HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

Agenda
Regular Meeting
Ford Administration Building
1620 E Elza Avenue
Hazel Park, MI 48030
May 22, 2023
5:30 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, Rick Nagy, prior to the meeting at rick.nagy@myhpsd.org.

CALL TO ORDER
ROLL CALL
PLEDGE OF ALLEGIANCE
APPROVAL OF THE AGENDA (ACTION ITEM)
SPECIAL ORDER OF BUSINESS

A. Robotics Team
B. Retirements 4
C. Years of Service Recognition 5
D. PBIS Presentation
E. Edison Presentation

PUBLIC COMMENT

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

CONSENT AGENDA (Action Items)

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

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1) Board Meetings 6

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D. Conference Requests 37
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J. 2023-24 Handbooks (Action Item)
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L. Administrative Contracts (Action Item) 425
1) Director of Technology
2) Director of Communications
3) Executive Director of Teaching, Learning and Equity
4) Executive Director of Student Services
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7) Assistant Superintendent of Business and Operations
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O. Secretarial Group (Action Item) 436
P. Additional Maintenance Intern (Action Item) 438
Q. High School Bleachers (Action Item) 439
R. Jardon Doors (Action Item) 440
S. Ford Office Update (Action Item) 442
T. Policy (1st Reading) (Action Item) 443
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W. Superintendent's Celebratory Supper & Show (Action Item) 481

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B. Enrollment 484
C. Fundraisers 485

REQUESTS FOR FUTURE AGENDA ITEMS

CALENDAR DATES

PUBLIC COMMENT

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

LAST	FIRST	CURRENT POSITION	BARGAINING UNIT	ACTION	LOCATION	YEARS OF SERVICE	EFFECTIVE DATE
Bernier	Stephen	Maintenance - Painter	AFSCME	Retirement	District	42	03/01/2023
Blair	Beverly	Health Teacher	HPEA	Retirement	District	24	03/31/2023
Jeup	Sandra	Secretary to Director of Student Services	IUOE	Retirement	District	12	9/1/2022
Osborne	Kathleen	Secretary	IUOE	Retirement	District	26	10/31/2022
Schmitt	Christine	Secretary for Custodial/Maintenance	IUOE	Retirement	District	30	9/1/2022
Barshaw	Lenore	Transition Coordinator	HPEA	Retirement	Jardon	38	06/09/2023
Darga	Teresa	MOCI Teacher	HPEA	Retirement	Jardon	38	06/09/2023
Farris	Deborah	MOCI Paraprofessional	HPPA	Retirement	Jardon	23	02/01/2023
Kelley	Ann	MOCI Teacher	HPEA	Retirement	Jardon	38	06/09/2023
Kulczycki	Deanna	ASD Teacher	HPEA	Retirement	Jardon	32	06/09/2023
LaPere	Barbara	MOCI Paraprofessional	HPPA	Retirement	Jardon	27	06/09/2023
VanderHagen	Tracey	MOCI Paraprofessional	HPPA	Retirement	Jardon	31	06/09/2023
Lashbrook	Lynn	4th Grade Teacher	HPEA	Retirement	Webb	27	02/24/2023
Martin	Christine	Principal's Secretary	IUOE	Retirement	Webb	16	6/10/2022
Napper	Debra	Paraprofessional	HPPA	Retirement	Webster	29	06/09/2023

Employee Last Name	Employee First Name	Bargin Unit	Work Site	Years
BATTICE	SARAH	HPEA	600	5
BELL	DOROTHYMAE	HPPA	190	5
BLACKBURN	JOYCE	HPPA	650	5
BREW	CHRISTOPHER	AFSCME	061	5
BURGESS	JULIANA	HPEA	150	5
DUEWEKE	JESSICA	HPPA	150	5
GRAESSLEY	KARLA	HPASA	170	5
HAAS	JAMES	HPEA	300	5
HOFFMAN	SARAH	HPEA	600	5
JACKSON	RENEE	HPPA	300	5
JEWELL	DEBORAH	AFSCME	150	5
LOVE	DONNIELLE	HPPA	170	5
MUZZARELLI	WENDY	HPEA	200	5
PATERSON	COLLEEN	IUOE	170	5
RIETZ	SHERRY	HPEA	300	5
RUBIN	BRANDON	HPEA	300	5
SANBORN	CAITLIN	HPEA	150	5
SHAFKALIS	ELENI	HPEA	150	5
SPINDLER	KATHY	HPEA	150	5
THEISEN	MATTHEW	HPEA	650	5

Employee Last Name	Employee First Name	Bargin Unit	Work Site	Years
ARCHAMBAULT	TANYA	HPPA	650	10
BITTI	ABDULKARIM	ALT ED	560	10
FRESCH-IRWIN	CARRIE	HPEA	170	10
HOUGHTON	LISA	HPPA	190	10
REY	ANDREA	AFSCME	200	10
RYBINSKI	JOAN	HPPA	150	10

Employee Last Name	Employee First Name	Bargin Unit	Work Site	Years
ANDERSON	NANCY	NONUNION	060	15
CLAYTON	ANDREA	HPPA	600	15

Employee Last Name	Employee First Name	Bargin Unit	Work Site	Years
BEAN	DAVID	AFSCME	060	20
BONFIELD	PATRICIA	HPPA	200	20
CURRY	PAMELA	HPPA	650	20
EVANS	KELLY	HPEA	650	20
NOTH	MARY	HPPA	150	20
PLATT	DARCY	HPEA	150	20
ROWLAND	DAVID	AFSCME	600	20
SMITH	KENDAL	HPASA	400	20

Employee Last Name	Employee First Name	Bargin Unit	Work Site	Years
AGUEROS	MARIO	AFSCME	060	25
BROWN	LAURA	HPPA	150	25
JASZCZALT	JENNIFER	HPEA	190	25
LANGE	CATHERINE	HPPA	650	25
NASTASI	CORRINE	HPASA	150	25
PHILLIPS	DAWN	HPPA	650	25
SOULEYRETTE	RAMONA	IUOE	400	25
STEEN	TRACY	GSRP	190	25

Employee Last Name	Employee First Name	Bargin Unit	Work Site	Years
FREDRICKSEN	KAREN	IUOE	200	30
KELLY	CHERYL	HPEA	300	30
LOGAN	BARBARA	HPEA	200	30
MACINTOSH	AMY	HPEA	300	30
MILLER	BARBARA	HPPA	600	30
VANDERHAGEN	TRACEY	HPPA	600	30
WATTS	SUSAN	HPEA	150	30
WESTBURY	LAURI	HPEA	170	30

Employee Last Name	Employee First Name	Bargin Unit	Work Site	Years
DIMAS	DEBRA	HPASA	130	35

SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MI
Workshop Meeting
April 10, 2023 5:00 PM

CALL TO ORDER
I will now call the workshop meeting of the Hazel Park Board of Education to order on this, April 10, 2023 is called to order at 5:00 pm.

ROLL CALL
Members Present: Hinton, Laframboise, Nagy, Rattee
Members Absent: Baldwin, Fortress, Rice
Others Present: Kruppe

PUBLIC COMMENT *- None*
NEW BUSINESS
A. Superintendent Evaluation Tool

BOARD MEMBER AND ADMINISTRATION COMMENTS
ADJOURNMENT *6:26 pm*

Respectfully Submitted,

Dawn Rice, Secretary
Hazel Park Board of Education

SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MI
REGULAR MEETING
April 24, 2023 5:30 PM

CALL TO ORDER

I will now call the regular meeting of the Hazel Park Board of Education to order on this, April 24, 2023 is called to order at 5:30 pm.

ROLL CALL

Members Present: Baldwin, Fortress, Hinton, Laframboise, Nagy, Rattee, Rice
Members Absent:
Others Present: Kruppe, Zirnis, Dulmage, Pleiness, Postell, Wilkins

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (ACTION ITEM)

Moved by Baldwin, supported by Rice, that the Board of Education approve the agenda as written.
Discussion
Roll Call Vote
Yeas: Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

SPECIAL ORDER OF BUSINESS

A. Student Recognition

Ms. Lentz accepted a certificate on behalf of the marching band student Nick Conn, as he was recognized for his amazing performance at the solo & ensemble festival.
The board also recognized Landon Davinich for his outstanding achievement in CTE award. Mr. Haas accepted this certificate on his behalf as he was chosen to represent Hazel Park from 12 seniors nominated by CTE teachers.

B. DECA

Two DECA students, Brandon Anderson and Colton Beadia were recognized for making it to the DECA State Career Development Conference. This was a great achievement for these students.

C. Junior High Representatives

Thomas Barkle spoke of some concerns for the Hazel Park Junior High students with traffic on Otis. He is very excited to see sports happening and is enjoying being a part of that.

D. Washington Trip

Mrs. Beach shared a presentation on the Washington trip. She included the projection for next year and plans to begin fundraising so more students will be able to attend. This year 81 students are able to participate. The cost of the trip is $649 and those attending are able to get high school credit, if they complete the discovery program after the trip has been completed.

E. High School Presentation

Ms. Scholz shared a presentation on the High School. Including new plans for PBIS in the fall, special events coming up for seniors, highlights from all the classes and what has been happening around the school and a new cell phone policy coming in the Fall of 2023 also.

F. Youth Assistance Presentation

Youth Assistance joined the meeting to share their news of celebrating 70 years of service to Hazel Park. The program began under Dr Wilfred Webb and Arthur Moore, a Juvenile Court Judge Youth Assistance has now grown to 26 offices throughout Oakland County and also a division of Oakland County Circuit Court - Family Division.

PUBLIC COMMENT

Robert Fulcher, Former Teacher & Coach	*Mr. Fulcher would like information on a dedication placed in the Athletic Hall of Fame to commemorate Mr. Gerald "Jerry" Wegner. .*
Ed Klobucher, City Manager	*Shared information on the community schools project as the schools and city continue to work together with several other local organizations to bring this plan to fruition. With the importance of working together and continuing to build strong relationships throughout the community.*

CONSENT AGENDA (ACTION ITEM)

Moved by Baldwin, supported by Rice, that the Board of Education approve the consent agenda as written.
Discussion
Roll Call Vote

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	Fortress, Hinton, Laframboise

Motion carried.

NEW BUSINESS

A. Jardon Extended School Year (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the ESY Services, as written.
Discussion
Roll Call Vote

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	Fortress, Hinton, Laframboise

Motion carried.

B. Webster Creative Curriculum (Action Item)

Moved by Rice, supported by Rattee, that the Board of Education approve the purchase of the Creative Curriculum package, including professional development in an amount not to exceed $105,610, as written.
Discussion
Roll Call Vote
Yeas Rice, Rattee, Baldwin, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

C. Staffing (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the uncertified staff for the 23/24 school year, as written.
Discussion
Roll Call Vote
Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

D. Change in Position (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the change in position, as presented.
Discussion
Roll Call Vote
Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

E. Substitute Rate of Pay (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the pay rates for the substitute positions, as written.
Discussion
Roll Call Vote
Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

F. Policy (1st Reading) (Informational Item)

G. Museum Contract (Action Item)

Moved by Baldwin, supported by Rattee, that the Board of Education approve the renewal of the Erickson Building lease, as written.
Discussion
Roll Call Vote
Yeas: Baldwin, Rattee, Rice, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

H. 2023/2024 School Year Calendar (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the calendars for the 2023/24 school year, as written.
Discussion
Roll Call Vote

Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

I. Teacher Appreciation Resolution (Action Item)

Moved by Baldwin, supported by Rattee, that the Board of Education approve the 2023-2024 ARC Materials, as written.
Discussion
Roll Call Vote
Yeas Baldwin, Rattee, Rice, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

J. L-4029 (Action Item)

Moved by Baldwin, supported by Rice,that the Board of Education approves the 2023 Tax Rate Request, as written.
Discussion
Roll Call Vote
Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

K. Oakland Schools FY24 Budget (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the Oakland Schools Budget, as presented.
Discussion
Roll Call Vote
Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

L. HVAC Installation (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the Ford office air conditioning equipment and installation to not exceed $16,580, as written.
Discussion
Roll Call Vote
Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

M. Bus Purchase (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the purchase of a new used bus for 69.000 plus any title or fees, as written.
Discussion
Roll Call Vote
Yeas Baldwin, Rice, Rattee, Nagy
Nays: Fortress, Hinton, Laframboise
Motion carried.

N. Concrete Work (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the three summer concrete projects for Parking Lot Repair, $17,000, Storm Drain Replacement $12,000 and ADA Ramp $5,000, as written.

Discussion
Roll Call Vote

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	Fortress, Hinton, Laframboise

Motion carried.

O. High School Lighting (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the emergency repairs to the HS lighting for $83,216.50, as written.

Discussion
Roll Call Vote

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	Fortress, Hinton, Laframboise

Motion carried.

P. In-house Counsel (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the hiring of in-house counsel, as written.

Discussion

Called to recess by President Nagy at **7:24pm**
Called to order by President Nagy at **7:34pm**

Roll Call Vote

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	Fortress, Hinton, Laframboise

Motion carried.

Q. Freedom of Information Act (Informational Item)

R. Student Discipline (Action Item)

Moved by Baldwin, supported by Rice, that the Board of Education approve the expulsion of one student, as written.

Discussion
Roll Call Vote

Yeas	Baldwin, Rice, Rattee, Nagy
Nays:	Fortress, Hinton, Laframboise

Motion carried.

SUPERINTENDENT REPORT

A. Community School Update
B. Fundraisers
C. Enrollment
D. Summer School
E. Professional Development
F. High School Cell Phone

PUBLIC COMMENT

Susan Hemple 1203 E Hayes Hazel Park, MI 48030	Asked for Security to be paid for Alice training.

BOARD MEMBER AND ADMINISTRATION COMMENTS

Debbie Laframboise, Board Trustee	The play was fabulous but the voices kept cutting out and I hope we can get that fixed! Thank you to Ed. The junior high also has a play coming up. Congrats to the students and I'm happy that baseball and softball are back at the junior high.
Monica Rattee, Board Treasurer	I am also excited to see sports back at the junior high. I loved the things shown on the DC trip, we take family trips there and it's always cool to see new things. To have new places to check out, so thank you for sharing. The drama club did a great job when the junior high came over to see the play. They took time to explain there was more than just singing and acting to be in the drama club. It was great to see that. I'm glad to see AP classes at the high school. Thank you to Ed for being here tonight.
Beverly Hinton, Board Trustee	I hope we will have this safety study meeting, there is lots of money out there. There was a great article in the Student Educator about the need for safety meetings. Thank you Dr Kruppe for pushing for the conference last month, I learned a lot. There were a lot of fabulous workshops and I attended so many! It was inspirational and very valuable. It's hard to sit up here and vote no. In Februar, I called an attorney because I believe we broke the OMA. There has been no discussion and no resolution.
Melissa Baldwin, Board Vice President	We have some very hardworking students! I very much appreciate this! Our teachers do a lot and deal a lot, so if you get a chance just send them a nice note or email with a quick thank you! Thank you to Ms Scholz and Mr Dimas for bringing the cell phone issue up.I hope the board is behind it, I know I am! Please stick to that! Thank you Ms. Scholz and Mr Dimas! Thank you Dr Dulmage and Ms. O'Kane for your hard work and all the things you do. There are a lot of exciting events coming up. We have the Memorial Day Parade and the Fair coming, ice skating is happening this Friday at the Ice Arena from 4 - 6pm. I just want to say I appreciate everyone's

	hard work, it's a great team to lead our community. Thank you for coming to the play! It was bigger and better than ever! I cannot wait for the next one. you to the coaches and the parents for bringing the kids here tonight!
Dawn Rice, Board Secretary	Thank you to everyone on staff for all your hard work and Ed for working together with the School District. I don't just come here and vote, I do my research. This litigation has led to whether or not we go to court. I apologize for my frustration tonight. I hope everyone has a good night, thanks.
Heidi Fortress, Board Trustee	There's a reason we say no, I would have loved to abstain. When this goes to litigation we will have to redo all these meetings anyway. I wish the seniors and juniors a good time at Prom. It was heartwarming to see with Youth Assistance how much time is given. Thank you Ed for speaking tonight, I would have loved to see a presentation.
Rick Nagy, Board President	The play was fantastic! I am glad to see sports coming back. Thank you everyone for being here. It's clarification on a work, all residents were notified. It has nothing to do with the board and its taking from the kids! Everyone was notified but this will cost taxpayers money. It's a shame.

ADJOURNMENT *8:12 pm*
Unanimous approval.

Respectfully Submitted,

Dawn Rice, Secretary
Hazel Park Board of Education

SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MI
Agenda
Workshop Meeting
May 1, 2023 5:00 PM

CALL TO ORDER

I will now call the workshop meeting of the Hazel Park Board of Education to order on this, May 1, 2023 is called to order at 5:11 pm.

ROLL CALL

Members Present: Baldwin, Fortress, Hinton, Laframboise, Nagy, Rattee, Rice
Members Absent:
Others Present: Kruppe (5:29pm), Paterson

APPROVAL OF THE AGENDA (ACTION ITEM)

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

7 in favor/0 opposed

Motion carried.

PUBLIC COMMENT

NEW BUSINESS

A. Board Self-Evaluation

BOARD MEMBER AND ADMINISTRATION COMMENTS

Debbie Laframboise, Trustee	I took notes, there's a lot to think about. Would like John to come and reach out to committees when I want to attend. I would like to have you come back.
Monica Rattee	Thank you for being here, I believe there was something here for everyone to take away. I hope everyone can appreciate the different opinions and give everyone a chance.
Beverly Hinton	This was fantastic! Thank you.
Melissa Baldwin	Thank you for coming, for being here and being honest.
Dawn Rice	Thank you, I will work harder.

Heidi Fortress	Have a good night, thank you for coming.
Dr Kruppe	There are a lot of things to reflect on here. It was a pleasure to have you here tonight.
Rick Nagy	Thank you very much. I like the honesty and we need to put things behind us and move forward. I hope we can all get on the same page. We won't always see eye to eye and that's okay. Thank you.

ADJOURNMENT 8:22 pm

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders
Amy Kruppe, Ed.D.
Superintendent

Ford Administration
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www.hazelparkschools.org

The School District of the City of Hazel Park Schools
Board Committee Meeting
Personnel Committee
May 15, 2023
2:00 PM

Board Members Present:	Melissa Baldwin, Dawn Rice
Board Members Absent:	Rick Nagy
Administrators Present:	Dr. Amy Kruppe, Superintendent
	Kristy Cales, Director of Human Resources
	James Paterson, General Counsel
Audience:	Beverly Hinton, Heidi Fortress

Meeting Start Time: **2:10 pm**

Agenda

A. Drama Internship

The drama department is requesting an additional intern for the 23/24 school year. The committee suggested moving this item forward to the board.

B. Teacher Consultant - Elementary

The HPS Student Services Department would like to request the addition of an elementary level teacher consultant for the 2023-2024 school year. The committee suggested moving this item forward to the board.

C. HS Drama Theatre Circuit

The drama department has proposed initiating a new weekly District-sponsored bus trip to nearby schools to see their theatrical productions—and thus encourage those schools' reciprocal attendance at Hazel Park Drama shows. The committee suggested moving this item forward to the board.

D. 2023/24 Drama Department Summer Clean up

The drama department has requested up to three weeks of paid time to work with his Drama interns this summer on the deep cleaning, trash disposal, and radical reorganization/renovations of the costumes, props, construction materials, and other equipment within the light booth, dressing rooms, and more. The committee suggested moving this item forward to the board.

E. Superintendent Pay Increase

We are seeking approval for a 4% increase to the Superintendent Annual pay. This increase would be in alignment with the proposed increases for the Central Office staff. The committee suggested moving this item forward to the board.

F. Superintendent Contract

We are seeking approval to extend the Superintendent's contract for an additional two years, bringing it to June 30, 2028. The committee suggested moving this item forward to the board.

G. Additional Maintenance Intern

The Maintenance department has requested an additional intern for the summer. The committee suggested moving this item forward to the board.

HAZEL PARK PROMISE

H. Summer Swim - Lifeguard

We are requesting to open the pool for community use during summer hours and will need to hire a lifeguard for the safety of the community. The committee suggested moving this item forward to the board.

I. Non-Certified Staff

The projected uncertified staffing for the 2023-2024 school year was presented to the committee. The committee suggested moving this item forward to the board.

J. Non-Union Staff

Updates were presented to the committee for the contracts and increases in pay for the Non-Union Employee groups for the 2023-2024 school year. The committee suggested moving this item forward to the board.

K. Administrative Contracts

We are requesting the approval of the contracts for administrative personnel as appropriate as well as a 4% raise. The committee suggested moving this item forward to the board.

L. Additional Birth - 3yr Teacher

The HPS Student Services Department would like to request two additional Early On (birth-3) teachers for the 2023-2024 school year. The committee suggested moving this item forward to the board.

M. Negotiations

1) Secretary

2) Paraprofessionals

3) Custodian

4) Administration

Meeting End Time: **3:09 pm**

Minutes submitted by Jamie Buczko, Administrative Assistant

HAZEL PARK SCHOOLS
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Amy Kruppe, Ed.D.
Superintendent

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The School District of the City of Hazel Park Schools
Board Committee Meeting
Policy Committee
May 15, 2023
3:00 PM

Board Members Present:	Beverly Hinton, Melissa Baldwin, Dawn Rice
Board Members Absent:	none
Administrators Present:	Dr. Amy Kruppe, Superintendent
	Kristy Cales, Director of Human Resources
	James Paterson, General Counsel
Others Present:	Heidi Fortress

Meeting Start Time: **3:11pm**

Agenda

A. **po1616 Staff Dress and Grooming**
B. **po2266 Nondiscrimination on the Basis of Sex in Education Programs or Activities**
C. **po5610 Emergency Removal, Suspension, and Expulsion of Students**
D. **po6108 New Authorization To Use Electronic Fund Transfers and Automated and Clearing House Arrangements**
E. **po6460 Revised Vendor Relations**
F. ~~**po6700 Fair Labor Standards Act (FLSA)**~~
G. **po744.03 Small Unmanned Aircraft Systems**
H. **po8390 Revised Animals on District Property**
I. **po8805 New Flags and Displays**
J. **Po9150 School Visitors**

New policies and previously reviewed policies were discussed.

Meeting End Time: **3:41pm**

Minutes submitted by Jamie Buczko, Administrative Assistant

HAZEL PARK PROMISE

HAZEL PARK SCHOOLS

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Amy Kruppe, Ed.D.
Superintendent

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The School District of the City of Hazel Park Schools
Board Committee Meeting
Finance Committee
May 15, 2023
4:00 PM

Board Members Present:	Monica Rattee, Debbie LaFromboise, Heidi Fortress
Board Members Absent:	none
Administrators Present:	Dr. Amy Kruppe, Superintendent
	Jason Zirnis, Assistant Superintendent of Business and Operations

Meeting start time - **4:00 pm**
Public Comment: None

1) **Superintendent Pay Increase**
   We are seeking approval for a 4% increase to the Superintendent Annual pay. This increase would be in alignment with the proposed increases for the Central Office staff. The committee suggested moving this item forward to the board.
2) **Superintendent Contract**
   We are seeking approval to extend the Superintendent's contract for an additional two years, bringing it to June 30, 2028. The committee suggested moving this item forward to the board.
3) **Summer Swim - Lifeguard**
   We are requesting to open the pool for community use during summer hours and will need to hire a lifeguard for the safety of the community. The committee suggested moving this item forward to the board.
4) **Administrative Contracts**
   We are requesting the approval of the contracts for administrative personnel as appropriate as well as a 4% raise. The committee suggested moving this item forward to the board.
5) **School Aid Fund Budget Update**
   Mr Zirnis reviewed the upcoming School Aid Fund Balance with the committee.
6) **Check Register**
   Questions were reviewed and answered.

Meeting end time - **4:42 pm**

Minutes submitted by Jamie Buczko, Administrative Assistant

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

The School District of the City of Hazel Park Schools
Board Committee Meeting
Buildings & Grounds Committee
May 15, 2023
5:00 PM

Board Members Present:	Bev Hinton, Heidi Fortress
Absent:	Rick Nagy
Administrators Present:	Dr. Amy Kruppe, Superintendent
	Jason Zirnis, Assistant Superintendent of Business and Operations
Audience:	none
Location:	Webster Early Childhood (future meeting Webb/Jardon)

Meeting start time - 5:15 pm
Public Comment: None

A. **Bleachers** - Discussed with the Committee the substitution of the HS Bleacher replacement. Total cost of the bleacher replacement is $242,115 (includes disposal of the old bleachers including the mezzanine). Committee moved the bleacher replacement to the Board for consideration.

B. **Jardon Doors -** Discussed with the Committee the separation of Webb and Jardon schools through the installation of doors for safety and security reasons. Total cost of the project is dependent on the location, egress and system installed to control the doors during a hold situation. We will work with PIA to design the project and bid it out as it will be above the State thresholds for competitive bidding. Committee moved the Webb/Jardon Doors separation project to the Board for consideration.

C. **Ford Office Update -** Reviewed the current work completed and the installation of doors to the Superintendent, Assistant Superintendent and Administrative Offices. Committee moved the door installation to the Board for consideration.

D. **Summer Swim - Lifeguard** Reviewed the plans to open up the High School Pool to the community, approving a contracted lifeguard (s) and the purchase of a removable staircase into the pool to allow easier access to seniors and small children. Hazel Park Community Enrichment has graciously offered funds to help pay for a portion of the staircase.

E. **Additional Maintenance Intern** - Discussed with the committee to add one additional maintenance intern, we have had an overwhelming response to the position and are trying not to limit our students' access to employment over the summer. Committee moved the additional Maintenance Intern to the Board for consideration.

Committee Members toured Webster Elementary after Committee Business to review the condition of the location.

Meeting end time - 5:40 pm
Minutes submitted by Jason Zirnis, Assistant Superintendent of Business and Operations

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders
Amy Kruppe, Ed.D.
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 Zirnis
Assistant Superintendent, Business & Operations

RE: Treasurer's Report April, 2023

DATE: May 18, 2023

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)		1,154,022.58	
Total - General Fund	**$**	**1,154,022.58**	
CENTER PROGRAM (22)		11,496.73	
COMMUNITY SERVICE (23)		758.41	
FOOD SERVICE FUND (25)		153,148.94	
COMMON DEBT (31-39)		0.00	
CAPITAL PROJECTS (41-49)		52,239.50	
Total - Special Revenue Funds	**$**	**217,643.58**	
INTERNAL ACCOUNT FUNDS (29)		7,286.93	
Total - Other Funds	**$**	**7,286.93**	
TOTAL CHECK DISBURSEMENTS	**$**	**1,378,953.09**	$ 1,378,953.09
ACH DEBITS			2,067,296.01
PAYROLL			1,318,666.79
OUTGOING WIRE TRANSFERS			2,634,383.74
P-CARD PURCHASES			95,961.37
			6,116,307.91
TOTAL DISBURSEMENTS IN PERIOD			**$ 7,495,261.00**

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 Zirnis
Assistant Superintendent, Business & Operations

Monthly Summary of EFT's from HP Bank Accounts

Apr-23

Date	Amount	Bank Acct Taken From	Reason
4/3/2023	$248.12	Gen Funds	Latchkey Fees
4/6/2023	$15,000.00	Gen Funds	Arbiterpay for Refs
4/7/2023	$5,795.16	Gen Funds	Health Equity Payment April 7th Payroll
4/21/2023	$5,895.16	Gen Funds	Health Equity Payment April 21st Payroll
4/6/2023	$5,734.30	Gen Funds	EduStaff Payment
4/20/2023	$12,391.01	Gen Funds	EduStaff Payment
4/10/2023	$22,968.60	Gen Funds	Penserv Payment April 7th Payroll
4/24/2023	$58,201.01	Gen Funds	Penserv Payment April 21st Payroll
4/7/2023	$33,965.00	Tax W/H	Payroll State Tax Withholding April 7th
4/21/2023	$32,569.21	Tax W/H	Payroll State Tax Withholding April 21st
4/7/2023	$221,641.97	Tax W/H	Payroll Federal Tax Withholding April 7th
4/21/2023	$218,494.50	Tax W/H	Payroll Federal Tax Withholding April 21st
4/6/2023	$441,006.29	Ret W/H	Payroll Retirement Withholding March 24th
4/20/2023	$387,468.67	Ret W/H	Payroll Retirement Withholding April 7th
4/25/2023	$605,917.01	UAAL	Payroll UAAL Payment April
	$2,067,296.01	**Total ACH Debits**	

Date	Amount	Payroll
4/7/2023	$675,901.53	General Payroll on April 7th
4/21/2023	$642,765.26	General Payroll on April 21st
	$1,318,666.79	**Total Payroll**

Date	Amount	Wires
4/21/2023	$2,634,383.74	MVCA Wire State Aid
	$2,634,383.74	**Total Wires**

Date	Amount	P-Card Purchases	
4/21/2023	$95,961.37	General	P-Card charges Huntington Bank
	$95,961.37	**Total P-Card Purchases**	

Hazel Park Schools
Budget to Actual by St Revenue and St Function
As of 04/30/2023

St Revenue/Function	Description		Original Budget	1st Amended Budget	Encumbrance	Actual	Balance	Percent
Type: 4 **Revenue**								
St Revenue: 100	Revenue from Local Sources	**Total:**	**5,693,389.00**	**5,761,569.00**	**0.00**	**4,727,800.35**	**1,033,768.65**	**82.06%**
St Revenue: 300	Rev from State Sources	**Total:**	**28,907,259.00**	**32,481,402.00**	**0.00**	**22,847,371.99**	**9,634,030.01**	**70.34%**
St Revenue: 400	Rev from Federal Sources	**Total:**	**7,653,087.00**	**4,668,228.00**	**0.00**	**680,255.23**	**3,987,972.77**	**14.57%**
St Revenue: 500	Incoming Transfer/Oth Transact	**Total:**	**2,430,209.40**	**2,501,280.00**	**0.00**	**1,682,616.00**	**818,664.00**	**67.27%**
St Revenue: 600	Fund Modifications	**Total:**	**1,819,040.00**	**2,039,797.00**	**0.00**	**0.00**	**2,039,797.00**	**0.00%**
Type: 4		**RevenueTotal:**	**46,502,984.40**	**47,452,276.00**	**0.00**	**29,938,043.57**	**17,514,232.43**	**63.09%**
Type: 5 **Expense**								
St. Function:110	Basic Programs	**Total:**	**20,081,570.00**	**19,906,278.00**	**155,228.90**	**14,747,246.48**	**5,159,031.52**	**74.08%**
St. Function:120	Added Needs	**Total:**	**9,091,790.00**	**9,469,621.00**	**25,846.17**	**7,119,039.77**	**2,350,581.23**	**75.18%**
St. Function:210	Support Services-Pupil	**Total:**	**3,373,023.00**	**3,242,329.00**	**5,193.10**	**2,544,383.15**	**697,945.85**	**78.47%**
St. Function:220	Support Services-Instr Staff	**Total:**	**2,286,192.00**	**3,356,491.00**	**120,196.73**	**2,980,288.74**	**376,202.26**	**88.79%**
St. Function:230	Support Services-General Admin	**Total:**	**727,389.00**	**788,039.00**	**12,700.00**	**721,982.92**	**66,056.08**	**91.62%**
St. Function:240	Support Services-School Admin	**Total:**	**2,093,556.00**	**2,028,550.00**	**2,134.74**	**1,563,657.68**	**464,892.32**	**77.08%**
St. Function:250	Support Services-Business	**Total:**	**720,526.00**	**839,654.00**	**0.00**	**736,401.85**	**103,252.15**	**87.70%**
St. Function:260	Operations and Maintenance	**Total:**	**5,459,796.00**	**4,544,457.00**	**99,558.98**	**4,079,191.90**	**465,265.10**	**89.76%**
St. Function:270	Pupil Transportation Services	**Total:**	**305,510.00**	**313,093.00**	**0.00**	**315,664.82**	**(2,571.82)**	**100.82%**
St. Function:280	Support Services-Central	**Total:**	**1,463,268.00**	**1,403,555.00**	**2,100.00**	**1,170,618.29**	**232,936.71**	**83.40%**
St. Function:290	Support Services-Other	**Total:**	**446,886.00**	**481,560.00**	**37,834.27**	**601,251.68**	**(119,691.68)**	**124.85%**
St. Function:330	Community Activities	**Total:**	**35,758.00**	**10,400.00**	**0.00**	**77,829.82**	**(67,429.82)**	**748.36%**
St. Function:390	Other Community Services	**Total:**	**300,000.00**	**329,827.00**	**537.04**	**157,205.53**	**172,621.47**	**47.66%**
St. Function:440	Pymts to Other Govnmt	**Total:**	**266,665.00**	**342,062.00**	**0.00**	**342,062.00**	**-**	**100.00%**
St. Function:510	Debt Services - Long Term Only	**Total:**	**33,000.00**	**33,000.00**	**0.00**	**33,000.00**	**-**	**100.00%**
St. Function:600	Transfers Out	**Total:**	**293,388.00**	**292,088.00**	**0.00**	**293,087.50**	**(999.50)**	**100.34%**
Type: 5		**ExpenseTotal:**	**46,978,317.00**	**47,381,004.00**	**461,329.93**	**37,482,912.13**	**9,898,091.87**	**79.11%**
		Grand Total:	**-475,332.60**	**71,272.00**		**-7,544,868.56**	**7,616,140.56**	

Hazel Park Schools
Check Register by Fund
Check Date From 4/1/2023 TO 4/30/2023

Check Date		Check#	PE ID	Vendor Name	PO#	Amount
Fund: 110						
04/06/2023	EH	00000639	100600	A C BUILDERS HARDWARE INC		490.00
04/06/2023	EH	00000640	100351	AIRGAS GREAT LAKES		131.21
04/06/2023	EH	00000641	100550	AMAZON CAPITAL SERVICES INC	P2300276	2,557.04
04/06/2023	EH	00000642	100319	G N E PAINT & SUPPLY		69.09
04/06/2023	EH	00000643	100574	INSTITUTE FOR EXCELLENCE IN ED	P2300011	1,500.00
04/06/2023	EH	00000644	100430	JG POLY SALES		3,303.20
04/06/2023	EH	00000645	100797	SCHOOL OUTFITTERS LLC	P2300248	2,517.40
04/06/2023	EH	00000646	100357	STAPLES BUSINESS ADVANTGE	P2300277	197.96
04/06/2023	HP	00502015	100458	ACE TRANSPORTATION		10,849.50
04/06/2023	HP	00502016	100523	BLICK ART MATERIALS	P2300243	29.90
04/06/2023	HP	00502017	100322	CITY HAZEL PARK WATER		3,913.92
04/06/2023	HP	00502018	100117	COHNS COMMERCIAL FLOOR COVERING INC		2,985.00
04/06/2023	HP	00502019	100309	CONSUMERS ENERGY		185.44
04/06/2023	HP	00502020	101132	ENTECH MEDICALL STAFFING		4,848.81
04/06/2023	HP	00502021	101170	IMPRESSIVE TILE		1,439.82
04/06/2023	HP	00502022	100393	KILBURNS EQUIPMENT RENTALINC		25.90
04/06/2023	HP	00502023	100978	LL JOHNSON LUMBER MFG CO		2,522.00
04/06/2023	HP	00502024	100089	MCNAUGHTON-MCKAY ELECTRIC COMP		82.00
04/06/2023	HP	00502025	100043	MECHANICAL SYSTEMS SERVICES		4,121.84
04/06/2023	HP	00502026	100481	OAKLAND COMMUNITY COLLEGE		452.50
04/06/2023	HP	00502027	100380	OAKLAND SCHOOLS		269.60
04/06/2023	HP	00502028	100426	SEG WORKERS COMPENSATION FUND		41,540.00
04/06/2023	HP	00502030	100341	SULLIVANS FLEET SERV INC		2,971.68
04/14/2023	EH	00000647	100351	AIRGAS GREAT LAKES		208.10
04/14/2023	EH	00000648	100550	AMAZON CAPITAL SERVICES INC		217.76
04/14/2023	EH	00000651	100503	HEMPLE, CHARLES		80.00
04/14/2023	EH	00000652	100745	KSS ENTERPRISES		21.22
04/14/2023	EH	00000653	100445	ROCKET ENTERPRISE INC		285.00
04/14/2023	EH	00000654	100397	SCHOOL SPECIALTY	P2300271	402.30
04/14/2023	EH	00000655	100357	STAPLES BUSINESS ADVANTGE	P2300278	168.44

