property. When multiple therapy dogs are engaged in a planned activity on school district property, the handlers shall ensure that the dogs have an opportunity to greet each other prior to entering the school building. Once inside the building, the handlers shall ensure that the dogs are each on a four-foot leash, given work space at least eight feet from each

other and are given no opportunity for contact or socialization with each other while working.

**Damages and Injuries:** The handler shall assume full responsibility and liability for any damage to school property or injury to district staff, students or others in the school caused by the therapy dog.

**Exclusion or Removal from School District Property:** A therapy dog may be excluded from school district property if a school administrator determines that:

- The handler does not have control of the therapy dog
- The therapy dog is not housebroken
- The therapy dog presents a direct and immediate threat to others in the school
- The therapy dog's presence otherwise interferes with the educational program.
- The handler shall immediately remove his/her therapy dog from school property when instructed to do so by a school administrator.

### **Student/Staff Notification**

- Once the handler and therapy dog has been approved by the school board and/or Superintendent, a letter from the building administrator (Appendix B) must be sent to school families and staff notifying them that it has been recommended that a therapy dog come to school. A copy of that communication will also be forwarded to the Superintendent.
- Families/staff will have ten (10) days to notify the school of any concerns. If concerns are received that could not be addressed by the school, it is the responsibility of the building administrator to notify the Superintendent. If no concerns are received within the communicated deadline, the Superintendent will notify the handler that the request has been approved and the therapy dog can begin the next school day.

### **Methods of Implementation**

- The handler will meet any and all requirements of the district to be a volunteer in a school or on school property. This includes a cleared iChat and possibly background check.
- The therapy dog will be in the presence of its handler at all times to provide care, supervision and any and all assistance for the therapy dog.
- The handler and the therapy dog shall stay within the areas designated as safe for dog therapy, both inside and outside.
- If any student or school employee assigned to a classroom in which a therapy dog is permitted suffers an allergic reaction to the therapy dog, the handler of the therapy dog will be required to remove the therapy dog to a different location designated by the building administrator.
- The therapy dog must have appropriate identification identifying it as a therapy dog.
- The therapy dog must not disrupt the education process by barking, seeking attention or any other behavior.
- The therapy dog must not pose a health or safety risk to any student, employee or other person at school.
- The handler has sole responsibility for the therapy dog, including but not limited to feeding, exercising, and clean up.
- If decided as necessary, a kennel for the therapy dog will be on campus and placed in an

area agreed upon by the handler and building administrator.

- The handler will provide age appropriate instruction to staff and students about how to appropriately interact with the therapy dog. Staff may assist with this instruction. This instruction will include but is not limited to the following:
  - verbal commands used with the therapy dog
  - any limit to number of students around the dog
  - Rewards or treats, if any
  - Time limits
- The therapy dog will be at school during school hours to walk around and greet students both inside and outside of the school.
- Teachers can sign up with the handler and/or building administrator to have the therapy dog come to their classroom at any time the handler and therapy dog are available. That process can be created by the handler and/or building administrator. That process may include a sign for doors (Appendix C) that indicates to the handler whether or not they currently want the therapy dog in their room.
- The handler and therapy dog should avoid students that are in crisis and/or emotional distress.

## References

Alliance of Therapy Dogs. *What is the difference between a therapy dog and a service dog?*. March 12<sup>th</sup>, 2017. Retrieved from <https://www.therapydogs.com/service-dog-vs-therapy-dog/>

Animals & Society Institute. *Effects of reading with adult/tutor therapy dog teams on elementary students' reading achievement and attitudes.*

[http://www.therapyanimals.org/Research\\_&\\_Results\\_files/SOAN\\_025\\_01\\_38-56-Levinson%20et%20al.pdf](http://www.therapyanimals.org/Research_&_Results_files/SOAN_025_01_38-56-Levinson%20et%20al.pdf)

Anamosa School Board Policy

[https://simbli.eboardsolutions.com/SB\\_ePolicy/SB\\_Exhibit.aspx?PC=0606.10-E\(1\)&Sch=150085&S=150085&T=A&C=0600&Z=E&St=ADOPTED&RevNo=1.01&PG=6&SN=true](https://simbli.eboardsolutions.com/SB_ePolicy/SB_Exhibit.aspx?PC=0606.10-E(1)&Sch=150085&S=150085&T=A&C=0600&Z=E&St=ADOPTED&RevNo=1.01&PG=6&SN=true)

Mockler, K. (2010). Pet Therapy: A New Way of Reaching Students with Additional Disabilities. *Odyssey: New Directions in Deaf Education*, 11(1), 23-24.

Paddock, C. (2010, April 27). Dogs helped kids improve reading fluency. *Medical News Today*. Retrieved on October 14, 2014, from <http://www.medicalnewstoday.com/articles/186708.php>.

Siegel, W. L. (2004). *The Role of Animals in Education*. Revision, 27(2), 17-26.

## Handler Request to use Therapy Dog in School

*Board of Education Policy 8390 governs the use of therapy dogs in schools. The request shall be submitted to the Superintendent of Schools (or Designee) for approval each school year and/or whenever the handler wishes to use a different therapy dog.*

Date: \_\_\_\_\_ Name of Handler: \_\_\_\_\_

Handler Address: \_\_\_\_\_

Handler Phone Number: \_\_\_\_\_ Handler Email: \_\_\_\_\_

Name of Dog: \_\_\_\_\_ School where the Dog will be used: \_\_\_\_\_

Please describe, in detail, what the dog will do at the school?

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Please attach the following to this form:

- Proof of registration as a therapy dog handler with the individual therapy dog to be used (*Note: Such registration shall be from an organization that requires an evaluation of the therapy dog and handler prior to registration and at least every two years*)
- Proof from a licensed veterinarian that the therapy dog is in good health and has been immunized against diseases common to dogs. Such vaccinations shall be kept current and up to date all times.
- Proof of licensure from the local dog licensing authority.
- Copy of an insurance policy that provides liability coverage for the work of the handler and therapy dog while the two are on school district property.

Handler's Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Superintendent's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Parent/Staff Consent for Therapy Dog Support

Hazel Park Schools will be implementing a therapy dog program. Research has shown that therapy dogs in schools can help build strong social emotional skills in students. A therapy dog presence has also been shown to reduce anxiety, help students work through anger management concerns, reduce bullying tendencies, and address other personal and social issues that all of our developing students deal with. There are specific goals of the therapy dog program:

- Increase empathy and compassion in all students
- Help students connect with something in the school setting and reduce anxiety
- Improve academic performance, while increasing confidence and self-esteem

Our therapy dog will be certified through the Therapy Dogs International (TDI). To belong to TDI, the dog must be tested and evaluated by a Certified TDI Evaluator. A dog must be a minimum of one (1) year old and have a sound temperament. Each dog must pass an TDI temperament evaluation for suitability to become a certified Therapy Dog. The test also includes the evaluation of each dog's behavior around people in a variety of settings.

TDI has specific guidelines to meet cleanliness grooming requirements. TDI also requires regular veterinarian checks for registered Therapy Dogs along with regular evaluations to maintain certification.

*Please complete the form below acknowledging your preference as to whether you wish your child to have contact with the therapy dog.*

=====

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

I understand that my child may have incidental or student-initiated contact with the school therapy dog. I understand that the Therapy Dog may be in my child's room and may be part of the counseling process. I understand that this permission form will remain "active" during the years my child attends Hazel Park Schools. If I should change my mind regarding my child's interaction and participation with the Therapy Dog, I understand I must provide this in writing to the school office. If this form is not returned to the school, your child will not be allowed to participate with the therapy dog.

- Yes, my child may have incidental and/or initiated contact with the Therapy Dog during the years my child is enrolled at Hazel Park Schools
- No, my child may NOT have contact with the Therapy Dog.
  - Due to Allergies
  - Fear of Dogs
  - Other

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If you have questions please contact the building administrator at your child's school.

# Yes, please!

Our classroom would love to have a visit from our therapy dog!



**No, thank you!**  
Our classroom will enjoy  
the therapy dog  
another time!





Book Policy Manual  
 Section 0000 Bylaws  
 Title Copy of ORGANIZATIONAL MEETING  
 Code po0151  
 Status  
 Adopted May 15, 2017

0151 - **ORGANIZATIONAL MEETING**

The Board of Education shall organize ~~during annually not earlier than January 1st and not later than the third (3rd) Monday in~~ January at a meeting held for that purpose. The meeting shall be called to order by the ranking officer of the preceding Board who shall serve as presiding officer until the election of a temporary chairperson, who shall in turn serve until the election of a President.

Legal M.C.L. 168.302

Last Modified by Jamie Buczko on April 13, 2022



Book	Policy Manual
Section	8000 Operations
Title	ANIMALS ON DISTRICT PROPERTY
Code	po8390
Status	
Adopted	May 15, 2017

## 8390 - ANIMALS ON DISTRICT PROPERTY

### Introduction

The Board of Education recognizes that there are many occasions when animals are present on District property and many reasons for those animals' presence. Animals are commonly utilized by teachers during classroom presentations and are often housed in classrooms and other locations on campus. Additionally, employees, students, parents, vendors, and other members of the public may be accompanied at school by a service or therapy animal in accordance with Federal and State law and this policy. This policy applies to all animals on District property, including service animals.

### Definitions

- A. **"Animal"**: includes every vertebrate other than a human.
- B. **"Service animal"**: pursuant to 28 C.F.R. Section 35.104, "means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition."  
The Americans with Disabilities Act (ADA) also defines a miniature horse as an animal that can serve as a service animal, so long as the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. To better determine whether the Board must allow for the use of a miniature horse or make modifications to buildings, the Board should refer to Section 35.136 (c) through (i) of the ADA.

### Vaccination, Licensing and/or Veterinary Requirements

Animals housed on or brought on to District property for any school purpose, such as to conduct random searches for illegal substances or to support classroom activities, or brought on to District property on a regular basis for any purpose, including service animals, must meet every veterinary requirement set forth in State law and County regulation/ordinance, including but not limited to rabies vaccination or other inoculations required to be properly licensed.

### Non-Service Animals in Schools and Elsewhere on District Property

Animals permitted in schools and elsewhere on District property shall be limited to those necessary to support specific curriculum-related projects and activities, those that provide assistance to a student or staff member due to a disability (e.g., seizure disorder), those that provide a reasonable accommodation to a student in accordance with a Section 504 Plan, or those that serve as service animals as required by Federal and State law.

Taking into consideration that some animals can cause or exacerbate allergic reactions, spread bacterial infections, or cause damage and create a hazard if they escape from confinement, the Principal may permit non-service animals to be present in classrooms to support curriculum-related projects and activities only under the following conditions:

A. the staff member seeking approval to have a non-service animal in his/her classroom shall:

1. provide a current satisfactory health certificate or report of examination from a veterinarian for the animal;
2. take precautions deemed necessary to protect the health and safety of students and other staff;
3. ensure that the animal is treated humanely, keeping it in a healthy condition and in appropriate housing (e.g., a cage or tank) that is properly cleaned and maintained; and,
4. keep the surrounding areas in a clean and sanitary condition at all times;

B. other staff members and parents of students in areas potentially affected by animals have been notified in writing and adjustments have been made to accommodate verified health-related or other concerns.

Except where required by law, the presence of a non-service animal shall be disallowed if documented health concerns of a student or staff member cannot be accommodated.

#### Service Animals for Students

A service animal is permitted to accompany a student with a disability to whom the animal is assigned anywhere on the school campus where students are permitted to be.

A service animal is the personal property of the student and/or parents. The Board does not assume responsibility for training, daily care, or healthcare of service animals. The Board does not assume responsibility for personal injury or property damage arising out of or relating to the presence or use of service animals on District property or at District-sponsored events.

A service animal that meets the definitions set forth in the ADA and this policy shall be under the control of the student with a disability, or a separate handler if the student is unable to control the animal. A service animal shall have a harness, leash, or other tether, unless either the student with a disability is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the student's control (e.g., voice control, signals, or other effective means), or under the control of a handler other than the student.

If the student with a disability is unable to control the service animal and another person serves as the animal's handler, that individual shall be treated as a volunteer and, as such, will be subject to Policy 4120.09.

#### Removing and/or Excluding a Student's Service Animal

If a service animal demonstrates that it is not under the control of the student or its handler, the Principal is responsible for documenting such behavior and for determining if and when the service animal is to be removed and/or excluded from school property.

Similarly, in instances when the service animal has demonstrated that it is not housebroken, the Principal shall document such behavior and determine whether the service animal is to be removed and/or excluded from school property.

The Principal shall notify the Superintendent when a service animal is removed and/or excluded, and, immediately subsequent to such notification, document the reasons for the removal and/or exclusion.

The Principal's decision to remove and/or exclude a service animal from school property may be appealed in accordance with the complaint procedure set forth in Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity.

The procedures set forth in Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity do not interfere with the rights of a student and his/her parents or an eligible student to pursue a complaint with the United States Department of Education's Office for Civil Rights or the Department of Justice.

#### Eligibility of a Student's Service Animal for Transportation

A student with a disability shall be permitted to access School District transportation with his/her service animal. There may also be a need for the service animal's handler, if the handler is someone other than the student, to also access School District transportation.

When a service animal is going to ride on a school bus or other Board-owned or leased vehicle, the student and his/her parents, or eligible student, and the handler, if s/he is someone other than the student, shall meet with the Principal to discuss critical commands needed for daily interaction and emergency/evacuation, and to determine whether the service animal should be secured on bus/vehicle with a tether or harness.

At the discretion of the Principal an orientation will take place for students and staff who will be riding the bus/vehicle with the service animal regarding the animal's functions and how students should interact with the animal.

The service animal shall board the bus by the steps with the student, not a lift, unless the student uses the lift to enter and exit the bus. The service animal must participate in bus evacuation drills with the student.

While the bus/vehicle is in motion, the service animal shall remain positioned on the floor, at the student's feet.

Situations that would cause cessation of transportation privileges for the service animal include:

- A. the student, or handler, is unable to control the service animal's behavior, which poses a threat to the health or safety of others; or
- B. the service animal urinates or defecates on the bus.

The student and his/her parents shall be informed of behaviors that could result in cessation of transportation privileges for the service animal, in writing, prior to the first day of transportation.

If it is necessary to suspend transportation privileges for the service animal for any of the above reasons, the decision may be appealed to the Superintendent.

Although transportation may be suspended for the service animal, it remains the District's responsibility to transport the student. Furthermore, unless the behavior that resulted in the service animal's removal from the bus is also documented during the school day, the service animal may still accompany the student in school.

#### Service Animals for Employees

In accordance with Policy 1623, Policy 3123, and Policy 4123 - Section 504/ADA Prohibition Against Disability Discrimination in Employment, the Board provides qualified individuals with disabilities with reasonable accommodation(s). An employee with a disability may request authorization to use a service animal while on duty as such an accommodation. The request will be handled in accordance with the ADA mandated interactive process.

#### Service Animals for Parents, Vendors, Visitors, and Others

Individuals with disabilities who are accompanied by their service animals are permitted access to all areas of the District's facilities where members of the public, as participants in services, programs or activities, as vendors, or as invitees, are permitted to go. Individuals who will access any area of the District's facilities with their service animals should notify the Principal that their service animal will accompany them during their visit.

An individual with a disability who attends a school event will be permitted to be accompanied by his/her service animal in accordance with Policy 9160 - Public Attendance at School Events.

## Therapy Dogs

### Purpose

**The Board supports the visitation of therapy dogs for general classroom activities by teachers or other qualified school personnel ("Owner" or "Handler") for the direct benefit of its students, subject to the conditions of this policy.**

### Authority

**The Board may permit individuals to use therapy dogs on district property (including buildings) upon request, submission of required documentation, and approval by the Superintendent/Designee in accordance with this policy.**

### Definition

**A therapy dog is a dog that has been individually trained and registered to work with its handler(s) to provide emotional support, comfort, therapeutic benefits, emotional well-being or companionship to school district students. Therapy dogs are not "service animals" as that term is used in the American with Disabilities Act (ADA), and therefore approval of the use of a therapy dog on district property is entirely within the discretion of the administration and not considered a required reasonable accommodation under the ADA. Therapy dogs are personal property of the Owner and are not owned by the school district.**

### **Guidelines**

**The following requirements must be satisfied before a therapy dog will be considered for approval for use on school property:**

1. **Request. An Owner who wants to bring a therapy dog to school must submit a written request to the building principal and approved by the Superintendent. The request must be renewed each school year or whenever a different therapy dog will be used.**
2. **Training and Registration. The Owner must submit the Therapy Service Registration or its equivalent as determined by the Superintendent. The registration must remain current at all times the dog is present on district property.**
3. **Health and Vaccination. The therapy dog must be clean, well groomed, in good health, house broken, and immunized against diseases common to dogs, and required by state law. The owner must submit proof of current licensure from the local licensing authority and proof of the therapy dog's current vaccinations and immunizations from a licensed veterinarian.**
4. **Health and Safety. The therapy dog must not pose a health and safety risk to any student, employee, or other person at school. This determination shall remain in the sole discretion of the administration. Permission must be granted by parent/guardian prior to visitation of the therapy dog. If any student or school employee assigned to a classroom in which a therapy dog is permitted suffers an allergic reaction to the therapy dog, the owner of the animal will be required to remove the animal to a different location designated by an administrator.**
5. **Identification. The therapy dog must have appropriate identification identifying it as a therapy dog.**
6. **Authorized Area(s). The owner shall only allow the therapy dog to be in areas in school buildings or on school property that are previously authorized in writing by school district administrators.**
7. **Insurance. The owner must submit a copy of a current insurance policy that provides liability coverage for the therapy dog and owner and any handler while on school property.**
8. **No Disruption. The therapy dog shall not disrupt the educational process by barking, seeking attention, or any other behavior deemed disruptive by the administration.**
9. **Exclusion or Removal from School. A therapy dog approved for use on district property may be excluded from school property at the sole discretion of the building principal and/or Superintendent. Exclusions can occur for reasons including, but not limited to, the following:**
  - a. **(1) A handler does not have control of the therapy dog; (2) The therapy dog is not housebroken; (3) The therapy dog presents a direct threat to others in the school; (4) The therapy dog's presence interferes with the educational process; (5) The therapy dog interferes with the health, safety and/or welfare of the students, personnel or others.**
  - b. **The Owner shall be required to remove the therapy dog from school premises immediately upon such a determination.**

Legal

28 C.F.R. 35.104

Section 504 of the Rehabilitation Act of 1973, as amended (Section 504)

The Americans with Disabilities Act, as amended (ADA)

The Individuals with Disabilities Education Improvement Act (IDEIA)

Last Modified by Jamie Buczko on April 14, 2022



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

To: Hazel Park Board of Education  
From: Amy Kruppe, Superintendent  
Subject: Dedication of the Webb Media Center for Patrick Voisine  
Date: May 23, 2022

There are people who you meet that simply inspire you. Their kindness, dedication, passion and love for children leaves you at peace when you walk away. Patrick Voisine was a man of this stature.

Patrick worked for the school district as a teacher and an advocate for 26 years. He had a passion for technology as well as his students. He retired in 2019, and unfortunately, soon after he left us too soon. The Webb staff would like to rename their media center after this wonderful man, father and employee.

Funding Source: There is no cost to the district as a sign will be completed over the center.

There is no research that can measure the importance of our teachers to our schools. However, time and again we find that teacher connections to students change their lives and the outcome of their education .

- [Honoring Teachers through connections](#)
- [Timeless connections to teacher](#)
- [The importance of Teachers](#)

**Strategic Goal Alignment -**

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

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

**Recommendation : I recommend the approval of the naming of the Webb media center after Patrick Voisine former Hazel Park Teacher**

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

Amy Y. Kruppe, Ed.D.  
Superintendent





COMMEMORATION AND NAMING OF SCHOOL FACILITIES

Process for nomination

A family member or community member may nominate a person to the HP Contributor Committee. The HP Contributor Committee will review the nomination to determine if the proposed nominee should be forwarded to the Board of Education for consideration. If a family or community member recommends a person to be commemorated and a cost is associated the estimated cost should be included on the application. The determination of who covers this cost will be at the discretion of the board.

Date 3/21/22 Name of HP Contributor
Nominator Corri Nastasi, Laura Braun, Lynn Lashbrook + committee members


Reasons for Nomination - (Example What did the person do, improve, change in Hazel Park Schools, years of service, committees, please be specific).
Patrick was a media/technology teacher for many years in Hazel Park. He brought his love of technology into the classroom as he worked with students. He was always working to make connections with students across all grades, often talking to or sitting with students at lunch who were alone. Patrick also
What is the area that you are suggesting that the HP Contributor is named after
Webb Media Center
Is there a significance to the area that they are being suggested that they are being names after? (Please be specific).
Patrick was the media/technology teacher at Webb for years before his retirement and subsequent death. He was a media/technology teacher in other buildings in the district before that
The specific name or nomenclature? (Example - Grba Field, Boughton Track Complex, Bob Welch Baseball Field, Steve Fraser Gym)
Patrick Voisine Media Center
What is the estimated cost associated with the dedication and identifying the area to be named or renamed?
Cost of letters only - letters @ Ford would be perfect (the ones outside the boardroom - Wegner)


back ->

Committee Approval
Date

Board Approval

Please attach any supporting documentation

 [Quick Links](#)

 [Staff Directory](#)



## Hazel Park Schools

1620 E. Elza  
Hazel Park, MI 48030  
Phone: (248) 658-5200  
Fax: (248) 544-5443  
[Map](#)

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supported fellow staff members in many thoughtful ways-- helping with classroom technology when needed or trying to fix a broken machine in need of repair. He always made sure printers around the school were working and full of ink. He also served as a union representative for the school and union ~~rep~~ president for the district. He was great to work with always trying to be proactive to make sure all needs were being met. He was a wonderful friend and colleague to all. I also found this write-up @ the back of our most recent union contract that I thought was fitting.



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

To: Hazel Park Board of Education  
From: Amy Kruppe, Superintendent  
Subject: Dedication for Sue and James Gibson : Jim and Sue Gibson- Hazel Park Athletic Hall of Fame  
Date: May 23 ,2022

Hazel Park Schools has had many collaborators who have left their imprint on our school community. Some of these very important people are Jim and Sue Gibson. Both long-time dedicated employees and citizens of Hazel Park, they have left their imprint on the importance of post secondary education, sports and community. Their daughters have requested the naming of the Athletic Hall to Jim and Sue Gibson's - Hazel Park Athletic Hall of Fame. History and remembrance are important to recall where we have been and where we are going. As a teacher and Superintendent this family went on to leave a lasting legacy in HP.

**Funding Source:** There is no cost for a plaque and a ceremony as the family would be happy to purchase and host the remaining ceremony.

There is no research that can measure the importance of our educators to our schools. However, time and again we find that teacher connections to students change their lives and the outcome of their education .

- [Honoring Teachers through connections](#)
- [Timeless connections to teacher](#)
- [The importance of Teachers](#)

**Strategic Goal Alignment -**

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

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

**Recommendation : I recommend the approval of the naming of the athletic hall to : Jim and Sue Gibson - Hazel Park Athletic Hall of Fame.**

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

\_\_\_\_\_  
Amy Y. Kruppe, Ed.D.  
Superintendent





## **COMMEMORATION AND NAMING OF SCHOOL FACILITIES**

### **Process for nomination**

**A family member or community member may nominate a person to the HP Contributor Committee. The HP Contributor Committee will review the nomination to determine if the proposed nominee should be forwarded to the Board of Education for consideration. If a family or community member recommends a person to be commemorated and a cost is associated the estimated cost should be included on the application. The determination of who covers this cost will be at the discretion of the board.**

**Date** 3/1/22 **Name of HP Contributor** Jim and Susan Gibson

**Nominator** Jean Sturtridge, Erik and Jane Jurvis

**Reasons for Nomination** - *(Example What did the person do, improve, change in Hazel Park Schools, years of service, committees, please be specific).*

The reason we are nominating James (Jim) and Susan (Sue) Gibson to be recognized is because of their many incredible years of service to the Community of Hazel Park and the Hazel Park Schools. Jim, a 1956 HPHS graduate (from the old Hazel Park High School, formerly known as Beecher Junior High School), attended Eastern Michigan University where he earned his Bachelor of Science in Secondary Education and after a brief stint in a nearby district returned to teach and coach where he and his new wife had purchased their first home. Sue, a Hazel Park Schools elementary teacher, would remind him that she was hired in HP first! Their commitment to the community, the students and their families was evidenced in how they lived their lives, how they served others and where they chose to raise and educate their daughters.

As first generation college graduates, they saw education as the great equalizer, and were determined to provide Hazel Park students the solid foundation needed to succeed in any setting. Their work included organizing opportunities, serving and leading projects and committees that raised awareness as to the experiences needed to move from one environment to another as well as the funds necessary to allow all children to take advantage of the opportunities, regardless of the family's ability to pay. Jim maintained his relationship with Eastern Michigan University and was able to help Hazel Park students see themselves at a four year university. Jim and Sue saw the value of co-curricular involvement as an important part of educating the whole person (even before the concept of the "whole child" was in vogue). Their service included Youth Aid Foundation, HPHS Boosters Club, Lion's Club, Friends of the Library.

Sue worked her entire professional career in the Hazel Park Schools and by the time she retired in 1991, she had served as an elementary teacher in all of the eight buildings. Jim taught and coached at the junior school (Beecher) and then took a position in another district that was opening a new high school. When the opportunity became available Jim returned to Hazel Park as the high school athletic director, then he served as the Director of Community Activities and Athletics for the district, later becoming the Assistant Superintendent and Superintendent until his retirement in 1991.

*[please see attached sheet]*

**What is the area that you are suggesting that the HP Contributor is named after**

We are suggesting that the Hazel Park Hall of Fame be named Jim and Sue Gibson's - Hazel Park Athletic Hall of Fame

**Is there a significance to the area that they are being suggested that they are being named after? (Please be specific).**

There is a great significance to the area being suggested. When our father became the Hazel Park High School Athletic director, he made significant improvements to the athletic program, not only for the high school, but for the community. He began the junior high sports teams for girls, and arranged for them to compete against other junior high girls' programs. It wasn't easy to initially find schools that were as progressive, so each of our Hazel park junior highs had two teams each and initially played against each other. He put Hazel Park on the map as one of the first Title IX districts in the state of Michigan. Having just left Mott High School, where he had served as a coach and teacher, he brought the concept of an Athletic Hall of Fame to Hazel Park High School. Hazel Park had a long history of stellar athletes who had come through the Hazel Park school system. In the years that the HP Athletic Hall of Fame was created, Jim was able to improve athletics significantly for the young men and women in Hazel Park. Not only did they establish strong junior high school programs, they held regional and state meets at Hazel Park for men and women's sports. The Athletic Hall of Fame was created through a subcommittee begun by Sue Gibson, who worked with Joy Davids and Janet Boughton to raise money, find and frame photos of Hazel Park's prestigious men and women athletes and hang their photos in the hallway outside the high school gymnasium so that local and visiting family, friends and fans could see the pictures of the athletes ranging from HP's very first recognized state champion, all the way to the present day achievers. Each spring, when an athlete achieved an all state athletic award, a banquet was held in his or her honor in Hazel Park and the previous state champions were invited as distinguished guests. This was organized by Sue Gibson.

The athletic hall of fame was so incredibly important to my dad because although he never was a state champion himself, he worked tirelessly to improve athletic competitions, increasing the number of scheduled tournaments, meets and games of all young men and women's sports schedules, hired outstanding coaches, recruited and secured district, regional and even state meets to be held in Hazel Park, provided equal practice opportunities for both male and female athletes, made Hazel Park a Title IX exemplary district, and was the creator of the Hazel Park Athletic Hall of Fame, therefore recognizing the outstanding accomplishments of our most elite Hazel Park athletes. Our hope is that the legacy that was created could bear his and our mom's name.

**The specific name or nomenclature? (Example - Grba Field, Boughton Track Complex, Bob Welch Baseball Field, Steve Fraser Gym)**

We would request the Hazel Park Athletic Hall of Fame be renamed Jim and Sue Gibson's - Hazel Park Athletic Hall of Fame.

**What is the estimated cost associated with the dedication and identifying the area to be named or renamed?**

We would estimate the cost of a new plaque with the new name would cost around \$100 (for which we would happily pay) We also would be interested in hosting and paying for an informal ceremony for the unveiling of the plaque at a time convenient for the school district.

Committee Approval \_\_\_\_\_

Board Approval \_\_\_\_\_

Date \_\_\_\_\_

**Please attach any supporting documentation**



USA WRESTLING  
6155 Lehman Drive  
Colorado Springs, CO 80918  
www.TheMat.com  
Phone: 719.598.8181  
Fax: 719.598.9440

April 4, 2022

To the Hazel Park High School – School Board,

With much respect:

This is a letter to support the renaming of the **Hazel Park Athletic Hall of Fame** to include Jim and Sue Gibson's name. I understand the proposed name to be, **"The Jim and Sue Gibson HP Athletic Hall of Fame."**

What a spectacular Hall of Fame this is. Each time I visit Hazel Park High School I always walk down the hall where this Hall of Fame currently exists. Wow! What a great way to honor all the dedicated and successful athletes that have excelled at HP. Also, what a wonderful way to inform and inspire the young student athletes at HP. Visitors and guests that visit, I <sup>85</sup> would assume are also inspired when they see all the great athletes that have excelled and graduated from our school.

On a personal note, I know this inspired me as a young high school student athlete at HP. I will always remember seeing the photo of Jim Oliver who was state champion for HP. Gazing up at his photo truly motivated me to be like him. What a wonderful inspiration that helped me visualize my dreams of doing the same at HP.

As I understand it, Jim Gibson created the Hazel Park Hall of Fame when he became the athletic director at Hazel Park High School. Sue Gibson created a committee to find and secure photos of every state champion each year, and organized fundraisers to host a banquet to honor the athletes and their families.

During Jim's tenure as athletic director at Hazel Park, he was responsible for several noteworthy accomplishments. District, regional and even state tournaments were held for the first time ever at Hazel Park High School and other facilities (Green Acres Park for baseball regionals) for both male and female sports (i.e., tennis, football, gymnastics, track and field, baseball).

Hazel Park was the first in the area (during Jim's tenure as AD) to have female sports in junior high. They set the standard and soon Royal Oak and Ferndale also began having female sports in middle school.

These increased opportunities for our young athletes to practice and compete in - resulted in many student athletes becoming prestigious in the district, collegiate, professional, and even Olympic stage.

Naming the HP Hall of Fame after Jim and Sue Gibson seems like a great way to honor them for all the tireless efforts these two fine people put in to establish this inspirational Hall of Fame. I gladly lend my support for this wonderful idea.

Kindly,

Steve Fraser  
Hazel Park HS Grad & State Champion  
1984 Olympic Champion - Wrestling  
2007 World Team Champions, National Coach  
USA Wrestling, National Coach-19 years  
USA Wrestling, Chief of Donor & Alumni Relations

"WHERE OLYMPIC  
JOURNEYS BEGIN"



Thursday, April 28, 2022

To Whom it May Concern;

I am very excited to write this letter of support for the naming of the Hall of Fame to be renamed the Jim and Sue Gibson Hazel Park High School Athletic Hall of Fame. I attended Hazel Park schools Kindergarten through 12th grade, I am a former Hazel Park Student Athlete, (varsity volleyball, varsity softball and varsity basketball), I am a 32 year retiree of the Hazel Park Schools as of June 30, 2021. I am also a former coach in the district, coaching Varsity Volleyball, Varsity Softball, 7th and 8th grade volleyball at the Junior High. My background shows you that I have been associated with this district for a very long time and still to this day I am thankful for Jim and Sue Gibson for many reasons but especially the role they played in athletics here in Hazel Park.

These two people were a very big part of my life and the lives of my siblings along with hundreds of other young athletes. They made each and everyone of us feel special when they were at an event to watch us participate. They have 2 daughters of their own, also former athletes, but that didn't stop them from caring about the rest of us. They fought for equality for all sports, male and female, and created an environment for all of us to succeed. The way they made me feel my whole life, I would say I was their favorite (That's how they always made me feel)!

Jim created the Hall of Fame for our athletes and Sue then created a committee to find and secure the amazing photos we have of all of our Champions. Sue held fundraisers to have a special "All State Banquet" for the athletes and their families. I had the pleasure of attending this amazing dinner two times to see my brothers Joe and Jeff receive this honor and have their photo unveiled. The pride and smiles on my parents faces along with my brothers were something I will never forget. This is something they created for our community because of their love for athletics and student athletes.

During Jim's tenure as the athletic director he fought for girls athletics in the junior high. Hazel Park was the first district in our area to do so with Royal Oak and Ferndale following soon after. Hazel Park was also one of the first districts to adopt Title IX, equal facilities and sports for girls and boys. This is one of the things I love the most because still today we provide the best athletic programs for all of our students and when they walk the hallway and see those "Champion Athletes" above they can dream and work towards joining them.

We have had so many amazing athletes go through our athletic programs and continue on as college athletes, professional athletes and of course an Olympian athlete! We have also give many students the opportunity to participate in a team sport and experience friendships, leadership skills, winning championships and the feeling of belonging to a team. These athletes have also gone on to college and earned degrees and become professionals in other areas of life, some did not go to college but chose another career path but all of us talk about, when we gather together, an activity or sport we participated in when we were in school because we were blessed with all these opportunities in Hazel Park. We were so lucky to have Jim and Sue as such strong advocates for athletics here in Hazel Park.

I believe it would be an amazing honor for the Hall of Fame to be renamed The Jim and Sue Gibson Hazel Park High School Athletic Hall of Fame. An honor for Jim and his family but also for our wonderful district and athletic program today!

On a personal note, I am the person I am today because of the time Jim and Sue took out of their lives to mentor me and make me feel special. He took a Saturday and spent it driving me to Eastern Michigan University for the Fast Track Program (a day touring the campus and registering for classes) because my mom was sick and my dad was working. I truly believe in my heart if I had not gone that day my life would have turned out differently. They deserve this honor because of who they are and what they gave us here in Hazel Park.

Thank You

Lisa Saferian Schiszler

March 28, 2022

Dr. Amy Kruppe  
Hazel Park Schools  
1620 E. Elza Ave.  
Hazel Park, MI 48030

Dr. Amy Kruppe and Committee,

I am writing in support of the request to name the Hazel Park High School All State Hall of Fame in honor of Jim and Sue Gibson.

I first met Jim and Sue Gibson as a student and athlete at Hazel Park High School. They were a constant encouragement throughout my time in High School; as an athlete, as a student and most importantly as a person. As Athletic Director, Jim's office was always open to talk, offer encouragement and support. As a couple, their home provided the same opportunities.

I have always loved participating in sports. However, there were no opportunities to participate at the junior high level. I benefited greatly from Title IX as I entered High School and was able to participate on athletic teams throughout the school year. One of my most memorable experiences was winning the Southeastern Michigan Association (SMA) Championship in softball my senior year. After our win, our team decided on TP-ing the Gibson home. Instead of getting angry with us and telling us to clean it up, they opened their home to the team, congratulated us and ordered pizza.

Jim and Sue were active members of the Hazel Park Community, choosing to live in the city where they worked. Jim as an Athletic Director and later as Superintendent, Sue as an elementary teacher. They encouraged Hazel Park students and athletes to strive to give their best. They saw each as valuable, even if they did not make it into the All State Hall of Fame.

I was one of those student athletes. Jim and Sue had a lasting impact on me throughout high school. They also encouraged me to go to college. Upon graduation from Hazel Park, I became a 1st generation college student at Eastern Michigan University. While at Eastern I continued to benefit from Title IX, participating on the varsity volleyball team. I graduated with a degree in art education, returning to Hazel Park in 1980 to begin my teaching and coaching career in Hazel Park Schools. Jim and Sue remained a constant influence during my time in college, and throughout my career in Hazel Park Schools.

I strongly encourage the Hazel Park High School Hall of Fame to be named in honor of Jim and Sue Gibson.

Sincerely,



E. Yvonne (Young) Emlet  
Class of 1976



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

To: Dr. Amy Kruppe, Superintendent  
From: Jason Zirniss  
Assistant Superintendent of Business and Operations  
Date: May 19, 2022  
Re: Approval of Athletico Contract

Based on the support of Thomas Oestrike, we are recommending to the Board the Athletico Proposal for Physical Therapy services for the 22/23 school year.

The contract requires the staff of Athletico to provide at least 25 hours of service each week for the entire 22/23 school year.

We have been using Athletico and believe the services received are very high quality and professional. We require the services of an experienced athletic trainer to help prevent, diagnose, treat and rehabilitate injuries and illnesses for our student athletes. This positively impacts our students because they can get free rehabilitation at Athletico or with our Athletic trainer. Our trainer does a great job facilitating open communication between student athletes, parents, physicians and coaches.

**Funding Sources:**  
General Fund Impact: None

**Strategic Plan: Goal Statement - Resources**

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

**Recommendation**

That the Board of Education approves the Athletico Contract for the 2022-23 school year, as presented.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

Amy Y. Kruppe, Ed.D.  
Superintendent





## PROPOSAL OF ATHLETIC TRAINING SERVICES FOR HAZEL PARK HIGH SCHOOL 2022-2023

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### PROPOSAL FOR 2022-2023:

*25 hours per week per season*

FALL	WINTER	SPRING	TOTAL HOURS
25	25	25	1,100 (over 44 weeks)

Total cost = **\$31,900**

Payment Installments:	Fall	\$10,633.00
	Winter	\$10,633.00
	Spring	\$10,634.00



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

To: Hazel Park Board of Education  
From: Amy Kruppe, Superintendent  
Subject: Hazel Park Dance Team  
Date: May 23, 2022

While change and moving forward is important as we look to keep our students on the forefront of our country. We need to embrace and celebrate our traditions. The Hazel Park dance teams have entertained hundreds of community members and given girls and boys an opportunity to explore and thrive due to the dance program. Hazel Park has the oldest school dance program in the state. For years the entire coaching staff received \$5000 to pay for their time which consisted of year round dancing. This next school year the coaches are at a minimum projected to spend 235 hours training our youth. Dance has made a difference in the lives of so many students and gives them a reason to attend school.

We are requesting to review the current membership and salaries of our program. Currently the students pay a fee that pays for the competitions and outfits. The coaches have been paid by the school district for many years. Below are the requested changes for discussion by the Board of Education. While this was brought to the personnel committee only one was able to attend. There was also input from an audience member who had experience with the program.

- Consider opening dance up to other school districts students. Students could pay a larger fee to participate in Hazel Parks program, thus offsetting potential increased coaches costs.
- There are two directors who are sharing this position. They will be attending camps, competitions, parent meetings and practices. This was paid for the last two years \$5000. They requested \$5000 each to oversee and continue to grow the program. Determining their hours invested is difficult and other tasks are completed then just student contact. (\$5000 with 235 hours is \$21.00 an hour) The administration suggested \$3000 per Director (or \$12.00 an hour). It was discussed at the meeting \$2500 (or \$10.65 an hour).
- There are five teams with seventy three students. Coaches for the last five years have been paid \$1000 for the year. It was requested to pay coaches \$6000 (or \$25.00 an hour). This number was reviewed as they compared their pay to football coaches. The administration was suggesting \$4000 (or \$17.00 an hour). At the meeting it was discussed \$2500 (or \$10.65 an hour)
- There was a suggestion by the coaches and the administration that the teams could pay 10% of the coaches' cost. The committee did not address this issue.

Research connects the importance of belonging in schools and communities. As hundreds of Vickettes return this fall to dance at their anniversary, I hope that we can continue to show growth in numbers for our dancers.

**Funding Source:** The funding source would be general fund and activity accounts.





**Strategic Goal Alignment -**

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

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

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

**Recommendation I respectfully approve the changes as discussed in the meeting for the Hazel Park Dance Program..**

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

---

Amy Y. Kruppe, Ed.D.  
Superintendent



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

To: Hazel Park Board of Education  
From: Thomas Oestrike, Athletic Director  
Subject: MHSAA Membership  
Date: 5/23/2022

Please find the Michigan High School Athletic Association Resolution for the August 1, 2022 - July 31, 2023 school year, herein referred to as MHSAA. This resolution must be approved each year in order for our athletic programs to participate and be covered in the state programs, which includes the 1,000,000 insurance plan and concussion care gap insurance. Schools that wish to host or participate in meets and tournaments must join the MHSAA and agree to abide by and enforce the MHSAA rules, regulations and qualifications concerning eligibility, game rules and tournament policies, procedures and schedules. To obtain membership, it is necessary to adopt the resolution for its junior high/middle and senior high schools.

**Funding Source:** N/A

Being a member creates lifelong memories and a sense of community for our student athletes. We have been very fortunate to host many MHSAA district tournaments this past school year because of the atmosphere Hazel Park Schools has created and our beautiful facilities. Continuing our membership will allow our athletes, school district and community members to prosper.

Please see the following articles, pertaining to the MHSAA:

[https://www.mhsaa.com/Portals/0/Documents/library/epva7.html?ver=w8nOvRCFp25Sj6D0lzPI\\_O%3d%3d](https://www.mhsaa.com/Portals/0/Documents/library/epva7.html?ver=w8nOvRCFp25Sj6D0lzPI_O%3d%3d)

<https://www.mhsaa.com/Portals/0/Documents/library/philos.html?ver=GmxnVAEdibIghHV30e4FBw%3d%3d>

**Strategic Goal Alignment:**

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

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

**Recommendation:**

Hazel Park Board of Education approve the 2021-22 Michigan High School Athletic Association Resolution

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

Amy Y. Kruppe, Ed.D.  
Superintendent





# 2022-23

1661 Ramblewood Drive  
East Lansing, MI 48823  
(517) 332-5046

The Michigan High School Athletic Association is a voluntary, nonprofit corporation comprised of public, private and parochial junior high/ middle and senior high schools whose Boards of Education/Governing Bodies have voluntarily applied for and received membership for and on behalf of their secondary schools. The association sponsors statewide tournaments and makes eligibility rules with respect to participation in such Michigan High School Athletic Association sponsored tournaments in the various sports. Each Board of Education/Governing Body that wishes to host or participate in such meets and tournaments must join the MHSAA and agree to abide by and enforce the MHSAA rules, regulations and qualifications concerning eligibility, game rules and tournament policies, procedures and schedules. **It is a condition for participation in any MHSAA postseason tournaments that high schools adhere to at least the minimum standards of Regulation I and the maximum limitations of Regulation II in ALL MHSAA Tournament sports.**

Michigan High School Athletic Association tournaments are the collective property of the MHSAA and not of any individual member school. The MHSAA reserves the right to promote and advance the membership's interests with publication information; exclusive arrangements to create recognition and exposure for school-sponsored activities; restrictive policies prohibiting exploitation and commercialization of MHSAA-sponsored tournaments; appropriate proprietary interests, and the use of images or transmissions identifying contest officials, spectators and member schools' students, personnel and marks.

To obtain membership, it is necessary for the Board of Education/Governing Body to adopt the following resolution for its junior high/middle and senior high schools. This resolution must be formally ratified by your Board of Education/Governing Body and properly signed. Please return one signed copy for our files and retain one copy for your files. Resolutions that are modified in any way or are supplemented with letters placing additional conditions on MHSAA membership or tournament participation shall be rejected.

## MEMBERSHIP RESOLUTION

For the year August 1, 2022 — through July 31, 2023

### LIST ON BACK

\_\_\_\_\_ the School(s) which are under the direction of this Board of Education/Governing Body.

*(Junior high/middle and senior high schools of your school system which are to be listed as MHSAA members and receive MHSAA mailings during 2022-23 must be listed on the back of this form)*

Hazel Park Schools City/Township of Hazel Park

County of Oakland, of State of Michigan, are hereby:

- (A) enrolled as members of the Michigan High School Athletic Association, Inc., a nonprofit association, and
- (B) are further enrolled to participate in the approved interschool athletic activities sponsored by said association.

The Board of Education/Governing Body hereby delegates to the Superintendent or his/her designee(s) the responsibility for the supervision and control of said activities, and hereby accepts the Constitution and By-Laws of said association and adopts as its own the rules, regulations and interpretations (as minimum standards), as published in the current *HANDBOOK* as the governing code under which the said school(s) shall conduct its program of interscholastic athletics and agrees to primary enforcement of said rules, regulations, interpretations and qualifications. In addition, it is hereby agreed that schools which host or participate in the association's meets and tournaments shall follow and enforce all tournament policies, procedures and schedules.

This authorization shall be effective from August 1, 2022 and shall remain effective until July 31, 2023, during which the authorization may not be revoked.

### RECORD OF ADOPTION

The above resolution was adopted by the Board of Education/Governing Body of the

\_\_\_\_\_ School(s), on the \_\_\_\_\_ day of \_\_\_\_\_, 2022,  
and is so recorded in the minutes of the meeting of the said Board/Governing Body.

\_\_\_\_\_  
(Governing Body Name)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(City & Zip Code)

\_\_\_\_\_  
(Contact E-mail)

\_\_\_\_\_  
Board Secretary Signature  
or Designee

Check if Designee

# Schools Which Are To Be MHSAA Members During 2022-23

**NOTE:** Pursuant to the MHSAA Constitution, all high schools, junior high/middle schools, or other schools of Michigan doing a grade of work corresponding to such schools, may become members of this organization provided (a) the school building has enrollment and onsite attendance of at least 15 students, whether for grades 6 through 8 or 9, grades 7 through 8 or 9, or grades 9 or 10 through 12; and (b) if a nonpublic school, the school qualifies for federal income tax exemption as a not-for-profit organization. To reach the 15-student minimum for middle school membership, schools may join the MHSAA at the 6th-grade level whether or not 6th-grade students participate in athletics.

- A. This Section does not require school districts to become member schools at the junior high/middle school level and does not require school districts to sponsor any interscholastic athletics for 6th-grade students.
- B. If a school district's MHSAA Membership Resolution lists a junior high/middle school as an MHSAA member school, and if the school sponsors a 6th-grade team in any sport or permits a 6th-grade student to participate with 7th- and/or 8th-grade students in any sport, then all of Regulations III and IV apply to all 6th-graders in all sports involving 6th-graders on teams sponsored by that school. If the school does not allow any 6th-graders to participate in a sport, MHSAA rules do not apply in that sport.

## Name the Member High School(s)

List separately from JH/MS even if all grades are housed in the same building.

1. Hazel Park High School
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

If necessary, list additional schools for either column on a separate sheet.

## Name the Member Junior High /Middle School(s)

*(member 6th, 7th and 8th-grade buildings)*

List separately from HS even if all grades are housed in the same building.

1. Hazel Park Junior High School  
 Name of Member School \_\_\_\_\_  
 Configuration of grades in building (e.g. K-6, 6-8, 7-8, 7-9): 6-8  
 Provide anticipated 2022-23 7th and 8th-grade enrollment 285  
 Provide anticipated 2022-23 6th-grade enrollment 150  
 1.  **Yes** or No (circle one) 6th-graders will be participating in at least one sport with 7th and 8th graders. If yes, and not housed in the same building, add the name of the building that houses 6th-graders on the line below.  
 \_\_\_\_\_
2. \_\_\_\_\_  
 Name of Member School \_\_\_\_\_  
 Configuration of grades in building (e.g. K-6, 6-8, 7-8, 7-9): \_\_\_\_\_  
 Provide anticipated 2022-23 7th and 8th-grade enrollment \_\_\_\_\_  
 Provide anticipated 2022-23 6th-grade enrollment \_\_\_\_\_  
 1. **Yes or No (circle one)** 6th-graders will be participating in at least one sport with 7th and 8th graders. If yes, and not housed in the same building, add the name of the building that houses 6th-graders on the line below.  
 \_\_\_\_\_
3. \_\_\_\_\_  
 Name of Member School \_\_\_\_\_  
 Configuration of grades in building (e.g. K-6, 6-8, 7-8, 7-9): \_\_\_\_\_  
 Provide anticipated 2022-23 7th and 8th-grade enrollment \_\_\_\_\_  
 Provide anticipated 2022-23 6th-grade enrollment \_\_\_\_\_  
 1. **Yes or No (circle one)** 6th-graders will be participating in at least one sport with 7th and 8th graders. If yes, and not housed in the same building, add the name of the building that houses 6th-graders on the line below.  
 \_\_\_\_\_



Mark Uyl, Executive Director

1661 Ramblewood Drive • East Lansing, MI 48823-7329 • 517-332-5046 • Fax 517-332-4071 • MHSAA.com

TO: Superintendents of Schools  
FROM: Mark Uyl, Executive Director  
DATE: May, 2022  
SUBJECT: 2022-23 Membership – **Take Action Now!**

Unlike classroom courses of our schools, the interscholastic athletic program requires opponents; and to help promote a level playing field for competition, the interscholastic athletic program requires some organization to provide a forum to assist in developing competitive standards and to help assure they are maintained. For many years, many schools have worked through the Michigan High School Athletic Association to establish a common set of rules, for the orderly administration of an interscholastic athletic program, which promotes academic integrity and competitive equity.

According to Michigan Attorney General Opinion #4795 of 1977, any local board of education, which desires to do so, may voluntarily join the MHSAA by adopting the rules of the association and agreeing to enforce those rules with respect to its schools. Institutional control remains the key to this organization.

Enclosed is the MHSAA Membership Resolution for the year August 1, 2022 through July 31, 2023. Please complete and return the original to the MHSAA and retain a copy for your files. Two brochures may be downloaded from the Administrators page at MHSAA.com, (A Summary of Handbook Regulations and MHSAA Eligibility Brochure) both summarize essential eligibility requirements.

Each school district which wishes one or more schools to participate in MHSAA tournaments and benefit from MHSAA services must schedule on its board of education agenda the adoption of the Membership Resolution. The Resolution should be signed in sufficient time to prevent a lapse in membership (before August 1). A lapse in membership, even though for only a week, can create unnecessary problems should there be claims under the \$1,000,000 accident medical insurance plan or the concussion care gap insurance or if eligibility rulings are to be made during that period.

While it is not a prerequisite to conducting an interscholastic athletic program, MHSAA membership is required for all school districts, which wish their high schools to participate in MHSAA post-season tournaments. If the Membership Resolution is not signed and returned by the fourth Friday after Labor Day (Sept. 30), your district's schools may not enter MHSAA post-season tournaments during 2022-23.

If the Membership Resolution is being returned from a multi-school district or diocese, please list ALL junior and senior high schools for which membership is requested. We strongly urge that all junior high/middle schools become MHSAA members, subject to MHSAA rules that are especially designed for students of that age and educational programs of that level. In order to assure compatible philosophies and equitable opportunities and competition, you are urged to invite all the junior high/middle schools against which yours compete or which feed into your high schools to also become MHSAA member schools if they are not already.

The Membership Resolution obligates the listed schools of your district to follow the standardized rules if your schools wish to qualify for and participate in MHSAA post-season tournaments, and it obligates your administration and board of education to enforce those rules.

**Complete the Membership Resolution only if your district intends to fulfill these obligations without exception.**

Also enclosed is a copy of the MHSAA Representative Council meeting minutes held May 2, 2022. Regulation CHANGES as indicated in the minutes will be published in the 2022-23 *MHSAA Handbook*, which we anticipate receiving from the printer before June 15. Copies will be sent to each superintendent and each member school immediately after delivery to our office. Minutes, and a summary of Representative Council Action can be found on the Administrators page at MHSAA.com.

Thank you for your cooperation with these first procedures for the 2022-23 year of inter-scholastic athletics, which we will work diligently to make the very best experience possible.



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

To: Hazel Park Board of Education  
From: Dr. Carla Postell, Director of Curriculum Instruction and Integration  
Subject: 2022-2023 Student Handbook, the Code of Conduct and Athletic Handbook  
Date: May 19, 2022

This memo is to inform you of the 2022-2023 Student Handbook and the Code of Conduct. Dates have been updated to reflect 2022-2023 and minor adjustments such as name changes.

**Recommendation: Information only**

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

Amy Y. Kruppe, Ed.D.  
Superintendent





Hazel Park Schools  
**Student Handbook**  
2022-2023

**TODAY'S LEARNERS, TOMORROW'S LEADERS**  
*HAZEL PARK SCHOOLS*

# Hazel Park Schools - Student Handbook

## **VISION**

Inspiring and empowering all learners to achieve excellence.

## **MISSION STATEMENT**

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

## **BELIEFS**

We believe...

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

## **Goal Statement - School Climate and Culture**

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

## **Goal Statement - Curriculum & Instruction**

The Hazel Park School District will develop innovative, independent and persistent learners who think critically, communicate effectively, and positively influence the community and ultimately the world.

## **Goal Statement - Community Relations**

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

## **Goal Statement - Resources**

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

## General School Information

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

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

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

- |                        |                |
|------------------------|----------------|
| ● Mrs. Laura Adkins    | President      |
| ● Mrs. Rachel Noth     | Vice-President |
| ● Mrs. Beverly Hinton  | Secretary      |
| ● Mrs. Heidi Fortress  | Treasurer      |
| ● Mrs. Melissa Baldwin | Member/Trustee |
| ● Mrs. Dawn Rice       | Member/Trustee |
| ● Ms. Kristy Schlak    | Member/Trustee |

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

- |                         |   |
|-------------------------|---|
| ● Dr. Amy Kruppe        | Superintendent                                    |
| ● Jason Zirnig          | Assistant Superintendent of Business & Operations |
| ● Dr. Carla Postell     | Director of Curriculum Integration & Instruction  |
| ● Dr. Stephanie Dulmage | Director of 21st Century Learning                 |
| ● Tamaran Dillard       | Director of Student Services                      |
| ● Matthew Miller        | Assistant Director of Business & Operations       |
| ● Bradley Wilkins       | Director of Technology                            |
| ● *Dr. Amy Kruppe       | Director of Human Resources                       |
| ● Sandra Boykins        | Human Resources Manager                           |
| ● Chuck Pleiness        | Director of Communications                        |

\*Interim until July 1, 2022.