Hazel Park Schools
Check Register by Fund
Check Date From 4/1/2023 TO 4/30/2023

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
04/14/2023	HP 00502032	100458	ACE TRANSPORTATION		1,680.00
04/14/2023	HP 00502033	100857	AJAX TRAILERS LLC		25.90
04/14/2023	HP 00502034	100544	ASCENSION MICHIGAN EMPLOYER SOLUTIONS		138.00
04/14/2023	HP 00502035	100412	AVENTRIC TECHNOLOGIES		1,535.00
04/14/2023	HP 00502036	100317	BATTERY WAREHOUSE CO		25.46
04/14/2023	HP 00502037	100735	BURKES SPORT HAVEN		5,298.00
04/14/2023	HP 00502038	100080	CITY OF FERNDALE-WATER		355.67
04/14/2023	HP 00502039	100888	CONSTELLATION		17,338.80
04/14/2023	HP 00502040	100438	CONTRACTORS CLOTHING COMPANY		2.71
04/14/2023	HP 00502041	101059	COURAGEOUS INC		300.00
04/14/2023	HP 00502043	100109	ESCHMANN, THOMAS		75.00
04/14/2023	HP 00502044	100404	HASTINGS AUTO PARTS		22.48
04/14/2023	HP 00502045	100371	HAZEL PARK AUX POLICE		5,890.00
04/14/2023	HP 00502046	101224	HOPSKIPDRIVE INC		12,278.45
04/14/2023	HP 00502048	101170	IMPRESSIVE TILE		764.54
04/14/2023	HP 00502049	100451	J W PEPPER & SONS		50.00
04/14/2023	HP 00502050	100323	JOSTENS INC		37.20
04/14/2023	HP 00502051	100433	LAKESHORE LEARNING MATERIALS	P2300275	878.00
04/14/2023	HP 00502053	100750	MADISON PARK BOWL		2,330.00
04/14/2023	HP 00502054	100043	MECHANICAL SYSTEMS SERVICES		2,992.80
04/14/2023	HP 00502055	100447	MERIDIAN WINDS		97.00
04/14/2023	HP 00502056	100329	MICHIGAN MAINTENANCE SUPPLY		26.95
04/14/2023	HP 00502057	100589	MILLENNIUM BUSINESS SYSTEMS		415.80
04/14/2023	HP 00502058	101052	NORTHSTAR MAT SERVICE		841.00
04/14/2023	HP 00502059	100202	ORKIN LLC		16.99
04/14/2023	HP 00502061	100434	PIONEER REVERE		1,358.44
04/14/2023	HP 00502062	100585	PITNEY BOWES		132.79
04/14/2023	HP 00502063	100338	QUICK MADE SIGNS & TROPHY SALE		82.50
04/14/2023	HP 00502064	101019	SCHLECHTY CENTER		2,500.00
04/14/2023	HP 00502066	100749	SONITROL GREAT LAKES		296.64
04/14/2023	HP 00502067	100010	STATE OF MICHIGAN		698.52

Hazel Park Schools
Check Register by Fund
Check Date From 4/1/2023 TO 4/30/2023

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
04/14/2023	HP 00502068	100151	THE VARSITY SHOP INC		4,279.90
04/14/2023	HP 00502069	100255	TURNER III, JOE		350.00
04/14/2023	HP 00502070	100613	WARREN FITZGERALD HIGH SCHOOL		600.00
04/14/2023	HP 00502071	100395	WEINGARTZ SUPPLY COMPANY		654.69
04/21/2023	EH 00000656	100045	A & I ENTERPRISES		227,076.90
04/21/2023	EH 00000657	100550	AMAZON CAPITAL SERVICES INC		2,592.88
04/21/2023	EH 00000658	100319	G N E PAINT & SUPPLY		224.86
04/21/2023	EH 00000659	100292	INVEST CENTERS LLC		224,207.97
04/21/2023	EH 00000660	100430	JG POLY SALES		591.50
04/21/2023	EH 00000661	100745	KSS ENTERPRISES		8,615.55
04/21/2023	EH 00000662	100444	LIGHTING SUPPLY COMPANY		144.80
04/21/2023	EH 00000663	100241	SPINA ELECTRIC		350.00
04/21/2023	HP 00502072	100544	ASCENSION MICHIGAN EMPLOYER SOLUTIONS		78.00
04/21/2023	HP 00502073	101169	ASSET ACCEPTANCE LLC		411.66
04/21/2023	HP 00502074	100354	AUTO ZONE		64.30
04/21/2023	HP 00502075	100900	BIG TOP PARTY RENTALS		3,500.00
04/21/2023	HP 00502077	100512	CHAPT 13 TRUSTEE-TAMMY L TERRY		840.00
04/21/2023	HP 00502078	100309	CONSUMERS ENERGY		3,761.83
04/21/2023	HP 00502079	100459	CONVERGENT TECH PARTNERS		237.50
04/21/2023	HP 00502080	100609	DAVID RUSKIN		1,113.16
04/21/2023	HP 00502081	100313	DTE ENERGY		21,475.90
04/21/2023	HP 00502082	101225	DUC CORPORATION		1,848.70
04/21/2023	HP 00502083	101132	ENTECH MEDICALL STAFFING		2,045.59
04/21/2023	HP 00502084	100446	FAR THERAPEUTIC & PERFORMING ARTS		627.50
04/21/2023	HP 00502085	100455	GRAINGER		240.25
04/21/2023	HP 00502086	100404	HASTINGS AUTO PARTS		51.40
04/21/2023	HP 00502087	100488	HOME DEPOT CREDIT SERVICES		1,118.56
04/21/2023	HP 00502088	100159	MICHIGAN ASSOC OF SCHOOL BOARD		2,250.00
04/21/2023	HP 00502089	100327	MICHIGAN EDUCATION SPECIAL		482,123.39
04/21/2023	HP 00502090	100589	MILLENNIUM BUSINESS SYSTEMS		2,950.87
04/21/2023	HP 00502091	100387	MISDU		3,353.65

Hazel Park Schools
Check Register by Fund
Check Date From 4/1/2023 TO 4/30/2023

Check Date		Check#	PE ID	Vendor Name	PO#	Amount
04/21/2023	HP	00502092	101049	NATIONAL TIME & SIGNAL		485.00
04/21/2023	HP	00502094	100380	OAKLAND SCHOOLS		550.00
04/21/2023	HP	00502096	100740	SPECTRUM WIRELESS USA INC		2,262.50
04/21/2023	HP	00502098	100399	STATE OF MICHIGAN		60.00
04/21/2023	HP	00502099	101123	VALUE CARPET N MORE		5,596.50
04/21/2023	HP	00502100	100364	VIGILANTE SECURITY INC		316.00
04/21/2023	HP	00502101	101228	WALDON MIDDLE SCHOOL		100.00
				Fund 110 Total:		**1,154,022.58**
Fund: 220						
04/06/2023	EH	00000641	100550	AMAZON CAPITAL SERVICES INC		211.75
04/06/2023	HP	00502029	100515	STAFF CONNECTIONS LLC		2,596.00
04/14/2023	EH	00000648	100550	AMAZON CAPITAL SERVICES INC		122.57
04/14/2023	HP	00502060	100543	PETTY CASH		333.06
04/21/2023	EH	00000657	100550	AMAZON CAPITAL SERVICES INC		322.31
04/21/2023	HP	00502084	100446	FAR THERAPEUTIC & PERFORMING ARTS		2,252.50
04/21/2023	HP	00502090	100589	MILLENNIUM BUSINESS SYSTEMS		612.54
04/21/2023	HP	00502097	100515	STAFF CONNECTIONS LLC		5,046.00
				Fund 220 Total:		**11,496.73**
Fund: 230						
04/06/2023	EH	00000641	100550	AMAZON CAPITAL SERVICES INC		432.53
04/21/2023	EH	00000657	100550	AMAZON CAPITAL SERVICES INC		293.88
04/21/2023	HP	00502095	101226	PATRICK, JULIANNE		32.00
				Fund 230 Total:		**758.41**
Fund: 250						
04/14/2023	EH	00000650	100118	CHARTWELLS DINING SERVICES		153,055.87
04/21/2023	HP	00502090	100589	MILLENNIUM BUSINESS SYSTEMS		93.07
				Fund 250 Total:		**153,148.94**
Fund: 290						
04/06/2023	EH	00000641	100550	AMAZON CAPITAL SERVICES INC		132.93
04/14/2023	HP	00502042	101223	DETROIT LIGHT ACTION		250.00
04/14/2023	HP	00502047	100774	HOWARD MICHAELS FUNDRAISING CO		3,756.50
04/14/2023	HP	00502052	101222	LAWN & ORDER LANDSCAPING LLC		250.00

Selection:

OH_DTL.[oh_ck_dt] <= '04/30/2023' AND OH_DTL.[oh_ck_dt] >= '04/01/2023'

Hazel Park Schools
Check Register by Fund
Check Date From 4/1/2023 TO 4/30/2023

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
04/14/2023 HP	00502065	100440	SCHOLASTIC BOOK FAIRS		2,897.50
				Fund 290 Total:	**7,286.93**
Fund: 420					
04/14/2023 EH	00000649	100201	BARUZZINI CONTRACTING LLC		40,419.00
04/21/2023 EH	00000664	100087	TMP ARCHITECTURE INC		918.00
04/21/2023 HP	00502093	100461	NOVA ENVIRONMENTAL INC		10,902.50
				Fund 420 Total:	**52,239.50**
				Grand Total:	**1,378,953.09**

End of Report

Huntington Bank
Commercial Card Summary (P-Card)
For Month Ending - April 2023

Date of Trans	Card Holder	Vendor	Amount
04/30/2023	GREG RICHARDSON	DICKS SPORTING GOODS11	535.99
04/30/2023	GINA BREW	SULLIVANS FLEET SERVIC	8,258.31
04/30/2023	GINA BREW	SULLIVANS FLEET SERVIC	131.96
04/30/2023	ACCOUNTS PAYABLE	A AND G CENTRAL MUSIC	145.00
04/30/2023	THOMAS OESTRIKE	AMZN MKTP US*HM7U34CD2	53.94
04/30/2023	ACCOUNTS PAYABLE	CLEAR RATE COMMUNICATI	2,057.29
04/30/2023	GREG RICHARDSON	TONYS ACE HDWE	85.00
04/30/2023	CORRI NASTASI	AMAZON.COM*HM0NR3JH0	39.94
04/30/2023	KARLA GRAESSLEY	GFS STORE #0178	97.28
04/30/2023	TECHNOLOGY HP	APPLE.COM/US	99.00
04/30/2023	JASON ZIRNIS	HILTON	632.10
04/30/2023	BRADLEY WILKINS	DRI*ERGOTRON, INC.	106.00
04/30/2023	BRADLEY WILKINS	DRI*ERGOTRON, INC.	2,283.45
04/28/2023	HEIDI KUNZ	SAMS CLUB #6659	141.52
04/28/2023	GREG RICHARDSON	TONYS ACE HDWE	34.31
04/28/2023	KENDAL SMITH	KROGER #743	155.30
04/28/2023	KARLA GRAESSLEY	AMZN MKTP US*HM0F94LG0	18.99
04/28/2023	DEBRA DIMAS	TST* NEW YORK BAGEL -	129.70
04/28/2023	TAMMY SCHOLZ	AMZN MKTP US*HM1TE9CT0	27.30
04/28/2023	THOMAS OESTRIKE	AMZN MKTP US*HF37W8UC1	11.24
04/28/2023	KARLA GRAESSLEY	AMZN MKTP US*HF5EG87L2	26.97
04/28/2023	TAMMY SCHOLZ	AMZN MKTP US*HF5QU1SA2	46.63
04/28/2023	KARLA GRAESSLEY	AMZN MKTP US*HF01X47F2	59.96
04/27/2023	KIMBERLY HART	FAMILY DOLLAR #3742	22.00
04/27/2023	TAMMY SCHOLZ	AMAZON.COM*HF3KJ1X62	55.87
04/27/2023	TAMMY SCHOLZ	AMAZON.COM*HF6GF28Q2	4.20
04/27/2023	TAMMY SCHOLZ	SQ *PARTY PROS DETROIT	499.00
04/27/2023	JAMIE BUCZKO	A 1 FINGERPRINT	75.00
04/27/2023	TAMMY SCHOLZ	AMZN MKTP US*HF9MP9S41	8.47
04/27/2023	CORRI NASTASI	KROGER #759	105.09
04/27/2023	JAMIE BUCZKO	A 1 FINGERPRINT	75.00
04/27/2023	TAMMY SCHOLZ	AMAZON.COM*HF8V05YB0	110.00
04/27/2023	TAMMY SCHOLZ	AMZN MKTP US*HF6R49572	102.96
04/27/2023	KRISTINA HERRON	KROGER #447	50.00
04/27/2023	GREG RICHARDSON	TONYS ACE HDWE	1.98
04/27/2023	TAMMY SCHOLZ	ETSY.COM - APERSONALTO	371.21
04/26/2023	THOMAS OESTRIKE	PAYPAL *TENFOURTEEN	70.00
04/26/2023	JAMIE BUCZKO	A 1 FINGERPRINT	75.00
04/26/2023	CORRI NASTASI	BIG LOTS STORES - #011	219.78
04/26/2023	ACCOUNTS PAYABLE	SP SWIMOUTLET.COM	1,373.66
04/26/2023	THOMAS OESTRIKE	PAYPAL *TENFOURTEEN	450.00
04/26/2023	THOMAS OESTRIKE	THE HOME DEPOT #2731	161.34
04/26/2023	BRADLEY WILKINS	ALOHI * FAXPLUS	199.79
04/26/2023	GREG RICHARDSON	TONYS ACE HDWE	15.75
04/26/2023	MICHELLE KRAUSE	AWL*PEARSON EDUCATION	200.00
04/26/2023	CORRI NASTASI	TST* NEW YORK BAGEL -	129.70
04/26/2023	GREG RICHARDSON	TONYS ACE HDWE	49.38
04/25/2023	CORRIE CHANSLER	AWL*PEARSON EDUCATION	663.60
04/25/2023	ACCOUNTS PAYABLE	A AND G CENTRAL MUSIC	120.00
04/25/2023	JASON ZIRNIS	K-LOG, INC.	3,148.60
04/25/2023	TAMMY SCHOLZ	SQ *OAKLAND SCHOOLS	440.00
04/25/2023	GREG RICHARDSON	TONYS ACE HDWE	11.36
04/25/2023	BRADLEY WILKINS	BESTBUYCOM806757476222	152.38
04/25/2023	JOAN RYBINSKI	FIVE BELOW 583	371.35
04/25/2023	GREG RICHARDSON	TONYS ACE HDWE	92.66

04/25/2023	BRADLEY WILKINS	VISTAPRINT	30.66
04/24/2023	HEIDI KUNZ	SAMSCLUB #6659	(18.48)
04/23/2023	HEIDI KUNZ	THE HOME DEPOT #2731	15.98
04/23/2023	MICHELLE KRAUSE	WONDERLAND LANES	61.00
04/23/2023	GINA BREW	OAKLAND SCHOOLS	15.00
04/23/2023	JAMIE BUCZKO	AMERICAN RED CROSS	5.00
04/23/2023	MICHELLE KRAUSE	SQ *FORD HOUSE	80.00
04/23/2023	GREG RICHARDSON	TONYS ACE HDWE	37.02
04/23/2023	GREG RICHARDSON	TONYS ACE HDWE	10.43
04/23/2023	GREG RICHARDSON	TONYS ACE HDWE	33.41
04/23/2023	JAMIE BUCZKO	GRAND TRAV RESORT	189.00
04/23/2023	GREG RICHARDSON	TONYS ACE HDWE	2.00
04/23/2023	TAMMY SCHOLZ	AMZN MKTP US*HV57J6R41	5.23
04/23/2023	HEIDI KUNZ	BIG LOTS STORES - #182	59.43
04/23/2023	JAMIE BUCZKO	AMERICAN RED CROSS	10.00
04/23/2023	JAMIE BUCZKO	MI ASSOC SCH ADM	550.00
04/21/2023	HEIDI KUNZ	SAMS CLUB #6659	175.84
04/21/2023	TAMMY SCHOLZ	AMZN MKTP US*HV9O56512	36.03
04/21/2023	DEBRA DIMAS	TST* NEW YORK BAGEL -	129.70
04/21/2023	CARLA BEACH	EDDIES PIZZA	60.00
04/21/2023	GREG RICHARDSON	TONYS ACE HDWE	137.26
04/21/2023	KARLA GRAESSLEY	AMAZON.COM*HV4SX9612	234.64
04/21/2023	TAMMY SCHOLZ	AMZN MKTP US	(16.94)
04/21/2023	JAMIE BUCZKO	A 1 FINGERPRINT	75.00
04/21/2023	MEGAN PAPASIAN-BROADWELL	SPRINGHILL SUITES	1,147.44
04/20/2023	JAMIE BUCZKO	A 1 FINGERPRINT	75.00
04/20/2023	TAMMY SCHOLZ	AMZN MKTP US*HV87B1M72	12.94
04/20/2023	SHEILA OKANE	SP INSECT LORE	157.87
04/20/2023	DEBRA DIMAS	SAMSCLUB #6659	94.84
04/20/2023	GREG RICHARDSON	TONYS ACE HDWE	5.57
04/20/2023	SHEILA OKANE	AMZN MKTP US*HV9XK6VO2	37.09
04/20/2023	TAMMY SCHOLZ	AMZN MKTP US*HV7S82511	6.35
04/20/2023	JAMIE BUCZKO	A 1 FINGERPRINT	75.00
04/20/2023	TAMMY SCHOLZ	AMZN MKTP US*HV8B155M2	47.45
04/20/2023	SHEILA OKANE	GFS STORE #0178	61.53
04/20/2023	TAMMY SCHOLZ	AMZN MKTP US*HV5TM65A1	212.80
04/20/2023	JAMIE BUCZKO	A 1 FINGERPRINT	75.00
04/19/2023	HEIDI KUNZ	SOUTH TEXAS BALFOUR IN	(39.54)
04/19/2023	GREG RICHARDSON	TONYS ACE HDWE	6.04
04/19/2023	HEIDI KUNZ	SAMSCLUB #6659	50.54
04/19/2023	HEIDI KUNZ	SOUTH TEXAS BALFOUR IN	(25.67)
04/19/2023	HEIDI KUNZ	IXL SCHOOL SUBSCRIPT	359.00
04/19/2023	CORRI NASTASI	TST* NEW YORK BAGEL -	129.70
04/19/2023	KARLA GRAESSLEY	SAMSCLUB #6667	(31.44)
04/19/2023	JASON ZIRNIS	OFFICE SUPPLY HUT	6,714.69
04/19/2023	DEBRA DIMAS	PAYPAL *OTCBRANDSIN	190.63
04/19/2023	GREG RICHARDSON	TONYS ACE HDWE	129.94
04/19/2023	THOMAS OESTRIKE	BEACON ATHLETICS, LLC	367.20
04/19/2023	SHEILA OKANE	LITTLE CAESARS #174	119.80
04/19/2023	TAMMY SCHOLZ	KROGER #447	20.98
04/19/2023	GREG RICHARDSON	TONYS ACE HDWE	64.13
04/19/2023	GREG RICHARDSON	TONYS ACE HDWE	28.46
04/19/2023	TAMMY SCHOLZ	AMZN MKTP US*HV37R3ZY2	21.19
04/19/2023	TAMMY SCHOLZ	AMZN MKTP US*HV46X7HL0	29.66
04/18/2023	TAMMY SCHOLZ	AMZN MKTP US*HV10A9LA2	66.74
04/18/2023	LINDA YATES	CAROLINA BIOLOGIC SUPP	1,656.44
04/18/2023	GREG RICHARDSON	TONYS ACE HDWE	14.22
04/18/2023	TAMMY SCHOLZ	AMZN MKTP US*HV3SP4TC1	24.36
04/18/2023	GREG RICHARDSON	TONYS ACE HDWE	22.78
04/18/2023	TAMMY SCHOLZ	AMZN MKTP US*HV31J8A31	164.29
04/18/2023	TAMMY SCHOLZ	AMZN MKTP US*HV0SR5L42	45.75

04/18/2023	LINDA YATES	KROGER #447	50.00
04/18/2023	DEBRA DIMAS	AMZN MKTP US*HV6HE8JL1	54.32
04/18/2023	BRADLEY WILKINS	BESTBUYCOM806755938470	179.99
04/18/2023	GREG RICHARDSON	TONYS ACE HDWE	160.55
04/18/2023	DEBRA DIMAS	AMZN MKTP US*HV6PU7CH2	39.99
04/18/2023	BRADLEY WILKINS	BESTBUYCOM806755938470	779.99
04/18/2023	KRISTINA HERRON	EB K-12 ALLIANCE OF M	100.00
04/18/2023	ACCOUNTS PAYABLE	A AND G CENTRAL MUSIC	183.65
04/18/2023	JAMIE BUCZKO	A 1 FINGERPRINT	75.00
04/18/2023	THOMAS OESTRIKE	AMZN MKTP US*HV8SK0OA2	234.49
04/18/2023	BRADLEY WILKINS	BESTBUYCOM806755938470	129.99
04/18/2023	GREG RICHARDSON	TONYS ACE HDWE	6.44
04/17/2023	HEIDI KUNZ	MEIJER # 222	14.90
04/17/2023	HEIDI KUNZ	FAMILY DOLLAR #8239	13.00
04/17/2023	TAMMY SCHOLZ	AMZN MKTP US*HV2OE7CW1	136.81
04/17/2023	JAMIE BUCZKO	ASCD RESOURCES	30.46
04/16/2023	MEGAN PAPASIAN-BROADWELL	AMZN MKTP US*HJ5GL7WI1	509.15
04/16/2023	JAMIE BUCZKO	A 1 FINGERPRINT	75.00
04/16/2023	JAMIE BUCZKO	AMERICAN RED CROSS	15.00
04/16/2023	TAMMY SCHOLZ	TST* NEW YORK BAGEL -	85.40
04/16/2023	TAMMY SCHOLZ	AMZN MKTP US*HJ4RO3DM1	22.97
04/16/2023	LINDA YATES	ASTOUND POWERED BY RCN	834.99
04/16/2023	LINDA YATES	VERIZON BILL PAYMENT	890.81
04/16/2023	HEIDI KUNZ	PERFORMANCE HEALTH SUP	309.97
04/16/2023	GREG RICHARDSON	TONYS ACE HDWE	34.83
04/16/2023	LINDA YATES	SPECTRUM	300.00
04/16/2023	HEIDI KUNZ	AMZN MKTP US*HV1257360	184.62
04/16/2023	ACCOUNTS PAYABLE	REPUBLIC SERVICES TRAS	3,022.24
04/16/2023	JAMIE BUCZKO	AMERICAN RED CROSS	15.00
04/16/2023	JAMIE BUCZKO	AMERICAN RED CROSS	10.00
04/16/2023	BRADLEY WILKINS	MICRO CENTER #055-RETA	1,675.89
04/16/2023	JAMIE BUCZKO	AMERICAN RED CROSS	20.00
04/16/2023	JAMIE BUCZKO	AMERICAN RED CROSS	5.00
04/16/2023	ACCOUNTS PAYABLE	TMOBILE*AUTO PAY	510.12
04/16/2023	JAMIE BUCZKO	A 1 FINGERPRINT	75.00
04/16/2023	ACCOUNTS PAYABLE	REPUBLIC SERVICES TRAS	366.41
04/16/2023	JAMIE BUCZKO	AMERICAN RED CROSS	30.00
04/16/2023	JAMIE BUCZKO	A 1 FINGERPRINT	75.00
04/16/2023	JAMIE BUCZKO	AMERICAN RED CROSS	5.00
04/16/2023	DEBRA DIMAS	TST* NEW YORK BAGEL -	129.70
04/16/2023	THOMAS OESTRIKE	AMZN MKTP US*HJ5XW6DQ1	819.97
04/16/2023	KARLA GRAESSLEY	CRANBROOK INSTITUTE OF	566.00
04/16/2023	CORRI NASTASI	WAL-MART #3487	32.88
04/16/2023	SHEILA OKANE	TST* BELLACINO'S - WAR	239.52
04/16/2023	CORRI NASTASI	AMZN MKTP US*HV2C56L90	64.99
04/16/2023	SHEILA OKANE	LIBIB.COM	11.00
04/16/2023	KRISTINA HERRON	KROGER #486	71.93
04/16/2023	ACCOUNTS PAYABLE	CORRIGAN MOVING SYSTEM	369.60
04/16/2023	LINDA YATES	VERIZON BILL PAYMENT	994.25
04/14/2023	ACCOUNTS PAYABLE	ECOLAB INC	145.00
04/14/2023	KARLA GRAESSLEY	AMAZON.COM*HJ9PS3WU0	91.12
04/14/2023	ACCOUNTS PAYABLE	PROCARE SOFTWARE	358.00
04/14/2023	ACCOUNTS PAYABLE	ECOLAB INC	235.00
04/14/2023	ACCOUNTS PAYABLE	ECOLAB INC	120.00
04/14/2023	ACCOUNTS PAYABLE	ECOLAB INC	150.00
04/14/2023	ACCOUNTS PAYABLE	ECOLAB INC	75.00
04/14/2023	ACCOUNTS PAYABLE	ECOLAB INC	85.00
04/14/2023	ACCOUNTS PAYABLE	ECOLAB INC	85.00
04/14/2023	ACCOUNTS PAYABLE	ECOLAB INC	85.00
04/14/2023	ACCOUNTS PAYABLE	OAKLAND COUNTY MI	86.00
04/14/2023	ACCOUNTS PAYABLE	ECOLAB INC	98.00

04/14/2023	ACCOUNTS PAYABLE	ECOLAB INC	85.00
04/14/2023	ACCOUNTS PAYABLE	G2GCHARGE COM SERVICE	4.00
04/14/2023	JAMIE BUCZKO	AMERICAN RED CROSS	5.00
04/14/2023	GREG RICHARDSON	TONYS ACE HDWE	19.93
04/14/2023	GREG RICHARDSON	TONYS ACE HDWE	6.26
04/14/2023	GREG RICHARDSON	TONYS ACE HDWE	4.74
04/14/2023	GREG RICHARDSON	TONYS ACE HDWE	249.82
04/14/2023	MICHELLE KRAUSE	CRISIS PREVENTION INST	1,549.00
04/14/2023	JASON ZIRNIS	HERTZ TOLL 169770720	46.59
04/14/2023	LINDA YATES	VIASAT INTERNET US	249.27
04/14/2023	TAMMY SCHOLZ	KROGER #447	63.89
04/14/2023	TAMMY SCHOLZ	SAMSCLUB #6659	42.74
04/14/2023	LINDA YATES	KROGER #447	50.00
04/14/2023	HEIDI KUNZ	SAMSCLUB #6659	98.30
04/14/2023	HEIDI KUNZ	AMZN MKTP US*HJ5HL5BZ1	245.34
04/14/2023	HEIDI KUNZ	SAMS CLUB #6659	184.32
04/14/2023	HEIDI KUNZ	AMZN MKTP US*HJ6ZE15P1	897.60
04/14/2023	DEBRA DIMAS	EDDIES PIZZA	29.00
04/14/2023	THOMAS OESTRIKE	AMZN MKTP US*HJ93W1RT0	11.99
04/14/2023	THOMAS OESTRIKE	EDDIES PIZZA	64.00
04/14/2023	DEBRA DIMAS	AMAZON.COM*HJ6F77V22	104.00
04/14/2023	KARLA GRAESSLEY	KROGER #447	(25.00)
04/13/2023	KARLA GRAESSLEY	KROGER #447	25.00
04/13/2023	THOMAS OESTRIKE	BEACON ATHLETICS, LLC	2,040.00
04/13/2023	KARLA GRAESSLEY	KROGER #447	250.00
04/13/2023	KARLA GRAESSLEY	KROGER #447	50.00
04/13/2023	JAMIE BUCZKO	MASB	198.00
04/13/2023	LINDA YATES	MILANOO GLOBAL US	(165.13)
04/13/2023	GREG RICHARDSON	TONYS ACE HDWE	14.23
04/13/2023	GREG RICHARDSON	TONYS ACE HDWE	3.41
04/13/2023	GREG RICHARDSON	TONYS ACE HDWE	6.63
04/13/2023	MICHELLE KRAUSE	BOUNCING ALL AROUND	150.00
04/13/2023	LINDA YATES	MILANOO GLOBAL US	165.13
04/13/2023	MICHELLE KRAUSE	AB* ABEBOOKS.CO JSXHXB	69.78
04/12/2023	JOAN RYBINSKI	MICHIGAN REGISTRY: THE	10.00
04/12/2023	CORRI NASTASI	TST* NEW YORK BAGEL -	129.70
04/12/2023	ACCOUNTS PAYABLE	TMOBILE*AUTO PAY	2,000.00
04/12/2023	JOAN RYBINSKI	MICHIGAN REGISTRY: THE	10.00
04/12/2023	MICHELLE KRAUSE	GFS STORE #0240	90.01
04/12/2023	HEIDI KUNZ	SOUTH TEXAS BALFOUR IN	25.67
04/12/2023	GREG RICHARDSON	TONYS ACE HDWE	81.67
04/12/2023	MICHELLE KRAUSE	AB* ABEBOOKS.CO JSXHXA	44.42
04/12/2023	TAMMY SCHOLZ	SAMS CLUB #6659	101.76
04/12/2023	TAMMY SCHOLZ	SAMS CLUB #6659	96.98
04/12/2023	HEIDI KUNZ	SOUTH TEXAS BALFOUR IN	39.54
04/12/2023	JOAN RYBINSKI	MICHIGAN REGISTRY: THE	10.00
04/11/2023	CARLA BEACH	AMZN MKTP US*HS4T54IJ2	28.87
04/11/2023	THOMAS OESTRIKE	MIAAA MEMBERSHIP	187.20
04/11/2023	KARLA GRAESSLEY	SAMS CLUB #6667	134.04
04/11/2023	TECHNOLOGY HP	TONYS ACE HDWE	5.69
04/11/2023	JOAN RYBINSKI	MICHIGAN REGISTRY: THE	10.00
04/11/2023	TAMMY SCHOLZ	AMZN MKTP US*HJ5S86CR1	15.79
04/11/2023	GREG RICHARDSON	TONYS ACE HDWE	6.26
04/11/2023	GREG RICHARDSON	TONYS ACE HDWE	90.98
04/11/2023	TAMMY SCHOLZ	SAMSCLUB #6659	49.46
04/11/2023	TAMMY SCHOLZ	AMZN MKTP US*HJ5572LH1	460.30
04/11/2023	TAMMY SCHOLZ	AMZN MKTP US*HJ70344A1	10.05
04/11/2023	JAMIE BUCZKO	FAMILY DOLLAR #3742	13.20
04/10/2023	TAMMY SCHOLZ	AMZN MKTP US*HJ9HX6TF0	325.40
04/10/2023	CARLA BEACH	AMZN MKTP US*HJ2AM20A0	200.33
04/09/2023	TAMMY SCHOLZ	AMZN MKTP US*HS3H331Y2	21.18

04/09/2023	TECHNOLOGY HP	APPLE.COM/US	99.00
04/07/2023	SHEILA OKANE	AMAZON.COM*HS16P7WE0	23.20
04/07/2023	HEIDI KUNZ	SAMS CLUB #6659	127.64
04/07/2023	THOMAS OESTRIKE	AMZN MKTP US*HS5Q99G31	94.94
04/07/2023	THOMAS OESTRIKE	THE HOME DEPOT #2731	184.65
04/07/2023	SHEILA OKANE	DISCOUNTSCH 8006272829	216.67
04/07/2023	DEBRA DIMAS	TST* NEW YORK BAGEL -	129.70
04/07/2023	DEBRA DIMAS	CVS/PHARMACY #08103	5.55
04/07/2023	DEBRA DIMAS	GFS STORE #0178	67.39
04/07/2023	KRISTY SCHLAK	IDENTOGO - MI FINGERPR	64.25
04/07/2023	JOAN RYBINSKI	SCHOLASTIC BOOK FAIRS	133.89
04/07/2023	MICHELLE KRAUSE	BIO COMPANY INC	57.62
04/07/2023	LINDA YATES	SQ *HIDALGO AUTO ACCES	1,365.63
04/07/2023	TAMMY SCHOLZ	NAESP-PEAP	113.20
04/07/2023	LINDA YATES	NATL GEN INS*NPS4I	100.00
04/07/2023	LINDA YATES	NATL GEN INS*NPS4I	400.00
04/07/2023	HEIDI KUNZ	SAMSCLUB #6659	17.84
04/07/2023	CORRI NASTASI	KRISPY KREME 0333	16.42
04/06/2023	KRISTY SCHLAK	SQ *MICHIGAN FINGERPRI	85.00
04/06/2023	THOMAS OESTRIKE	EDDIES PIZZA	74.00
04/06/2023	GINA BREW	OAKLAND SCHOOLS	90.00
04/06/2023	HEIDI KUNZ	VISTAPRINT	30.20
04/06/2023	GREG RICHARDSON	TONYS ACE HDWE	25.25
04/06/2023	GREG RICHARDSON	TONYS ACE HDWE	14.80
04/06/2023	GREG RICHARDSON	TONYS ACE HDWE	80.51
04/06/2023	GINA BREW	OAKLAND SCHOOLS	15.00
04/05/2023	CORRIE CHANSLER	AWL*PEARSON EDUCATION	482.09
04/05/2023	HEIDI KUNZ	SAMSCLUB.COM	42.53
04/05/2023	CORRI NASTASI	LITTLE CAESARS #174	30.46
04/05/2023	KRISTINA HERRON	MICHIGAN COUNCIL OF TE	249.00
04/05/2023	DEBRA DIMAS	AMZN MKTP US*HY4CB3IK2	30.13
04/05/2023	JAMIE BUCZKO	HILTON	637.89
04/05/2023	KARLA GRAESSLEY	PB *CRANBROOK ED	450.00
04/05/2023	JAMIE BUCZKO	HILTON	637.89
04/05/2023	JAMIE BUCZKO	HILTON	637.89
04/05/2023	JAMIE BUCZKO	HILTON	637.89
04/05/2023	JAMIE BUCZKO	HILTON	637.89
04/05/2023	JAMIE BUCZKO	HYATT HOTELS	752.54
04/05/2023	GREG RICHARDSON	TONYS ACE HDWE	28.43
04/05/2023	JASON ZIRNIS	HERTZ	971.42
04/05/2023	CORRI NASTASI	TST* NEW YORK BAGEL -	129.70
04/04/2023	KARLA GRAESSLEY	GIRL SCOUTS OF THE USA	35.00
04/04/2023	CORRI NASTASI	SAMSCLUB #6664	(71.88)
04/04/2023	THOMAS OESTRIKE	J.W. PEPPER	132.99
04/04/2023	AMY KRUPPE	DELTA	(69.99)
04/04/2023	JASON ZIRNIS	SQ *ORANGE COUNTY CONV	21.30
04/04/2023	JASON ZIRNIS	HYATT REGENCY ORLD CC	153.26
04/04/2023	SHEILA OKANE	AMAZON.COM*HS1XZ1GU0 A	40.26
04/03/2023	JASON ZIRNIS	HYATT REGENCY ORLD CC	151.33
04/03/2023	CORRI NASTASI	AMAZON.COM*HY9AH3MK2 A	9.49
04/03/2023	JASON ZIRNIS	STK ORLANDO	829.53
04/03/2023	JASON ZIRNIS	VINCENZO CUCINA ITALIA	463.06
04/03/2023	HEIDI KUNZ	AMZN MKTP US*HY6DF6862	8.41
04/03/2023	TAMMY SCHOLZ	EDUCATION.COM	15.99
04/03/2023	TAMMY SCHOLZ	AMZN MKTP US*HY99685E2	74.36
04/03/2023	LINDA YATES	ROSETTA STONE LIMIT	2,400.00
04/03/2023	HEIDI KUNZ	AMZN MKTP US*HY31Q98T2	286.72
04/03/2023	JASON ZIRNIS	OCBCC CONV CTR PARKING	21.30
04/02/2023	CORRI NASTASI	SAMSCLUB #6664	226.60
04/02/2023	HEIDI KUNZ	GFS STORE #1907	44.78
04/02/2023	HEIDI KUNZ	GFS STORE #1907	48.47

04/02/2023	CORRI NASTASI	BARNES & NOBLE #2830	150.00
04/02/2023	CORRI NASTASI	AMZN MKTP US*HY9AR88X1	18.99
04/02/2023	CORRI NASTASI	OTC BRANDS INC	145.91
04/02/2023	CORRI NASTASI	AMAZON.COM	(25.22)
04/02/2023	CHARLES PLEINESS	CANVA* I03741-10807813	299.40
04/02/2023	GINA BREW	SULLIVANS FLEET SERVIC	920.71
04/02/2023	SHEILA OKANE	AMZN MKTP US*HY9YU35D2	162.09
04/02/2023	TECHNOLOGY HP	MICRO CENTER #055-RETA	601.92
04/02/2023	JAMIE BUCZKO	HILTON	212.63
04/02/2023	BRADLEY WILKINS	SP TFD SUPPLIES	585.00
04/02/2023	JOAN RYBINSKI	LITTLE CAESARS #174	39.19
04/02/2023	JAMIE BUCZKO	HYATT HOTELS	317.02
04/02/2023	JAMIE BUCZKO	HILTON	212.63
04/02/2023	MICHELLE KRAUSE	SQ *KONA ICE OF W. BLO	440.00
04/02/2023	CORRI NASTASI	SAMS CLUB #6664	41.94
			84,755.86

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

To: Dr. Amy Kruppe, Superintendent

From: Kristy Cales, Human Resources

Subject: Personnel Recommendations Report

Date: May 22, 2023

Please see the personnel actions as indicated on the *Hazel Park Board of Education Personnel Recommendations* report for the May 22, 2023 Board of Education regular meeting. The packet also includes supporting documentation.

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

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

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

NAME	EVENT	DATES OF EVENT	LOCATION	ESTIMATED COST
				(Includes Sub)
Ashley Bowker	Michigan at playdate	05/08/23	Washitenaw ASD	$0.00
Ashley Torres	ISTELive 23 Virtual Conference	06/25/23-06/28/23	Virtual	$295.00
Kim Forester	ISTELive 23 Virtual Conference	06/25/23-06/28/23	Virtual	$295.00
Stephanie Dulmage	Buidling a Better Investment Future	08/02/23-08/03/23	East Lansing	$395.00

HAZEL PARK SCHOOLS

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Amy Kruppe, Ed.D.
Superintendent

Ford Administration
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5200 | F: 248-544-5443
www.hazelparkschools.org

May 9, 2023

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. ADK continues to offer their support in many ways for Hazel Park Schools and our school community. 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

Rick Nagy,
President, HP Board of Education

HAZEL PARK PROMISE

Book	Policy Manual
Section	Needs Reviewed by the Board
Title	Copy of ACCOUNTING SYSTEM FOR FIXED ASSETS
Code	po7455
Status	Draft
Adopted	May 15, 2017

7455 - **ACCOUNTING SYSTEM FOR CAPITAL ~~FIXED~~ ASSETS**

The Board of Education shall maintain a capital ~~fixed~~-asset accounting system. The capital ~~fixed~~-asset system shall maintain sufficient information to permit the preparation of year-end financial statements in accordance with generally-accepted, accounting principles

The Assistant Superintendent for Business shall be responsible for the development and maintenance of the capital~~fixed~~-asset accounting system. The Assistant Superintendent for Business shall develop procedures to ensure compliance with all capital~~fixed~~-asset policies.

Capital~~Fixed~~ assets are defined as those tangible assets of the District system with a useful life in excess of five (5) years and an initial cost equal to or exceeding $5,000. Some items may be identified as "controlled" assets that, although they do not meet all fixed-asset criteria, are to be recorded on the fixed-asset system to maintain control.

Capital ~~Fixed~~ assets shall be classified as follows:

A. ~~land~~ and, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, exchange, or through a lease accounted for as financed purchase under Government Accounting Standards Board (GASB) standards or a finance lease under Financial Accounting Standards Board (FASB) standards, and

B. ~~building~~ additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital-assets that materially increase their value or useful life (not ordinary repairs and maintenance).

C. ~~improvements other than building~~

D. ~~Machinery and equipment~~

E. ~~furniture and fixtures~~

F. ~~vehicles~~

G. ~~plant (aerator)~~

H. ~~underground lines~~

I. ~~construction in progress~~

J. ~~computers shall be identified as "controlled" and shall be monitored in the fixed asset management system~~

Leased capital-~~fixed~~ assets and assets which are jointly-owned shall be identified and recorded on the capital~~fixed~~-asset system.

Capital-~~Fixed~~ assets shall be recorded at historical cost or, if that amount is not practicably determinable, at estimated historical cost. The method(s) to be used to estimate historical cost shall be established by _____.

An asset to be disposed of by sale which has a current value in excess of $5,000 shall be sold at auction.

Depreciation shall be recorded for fund fixed assets using the method(s) agreed upon by the Superintendent, and Assistant Superintendent for Business.

Accumulated depreciation shall be calculated on a straight line basis and be recorded for general capital-~~fixed~~ assets.

The following information shall be maintained for all capital-~~fixed~~ assets:

A. description

B. asset classification (land, building, equipment, etc.)

C. location

D. purchase price

E. vendor

F. date purchased

G. voucher number

H. estimated useful life

I. estimated salvage value

J. replacement cost

K. accumulated depreciation

L. method of acquisition (purchase, trade-in, lease, donated, etc.)

M. appropriation

N. manner of asset disposal

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Last Modified by Chris England on January 6, 2022

Book	Policy Manual
Section	8000 Operations
Title	Copy of FOOD SERVICES
Code	po8500
Status	
Adopted	May 15, 2017
Last Revised	November 16, 2020
Prior Revised Dates	NO CHANGES - we already have items included

8500 - **FOOD SERVICES**

The Board of Education shall provide cafeteria facilities in all school facilities where space and facilities permit, and will provide food service for the purchase and consumption of lunch for all students.

The Board shall also provide a breakfast program in accordance with procedures established by the Department of Education.

The Board does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its educational programs or activities. Students and all other members of the School District community and third parties are encouraged to promptly report incidents of unlawful discrimination and/or retaliation to a teacher, administrator, supervisor, or other District official so that the Board may address the conduct. See Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity.

The food-service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages, including but not limited to the current USDA's school meal pattern requirements for Americans and the USDA Smart Snacks in School nutrition standards, as well as to the fiscal management of the program. In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

Substitutions

If determined appropriate by a student's Section 504 team, substitutions to the standard meal requirements shall be made, at no additional charge, for students for whom a healthcare provider who has prescriptive authority in the State of Michigan has provided medical certification that the student has a disability which restricts his/her diet, in accordance with the criteria set forth in 7 CFR 15(b). To qualify for such substitutions the medical certification must identify:

A. the student's disability and the major life activity affected by the disability;

B. an explanation of why the disability affects the students diet; and

C. the food(s) to be omitted from the student's diet, and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

If determined appropriate by a team of qualified individuals including, but not limited to, the Principal, parent, Director of Food Services and LEA Representative, substitutions to the standard meal requirements may be made, at no additional charge, for a student who is not a "disabled person" but has a signed statement from a qualified medical authority that the student cannot consume certain food items due to medical or other special dietary needs. To qualify for such consideration and substitutions the medical statement must identify:

A. the medical or dietary need that restricts the student's diet; and

B. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted.

For non-disabled students who need a nutritional equivalent milk substitute, only a signed request by a parent or guardian is required.

Lunches sold by the school may be purchased by students and staff members and community residents in accordance with the administrative guidelines established by the Superintendent.

In the District, all students District-side have ability to receive breakfast and lunch at no cost. A la carte items and second entrée meals sold in the District must be purchased with cash or by using money that has been added to a student's account. Therefore, charging to student accounts in any of the schools within the District is not allowed.

There is no charging to student accounts in the District at any of the grade levels. A student's account balance at the end of the school year should not show a negative balance. Students receive breakfast and lunch at no cost and are not allowed to charge anything to their accounts. They must have adequate funds on their account or pay cash for any a la carte items or second entrées.

The operation and supervision of the food-service program shall be the responsibility of the Superintendent. Food services shall be operated on a self-supporting basis with revenue from students, staff, Federal reimbursement, and surplus food. The Board shall assist the program by furnishing available space, initial major equipment, and utensils. Maintenance and replacement of equipment is the responsibility of the program.

A periodic review of the food-service accounts shall be made by the Superintendent. Any surplus funds from the National School Lunch Program shall be used to reduce the cost of the service to students or to purchase cafeteria equipment. Surplus funds from a-la-carte foods purchased using funds from the nonprofit food service account must accrue to the nonprofit food service account.

Bad debt incurred through the inability to collect lunch payment from students is not an allowable cost chargeable to any Federal program. Any related collection cost, including legal cost, arising from such bad debt after they have been determined to be uncollectable are also unallowable.

Bad debt is uncollectable/delinquent debt that has been determined to be uncollectable by the end of the school year in which the debt was incurred. If the uncollectable/delinquent debt cannot be recovered by the School Meals Program in the year when the debt was incurred, then this is classified as bad debt. Once classified as bad debt, non-Federal funding sources must reimburse the NSFSA for the total amount of the bad debt. The funds may come from the district general fund, State or local funding, school or community organizations such as the PTA, or any other non-federal source. Once the uncollectable/delinquent debt charges are converted to bad debt, records relating to those charges must be maintained in accordance with the record retention requirements in 7 CFR 210.9(b) (17) and 7 CFR 210.15(b).

The Superintendent is authorized to develop and implement an administrative guideline regarding meal charge procedures. This guideline will provide consistent directions for students who are eligible for reduced price or paid meals but do not have funds in their account or in hand to cover the cost of their meal at the time of service.

This guideline shall be provided in writing to all households at the start of each school year and to households transferring to the school or School District during the school year.

With regard to the operation of the school food service program, the Superintendent shall require:

A. the maintenance of sanitary, neat premises free from fire and health hazards;

B. the preparation of food that complies with Federal food safety regulations;

C. the planning and execution of menus in compliance with USDA requirements;

D. the purchase of foods and supplies in accordance with State and Federal law, USDA regulations, and Board policy (See Policy 1130, Policy 3110, and Policy 4110);

E. complying with food holds and recalls in accordance with USDA regulations;

F. the accounting and disposition of food-service funds pursuant to Federal and State law and USDA regulations;

G. the safekeeping and storage of food and food equipment pursuant to State and Federal law and USDA regulations;

H. the regular maintenance and replacement of equipment;

I. all District employees whose salaries are paid for with USDA funds or non-federal funds used to meet a match or cost share requirement must comply with the District's time and effort record-keeping policy (See Policy 6116).

The District shall serve only nutritious food as determined by the Food Service Department in compliance with the current USDA Nutrition Standards for the National School Lunch and School Breakfast Programs and the USDA Smart Snacks in School nutrition guidelines. Foods and beverages unassociated with the food-service program must comply with the current USDA Nutrition Standards for the National School Lunch and School Breakfast Programs and the USDA Smart Snacks in School nutrition guidelines, and may be vended in accordance with Board Policy 8540.

The Superintendent will require that the food service program serve foods in District schools that are wholesome and nutritious and reinforce the concepts taught in the classroom.

Revised 1/8/18

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Legal

Healthy, Hunger-Free Kids Act of 2010 and Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.

Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.

M.C.L. 380.1272, 1272a, 1272d et seq.

7 C.F.R. Parts 15b, 127, 210, 215, 220, 225, 226, 240, 245, 3015

42 U.S.C. 1758, 1760

OMB Circular No. A-87 USDA Smart Snacks in School Food Guidelines (effective July 1, 2014)

SP 32-2015 Statements Supporting Accommodations for Children with Disabilities in the Child Nutrition Programs

Book	Policy Manual
Section	6000 Finances
Title	PROCUREMENT - FEDERAL GRANTS/FUNDS
Code	po6325
Status	Approved, ready for Neola
Adopted	May 15, 2017
Last Revised	May 17, 2021

6325 - **PROCUREMENT – FEDERAL GRANTS/FUNDS**

Procurement of all supplies, materials, equipment, and services paid for from Federal funds or District matching funds shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of the Federal grant, Board of Education policies, and administrative procedures.

The Superintendent shall have and use a procurement and contract administration system in accordance with the USDOE requirements (2 C.F.R. 200.317-.326), including affirmative steps for small and minority businesses and women's business enterprises, for the administration and management of Federal grants and Federally-funded programs. The District shall maintain oversight that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions shall conform to the provisions of the District's documented general purchasing Policy 6320 and AG 6320A.

All Federally-funded contracts in excess of $2,000 related to construction, alteration, repairs, painting, decorating, etc. must comply with Davis-Bacon prevailing wage requirements.

All District employees, officers, and agents who have purchasing authority shall abide by the standards of conduct covering conflicts of interest and governing the actions of its employees, officers, and agents engaged in the selection, award, and administration of contracts as established in Policy 1130, Policy 3110, and Policy 4110 – Conflict of Interest.

The District will avoid acquisition of unnecessary or duplicative items. Additionally, consideration shall be given to consolidating or breaking out procurements to obtain a more economical purchase and, where appropriate, an analysis shall be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. These considerations are given as part of the process to determine the allowability of each purchase made with Federal funds.

To foster greater economy and efficiency, the District may enter into State and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

Competition

All procurement transactions for the acquisition of property or services required under a Federal award paid for from Federal funds or District matching funds shall be conducted in a manner that encourages full and open competition and that is in accordance with good administrative practice and sound business judgment. In order to promote objective contractor performance and eliminate unfair competitive advantage, the District shall exclude any contractor that has developed or drafted specifications, requirements, statements of work, or invitations for bids or requests for proposals from competition for such procurements.

Some of the situations considered to be restrictive of competition include, but are not limited to, the following:

A. unreasonable requirements on firms in order for them to qualify to do business;

B. unnecessary experience and excessive bonding requirements;

C. noncompetitive pricing practices between firms or between affiliated companies;

D. noncompetitive contracts to consultants that are on retainer contracts;

E. organizational conflicts of interest;

F. specification of only a "brand name" product instead of allowing for an "or equal" product to be offered and describing the performance or other relevant requirements of the procurement; and

G. any arbitrary action in the procurement process.

Further, the District does not use statutorily or administratively imposed State, local, or tribal geographical preferences in the evaluation of bids or proposals, unless 1) an applicable Federal statute expressly mandates or encourages a geographic preference; or 2) the District is contracting for architectural and engineering services, in which case geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

To the extent that the District uses a pre-qualified list of persons, firms, or products to acquire goods and services that are subject to this policy, the pre-qualified list includes enough qualified sources as to ensure maximum open and free competition. The District allows vendors to apply for consideration to be placed on the list yearly_____ **[insert frequency. see Drafting Note].**

[Drafting Note: The District shall allow vendors not on the pre-qualified list to apply for placement on the list periodically. The District may determine how frequently the pre-qualified list becomes open for new vendors or whether it is open continuously.]

The District shall require that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to provide maximum open and free competition. The District shall not preclude potential bidders from qualifying during the solicitation period.

Solicitation Language (Purchasing Procedures)

The District shall have written procurement procedures that require that all solicitations made pursuant to this policy incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material and/or product or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it shall conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which shall be met by offers shall be clearly stated; and identify all requirements which the offerors shall fulfill and all other factors to be used in evaluating bids or proposals.

The Board will not approve any expenditure for an unauthorized purchase or contract.

Procurement Methods

The District shall have and use documented procedures, consistent with the standards described above for the following methods of procurement:

A. Informal Procurement Methods

When the value of the procurement for property or services under a Federal award does not exceed the simplified acquisition threshold, or a lower threshold established by the State, formal procurement methods are not required. The District may use informal procurement methods to expedite the completion of its transactions and minimize the associated administrative burden and cost. The informal methods used for procurement of property or services at or below the simplified acquisition threshold include:

1. Micro-Purchases

Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed $6000——— **[not to exceed $10,000]**. To the maximum extent practicable, the District should distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be made without soliciting competitive quotations if the Superintendent considers the price to be reasonable based on research, experience, purchase history, or other relevant information, and documents are filed accordingly. The District shall maintain evidence of this reasonableness in the records of all purchases made by this method.

[X-] Unless otherwise defined by State or local law, Districts are responsible for determining and documenting an appropriate micro-purchase threshold based on internal controls, an evaluation of the risk, and its documented procurement procedures. The micro-purchase threshold used by the District shall be authorized or not prohibited under State, local, or tribal laws or regulations. A District which is qualified as a low-risk auditee for the most recent audit (C.F.R. 200.520) may increase the micro-purchase threshold up to ~~$25,288~~$10,000———. An eligible District may self-certify the micro-purchase threshold on an annual basis ~~(not to exceed $25,288)~~after completing the annual internal institutional risk assessment to identify, mitigate, and manage financial risks. The self-certification, in accordance with C.F.R. 200.334, must include a justification, clear identification of the threshold, and supporting documentation of the qualifications listed above. **[DRAFTING NOTE: The Federal regulation allows for a $50,000 threshold, however, the Revised School Code provides for a lower amount ($26,046 for the 2021-22 year~~$25,288 for the 2020-21 year~~). While this authority is allowed for an entity qualified as a low-risk auditee, Neola does not suggest its use due to the complexity and subjectivity of the mechanism.]**

2. Small Purchases

Small purchases include the acquisition of property or services, the aggregate dollar amount of which is higher than the micro-purchase threshold but does not exceed the simplified acquisition threshold of $6000———. Small purchase procedures require that price or rate quotations shall be obtained from **(3)** three——— ~~( ) an adequate number of [END OF OPTION]~~ qualified sources. **[Drafting Note: 1. The competitive threshold for the ~~2020-21~~2021-22 year is $26,046, effective October 7, 2021.~~25,288, effective October 8, 2020.~~ 2. Unless the pass-through entity or State law defines the number of quotes required, the District may define in policy how many quotations are adequate. The number must be greater than one (1).]**

Districts are responsible for determining an appropriate simplified acquisition threshold based on internal controls, an evaluation of risk, and its documented procurement procedures which must not exceed the threshold established in the Federal Acquisition Regulations (FAR). When applicable, a lower simplified acquisition threshold used by the non-Federal entity must be authorized or not prohibited under State, local, or tribal laws or regulations.

B. Formal Procurement Methods

When the value of the procurement for property or services under a Federal award exceeds the simplified acquisition

threshold, or a lower threshold established by the State, formal procurement methods are required. Formal procurement methods require following documented procedures. Formal procurement methods also require public advertising unless a non-competitive procurement method can be used in accordance with the standards on competition in C.F.R. 200.319 or non-competitive procurement. The formal methods of procurement are:

1. **Sealed Bids**

Sealed, competitive bids shall be obtained when the purchase of, and contract for, single items of supplies, materials, or equipment which amounts to more than the amount allowed by Michigan statute and when the Board determines to build, repair, enlarge, improve, or demolish a school building/facility the cost of which will exceed the amount allowed by Michigan statute. **[DRAFTING NOTE: The fiscal year 2021-22~~2020-21~~ base pertaining to construction, renovation, repair, or remodeling and the base pertaining to procurement of supplies, materials, and equipment is $26,046, effective October 7, 2021~~25,288, effective October 8, 2020~~.]**

In order for sealed bidding to be feasible, the following conditions shall be present:

a. a complete, adequate, and realistic specification or purchase description is available;

b. two (2) or more responsible bidders are willing and able to compete effectively for the business; and

c. the procurement lends itself to a firm, fixed-price contract and the selection of the successful bidder can be made principally on the basis of price.

When sealed bids are used, the following requirements apply:

a. Bids shall be solicited in accordance with the provisions of State law and Policy 6320. Bids shall be solicited from **(3-)** three~~_____~~ **( )** an adequate number of **[END OF OPTION]** qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid shall be publicly advertised.

b. The invitation for bids will include product/contract specifications and pertinent attachments and shall define the items and/or services required in order for the bidder to properly respond.

c. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.

d. A firm, fixed-price contract award will be made in writing to the lowest responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs shall be considered in determining which bid is lowest. Payment discounts may only be used to determine the low bid when prior experience indicates that such discounts are usually taken.

e. The Board reserves the right to reject any or all bids for sound documented reason.

2. **Proposals**

Procurement by proposals is a method in which either a fixed-price or cost-reimbursement type contract is awarded. Proposals are generally used when conditions are not appropriate for the use of sealed bids or in the case of a recognized exception to the sealed bid method. **[Drafting Note: Like sealed bids, Federal law does not require a competitive proposal unless the procurement is for over $250,000. The State/District may set a lower threshold for sealed bids and competitive proposals. Michigan law stipulates a threshold for which sealed bids are required. The competitive threshold for the 2021-22~~2020-21~~ year is $26,046, effective October 7, 2021~~25,288, effective October 8, 2020~~. (See Policy 6320.)]**

If this method is used, the following requirements apply:

a. Requests for proposals shall be publicized and identify all evaluation factors and their relative importance. Any response to the publicized requests for proposals shall be considered to the maximum extent practical.

b. Proposals shall be solicited from **(3-)** three——— **( )** an adequate number of **[END OF OPTION]** sources.

c. The District shall use its written method for conducting technical evaluations of the proposals received and for selecting recipients.

d. Contracts shall be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in the procurement of A/E professional services. It cannot be used to purchase other types of services, though A/E that firms are a potential source to perform the proposed effort.

3. **Noncompetitive Procurement**

Procurement by noncompetitive proposals allows for solicitation of a proposal from only one (1) source and may be used only when one (1) or more of the following circumstances apply:

a. micro-purchases

b. the item is available only from a single source

c. the public exigency or emergency for the requirement will not permit a delay resulting from publicizing a competitive solicitation

d. the Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District

e. after solicitation of a number of sources, competition is determined to be inadequate

Domestic Preference for Procurement

As appropriate and to the extent consistent with law, the District shall, to the extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States. Such requirements shall be included in all subawards including all contracts and purchase orders for work or products under the Federal award.

Contract/Price Analysis

The District shall perform a cost or price analysis in connection with every procurement action in excess of $250,000, including contract modifications. A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis are dependent on the facts surrounding the particular procurement situation; however, the District shall come to an independent estimate prior to receiving bids or proposals.

When performing a cost analysis, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

Time and Materials Contracts

The District uses a time and materials type contract only 1) after a determination that no other contract is suitable, and 2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to the District is the sum of the actual costs of materials and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, the District sets a ceiling price for each contract that the contractor exceeds at its own risk. Further, the District shall assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

Suspension and Debarment

The District will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. All purchasing decisions shall be made in the best interests of the District and shall seek to obtain the maximum value for each dollar expended. When making a purchasing decision, the District shall consider such factors as 1) contractor integrity; 2) compliance with public policy; 3) record of past performance; and 4) financial and technical resources.

The Superintendent shall have the authority to suspend or debar a person/corporation, for cause, from consideration or award of further contracts. The District is subject to and shall abide by the nonprocurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 C.F.R. Part 180.

Suspension is an action taken by the District that immediately prohibits a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 C.F.R. Chapter 1) for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue. A person so excluded is suspended. (2 C.F.R. Part 180 Subpart G)

Debarment is an action taken by the Superintendent to exclude a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 C.F.R. Chapter 1). A person so excluded is debarred. (2 C.F.R. Part 180 Subpart H)

The District shall not subcontract with or award subgrants to any person or company who is debarred or suspended. For contracts over $25,000, the District shall confirm that the vendor is not debarred or suspended by either checking the Federal government's System for Award Management, which maintains a list of such debarred or suspended vendors, at www.sam.gov; collecting a certification from the vendor; or adding a clause or condition to the covered transaction with that vendor. (2 C.F.R. Part 180 Subpart C)

Bid Protest

The District maintains the following protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency.

A bidder who wishes to file a bid protest shall file such notice and follow procedures prescribed by the Request For Proposals (RFPs) or the individual bid specifications package for resolution. Bid protests shall be filed, in writing, with the Superintendent within seventy-two (72) hours of the opening of the bids in protest.

Within five (5) days of receipt of a protest, the Superintendent shall review the protest as submitted and render a decision regarding the merits of the protest and any impact on the acceptance and rejection of bids submitted. Notice of the filing of a bid protest shall be communicated to the Board and shall be so noted in any subsequent recommendation for the acceptance of bids and awarding of contracts.

Failure to file a notice of intent to protest, or failure to file a formal written protest within the time prescribed, shall constitute a waiver of proceedings.

Maintenance of Procurement Records

The District shall maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price (including a cost or price analysis).

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Legal	2 C.F.R. 200.317-.326; Appendix II to Part 200
	2 C.F.R. 200.520

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Book	Policy Manual
Section	6000 Finances
Title	COST PRINCIPLES - SPENDING FEDERAL FUNDS
Code	po6114
Status	Approved, ready for Neola
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6114 - **COST PRINCIPLES - SPENDING FEDERAL FUNDS**

The Superintendent is responsible for the efficient and effective administration of grant funds through the application of sound management practices. Such funds shall be administered in a manner consistent with all applicable Federal, State, and local laws, the associated agreements/assurances, program objectives, and the specific terms and conditions of the grant award.

Cost Principles

Except where otherwise authorized by statute, costs shall meet the following general criteria in order to be allowable under Federal awards:

A. Be necessary and reasonable for proper and efficient performance and administration of the Federal award and be allocable thereto under these principles.

   To determine whether a cost is reasonable, consideration shall be given to:

   1. whether a cost is a type generally recognized as ordinary and necessary for the operation of the District or the proper and efficient performance of the Federal award;

   2. the restraints or requirements imposed by such factors as sound business practices, arm's length bargaining, Federal, State, local, tribal, and other laws and regulations;

   3. market prices for comparable goods or services for the geographic area;

   4. whether the individuals concerned acted with prudence in the circumstances considering their responsibilities; and

   5. whether the cost represents any significant deviation from the established practices or Board of Education policy which may unjustifiably increase the expense.

   While Federal regulations do not provide specific descriptions of what satisfies the "necessary" element beyond its inclusion in the reasonableness analysis above, whether a cost is necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the District can demonstrate that the cost addresses an existing need, and can prove it.

When determining whether a cost is necessary, consideration may be given to whether:

1. the cost is needed for the proper and efficient performance of the grant program;

2. the cost is identified in the approved budget or application;

3. there is an educational benefit associated with the cost;

4. the cost aligns with identified needs based on results and findings from a needs assessment;

5. the cost addresses program goals and objectives and is based on program data.

A cost is allocable to the Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the relative benefit received. This standard is met if the cost: is incurred specifically for the Federal award; benefits both the Federal award and other work of the District and can be distributed in proportions that may be approximated using reasonable methods; and is necessary to the overall operation of the District and is assignable to the Federal award in accordance with cost principles mentioned here.

B. Conform to any limitations or exclusions set forth in the cost principles in Part 200 or in the terms and conditions of the Federal award, including prohibitions regarding costs incurred for telecommunications and video surveillance services or equipment.

C. Be consistent with policies and procedures that apply uniformly to both Federally-financed and other activities of the District.

D. Be accorded consistent treatment. A cost cannot be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to a Federal award as an indirect cost under another award.

E. Be determined in accordance with generally accepted accounting principles.

F. Be representative of actual cost, net of all applicable credits or offsets.

The term "applicable credits" refers to those receipts or reductions of expenditures that operate to offset or reduce expense items allocable to the Federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the State relating to the Federal award, they shall be credited to the Federal award, either as a cost reduction or a cash refund, as appropriate.

G. Be not included as a match or cost-share, unless the specific Federal program authorizes Federal costs to be treated as such.

H. Be adequately documented:

1. in the case of personal services, the Superintendent shall implement a system for District personnel to account for time and efforts expended on grant-funded programs to assure that only permissible personnel expenses are allocated;

2. in the case of other costs, all receipts and other invoice materials shall be retained, along with any documentation identifying the need and purpose for such expenditure if not otherwise clear.

I. Be incurred during the approved budget period.

The budget period means the time interval from the start date of a funded portion of an award to the end date of that funded portion during which recipients are authorized to carry out authorized work and expend the funds awarded, including any

funds carried forward or other revisions pursuant to the law. Prior written approval from the Federal awarding agency or State pass-through entity may be required to carry forward unobligated balances to subsequent budget periods unless waived.

Selected Items of Cost

The District shall follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E when charging these specific expenditures to a Federal grant. When applicable, District staff shall check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, District, and program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those rules as well.

The following rules of allowability must apply to equipment and other capital expenditures:

A. Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with the prior written approval of the Federal awarding agency or pass-through entity.

B. Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of $5,000 or more have the prior written approval of the Federal awarding agency or pass-through entity.

C. Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life are unallowable as a direct cost except with the prior written approval of the Federal awarding agency or pass-through entity.

D. All Federally-funded contracts in excess of $2,000 related to construction, alterations, repairs, painting, decorating, etc. must comply with Davis-Bacon prevailing wage requirements.

E. Allowability of depreciation on buildings, capital improvements, and equipment shall be in accordance with 2 C.F.R. 200.436 and 2 C.F.R. 200.465.

F. When approved as a direct cost by the Federal awarding agency or pass-through entity under Sections A-C, capital expenditures will be charged in the period in which the expenditure is incurred or as otherwise determined appropriate and negotiated with the Federal awarding agency.

G. If the District is instructed by the Federal awarding agency to otherwise dispose of or transfer the equipment, the costs of such disposal or transfer are allowable.

Cost Compliance

The Superintendent shall require that grant program funds are expended and are accounted for consistent with the requirements of the specific program and as identified in the grant application. Compliance monitoring includes accounting for direct or indirect costs and reporting them as permitted or required by each grant. Costs incurred for the same purpose in like circumstances shall be treated consistently as either direct or indirect costs, but may not be double charged or inconsistently charged as both.

Determining Whether a Cost is Direct or Indirect:

A. Direct costs are those costs that can be identified specifically with a particular final cost objective, such as a Federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

These costs may include: salaries and fringe benefits of employees working directly on a grant-funded project; purchased services contracted for performance under the grant; travel of employees working directly on a grant-funded project; materials, supplies, and equipment purchased for use on a specific grant; program evaluation costs or other institutional

service operations; and infrastructure costs directly attributable to the program (such as long-distance telephone calls specific to the program, etc.). Direct costs may also include capital expenditures if approved by the Federal awarding agency or pass-through entity, as well as capital expenditures for special purpose equipment with a unit cost of less than $5,000.

B. Indirect costs are those that have been incurred for a common or joint purpose benefitting more than one (1) cost objective and not readily assignable to the cost objectives specifically benefitted without effort disproportionate to the results achieved. Costs incurred for the same purpose in like circumstances shall be treated consistently as either direct or indirect costs.

   These costs may include: general data processing, human resources, utility costs, maintenance, accounting, etc.

   Federal education programs with supplement, not supplant, provisions must use a restricted indirect cost rate. In a restricted rate, indirect costs are limited to general management costs. General management costs do not include divisional administration that is limited to one (1) component of the District, the governing body of the District, compensation of the Superintendent, compensation of the chief executive officer of any component of the District, and operation of the immediate offices of these officers.

   The salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if all of the following conditions are met:

   1. Administrative or clerical services are integral to a project or activity.
   2. Individuals involved can be specifically identified with the project or activity.
   3. Such costs are explicitly included in the budget or have the prior written approval of the Federal awarding agency.
   4. The costs are not also recovered as indirect costs.

Where a Federal program has a specific cap on the percentage of administrative costs that may be charged to a grant, that cap shall include all direct administrative charges as well as any recovered indirect charges.

Effort should be given to identify costs as direct costs whenever practical, but allocation of indirect costs may be used where not prohibited and where indirect cost allocation is approved ahead of time by the Michigan Department of Education (MDE) or the pass-through entity (Federal funds subject to 2 C.F.R. Part 200 pertaining to determining indirect cost allocation).

Equipment and other capital expenditures are unallowable as indirect costs.

Timely Obligation of Funds

Financial obligations are orders placed for property and services, contracts and subawards made, and similar transactions that require payment. This term is used when referencing a recipient's or subrecipient's use of funds under a Federal award.

The following list illustrates when funds are determined to be obligated under the U.S. Department of Education ("USDOE") regulations:

If the obligation is for:

A. Acquisition of property - on the date which the District makes a binding written commitment to acquire the property.

B. Personal services by an employee of the District - when the services are performed.

C. Personal services by a contractor who is not an employee of the District - on the date which the District makes a binding written commitment to obtain the services.

D. Performance of work other than personal services - on the date when the District makes a binding written commitment to obtain the work.

E. Public utility services - when the District receives the services.

F. Travel - when the travel is taken.

G. Rental of property - when the District uses the property.

H. A pre-agreement cost that was properly approved by the Secretary (USDOE) under the cost principles in 2 C.F.R. Part 200, Subpart E - Cost Principles - on the first day of the project period.

Period of Performance

All financial obligations must occur during the period of performance. Period of performance means the total estimated time interval between the start of an initial Federal award when the District is permitted to carry out the work authorized by the grant and the planned end date. The period of performance may include one (1) or more funded portions or budget periods. The period of performance is dictated by statute and will be indicated in the grant award notification ("GAN"). As a general rule, State-administered Federal funds are available for obligation within the year that Congress appropriates the funds for. However, given the unique nature of educational institutions, for many Federal education grants, the period of performance is twenty-seven (27) months. This maximum period includes a fifteen (15) month period of initial availability, plus a twelve (12) month period for carryover. For direct grants, the period of performance is generally identified in the GAN.

In the case of a State-administered grant, financial obligations under a grant may not be made until the application is approved or is in substantially approvable form, whichever is later. In the case of a direct grant, a grantee may use grant funds only for obligations it makes during the grant period unless an agreement exists with the awarding agency or the pass-through entity (e.g., MDE) to reimburse for pre-approval expenses.

If a Federal awarding agency or pass-through entity approves an extension, or if the District extends under C.F.R. 200.308(e)(2), the Period of Performance will be amended to end at the completion of the extension. If a termination occurs, the Period of Performance will be amended to end upon the effective date of termination. If a renewal is issued, a distinct Period of Performance will begin.

For both State-administered and direct grants, regardless of the period of availability, the District shall liquidate all financial obligations incurred under the award not later than ninety (90) days after the end of the funding period unless an extension is authorized. Any funds not obligated within the period of performance or liquidated within the appropriate timeframe are said to lapse and shall be returned to the awarding agency. Consequently, the District shall closely monitor grant spending throughout the grant cycle.

2 C.F.R. 200.216

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Legal	2 C.F.R. 200.216, 200.344(b), 200.403-.407, 200.413(a)-(c), 200.430(a), 200.431(a), 200.439(b)(2), 200.458
	2 C.F.R. 200.474(b)
	34 C.F.R. 76.707-.708(a), 75.703

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Book	Policy Manual
Section	6000 Finances
Title	GRANT FUNDS
Code	po6110
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Adopted	May 15, 2017

6110 - **GRANT FUNDS**

It is the objective of the Board of Education to provide equal educational opportunities for all students within the District. Government agencies, as well as foundations, businesses, and individuals, periodically offer both human and material resources to the District that would benefit students and the educational program. Therefore, it is the intent of the Board to consider grant proposals and applications for their potential to enhance educational opportunities, the educational environment, and the physical and mental growth for each student.

The Superintendent shall review new Federal education legislation and prepare proposals for programs s/he deems would be of aid to the students of this District. The Superintendent shall approve each such proposal prior to its submission, and the Board shall approve all grants resulting from such proposals.

The Board regards available Federal funds of aid to local school districts and communities as a public trust. It forbids the use of Federal monies for partisan political activities and for any use that would not be in accordance with Federal regulations and guidelines.

No Federal funds received by the District shall be used (1) to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; (2) to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; (3) to provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or (4) to operate a program of contraceptive distribution in schools.

Grant Proposal Development

A. All grant proposals must support at least one (1) District goal or priority.

B. For projects where grant funds will not cover the entire cost of project implementation, additional fund sources must be identified, documented, and approved during the internal review process.

Grant Proposal Internal Review

A. Each grant proposal shall be reviewed and approved by the Superintendent prior to submission to the funding source.

B. **(X-)** The Superintendent shall present the following proposals to the Board for approval:

1. **(X-)** Government-funded proposals, regardless of the amount;

2. **(X-)** Proposals with budgets exceeding $1000——.00; or

3. **(X-)** Multi-school or District-wide proposals.

Grant Administration

A. The administration of grants will adhere to all applicable Federal, State, local, and grantor rules and regulations, including the terms and conditions of the Federal awards, as well as District policies and administrative guidelines.

B. The Superintendent is responsible for the efficient and effective administration of grant awards through the application of sound management practices.

C. The Superintendent is responsible for administering grant funds in a manner consistent with underlying agreements, applicable statutes, regulations, and objectives, and the terms and conditions of the grant award.

D. The District, in recognition of its unique combination of staff, facilities, and experience, shall employ internal controls, including the organizational and management strategies necessary to assure proper and efficient administration of grant awards.

E. All Federal funds received by the District will be used in accordance with the applicable Federal law and regulations and the terms and conditions of the Federal award. The Superintendent shall require that each draw of Federal monies be aligned with the District's payment process (whether reimbursement, cash advance, or a combination). If funds are permitted to be drawn in advance, all draws will be as close as administratively feasible to the related program expenditures and that, when restricted, such monies are used to supplement programs and funding and not to supplant or replace existing programming or current funding.

Maintenance of Effort (MOE) and Maintenance of Equity (MOEquity) requirements of the Federal program will be met in accordance with the requirements of the specific funded program. The District shall maintain appropriate documentation and records to substantiate compliance or to justify allowable exceptions, exemptions, or waivers.

F. **(X-)** The Superintendent is authorized to sign related documents for grant administration, including documents required for submittal of grant proposals.

G. **(X-)** Written amendments requiring the Superintendent's signature shall be presented to the Board for approval.

H. **(X-)** Employee positions established through the use of grant funding shall terminate if and when the related grant funding ceases.

I. **(X-)** Program reports including but not limited to audit, site visits, and final reports shall be submitted to the Superintendent for review and distribution to the Board and other appropriate parties.

Financial Management

The financial management of grant funds shall be in compliance with all applicable Federal, State, local, and grantor rules, regulations, and assurances as well as District policies and administrative guidelines.

The District shall provide for the following:

A. Identification, in District accounts, of all grant awards received and expended and the programs under which they were received. For Federal programs and awards, identification shall include the Catalog of Federal Domestic Assistance (CFDA) title and number, Federal award identification number and year, name of the Federal agency, and name of the pass-through entity, as applicable.

B. Accurate, current, and complete disclosure of the financial results of each Federal award or program in accordance with the reporting requirements of the grant.

C. Records that adequately identify the source and application of funds provided for Federally-funded activities. These records must contain information pertaining to Federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income, and interest and be supported by source documentation.

D. Effective control over, and accountability for, all funds, property, and other assets. The District must adequately safeguard all assets and assure that they are used solely for authorized purposes.

Further, the District must:

1. establish and maintain effective internal control over the Federal award that provides reasonable assurance that the District is managing the Federal award in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award;

2. comply with Federal statutes, regulations, and the terms and conditions of the Federal award;

3. evaluate and monitor the District's compliance with statutes, regulations, and the terms and conditions of the Federal award;

4. take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings;

5. take reasonable measures to safeguard protected personally identifiable information and other information the Federal awarding agency or pass-through entity designates as sensitive consistent with applicable Federal, State, local, and tribal laws regarding privacy and obligations of confidentiality.

E. Comparison of expenditures with budget amounts for each Federal award.

F. Recordkeeping and written procedures to the extent required by Federal, State, local, and grantor rules and regulations pertaining to the grant award and accountability including, but not limited to, the following areas:

1. cash management

2. allowability

3. conflict of interest

4. procurement

5. equipment management

6. conducting technical evaluations of proposals and selecting recipients

7. compensation and fringe benefits

8. travel

G. Disclosure of any potential conflict of interest and all mandatory violation disclosures potentially affecting the Federal award/grant to the Federal awarding agency or pass-through agency in accordance with applicable Federal policy.

H. Insurance coverage for real property and equipment, if applicable, equivalent to such property owned by the District.

Program Income

Program income means gross income earned by a grant recipient that is directly generated by a supported activity or earned as a result of the Federal award during the grant's period of performance.

It includes, but is not limited to, income from fees for services performed, the use or rental of real or personal property acquired under Federal awards, the sale of commodities or items fabricated under a Federal award, license fees and royalties on patents and copyrights, and principal and interest on loans made with Federal award funds. Interest earned on advances of Federal funds is not program income. Except as otherwise provided in Federal statutes, regulations, or the terms and conditions of the Federal award, program income does not include rebates, credits, discounts, and interest earned on any of them. Additionally, taxes, special assessments, levies, fines, and other such revenues raised by a recipient are not program income unless the revenues are specifically identified in the Federal award or Federal awarding agency regulations as program income. Finally, proceeds from the sale of real property, equipment, or supplies are not program income.