## Hazel Park Schools location & principal contact information:

### Edison School

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

**Principal: Dr. Michelle Krause**

[michelle.krause@hazelparkschools.org](mailto:michelle.krause@hazelparkschools.org)

### Hazel Park Advantage Alternative School

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

**Principal: Kendal Smith**

[Kendal.smith@hazelparkschools.org](mailto:Kendal.smith@hazelparkschools.org)

### Hazel Park High School

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

**Principal: Tammy Scholz**

[tammy.scholz@hazelparkschools.org](mailto:tammy.scholz@hazelparkschools.org)

### United Oaks Elementary

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

**Principal: Karla Graessley**

[karla.graessley@hazelparkschools.org](mailto:karla.graessley@hazelparkschools.org)

### Webb Elementary Schools

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

**Principal: Corri Nastasi**

[corri.nastasi@hazelparkschools.org](mailto:corri.nastasi@hazelparkschools.org)

### Hazel Park Junior High

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

**Principal: John Barnett**

[john.barnett@hazelparkschools.org](mailto:john.barnett@hazelparkschools.org)

### Hoover Elementary

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

**Principal: Debra Dimas**

[debbie.dimas@hazelparkschools.org](mailto:debbie.dimas@hazelparkschools.org)

### Jardon Vocational School

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

**Principal: Megan Papasian-Broadwell**

[Megan.papasian-broadwell@hazelparkschools.org](mailto:Megan.papasian-broadwell@hazelparkschools.org)

### Webster Early Childhood Center

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

**Supervisor: Sheila O'Kane**

[sheila.okane@hazelparkschools.org](mailto:sheila.okane@hazelparkschools.org)

# **HAZEL PARK SCHOOLS**

## **STUDENT HANDBOOK**

### ***TABLE OF CONTENTS***

Chapter 1: Notices and General Information.....	page 6
Chapter 2: Promotion and Graduation.....	page 18
Chapter 3: Transportation and Parking.....	page 31
Chapter 4: Health and Safety.....	page 35
Chapter 5: Code of Conduct and Attendance.....	page 42
Chapter 6: Search and Seizure.....	page 72
Chapter 7: Special Education.....	page 74
Chapter 8: Internet and Technology.....	page 76
Chapter 9: Athletic and Extracurricular Handbook.....	page 82
Chapter 10: Student Records and Privacy.....	page 92
COVID-19 Addendum.....	page 102

# **HAZEL PARK SCHOOLS - STUDENT HANDBOOK**

## **Chapter 1 Notices and General Information**

## Hazel Park Schools Communication Flow Chart Process

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

## Hazel Park Schools Communication Flow Chart Process

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

### Hazel Park Elementary Communication Process Flowchart

Area of Concern	1st Level	2nd Level	3rd Level	4th Level
<b>Special Education</b>	Teacher	Principal	Board Office: Director of Student Services	
<b>Student Concerns/ Guidance/ Health Related Concerns</b>	Teacher	School 504 Coordinator	Principal	Board Office: Director of Student Services
<b>Classroom Discipline</b>	Teacher	Principal	Board Office: Director of 21st	Truancy: Regular attendance in virtual school is determined by assignment completion. Since

			Century Learning	students have flexibility to choose the time to begin work each day, take their course work to remote locations, and determine the days of the week to complete assignments Hazel Park Schools have zero tolerance for truancy. Parents and guardians have the legal responsibility to ensure that their students are fully participating in virtual school by monitoring their progress. Check for assignment and assessment completion. Monitor the time spent each day on course work. Participate in monthly calls between the student and teacher. Provide transportation to all state and district testing. Submit doctor's notes or Family Leave Forms for extended absences. Monitor for academic integrity. Attend all workshops, orientations, Live Lessons, and grade-level meetings.
<b>Non-Classroom School Discipline</b>	Principal	Board Office: Director of 21st Century Learning		
<b>Academic/ Classroom Concerns</b>	Teacher	Principal	Board Office: Director of 21st Century Learning	
<b>Transportation</b>	Bus driver	Transportation Supervisor	Principal	Board Office: Director of Student Services

## Hazel Park Junior High Communication Process Flowchart

Area of Concern	1st Level	2nd Level	3rd Level	4th Level	5th Level
<b>Athletics</b>	Coach	Building Admin	District Athletic Director	Director Of Curriculum, Integration & Instruction	Superintendent
<b>Special Education</b>	Teacher	Counselor/ Social worker	Building Admin	Special Ed. Supervisor	Director of Student Services
<b>Student Concern: Social, Emotional and Health Related Concerns</b>	Teacher	Counselor/ Social worker	Building Admin	Special Ed. Supervisor	Director of Student Services
<b>Classroom Discipline</b>	Teacher	Counselor/ Social worker	Building Admin	Director Of Curriculum, Integration & Instruction	Superintendent
<b>Non-Classroom School Discipline</b>	Counselor/ Social worker	Building Admin	Director Of Curriculum, Integration & Instruction	Superintendent	
<b>Classroom Academic Concerns</b>	Teacher	Counselor/ Social worker	Building Admin	Director Of Curriculum, Integration & Instruction	Superintendent
<b>Transportation</b>	Bus driver	Building Admin	Transportation Supervisor	Special Ed. Supervisor	Director Of Curriculum, Integration & Instruction

## Hazel Park High School Communication Flowchart

Area of Concern	1st Level	2nd Level	3rd Level	4th Level	5th Level
<b>Attendance</b>	Attendance/ Counseling Secretary	School Counselor	Assistant Principal	Principal	
<b>Classroom Concerns (instruction, grading, classroom behavior)</b>	Teacher	School Counselor	Assistant Principal	Principal	Board Office: Director of Curriculum Integration and Instruction
<b>Athletics</b>	Coach	Athletic Director	Principal	Board Office: Director of Curriculum Integration and Instruction	
<b>Special Education</b>	Classroom Teacher	Caseload Teacher	Principal	Board Office: Supervisor of Student Services	Board Office: Director of Student Services
<b>Student Concerns (Guidance, health-related)</b>	School Counselor	Assistant Principal	Principal		
<b>Non-classroom Discipline</b>	Assistant Principal	Principal	Board Office: Director of Student Services		
<b>Transportation</b>	Bus Driver	Assistant Principal	Transportation Supervisor		

## **Guidelines for Parent Communications to Teachers and Staff**

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

### **Maintain Respectful and Open Communication**

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

### **Confidentiality**

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

### **Time to Respond to Communications**

- Teachers will make every effort to respond as soon as possible to parent communications, with the understanding that the teaching day sometimes precludes immediate responses.
- Be mindful of teacher work hours and please do not expect immediate response from after hours or weekend requests.
- Teachers and staff may need some time to collect needed information before responding.
- If you need to have a face-to-face meeting, it is always best to schedule an appointment in advance. Staff members, including the building administrator may not be readily available when parents "show up" unannounced.
- Please provide all of the necessary information pertaining to the meeting in advance.

### **Whom to Contact**

- Most communications of classroom concerns should be directed at first to your child's teacher.
- If you have an issue with a particular staff member, first try to address those concerns with that staff member directly.
- If you have discussed with your child's teacher and the issue has not been addressed to your satisfaction, then move to the next level.

- Please recognize that it is both the policy and the value of our school that we operate with openness, collaboration and the shared best interest for every student.

## **Scheduling Concerns/Changes**

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

### **Please note:**

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

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

## **Visitors**

**(\*see COVID addendum)**

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors are required to produce a picture ID and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Visitors must submit an ICHAT each year and be approved prior to visiting the school (some exceptions may be made for certain school events). Approved visitors must take a tag identifying themselves as a guest and leave their picture ID with the office staff. Visitors must place the tag to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

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

Cross-reference: NEOLA 9150 <i>School Visitors</i>
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## Checking Students Out of School Early

Visitors who are checking students out of school buildings early are required to show a picture ID and must be listed as an emergency contact on MiSTAR for that student.. Visitors who are not listed as an emergency contact in MiSTAR cannot check a student out of school.

## Late Pick-Up Procedures

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

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

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

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

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

## Equal Opportunity/Nondiscrimination Statement

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

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

**Dr. Carla Postell**  
**Hazel Park Schools**  
1620 E Elza  
Hazel Park, MI 48030  
248-658-5284

The School District's complaint procedure may be obtained from [www.hazelparkschools.org](http://www.hazelparkschools.org). For further information, you may also contact:

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

Cross-Reference: NEOLA 2260 <i>Nondiscrimination and Access to Equal Educational Opportunity</i>
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## School Volunteers

All school volunteers must complete the “**Volunteer Information Form**” (available in the school office) and be approved by the school principal before assisting at the school. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal. Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination. COVID-19 Addendum- School Volunteers.

Cross-Reference: NEOLA 3120.09 <i>Volunteers</i>
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## Invitations & Gifts (K-8)

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

## **Treats, Snacks & Lunches [K-8]**

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

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

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

**COVID-19 ADDENDUM** - Treats, Snacks & Lunches provided by parents for entire classrooms will not be allowed during the 2022/2023 school. See Addendum, section Treats, Snacks & Lunches for additional details.

## **Outdoor Expectations**

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

## **Accommodating Persons with Disabilities**

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

Cross Reference:

NEOLA 2260 *Nondiscrimination and Access to Equal Educational Opportunity*

NEOLA 2260.01 *Section 504/ADA Prohibition Against Discrimination Based On Disability In Education Programs And Activities*

## **Homeless Child's Right to Education**

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

1. Continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or

2. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

Assistance and support for homeless families may contact Dr. Carla Postell at **248-658-5294** or Linda Yates at **248-658-5223**.

Cross-References:

NEOLA 5111.01 *Homeless Students*

McKinney-Vento Homeless Assistance Act

## English Learners

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

Parents/guardians of English Learners will be informed how they can: **(1)** be involved in the education of their children, and **(2)** be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students.

For questions related to this program or to express input in the school's English Learners program, contact: **Stephanie Dulmage, Director of 21st Century Learning** at [stephanie.dulmage@hazelparkschools.org](mailto:stephanie.dulmage@hazelparkschools.org).

Cross Reference:

NEOLA 2225 *Students with Limited English Proficiency (LEP)*

NEOLA 2260 *Nondiscrimination and Access to Equal Educational Opportunity*

## Mandated Reporters

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

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

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

Cross References:

NEOLA 8462 *Student Abuse and Neglect*

MCL 722.621 *et seq.*

# **HAZEL PARK SCHOOLS - STUDENT HANDBOOK**

## **Chapter 2 Promotion and Graduation**

# GRADING PROCEDURES & POLICIES

## Grading & Promotion

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

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

Cross Reference:

NEOLA 5410 *Promotion, Placement, and Retention*

NEOLA 5421 *Grading*

NEOLA 5420 *Reporting Student Progress*

### Junior High:

Each marking period will be nine weeks in length. Semester classes will be made up of two marking periods. A student must initiate a grade change with a building administrator. See the Appeal & Grievance Procedures for Non Disciplinary Decisions.

### High School:

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

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

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

### GPA Calculation for High School & Junior High School:

A = 4.0

A- = 3.7

B+ = 3.4

B = 3.0

B- = 2.7

C+ = 2.4

C = 2.0

C- = 1.7

D+ = 1.4

D = 1.0

D- = .07

E = 0

I=INCOMPLETE

NC=NO CREDIT

W=WITHDRAWN 0

## **AP Course GPA Calculation (High School):**

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

## **Elementary School:**

Each marking period will be either nine or ten weeks in length. Semester classes will be made up of two marking periods. On report cards, grades will be listed for each marking period, the final exam, and the final grade. It is the final course grade that determines the GPA. The teacher uses evidence from student work to determine if that child is:

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

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

## **Credit for Alternative Courses and Programs**

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

## **Virtual and Distance Learning**

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

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

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

## **Summer School and Independent Study**

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

## Dual Enrollment Courses

A student who successfully completes a dual enrollment course may receive credit at both the college and high school level.

## Foreign Language

A student who has demonstrated proficiency in a foreign language outside of a public or private high school curriculum shall be granted credit. Proficiency may be demonstrated by a competency test or other criteria established by the board. The amount of credit will be based on foreign language proficiency achieved.

Cross Reference:

MCL 388.1621f

MCL 380.1177

MCL 380.1279e

NEOLA 2370.01 *Online/Blended Learning Program*

NEOLA 2370.02 *Independent Study*

NEOLA 2271 *Post-Secondary (Dual) Enrollment Options Programs*

NEOLA 5114 *Foreign and Foreign-Exchange Students*

NEOLA 5463A *Virtual Learning*

## Testing Out

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

The following policy statements will apply:

1. This policy will apply equally to all students at **Hazel Park High School**.
2. Course requirements will be satisfied if a student receives an 80% or better on the test.
3. Earning an 80% or better on the test will count toward the fulfillment of a requirement of a subject area or a course sequence.  
No letter grade will be earned by testing out of a course. A grade of 80% or better will provide a pass (P) notation on the transcript.
4. If students earn a "pass" notation in this course, they cannot subsequently request individual assessment for a prior course in the sequence, or enroll in a lower course in the same subject sequence.

If students wish to "test out," they must complete a request form and return to Hazel Park High School no later than the second Friday in November for the test out in January or the second Friday in May for the test out in August.

Counseling Department



Below is a checklist of the graduation requirements.

Currently you are:

\_\_\_\_\_ On track for Graduation

\_\_\_\_\_ Not on track for Graduation  
(see next box)

Opportunities to recover credits:

- Credit Recovery
- Cyber School
- Summer School

Support Resources:

- P.A.S.S (see main office for schedule)

**4 English Credits**

- 9<sup>th</sup> English A       9th English B
- 10<sup>th</sup> English A     10th English B
- 11<sup>th</sup> English A     11th English B
- 12<sup>th</sup> English A     12th English B

**3 Social Studies Credits**

- US History A       US History B
- World History A    World History B
- Civics               Economics

**4 Math Credits**

- Algebra 1A       Algebra 1B
- Geometry A       Geometry B
- Algebra 2A       Algebra 2B
- Senior Math .5 credit    Senior Math .5 credit

**3 Science Credits**

- Biology A       Biology B

**Complete 2 of the following 3 courses:**

- Chemistry A       Chemistry B
- Physics A         Physics B
- Other Science A    Other Science B

**1 Visual, Performing, or Applied (VPA) Credit**

- .5 credit
- .5 credit

**1 PE/ Health Credit**

- PE .5 credit
- Health .5 credit

**2 World Language Credits**

- Language 1A       Language 1B
- Language 2A       Language 2B

**4 Elective Credits**

- Computer applications (required)
- 0.5    0.5    0.5    0.5
- 0.5    0.5    0.5

Your current credit total: \_\_\_\_\_

**A total of 22 out of 24 credits are required for graduation.**

- You still need \_\_\_\_\_ credits to graduate.
- You need to make up \_\_\_\_\_ credits outside of the regular school day. See "opportunities to recover credits" box above.

## **Early Graduation**

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

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

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

The student and a parent will schedule a conference with the principal and the senior counselor before the last week in December of the student's seventh semester. At the conference the student should be prepared to justify his/her request to graduate early.

Cross-reference:

NEOLA 2221 *Mandatory Courses*

NEOLA 5464 *Early Graduation*



## REQUEST FOR PERSONAL CURRICULUM

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

<b>1. Student Information</b>		
<b>Name of Student:</b>	<b>School:</b>	<b>Counselor:</b>
<b>Requested By:</b> <input type="checkbox"/> Parent / Legal Guardian <input type="checkbox"/> Student (age 18 or an emancipated minor) <input type="checkbox"/> School Counselor <input type="checkbox"/> Current Teacher		<b>Anticipated Graduation Date:</b>
<b>Name of Parent/Guardian:</b>		<b>Home Phone:</b>
<b>2. This personal curriculum is being requested for (check the one that applies):</b>		
<input type="checkbox"/>	<b>(General Enhanced)</b> A student who wishes to complete additional credit, beyond the number that is already required, in English language arts, mathematics, science or a language other than English, by modifying a credit from Social Studies, Physical Education, or Visual, Performing & Applied Arts. Modification to Social Studies is allowed only after completing 2 credits of Social Studies which included Civics. English Language Arts & Science credit requirements are not subject to modification under this subsection of personal curriculum. <b>(Requires written rationale- see back of form)</b>	
<input type="checkbox"/>	<b>(General Modified)</b> A student, after completing, without necessarily having attained a passing grade in, at least 1.5 math credits and only if the pupil successfully completes at least 4 total math credits. The student must complete with a passing grade the first half of Algebra II. A student must successfully complete at least 1 mathematics course during his or her final year of high school.	
<input type="checkbox"/>	<b>(IEP)</b> A student with a disability who needs to modify any of the credit requirements. The modification, which is necessary because of the pupil's disability, is to be consistent with both the pupil's educational development plan and their individualized education program (IEP). Their IEP will identify the appropriate course or courses of study and the support, accommodations, and modifications necessary to allow the pupil to progress in the curricular requirements. <b>(Requires written rationale- see back of form)</b>	
<input type="checkbox"/>	<b>(Transfer)</b> A student who has transferred from out of state or non public school with two years of high school credit. Their Personal Curriculum plan must include a civics credit, and a math course in their final year of high school. If the student is enrolled in a Michigan public high school for more than one full year, the final year of math must be the equivalent of Algebra I or a math course normally taken after completing Algebra I.	
<b>3. Credit Modifications Requested – Aligned to area selected above in Section 2, check all curriculum areas of requested modifications</b>		
<input type="checkbox"/> English Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Physical Education <input type="checkbox"/> World Language <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Online Learning Experience <input type="checkbox"/> Visual, Performing, or Applied Arts <input type="checkbox"/> Health		

<b>4. Signature of Person Requesting Personal Curriculum</b>
--

Requested By:	Date:
---------------	-------

**Office use:** Received by: \_\_\_\_\_ Meeting date: \_\_\_\_\_  Parent notification date: \_\_\_\_\_  
By \_\_\_\_\_

Rationale for Personal Curriculum (General Enhanced or IEP only)  
(MUST include relevance to Educational Development Plan)

<b>4. Signature of Person Completing Rationale for a General Enhanced Personal Curriculum</b>
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Completed By:	Date:
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PERSONAL CURRICULUM PLAN

<b>5. Personal Curriculum Participant Signatures</b>	
Student	
Parent/Guardian	
Counselor/Designee	
Teacher	
Special Education Teacher (For students with an IEP)	
School Psychologist/Designee (For students with an IEP)	
<b>6. Evaluation Information</b> (Education Development Plan is <b>required</b> , check other information that is available and that applies)	
<input type="checkbox"/>	Education Development Plan (EDP) - career goals or pathway, educational training goals, plan of action
<input type="checkbox"/>	Current Individual Education Plan (IEP) Date: _____ Area(s) of Eligibility: _____
<input type="checkbox"/>	MEAP / MME / ACT Plan / ACT EXPLORE
<input type="checkbox"/>	Teacher Input
<input type="checkbox"/>	Other: Transcript
<b>7. Eligibility for a Personal Curriculum</b>	
<input type="checkbox"/>	<b>Does NOT Meet Requirements</b> Reason: _____ (Proceed to SECTION # 12)
<input type="checkbox"/>	<p><b>Meet Requirements</b> - check all that apply</p> <p><input type="checkbox"/> <b>A student who wishes to complete additional credit, beyond the number that is already required, in English language arts, mathematics, science or a language other than English, by modifying a credit from Social Studies, Physical Education, or Visual, Performing &amp; Applied Arts.</b> Modification to Social Studies is allowed only after completing 2 credits of Social Studies which included Civics. English Language Arts &amp; Science credit requirements are not subject to modification under this subsection of personal curriculum.</p> <p><input type="checkbox"/> <b>A student, after completing, without necessarily having attained a passing grade in, at least 1.5 math credits and only if the pupil successfully completes at least 4 total math credits. The student must complete with a passing grade the first half of Algebra II.</b></p> <p><b>A student must successfully complete at least 1 mathematics course during his or her final year of high school.</b></p> <p><input type="checkbox"/> <b>A student with a disability who needs to modify any of the credit requirements.</b> The modification, which is necessary because of the pupil's disability, is to be consistent with both the pupil's educational development plan and their individualized education program (IEP). Their IEP will identify the appropriate course or courses of study and the support, accommodations, and modifications necessary to allow the pupil to progress in the curricular requirements.</p> <p><input type="checkbox"/> <b>A student who has transferred from out of state or non public school with two years of high school credit.</b> Their Personal Curriculum plan must include a civics credit, and math course in their final year of high school. If the student is enrolled in a Michigan public high school for more than one full year, the final year of math must be the equivalent of Algebra I or a math course normally taken after completing Algebra I.</p>
<b>8. Check individual credits</b> to be modified that are aligned with the personal curriculum area checked above.	
<b>English Language Arts – 4 Credits</b> <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<b>Mathematics – 4 Credits</b> <input type="checkbox"/> Algebra 1 <input type="checkbox"/> Geometry <input type="checkbox"/> Algebra 2 <input type="checkbox"/> Trig/Discrete Math

<b>Science – 3 Credits</b> <input type="checkbox"/> Biology <input type="checkbox"/> Chemistry or Physics  <input type="checkbox"/> Additional Science: _____	<b>Social Studies – 3 Credits</b> <input type="checkbox"/> World History/Geography <input type="checkbox"/> Economics (.5 credit)  <input type="checkbox"/> US History/Geography <input type="checkbox"/> Govt./Civics (.5 credit) (IEP Only)
<b>Physical Education &amp; Health – 1.5 Credits</b> <input type="checkbox"/> Intro to PE .5 <input type="checkbox"/> PE Elective .5 <input type="checkbox"/> Health .5 (IEP only)	<input type="checkbox"/> <b>Visual, Performing, or Applied Arts – 1 Credit</b>
<input type="checkbox"/> <b>Online Learning Experience</b>	

**Section 9: Specify how each individual credit identified in Section 8, will be modified.  
Fill in only those identified.**

ELA Required Credits – Check requested Personal Curriculum credit changes & specify modifications			
<input type="checkbox"/> Grade 9	<input type="checkbox"/> Grade 10	<input type="checkbox"/> Grade 11	<input type="checkbox"/> Grade 12
ELA Comments:			
Mathematics Required Credits - Check requested Personal Curriculum credit changes & specify modifications (A student must successfully complete at least 1 mathematics course during his or her final year of high school.)			
<input type="checkbox"/> Algebra I	<input type="checkbox"/> Geometry	<input type="checkbox"/> Algebra II	<input type="checkbox"/> Discrete Math and
Math Comments:			
Science Required Credits - Check requested Personal Curriculum credit changes & specify modifications			
<input type="checkbox"/> Biology	<input type="checkbox"/> Chemistry or Physics	<input type="checkbox"/> Additional Science Credit	
Date Credit Earned:	Date Credit Earned:	Date Credit Earned:	
Science Comments:			

**Social Studies Required Credits - Check areas of requested Personal Curriculum & specify modifications**

<input type="checkbox"/> Govt./Civics (0.5 credits)	<input type="checkbox"/> Economics (0.5 credits)	<input type="checkbox"/> World History & Geography	<input type="checkbox"/> <i>US History &amp; Geography</i>
Date Credit Earned:			Date Credit Earned:

**Social Studies Comments:**

**Section 9: Specify how each individual credit identified in Section 8, will be modified.  
Fill in only those identified, cross out those not used.**

**Health & Physical Education Required Credit –  
Check areas of requested Personal Curriculum & specify modifications**

<input type="checkbox"/> Health	<input type="checkbox"/> Physical Education (Intro to PE)
Date Credit Earned:	<input type="checkbox"/> Physical Education Elective

**Health & Physical Education Comments:**

**Visual, Performing & Applied Arts Required Credit –  
Check area of requested Personal Curriculum & specify modifications**

<input type="checkbox"/> Visual, Performing & Applied Arts
Date Credit Earned:

**Visual, Performing & Applied Arts Comments:**

**Online Requirement - Check areas of requested Personal Curriculum & specify modifications**

<input type="checkbox"/> Online Requirement (Can be fulfilled by an online course, learning experience or incorporated into required MMC credits)
Date Credit Earned:

**Online Additional Comments:**

**Language other than English – 2 Required Credits (beginning with the class of 2016)  
Check area of requested Personal Curriculum & specify modifications**

<input type="checkbox"/> Language other than English
Date Credit Earned:

**Language other than English Comments:**

**10. Quarterly Academic Updates**

Public Law 204 Section 5(d) states:

**Parent/Guardian must initial in the box.**

“The pupil’s parent or legal guardian shall be in communication with each of the pupil’s teachers at least once each calendar quarter to monitor the pupil’s progress towards the goals contained in the pupil’s personal curriculum.”

**11. Personal Curriculum Revisions**

Public Law 204 Section 5(e) states:

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

**12. Signatures in Agreement**

**If this Personal Curriculum is granted and the student does not achieve proficiency in the required credits, the Personal Curriculum is null and void and the student will have to take the original required credits to graduate. The credit modifications in this personal curriculum have incorporated as much of the subject area content expectations as is practicable for the pupil. When approved and enacted, the specified coursework and its curriculum become the measurable goals, which will be monitored through progress reports and report cards. This personal curriculum was aligned with the student’s Education Development Plan.**  
Adjustment to curriculum may affect college admissions, NCAA eligibility, and scholarship opportunities.

Student	High School Counselor/Designee
Parent/Guardian	Parent/Guardian
School Psychologist/Designee (For IEP Students Only)	Other
General Education Teacher	Special Education Teacher (For IEP Students Only)

**13. District Commitment**

- I approve this personal curriculum request.  
 Actual implementation date (Month/Day/Year) \_\_\_\_\_ OR the first day of the \_\_\_\_\_ school year.
- I deny this personal curriculum request.

Signature of Superintendent/Designee: \_\_\_\_\_ Date: \_\_\_\_\_

# **HAZEL PARK SCHOOLS - STUDENT HANDBOOK**

## **Chapter 3 Transportation and Parking**

## **Bike Rules & Regulations - Elementary**

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

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

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

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

## **Bus Conduct**

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

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

An adult must be present whenever students with special needs are dropped off or the child will be brought back to the student's school and it will be the responsibility of the parent/guardian to pick the student up from school immediately. See COVID-19 Addendum- Bus Conduct, for COVID-19 related additions.

Cross Reference:

NEOLA 8600 *Bus Discipline Guidelines For Student Transportation*

NEOLA 8600 *Transportation*

## Parking

### Visitor Parking

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

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

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

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

### High School Student Parking : High School Campus

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

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

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

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

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

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

Cross Reference:

NEOLA 5514 *Use of Motor Vehicles*

NEOLA 5514.01 *Student Use of Motor Vehicles*

NEOLA 5771 *Search and Seizure*

NEOLA 7440.01 *Video Surveillance and Electronic Monitoring*

# **HAZEL PARK SCHOOLS - STUDENT HANDBOOK**

## **Chapter 4 Health and Safety**

## **Bike Safety**

*See Bike Rules & Regulations - Elementary*

## **Care of Students with Diabetes**

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Medical Management Plan signed by a doctor should be submitted to the school principal. Parents/guardians are responsible for and should:

- a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Medical Management Plan on file with the school for their child.
- b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- c. Sign the Diabetes Medical Management Plan.
- d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Medical Management Plan.

Your child may also be eligible for an individualized Section 504 Plan to provide needed supports and accommodations so he/she can access educational programs and services. For further information, please contact the Building Principal.

Cross-Reference:

NEOLA 2260.01 *Section 504/ADA Prohibition Against Discrimination Based On Disability In Education Programs And Activities*

Section 504 of the Rehabilitation Act of 1973 (Section 504)

Americans with Disabilities Act of 1990 (ADA)

Individuals with Disabilities Education Act (IDEA)

Family Educational Rights and Privacy Act (FERPA)

Michigan Department of Education *Model Policy on the Management of Diabetes in the School Setting*

## **Care of Students with Asthma**

If your child has asthma and requires assistance with managing this condition while at school and school functions, an Asthma Action Plan signed by a doctor should be submitted to the school principal. Parents/guardians are responsible for and should:

- a. Inform the school in a timely manner of any change which needs to be made to the Asthma Action Plan on file with the school for their child.
- b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- c. Sign the Asthma Action Plan.
- d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Asthma Action Plan.

Your child may also be eligible for an individualized Section 504 Plan to provide needed support and accommodations so he/she can access educational programs and services. For further information, please contact the Building Principal.

### **Care of Students with Seizures**

If your child has a history of seizures and requires assistance with managing this condition while at school and school functions, a Seizure Action Plan signed by a doctor should be submitted to the school principal. Parents/guardians are responsible for and should:

- a. Inform the school in a timely manner of any change which needs to be made to the Seizure Action Plan on file with the school for their child.
- b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- c. Sign the Seizure Action Plan.
- d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Seizure Action Plan.

Your child may also be eligible for an individualized Section 504 Plan to provide needed support and accommodations so he/she can access educational programs and services. For further information, please contact the Building Principal.

### **Students with Severe Food Allergy or Chronic Illness**

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed support and accommodations so that he/she can access educational programs and services. The School District's Section 504 Policy is available at [www.hazelparkschools.org](http://www.hazelparkschools.org).

Not all students with severe allergies or chronic illnesses may be eligible for a Section 504 Plan. Our School District also may be able to appropriately meet a student's needs through other means.

### **Epi-Pens**

#### **5330.01 - EPINEPHRINE AUTO-INJECTORS**

Students who are prescribed epinephrine to treat anaphylaxis shall be allowed to self-possess and self-administer the medication if they meet the conditions as stated in Policy [5330](#).

Each school in the District shall have at least two (2) epinephrine auto-injectors (Epi-Pens) available at the school site.

### **Students to Whom Injections May Be Administered**

The school registered nurse or trained and authorized employees under this policy may administer Epi-Pen injections to **1)** any student who has a prescription on file with the District, in accordance with the directives in such prescription, and **2)** any individual on school grounds who is believed to be having an anaphylactic reaction.

Cross-Reference:

NEOLA 2260.01 *Section 504/ADA Prohibition Against Discrimination Based On Disability In Education Programs And Activities*

Section 504 of the Rehabilitation Act of 1973 (Section 504)

## **Suicide and Depression Awareness and Prevention**

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of the school district's policy, is posted on the school district website. Information can also be obtained from the school office.

Cross-Reference:

NEOLA 5350 *Student Self Harm/Threat Of Suicide*

## **Immunizations**

All students must be properly immunized at the time of registration or not later than the first day of school pursuant to the Michigan Department of Community Health regulations. A student enrolling in the District for the first time or enrolling in grade 7 for the first time shall submit one of the following:

1. A statement signed by a physician that the student has been tested for and immunized or protected against diseases specified by the director of the Department of Community Health.
2. A statement signed by a parent/guardian to the effect that the student has not been immunized because of religious convictions or other objection to immunization.
3. A statement signed by a physician that certifies that the student is in the process of complying with all immunization requirements.

Cross Reference:

MCL 380.1177

NEOLA 5320 *Immunization of Students*

## **Student Medication**

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "Student Medical Authorization Form."

No school, district employee or school registered nurse is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. This does not include the emergency administration of an epinephrine auto-injector (EpiPen®) by a trained school, district employee, or school registered nurse as provided under state law.

### **Self-Administration of Medication**

A student may possess an epinephrine auto-injector (EpiPen®) and/or an asthma inhaler prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form. The school and district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel or school registered nurse. A student's parent/guardian must agree to indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/or asthma inhaler, or the storage of any medication by school personnel or school registered nurse.

Cross-References:

- NEOLA 5330 *Use of Medications and Treatments*
- NEOLA 5330 *Administration of Medication/Treatments to Students*
- NEOLA 5330.01 *Epinephrine Auto-Injectors*
- MCL 380.1178
- MCL 380.1179
- MCL 380.1179a



Cross-References:

NEOLA 5330 *Use of Medications and Treatments*

NEOLA 5330 *Administration of Medication/Treatments to Students*

NEOLA 5330.01 *Epinephrine Auto-Injectors*

MCL 380.1178

MCL 380.1179

MCL 380.1179a

## **Head Lice**

The school will observe the following protocols regarding head lice.

1. The student's parent/guardian is required to notify the school office if their child is suspected of having head lice.
2. Infested students will be sent home following notification to the parent/guardian.
3. The school will provide written instructions to the parent/guardian regarding appropriate treatment for the infestation.

## **Nit-Free**

4. A student excluded because of head lice will be permitted to return to school only when the parent/guardian brings the student to school to be checked by the designated staff member and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school until it is determined by school officials he/she is free of head lice.

Cross-references:

Michigan Head Lice Manual

For further information on student health issues, please reference the current District Nurse Health manual.

## **COVID-19**

### **Response and Procedures**

In regards to COVID-19, Hazel Park Schools administration and district nurses work closely with the local health departments to ensure we are following the direction of experts when it comes to safety and preventative measures for our students and staff. Hazel Park Schools will operate under the guidelines and health orders set forth by the local health departments and/or the Michigan Department of Health and Human Services. These guidelines and orders are frequently changing. Our goal is to keep the Hazel Park School community up to date with all changes through various methods of communication and our school website.

### **Interim Guidance for Students with Household Members Experience COVID-19 Symptoms and/or Have a Pending COVID-19 Test.**

In order to mitigate the risk of transmission of the COVID-19 virus, a student and siblings of the student that have a household member experiencing symptoms of COVID-19 and/or has a pending COVID-19 test should be excluded from school until the isolation period is complete or COVID-19 is ruled out. This process would begin again and apply to any sibling or household member that develops symptoms of COVID-19 during the isolation or COVID-19 rule out period. For example, a student becomes ill with a fever and cough. The student, along with his/her siblings, will need to remain out of school (even if the student's siblings are asymptomatic) until the 10 day isolation period is complete or until COVID-19 is ruled out.

**COVID-19** symptoms include the following:

- Fever > or = 100.4
- Cough
- Shortness of breath
- New loss of taste or smell sense
- Chills
- Muscle or body aches
- Congestion or runny nose\*
- Headache\*
- Nausea or vomiting (2x in 24 hours)
- Diarrhea (2x in 24 hours)
- Sore throat\*
- Fatigue

\*new or worsening

**ONE** of the following must happen for a symptomatic student and his/her siblings to return to school:

1. Receive negative COVID-19 PCR swab test result. Student(s) may return to school with proof of negative PCR test AND have NOT been identified as a close contact of a positive case AND

fever free for 24 hours without the use of fever-reducing medications AND symptoms have improved.

2. Stay home for at least ten (10) calendar days and continue to monitor symptoms. Student(s) may return after 10 days AND fever free to 24 hours without the use of fever reducing medications AND symptoms have improved. Parents agree to monitor the student for days 11 through 14 for any COVID-19 symptoms and agree to keep the student home if symptomatic.

# **HAZEL PARK SCHOOLS - STUDENT HANDBOOK**

## **Chapter 5 Code of Conduct and Attendance**

# HAZEL PARK SCHOOL DISTRICT RIGHTS AND RESPONSIBILITIES CODE OF STUDENT CONDUCT

## 1. STUDENT RIGHTS AND RESPONSIBILITIES

## 2. VIOLATIONS OF THE CODE OF STUDENT CONDUCT

- a. Disciplining Students with Special Education Needs
- b. Level I Violations
- c. Discipline Procedure - Level I Violations
- d. Level II Violations
- e. Discipline Procedure - Level II Violations
- f. Level III Violations
- g. Discipline Procedure - level III Violations
- h. Statutory Violations

## 3. DISCIPLINARY PROCEDURES

- a. Due Process

## 4. APPEAL AND GRIEVANCE PROCEDURES

- a. Charters
- b. Grievance Procedure

## 5. BULLYING AND HARASSMENT

## 6. SCHOOL ATTENDANCE

## **INTRODUCTION: Hazel Park School Code of Conduct**

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

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

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

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

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

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

### **When and Where the Code of Student Conduct Applies**

The Code of Student Conduct applies before, during, and after school and whenever the student is engaged in a school-related activity. Each student is expected to follow this code of conduct:

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

When a student’s conduct at any other time or place has a direct and immediate effect on maintaining order and discipline, or on protecting the safety and welfare of students or school district staff.

When a student is using school telecommunications networks, accounts, or other district services.

### **Off Campus Events**

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

### **SECTION I: Rights and Responsibilities in the School Community**

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

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

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

7. Participate in your learning communities, including helping formulate rules and procedures in the school, engaging in school-related activities, and fostering a culture of respect for learning and for others.

**Parents** have the responsibility to:

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

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

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

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

The Code of Student Conduct will be administered fairly, without partiality or discrimination. The Code of Student Conduct does not diminish any rights under federal law (20 U.S.C. 1400 et seq.) of a student determined to be eligible for special education programs and services. Students with an Individualized Education Program (IEP) are responsible for following The Code of Student Conduct. As a consequence of a violation of The Code of Student Conduct by a student with an IEP, specific procedures may apply.

## **STUDENT CONDUCT and STUDENT BEHAVIOR**

Board Policy 5500 and 5600

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

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

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

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

### **STUDENT BEHAVIOR**

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

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

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

- A.** Conform to reasonable standards of socially-acceptable behavior;
- B.** respect the person and property of others;
- C.** preserve the degree of order necessary to the educational program in which they are engaged;
- D.** respect the rights of others;
- E.** recognize constituted authority and respond to those who hold that authority.

Teachers and other employees of this Board having authority over students shall have the authority to take such means as may be necessary to control the disorderly conduct of students in all situations

and in all places where such students are within the jurisdiction of this Board and/or when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

When administering disciplinary decisions, student discipline is at the discretion of the building principal, especially regarding students with Individualized Education Plans (IEPs), 504 Plans, Behavior Intervention Plans, and/or specific student circumstances will be taken into consideration.

While the following list of behaviors is not exhaustive of all behaviors, all student behaviors must conform to the broad expectations outlined in Board Policy 5500 and 5600 as outlined above.

**ELEMENTARY**

**Distinctions between Minor and Major behaviors.**

MINOR (Classroom Managed)	MAJOR (Office Referrals)
<b>Inappropriate Language</b>	
<p>Student indirectly uses inappropriate words or actions.</p> <ul style="list-style-type: none"> <li>● Inappropriate language toward teacher, staff, peers, verbal and/or written (ie, stupid, dumb, etc.)</li> <li>● Derogatory terms</li> <li>● Negative talk about peer, staff, or self</li> </ul>	<p>Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning.</p> <ul style="list-style-type: none"> <li>● Inappropriate language toward teacher, staff, peers, verbal and/or written (ie cursing, derogatory terms, etc)</li> <li>● Inappropriate gestures (ie middle finger, sexual gestures, etc.)</li> <li>● Sexual harassment</li> <li>● Racially Explicit words</li> <li>● Threatening and/or intimidating language</li> <li>● Reoccurring minors</li> </ul>
<b>Physical Contact</b>	
<p>Student engages in non-serious, but inappropriate physical contact with a peer.</p> <ul style="list-style-type: none"> <li>● Bumping into each other or touching exposed hair/body</li> <li>● Tripping, pushing, pinching</li> <li>● Cutting in line</li> <li>● Throwing items in a non-aggressive way (pencil, paper, toy, ball, etc..)</li> <li>● Roughhousing</li> </ul>	<p>Actions involving serious physical contact with intent to harm where injury may occur.</p> <ul style="list-style-type: none"> <li>● Hitting/pushing with intent to harm</li> <li>● Choking</li> <li>● Biting</li> <li>● Punching</li> <li>● Scratching</li> <li>● Spitting</li> <li>● Fighting</li> <li>● Hair Pulling</li> <li>● Recurring minors</li> <li>● Throwing items in an aggressive way</li> </ul>
<b>Disrespect</b>	

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

**ELEMENTARY RESPONSES TO STUDENT BEHAVIOR:**

- LEVEL 1: Teacher-managed responses (Time out, conference with student, parent contact, teach desired behavior, other)
- LEVEL 2: Referred Responses (Accumulation of Minors, Majors: After-School or Lunch Detention, Time in Office, In School Suspension, Parent Contact, Student Conference)
- LEVEL 3: Building Principals (or designee) Responses - Temporary Removal of Student from School (Majors: ISS or OSS up to 5 Days)
- LEVEL 4: Building Principals Exclusionary Responses (Majors; OSS up to 10 Days)
- LEVEL 5: Building Principal Recommended Long-Term Exclusionary Responses (State-mandated Expulsions; Accumulation of Majors; Expulsion Recommendation)

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

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

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

**Disrespect**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Minor: Student refusal to fulfill instructional and/or building norms				

Major 1st Offense: Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning	
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	Major 2nd Offense: Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning	
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**Disruption**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
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Minor: Student behavior causes a distraction to the learning environment, but class activity is able to continue. Examples: Making noises, talking and/or talking out of turn, not in seat at designated time.	
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	Major: Student behavior causes an interruption in class or activity, including: Sustained loud talking or repeated talking out of turn, yelling or screaming, noise generated from classroom materials, roughhousing, and/or sustained out-of-seat behavior.	
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**Physical Contact/Aggression**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
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Minor: Student engages in non-serious, but inappropriate physical contact with a peer, including: poking, tripping, (intentional), horseplay, bumping into another student, and/or pushing.	
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	Major: Actions involving serious physical contact with intent to harm where injury may occur, including: hitting, shoving/pushing, hitting with an object, kicking, hair pulling, scratching, spitting, and/or fighting.	
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**Property Misuse**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
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Minor: Student engages in non-serious, but inappropriate misuse of property.	
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	Major: Student engages in serious abuse or misuse of property.	
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**Technology Violation**

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
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Minor: Student engages in misuse of district technology and/or PCD	
	Major: Student engages in excessive abuse of district technology and/or PCD

## SECONDARY

### SECONDARY RESPONSES TO STUDENT BEHAVIOR:

- LEVEL 1: Teacher-managed responses
- LEVEL 2: At school reinforcement - After-School Detention, Friday Behavior Intervention
- LEVEL 3: Temporary student removal from school - Out of School Suspension 1-5 Days
- LEVEL 4: Long-term student removal from school - Out of School Suspension 6-10 Days
- LEVEL 5: Exclusionary Responses - Recommendation to Superintendent for Expulsion

### Distinctions between Minor and Major behaviors.

BEHAVIOR	MINOR (Teacher Managed)	MAJOR (Administration Managed)
<b>Disrespect</b>	<p>Student indirectly uses inappropriate words or actions toward an adult or peer.</p> <ul style="list-style-type: none"> <li>• Eye rolling</li> <li>• Muttering under breath</li> <li>• Call staff/adults by anything other than their name (unless given permission otherwise)</li> <li>• Argumentative but redirects to task</li> </ul>	<p>Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning.</p> <ul style="list-style-type: none"> <li>• Argumentative and does not redirect to task</li> <li>• Hand gestures</li> <li>• Foul language directed toward staff/peer</li> <li>• Damages teacher/classroom/school materials</li> </ul>
<b>Defiance</b>	<p>Student refusal to fulfill instructional and/or building norms</p> <ul style="list-style-type: none"> <li>• Teacher/adult can redirect behavior</li> <li>• Student behavior does not interfere with educational environment, but distracts from teaching and learning</li> <li>• Refusal to wear face mask/covering</li> </ul>	<p>Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning</p> <ul style="list-style-type: none"> <li>• Insubordination</li> <li>• Interference with educational environment</li> <li>• Argumentative</li> <li>• Refusal to wear face mask/covering</li> </ul>
<b>Disruption</b>	<p>Student behavior causes a distraction to the learning environment, but class activity is able to continue. Examples:</p> <ul style="list-style-type: none"> <li>• Making noises</li> </ul>	<p>Student behavior causes an interruption in class or activity. Examples:</p> <ul style="list-style-type: none"> <li>• Sustained loud talking or repeated</li> </ul>

	<ul style="list-style-type: none"> <li>• Talking and/or talking out of turn</li> <li>• Not in seat at designated time</li> </ul>	<ul style="list-style-type: none"> <li>• talking out of turn</li> <li>• Yelling or screaming</li> <li>• Noise generated from classroom materials</li> <li>• Roughhousing</li> <li>• Sustained out-of-seat behavior</li> </ul>
<b>Physical Contact/Aggression</b>	<p>Student engages in non-serious, but inappropriate physical contact with a peer.</p> <ul style="list-style-type: none"> <li>• Poking</li> <li>• Tripping (intentional)</li> <li>• Horseplay</li> <li>• Bumping into another student</li> <li>• Pushing</li> </ul>	<p>Actions involving serious physical contact where injury may occur and/or physical actions qualifying as sexual harassment.</p> <ul style="list-style-type: none"> <li>• Hitting</li> <li>• Shoving or pushing</li> <li>• Striking with an object</li> <li>• Kicking</li> <li>• Hair pulling</li> <li>• Scratching</li> <li>• Slapping or tapping</li> <li>• Spitting</li> <li>• Fighting</li> <li>• Touching of a sexual nature</li> </ul>
<b>Tardy</b>	<p>Student arrives at class after bell less than fifteen minutes from the beginning of class.</p> <ul style="list-style-type: none"> <li>• Occurs at minimum two times in one week in the same class</li> <li>• Excludes first hour</li> </ul>	<p>Student arrives at class after bell fifteen or more minutes late (not in first hour)</p> <ul style="list-style-type: none"> <li>• Occurs at minimum two times in one week in the same class</li> </ul>
<b>Inappropriate Language</b>	<p>Student engages in foul language or innuendos inappropriate for school environment</p> <ul style="list-style-type: none"> <li>• Negative talk about peer, staff, or self</li> <li>• Name calling</li> <li>• Non-directional, non-confrontational swearing - swearing in conversation</li> </ul>	<p>Verbal messages (written or spoken) that include swearing, or name calling:</p> <ul style="list-style-type: none"> <li>• Blatant swearing</li> <li>• Offensive/harassing language</li> </ul> <p><b>Harassment/Bullying</b> Student delivers disrespectful messages (verbal/nonverbal or gestures) to another person that includes threats, intimidation, and/or unwarranted attention. <b>Disrespectful messages</b> include negative comments based on race, religion, gender, age, national origin, and/or sexual orientation. <b>Verbal attacks</b> based on ethnic origin, disabilities, or other personal matters. <b>Cyberbullying</b> during school hours or causing a distraction to the learning environment.</p>
<b>Dress Code Violation</b>	<p>Student is wearing clothing that is not within the parameters of the dress code, but is able to make a correction to be back</p>	<p>Student attire that is unable to be corrected, or is:</p>

	<p>in compliance. Dress code parameters:</p> <ul style="list-style-type: none"> <li>• No obscene or vulgar words or images</li> <li>• No hats, bandanas, or head coverings (with the exception of religious items)</li> <li>• Shorts/skirts 5" from top of knee</li> <li>• No bare midriffs</li> <li>• Strapless, backless, spaghetti straps, tank or halter tops are not allowed unless covered by a sweater, shirt or jacket.</li> <li>• No see through, low cut or revealing clothing is allowed.</li> <li>• No bedroom slippers or pajamas</li> </ul>	<ul style="list-style-type: none"> <li>• Gang-related apparel</li> <li>• Overly-suggestive or violent clothing</li> </ul>
<b>Technology Violation</b>	<p>Students at HPJH may not have PCD visible or in use at any time.</p> <p>Student is in violation of district PCD policy (see policy for HPHS procedures).</p>	<p>Student uses technology to:</p> <ul style="list-style-type: none"> <li>• Access inappropriate sites</li> <li>• Facilitate cheating and/or plagiarism</li> <li>• Engages in cyberbullying using district technology</li> <li>• Threaten peer, staff, or jeopardize the security and daily functions of building.</li> </ul>

**REINFORCEMENT FOR STUDENT MISCONDUCT**

<p><b>Progressive discipline will be utilized based on severity and repetition of behaviors in conjunction with restorative practices as a consideration for all disciplinary decisions to reinforce desired behaviors.</b></p>					
	<p><b>LEVEL 1:</b> Teacher-Managed Responses (Minors; see intervention responses)</p>	<p><b>LEVEL 2:</b> At-School Reinforcement (Accumulation of Minors, Majors: After-School Detention, S.B.I. and Behavior Reflection Form)</p>	<p><b>LEVEL 3:</b> Building Administration Responses - Temporary Removal of Student from School (Majors: OSS 1-5 Days)</p>	<p><b>LEVEL 4:</b> Building Administration Responses - Long-term Removal from School (Majors; OSS 5-10 Days)</p>	<p><b>LEVEL 5: Building Principal Recommended Long-Term Exclusionary Responses (State-mandated Expulsions; Accumulation of Majors; Expulsion Recommendation)</b></p>
	<p>Student indirectly uses inappropriate words or actions toward an adult or peer.</p>				
<b>Disrespect</b>	<p>Major 1st Offense: Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning.</p>				

		Major 2nd Offense: Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning.			
<b>Defiance</b>	Student refusal to fulfill instructional and/or building norms				
	Major 1st Offense: Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning. See COVID-19 Addendum-Refusal to Appropriately Wear Mask				
	Major 2nd Offense: Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning. See COVID-19 Addendum-Refusal to Appropriately Wear Mask		See COVID-19 Addendum- Refusal to Appropriately Wear Mask		
<b>Disruption</b>	Student behavior causes a distraction to the learning environment, but class activity is able to continue. Examples: Making noises, talking and/or talking out of turn, not in seat at designated time.				
	Student behavior causes an interruption in class or activity, including: Sustained loud talking or repeated talking out of turn, yelling or screaming, noise generated from classroom materials, roughhousing, and/or sustained out-of-seat behavior.				
	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>	<b>LEVEL 5</b>
<b>Physical Contact/Aggression</b>	Student engages in non-serious, but inappropriate physical contact with a peer, including: poking, tripping, (intentional), horseplay, bumping into another student, and/or pushing.				
	Actions involving serious physical contact where injury may occur, including: hitting, shoving/pushing, hitting with an object, kicking, hair pulling, scratching, spitting, and/or fighting; touching in a sexual manner/harassment.				
<b>Tardy</b>	Student enters class after the tardy bell and within five minutes of class starting up to three occurrences.				

		Tardiness in excess of five minutes will constitute an absence.	
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<b>Inappropriate Language</b>	Student engages in foul language or innuendos inappropriate for school environment, including: negative talk about peer, staff, or oneself, name calling, non-confrontational/non-directional swearing - swearing in conversation.	
		Verbal messages (written or spoken) that include swearing, or name calling, including: blatant swearing, offensive/harassing language.
		Harassment/bullying: Student delivers disrespectful messages (verbal/nonverbal or gestures) to another person that includes threats, intimidation, and/or unwarranted attention. Disrespectful messages include negative comments based on race, religion, gender, age, national origin, and/or sexual orientation. Verbal attacks based on ethnic origin, disabilities, or other personal matters. Cyberbullying during school hours or that causes a distraction to the learning environment.

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>	<b>LEVEL 5</b>
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<b>Dress Code Violation</b>	Student is wearing clothing that is not within the parameters of the dress code, but is able to make a correction to be back in compliance. Dress code parameters: No obscene or vulgar words or images, no hats, bandanas, or head coverings (with the exception of religious items), shorts/skirts 5 inches above the knee, no bare midriffs, strapless, backless, spaghetti straps, tank or halter tops are not allowed unless covered by a sweater, shirt or jacket, no see through, low cut or revealing clothing, and/or no bedroom slippers or pajamas.	
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<b>Technology Violation</b>	Student is in violation of district PCD policy (see policy for HPJH & HPHS procedures).	
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		Student uses technology to: Access inappropriate sites, facilitate cheating and/or plagiarism, engages in cyberbullying using district technology, and/or threaten peer, staff, or jeopardize the security and daily functions of building.				
<b>Skip Class</b>	Student leaves class or school without permission or stays out of class or school without permission.					
<b>Harassment</b>		Harassment means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or school employee that: (1) places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property, (2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or (3) has the effect of substantially disrupting the orderly operation of a school.				
<b>Bullying</b>		<p>Bullying is defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation, or unreasonably interfere with the individual's school or work performance or participation.</p> <p>Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are: <b>PHYSICAL</b> - hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongs or extorting money, blocking or impeding student movement, unwelcome physical contact; <b>VERBAL</b> - taunting, malicious teasing, insulting, name calling, making threats; <b>PSYCHOLOGICAL</b> - spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.</p>				
	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>	<b>LEVEL 5</b>	
<b>Fighting</b>		Actions involving serious physical contact where injury may occur.				
<b>Inappropriate Location/Out of Bounds Area</b>	Student is in an area outside of an assigned area without authorization to be in that space in or on school property. Example: If a student has hall pass during a designated passing time and is not where they pass indicates; student is in a lunch period they are not assigned.					
<b>Truancy</b>	Student has accumulated their 20th unexcused absence (see Attendance					

	section of Student Code of Conduct).				
<b>Forgery, Theft, and/or Plagiarism</b>		Student is in possession of, having passed on, or being responsible for removing someone else's property, has signed a person's name without that person's permission, or has submitted someone else's work claiming it to be their own.			
<b>Property Damage/Vandalism</b>		Student deliberately impairs the usefulness of property and/or participates in an activity that results in substantial destruction or disfigurement of property.			
<b>Lying/Cheating</b>	Student copies entire or sections of a classroom assignment and turns it in as their own work.				
		Student delivers message that is untrue and/or deliberately violates rules outlined in Student Code of Conduct or HPJH/HPHS PBIS.			
<b>Inappropriate Display of Affection</b>		Student engages in public acts (signs, gestures, etc.) of affection that are offensive to commonly recognized standards of good taste.			
	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>	<b>LEVEL 5</b>
<b>Gang Affiliation Display or Activity</b>		Gangs are defined as organized groups of students and/or adults who engage in activities that threaten the safety of the general populace, compromise the general community order, and/or interfere with the school district's education mission. Gang activity includes any of the following: Wearing or displaying any clothing, jewelry, colors, or insignia that intentionally identifies the student as a member of a gang, or otherwise symbolizes support of a gang using any word, phrase, written symbol, or gesture that intentionally identifies a student as a member of a gang, or otherwise symbolizes support of a gang, gathering of two or more persons for the purposes of engaging in activities or discussions promoting gangs, and/or recruiting student(s) for gangs.			
<b>Bomb Threat/False Alarm</b>		Threatening to set off an explosive device or other dangerous device on school premises, in a school-related vehicle, or a school-sponsored activity. Making a threat of danger that causes an evacuation of a building or event or possibly leading to the evacuation of a building.			
	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).				