Unless it has received prior approval to use a different method or the terms and conditions of the grant authorize a different method, the District uses the deduction method of accounting for program income. Under the deduction method, program income is deducted from total allowable costs to determine the net allowable costs. Program income will only be used for current costs unless the District is otherwise directed by the Federal awarding agency or pass-through entity.

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Legal	2 C.F.R. 200.56, 200.71, 200.77, 200.80, 200.112, 200.302, 200.307
	2 C.F.R. 200.309, 200.310, 200.313, 200.318-.320, 200.343(b)&(e)
	34 C.F.R. 75.707, 76.563, 76.565, 76.707
	20 U.S.C. 7906
	Compliance Supplement for Single Audits of State and Local Governments

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Book	Policy Manual
Section	5000 Students
Title	DRESS AND GROOMING
Code	po5511
Status	Approved, ready for Neola
Adopted	May 15, 2017

5511 - **DRESS AND GROOMING**

The Board of Education recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of the schools. (X-) Students have the right to dress in accordance with their gender identity, within the constraints of the dress code promulgated by the school.

Accordingly, the Superintendent shall establish such grooming guidelines as are necessary to promote discipline, maintain order, secure the safety of students, and provide a healthy environment conducive to academic purposes. Such guidelines shall prohibit student dress or grooming practices which:

A. **(X-)** present a hazard to the health or safety of the student ~~himself/herself~~ or to others in the school;

B. **(X-)** interfere with school work, create disorder, or disrupt the educational program;

C. **(X-)** cause excessive wear or damage to school property;

D. **(X-)** prevent the student from achieving ~~his/her own~~ educational objectives because of blocked vision or restricted movement.

Such guidelines shall establish the dress requirements for members of the athletic teams, bands, and other school groups when representing the District at a public event.

The Superintendent shall develop administrative guidelines to implement this policy which:

A. **(X-)** designate the principal as the arbiter of student dress and grooming at the building level ~~in his/her building~~;

B. **(X-)** invite the participation of

(X-) staff

(X-) parents

(X-) students

in the preparation of a dress code which may specify prescribed dress and grooming practices, but may not amplify the

rationale for prohibition established by Board policy;

C. **(X-)** instruct staff members to demonstrate, by example and precept, personal neatness, cleanliness, propriety, modesty, and good sense in attire and appearance;

D. **(X-)** ensure that all administrative guidelines impose only minimum and necessary restrictions on the exercise of the student's taste and individuality;

E. (X-) **direct staff to enforce the school's dress code in a nondiscriminatory and uniform manner, including without regard to whether a student is transgender or gender nonconforming.**

[ ] Students who violate the foregoing rules will not be admitted to class and may be suspended from school.

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Book	Policy Manual
Section	5000 Students
Title	DO NOT RESUSCITATE ORDERS (DNR) FOR MINOR STUDENTS
Code	po5342
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Adopted	May 17, 2021

5342 - **DO NOT RESUSCITATE ORDERS (DNR) FOR MINOR STUDENTS**

If a person interested in the welfare of the declarant (an individual who has executed a do-not-resuscitate order on his or her own behalf or on whose behalf a do-not-resuscitate order has been executed) has reason to believe that an order has been executed contrary to the wishes of the declarant or, if the declarant is a ward including a ward who a is a minor child, contrary to the wishes or best interests of the ward, the person may petition the probate court to have the order and the conditions of its execution reviewed.

A declarant may revoke an order executed by himself or herself or executed on his or her behalf at any time an in any manner by which her or she is able to communicate his or her intent to revoke the order. If the declarant's revocation is not in writing, and individual who observes the declarant's evocation of the order shall describe the circumstance of the revocation in writing, sign the writing, and deliver the writing to the declarant's attending physician or his or her delegatee and, if the declarant is a patient or resident of a facility or a pupil of a school, to the administrator of the facility or school or the administrator's designee.

After April 4, 2021, if a parent or legal guardian who is legally authorized to execute a "Do Not Resuscitate" order ("DNR Order") for a student provides school administration with a copy of a duly executed DNR Order compliant with the law and in substantially the same form as dictated by statute, District administration shall proceed as follows.

If the administrator who receives a copy of a DNR Order from a parent or legal guardian of a student is not the Superintendent, the administrator shall immediately provide the Superintendent with the DNR Order.

The Superintendent shall ensure that all of the following conditions are met:

A. The copy of the DNR Order must be placed in a file created specifically for a copy of a DNR Order or the revocation of a DNR Order in a manner and location to be determined by the Superintendent, regardless of whether the order pertains to a student with an individualized education program.

B. If the District received a copy of a DNR Order for a student during the immediately preceding school year, the Superintendent, or his/her designee, must inquire of the student's parent or legal guardian at the beginning of each school year subsequent to which the DNR Order was in effect to determine if the order is still in effect.

C. The Superintendent, or his/her designee, must provide actual notice of the DNR Order to each teacher or other school employee who provides instructional or noninstructional services directly to the student.

If an administrator received actual notice of a revocation of a DNR Order, s/he shall immediately provide the revocation to the Superintendent and the Superintendent, or his/her designee shall immediately place the revocation in the file created per the instruction and provide actual notice of the revocation to each teacher or other school employee who provides instructional or noninstructional service directly to the student.

The Board shall ensure that timely and appropriate training regarding compliance with the DNR Order is provided to each teacher or other school employee who provides services to a student with a DNR Order, according to his/her level of responsibility.

An individual who determines that a minor student, while located at school, is wearing a do-not-resuscitate identification bracelet or an individual who has actual notice of valid DNR Order related to the minor student shall not attempt to resuscitate the minor student before an appropriate health professional arrives to assist.

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Legal M.C.L. 333.1051, et. seq.
M.C.L. 380.1180

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Book	Policy Manual
Section	5000 Students
Title	CARE OF STUDENTS WITH CHRONIC HEALTH CONDITIONS
Code	po5335
Status	Approved, ready for Neola
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5335 - **CARE OF STUDENTS WITH CHRONIC HEALTH CONDITIONS**

Students with chronic health conditions will be provided with a free appropriate public education. If their impairment does not require specially designed instruction for them to benefit educationally, they will be eligible for accommodations/modifications/interventions of the regular classroom, curriculum, or activity (in the school setting) so that they have the same access to an education as students without disabilities. Such accommodations/modifications/interventions will be provided pursuant to a Section 504 Plan (Form 2260.01 F13).

Chronic health conditions, for the purposes of this policy, shall include:

A. "peanut" and other food allergies;

B. allergies;

C. asthma; ~~and~~

D. diabetes; and

E. seizures.~~,~~

All information regarding student identification, health care management, and emergency care shall be safeguarded as personally identifiable information in accordance with Policy 8330 and Policy 8350.

The District will coordinate school health practices for management of a chronic health condition and shall provide for:

A. identification of individuals with chronic health conditions;

B. development of individual health care action plans;

C. coordination of health care management activities by school staff;

D. communication among school staff who interact with children with chronic health conditions;

E. development of protocols to prevent exposure/episodic reactions;

F. awareness and training of school staff regarding Board policy on acute and routine management of chronic health conditions, information on signs and treatment of chronic health conditions, medication and administration, and emergency protocols for

dealing with reactions in "unusual" situations such as field trips.

School health practices shall provide students with chronic health conditions the opportunity for:

A. full participation in physical activities when students are well;

B. modified activities as indicated by the student's health care action plan, 504 plan, or Individualized Education Plan (IEP);

C. access to preventative medications before activity (as prescribed by their medical providers) and immediate access to emergency medications during activity;

D. communication regarding student health status between parents, physicians, teachers (particularly physical education teachers), and coaches.

Healthcare management activities shall include:

A. procedures to obtain, maintain, and utilize written health care action plans, signed by the child's parents and physician, for each student with a chronic health condition;

B. a standard emergency protocol in place for students experiencing a distress reaction if they do not have a written health care action plan on site;

C. established communication strategies for students to use to tell an adult they may be having a health-related problem;

D. procedures for students to have immediate access to medications in accordance with Policy 5330 and AG 5330 that allow students to self-care and self-administer medications, inhalers, and Epi-pens, as prescribed by a medical professional and approved by parents/guardians;

E. case management for students with frequent school absences, school health office visits, emergency department visits, or hospitalizations due to chronic health conditions;

F. management and care of the student's chronic health condition in the classroom, in any area of the school or school grounds, or at any school-related activity or event.

Staff will be trained about chronic health conditions and their control at least annually in each school in which there is a student with a chronic health condition.

Designated staff who have responsibility for specialized services such as giving inhaler treatments or injections, or conducting glucose and/or ketone tests shall be provided training specific to the procedures, at least annually, by a licensed health professional.

The school nurse shall maintain a copy of the training program and the records of training completed by school employees.

Administrative guidelines shall provide guidance for the implementation of this policy.

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Last Modified by Jamie Buczko on August 1, 2022

HAZEL PARK SCHOOLS

Δ Title to: "Students with Food Allergies or Dietary Needs"

Book	Policy Manual
Section	5000 Students
Title	STUDENTS WITH ~~SPECIAL HEALTH CARE NEEDS~~
Code	po5331
Status	Active
Adopted	May 15, 2017

5331 - **STUDENTS WITH SPECIAL HEALTH CARE NEEDS**

Accommodating Students with Special Dietary Needs

The Board of Education believes all students, through necessary accommodations where required, shall have the opportunity to participate fully in all school programs and activities.

In some cases, a student's disability may prevent him/her from eating meals prepared for the general school population.

Substitutions to the regular meal will be made for students who are unable to eat school meals because of their disabilities, when that need is certified in writing by a ~~physician~~ licensed health care provider. Meal service shall be provided in the most integrated setting appropriate to the needs of the student with this disability.

The licensed ~~physician's~~ health care providers statement shall specifically describe:

A. the nature of the student's disability;

B. the reason the disability prevents the student from eating the regular school meals;

C. foods to be omitted from the student's diet;

D. the specific diet prescription along with the substitution(s) needed.

The District, in compliance with USDA Child Nutrition Division guidelines, will provide substitute meals to food-allergic students based upon the physician's signed statement.

The Board recognizes that students with documented life-threatening food allergies are considered disabled and are covered by The Disabilities Act and Public Law 93-112 and Section 504 of The Rehabilitation Act of 1973. A clearly-defined "504 Accommodation Plan" shall be developed and implemented for all such identified students in which necessary accommodations are made to ensure full participation of identified student in student activities. Such plan shall be signed by the appropriate staff, the parent/guardian of the student and the student's physician.

The Superintendent shall prepare administrative guidelines for the care of food-allergic students. Such guidelines shall include, but not be limited to, staff development, strategies for identifying students at risk for life-threatening allergic reactions, means to manage the student's allergy including avoidance measures, designation of typical symptoms and dosing instructions for medications.

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Last Modified by Brenna Sparger on February 25, 2019

JB

Book	Policy Manual
Section	5000 Students
Title	EPINEPHRINE AUTO-INJECTORS
Code	po5330.01
Status	Approved, ready for Neola
Adopted	May 15, 2017

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.

Commencing with the 2022 - 2023~~2014 15~~ school year, each school in the District shall have at least two (2) epinephrine auto-injectors (Epi-Pens) available at the school site. It shall be the responsibility of school nurse~~building principal~~ to be sure that the supply of Epi-Pens is maintained at the appropriate level and they have not expired. The school nurse~~Superintendent/designee~~ shall also be responsible for coordinating the training of District employees to administer Epi-Pen injections and to maintain the list of employees authorized to administer such injections.

Individuals Qualified to Administer

Only ~~a licensed, registered professional nurse employed or contracted by the District or~~ a school employee who has successfully passed the required training shall be allowed to possess and administer Epi-Pen injections to students. The persons authorized to use the District maintained Epi-Pens will be maintained in each school by the school nurse~~Principal, and shall be available on an electronically accessible site for employees' reference~~.

Each school shall have at least one person trained in the appropriate use and administration of an Epi-Pen injection. In each school with ten (10) or more combined instructional and administrative staff, at least two (2) employees at that site shall be appropriately trained in the use of an Epi-Pen.

Training of employees on the appropriate use and administration of an Epi-Pen injection shall be done in accordance with any guidelines provided by the Michigan Department of Education, and shall be conducted under the supervision of a licensed registered professional nurse. The training shall include an evaluation by the nurse of the employees' understanding of the protocols for administering an Epi-Pen injection.

Students to Whom Injections May Be Administered

A licensed, registered, professional 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.

Reporting of Injections

Any person who administers an Epi-Pen injection to a student shall promptly notify

A. the student's parent/guardian

A. the student's parent/guardian.

B. Superintendent/designee, who shall be responsible for promptly notifying the student's parent/guardian that an injection has been administered.

All Epi-Pen injections by District employees to students shall be reported in writing to Superintendent/designee. The report shall include whether the school's or student's Epi-Pen was used, and whether the student was previously known to be subject to severe allergic reaction (anaphylaxis).

The school nurse~~Superintendent~~ shall at least annually report to the Department of Education, in the form and manner determined by the Department, information on the number of injections provided to students, the number of injections with District Epi-Pens and the number of incidents where students were not known to be subject to severe allergic reactions.

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Legal M.C.L. 380.1178, 380.1179, 380.1179A

Michigan Department of Education, Model Policy and Guidelines for Administering Medications to Pupils at School

Last Modified by Jamie Buczko on August 1, 2022

Book	Policy Manual
Section	37-2 Ready for Production
Title	Vol. 37, No. 2 - Technology - February 2023 Revised ADVERTISING AND COMMERCIAL ACTIVITIES
Code	po9700.01
Status	
Adopted	May 15, 2017

Revised Policy - Vol. 37, No. 2

9700.01 - **ADVERTISING AND COMMERCIAL ACTIVITIES**

The purpose of this policy is to provide guidelines for the appropriate and inappropriate use of advertising or promoting of commercial products or services to students and parents in the schools.

"Advertising" comes in many different categories and forums and is defined as an oral, written, or graphic statement made by the producer, manufacturer, or seller of products, equipment, or services which calls for the public's attention to arouse a desire to buy, use, or patronize the product, equipment, or services. This includes the visible promotion of product logos for other than identification purposes. Brand names, trademarks, logos, or tags for product or service identification purposes are not considered advertising.

~~**[ ] Option #1**~~

~~[ ] It is the policy of the Board of Education that advertising shall not be permitted in School Districtschool district facilities or on School District property and that the District's name, students, staff members, and District facilities shall not be used for any commercial advertising or otherwise promoting the interests of any commercial, political, nonprofit, or other non-school agency or organization, public or private.~~

~~**[END OF OPTION # 1]**~~

~~**[SELECTION OF THE FIRST OPTION PRECLUDES SELECTION OF THE SECOND OPTION]**~~

[x] Option #2

~~[ ]~~The Board of Education may permit advertising in School District facilities or on School District property in the following categories or forums in accordance with the guidelines set forth herein:

A. **(x) Product Sales:**

1. **(x)** product sales benefiting a district, school, or student activity (e.g., the sale of beverages or food within schools);

2. **(x)** exclusive agreements between the District and businesses that provide the businesses with the exclusive right to sell or promote their products or services in the schools (e.g. pouring rights contracts with soda companies);

3. **(x)** fundraising activities (e.g., short-term sales of gift wrap, cookies, candy, etc.) to benefit a specific student population, club, or activity where the school receives a share of the profits.

B. **(x) Direct Advertising/Appropriation of Space:**

1. **(x)** signage and billboards in schools and school facilities;

2. **(x)** corporate logos or brand names on school equipment (e.g., marquees, message boards, or score boards);

3. **(x)** ads, corporate logos, or brand names on book covers, student assignment books, or posters;

4. **(x)** ads in school publications (newspapers, ~~and~~ yearbooks, and event programs);

5. **(x)** media-based electronic advertising (e.g., Channel One or Internet or web-based sponsorship);

6. **(x)** free samples (e.g., of food or personal hygiene products).

C. **(x) Indirect Advertising:**

1. **(x)** corporate-sponsored instructional or educational materials, teacher training, contests, incentives, grants, or gifts;

2. **(x)** the Board approves the use of instructional materials developed by commercial organizations, such as films and videos, only if the education value of the materials outweighs their commercial nature.

The films or materials~~material~~ shall be carefully evaluated by the school principal for classroom use to determine whether the films or materials contain undesirable propaganda and are in compliance with the guidelines as set forth above.

D. **(x) Market Research:**

1. **(x)** surveys or polls related to commercial activities;

2. **(x)** internet surveys or polls asking for information related to commercial activities;

3. ~~**( ) _____ [other].**~~

[END OF OPTION # 2]

It is further the policy of the Board that its name, students, staff members, and District facilities shall not be used for any commercial advertising or otherwise promoting the interests of any commercial, political, nonprofit, or other non-school agency or organization, public or private, without the approval of the Board or its designee.

Any commercial advertising shall be structured in accordance with the General Advertising Guidelines set forth below.

General Advertising Guidelines

The following guidelines shall be followed with respect to any form of advertising on school grounds or school property **(x)**, including the District's website **[END OF OPTION]**:

A. ~~**( ) When working together, schools and businesses must protect educational values. All commercial or corporate involvement should be consistent with the District's educational standards and goals.**~~

B. **(x)** Any advertising that may become a permanent or semi-permanent part of a school requires prior approval of the Board.

C. **(x)** The Board reserves the right to consider requests for advertising in the schools on a case-by-case basis.

D. ~~**( )** No advertisement shall promote or contain references to alcohol, tobacco, drugs, drug paraphernalia, weapons, or lewd, vulgar, obscene, pornographic, or illegal materials or activities, gambling, violence, hatred, sexual conduct or sexually explicit material, X or R rated movies, or gambling aids.~~

E. ~~**( )** No advertisement shall promote any specific religion or religious, ethnic, or racial group, political candidate, or ballot issue, and shall be non-proselytizing.~~

F. ~~**( )** No advertisement may contain libelous material.~~

G. ~~**( )** No advertisement may be approved which would tend to create a substantial disruption in the school environment or inhibit the functioning of any school.~~

H. ~~**( )** No advertisement shall be false, misleading, or deceptive.~~

I. ~~**( )** To the extent feasible, eachEach advertisement must be reviewed in advance for age appropriateness.~~

J. ~~**( )** Advertisements may be rejected by the School District if determined to be inconsistent with the educational objectives of the School District, inappropriate, or inconsistent with the guidelines set forth in this policy.~~

K. ~~**( )** All corporate support or activity must be consistent with the Board's policies prohibiting discrimination on the basis of race, color, national origin, religion, sex, disability, or age, and must be age appropriate.~~

L. ~~**( )** Students shall not be required to advertise a product, service, company, or industry.~~

M. ~~**( )** Advertising will not be permitted on the outside or the inside of school buses.~~

N. ~~**( )** The Superintendent or designee is responsible for screening all advertising **( )** unless it is not feasible to do so, and the advertising is linked to a contract approved by the Board that expressly requires the vendor who is selecting and running the advertisement(s) to comply with these General Advertising Guidelines **[END OF OPTION]**.~~

O. ~~**( )** The Superintendent or designee may require that samples of advertising be made available for inspection.~~

P. ~~**( )** The inclusion of advertisements in School District publications, in School District facilities, or on School Districtschool district property does not constitute or imply approval and/or endorsement of any product, service, organization, or activity.~~

Q. ~~**( )** Final discretion regarding whether to advertise and the content and value of the materials will be with the Board.~~

Accounting

Advertising revenues must be properly reported and accounted for.

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Last Modified by Phil Mikulski on March 27, 2023

Book	Policy Manual
Section	37-2 Ready for Production
Title	Vol. 37, No. 2 - Tobacco - February 2023 Revised PUBLIC ATTENDANCE AT SCHOOL EVENTS
Code	po9160
Status	
Adopted	May 15, 2017

Revised Policy - Vol. 37, No. 2

9160 - **PUBLIC ATTENDANCE AT SCHOOL EVENTS**

The Board of Education welcomes the attendance of members of the community at athletic and other public events held by the schools in the District, but the Board also acknowledges its duty to maintain order and preserve the facilities of the District during the conduct of such events. The Board retains the right to bar the attendance of or remove any person whose conduct may constitute a disruption at a school event. School administrators are expected to call law enforcement officials if a person violates posted regulations or does not leave school property when reasonably requested. In accordance with Board Policy 7440 and AG 7440B, administrators may use metal detectors and other devices to protect the safety and well-being of participants and visitors.

[x] The Board directs that no alcoholic beverage or other controlled substance be possessed, consumed, or distributed **(x)**, nor any betting occur, **[END OF OPTION] (x)** at any function sponsored by the District **(x)** at any function occurring on District premises **[END OF OPTIONS]**.

[x] Raffles and similar forms of fund-raising by District-related organizations may be permitted by the Superintendent in accordance with Policy 9211 - District Support Organizations and Policy 9700 - Relations with Special Interest Groups.

No qualified person with a disability will, because the District's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies.

For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities. This includes, but is not limited to, providing accommodations to parents with disabilities who desire access to their child's educational program or meetings pertinent thereto.

If a student or adult is asked to leave or is removed from a school event, no admission fees shall be refunded.

Individuals with disabilities shall have an equal opportunity to purchase tickets for events that have been sanctioned or approved by the Board in accordance with the provisions of the Americans with Disabilities Act, as amended.

Further, in accordance with the provisions of the Americans with Disabilities Act, as amended, the Board shall permit individuals with disabilities to be accompanied by their service animals in all areas of the District's facilities where members of the public, as participants in services, programs, or activities, or as invitees, are allowed to go. (See also, Policy 8390)

~~[ ]~~Smoking and/or the use of tobacco products and/or tobacco substitute products is prohibited at any time within any enclosed facility owned, ~~or~~ leased, or contracted for by the Board~~,~~ and in areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. For purposes of this policy, "use of tobacco" means to chew or maintain any substance containing tobacco, including smokeless tobacco, in the mouth to derive the effects of tobacco, as well as all uses of tobacco, or tobacco substitutes, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, any other matter or substances that contain tobacco or nicotine (including synthetic nicotine) in addition to papers used to roll cigarettes, and/or smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes, and any other smoking devices for burning tobacco or any other substances (see Policy 7434).

Such prohibition also applies to:

A. **(x)** school grounds~~,~~;

B. **(x)** any school-related event~~,~~;

C. ~~**( ) except at designated times ( ) and in designated areas as defined in statute and by Michigan's Smoke FreeSmoke Free Workplace Program. [END OF OPTIONS]**~~

The Board is aware of the increasing desire of many parents and other members of an audience to make audio and/or video recordings of school events.

Such recordings can be made by parents or other members of the audience without restriction if the performance is not of copyrighted material. However, if the performance is of copyrighted material, a recording can be made if the appropriate license authorizing such recordings has been secured in advance by the District. If the performance is of copyrighted material and the necessary license has not been secured in advance by the District, the audience shall be advised before the performance begins that audio and/or video recordings that will be re-broadcast or distributed in any way, such as posting on the internet, are prohibited.

The Board authorizes the Superintendent to establish rules and procedures governing the use of nondistrict audio/visual recording equipment at any District-sponsored event or activity. Such rules are to be distributed in such a manner that members of the audience who wish to record the event are aware of the rules early enough to make proper arrangements to obtain their recordings without causing delay or disruption to an activity.

Any person or organization seeking to film students or a school activity which is not a public event shall obtain prior permission from the Superintendent.

The Superintendent shall ensure that all notices, signs, schedules, and other communications about school events contain the following statement:

"Upon request to the ___Superintendent_____, the District shall make reasonable accommodation for a disabled person to be able to participate in this activity."

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Legal 28 C.F.R. Part 35

Last Modified by Phil Mikulski on March 28, 2023

Book	Policy Manual
Section	37-2 Ready for Production
Title	Vol. 37, No. 2 - February 2023 Revised SCHOOL SAFETY INFORMATION
Code	po8400
Status	
Adopted	May 15, 2017
Last Revised	May 17, 2021

Revised Policy - Vol. 37, No. 2

8400 - **SCHOOL SAFETY INFORMATION**

The Board of Education is committed to maintaining a safe school environment. The Board believes that school crime and violence are multifaceted problems which need to be addressed in a manner that utilizes the best resources and coordinated efforts of School District personnel, law enforcement agencies, and families. The Board further believes that school administrators and local law enforcement officials must work together to provide for the safety and welfare of students while they are at school or a school-sponsored activity or while enroute to or from school, or a school-sponsored activity. The Board also believes that the first step in addressing school crime and violence is to assess the extent and nature of the problem(s) or threat, and then plan and implement strategies that promote school safety and minimize the likelihood of school crime and violence.

[NOTE: Include this paragraph if adopting optional revisions of Policy 7217 only.]

In furtherance of its commitment to a safe school environment, the Board has prohibited weapons on school property and at school-sponsored events, except in very limited circumstances. See Board Policy 3217, Policy 4217, and Policy 5772. This prohibition is reasonably related to legitimate educational concerns, including the ability to provide a safe and secure learning and social environment for its students and controlling and minimizing disruptions to the educational process. The presence of dangerous weapons on school property or at school-sponsored events, except under very controlled circumstances, creates a potentially dangerous situation for students, staff and visitors, and may trigger precautionary safety responses which disrupt the educational process and learning environment for students.

[NOTE: END OF OPTION]

Federal law establishes a "Student Safety Zone" that extends 1,000 feet from the boundary of any school property in relation to weapons and drugs. Individuals are prohibited from possessing or using weapons or drugs at any time on District property, within the Student Safety Zone, or at any District-related event.

The District will work with local officials in arranging signage defining the 1,000 foot boundary.

The ___Superintendent_____ shall ensure continued implementation and compliance with the District's obligations under the Statewide School Safety Information Policy and related law. The __Superintendent_____ may convene meetings to make modifications as deemed necessary and proper to address issues that are unique to the District; discuss additional training that might be needed; and discuss~~The _____ shall convene a meeting for the purpose of conferring regarding the *School Safety Information Policy Agreement*, and making modifications as deem~~ed necessary and proper; discussing additional training that might

~~be needed; and, discussing~~ any other such related matters as may be deemed to be necessary by the participants. Participants in this meeting shall include the Superintendent, members of the Board, the County Prosecutor or their~~his/her~~ designee, and representatives from the local law enforcement **(x)** agency ~~**( ) agencies [END OF OPTION]**~~. The following may also be invited to participate in the meeting:

A. **(x)** Chief Judge of Circuit and/or District Courts or their~~his/her~~ designee, including a representative of the family division;

B. **(x)** representative from the Intermediate School District (ISD);

C. **(x)** representative(s) from the local child protection agency;

D. **(x)** building administrators;

E. **(x)** teachers;

F. **(x)** parents;

G. **(x)** students **(x)** in grades _9__ through 12___;

H. **( )** Fire Marshal or ~~his/her~~ designee;

I. **(x)** representative(s) from emergency medical services;

J. ~~**( ) representative(s) from county emergency management service agency;**~~

K. **(x)** School Resource Officer;

L. ~~**( ) representatives from other school districts within _____ [county/ISD];**~~

M. ~~**( ) _____ [other].**~~

The Superintendent shall make a report to the Board about all such reviews and recommend the approval and adoption of any proposed revisions or additions to local policy. **[**x **]** The Board encourages regular meetings, preferably annually, among the above-listed constituents to review the effectiveness and to review the procedures developed within local policy. **[DRAFTING NOTE: THE STATEWIDE POLICY "ENCOURAGES" ANNUAL MEETINGS.]**

District Contact Person/Liaison

Furthermore, in accordance with State law, the Board hereby designates the _____School Resource Office_____ as the District contact person who shall receive information from law enforcement officials, prosecutors, and the court officials, including receipt of information provided from the Michigan State Police relating to the student safety act hotline ("OK2Say"). The current contact information for ___School Resource Officer_____ shall be provided to the Michigan State Police in the manner and frequency required by law. **[DRAFTING NOTE: THIS INFORMATION MUST BE PROVIDED TWICE A YEAR. IF A DISTRICT DESIGNATES MORE THAN ONE PERSON AS CONTACT FOR THE MSP, IT MUST SPECIFY WHEN EACH PERSON IS AVAILABLE BY DAY AND TIME WHEN IT REPORTS TO THE MSP.]**

The District contact person shall notify the principal of the school of attendance of a student about whom information is received from law enforcement officials, prosecutors, or court officials within twenty-four (24) hours of the receipt of that information. The principal shall, in turn, notify the building staff members, who the principal~~s/he~~ determines have a need to know the information that has been received, within twenty-four (24) hours of receipt of that information.

The District contact person shall notify the appropriate law enforcement officials when an adult or a student commits any offense listed as a reportable incident in the *School Safety Information Policy* and related law~~Agreement~~ and shall report all information that is required to be reported to State or local law enforcement agencies and prosecutors. Reporting such information is subject to 20 U.S.C. 1232g, commonly referred to as the Family Educational Rights and Privacy Act of 1974.

If a student is involved in an incident that is reported to law enforcement officials pursuant to the District's local school safety information policy~~School Safety Information Policy Agreement~~, then, upon request by school officials, the student's parent or legal guardian shall execute any waivers or consents necessary to allow school officials access to school, court, or other pertinent records of the student concerning the incident and action taken as a result of the incident.

The District designates __the Superintendent_____ as a liaison to work with the school safety commission created under the comprehensive school safety and the office of school safety, including work on identifying model practices for determining school safety issues.

Required Reporting

The Superintendent shall submit a report at least annually to the Superintendent of Public Instruction, in the form prescribed by the Superintendent of Public Instruction, stating the number of students expelled from the District during the preceding school year and the reason for the expulsion.

The Superintendent shall post a report on the District website at least annually, in the form prescribed by the Superintendent of Public Instruction, stating the incidents of crime occurring at school. At least annually, a copy of the most recent report of incidents of crime, disaggregated by school building, shall be made available to the parent or legal guardian of each student enrolled in the District. This report will include at least crimes involving:

A. physical violence;

B. gang-related~~-related~~ acts;

C. illegal possession of a controlled substance, controlled substance analogue, or other intoxicant;

D. trespassing;

E. property crimes~~,~~ including, but not limited to, theft and vandalism, including an estimate of the cost to the District resulting from the property crime.

Each school building shall collect and keep current on a weekly basis the information required from the report of incidents of crime~~,~~ and must provide that information, within seven (7) days, upon request.

Additionally, the District shall report all incidents of and attempted commissions of the crimes listed above to the Michigan State Police, in the form and manner prescribed by the Michigan State Police, within twenty-four (24) hours after the incident occurs.

Law Enforcement Information Network (LEIN)

The Board authorizes the **(x)** Superintendent ~~( ) principal ( ) assistant principal(s)~~ **[END OF OPTIONS]** to request vehicle registration information for suspicious vehicles within 1,000 feet of school property through the Law Enforcement Information Network (LEIN).

[x] Threat Assessment [DRAFTING NOTE: BEST PRACTICES DICTATE ADOPTING AND IMPLEMENTING THIS OPTION IN CONJUNCTION WITH AG 8400A]

The primary purpose of a threat assessment is to minimize the risk of targeted violence at school. This policy is designed to be consistent with the process for identifying, assessing, and managing students who may pose a threat as set forth in the joint U.S. Secret Service and Department of Homeland Security publication, Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe school environment, protect and support potential victims, and provide assistance, as appropriate, to the student being assessed.

The threat assessment process is centered upon an analysis of the facts and evidence of behavior in a given situation. The appraisal of risk in a threat assessment focuses on actions, communications, and specific circumstances that might suggest that an individual intends to cause physical harm and is engaged in planning or preparing for that event.

The Board authorizes the Superintendent to create building-level, trained threat assessment teams. Each Team shall be headed by the Principal and include a school counselor, school psychologist, instructional personnel, and, where appropriate, the School Resource Officer. At the discretion of the Superintendent, a threat assessment team may serve more than one (1) school when logistics and staff assignments make it feasible.

The Team will meet x( ) on a regular basis and ~~( ) _____ [insert level of frequency] and [END OF OPTIONS]~~ when the Principal learns a student has made a threat of violence or engages in concerning communications or behaviors that suggest the likelihood of a threatening situation.

The Team is empowered to gather information, evaluate facts, and make a determination as to whether a given student poses a threat of violence to a target. If an inquiry indicates that there is a risk of violence in a specific situation, the Team may collaborate with others to develop and implement a written plan to manage or reduce the threat posed by the student in that situation.

The Board authorizes the Superintendent to create guidelines for the purpose of:

A. identifying team participants by position and role;

B. requiring team participants to undergo appropriate training;

C. defining the nature and extent of behavior or communication that would trigger a threat assessment and/or action pursuant to a threat assessment;

D. defining what~~that~~ types of information that may be gathered during the assessment;

E. stating when and how parents/guardians of the student making the threat shall be notified and involved;

F. designating the individuals (by position) who would be responsible for gathering and investigating information;

G. identifying the steps and procedures to be followed from initiation to conclusion of the threat assessment inquiry or investigation.

Board employees, volunteers, and other school community members, including students and parents, shall immediately report to the Superintendent or Principal any expression of intent to harm another person or other statements or behaviors that suggest a student may intend to commit an act of violence.

Nothing in this policy overrides or replaces an individual's responsibility to contact 911 in an emergency.

Regardless of threat assessment activities or protocols, disciplinary action and referral to law enforcement shall occur as required by State law and Board policy.

Threat assessment team members shall maintain student confidentiality at all times as required by Board Policy 8330 – Student Records, and State and Federal law.

[END OF THREAT ASSESSMENT OPTION]

Persistently Dangerous Schools

The Board recognizes that State and Federal law requires that the District report annually incidents which meet the statutory definition of violent criminal offenses that occur in a school, on school grounds, on a school conveyance, or at a school-sponsored activity. It is further understood that the State Department of Education will then use this data to determine whether or not a school is considered "persistently dangerous" as defined by State policy.

Pursuant to the Board's stated intent to provide a safe school environment, the school administrators are expected to respond appropriately to any and all violations of the Student Code of Conduct, especially those of a serious, violent nature. In any year where the number of reportable incidents of violent criminal offenses in any school exceed the threshold number established in State policy, the Superintendent shall **[CHOOSE ONE (1) OF THE FOLLOWING OPTIONS]**

(x) discuss this at the annual meeting for the purpose of reviewing the School Safety Plan so that a plan of corrective action can be developed and implemented in an effort to reduce the number of these incidents in the subsequent year.

~~**( )** convene a meeting of the building administrator, representative(s) of the local law enforcement **( )** agency **( )** agencies **[END OF OPTION]**, and any other individuals deemed appropriate for the purpose of developing a plan of corrective action that can be implemented in an effort to reduce the number of these incidents in the subsequent year.~~

[END OF OPTIONS]

The Superintendent shall make a report to the Board about this plan of corrective action and shall recommend approval and adoption of it.

In the unexpected event that the number of reportable incidents in three (3) consecutive school years exceeds the statutory threshold and the school is identified as persistently dangerous, students attending the school shall have the choice option as provided in Policy 5113.02 and AG 5113.02.

In addition, the Superintendent shall **[CHOOSE ONE (1) OF THE FOLLOWING OPTIONS]**

(x) discuss the school's designation as a persistently dangerous school at the annual meeting for the purpose of reviewing the School Safety Plan so that a plan of corrective action can be developed and implemented in an effort to reduce the number of these incidents in the subsequent year.

~~**( )** convene a meeting of the building administrator, representative(s) of the local law enforcement **( )** agency **( )** agencies **[END OF OPTION]**, and any other individuals deemed appropriate for the purpose of developing a plan of corrective action that can be implemented in an effort to reduce the number of these incidents in the subsequent year.~~

[END OF OPTIONS]

~~**[ ]** If a school in a neighboring district is identified as persistently dangerous and there is not another school in that district, the District will admit students from that school in accordance with Board Policy 5113.02. **[END OF OPTION]**~~

Victims of Violent Crime

The Board further recognizes that, despite the diligent efforts of school administrators and staff to provide a safe school environment, an individual student may be a victim of a violent crime in a school, on school grounds, on a school conveyance, or at a school-sponsored activity. In accordance with Federal and State law,~~law~~ the parents of the eligible student shall have the choice options provided by Policy 5113.02 and AG 5113.02.

Legal	Title IX, Section 9532 of the Elementary and Secondary Education Act, as amended M.C.L. 380.1241, 380.1308, 380.1308a, 380.1310a, 752.913, 771.2a

Last Modified by Phil Mikulski on March 27, 2023

Book	Policy Manual
Section	37-2 Ready for Production
Title	Vol. 37, No. 2 - Technology - February 2023 Revised INFORMATION MANAGEMENT
Code	po8315
Status	
Adopted	May 15, 2017

Revised Policy - Vol. 37, No. 2

8315 - **INFORMATION MANAGEMENT**

The Board of Education recognizes its responsibility, in certain circumstances, to maintain information created, maintained, or otherwise stored by the District outside the "Records Retention Schedule". In such situations, a "Litigation Hold" procedure will be used~~utilized~~ to identify and preserve information relevant to a specific matter. "Information" includes both paper documents and electronically stored information ("ESI"). When implementing the "Litigation Hold," the District will identify individuals in possession or custody of paper documents, ESI, and electronic media containing ESI, and inform them of their obligation to preserve the documents and ESI outside the "Records Retention Schedule". The District will also identify third parties with custody or control over paper documents, ESI, or electronic media storing ESI~~,~~ and request them to preserve that information. All information falling within a "Litigation Hold~~,~~" which is under the control of the District~~,~~ must be preserved in a readily accessible form and cannot be disposed of under the "Records Retention and Disposal" requirements. Failure to comply with a Litigation Hold notice **(x)** may ~~**( ) shall [END OF OPTION]**~~ result in discipline~~disciplinary action~~, up to and including possible termination.