**Possession of Combustibles and/or Arson**

		Deliberately burning or attempting to burn any property, whether owned by the school or others, on school premises, in a school-related vehicle, or at a school-sponsored activity or trip.
<b>Use/Possession: Drugs, Alcohol</b>		Having alcohol/drugs in use or in possession will include: all dangerous controlled substances as to designated and prohibited by Michigan statute, all alcoholic beverages, all chemicals which release toxic vapors, any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy, "look-alikes", performance-enhancing drugs as determined annually by the Department of Community Health, any other illegal substance so designated and prohibited by law.
<b>Use/Possession: Weapons</b>		"Weapon" means any object which, in the manner in which it is used, in possession, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type whatsoever, including spring, air and gas-powered guns (whether loaded or unloaded) that will expel a BB, pellet, or paint balls, knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives or any other weapon described in 18 U.S.C 921.
<b>Use/Possession: Tobacco/Electronic Vapor</b>		"Tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth. "Use of tobacco product" means any of the following: The carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device; the inhaling or chewing of a tobacco product; the placing of a tobacco product within a person's mouth; the smoking of electronic, "vapor", or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

## DUE PROCESS RIGHTS

Board Policy 5611

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

All students suspected of misconduct will go through due process.

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

- A. STUDENTS SUBJECT TO SHORT-TERM SUSPENSION:** Except when emergency removal is warranted, a student must be given oral or written notice of the charges against him/her and the opportunity to respond prior to the implementation of a suspension. When emergency removal has been implemented, notice and opportunity to respond shall occur as soon as reasonably possible. The principal or other designated administrator shall provide the opportunity to be heard and shall be responsible for making the suspension decision. See appeal process below.
- B. STUDENTS SUBJECT TO LONG-TERM SUSPENSION AND EXPULSION:** A student and his/her parent or guardian must be given written notice of the intention to suspend or expel and the reasons therefore, and an opportunity to appear with a representative before the Superintendent to answer the charges. The student and/or his/her guardian must also be provided a brief description of the student's rights and of the hearing procedure, a list of the witnesses who will provide testimony to the Superintendent, and a summary of the facts to which the witnesses will testify. At the student's request, the hearing may be private, but the Superintendent must act publicly. The Board shall act on any appeal, which must be submitted in writing, to an expulsion (Policy [5610](#) and/or Policy 5610.01), to a request for reinstatement (Policy 5610.01), or to a request for admission after being permanently expelled from another district (Policy 5610.01).

## APPEAL AND GRIEVANCE PROCEDURES

In accordance with Board Policy 5710 - Student Grievances, the following is the procedure for submitting an appeal or grievance arising from actions, procedures, and/or policies, or lack of such a policy or procedure. The following is an appeal or grievance procedure as they relate to **Disciplinary Action** as they relate to incidents of suspension and disciplinary action:

- Disciplinary decisions resulting in Out of School Suspension for up to three days or less may not be appealed.
- Disciplinary decisions resulting in Out of School Suspension of four days or more may be appealed.
- The parent/guardian of the involved student must initiate all disciplinary appeals, unless the student is 18 years old, in which case the student may initiate an appeal.
- Appeals must be done by contacting the appropriate administrator, as outlined below.

- The procedure allows for the appeal to be processed one step above the next administrative authority (i.e., if the assistant principal takes the initial step, the next level of administrative authority is the building principal).
- The decision of the next level of administrative authority is final.

	ELEMENTARY SCHOOLS		SECONDARY SCHOOLS	
OUT OF SCHOOL SUSPENSION	INITIAL DECISION MADE BY:	APPEAL RECEIVED BY:	INITIAL DECISION MADE BY:	APPEAL RECEIVED BY:
0-3 Days	Principal	No Appeal Granted	Assistant Principal/Principal	No Appeal Granted
4-9 Days		Director of 21st Century Learning	Assistant Principal	Principal
4-9 Days			Principal	Director of Curriculum Integration & Instruction
10 or More Days		Superintendent of Schools	Principal	Superintendent of Schools

**APPEAL TIMELINE:**

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

**STUDENT TEMPORARILY REMOVED FROM SCHOOL:**

A school administrator may temporarily suspend or remove a student from school for the purposes of investigating an incident prior to imposing any discipline, where such temporary suspension/removal is deemed necessary to prevent disruption to the educational program, avoid possible interferences or problems in the investigation defuse conflict situations protect the health or safety of the student or other students, or any other compelling reason. Absent unusual circumstances, a student will not be suspended/removed unless the student is reasonably suspected of being involved in the disciplinary incident being investigated. Such a suspension or removal shall not constitute discipline, although the incident which caused the investigation to occur may ultimately result in discipline. If the action

warrants investigation which results in disciplinary action, the “days served” during the investigation may count toward an accumulation of days for the disciplinary action.

### **STUDENT ATTENDANCE REQUIRED FOR EXTRA-CURRICULAR ACTIVITIES:**

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

### **GRIEVANCE PROCEDURE (NON-DISCIPLINARY DECISIONS):**

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

#### **Informal Grievance Procedure**

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

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

#### **Formal Grievance Procedure**

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

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

The student may appeal an adverse decision of a formal grievance to the superintendent or designee by filling out the Student Grievance Form and returning it to the principal within two school days of the

principal's response. The principal will advise the superintendent that a request for an appeal has been received.

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

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

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

## **Bullying and Harassment**

Board of Education Policy 5517 & 5517.01

Anti-Harassment & Bullying and Other Aggressive Behavior Toward Students.

## **Bullying and Anti-Harassment**

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

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

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

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

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

## **DEFINITIONS**

**Bullying:** Bullying rises to the level of unlawful harassment when one or more persons systematically and chronically inflicting physical hurt or psychological distress on one (1) or more

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

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

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

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

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

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

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

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

denying or limiting a student's ability to participate in or benefit from the educational program or activities.

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

- **"Aggressive behavior"** is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.
- **"At School"** is defined as in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.
- **"Harassment"** includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).
- **"Intimidation/Menacing"** includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with a person's property; or to intentionally interfere with or block a person's movement without good reason.
- **"Staff"** includes all school employees and Board members.
- **"Third parties"** include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

### **How to Report Bullying and Harassment:**

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

### **Attendance**

## **PHILOSOPHY - WE ARE ALL IN, ALL THE TIME**

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

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

## **ROLES AND RESPONSIBILITIES**

As a parent/guardian, you are expected to:

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

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

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

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

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

## REINFORCEMENT

### STUDENTS WITH EXCEPTIONAL ATTENDANCE:

1. Students with less than one excused absence a month (six weeks at HPHS, nine weeks at HPJH) will receive a Viking Card, allowing them free admission to home athletic events, extracurricular performances charging admission, and will be able to advance to the front of the lunch line. This will last for one grade period.
2. Students with less than five unexcused absences and less than five tardies in any one class will be honored at an end of semester Night of Excellence ceremony and offered building-level reinforcement.
3. Students with less than five unexcused absences from the year will receive acknowledgement via the District's Attendance Initiative.

### STUDENTS WITH ATTENDANCE CONCERNS:

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

### HIGH SCHOOL ATTENDANCE INTERVENTIONS AND GRADE CREDIT PROCEDURE:

ATTENDANCE (Days per class period per semester)	HIGH SCHOOL INTERVENTION
3	Teacher with documented contact with student and parent/guardian remind parent/guardian about the importance of daily attendance, inquire about why attendance is an issue, and reinforce attendance policy.
6	Attendance Administrator/office contact: Attendance contract created, including: <ul style="list-style-type: none"> <li>• Weekly attendance check for student.</li> <li>• Inquiry into what barriers (academic, behavioral, social, or personal) are prohibiting regular school/class attendance.</li> </ul>
12	Mandatory meeting between Attendance Administrator, student, and parent/guardian. Review attendance contract and make modifications as needed/requested (see 6 in 6).
18	Mandatory meeting where: <ul style="list-style-type: none"> <li>• What barriers continue to inhibit daily and regular attendance at school/class?</li> <li>• Grade credit could be denied without documentation for absences. Student will still receive credit (if class was passed), but without</li> </ul>

appeal will receive 0.0 in the GPA calculations.
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### **MAKE-UP OPPORTUNITIES:**

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

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

Tests missed during the period of suspension may be made up by the students by contacting the teacher on the day of his/her return to school. The teacher, at his/her convenience, may administer the test or assign alternate written work in lieu of the test missed.

Students are encouraged to contact his/her teacher to obtain make-up work to be completed.

### **SECONDARY MAKE-UP TIME PROCEDURE:**

Students are offered to make-up missed class time by staying after school during designated After School Make-up times. Make-up times will be offered during two weeks a grade period:

- Junior High School: Weeks 5 and 9 of the grade period
- High School: Weeks 3 and 6 of the grade period

During Make-up weeks, students will have up to six hours to make-up lost instruction time due to tardies and absences. One hour of Make-up time will eliminate three tardies and up to one unexcused absence.

During Make-up time, students are expected to work on current class assignments, review for upcoming tests and/or quizzes, or complete independent reading assignments. Students with excessive tardies may be asked to complete a behavior reflection activity that will be reviewed with the Administrator responsible for attendance.

### **MANDATED TRUANCY COMMUNICATION TO PARENT/GUARDIAN:**

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

### **TARDY**

#### **ROLES AND RESPONSIBILITIES**

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

1. Have a presence in the hallway before and after school and between classes, greeting and interacting with students.

2. Make a one minute announcement reminder before the beginning of class.
3. Plan student engagement in class from the start of the class period until the end.
4. Discuss the importance of attendance at their class and integrate this expectation into their classroom norms.
5. Only issue hall passes after first and before the last fifteen minutes of classes.
6. Reinforce the expectation of on-time arrival to class through fostering positive teacher-student relationships and problem solve with student and parent if on-time arrival becomes an issue.
7. Seek to understand student issues interfering with on-time arrival to class and leverage support systems as needed.
8. Maintain accurate attendance records (tardy arrival times).

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

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

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

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

<b>TARDY (number of tardies within Semester)</b>	<b>SCHOOL RESPONSE</b>
	Teacher managed, including documentation. <ul style="list-style-type: none"> <li>• Tardy 1: Teacher reminder of expectation</li> </ul>

<b>3</b>	<ul style="list-style-type: none"> <li>● Tardy 2: Teacher warning to student with 1:1 conversation</li> <li>● Tardy 3: Teacher reinforcement for tardy</li> </ul> <p><b>NOTE:</b> A student arriving over fifteen minutes late to class must first be talked with by a teacher individually and if needed on first occurrence, an Office Referral may be written to the Attendance Administrator.</p>
<b>6</b>	<ul style="list-style-type: none"> <li>● Tardy 4: Student meeting with counselor: <ul style="list-style-type: none"> <li>○ Consider adult to student mentor, peer to peer mentor, or introduce student to school engagement opportunity.</li> <li>○ After School Detention.</li> </ul> </li> <li>● Tardy 5: <ul style="list-style-type: none"> <li>○ Referral to Attendance Administrator or Second After School Detention</li> </ul> </li> <li>● Tardy 6: <ul style="list-style-type: none"> <li>○ Administrator referral with review of previous actions and opportunity for Make-up Time Session</li> <li>○ Attendance Contract Generated</li> <li>○ Loss of student privileges, including attendance at extracurricular activities.</li> <li>○ Unless Make-up Time is fulfilled, students will receive <b>one unexcused absence.</b></li> </ul> </li> </ul>

**ENTERING THE BUILDING AFTER THE START OF THE SCHOOL DAY**

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

**DEFINITIONS:**

Definition:	Elementary	Secondary
<p><b>Absence:</b> The non-presence of a student in the assigned location any time beyond the tardiness limit.</p>	<p>Elementary arriving after 10AM.</p> <p>Elementary leaving anytime before 2PM,</p>	<p>Arriving to first period 10 or more minutes after the bell rings or more than 5 minutes late to subsequent periods.</p>
<p><b>Excused Absence:</b> The absence of a student from a class period shall be excused if it is verified as having the consent of his/her parent or guardian, counselor, teacher or administrator.</p> <p>In accordance with the Hazel Park Board of Education Attendance Policy the following absences are considered <u>excused</u>:</p> <ul style="list-style-type: none"> <li>● Illness (with calls from parents) Allowed 5 days per year</li> <li>● Illness in the family.</li> <li>● Quarantine of the Home (limited to the length of the quarantine as fixed by the proper health officials)</li> <li>● Death of a relative</li> </ul>		

<ul style="list-style-type: none"> <li>Professional appointments; medical, dental, legal, and other necessary appointments. (with a signed statement from the doctor)</li> <li>Observance of Religious holidays</li> <li>Absences otherwise approved by Superintendent, i.e. district activity, field trip, once in a lifetime experience</li> </ul> <p>All of these must have support documentation with the exception of illness for 5 days.</p>		
<b>Unexcused Absence:</b> The absence of a student for which no written excuse has been approved.		
<b>Suspension:</b> The exclusion of a student by an administrator from a class or classes for a specific duration shall constitute a suspension. All suspensions are considered excused absences.		
<b>Tardy:</b> The failure of a student to be inside the assigned classroom when the bell rings is regarded as a tardy for the class period. Students who attend any part of the class shall be recorded as present.	<p>Students arriving at school after 8:10AM and before 10AM.  <b>5</b> tardies = 1/2 day absence</p> <p><b>Students leaving before 3:14PM and after 2PM</b>  <b>5</b> early exits = 1/2 day absence</p>	See notes above.

	ELEMENTARY SCHOOLS		SECONDARY SCHOOLS	
OUT OF SCHOOL SUSPENSION	INITIAL DECISION MADE BY:	APPEAL RECEIVED BY:	INITIAL DECISION MADE BY:	APPEAL RECEIVED BY:
<b>0-3 Days</b>	Principal	No Appeal Granted	Assistant Principal/Principal	No Appeal Granted
<b>4-9 Days</b>		Director of 21st Century Learning	Assistant Principal	Principal
<b>4-9 Days</b>			Principal	Director of Curriculum Integration & Instruction
<b>10 or More Days</b>		Superintendent of Schools	Principal	Superintendent of Schools

# **HAZEL PARK SCHOOLS - STUDENT HANDBOOK**

## **Chapter 6 Search and Seizure**

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

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

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

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

### **Students**

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

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

### **Seizure of Property**

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

Cross-references:

NEOLA 5771 *Search and Seizure*

MCL 380.1306

MCL 380.1313

# **HAZEL PARK SCHOOLS - STUDENT HANDBOOK**

## **Chapter 7 Special Education**

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

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

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

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

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

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

Cross References:

NEOLA 2261 *Title I Services*

NEOLA 2460 *Special Education*

NEOLA 2460.02 *Least Restrictive Environment Position Statement*

NEOLA 2260 *Nondiscrimination and Access to Equal Educational Opportunity*

NEOLA 2260.01 *Section 504/ADA Prohibition Against Discrimination Based On Disability In Education Programs And Activities*

Section 504 of the Rehabilitation Act of 1973 (Section 504)

Americans with Disabilities Act of 1990 (ADA)

Individuals with Disabilities Education Act (IDEA)

Family Educational Rights and Privacy Act (FERPA)

## **Discipline of Students with Disabilities**

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

Cross References:

NEOLA 5605 *Suspension/Expulsion of Students with Disabilities*

NEOLA 2260.01 *Section 504/ADA Prohibition Against Discrimination Based On Disability In Education Programs And Activities*

Section 504 of the Rehabilitation Act of 1973 (Section 504)

# **HAZEL PARK SCHOOLS - STUDENT HANDBOOK**

## **Chapter 8 Internet and Technology**

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

### **Acceptable Use**

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

### **Privileges**

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

### **Unacceptable Use**

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

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

### **Network Etiquette**

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

- a. Be polite. Do not become abusive in messages to others.
- b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
- c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
- d. Recognize that email is not private. People who operate the system have access to all email. Messages relating to or in support of illegal activities may be reported to the authorities.
- e. Do not use the network in any way that would disrupt its use by other users.
- f. Consider all communications and information accessible via the network to be private property.

### **No Warranties**

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

### **Indemnification**

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

### **Security**

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

### **Vandalism**

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

### **Telephone Charges**

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

### **Copyright Web Publishing Rules**

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

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

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

## Use of Email

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

- a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account’s user. Unauthorized access by any student to an email account is strictly prohibited.
- b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
- c. Electronic messages transmitted via the School District’s Internet gateway carry with them an identification of the user’s Internet *domain*. This domain is a registered name and identifies the author as being with the School District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the School District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
- d. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message’s authenticity and the nature of the file so transmitted.
- e. Use of the School District’s email system constitutes consent to these regulations.

## Hazel Park High School Technology Policy

### 1. Technology Policy

#### a. Definitions:

- i. **Chromebooks:** School issued-Chromebooks
- ii. **PCD:** Personal Communication Device that includes Smartphones, Smart Watches, tablets, video game systems, headphones and earbuds, and personal computers. b. Hazel Park High School staff reserves full discretion as to when students may use PCDs through the means of a “Stoplight” system. Each teacher will determine when and what school appropriate use of PCDs will look like in his/her classroom under each “light” in accordance with the contents of the Hazel Park Student Handbook, Chapter 8 (2022/2023).

Teachers will have red, yellow, and green colored papers and/or lights in a well-seen area of the room and clearly indicate any changes or selection of a “light”.

1. Selection of Green would indicate to students that they may use their PCD for school appropriate activities including watching a YouTube video, participating in a technology-based educational game, taking school-related or project-based photos, etc. Under this selection, students may also be given permission to listen to music during work completion with the use of personal headphones.
2. Selection of Yellow would indicate to students to seek permission from the teacher for school appropriate usage of their PCD or that it is for music only with the use of personal headphones.
3. Selection of Red would indicate to students that the PCD needs to be silenced and stored out of sight and reach of the student.

## **2. Punitive Measures:**

- a. Should the student not follow the directions and/or expectations indicated by the “Stoplight” system, the teacher or staff member reserves the right to the following:
  - i. After the first offense within the class period, the staff member will give a verbal warning and reminder to the student(s) of the current “light” selection and its direction(s) or expectation(s).
  - ii. After the second offense or should the student become defiant within the class period, the staff member reserves the right to take the PCD(s) and put it into a locked place for the remainder of the hour within the classroom.
  - iii. After the third offense or should the student become defiant within the class period, the staff member reserves the right to write up the defiance or offense as a “technology”-related major discipline referral, removing the student from the classroom if necessary. The staff member will then give the phone to a building administrator for the parent or guardian to pick up at the end of the school day.

## **3. Hallways:**

- a. Students will be expected to keep their PCDs in their backpacks and will not be allowed on their person during passing times in the hallways. Should a student be found out of compliance, any staff member reserves the right to follow punitive measures 2.a.i-iii.

## **4. Cafeteria:**

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

## **5. Before/After School Sponsored Clubs and Sports:**

- a. Facilitators have the discretion to implement the “Stoplight” system. The facilitator(s)

then reserves the right to the disciplinary system described in 2.a.i-iii.

Cross Reference:

MCL 380.1310b

NEOLA 5540.01 *Technology and Network Protection and Internet Safety*

NEOLA 7540.03 *Student Network and Internet Acceptable Use and Safety*

NEOLA 5517 *Anti-Bullying/Anti-Cyberbullying*

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

# **HAZEL PARK SCHOOLS - STUDENT HANDBOOK**

## **Chapter 9 Athletic and Extracurricular Handbook**

For the 2020-21 School Year, any and all references to the Superintendent's Designee in the Student-Athlete Code of Conduct Handbook shall be Dr. David Muylaert for the high school and junior high school.

### **Non-Discrimination Statement**

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education amendments of 1972, Section 504 of Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disability Act of 1990, and Elliott-Larsen Civil Rights Act of 1977, it is the policy of the Hazel Park School District that no person shall, on the basis of race, color, religion, military status, national origin or ancestry, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law,) height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or employment. Inquiries related to any nondiscrimination policies should be directed to the Superintendent, 1620 E. Elza, Hazel Park, MI 48030, (248) 658-5200.

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

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

### **OBLIGATIONS-EXPECTATIONS**

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

being the best they can be in the following three areas:

1. Be the best Person by the manner in which we act. Sportsmanship, work ethic and how we treat others is paramount in setting the right example for our young people in our community. Taking responsibility and representing our teams, school and community is very important in establishing the type of standards that we must constantly be striving for in the Hazel Park Schools. We must realize how destructive complaining, making excuses and blaming others can be in becoming successful teams and individuals. It is far more important to work at having a positive attitude, team loyalty, dedication, and placing the team ahead of individual accomplishments. These are the characteristics that will stand the test of time and result in having an athletic program with a solid foundation.
2. Be the best Student by stressing solid study habits and commitment in this area. We are in school to learn first and participating in athletics is a privilege. If a student chooses not to maintain solid study habits he/she will be jeopardizing this privilege. To reach our potential as a student it must be emphasized and made a priority at all times.

Academic achievement must be a goal we are willing to set with high standards that demonstrate good organization of time and solid efforts. All athletes must be willing to make sacrifices and pay the price of hard work in the classroom if they are real team players. Don't let your team down when it comes to this critical matter.

3. Be the best Athlete by taking care of being a solid person and student first. We don't have a chance at becoming a true student-athlete without the proper attitude as a person and student. Actions in the classroom and community will definitely carry over to how well a student-athlete performs in athletics. Being a student-athlete does not result in special privileges. In fact, it is just the opposite. Student-athletes have more responsibility and far more to lose if they fail as a person or student. The genuine student-athlete is not afraid of the extra responsibility and work. The real student-athletes look at these obligations and expectations as challenges. They are not afraid to help others and do not go around thinking they are better than the rest of the student body. Real Student-athletes appreciate the opportunity he/she has and does not take himself too seriously. Hazel Park Schools Expects our student-athletes to constantly realize there are small eyes upon them watching what they say and do!

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

## **CODE OF CONDUCT**

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

## **SECTION I: RULES OF ELIGIBILITY FOR PARTICIPATION**

The following rules of eligibility must be observed in order to participate in the interscholastic athletic

program at Hazel Park Schools:

A. **ENROLLMENT** (MHSAA Regulation - Section 1a)

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

B. **AGE** (MHSAA Regulation - Section 2a)

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

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

C. **PARTICIPANT PHYSICAL EXAMINATION** (MHSAA Regulation - Section 3a)

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

D. **SEASONS OF COMPETITION** (MHSAA Regulation - Section 4a)

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

E. **SEMESTER OF ELIGIBILITY** (MHSAA Regulation - Section 5a)

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

## SECTION II:

### **ATHLETIC ACADEMIC ELIGIBILITY** (MHSAA Regulation - Section 7a)

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

While the MHSAA rules state that a student-athlete must have received passing grades in a minimum of 66% of classes (e.g. 4 classes) during the previous semester and must maintain passing grades in a minimum of 66% of classes (e.g. 4 classes) during the current semester to be eligible to participate

in athletics, Hazel Park Schools requires student-athletes pass 100% of his or her classes with a 60% or higher to participate on an athletic team. If a student- athlete drops/withdraws from a class and it is deemed a drop/fail, the student becomes immediately academically ineligible.

In no case shall Hazel Park Schools' regulations be less than those of the MHSAA.

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

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

- B. Eligibility for maintaining passing grades shall begin on the first day of the fourth week of each semester. If a student-athlete receives a failing grade (e.g. one F or more), he/she will become immediately ineligible. The academic check procedure will be repeated biweekly for the entire season. Eligibility will be reinstated at the point when the student-athlete's grade becomes passing or when teacher communication is apparent and the student is taking responsibility for the agreed upon academic plan of action (e.g. turning in all assignments, paying attention at all times in class, seeking extra help from the teacher, etc.). Academic eligibility checks will be done bi-weekly. A student-athlete's eligibility status will be based on his/her grades in the current quarter. Appealed eligibility can be reinstated at the discretion of the Superintendent or his/her designee.
- C. The eligibility check will be done by the designee of the Superintendent.
- D. A student-athlete's academic record is based upon their originally scheduled class load. Therefore, virtual classes may not be utilized toward semester eligibility, with the exception of summer school.

### **SECTION III: AWARDS** (MHSAA Regulation - Section 11)

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

ineligible for the balance of that semester and the succeeding semester.

#### **SECTION IV: MAINTAINING AMATEUR STATUS**

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

#### **SECTION V: OUTSIDE OF SCHOOL ATHLETIC COMPETITION**

(MHSAA Regulation - Section 11)

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

#### **SECTION VI: STUDENT ATTENDANCE REQUIRED FOR ATHLETICS**

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

#### **SECTION VII: ATTENDANCE AT ATHLETIC PRACTICE SESSIONS & CONTESTS**

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

#### **STUDENT-ATHLETES MAY BE EXCUSED FOR THE FOLLOWING:**

Verified absences, school-sponsored events, and family emergencies are excusable absences. If

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

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

**FAILURE TO COMPLY**

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

**SECTION VIII: TRAVELING TO AND FROM AWAY CONTESTS**

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

**FAILURE TO COMPLY**

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

**SECTION IX: UNIFORMS AND EQUIPMENT**

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

**FAILURE TO COMPLY**

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

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

Hazel Park Schools expects student-athletes to conduct themselves in a way that positively reflects the district, community and student-body twenty-four hours per day, three-hundred sixty-five days a

year. At no time shall a student-athlete USE, POSSESSION, BUY, SELL, OR GIVE AWAY ANY DRUG (e.g. Tobacco, Alcohol, Marijuana, etc.), NARCOTIC, CONTROLLED SUBSTANCE (e.g. ANABOLIC STEROIDS), or POSSESSION OF DRUG SPECIFIC PARAPHERNALIA.

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

### **Consequences for Self-Disclosure:**

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

#### **Option 1**

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

#### **Option 2**

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

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

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

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

### **Consequences for Not Self-Disclosing:**

#### **First Violation**

Six (6) months suspension from participation in any and all athlete practices and contests. Should the six (6) month suspension not encompass a sport that the student-athlete participates in, then the

suspension shall be 50% of the upcoming athletic season that the student-athlete participates in. Prior athletic involvement shall be used to determine the 50% suspension. The student-athlete must also show evidence of attending a program for drug and/or alcohol abuse or awareness approved by the Athletic Director.

### **Second Violation**

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

### **Third Violation**

Permanent dismissal from the athletic program at Hazel Park Schools.

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

## **SECTION XI MISDEMEANOR OR FELONIES**

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

## **SECTION XII: SUMMER AND OFF-SEASON PROGRAMS**

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

## **SECTION XIII: SCHOOL COMMUNITY CONDUCT**

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

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

#### **SECTION XIV: ATHLETIC TEAM PARTICIPATION**

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

#### **SECTION XVI: CITIZENSHIP AND CONDUCT DURING THE SCHOOL YEAR**

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

##### **FIRST Major Violation**

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

##### **SECOND Major Violation:**

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

##### **THIRD Major Violation**

Dismissal from the team for the remainder of the season.

##### **Jr. High School Expectations**

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

#### **SECTION XVII: TARDIES**

A student-athlete shall receive a one (1) game suspension for every six tardies (per season per

class). First hour classes will not be counted towards tardies.

## **SECTION XVIII: AFTER AND OUT OF SCHOOL POLICY FOR ATHLETES**

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

## **SECTION XIX: DRESS CODE**

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

## **SECTION XX: SUPPLEMENTAL RULES AND REGULATIONS**

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

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

## **SECTION XXI: CARRY OVER OF PENALTIES**

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

## **SECTION XXII: APPEAL PROCEDURES**

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

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

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

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

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

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

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

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

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

### **FAILURE TO COMPLY**

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

### **Parent/Student Responsibility Statements**

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

reimbursement of medical expenses resulting from concussions.

3. It is possible that serious injury or death may result from participating in athletic activities.

## **Statement of Risk**

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

## **MHSAA PROTOCOL FOR IMPLEMENTATION OF NATIONAL FEDERATION SPORTS PLAYING RULES FOR CONCUSSIONS**

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

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

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

1. The officials will have no role in determining concussion other than the obvious one where a player is either unconscious or apparently unconscious. Officials will merely point out to a coach that a player is apparently injured and advise that the player should be examined by a health care professional for an exact determination of the extent of injury.
2. If it is confirmed by the school’s designated health care professional that the student did not sustain a concussion, the head coach may so advise the officials during an appropriate stoppage of play and the athlete may reenter competition pursuant to the contest rules.
3. Otherwise, if competition continues while the athlete is withheld for an apparent concussion, that athlete may not be returned to competition that day but is subject to the return to play protocol.

- a. The clearance may not be on the same date on which the athlete was removed from play.
  - b. Only an M.D., D.O., Physician's Assistant or Nurse Practitioner may clear the individual to return to activity.
  - c. The clearance must be in writing and must be unconditional. It is not sufficient that the M.D., D.O., Physician's Assistant or Nurse Practitioner has approved the student to begin a return-to-play progression. The medical examiner must approve the student's return to unrestricted activity.
  - d. Individual school, districts and leagues may have more stringent requirements and protocols including but not limited to mandatory periods of inactivity, screening and post-concussion testing prior to or after the written clearance for return to activity.
4. Following the contest, an Officials Report shall be filed with a removed player's school and the MHSAA if the situation was brought to the officials' attention.
  5. ONLINE REPORTING: Member schools are required to complete and submit an online report designated by the MHSAA to record and track head injury events when they occur in all levels of all sports during the season in practices and competitions. Schools with no concussions for a season (fall, winter and spring) are required to report this at the conclusion of that season.
  6. POST-CONCUSSION CONSENT FORM: Prior to returning to physical activity (practice or competition) the student and parent (if a minor student) must complete the Post-Concussion Consent Form which accompanies the written unconditional clearance of an M.D., D.O., P.A or N.P. This form should be kept on file at the school for seven years after the student's graduation and emailed to or faxed to 517-332-4071.
  7. In cases where an assigned MHSAA tournament physician (MD/DO/PA/NP) is present, his or her decision to not allow an athlete to return to activity may not be overruled.

**SANCTIONS FOR NON-COMPLIANCE WITH CONCUSSION MANAGEMENT POLICY** Following are the consequences for not complying with National Federation and MHSAA rules when players are removed from play because of a concussion:

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

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

## Post-COVID-19 Gradual Return-to-Play Progression (as recommended by C.S. Mott Children’s Hospital, Michigan Medicine)

The overall objective of a return-to-play (RTP) protocol is to gradually and safely increase the athlete’s physical activity after an illness or injury. RTP after COVID-19 can be thought of as similar to a RTP protocol for concussion. With any viral infection, including but not limited to COVID-19, recovery from infection needs to occur. This includes resolution of symptoms, including fever, with no use of medications/treatment. Deconditioning during recovery from infection often occurs.

Prior to starting any gradual RTP, the level of severity of COVID-19 infection and necessary recovery period should be determined, along with verifying resolution of symptoms. In addition, it is recommended that the athlete receive a medical clearance by a doctor prior to a gradual RTP.

Gradual RTP progression should occur **over at least 7 days**. Those who had more significant symptoms and/or a prolonged recovery from infection may experience more deconditioning and require a longer RTP period. Consideration for extending the progression should be given to athletes who experienced moderate COVID-19 symptoms as outlined above.

Below is a potential gradual RTP schedule. Gradual RTP should be adjusted based on the individual’s type of previous physical activity and sport. Supervision is recommended with monitoring for any red flag symptoms. If an individual experiences any red flag symptoms, activity should be stopped and a physician notified.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Duration	Over 1-2 days	At least 1 day	At least 1 day	Over 1-2 days	At least 1 day	
Type of activity	Light	Increase frequency	Increase duration and complexity	Increase intensity	Participate in usual sport specific activities	Fully return to sport
Examples of exercise allowed	Walking, Elliptical, Stationary Bike at low intensity  <b>No weight lifting</b>	Jogging, Running Drills, Stationary Bike at increased intensity, Jump Rope	Sport-specific drills, more complex drills  <b>Light weight lifting can start</b>	Normal practice activities	Complete practice	
Time	15 minutes	30 minutes	45 minutes	60 minutes	Entire practice	

% Heart Rate Max	<70%	<80%	<80%	<80%		
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Adapted from Elliott N, et al, infographic, *British Journal of Sports Medicine*, 2020

**References:**

1. American Academy of Pediatrics. (Nov. 2020). COVID-19 Interim Guidance: Return to Sports. Retrieved from <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-interim-guidance-return-to-sports/>
2. Elliott, N., Martin, R., Heron, N., Elliott, J., Grimstead, D., & Biswas, A. (June 2020). Infographic. Graduated return to play guidance following COVID-19 infection. *British Journal of Sports Medicine*. <https://doi.org/10.1136/bjsports-2020-102637>

**Recommendations based on expert opinions, dated Dec. 8, 2020\***. Also see our:

- [Recommendations for Primary Care Providers Regarding Post-COVID-19 Return-to-Play \(RTP\) for Pediatric Athletes & Patients](#), with references and contributors
- [Return-to-Play \(RTP\) for Pediatric Athletes & Patients – ALGORITHM](#)

\*Recommendations are subject to change – see [www.mottchildren.org/COVIDUpdate](http://www.mottchildren.org/COVIDUpdate) for updates and additional information.

# **HAZEL PARK SCHOOLS - STUDENT HANDBOOK**

## **Chapter 10 Student Records**

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

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

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

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

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

*Inspect*, upon request and before administration or use –

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

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

**Family Policy Compliance Office**  
U.S. Department of Education  
400 Maryland Avenue, SW

## **Instructional Material**

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

### Cross-References:

NEOLA 2416 *Student Privacy and Parental Access to Information*

20 USC 1232h

MCL 380.1137

## **Student Records**

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

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

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

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

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

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

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

regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

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

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

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

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

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

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

Education records are maintained for at least 60 years after the student graduates or

permanently withdraws. If the student transfers, education records are maintained until the next school district requests the records.

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

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

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

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

**6. The right to request that military recruiters or institutions of higher learning not be granted access to your student’s information without your prior written consent.<sup>1</sup>**

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

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

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

**Family Policy Compliance Office**  
U.S. Department of Education

400 Maryland Avenue, SW  
Washington DC 20202-4605

This section is only applicable to high schools.

Cross-reference:

MCL 380.1136

NEOLA 2416 *Student Privacy and Parental Access to Information*

NEOLA 5780 *Student/Parent Rights*

NEOLA 8330 *Student Records*

## **Age of Majority**

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

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

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

Cross-reference:

MCL 722.52

NEOLA 5780 *Adult Student Rights*

# **HAZEL PARK SCHOOLS - STUDENT HANDBOOK**

## **COVID-19 ADDENDUM**

## **School Volunteers**

Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

## **Treats, Snacks & Lunches [K-8]**

Treats, Snacks & Lunches provided by parents for entire classrooms will not be allowed during the 2022/2023 school year.

## **Bus Conduct**

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

## **COVID-19**

Interim Guidance for Students with Household Members Experience COVID-19 Symptoms and/or Have a Pending COVID-19 Test.

In order to mitigate the risk of transmission of the COVID-19 virus, a student and siblings of the student that have a household member experiencing symptoms of COVID-19 and/or has a pending COVID-19 test should be excluded from school until the isolation period is complete or COVID-19 is ruled out. This process would begin again and apply to any sibling or household member that develops symptoms of COVID-19 during the isolation or COVID-19 rule out period.

For example, a student becomes ill with a fever and cough. The student, along with his/her siblings, will need to remain out of school (even if the student's siblings are asymptomatic) until the 10 day isolation period is complete or until COVID-19 is ruled out.

COVID-19 symptoms include the following:

- Fever > or = 100.4
- Cough
- Shortness of breath
- New loss of taste or smell sense
- Chills
- Muscle or body aches
- Congestion or runny nose\*

- Headache\*
- Nausea or vomiting (2x in 24 hours)
- Diarrhea (2x in 24 hours)
- Sore throat\*
- Fatigue

\*new or worsening

ONE of the following must happen for a symptomatic student and his/her siblings to return to school:

1. Receive negative COVID-19 PCR swab test result. Student(s) may return to school with proof of negative PCR test AND have NOT been identified as a close contact of a positive case AND fever free for 24 hours without the use of fever-reducing medications AND symptoms have improved.
2. Stay home for at least ten (10) calendar days and continue to monitor symptoms. Student(s) may return after 10 days AND fever free to 24 hours without the use of fever reducing medications AND symptoms have improved. Parent agrees to monitor the student for days 11 through 14 for any COVID-19 symptoms and agree to keep the student home if symptomatic.

## **Refusal to Appropriately Wear Mask**

Hazel Park Schools finds the refusal to wear a face covering a serious concern for the safety of our

- staff and students. The following procedure will be strictly adhered to within all schools:  
Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required will be issued a face covering by a school official (teacher, paraprofessional, administrator, school safety staff, playground aid, etc.) and asked to put the face covering on. The instance will be documented as a log entry in MISTAR.
- Parents will be notified of each instance of non-compliance by the administration or school safety officer. Students showing patterns of non-compliance will be removed from the school building and placed into remote instruction until the student agrees to comply with this safety protocol. Continued removal from the school building will result in permanent placement into remote instruction. The student will be banned from the school site.
- Staff who are capable of wearing a face covering and refuse to do so will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination.
- Guests to the school building (presenters, substitute teachers, etc) will be issued a disposable face covering upon signing in at the main office and will be instructed to wear the face covering at all times. Instances of non-compliance will result in the guest being escorted from the building by the school safety officer or building administrator.
- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building and district administration for decisive action.



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

To: Hazel Park Board of Education  
From: Dr. Carla Postell  
Subject: Summer Professional Learning and Project Proposals  
Date: May 10, 2022

**Secondary 2022 Summer Professional Project- Additional Needs**

Description

The 6-12 project proposals for the Summer of 2022 reflect areas in our curricula where we will be revising curriculum.. This proposal highlights additional needs for the secondary summer projects. The completion of these projects will positively impact 6-12 programming as we continue to revise our curriculum.

Recommendation

- We are recommending the approval of these summer professional growth and project proposals as written and not to exceed the budgeted amounts listed below.

Budget Details - Project Proposals

**K-12 Health Curriculum Work: Michigan Model for Health**

The Michigan Model for Health curriculum will be fully implemented during the 2022-2023 school year. This summer work will be done with K-12 PE/Health teachers to review units of study in preparation for the launch.

Budget Item	Number of Staff #s	Number of Days	Hours (per day)	Total Expenses
K-12 Health Curriculum Work: Michigan Model for Health	4	3	5	\$3,180
			Total	\$3,180





**CollegeSpring Math & ELA Work**

CollegeSpring was instrumental in helping our students prepare for the SAT. As a way to streamline its use during the 2022-2023 school year, work will be done to align the CollegeSpring content with our Hazel Park mathematics and ELA curriculum. The goal is to embed CollegeSpring curriculum within our core math and ELA instruction so that 11th grade students have multiple exposures to the content before taking the SAT.

Budget Item	Number of Staff #s	Number of Days	Hours (per day)	Total Expenses
CollegeSpring Math & ELA Work	2	3	5	\$1,590
			Total	\$1,590

**JH ELA Anchor Text Review**

The JH Lit Coach will work with Oakland Schools Consultants to take a deeper look at the anchor texts in the JH units of study for ELA. This project will also consist of creating expectations of how the teachers can use and facilitating the anchor texts during instruction.

Budget Item	Number of Staff #s	Number of Days	Hours (per day)	Total Expenses
JH ELA Anchor Text Review	1	3	5	\$7950
			Total	\$795

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

\_\_\_\_\_  
Amy Y. Kruppe, Ed.D.  
Superintendent



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

To: Hazel Park Board of Education  
From: Stephanie Dulmage, Director of 21st Century Learning  
Subject: Hazel Park School District Latchkey Parent/Guardian 2022-2023 Handbook Updates  
Date: 5/23/2022

**Purpose, Strategic Plan Alignment, and Supporting Data**

The Hazel Park School District before and after school latchkey program is an important service for our students and families. Participation has not returned to pre-COVID (due to social distancing and staffing shortages) but we do have a number of students who participate on a regular basis. The table below provides an overview of the current enrollment.

Building	Morning Session - # of Students	*Afternoon Session - # of Students
Hoover	5	8
United Oaks	12	18
Webb	22	37

\*Due to staffing shortages, all students are transferred to Webb Elementary for the afternoon session.

To ensure a high quality experience, the program is driven by the Hazel Park School District Latchkey Handbook. The handbook outlines the programming and expectations for staff, students, and parents/guardians. On a yearly basis, this handbook is reviewed and updated to reflect best practices in child care and make any necessary updates to the latchkey fee schedule. For your convenience, the proposed updates have been highlighted. Please note, the fee for latchkey camps (Winter, Spring, or Summer) was not included in the previous Board memo for the approval of the 2022-2023. This information can be found on p. 6 of the handbook.

**Strategic Goal Alignment**

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

**Funding Source:** N/A

**Recommendation**

That the Board of Education approve the updates to the 2022- 2023 Hazel Park School District Parent/Guardian Latchkey Handbook to ensure high quality programming, and compliance with District policies and LARA licensing guidelines.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

Amy Y. Kruppe, Ed.D.  
Superintendent





**Hazel Park School District**

**Latchkey Program  
Parent/Guardian Handbook**

**2022-2023**

## Latchkey Mission Statement

The mission of the Hazel Park School District Latchkey Program is to provide a safe, affordable, nurturing environment for all Hazel Park children who are in need of out-of-school-time care.

### Latchkey Philosophy

Children thrive in an atmosphere of acceptance and support where they are allowed free exploration of their unique talents and interests. Our latchkey program strives to provide children with opportunities to explore and develop the skills necessary to lead happy and productive lives. Social, emotional, physical and cognitive activities are integrated into each day's routine.

## Latchkey Program Goals

- To provide a safe, stimulating environment in which children can acquire and practice physical, social and cognitive skills.
- To provide an atmosphere which supports the development of a positive self-image in preparation for a happy and productive life among peers, colleagues and loved ones.
- To support each child's growing independence at an individual level by allowing children to make choices and carry out tasks and activities with adult support and assistance when needed. To support all families through open communication and respect.
- 

## Diversity, Equity, Inclusion

The purpose of DEI is to ensure the cultures of all families are respected and valued. Latchkey regularly integrates cultural awareness and celebration through materials and activities which reflect the diversity of the families in the program and local community. In addition, staff members receive training in diversity, equity and inclusion.

## Contact Information - Latchkey Department

For questions, concerns or comments regarding latchkey services, caregivers, or billing contact the HPS Child Care Director assigned to your program at:

Sheila O'Kane  Webster Early Childhood Center Director Office Phone: 248-658-5501 <a href="mailto:sheila.okane@hazelparkschools.org">sheila.okane@hazelparkschools.org</a>	Megan Papasian-Broadwell  Hazel Park Elementary Age Latchkey Director Office Phone: 248-658-5950 <a href="mailto:megan.papasian-broadwell@hazelparkschools.org">megan.papasian-broadwell@hazelparkschools.org</a>
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Hazel Park School District Latchkey Programs are licensed by the Department of Human Services. DHHS can be contacted at: 248-975-5064 or [www.michigan.gov/dhs](http://www.michigan.gov/dhs)

**Required licensing notebook is available in each office upon request.**

## General Information and Hours of Operation

Latchkey Caregivers promote a safe and pleasant experience for students while maintaining compliance with all State of Michigan Licensing Rules for Child Care Centers. Students will have the opportunity to participate in school organized activities during latchkey hours. Please review the important information below:

### Elementary Age Students

- Latchkey is available Monday through Friday on school days.
- Latchkey opens at 6:30 a.m. and closes at 6:00 p.m. per site clock.
  - Hoover Elementary: AM Latchkey - 6:30-8:00 a.m.
  - United Oaks Elementary AM Latchkey - 6:30-8:00 a.m.
  - Webb Elementary AM Latchkey - 6:30-8:00 a.m.
  - AFTERNOON LATCHKEY - Webb Elementary - 3:00-6:00 p.m.
    - *All students from Hoover and United Oaks will be bussed via HPS school bus to Webb Elementary for Afternoon Latchkey*
  - ½ Day Latchkey Services: 11:15 a.m. - 6:00 p.m.

### Preschool Age Students

- GSRP Latchkey Monday-Thursday ONLY
- Latchkey Hours:
  - Morning 6:30 am - start of school
  - Afternoon 3:00 - 6:00 pm
  - Fridays 6:30 am - 6:00 pm
- Preschool Academy - Monday-Friday
- Latchkey Hours:
  - Morning 6:30 am - start of school
  - Afternoon 3:00 - 6:00 pm

THERE WILL BE NO LATCHKEY SERVICES OFFERED DURING SCHOOL CLOSINGS. LATCHKEY SERVICES ARE AVAILABLE ON EACH DAY SCHOOL IS IN SESSION INCLUDING ½ DAYS. THE HPS DISTRICT CALENDAR CAN BE FOUND AT:

[https://www.hazelparkschools.org/downloads/hoover/calendars\\_2021-2022\\_-\\_elementary.pdf](https://www.hazelparkschools.org/downloads/hoover/calendars_2021-2022_-_elementary.pdf)

In order to ensure that all HPS families have the opportunity to participate in quality before and after school care, students must be registered in Latchkey through School Care Works. ***Same day registration and “Drop-In” Latchkey Services are not available.***

## BUILDING PHONE CONTACT INFORMATION

Building	Phone	Staff
Webster Early Childhood Center	(248) 658-5501 Main Office (248) 658-5523 Latchkey Room	Sheila O’Kane
Webb Elementary School	(248) 658-5950 Main Office (248) 658-5913 Latchkey Room	Megan Papasian-Broadwell

### Admission

***Students must be pre-registered and approved to attend Latchkey. Online registration must be completed each year through School Care Works. A valid email address is required to register.***

Latchkey registration is available at:

[https://schoolcareworks.com/registration/hazelparkschools/start\\_registration.jsp](https://schoolcareworks.com/registration/hazelparkschools/start_registration.jsp)

Please read the following before you enroll your children in Hazel Park Schools Latchkey Program. These policies are set by HPS and may not be changed at individual Latchkey sites. Latchkey staff do not have the authority to deviate from these written policies.

Required for Enrollment

1. Every child must be fully registered and approved on the online registration system.
2. Payment Agreement for families receiving DHHS Daycare Assistance must be completed. **It is the parent/guardian’s responsibility to ensure that DHHS paperwork is completed and approved.**
3. Emergency Cards/Child Information Records must be completed on School Care Works.
  - a. Current and operable phone numbers for your home and workplace are required.
  - b. Two current and operable numbers of persons authorized to pick up your child (other than child’s parents) in the event of an emergency. Identification will be required upon pick up. We will always attempt to contact the child’s parent or guardian first.
  - c. Failure to notify the Latchkey center of changes in emergency numbers may result in exclusion of your child or children from the program.

***Please be advised that accounts from previous years must be paid in full prior to registering. If your account is sent to collections, you will be responsible for paying your balance plus the collection fees assessed to HPS prior to starting Latchkey***

### Communication

The HPS Latchkey Program supports open communication. To ensure the success of your child, please discuss any concerns you have with your child’s caregiver.

## Daily Routine (Sample)

Latchkey is intended to be a safe, supportive, and stable environment for all students. Latchkey provides students the opportunity to engage in ongoing physical, emotional, social and cognitive development. Each of our latchkey programs is expected to reflect best practice standards for child care programs. The greatest indicator of a high quality programming for children is the quality of adult/child interactions. In our programs, adults show respect for and have fun with the children in their care. Our latchkey programs feature the following:

- Art
- Science Experiments and/or Gardening
- Homework/IReady/Reading Nook (Elementary Age Only)
- Stem/Building
- Gym/Playground
- Computers (Elementary Age Only)
- Nutritious Snacks

### General Daily Schedule

- 6:30 - 7:00 AM Free Choice time (games, coloring, reading, computer)
- 7:00 - 7:45 AM Outside play - weather and staff permitting
- 7:45 AM Breakfast
- 7:45-8:00 AM Get ready for school (clean up)
- 8:05 AM Dismiss students for school
- 3:10 PM Latchkey reopens for the afternoon
- 3:15-3:40 PM Hand Hygiene and Nutritious Snack
- 3:40-4:15 PM Free Choice time (games, coloring, reading, computer)
- 4:15-5:00 PM Gym/Playground
- 5:00-5:30 PM Group Activity: Art/Science/Reading
- 5:30-6:00 PM Open Activities (games, projects, homework)
- 6:00 PM Latchkey closes for the evening

### School-Year Latchkey Food: Snacks and Lunches

- The Latchkey Program provides a healthy snack during the school year that includes a serving of whole grain and a serving of fruit. Snacks will be posted at each Latchkey Site.
- The Latchkey students have the option of choosing a free school lunch on half days. If your child normally brings from home and comes to Latchkey without one they will be given a school lunch. Please do not send foods containing nuts or nut products to Latchkey. Be sure your child's name is on his/her lunch.

## Latchkey Camps - Grades K-5

- Latchkey Camp Registration:  
[https://schoolcareworks.com/registration/hazelparkschools/start\\_registration.jsp](https://schoolcareworks.com/registration/hazelparkschools/start_registration.jsp)
- Latchkey Camps are operated at one site only and are available from 6:30 A.M. to 6:00 P.M. except as noted in advance. The site will be announced at least one week before the start date. Program operation is dependent upon enrollment and on a first come, first serve basis.
  - 2021-2022 Latchkey Camp Dates:
    - Winter Break: 2/21/21 - 2/25/21
    - Spring Break: 3/28/21 - 4/1/21
    - Preschool Aged Children May 25-TBA
    - Elementary Age Children: 6/20/22 - 8/19/22, Vacation Week - 7/4/22-7/8/22

### Winter and Spring Break Camp Fees

- \$100.00 fee per week/per child

### Summer Camp

- \$50.00 Registration fee per child to cover field trips and other activities.
- \$100.00 fee per week per child

### Latchkey Camps Food: Snacks and Lunches

- **During the Winter and Spring Break Camps, parents are required to provide their child with a lunch and snack.**
- **SUMMER PROGRAM ONLY: the option for a free breakfast and free lunch** will be available for a scheduled number of days. The schedule of lunch choices and days, will be provided by the kitchen staff at the end of the school year.

## Latchkey Rules For Children

Rules are developed with children and revised as necessary. Making rules is part of a group problem-solving process.

### Discipline Policy

- Staff shall use positive forms of discipline that encourage self-control, self-direction, self-esteem, and cooperation. This includes but is not limited to:
  - Following and posting predictable routines.
  - Providing clear expectations.
  - Problem-solving with the group and posting group solutions to problems.

- Arranging the physical environment to avoid problem behaviors.
  - Modeling respect and social skills.
  - Involving children in conflict-resolution.
  - Offering choices and decision-making opportunities.
  - Providing a quiet, soothing, somewhat private place where children can go voluntarily or at the teacher/caregiver's request to regain control of their emotions.
- Staff shall be strictly prohibited from using any form of physical discipline. Please read the Child Care Licensing book for details.
  - If it becomes necessary to restrain a child, for his or other's protection, holding the child as gently as possible is acceptable. Children shall not be physically restrained longer than necessary to control the situation. Staff may not:
    - Hold a child with undue physical force.
    - Hold a child down on a sleep surface
    - Sit on a child.

**Behavior Incident Continuum: NOT Physically Aggressive or Threatening**

- 1st Behavior Incident: Written Warning (email) and Phone Call (message left if no answer)
- 2nd Behavior Incident: Written Warning (email) and Phone Call (message left if no answer)
- 3rd Behavior Incident: Written Warning (email) and Phone Call (message left if no answer)
  - \*Meeting is required with the Site Director, staff and parents BEFORE the child is allowed to return to Latchkey.
- 4th Behavior Incident: Written Warning (email) and Phone Call (message left if no answer)
  - \*A meeting is required with the Site Director, staff and parents BEFORE the child is allowed to return to Latchkey. \*\*The Site Director at this meeting will determine if your child is able to continue in the Latchkey Program. This will be based on the severity of the incidents.

**Behavior Incident Continuum: Physically Aggressive or Threatening**

- 1st Behavior Incident: Written Warning (email) and Phone Call (message left if no answer)
- 2nd Behavior Incident: Written Warning (email) and Phone Call (message left if no answer)
  - 1 day (The next day.) suspension from Latchkey (NO refund)
  - Meeting will be required with the Site Director and staff BEFORE the child is allowed to return.
- 3rd Behavior Incident: Dismissal from the Latchkey Program.

**\*\*Children will NOT be allowed to bring toys or any other devices to latchkey.**

## Latchkey Fees

- All fees are NON-REFUNDABLE
- Latchkey Registration Fees: \$40.00  
HPS Employees are responsible for \$50.00 Registration Fee regardless of if they take advantage of District Employee Free Latchkey benefit.
- All Families for School Year Latchkey
  - Two \$50.00 non-refundable activity fees occurring in September and February.
  - After the first student, every student within the family will have a \$10 fee in September and February.
  - First activity fee due upon registration.

### School-Year Latchkey Weekly Fees

Elementary Aged Children	GSRP Latchkey	Preschool Academy Latchkey
Morning & Afternoon Sessions: <ul style="list-style-type: none"> <li>● \$55/week each child paid weekly</li> </ul>	Morning & Afternoon Session <ul style="list-style-type: none"> <li>● \$55.00 per week/per child</li> </ul>	Morning & Afternoon Session <ul style="list-style-type: none"> <li>● \$70.00 per week/per child</li> </ul>
Morning Sessions Only: <ul style="list-style-type: none"> <li>● \$25/week each child paid weekly</li> </ul>	Morning Session Only: <ul style="list-style-type: none"> <li>● \$25.00 per week/per child</li> </ul>	Morning Session Only: <ul style="list-style-type: none"> <li>● \$30.00 per week/per child</li> </ul>
Afternoon Sessions Only: <ul style="list-style-type: none"> <li>● \$40/week each child paid weekly</li> </ul>	Afternoon Session Only: <ul style="list-style-type: none"> <li>● \$40.00 per week/per child</li> </ul>	Afternoon Session Only: <ul style="list-style-type: none"> <li>● \$45.00 per week/per child</li> </ul>
	Full Day Friday <ul style="list-style-type: none"> <li>● \$25.00/Day (Start date To Be Determined)</li> </ul>	

### Important Notes:

- Current rates are subject to change
- Parents/Guardians will be charged weekly regardless of whether or not a student attends.
- Latchkey is self-supporting through fees. The payment policies set forth in this handbook must be enforced in order to maintain our Latchkey program.
- If your family participated in the School-Year Latchkey Program, all fees are expected to be paid prior to enrolling in the Camps to remain in good standing.
- If your family participated in the 2021 Summer Latchkey Program, all fees are expected to be paid prior to enrolling in the School-Year Latchkey Program to remain in good standing.
- If you are not in good standing with your previous fees, you will be contacted by the Latchkey Site Director for a final decision on continued use of this service and future registration.

**Late Pick-Up Fee**

- There is a \$10 per child fee for every five minutes, or portion thereof, you are late picking up your child or children. This will be added to your next week's fee. (ex.: pick-up at 6:06 = \$20 per child late pick-up fee).

**Late Payment Fee**

- Failure to pay on time will result in a late payment fee of \$15 per child per week. Payments are due by no later than MONDAY of the same week

## Payment Policy

- Your weekly child care payment is based on the number of days and times stated on the Child Enrollment Form regardless of the days and times that your child attends each week.
- Latchkey is a prepayment service. Payments are to be made no later than the Monday of the same week.
- **Any change to your current schedule must be made with the Latchkey Site Director via written notice. You will be billed up to the date the written notice is received.**
- You will receive a receipt for each payment made through the online system. If you are unsure as to how to access it, it is your responsibility to contact your Site Director.
- Two sick days from September to January and two sick days from February to June are allowed. Sick days do not accumulate if you do not use them. **It is the parent or guardian's responsibility to contact the Site Director for this credit via email with the child's name and the date absent. This 'sick day' credit must be requested within 48 hours or you will not receive the credit.**
- There will be no sick day credits issued during any of the Latchkey Camps.
- **Your email address must be accessible and up-to-date to receive statements and billing. This is the full responsibility of the parent or guardian.**
- Latchkey does not issue credit for any days paid for but not used. NO REFUNDS

**Failure to follow the Payment Policy may result in dismissal from the HPS Latchkey Program. The following steps will be taken when the first instance of noncompliance occurs for Late Payment or Late Pick-Up.**

- 1st Fees and Pick-Up Noncompliance Incident
  - 1st Written Warning (email) and Phone Call (message left if no answer) ALL applicable fees applied (Late Payment Fee/Late Pick-Up Fee)
- 2nd Fees and Pick-Up Noncompliance Incident
  - 2nd Written Warning (email) and Phone Call (message left if no answer) ALL applicable fees applied (Late Payment Fee/Late Pick-Up Fee)
- 3rd Fees and Pick-Up Noncompliance Incident
  - 3rd Written Warning (email) and Phone Call (message left if no answer) ALL applicable fees applied (Late Payment Fee/Late Pick-Up Fee)
  - **A meeting will be required with the Site Director within 1 week.**
- 4th Fees and Pick-Up Noncompliance Incident
  - 4th Written Warning (email) and Phone Call (message left if no answer) ALL applicable fees applied (Late Payment Fee/Late Pick-Up Fee)
  - **Dismissal from the program will take place until ALL fees are up-to-date. May result in loss of spot at latchkey.**
  - **Late Pick-Up fees will be added for each week of unpaid balances.**

## DHHS Child Development and Care (CDC) Assistance

- *DHHS CDC (State assistance) is also accepted. Parents/Guardian are responsible for payment until the DHHS paperwork is received. Once received, a reimbursement will be made to families for any payments dating back 30 days.*
- **ALL FORMS, UNDERSTANDING the DHHS CDC Handbook AND STAYING UP-TO-DATE ARE THE RESPONSIBILITY OF THE PARENT OR GUARDIAN.**
- **ALL DHHS/CDC Parent/Guardians are required to contact the Site Director prior to registration to confirm DHHS/CDC so that the registration fee is waived.**
- DHHS CDC Handbook link:  
[https://www.michigan.gov/documents/mde/CDC\\_Handbook\\_7-2013\\_428431\\_7.pdf](https://www.michigan.gov/documents/mde/CDC_Handbook_7-2013_428431_7.pdf)
- Written authorization is required from the Department of Human Services before acceptance that a parent is eligible for child care assistance. Until written authorization is received, the family must pay the full fee.
- **The following link is the document needed to be filled out and given to your worker 30 days prior to the start of Latchkey. If this is not done in advance, you are required to pay for Latchkey until it goes through.** CHILD DEVELOPMENT AND CARE (CDC) PROVIDER VERIFICATION  
[https://www.michigan.gov/documents/dhs/DHS-4025\\_297108\\_7.pdf](https://www.michigan.gov/documents/dhs/DHS-4025_297108_7.pdf)
- Once authorization is received, a co-payment will be established and the family will pay the copayment weekly. Co-payments are subject to change based upon the actual time children are in attendance. DHHS CDC only pays for the actual hours that a child is scheduled to be in care.
- Any fees paid by both the parent and DHHS CDC will be refunded to the parent. This will take up to one month.
- False reporting of children's hours of attendance to DHHS is a felony and can be prosecuted. Families must enter times when children are dropped off and picked up accurately. DHHS may require families to substantiate their need for care by providing documentation that they actually worked or attended approved classes during the times we billed for childcare.
- Families are responsible for any fees accrued not paid by DHHS
- **Important Note:** DHS does not pay late pickup fees or late payment fees

## Dismissal from the Program

The following circumstances may result in your child being dismissed from Latchkey services:

- Failure to pay for services by the due date.
- Excessive late pick-up (after 6:00 PM) of your child.
- Failure to maintain current contact and emergency information – phone, address, and email.
- Failure to sign-in/ out child from Latchkey on a consistent basis.
- Failure to follow Latchkey policies and procedures.
- A child who verbally or physically harms another student or staff member. A child who does not adjust to behavioral expectations.
- A child suspended from school will not be permitted in the Latchkey program for the duration of the suspension.
- A child that does not follow the HPS Student Code of Conduct.

## Emergency Procedures

To ensure the safety of all students, emergency/crisis procedures will be followed as identified below:

- Fire - staff will lead students to designated safe zones away from the school; emergency procedures will be followed.
- Severe Weather - staff will lead students to designated safe locations in the school; emergency procedures will be followed.
- Natural or Man-Made Disasters – staff will lead students to a designated safe zone away from school, emergency procedures will be followed.
- Lock Down - staff will follow emergency procedures. Serious Accident, Illness, or Injury – staff will follow emergency procedures.
- In the event of an emergency requiring evacuation from a school, HPS District Procedures will be followed. In the event that students are not sent home prior to regular latchkey dismissal time, the following procedures will be followed:
  - Elementary students will be bussed to a nearby site that has instructional space available.
  - If the situation allows, students will be returned by bus to the normal PM Latchkey site for dismissal at their regular time.
  - In the event that an alternate PM Latchkey site is necessary, Latchkey Caregivers will be responsible for informing parents as to where your child(ren) can be picked-up after school hours if an alternate PM site is utilized.

## Attendance, Arrival and Departure

- Arrival - Students must be accompanied into the Latchkey room by a parent, parent designee or guardian. The child must be signed in by that person, noting the time the child arrived.
- Departure - Children must be picked up in the Latchkey room by a parent, parent designee or guardian. The child must be signed out by that person, indicating the time of departure.
- A parent designee must be at least 16 years old with a valid ID.
- Children will not be released to anyone not listed on the Child Information Record. Picture ID will be required of anyone not immediately recognized by staff as authorized to pick up your child. **ALL parents, guardians, and designees must have this on hand daily. There may be a substitute who will require this on any given day.**
- Parents must notify the Latchkey Site Director if he/she will not be attending. We can never accept a child's word for a change in plans.

## Late Pick-up of Children

- Latchkey closes promptly at 6:00 p.m. according to the site clock.
- Beginning at 6:01 p.m. parents/guardians will be charged \$10 per child for every five minutes, or portion thereof, you are late picking up your child or children. This will be added to your next week's fee. (ex.: pick-up at 6:06=\$20 per child late pick-up fee).
- If we have not heard from you by 6:00, we will begin calling numbers on your child's emergency card in order to contact someone to pick up your child.

- If no one has picked up your child by 6:30 p.m., staff has been unable to contact anyone to pick up your child, and you have not contacted the HPS Latchkey Program, the Department of Human Services requires that the police department be contacted to handle the responsibility of caring for your child and locating you, the parent(s) or guardian(s).

### **Non-Attendance**

- The Latchkey Site Director reserves the right to disenroll your child from the program due to non-attendance after 10 days.

### **Program Withdrawal and Re-enrollment**

- Parents are required to notify the Latchkey Site Director of the child's final program date. Until the Latchkey Site Director is notified in writing of the child's last date, families will be required to pay for this service.
- To re-enroll for any reason, a new \$40.00 enrollment fee will be billed.

### **Persons Appearing to Be Impaired by Drugs/Alcohol at Departure**

- Parents' rights of immediate access to their children do not permit Latchkey to deny a parent access to their child even if the parent is or appears to be impaired.
- If a parent who is picking up a child appears to be incapacitated due to the use of alcohol or drugs, immediate action will be taken by staff to assist the parent by offering to call someone else on the emergency card to pick up the child.
- If this fails, the police, the other parent and child protective services will be notified as soon as the incapacitated adult attempts to drive with the child in the car. Our foremost concern is the safety and well-being of our children.
- Any other person authorized on the emergency card to pick up a child who appears to be under the influence of alcohol or drugs will be denied access to the child. Staff will contact the child's parents to inform them of the situation and, if necessary, will contact the local police.

### **Custody Conflicts**

- If both parents are on the emergency card, we will consider both parents able to pick up the child.
- Unless we have a copy of a court order on file limiting one parent's right to a child, children will be released to either parent. State law prohibits us from restricting a parent's right to a child for any reason short of a court order.
- Please make an appointment with the Latchkey Site Director at your child's school if you wish to discuss custody or other issues regarding your child's other parent. Staff is prohibited from having these discussions when children are present.

### **Health Services Plan**

Staff members are aware of the Health Policies of the State of Michigan Rules for Child Care Licensing. New staff members receive in-service training regarding these policies. Latchkey staff members are certified in CPR and First Aid. In addition, licensing rules require knowledge of and compliance with the following procedures:

- Hand Washing - the following procedures will be used:
  - Moisten hands with water (temperature between 60- 120 degrees F) and apply soap
  - Rub hands vigorously until a soapy lather appears, continuing for 10 seconds
  - Rub areas between fingers, around nail beds, under fingernails, jewelry and back of hands
  - Rinse hands under running water until free of soap and dirt. Water will remain running while drying hands
  - Dry hands with clean, disposable paper or single-use cloth towels. Water will be turned off with the disposable paper or single-use towel
  - Dispose of the single service towel in a lined trash container
  
- Handling Children's Bodily Fluids – brief overview:
  - Use of disposable gloves (waterproof barrier)
  - Placing soiled objects in biohazard bags
  - Cleaning and sanitizing areas and articles
  - Centers shall use precautions when handling potential exposure to blood, including blood containing body fluids and tissue discharges, and when handling other potentially infectious fluids. OSHA has model exposure plan materials used by the centers in addition to formal staff training
  - Staff members are trained in Blood Borne Pathogens
  
- Cleaning and Sanitizing – the following procedures will be used:
  - Surface of article will be washed vigorously with warm water and detergent
  - Article will be rinsed with clean water
  - Surface of article will be submerged in, wiped or sprayed with a sanitizing solution
  - Article will be air-dried
  
- Controlling Infection – the following procedures will be used:
  - Parents are notified when changes in the child's health are observed, if an accident or injury occurs, or if the child is too ill to remain with the group
  - Child is placed in a separate location under adult care until parent(s) arrives
  - Items exposed to risk are thoroughly cleaned and sanitized
  - Upon notification of communicable disease, parents are informed of the name of the disease, that exposure may have occurred, and the symptoms of the disease

**A registered nurse is on staff with HPS and available by phone for consultation or evaluation.**

Counselors and therapists are available throughout the District to address concerns, conduct assessments and attend to special needs as deemed necessary.

## **Illness**

Whenever a child exhibits any of the following symptoms the parent will be called to pick up the child:

- Fever above 99 degrees - A child must be fever free for 24 hours without medication prior to return.
- Vomiting/Diarrhea-Vomiting/Diarrhea must cease without medication for 24 hours prior to return.
- Rashes - A child must be examined by a physician to determine the type of rash. The physician will determine when it is acceptable for the child to return.

- Pinkeye - A child must be excluded until 24 hours after treatment begins and there is no eye drainage.
- Lice- A child must be treated and cleared by the Latchkey Site Director prior to returning to Latchkey.
- General appearance of being ill- a child who is not participating in activities, is very tired, has unusually pale or flushed skin or red, watery eyes and appears too sick to be in school will be excluded until the child looks and feels well.
- Persistent cough- a child who is coughing so hard that they can not play will be excluded until the cough is not as persistent.

**Important Note: Latchkey will follow all District, Oakland County Health Division, state of Michigan, and LARA COVID-19 guidelines, policies, and procedures.**

- Parents will be notified of outbreaks of illness in individual programs via parent note or email. In the event of illness in the program, staff will pay particular attention to disinfecting toys and surfaces used by children.
- Latchkey staff will be responsible for ensuring that children do not return to the program until they are well enough as described above.
- If a parent brings a child to latchkey in the morning and states that the child was exhibiting any of the above symptoms the night before, the child will not be accepted into care. Latchkey staff will not accept a child into care who appears ill as described above.

### **Accidents, Injuries, and Incidents**

- All child injuries, no matter how minor, will be reported to parents.
- If another child has injured a child, we will protect each child's confidentiality. Minor injuries require an informal written report with a copy going to the parent and a copy to the Latchkey Director. An additional copy will be kept in the child's file. A separate report will be written for each child.
- Injuries, which require medical attention, will necessitate an official incident report. These can be obtained from the school office. A copy will be sent to the HPS Business Office and a copy will be sent to the Latchkey Director. Staff will fill these out as accurately as possible noting times, exactly what happened and the course of action. A follow-up phone call will be made to parents to determine the child's condition.
- If an injury is serious enough to warrant calling parents to pick up the child, the Latchkey Director will be informed immediately.
- In the event that an injury is serious enough to warrant immediate medical attention, staff will notify the parents and give first aid. Staff will not attempt to move a child who may have sustained a serious head or neck injury.

## **Children's Medication**

The program complies with the medication policies adopted by the Hazel Park School District for individual schools. The policy is as follows:

- A Medication Authorization Form must be on file before medication is dispensed at school. This authorization, signed by a physician is necessary for prescriptive and non-prescriptive medications and is valid only for the current school year. Medication Authorization Form links (2 are required):
  - [https://www.michigan.gov/documents/lara/BCAL-1243\\_8\\_15\\_fillable\\_2\\_498629\\_7.pdf](https://www.michigan.gov/documents/lara/BCAL-1243_8_15_fillable_2_498629_7.pdf)
  - <https://docs.google.com/document/d/1X6OxuU3QcnzZSVjbomxqnIURNolk8BjE1Z0EagPI2as/edit?usp=sharing>
- Prescriptive and non-prescriptive medications must be labeled and in the original container to be administered. Directions from the physician must be clearly marked on the container of prescription medications.
- All medications needed during Latchkey will be kept in a secure place in the Latchkey room. If your child has Asthma, you are required to have the prescribed inhaler for him/her on site daily.
- A medication log will be kept for all medications administered to children. Each child and each medication given to a child requires a separate log. Changes in behavior will be logged and reported to parents. Logs and authorization forms should be kept in a binder in the office.
- Injections will not be given. (Exception: Documented diabetes, insect sting allergy or hypersensitivity or anaphylactic reaction due to exposure to or ingestion of a food to which the child is known to be allergic). Latchkey staff will be trained by the school nurse to administer these types of medications.
- Staff will not administer medication the first time it is given. The parent/guardian must administer the first dose to monitor that the prescriptive drug does not pose allergic reaction problems.

## **Immunizations**

The State of Michigan Licensing Rules for Child Care Centers requires that immunizations remain up to date to participate in Latchkey. The best way to protect all students from contracting serious diseases is to have all students vaccinated according to the recommended vaccination schedule found at:

[www.Michigan.gov/Immunize](http://www.Michigan.gov/Immunize). If you have any questions regarding immunizations, please contact the Macomb County Health Dept. (586) 469-5372 or Oakland County Health Dept. (248) 424-7046.

## **Child Abuse and Neglect Reporting**

All employees and volunteers in the Latchkey program are mandated reporters of suspected child abuse and neglect. If we have reasonable suspicion to believe that a child is being abused or neglected, we are required by law to report our suspicions to the Department of Human Services Child Protective Services Division. The program will comply with the Hazel Park School District policy on reporting suspicion of child abuse or neglect.

## **Licensing Information**

The HPS Latchkey complies with all State of Michigan Licensing Child Care Centers requirements. Parents may access these rules at: [www.michigan.gov/michildcare](http://www.michigan.gov/michildcare). A licensing notebook is available to parents during regular business hours at each building. The notebook contains the following documents: license inspection reports, special investigation reports, and corrective action plans. In addition, licensing inspection reports, special investigation reports, and corrective actions plans may also be found online for the previous 5 years at: [www.michigan.gov/michildcare](http://www.michigan.gov/michildcare).

## **Program Security**

- The doors to all latchkey rooms will be locked at all times that children are in the room. ● Children and families are not to open locked doors for others. This is a latchkey staff responsibility, as staff recognize family members who are authorized to pick up children.
- In the event that someone not recognized by staff is at the latchkey door, staff will ask for I.D. If the person at the door is not on the child's emergency card, they will be asked to leave the building. If building administration is still in the building, they will be notified by phone immediately.
- If a person not authorized to pick up a child in the latchkey program refuses to leave and building administration has left for the day, the latchkey leader will call the Hazel Park police and report an intruder in the building. Our primary responsibility is the safety and well being of our children.
- Please make absolutely certain that all people authorized to pick up your child are listed on the emergency card and carry their photo ID.

### HPS LATCHKEY PROGRAM POLICIES

- I understand that Hazel Park Schools Latchkey complies with all State of Michigan Licensing Child Care Center requirements.
- I understand that the payment is due on Monday of each week. Failure to make payments in a timely manner may result in the child being removed/dropped from the program.
- I understand that all payments must be made online or in the Latchkey dropbox.
- I understand that students must be pre-registered to attend Latchkey. **I also understand that I am responsible for payment for all the pre-selected days of attendance regardless of the child's attendance.**
- I understand that if I am late picking up my child, I will be charged a late fee for every additional minute after 6:00PM. The fee will be added to the monthly invoice. Repeated late pick ups may result in the child being removed/dropped from the program.
- I understand that I am responsible to provide the child's caregiver in writing any changes in parent/student information including: phone numbers, addresses, email addresses, emergency contact information and pertinent information pertaining to the child.
- I understand that I must complete the entire online registration form and include all parent information, local emergency contact information, physician and hospital information, as well as allergies, special needs, and special instructions.
- I understand that my child may be photographed or videotaped during their time in the program. These photos or tapes may be used in newsletters, the HPS District media sites, and/or community media.
- I understand that my child's immunizations must be up to date and the appropriate immunization record or waiver(s) are on file with the school.
- I understand my child must be in good health to attend Latchkey. In addition, I understand that I am required to notify Latchkey if my child has any activity restrictions.
- I am aware that a Licensing Notebook with licensing inspection reports, special investigation reports, and related corrective actions are available for review at each Latchkey location. I understand that this notebook will be available for parents to review during regular business hours.
- I understand that all employees of Latchkey have been cleared according to LARA (Licensing and Regulatory Affairs) via a Comprehensive Background Check.
- I understand that personal items are not allowed in Latchkey. I will not send personal items to Latchkey.

I have read the Latchkey Program 2021-2022 Parent Handbook and agree to all policies.

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

## Payment Agreement for Families Receiving DHS Daycare Assistance

Name of Parent or Guardian: \_\_\_\_\_

Child's Full Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Child's Full Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Child's Full Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Child's Full Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Latchkey Site: \_\_\_\_\_ Case # \_\_\_\_\_

By signing this Payment Agreement for Families Receiving DHS Daycare Assistance I am indicating that I fully understand the following.

- I understand that Written authorization is required from the Department of Human Services before acceptance that a parent is eligible for child care assistance. Until written authorization is received, the family must pay the full fee.
- I understand that there may be a co-payment which will be my responsibility to pay on a weekly basis before services are rendered and according to the terms outlined in the Parent Handbook. The co-payment is subject to change based on a child's actual hours of attendance. I understand that I will be responsible to pay all fees in full until the Hazel Park School District receives written notification that I am eligible for daycare assistance, the percentage DHS will pay and the eligibility start date.
- I understand that DHS only pays for the actual hours that a child is in care.
- I understand that I am not eligible for day care reimbursement on days that I am not working, seeking employment or in an approved education program and agree to either pay in full for days that I am not engaged in an approved activity or to refrain from using services on these days. Hazel Park School District Latchkey Program will not knowingly bill DHS for any unauthorized time that my child is in care.
- False reporting of children's hours of attendance to DHS is a felony and can be prosecuted. I understand that families must enter times when children are dropped off and picked up accurately. DHS may require families to substantiate their need for care by providing documentation that they actually worked or attended approved classes during the times we billed for childcare.
- I understand that DHS does not cover the cost of registration, activity fees, late payment fees or late pickup fees. I agree to pay these fees in full at the time they become due.
- Any fees paid by both the parent and DHS will be refunded to the parent. I understand that any overpayment as a result of these terms will be credited to my account or refunded to me. Any underpayment as a result of these terms will be immediately due the school district and is my responsibility. I agree to pay all fees due to Hazel Park School District that are not reimbursed by DHS.

I wish to enroll my child in the program at the above site and agree to all terms and conditions outlined above.

Parent or Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

## Permission for After School Activities - Elementary Only

Permission for Latchkey Child to Participate in Other After-School Activities

\_\_\_\_\_ has my permission to participate in the (Child's Name) following after school activity with the understanding that the person in charge of that activity is supervising my child during the activity and is responsible for returning my child to the Latchkey room when the activity is completed, unless I specify otherwise. I will advise the person responsible for the activity of my desire to have my child returned to the latchkey room.

Service Squad \_\_\_\_\_ (Position/Teacher)

Teacher Helper \_\_\_\_\_ (Teacher)

Brownies/Scouts \_\_\_\_\_ (Leader)

Athletic Program \_\_\_\_\_ (Coach)

Other \_\_\_\_\_ (Responsible party)

Please indicate below your specifications regarding return of your child to the Latchkey program:

\_\_\_\_\_ I expect my child to be returned to the latchkey program at approximately \_\_\_\_\_ by \_\_\_\_\_ (staff member) who will sign my child into the program. I have made these arrangements with the responsible party.

\_\_\_\_\_ I do not expect my child to be returned to the latchkey program.

Parent or Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

## **Confidentiality Agreement**

We expect that parents involved in the program refrain from discussing other children or their families with other parents, friends or staff. What is seen or heard in the program is not something for one to talk about to others. No one appreciates being the topic of others' conversation; it is up to each of us to treat all families with the same respect we desire for ourselves.

Within latchkey, confidential and sensitive information will only be shared with Latchkey Staff who have a need to know in order to most appropriately and safely care for your child. The exception to this rule is in the event of suspected child abuse or neglect; information will be shared with Child Protective Services. In order to protect everyone's privacy and maintain trust, confidential information about staff, parents, or children other than your own will not be shared. Confidential information includes, but is not limited to: names, addresses, phone numbers, disability information, or other health related information and behavior of anyone associated with latchkey.

You may observe children at our program who are disabled or who exhibit behavior that may appear inappropriate. You may be curious or concerned about the other child. Our confidentiality policy protects every child and family's privacy. Latchkey Staff are strictly prohibited from discussing anything about a child other than your own with you.

Parent/Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

## **Withdrawal Policy**

### **Parent Decision**

Parents are required to notify the Latchkey Site Director of the child's final program date. Until the Latchkey Site Director is notified in writing of the child's last date, families will be required to pay for this service.

### **Latchkey Site Director Decision**

- Unable to Meet Child's Needs
  - It is our responsibility and desire to provide care for every child enrolled in our program. Sometimes, however, the Latchkey program is unable to meet the needs of a child and feels it is not in the best interests of the child, program and/or other children enrolled to have the child in attendance. If this occurs, the program may require the parents to attend a conference with the Latchkey Coordinator and needed Staff regarding the matters that potentially warrant termination. Every effort will be expended to come to a satisfactory solution for all involved, including identification of the needs of the child, development and implementation of behavior plans, changes to routines, and, as a last resort, referrals to other, more appropriate programs.
  
- Overdue Fees
  - The Latchkey Coordinator reserves the right to withdraw your child from the program if payments are not up-to-date. This is to ensure the program is able to sustain itself.
  
- Latchkey Family Consequences
  - In all circumstances, adult behavior, which is perceived as threatening or disruptive to the emotional or physical safety of children **and/or staff**, will result in immediate and possibly permanent exclusion of the adult(s) involved from our program.

Parents have the right to appeal all dismissals with school district administration.

Parent or Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_



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

To: Hazel Park Board of Education  
From: Amy Kruppe, Superintendent  
Stephanie Dulmage, Director of 21st Century Learning  
Subject: GSRP and Preschool Academy Handbooks Parent/Guardian 2022-2023 Handbook Updates  
Date: May 23, 2022

**Funding Source:** N/A

**Strategic Goal Alignment**

- Curriculum & Instruction: Hazel Park Schools will develop innovative, independent and persistent learners who think critically, communicate effectively, and positively influence the local and global community.

Webster Early Childhood Center supports two quality programming options for our families, GSRP and Preschool Academy. Both of these programs are guided by LARA Licensing regulations. Additionally, GSRP must comply with the requirements of the Great Start Readiness Program Implementation manual. The expectations outlined in both of these documents supports the implementation of a research-based, high quality preschool experience.

The Preschool Academy and GSRP handbooks provide an overview of the program and outline the expectations for staff, students, and parents/guardians. On a yearly basis, this handbook is updated to reflect best practices in early childhood education and make any necessary updates to the Preschool Academy fee structure. For your convenience, the proposed updates are bolded in red font. Please note we are recommending the continuation of the 625.00/month fee structure billed September, 2022 - May, 2023.

**Supporting Research:** According to Great Start To Quality, “When children are in a high-quality program in their first five years, they are given a safe place to learn, explore their world and build relationships. By being in this type of environment, the foundation is set for them to be successful in school, work and life”. (Great Start to Quality, May 17, 2022 Retrieved from <https://greatstarttoquality.org/why-high-quality-matters/>)

**Recommendation** that the Board of Education approve the proposed updates to the 2022-2023 GSRP and Preschool Academy Handbooks.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

Amy Y. Kruppe, Ed.D.  
Superintendent





**Webster Early Childhood Center  
Great Start Readiness Program (GSRP)  
Family Handbook  
2022/2023**

**Webster Early Childhood Center  
431 West Jarvis Avenue  
Hazel Park, MI 48030**

**248-658-5501**

**Office Hours  
Monday - Friday  
7:30am - 4:00pm**

**Sheila O'Kane, Ed.S., Supervisor  
[sheila.okane@hazelparkschools.org](mailto:sheila.okane@hazelparkschools.org)  
248-658-5501**

<https://www.hazelparkschools.org>

Hazel Park GSRP is licensed by the Department of Human Services.  
They can be contacted at: (248) 975-5064 or [www.michigan.gov/dhs](http://www.michigan.gov/dhs)  
***A licensing book is available in the GSRP office for review.***

**REVISED GSRP Table of Contents**  
**(Page Numbers Will Be Inserted Upon Board of Education Approval)**

Introduction	
Vision, Mision Beliefs, Philosophy	
Hours of Operation, Location, Parking, Entrance	
Contact, Communication Calendar Information	
Enrollment Policy and Process	
Remain in Good Standing Policy	
Safety and Security Information	
Emergency Procedures	
School Closing Information	
Confidentiality	
Photographing and Videotaping	
Mandated Reporters	
Family / Community Visitors Mutual Respect Requirements	
Health Policies, Procedures, and Medications	
Attendance Procedures	
Bus Transportation	
Drive Through Drop Off and Pick Up	
Picking Up you Child During the School Day	
Latchkey	
Child Clothing and Blanket	
Behavioral Expectations and Conflict Resolution	
Family Involvement	
Referrals for Child and Family Needs	
Cultural Competence Plan	
Birthdays and Celebrations	
Nutrition Services	232

Teaching Team and Adult Role	
Lesson Plans	
Curriculum, Assessments and Daily Routine	
Program Assessment	
Home Visits and Family Conferences	
Outdoor Play, Rest Time, Toileting	
Classroom Cleaning	
Early 5s or Kindergarten Transition	
Complaint Procedure	

### **Table of Contents**

Introduction	3
Vision, Mission, Beliefs, Philosophy	4
Preschool Academy Oversight	6
Preschool Academy	6
State of Michigan Child Care Licensing	6
Location, Parking, and Entrance	6
Contact, Communication, and Calendar Information	7
Preschool Academy Enrollment Policy and Procedure	8
Registration	9
Required Registration Documents	10
Tuition and Payment Information	11
State Financial Assistance Option for Qualifying Families	12
Remain In Good Standing Policy	14
Safety and Security Information	15
School Closing Information	17
Mandated Reporters	17
Family and Community Respect	18
Health Policies, Procedures, and Resources	19
Health Care Resources	23
Accidents/Emergencies	23
Attendance Procedures	24
Arrival and Dismissal	26
Before-School and After-School Care	28

Child Clothing and Blanket	29
Behavioral Expectations and Conflict Resolution	30
Family Involvement	31
Referrals for Child and Family Needs	32
Cultural Competence Plan	34
Teaching Team Qualifications and Role	37
Curriculum, Assessments, and Daily Routine	38
Typical Daily Routine (EXAMPLE ONLY)	39
Early 5s or Kindergarten Transition	39
Complaint Procedure	40

## **Introduction**

[Hazel Park Schools' Webster Early Childhood Center \(Webster ECC\)](#) is a high-quality early childhood center servicing children ages birth to four and is FREE to families who qualify.

The Hazel Park School District offers preschool for children ages three to four years old and special education services for children ages birth to four at Webster Early Childhood Center. Our building is the home to Hazel Park Schools' State of Michigan grant funded [Great Start Readiness Program \(GSRP\)](#), our District's [Early Childhood Special Education program \(ECSE\)](#), our District's [Early On](#) program and Preschool Academy, our tuition-based program.

Webster ECC is fortunate to host the [Oakland Livingston Human Service Agency \(OLHSA\)](#) federally funded [Early Head Start](#) and [Head Start](#) programs which offer services for children ages birth to four years old. All enrollment, supervision of, and questions for Early Head Start and Head Start programs are referred to OLHSA.

## **Points of Pride**

- FIVE STAR Great Start to Quality rated program!
- Nurturing, Experienced and Innovative Professional Teachers
- Family FUN Events
- Age Appropriate Technology Choices
- Outdoor Learning Spaces - Courtyards, Playground, Field, Learning Garden
- Parent and Staff Education Opportunities

## **Community Collaborations**

Hazel Park Schools Webster Early Childhood Center has proudly partnered with a number of community organizations, including:

- [Oakland Livingston Human Service Agency \(OLHSA\)](#)
- [Oakland Schools](#)
- [The Hazel Park Memorial District Library](#)
- [The Great Start Collaborative](#) Oakland County
- [Michigan Association for the Education of Young Children](#) Southeastern Chapter
- [The Lions Club District 11A-2](#)
- [Dentists R Us](#)

## **Vision, Mission, Beliefs, Philosophy**

*'All In All The Time'*

### **Our Vision**

Inspire and empower all learners.

### **Mission Statement**

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

### **We Believe**

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

### **Webster Early Childhood Center Philosophy**

- Children learn best in a safe, orderly, and healthy environment. We create predictable routines, develop plans based on our children's interests and developmental levels, arrange the classroom environment to engage and support children's active exploration, and support children's physical, emotional and cognitive growth.
- Families are children's first and most influential teachers. We invite family participation in all aspects of our programming and welcome families to visit our classrooms, participate in activities, share their family customs, assess our program, provide input into program policies, and participate in their child's education at home and in the classroom.
- It is our responsibility to prepare children for success in school and life. We choose to implement the Creative Curriculum and use Teaching Strategies Gold as our child assessment tool. Both the chosen curriculum and the chosen assessment tool are aligned to Common Core Standards for Kindergarten and when implemented with fidelity, prepare children for success.
- One of life's greatest strengths and a great gift to children is the ability to solve problems and resolve conflicts respectfully. We see conflict and frustration as teaching opportunities and support children as they work to gain the skills necessary to meet life challenges.
- Value lifelong learning. We provide opportunities for parents and staff to learn together, provide for continuous and meaningful staff professional development, and take great joy in learning from and with our children.
- Children, families and the community of Hazel Park and neighboring counties deserve the very best early childhood program we can offer. We invite staff, families and community stakeholders to join us in program assessment and planning as we strive for excellence.

## Great Start Readiness Program

### **Great Start Readiness Program**

The Great Start Readiness Program is fully administered by the Hazel Park School District. District oversight of the program is conducted by Dr. Stephanie Dulmage, the Director of 21st Century Learning.

### **State of Michigan Child Care Licensing**

The program licensing notebook is available on-site for parental inspection. Also, it can be accessed at the State of Michigan Licensing and Regulatory Affairs.

[Licensing Rules for Child Care Centers - Amended 2/22/2022](#)

The Webster Early Childhood Center licensing notebook includes all licensing inspection reports, special investigation reports and all related corrective action plans (CAP) since May, 2010. The notebook is available to parents during regular business hours. Licensing inspection and special investigation reports from at least the past two years are also available on the child care licensing website.

[LARA Child Care Licensing Search](#)

### Hours of Operation

Main Office  
Monday - Friday  
7:30am-4:00pm

Latchkey  
Monday - Thursday  
7:00am-8:00am  
3:00pm-5:30pm  
Friday  
7:00-5:30

GSRP  
Monday - Thursday  
7:45-2:45 or 8:30-3:30

### Location, Parking, and Entrance

#### **Location**

431 West Jarvis  
Hazel Park, MI 48030

#### **Parking**

Families are encouraged to park in the parking lots located on the right and left of the building. There is also a rear parking lot accessible by West Harry Avenue. All visitors will need to go to door 1 and ring the doorbell. Please be advised that you may get a parking ticket from the city if you are parked on the street illegally. ~~Buses drop-off and pick-up takes place in the half-circle drive, there is no parent parking allowed.~~

#### **Building Entrance and Exit**

All external leading doors remain locked throughout the day. All families and visitors are to enter and exit through the doors in the front of the building. ~~Staff or other adults in the building will not open doors for adults knocking on the doors or windows.~~

## Contact, Communication, and Calendar Information

### **Supervisor**

Sheila O'Kane

Email: [sheila.okane@hazelparkschools.org](mailto:sheila.okane@hazelparkschools.org)

Office Phone 248-658-5501

### **Secretary**

Rocquel Miller

Email: [rocquel.miller@hazelparkschools.org](mailto:rocquel.miller@hazelparkschools.org)

Office Phone 248-658-5501

## Standard Forms of Communication

Communication between home and school is important. We try to meet the family communication needs as much as possible. Some of the ways we may communicate with families are listed below:

In Person	Email
Office Phone Call	<a href="#">SeeSaw</a>
Event Flyers	Bi-Weekly Classroom Newsletter
Take Home Folders	Monthly Supervisor Newsletter

**It is the parent or guardian responsibility to ensure all communication methods are up-to-date. (i.e., email and phone)**

Please be sure to keep all contact information up to date with our program. If your phone number or email address changes, please make the necessary changes in MiStar, or call the office at 248-658-5501 and we will be happy to do it for you.

**ESL and Bilingual Families** and/or staff can obtain resources with the school district's bilingual department to provide support for families and children whose **priority primary** language is not English.

**Arrival and dismissal times are great opportunities** to say hello to the teachers and build relationships. If you have a concern please wait until all children are picked up, email, write a note or leave a message with your child's teacher to schedule a time to meet.

### **~~Bi-Weekly Classroom Newsletter and Monthly Supervisor Newsletter~~**

~~The Bi-Weekly Classroom Newsletter and Monthly Supervisor Newsletter will come to both your email and to your phone via SeeSaw. It is important that families read this carefully each time. Classroom newsletters are sent often and teachers use the avenue of their choice, such as email, SeeSaw or Kaymbu. Your child's teacher will let you know. Watch your email for newsletters and updates from the building supervisor.~~

## GSRP Calendar

Each family is provided a program calendar prior to the first day of school. Refer to the calendar for information regarding the first day of school, last day of school, school breaks, or other days the classroom may not be open. If you are in need of another copy of the program calendar please contact your child's teacher or see the Hazel Park Schools Website.

## GSRP Application Policy

238

Great Start Readiness Program (GSRP) is a free, state funded full day preschool program offering

a kindergarten readiness curriculum. Our classrooms service four year olds who meet eligibility requirements and reside within the boundaries of Oakland, Macomb and Wayne counties. All preschool programs are explained to the family and a brief questionnaire is completed to determine which preschool program is best for the child and their family.

Acceptance into GSRP is based on income and risk eligibility. Applications are collected and placed in order of eligibility. Students are assigned available slots beginning August 1. Applications will continue to be collected until all slots are full. Any remaining applications will go on a waitlist, again based on eligibility.

If it is determined the child is eligible for Head Start, a referral is made to the OLHSA Head Start Program. The family has the option to decline the Head Start program and request placement in the Great Start Readiness Program, by signing an OLHSA Head Start waiver.

If it is determined the child may qualify for GSRP, an appointment will be scheduled for an in-depth interview and parents will be asked to bring the required documentation with them to the appointment.

If the family does not meet the eligibility for Head Start or GSRP, Hazel Park Preschool Academy will be offered to the family.

### **Application Process**

- Complete pre-enrollment process online
- Complete GSRP Application Packet
  - Income Verification
  - GSRP Risk Factor
  - Acknowledgement of Application to GSRP
  - Lunch Form - Household Information Report
  - Lunch Form - Household Income Eligibility Statement
  - Lunch Form - Participation Enrollment Form
  - Latchkey and Transportation Form
  - Great Start Readiness Program Application
  - Health Appraisal (within 30 day of the start of school to avoid removal from program)
  - Immunization Record
  - Parent Photo ID
  - Child Information Card
  - Hazel Park Enrollment Family Data
  - Getting To Know Your Child & Family
  - Parent's Responsibilities and Guidelines
  - GSRP Picture & Directory Consent
  - Parent Participation Survey
  - Family GSRP Handbook Signature Page
- Parents must provide the following:
  - Birth Certificate / Age Eligibility Documentation
  - 2 Proofs of Residency (Utility Bill & Lease or Mortgage Statement)
  - Valid Government Parent Photo ID
  - Proof of income (current W2, 1040 or three recent paycheck stubs)
- Parent/Teacher/Student initial visit and assessment
  - A home visit with the teachers will occur where families will complete an ASQ questionnaire with the teacher

## **Required Registration Documents**

The following enrollment documents are required to be ~~completed in FULL and on file in the main office~~. Failure to complete in full according to the timeline given below will result in your child being placed on the waitlist which does not guarantee enrollment:

- ~~Child Information Record in English (Emergency Card)~~
  - ~~Arabic Spanish~~
- Family & Social History
- Parent Participation Survey (Family Engagement)
- ASQ-3 Developmental Screening Consent
- ~~Hazel Park Schools Online Pre-Enrollment~~
- Parent or legal guardian government issued identification
- Birth certificate for student(s)
- Immunization record for student(s)
  - ~~Obtain Immunization Record~~
  - ~~Refusal to Consent to Vaccination~~
  - ~~Flyer: Rule for claiming a Non Medical Waiver for Immunizations~~
- Guardianship or Custody legal documentation (if applicable)
- Signed Lease, Mortgage agreement, or Property Tax Statement
- Current DTE or Consumers Energy bill
- ~~ASQ SE-2 and ASQ-3 Developmental Screening Letter to Families~~
  - 1st Access the [Link to Hazel Park Schools ASOs Online](#)
  - 2nd Choose: I am completing both the ASQ:SE-2™ and ASQ-3™ questionnaires.
  - 3rd Choose: I am screening my child today for ASQ SE-2 and ASQ-3
  - 4th Proceed to complete in FULL the ASQ SE-2 and ASQ-3.
- ~~HPS Nutrition Services Documents~~
  - ~~Household Income Eligibility Statement – Child Care Institutions~~
  - ~~CACFP Participant Enrollment Form~~
- Photography and Directory Consent Form
- Preschool Academy Handbook Acknowledgement of Understanding

### **Within the First 30 Days of School**

- ~~Health Appraisal (The Health Appraisal must have a physician's signature, stamp, and the date. Failure to complete within 30 days of the child's first day of school will result in removal from the program and placement on the waitlist.~~

### **If Applicable**

- Volunteer/Ichat (Required two weeks prior to visiting or volunteering at school.)
- ~~CACFP Request for Special Meals and/or Accommodation~~
  - \*Requests require approval by the HPS Nutrition Services Department.
- ~~Medical Authorization~~
  - ~~State of Michigan Child Care Licensing Medication Permission and Instructions~~
  - ~~Hazel Park Schools Medication Form~~

## Remain In Good Standing Policy

The following four occurrences will impact the good standing that all Preschool Academy families have entering on the first day of school.

### **Incomplete Forms**

Enrollment documents are required to be completed in FULL and on file in the main office. Failure to complete in full according to the timeline given will result in your child being placed on the waitlist which does not guarantee enrollment.

### **Health Appraisal**

A Health Appraisal is required by the State of Michigan Child Care Licensing to be on file within the first 30 days of initial attendance. The Health Appraisal must have a physician's signature, stamp, and the date. Neglecting to complete this within 30 days of the child's first day of school will result in removal from the program and placement on the waitlist.

### **Late Pick Up**

Starting at 3:30, a \$10.00 fee will be charged for every 15 minutes your child or children are in the late pick-up room. If you have more than one child, the fee will be applied to each child. As a school district, we understand that a situation may occur that will impact your ability to pick your child or children up on time. Therefore, we have built some flexibility into the fees that will be charged. The fees will be charged as outlined in the table below.

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

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

## Safety and Security Information

Webster Early Childhood Center monitors all individuals entering and exiting the building. All doors including the main office entrance will be locked and secured at all times. An electronic monitoring system has been installed throughout the building. The main office door has a video security camera allowing office personnel to talk to the person prior to entering the building. Individuals MUST check in with office personnel after entering the building. Your child's safety is of vital importance to us! A bit of inconvenience in order to maintain the best possible security standards is a small sacrifice to make.

### **Staff Screening**

- The Hazel Park School District requires a criminal history check & fingerprints on all preschool and childcare employees.

- All childcare/preschool employees are required to complete the Michigan Child Care Background Check and fingerprint required by LARA.
- All staff are familiar with the Child Protection Law as it relates to child abuse and neglect.

### **Building Visitors**

Visitors, please ring the doorbell at our main door, door 1, off of West Jarvis for assistance. Office staff will check you in and assist you. If you are dropping off something for your child, office staff will be happy to take it back to your child's classroom at a time that will not interfere with instruction.

~~Building visitors are defined as ANYONE who is not employed to work at Webster ECG and/or having an assigned classroom or office at Webster ECG. ALL visitors must be "buzzed" into the MAIN OFFICE entrance by pressing the button on the intercom device to the right of the main doors. ALL visitors MUST check in with office personnel after entering the building. Our office personnel have many responsibilities, please be patient when they are addressing other situations (phone call, family member, staff member, etc.) Any person bringing an item to school for their child will hand it over to the office personnel. The office personnel will determine the least disruptive manner to deliver the item(s).~~

In order to protect the educational program of the schools from undue disturbance, the District has established guidelines and procedures for visitors. The following are the most applicable points from the Hazel Park School Board Policy 9150-School Visitors.

- Every visitor to a school must register at the school office. Sign-in lists showing name, time, person visiting, and time departing shall be maintained by the office. Any person who does not register with the school office is on school property without authorization and should be asked to identify himself/herself properly and obtain permission or to leave the school grounds. If the visitor refuses to leave the school grounds or creates any disturbance, the building principal should request aid from the Hazel Park Police Department/Fire Department.
- Parents, other than those who have been asked by a teacher to be in the classroom, who wish to observe learning activities taking place in their child's classroom are to confer, in advance, with the principal and the teacher and state the purpose of the visitation.  
It is important that each parent understands that because classroom visitations can be distracting to the students, the following guidelines have been established: Visitations will not be allowed during examinations and independent study periods.
- Parents are to be silent observers and are not to create any type of disturbance or disruption to the learning process.
- Copies of instructional materials being used by the students or teacher may not always be immediately available during the visitation.
- Any comments made by individual students are to be maintained in confidence by the visitor to the activity.
- Use of audio or visual equipment to record classroom activities must be approved by the principal and the teacher. No visitor shall be allowed to videotape students in the classroom, without the prior consent of the principal, as it may violate the privacy rights of students unrelated to the visitor. Recording of other school activities to which the public is invited will be in accordance with AG 9160 - Attendance at Public Events.
- Any comments or concerns are to be discussed with the teacher before or after the school day when students are not present.

## **Classroom Visitors During Instructional Time and Volunteers**

Hazel Park Schools requires an I-Chat background check for all classroom visitors (with the exception of arrival and dismissal) and volunteers. I-Chats can take up to 2 weeks to be processed.

“Supervised volunteer” means a person 16 years of age or older, who provides service for a child care center that is not compensated, and who is supervised at all times when children are in care.

“Unsupervised volunteer” means an individual who is 18 years of age or older, who provides service for a child care center that is not compensated, and who has been determined eligible by the department to be unsupervised with children. Michigan child care centers require a comprehensive background check on unsupervised volunteers, accurate records detailing daily arrival and departure times for each volunteer. Further State of Michigan child care licensing requirements for unsupervised volunteers is located in the licensing book.

## **Security**

Webster Early Childhood Center will monitor all individuals entering and exiting the building. All doors including the main office entrance will be locked and secured shortly after all classrooms arrival times. Doors will remain locked throughout the school day. Doors will be unlocked **five minutes** before classroom departure times. An electronic monitoring system has been installed throughout the building. The main office door has a video security camera allowing office personnel to talk to the person prior to entering the building. Individuals **MUST** check in with office personnel when entering the building. Your child’s safety is of vital importance to us! We appreciate your anticipated compliance.

## **Visitors**

ALL visitors must be “buzzed” into the MAIN OFFICE entrance by pressing the button on the intercom device to the right of the main doors. Office staff will buzz you in so please listen for the faint click at the door, indicating the door is momentarily unlocked for you. ALL visitors **MUST** check in with office personnel after entering the building.

Any person bringing an item to school for their child can drop the items off at the office. Office personnel will make sure the items get back to your child in a timely manner and at a time that is least disruptive to the learning environment.

## **Child Information Record (Emergency Cards)**

For your child’s safety it is very important your contact information is up-to-date at all times. Calls will be made in case of an illness, injury, emergency or building problems.

Child Information Records (Emergency Cards) are kept in the main office AND your child’s classroom. Information needs to be updated at both locations immediately any time you have changes affecting the information listed. Children will only be released to persons listed as an emergency contact. Therefore, if there is a possibility someone will pick up your child (even one time)—please list them.

## **Legal Custody**

Our center cannot refuse to release a child to the child’s parent (per birth certificate or listed on emergency card). Both parents have equal custody rights unless a court or valid written separation agreement proves otherwise. If you are experiencing custody difficulties, please inform the center director and your child’s teacher. Custody documentation is required prior to center enforcing. Information will be kept confidential.

\*Hazel Park School District does not encourage nor accept responsibility for employees who care for children outside of our programs while they are not at work.

## **Emergency Procedures**

### **Fire Drill**

In the event of a fire, staff will follow the emergency evacuation plan per location to ensure the safety of the children. An alarm will notify staff members to evacuate the building. A teacher will gather the emergency cards and daily sign-in/sign out sheet then begin leading the children from the classroom following the posted fire evacuation route. The second teacher will check the room and restroom to verify all children have evacuated, grab the first aid kit, close the door to the classroom and join the teacher with the children. At the designated meeting place, the teacher will verify all children are accounted for by using the daily sign-in/sign out sheet. Staff and children will remain out of the building until the “all clear” signal is given. In the event it is not safe to return to the building, staff will proceed with children to the designated evacuation shelter and call families to pick up children.

### **Designated Evacuation Shelter**

Each school building is assigned a designated evacuation shelter. In the event it is necessary to take children to the designated evacuation shelter, staff will begin contacting families or emergency contact persons for immediate pick up.

### **Lock Down**

A Lock Down may be as simple as making sure every outside door and classroom door is locked and all students remain in a supervised classroom. A Lock Down practice could require the classroom teacher to position students within the room so they are hidden from view by someone either outside or indoors. Sometimes during a lockdown, teachers may be directed to move all students to a more secure location in another part of the building.

### **Tornado Watch**

If the National Weather Service states conditions are possible for a tornado to occur, the school office will notify staff of any changes in weather conditions. No further action is needed during a tornado watch.

### **Tornado Warning**

If the National Weather Service states a tornado has been spotted in the area and immediate action is necessary, an announcement will be made over the building speaker to notify staff members to take shelter due to a tornado warning. A teacher will gather the emergency cards and daily sign-in/sign out sheet then begin leading the children to the posted tornado shelter. The second teacher will check the room and restroom to verify all children are out of the room, grab the first aid kit, close the door to the classroom and join the teacher with the children. At the designated meeting place, the teacher will verify all children are accounted for by using the daily sign-in/sign out sheet. If a tornado warning occurs at dismissal time, children will be kept in the school until there is an “all clear” or until they are picked up by an adult listed as an emergency contact.

## **School Closing Information**

Webster Early Childhood Center follows the Hazel Park School District school closings due to inclement weather, power outages, or other issues that may require that school be closed. Families are encouraged to tune in to school closings listed on the local TV and radio stations to learn if school is closed for the day. Look for Hazel Park School District and/or Webster Early Childhood Center on

the television or online. If school is in session and needs to be closed, families will be contacted via phone and/or electronically to pick-up their child.

### **Confidentiality**

Out of respect for the privacy of each family in our program, all information pertaining to students and families will be kept confidential. If a student is attending a program administered by a public school, the student's assessments and attendance records may be passed on to the students' Kindergarten school building. Information may be reviewed by Oakland Schools and/or the MDE to ensure and support program compliance. The only instance in which information will be shared about a child or family without a parent's written consent is when staff has reason to suspect the child may have experienced abuse or neglect.

### **Photographing and Videotaping**

Photographs are taken in the classroom and used to create environmental print for children's use, classroom books, [Picture Day](#), document children's work and displayed in the hallway, online portfolios, family reports, staff training, recruitment, marketing, educational training, professional conferences and powerpoint presentations for program purposes. You will be asked to sign a consent form allowing us to photograph and video your child in the classroom. If you do not wish to have your child recorded, please notify your child's teacher.

### **Mandated Reporters**

All employees of Webster Early Childhood Center are [mandated reporters](#) of suspected child abuse and neglect. If we have reasonable suspicion to believe that a child is being abused or neglected, we are required by law to report our suspicions to the Department of Human Services Child Protective Services Division. The law states that we are not to attempt to investigate the suspicion ourselves; we are to report any suspicion immediately. Webster Early Childhood Center will comply with the Hazel Park School District policy on reporting suspicion of child abuse or neglect. In the event that a report is made to the Department of Human Services, the staff will provide the family with referral for appropriate support services. All reports are strictly confidential.