Instances where the Board must maintain information outside the "Records Retention Schedule" include:

A. when the Board has specific information and/or written notice from a parent/guardian, student, or another person representing the parent/guardian or student~~an individual, parent or student~~ of an intent to file an appeal of student discipline to State court;

B. when the Board has specific information and/or written notice that litigation is imminent even though the litigation has not yet been filed in Federal or State court;

C. when the Board is served with litigation~~,~~ including, but not limited to, notice of a lawsuit in Federal or State court, or notice of a student disciplinary appeal to State court;

D. when the Board receives specific information and/or written notification from an employee, labor union, or other person of an intent to file a claim against the Board, its members, employees, or agents at an administrative agency such as the Equal Employment Opportunity Commission, Michigan Employment Relations Commission, U.S. Department of Education Office for Civil Rights, Michigan Department of Education Office for Special Education, State Personnel Board of Review, or a Civil Service Commission regarding a claim against the Board, its members, employees or agents;

E. when the Board receives specific information and/or written notification from an administrative agency such as the Equal Employment Opportunity Commission, Michigan Employment Relations Commission, U.S. Department of Education Office for Civil Rights, Michigan Department of Education Office for Special Education, State Personnel Board of Review, or a Civil Service Commission regarding a claim filed against the Board, its members, employees or agents;

F. when the Board receives written notification from a third party requesting that the Board maintain information that could be at issue in litigation or potential litigation involving~~against~~ that third party;

G. when the Superintendent recommends the termination of an employee to the Board pursuant to a labor contract;

H. when the Board explores, contemplates or initiates litigation.

Definitions

"Documents" includes, but is not limited to, writings, drawings, graphs, charts, photographs, blueprints, sound/audio recordings, images, video recordings, and other data or data compilations stored in any medium from which information can be obtained or translated if necessary.

"ESI" means any type of information that is created, used, and stored in digital form and accessible by digital means. It includes all data, digital documents or files, or other information contained on any media type (e.g., tape, hard disk drive, cloud storage, or some yet-to-be-created storage technology). Specifically, it includes, but is not limited to, writings, drawings, graphs, charts, photographs, blueprints, sound/audio recordings, images, video recordings, and other data or data compilations stored in any electronic media from which information can be obtained or translated if necessary. Examples include: e-mails and their attachments, text and instant messages, communications conducted in ephemeral messaging applications or in workplace collaboration tools, word processing documents, spreadsheets, digital photographs/pictures, videos, application programs and data files, data/information stored in databases, data files, metadata, system files, electronic calendar appointments, scheduling program files, digital scans (including TIFF files), PDF files, MPG files, JPG files, GIF files, network share files, internal websites, external websites, newsgroups, directories, security and access information, legacy data, audio recordings, voicemails, phone/call logs, faxes, internet/browser histories, caches, cookies, or logs of activity on computer systems (whether internal to the District or external) that may have been used to process or store electronic data. ESI also includes data/information from cloud applications (e.g., educational or operational services/apps), electronic records of online activity (e.g., social media postings), and data generated or stored by devices connected to the Internet of Things (IoT)~~"ESI" includes, but is not limited to, writings, drawings, graphs, charts, photographs, blueprints, sound recordings, images and other data or data compilations stored in any electronic media from which information can be obtained or translated if necessary. It includes, but is not limited to, e-mails, e-mail attachments, instant messages, word processing files, spreadsheets, pictures, application program and data files, databases, data files, metadata, system files, electronic calendar appointments, scheduling program files, TIFF files, PDF files, MPG files, JPG files, GIF files, network share files, internal websites, external websites, newsgroups, directories, security and access information, legacy data, audio recordings, voice mails, phone logs, faxes, internet histories, caches, cookies or logs of activity on computer systems that may have been used to process or store electronic data~~.

"Electronic media" includes, but is not limited to, computer hard drives (including portable hard disk drives "HDD's"), floppy drives, disaster recovery media, and storage media (including DVD's, CD's, floppy discs, Zip discs/drives, Jazz discs/drives, USB memory drives, jump disc/drives, flash discs/drives, keychain discs/drives, thumb discs/drives, smart cards, microfilm~~micro-film~~, backup tapes, cassette tapes, cartridges, etc.), accessed, used, and/or stored on/in/through the following locations: networks and servers, whether internal or external (including the cloud); laptop and desktop work computers; home and personal computers; other computer systems; databases; backup computers or servers, whether internal or external (including cloud storage); archives; mobile devices (e.g., mobile/cellular phones and tablet computers, personal digital assistants ("PDAs" - including Palm, Blackberry), etc.); pagers; firewalls; audit trails and logs, printers; copiers; scanners; digital cameras; photographic devices; and video cameras and devices. Electronic media also includes social media websites (e.g., Facebook, Twitter, LinkedIn) and any item containing or maintaining ESI that is obtained by the District for Board member or employee usage or that an employee uses for such purpose (even if privately owned by the Board member or employee) from the date this policy was first adopted into the future~~; laptop and desktop work computers; home and personal computers; other computer systems; backup computers or servers; archives; personal digital assistants ("PDAs" - including Palm, Blackberry, cellular phone, tablet PC, etc.); pagers; firewalls; audit trails and logs, printers; copiers; scanners; digital cameras; photographic devices; and video cameras and devices. Electronic media shall also include any item containing or maintaining ESI that is obtained by the District for Board member or employee usage or that an employee uses for such purpose (even if privately owned by the Board member or employee) from the date this policy is adopted into the future~~.

Initiation and Removal of a "Litigation Hold"

The Board or the Superintendent may initiate a "Litigation Hold" under this policy. If the Superintendent initiates a "Litigation Hold," the Superintendent~~s/he~~ or ~~the~~ Board's legal counsel will notify the Board of the reason the Litigation Hold was instituted and its scope. When implementing a Litigation Hold, the Board or Superintendent **(x)** may ~~**( ) will [END OF OPTION]**~~ utilize an Electronically Stored Information Team ("ESI Team"). The Board's legal counsel shall be involved in the implementation of the "Litigation Hold Procedure" outlined in AG 8315.

A "Litigation Hold" shall remain in place until removed/withdrawn by the Board. A "Litigation Hold" may be removed when the litigation or administrative agency matter has been resolved or can no longer be initiated. Any information maintained under this policy shall fall back under the "Records Retention Schedule" once the "Litigation Hold" is removed/withdrawn.

The Superintendent shall develop administrative guidelines outlining the procedures to be followed by Board members and employees when initiating and implementing a "Litigation Hold." This policy and its related administrative guidelines shall be posted and distributed in the manner described in AG 8315.

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Legal Federal Rules of Civil Procedure 34, 37(f)

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Book	Policy Manual
Section	37-2 Ready for Production
Title	Vol. 37, No. 2 - Technology - February 2023 NEW INFORMATION SECURITY
Code	po8305
Status	

Revised Policy - Vol. 37, No. 2

8305 - **INFORMATION SECURITY** ~~**NEW POLICY FOR DISTRICT, REVISED**~~

The District collects, classifies, and retains data/information from and about students, staff, vendors/contractors, and other individuals, about programs and initiatives undertaken by the school system, and about and related to the business of the District. This data/information may be in hard copy or digital format~~,~~ and may be stored in the District or offsite with a third party provider.

Data/information collected by the District shall be classified as Confidential, Controlled, or Published. Data/information will be considered Controlled until identified otherwise.

Protecting District Information & Technology Resources (as defined in Bylaw 0100) is of paramount importance. Information security requires everyone's active participation to keep the District's data/information secure. This includes Board of Education members, staff members/employees, students, parents, contractors/vendors, and visitors who use District Information & Technology Resources (as defined in Bylaw 0100)~~ and Information Resources~~.

Individuals who are granted access to data/information collected and retained by the District must follow established procedures so that the data/information is protected and preserved. Board members, administrators, and all District staff members **(**x **)**, as well as contractors, vendors, and their employees, **[END OF OPTION]** granted access to data/information retained by the District are required to certify annually that they shall comply with the established information security protocols pertaining to District data/information. Further, all individuals granted access to Confidential Data/Information retained by the District must certify annually that they will comply with the information security protocols pertaining to Confidential Data/Information. Completing the appropriate section of the Staff Technology Acceptable Use and Safety form (Form 7540.04 F1) shall provide this certification.

All Board members, staff members/employees, students, contractors/vendors, and visitors who have access to Board-owned or managed data/information must maintain the security of that data/information and the District Information & Technology Resources on which it is stored.

If an individual has any questions concerning whether this Policy and/or its related administrative guidelines apply to them,~~him/her~~ or how they apply to them~~him/her~~, the individual should contact the District's Technology Director or Information Technology Department/Office.

The Superintendent shall develop administrative guidelines that set forth the internal controls necessary to provide for the collection, classification, retention, access, and security of District Data/Information.

Further, the Superintendent is charged with developing procedures that can~~authorized to develop procedures that would~~ be implemented in the event of an unauthorized release or breach of data/information. These procedures shall comply with the District's legal requirements if such a breach of personally-identifiable~~personally identifiable~~ information occurs.

The Superintendent shall require staff members to participate in training related to the internal controls applicable to the data/information that they collect and have access to and for which they are~~the participation of staff members in appropriate training related to the internal controls pertaining to the data/information that they collect, to which they have access, and for which they would be~~ responsible for the security protocols.

Third Party~~Third-party~~ contractors/vendors who require access to Confidential Data/Information collected and retained by the District will be informed of relevant Board policies that govern access to and use of District Information & Technology Resources, including the duty to safeguard the confidentiality of such data/information.

Failure to adhere to this Policy and its related administrative guidelines may put data/information collected and retained~~retain~~ by the District at risk. Employees who violate this policy and/or its related administrative guidelines may be disciplined~~the administrative guidelines promulgated consistent with this policy may have disciplinary consequences imposed~~, up to and including termination of employment~~,~~ and/or referral to law enforcement. Students who violate this Policy and/or its related administrative guidelines will be disciplined~~AGs will be subject to disciplinary action~~, up to and including expulsion~~,~~ and/or referral to law enforcement. **(x)** Contractors/vendors who violate this Policy and/or its related administrative guidelines~~AGs~~ may face termination of their business relationships with and/or legal action by the District. **[END OF OPTION]** Parents and visitors who violate this Policy and/or its related administrative guidelines~~AGs~~ may be denied access to the District's Information & Technology Resources.

The Superintendent shall conduct ~~**( ) an annual**~~ **(x)** a periodic **[END OF OPTION]** assessment of risk related to the access to and security of the data/information collected and retained by the District.

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Book	Policy Manual
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Title	Vol. 37, No. 2 - Technology - February 2023 NEW CONTINUITY OF ORGANIZATIONAL OPERATIONS PLAN
Code	po8300
Status	

Revised Policy - Vol. 37, No. 2

8300 - **CONTINUITY OF ORGANIZATIONAL OPERATIONS PLAN~~—NEW TO THE DISTRICT (Revised Policy)~~**

The Continuity of Organizational Operations Plan (COOP) provides the District with the capability of conducting its essential operations under all threats and conditions with or without warning. Having a plan to recover from any type of disaster regardless of the severity and consequences of the emergency is critical to recovery of operations and minimizing~~can minimize~~ the impact on the District's teaching and learning, personnel, facilities, technology, transportation, food service, and other functional resources.

Scope of the Continuity Plan

The primary objective of the COOP is to restore the District's critical operational functions and the learning environment as quickly as possible after a crisis or threat event occurs~~has occurred~~. A COOP contains critical and sensitive information that is confidential and exempt from public disclosure.

Planning for the continuity of operations of a school system in the aftermath of a disaster is a complex task. The current ~~changing~~ threat environment and recent emergencies, including acts of nature, accidents, technological emergencies, cyberattacks, and terrorist attacks and threats, have increased the need for viable continuity capabilities and plans that enable the District to resume and continue the essential functions in an all-hazards environment across a full spectrum of emergencies. Such conditions have increased the importance of having continuity plans in place that provide stability of essential functions across the various levels of public government and private enterprises.

The planning and development of continuity of an organizational operations plan, as well as the ongoing review, testing, and revision of such a plan, is important for the overall District **(x)** and also for each school **(x)** and department in the District **[END OF OPTIONS]**.

The District-wide plan describes how the District will respond as a total organization to a given emergency and describes the centralized resources and how they will be organized to implement command and control necessary to function during the life cycle of the event. Individual school and departmental plans contain the details related to the continuity plan for those specific sites and functional areas to prepare for an event, communicate throughout the duration of an event, assess the impact of an event on essential functions in the unit, respond to the event, and detail what will be done to recover from the event.

Preparation for, response to, and recovery from a disaster affecting administrative, educational, and support functions of the District's operations requires the cooperative efforts of external organizations, in partnership with the functional areas supporting the business of the District. This includes local government agencies, law enforcement, emergency management, medical services, and vendors necessary to District operations. The COOP outlines and coordinates all efforts by the District in cooperation with other local and State agencies and businesses to restore the essential functions of the District ~~to the larger local community~~ post-disaster.

The Superintendent shall develop and recommend the COOP for Board of Education review and approval; however, the COOP shall be considered a confidential document not subject to release under State public records laws, and accordingly, no copies shall be provided for public review during the adoption process.

The Superintendent shall conduct ~~( ) an annual~~ **(x)** a periodic **[END OF OPTION]** review of the COOP.

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Book	Policy Manual
Section	37-2 Ready for Production
Title	Vol. 37, No. 2 - Technology - February 2023 Revised STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY
Code	po7540.04
Status	
Adopted	May 15, 2017
Last Revised	March 15, 2021

Revised Policy - Vol. 37, No. 2

7540.04 - **STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY**

Technology directly affects~~has fundamentally altered~~ the ways in which information is accessed, communicated, and transferred in society. Educators are expected to continually adapt their means and methods of instruction and the way they approach student learning to incorporate the latest technologies. The Board of Education provides District Information & Technology Resources (as defined by Bylaw 0100) (collectively, "District Information & Technology Resources")~~As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Education provides Technology and Information Resources (as defined by Bylaw 0100)~~ to support the educational and professional needs of its staff and students. The Board provides staff with access to the Internet for ~~limited~~ educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students and to facilitate the staff's work. The District's computer network and Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its stated~~limited~~ educational purpose.

The Board regulates the use of District Information & Technology ~~and Information~~ Resources by principles consistent with applicable local, State, and Federal laws~~,~~ and the District's educational mission. This policy and its related administrative guidelines **(x)**, Policy 7544 and AG 7544 **[END OF OPTION]** and any applicable employment contracts and collective bargaining agreements govern the staff's~~staffs'~~ use of the District's Information & Technology ~~and Information~~ Resources and staff's personal communication devices when they are connected to District Information & Technology Resources, including online educational services/apps, regardless of whether such use takes place on or off school property~~the District's computer network, Internet connection and/or online educational services/apps, or when used while the staff member is on Board-owned property or at a Board-sponsored activity~~ (see Policy 7530.02).

[DRAFTING NOTE: Choose the option in the preceding paragraph if~~above if the Superintendent recommends and~~ the Board adopts Policy 7544.]

Staff members are prohibited from using District Information & Technology Resources to engage in illegal conduct (e.g., libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, etc.) or conduct that violates this Policy and its related administrative guidelines (e.g., making personal attacks and injurious comments, invading a person's privacy, etc.). Nothing herein, however, shall infringe on a staff member's First Amendment rights. Because District Information & Technology Resources are not unlimited, the Board may institute restrictions aimed at preserving these resources, such as placing limits on the use of bandwidth, storage space, and printers~~Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment,~~

~~theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers~~.

Staff members~~Users~~ have no right or expectation to privacy when using District Information & Technology ~~and Information~~ Resources (including, but not limited to, privacy in the content of their personal files, messages/e-mails, and records of their online activity ~~when using the District's computer network and/or Internet connection~~).

Staff are expected to use~~utilize~~ District Information & Technology ~~and Information~~ Resources to promote educational excellence in our schools by providing students with the opportunity to develop the resource-sharing~~resource sharing~~, innovation, and communication skills and tools that are essential to both life and work. The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources in enriching educational activities. The instructional use of the Internet and online educational services/apps will be guided by Board Policy 2521 - Selection of Instructional Materials and Equipment.

The Internet is a global information and communication network that brings incredible education and information resources to our students. ~~The Internet connects computers and users in the District with computers and users worldwide.~~ Through the Internet, students and staff can access relevant information that will enhance their learning and the education process. Further, District Information & Technology Resources provide students and staff with the opportunity to communicate with ~~other~~ people ~~from~~ throughout the world. Access to such an incredible quantity and diversity of information and resources brings with it, however, certain unique challenges and responsibilities.

While the Board uses various technologies to limit the use of District Information & Technology Resources to only use/access online services/apps and resources that have been pre-approved for the purpose of instruction, study, and research related to the curriculum, it is impossible to prevent users from accessing and/or coming in contact with online content that has not been pre-approved for use by students of certain ages. It is no longer possible for educators and community members~~The Board may not be able to technologically limit access, through its Technology Resources, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity~~ to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them) when significant portions of students' education take place online or through the use of online educational services/apps~~, access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.~~

Pursuant to Federal law, the Board has implemented technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act (CIPA). At the discretion of the Board or Superintendent, the technology protection measures may also be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using the District Information & Technology Resources, if such disabling will cease to protect against access to materials that are prohibited under CIPA~~the Children's Internet Protection Act~~. Any staff member who attempts to disable the technology protection measures without express written consent of an appropriate administrator will be disciplined~~subject to disciplinary action~~, up to and including termination.

The Superintendent or ___Technology Director_____ may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material~~,~~ if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.
(x) The Superintendent or __Technology Director_____ may also disable the technology protection measures to enable access for bona fide research or other lawful purposes. **[END OF OPTION]**

Principals are responsible for providing training so that staff under their supervision are knowledgeable about this policy and its accompanying guidelines.

Staff members will participate in professional development programs in accordance with the provisions of law and this policy. Training shall include:

A. the safety and security of students while using e-mail, chat rooms, social media, and other forms of direct electronic communications;

B. the inherent danger of students disclosing personally identifiable information online;

C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying, and other unlawful or inappropriate activities by students or staff online; and

D. unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors.

Staff members shall provide guidance and instruction to their students regarding the appropriate use of District Information & Technology Resources and online safety and security as specified above. Additionally, such training shall include, but not be limited to, education concerning appropriate online behavior including interacting with others on social media, including in chat rooms, and cyberbullying awareness and response. Further, staff members shall monitor students' online activities while the students are at school~~Furthermore, staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above, and staff members will monitor students' online activities while at school~~.

[x] Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs. **[END OF OPTION]**

The disclosure of personally identifiable information about students online is prohibited.

~~Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the District Technology Resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media including in chat rooms, and cyberbullying awareness and response. All users of District Technology~~All staff members who use District Information & Technology Resources are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines. (See Form 7540.04 F1)

In order to keep District Information & Technology Resources operating in a safe, secure, efficient, effective, and beneficial manner to all users, staff members are required to comply with all District-established cybersecurity procedures~~( ) including, but not limited to, the use of multi-factored authentication (MFA), **[END OF OPTION]** for which they have been trained. Principals are responsible for providing such training on a regular basis and measuring the effectiveness of the training~~.

[x] Staff will be assigned a District-provided school e-mail address that they are required to use~~utilize~~ for all school-related electronic communications, including those to students, parents and other constituents, fellow staff members, and vendors or individuals seeking to do business with the District. **[END OF OPTION]**

~~**[ ]** With prior approval from the Superintendent or _____, staff may direct students who have been issued school-assigned e-mail accounts to use those accounts when signing up/registering for access to various online educational services/apps that the student will use, including mobile applications/apps that will be utilized by the students for educational purposes under the teacher's supervision. **[END OF OPTION]**~~

Staff members are responsible for good behavior when using District Information & Technology ~~and Information~~ Resources - i.e., behavior comparable to that expected when they are in physical classrooms, school buildings, and at school-sponsored events. Because communications~~classrooms, school hallways, and other school premises and school-sponsored events. Communications~~ on

the Internet are often public in nature, general rules for professional behavior and communication apply. The Board does not approve any use of District Information &~~its~~ Technology ~~and Information~~ Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines **(x)** and Policy 7544 and its accompanying procedure **[END OF OPTION]**.

[DRAFTING NOTE: Choose the preceding option if~~option above if the Superintendent recommends and~~ the Board adopts Policy 7544.]

[NOTE: If the use of social media is authorized by Policy 7540 and Policy 7544, choose the appropriate following option to match that language]

[x] Staff members may only use District Information & Technology Resources to access or use social media if it is done for educational or business-related purposes. **[END OF OPTION]**

[x] Staff member~~members'~~ use of District Information & Technology Resources~~technology resources~~ to access or use social media is to be consistent with Policy 7544 and its accompanying procedure. **[END OF OPTION]**

[DRAFTING NOTE: Choose the following option to provide further direction to staff regarding the appropriate versus inappropriate use of social media.]

[ ] An employee's personal or private use of social media may have unintended consequences. While the Board respects its employees' First Amendment rights, those rights do not include permission to post inflammatory comments that could compromise the District's mission, undermine staff relationships, or cause a substantial disruption to the school environment. This warning includes staff members' online conduct that occurs off school property, including from the employee's private computer. Postings to social media should be done in a manner sensitive to the staff member's professional responsibilities. **[END OF OPTION]**

[x] [AI/NLP TOOLS OPTIONAL LANGUAGE]

Use of Artificial Intelligence/Natural Language Processing Tools

Staff are permitted to use Artificial Intelligence and Natural Language Processing (NLP) tools (collectively, "AI/NLP tools") to accomplish their job responsibilities so long as the use is ethical, responsible, and does not violate any provisions of this policy (e.g., it does not infringe on students' or staff members' privacy rights, violate their duty to maintain confidentiality related to personally identifiable information, etc.).~~General school rules for behavior and communication apply.~~

With respect to students, it is the Board's policy that they are required to rely on their own knowledge, skills, and resources when completing school work. In order to ensure the integrity of the educational process and to promote fair and equal opportunities for all students, except as outlined below, students are prohibited from using AI/NLP tools to complete school work. The use of AI/NLP tools without the express permission/consent of a teacher is considered to undermine the learning and problem-solving skills that are essential to a student's academic success and that the staff is tasked to develop in each student. Consequently, students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI/NLP tools, and they are expected to ask their teachers when they have questions and/or need assistance. A student's unauthorized use of AI/NLP tools is considered a form of plagiarism and any student found using such tools without permission or in a prohibited manner will be disciplined in accordance with the Student Code of Conduct.

Notwithstanding the preceding, students are allowed to use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical and responsible manner. Teachers have the discretion to authorize students to use AI/NLP tools for the following uses:

A. Research assistance: AI/NLP tools can be used to help students quickly and efficiently search for and find relevant information for their school projects and assignments.

B. Data Analysis: AI/NLP tools can be used to help students to analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data analysis assignments – e.g., scientific experiments and marketing research.

C. Language translation: AI/NLP tools can be used to translate texts or documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in a different language.

D. Writing assistance: AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills.

E. Accessibility: AI/NLP tools can be used to help students with disabilities access and understand written materials. For example, text-to-speech software can help students with specific learning disabilities or visual impairments to read texts and AI-powered translation tools can help students with hearing impairments to understand spoken language.

As outlined above, under appropriate circumstances, AI/NLP tools can be effectively used as a supplement to and not a replacement for traditional learning methods. Consequently, with prior teacher permission/consent, students can use AI/NLP tools to help them better understand and analyze information and/or access course materials. If a student has any questions about whether they are permitted to use AI/NLP tools for a specific class assignment, they should ask their teacher.

[END OF OPTIONAL LANGUAGE]

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Information & Technology ~~and Information~~ Resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and ____Technology Director_____ as the administrator(s) responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to staff member~~members'~~ use of District Information & Technology ~~and Information~~ Resources.

In addition, Federal and State confidentiality laws forbid schools and their employees from using or disclosing student education records without parental consent. See Policy 8330. Education records include a wide variety of information; posting personally identifiable information about students is not permitted. Staff members who violate State and Federal confidentiality and/or~~laws or~~ privacy laws related to the disclosure of student or employee personally identifiable~~confidential employee~~ information may be disciplined.

Staff members retain rights of communication for collective bargaining purposes and union organizational activities.

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Legal

P.L. 106-554, Children's Internet Protection Act of 2000

P.L. 110-385, Title II, Protecting Children in the 21st Century Act

18 U.S.C. 1460

18 U.S.C. 2246

18 U.S.C. 2256

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)

47 C.F.R. 54.500 - 54.523

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Revised Policy - Vol. 37, No. 2

7540.03 - **STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY**

Technology directly affects~~has fundamentally altered~~ the ways in which information is accessed, communicated, and transferred in society. Educators are expected to continually adapt~~As a result, educators are continually adapting~~ their means and methods of instruction, and the way they approach student learning, to incorporate the latest technologies. The Board of Education provides Information & Technology Resources (as defined in Bylaw 0100) (collectively, "District Information & Technology Resources")~~vast, diverse, and unique resources available through the Internet. The Board of Education provides Technology Resources (as defined in Bylaw 0100)~~ to support the educational and professional needs of its students and staff. With respect to students, District Information & Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for ~~limited~~educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its stated~~limited~~ educational purpose.

The Board regulates the use of District Information & Technology Resources in a manner~~by principles~~ consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Information & Technology Resources and students' personal communication devices when they are connected to District Information & Technology Resources, including online educational services/apps, regardless of whether such use takes place on or off school property~~the District computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or at a Board-sponsored activity~~ (see Policy 5136).

Students are prohibited from using District Information & Technology Resources to engage in illegal conduct (e.g., libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, etc.) or conduct that violates this Policy and its related administrative guidelines and the Student Code of Conduct (e.g., making personal attacks or injurious comments, invading a person's privacy, etc.). Nothing herein, however, shall infringe on students' First Amendment rights~~Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like)~~. Because its Information & Technology Resources are not unlimited, the Board may institute~~has also instituted~~ restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Students~~Users~~ have no right or expectation to privacy when using District Information & Technology Resources (including, but not limited to, privacy in the content of their personal files, messages/e-mails, and records of their online activity)~~when using the District's computer network and/or Internet connection)~~.

While the Board uses various technologies to limit students using its Information & Technology Resources to only use/access online educational services/apps and resources that have been pre-approved for the purpose of instruction, study, and research related to the curriculum, it is impossible to prevent students from accessing and/or coming in contact with online content that has not been pre-approved for use by students of certain ages. It is no longer possible for educators and community members~~First, the Board may not be able to technologically limit access, through its Technology Resources, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity~~ to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them) when significant portions of students' education take place online or through the use of online educational services/apps~~, access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages~~.

Pursuant to Federal law, the Board implements~~has implemented~~ technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act (CIPA). At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using District Information & Technology Resources, if such disabling will cease to protect against access to materials that are prohibited under CIPA~~the Children's Internet Protection Act~~. Any student who attempts to disable the technology protection measures will be disciplined~~subject to discipline~~.

The Superintendent or _Technology Director_____ may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been mistakenly, improperly, or inadvertently~~inappropriately~~ blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may be able to gain access to online content and/or services/apps ~~and/or resources on the Internet~~ that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to content~~information and communications~~ that they and/or their parents may find inappropriate, offensive, objectionable, or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Principals are responsible for providing training so that students under their supervision are knowledgeable about this policy and its accompanying guidelines.

Pursuant to Federal law, students shall receive education about the following:

A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;

B. the dangers inherent with the online disclosure of personally identifiable information;

C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying, and other unlawful or inappropriate activities by students online;~~,~~ and

D. unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors.

Staff members shall provide guidance and instruction to their students regarding the appropriate use of District Information & Technology Resources and online safety and security as specified above. Additionally, such training shall include, but not be limited to, education concerning appropriate online behavior including interacting with others on social media, including in chat rooms, and

cyberbullying awareness and response~~instruction for their students regarding the appropriate use of technology and online safety and security as specified above~~. Furthermore, staff members will monitor the online activities of students while they are at school.

[x] Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs. **[END OF OPTION]**

~~Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of District Technology Resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms, and cyberbullying awareness and response.~~ All students who use~~rs of~~ District Information & Technology Resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines. (See Form 7540.03 F1)

In order to keep District Information & Technology Resources operating in a safe, secure, efficient, effective, and beneficial manner to all users, students are required to comply with all District-established cybersecurity procedures ~~( ) including, but not limited to, the use of multi-factored authentication for which they have been trained **[END OF OPTION]**. Principals are responsible for providing such training on a regular basis and measuring the effectiveness of the training~~.

[x] Students will be assigned a District-provided school e-mail account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, ~~and~~ individuals, and/or organizations outside the District with whom they are communicating for school-related projects and assignments. **(x)** Further, as directed and authorized by their teachers, they shall use their school-assigned e-mail account when signing-up/registering for access to various online educational services/apps~~, including mobile applications/apps that will be utilized by the student for educational purposes~~. **[END OF OPTION]**

Students are responsible for good behavior when using District Information & Technology Resources – i.e., behavior comparable to that expected of students when they are in physical classrooms and school buildings and at school-sponsored events. Because communications~~classrooms, school hallways, and other school premises and school-sponsored events. Communications~~ on the Internet are often public in nature, general~~. General~~ school rules for behavior and communication apply. The Board does not approve any use of its Information & Technology Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

[NOTE: If language about social media is added to Policy 7540, it is recommended that the following optional~~this~~ language be added to this policy.]

~~[ ] Students may only use District Information & Technology Resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use. **[END OF OPTION]**~~

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Information & Technology Resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent ~~and~~ _____ as the administrator(s) responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District Information & Technology Resources.

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18 U.S.C. 1460
18 U.S.C. 2246

18 U.S.C. 2256

20 U.S.C. 6777, 9134 (2003)

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)

47 C.F.R. 54.500 – 54.523

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Revised Policy - Vol. 37, No. 2

7540.02 - **WEB ACCESSIBILITY, CONTENT, APPS, AND SERVICES**

A. Creation of Content for Web Pages/Websites~~Sites~~, Apps, and Services

The Board of Education authorizes staff members **(x)** and students **[END OF OPTION]** to create content, apps and services (see Bylaw 0100 Definitions) that are hosted by the Board on its servers or District-affiliated servers (i.e., servers the Board pays to use or otherwise sanctions the use of) and/or published on the Internet.

The content, apps, and services must comply with applicable State and Federal laws (e.g., copyright laws, Children's Internet Protection Act (CIPA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act (ADA), Student Online Personal Protection Act (SOPPA), and Children's Online Privacy Protection Act (COPPA))~~,~~ and reflect the professional image/brand of the District, its employees, and students. Content, apps, and services must be consistent with the Board's Mission Statement and staff-created web content, services, and apps are subject to prior review and approval of the Superintendent before being published on the Internet and/or used with students.

[NOTE: CHOOSE ONE (1), BOTH, OR NONE OF THE FOLLOWING OPTIONS.]

x] Student-created content, apps, and services are subject to Policy 5722 - School-Sponsored ~~Student~~ Publications and Productions.

[x The creation of content, apps, and services by students must be done under the supervision of a professional staff member.

[END OF OPTIONS]

B. Purpose of Content of District Web Pages/Sites, Apps, and Services

The purpose of content, apps, and services covered by this policy~~hosted by the Board on its servers or District-affiliated servers~~ is to educate, inform, and communicate. The following criteria shall be used to guide the development of such content, apps, and services:

1. **Educate**

Content should be suitable for and usable by students and teachers to support the curriculum and the Board's Objectives as listed in the Board's Strategic Plan.

2. **Inform**

   Content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.

3. **Communicate**

   Content may communicate information about the plans, policies, and operations of the District to members of the public and other persons who may be interested in and/or affected by District matters.

The information contained on the Board's website(s) should reflect and support the Board's Mission Statement, Educational Philosophy, and ~~the~~ School Improvement Process.

When the content includes a photograph or personally identifiable information relating to a student, the Board will abide by the provisions of Policy 8330 - Student Records.

Under no circumstances are~~is~~ District-created content, apps, and services~~,~~ to be used for commercial purposes, advertising, political lobbying, or to provide financial gains for any individual. Included in this prohibition is the fact no web content contained on the District's website may:

1. include statements or other items that support or oppose a candidate for public office, the investigation, prosecution, or recall of a public official, or passage of a tax levy or bond issue;

2. link to a website of another organization if the other website includes such a message; or

3. communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization.

[x] Under no circumstances is staff member-created content, apps, and services, including personal web pages/websites, to be used to post student progress reports, grades, class assignments, or any other similar class-related material. Employees are required to use the Board-specified website, app, or service (e.g., _____ **[Progressbook/PowerSchool/Infinite Campus]**) for the purpose of conveying information to students and/or parents.

[x] Staff members are prohibited from requiring students to go to the staff member's personal web pages/websites (including, but not limited to, their Facebook, Instagram, Pinterest pages, YouTube Channel(s), or TikTok sites) to check grades, obtain class assignments and/or class-related materials, and/or to turn in assignments.

[x] If a staff member creates content, apps, and services, related to their~~his/her~~ class, it must be hosted on the Board's server or a District-affiliated server.

[x] Unless the content, apps, and services contain~~contains~~ student personally-identifiable information, Board websites, apps, and web services that are created by students and/or staff members that are posted on the Internet should not be password-protected~~password-protected~~ or otherwise contain restricted access features, whereby only employees, student(s), or other limited groups of people can access the site. Community members, parents, employees, staff, students, and other website users will generally be given full access to the Board's website(s), apps, and ~~web-~~services.

Web content, apps and web services should reflect an understanding that both internal and external audiences will be viewing the information.

The District's website(s) and web pages, apps, and services must be hosted on Board-owned or District-affiliated servers.~~School web pages/sites, apps and web services must be located on Board-owned or District-affiliated servers.~~

The Superintendent shall prepare administrative guidelines defining the rules and standards applicable to the use of the Board's website and the creation of web content, apps, and web services by staff **(x)** and students **[END OF OPTION]**.

The Board retains all proprietary rights related to the design of and content for its website(s)~~ web content~~, apps, and web services~~ that are hosted on Board-owned or District-affiliated servers~~, absent written agreement to the contrary.

In order for a student's school work (i.e., work that is created in a class, at school, or as part of a school-sponsored extracurricular activity) to be displayed on the Board's website, the student (who is eighteen (18) years of age or older) or the student's parent (if the student is seventeen (17) years of age or younger) must provide written permission and expressly license its display without cost to the Board~~Students who want their class work to be displayed on the Board's website must have written parent permission and expressly license its display without cost to the Board~~.

Likewise, prior written permission from a student (who is eighteen (18) years of age or older) or the student's parent (if the student is seventeen (17) years of age or younger) is necessary for a student to be identified by name on the Board's website~~Prior written parent permission is necessary for a student to be identified by name on the Board's website~~.

C. Website Accessibility

The District is committed to providing persons with disabilities an opportunity equal to that of persons without disabilities to participate in the District's programs, benefits, and services, including those delivered through electronic and information technology, except where doing so would impose an undue burden or create a fundamental alteration. The District is further committed to ensuring persons with disabilities are able to acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as persons without a disability, with substantially equivalent ease of use; that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any District programs, services, and activities delivered online, as required by Section 504 and Title II of the ADA and their implementing regulations; and that they receive effective communication of the District's programs, services, and activities delivered online.

This policy reflects the Board's commitment and~~The District adopts this policy to fulfill this commitment and affirm its~~ intention to comply with the requirements of Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Section 794, 34 C.F.R. Part 104, ~~and~~ Title II of the Americans With Disabilities Act of 1990, 42 U.S.C. Section 12131, and 28 C.F.R. Part 35 in all respects.

1. Technical Standards

The District will adhere to the technical standards of compliance identified at **__www.hazelparkschools.org_____ [insert link to District website]**. The District measures the accessibility of online content and functionality according to the World Wide Web Consortium's (W3C's) Web Content Accessibility Guidelines (WCAG) 2.0 Level ____, and the Web Accessibility Initiative - Accessible Rich Internet Applications Suite (WAI-ARIA 1.1) for web content. ~~( ) _____ [insert another acceptable standard selected by the District – e.g., the Section 508 Information and Communication Technology Accessibility Standards published by the U.S. Access Board, which serves as the standards the Federal government uses for its own websites.~~

[DRAFTING NOTE: While OCR currently (as of December 2022) recommends WCAG 2.0 Level AA, WCAG 2.1 is gradually becoming the standard courts cite as the ADA accessibility standard that public entities should use for websites, mobile applications, and digital content compliance. Further, W3C published a working draft of WCAG 2.2 in August 2020 and a Candidate Recommendation draft of WCAG 2.2 in September 2022; a final version of WCAG 2.2 is expected to be released in early 2023. The W3C states that WCAG 2.0 and 2.1 remain its recommendation, but version 2.2 should be used to maximize future

applicability of accessibility efforts. The W3C also encourages the use of the most current version of WCAG when developing or updating Web accessibility policies~~OCR recommends WCAG 2.0 Level AA~~.]

2. **Web Accessibility Coordinator**

The Board designates its **(x)** Section 504/ADA Compliance Coordinator(s) **(x)** Technology Director **(x)** _and Communications Director_____ **~~[END OF OPTIONS]~~** as the District's Web Accessibility Coordinator(s). That individual(s) is/are~~is~~ responsible for coordinating and implementing this policy.