Causes for reporting suspected child abuse or neglect include, but are not limited to:

- Using an object to hit a child. This could mean a switch, a paddle, a belt, a cooking spoon, a shoe or any other object that could cause serious harm.
- Unusual bruising, marks, or cuts on a child's body
- Severe verbal reprimands
- Improper clothing relating to size, cleanliness, season
- Transporting a child without appropriate child restraints (e.g. car seats, seatbelts, etc.)
- Dropping off or picking up a child while under the influence of illegal drugs or alcohol
- Not providing appropriate nutrition for a child.
- Leaving a child unattended for any amount of time.
- Sending a sick child to school over medicated to hide symptoms, which would typically require the child to be kept at home until symptoms subside.

### **Family / Community Visitors Mutual Respect Requirements**

Students have the right to learn and teachers have the right to teach in a safe environment. Therefore, families and community members are expected to model the following behaviors while in

the presence of children or on school property.

- Use appropriate language at all times, whether you are mad or having a casual conversation.
- Speak kindly and respectfully to all children and staff.
- Seek to resolve conflict and disagreements in private.
- Respect the privacy of all families. **Please do not discuss children other than your own.**
- Refrain from the use of [tobacco](#) and [vaping](#) products while on school property or in the presence of children. All Hazel Park Schools are [smoke](#) and [vape](#) free environments. [Effects of Secondhand Smoke](#)
- Refrain from using threats, raising your voice or using intimidation when correcting your own child's behavior or when experiencing conflict with other adults.
- Refrain from confronting another parent regarding their child's behavior or conflicts between families. If you have concerns regarding conflicts between your child and other children in the program, please direct your concerns to the teacher or director.
- Dress appropriately. Please do not wear clothing that has inappropriate language or symbols while on school property.

In all circumstances where adult behavior is perceived as threatening or disruptive to the emotional or physical safety of our children or staff will result in immediate and possibly permanent exclusion of the offending adult from our program.

At no time is any person permitted to carry any type of weapon, firearm or ammunition on school property or school event. Violation of this policy will result in immediate exclusion of the offending party.

**Hazel Park School District does not encourage nor accept responsibility for employees who care for children outside of our programs while they are not at work.**

## **Health Policies, Procedures, and Resources**

### **Health Appraisal**

As per Michigan child care center licensing, students are required to have a [Health Appraisal](#) completed and turned into the office within 30 days of their first day of school. If a child does not have their Health Appraisal on record 30 days after the child's first day of school, the child will not be able to return to school until the Health Appraisal is on file in the office. As a result, the child may be placed back on the waitlist.

### **Hearing and Vision Screening**

Each year the [Oakland County Health Department screens 4 year old students for vision and hearing](#). Vision screenings are scheduled in the fall and hearing screenings are scheduled in the spring. Parents will be notified of negative results.

### **Immunization Record**

[Michigan Law for child care centers and preschools](#) requires every student enrolling in a Michigan school be properly immunized, or have a sign [waiver](#) stamped by a notary on file at the school. A parent notification letter may be sent regarding any needed immunizations. If the immunization record or signed waiver stamped by a notary is not on file, the student, in accordance with the law, shall not be permitted to attend school. The Oakland County Health Division has a free immunization clinic available to all ages, including adults. The clinics are located in Pontiac, Southfield and Walled Lake.

~~Obtain Immunization Record~~-The immunization records of children born in Michigan from 1994 to present are in the [Michigan Care Improvement Registry \(MCIR\)](#). Many older children and adults are also in MCIR. You may request your own or your child's Official State of Michigan Immunization Record by contacting your physician's office or your local health department.

~~Waiver Note: In early 2015, Michigan instituted an administrative rule change on nonmedical waivers for childhood immunizations.~~ Parents/guardians seeking to obtain a nonmedical immunization waiver for their child/children who are enrolled in school or licensed childcare programs are required to attend an educational session, where they are provided with information about vaccine-preventable diseases and vaccinations. **For more information go to [Nonmedical Waiver Rule for Childhood Immunizations in School and Licensed Childcare Programs: Information for Parents/Guardians](#)**

### **Illness / Undiagnosed Rash**

The school may request certain children be excluded from school attendance if the child is thought to have a contagious illness or has an undiagnosed [rash](#). The school will readmit the child when they are free of symptoms or receive written permission from the doctor. This is done for the protection of the child and the rest of the children in the school, and follows the guidelines provided by the Oakland County Health Department.



### **Health Guidelines**

Staff will be alert to any unusual behavior in children that may signal illness. Whenever a child exhibits any of the symptoms listed below, staff will contact the parents to have the child picked up immediately. If the parent is unable to be contacted or does not come within 30 minutes, staff will begin calling other emergency contacts listed on the [Child Information Record](#)

- **Fever** - The child must be 24 hours free of fever, without medication, before returning to school.
- **Vomit / [Diarrhea](#)** - The child must have a minimum of 24 hours free of vomiting or diarrhea before returning to school.
- **[Pink Eye Symptoms](#)** - The child must be treated with medication and may return after 24 hours and there is no eye drainage with a doctor's note.
- **Persistent Cough** – A child who is coughing constantly and/or 'hard', will be excluded until cough is not as persistent.
- **General Appearance of being Ill** – A child who is not participating in activities, is very tired, unusually pale or flushed skin, watery eyes and just appears to be too sick to be in school, will be excluded until the child looks and feels well.

### **Notification of Sick Children Within the Classroom**

Families will be notified of outbreaks of illnesses in individual classrooms. A note will be sent home with children and/or posted outside of the classroom door. Classroom staff will be responsible for ensuring children do not return to the classroom until they are well enough as described as above. In the event of illness in the classroom, staff will pay particular attention to disinfecting toys and surfaces used by children.

ALL families are required to notify the school office of diagnosed communicable illnesses and/or rash or bump causing issues. Notification will be required for the following and more, as listed on the [Oakland County Health Division Communicable Disease Reference Chart 2019-2020](#):

- [Bed Bugs](#)
- [Chickenpox](#)
- [HFMD](#)
- [Head Lice](#)

- [Impetigo](#)
- [Flu](#)
- [Pink Eye](#)
- [Pneumonia](#)
- [RSV](#)
- [Ringworm](#)
- [Scarlet Fever](#)
- [Strep Throat](#)

### Doctor's Note Requirement

A doctor's note for return to school may be requested at any time to ensure the health of all children and staff at Webster. This will be left to the discretion of the Supervisor.

### Reporting to MDSS

The report of some conditions to the Michigan Disease Surveillance System (MDSS) or local health department is required within 24 hours if the agent is identified by clinical or laboratory diagnosis.

[Reportable Diseases in Michigan 2022](#)

### ~~Reporting to the Oakland County Health Division~~

~~Illness patterns in children can be an important indicator of communicable disease occurrence in the community. Any communicable disease cases, unusual occurrences, or outbreaks that occur among children and staff at your facility are required to be reported to the Oakland County Health Division (OCHD) Communicable Disease (CD) Unit within 24 hours at 248-858-1286 or 888-350-0900 ext. 81286. Disease prevention and control efforts depend on participation in the reporting process.~~

### ~~Letter to [Child Care Directors and School Principals](#)~~

- ~~[Oakland County Health Division Communicable Disease Reference Chart 2019-2020](#)~~
- ~~[Oakland County Health Division 2019-2020 Reportable Diseases for Schools, Preschools, and child care centers](#)~~

### Head Lice

The following policy was adopted by the Hazel Park Board of Education and is coordinated with the procedure of the Oakland County Health Department. A routine classroom inspection of all children will be made during the first week of school and after each vacation. Children with lice and/or nits are to be kept out of school (excluded).

The school will observe the following protocols regarding head lice.

- The student's parent/guardian is required to notify the school office if their child is suspected of having head lice.
- Infested students will be sent home following notification to the parent/guardian.
- The school will provide written instructions to the parent/guardian regarding appropriate treatment for the infestation.

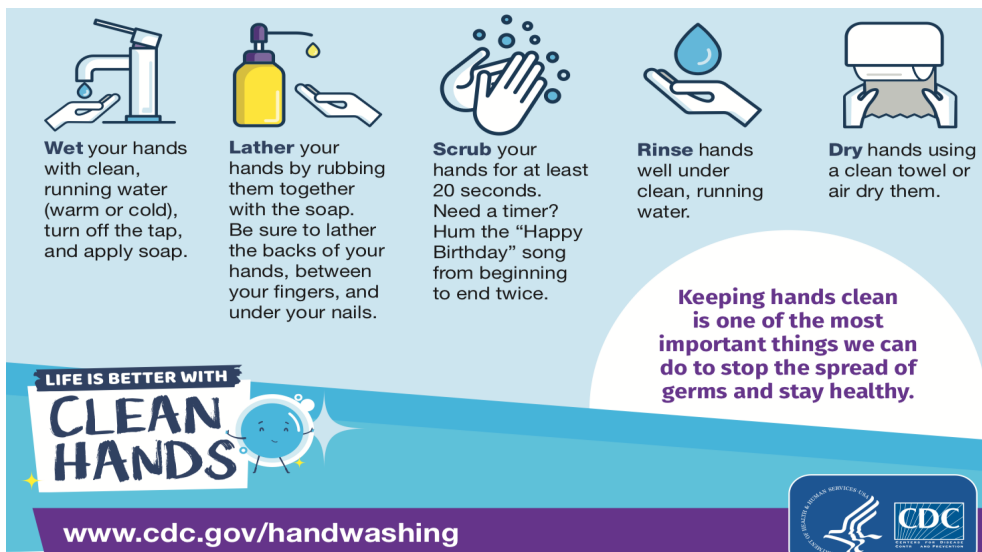
A student excluded because of head lice will be permitted to return to school only when the parent/guardian brings the student to school to be checked by the designated staff member and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school until it is determined by school officials he/she is free of head lice. It is expected children will return within two (2) days nit-free. Children will continue to be checked for a week after returning to the classroom.

## Handwashing

- Hands will be washed with soap and running water. Water basins, hand sanitizers and pre-moistened wipes may not be substituted.
- Have a clean paper towel available
- Turn on water to a temperature between 60 and 100 degrees F.
- Moisten hands with water and apply soap.
- Rub hands together vigorously until a soapy lather appears and continue for at least 10 seconds.
- Rub areas between fingers, around nail beds, under fingernails, jewelry and the back of hands.
- Rinse hands under running water until they are free of soap and dirt. Leave the water running while drying hands.
- Dry hands with a clean, disposable paper towel. Turn taps off with the paper towel.
- Dispose of the paper towel in a lined trash container.

## CDC Guidance

Staff will use and actively teach children the above hand washing procedure in order to avoid spreading illness. Children and staff wash their hands before each meal, after using the bathroom, after playing with animals, blowing their nose, before and after using the sensory table and any time hands are visibly dirty.



## **Children's Medication**

State of Michigan Child Care Licensing Rule 400.8152 Medication Administrative Procedures

- (1) Medication, prescription or nonprescription, must be given to a child by a child care staff member only.
- (2) A child care staff member shall give or apply medication, prescription or nonprescription, only with prior written permission from a parent.

[State of Michigan Child Care Licensing Medication Permission and Instructions](#)  
[Hazel Park Schools Medication Form](#)

\*Self-administration is not applicable for Webster ECC

- (3) All medication must be in its original container, stored according to instructions, and clearly labeled for a named child, including all nonprescription topical medications described in subrule (8) of this rule.

- (4) Prescription medication must have the pharmacy label indicating the physician's name, child's first

and last name, instructions, name and strength of the medication, and must be given according to those instructions.

- (5) A child care staff member shall keep all medication out of the reach of children and shall return it to the child's parent or destroy it when the parent determines it is no longer needed or it has expired.
- (6) A child care staff member shall give or apply any prescription or nonprescription medication according to the directions on the original container, unless otherwise authorized by a written order of the child's physician. Our staff members will not give the first dosage.
- (7) A child care staff member shall not add medication to a child's bottle, beverage, or food unless indicated on the prescription label.
- (8) Topical non-prescription medication, including but not limited to diapering cream, triple antibiotic, sunscreen, and insect repellent, requires written parental authorization annually.
- (9) A center shall maintain a record as to the time and the amount of medication given or applied, with the exception of medications described in subrule (8) of this rule, on a form provided by the department or a comparable substitute approved by the department. One form per medication is required. The signature of the child care staff member administering the medication must be included.

**Children requiring an epipen or inhaler/nebulizer at school WILL NEED THEIR MEDICATION BEFORE THE START of school and associated signed forms.**

These are considered life saving medications and we cannot make any exceptions. Children indicated on the Health Appraisal as having a severe allergy where an epi-pen may be required or asthma where an inhaler/nebulizer may be required, must have a letter from their doctor if the medication is not needed to be at school.

**Accidents/Emergencies**

~~In case of an accident/injury a staff member will identify the injury and notify the certified CPR/First Aid staff member. An incident report will be completed by staff and submitted to the office by the end of the school day. A parent can obtain a copy of the report by request.~~

When a child incurs a minor injury, staff will take the following steps:

1. Immediate care is provided to the child
2. A phone call, written report (incident report), or both will be provided to the parent at or before dismissal on the day of the minor injury

When a child incurs a serious injury, staff will take the following steps:

1. A staff member calls 9-1-1 and then immediately phones any other required personnel that need to be notified when 9-1-1- is called, while the certified CPR/First Aid staff member remains with the injured child.
2. Ensure the scene is safe. If so, provide care and comfort to the injured child until EMS personnel arrive.
3. EMS personnel will determine if the injured party needs to be taken to the hospital.
4. The parents will be contacted by phone once the situation is under control. If the parents cannot be reached the next person on the emergency card will be contacted until either the program is able to talk with someone or all individuals have been phoned.
5. A staff member will ride in the ambulance if the parent is unable to do so.
6. Within twenty-four hours of the injury, a call will be made to the Department of Regulatory Services Licensing Division followed by a written report within three days of the injury.

If your child is involved in an incident or accident during the school day, staff witnessing the incident/accident will complete a Webster ECG Incident Report Form. An attempt may be made to contact the family immediately to notify them of the incident or accident and follow-up actions of staff member(s). The child's parent or guardian will be asked to sign the report. If the incident involves an altercation between children in the program, each child's family will receive a separate report. First aid given at school consists of cleaning, bandaging and ice packs. If a child comes home with a cut received at school, parents should examine it and apply medication if they feel it is necessary.

If an injury appears to need more than basic first aid, parents will be called to make a determination as to how it should be handled. All head injuries and injuries which require first aid will be reported to the child's parent or guardian immediately via phone call.

If the injury is serious enough to require immediate medical attention, staff will call the office to call 911. The school administrator or a teacher will ride in the ambulance with the child. The parents will be contacted immediately to meet the ambulance at the hospital. The staff member will stay at the hospital until the parents have arrived. In the case of a serious incident or accident, the State of Michigan Child Care Incident Report Form will be required.


All staff receive Bloodborne Pathogens Training annually. Universal Precautions will be observed when handling potential exposure to blood, body fluids and potentially infectious fluids.

### Attendance Procedures

Research clearly indicates that showing up for school has a huge impact on a student's academic and developmental success. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and in life.


We realize some absences are unavoidable due to health problems or other circumstances. Certainly, if your child is ill we do not want your child in school as resting is what is best for a sick child. One of our program goals is to ensure that every student attends school regularly when healthy. For consistency of learning, please demonstrate appropriate attendance. ~~Again, we understand if your child is truly sick he/she will stay home from school.~~

**GOOD SCHOOL ATTENDANCE MEANS...**



<b>PRECHOOLERS</b> build skills and develop good habits for showing up on time	<b>ELEMENTARY STUDENTS</b> read well by the end of third grade	<b>HIGH SCHOOLERS</b> stay on track for graduation	<b>COLLEGE STUDENTS</b> earn their degrees	<b>WORKERS</b> succeed in their jobs
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Too many absences—excused or unexcused—can keep students from succeeding in school and in life. How many are too many? 10% of the school year—that's 18 missed days or 2 days a month—can knock students off track.

  
Advancing Student Success By Reducing Chronic Absence  
[www.attendanceworks.org](http://www.attendanceworks.org)

If your child will not be in attendance, please call **248-658-5501** before the program day begins and let them know your child's name, the classroom, and the reason for not attending. If no one answers, please leave a message.

### **Absent Procedure for Staff**

The Lead Teacher or Associate Teacher is to check in with **verbal** communication to parents or guardians after the second day a child is absent. Only if unable to reach parents via phone call (2 attempts), send a message via SeeSaw or email. Email and verbal communication to parents or guardians may be required to request needed doctor's documents for the child's return to school.

### **Ongoing Absence Without Parent or Guardian Contact**

If a child is absent and the program is not contacted by the parent or guardian, the program will attempt to make contact with the parent. If the program cannot make contact with the parent or guardian for 3 consecutive days, then a letter will be sent to the parent or guardian. If the program does not receive a response within 10 days of the date of the letter the child may be moved to the program's waitlist.

### **Bus Transportation**

Families residing in Hazel Park School District may request bus transportation. Let your child's teacher know if you are interested in having your child ride the bus. It is the responsibility of the bus garage to notify families of their pick up and drop off time. Families should be aware the bus may arrive ten minutes before or after their child's scheduled time due to different reasons. Any issues regarding the bus must be discussed with the bus garage. However, you may notify the GSRP office to make them aware of the situation. If your child is going to be absent from school, you must notify the bus garage AND the Webster office.

### **Cell Phones**

~~Please make your drop off and pick-up time a 'NO CELL PHONE ZONE'. Your child has much to share at the beginning and end of the school day. Those brief moments of conversation increase your child's understanding of the world around him/her and how things work. They are excited to tell you about their day. Vocabulary and language comprehension increase when children have opportunities to express their ideas, especially with thoughtful questioning and reflection by the adult role model. Actively listening to your child sends the message that what your child has to share is important to you! We hope you will give your child your undivided attention while listening about their day. Putting down the phone will also help keep your child safe walking through the parking lot.~~

### **Drive Through Drop off And Pick Up**

At the beginning of the year, each family will receive a car tag and a backpack tag that has a specific color and number. The car tag must be displayed in the passenger side windshield. Some classes will enter through door 1, and some through door 2. Door 1 is at the front of the building off of Jarvis. Door 2 is on the west side of the building off of West End. To access door 2, please use the circle drive, entering through the south entrance and exiting out the north exit. When you meet with your child's teacher at the beginning of the year, you will be assigned a door.

Please pull up when you can, and remain in your vehicle. Your child should remain buckled in their carseat until you are pulled up close enough for a staff member to come to your vehicle for your child. When it is time to pick up your child, please pull up when you can and remain in your vehicle. A staff member will bring your child to your vehicle.

If you are dropping off or picking up your child late, please go to door 1 and ring the doorbell. We will be happy to help you.

If you have someone other than a parent picking up your child please notify the office. That person must be on your emergency contact list and have picture identification.

### **Arrival**

~~Please make every effort to arrive at school on time. When children arrive after the day has started, they miss out on important parts of the routine. Children who consistently arrive on time and are in school every day quickly master the routine, learn more, are happier to be in school and receive the maximum benefit from our preschool program.~~

### **Dismissal**

~~ALL adults picking up from school MUST be on the child's emergency card and show staff drivers license or state ID to verify name. A child WILL NOT be released to any person who is not listed on the emergency card or does not have photo ID. High School students may pick up a child with a school district student ID and listed on the child's emergency card.~~

### Picking Up your Child During the School Day

Parents' rights of immediate access to their child do not permit us to deny a parent access to their child even if the parent is or appears to be impaired by drugs or alcohol. Staff will assist the parent by offering to call the other parent or another person on the emergency card to come pick them up and the child. If this fails, staff will call the police, child protective services and the other parent as soon as the incapacitated adult attempts to drive with the child in the car. Our foremost concern is for the safety and well-being of the child.

An adult, who is not a parent, authorized on the emergency card to pick up a child appears to be impaired by drugs or alcohol will be denied access to the child. Staff will contact the child's parent(s) to inform them of the situation and if necessary, contact the local police.

### **Late Pick Up**

~~It is important that children are picked up on time. If a child is still in attendance 15 minutes after the end of the school day, the child will remain in the office with the Supervisor. The first time will result in a written warning. Further late pick up incidents will be at a fee of \$15 per child due prior to the next week to remain in good standing with the program.~~

### **Before-School and After-School Care**

~~Before school and after school care is available through the HPS Latchkey Program:~~

~~Before school care begins at 7:00am~~

~~After school care ends at 5:30pm~~

~~There will be NO 'School Year Latchkey' offered on non-school days or school closing days. Care on half days will be determined.~~

### **Fee Structure** (subject to change)

~~\*All fees are NON-REFUNDABLE~~

~~**1st child \$40 non-refundable registration fee.** All children after that in any of HPS Latchkey Programs \$10 registration fee.~~

## **Preschool Latchkey Family Cost**

\$60/week

DHHS Accepted

## **Registration**

Contact the Webster ECC Secretary or register on your own by following the link: [https://schoolcareworks.com/registration/hazelparkschools/start\\_registration.jsp](https://schoolcareworks.com/registration/hazelparkschools/start_registration.jsp)  
If you need assistance with registration, please contact the main office.

## **Latchkey**

Before and after care is available Monday through Thursday. It will open at 7:00 and your child will be picked up by the classroom teacher when it is time for their class to begin. Latchkey will open at 2:45. Your child will be dropped off by their teacher at dismissal time. All children need to be picked up by 5:30. On Friday, latchkey will be available from 7:00-5:30. There will be no latchkey offered on non-school days. Please check the district website or contact our office at 248-658-5501 for more information and the cost of the latchkey program. DHS payments are accepted but must be in place before entering the program.

## **Child Clothing and Blanket**

### **Clothing for Learning and Play**

Preschool children learn best from hands-on exploration. Children will be provided many hands-on opportunities.

- Children should wear comfortable clothing to allow them to crawl and jump while strengthening their arm and leg muscles.
- Children should wear “play clothes”. They will learn many developmental skills while “playing”.
- No open toed shoes or flip flops. Sneakers that your child can easily take on and off are best.

Children should have a complete extra change of clothes in their cubby DAILY. Clothing is to be placed in a sealed and labeled plastic bag. A change of clothing may be needed due to spills, messy play or bathroom accidents. While we take precautions to keep children clean, clothing may become messy at times.



### **Cold Weather Outdoor Clothing Requirements**

Your child will go outside every day. Outdoor play time is structured to be a healthy, educational and enjoyable time for children. Your child is required to be dressed in clothing that is appropriate for the weather conditions. If there is snow on the ground and/or the temperature outside is very cold, your child will need a snowsuit, hat, gloves or mittens, and snow boots.

### **Rest Time Blanket**

Children will have a rest-time each day. Children should bring a small blanket that fits in their backpack. Bedding must be taken home at the end of each week for laundering. Please be sure all items are labeled with your child's name.

### **Label**

Each item must be clearly labeled with your child's first and last name or initials with class number.

### **Families in Need**

If you are in need of any of these items please let your classroom teacher or program administrator know in advance. We will try our best to locate resources for you.

## **Behavioral Expectations and Conflict Resolution**

### **General Behavior Expectations**

We believe that children learn best in a well-ordered environment that is free from disruptions. To promote such an environment, the Early Childhood department, teachers and staff work together to help children to:

- Respect all persons & property
- Act in a courteous and cooperative manner.
- Use acceptable and appropriate language.
- Be safe & learn to act responsibly.

Teachers will handle the majority of discipline within the classroom. Repeated and/or harmful behavior to others or self, will be called to the attention of the Webster ECC Supervisor and parents will be notified.

### **Conflict Resolution/Discipline**

Staff supports children as they begin to understand their behavior choices and learn acceptable ways of interaction with others. The approach we use promotes and encourages self-regulation, self-direction, self-esteem, and a spirit of cooperation. We use a six-step process to resolve conflicts.

The steps are:

1. Approach children calmly and stop any hurtful actions
2. Acknowledge children's feelings
3. Involve children in identifying the problem by gathering information
4. Restate the problem in children's vocabulary
5. Ask children for solutions and encourage them to choose one together
6. Give follow-up support when children act on their decisions

We encourage you to help us give children a consistent message by trying to use the six steps at home.

Staff is strictly prohibited from using these forms of punishment:

- Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment.
- Restricting a child's movement by binding or tying him or her.
- Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child.
- Depriving a child of meals, snacks, rest, or necessary toilet use.
- Excluding a child from outdoor play or other gross motor activities.
- Excluding a child from daily learning experiences.
- Confining a child in an enclosed area, such as a closet, locked room, box, or similar cubicle.

### **Related Resources**

- ~~[Working Out Conflict With Children](#)~~
- ~~[The Emotional Backpack: Managing Conflict Resolution With Children of Trauma](#)~~
- ~~[WE CAN WORK IT OUT! 6 Steps to Help Children Resolve Conflicts and Solve Problems](#)~~

### **Family Involvement**

Parent involvement is welcomed and encouraged. To establish and maintain a strong school-home connection, which benefits children, we offer the following ways for families to be involved:

- **Open House:** Takes place at the school before your child starts the school year. This gives the parent and child time to get comfortable in their new classroom before their first official day.
- **Parent Orientation:** Takes place at the start of the school year to support relationships, invite input, share community resources, and encourage future involvement in program decision making.
- **Volunteering in the Classroom:** Talk with your child's teacher about how you can be involved as a volunteer. We provide support through our volunteer supervision policy. All school volunteers must complete the [I-Chat](#) and have clearance before assisting at the school. For school-wide volunteer opportunities, please contact the supervisor.
- **Parent-Teacher Conferences:** Teachers work with families to schedule two parent-teacher conferences. Additional meetings may be arranged by the teacher or parent.
- **Parent Advisory Meetings:** two or more are scheduled to share program goals, share community resources, provide at-home learning resources and attain input related to program decisions. Data Analysis will take place with participation from parents, an administrator, and teaching staff to review program data and set goals.
- **Parent Connection Meetings:** The Great Start Collaborative hosts Parent Connections Meetings following the Parents Advisory Meetings. Dinner and child care are provided. A range of topics for parents are addressed. These meetings usually follow our Parent Advisory Meetings.
- **Family Events:** Family events are part of the excitement for children who attend our school. Events will be announced in advance and the majority of events are scheduled on the calendar prior to the start of the school year.
- **ESL and Bilingual Resources:** Families and/or staff can obtain resources with the school district's bilingual department to provide support for families and children whose priority language is not English.

### **Referrals for Child and Family Needs**

We strive to meet the individual needs of all children in the program. If documentation and/or observations result in a concern about a child's development, we will begin a process to follow up on

that concern. If you have any concerns or questions about your child's development, please reach out to the building administrator at 248-658-5501.

The Individuals with Disabilities Act (IDEA) is a federal law that provides federal assistance to states and local school districts and that requires all public schools to make available a free appropriate public education (FAPE) to all children with disabilities. IDEA is also supported by a comprehensive set of federal regulations that are also legally binding on public schools.

A component of a public school's obligation to provide a FAPE is to ensure that the school has in place a system to support what is known as "Child Find". This typically involves students enrolled in the Hazel Park School District; however, this obligation applies to all children who reside within the boundaries of the District. This applies even if children are homeless, a ward of the State, enrolled in a private school, transient children, or home schooled, regardless if they are registered with the State or Oakland Schools.

\*The Hazel Park School District has an obligation to "locate, evaluate, and identify" any child that has or is suspected of having a disability, or who may be in need of special education services.

\*The Child Find process is a collaborative one with school personnel working in conjunction with parents to locate, evaluate, and identify children who may need special education and related services. Children in need of special education services or an accommodation for a disability should be identified in a timely manner. If the child is referred for a comprehensive evaluation, informed parental consent must be obtained prior to beginning the evaluation. The initial evaluation must be conducted within 30 school days of receiving parental consent for the evaluation.

### **Student Support Services Process**

#### **● ~~Speech Evaluation~~**

- ~~1. EC Supervisor reviews all ASQs and relevant documentation.~~
- ~~2. EC Supervisor contacts the assigned Speech and Language Pathologist via email. ASQs and all other relevant information are attached.~~
- ~~3. The Speech and Language Pathologist contacts the necessary adult (parent, guardian, teacher, family member, etc.) who made the request and/or who is needed to be informed within 10 school days. A Speech Evaluation Consent Form is filled out by the parent or guardian.~~
- ~~4. The Speech and Language Pathologist determines and communicates next steps to the relevant staff members and the Webster ECG Supervisor.~~

#### **● ~~Behavior (Functional Behavioral Assessment (FBA) and Behavior Intervention Plans (BIP))~~**

- ~~1. EC Supervisor reviews all incident reports, ASQs and relevant documentation.~~
- ~~2. Early Childhood Supervisor contacts the assigned Psychologist. ASQs and all other relevant information Attached (i.e., incident reports, strategies attempted at the school level, etc...):~~
- ~~3. The Psychologist contacts the necessary adult (parent, guardian, teacher, family member, etc.) who made the request and/or who are needed to be informed. A Consent for FBA and BIP Form is filled out by the parent or guardian.~~
- ~~4. The Psychologist determines and communicates next steps to the relevant staff members and the Webster ECG Supervisor via email.~~

257

#### **● ~~Special Education Evaluation~~**

- ~~1. EC Supervisor reviews all incident reports, ASQs and relevant documentation.~~
- ~~2. EC Supervisor contacts Child Find Coordinator via email and CGs Director of Student Services. ASQs and all other relevant information attached.~~
- ~~3. Child Find Coordinator contacts the necessary adult (parent, guardian, teacher, family member, etc.) who made the request w/in 10 school days.~~
- ~~4. Child Find Coordinator determines and communicates next steps to the relevant staff members and the Webster ECC Supervisor.~~

~~If the results recommend an Individualized Education Program (IEP), a meeting will be scheduled with parents and other personnel involved. Any additional services to be provided and who will provide such service will be determined at this meeting. Your child's teacher, administrator, and the school district team will work together throughout the year to ensure that the IEP is being implemented with fidelity; including the use of special modifications and strategies to support your child in being a fully participating member of the classroom community.~~

### **Parent Request**

- ~~1. EC Teacher informs the EC Supervisor of the parents written or verbal evaluation request via email. If a written request, attach the document to the email. If a verbal request, note the time, place and to whom it was requested.~~
  - ~~2. EC Supervisor reviews all incident reports, ASQs and relevant documentation.~~
  - ~~3. The EC Supervisor contacts the appropriate support staff via email and this contacted staff member proceeds from there. Included are the ASQs and all other relevant information.~~
- \*A parent request does not necessarily mean the child will have an evaluation.*

### **EC Teacher Request for Special Education Evaluation**

~~\*After, discussing the child's area of need(s) with the EC Supervisor:~~

~~If a referral is determined to be the best next step.:~~

- ~~1. The EC Supervisor contacts the appropriate support staff via email.~~
- ~~2. Parent permission for observation and/or screening~~
- ~~3. Observations and contact with support staff.~~
- ~~4. Team Meeting - To put interventions in place~~

~~After 4-6 weeks, if interventions are not working.:~~

- ~~1. Impact Meeting  
Building Intervention Meeting with Parent Invitation~~
- ~~2. Decision for more interventions or ECSE referral~~

~~If a referral is agreed upon.:~~

~~Special Education Evaluation~~

- ~~1. EC Supervisor contacts Child Find Coordinator via email and CGs Director of Student Services. Included are the ASQs and all other relevant information.~~
- ~~2. Child Find Coordinator contacts the necessary adult who made the request and child's parent or guardian within 10 school days to communicate next steps.~~
- ~~3. Child Find Coordinator determines and communicates next steps to the relevant staff members and the EC Supervisor via email.~~

### **Family Needs**

Families may also need different forms of support. <sup>258</sup> If there is a non-educational need that your family has, please notify a staff member. Staff will assist you in seeking the resources you need and follow-up

accordingly. Alternatively, there are a variety of resources and supports that can be access on the Hazel Park Schools website.

## Cultural Competence Plan

The purpose of this plan is to be a starting point for improved cultural competence throughout Webster ECC.

Cultural competence is a key component to equity in high-quality early childhood education. [The National Center for Cultural Competence](#) states that “culture is an integrated pattern of human behavior, which includes but is not limited to – thought, communication, languages, beliefs, values, practices, customs, courtesies, rituals, manners of interacting, roles, relationships and expected behaviors of a racial, ethnic, religious, social or political group; the ability to transmit the above to succeeding generations; dynamic in nature” (National Center for Cultural Competence 2004, 4). Webster ECC strives to ensure cultural competence and is committed to evolving what that means to our program over time.

Understanding culture and developing cultural competence is important so that we all (i.e., students, staff, families) understand how we interact with individuals from cultures that are different from ours. This understanding helps us see our students and their families more clearly, and shape policies and practice in ways that will help our students to succeed. There are five basic cultural competence skill areas that Webster ECC staff seek to continue to develop (Adapted from Diller and Moule, Cultural Competence: A Primer for Educators, Thomson Wadsworth 2005):

**Valuing Diversity.** Accepting and respecting differences—different cultural backgrounds and customs, different ways of communicating, and different traditions and values.

**Being Culturally Self-Aware.** Culture—the sum total of an individual's experiences, knowledge, skills, beliefs, values, and interests—shapes educators' sense of who they are and where they fit in their family, school, community, and society.

**Dynamics of Difference.** Knowing what can go wrong in cross-cultural communication and how to respond to these situations.

**Knowledge of Students' Culture.** Educators must have some base knowledge of their students' culture so that student behaviors can be understood in their proper cultural context.

**Institutionalizing Cultural Knowledge and Adapting to Diversity.** Culturally competent educators, and the institutions they work in, can take a step further by institutionalizing cultural knowledge so they can adapt to diversity and better serve diverse populations.

Within our [Family & Social History](#) questionnaire, we strive to learn more about your child and family to ensure the highest quality of education and to meet your family's needs.

## Birthdays and Celebrations

### **Birthdays**

We know that birthdays are important to every child and that children like to celebrate with their classmates. Classrooms will acknowledge children's birthday and special occasions on the message board. However, sending in a food treat to the classroom to celebrate can exclude those children who have food allergies, diabetes, celiac disease, or other dietary restrictions. We ask that you do not send any snack (or other item) on your child's birthday. ~~Items sent to school will be sent back home.~~

~~Below are a few ideas for ways that you may choose to join the classroom on your child's special day. You must discuss this with your child's teacher in advance and consider your child's ability to emotionally manage having you in the classroom.~~

~~-Give the Gift of Your Time in the Classroom: Young children feel so special when a parent comes to school. On your child's birthday, read a story to the class, help the teacher with her planned activity, go along for outside time, or speak to your child's teacher about when would be a good time to join the class.~~

~~-Plan a Special Activity for Your Child's Class: Plan an activity for parents to lead in the classroom and bring in the supplies. Make birthday hats and decorate them. Make a craft, organize a science project, or play a game. Check out your local library for age-appropriate ideas. No matter what activity you and your child select, your child will be very proud!~~

- ~~—Prepare a favorite recipe with the children~~
- ~~—Read a book to the children~~
- ~~—Provide a Mini Makerspace Session~~
- ~~—Teach the class how to plant seeds in cups~~
- ~~—Share artifacts from your culture~~

### **Celebrations/Holidays**

~~We invite families to share their home celebrations with the school community. Please share your ideas with your child's classroom teacher, the program director, or at the Parent Advisory Meeting. We look to support celebrations while maintaining curriculum and grant requirements.~~

## Nutrition Services

### **Wellness Policy**

~~Hazel Park School District's Student Wellness policy~~

~~The Wellness Policy is evaluated annually and updated if needed. The public will be notified of any meeting dates in regards to the Wellness Policy through the HPS website.~~

~~A planned food service program will be part of the school day. There is no cost for snacks or meals. The following meals/snacks will be served at the following times:~~

- ~~● Breakfast approximately 8:30am~~
- ~~● Lunch at approximately 11:30am~~
- ~~● Snack at approximately 2:30pm~~

All meals will be fully compliant with the final rule for [nutrition standards in the Child and Adult Care Food Program](#). Menus with noted food substitutions will be posted in a place visible to parents. If there is a need for a child to receive substitutions due to medical or religious reasons, a Request for

Food Service Individualization and Adjustments Form must be submitted. The center will comply with rule 400.8330 (3) to ensure children with special dietary needs receive meals/snacks in accordance with the child's needs.

[Webster ECC Current Menus](#)

HPS Nutrition Services Documents for Enrollment

[Household Income Eligibility Statement – Child Care Institutions](#)

[CACFP Participant Enrollment Form](#)

### **Allergies or Special Diets**

~~Allergies or special diets are posted in emergency binder by the refrigerator.~~ Food accommodation will be made by the program with documentation from the child's physician regarding allergies. An allergy action plan must also be filled out by a physician. All allergies requiring an epi-pen must have above documentations and medication form filled out by physician and turned in with an epi-pen BEFORE the child can attend school.

~~CACFP Request for Special Meals and/or Accommodation~~

~~\*Requests require approval by the HPS Nutrition Services Department.~~

Children who have low frequency dietary needs (organic, kosher, vegan, etc.) will be allowed to supply snacks and meals for the child. [Alternative snacks and meals supplied by family should be similar to what is being offered on the school menu and follow the CACFP.](#) Families will be asked to sign a statement indicating they wish to provide food for their child because of family preferences (specific preference must be listed).

A child may have to be exposed to a food that is new 12 or more times before becoming comfortable with it. Through our family style dining approach, children will build relationships with each other while learning healthy eating habits. Families are NOT allowed to send in food for their child simply because the child does not like the food served or prefers something from home. Shared meals are an important part of the program and encourage children to try new foods with peers.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

### **Teaching Team**

The teaching team in the GSRP classroom consists of two co-teachers who have extensive education in teaching your children. Lead teachers are required to possess at least a bachelor's degree in child development or early childhood education. Associate teachers are required to possess either an associate degree in early childhood or a child development associate credential (CDA). All teaching staff participate in a minimum of 24 clock hours of training per year.

### **Adult Role**

The HighScope Approach is based around active learning and initiative for HOW children learn. Key Developmental Indicators, that meet Michigan state preschool standards, is WHAT children learn. Key Developmental Indicators are divided into eight categories: Approaches to learning, Social and emotional development, Physical and health, Language, literacy and communication, Mathematics, Creative arts, Science and Technology and Social Studies. Teachers and children

partner in shaping the learning experience together through shared control.

- Adults offer a supportive climate; adults and children share control of the learning environment.
- Adults balance the freedom children need to explore with the limits children need to feel secure.
- Adults provide materials and experiences that both build on children's interests and promote learning.
- In a supportive climate, children initiate many of their own learning experiences.

HighScope takes the learning process beyond traditional academic subjects by applying methods that promote independence, curiosity, decision making, cooperation, persistence, creativity and problem solving in young children.

### **Lesson Plans**

Teaching Teams meet daily to create lesson plans. They apply intentional teaching practices by:

- Planning developmentally appropriate activities
- Supporting and extending children's learning
- Providing materials that reflect children's interests, community events and curriculum content
- Actively engaging children through direct experiences in pursuit of shared learning goals
- Teachers collaborate with families to create individual goals for children

Lesson plans are posted in the hallway by each classroom daily for families and visitors to review. Activities are highlighted in classroom newsletters and some activities are posted in the hallway with pictures and a brief description.

### **Curriculum**

Hazel Park Great Start Readiness Program (GSRP) uses the HighScope curriculum. The HighScope Curriculum is a research based kindergarten readiness curriculum. HighScope curriculum differs from K-12 curriculum due to its use of a process called "active participatory learning". Children are guided through intentional planned activities that allow them hands-on experiences to discover answers for themselves and increase critical thinking. The classroom is set up with a minimum of four areas: Art Area, Block Area, House Area and Toy Area. The environment space is designed around the children's physical, emotional and developmental needs. Learning is focused on eight content areas: approaches to learning, social and emotional development, physical development and health, language, literacy and communication, creative arts, mathematics, science and technology and social studies. Teachers plan these experiences based on the development and interests of the children in their classroom.

### **Key Developmental Indicators**

Approaches to Learning

- Initiative: Children demonstrate initiative as they explore their world.
- Planning: Children make plans and follow through on their intentions.
- Engagement: Children focus on activities that interest them.

- Problem solving: Children solve problems encountered in play.
- Use of resources: Children gather information and formulate ideas about their world.
- Reflection: Children reflect on their experiences.

#### Social and Emotional Development

- Self-identity: Children have a positive self-identity.
- Sense of competence: Children feel they are competent.
- Emotions: Children recognize, label, and regulate their feelings.
- Empathy: Children demonstrate empathy toward others.
- Community: Children participate in the community of the classroom.
- Building relationships: Children build relationships with other children and adults.
- Cooperative play: Children engage in cooperative play.
- Moral development: Children develop an internal sense of right and wrong.
- Conflict resolution: Children resolve social conflicts.

#### Physical Development and Health

- Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
- Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.
- Body awareness: Children know about their bodies and how to navigate them in space.
- Personal care: Children carry out personal care routines on their own.
- Healthy behavior: Children engage in healthy practices.

#### Language, Literacy, and Communication

- Comprehension: Children understand language.
- Speaking: Children express themselves using language.
- Vocabulary: Children understand and use a variety of words and phrases.
- Phonological awareness: Children identify distinct sounds in spoken language.
- Alphabetic knowledge: Children identify letter names and their sounds.
- Reading: Children read for pleasure and information.
- Concepts about print: Children demonstrate knowledge about environmental print.
- Book knowledge: Children demonstrate knowledge about books.
- Writing: Children write for many different purposes.

#### Mathematics

- Number words and symbols: Children recognize and use number words and symbols.
- Counting: Children count things.
- Part-whole relationships: Children combine and separate quantities of objects.
- Shapes: Children identify, name, and describe shapes.
- Spatial awareness: Children recognize spatial relationships among people and objects.
- Measuring: Children measure to describe, compare, and order things.
- Unit: Children understand and use the concept of unit.
- Patterns: Children identify, describe, copy, complete, and create patterns.
- Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.

#### Creative Arts

- Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.

- Music: Children express and represent what they observe, think, imagine, and feel through music.
- Movement: Children express and represent what they observe, think, imagine, and feel through movement.
- Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
- Appreciating the arts: Children appreciate the creative arts.

#### Science and Technology

- Observing: Children observe the materials and processes in their environment.
- Classifying: Children classify materials, actions, people, and events.
- Experimenting: Children experiment to test their ideas.
- Predicting: Children predict what they expect will happen.
- Drawing conclusions: Children draw conclusions based on their experiences and observations.
- Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.
- Natural and physical world: Children gather knowledge about the natural and physical world.
- Tools and technology: Children explore and use tools and technology.

#### Social Studies

- Diversity: Children understand that people have diverse characteristics, interests, and abilities.
- Community roles: Children recognize that people have different roles and functions in the community.
- Decision making: Children participate in making classroom decisions.
- Geography: Children recognize and interpret features and locations in their environment.
- History: Children understand the past, present, and future.
- Ecology: Children understand the importance of taking care of their environment.

### GSRP Sample Daily Routine

Children learn concepts of time, self-regulation skills, trust, a sense of order and safety from following a consistent daily routine. The following parts of the day occur in the same order each day.

Greeting Time/Message Time	8:15-8:35
Breakfast time	8:35-9:00
Outside Time	9:00-9:40
Planning Time	9:40-9:50
Work Time	9:50-11:00
Clean-Up Time	11:00-11:10
Recall time	11:10-11:15

Lunch time	11:25-12:00
Outside Time	12:00-12:40
Small Group time	12:40-1:00
Rest Time	1:00-2:15
Snack Time	2:15-2:45
Large Group Time	2:45-3:05
Time to go Home	3:05-3:15

### **Child Assessments**

Hazel Park GSRP collaborates with Oakland Intermediate School District to provide a Free on-line developmental screening for all children. Each family will be asked to fill an Ages and Stages Questionnaire on-line for child development and social development. The data inputted by families will then be scored by the computer and the results will be forwarded to the family and the child's teacher. The results of ASQ-3 and ASQ-SE-2 will be shared with families and teachers will use to plan lessons. Sometimes the results suggest for the child to be re-screened again after 60 days or referred for further evaluation with the school district special education department.

Children's progress is assessed three times throughout the school year using the HighScope Child Observation Records (COR). Teachers intentionally record what they see children saying and doing in thirty-two developmental items in the following categories: approaches to learning, social and emotional development, physical development and health, language, literacy and communication, creative arts, mathematics, science and technology and social studies. Parents are informed of a child's developmental progress at family conferences and the second home visit and given a Family COR Report. The Family COR Report replaces former "report cards".

### **Program Assessment**

Oakland Schools assigns Early Childhood Specialists to classrooms for the school year. Early Childhood Specialists meet with teachers at the beginning of the school year to introduce themselves and answer any questions. Within the first two months of school they will evaluate the classroom teaching and program operations using the HighScope Preschool Program Quality Assessment (PQA). They arrive before the students, stay the entire time students are in session and stay afterwards to observe team lesson planning. Teaching teams then meet with Early Childhood Specialists to go over results and create goals based on their PQA. Mid-year Early Childhood Specialists and the teaching team meet again to discuss how they are progressing on their goals. A final PQA is observed by the Early Childhood Specialists at the end of the school year. The results of the program evaluations are shared with families at the Family Advisory Meeting and those in attendance will collaborate with staff for continuous program improvements.

In addition, Hazel Park Schools policy for all staff observations and evaluations are followed throughout the school year, providing coaching, support and resources for classrooms.

## Home Visits and Family Conferences

Great Start Readiness Program requires two home visits per school year, one in the fall and one in the spring. Families will be contacted prior to school starting or as soon as possible to schedule the First Home Visit. Our First Home Visit provides the teaching staff an opportunity to greet the child and their family in their home where they are most comfortable. Teachers will review paperwork needed, share important information about the classroom, provide ideas to transition from home to school and provide a developmentally appropriate activity. Staff will make every attempt to schedule home visits at a convenient time for the family. The Second Home Visit is scheduled in May to transition families from school to home, as well as Kindergarten transition for the next school year. Teachers will discuss your child's progress throughout the school year, share their portfolio and provide a summer packet of activities for families to do with their child throughout the summer.

Family Conferences are scheduled two times throughout the school year. Teachers will reach out to each family to schedule a time for their conference. ~~Teachers are required to meet with each family. Sign-up sheets with scheduled times will be available one week prior to Family Conferences in the classroom. Staff will contact any families they do not see on a daily basis through a flyer sent home or a phone call.~~ You will be given a Family COR (Child Observation Record) Report and a portfolio of your child's work will be shared. We expect each family to partner with us to maximize your child's learning experience and prepare them with the necessary skills for kindergarten readiness.

What to expect during a Home Visit and Family Conference:

1. Teachers will begin by asking "Are there any family changes, concerns or celebrations you would like to share with us?"
2. Review Emergency Card, make necessary changes and initial/date at the bottom
3. Discuss child's strengths and interests
4. A Family COR (Child Observation Record) Report will be printed and discussed regarding individual child's development.
5. Portfolio is compiled throughout the school year with children's work and photos to share with families.
6. Create and Review Child's Educational Goals
7. Handouts with activities for families to do with children
8. Teachers will end the conference asking "Do you have any questions in regards to your child or the HighScope Curriculum?"

## Outdoor Play

Children go outside for a minimum of sixty (60) minutes a day. Some classrooms have two outside times, thirty (30) minutes each. Research shows there are many health benefits to playing outdoors. It improves distance vision, promotes social skills among peers and adults, increases attention span, reduces stress and provides vitamin D. Please dress your child appropriately based on the weather and your child's outside time listed on their daily schedule outside of the classroom. In the winter we will go outside as long as the temperature is 21 degrees or above and it is not raining. Your child will need a warm coat, snow pants, boots, hat and gloves. Talk to your child's teacher if you are in need of assistance regarding any of these items.

## Rest Time

All children will be provided with a mat on which to rest. Families are welcome to provide their child with a small blanket. Talk with your child's teacher if you would like to bring other rest items for your child. Please remember to label all items sent to school. Rest items provided by families will be sent home at the end of each week for laundering.

Transitioning into rest time, children are encouraged to gather their rest time belongings and place them on their mat. The lights dimmed and soft music may be played. Rest time is scheduled to last no longer than one hour. Children that do not rest are welcome to participate in a variety of quiet activities on a mat, or at a table. After an hour, the lights are turned on and children are encouraged to return their mats to the cart. Children that are still resting will be gently encouraged to wake up but not forced to get up.

~~One hour is scheduled for Rest Time, however children are not required to sleep. Each child is provided with his/her own personal mat and may bring in a blanket from home. Children are encouraged to rest quietly for at least twenty minutes on their mat. They are provided with a book or other quiet materials to use on their mat as other children fall asleep. Children who fall asleep are gently awakened after one hour.~~

### Toileting

Each classroom has a bathroom inside the room for children to use. Children are able to use the toilet whenever they need to without having to ask. Most children are "potty trained" prior to the start of school. However, some children still need help. Teachers will work with families to "potty train" children and create a plan to follow at home and at school. GSRP requests families provide a change of clothing in their child's backpack daily. Soiled clothes will be changed immediately without judgment expressed regarding the accident. At the end of the day families will be notified soiled clothes are in their child's backpack so they can be removed and washed.

### Classroom Cleaning

Every staff member is responsible for keeping the entire classroom clean, orderly and pleasant looking daily. The room should be ready for the next day at the closing of each night. Custodians will clean the floors and bathrooms daily. All door knobs, rest time mats, play equipment and surfaces used by children will be cleaned and sanitized regularly using the method below. In the event of an illness, sanitation will occur immediately.

**Step 1:** Sprayed with soapy water and wiped clean with paper towels.

**Step 2:** Sprayed with water and wiped clean with paper towels.

**Step 3:** Sprayed with a solution of bleach water and wiped with clean paper towels.

*(Note: bleach water must be replaced daily and should be tested to ensure that it is at food service strength.)*

### Early 5s or Kindergarten Transition

#### **Kindergarten Transition**

Families will be notified as soon the Kindergarten Open House dates are set. Children who turn five before September 1, will be eligible for kindergarten in the fall after their GSRP school year. ~~The Michigan Department of Education (MDE), Office of Great Start/Early Childhood Education and Family Services, is pleased to announce the *Transition to Kindergarten Parent Guides* have been updated~~

~~and are posted at <http://www.michigan.gov/mde/0,1607,7-140-6530-6809-152726--,00.html>. These Parent Guides are a series of tip sheets which highlight a variety of questions parents may have when their children are entering kindergarten.~~ During your child's Spring Parent/Teacher Conferences, the Early 5s and Kindergarten options will be discussed. Contact the Early Childhood Supervisor for additional information and guidance.

### **Complaint Procedure**

We strive to provide a positive, nurturing environment for all. It may occur that an employee makes decisions or performs in a manner with which others disagree. Family and community members are asked to use the following complaint procedure to resolve school employee conflicts:

1. Discuss the complaint with the employee involved. Most problems can be clarified and resolved at this level.
2. If the particular complaint is not solved as a result of this discussion, an appointment should be made with ~~Sheila O'Kane, Webster~~ the ECC Supervisor to discuss the matter.
3. If the complaint is not resolved by the Supervisor, then an appointment should be made with ~~Dr. Stephanie Dulmage~~, the Director of 21st Century Learning by contacting the Board Office.
4. If the complaint is still not resolved at this point, an appointment should be made with ~~Dr. Amy Kruppe~~, the Hazel Park School District Superintendent. All appeals to the Superintendent must be in writing.
5. If the Superintendent's review does not resolve your problem, then the final appeal may be made to the School Board of Education in writing.

1st Contact: Your Child's Preschool Teacher

2nd Contact: Sheila O'Kane, Webster ECC Supervisor

3rd Contact: Dr. Stephanie Dulmage, Director of 21st Century Learning

4th Contact: Dr. Amy Kruppe, Superintendent

5th Contact: Hazel Park Schools School Board



**\*\*SIGN AND RETURN\*\***

**Hazel Park Staff Welcomes You to our Program**

**I have read the ~~Hazel Park Preschool Academy~~ Hazel Park GSRP Family Handbook. I understand my rights and responsibilities as presented in the handbook. I agree to abide by all the Hazel Park policies.**

- Complete all enrollment paperwork as soon as possible.
- Complete ASQ-3 and ASQ-SE parent questionnaires on-line.
- Turn in Physical form completed by physician within 30 days of first day of school.
- Update Emergency Card Information in the GSRP office and child's classroom
- Notify teaching staff of any health concerns, allergies or special diets immediately. Complete and return required forms for medication and/or accommodations.
- Send child to school Monday-Thursday at their classroom's designated time
- Notify the office when your child will be absent before 8:30 a.m.
- Keep your child home when they are ill.
- Sign-in and Sign out your child daily and notify teaching staff of any changes
- Schedule and meet Teaching Staff for Two Home Visits and Two Family Conferences
- Complete and return monthly Home School Connections with your child.
- Volunteer in or outside of the classroom at least 5 times within the school year (page 18)
- Follow the Family / Community Visitor Mutual Respect Policy on page 4
- Follow parking guidelines listed in handbook on page 9
- Follow birthday and special occasion policy on page 17
- Attend Family Meetings and Advisory Board Meetings, if possible.
- Collaborate with GSRP staff to successfully transition your child from home to school at the beginning of the school year and from preschool to kindergarten at the end of the school year.

*"When families, school and community work together to support learning, children tend to do Better in school, Stay in school longer, And Like school more."*

*Anne Henderson & Karen Mapp*

**Child's Name:** \_\_\_\_\_

**Teacher's Name:** \_\_\_\_\_

**Parent or Guardian Signature:** \_\_\_\_\_

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



**Webster Early Childhood Center  
Preschool Academy**

**Family Handbook  
2022/2023**

The Preschool Academy is a tuition-based program serving families with children ages three and four years old by September 1 of the school year. The purpose of this handbook is to answer many of the questions that arise over the course of a school year regarding procedures within the buildings.

**Location**

**Webster Early Childhood Center**  
**431 West Jarvis Avenue**  
**Hazel Park, MI 48030**

**Phone**

**248-658-5501**

**Website**

Hazel Park Schools <https://www.hazelparkschools.org>

Webster Early Childhood Center is licensed by the Department of Human Services.  
A licensing book is available in the office for review.

**Table of Contents**  
**(Page Numbers Will Be Inserted Upon Board of Education Approval)**

Introduction	
Vision, Mision Beliefs, Philosophy	
Preschool Academy Oversight	
Hours of Operation, Location, Parking, Entrance	
Contact, Communication Calendar Information	
Enrollment Policy and Procedure	
Tuition and Payment Information	
Child Development and Care, DHS	
Remain in Good Standing Policy	
Safety and Security Information	
Emergency Procedures	
School Closing Information	
Confidentiality	
Photographing and Videotaping	
Mandated Reporters	
Family / Community Visitors Mutual Respect Requirements	
Health Policies, Procedures, and Medications	
Attendance Procedures	
Drive Through Drop Off and Pick Up	
Picking Up your Child During the School Day	
Latchkey	
Child Clothing and Blanket	
Behavioral Expectations and Conflict Resolution	
Family Involvement	
Referrals for Child and Family Needs	
Cultural Competence Plan	
Birthdays and Celebrations	273

Nutrition Services	
Teaching Team	
Lesson Plans	
Curriculum, Assessments and Daily Routine	
Outdoor Play, Rest Time, Toileting	
Classroom Cleaning	
Early 5s or Kindergarten Transition	
Complaint Procedure	

### **Table of Contents**

Introduction	3
Vision, Mission, Beliefs, Philosophy	4
Preschool Academy Oversight	6
Preschool Academy	6
State of Michigan Child Care Licensing	6
Location, Parking, and Entrance	6
Contact, Communication, and Calendar Information	7
Preschool Academy Enrollment Policy and Procedure	8
Registration	9
Required Registration Documents	10
Tuition and Payment Information	11
State Financial Assistance Option for Qualifying Families	12
Remain In Good Standing Policy	14
Safety and Security Information	15
School Closing Information	17
Mandated Reporters	17
Family and Community Respect	18
Health Policies, Procedures, and Resources	19
Health Care Resources	23
Accidents/Emergencies	23
Attendance Procedures	24
Arrival and Dismissal	26
Before-School and After-School Care	28

Child Clothing and Blanket	29
Behavioral Expectations and Conflict Resolution	30
Family Involvement	31
Referrals for Child and Family Needs	32
Cultural Competence Plan	34
Teaching Team Qualifications and Role	37
Curriculum, Assessments, and Daily Routine	38
Typical Daily Routine (EXAMPLE ONLY)	39
Early 5s or Kindergarten Transition	39
Complaint Procedure	40

## **Introduction**

[Hazel Park Schools' Webster Early Childhood Center \(Webster ECC\)](#) is a high-quality early childhood center servicing children ages birth to four and is FREE to families who qualify.

The Hazel Park School District offers preschool for children ages three to four years old and special education services for children ages birth to four at Webster Early Childhood Center. Our building is the home to Hazel Park Schools' State of Michigan grant funded [Great Start Readiness Program \(GSRP\)](#), our District's [Early Childhood Special Education program \(ECSE\)](#), our District's [Early On](#) program and Preschool Academy, our tuition-based program.

Webster ECC is fortunate to host the [Oakland Livingston Human Service Agency \(OLHSA\)](#) federally funded [Early Head Start](#) and [Head Start](#) programs which offer services for children ages birth to four years old. All enrollment, supervision of, and questions for Early Head Start and Head Start programs are referred to OLHSA.

## **Points of Pride**

- FIVE STAR Great Start to Quality rated program!
- Nurturing, Experienced and Innovative Professional Teachers
- Family FUN Events
- Age Appropriate Technology Choices
- Outdoor Learning Spaces - Courtyards, Playground, Field, Learning Garden
- Parent and Staff Education Opportunities

## **Community Collaborations**

Hazel Park Schools Webster Early Childhood Center has proudly partnered with a number of community organizations, including:

- [Oakland Livingston Human Service Agency \(OLHSA\)](#)
- [Oakland Schools](#)
- [The Hazel Park Memorial District Library](#)
- [The Great Start Collaborative](#) Oakland County
- [Michigan Association for the Education of Young Children](#) Southeastern Chapter
- [The Lions Club District 11A-2](#)
- [Dentists R Us](#)

## **Vision, Mission, Beliefs, Philosophy**

*'All In All The Time'*

### **Our Vision**

Inspire and empower all learners.

### **Mission Statement**

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

### **We Believe**

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

### **Webster Early Childhood Center Philosophy**

- Children learn best in a safe, orderly, and healthy environment. We create predictable routines, develop plans based on our children's interests and developmental levels, arrange the classroom environment to engage and support children's active exploration, and support children's physical, emotional and cognitive growth.
- Families are children's first and most influential teachers. We invite family participation in all aspects of our programming and welcome families to visit our classrooms, participate in activities, share their family customs, assess our program, provide input into program policies, and participate in their child's education at home and in the classroom.
- It is our responsibility to prepare children for success in school and life. We choose to implement the Creative Curriculum and use Teaching Strategies Gold as our child assessment tool. Both the chosen curriculum and the chosen assessment tool are aligned to Common Core Standards for Kindergarten and when implemented with fidelity, prepare children for success.
- One of life's greatest strengths and a great gift to children is the ability to solve problems and resolve conflicts respectfully. We see conflict and frustration as teaching opportunities and support children as they work to gain the skills necessary to meet life challenges.
- Value lifelong learning. We provide opportunities for parents and staff to learn together, provide for continuous and meaningful staff professional development, and take great joy in learning from and with our children.
- Children, families and the community of Hazel Park and neighboring counties deserve the very best early childhood program we can offer. We invite staff, families and community stakeholders to join us in program assessment and planning as we strive for excellence.

## Preschool Academy Oversight

### **Preschool Academy**

Preschool Academy is fully administered by the Hazel Park School District. District oversight of the program is conducted by ~~Dr. Stephanie Dulmage, the~~ Director of 21st Century Learning.

### **State of Michigan Child Care Licensing**

The program licensing notebook is available on-site for parental inspection. Also, it can be accessed at the State of Michigan Licensing and Regulatory Affairs.

[Licensing Rules for Child Care Centers - Amended 2/22/2022](#)

The Webster Early Childhood Center licensing notebook includes all licensing inspection reports, special investigation reports and all related corrective action plans (CAP) since May, 2010. The notebook is available to parents during regular business hours. Licensing inspection and special investigation reports from at least the past two years are also available on the child care licensing website.

[LARA Child Care Licensing Search](#)

### Hours of Operation

Main Office	Latchkey	Preschool Academy
Monday - Friday	Monday - Friday	Monday - Friday
7:30am-4:00pm	7:00am-8:00am	8:00am-3:00pm
	3:00pm-5:30pm	

### Location, Parking, and Entrance

#### **Location**

431 West Jarvis  
Hazel Park, MI 48030

#### **Parking**

Families are encouraged to park in the parking lots located on the right and left of the building. There is also a rear parking lot accessible by West Harry Avenue. All visitors will need to go to door 1 and ring the doorbell. Please be advised that you may get a parking ticket from the city if you are parked on the street illegally. ~~Buses drop-off and pick-up takes place in the half-circle drive, there is no parent parking allowed.~~

#### **Building Entrance and Exit**

All external leading doors remain locked throughout the day. All families and visitors are to enter and exit through the doors in the front of the building. ~~Staff or other adults in the building will not open doors for adults knocking on the doors or windows.~~

## Contact, Communication, and Calendar Information

### **Supervisor**

Sheila O'Kane

Email: [sheila.okane@hazelparkschools.org](mailto:sheila.okane@hazelparkschools.org)

Office Phone 248-658-5501

### **Secretary**

Rocquel Miller

Email: [rocquel.miller@hazelparkschools.org](mailto:rocquel.miller@hazelparkschools.org)

Office Phone 248-658-5501

## Standard Forms of Communication

Communication between home and school is important. We try to meet the family communication needs as much as possible. Some of the ways we may communicate with families are listed below:

In Person	Email
Office Phone Call	<a href="#">SeeSaw</a>
Event Flyers	Bi-Weekly Classroom Newsletter
Take Home Folders	Monthly Supervisor Newsletter

**It is the parent or guardian responsibility to ensure all communication methods are up-to-date. (i.e., email and phone)**

Please be sure to keep all contact information up to date with our program. If your phone number or email address changes, please make the necessary changes in MiStar, or call the office at 248-658-5501 and we will be happy to do it for you.

**ESL and Bilingual Families** and/or staff can obtain resources with the school district's bilingual department to provide support for families and children whose priority language is not English.

**Arrival and dismissal times are great opportunities** to say hello to the teachers and build relationships. If you have a concern please wait until all children are picked up, email, write a note or leave a message with your child's teacher to schedule a time to meet.

### **Bi-Weekly Classroom Newsletter and Monthly Supervisor Newsletter**

~~The Bi-Weekly Classroom Newsletter and Monthly Supervisor Newsletter will come to both your email and to your phone via SeeSaw. It is important that families read this carefully each time.~~ Classroom newsletters are sent often and teachers use the avenue of their choice, such as email, SeeSaw or Kaymbu. Your child's teacher will let you know. Watch your email for newsletters and updates from the building supervisor.

## Preschool Academy Calendar

Each family is provided a program calendar prior to the first day of school. Refer to the calendar for information regarding the first day of school, last day of school, school breaks, or other days the classroom may not be open. If you are in need of another copy of the program calendar please contact your child's teacher or see the Hazel Park Schools Website.

## **Preschool Academy Enrollment Policy and Procedure**

Preschool Academy is a tuition-based, full school day preschool program offering a kindergarten readiness curriculum. Our classrooms service three and four year olds ~~who meet eligibility requirements and reside within the boundaries of Oakland, Macomb and Wayne counties.~~ Priority for enrollment is given to the children of Hazel Park resident families and Hazel Park Schools staff members. All preschool programs are explained to the family to determine which preschool program is best for the child and their family.

~~If it is determined the child is eligible for the Head Start, a referral is made to OLHSA Head Start Program. The family does have an option to decline Head Start placement and request placement in the Great Start Readiness Program or Preschool Academy, by signing an OLHSA Head Start waiver declining Head Start.~~

~~If it is determined the child may qualify for GSRP, an appointment will be scheduled for an in-depth interview and parents will be asked to bring the required documentation with them to the appointment. The family does have an option to decline Great Start Readiness Program placement and request placement in the Preschool Academy.~~

~~If the family does not meet the eligibility for Head Start or GSRP, Hazel Park Preschool Academy will be offered to the family.~~

### **Enrollment Procedures**

- Complete Registration via School Care Works and Submit Registration Fee
- Communication of Admission Acceptance will be sent via email
- Complete Enrollment Documents due within 2 Weeks
- First Months Pay Due by September 1

### **Waitlist**

When maximum enrollments are reached, names will be placed on a waiting list for the current school year only. A child may be put on the waiting list when age eligible. Should an opening become available, families are contacted in order. Families have 48 hours to respond and confirm acceptance of the opening. If no contact is received by our office, the next family on the waitlist will be contacted.

### **Registration**

- Registration priority will be given to Hazel Park Residents and Hazel Park Schools staff from April 1- April 30.

### **Registration Requirements**

- Children must be 3 years old ~~or 4 years old by September 1~~
- Children must be at a minimum working on being potty trained at home and in pull-ups.

### **Registration Fee**

- A nonrefundable registration fee of \$40.00 is required at the time of registration.

### **Enrollment Process**

- Complete pre-enrollment process online
- Complete Preschool Academy Enrollment Packet
  - Lunch Form - Household Information Report
  - Lunch Form - Household Income Eligibility Statement
  - Lunch Form - Participation Enrollment Form

- Latchkey and Transportation Form
  - Preschool Academy Program Application
  - Health Appraisal (within 30 day of the start of school to avoid removal from program)
  - Immunization Record
  - Child Information Card
  - Hazel Park Enrollment Family Data
  - Getting To Know Your Child & Family
  - ASQ Screening Consent
  - Parent's Responsibilities and Guidelines
  - Picture & Directory Consent
  - Parent Participation Survey
  - Family Preschool Academy Handbook Signature Page
- Parents must provide the following:
    - Birth Certificate / Age Eligibility Documentation
    - 2 Proofs of Residency (Utility Bill & Lease or Mortgage Statement)
    - Valid Government Parent Photo ID
    -
  - Parent/Teacher/Student initial visit and assessment

### **Required Registration Documents**

~~The following enrollment documents are required to be completed in FULL and on file in the main office. Failure to complete in full according to the timeline given below will result in your child being placed on the waitlist which does not guarantee enrollment.~~

- ~~Child Information Record in English (Emergency Card)~~
  - ~~Arabic Spanish~~
- ~~Family & Social History~~
- ~~Parent Participation Survey (Family Engagement)~~
- ~~ASQ-3 Developmental Screening Consent~~
- ~~Hazel Park Schools Online Pre-Enrollment~~
- ~~Parent or legal guardian government issued identification~~
- ~~Birth certificate for student(s)~~
- ~~Immunization record for student(s)~~
  - ~~Obtain Immunization Record~~
  - ~~Refusal to Consent to Vaccination~~
  - ~~Flyer: Rule for claiming a Non Medical Waiver for Immunizations~~
- ~~Guardianship or Custody legal documentation (if applicable)~~
- ~~Signed Lease, Mortgage agreement, or Property Tax Statement~~
- ~~Current DTE or Consumers Energy bill~~
- ~~ASQ SE-2 and ASQ-3 Developmental Screening Letter to Families~~
  - ~~1st Access the Link to Hazel Park Schools ASQs Online~~
  - ~~2nd Choose: I am completing both the ASQ SE-2™ and ASQ-3™ questionnaires.~~
  - ~~3rd Choose: I am screening my child today for ASQ SE-2 and ASQ-3~~
  - ~~4th Proceed to complete in FULL the ASQ SE-2 and ASQ-3.~~
- ~~HPS Nutrition Services Documents~~
  - ~~Household Income Eligibility Statement – Child Care Institutions~~
  - ~~CACFP Participant Enrollment Form~~
- ~~Photography and Directory Consent Form~~

- ~~Preschool Academy Handbook Acknowledgement of Understanding~~

**Within the First 30 Days of School**

- ~~Health Appraisal (The Health Appraisal must have a physician’s signature, stamp, and the date. Failure to complete within 30 days of the child’s first day of school will result in removal from the program and placement on the waitlist.~~

**If Applicable**

- ~~Volunteer/Chat (Required two weeks prior to visiting or volunteering at school.)~~
- ~~CACFP Request for Special Meals and/or Accommodation~~  
\*Requests require approval by the HPS Nutrition Services Department.
- ~~Medical Authorization~~  
~~State of Michigan Child Care Licensing Medication Permission and Instructions~~  
~~Hazel Park Schools Medication Form~~

**Tuition and Payment Information**

Preschool Academy is a tuition-based program. The tuition requirements are as follows.

- Tuition for the year is \$5,625 per child. Parents/guardians can pay in full by September 1, 2022 or in monthly installments of \$625 September - May. We do not bill for the days your child attends in August or June. Below is the 2022/2023 payment schedule.

<b>2022/2023 Preschool Academy Monthly Tuition Due Dates</b>	
September 1, 2022	\$625
October 1, 2022	\$625
November 1, 2022	\$625
December 1, 2022	\$625
January 1, 2022	\$625
February 1, 2022	\$625
March 1, 2022	\$625
April 1, 2022	\$625
May 1, 2022	\$625

- Payment is the full responsibility of the parent or guardian who registers the child.
- Payment is due in full no later than on the 1st of each month. Families are encouraged to pay in full or in advance. Families will receive a full payment calendar prior to the start of the first day of school.
- There will be no refunds for days the program is closed for inclement weather up to five days per school year. After five days have been used for inclement weather, families will receive reimbursement for inclement weather for the remainder of the school year.

- No refunds will be given if a child is sick, sent home sick, on vacation, or other family reasons.
- Payment can be made with cash or check in the black box located at Door 1. Online payment with debit or credit card is available. Parents/guardians can create a login for School Works for tuition submission.
- A late tuition payment will result in a late payment fee of \$15 per week. This will be applied to all outstanding balances on the first day of each week and will continue until the balance is no longer outstanding.
- Online payment information will be emailed prior to the first day of school and sent home on the first day of school.
- Accounts more than 30 days past due will be contacted by the HPS Finance Department and may be turned over to a collection agency.
- DHS CDC (State assistance) is also accepted. ~~A parent/guardian is responsible for payment until the DHS paperwork is received. Once received, a reimbursement will be made to families for any payments dating back 30 days.~~ If **DHS financial assistance** is going to be used, written authorization paperwork **PRIOR** to registration into our program is required. Otherwise, your child will be placed on the waitlist until completed. The waitlist does not guarantee enrollment.
- If the payment date falls on any 'no school' day, the payment schedule received prior to the first day of school will indicate that payment is required in cash or check the last school day before the 'no school' day or online no later than the 'no school' day. Families are encouraged to pay online in this case but we understand that cash or check may be preferred.
- You will receive a receipt for each payment made through the online system. If you are unsure as to how to access it, it is your responsibility to contact the Supervisor.
- The parent or guardian email address on file must be accessible to the parent or guardian and up-to-date to receive statements and billing. This is the full responsibility of the parent or guardian to ensure.

### **State Financial Assistance Option for Qualifying Families**

~~ALL FORMS, UNDERSTANDING the DHS CDC Handbook AND STAYING UP-TO-DATE ARE THE RESPONSIBILITY OF THE PARENT(S) OR GUARDIAN(S).~~

~~DHS CDC is accepted by our program under the condition that the child has eligibility paperwork PRIOR to final enrollment into our program. Families wanting to pursue this option must do so immediately to ensure completion before our program is full. **Written authorization is required to be on file to be considered complete.**~~

~~**If incomplete, the child will remain on the waitlist until completed.** Ultimately, this is the full responsibility of the parent(s) or guardian(s).~~

### **Child Development and Care**

Financial help is available to parents who meet eligibility requirements to receive assistance with the costs of accessing high-quality preschool (child development) and child care. The resources below will help you understand if you are eligible and show you how to apply.

- [CDC Income Eligibility Scale and Family Contribution \(FC\)](#)
- [Application Link](#)

DHS Paperwork required for our program to sign.

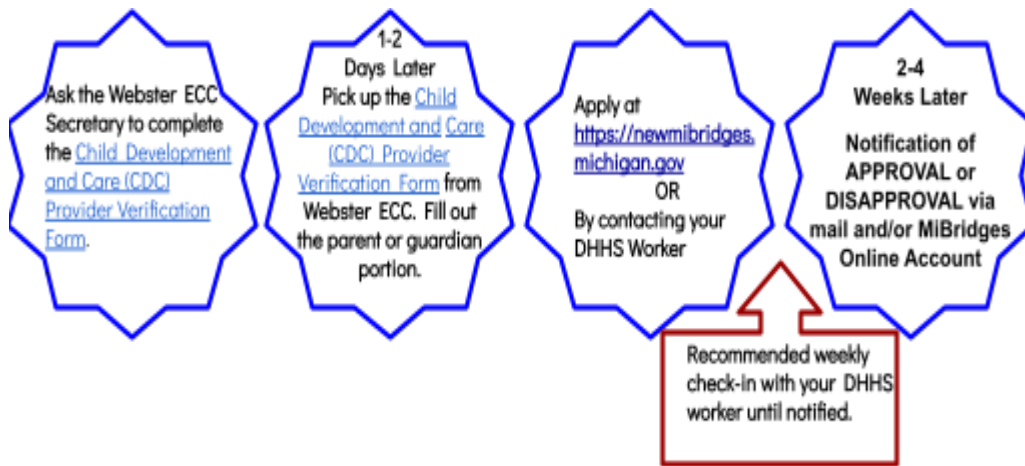
- [Child Development and Care \(CDC\) Provider Verification Form](#)

Once written authorization is received, a copayment will be established. Copayments are subject to change based upon the actual time children are in attendance. **Parent(s) or guardian(s) are FULLY RESPONSIBLE for paying their copayments according to the tuition payment schedule.**

**Parent(s) or guardian(s) are FULLY RESPONSIBLE for paying any fees accrued but not paid by DHHS according to the tuition payment schedule.** Note: DHHS does not pay late pick up fees or late payment fees.

### State Financial Assistance Option Tentative Timeline

The following timeline is dependent upon State services and solely based on our experiences over the last two years working with families seeking financial assistance for child care. This is simply a possible guide. Webster ECC is not responsible for this timeline.



### **DHHS Child Development and Care Agreement**

**ALL FORMS, UNDERSTANDING the DHHS CDC Handbook AND STAYING UP-TO-DATE ARE THE RESPONSIBILITY OF THE PARENT(S) OR GUARDIAN(S).**

DHHS CDC is accepted by our program under the condition that the child has eligibility paperwork PRIOR to final enrollment into our program. Families wanting to pursue this option must do so immediately to ensure completion before our program is full. **Written authorization is required to be on file to be considered complete.**

**If incomplete, the child will remain on the waitlist until completed.** Ultimately, this is the full responsibility of the parent(s) or guardian(s).

**Once DHHS CDC is received via written authorization to the main office the following is the policy:**

DHHS CDC only pays for the actual hours that a child is scheduled to be in care. The Hazel Park Schools Preschool Academy schedule is 8:00am-3:00pm Monday - Friday.

In the event that your child uses up all of their allowed DHHS CDC absent hours and we are no longer reimbursed by the State for your child's absent hours, you will be required to pay the balance

~~on a weekly basis and/or as applicable. Parent(s) or guardian(s) are FULLY RESPONSIBLE for paying their balance according to the tuition payment schedule.~~

~~Any fees paid by both the parent or guardian and DHHS GDC will be fully refunded to the parent or credited to the family's account. This will take up to one month and be up to the discretion of the Supervisor. False reporting of children's hours of attendance to DHHS is a felony and can be prosecuted. Families must enter times children are dropped off and picked up accurately. DHHS may require families to substantiate their need for care by providing documentation that they actually worked or attended approved classes during the times we billed for childcare.~~

### **Remain In Good Standing Policy**

The following four occurrences will impact the good standing that all Preschool Academy families have entering on the first day of school. Families that fall out of good standing may be removed from the program.

#### **Incomplete Forms**

Enrollment documents are required to be completed in FULL and on file in the main office. Failure to complete in full according to the timeline given will result in your child being placed on the waitlist which does not guarantee enrollment.

#### **Health Appraisal**

A Health Appraisal is required by the State of Michigan Child Care Licensing to be on file within the first 30 days of initial attendance. The Health Appraisal must have a physician's signature, stamp, and the date. Neglecting to complete this within 30 days of the child's first day of school will result in removal from the program and placement on the waitlist.

#### **Late Tuition**

Preschool Academy is self-supporting through tuition fees. The tuition requirements set forth in this handbook must be enforced in order to maintain a high-quality program. **If you are not in good standing due to falling behind in payments by more than one week, the following will occur.**

- **1st Incident**
  - A conversation with the Supervisor will be required to continue program attendance.
- **2nd Incident**
  - A meeting with the Supervisor and a written plan of action to rectify the issue will be required to continue program attendance.
- **3rd Incident**
  - Withdrawal from the program.

#### **Late Pick Up**

Starting at 3:30, a \$10.00 fee will be charged for every 15 minutes your child or children are in the late pick-up room. If you have more than one child, the fee will be applied to each child. As a school district, we understand that a situation may occur that will impact your ability to pick your child or children up on time. Therefore, we have built some flexibility into the fees that will be charged. The fees will be charged as outlined in the table below.

First Late Pick-Up	No Fee	285
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Second Late Pick-Up	Fee Applied (unless extreme emergency as approved by Principal)
Third Late Pick-Up	Fee Applied (up to 4:30 pm - *see note below) and follow-up phone call with the building principal
Four or More Late Pick-Ups	Fee Applied (up to 4:30 pm - *see note below) and meeting with the building principal

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

### **Family / Community Visitors Mutual Respect**

~~Students have the right to learn and teachers have the right to teach in a safe environment. Therefore, families and community members are expected to model appropriate behaviors as outlined in the Family/Community Visitors Mutual Respect Requirements while in the presence of children or on school property.~~

### **Safety and Security Information**

Webster Early Childhood Center monitors all individuals entering and exiting the building. All doors including the main office entrance will be locked and secured at all times. An electronic monitoring system has been installed throughout the building. The main office door has a video security camera allowing office personnel to talk to the person prior to entering the building. Individuals MUST check in with office personnel after entering the building. Your child's safety is of vital importance to us! A bit of inconvenience in order to maintain the best possible security standards is a small sacrifice to make.

#### **Staff Screening**

- The Hazel Park School District requires a criminal history check & fingerprints on all preschool and childcare employees.
- All childcare/preschool employees are required to complete the Michigan Child Care Background Check and fingerprint required by LARA.
- All staff are familiar with the Child Protection Law as it relates to child abuse and neglect.

#### **Building Visitors**

~~Building visitors are defined as ANYONE who is not employed to work at Webster ECC and/or having an assigned classroom or office at Webster ECC. ALL visitors must be "buzzed" into the MAIN OFFICE entrance by pressing the button on the intercom device to the right of the main doors. ALL visitors MUST check in with office personnel after entering the building. Our office personnel have many responsibilities, please be patient when they are addressing other situations (phone call, family member, staff member, etc.) Any person bringing an item to school for their child will hand it over to the office personnel. The office personnel will determine the least disruptive manner to deliver the item(s).~~

~~Visitors, please ring the doorbell at our main door, door 1, off of West Jarvis for assistance. Office staff will check you in and assist you. If you are dropping off something for your child, office staff will be happy to take it back to your child's classroom at a time that will not interfere with instruction.~~

In order to protect the educational program of the schools from undue disturbance, the District has established guidelines and procedures for visitors. The following are the most applicable points from

the Hazel Park School Board Policy 9150-School Visitors.

- A. Every visitor to a school must register at the school office. Sign-in lists showing name, time, person visiting, and time departing shall be maintained by the office. Any person who does not register with the school office is on school property without authorization and should be asked to identify himself/herself properly and obtain permission or to leave the school grounds. If the visitor refuses to leave the school grounds or creates any disturbance, the building principal should request aid from the Hazel Park Police Department/Fire Department.
- B. Parents, other than those who have been asked by a teacher to be in the classroom, who wish to observe learning activities taking place in their child's classroom are to confer, in advance, with the principal and the teacher and state the purpose of the visitation.  
It is important that each parent understands that because classroom visitations can be distracting to the students, the following guidelines have been established: Visitations will not be allowed during examinations and independent study periods.
- C. Parents are to be silent observers and are not to create any type of disturbance or disruption to the learning process.
- D. Copies of instructional materials being used by the students or teacher may not always be immediately available during the visitation.
- E. Any comments made by individual students are to be maintained in confidence by the visitor to the activity.
- F. Use of audio or visual equipment to record classroom activities must be approved by the principal and the teacher. No visitor shall be allowed to videotape students in the classroom, without the prior consent of the principal, as it may violate the privacy rights of students unrelated to the visitor. Recording of other school activities to which the public is invited will be in accordance with AG 9160 - Attendance at Public Events.
- G. Any comments or concerns are to be discussed with the teacher before or after the school day when students are not present.

### **Classroom Visitors During Instructional Time and Volunteers**

~~Hazel Park Schools requires an I-Chat background check for all classroom visitors (with the exception of arrival and dismissal) and volunteers. I-Chats can take up to 2 weeks to be processed.~~

~~“Supervised volunteer” means a person 16 years of age or older, who provides service for a child care center that is not compensated, and who is supervised at all times when children are in care.~~

~~“Unsupervised volunteer” means an individual who is 18 years of age or older, who provides service for a child care center that is not compensated, and who has been determined eligible by the department to be unsupervised with children. Michigan child care centers require a comprehensive background check on unsupervised volunteers, accurate records detailing daily arrival and departure times for each volunteer. Further State of Michigan child care licensing requirements for unsupervised volunteers is located in the [licensing book](#).~~

### **Security**

Webster Early Childhood Center will monitor all individuals entering and exiting the building. All doors including the main office entrance will be locked and secured shortly after all classrooms arrival times. Doors will remain locked throughout the school day. Doors will be unlocked **five minutes** before classroom departure times. An electronic monitoring system has been installed throughout the building. The main office door has a video security camera allowing office personnel to talk to the person prior to entering the building. Individuals **MUST** check in with office personnel when entering the building. Your child's safety is of vital importance to us! We

appreciate your anticipated compliance.

### Visitors

ALL visitors must be “buzzed” into the MAIN OFFICE entrance by pressing the button on the intercom device to the right of the main doors. Office staff will buzz you in so please listen for the faint click at the door, indicating the door is momentarily unlocked for you. ALL visitors MUST check in with office personnel after entering the building.

Any person bringing an item to school for their child can drop the items off at the office. Office personnel will make sure the items get back to your child in a timely manner and at a time that is least disruptive to the learning environment.

### **Child Information Record (Emergency Cards)**

For your child’s safety it is very important your contact information is up-to-date at all times. Calls will be made in case of an illness, injury, emergency or building problems.

Child Information Records (Emergency Cards) are kept in the main office AND your child’s classroom. Information needs to be updated at both locations immediately any time you have changes affecting the information listed. Children will only be released to persons listed as an emergency contact. Therefore, if there is a possibility someone will pick up your child (even one time)—please list them.

### **Legal Custody**

Our center cannot refuse to release a child to the child’s parent (per birth certificate or listed on emergency card). Both parents have equal custody rights unless a court or valid written separation agreement proves otherwise. If you are experiencing custody difficulties, please inform the center director and your child’s teacher. Custody documentation is required prior to center enforcing. Information will be kept confidential.

\*Hazel Park School District does not encourage nor accept responsibility for employees who care for children outside of our programs while they are not at work.

## **Emergency Procedures**

### **Fire Drill**

In the event of a fire, staff will follow the emergency evacuation plan per location to ensure the safety of the children. An alarm will notify staff members to evacuate the building. A teacher will gather the emergency cards and daily sign-in/sign out sheet then begin leading the children from the classroom following the posted fire evacuation route. The second teacher will check the room and restroom to verify all children have evacuated, grab the first aid kit, close the door to the classroom and join the teacher with the children. At the designated meeting place, the teacher will verify all children are accounted for by using the daily sign-in/sign out sheet. Staff and children will remain out of the building until the “all clear” signal is given. In the event it is not safe to return to the building, staff will proceed with children to the designated evacuation shelter and call families to pick up children.

### **Designated Evacuation Shelter**

Each school building is assigned a designated evacuation shelter. In the event it is necessary to take children to the designated evacuation shelter, staff will begin contacting families or emergency contact persons for immediate pick up.

### **Lock Down**

A Lock Down may be as simple as making sure every outside door and classroom door is locked and all students remain in a supervised classroom. A Lock Down practice could require the classroom teacher to position students within the room so they are hidden from view by someone either outside or indoors. Sometimes during a lockdown, teachers may be directed to move all students to a more secure location in another part of the building.

### **Tornado Watch**

If the National Weather Service states conditions are possible for a tornado to occur, the school office will notify staff of any changes in weather conditions. No further action is needed during a tornado watch.

### **Tornado Warning**

If the National Weather Service states a tornado has been spotted in the area and immediate action is necessary, an announcement will be made over the building speaker to notify staff members to take shelter due to a tornado warning. A teacher will gather the emergency cards and daily sign-in/sign out sheet then begin leading the children to the posted tornado shelter. The second teacher will check the room and restroom to verify all children are out of the room, grab the first aid kit, close the door to the classroom and join the teacher with the children. At the designated meeting place, the teacher will verify all children are accounted for by using the daily sign-in/sign out sheet. If a tornado warning occurs at dismissal time, children will be kept in the school until there is an “all clear” or until they are picked up by an adult listed as an emergency contact.

### **School Closing Information**

Webster Early Childhood Center follows the Hazel Park School District school closings due to inclement weather, power outages, or other issues that may require that school be closed. Families are encouraged to tune in to school closings listed on the local TV and radio stations to learn if school is closed for the day. Look for Hazel Park School District and/or Webster Early Childhood Center on the television or online. If school is in session and needs to be closed, families will be contacted via phone and/or electronically to pick-up their child.

### **Confidentiality**

Out of respect for the privacy of each family in our program, all information pertaining to students and families will be kept confidential. If a student is attending a program administered by a public school, the student’s assessments and attendance records may be passed on to the students’ Kindergarten school building. Information may be reviewed by Oakland Schools and/or the MDE to ensure and support program compliance. The only instance in which information will be shared about a child or family without a parent’s written consent is when staff has reason to suspect the child may have experienced abuse or neglect.

### **Photographing and Videotaping**

Photographs are taken in the classroom and used to create environmental print for children’s use, classroom books, [Picture Day](#), document children’s work and displayed in the hallway, online portfolios, family reports, staff training, recruitment, marketing, educational training, professional conferences and powerpoint presentations for program purposes. You will be asked to sign a consent form allowing us to photograph and video your child in the classroom. If you do not wish to have your child recorded, please notify your child’s teacher.

## Mandated Reporters

All employees of Webster Early Childhood Center are [mandated reporters](#) of suspected child abuse and neglect. If we have reasonable suspicion to believe that a child is being abused or neglected, we are required by law to report our suspicions to the Department of Human Services Child Protective Services Division. The law states that we are not to attempt to investigate the suspicion ourselves; we are to report any suspicion immediately. Webster Early Childhood Center will comply with the Hazel Park School District policy on reporting suspicion of child abuse or neglect. In the event that a report is made to the Department of Human Services, the staff will provide the family with referral for appropriate support services. All reports are strictly confidential.

Causes for reporting suspected child abuse or neglect include, but are not limited to:

- Using an object to hit a child. This could mean a switch, a paddle, a belt, a cooking spoon, a shoe or any other object that could cause serious harm.
- Unusual bruising, marks, or cuts on a child's body
- Severe verbal reprimands
- Improper clothing relating to size, cleanliness, season
- Transporting a child without appropriate child restraints (e.g. car seats, seatbelts, etc.)
- Dropping off or picking up a child while under the influence of illegal drugs or alcohol
- Not providing appropriate nutrition for a child.
- Leaving a child unattended for any amount of time.
- Sending a sick child to school over medicated to hide symptoms, which would typically require the child to be kept at home until symptoms subside.

## Family / Community Visitors Mutual Respect Requirements

Students have the right to learn and teachers have the right to teach in a safe environment. Therefore, families and community members are expected to model the following behaviors while in the presence of children or on school property.

- Use appropriate language at all times, whether you are mad or having a casual conversation.
- Speak kindly and respectfully to all children and staff.
- Seek to resolve conflict and disagreements in private.
- Respect the privacy of all families. **Please do not discuss children other than your own.**
- Refrain from the use of [tobacco](#) and [vaping](#) products while on school property or in the presence of children. All Hazel Park Schools are [smoke](#) and [vape](#) free environments. [Effects of Secondhand Smoke](#)
- Refrain from using threats, raising your voice or using intimidation when correcting your own child's behavior or when experiencing conflict with other adults.
- Refrain from confronting another parent regarding their child's behavior or conflicts between families. If you have concerns regarding conflicts between your child and other children in the program, please direct your concerns to the teacher or director.
- Dress appropriately. Please do not wear clothing that has inappropriate language or symbols while on school property.

In all circumstances where adult behavior is perceived as threatening or disruptive to the emotional or physical safety of our children or staff will result in immediate and possibly permanent exclusion of the offending adult from our program.

At no time is any person permitted to carry any type<sup>290.</sup> of weapon, firearm or ammunition on school

property or school event. Violation of this policy will result in immediate exclusion of the offending party.

## **Health Policies, Procedures, and Resources**

### **Health Appraisal**

As per Michigan child care center licensing, students are required to have a [Health Appraisal](#) completed and turned into the office within 30 days of their first day of school. If a child does not have their Health Appraisal on record 30 days after the child's first day of school, the child will not be able to return to school until the Health Appraisal is on file in the office. As a result, the child may be placed back on the waitlist.

### **Hearing and Vision Screening**

Each year the [Oakland County Health Department screens 4 year old students for vision and hearing](#). Vision screenings are scheduled in the fall and hearing screenings are scheduled in the spring. Parents will be notified of negative results.

### **Immunization Record**

[Michigan Law for child care centers and preschools](#) requires every student enrolling in a Michigan school be properly immunized, or have a sign [waiver](#) stamped by a notary on file at the school. A parent notification letter may be sent regarding any needed immunizations. If the immunization record or signed waiver stamped by a notary is not on file, the student, in accordance with the law, shall not be permitted to attend school. The Oakland County Health Division has a free immunization clinic available to all ages, including adults. The clinics are located in Pontiac, Southfield and Walled Lake.

~~Obtain Immunization Record-~~ The immunization records of children born in Michigan from 1994 to present are in the [Michigan Care Improvement Registry \(MCIR\)](#). Many older children and adults are also in MCIR. You may request your own or your child's Official State of Michigan Immunization Record by contacting your physician's office or your local health department.

~~Waiver Note: In early 2015, Michigan instituted an administrative rule change on nonmedical waivers for childhood immunizations.~~ Parents/guardians seeking to obtain a nonmedical immunization waiver for their child/children who are enrolled in school or licensed childcare programs are required to attend an educational session, where they are provided with information about vaccine-preventable diseases and vaccinations. **For more information go to** [Nonmedical Waiver Rule for Childhood Immunizations in School and Licensed Childcare Programs: Information for Parents/Guardians](#)

### **Illness / Undiagnosed Rash**

The school may request certain children be excluded from school attendance if the child is thought to have a contagious illness or has an undiagnosed [rash](#). The school will readmit the child when they are free of symptoms or receive written permission from the doctor. This is done for the protection of the child and the rest of the children in the school, and follows the guidelines provided by the Oakland County Health Department.



### **Health Guidelines**

Staff will be alert to any unusual behavior in children that may signal illness. Whenever a child exhibits any of the symptoms listed below, staff will <sup>291</sup>contact the parents to have the child picked up immediately. If the parent is unable to be contacted or does not come within 30 minutes, staff will

begin calling other emergency contacts listed on the [Child Information Record](#)

- **Fever** - The child must be 24 hours free of fever, without medication, before returning to school.
- **Vomit / [Diarrhea](#)** - The child must have a minimum of 24 hours free of vomiting or diarrhea before returning to school.
- **[Pink Eye Symptoms](#)** - The child must be treated with medication and may return after 24 hours and there is no eye drainage with a doctor's note.
- **Persistent Cough** – A child who is coughing constantly and/or 'hard', will be excluded until cough is not as persistent.
- **General Appearance of being Ill** – A child who is not participating in activities, is very tired, unusually pale or flushed skin, watery eyes and just appears to be too sick to be in school, will be excluded until the child looks and feels well.

### **Notification of Sick Children Within the Classroom**

Families will be notified of outbreaks of illnesses in individual classrooms. A note will be sent home with children and/or posting outside of the classroom door. Classroom staff will be responsible for ensuring children do not return to the classroom until they are well enough as described as above. In the event of illness in the classroom, staff will pay particular attention to disinfecting toys and surfaces used by children.

ALL families are required to notify the school office of diagnosed communicable illnesses and/or rash or bump causing issues. Notification will be required for the following and more, as listed on the [Oakland County Health Division Communicable Disease Reference Chart 2019-2020](#):

- [Bed Bugs](#)
- [Chickenpox](#)
- [HFMD](#)
- [Head Lice](#)
- [Impetigo](#)
- [Flu](#)
- [Pink Eye](#)
- [Pneumonia](#)
- [RSV](#)
- [Ringworm](#)
- [Scarlet Fever](#)
- [Strep Throat](#)

### **Doctor's Note Requirement**

A doctor's note for return to school may be requested at any time to ensure the health of all children and staff at Webster. This will be left to the discretion of the Supervisor.

### **Reporting to MDSS**

The report of some conditions to the Michigan Disease Surveillance System (MDSS) or local health department is required within 24 hours if the agent is identified by clinical or laboratory diagnosis. [Reportable Diseases in Michigan 2022](#)

### **Reporting to the Oakland County Health Division**

~~Illness patterns in children can be an important indicator of communicable disease occurrence in the community. Any communicable disease cases, unusual occurrences, or outbreaks that occur among children and staff at your facility are required to be reported to the Oakland County Health Division (OCHD) Communicable Disease (CD) Unit within 24 hours at 248-858-1286 or 888-350-0900 ext. 81286. Disease prevention and control efforts depend on participation in the reporting process.~~

## Letter to Child Care Directors and School Principals

- [Oakland County Health Division Communicable Disease Reference Chart 2019-2020](#)
- [Oakland County Health Division 2019-2020 Reportable Diseases for Schools, Preschools, and child care centers](#)

### Head Lice

The following policy was adopted by the Hazel Park Board of Education and is coordinated with the procedure of the Oakland County Health Department. A routine classroom inspection of all children will be made during the first week of school and after each vacation. Children with lice and/or nits are to be kept out of school (excluded).

The school will observe the following protocols regarding head lice.

- The student's parent/guardian is required to notify the school office if their child is suspected of having head lice.
- Infested students will be sent home following notification to the parent/guardian.
- The school will provide written instructions to the parent/guardian regarding appropriate treatment for the infestation.

A student excluded because of head lice will be permitted to return to school only when the parent/guardian brings the student to school to be checked by the designated staff member and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school until it is determined by school officials he/she is free of head lice. It is expected children will return within two (2) days nit-free. Children will continue to be checked for a week after returning to the classroom.

### Handwashing

- Hands will be washed with soap and running water. Water basins, hand sanitizers and pre-moistened wipes may not be substituted.
- Have a clean paper towel available
- Turn on water to a temperature between 60 and 100 degrees F.
- Moisten hands with water and apply soap.
- Rub hands together vigorously until a soapy lather appears and continue for at least 10 seconds.
- Rub areas between fingers, around nail beds, under fingernails, jewelry and the back of hands.
- Rinse hands under running water until they are free of soap and dirt. Leave the water running while drying hands.
- Dry hands with a clean, disposable paper towel. Turn taps off with the paper towel.
- Dispose of the paper towel in a lined trash container.

Staff will use and actively teach children the above hand washing procedure in order to avoid spreading illness.

Children and staff wash their hands before each meal, after using the bathroom, after playing with animals, blowing their nose, before and after

### CDC Guidance



using the sensory table and any time hands are visibly dirty.

**Children’s Medication**

State of Michigan Child Care Licensing Rule 400.8152 Medication Administrative Procedures

- (1) Medication, prescription or nonprescription, must be given to a child by a child care staff member only.
- (2) A child care staff member shall give or apply medication, prescription or nonprescription, only with prior written permission from a parent.  
[State of Michigan Child Care Licensing Medication Permission and Instructions](#)  
[Hazel Park Schools Medication Form](#)  
 \*Self-administration is not applicable for Webster ECC
- (3) All medication must be in its original container, stored according to instructions, and clearly labeled for a named child, including all nonprescription topical medications described in subrule (8) of this rule.
- (4) Prescription medication must have the pharmacy label indicating the physician’s name, child’s first and last name, instructions, name and strength of the medication, and must be given according to those instructions.
- (5) A child care staff member shall keep all medication out of the reach of children and shall return it to the child’s parent or destroy it when the parent determines it is no longer needed or it has expired.
- (6) A child care staff member shall give or apply any prescription or nonprescription medication according to the directions on the original container, unless otherwise authorized by a written order of the child’s physician. Our staff members will not give the first dosage.
- (7) A child care staff member shall not add medication to a child’s bottle, beverage, or food unless indicated on the prescription label.
- (8) Topical non-prescription medication, including but not limited to diapering cream, triple antibiotic, sunscreen, and insect repellent, requires written parental authorization annually.
- (9) A center shall maintain a record as to the time and the amount of medication given or applied, with the exception of medications described in subrule (8) of this rule, on a form provided by the department or a comparable substitute approved by the department. One form per medication is required. The signature of the child care staff member administering the medication must be included.

**Children requiring an epipen or inhaler/nebulizer at school WILL NEED THEIR MEDICATION BEFORE THE START of school and associated signed forms.**

These are considered life saving medications and we cannot make any exceptions. Children indicated on the Health Appraisal as having a severe allergy where an epi-pen may be required or asthma where an inhaler/nebulizer may be required, must have a letter from their doctor if the medication is not needed to be at school.

**Health Care Resources**

Oakland County Health Division	248-858-1280	1200 North Telegraph	Pontiac, MI 48341 <a href="https://www.oakgov.com/health">https://www.oakgov.com/health</a>
Crittenton Hospital	248-652-5000	1101 West University Drive 294	Rochester, MI 48307

National Capital Poison Center	1-800-222-1222		<a href="http://www.poison.org">www.poison.org</a>
General Health & Wellness	American Academy of Pediatrics		<a href="http://www.aap.org">www.aap.org</a>
	Healthy children		<a href="http://www.healthychildren.org">www.healthychildren.org</a>
	Bright Futures		<a href="http://www.brightfutures.org">www.brightfutures.org</a>
Nutrition	My Plate (USDA)		<a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a>
	American Dietetic Association		<a href="http://www.kidseatright.org">www.kidseatright.org</a>
Violence & Bullying			<a href="http://www.stopbullying.gov">www.stopbullying.gov</a>

### Accidents/Emergencies

~~In case of an accident/injury a staff member will identify the injury and notify the certified CPR/First Aid staff member. An incident report will be completed by staff and submitted to the office by the end of the school day. A parent can obtain a copy of the report by request.~~

When a child incurs a minor injury, staff will take the following steps:

1. Immediate care is provided to the child
2. A phone call, written report (incident report), or both will be provided to the parent at or before dismissal on the day of the minor injury

When a child incurs a serious injury, staff will take the following steps:

1. A staff member calls 9-1-1 and then immediately phones any other required personnel that need to be notified when 9-1-1- is called, while the certified CPR/First Aid staff member remains with the injured child.
2. Ensure the scene is safe. If so, provide care and comfort to the injured child until EMS personnel arrive.
3. EMS personnel will determine if the injured party needs to be taken to the hospital.
4. The parents will be contacted by phone once the situation is under control. If the parents cannot be reached the next person on the emergency card will be contacted until either the program is able to talk with someone or all individuals have been phoned.
5. A staff member will ride in the ambulance if the parent is unable to do so.
6. Within twenty-four hours of the injury, a call will be made to the Department of Regulatory Services Licensing Division followed by a written report within three days of the injury.

### Incident / Accident Reports

~~If your child is involved in an incident or accident during the school day, staff witnessing the incident/accident will complete a Webster EGC Incident Report Form. An attempt may be made to contact the family immediately to notify them of the incident or accident and follow-up actions of staff member(s). The child's parent or guardian will be asked to sign the report. If the incident involves an altercation between children in the program, each child's family will receive a separate report. First aid given at school consists of cleaning, bandaging and ice packs. If a child comes home with a cut received at school, parents should examine it and apply medication if they feel it is necessary.~~

~~If an injury appears to need more than basic first aid, parents will be called to make a determination as to how it should be handled. All head injuries and injuries which require first aid will be reported to the child's parent or guardian immediately via phone call.~~

~~If the injury is serious enough to require immediate medical attention, staff will call the office to call 911. The school administrator or a teacher will ride in the ambulance with the child. The parents will be contacted immediately to meet the ambulance at the hospital. The staff member will stay at~~

~~the hospital until the parents have arrived. In the case of a serious incident or accident, the State of Michigan Child Care Incident Report Form will be required.~~

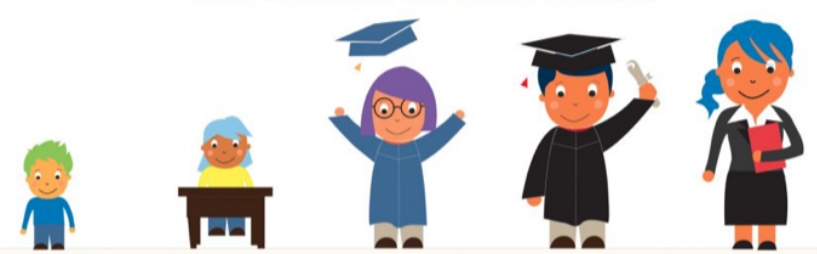
~~All staff receive Bloodborne Pathogens Training annually. Universal Precautions will be observed when handling potential exposure to blood, body fluids and potentially infectious fluids.~~

### Attendance Procedures

~~Research clearly indicates that showing up for school has a huge impact on a student's academic and developmental success. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and in life.~~


We realize some absences are unavoidable due to health problems or other circumstances. Certainly, if your child is ill we do not want your child in school as resting is what is best for a sick child. One of our program goals is to ensure that every student attends school regularly when healthy. For consistency of learning, please demonstrate appropriate attendance. ~~Again, we understand if your child is truly sick he/she will stay home from school.~~

**GOOD SCHOOL ATTENDANCE MEANS...**



<b>PRECHOOLERS</b> build skills and develop good habits for showing up on time	<b>ELEMENTARY STUDENTS</b> read well by the end of third grade	<b>HIGH SCHOOLERS</b> stay on track for graduation	<b>COLLEGE STUDENTS</b> earn their degrees	<b>WORKERS</b> succeed in their jobs
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Too many absences—excused or unexcused—can keep students from succeeding in school and in life. How many are too many? 10% of the school year—that's 18 missed days or 2 days a month—can knock students off track.

 **Attendance Works**  
Addressing Student Success By Reducing Chronic Absence  
[www.attendanceworks.org](http://www.attendanceworks.org)

#### **Absent Procedure for Parents and Guardians**

If your child will not be in attendance, please call **248-658-5501** before the program day begins and let them know your child's name, the classroom, and the reason for not attending. If no one answers, please leave a message.

#### **Absent Procedure for Staff**

The Lead Teacher or Associate Teacher is to check in with verbal communication to parents or guardians after the second day a child is absent. Only if unable to reach parents via phone call (2 attempts), send a message via SeeSaw or email. Email and verbal communication to parents or guardians may be required to request needed doctor's documents for the child's return to school.

#### **Ongoing Absence Without Parent or Guardian Contact**

If a child is absent and the program is not contacted by the parent or guardian, the program will attempt to make contact with the parent. If the program cannot make contact with the parent or guardian for 3 consecutive days, then a letter will be sent to the parent or guardian. If the program does not receive a response within 10 days of the date of the letter the child may be moved to the program's waitlist.

## **Cell Phones**

~~Please make your drop-off and pick-up time a 'NO CELL PHONE ZONE'. Your child has much to share at the beginning and end of the school day. Those brief moments of conversation increase your child's understanding of the world around him/her and how things work. They are excited to tell you about their day. Vocabulary and language comprehension increase when children have opportunities to express their ideas, especially with thoughtful questioning and reflection by the adult role model. Actively listening to your child sends the message that what your child has to share is important to you! We hope you will give your child your undivided attention while listening about their day. Putting down the phone will also help keep your child safe walking through the parking lot.~~

## **Drive Through Drop off And Pick Up**

At the beginning of the year, each family will receive a car tag and a backpack tag that has a specific color and number. The car tag must be displayed in the passenger side windshield. Some classes will enter through door 1, and some through door 2. Door 1 is at the front of the building off of Jarvis. Door 2 is on the west side of the building off of West End. To access door 2, please use the circle drive, entering through the south entrance and exiting out the north exit. When you meet with your child's teacher at the beginning of the year, you will be assigned a door.

Please pull up when you can, and remain in your vehicle. Your child should remain buckled in their carseat until you are pulled up close enough for a staff member to come to your vehicle for your child. When it is time to pick up your child, please pull up when you can and remain in your vehicle. A staff member will bring your child to your vehicle.

If you are dropping off or picking up your child late, please go to door 1 and ring the doorbell. We will be happy to help you.

If you have someone other than a parent picking up your child please notify the office. That person must be on your emergency contact list and have picture identification.

## **Arrival**

~~Please make every effort to arrive at school on time. When children arrive after the day has started, they miss out on important parts of the routine. Children who consistently arrive on time and are in school every day quickly master the routine, learn more, are happier to be in school and receive the maximum benefit from our preschool program.~~

## **Dismissal**

~~ALL adults picking up from school MUST be on the child's emergency card and show staff drivers license or state ID to verify name. A child WILL NOT be released to any person who is not listed on the emergency card or does not have photo ID. High School students may pick up a child with a school district student ID and listed on the child's emergency card.~~

## **Picking up Your Child During the School Day**

Parents' rights of immediate access to their child do not permit us to deny a parent access to their child even if the parent is or appears to be impaired by drugs or alcohol. Staff will assist the parent by offering to call the other parent or another person on the emergency card to come pick them up and the child. If this fails, staff will call the police, child protective services and the other parent as soon as the incapacitated adult attempts to drive with the child in the car. Our foremost concern is for the safety and well-being of the child.

An adult, who is not a parent, authorized on the emergency card to pick up a child appears to be impaired by drugs or alcohol will be denied access to the child. Staff will contact the child's parent(s) to inform them of the situation and if necessary, contact the local police.