[SELECT OPTION #1 OR #2]

~~[ ] [OPTION #1]~~

~~See Board Policy 2260.01 for the Section 504/ADA Compliance Coordinator(s)' contact information.~~

[x] [OPTION #2]

The District's Web Accessibility Coordinator(s) can be reached at:

[INSERT NAME or TITLE, ADDRESS, E-MAIL, PHONE]

_____

_____Mr. Brad Wilkins
Director of Technology
1620 E Elza
Hazel Park MI 48030
248-658-5231
brad.wilkins@hazelparkschools.org_____

_____

_____

_____

_____

[END OF OPTIONS]

3. **Third Party Content**

Links included on the Board's website(s) or web services and apps that pertain to its programs, benefits, and/or services must also meet the above criteria and comply with State and Federal law (e.g. copyright laws, CIPA, Section 504, ADA, SOPPA, and COPPA). While the District strives to provide access through its website to online content provided or developed by third parties (including vendors, video-sharing websites, and other sources of online/digital content) that is in an accessible format, that is not always feasible. The District's administrators and staff, however, are aware of this requirement with respect to the selection of online content provided to students. The District's Web Accessibility Coordinator(s) or designee~~Coordinator or his/her designees~~ will vet online content available on its website(s), apps, and services that are ~~that is~~ related to the District's programs, benefits, and/or services for compliance with this criteria for all new content published on the District's website(s), apps, and services after adoption of this policy~~placed on the District's website after adoption of this policy~~.

Nothing in the preceding paragraph, however, shall prevent the District from including links on the Board's website(s),

apps, and services to:

a. recognized news/media outlets (e.g., local newspapers' websites, local television stations' websites);~~,~~ or

b. websites, services, and/or apps that are developed and hosted by outside vendors or organizations that are not part of the District's program, benefits, or services.

The Board recognizes that such third party websites may contain advertisements that are not age-appropriate or~~not contain age-appropriate advertisements that are~~ consistent with the requirements of Policy 9700.01, AG 9700B, and State and Federal law.

4. Regular Audits

The District, under the direction of the Web Accessibility Coordinator(s) or ~~his/her/their~~ designees, will, at regular intervals, audit the District's online content and measure this content against the technical standards adopted above.

[x] [OPTION]

This audit will occur no less than once every two (2) years.

[END OF OPTION]

If problems are identified through the audit, such problems will be documented, evaluated, and, if necessary, remediated within a reasonable period of time.

5. Reporting Concerns or Possible Violations

If a person accessing the District's website(s), apps, or services (e.g., a student, prospective student, employee, guest, or visitor) ("user") believes that the District has violated the technical standards identified above in its online content, the user may contact a/the Web Accessibility Coordinator with any accessibility concerns. The user may also file a formal complaint utilizing the procedures set out in Board Policy 2260.01 relating to Section 504 and Title II~~If any student, prospective student, employee, guest, or visitor believes that the District has violated the technical standards in its online content, s/he may contact the Web Accessibility Coordinator with any accessibility concerns. S/he may also file a formal complaint utilizing the procedures set out in Board Policy 2260 and Policy 2260.01 relating to Section 504 and Title II~~.

D. Instructional Use of Apps and Web Services

The Board authorizes the use of apps and web services to supplement and enhance learning opportunities for students either in the classroom or for extended learning outside the classroom.

[SELECT OPTION #1 or #2]

x] [OPTION #1]

The Board requires the **(x)** Superintendent **(-x)** ____or his/her designee_____ pre-approve each app and/or web service that a teacher intends to use to supplement and enhance student learning. To be approved, the app and/or web service must have a FERPA-compliant privacy policy, as well as comply with all requirements of the Children's Online Privacy Protection Act (COPPA), Student Online Personal Protection Act (SOPPA), and the Children's Internet Protection Act (CIPA) **( )** and Section 504 and the ADA.

~~**[END OF OPTION #1]**~~

~~[ ] [OPTION #2]~~

~~A teacher who elects to supplement and enhance student learning through the use of apps and/or web services is responsible for verifying/certifying to the ( ) Superintendent ( ) _____ that the app and/or web service has a FERPA compliant privacy policy, and it complies with all requirements of the Children's Online Privacy Protection Act (COPPA), Student Online Personal Protection Act (SOPPA), and the Children's Internet Protection Act (CIPA) ( ) and Section 504 and the ADA.~~

[END OF OPTION #2]

The Board further requires **(x)** the use of a Board-issued e-mail address in the login process **(x)** prior written parental permission for a student seventeen (17) years of age or younger to use the~~to use a~~ student's personal e-mail address in the login process.

E. Training

The District will provide ~~( ) annual~~ **(x)** periodic training for its employees who are responsible for creating web content or distributing information online~~or distributing information with online content~~ so that these employees are aware of this policy and understand their roles and responsibilities with respect to web design and creation and/or uploading of~~design,~~ documents and multimedia content.

F. One-Way Communication Using District Website(s),~~ Content,~~ Apps, and Services

The Board approves the use of its website(s)/web pages~~The District is authorized to use web pages/sites~~, apps, and services to promote school activities and inform stakeholders and the general public about District news and operations.

Such communications constitute public records that will be archived.

When the Board or Superintendent designates communications distributed via District web pages/websites, apps, and web services to be one-way communication, public comments are not solicited or desired~~,~~ and the website(s), apps, or services are~~website, app or web service is~~ to be considered a nonpublic forum.

If the District uses an app and/or ~~web~~ service that does not allow the District to block or deactivate public comments~~ (e.g., Facebook, which does not allow comments to be turned off, or Twitter, which does not permit users to disable private messages or mentions/replies)~~, the District's use of that app and/or service~~apps and web service~~ will be subject to Policy 7544 – Use of Social Media unless the District is able to automatically withhold all public comments.

If unsolicited public comments can be automatically withheld, the District will retain the comments in accordance with its adopted record retention schedule (see AG 8310A – Public Records, and AG 8310E – Record Retention and Disposal), but it will not review or consider those comments.

[DRAFTING NOTE: Districts are advised to adopt a new category of records that covers such "hidden public comments" on social media. Unless dictated by State law, retention periods established by the district for such unsolicited communications should be limited.]

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7434 - **USE OF TOBACCO ON SCHOOL PREMISES**

The Board of Education believes that the right of persons to use tobacco products must be balanced against the right of those who do not use tobacco products to breathe air untainted by tobacco products, including secondhand smoke and vapor/aerosol exposure.

In order to protect students and employees who choose not to use tobacco products from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco products on District premises (owned or leased), in District vehicles, at all school-sponsored~~school-sponsored~~ events, and in all school buildings owned and/or operated by the District.

For purposes of this policy:

A. "electronic smoking device" means any device that may be used to deliver any aerosolized or vaporized substance to the person inhaling from the device including, but not limited to, an e-cigarette (including, but not limited to, "JUUL", "NJOY," "BREEZE," "Puff Bar," etc.), e-cigar, e-pipe, vape pen, or e-hookah~~"tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth~~;

   Electronic smoking device includes any component, part, or accessory of the device, and also includes any substance that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine. Electronic smoking device does not include drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act

B. "off-campus, schools-sponsored event" means any event sponsored by the school or School District that is not on school property including, but not limited to, sporting events, day camps, field trips, dances, or theatrical productions;

C. "tobacco industry" means manufacturers, distributors, or wholesalers of tobacco products or tobacco-related devices (e.g., Juul, Altria);

   This includes parent companies and subsidiaries.

D. "tobacco product" means 1) any product containing, made of, or derived from tobacco or nicotine (including synthetic nicotine) that is intended for human consumption or is likely to be consumed, whether inhaled, absorbed, or ingested by any other means including, but not limited to, a cigarette, a cigar, pipe tobacco, chewing tobacco, snuff, or snus; 2) any electronic smoking device and any substances that may be aerosolized or vaporized by such device, whether or not the

substance contains nicotine; 3) or any component, part, or accessory of 1) or 2) whether or not any of these contains tobacco or nicotine including, but not limited to, filters, rolling papers, blunt or hemp wraps, hookahs, and pipes (Tobacco product does not mean drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act.);

E. "use of a tobacco product" means any of the following:

1. inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation (use of a tobacco product includes using an electronic smoking device)~~the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device~~;

2. the ~~inhaling or~~ chewing of a tobacco product;

3. the placing of a tobacco product within a person's mouth.~~;~~

4. ~~( ) the use or smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.~~

~~[ ] The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to "JUUL's"), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.~~

In order to protect students and staff who choose not to use tobacco products from an environment noxious to them, and because the Board does not condone smoking and/or the use of tobacco and tobacco products, the Board prohibits the use **(x)**, consumption, display, activation, promotion, or sale **(x)**, or possession, **[END OF OPTIONS]** of tobacco products or tobacco substitute products at all times **(x)** (twenty-four hours a day, seven days a week) **[END OF OPTION]** within any enclosed facility owned, ~~or~~ leased, or contracted for by the Board, and in the areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to:

A. **(x)** school grounds,

B. **(x)** athletic facilities,

C. **(x)** any school-related event,

D. **(x)** on or off Board premises,

E. ~~( ) except at designated times ( ), and in designated areas as defined in statute. *****currently selected – WE NEED TO DISCUSS~~

~~[ ] It is allowable for possession or use a product that has been approved by the U.S. Food and Drug Administration for sale as a tobacco cessation or dependence product and is being marketed and sold solely for such an approved purpose.~~

~~[ ] Tobacco products may be used in designated outdoor areas on school property on Saturdays, Sundays, and after 6 p.m. on days during which there are regularly scheduled school hours.~~

~~[ ] Tobacco products may be used at nondistrict special events held during nonschool hours with no students present and with the permission of the Superintendent. The special eventsspecial events supervisor shall submit a written request and justification to permit smoking at the event. The Superintendent may deny permission.~~

Advertising/Promotion

In accordance with Policy 9700.01, tobacco product advertising is prohibited on school grounds, in all school-sponsored publications, and at all school-sponsored events.

[x] The promotion of tobacco products, including clothing, bags, lighters, gear, technology accessories, signs, structures, vehicles, fliers, other personal articles, or any other product or paraphernalia is not permitted on school grounds, in school or District-owned vehicles, or at school or District-sponsored events.~~Tobacco may not be advertised or promoted on school property or at school controlled events. Therefore, signs, clothing, bags, accessories, and other items promoting tobacco or containing tobacco branding are prohibited on school property and at school controlled events.~~

[x] No one on behalf of the District may solicit or accept any contributions, gifts, or money from the tobacco industry - to include, but not be limited to, donations, monies for sponsorships/scholarships, advertising, promotions, loans or support for equipment, uniforms, and sports and/or training facilities.

[x] Tobacco companies/products may not sponsor any school activity or project.

Enforcement

[x] Violations of this policy may result in removal from school property or from the school activity in accordance with Policy 9150 – School Visitors.

[x] The Superintendent shall designate the individuals and the methods to monitor compliance with this policy.

~~**[ ] Exceptions**~~

~~It shall not be considered a violation of this policy:~~

A. ~~for any person to possess or provide to any other person (but not inhale or ingest) Traditional tobacco products (excluding electronic smoking devices) as part of an Indigenous practice or a lawfully recognized religious, spiritual, or cultural ceremony or practice;~~

B. ~~for Traditional tobacco products to be burned (but not inhaled or ingested) as part of an educational experience related to Indigenous tobacco practices, provided that the activity is conducted by an employee or an approved visitor and that it has been pre-approved by administrators; or~~

C. ~~for tobacco products to be displayed (but not used, inhaled, or ingested) in an instructional activity related to tobacco product education for employees, administrators, and parents or guardians, but not students, provided that the activity is conducted by an employee or an approved visitor and that it has been pre-approved by administrators.~~

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Legal

M.C.L. 333.12601 et seq.

M.C.L. 380.1170

M.C.L. 750.473

20 U.S.C. 6081 et seq.

MDE Board Policy on 24/7 Tobacco-Free Schools

U.S.D.O.E. Memorandum, 1995

Last Modified by Phil Mikulski on March 28, 2023

Book	Policy Manual
Section	37-2 Ready for Production
Title	Vol. 37, No. 2 - Tobacco - February 2023 Revised USE OF TOBACCO BY STUDENTS
Code	po5512
Status	
Adopted	May 15, 2017
Last Revised	December 14, 2020

Revised Policy - Vol. 37, No. 2

5512 - **USE OF TOBACCO BY STUDENTS**

The Board of Education recognizes that the use of tobacco products presents a health hazard which can have serious consequences both for the user and the nonuser, including the effects of secondhand smoke and vapor/aerosol exposure, and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco products from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco products on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use, consumption, display, activation, promotion, sale, or possession of tobacco products by students in District buildings, on District property (owned or leased), in District vehicles~~on District buses~~, and at any District-related event.

For purposes of this policy:

A. "electronic smoking device" means any device that may be used to deliver any aerosolized or vaporized substance to the person inhaling from the device including, but not limited to, an e-cigarette (including, but not limited to, "JUUL", "NJOY," "BREEZE," "Puff Bar," etc.), e-cigar, e-pipe, vape pen, or e-hookah~~"tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth~~;

   Electronic smoking device includes any component, part, or accessory of the device and also includes any substance that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine. Electronic smoking device does not include drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act.

B. "off-campus, schools-sponsored event" means any event sponsored by the school or School District that is not on school property including, but not limited to, sporting events, day camps, field trips, dances, or theatrical productions;

C. "tobacco industry" means manufacturers, distributors, or wholesalers of tobacco products or tobacco-related devices (e.g., Juul, Altria);

   This includes parent companies and subsidiaries.

D. "tobacco product" means 1) any product containing, made of, or derived from tobacco or nicotine (including synthetic nicotine) that is intended for human consumption or is likely to be consumed, whether inhaled, absorbed, or ingested by any other means including, but not limited to, a cigarette, a cigar, pipe tobacco, chewing tobacco, snuff, or snus; 2) any electronic smoking device and any substances that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine; or 3) any component, part, or accessory of 1) or 2) whether or not any of these contains tobacco or nicotine including, but not limited to, filters, rolling papers, blunt or hemp wraps, hookahs, and pipes;

Tobacco product does not mean drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act.

E. "use of a tobacco product" means any of the following:

1. inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation (use of a tobacco product includes using an electronic smoking device);

2. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;

3. the ~~inhaling or~~ chewing of a tobacco product;

4. the placing of a tobacco product within a person's mouth.~~;~~

5. ~~( ) 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.~~

~~[ ] The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to "JUUL's"), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.~~

In order to protect students and staff who choose not to use tobacco products from an environment noxious to them, the Board prohibits the possession, consumption, purchase or attempt to purchase, and/or use of tobacco or tobacco substitute products by students at all times **(x)** (twenty-four (24) hours a day, seven (7) days a week) **[END OF OPTION]** on Board premises, in Board-owned vehicles, within any indoor facility owned or leased or contracted for by the Board, and/or used to provide education or library services to children, and at all Board-sponsored events.

[x] This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to:

A. **(x)** school grounds,

B. **(x)** athletic facilities,

C. **(x)** any school-related event, and

D. **( )** on or off Board premises.

~~[ ] It is allowable for a student to possess or use a product that has been approved by the U.S. Food and Drug Administration for sale as a tobacco cessation or dependence product and is being marketed and sold solely for such an approved purpose, assuming such possession or usage is accompanied by medical authorization and adheres to all District medication protocols.~~

~~[ ] It is allowable to possess or provide to another person (but not inhale or ingest) a tobacco product (excluding electronic smoking devices) for an Indigenous practice or a lawfully recognized religious, spiritual, or cultural ceremony, or practice.~~

[x] Advertising/Promotion

In accordance with Policy 9700.01, tobacco product advertising is prohibited on school grounds, in all school-sponsored publications, and at all school-sponsored events.

[x] The promotion of tobacco products, including clothing, bags, lighters, gear, technology accessories, signs, structures, vehicles, fliers, other personal articles, or any other product or paraphernalia is not permitted on school grounds, in school vehicles, or at school or District-sponsored events~~Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters, and other personal articles are not permitted on school grounds, in school vehicles, or at school sponsored events~~.

[x] No one on behalf of the District may solicit or accept any contributions, gifts, or money from the tobacco industry - to include, but not be limited to, donations, monies for sponsorships/scholarships, advertising, promotions, loans or support for equipment, uniforms, and sports and/or training facilities.

[x] Notification

Signage~~"No Tobacco" signs~~ will be posted throughout the District. Students will be provided notice of this policy through student handbooks.

[x] District vehicles will display the international "No Smoking" insignia.

[x] Announcements will be made during home athletic events both before the event and during intermission, as well as at all school functions where deemed appropriate.

[x] School programs will include a written reminder of the tobacco-free policy.

[x] Educational Programming

Tobacco-use prevention education shall be coordinated with the other components of the school health program **(**x **)** and shall be evidence-based, age-appropriate, and culturally responsive. [END OF OPTION]~~.~~

[x] The curriculum for this education program shall not be paid for or developed by the tobacco industry. **[END OF OPTION]**

Staff responsible for teaching tobacco-use prevention education shall have adequate pre-service training and participate in ongoing professional development activities to effectively deliver education programming. Preparation and professional development activities shall provide basic knowledge about the effects of tobacco use and the effects of peer pressure on tobacco use combined with effective instructional techniques and strategies and program-specific activities.

[x] Education will include instruction on the harmful effects of and legal restrictions against tobacco, including electronic smoking devices as part of the health education curriculum.

Enforcement

Students who violate this policy shall be subject to disciplinary action in accordance with the Student Code of Conduct/Student Discipline Code and in accordance with policies of the Board. **[x]** Students subject to such action may also be referred for smoking cessation treatment, support, and a graduated set of evidence-based, supportive disciplinary practices that promote recovery and reduction of tobacco product addiction and dependence, including information about My Life My Quit, the State of Michigan's teen quit program~~education services~~.

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M.C.L. 750.473

Last Modified by Phil Mikulski on March 28, 2023

Book	Policy Manual
Section	37-2 Ready for Production
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Revised Policy - Vol. 37, No. 2

4215 - **USE OF TOBACCO BY SUPPORT STAFF**

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser, including the effects of secondhand smoke and vapor/aerosol exposure, and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco products from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco products on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use **(x)** consumption, display, activation, promotion, sale, or possession **[END OF OPTION]** of a tobacco product by employees~~support staff members~~ in District buildings, on District property (owned or leased), in District vehicles~~on District buses~~, and at any District-related event at all times **(x)** (twenty-four (24) hours a day, seven (7) days a week) **[END OF OPTION]** within any enclosed facility owned, ~~or~~ leased, or contracted for by the Board, and in the areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to **(x)** school grounds, **(x)** athletic facilities, **(x)** any school-related event, **(x)** on or off Board premises ~~( ) with the exception that tobacco may be used in designated outdoor areas on school property on Saturdays, Sundays, and after 6 p.m. on days during which there are regularly scheduled school hours.~~ ~~**[END OF OPTIONS]**~~

~~**[ ]** It is allowable for employees to possess or use a product that has been approved by the U.S. Food and Drug Administration for sale as a tobacco cessation or dependence product* and is being marketed and sold solely for such an approved purpose.~~

For purposes of this policy:

A. "electronic smoking device" means any device that may be used to deliver any aerosolized or vaporized substance to the person inhaling from the device including, but not limited to, an e-cigarette (including, but not limited to, "JUUL", "NJOY," "BREEZE," "Puff Bar," etc.), e-cigar, e-pipe, vape pen, or e-hookah;~~tobacco product means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;~~

   Electronic smoking device includes any component, part, or accessory of the device and also includes any substance that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine. Electronic smoking device

does not include drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act.

B. "off-campus, schools-sponsored event" means any event sponsored by the school or School District that is not on school property including, but not limited to, sporting events, day camps, field trips, dances, or theatrical productions;

C. "employees" means any person employed by __Hazel Park Schools_____ **[district/school name]** as full-time or part-time, or any position contracted for or otherwise employed, with direct or indirect monetary wages or compensation paid by Hazel Park Schools _____ **[district/school name]**, or anyone working on a volunteer basis;

This term includes, but is not limited to, faculty, service personnel, volunteers, chaperones, student teachers, adult classroom or student aides, and other adults working for _Hazel Park Schools_____ **[district/school name]**.

D. "tobacco product" means 1) any product containing, made of, or derived from tobacco or nicotine (including synthetic nicotine) that is intended for human consumption or is likely to be consumed, whether inhaled, absorbed, or ingested by any other means including, but not limited to, a cigarette, a cigar, pipe tobacco, chewing tobacco, snuff, or snus; 2) any electronic smoking device and any substances that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine; or 3) any component, part, or accessory of 1) or 2) whether or not any of these contains tobacco or nicotine including, but not limited to, filters, rolling papers, blunt or hemp wraps, hookahs, and pipes;

Tobacco product does not mean drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act.

E. "use of a tobacco product" means any of the following:

1. inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation (use of a tobacco product includes using an electronic smoking device);

2. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;

3. the ~~inhaling or~~ chewing of a tobacco product;

4. the placing of a tobacco product within a person's mouth~~;~~.

5. ~~( ) the use or smoking of electronic, vapor, or other substitute forms of cigarettes, clove cigarettes, or other lighted smoking devices for burning tobacco or any other substance.~~

~~[ ] The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to JUUL's), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.~~

The Superintendent shall require the posting of signs as required.

[x] Advertising/Promotion

In accordance with Policy 9700.01, tobacco product advertising is prohibited on school grounds, in all school or District-sponsored publications, and at all school or District-sponsored events.

[x] ~~Tobacco promotional items that promote the use~~The promotion of tobacco products, including clothing, bags, lighters, gear, technology accessories, signs, structures, vehicles, fliers, other personal articles, or any other product or paraphernalia ~~and other personal articles~~ are not permitted on school grounds, in school vehicles, or at school or District-sponsored events.

[x] No employee on behalf of the District may solicit or accept any contributions, gifts, or money from the tobacco industry - to include, but not be limited to, donations, monies for sponsorships/scholarships, advertising, promotions, loans or support for equipment, uniforms, and sports and/or training facilities.

~~**[ ] Education and Training**~~

~~Training will be provided on this policy and associated resources. Information will be provided on tobacco cessation resources, including the Michigan Tobacco Quitlink.~~

Enforcement

Employees who violate this policy shall be subject to disciplinary action in accordance with the applicable Collective Bargaining Agreement and/or in accordance with policies of the Board. **[x]** Employees subject to such action may also be referred for smoking cessation treatment, support, and education services. **[END OF OPTION]**

~~**[ ] Exceptions**~~

~~It shall not be considered a violation of this policy:~~

A. ~~for any person to possess or provide to any other person (but not inhale or ingest) traditional tobacco products (excluding electronic smoking devices) as part of an indigenous practice or a lawfully recognized religious, spiritual, or cultural ceremony or practice;~~

B. ~~for traditional tobacco products to be burned (but not inhaled or ingested) as part of an educational experience related to indigenous tobacco practices, provided that the activity is conducted by an employee or an approved visitor and that it has been pre-approved by administrators; or~~

C. ~~for tobacco products to be displayed (but not used, inhaled, or ingested) in an instructional activity related to tobacco product education for employees, administrators, and parents or guardians, but not students, provided that the activity is conducted by an employee or an approved visitor and that it has been pre-approved by administrators.~~

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M.C.L. 750.473

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Revised Policy - Vol. 37, No. 2

3215 - **USE OF TOBACCO BY PROFESSIONAL STAFF**

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser, including the effects of secondhand smoke and vapor/aerosol exposure, and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco products from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco products on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use **(x)** consumption, display, activation, promotion, sale, or possession **[END OF OPTION]** of a tobacco product by employees~~professional staff members~~ in District buildings, on District property (owned or leased), in District vehicles~~on District buses~~, and at any District-related event at all times **(x)** (twenty-four (24) hours a day, seven (7) days a week) **[END OF OPTION]** within any enclosed facility owned, ~~or~~ leased, or contracted for by the Board, and in the areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to **(x)** school grounds, **(x)** athletic facilities, **(x)** any school-related event, **(x)** on or off Board premises ~~( ) with the exception that tobacco may be used in designated outdoor areas on school property on Saturdays, Sundays, and after 6 p.m. on days during which there are regularly scheduled school hours. [END OF OPTIONS]~~

~~[ ] It is allowable for employees to possess or use a product that has been approved by the U.S. Food and Drug Administration for sale as a tobacco cessation or dependence product* and is being marketed and sold solely for such an approved purpose.~~

For purposes of this policy:

A. "electronic smoking device" means any device that may be used to deliver any aerosolized or vaporized substance to the person inhaling from the device including, but not limited to, an e-cigarette (including, but not limited to, "JUUL", "NJOY," "BREEZE," "Puff Bar," etc.), e-cigar, e-pipe, vape pen, or e-hookah;~~tobacco product means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;~~

   Electronic smoking device includes any component, part, or accessory of the device and also includes any substance that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine. Electronic smoking device

does not include drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act.

B. "off-campus, schools-sponsored event" means any event sponsored by the school or School District that is not on school property including, but not limited to, sporting events, day camps, field trips, dances, or theatrical productions;

C. "employees" means any person employed by __Hazel Park Schools_____ **[district/school name]** as full-time or part-time, or any position contracted for or otherwise employed, with direct or indirect monetary wages or compensation paid by _Hazel Park Schools_____ **[district/school name]**, or anyone working on a volunteer basis;

This term includes, but is not limited to, faculty, service personnel, volunteers, chaperones, student teachers, adult classroom or student aides, and other adults working for _Hazel Park Schools_____ **[district/school name]**.

D. "tobacco product" means 1) any product containing, made of, or derived from tobacco or nicotine (including synthetic nicotine) that is intended for human consumption or is likely to be consumed, whether inhaled, absorbed, or ingested by any other means including, but not limited to, a cigarette, a cigar, pipe tobacco, chewing tobacco, snuff, or snus; 2) any electronic smoking device and any substances that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine; or 3) any component, part, or accessory of 1) or 2) whether or not any of these contains tobacco or nicotine including, but not limited to, filters, rolling papers, blunt or hemp wraps, hookahs, and pipes;

Tobacco product does not mean drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act.

E. "use of a tobacco product" means any of the following:

1. inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation (use of a tobacco product includes using an electronic smoking device);

2. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;

3. the ~~inhaling or~~ chewing of a tobacco product;

4. the placing of a tobacco product within a person's mouth~~;~~.

5. ~~( ) the use or smoking of electronic, vapor, or other substitute forms of cigarettes, clove cigarettes, or other lighted smoking devices for burning tobacco or any other substance.~~

~~[ ] The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to JUUL's), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.~~

The Superintendent shall require the posting of signs as required.

[x] Advertising/Promotion

In accordance with Policy 9700.01, tobacco product advertising is prohibited on school grounds, in all school or District-sponsored publications, and at all school or District-sponsored events.

[x] ~~Tobacco promotional items that promote the use~~The promotion of tobacco products, including clothing, bags, lighters, gear, technology accessories, signs, structures, vehicles, fliers, other personal articles, or any other product or paraphernalia ~~and other personal articles~~ are not permitted on school grounds, in school vehicles, or at school or District-sponsored events.

[x] No employee on behalf of the District may solicit or accept any contributions, gifts, or money from the tobacco industry - to include, but not be limited to, donations, monies for sponsorships/scholarships, advertising, promotions, loans or support for equipment, uniforms, and sports and/or training facilities.

~~**[ ] Education and Training**~~

~~Training will be provided on this policy and associated resources. Information will be provided on tobacco cessation resources, including the Michigan Tobacco Quitlink.~~

Enforcement

Employees who violate this policy shall be subject to disciplinary action in accordance with the applicable Collective Bargaining Agreement and/or in accordance with policies of the Board. **[x]** Employees subject to such action may also be referred for smoking cessation treatment, support, and education services. **[END OF OPTION]**

~~**[ ] Exceptions**~~

~~It shall not be considered a violation of this policy:~~

A. ~~for any person to possess or provide to any other person (but not inhale or ingest) traditional tobacco products (excluding electronic smoking devices) as part of an indigenous practice or a lawfully recognized religious, spiritual, or cultural ceremony or practice;~~

B. ~~for traditional tobacco products to be burned (but not inhaled or ingested) as part of an educational experience related to indigenous tobacco practices, provided that the activity is conducted by an employee or an approved visitor and that it has been pre-approved by administrators; or~~

C. ~~for tobacco products to be displayed (but not used, inhaled, or ingested) in an instructional activity related to tobacco product education for employees, administrators, and parents or guardians, but not students, provided that the activity is conducted by an employee or an approved visitor and that it has been pre-approved by administrators.~~

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Legal M.C.L. 333.12601 et seq.
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Title	Vol. 37, No. 2 - February 2023 Revised STUDENT ASSESSMENT
Code	po2623
Status	
Adopted	May 15, 2017

Revised Policy - Vol. 37, No. 2

2623 - **STUDENT ASSESSMENT**

The Board of Education shall, in compliance with law and rules of the State Board of Education, assess student achievement and needs in designated subject areas in order to determine the progress of students and to assist them in attaining District goals.

Each student's proficiencies and needs will be assessed by staff members upon the student's~~his/her~~ entrance into the District and annually or more frequently, as required by law, thereafter. Procedures for such assessments will include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs and/or diagnostic reading assessment systems, student portfolios, and physical examinations.

The Superintendent shall develop **(x)** and present to the Board ~~annually ( ) and the Board shall approve **[END OF OPTION]**~~ a program of testing and assessment that includes:

A. the Michigan Student Test of Educational Progress (M-STEP), the Michigan Merit Examination ("MME") (or other readiness assessment program approved by the State Superintendent), **(x)** the PSAT, **[END OF OPTION]** and MI-Access Alternate Assessments administered each year in accordance with the schedule established by statute and the State Department of Education;

   M-STEP includes summative assessments designed to measure student growth effectively for today's students. English language arts and mathematics will be assessed in grades three (3) through eight (8)~~3–8~~, science in grades four (4)~~4~~ and seven (7)~~7~~, and social studies in grades five (5)~~5~~ and eight (8)~~8~~. It also includes the Michigan Merit Examination in 11th grade, which consists of the SAT with essay, ACT WorkKeys, and M-STEP summative in science~~,~~ and social studies.

B. a valid and reliable screening, formative, and diagnostic third grade reading assessment system from the assessment systems approved by the Michigan Department of Education;

C. criteria-based written and oral examinations which include use of alternative questions, demonstrations, writing exercises, individual and group projects, performances, portfolios, and samples of best work;

D. selection of assessment instrument, data, and other District criteria that will be used to assess educational achievement of each student in grades one (1) through five (5)~~1–5~~;

~~**[ ]** Third-grade students who do not meet the District's and State's established assessment criteria may be offered the opportunity to attend summer school.~~

E. (x) assessment tests;

F. ( ) aptitude tests;

G. (x) achievement tests;

H. ~~( ) vocational inventories;~~

I. ~~( ) test of mental ability.~~

The Superintendent is responsible for the District's assessment and testing program and shall implement the program in accordance with the provisions of the Office of Educational Assessment and Accountability (OEAA) and the reporting requirements of the Michigan Department of Education (MDE). The Superintendent will appoint an individual to act as each assessment's District Assessment Coordinator. All staff members who participate in a state assessment must be fully trained in proper test administration procedures pertaining to their role in the assessment.

The Superintendent shall require that all appropriate staff have knowledge of the prescribed standards of ethical assessment practice and shall monitor the assessment practices for compliance with these standards. These duties shall include:

A. communicating standards of ethical assessment practice;

B. communicating security procedures for assessment;

C. establishing procedures for reviewing assessment materials and procedures and assessment preparation materials and procedures;

D. establishing channels of communication that allow teachers, other educators, students, parents, and other members of the community to voice concerns about assessment practices;

E. establishing written procedures for investigating complaints, allegations, and/or concerns about assessment practices, protecting the rights of an individual, the integrity of an assessment, and the results of an assessment.

The Board requires that:

A. any assessment tests used shall not be a psychiatric examination, testing, or treatment~~;~~ or a psychological examination, testing, or treatment in which the primary purpose is to reveal information concerning:

1. political affiliations;

2. mental and psychological problems potentially embarrassing to the student or the student's~~his/her~~ family;

3. sexual behavior and attitude;

4. illegal, anti-social, self-incriminating, and demeaning behavior;

5. critical appraisals of other individuals with whom respondents have close family relationships;

6. legally recognized, privileged, and analogous relationships, such as those of lawyers, physicians, and ministers;

7. income without the prior consent of the adult student or without the prior written consent of the parent;

B. any personality testing complies with Department of Education guidelines.

The Board also requires that:

A. **(x)** tests be administered by persons who are qualified under State law and regulation;

B. **(x)** parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;

C. ~~( ) students who have not attained satisfactory scores on the fourth grade or seventh grade test should be provided special assistance that will enable them to bring reading skills up to grade level within a twelve (12) month period;~~

D. ~~( ) data regarding individual test scores be entered on the student's cumulative record, where it will be subject to the policy of this Board regarding student records;~~

E. **(x)** the results of each school-wide, program-wide, and District-wide test be made part of the public record.

All eleventh grade students shall participate in the Michigan Merit Examination unless excluded under the guidelines established by the State Department of Education.

A student who wants to repeat a State-approved readiness assessment (other than the Michigan Merit Examination and any component) may repeat the assessment in the next school year or after graduation on a date when the District is administering the assessment. Only this type of repeat assessment testing will be without charge to the student.

The District shall administer the complete Michigan Merit Examination to a student only once and shall not administer the complete Michigan Merit Examination to the same student more than once if the student has valid scores in some or all MME components. If a student does not take the complete Michigan Merit Examination in grade eleven (11)~~11~~, the District shall administer the complete Michigan Merit Examination to the student in grade twelve (12)~~12~~. If a student chooses to retake the college entrance examination component of the Michigan Merit Examination, the student may do so through the provider of the college entrance examination component and the cost of the retake is the responsibility of the student unless all of the following are met:

A. the student has taken the complete Michigan Merit Examination;

B. the student did not qualify for a Michigan promise grant based on the student's performance on the complete Michigan Merit Examination;

C. the student meets the Federal income eligibility criteria for free breakfast, lunch, or milk;

D. the student has applied to the provider of the college entrance examination component for a scholarship or fee waiver to cover the cost of the retake and that application has been denied;

E. after taking the complete Michigan Merit Examination, the student has not already received a free retake of the college entrance examination component paid for either by the State of Michigan, or through a scholarship or fee waiver by the provider.

~~[ ] In addition to the testing programs, the Superintendent shall develop administrative guidelines whereby a portfolio is developed and maintained for each student.~~

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Legal A.C. Rule 340.1101 et seq.
M.C.L. 380.1278a, 380.1279, 380.1279g, 390.1451 et seq., 380.1280b, 380.1280f

HAZEL PARK SCHOOLS

Update

Book	Policy Manual
Section	37-2 Ready for Production
Title	Vol. 37, No. 2 - Tobacco - February 2023 Revised USE OF TOBACCO BY ADMINISTRATORS
Code	po1615
Status	
Adopted	December 14, 2020

Revised Policy - Vol. 37, No. 2

1615 - **USE OF TOBACCO BY ADMINISTRATORS**

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser, including the effects of secondhand smoke and vapor/aerosol exposure, and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco products from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco products on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use **(x)** consumption, display, activation, promotion, sale, or possession **[END OF OPTION]** of a tobacco product by employees~~administrators~~ in District buildings, on District property (owned or leased), in District vehicles~~on District buses~~, and at any District-related event at all times **(x)** (twenty-four (24) hours a day, seven (7) days a week) **[END OF OPTION]** within any enclosed facility owned, ~~or~~ leased, or contracted for by the Board, and in the areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to **(x)** school grounds, **(x)** athletic facilities, **(x)** any school-related event, **(x)** on or off Board premises~~( ) with the exception that tobacco may be used in designated outdoor areas on school property on Saturdays, Sundays, and after 6 p.m. on days during which there are regularly scheduled school hours.~~ ~~**[END OF OPTIONS]**~~

~~**[ ]** It is allowable for employees to possess or use a product that has been approved by the U.S. Food and Drug Administration for sale as a tobacco cessation or dependence product* and is being marketed and sold solely for such an approved purpose.~~

For purposes of this policy:

A. "electronic smoking device" means any device that may be used to deliver any aerosolized or vaporized substance to the person inhaling from the device including, but not limited to, an e-cigarette (including, but not limited to, "JUUL", "NJOY," "BREEZE," "Puff Bar," etc.), e-cigar, e-pipe, vape pen, or e-hookah;~~"tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;~~

Electronic smoking device includes any component, part, or accessory of the device and also includes any substance that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine. Electronic smoking device does not include drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act.

B. "off-campus, schools-sponsored event" means any event sponsored by the school or School District that is not on school property including, but not limited to, sporting events, day camps, field trips, dances, or theatrical productions;

C. "employees" means any person employed by _Hazel Park Schools_____ **[district/school name]** as full-time or part-time, or any position contracted for or otherwise employed, with direct or indirect monetary wages or compensation paid by __Hazel Park Schools_____ **[district/school name]**, or anyone working on a volunteer basis;

This term includes, but is not limited to, faculty, service personnel, volunteers, chaperones, student teachers, adult classroom or student aides, and other adults working for _Hazel Park Schools_____ **[district/school name]**.

D. "tobacco product" means 1) any product containing, made of, or derived from tobacco or nicotine (including synthetic nicotine) that is intended for human consumption or is likely to be consumed, whether inhaled, absorbed, or ingested by any other means including, but not limited to, a cigarette, a cigar, pipe tobacco, chewing tobacco, snuff, or snus; 2) any electronic smoking device and any substances that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine; or 3) any component, part, or accessory of 1) or 2) whether or not any of these contains tobacco or nicotine including, but not limited to, filters, rolling papers, blunt or hemp wraps, hookahs, and pipes;

Tobacco product does not mean drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act.

E. "use of a tobacco product" means any of the following:

1. inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation (use of a tobacco product includes using an electronic smoking device);

2. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;

3. the ~~inhaling or~~ chewing of a tobacco product;

4. the placing of a tobacco product within a person's mouth~~;~~

5. ~~( ) the use or smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes, or other lighted smoking devices for burning tobacco or any other substance~~.