### **Late Pick Up**

~~It is important that children are picked up on time. If a child is still in attendance 15 minutes after the end of the school day, the child will remain in the office with the Supervisor. The first time will result in a written warning. Further late pick up incidents will be at a fee of \$15 per child due prior to the next week to remain in good standing with the program.~~

### **Before-School and After-School Care**

~~Before school and after school care is available through the HPS Latchkey Program:~~

~~Before school care begins at 7:00am~~

~~After school care ends at 5:30pm~~

~~There will be NO 'School Year Latchkey' offered on non-school days or school closing days. Care on half days will be determined.~~

### **Fee Structure** (subject to change)

~~\*All fees are NON-REFUNDABLE~~

~~1st child \$40 non-refundable registration fee. All children after that in any of HPS Latchkey Programs \$10 registration fee.~~

### **Preschool Latchkey Family Cost**

~~\$60/week~~

~~DHHS Accepted~~

### **Registration**

~~Contact the Webster ECC Secretary or register on your own by following the link.~~

~~[https://schoolcareworks.com/registration/hazelparkschools/start\\_registration.jsp](https://schoolcareworks.com/registration/hazelparkschools/start_registration.jsp)~~

~~If you need assistance with registration, please contact the main office.~~

### **Latchkey**

~~Before and after care is available Monday through Thursday. It will open at 7:00 and your child will be picked up by the classroom teacher when it is time for their class to begin. Latchkey will open at 2:45. Your child will be dropped off by their teacher at dismissal time. All children need to be picked up by 5:30. On Friday, latchkey will be available from 7:00-5:30. There will be no latchkey offered on non-school days. Please check the district website or contact our office at 248-658-5501 for more information and the cost of the latchkey program. DHS payments are accepted but must be in place before entering the program.~~

## Child Clothing and Blanket

### **Clothing for Learning and Play**

Preschool children learn best from hands-on exploration. Children will be provided many hands-on opportunities.

- Children should wear comfortable clothing to allow them to crawl and jump while strengthening their arm and leg muscles.
- Children should wear “play clothes”. They will learn many developmental skills while “playing”.
- No open toed shoes or flip flops. Sneakers that your child can easily take on and off are best.

Children should have a complete extra change of clothes in their cubby DAILY. Clothing is to be placed in a sealed and labeled plastic bag. A change of clothing may be needed due to spills, messy play or bathroom accidents. While we take precautions to keep children clean, clothing may become messy at times.



### **Cold Weather Outdoor Clothing Requirements**

Your child will go outside every day. Outdoor play time is structured to be a healthy, educational and enjoyable time for children. Your child is required to be dressed in clothing that is appropriate for the weather conditions. If there is snow on the ground and/or the temperature outside is very cold, your child will need a snowsuit, hat, gloves or mittens, and snow boots.

### **Rest Time Blanket**

Children will have a rest-time each day. Children should bring a small blanket that fits in their backpack. Bedding must be taken home at the end of each week for laundering. Please be sure all items are labeled with your child's name.

### **Label**

Each item must be clearly labeled with your child's first and last name or initials with class number.

### **Families in Need**

If you are in need of any of these items please let your classroom teacher or program administrator know in advance. We will try our best to locate resources for you.

## **Behavioral Expectations and Conflict Resolution**

### **General Behavior Expectations**

We believe that children learn best in a well-ordered environment that is free from disruptions. To promote such an environment, the Early Childhood department, teachers and staff work together to help children to:

- Respect all persons & property
- Act in a courteous and cooperative manner.
- Use acceptable and appropriate language.
- Be safe & learn to act responsibly.

Teachers will handle the majority of discipline within the classroom. Repeated and/or harmful behavior to others or self, will be called to the attention of the Webster ECC Supervisor and parents will be notified.

### **Conflict Resolution/Discipline**

Staff supports children as they begin to understand their behavior choices and learn acceptable ways of interaction with others. The approach we use promotes and encourages self-regulation, self-direction, self-esteem, and a spirit of cooperation. We use a six-step process to resolve conflicts.

The steps are:

1. Approach children calmly and stop any hurtful actions
2. Acknowledge children's feelings
3. Involve children in identifying the problem by gathering information
4. Restate the problem in children's vocabulary
5. Ask children for solutions and encourage them to choose one together
6. Give follow-up support when children act on their decisions

We encourage you to help us give children a consistent message by trying to use the six steps at home.

Staff is strictly prohibited from using these forms of punishment:

- Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment.
- Restricting a child's movement by binding or tying him or her.
- Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child.
- Depriving a child of meals, snacks, rest, or necessary toilet use.
- Excluding a child from outdoor play or other gross motor activities.
- Excluding a child from daily learning experiences.
- Confining a child in an enclosed area, such as a closet, locked room, box, or similar cubicle.

### **Related Resources**

- ~~[Working Out Conflict With Children](#)~~
- ~~[The Emotional Backpack: Managing Conflict Resolution With Children of Trauma](#)~~
- ~~[WE CAN WORK IT OUT! 6 Steps to Help Children Resolve Conflicts and Solve Problems](#)~~

## Family Involvement

Parent involvement is welcomed and encouraged. To establish and maintain a strong school-home connection, which benefits children, we offer the following ways for families to be involved:

- **Open House:** Takes place at the school before your child starts the school year. This gives the parent and child time to get comfortable in their new classroom before their first official day.
- **Parent Orientation:** Takes place at the start of the school year to support relationships, invite input, share community resources, and encourage future involvement in program decision making.
- **Volunteering in the Classroom:** Talk with your child's teacher about how you can be involved as a volunteer. We provide support through our volunteer supervision policy. All school volunteers must complete the [I-Chat](#) and have clearance before assisting at the school. For school-wide volunteer opportunities, please contact the supervisor.
- **Parent-Teacher Conferences:** Teachers work with families to schedule two parent-teacher conferences. Additional meetings may be arranged by the teacher or parent.
- **Parent Advisory Meetings:** Six or more are scheduled to share program goals, share community resources, provide at-home learning resources and attain input related to program decisions. Data Analysis will take place at three times with participation from parents, an administrator, and teaching staff to review program data and set goals.
- **Parent Connection Meetings:** The Great Start Collaborative hosts Parent Connections Meetings following the Parents Advisory Meetings. Dinner and child care are provided. A range of topics for parents are addressed. These meetings usually follow our Parent Advisory Meetings.
- **Family Events:** Family events are part of the excitement for children who attend our school. Events will be announced in advance and the majority of events are scheduled on the calendar prior to the start of the school year.
- **ESL and Bilingual Resources:** Families and/or staff can obtain resources with the school district's bilingual department to provide support for families and children whose priority language is not English.

## Referrals for Child and Family Needs

We strive to meet the individual needs of all children in the program. If documentation and/or observations result in a concern about a child's development, we will begin a process to follow up on that concern. If you have any concerns or questions about your child's development, please reach out to the building administrator at 248-658-5501.

The Individuals with Disabilities Act (IDEA) is a federal law that provides federal assistance to states and local school districts and that requires all public schools to make available a free appropriate public education (FAPE) to all children with disabilities. IDEA is also supported by a comprehensive set of federal regulations that are also legally binding on public schools.

A component of a public school's obligation to provide a FAPE is to ensure that the school has in place a system to support what is known as "Child Find". This typically involves students enrolled in the Hazel Park School District; however, this obligation applies to all children who reside within the boundaries of the District. This applies even if children are homeless, a ward of the State, enrolled in a private school, transient children, or home schooled, regardless if they are registered with the State or Oakland Schools.

\*The Hazel Park School District has an obligation to "locate, evaluate, and identify" any child that

has or is suspected of having a disability, or who may be in need of special education services.

\*The Child Find process is a collaborative one with school personnel working in conjunction with parents to locate, evaluate, and identify children who may need special education and related services. Children in need of special education services or an accommodation for a disability should be identified in a timely manner. If the child is referred for a comprehensive evaluation, informed parental consent must be obtained prior to beginning the evaluation. The initial evaluation must be conducted within 30 school days of receiving parental consent for the evaluation.

### **Student Support Services Process**

#### **●—Speech Evaluation**

- ~~1. EC Supervisor reviews all ASQs and relevant documentation.~~
- ~~2. EC Supervisor contacts the assigned Speech and Language Pathologist via email. ASQs and all other relevant information are attached.~~
- ~~3. The Speech and Language Pathologist contacts the necessary adult (parent, guardian, teacher, family member, etc.) who made the request and/or who is needed to be informed within 10 school days. A Speech Evaluation Consent Form is filled out by the parent or guardian.~~
- ~~4. The Speech and Language Pathologist determines and communicates next steps to the relevant staff members and the Webster ECG Supervisor.~~

#### **●—Behavior (Functional Behavioral Assessment (FBA) and Behavior Intervention Plans (BIP))**

- ~~1. EC Supervisor reviews all incident reports, ASQs and relevant documentation.~~
- ~~2. Early Childhood Supervisor contacts the assigned Psychologist. ASQs and all other relevant information Attached (i.e., incident reports, strategies attempted at the school level, etc..).~~
- ~~3. The Psychologist contacts the necessary adult (parent, guardian, teacher, family member, etc.) who made the request and/or who are needed to be informed. A Consent for FBA and BIP Form is filled out by the parent or guardian.~~
- ~~4. The Psychologist determines and communicates next steps to the relevant staff members and the Webster ECG Supervisor via email.~~

#### **●—Special Education Evaluation**

- ~~1. EC Supervisor reviews all incident reports, ASQs and relevant documentation.~~
- ~~2. EC Supervisor contacts Child Find Coordinator via email and CCs Director of Student Services. ASQs and all other relevant information attached.~~
- ~~3. Child Find Coordinator contacts the necessary adult (parent, guardian, teacher, family member, etc.) who made the request w/in 10 school days.~~
- ~~4. Child Find Coordinator determines and communicates next steps to the relevant staff members and the Webster ECG Supervisor.~~

~~If the results recommend an Individualized Education Program (IEP), a meeting will be scheduled with parents and other personnel involved. Any additional services to be provided and who will provide such service will be determined at this meeting. Your child's teacher, administrator, and the school district team will work together throughout the year to ensure that the IEP is being implemented with fidelity, including the use of special modifications and strategies to support your child in being a fully participating member of the classroom community.~~

- ~~1. EC Teacher informs the EC Supervisor of the parents written or verbal evaluation request via email. If a written request, attach the document to the email. If a verbal request, note the time, place and to whom it was requested.~~
- ~~2. EC Supervisor reviews all incident reports, ASQs and relevant documentation.~~
- ~~3. The EC Supervisor contacts the appropriate support staff via email and this contacted staff member proceeds from there. Included are the ASQs and all other relevant information.~~  
~~\*A parent request does not necessarily mean the child will have an evaluation.~~

### **EC Teacher Request for Special Education Evaluation**

~~\*After, discussing the child's area of need(s) with the EC Supervisor:~~

~~If a referral is determined to be the best next step...~~

- ~~1. The EC Supervisor contacts the appropriate support staff via email.~~
- ~~2. Parent permission for observation and/or screening~~
- ~~3. Observations and contact with support staff.~~
- ~~4. Team Meeting – To put interventions in place~~

~~After 4-6 weeks, if interventions are not working...~~

- ~~1. Impact Meeting~~

~~Building Intervention Meeting with Parent Invitation~~

- ~~2. Decision for more interventions or ECSE referral~~

~~If a referral is agreed upon...~~

~~Special Education Evaluation~~

- ~~1. EC Supervisor contacts Child Find Coordinator via email and CCs~~

~~Director of Student Services. Included are the ASQs and all other relevant information.~~

- ~~2. Child Find Coordinator contacts the necessary adult who made the request and child's parent or guardian within 10 school days to communicate next steps.~~

- ~~3. Child Find Coordinator determines and communicates next steps to the relevant staff members and the EC Supervisor via email.~~

### **Family Needs**

Families may also need different forms of support. If there is a non-educational need that your family has, please notify a staff member. Staff will assist you in seeking the resources you need and follow-up accordingly. Alternatively, there are a variety of resources and supports that can be access on the Hazel Park Schools website.

### **Cultural Competence Plan**

The purpose of this plan is to be a starting point for improved cultural competence throughout Webster ECC.

Cultural competence is a key component to equity in high-quality early childhood education. [The National Center for Cultural Competence](#) states that “culture is an integrated pattern of human behavior, which includes but is not limited to – thought, communication, languages, beliefs, values, practices, customs, courtesies, rituals, manners of interacting, roles, relationships and expected behaviors of a racial, ethnic, religious, social or political group; the ability to transmit the above to succeeding generations; dynamic in nature” (National Center for Cultural Competence 2004, 4). Webster ECC strives to ensure cultural competence and is committed to evolving what that means to our program over time.

Understanding culture and developing cultural competence is important so that we all (i.e., students, staff, families) understand how we interact with individuals from cultures that are different from ours. This understanding helps us see our students and their families more clearly, and shape policies and practice in ways that will help our students to succeed. There are five basic cultural competence skill areas that Webster ECC staff seek to continue to develop (Adapted from Diller and Moule, Cultural Competence: A Primer for Educators, Thomson Wadsworth 2005):

**Valuing Diversity.** Accepting and respecting differences—different cultural backgrounds and customs, different ways of communicating, and different traditions and values.

**Being Culturally Self-Aware.** Culture—the sum total of an individual's experiences, knowledge, skills, beliefs, values, and interests—shapes educators' sense of who they are and where they fit in their family, school, community, and society.

**Dynamics of Difference.** Knowing what can go wrong in cross-cultural communication and how to respond to these situations.

**Knowledge of Students' Culture.** Educators must have some base knowledge of their students' culture so that student behaviors can be understood in their proper cultural context.

**Institutionalizing Cultural Knowledge and Adapting to Diversity.** Culturally competent educators, and the institutions they work in, can take a step further by institutionalizing cultural knowledge so they can adapt to diversity and better serve diverse populations.

Within our [Family & Social History](#) questionnaire, we strive to learn more about your child and family to ensure the highest quality of education and to meet your family's needs.

### **Birthdays and Celebrations**

We know that birthdays and celebrations are important to every child and that children like to celebrate with their classmates. Classrooms will acknowledge children's birthday and special occasions on the message board. However, sending in a food treat to the classroom to celebrate can exclude those children who have food allergies, diabetes, celiac disease, or other dietary restrictions. We ask that you do not send any snack (or other item) on your child's birthday. **Items sent to school will be sent back home.**

**Below are a few ideas for ways that you may choose to join the classroom on your child's special day. You must discuss this with your child's teacher in advance and consider your child's ability to emotionally manage having you in the classroom.**

**-Give the Gift of Your Time in the Classroom.** Young children feel so special when a parent comes to school. On your child's birthday, read a story to the class, help the teacher with her planned activity, go along for outside time, or speak to your child's teacher about when would be a good time to join the class.

**-Plan a Special Activity for Your Child's Class.** Plan an activity for parents to lead in the classroom and bring in the supplies. Make birthday hats and decorate them. Make a craft, organize a science project, or play a game. Check out your local library for age-appropriate ideas. No matter

~~what activity you and your child select, your child will be very proud!~~

- ~~—Prepare a favorite recipe with the children~~
- ~~—Read a book to the children~~
- ~~—Provide a Mini Makerspace Session~~
- ~~—Teach the class how to plant seeds in cups~~
- ~~—Share artifacts from your culture~~

### **Celebrations/Holidays**

~~We invite families to share their home celebrations with the school community. Please share your ideas with your child's classroom teacher, the program director, or at the Parent Advisory Meeting. We look to support celebrations while maintaining curriculum and grant requirements.~~

## **Nutrition Services**

### **Wellness Policy**

~~Hazel Park School District's Student Wellness policy~~

~~The Wellness Policy is evaluated annually and updated if needed. The public will be notified of any meeting dates in regards to the Wellness Policy through the HPS website.~~

~~A planned food service program will be part of the school day. There is no cost for snacks or meals. The following meals/snacks will be served at the following times:~~

- ~~● Breakfast approximately 8:30am~~
- ~~● Lunch at approximately 11:30am~~
- ~~● Snack at approximately 2:30pm~~

All meals will be fully compliant with the final rule for [nutrition standards in the Child and Adult Care Food Program](#). Menus with noted food substitutions will be posted in a place visible to parents. If there is a need for a child to receive substitutions due to medical or religious reasons, a Request for Food Service Individualization and Adjustments Form must be submitted. The center will comply with rule 400.8330 (3) to ensure children with special dietary needs receive meals/snacks in accordance with the child's needs.

[Webster ECC Current Menus](#)

HPS Nutrition Services Documents for Enrollment

[Household Income Eligibility Statement – Child Care Institutions](#)

[CACFP Participant Enrollment Form](#)

### **Allergies or Special Diets**

~~Allergies or special diets are posted in emergency binder by the refrigerator.~~ Food accommodation will be made by the program with documentation from the child's physician regarding allergies. An allergy action plan must also be filled out by a physician. All allergies requiring an epi-pen must have above documentations and medication form filled out by physician and turned in with an epipen BEFORE the child can attend school.

~~[CACFP Request for Special Meals and/or Accommodation](#)~~

~~\*Requests require approval by the HPS Nutrition Services Department.~~

Children who have low frequency dietary needs (organic, kosher, vegan, etc.) will be allowed to supply snacks and meals for the child. [Alternative snacks and meals supplied by family should be similar to what is being offered on the school menu and follow the CACFP.](#) Families will be asked to

sign a statement indicating they wish to provide food for their child because of family preferences (specific preference must be listed).

A child may have to be exposed to a food that is new 12 or more times before becoming comfortable with it. Through our family style dining approach, children will build relationships with each other while learning healthy eating habits. Families are NOT allowed to send in food for their child simply because the child does not like the food served or prefers something from home. Shared meals are an important part of the program and encourage children to try new foods with peers.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

### Teaching Team

The Preschool Academy teaching team consists of a Lead Teacher and an Assistant Teacher. Both teachers are experienced in planning and implementing a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels. Teachers provide individualized instruction for every child.

Lead Teachers are required to have a minimum of a bachelor's degree in Early Child Education or Child Development with teaching experience.

Assistant Teachers are preferred to have obtained or be working towards a Child Development Associate (CDA) credential or an associate's degree in Early Childhood Education or Early Childhood Development.

All of our preschool teachers are required to continue learning best practices through a minimum of 20 hours of professional development annually.

### **Adult Role**

~~Early childhood professionals make decisions about the education of children based upon three types of information (Coppie & Bredekamp, 2009):~~

- ~~• child development and how children learn~~
- ~~• the individual strengths, needs, and interests of each child~~
- ~~• each child's family and community cultures~~

### Lesson Plans

Teaching Teams meet daily to create lesson plans. They apply intentional teaching practices by:

- Planning developmentally appropriate activities
- Supporting and extending children's learning
- Providing materials that reflect children's interests, community events and curriculum content
- Actively engaging children through direct experiences in pursuit of shared learning goals
- Teachers collaborate with families to create individual goals for children

Lesson plans are posted in the hallway by each classroom daily for families and visitors to review. Activities are highlighted in classroom newsletters and some activities are posted in the hallway

with pictures and a brief description.

## Curriculum, Assessments, and Daily Routine

### **Curriculum**

*The Creative Curriculum for Preschool* is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills. This is a developmentally appropriate practice that matches the way children learn and develop. The teacher is the classroom facilitator who guides, observes, and assesses each child's learning.

The [38 research-based objectives](#) are the heart of the curriculum and define the path teachers take with children in their classroom. They inform every aspect of teaching, include predictors of school success, and are aligned with state early learning guidelines. *The Creative Curriculum for Preschool* is based on five fundamental principles. They guide practice and help teachers understand the reasons for intentionally setting up and operating preschool programs in particular ways. These are the principles:

- Positive interactions and relationships with adults provide a critical foundation for successful learning.
- Social-emotional competence is a significant factor in school success.
- Constructive, purposeful play supports essential learning.
- The physical environment affects the type and quality of learning interactions.
- Teacher-family partnerships promote development and learning.

The classroom's physical space is divided into interest areas. The interest areas are Art, Blocks, Dramatic Play, Discovery, Sand & Water, Toys & Games, Music & Movement, Library, Technology and Cooking. The interest areas contain open ended activities for children to explore. These activities support the six content areas which include science, social studies, literacy, math, the arts and technology. The skills children develop while participating in the interest areas are directly tied to the Michigan Early Childhood Standards.

The teachers use Study Starters as models to help implement and investigate project based learning. The studies are not prepackaged prescriptive units. Studies are an effective way for children to learn science and social studies content while developing skills in literacy, math, the arts, and technology. Children become engaged in topics and activities that interest them while challenging them to extend thinking to higher levels. Examples of studies we have incorporated into our classrooms are: wheels, boxes, buildings, planes, clothing, flowers and exercise

Within the creative curriculum approach, there are many opportunities to involve families. As we begin each study a family letter is sent home. The letter will contain information on our new study along with ways you can be involved in your child's learning. You may have an expertise or special interest or collection relevant to our study that you would be willing to share with your child's class.

### **Assessments**

When teachers begin to implement the curriculum, the *Objectives for Development & Learning* to guide them. These objectives define the skills, knowledge, and behaviors that teachers are helping children acquire. GOLDplus assessment data informs instruction, and instruction informs assessment data in return. GOLDplus assists teachers in individualizing instruction, so they can focus on doing what they love most—building strong relationships with each unique child that could ignite a student's

lifetime love of learning.

### Typical Daily Routine (EXAMPLE ONLY, TIMES MAY VARY)

Arrival and choice activities	8:00am-8:30am
Group meeting	8:30am-8:50am
Handwashing /Family Style Breakfast	8:50am-9:10am
Choice time	9:10am-10:10am
Cleanup	10:10am-10:20am
Small group	10:20am-10:40am
Outdoor choice time	10:40am-11:15am
Read-aloud	11:15am-11:30am
Handwashing/Family Style Lunch	11:30am-12:00pm
Rest and quiet activities	12:00pm-1:00pm
Outdoor choice time	1:00pm-1:45pm
Read-aloud	1:45pm-2:00pm
Limited choices and small groups	2:00pm-2:25pm
Cleanup, handwashing, and snack	2:25pm-2:40pm
Group meeting and departures	2:40pm-3:00pm

*\*Latchkey (Before and After School Care is available from 6:30am-8:00am and 3:00pm-5:30pm.)*

### Outdoor Play

Children go outside for a minimum of sixty (60) minutes a day. Some classrooms have two outside times, thirty (30) minutes each. Research shows there are many health benefits to playing outdoors. It improves distance vision, promotes social skills among peers and adults, increases attention span, reduces stress and provides vitamin D. Please dress your child appropriately based on the weather and your child's outside time listed on their daily schedule outside of the classroom. In the winter we will go outside as long as the temperature is 21 degrees or above and it is not raining. Your child will need a warm coat, snow pants, boots, hat and gloves. Talk to your child's teacher if you are in need of assistance regarding any of these items.

### Rest Time

All children will be provided with a mat on which to rest. Families are welcome to provide their child with a small blanket (the approx length of your child). Talk with your child's teacher if you would like

to bring other rest items for your child. Please remember to label all items sent to school. Rest items provided by families will be sent home at the end of each week for laundering.

Transitioning into rest time, children are encouraged to gather their rest time belongings and place them on their mat. The lights dimmed and soft music may be played. Rest time is scheduled to last no longer than one hour. Children that do not rest are welcome to participate in a variety of quiet activities on a mat, or at a table. After an hour, the lights are turned on and children are encouraged to return their mats to the cart. Children that are still resting will be gently encouraged to wake up but not forced to get up.

### **Toileting**

Each classroom has a bathroom inside the room for children to use. Children are able to use the toilet whenever they need to without having to ask. Most children are “potty trained” prior to the start of school. However, some children still need help. Teachers will work with families to “potty train” children and create a plan to follow at home and at school. GSRP requests families provide a change of clothing in their child’s backpack daily. Soiled clothes will be changed immediately without judgment expressed regarding the accident. At the end of the day families will be notified soiled clothes are in their child’s backpack so they can be removed and washed.

### **Classroom Cleaning**

Every staff member is responsible for keeping the entire classroom clean, orderly and pleasant looking daily. The room should be ready for the next day at the closing of each night. Custodians will clean the floors and bathrooms daily. All door knobs, rest time mats, play equipment and surfaces used by children will be cleaned and sanitized regularly using the method below. In the event of an illness, sanitation will occur immediately.

**Step 1:** Sprayed with soapy water and wiped clean with paper towels.

**Step 2:** Sprayed with water and wiped clean with paper towels.

**Step 3:** Sprayed with a solution of bleach water and wiped with clean paper towels.

*(Note: bleach water must be replaced daily and should be tested to ensure that it is at food service strength.)*

### **Early 5s or Kindergarten Transition**

#### **Kindergarten Transition**

Families will be notified as soon the Kindergarten Open House dates are set. Children who turn five before September 1, will be eligible for kindergarten in the fall after their GSRP school year. ~~The Michigan Department of Education (MDE), Office of Great Start/Early Childhood Education and Family Services, is pleased to announce the Transition to Kindergarten Parent Guides have been updated and are posted at <http://www.michigan.gov/mde/0,1607,7-140-6530-6809-152726--,00.html>. These Parent Guides are a series of tip sheets which highlight a variety of questions parents may have when their children are entering kindergarten.~~ During your child’s Spring Parent/Teacher Conferences, the Early 5s and Kindergarten options will be discussed. Contact the Early Childhood Supervisor for additional information and guidance.

### **Complaint Procedure**

We strive to provide a positive, nurturing environment for all. It may occur that an employee makes decisions or performs in a manner with which others disagree. Family and community members are asked to use the following complaint procedure to resolve school employee conflicts:

1. Discuss the complaint with the employee involved. Most problems can be clarified and resolved at this level.
2. If the particular complaint is not solved as a result of this discussion, an appointment should be made with ~~Sheila O’Kane, Webster~~ the ECC Supervisor to discuss the matter.
3. If the complaint is not resolved by the Supervisor, then an appointment should be made with ~~Dr. Stephanie Dulmage,~~ the Director of 21st Century Learning by contacting the Board Office.
4. If the complaint is still not resolved at this point, an appointment should be made with ~~Dr. Amy Kruppe,~~ the Hazel Park School District Superintendent. All appeals to the Superintendent must be in writing.
5. If the Superintendent’s review does not resolve your problem, then the final appeal may be made to the School Board of Education in writing.

1st Contact: Your Child’s Preschool Teacher

2nd Contact: Sheila O’Kane, Webster ECC Supervisor

3rd Contact: Dr. Stephanie Dulmage, Director of 21st Century Learning

4th Contact: Dr. Amy Kruppe, Superintendent

5th Contact: Hazel Park Schools School Board

**PLEASE SIGN AND RETURN THE LAST PAGE!**

**\*\*SIGN AND RETURN\*\***

**Hazel Park Staff Welcomes You to our Program**

**I have read the Hazel Park Preschool Academy Family Handbook. I understand my rights and responsibilities as presented in the handbook. I agree to abide by all the Hazel Park policies.**

- Complete all enrollment paperwork as soon as possible.
- Complete ASQ-3 and ASQ-SE parent questionnaires on-line.
- Turn in Physical form completed by physician within 30 days of first day of school.
- Update Emergency Card Information in the GSRP office and child's classroom
- Notify teaching staff of any health concerns, allergies or special diets immediately. Complete and return required forms for medication and/or accommodations.
- Send child to school Monday-Friday at their classroom's designated time
- Notify the office when your child will be absent before 8:30 a.m.
- Keep your child home when they are ill.
- Schedule and meet Teaching Staff for Two Home Visits and Two Family Conferences
- Collaborate with staff to successfully transition your child from home to school at the beginning of the school year and from preschool to kindergarten at the end of the school year.

*"When families, school and community work together to support learning, children tend to do Better in school, Stay in school longer, And Like school more."*

*Anne Henderson & Karen Mapp*

**Child's Name:** \_\_\_\_\_

**Teacher's Name:** \_\_\_\_\_

**Parent or Guardian Signature:** \_\_\_\_\_

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



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

To: Hazel Park Board of Education  
From: Amy Kruppe, Superintendent  
Stephanie Dulmage, Director of 21st Century Learning  
Subject: Title III English Learner Handbook Approval  
Date: May 23, 2022

**Funding Source:** N/A

**Strategic Goal Alignment**

- Curriculum & Instruction: Hazel Park Schools will develop innovative, independent and persistent learners who think critically, communicate effectively, and positively influence the local and global community.

All items in the 2021-2022 version of the English Learner handbook are in compliance with state and federal legislation. Therefore, there were no needed revisions to the 2022-2023 handbook.

**Supporting Research:** Under Title VI of the Civil Rights Act of 1964 and the EEOA, all States and LEAs must ensure that ELs can participate meaningfully and equally in educational programs and services. Students who meet the protocol requirements as English Learners (ELs) must be provided language assistance program services, in addition to the basic/core education services (adopted by the local board of education) that all students in the LEA receive. The Hazel Park English Learner/Title III Handbook outlines the policies, procedures, and service delivery requirements as required by state and federal legislation.

**Recommendation** that the Board of Education approves the 2022-2023 Hazel Park English Learner/Title III Handbook.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

\_\_\_\_\_  
Amy Y. Kruppe, Ed.D.  
Superintendent



**Hazel Park English Learner (EL) Program HANDBOOK**



**EL Program Handbook**

## Table of Contents

I. Introduction	4
II. Definition of EL	5
III. Legal Responsibilities:	
A. Title I & Title III	5-8
B. Federal Law	8-9
IV. Procedures	
A. Registration/Identification of ELs	9
B. Initial Assessment of ELs	10
C. Eligibility for ESL/ELD/Bilingual Services	10
D. Early Childhood Transition Students	11
E. Exiting from Title III/ESL/Bilingual Program	11
F. Monitoring FLEP Students	11
G. Placement in ESL/ELD/Bilingual Program	11-12
H. Parent Notification	12-13
I. ELs Who Are Struggling Learners	13
J. Provision of Services	13
K. Student Folder Content & CA-60	13
V. Staff Roles and Qualifications	
A. Role of ESL/ELD/Bilingual Teachers	14
B. Role of ESL/ELD/Bilingual Paraprofessionals	14
C. Role of Mainstream General Education Teacher	15
D. Role of Special Services Staff	15
E. Professional Learning for Staff	16
VI. Parental Involvement	
A. Parental Communications/Interpreter Services	16-17
B. Parent Advisory Committee	17
C. Code of Conduct	17
VII. Personnel Practices	
A. Postings	17
VIII. Program Evaluation	18
APPENDIX A Home Language Survey Questions	19
APPENDIX B Parental Notification Letter	20-26
APPENDIX C Descriptions of English Language Proficiency Levels	27-30
APPENDIX D Complaints Regarding School Personnel	31-32

APPENDIX E	Definitions	33-36
APPENDIX F	Guidelines	37
APPENDIX G	Title III funds	38-40
APPENDIX H	Language Instruction Educational Program	41
APPENDIX I	Non-discriminatory Practices	42-43
APPENDIX J	Program Entry and Exit Summary Chart	44

## **I. INTRODUCTION**

### **Mission Statement**

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

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

### **Our Vision**

Inspiring and empowering all learners to achieve excellence.

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

The Hazel Park Schools District has prepared this handbook of program policies and procedures to ensure that the Title III program or the ESL/ELD/Bilingual program in the district is consistent throughout the district.

The information contained herein has been compiled using the following sources:

- Suzanne Toohey Consultant, ESL/Title III, Oakland Schools
- Michigan Department of Education
- Office of School Improvement
- Title III Handbook

The following staff members are acknowledged for their efforts in the initial developing this handbook:

- Dr. Carla Postel, Director of Curriculum Integration and Instruction
- Yevgeniya Pukalo, District ESL Teacher

The handbook revision were conducted by the following staff members:

- Stephanie Dulmage, Director of 21st Century Learning
- Kathy Reyes, District ESL Teacher
- Melissa McDonald, District ESL Teacher

## **II. DEFINITION OF ENGLISH LEARNERS (ELs)**

### **ESSA Definition of an "English Learner" Student**

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

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

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

## **III. LEGAL RESPONSIBILITIES**

### **A. Title I & Title III**

#### **PROGRAMS OF ENGLISH LEARNERS**

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

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

- Identify and assess all potential EL students in a timely, valid, and reliable manner;

- Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols*;
- Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students;
- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities;
- Avoid unnecessary segregation of EL students;
- Ensure that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services;
- Meet the needs of EL students who opt out of language assistance programs;
- Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;
- Evaluate the effectiveness of a school district’s language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program is reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time; and
- Ensure meaningful communication with parents of English Learners.

## **WHAT YOU NEED TO KNOW**

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

### **Title III Schools and School Districts Must:**

- Describe in their Title III application to the state how the district has consulted with teachers, researchers, administrators, and parents, and others in developing their Title III plan.
- Inform parents of a child identified for participation in a Title III program within 30 days after the beginning of the school year. For a child who enters school after the beginning of the school year, the school must inform parents within two weeks of the child's placement in such a program.
- Communicate with parents in an understandable and uniform format, which means communicating the same information to all parents, and in a method that is effective.

**Title III funds may be used for supplementing NOT supplanting school district and/or school activities.** (See APPENDIX G)

### **What Academic Information Does Your School District Have to Track About Their EL Students?**

- Must screen each EL student upon enrollment with the WIDA Screener.
- Must assess each student who qualifies for and receives service each year using the WIDA ACCESS for ELLs.
- Title I requires that States and Local Education Agencies (LEAs) annually report on ELs' progress in achieving English language proficiency, attainment of English language proficiency, academic achievement, and high school graduation rates. (ESEA Section 1111(h)(1), (h)(2)). Under Title III, there are additional reporting requirements. LEAs must report to their States on:
  - Title III programs and activities
  - Number and percentage of ELs making progress toward English language proficiency
  - Number and percentage of ELs who attain proficiency and exit LIEPs
  - Number and percentage of former ELs who meet academic content standards (for 4 years)
  - Number and percentage of ELs who have not exited LIEPs after 5 years as an EL
  - Number and percentage of ELs with IEPs

### **Assessments Required of EL Students:**

Title I Law requires that all EL students are assessed annually.

(b)Academic Standards, Academic Assessments, and Accountability –

(7)Academic Assessments of English Language Proficiency - Each state plan shall demonstrate that local educational agencies in the state will, beginning not later than school year 2002–2003, provide for an annual assessment of English proficiency (measuring students' oral language, reading, and writing skills in English) of all students with limited English proficiency in the schools served by the state educational agency. (NCLB/ESEA Title I, Section. 1111(b)(7))

- ESSA requires states:
  - to the extent practical, provide content area assessments in an appropriate language and form for ELs (ESEA Section 1111(b)(2)(B)(vii)(III))

- o identify languages present to a significant extent in the state for which assessments are needed but not available and then work to develop those assessments (ESEA Section 1111(b)(2)(F))
- ESSA allows states:
  - o to provide partial exclusion from content area assessment participation and accountability for ELs enrolled in the US for 12 months or less (ESEA Section 1111(b)(3)(A))
- Michigan has adopted the following exceptions for Newcomer ELs
  - o **Year one** (living in the US for 12 months or less)
    - exempt from ELA assessment, student takes English Language Proficiency Assessment and is included in English Language Progress indicator
  - o **Year two**
    - student takes ELA assessment and ELP assessment and is included in English Language Progress indicator
  - o **Year three**
    - Student takes ELA assessment and ELP assessment and is included in Academic Growth and English Language Progress indicators
  - o **Year four**
    - Student takes ELA and ELP assessments and is included in Academic Proficiency, Academic Growth, and English Language Progress indicators

## **B. Federal Law**

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

### **1868 Constitution of the United States, Fourteenth Amendment**

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

### **1964 Title VI of the Civil Rights Act of 1964**

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

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

### **1974 Lau v. Nichols**

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

### **1982 Plyler v. Doe**

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

## **IV. PROCEDURES**

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

### **A. Registration/Identification Using Home Language Survey**

The Home Language Survey approved by the Michigan Department of Education (APPENDIX A) is included in the Hazel Park Schools District registration form. It is to be completed at the time of registration. The Central Office Enrollment Department is responsible for ensuring that a home language survey is completed for all students at the time of enrollment. The completed registration form is accessible in the MI Star Student Information System.

If a student is identified as speaking a primary language other than English or as having a language other than English spoken in the home, as reported on the Home Language Survey, the student may be eligible for ESL/ELD/Bilingual services. If so, the ESL/ELD/Bilingual teacher in the building of attendance will be notified. The ESL/ELD/Bilingual staff will arrange for a prompt assessment of the student to determine eligibility for ESL/ELD/Bilingual services.

The district determines if a student meets the definition of an "immigrant" student (students from ages 3-21; enrolled in public or private school; not born in the United States; not attended school in the United States for more than three full years) upon entry into the school district. The identification process is initiated by the enrollment office. If deemed necessary, a family interview is given to see if the student has been in the United States schools the entire time or if there has been some back and forth between the home country and in the United States. Once the student has been identified as being within the 3 year window for immigrant identification, district staff flag the student as "immigrant" in the student information system, and documents when the three years will expire. When the student reaches the end of the three year period, staff removes the immigrant flag from the student information system.

## B. Initial Assessment for Program Eligibility

Within ten (10) school days of enrollment in our district, a student who is identified as potentially eligible on the Home Language Survey must be assessed to determine if they are eligible for Title III/ESL/ELD/Bilingual program services. Assessments assess a student’s language skills in listening, speaking, reading, writing, and comprehending in English using the WIDA-ACCESS for ELLs or the WIDA Screener.

Staff is also encouraged to assess the reading and math abilities of the student using other standardized instruments to address learning needs across the content areas.

## WIDA ACCESS for ELLs/WIDA Screener & Levels of Proficiency

The following chart shows the level of proficiency correlated to the WIDA Standards. It may assist in determining the level of the student’s proficiency and the student’s placement into grade level or courses with appropriate ESL language and academic support.

WIDA ACCESS for ELs/W-APT Score	Proficiency Levels WIDA Standards	Multiple indicators
6	Reaching	<ul style="list-style-type: none"><li>● Fountas &amp; Pinnell</li><li>● iReady Diagnostic</li><li>● NWEA: Northwest Evaluation Association</li><li>● PSAT or SAT</li></ul> <p>Non-italicized assessments (which are criterion-based, or both norm-referenced and criterion-based) may be used for entrance and exit.</p> <p>All reading assessments administered must include the comprehension subtests.</p>
5 – 5.9	Bridging	
4 – 4.9	Expanding	
3 – 3.9	Developing	
2 – 2.9	Emerging	
0 – 1.9	Entering	

## C. Eligibility for Title III/ESL/ELD/Bilingual Program Services

A student who scores Entering through Bridging on the WIDA ACCESS ELLs or WIDA Screener is eligible for Title III/ESL/ELD/Bilingual Program Support. For a student scoring Reaching to continue receiving Title III/ESL/ELD/Bilingual support services, the district takes into account additional multiple academic criteria as noted in the chart.

#### **D. Early Childhood Transition students**

The Hazel Park Schools District has an intentional process for welcoming potential English Learner students into Kindergarten via transition meetings and/or consultation with the district ESL teacher. Considerations for potential English Learners transitioning from the Hazel Park Schools District's Early Childhood Program(s) include: the language proficiency of the child and the prior supports utilized in the preschool program. The ESL teacher will guide the transition through the completion of the WIDA screener and identification of supports for the student, teacher, and parent/guardian.

#### **E. Exiting from Title III/ESL/ELD/Bilingual Program Services**

Scores from the WIDA ACCESS for ELs are necessary but not sufficient, for exiting students from the Title III/ESL/ELD/Bilingual program. A student who meets the minimum criteria established in the Michigan Department of Education English Learner Program Entrance and Exit Protocol may be exited from the Title III/ESL/ELD/Bilingual Program through a placement team review process. Students exited from the Title III/ESL/ELD/Bilingual Program must also be exited from the program in the MSDS and are then considered FEL (Former English Learner) for four years. FEL academic performance must be monitored for four (4) years. Criteria used to exit a student will be placed in the student's CA-60.

#### **F. Monitoring Formerly English Learners (FELs)**

The placement team who reviews the criteria for a student to exit from the program also determines if the student needs support services during the transition to the regular education program. Additionally, an ESL/ELD/Bilingual staff member is designated to monitor the student's progress (such as grades, attendance, and standardized test scores). The designated staff member assesses the student's progress every semester using multiple sources of information (grades, anecdotal records, local and 3rd-party assessments, and classroom of special education teacher feedback). This information is recorded on the student's FEL monitoring form and the yearly tracking sheet.

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

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

#### **G. Placement in Title III/ESL/ELD/Bilingual Program**

Hazel Park Schools district provides an instructional program to meet the language and academic content needs of English Learners (ELs) enrolled in the district. The instructional needs of students at different levels of language proficiency and prior schooling are met differently. Below is the guide for Title III program instruction described by level of language proficiency and level of instruction.

The Hazel Park Schools district's Title III/ESL/ELD/Bilingual program provides language and academic content support to ELs through:

- English as a Second Language Instruction
- Content Classes (Bilingual) - INVEST Roosevelt core content area classes are taught in English with the support of a bilingual teacher or paraprofessional
- Content Tutorial (ESL/Bilingual)
- Language Tutorial
- Reading Support
- Title I Reading Support

See Appendix H for the Language Instruction Educational Program (LIEP) Description

#### **H. Parental Notification (See APPENDIX B)**

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

- no later than 30 days after the beginning of the school year for students who enter at the start of the school year.
- within the first two weeks (10 school days) of attendance for children who have not been identified as English Learners (ELs) prior to the beginning of the school year.

Parent Notification letters are available in the following languages:

- English
- Arabic

The use of online software may be used to translate letters into additional languages or secure a translator if this is not a viable option.

School Districts Must Inform Parents of:

- The reasons for identifying their child as an English Learner and for placing their child in a language instruction educational program;
- The child's current level of English proficiency, including how the level was assessed and the status of the child's academic achievement;
- The method of instruction that will be used in the program, including a description of all language programs;
- How the program will meet the educational strengths and needs of the child;
- How the program will help the child learn English and meet academic achievement standards;
- How the program will meet the objectives of an individualized education program for a child with a disability;

- The program exit requirements, including when the transition will take place and when graduation from secondary school is expected; and
- The parents' rights, including written guidance that (A) specifies the right to have their child immediately removed from a language instruction educational program upon request, (B) describes the options that parents have to decline to enroll their child in such a program or to choose another program or method of instruction, if available, and (C) assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered. (ESEA Section 330 a-d)

### **I. ELs who are Struggling Learners**

When indicators suggest that an English Learner (EL) is having difficulties attaining linguistic, academic and social expectations, which are unrelated to the student's English Language Proficiency, the student will be referred to the schools MTSS team for potential intervention strategies. Periodic reviews will be conducted to determine the success or failure of the strategies. The Hazel Park Schools district has an established procedure for referring students for special education evaluations. These special intervention strategies must be utilized to determine what further strategies may be necessary. These special intervention strategies must be utilized to ensure that a student is not referred for formal Special Education Multidisciplinary Team evaluations when the lack of academic progress is primarily related to language background or a need for more Title III/ESL/ELD/Bilingual support services. In the event the various strategies are not successful, the student may be referred for a special education evaluation. The student may require an evaluation administered in his/her native language.

### **J. Provision of Services**

The Hazel Park Schools District has evidence of policies and provision of services on an equitable basis to EL children enrolled in participating private schools. The Hazel Park Schools District facilitates meaningful and timely consultation with area private schools regarding the participation of EL students, their teachers, or other educational personnel in Title III programming.

### **K. Student Folder Contents and CA-60**

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

- Home Language Survey (Available in Mi Star, **APPENDIX A**)
- Parent notification letters **APPENDIX B**
- WIDA ACCESS for ELLs & WIDA Screener testing results
- Monitoring records
- Record of placement decisions

## **V. STAFF Roles and Qualifications**

### **A. ESL/ELD/Bilingual Teachers**

The ESL/ELD teacher is certified in his/her teaching area and has an ESL endorsement and the Bilingual teacher is certified in his/her teaching area and has a Bilingual endorsement in a specific language(s). The ESL/ELD/Bilingual teacher has primary responsibility for providing English language instruction to the EL. The ESL/ELD/Bilingual teacher also shares the responsibility with mainstream general education teachers for ensuring that the EL receives content instruction while learning English. The ESL/ELD/Bilingual teacher supports the instruction of the mainstream class by discussing the content using ESL, sheltered or content specific instruction taught in the student's home language and English. The ESL/ELD/Bilingual teacher is responsible for language development and content specific instructional support.

#### **ESL/ELD/Bilingual teacher:**

- provides content instruction and language development;
- assumes the same functions as the mainstream teacher when they are the teacher of record in the classroom;
- meets regularly with the mainstream teacher to determine the academic needs of English Learners enrolled in their classes;
- teaches basic survival skills to the most limited English proficient students;
- assists general education staff about culture and language of the EL and the family;
- provides the mainstream teacher with the cultural and linguistic background of the language minority students in the class;
- works collaboratively with staff to develop curriculum;
- identifies, assesses, teaches, and counsels each EL; and
- provides staff development on English language instruction and cultural awareness.

### **B. Role of ESL/ELD/Bilingual Paraprofessional/Tutor/Aid**

The ESL/Bilingual paraprofessional supports and reinforces the English language acquisition and content instruction provided by ESL/Bilingual teachers and mainstream teachers.

#### **Responsibilities of the ESL/ELD/Bilingual Paraprofessional/Tutor/Aid are to:**

- assist ESL/Bilingual teachers and mainstream teachers in providing content instruction and language development;
- meet regularly with ESL/Bilingual teachers and mainstream teachers to determine the academic needs of ELs enrolled in their classes;
- assist teaching basic survival skills to the most limited English proficient students;
- inform general education staff about culture and language of the ELs and their families;
- provide mainstream teachers with cultural and linguistic background of the language minority students in their classes;
- provide input to staff regarding curriculum development;
- assist in identification, assessment, teaching, and counseling each EL; and
- assist in providing staff development on English language instruction and cultural awareness.

### **C. Role of Mainstream General Education Teacher**

The mainstream teacher into whose class the student is enrolled has primary responsibility for the instruction of the EL. The student spends a significant part of the day in the mainstream classroom with this teacher and classmates. Because of this, the mainstream teacher is responsible for the delivery of the curriculum to ALL students in his/her class. The mainstream teacher does not accomplish this alone.

#### **The mainstream teacher and the ESL/ELD/Bilingual staff are the ones who decide:**

- what should be taught;
- how the mainstream class content should be supported by ESL/bilingual staff;
- what the essential concepts in the lessons are;
- how lessons should be differentiated and accommodated;
- how to make appropriate accommodations for assessments; and
- how to assess achievement.

#### **In addition, the mainstream teacher:**

- is a full partner with the ESL/ELD/Bilingual staff in educating ELs in his/her class;
- demonstrates sensitivity and awareness of cultural and linguistic differences;
- individualizes instruction to meet the needs of each student;
- uses visuals/hands-on activities to facilitate learning;
- provides materials for the ESL/ELD/Bilingual staff that support the mainstream instruction;
- helps language minority students make friends and be part of the social interaction in the classroom;
- promotes intercultural discussion; and,
- suggests the type of help the EL needs to be successful in his/her class to the ESL/ELD/Bilingual teacher.+\_

### **D. Role of Special Services Staff**

Special Services staff members are essential for the success of LEP students in elementary, middle, and high schools in the Hazel Park Schools District. Counselors, social workers and curriculum support personnel are a very new phenomena for many ELs and their families. The role of the special services staff needs to be explained to bilingual parents and students so that the bilingual families will have a complete understanding of that person's role in the school and will be able to utilize his/her expertise.

#### **Support Staff for English Learners:**

- work in conjunction with the ESL/ELD/Bilingual and mainstream staff to provide appropriate scheduling of students;
- need to develop an awareness of the culture and language abilities of language minority students;
- provide social and academic guidance to help English Learners students become familiar with school culture and academic opportunities;
- have current language proficiency assessment accessible; and,
- provide academic information to parents/guardians.

### **E. Professional Learning for Staff**

The School district provides high quality *supplemental* professional development, available to all instruction staff of ELs, administrators, parents, family and community. Professional learning for educators of ELs is evaluated to ensure effectiveness.

## **VI. PARENTAL INVOLVEMENT**

### **A. Parental Communication/Interpreter Services**

Parents of limited English proficient students will receive readily understood notices of school programs and activities impacting their child's education.

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

#### **Prior to the Meeting**

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

#### **During the Meeting**

1. Show respect to parents by addressing them directly and allowing the interpreter to simply interpret your words. Sit so that you speak directly to the parents rather than to the interpreter. Often, it works well to place the interpreter to your side rather than between you and the parent.

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

### **Following the Meeting**

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

### **B. ESL/Bilingual Parent Advisory Committee**

The Hazel Park School District does not currently have a Parent Advisory Committee. The goal of the PAC will be to develop rapport with families, solicit questions and suggestions regarding student progress in schools, and develop more effective student and family engagement events. It will also serve as a base for an International/Multicultural Task Force. It is our goal to work toward the development of a ESL/Bilingual PAC for the 2021-2022 school year.

### **C. Code of Conduct**

The Code of Conduct will be translated into the major languages and distributed to parents of ELs. This will assure that students and parents are informed in their first language.

## **VII. PERSONNEL PRACTICES**

### **A. Postings**

Hazel Park Schools District will, when seeking new applicants for all content area positions, actively recruit those people speaking the language of our student population. This is recommended for all vacancies, not just ESL or bilingual positions.

Hazel Park Schools District will encourage the designation of ESL/ELD/Bilingual paraprofessionals as a distinct category. This will provide trained personnel and consistent instruction. Presently, the paraprofessionals are highly trained with specific skills to meet the needs of ELs.

## VIII. PROGRAM EVALUATION

A District Evaluation Committee will meet each spring to assess student progress using standardized test scores and writing samples. They will also assess the program's effectiveness, resources and staff needs. This committee will make any necessary program recommendations to the Superintendent, Executive Director of Instruction and the Board of Education. Monitoring data such as district-wide test results, dropout and retention rates, and grades will be included in the periodic program evaluation.

The Hazel Park Schools District engages in a yearly evaluation process to determine the effectiveness of programs and initiatives in assisting ELs toward achieving State content standards and attaining English language proficiency. This review is completed using the MDE Title III School and District Monitoring Indicators and Review rubric. As a part of the annual evaluation of the district EL program, the Hazel Park Schools District monitors the progress of ELs regarding:

- the number and percent of ELs making progress toward attaining English language proficiency (based on the WIDA) in the aggregate and disaggregated (e.g. by disability: by recently arrived)
- the number and percent of ELs who have attained full English language proficiency, are exited from the program and placed on a four-year monitoring status
- the number of ELs who have not attained English language proficiency within five years of initial classification as an EL and first enrollment in the LEA
- the number and percent of student who have been reclassified as EL

**APPENDIX A HOME LANGUAGE SURVEY QUESTIONS**

**EL Identification Questions**

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

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

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

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

**Immigrant Student Identification Questions**

**What is the first date of enrollment in school in the United States?** \_\_\_\_\_

**Country of birth** \_\_\_\_\_

**APPENDIX B PARENT LETTERS (Actual Parent Letter Include District Letterhead)**

**Student Placement in English Language Learner (ELL) Program  
Parent Notification**

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

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

Your child, \_\_\_\_\_, has been identified to receive support based on their performance on the WIDA Screener assessment. Based on the information that you provided on the Home Language Survey, your child was assessed for English proficiency using this assessment. Hazel Park Schools strongly believes that the ELL Program would be a significant educational benefit for your child.

The WIDA Screener assessment has six potential English language proficiency levels. Your child's English language proficiency level is indicated below. You will find a description of what your child is able to demonstrate in English.

\_\_\_\_\_ **1. Entering:** Student has limited or no understanding of the English language and does not speak English with the exception of a few isolated words or expressions.

\_\_\_\_\_ **2. Beginning:** Student understands and speaks conversational and academic English with hesitancy and difficulty. Students are able to understand simple directions and are at the pre-emergent level (learning letters and sounds, uses picture clues, and knows simple sight words) or emergent level (uses language, memory, and pictures to read and understand text) in reading and writing.

\_\_\_\_\_ **3. Developing:** Students understand and speak conversational and English, but it is challenging and often requires prompting and assistance. The student is at the emergent level (uses language, memory, and pictures to read and understand text) level in reading and writing. Students can demonstrate academic knowledge in content areas with assistance.

\_\_\_\_\_ **4. Expanding:** Student understands and speaks conversational English with some hesitancy, but understands and speaks academic English with much difficulty. Students continue to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.

\_\_\_\_\_ **5. Bridging:** Student understands and speaks conversational and academic English well. Students are near proficient in reading, writing, and in all content areas as well. Students require occasional support.

\_\_\_\_\_ **6. Reaching:** Student understands and speaks conversational and academic English well. Students are near proficient in reading, writing, and in all content areas as well. Students require occasional support.

We feel that your child's participation in the ELL program will most effectively increase his/her English proficiency and knowledge of academic content. Our K-12 ELL program consists of a variety of potential services: pull-out instruction (one-on-one and/or small group), push-in instruction (ESL staff works in the classroom), and consultation with your child's teacher. Your child will receive services that focus on developing your child's reading, writing, speaking, and listening skills in English. Your child's native language will be used as part of the instructional program whenever possible.

Your child is invited and may participate in the ELL program until it is determined by state assessments and other academic evidence that your child is proficient in English and that ELL services are no longer needed. Please, keep in mind that your child may be eligible for services for several years since the goal of the ELL program is English proficiency. Once it is determined that your child is proficient in English, he/she will be monitored for two years to ensure continued educational success.

We are looking forward to working with you and your child. You are welcome to come and visit the program at any time. Please notify us in advance of your desire to visit at the number listed below. As a parent, you may choose not to have your child participate in the ELL program and may withdraw your child from the program at any time by giving the district written notice. Please be aware that even if you decline services for your child, he/she must take the annual WIDA assessment until such time that the exit criteria is reached. If you have any questions or concerns, please notify your building principal or ELL Teacher.

If you have any questions or concerns, please contact me, ESL/ELD/Bilingual Teacher name or district Title III Leader, at XXX-XXX-XXXX or via e-mail at the e-mail address of listed contact.

Sincerely,

cc: CA-60

**APPENDIX B Part Two: Parent Permission to Service/Waiver**

**Parent Response Form A**

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

**School** \_\_\_\_\_

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

**WIDA Overall Proficiency Level:** \_\_\_\_\_

Dear Parent or Guardian,

Hazel Park Schools District provides ESL/ELD/Bilingual supplemental service to selected students who come from language backgrounds other than English. Above is your child's English Language Proficiency level. Based on enrollment information and your student's WIDA level, your student qualifies for ESL/ELD/Bilingual services. This program supports classroom instruction and provides additional opportunities for students' academic growth and language proficiency.

It is your right as a parent to withdraw your child from ESL/ELD/Bilingual services. If you DO NOT want your child to receive the services, you can withdraw your child by filling out the information below and returning this letter to your child's school.

Please note that our federal government mandates the continued testing of any student, active or parent exited, whose home or primary language is other than english, until that student demonstrates proficiency on the WIDA ACCESS for ELLs annual assessment.

If you have any questions or concerns, please contact me, ESL/ELD/Bilingual Teacher name or district Title III Leader, at XXX-XXX-XXXX or via e-mail at the e-mail address of listed contact.

Sincerely,

**APPENDIX B Part Two: Parent Permission to Service/Waiver**

**Parent Response Form A1**

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

You have the right to decline the enrollment of your child in the ESL/EL program proposed above. Upon your request, your child can be immediately removed from the ESL/EL program at any time you choose.

Indicate your preference below:

\_\_\_\_ Yes. I agree with the decision of the school assessment team to place my child \_\_\_\_\_, in the ESL/EL program and fully understand the benefits of enrollment in this program.

\_\_\_\_ No. I do not want my child placed in the ESL/EL program described above. I understand that annual testing will continue until my son/daughter's score indicates proficiency in English on the WIDA ACCESS assessment.

Please sign this form and return it to school.

Parent's Signature \_\_\_\_\_

Date \_\_\_\_\_

If you have any questions or concerns, please contact me, ESL/ELD/Bilingual Teacher name or district Title III Leader, at XXX-XXX-XXXX or via e-mail at the e-mail address of listed contact.

Sincerely,

## APPENDIX B Part Three: Parent Refusal Letter

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

Dear Parent or Guardian,

We understand that you would like to decline participation in the Title III program or particular EL services proposed for your child, \_\_\_\_\_. EL services are specifically designed to help your child obtain English language proficiency as well as acquire grade-level content. However, as stated in our conversation, you have the legal right to opt your child out of the program or particular services.

If you still wish to opt your child out of the Title III program or particular EL services, please initial next to each item on the checklist below. Doing so will indicate that you fully understand and agree with each statement. After you have initiated next to each of the statements, please sign, date, and return the form to your child's school. We will keep this document on file stating that you have declined or do not want these indicated EL services for your child.

\_\_\_\_\_ I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why he/she was recommended for additional English language instruction.

\_\_\_\_\_ I am familiar with the Title III program and services the school has available for my child.

\_\_\_\_\_ I have had the opportunity to discuss the available title III program and services with the school.

\_\_\_\_\_ I understand that the school believes its recommendation is the most academically beneficial for my child.

\_\_\_\_\_ I understand that my child will still be designated an "English Learner" and have his or her english proficiency assessed once per year until he/she no longer meets the definition of an english learner. All of this information has been presented to me in a language I fully understand.

I, \_\_\_\_\_, with a full understanding of the above

information wish to

\_\_\_\_\_ decline all of the Title III program and EL services offered to my child.

\_\_\_\_\_ decline some of the Title III program and/or particular EL services offered to my child.

I wish to decline (List programs/services)

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\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

If you have any questions or concerns, please contact me, ESL/ELD/Bilingual Teacher name or district Title III Leader, at XXX-XXX-XXXX or via e-mail at the e-mail address of listed contact.

Sincerely,

**APPENDIX B: Parent Notification Letter - Potentially Eligible Kindergarten Students Screened Prior to December 1st**

Date:

To the Parents of \_\_\_\_\_

When you enrolled your child in Hazel Park Schools District, you indicated that your child’s native language is a language other than English, and/or that the primary language used in your home is a language other than English.

As a result, because of state and federal law, Hazel Park Schools District was obligated to administer the WIDA Screener. The purpose of administering the WIDA Screener was to assess your child’s level of proficiency in English and to determine if your child qualifies for support from the English as a Second language Department (ESL)/English Language Development department (ELD)/Bilingual.

Your child scored exceptional on the Listening and speaking sections of the WIDA screener. This means that your child’s listening and speaking skills are comparable to native speaking peers. Additional data needs to be gathered before classifying your student as an English learner (EL). Therefore, over the next couple of months, the ESL/ELD/Bilingual department will collaborate with your child’s classroom teacher and monitor benchmark assessments to make that determination. Once a determination is made, you will be notified in writing.

If you have any questions or concerns, please contact me, ESL/ELD/Bilingual Teacher name or district Title III Leader, at XXX-XXX-XXXX or via e-mail at the e-mail address of listed contact.

Sincerely,

## APPENDIX C DESCRIPTIONS OF ENGLISH LANGUAGE PROFICIENCY LEVELS

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

Michigan English Proficiency Levels (WIDA English Language)	Description of English Learners (ELs)
<p><b>Level 1 Entering</b></p>	<p><b>Students with limited formal schooling</b></p> <p>Level 1 may include students whose schooling has been interrupted for a variety of reasons, including war, poverty or patterns of migration, as well as students coming from remote rural settings with little prior opportunity for sequential schooling. These students may exhibit some of the following characteristics: pre- or semi-literacy in their native language; minimal understanding of the function of literacy; performance significantly below grade level; lack of awareness of the organization and culture of school. (TESOL, 1997, p.21) Because these students may need more time to acquire academic background knowledge as they adjust to the school and cultural environment, English language development may also take longer than other EL beginning students at Level 1. Level 1 students may lack sufficient English literacy for meaningful participation in testing even at the most minimal level.</p> <p><b>Recently arrived students (less than 30 days)</b></p> <p>These students have not been assessed with the WIDA ACCESS Placement Test (W-APT) or other tests used for placement.</p> <p><b>Beginning (Pre-production and early production)</b></p> <p>Students initially have limited or no understanding of English. They rarely use English for communication. They respond non-verbally to simple commands, statements and questions. As their oral comprehension increases, they begin to imitate the verbalization of others by using single words or simple phrases, and begin to use English spontaneously (WIDA, 2012).</p> <p>At this earliest stage these students start to construct meaning from text with non-print features (e.g., illustrations, graphs, maps, tables). They gradually construct more meaning from the words themselves, but the construction is often incomplete (WIDA, 2012).</p> <p>They are able to generate simple written texts that reflect their knowledge level of syntax. These texts may include a significant amount of</p>

	non-conventional features, invented spelling, some grammatical inaccuracies, pictorial representations, surface features and rhetorical features of the native language (i.e., ways of structuring text from native language and culture) (TESOL, 1999, p.20).
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<p><b>Level 2 Beginning</b></p>	<p><b>Early intermediate (Speech emergent)</b></p> <p>Students can comprehend short conversations on simple topics. They rely on familiar structures and utterances. They use repetition, gestures, and other non-verbal cues to sustain conversation (WIDA, 2012).</p> <p>When reading, students at this level can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions and structures. They can comprehend passages written in basic sentence patterns, but frequently have to guess at the meaning of more complex materials. They begin to make informed guesses about meaning from context. They can begin to identify the main idea and supporting details of passages (WIDA, 2012)..</p> <p>Students can write simple notes, make brief journal entries, and write short reports using basic vocabulary, and common language structures. Frequent errors are characteristic at this level especially when students try to express thoughts that require more complex language structures. (State of Virginia, pp. 4-9)</p>
<p><b>Level 3 Developing</b></p>	<p><b>Intermediate</b></p> <p>At this level students can understand standard speech delivered in most settings with some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances with repetition and/or rephrasing. Students at this level are beginning to detect affective undertones and they understand inferences in spoken language. They can communicate orally in most settings (WIDA, 2012).</p> <p>Students can comprehend the content of many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read many literature selections for pleasure. They can separate main ideas from supporting ones. They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of the text (WIDA, 2012).</p>

	<p>Students can write multi-paragraph compositions, journal entries, personal and business letters, and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. They show good control of English word structure and of the most frequently used grammar structures, but errors are still present. They can express complex ideas and use a wide range of vocabulary, idioms, and structures, including a wide range of verb tenses. (Virginia, pp. 11-14)</p>
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<p><b>Level 4 Expanding</b></p>	<p><b>Transitional Intermediate</b></p> <p>At this level students' language skills are adequate for most day- to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty using and understanding idioms, figures of speech and words with multiple meanings. They communicate in English in new or unfamiliar settings, but have occasional difficulty with complex structures and abstract academic concepts (WIDA, 2012).</p> <p>Students at this level may read a wide range of texts with considerable fluency and are able to locate and identify the specific facts within the texts. However, they may not understand texts in which the concepts are presented in a de-contextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read independently, but may have occasional comprehension problems (WIDA, 2012).</p> <p>They produce written text independently for personal and academic purposes. Structures, vocabulary and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains (listening, speaking, reading, and writing) (TESOL, 1999, p. 21).</p>
<p><b>Level 5 Bridging</b></p>	<p><b>Proficient</b></p> <p>At this proficient level students demonstrate English proficiency similar to native speakers. They use specialized or technical language of the content areas. Students at this level write using a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports (WIDA 2012).</p> <p>Students at this level may read a wide range of texts with considerable fluency and are able to locate and identify the specific facts and draw conclusions within the texts. They may understand texts in which the concepts are presented in a de-contextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read most grade level texts independently (WIDA, 2012).</p>

	They produce oral and written language approaching comparability to that of English-proficient peers when presented with grade level material (WIDA 2012).
<b>Level 6 Reaching</b>	<p><b>Monitored (Advanced Proficiency)</b></p> <p>Students at this advanced level have demonstrated English proficiency as determined by state assessment instruments (WIDA ACCESS for ELLs and are on grade level in assessments such as the MSTEP, Common Assessments, SAT, and DRA). They are expected to be able to participate fully with their peers in grade level content area classes. The academic performance of these students is monitored for two years as required by federal law.</p>

## **APPENDIX D**

### **9130 - PUBLIC COMPLAINTS**

Any person or group, having a legitimate interest in the operations of this District shall have the right to present a request, suggestion, or complaint concerning District personnel, the program, or the operations of the District. At the same time, the Board of Education has a duty to protect its staff from unnecessary harassment. It is the intent of this policy to provide the means for judging each public complaint in a fair and impartial manner and to seek a remedy where appropriate.

It is the desire of the Board to rectify any misunderstandings between the public and the District by direct discussions of an informal type among the interested parties. It is only when such informal meetings fail to resolve the differences, shall more formal procedures be employed.

Any requests, suggestions, or complaints reaching the Board, Board members, and the administration shall be referred to the Superintendent for consideration according to the following procedure.

#### **Matters Regarding a Professional Staff Member**

##### **A. First Level**

If it is a matter specifically directed toward a professional staff member, the matter must be addressed, initially, to the concerned staff member who shall discuss it promptly with the complainant and make every effort to provide a reasoned explanation or take appropriate action within his/her authority and District administrative guidelines.

This level does not apply if the matter involves suspected child abuse, substance abuse, or any other serious allegation which may require investigation or inquiry by school officials prior to approaching the professional staff member.

As appropriate, the staff member shall report the matter and whatever action may have been taken to the supervisor.

##### **B. Second Level**

If the matter cannot be satisfactorily resolved at the First Level, it shall be discussed by the complainant with the staff member's supervisor.

##### **C. Third Level**

If a satisfactory solution is not achieved by discussion with the supervisor, a request for a conference shall be submitted to the Superintendent.

Should the matter be resolved in conference with the Superintendent, the Board shall be advised of the resolution.

#### D. Fourth Level

Should the matter still not be resolved, or if it is one beyond the Superintendent's authority and requires a Board decision or action, the complainant shall request, in writing, a hearing by the Board. Any determination by the Board shall comply with all State and Federal law along with any relevant collective bargaining agreements. The Board may determine that notification of the outcome or findings may be withheld from complainant due to contractual or statutory reasons.

The Board's decision will be final and not subject to appeal.

If the complainant contacts an individual Board member to discuss the matter, the Board member shall inform the complainant that s/he has no authority to act in his/her individual capacity and that the complainant must follow the procedure described in this policy.

#### **Matters Regarding an Administrative Staff Member**

Since administrators are considered members of the District's professional staff, the general procedure specified in "Matters Regarding a Professional Staff Member" shall be followed.

#### **Matters Regarding a Support Staff Member**

In the case of a support staff member, the complaint is to be directed, initially, toward the person's supervisor, and the matter then brought as required to higher levels in the same manner as prescribed for "Matters Regarding a Professional Staff Member."

#### **Matters Regarding District Services or Operations**

If the request, suggestion, complaint, or grievance relates to a matter of District procedure or operation, it should be addressed, initially, to the Superintendent and then brought, in turn, to higher levels of authority in the manner prescribed in "Matters Regarding a Professional Staff Member."

#### **Matters Regarding the Educational Program**

If the request, suggestion, complaint, or grievance relates to a matter of District program, it should be addressed, initially, to the Superintendent and then brought, in turn, to higher levels of authority in the manner prescribed in "Matters Regarding a Professional Staff Member."

#### **Matters Regarding Instructional Materials**

The Superintendent shall prepare administrative guidelines to ensure that students and parents are adequately informed each year regarding their right to inspect instructional materials and the procedure for completing such an inspection. (see AG 9130A and Form 9130 F3)

No challenged material may be removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.

## APPENDIX E DEFINITIONS

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

***Basic Interpersonal Communication Skills (BICS)*** refers to a student's social English language skills. Research indicates that a student takes 1-3 years to acquire functional social language skills. (Cummins, 1981)

### ***Bilingual Instruction***

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

### ***Bilingual Paraprofessional***

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

### ***Bilingual Program***

Bilingual programs use a student's native language, in addition to English, for instruction by bilingual staff.

### ***Bilingual Teacher***

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

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

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

- Classroom Teacher
- Counselor
- Social Worker
- Psychologist
- ESL Instructor/Paraprofessional
- General Education Resource Teacher
- Principal

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

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

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

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

### ***CALP***

Cognitive Academic Language Proficiency (CALP) refers to the English language skills necessary to function successfully in an academic/school environment. Research indicates that it takes a student from 3-7 or more years to acquire such academic language skills. (Cummins, 1981)

### ***Content-based Language Development Programs***

Content-based Language Development programs group ELs from different languages together in classes where teachers use English as the medium for providing content area instruction. Teachers modify classroom language to the proficiency level of the students.

### ***Co-Teaching***

Co-teaching is defined as having an ESL/Bilingual teacher assist in the instruction for content area classes whenever there is a significant population of ELs in the building.

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

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

### ***ESL/ELD***

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

### ***ESL Programs***

ESL programs emphasize learning English for both social and academic purposes. English is the language of instruction.

### ***ESL Class Period***

A student receives ESL instruction during a regular class period, often grouped by English language proficiency levels.

### ***ESL Instruction***

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

### ***ESL Newcomer's Center***

ESL Newcomers Center is an ESL classroom that enrolls non-English-speaking students from many or all schools of the same grade level (elementary, middle or high school). The Center provides intensive English language and academic content instruction.

### ***ESL Resource Center***

Students from several classrooms come together for English language and academic content instruction. The resource center concentrates ESL materials and staff in one location.

### ***ESL Student File***

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

### ***ESL Teacher***

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

### ***ESSA***

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

### ***FEL Students***

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

### ***Inclusion***

An EL is placed in general education and may receive tutorial support or receive service through a team approach.

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

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

### ***Title III***

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

- Develop high-quality language instruction educational programs
- Assist SEAs, LEAs and schools to build their capacity to establish, implement, and sustain language instruction and development programs
- Promote parental and community involvement

- Hold SEAs, LEAs, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by:
- Demonstrated improvement in the English proficiency of limited English proficient children each fiscal year; and
- Adequate yearly progress for limited English proficient children, including immigrant children and youth, as described in section 1111(b)(2).

***Woodcock-Muñoz***

Woodcock-Muñoz is an assessment used to determine English language proficiency.

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

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

## APPENDIX F GUIDELINES

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

The placement team encourages the LEP student's involvement in extracurricular activities at all grade levels. A student learns English and feels connected to school when he/she is playing soccer, acting in the school play, preparing something for a bake sale, or singing in the choir. The English Learner needs to be invited to participate.

Additional standardized and curriculum-based assessments inform the decision of the team. Criteria used to exit a student will be placed in the student's CA 60 and ESL/ELD/Bilingual file.

## APPENDIX G TITLE III FUNDS

### Allowable Uses of Title III Funds

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

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

**Required** activities include:

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

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

1. Services before and after school such as tutoring, academic assistance, supplementary instructional materials for English language acquisition as well as for summer school programs for ELs. Districts need to identify the students served and the method used to assess and monitor their progress.
2. Professional development that is planned based on students achievement data and provided in a systematic and sustained manner to improve instruction and assessment of ELs. Staff training could include bilingual/ESL classroom teachers, bilingual/ESL teacher coaches, paraprofessionals, regular education teachers, administrators, and other school based or community-based organizational personnel who serve ELs.
3. Hiring bilingual/ESL coaches whose role is to acquire scientific-based research practices, provide professional development, mentor and coach teachers who are working directly with ELs. Additionally, such funds can be used to provide stipends to teachers to assist them in completing and obtaining bilingual/ESL endorsements.
4. Parent involvement activities including family literacy (ESL) and parenting classes. Additionally, funds can be used for speakers who conduct informative parent sessions that enhance student language acquisition and mastery of core academic subjects. Districts may purchase supplemental instructional materials to support child's English language learning at home, materials and books on parenting skills. A Parent Involvement Liaison can be hired or contracted to enhance ongoing parent engagement in school activities, committees and functions, facilitate planning and conducting parent meetings, connecting families to community resources, and interpreting to parents during Title III meetings.
5. Cost for educational field trips if part of high quality language instruction educational programs/activities (buses and admission).
6. Administrative and indirect costs of III/Immigrant may NOT exceed 2% of the total allocation. (ESEA Section 3115(b)).

### **Title III Non-Allowable Expenditures:**

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

### **Immigrant Program: Generally Allowable Expenditures:**

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

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

### **Title III Immigrant Non-Allowable Expenditures:**

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

5. Translation of documents, parent handbooks, and assessments are funded by general funds and NOT with Title III immigrant funds.

## APPENDIX H LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM

The state guidelines will be followed based on staffing. The Hazel Park School District is actively working to hire ESL Paraprofessional to support the instructional minutes provided

### ENTERING/ Level 1:

Eligibility criteria: WIDA ACCESS for ELLs Score 0 – 1.9

Grade	Minutes/Week	Delivered By	Service Provided
Elementary (Grades 1 - 5)	60 -75 minutes	Elementary EL Teacher	Push-In/Pull-Out
Junior High (Grades 6 - 8)	60 -75 minutes	Secondary EL Teacher	Push-In/Pull-Out
High School (Grades 9 - 12)	60 -75 minutes	Secondary EL Teacher	Push-In/Pull-Out

### BEGINNING/Level 2:

Eligibility criteria: WIDA ACCESS for ELLs Score 2 – 2.9

Additional district criteria: NWEA/aimswebPlus Assessments (Grades K - 8)

Grade	Minutes/Week	Delivered By	Service Provided
Elementary (Grades 1 - 5)	45 - 60 minutes	Elementary EL Teacher	Push-In/Pull-Out
Junior High (Grades 6 - 8)	45 - 60 minutes	Secondary EL Teacher	Push-In/Pull-Out
High School (Grades 9 - 12)	45 - 60 minutes	Secondary EL Teacher	Push-In/Pull-Out

### DEVELOPING/ Level 3:

Eligibility criteria: WIDA ACCESS for ELLs Score 3 – 3.9

Additional district criteria: NWEA/aimswebPlus Assessments (Grades K - 8)

Grade	Minutes/Week	Delivered By	Service Provided
Elementary (Grades 1 - 5)	30 - 45 minutes	Elementary EL Teacher	Push-In/Pull-Out
Junior High (Grades 6 - 8)	30 - 45 minutes	Secondary EL Teacher	Push-In/Pull-Out
High School (Grades 9 - 12)	30 - 45 minutes	Secondary EL Teacher	Push-In/Pull-Out

### EXPANDING/Level 4:

Eligibility criteria: WIDA ACCESS for ELLs Score 4 – 4.9

Additional district criteria: NWEA/aimswebPlus Assessments (Grades K - 8)

Grade	Minutes/Week	Delivered By	Service Provided
Elementary (Grades 1 - 5)	30 - 45 minutes	Elementary EL Teacher	Push-In/Pull-Out
Junior High (Grades 6 - 8)	30 - 45 minutes	Secondary EL Teacher	Push-In/Pull-Out
High School (Grades 9 - 12)	30 - 45 minutes	Secondary EL Teacher	Push-In/Pull-Out

### BRIDGING/Level 5:

Eligibility criteria: WIDA ACCESS for ELLs Score 5 – 5.9

- FEL Monitoring

### REACHING/Level 6:

Eligibility criteria: WIDA ACCESS for ELLs Score 6

- FEL Monitoring

## APPENDIX I NOTICE OF NON-DISCRIMINATION

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disability Act of 1990, it is the policy of the Hazel Park School District that no person shall on the basis of race, color, national origin, sex, age, disability, height, weight, religion or marital status be excluded from participation in, be denied the benefits of, or be subjected to discrimination during any program or activity, or in employment. Any person believing that the Hazel Park School District or any part of the school organization has inadequately applied the principles and/or regulations of:

- (1) Title VI of the Civil Rights Act of 1964
  - (2) Title IX of the Education Amendment Act of 1972
  - (3) Section 504 of the Rehabilitation Act of 1973
  - (4) Title II of the Americans with Disability Act of 1990
  - (5) Age Discrimination Act of 1975, may bring forward a complaint,
- which shall be referred to as a grievance, to the Civil Rights Coordinator at the following address:

Civil Rights Coordinator  
1620 E. Elza  
Hazel Park, MI 48030  
(248) 658-5200

**STEP 1:** The complaint must be written, using the Discrimination Complaint Form, within **one (1)** calendar week after the alleged civil rights violation and presented to the Civil Rights Coordinator. The Coordinator will, if requested, assist the grievant in the filing, preparation, and the processing of the grievance and will arrange a time to investigate the complaint and give the complainant (or representative) the opportunity to present evidence and provide testimony. After any hearing of the complaint and subsequent investigation, the Coordinator will prepare and distribute a final written response within **five (5)** work days. If no resolution, move to STEP 2.

**STEP 2:** A complainant wishing to appeal the decision of the Local Civil Rights Coordinator may submit a signed statement of appeal to the Schools within **five (5)** business days after receipt of the Coordinator's response. The Deputy Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within **ten (10)** business days. The written complaint, the Civil Rights coordinator's response, and any written evidence and testimony by the complainant or other witnesses will be considered by the Deputy Superintendent for review or additional hearing. If a hearing is required it will be scheduled at a mutually agreed upon time. After such review or hearing, the Deputy Superintendent will prepare and distribute a final written response within **ten (10)** work days. If no resolution, move to STEP 3.

**STEP 3:** The written complaint can be appealed to the Superintendent of Schools and subsequently to the Board of Education if the case has not been resolved. Again, the complainant (or representative) will have the opportunity to submit evidence and provide testimony. Any Board level hearing will be arranged at a mutually agreed upon time, will be governed by provisions of the "Open Meetings Act," and will be mechanically recorded. If no resolution, move to STEP 4.

**STEP 4:** If at this point the grievance has not been satisfactorily settled, further appeal may be made to the:

Office for Civil Rights  
Department of Education  
Washington, D.C. 20202

Inquiries concerning the nondiscriminatory policy may be directed to the Director:

Office for Civil Rights  
Department of Education  
Washington, D.C. 20202

The local Coordinator, on request, will provide a copy of the district's grievance procedure and investigate all complaints in accordance with this procedure. A copy of each of the Acts and the regulations on which this notice is based may be found in the Civil Rights Coordinator's Office.  
Revised 05/16/11

## APPENDIX J

### Title III Program Entrance and Exit Criteria Summary Chart

<b>WIDA ELD Levels</b>	<b>WIDA Screener (Placement)</b>	<b>WIDA ACCESS for ELLs</b>
Level 1: Entering	1	1
Level 2: Emerging	2	2
Level 3: Developing	3	3
Level 4: Expanding	3-4	3-4
Level 5: Bridging	5	5
<b>Exit Criteria</b> Students must reach 4.8 overall proficiency in order to qualify to exit the ESL/ELD/Bilingual Program		



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

To: Hazel Park Board of Education  
From: Amy Kruppe, Superintendent  
Stephanie Dulmage, Director of 21st Century Learning  
Subject: Purchase of Resource to Support High Quality Reading Instruction  
Date: May 23, 2022

**Funding Source:** General Fund

**Strategic Goal Alignment**

- Curriculum & Instruction: Hazel Park Schools will develop innovative, independent and persistent learners who think critically, communicate effectively, and positively influence the local and global community.

For the past 2 years, the K-5 ELA New Materials Pilot team has been engaged in intensive research on a new resource. Due to a number of factors, we may not be in the position to make a recommendation for the Fall of 2022. A high quality resource is essential but is only one component of a multi-pronged approach. To achieve high outcomes, teachers must have strong knowledge of the science behind reading acquisition and research-based instructional strategies, focused on the foundational skills. While most reading programs include a focus on instructional strategies, we have found that the depth and/or breadth is not comprehensive.

Our vision is that all students, without exception, will be supported in their journey toward proficiency with teachers who have in-depth knowledge of the foundations of reading. To achieve this goal, we are recommending the purchase of two resources targeted at foundational skills. These instructional tools are not in place of a comprehensive reading resource but will support our K-5 teachers, in general and special education, to grow their knowledge and expertise to increase positive student outcomes.

Building	Number of Books	Total Cost
Teaching Reading Sourcebook	76	\$5,814
CORE Vocabulary Handbook	46	\$1,426
	Grand Total w Shipping	\$8,000





**Recommendation:** that the Board of Education approve the purchase of the Teaching Reading Sourcebook and CORE Vocabulary Handbook in the amount not to exceed \$8,000.

Supporting Research: For the past five decades, research studies in classrooms and clinics have repeatedly and consistently found that explicit teaching in foundational skills (phonological awareness, phonics, oral reading fluency, spelling) provides students with a clear learning advantage (National Early Literacy Panel, 2000).

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

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Amy Y. Kruppe, Ed.D.  
Superintendent



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

To: Hazel Park Board of Education  
From: Amy Kruppe, Superintendent  
Subject: Request for an ASD teacher for Jardon  
Date: May 23, 2022

At this time, we are seeking approval from the Board of Education to hire one full time special education teacher for Jardon in their program for students with autism.

In an effort to increase support for the students in this program, and to meet MARSE guidelines of student and teacher ratios, it will be essential to add an additional teacher. Jardon's program for students with autism continues to grow in terms of referrals coming from various school districts in Oakland County. At this point, Jardon will receive five additional referrals for the fall, between May and June. The addition of a teacher is not solely to keep in compliance with ratios. It is to best support the varying needs of our students whom we have the obligation to teach life skills as well as to keep safe. An additional teacher will allow this program to meet both of these presenting demands.

**Funding Source:** This position will be funded through Center Based funds.

**Climate and Culture:** The Hazel Park School District will provide a unified system of support for all students, embracing diversity, and fostering a positive school climate. MARSE guidance stipulates 5 students in one classroom, with one teacher and a suggested number of paraprofessionals. Oakland County ISD plan's guidance stipulates 9 students in a classroom, with one teacher and the suggested number of paraprofessionals.

**Citations for ratio guidance:**

- Michigan Administrative Rules for Special Education (MARSE) - ratio is 5:1
- Intermediate School District (ISD) plan - 9:1





**Recommendation:** Based on the above information, I am asking that the Board approves the request to hire one full time special education teacher for Jardon’s program servicing students with autism. The IRIS Center’s best practice guide shows us that students with autism present with unique challenges in the educational environment. A highly structured classroom, with less opportunity for adverse stimuli is effective for students with autism. By keeping ratios low, staff can work to ensure safety for all students.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

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Amy Y. Kruppe, Ed.D.  
Superintendent



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

To: Dr. Amy Kruppe, Superintendent  
From: Jason Zirnis  
Assistant Superintendent of Business and Operations  
Date: May 19, 2022  
Re: Approval of Oakland Schools Annual Original Budget

Annually Oakland Schools are required to present their budget to all local districts for review. Each local Board of Education is required to take formal action either approving or rejecting the budget as presented.

I have attended a presentation on the budget for Business Officials. There are a couple of key items noted,

**GF**

- Target of 7.5% to 12.5% (was 5% to 10%)
- Amendment #2 - 20.4% 5,249,992
- 22/23 – 19.7% est Fund Balance, \$4,809,700
- Operating Deficit in the current year, represents a planned spenddown of the fund balance
- Property tax increase of 4%. Contraction of Rev and expenses due to grant funding of 12.5M
- 2% cost of personnel increase
- Increase of 3 FTE in Business Services (2 BO, 1 HR)
- 2.1 FTE increase in Program Services (Technology)

**SE**

- Target of 5% to 10% (was 5% to 10%)
- Amendment #2 - 5% 1,001,000
- 22/23 – 5% est Fund Balance, \$1,073,400
- 20/21 34% 6,290,824
- Property tax increase of 4%. Total revenue increase of 4%
- 2% cost of personnel increase



## CTE

- Target of 7.5% to 12.5% (was 5% to 10%)
- Amendment #2 – 12.3% 5,815,300
- 22/23 – 12.6% est Fund Balance, \$5,825,500
- Property tax increase of 4%. Total revenue increase of 3.23%
- 2% cost of personnel increase

Based on the budget presented, we are recommending that the Board approve the budget as presented by Oakland Schools.

### **Funding Sources:**

General Fund Impact: None

### **Strategic Plan: Goal Statement - Resources**

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

### **Recommendation**

That the Board of Education approves the Oakland Schools Original Budget for 2022/23

**APPROVED AND  
RECOMMENDED FOR  
BOARD ACTION**



\_\_\_\_\_  
Amy Y. Kruppe, Ed.D.  
Superintendent



March 28, 2022

Dear Board of Education Designate:

The Oakland Schools Board of Education and I invite you to review the enclosed proposed Oakland Schools budget for FY 2022-23. Per the Michigan School Code, Section 380.624(2), the proposed FY 2022-23 **General Fund budget** is to be submitted to its constituent district Board of Education for review. For transparency purposes, Oakland Schools has included the budgets for all of our funds in the enclosed document; however, it is only the General Fund budget upon which constituent districts vote. More details regarding timing of the Designates meeting and your board resolution appear near the end of this transmittal letter.

As you know, Oakland Schools is primarily funded by property tax dollars, and we are projecting a growth factor in Oakland Schools' property tax revenues of 4.0%. Tax revenue projections are conservative compared to Oakland County taxable value increase projections as there is concern that a Headlee rollback of our operating millage is probable for FY 2022-23. This occurs when the annual growth on existing property is greater than the rate of inflation as measured by the Consumer Price Index. Additional information will be received by June 1 regarding taxable values and the millage reduction factor.

Some of the major features of this new budget being proposed are:

### **Social-Emotional Wellbeing and Mental Health Support**

Oakland Schools has always provided resources in the areas of social-emotional wellbeing and mental health support. The pandemic has increased the need for these services substantially. To meet these needs we have shifted resources toward mental health support by adding two mental health consultants. We will use these positions to broaden the support of mental health workers in schools under 31n of the Revised School Aid Act. In addition, we will deepen our support for professional learning in programs such as Youth Mental Health First Aid and Trauma-Informed Instruction.

### **Career and Technical Education**

To help align ourselves with the Michigan Department of Education's Top 10 in 10 Years goals and strategies, we are dedicating additional resources to career and technical education. In addition to providing significant resources to our four technical campuses, we included additional funds in the 2022-23 budget for career program redesign and operational funding for the CTE mobile classroom (the STEMi) which was operational in spring 2021, bringing STEM activities to local districts. In 2019-20, we increased the CTE allocation to LEA's by more than 25% and are continuing that level of funding in 2022-23. This will provide local districts with additional resources for their local CTE programs from elementary to high school.

### **Focus on Cybersecurity**

To maintain the safety, security and integrity of applications and data managed by Oakland Schools, significant investments are being made in cybersecurity. Activities include but are not limited to increasing the use of multi-factor authentication, implementing an endpoint detection and response platform for local districts to detect and thwart security threats and conducting cybersecurity awareness and phishing simulation exercises. Significant supports are available to constituent districts to assist with cybersecurity awareness and evaluation.

	Plan year beginning after 1/1/22	Plan year beginning after 1/1/23*
Family	\$ 19,921.45	\$ 20,658.54
Individual plus one	\$ 15,276.01	\$ 15,841.22
Single	\$ 7,304.51	\$ 7,574.78

*\*projected, assuming growth in the Medical CPI of 3.7%*

### **PA-18 Special Education Funding**

Oakland Schools receives property tax revenue for support of Special Education programs. In FY 2022-23 there is growth projected in property tax revenue of 4.0%. The base distribution of PA-18 funding to local school districts is budgeted to increase approximately \$7.9 million or 5.6%. Additionally, \$2.7 million is budgeted for other LEA distributions for group home expenditures, reimbursements to districts for education incarcerated youth, special education program startup and extraordinary expenditures and capital. In FY 2021-22, Oakland Schools distributed additional PA-18 funds totaling \$5.4 million above the base distribution.

### **Planning for the Future**

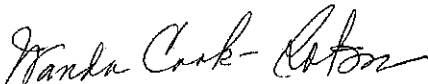
Oakland Schools is dedicated to sound financial planning and preparing for the economic uncertainties in the future. In that regard, we utilize a five-year forecast that is updated with each budget amendment and incorporates projections from Oakland County Equalization for taxable values. We also maintain a five-year capital plan that is updated annually to prepare for necessary improvements and upgrades to facilities and equipment. The organization pre-funds at least three years and up to five years of the capital plan requirements.

Please be assured that we will continue to work hard to ensure that the budget reflects our continued commitment to increasing student achievement, using economies of scale to decrease operating costs for local districts, customizing and regionalizing programs and services to meet the diverse needs of our constituent school districts, and assisting schools and districts in meeting state and federal mandates.

Per the Michigan School Code, Section 380.624(2), the proposed FY 2022-23 **General Fund budget** is to be submitted to its constituent districts' Boards of Education for review by May 1. Not later than June 1, the board of each constituent district shall adopt a resolution of support or non-support of the **General Fund budget**. A presentation of the budget to our 28 local school district business managers is scheduled to occur at their meeting of the Oakland County School Business Officials on April 22, 2022. The Oakland Schools Board of Education will then hold a Designates Meeting on April 25 at 6:00 PM in Conference Room C, providing local board designates and district administration an opportunity to review the General Fund budget prior to submitting their board's resolution to Oakland Schools on or before June 1, 2022. Please note that while Oakland Schools provides all of our fund budgets to our constituent districts for review, LEA Designates are only voting on the General Fund budget.

The Oakland Schools Board of Education will hold a Truth in Budgeting hearing on June 7, and will consider the FY 2022-23 proposed budget documents for approval during its regular meeting that night. Should you have any questions regarding the budget, please contact my office at 248.209.2424. All questions will receive prompt replies.

Sincerely,



Dr. Wanda Cook-Robinson  
Superintendent

cc: District Superintendent  
District Business Manager

ISD BUDGET RESOLUTION

\_\_\_\_\_, Michigan (the "District")  
A \_\_\_\_\_ meeting of the board of education of the District was held in the  
\_\_\_\_\_ in the District, on the \_\_\_\_ day of \_\_\_\_\_, 2022  
at \_\_\_\_\_ o'clock in the \_\_\_\_\_.

The meeting was called to order by \_\_\_\_\_, President.

Present: Members

Absent: Members

The following preamble and resolution were offered by Member \_\_\_\_\_  
and supported by Member \_\_\_\_\_:

**WHEREAS:**

1. Section 624 of the Revised School Code, as amended, requires the intermediate school board to submit its proposed General Fund budget no later than May 1 of each year to the board of each constituent district for review; and

2. Not later than June 1 of each year, the board of each constituent district shall review the proposed intermediate school district General Fund budget, shall adopt a board resolution expressing its support for or disapproval of the proposed intermediate school district General Fund budget, and shall submit to the intermediate school board any specific objections and proposed changes the constituent district board has to the budget.

**NOW, THEREFORE BE IT RESOLVED THAT:**

1. The board of education has received and reviewed the proposed intermediate school district General Fund budget in accordance with Section 624 of the Revised School Code, as amended, and by the adoption of this resolution, expresses its support for the proposed intermediate school district General Fund budget.

2. The secretary of the board of education or his/her designee shall forward a copy of this resolution to the intermediate school board or its superintendent no later than June 1.

3. All resolutions insofar as they conflict with this resolution be and the same are hereby rescinded.

Ayes: Members

Nays: Members

Disapproval of General Fund Budget

ISD BUDGET RESOLUTION

\_\_\_\_\_ , Michigan (the "District")
A \_\_\_\_\_ meeting of the board of education of the District was held in the
\_\_\_\_\_ in the District, on the \_\_\_\_ day of \_\_\_\_\_, 2022
at \_\_\_\_\_ o'clock in the \_\_\_\_\_.

The meeting was called to order by \_\_\_\_\_, President.

Present: Members

Absent: Members

The following preamble and resolution were offered by Member \_\_\_\_\_
and supported by Member \_\_\_\_\_:

WHEREAS:

1. Section 624 of the Revised School Code, as amended, requires the
intermediate school board to submit its proposed General Fund budget no later than May
1 of each year to the board of each constituent district for review; and

2. Not later than June 1 of each year, the board of each constituent district
shall review the proposed intermediate school district General Fund budget, shall adopt a
board resolution expressing its support for or disapproval of the proposed intermediate
school district General Fund budget, and shall submit to the intermediate school board
any specific objections and proposed changes the constituent district board has to the
budget.

NOW, THEREFORE BE IT RESOLVED THAT:

1. The board of education has reviewed the proposed intermediate school
district General Fund budget and has determined that it disapproves of certain portions of
the proposed intermediate school district General Fund budget which objections, along
with proposed changes, if any, are set forth on Exhibit A attached hereto and incorporated
herein by reference.

2. The superintendent is hereby directed to submit a certified copy of this
resolution to the intermediate school board and/or to the intermediate school district
superintendent with the specific objection and proposed changes that this board has to the
budget.

3. All resolutions insofar as they conflict with this resolution be and the same
are hereby rescinded.



Ford Administration  
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www.hazelparkschools.org

To: Hazel Park Board of Education  
From: Amy Kruppe, Superintendent  
Subject: School Resource Officer  
Date: May 23, 2022

In light of recent events, we are all very aware of just how important this position is in our schools. The SRO assists the school administration in maintaining a safe and secure environment. Our school administrators benefit from the SRO's training, knowledge, and experience in handling a variety of situations. The School Resource Officer provides a highly visible presence to deter or identify some of the behaviors and activity that we have seen happening in districts around us. As we continue to grow and build strong relationships with our community this position will play a crucial role in our district's safety plan for staff and students. The current contract will end in 2023, and we are seeking approval to extend this an additional five years to 2028.

Research tells us that there are a variety of positives and negatives for School Resources Officers in school. However, Hazel Park has found that our relationship with our City, Policy and Fire are important for keeping students, staff and the community safe and secure.

[SRO's in schools](#)  
[The Benefits and Challenges to SRO's](#)

**Funding Source:** Our SRO is currently funded from the General Fund and 31 A.

Strategic Alignment:

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

**Recommendation**  
That the Board of Education approve the additional five years extension to the SRO contract extending it to 2028, as presented.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

\_\_\_\_\_  
Amy Y. Kruppe, Ed.D.  
Superintendent





Ford Administration  
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**To: Hazel Park Board of Education**  
**From : Dr. Amy Kruppe, Superintendent**  
**Date: May 13, 2022**  
**Subject: Hiring Recommendation for Director of Human Resources**

We are recommending Megan Papasian-Broadwell for the open position of Human Resource Director at the Ford Administration Building.

Megan's qualifications and experience include being an Assistant Principal in Macomb county. She also has been the Principal at Jardon. She is a current board member for her child's school district as she continues to support not just our school district but that of her own children as well.

Dr. Papasian-Broadwell receives rave reviews from the students and staff alike. She can light up any room with her wonderful and warm personality. Dr. Papasian-Broadwell is always willing to work hard and jump in wherever she is needed. She has built many wonderful staff relationships in her time here at Hazel Park. She is truly an asset and will be the perfect addition to the Central Office with her professionalism and focus on students.

Megan brings her educational background with a Doctorate of Education that she completed this year, while being the Principal at Jardon. She possesses the organizational skills needed, and knowledge of what it's like to be a teacher and an administrator. Megan has a passion for education and people, this is exactly what we need to bring our Human Resource Department back to where we need to be and will be a great welcome to those that join our district.

Dr. Papasian-Broadwell will be paid \$120,000. This is just below the median pay for human resource directors in the Oakland County area. She will be on a one year probationary contract.

I respectfully request your support and approval to hire Megan Papasian-Broadwell as the Human Resource Director at the Ford Administration Building for the 22-23 school year.

\_\_\_\_\_ **Approve**                      \_\_\_\_\_ **Disapprove**



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www.hazelparkschools.org

To: Hazel Park Board of Education  
From: Amy Kruppe, Superintendent  
Subject: Error corrections on salary  
Date: May 23, 2022

This year as you know there are several grievances on language and process disagreement. Given these, a para request was received from the union to share data regarding staff's step and lane compared to their salary. While the administration has the ability to decide if full credit to the year of service 10 ( which equated to 8 years given our contract starts at 2 years of service.) We have not historically denied a staff member from their educational experience.

A school district is not required to go back to the date that staff were hired to correct salary. In fact, per our counsel , once a grievance has been filed the district would go back ten days. However, we have always respected our staff and made adjustments if possible. The administrative team is suggesting that we go back to the fall or the date of hire if it is in the 2021-2022 school year.

Please find listed below the staff that were hired, what lane and what lane they should have been hired on.

Name	Hire date	Lane hire	Appropriate Lane	Salary to be place for 2021-2022
Cedar Ochab	9/2018	Ma+30	Ma+45	\$65,125 (\$1360)
Melissa Youngblood	8/31/2022	Ma	Ma+30	\$67,736 (\$ 2,708)
Tammy Scholz	7/2015 (Principal)	Ma+30	Ma+45	\$118,865 (\$1,918)
Jennifer Darawi	1/13/2020	Ba (awarded master+30 in 4/2020)	Ma+30	\$57,182 (\$2,709)
Christopher Benedetto	Since 2017	Paid correctly missing lack of prep time	½ salary / additional lunch and half days to add	\$12,089.5(more to be added)
				\$20,784





**Funding Source:** The approximate \$20,784 will come from the general fund.

**Strategic Goal Alignment -**

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

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

**Recommendation : I respectfully request the approval to compensate staff members to the beginning of the school year for salary that they could have been placed on when hired and reimburse a staff member for planning and lunch not compensated for during the 2021-2022 school year.**

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

\_\_\_\_\_  
Amy Y. Kruppe, Ed.D.  
Superintendent



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To: Hazel Park Board of Education  
From: Amy Kruppe, Superintendent  
Subject: Tuition Support - Latchkey Program Director  
Date: May 23, 2022

**Funding Source: Child Care Fund**

**Strategic Goal Alignment**

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

To be a LARA licensed before and after school child care provider, the district must employ a program director with the required educational qualifications. As of June 30, 2022 we will need to select a new program director. To support the continuation of a high quality program with no interruptions in services, we would like to promote a long-time employee who has dedicated years of service to the program while demonstrating commitment and leadership abilities. To qualify for this role, this individual must complete 6 credit hours in a child-related field. As a district, we value our employees and the implementation of a “grow your own” approach. To support this process, we are recommending that the district provides tuition reimbursement in an amount not to exceed \$1000.00

**Supporting Research:**

According to LARA Licensing guidelines, school age program directors must have specific education and experience in child care settings as identified in R 400.8113 (8). Further, the program director’s education must be in a child-related field as defined by R 400.8101m (ii).

**Recommendation**

That the Board of Education approve tuition reimbursement for courses in a child-related field, in an amount not to exceed \$1000.00, that satisfies the required program director qualifications.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

\_\_\_\_\_  
Amy Y. Kruppe, Ed.D.  
Superintendent





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1620 E. Elza, Hazel Park, MI 48030 | 248-658-5200 | F: 248-544-5223  
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To: Dr. Amy Kruppe, Superintendent  
From: Jason Zirniss  
Assistant Superintendent of Business and Operations  
Date: May 19, 2022  
Re: Increase in Hourly Latchkey Wage

Latchkey staffing has been at times difficult to fill due to the time of day the work is scheduled. The Child Care Fund is in a very solid financial position and we are recommending that the Board of Education approves a \$1.00 per hour raise for all latchkey personnel for one year.

It is our hope that we will be able to attract more individuals to the positions who will be able to service the needs of our students while in the programs throughout the year.

The financial impact of the increase would be about \$10,000 which accounts for the \$1.00 raise and associated fringes.

**Funding Sources:**

Child Care Fund Impact: \$10,000


**Strategic Plan: Goal Statement - Resources**

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

**Recommendation**

That the Board of Education approves the Increase in the hourly wage for latchkey employees

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

  
\_\_\_\_\_  
Amy Y. Kruppe, Ed.D.  
Superintendent





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

To: Hazel Park Board of Education  
From: Amy Kruppe, Superintendent  
Subject: Erickson Building  
Date: May 23, 2022

The Erickson Building lease is nearing its lease renewal point of June 12, 2023. Upon execution of the lease it was recommended that it be brought back to the Board for review on a yearly basis. The lease has an automatic renewal unless the Board wishes to exercise a 30 day termination clause. In discussion with the City there is no intent on their part to exercise the termination clause and would like to continue on with the current lease of \$1 per month plus utilities and other direct expenses. We are currently billing the City quarterly for the services and have had no issues to date with the agreement. We are recommending that we continue on with the lease with the City. The Board has the option to take formal action to approve the lease or do nothing which would trigger the automatic renewal for the following year.

**Funding Sources:** General Fund Impact: Reimbursement of the cost to operate the building

**Supporting Research:** There is no supporting research for this lease renewal.

**Strategic Goal Alignment -**

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

**Recommendation :** I respectfully request the approval of the renewal of the Erickson Building lease, as presented.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

Amy Y. Kruppe, Ed.D.  
Superintendent





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To: Dr. Amy Kruppe, Superintendent  
From: Jason Zirnis  
Assistant Superintendent of Business and Operations  
Date: May 19, 2022  
Re: Approval of Cafeteria Door Wall Construction

The Cafeteria Door Wall Project RFP was reissued with completion date over the Holiday Break or next spring. We received two bids as follows:

Contractor	Bid Amount
ML Schoenherr Construction	\$114,500
A. F. Bellsario, Inc	\$191,900

Given the spread in the pricing, TMP representatives reviewed the schedule of values with MLS and determined that their bid was complete.

We are recommending ML Schoenherr Construction to the Board for approval for the Cafeteria Door Wall improvements.

This project is a precursor to the larger project happening next summer to redesign the cafeteria servery. This will allow for building upgrades within the cafeteria such as fire controls and HVAC which can be segregated to the cafeteria only.

**Funding Sources:**

Cafeteria Fund Impact: \$114,500



**Strategic Plan: Goal Statement - Resources**

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

**Recommendation**

That the Board of Education approves the Contract for \$114,700 for cafeteria renovations.

**APPROVED AND  
RECOMMENDED FOR  
BOARD ACTION**



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Amy Y. Kruppe, Ed.D.  
Superintendent



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www.hazelparkschools.org

To: Dr. Amy Kruppe, Superintendent  
From: Jason Zirnis  
Assistant Superintendent of Business and Operations  
Date: May 19, 2022  
Re: Approval of Delta Systems for Camera Replacement

With the assistance of Commtech Designs Inc. an RFP was prepared with the intent to replace the cameras and monitoring system throughout the District. Brad Wilkens and myself were able to review several camera systems in developing the RFP as well as the system that the low bidder, Delta Systems included in their proposal.

I have attached a copy of the recommendation from Comtech Designs Inc. for the camera system replacement. They recommend Delta Networks who was the low bidder. We did have Delta network representatives come in after the RFP submission to review their plans and discuss their system.

I am very confident that the system will provide the necessary needs of the school District going forward to accurately monitor the building and grounds of the District. The total cost of the proposal is \$524,650. We are recommending the Board approve a cost not to exceed \$577,500 the initial bid plus a 5% contingency for any blindspots or additional cameras needed after a walkthrough with the contractor.

The purpose of the new camera system is to ensure we have adequate coverage of the building and grounds within Hazel Park to identify incidents and have a firsthand look of any interactions of students, staff, and community members.

At this time we are evaluating the ability of the system to be installed all at once or by building due to funding constraints in the sinking fund. If we cannot install the entire system all at one time our priority would be to start with the High School and Jr High.

**Funding Sources:**



Sinking Fund Impact: \$577,500

**Strategic Plan: Goal Statement - Resources**

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

**Recommendation**

That the Board of Education approves the Contract for Delta Systems to install a camera system as proposed

**APPROVED AND  
RECOMMENDED FOR  
BOARD ACTION**



\_\_\_\_\_  
Amy Y. Kruppe, Ed.D.  
Superintendent





# CommtechDesign

6581 Belding Rd. NE, Suite 101  
Rockford, MI 49341

5/12/2022

Mr. Jason Zirniss  
Hazel Park Schools  
1620 East Elza Ave.  
Hazel Park, MI 48030

## **RE: Video Security Upgrade**

Mr. Zirniss,

Bids were received for the following project: Video Security Upgrade.

There were ten (10) bidders total for the project.

The following are the bids received:

	<b>Company</b>	<b>Base Bid</b>
1	Jensen IT	\$ 756,052.30
2	Amcomm Telecommunications	\$ 675,880.00
3	Heartland Business Systems, LLC.	\$ 707,998.56
4	Delta Network Services	\$ 524,649.27
5	ADT Commercial	\$ 907,766.03
6	AOB Security LLC dba Security Designs	\$ 562,265.00
7	Moss	\$ 653,814.82
8	Redguard Fire and Security	\$ 530,503.00
9	Knightwatch (Vigilon)	\$ 712,006.00
10	Knightwtch (Verkada)	\$ 752,826.00

Delta Network Services was the low bid at Base Bid Price \$524,649.29

We have reviewed Delta Network Services and find it to be complete for scope of the video security scope of work. They are going to do the following:

- Replace all existing video security cameras in the district with new cameras
- Install new video security cameras as shown on the design drawings
- Install new Vape Detectors as shown on the design drawings.
- Provide new servers and storage for all video security cameras
- Install and train the owner on the new Video Management Software

Delta Network Services indicated they had bid all the components as required in the specifications and drawings.

Delta and Hanwha came to the Administration building at Hazel Park and demonstrated the system and reviewed the user interface for viewing live and recorded camera images.

Further, with the purchase of the Hanwha cameras and servers there is no cost for ongoing software maintenance.

We recommend that Hazel Park Schools contract with Delta Network Services for the Video Security Upgrade project at a cost of \$524,649.27.

Sincerely,



Bret Emerson, RCDD/NTS



May 9, 2022

To: Dr. Amy Kruppe, Superintendent - Hazel Park Schools

From: The Board of Education, Hazel Park Schools

Members of the Board:

Laura Adkins, President  
Melissa Baldwin, Vice President  
Beverly Hinton, Secretary  
Heidi Fortress, Treasurer  
Rachel Noth, Trustee  
Kristy Schlak, Trustee  
Dawn Rice, Trustee

On Monday May 2, 2022 the Board of Education held a special board meeting and exited to closed session for the purpose of evaluating the Superintendent as mandated per State and Federal Law. The Board of Education and Superintendent were in closed session during the evaluation. The MASB Evaluation Tool was used to evaluate the Superintendent. The Board of Education along with the Superintendent have reviewed and given ratings for all areas.

Professional Practice Rating: 3.93

Student Growth: 3.89

Progress toward District Wide Goals: 3

It is agreed upon that the Superintendent's Final Evaluation Score is 3.82 for 2022.

Sincerely,

Signing on behalf of the Board of Education

Laura Adkins

Board of Education, President

Hazel Park Schools

Cc: Dr. Amy Kruppe

Personnel file