~~[ ] The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including, but not limited to, "JUUL's"), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.~~

The Superintendent shall require the posting of signs as required.

[x] Advertising/Promotion

In accordance with Policy 9700.01, tobacco product advertising is prohibited on school grounds, in all school or District-sponsored publications, and at all school or District-sponsored events.

[x] ~~Tobacco promotional items that promote the use~~The promotion of tobacco products, including clothing, bags, lighters, gear, technology accessories, signs, structures, vehicles, fliers, other personal articles, or any other product or paraphernalia~~and other personal articles~~ are not permitted on school grounds, in school vehicles, or at school or District-sponsored events.

[x] No employee on behalf of the District may solicit or accept any contributions, gifts, or money from the tobacco industry - to include, but not be limited to, donations, monies for sponsorships/scholarships, advertising, promotions, loans or support for equipment, uniforms, and sports and/or training facilities.

~~[ ] Education and Training~~

~~Training will be provided on this policy and associated resources. Information will be provided on tobacco cessation resources, including the Michigan Tobacco Quitlink.~~

—

Enforcement

Employees who violate this policy shall be subject to disciplinary action in accordance with the applicable Collective Bargaining Agreement and/or in accordance with policies of the Board. **[x]** Employees subject to such action may also be referred for smoking cessation treatment, support, and education services. **[END OF OPTION]**

~~[ ] Exceptions~~

~~It shall not be considered a violation of this policy:~~

A. ~~for any person to possess or provide to any other person (but not inhale or ingest) traditional tobacco products (excluding electronic smoking devices) as part of an indigenous practice or a lawfully recognized religious, spiritual, or cultural ceremony or practice;~~

B. ~~for traditional tobacco products to be burned (but not inhaled or ingested) as part of an educational experience related to indigenous tobacco practices, provided that the activity is conducted by an employee or an approved visitor and that it has been pre-approved by administrators; or~~

C. ~~for tobacco products to be displayed (but not used, inhaled, or ingested) in an instructional activity related to tobacco product education for employees, administrators, and parents or guardians, but not students, provided that the activity is conducted by an employee or an approved visitor and that it has been pre-approved by administrators.~~

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Legal M.C.L. 333.12601 et seq.
M.C.L. 750.473

Last Modified by Phil Mikulski on March 28, 2023

Book	Policy Manual
Section	3000 Professional Staff ⟷ Same as earlier
Title	STAFF DRESS AND GROOMING
Code	po3216
Status	Approved, ready for Neola
Adopted	May 15, 2017

3216 - **STAFF DRESS AND GROOMING**

The Board of Education believes that professional staff members set an example in dress and grooming for their students to follow. A professional staff member who understands this precept and adheres to it enlarges the importance of his/her task, presents an image of dignity, and encourages respect for authority. These factors act in a positive manner toward the maintenance of discipline.

The Board retains the authority to specify the following dress and grooming guidelines for staff that will prevent such matters from having an adverse impact on the educational process. When assigned to District duty, all professional staff members shall:

A. **(X)** be physically clean, neat, and well-groomed;

B. **(X)** dress in a manner consistent with their professional responsibilities;

C. **(X)** dress in a manner that communicates to students a pride in personal appearance;

D. **(X)** dress in a manner that does not cause damage to District property;

E. **(X)** be groomed in such a way that their hair style or dress does not disrupt the educational process nor cause a health or safety hazard.

[X] The Board recognizes employees' right to dress in accordance with their gender identity, within the constraints of the preceding dress and grooming guidelines.

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Last Modified by Jamie Buczko on August 1, 2022

Book	Policy Manual
Section	0000 Bylaws
Title	Copy of COMPENSATION
Code	po0144.1
Status	draft
Adopted	May 15, 2017
Last Revised	January 24, 2022

Would you like any changes?

0144.1 - **COMPENSATION**

Board members shall receive not more than $40 per month as compensation for their services. Expenses of a Board member shall be reimbursed when incurred in the performance of his/her duties or in the performance of functions authorized by the Board and duly vouchered.

The following guidelines have been established by the Board of Education to ensure appropriate and proper reimbursement of expenses for Board members.

A. Expenses will be reimbursed only for activities authorized by the Board

B. Reimbursement for mileage will not exceed the current rate established by the Internal Revenue Service

C. Attendance at Board-approved conferences should be at the location closest to the District.

D. When attending a Board-approved conference, all fees, parking, mileage, meals, and housing will be reimbursed. The maximum reimbursable expenses are as follows:

   Housing - at a reasonable rate and approved by the Board

   Meals

   Breakfast - $15.00

   Lunch - $15.00

   Dinner - $20.00

E. Purchase of any printed or other materials relating to Boardmanship will be reimbursed if prepurchase approval is given by the Board. If such approval is not possible or feasible, a voucher must be submitted to the Board for approval. No postpurchase voucher will be approved if it exceeds $50.00.

F. When the Board attends a community or school-related event as a Board function, or a Board member attends as the designated representative of the Board, any incurred expenses, including mileage, will be reimbursed by the Board. If a

Board member attends such events as a private citizen, any incurred expenses are to be paid by the Board member.

G. No entertainment expenses or purchases of alcoholic beverages are reimbursable.

A voucher detailing the amount and nature of each expense must be submitted to the Board for approval at a Board meeting after the expenses have been incurred and prior to reimbursement.

Board members may use District credit or debit cards only in accordance with Board Policy 6423 and the accompanying administrative guidelines.

Revised 6/15/20

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Legal M.C.L. 380.11a, 380.1254

Last Modified by Carolyn Fillman on August 4, 2022

HAZEL PARK SCHOOLS

Book	Policy Manual
Section	5000 Students
Title	PERSONAL COMMUNICATION DEVICES
Code	po5136
Status	Active
Adopted	May 15, 2017

5136 - **PERSONAL COMMUNICATION DEVICES**

Students may use personal communication devices (PCDs) before and after school, during their lunch break, during after school activities (e.g., extra-curricular activities), or at school-related functions. Use of PCDs, except those approved by a teacher or administrator, at any other time is prohibited and they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight.

For purposes of this policy, "personal communication device" includes computers, tablets (e.g., iPads and similar devices), electronic readers ("e-readers"; e.g., Kindles and similar devices), cell phones (e.g., mobile/cellular telephones, smartphones (e.g., BlackBerry, iPhone, Android devices, Windows Mobile devices, etc.)), and/or other web-enabled devices of any type. Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school. Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher, or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.

Also, during after school activities, PCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight when directed by the administrator or sponsor.

Under certain circumstances, a student may keep his/her PCD "On" with prior approval from the building principal.

Except as authorized by a teacher, administrator or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Using a PCD to capture, record and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a PCD to violate the privacy rights of another person shall have their PCD confiscated and held until the end of the school day a parent/guardian picks it up, and may be directed to delete the audio and/or picture/video file while the parent/guardian is present. If the violation involves potentially illegal activity, the confiscated-PCD may be turned-over to law enforcement.

PCDs, including but not limited to those with cameras, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The Superintendent and building principals are authorized to determine other specific locations and situations where use of a PCD is absolutely prohibited.

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

Students may not use a PCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated. See Policy 5517.01 - Bullying and Other Forms of Aggressive Behavior. In particular, students are prohibited from using PCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, or political beliefs; and (2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

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

Possession of a PCD by a student at school during school hours and/or during extra-curricular activities is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The building principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned-over to law enforcement. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent/guardian or turned-over to law enforcement. School officials will not search or otherwise tamper with PCDs in District custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 - Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis.

A person who discovers a student using a PCD in violation of this policy is required to report the violation to the building principal.

Students are personally and solely responsible for the care and security of their PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property.

Parents/Guardians are advised that the best way to get in touch with their child during the school day is by calling the school office.

Students may use school phones to contact parents/guardians during the school day.

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Last Modified by Brenna Sparger on February 25, 2019

HAZEL PARK SCHOOLS

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Amy Kruppe, Ed.D.
Superintendent

Ford Administration
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www.hazelparkschools.org

To: Amy Kruppe, Superintendent

From: Megan Papasian-Broadwell, Executive Director of Student Services

Subject: Special Education: Addition of a Teacher Consultant, Elementary Level

Date: 5/8/2023

The HPS Student Services Department would like to request the addition of an elementary level teacher consultant for the 2023-2024 school year. With new special education referrals and special education student move-ins, there is a projected need for an additional elementary level resource teacher. In order to provide flexibility and support to all elementary schools, please consider the addition of an elementary teacher consultant with a caseload. This position would add the capacity of an additional 25 open seats and the support of consultation, evaluation, report writing and instructional services to general and special education teachers.

2023-2024 School Year Projections for Elementary Level Resource:

School	Current # of Resource Teachers	Current Student Projection
Hoover	2	29 Open Seats: 7
United Oaks	2	32 Open Seats: 4
Webb	2	35 Open Seats: 1

Michigan Administrative Rules for Special Education
MARSE R340.1749a Elementary level resource program. Rule 49a.
*(2) The elementary resource teacher shall serve not more than 10 students at any 1 time and not more than **18 different students** and shall do either or both of the following:*
(a) Provide direct instruction to students on the resource teacher's caseload and may assign grades or other evaluative measures for this instruction.
(b) Provide support to the general education classroom teachers to whom special education students on the resource teacher's caseload have been assigned. Time

MARSE R 340.1749
Teacher consultant with a student caseload; responsibilities. Rule 49.
(1) The teacher consultant for special education with a student caseload shall do 1 or more of the following:
(a) Provide instructional services to students receiving instruction in special education programs. Instructional services are supportive of the special education teacher. A teacher consultant shall not grade, give credit for, or teach a general education or a special education subject, class, or course.

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(b) Provide instructional services to a student with a disability in a general education classroom. Instructional services are supportive of the general education teacher. The teacher consultant shall not grade, give credit for, or teach a general education subject, class, or course.
(c) Provide consultation to education personnel on behalf of students with disabilities on the consultant's caseload.
(d) Evaluate students suspected of being a student with a disability.

(2) The teacher consultant shall carry an active caseload of not more than 25 students with disabilities.

All students served under this rule shall be counted as part of the caseload. In establishing the caseload, consideration shall be given to time for all of the following:
(a) Instructional services.
(b) Evaluation.
(c) Consultation with special and general education personnel.
(d) Report writing.
(e) Travel.

(3) The teacher consultant shall not serve in supervisory or administrative roles and perform the function of a teacher consultant simultaneously.

Funding Source: Special Education

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. In delivering Extended School Year services to students in Hazel Park Schools, special education personnel adhere to the programs and services indicated on the students' Individualized Education Plans and implement district approved curriculum in reading, writing and mathematics.

Recommendation
That the Board of Education approve the addition of an elementary level teacher consultant for the 2023-2024 school year.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

HAZEL PARK SCHOOLS

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Amy Kruppe, Ed.D.
Superintendent

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BUILDING: **Elementary**
POSITION: **Teacher Consultant/ FTE 1.0**
EFFECTIVE: **2023-2024 School Year**

Hazel Park is seeking applicants for the position of **Teacher Consultant** for the 2023-2024 school year. The district is served by caring and professional teaching and other staff who provide instruction and support to approximately 3,600 students. The Hazel Park community is proud and supportive of its schools, the staff and student population.

The successful candidate for this position will be an honest, approachable communicator, who is student-centered in his or her approach.

QUALIFICATIONS:

• Valid Michigan secondary teaching certificate
• Must possess a special education endorsement

In addition to meeting all of the requirements of R 340.1782, a teacher consultant shall meet both of the following requirements for full approval by the department:
(a) Possess a master's degree in education or a field of study related to special education.
(b) Show evidence of a minimum of 3 years of satisfactory teaching experience, not less than 2 years of which shall be teaching in a special education program.

DUTIES AND RESPONSIBILITIES:

The teacher consultant for special education with a student caseload shall the following:

- Provide instructional services to students receiving instruction in special education programs. Instructional services are supportive of the special education teacher. A teacher consultant shall not grade, give credit for, or teach a general education or a special education subject, class, or course.
- Provide instructional services to a student with a disability in a general education classroom. Instructional services are supportive of the general education teacher. The teacher consultant shall not grade, give credit for, or teach a general education subject, class, or course.
- Provide consultation to education personnel on behalf of students with disabilities on the consultant's caseload.
- Facilitate progress monitoring and data digs.
- Complete IEP compliance checks.
- Coordinate state assessment accommodations
-
- Assist in the transitions from early childhood center to elementary school and elementary school to junior high school
- Facilitate student problem solving

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- Evaluate students suspected of being a student with a disability.
- The teacher consultant shall carry an active caseload of not more than 25 students with disabilities. All students served under this rule shall be counted as part of the caseload. In establishing the caseload, consideration shall be given to time for all of the following:
    - Instructional services.
    - Evaluation.
    - Consultation with special and general education personnel.
    - Report writing.
    - Travel.
- The teacher consultant shall not serve in supervisory or administrative roles and perform the function of a teacher consultant simultaneously.
- Must perform other duties as assigned by supervisor

Other qualifications are also considered in the final selection of a person to fill this position. The search for a highly qualified applicant for this position is not restricted to this district.

Post Date:
Start Date:
Reports To: Building Principal and/or Director of Student Services

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Amy Kruppe, Ed.D.
Superintendent

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To: Dr. Amy Kruppe, Superintendent

From: Kristy Schlak - HR Director

Subject: Renewal of Drama internship

Date: 05/01/2023

We are seeking approval to add one additional student position as support to our Drama Department for the next round of this special career-development training program to run a full year: from June 1, 2023 to June 28, 2024 and include a total of three interns. The interns would work up to 25 hours a week during the summer and up to 15 hours a week during the school year. The primary purpose of these positions is to assist with the maintenance and upkeep participant attendance, rehearsal scheduling, assist the director and other items listed in the below job description as well as additional duties as assigned. This is a great opportunity for high school students to receive meaningful work experience, gain skills, play an important role in our school community, and earn some income! The pay would be $14/hour.

We have a lot of work to jump into this summer: cleaning and strategically re-organizing Auditorium storage spaces, planning for the 2023–2024 season, formalizing our International Thespian Society recharter, and more!

Funding Sources: General Fund

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

Recommendation
That the Board of Education approves the continuation of the Drama Department Internship and to add one additional intern through the summer and the 2023/24 school year, as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

Drama Internship

Eager to learn about arts management, grow as a creative leader, and get paid?

The Hazel Park Drama internship is for you!

Duties:

- maintenance and accurate upkeep of production records and schedules
- capturing and organizing Drama productions for archival purposes
- strategic communications with various stakeholders (e.g., crew heads, volunteers, potential audiences, District departments, community organizations, etc.)
- managing organization of dressing rooms and other key HPHS Auditorium spaces
- ideating about and designing supplemental programming (e.g., feeder events, summer camps, etc.)
- ***other duties as assigned***

Pay:
The rate of pay is $14 per hour, delivered via direct deposit or paycheck.

Schedule:
During summer vacation: up to 25 hours per week
During school year: up to 15 hours per week

To apply, you will need 1) an updated résumé outlining your relevant experiences and 2) a letter of interest explaining why you are interested in becoming a Drama intern. When ready, submit your application **HERE** before **noon Thursday, TBD**.

Questions about the role? Please contact Drama director/producer Mr. Fairbrother (Room 141) [**mark.fairbrother@myhpsd.org**] or HR director Ms. Cales [**kristy.cales@myhpsd.org**].

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To: Dr. Amy Kruppe, Superintendent
From: Kristy Cales, HR Director
Subject: 2023-24 HS Drama Theatre Circuit
Date: 5/11/23

As you know our drama department has undergone some wonderful changes recently. We have been approached by the Fine Arts team with some strategic ways to grow our programs, attract the enrollment of new students, and further connect our current students with the joyful opportunities of our community school district.

High School Theatre Circuit

Not unlike sports teams' frequent travels to area schools for scrimmages, games, and competitions, I propose initiating a new weekly District-sponsored bus trip to nearby schools to see their theatrical productions—and thus encourage those schools' reciprocal attendance at Hazel Park Drama shows. I wish to start with a four-Thursday/Friday fall tour and a four-Thursday/Friday spring tour. Possible destinations include a mix of urban and suburban schools of both high- and low-incomes: Berkley, Ferndale, Lamphere, Fitzgerald, Troy Athens, Birmingham Groves, Stevenson, Cass Tech, Sterling Heights (Warren Consolidated School for the Performing Arts), Churchill (Livonia Center for Creative and Performing Arts), Hamtramck, etc. Such a circuit will build student knowledge in the performing arts and enable them to become more reflective practitioners of the performing arts.

Estimated cost per semester: ~$8 per ticket x 20 participants x 4 shows = $640 + bussing

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

Recommendation
That the Board of Education approve the Drama Department request for a High School Theatre Circuit at a cost not to exceed $640 per semester, as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

HAZEL PARK PROMISE

HAZEL PARK SCHOOLS

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Amy 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: Kristy Cales, HR Director
Subject: 2023/24 Drama Department Summer Clean up
Date: 5/11/23

To ensure proper functioning of Auditorium spaces, I propose allotting Mark Fairbrother up to three weeks of paid time to work with his Drama interns this summer on the deep cleaning, trash disposal, and radical reorganization/renovations of the costumes, props, construction materials, and other equipment within the light booth, dressing rooms, and more. The District will also rent a dumpster (June 7–21), to be placed outside the Auditorium.

We propose this position for three teachers at the hourly rate of pay at $35.00 for 20 hours, for 4 weekends during the summer.

Additionally, we would like to buy new heavy-duty shelving units (6–8 such as this), heavy-duty clothing racks (4–5 such as this), and clear bins (6–8 big tubs like this and 6–8 smaller tubs like this) for the aforementioned storage needs.

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

Funding Source: General Fund

Recommendation
That the Board of Education approve the Drama Department request for summer clean up, as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

HAZEL PARK PROMISE

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To: Dr. Amy Kruppe, Superintendent
From: Kristy Cales, HR Director
Subject: 2023-24 Drama New Course
Date: 5/11/23

As we prepare to deepen Drama's footprint for the 2023–2024 school year, it is important to acquire the necessary equipment for success. A new course Advanced Theatre & Video will be introduced, along with the building of a Student News program.

Item	Description & Notes	Quantity & Cost
Eartec EVADE EVX6S Light-Industrial Full-Duplex Wireless Intercom System with 6 Single-Ear Headsets (2.4 GHz)	Intercom devices for seamless communication between sound booth, light booth, backstage left, backstage right, and house/lobby during shows and rehearsals	1 x $2,600 = **$2,600**
Canon Vixia HF G70 UHD 4K Camcorder (Black)	A sturdy and modern beginner-friendly camcorder for use in video projects and Student News programming (5 camcorders minimum recommended; more would be great!)	5 x $1,250 = **$6,250**
SanDisk 256GB Extreme PRO UHS-I SDXC Memory Card	Fast-writing SD cards for video storage when recording	6 x $35 = **$210**
Sennheiser EW 100 G4 2-Person Camera-Mount Wireless Combo Microphone System Kit (A: 516 to 558 MHz)	Lavalier mics and a microphone for interviews, short films, etc. for Student News and Advanced Theatre & Video class	1 x $1,893 = **$1,893**
Sennheiser MZW-1 Foam Windscreen	To reduce rough audio when using handheld microphone outdoors or while moving.	1 x $20 = **$20**
GVM 1200D RGB LED Light Panel (3-Light Kit)	High-quality color-adjustable lighting kit for superior video imagery	1 x $526 = **$526**
Adobe Creative Cloud membership	Includes Premiere Pro editing software, Photoshop, and more	1 x $30/month = **$360** (per year)
ASUS ProArt Display 32" 4K PA329CV UHD 3840 x 2160, IPS, 100% sRGB/Rec.709, delta E < 2, Calman Verified, USB-C Power	Large external monitor to help facilitate workflow for my oversight of video- and graphics-editing projects	1 x $625 = **$625**

HAZEL PARK PROMISE

Delivery, DisplayPort, HDMI, USB 3.1 Hub, C-clamp, Height Adjustable HDR Monitor		
M18 18V Lithium-Ion Cordless Combo Tool Kit (7-Tool) with (4) 3.0 Ah Batteries, Charger and Tool Bag	Cordless, high-powered tools for elaborate set construction	1 x $679 = **$679**
M18 FUEL 18-Volt Lithium-Ion Brushless Cordless Gen II 16-Gauge Angled Finish Nailer Kit with 2.0Ah Battery and Charger	Cordless, high-powered angled nail gun for elaborate set construction	1 x $399 = **$399**
M18 FUEL 18-Volt Lithium-Ion Brushless Cordless Gen II 18-Gauge Brad Nailer with 8.0 Ah Battery and Rapid Charger	Cordless, high-powered straight nail gun for elaborate set construction	1 x $499 = **$499**
Hole Dozer General Purpose Bi-Metal Hole Saw Set (35-Piece)	Cordless, high-powered holesaw for elaborate set construction	1 x $159 = **$159**
Oscillating Multi-Tool Blade Kit (40-Piece)	Necessary bits for power tools for elaborate set construction	1 x $85 = **$85**
SHOCKWAVE Impact-Duty Alloy Steel Screw Driver Bit Set (100-Piece)	Necessary screwdriver bit set for elaborate set construction	1 x $40 = **$40**
Yukon 46 in. 9 Drawer Mobile Storage Cabinet with Solid Wood Top, Black	Secure storage for power tools	1 x $399 = **$399**

Note: Many of these products could be purchased locally from PROCAM DETROIT (34224 Plymouth Rd, Livonia)

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.

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.

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.

HAZEL PARK SCHOOLS

Funding Source: General Fund

Recommendation
That the Board of Education approve new course and materials for the Drama Department at a cost not to exceed $15,000, as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

2023 SCHOOL DISTRICT PROCLAMATION
DECLARING THE FIRST FRIDAY IN JUNE TO BE
NATIONAL GUN VIOLENCE AWARENESS DAY

This proclamation declares the first Friday in June to be National Gun Violence Awareness Day in the Hazel Park School District to honor and remember all victims and survivors of gun violence and to declare that we as a country must do more to end this public health crisis.

WHEREAS, every day, more than 120 Americans are killed by gun violence and more than 200 are shot and wounded, with an average of more than 17,000 gun homicides every year; and

WHEREAS, Americans are 26 times more likely to die by gun homicide than people in other high-income countries; and

WHEREAS, in Michigan has 1,382 gun deaths every year, with a rate of 13.7 deaths per 100,000 people, a crisis that costs the state $16.8 billion each year, of which $380.5 million is paid by taxpayers. Michigan has the 25th highest rate of gun deaths in the US; and

WHEREAS, protecting public safety in the communities they serve is the district's highest responsibility; and

WHEREAS, support for the Second Amendment rights of law-abiding citizens goes hand-in-hand with keeping guns away from people that shouldn't have them; and

WHEREAS, gun violence prevention is more important than ever as we see an increase in firearm homicides, and nonfatal shootings across the country, increased calls to domestic violence hotlines, and an increase in city gun violence;

WHEREAS, in January 2013, Hadiya Pendleton was tragically shot and killed at age 15; and on June 2, 2023 to recognize the 26th birthday of Hadiya Pendleton (born: June 2, 1997), people across the United States will recognize National Gun Violence Awareness Day and wear orange in tribute to -

(1) Hadiya Pendleton and other victims of gun violence; and
(2) the loved ones of those victims; and

WHEREAS, the idea was inspired by a group of Hadiya's friends, who asked their classmates to commemorate her life by wearing orange; they chose this color because hunters wear orange to announce themselves to other hunters when out in the woods, and orange is a color that symbolizes the value of human life; and

WHEREAS, anyone can join this campaign by pledging to Wear Orange on June 2nd, the first Friday in June in 2023, to help raise awareness about gun violence; and

WHEREAS, by wearing orange on June 2, 2023 Americans will raise awareness about gun violence and honor the lives of gun violence victims and survivors; and

WHEREAS, we renew our commitment to reduce gun violence and pledge to do all we can to keep firearms out of the hands of people who should not have access to them, and encourage responsible gun ownership to help keep our families and communities safe.

NOW, THEREFORE BE IT RESOLVED, that the Hazel Park School District School Board declares the first Friday in June, June 2, 2023, to be National Gun Violence Awareness Day. We encourage all schools to support their local communities ’efforts to prevent the tragic effects of gun violence and to honor and value human lives.

Ayes: Members

Nays: Members

Resolution declared adoption.

_____
Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of School District of the City of Hazel Park, Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board of Education at a regular meeting held on 24th day of April, 2023, the original of which resolution is a part of the Board’s minutes, and further certifies that notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

_____
Secretary, Board of Education

:

Jamie Buczko <jamie.buczko@myhpsd.org>

FOIA Request

Susan Vance-Hemple <sue.hemple@myhpsd.org> Tue, May 9, 2023 at 10:33 AM
To: Amy Kruppe <amy.kruppe@myhpsd.org>, Jamie Buczko <jamie.buczko@myhpsd.org>

Under the Michigan's Freedom of Information Act (FOIA), MCL 15.231
I would like the hourly wages for the following Non-Union
employees.
Clark Durbrow
Andrew Koehler
Robert LeBlanc
Dana Richardson
Susan Vance-Hemple
William Reardon
Richard Wright

Thank you kindly,
Sue Hemple

HAZEL PARK SCHOOLS

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Amy Kruppe, Ed.D.
Superintendent

Ford Administration
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5200 | F: 248-544-5443
www.hazelparkschools.org

May 9, 2023

Sue Hemple

Dear Mrs Hemple,

This written notice is issued in response to your May 9, 2023 email requesting records under the Freedom of Information Act.

In response to your request for records under the Freedom of Information Act, your request is granted as follows:
The hourly wage information for the following Non-Union employees.

Clark Durbrow	$15.22
Andrew Koehler	$15.22
Robert LeBlanc	$15.22
Dana Richardson	$15.22
Susan Vance-Hemple	$15.22
William Reardon	$17.83
Richard Wright	$15.22

The FOIA provides you the right to appeal the decision. You may make an appeal in writing to the Hazel Park Schools Board of Education, 1620 E. Elza, Hazel Park MI 48030. The term "FOIA Appeal" should be placed in capital letters on the front of the envelope and the written appeal should identify the reason(s) for reversal of the disclosure denial.

Please contact me at james.paterson@myhpsd.org or (248) 658-5225 if you would like to discuss the FOIA request further.

Respectfully,

James Paterson
District Counsel
FOIA Coordinator

By: Email

HAZEL PARK SCHOOLS

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Amy 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: Dr. Amy Kruppe, Superintendent

Subject: Student Discipline

Date: May 12, 2023

We are presenting this information as part of the expulsion process in accordance with the policy 5610:
The Superintendent will exercise discretion over whether or not to suspend or expel a student for persistent disobedience or gross misconduct. In exercising that discretion for a suspension of more than ten (10) days or expulsion, there is a rebuttable presumption that a suspension or expulsion is not justified unless the Superintendent can demonstrate that it considered each of the factors listed above. For a suspension of ten (10) days or fewer, there is no rebuttable presumption, but the Superintendent will still consider these factors in making the determination.

Students are afforded due process per policy 5610:
The Board recognizes exclusion from the educational programs of the District, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and is one that cannot be imposed without appropriate due process, since exclusion deprives a child of the right to an education. The Board also recognizes that it may be necessary for a teacher to remove a student from class for conduct disruptive to the learning environment, and that such removals are not subject to a prior hearing, provided the removal is for a period of less than twenty-four (24) hours.

Per the policy Student #2023-004 has been recommended for expulsion and as outlined in the letters have been provided with further required documentation to petition for reinstatement back into the school on October 27, 2023.

Funding Source: Not Applicable

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

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

HAZEL PARK HIGH SCHOOL



COURSE SELECTION BOOK
2023-2024

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed. D.
Superintendent

Hazel Park High School
Tammy Scholz, Principal • George Dimas, Assistant Principal
Thomas Oestrike, Athletic Director
23400 Hughes, Hazel Park, MI 48030 | 248-658-5100 | F: 248-544-5389
www.hazelparkschools.org

Our school is fortunate to offer multiple pathways for your Viking Voyage. One of the aspects distinguishing our school from other places is the multitude of academic opportunities offered for our students, regardless of their future ambitions. Whether our students are interested in working in a skilled trade, attending a two or four year university, or joining the workforce immediately after graduation, we offer options for our students on their individual journey.

Each voyage begins with planning. The Course Description Guide is developed to inform you of academic offerings while at HPHS. In collaborating with your school counselor, your family, and your teachers, you will be able to select the pathway best matching your future aspirations and align your classes accordingly. While thinking about what your future looks like can be intimidating, you are not alone on your travels. This book is developed to share with you the courses we offer and based on scheduling requests, will be able to be incorporated into next year's school schedule.

As always, if you have any questions regarding your academic planning, please reach out to your school counselor by scheduling an appointment with our Counseling Secretary at (248) 658-5109. Planning today is a key aspect of ensuring success in the future.

We appreciate the time you will invest looking into our course options. Thank you for making Hazel Park High School a part of your Viking Voyage.

With students in mind,

Tammy Scholz George Dimas

LANGUAGE ARTS

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
2050	English 9A	9th	0.5	None
2055	English 9B	9th	0.5	None
			OR	
2070	Pre-AP English 9A	9th	0.5	Teacher Recommendation and Completed Summer Project
2075	Pre-AP English 9B	9th	0.5	Pre-AP English 9A
2350	English 10A	10th	0.5	English 9A & 9B
2355	English 10B	10th	0.5	English 9A & 9B
			OR	
2409	Pre-AP English 10A	10th	0.5	Completed Summer Project
2410	Pre-AP English 10B	10th	0.5	Pre-AP English 10A
2500	English 11A	11th	0.5	English 10A & 10B
2510	English 11B	11th	0.5	English 10A & 10B
			OR	
2220	AP English 11A	11th	0.5	Completed Summer Project
2225	AP English 11B	11th	0.5	AP English 11A
2550	English 12A	12th	0.5	English 11A & 11B
2555	English 12B	12th	0.5	English 11A & 11B
			OR	
2600	AP English 12A	12th	0.5	Completed Summer Project
2605	AP English 12B	12th	0.5	AP English 12A

English 9A (1st semester)

English 9A is a required basic course, which focuses on the fundamentals of various types of literature and composition. The major literary emphasis will be on epic poetry, but other genres will be covered in the semester, including short stories, nonfiction excerpts, and informational text. The analytical writing process will also be emphasized, and students will be expected to demonstrate proficiency in a variety of writing styles. In addition, instruction in standardized test preparation will be implemented for the PSAT 9 state assessment.

English 9B (2nd semester)

English 9B is a required basic course, which focuses on the fundamentals of various types of literature and composition. The major literary emphasis will be on Shakespearean drama, but other genres will be covered in the semester, including short stories, nonfiction excerpts, and informational text. The persuasive writing process will also be emphasized, and students will be expected to demonstrate proficiency in a variety of writing styles. In addition, instruction in standardized test preparation will be implemented for the PSAT 9 state assessment.

Pre-AP English 9A (1st semester)

This course is designed for the outstanding 9th grade English student. This course focuses on the fundamentals of various types of literature and composition at an accelerated pace. Coursework will also include Advanced Placement units of study to better prepare students for our school's A.P. English curriculum. Students will be expected to demonstrate proficiency in a variety of writing styles, including analysis and persuasion based on more challenging texts. In addition, instruction in standardized test preparation will be implemented for the PSAT 9 state assessment. Students need to maintain a grade of 75% to remain in this course.

COURSE NOTE: Prerequisite - Successful completion of 8th grade English with a "B" or better, teacher recommendation, and scores that show "proficiency" on the Reading and Writing and Language sections of the PSAT 8 and/or other related assessment. A summer reading project is also required.

Pre-AP English 9B (2nd semester)

This course is designed for the outstanding 9th grade English student. This course focuses on the fundamentals of various types of literature and composition at an accelerated pace. Coursework will also include Advanced Placement units of study to better prepare students for our school's A.P. English curriculum. Students will be expected to demonstrate proficiency in a variety of writing styles, including analysis and persuasion based on more challenging texts. In addition, instruction in standardized test preparation will be implemented for the PSAT 9 state assessment. Students need to maintain a grade of 75% to remain in this course.

COURSE NOTE: Prerequisite - Successful completion of Pre AP English 9A with a "C" or better or successful completion of English 9A with a "B" or better AND teacher recommendation.

English 10A (1st semester)

English 10A is a required course that focuses on the fundamentals of various types of literature and composition. The major literary emphasis will be on short stories and nonfiction. The major composition emphasis will be on utilizing the writing process in analysis, expository, and persuasive writing as well as practice close reading skills of challenging literary and informational texts. In addition, instruction in standardized test preparation strategies will be implemented for the PSAT 10 state assessment.

English 10B (2nd semester)

English 10B is a required course that focuses on the fundamentals of various types of literature and composition. Students will be expected to demonstrate proficiency in a variety of writing styles, but emphasis will focus on writing a research-based essay, as well as practice close reading skills of challenging literary and informational texts. In addition, instruction in standardized test preparation strategies will be implemented for the PSAT 10 state assessment.

Pre-AP English 10A (1st semester)

This course is designed for the outstanding 10th grade English student. This course focuses on the fundamentals of various types of literature and composition at an accelerated pace. The major literary emphasis will be on short stories, and nonfiction. Coursework will also include Advanced Placement units of study to better prepare students for our school's A.P. English curriculum. Students will be expected to demonstrate proficiency in a variety of writing styles, including analysis and persuasion based on more challenging texts. In addition, instruction in standardized test preparation strategies will be implemented for the PSAT 10 state assessment. Students need to maintain a grade of 75% to remain in this course.

COURSE NOTE: Prerequisite - Successful completion of Pre AP English 9A and 9B with a "C" or better or successful completion of English 9A and 9B with a "B" or better AND teacher recommendation. A summer reading project is also required.

Pre-AP English 10B (2nd semester)

This course is designed for the outstanding 10th grade English student. This course focuses on the fundamentals of various types of literature and composition at an accelerated pace. Coursework will also include Advanced Placement units of study to better prepare students for our school's A.P. English curriculum. Students will be expected to demonstrate proficiency in a variety of writing styles; however, emphasis will be placed on writing a research-based essay. In addition, instruction in standardized test preparation strategies will be implemented for the PSAT 10 state assessment. Students need to maintain a grade of 75% to remain in this course.

COURSE NOTE: Prerequisite - Successful completion of Pre AP English 10A with a "C" or better or successful completion of English 10A with a "B" or better AND teacher recommendation.

English 11A (1st semester)

English 11A is a required course that focuses on the fundamentals of various types of American literature from the colonial period to the realism period. A variety of writing styles will be covered, with an emphasis on evidence-based writing, as well as public speaking. In addition, instruction in standardized test preparation will be implemented for the SAT state assessment.

English 11B (2nd semester)

English 11A is a required course that focuses on the fundamentals of various types of American literature from the realism period through the 21st century. A variety of writing styles will be covered, with an emphasis on evidence-based writing, as well as public speaking. In addition, instruction in standardized test preparation will be implemented for the SAT state assessment.

AP English 11A (1st semester)

The AP English Language and Composition class is designed to help students become skilled readers of the four primary categories of prose – narrative, expository, analytical, and argumentative. The emphasis is on nonfiction (as per the College Board AP course description,) written in a variety of "time periods, disciplines, and rhetorical contexts" Students will also write in a variety of forms – narrative, explanatory, expository, argumentative – about a variety of topics and for varying audiences. Speeches, letters, diaries, journals, essays, (formal and informal), editorials, articles, and memoirs as well as autobiography and biography will be utilized for the study of rhetorical strategies. In addition, a variety of media such as political and editorial cartoons, ads, photos, documentaries, films, etc. will be examined for the purpose of the study of rhetoric. Students are evaluated through tests, essays, daily assignments/homework, and projects. A summer reading and writing project is also a requirement. Because college credit is possible for the course, the workload is challenging, and the performance expectations are high. The course has been prepared to fulfill the guidelines set forth in the College Board AP English Language and Composition Course Description.

AP English 11B (2nd semester)

The AP English Language and Composition class is designed to help students become skilled readers of the four primary categories of prose – narrative, expository, analytical, and argumentative. The emphasis is on nonfiction (as per the College Board AP course description,) written in a variety of "time periods, disciplines, and rhetorical contexts" Students will also write in a variety of forms – narrative, exploratory, expository, argumentative – about a variety of topics and for varying audiences. Speeches, letters, diaries, journals, essays, (formal and informal), editorials, articles, and memoirs as well as autobiography and biography will be utilized for the study of rhetorical strategies. In addition, a variety of media such as political and editorial cartoons, ads, photos, documentaries, films, etc. will be examined for the purpose of the study of rhetoric. Students are evaluated through tests, essays, daily assignments/homework, and projects. A summer reading and writing project is also a requirement. Because college credit is possible for the course, the workload is challenging, and the performance expectations are high. The course has been prepared to fulfill the guidelines set forth in the College Board AP English Language and Composition Course Description.

English 12A (1st semester)

This course is designed to help our seniors become college and career ready. This course focuses on the fundamentals of various types of literature and composition, with an emphasis on expository, argumentative, and evidence-based writing. Students will analyze literature and informational text from various sources, including both fiction-based novels and current events.

English 12B (2nd semester)

This course is designed to help our seniors become college and career ready. This course focuses on the fundamentals of various types of literature and composition, with an emphasis on expository, argumentative, and evidence-based writing. Students will analyze literature and informational text from various sources, including both fiction-based novels and current events.

AP English 12A (1st semester)

The study of Classical Literature – both ancient and modern – composes the major literary content of the Senior Advanced Placement English course. Several longer works of literature as well as short fiction and poetry are read, analyzed, evaluated, and used as a springboard for various speaking and writing activities. Students will be expected to write one short research based novel analysis paper, a critical review based on a novel or play, and approximately ten shorter critical literary compositions which are argumentatively based. Students will also engage in creative writing assignments to further their understanding of various literary forms studied, i.e. sonnets, satire, parody, etc. Class discussions, analysis of literature, and practice in answering A.P. essay questions comprise the means by which students will gain proficiency in interpreting and understanding the diverse genres and themes. Through unit tests, compositions, literary study, and the research paper students will be evaluated and provided with a comprehensive background to prepare them for college English courses. A summer reading and writing project is also a requirement. Because college credit is possible for the course, the workload is challenging, and the performance expectations are high. The course has been prepared to fulfill the guidelines set forth in the College Board AP English Literature and Composition Course Description. Students enrolled in this course will be encouraged to participate in completing the English Literature and Composition AP exam.

AP English 12B (2nd semester)

The study of Classical Literature – both ancient and modern – composes the major literary content of the Senior Advanced Placement English course. Several longer works of literature as well as short fiction and poetry are read, analyzed, evaluated, and used as a springboard for various speaking and writing activities. Students will be expected to write one short research based novel analysis paper, a critical review based on a novel or play, and approximately ten shorter critical literary compositions which are argumentatively based. Students will also engage in creative writing assignments to further their understanding of various literary forms studied, i.e. sonnets, satire, parody, etc. Class discussions, analysis of literature, and practice in answering A.P. essay questions comprise the means by which students will gain proficiency in interpreting and understanding the diverse genres and themes. Through unit tests, compositions, literary study, and the research paper students will be evaluated and provided with a comprehensive background to prepare them for college English courses. A summer reading and writing project is also a requirement. Because college credit is possible for the course, the workload is challenging, and the performance expectations are high. The course has been prepared to fulfill the guidelines set forth in the College Board AP English Literature and Composition Course Description. Students enrolled in this course will be encouraged to participate in completing the English Literature and Composition AP exam.

MATHEMATICS

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
4100	Algebra 1 A	9th	0.5	None
4105	Algebra 1 B	9th	0.5	None
4200	Geometry A	9th & 10th	0.5	Algebra 1 A, Algebra 1B, or 8th Grade Math Teacher Recommendation
4205	Geometry B	9th & 10th	0.5	Algebra 1A and Algebra 1B
4110	Algebra 2 A	10th & 11th	0.5	Algebra 1A, 1B, Geometry A, B
4109	Algebra 2B	10th & 11th	0.5	Algebra 1A, 1B, Geometry A, B
4290	Trigonometry (Math 12A)	11th & 12th	0.5	Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2A, and Algebra 2B
4295	Statistics (Math 12B)	11th & 12th	0.5	Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2A, and Algebra 2B
			OR	
4550	Pre-Calc A	11th & 12th	0.5	Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2A, Algebra 2B
4555	Pre-Calc B	11th & 12th	0.5	Pre-Calc A
			OR	
4330	AP Statistics A	11th & 12th	0.5	Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2A, Algebra 2B, and Teacher Recommendation
4330	AP Statistics B	11th & 12th	0.5	AP Statistics A
4770	AP Calculus A	11th & 12th	0.5	Algebra 1, Geometry, Algebra 2, Pre Calculus, Teacher Recommendation
4775	AP Calculus B	11th & 12th	0.5	AP Calculus A

			OR	
4625	Financial Literacy	11th & 12th	0.5	Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2A, Algebra 2B, and Teacher Recommendation
4625	Financial Capability 1	11th & 12th	0.5	Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2A, Algebra 2B, and Teacher Recommendation
4625	Financial Capability 2	11th & 12th	0.5	Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2A, Algebra 2B, and Teacher Recommendation

Algebra IA (1st semester)
This course is the first year math class. Topics include variable and integer operations, exponents, functions and graphs, equations and inequalities, polynomials and factoring, quadratics, radicals, rationals, absolute value, and systems of equations. Emphasis is also placed on test-taking strategies, problem solving, and real world applications.

Algebra IB (2nd semester)
This course is the first year math class. Topics include variable and integer operations, exponents, functions and graphs, equations and inequalities, polynomials and factoring, quadratics, radicals, rationals, absolute value, and systems of equations. Emphasis is also placed on test-taking strategies, problem solving, and real world applications.

Geometry A (1st semester)
This course is the second year math class. It requires strong algebra skills and uses both inductive and deductive reasoning. Topics include patterns; perpendicular and parallel line relationships; Pythagorean Theorem; angle and triangle relationships including congruence and similarity; polygon relationships; reflections, translations, dilations, transformations, and symmetry; circle relationships; area, perimeter and volume; and trigonometry. Emphasis will also be placed on use of geometric vocabulary and tools including compasses and protractors.

Geometry B (2nd semester)
This course is the second year math class. It requires strong algebra skills and uses both inductive and deductive reasoning. Topics include patterns; perpendicular and parallel line relationships; Pythagorean Theorem; angle and triangle relationships including congruence and similarity; polygon relationships; reflections, translations, dilations, transformations, and symmetry; circle relationships; area, perimeter and volume; and trigonometry. Emphasis will also be placed on use of geometric vocabulary and tools including compasses and protractors.

Algebra IIA (1st semester)
This course extends the topics first seen in Algebra I and provides advanced skills in algebraic operations. This course is the first half of an Algebra II course. Additionally, topics covered will included but are not limited to: properties of real numbers, solving equations, functions, equations and graphs, linear systems, matrices, quadratic equations and functions and polynomials and polynomial functions, Radical Functions and Rational Exponents.

Algebra IIB (2nd semester)
This course extends the topics first seen in Algebra I and provides advanced skills in algebraic operations. This course is the first half of an Algebra II course. Additionally, topics covered will included but are not limited to: properties of real numbers, solving equations, functions, equations and graphs, linear systems, matrices, quadratic equations and functions and polynomials and polynomial functions, Radical Functions and Rational Exponents.

Math 12 A (Trigonometry, 1st semester)
This course begins with some review algebra materials to reinforce the foundation of previous years. The course then covers the basics of trigonometry with a right triangle and the unit circle, using trigonometry in applications problems, graphing trigonometric functions, solving trigonometric functions, and law of sines and cosines. If time allows, the course will give an introduction to vectors and vector mathematics.

Math 12B (Statistics, 2nd semester)

This course introduces students to statistics. It covers sampling and populations, data displays, measures of central tendency and spread, and probability. It involves justifying your thinking and reasoning about possible data collection situations and gives students the opportunity to investigate situations with multiple outcomes or answers.

Pre-Calc A (1st semester)

This course extends the function ideas of Algebra 2 and trigonometry. Content includes coordinate geometry of points, lines, and conic sections, inequalities and their graphs, exponents and logarithms, trigonometric functions, graphs of functions and solving equations and inequalities. This course also includes polar coordinates, limits and an introduction to calculus.

Pre-Calc B (2nd semester)

This course extends the function ideas of Algebra 2 and trigonometry. Content includes coordinate geometry of points, lines, and conic sections, inequalities and their graphs, exponents and logarithms, trigonometric functions, graphs of functions and solving equations and inequalities. This course also includes polar coordinates, limits and an introduction to calculus.

AP Statistics A (1st semester)

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns 2. Sampling and Experimentation: Planning and conducting a study 3. Anticipating Patterns: Exploring random phenomena using probability and simulation 4. Statistical Inference: Estimating population parameters and testing hypotheses Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.

AP Statistics B (2nd semester)

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns 2. Sampling and Experimentation: Planning and conducting a study 3. Anticipating Patterns: Exploring random phenomena using probability and simulation 4. Statistical Inference: Estimating population parameters and testing hypotheses Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.

AP Calculus AB (1st and 2nd semester)

This is a rigorous college level course covering all topics required for the AB Advanced Placement calculus exam. The areas of study include graph analysis, limits of functions, continuity of functions, derivatives at a point and as a function, integration and techniques of anti-differentiation. In addition to meeting the high school credit requirement students may receive college credit upon successful completion of the AP Calculus AB Exam.

Financial Literacy, is a one-semester teacher-led course that equips high school students with

Please note: AP Calculus and AP Statistics are not typically offered in the same school year, generally on an alternating basis. Check with your counselor or a school administrator to determine which class will be offered.

Financial Literacy
Financial Literacy, is a one-semester teacher-led course that equips high school students with foundational personal finance skills. These concepts include how to earn and save money; how to manage money by being a wise consumer and creating and using a budget; how to manage bank accounts, investments, and credit; how to assess risks and use insurance; and how to address financial problems like identity theft and debt.

Financial Capability 1
Financial Capability 1, a one-semester teacher-led course, high school students examine financial capabilities from a business perspective, focusing on banking, economics, business planning, and risk management.

Financial Capability 2
Financial Capability 2, a one-semester teacher-led course, high school students examine financial capabilities from a business perspective, focusing on employee benefits, ethics, business investment, and international business operations.

SCIENCE

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
6250	Biology A	9th	0.5	None
6255	Biology B	9th	0.5	None
6400	Chemistry A	10th	0.5	Biology A & Biology B
6405	Chemistry B	10th	0.5	Biology A & Biology B
6700	Physics A	11th & 12th	0.5	Biology A, Biology B, Chemistry A, Chemistry B
6405	Physics B	11th & 12th	0.5	Biology A, Biology B, Chemistry A, Chemistry B
OR				
6200	AP Biology A	11th & 12th	0.5	Biology A, Biology B, Chemistry A, Chemistry B, and Teacher Recommendation
6205	AP Biology A	11th & 12th	0.5	AP Biology A
6900	Robotics A	9th, 10th, 11th, & 12th	0.5	None
6901	Robotics B	9th, 10th, 11th, & 12th	0.5	Robotics A

Biology A (1st semester)
Biology is a year long course designed to give students a variety of learning experiences on various topics. The topics include: scientific reasoning, ecosystems and the environment, cellular organization, genetics, evolution, and systems of the human body. Some lab work is performed relative to major topics presented.

Biology B (2nd semester)
Biology is a year long course designed to give students a variety of learning experiences on various topics. The topics include: scientific reasoning, ecosystems and the environment, cellular organization, genetics, evolution, and systems of the human body. Some lab work is performed relative to major topics presented.

Chemistry A (1st semester)
Chemistry is a laboratory-based class. We explore the world through the systematic investigation of matter. Students will be required to apply previously learned material in new situations and to extend into laboratory situations. Explanation of observation based on discussion of text materials is a key skill students will develop. In this year long, college-preparatory course, we will cover the following topics: Social Practice in the Science Community, Matter and Interactions, Energy Transfer and Conservation, Periodic Table, Bonding, and Nomenclature.

Chemistry B (2nd semester)
Chemistry is a study of the properties of matter and the changes in matter. Students will be expected to make observations, identify patterns, and propose explanations to account for the patterns. Standards covered include content and expectations that are needed for advanced study in science. In this year long, college-preparatory course, we will cover the following topics: Periodic Table, Bonding, and Nomenclature, Chemical Change, Chemical Quantities, Nuclear Chemistry.

Physics A (1st semester)
This course is an introductory Physics course. Students will be expected to make observations, identify patterns in data, and propose explanations to account for the patterns. Scientific reflection and social implications will help students understand how science and technology support one another. Students will examine the metric system, objects in motion, force and motion, forms of energy, energy transformations, and waves, including light and sound. Students will be evaluated by performance on tests, projects, homework, labs, and participation.

Physics B (2nd semester)
This course is an introductory Physics course. Students will be expected to make observations, identify patterns in data, and propose explanations to account for the patterns. Scientific reflection and social implications will help students understand how science and technology support one another. Students will examine the metric system, objects in motion, force and motion, forms of energy, energy transformations, and waves, including light and sound. Students will be evaluated by performance on tests, projects, homework, labs, and participation.

AP Biology A (1st semester)
Adhering to the curricula recommended by the College Board and designed to parallel college-level introductory biology courses, AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. These courses cover three general areas; molecules and cells (including biological chemistry and energy transformation) genetics and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college-level laboratory experiments.

AP Biology B (2nd semester)
Adhering to the curricula recommended by the College Board and designed to parallel college-level introductory biology courses, AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. These courses cover three general areas; molecules and cells (including biological chemistry and energy transformation) genetics

and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college-level laboratory experiments.

Robotics A (1st semester)

Robotic Engineering is a high school level course that is appropriate for 10th – 12th grade students who are interested in the design, engineering and programming of robots. Students will receive a comprehensive overview of robotic systems and the subsystems that comprise them. Students will also program autonomous robots using Robot C and compete in classroom competitions and engineering challenges using VEX Robots. Careers in robotics, programming, and engineering will be discussed.

Robotics B (2nd semester)

Robotic Engineering is a high school level course that is appropriate for 10th – 12th grade students who are interested in the design, engineering and programming of robots. Students will receive a comprehensive overview of robotic systems and the subsystems that comprise them. Students will also program autonomous robots using Robot C and compete in classroom competitions and engineering challenges using VEX Robots. Careers in robotics, programming, and engineering will be discussed.

COURSE NOTE: Prerequisite - Robotics A

SOCIAL STUDIES

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
7000	U.S. History A	9th	0.5	None
7005	U.S. History B	9th	0.5	None
	AP U.S. History	9th - 12th	0.5	None
7100	World History A	10th	0.5	None
7105	World History B	10th	0.5	None
		OR		
74001	AP World History A	10th, 11th, and 12th	0.5	U.S. History A, U.S. History B, and Teacher Recommendation
74051	AP World History B	10th, 11th, and 12th	0.5	AP World History A
8015	Economics	11th and 12th	0.5	None
	&			
8010	Civics	11th and12th	0.5	None
		OR		

7500	AP Government A	11th and 12th	0.5	World History A, World History B, and Teacher Recommendation
7505	AP Government B	11th and 12th	0.5	AP Government A
7600	AP Psychology A	10th, 11th, and 12th	0.5	U.S. History A, U.S. History B, and Teacher Recommendation
7605	AP Psychology B	10th, 11th, and 12th	0.5	AP Psychology A
7241	Current Issues	10th, 11th, and 12th	0.5	None
7243	World Cultures & Geography	10th, 11th, and 12th	0.5	None

US History A (1st semester)
U.S. History is a required course for graduation. In U.S. History A, the period studied is from Industrialization of the United States to the New Deal. Emphasis is placed upon the Industrial emergence of the United States, World War I, The Great Depression and the New Deal. Readings, written work, unit tests, and a final exam make up the course work.

US History B (2nd semester)
U.S History B is a required course for graduation. In U.S. History B, the period studied is from World War II to the present. Emphasis is the Second World War, the Cold War, the Vietnam Era, and events through to the War on Terror. Readings, written work, unit tests, and a final exam make up the course work.

AP U.S. History
This course investigates significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

World History A (1st semester)
World History is a 2 semester course and is required for graduation. The goal of this course is for students to experience world history and understand its relevance to the modern world. The course addresses the importance of motivating students and engaging them in meaningful learning—learning that links the past with issues confronting young people today.

World History B (2nd semester)
World History is a 2 semester course and is required for graduation. The goal of this course is for students to experience world history and understand its relevance to the modern world. The course addresses the importance of motivating students and engaging them in meaningful learning—learning that links the past with issues confronting young people today.

AP World History A and B

Following the College Board's suggested curriculum designed to parallel college-level World History courses, AP World History courses examine world history from 8000 BCE to the present with the aim of helping students develop a greater understanding of the evolution of global processes and contracts and how different human societies have interacted. These courses highlight the nature of changes in an international context and explore their causes and continuity.

Civics (1 semester)

This course reviews the historic influences upon the American political system and studies the structure, function and process of the executive, legislative, and judicial branches of government at the national status and local levels today. The American Presidential system will be compared and contrasted with other political systems. This course will study the Constitution and individual rights and responsibilities.

Economics (1 semester)

The purpose of this course is to introduce students to the knowledge of economics that will help them make decisions in their role as citizens. Students will apply fundamental economic concepts to their understanding of the American economic system, as well as the emerging global economy. Emphasis is placed on cooperative activities, which will help foster application of economic knowledge when it comes to personal and public matters. As part of their study of economics, students deepen their understanding of democratic values as they pertain to the American legal, political, and economic system.

AP Government A and B

The main objective of AP US Government & Politics is to provide every student the opportunity to take, and pass, the AP U.S. Government & Politics test on. Students are highly encouraged to take the test. Areas of study include: Constitutional Underpinnings of United States Government, Political Beliefs and Behaviors, Political Parties, Interests Groups, and Mass Media, Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts, Public Policy, Civil Rights and Civil Liberties.

AP Psychology A and B

The purpose of this course is "to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice." (From the 2014 College Board® Psychology Course Description, p. 4. See https://apcentral.collegeboard.org/pdf/ap-psychology-course-description.pdf?course=ap-psychology). The aim of AP® Psychology is to provide students with a learning experience equivalent to that obtained in an introductory college psychology course, prepare them for the AP® Examination in May, and achieve a high enough score to receive advanced placement or college credit in Psychology.

AP® Psychology is a highly structured and demanding course. Students are required to read the college-level textbook and are introduced to the language of psychology. A great number of new terms are introduced almost daily. Success in this course is largely dependent upon the student's ability to study class materials independently.

Current Issues

This discussion based class will take a look at key issues impacting society today. Issues discussed will be from the local, state, national, and global levels. Topics of issues discussed include health care, politics, environment, war, and the economy.

World Cultures & Geography

This course takes students on a virtual tour of the world. As we travel to each continent a specific focus will be made on what shapes society (social groups, politics, tourism, daily life) and what defines the culture (religion, food, clothes, music, sports, customs) of the various regions. This class is structured so that a high level of independent learning takes place.

MUSIC

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
5000	Concert Band A	9th, 10th, 11th, & 12th	0.5	15 weeks of private lessons OR previous experience in Middle School
5005	Concert Band B	9th, 10th, 11th, & 12th	0.5	15 weeks of private lessons OR previous experience in Middle School
		OR		
5200	Symphonic Winds A	9th, 10th, 11th, & 12th	0.5	Audition and Placement by Directors
5205	Symphonic Winds B	9th, 10th, 11th, & 12th	0.5	Symphonic Winds A/Audition and Placement by Directors
5410	Varsity Choir A	9th, 10th, 11th, & 12th	0.5	None
5415	Varsity Choir B	9th, 10th, 11th, & 12th	0.5	None
			0.5	
		OR		
5500	Chorale A	9th, 10th, 11th, & 12th	0.5	Audition and/or Placement by Directors
5505	Chorale B	9th, 10th, 11th, & 12th	0.5	Audition and/or Placement by Directors
0006	History of Rock and Roll	9th, 10th, 11th, & 12th	0.5	None
0007	History of Hip Hop	9th, 10th, 11th, & 12th	0.5	None
5300	Viking Jazz Band	9th, 10th, 11th, & 12th	0.5	Teacher Recommendation
5320	Marching Band	9th, 10th, 11th, & 12th	0.5	Audition and Placement by Directors

Concert Band

This band is designed for freshmen (and upperclassmen) that are working on mastering basic musical skills. Techniques, scales, basic music theory, and music history will be discussed. Many styles of band literature will be studied and performed. The student is required to attend all rehearsals and performances including two formal concerts at Hazel Park High School.

Symphonic Winds

This course is designed for the most advanced instrumental music students. Class size will be smaller and more individualized. Advanced band literature and orchestral transcriptions will be studied and performed. Music theory, history, form, and analysis will be discussed. The student is required to attend all rehearsals and performances including two formal concerts at Hazel Park High School as well as District and State Band Festivals.

Varsity Choir A and B

Varsity Choir is the second-highest vocal music ensemble at Hazel Park High School. This larger selected group performs five (5) to ten (10) times per year at a variety of community and area functions. The student is required to attend all rehearsals and performances including two formal concerts at Hazel Park High School. Varsity Choir performs a variety of musical styles ranging from classical to contemporary literature including sacred and secular works in a variety of voicings. No audition required.

Chorale A and B

Chorale is the top vocal music ensemble at Hazel Park High School. This small select group performs ten (10) to fifteen (15) times per year at a variety of community and area functions. The student is required to attend all rehearsals and performances including two formal concerts at Hazel Park High School. Chorale performs a variety of musical styles ranging from classical to contemporary literature including sacred and secular works in a variety of voicings.

SPECIAL REQUIREMENTS:

Chorale members must have excellent vocal talent, sight reading ability, the ability to move on stage and dedicated attitude toward the work involved in a select group. Admission by audition only.

History of Rock and Roll

This course is an introduction to American Popular Music since about 1950 (or what is commonly called "Rock Music") through about the early 2000s. No music skills of any kind are expected or assumed. Topics for study and discussion will include (1) musical instruments and performance techniques, (2) singing styles and related vocal techniques, (3) genres and forms, and (4) aspects of culture, society, history and geography as they relate to the music of the United States (and parts of Western Europe) from about 1950 to the 2000s and beyond. In addition to learning about the history of this music and its stylistic traits, you will also improve your critical listening skills and acquire a basic vocabulary for describing music. Approved for Fine and Performing Arts Credit. All assignments are submitted through Google Classroom.

History of Hip Hop

This course is an introduction to the genre of Hip Hop. No music skills of any kind are expected or assumed. Topics for study and discussion will include (1) DJing, (2) Emceeing, (3) Graffiti (4) Breakdancing, as well as aspects of Fashion, Knowledge, Beat Boxing, Language, and Entrepreneurialism. Students in this course will be asked to listen, speak, and critique lyrics that may contain explicit content and or meaning. In addition to learning about the history of this music and its stylistic traits, you will also improve your critical listening skills and acquire a basic vocabulary for describing music. Approved for Fine and Performing Arts Credit. All assignments are submitted through Google Classroom.

Jazz Band

Selected students also have the opportunity to perform in a Jazz Band. This band is designed for advanced students wishing to learn the more intricate and challenging music from the great jazz band masters. The band generally includes 8 to 10 brass players, saxophone players as well as piano, drum, guitar and bass guitar players, but is open for all to tryout.

Placement within this band requires an audition and/or director's approval. The band will perform at the regular band concerts, and may have occasional sectionals before or after school.

Marching Band (Fall Only)

The Hazel Park "Viking" Marching Band has a rich history of competition and excellence. The group performs in parades, football game halftime shows, and marching band competitions each year both locally and across the state. Being a member of the Marching Band is a rewarding experience and students can expect to create positive lifelong memories . NOTE: Students that complete one year of marching band with a "C+" or better may waive a .5 credit for Physical Education. Attendance requirements must also be met. See the Counseling Office for more information.
The band competes in the Michigan Competing Band Association (MCBA) circuit as well as MSBOA Marching Band Festival.

ART

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
0100	Studio Art 1A	9th, 10th, 11th, & 12th	0.5	None
0105	Studio Art 1B	9th, 10th, 11th, & 12th	0.5	Studio Art 1A
0210	Ceramics I	10th, 11th, & 12th	0.5	None
0215	Ceramics II	10th, 11th, & 12th	0.5	Ceramics I
0220	Sculpture A	10th, 11th, & 12th	0.5	None
0600	Advanced Studio Art/ Portfolio A	10th, 11th, & 12th	0.5	Studio A and B, Teacher Recommendation
0601	Advanced Studio Art/ Portfolio B	10th, 11th, & 12th	0.5	Studio A and B, Teacher Recommendation
0137	AP Studio Art: 3D Design A	10th, 11th, & 12th	0.5	Ceramics I, Sculpture and teacher recommendation
0137	AP Studio Art: 3D Design B	10th, 11th, & 12th	0.5	AP Studio Art: 3D A

Two- Dimensional Art Courses

Studio Art A (1st semester)

Grades: 9 – 12th **Length of Course:** 1 semester **Prereq**: None

This course allows students to explore drawing media and develop their drawing skills. Students will explore: graphite, pastels, pen and ink, color pencils and charcoal. The elements of art and principles of design will be an integral part of every assignment with the development of student art works. Students will learn about artists and different cultures as it relates to art history and artworks assigned. Students will complete a self-portrait, one point perspective and several still life compositions as part of the course requirements.

Studio Art B (2nd semester)

Grades: 9 – 12th **Length of Course:** 1 semester **Prereq**: Studio A

Building on the foundation of drawing (Studio art A) this course allows students to explore and create more in depth projects with a focus on color and color theory. Students will explore: watercolor, and tempera painting as well as printmaking methods. Students will learn about artists and different cultures as they explore the different media, and further their development and use of the elements of art and principles of design as it relates to their artworks. Students will complete an animal painting, a mixed media project and two point perspective as part of the course requirements.

Advanced Placement 2D Design and Portfolio

Grades: 11– 12th **Length of Course:** 1 year **Prereq:** Studio Art A and B, and teacher recommendation

Building on the foundation of Studio Art A and B courses, AP 2D allows students to explore and create more in-depth projects. Students will investigate the use of media of their choosing and add to their foundation by adding acrylic painting and printmaking, while building on their prior knowledge. Students will work on a concentration and develop their voice; practice, revision and refine their style. Students must be able to work independently as the portfolio is student driven and must be their voice and not made up of teacher driven assignments. It is required to photograph all work and create a portfolio with an artist statement. Students must submit at least one artwork into scholastic art awards. All work must be exhibited at the May art exhibit.

Three - Dimensional Art Courses

Ceramics 1

Grades: 10– 12th **Length of Course**: 1 semester **Prereq:** None

Ceramic 1 provides an exploration of clay and various hand building methods and surface decoration techniques. Students will explore pinch, coil, slab and mold methods to create functional ceramic pieces such as vases, bowls, mugs and boxes. Students will study various artists and cultures, while strengthening their knowledge of the principles of design and the elements of art.

Ceramics 2

Grades: 10– 12th **Length of Course**: 1 semester **Prereq:** Ceramic I

Ceramic 2 provides a deeper exploration of clay and various hand building methods and surface decoration techniques. Ceramic equipment such as the extruder and slab roller will be utilized as well as additional hand building tools: texture rollers, plaster molds and printmaking designs on clay will be investigated. Students will explore the use of different forms to effectively solve an art problem in the construction of a ceramic piece, building on their prior knowledge. Students will study various artists and cultures, while strengthening their knowledge of the principles of design and the elements of art. Students that are interested in Advanced Placement 3D are encouraged to take the course.

Sculpture

Grades: 10– 12th **Length of Course**: 1 semester **Prereq:** None

The course provides an exploration of various building materials to create 3 Dimensional forms. Students will explore clay, plaster, wire, tape, paper mache, paper, found objects and cardboard to create realistic and abstract sculptures utilizing both additive and subtractive methods. Students will study various artists and cultures, while strengthening their knowledge of the principles of design and the elements of art.

Pre -Advanced Placement 3D Design

Grades: 11– 12th **Length of Course:** 1 year **Prereq:** Ceramic I, Sculpture and teacher recommendation

Students will complete the BREADTH section of the AP portfolio; building on the foundation of ceramic and sculpture courses. Students will explore and create more in-depth projects, combining different mediums and methods in both sculpture and ceramic mediums. Students will be able to demonstrate understanding of 3-D design elements and principles of design, while exploring the use of different mediums to construct 3D forms. Students final marking period (5th) will complete a series of 3 related pieces for their concentration section of the AP portfolio and begin to develop their voice. It is required to photograph all work and create a portfolio with an artist statement. Students must submit at least one artwork into scholastic art awards and or apply for another juried exhibit as well as exhibit at the May art exhibit.

Advanced Placement 3D Design

Grades: 11– 12th **Length of Course:** 1 year **Prereq:** Ceramic I, Sculpture and teacher recommendation

Building on the foundation of ceramic and sculpture courses, AP 3D allows students to explore and create more in-depth projects. Students will explore the use of different forms to effectively solve an art problem in the construction of a 3D piece, building on their prior knowledge. Students will work on concentration and develop their voice; practice, revision and refine their style. Students must be able to work independently as the portfolio is student driven and must be their voice and not made up of teacher driven assignments. It is required to photograph all work and create a portfolio with an artist statement. Students must submit at least one artwork into scholastic art awards. All work must be exhibited at the May art exhibit.

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
	Drama I	9th-12th	0.5	None
2750	Drama II	9th-12th	0.5	Drama I and must have a C or higher
	Advance Theatre and Video	10th-12th	1.0	B- or higher in Drama II
5340	Intro to Production	9th,10th,11th,12th	0.5	None

Performing Arts - Dramatics

Drama I

Grade(s): 9–12

Credit: 0.5/semester

Prerequisite(s): None

This course introduces students to the dramatic arts, especially live theatre. Creativity, collaboration, and perseverance are emphasized, as well as other life skills, such as interpersonal communication and presentational speaking. Key explorations include theatre history and vocabulary, physical and vocal acting, playwriting and dramatic structure, and arts appreciation. Students create individual and group projects throughout the semester, just as they would encounter in the professional world.

Drama II

Grade(s): 9–12

Credit: 0.5/semester

Prerequisite(s): C or higher in Drama I or teacher recommendation
This course introduces students to the dramatic arts, especially film and video. Creativity, collaboration, and perseverance are emphasized, as well as other life skills, such as interpersonal communication and presentational speaking. Key explorations include cinema history and vocabulary, on-camera acting, screenwriting and dramatic structure, and arts appreciation. Fundamentals of multimedia production are also covered. Students create individual and group projects throughout the semester, just as they would encounter in the professional world.

Advanced Theatre & Video
Grade(s): 10–12
Credit: 1.0/year
Prerequisite(s): B- or higher in Drama II or teacher recommendation
This highly selective course refines improvisational skills, on-camera performance, and creative-management abilities through student-directed mini productions as well as Student News broadcast programming. Students work to satisfy the aesthetic, intellectual, informational, and emotional needs of both maker and spectator via writing, directing, acting, and editing. Classmates collaborate on several projects simultaneously throughout the semester and on deadline, just as they would encounter in the professional world.

Intro to Production
The purpose of this course is to allow students to discover the multi-facetted world of music and theater production. Students will learn the basics of all things production including sound, lighting, and recording. Class will start with the basics of all the three production area's and shift into student specialized training with the chance to use their skills in our new and growing recording and lighting studios. Students will also help with auditorium productions by enhancing and working lighting and sound.

WORLD LANGUAGE

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
2950	Spanish IA	9th, 10th, 11th, & 12th	0.5	None
2955	Spanish IB	9th, 10th, 11th, & 12th	0.5	Spanish IA
2960	Spanish IIA	10th, 11th, and 12th	0.5	Spanish IA and Spanish IB
2965	Spanish IIB	10th, 11th, and 12th	0.5	Spanish IA and Spanish IB
2970	Spanish IIIA	11th, 12th	0.5	Spanish IA, IB, IIA, IIB
2975	Spanish IIIB	11th, 12th	0.5	Spanish IA, IB, IIA, IIB, IIIA
2980	Spanish IVA	11th, 12th	1.0	Must have B- or higher in Spanish IIIB or teacher recommendation
	Spanish IVB	12th	1.0	
OR				
2900	French IA	9th, 10th, 11th, & 12th	0.5	None
2905	French IB	9th, 10th, 11th, & 12th	0.5	French IA

2910	French IIA	10th, 11th, and 12th	0.5	French IA and French IB
2915	French IIB	10th, 11th, and 12th	0.5	French IA, French IB, French IIA
2920	French IIIA	11th, 12th	0.5	French IA, IB, IIA, IIB
2925	French IIB	11th, 12th	0.5	French IA, IB, IIA, IIB, IIIA

2930	French IVA	11th, 12th	0.5	French 1A, 1B,IIA,!!B,IIIA
2935	French IVB	11th, 12th	0.5	French IA, IB, IIA, IIB, IIIA

Spanish I

Grade(s): 8–12
Credit: 1.0/year
Prerequisite(s): None (Exception: If an incoming 8th grader, application required.)
This entry-level course introduces the basics of second-language development as students work to build initial Spanish vocabulary and grammatical knowledge. An appreciation for the Spanish-speaking world and its diverse cultures is cultivated through news articles, movies, music, and short stories.

Spanish II

Grade(s): 9–12
Credit: 1.0/year
Prerequisite(s): C or higher in Spanish IB or teacher recommendation
This course expands students' vocabulary and grammatical knowledge of global Spanish. Learners practice communicating in Spanish and study authentic print and audiovisual materials. An appreciation for the Spanish-speaking world and its diverse cultures is cultivated through news articles, movies, music, and short stories. Success in this course is largely determined by functional use of the studied language.

Spanish III

Grade(s): 10–12
Credit: 1.0/year
Prerequisite(s): C+ or higher in Spanish IIB or teacher recommendation
This course deepens students' vocabulary and grammatical knowledge of global Spanish, as well as develops communicative skills (i.e., reading, writing, listening, and speaking) in the target language. An appreciation for the Hispanosphere (Spanish-speaking world) and its diverse cultures is cultivated through field trips and other explorations. Success in this course is largely determined by functional use of the studied language.

Spanish IV

Grade(s): 11–12
Credit: 1.0/year
Prerequisite(s): B- or higher in Spanish IIIB or teacher recommendation

This course refines students' vocabulary and grammatical knowledge of global Spanish, as well as strengthens communicative skills (i.e., reading, writing, listening, and speaking) in the target language. An advanced appreciation for the Hispanosphere (Spanish-speaking world) and its diverse cultures is cultivated through field trips and other explorations. Success in this course is largely determined by functional use of the studied language.

Spanish V (AP Spanish Language and Culture)

Grade(s): 12
Credit: 1.0/year
Prerequisite(s): B or higher in Spanish IVB or teacher recommendation
In preparation for the Advanced Placement exam, this college-level course explores six major themes of Spanish language and cultures: Families & Communities, Science & Technology, Beauty & Aesthetics, Contemporary Life, Global Challenges, and Personal & Public Identities. Select art works of literary and cultural value will also be studied. Success in this course is largely determined by functional use of the studied language.
For more information, see the College Board website: AP Spanish Language and Culture

French IB (2nd semester)

This introductory course offers the student the opportunity to acquire listening, speaking, reading, and writing skills in the French language. Throughout the course, students will engage in simple conversations and other activities to increase their proficiency in French. Students will have experiences in the course that will help them discover and appreciate French-speaking cultures.

French IIA (1st semester)

French II is a continuation of French I. The student continues to work on grammatical structures and vocabulary through a variety of methods. Conversation continues to be a vital part of the course as well as listening and other activities. Students will remain active participants in the course and will continue to be offered a variety of experiences to increase their knowledge of Francophone cultures.

French IIB (2nd semester)

French II is a continuation of French I. The student continues to work on grammatical structures and vocabulary through a variety of methods. Conversation continues to be a vital part of the course as well as listening and other activities. Students will remain active participants in the course and will continue to be offered a variety of experiences to increase their knowledge of Francophone cultures.

French IIIA (1st semester)

In French III, the students will increase their knowledge of the language and other cultures in a variety of mediums. In addition to ongoing listening and other activities, students will read some authentic literature and materials to increase their proficiency in French. Conversation will continue to be a focal point of the curriculum.

French IIIB (2nd semester)

French IIIB (2925): In French III, the students will increase their knowledge of the language and other cultures in a variety of mediums. In addition to ongoing listening and other activities, students will read some authentic literature and materials to increase their proficiency in French. Conversation will continue to be a focal point of the curriculum.

French IV
Grade(s): 11-12
Credit 1.0/year
Prerequisite(s) B- or higher in French IIIB or teacher Recommendation.
This Course refines students' vocabulary and grammatical knowledge of global spanish, as well as strengthens communicative skills (i.e., reading, writing, listening, and speaking) in the target language. An advanced appreciation for the French language and its diverse cultures is cultivated through field trips and other explorations. Success in this course is largely determined by functional use of the studied language.

French V
Grade(s):12
Credit:1.0/Year
Prerequisite(s) B or higher in French IVB or teacher recommendation.
In preparation for the advanced placement exam, this college -level course explores six major themes of French language and cultures: Families & Communities, Science & Technology, Beauty & Aesthetics, contemporary life, Global Challenges, and personal & Public Identities. Select art works of literary and cultural value will also be studied. Success in the course is largely determined by functional use of the studied language.

PHYSICAL EDUCATION (PE)

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
5749	Intro to Physical Activities	9th, 10th, 11th, & 12th	0.5	None
5630	Health	9th, 10th, 11th, & 12th	0.5	None
5748	Strength & Conditioning	10th,11th,&12th	0.5	Intro to Physical Activities
5750	Team Sports	10th, 11th, & 12th	0.5	Intro to Physical Activities
5750	Swim for Recreation	9th,10th, 11th, & 12th	0.5	None
5755	Lifeguarding	10th,11th, &12th	0.5	None

Intro to Physical Activities
This course is a one semester class required for graduation. The importance of physical activity will be taught. Will contain components of physical fitness, individual and team sports such as: softball, basketball, aerobics, fitness training, track and field, jogging, badminton, volleyball, tennis, soccer, football, etc., as appropriate.

Health
This class is required for graduation. Health is designed to help the student develop an awareness of the importance of being physically, mentally, emotionally and socially fit. So that the student may have a better understanding of all the parts of health, the topics covered in class may include, but are not limited to the following: physical well-being,

self-esteem, self concept, values identification, responsible reproductive health, and alcohol and substance abuse. Life long health decisions such as adult and family healthcare may also be covered.

Strength and Conditioning

This course will offer the student wishing to achieve optimum cardiovascular fitness through strength and flexibility exercise. Class emphasis will focus on group aerobic activities including walking, jumping rope, jogging running stair climbing, and stationary biking. The course may also include circuit strength training and fitness testing. This course is not recommended for students with medical limitations.

Team Sports

This course is offered to students who enjoy competition in team sports. Students will have the opportunity to practice and acquire skills, learn rules, safety and strategy in team sports. Areas of concentration may include: Basketball, floor hockey, football, pickleball, softball, soccer, speedball, volleyball, aerobics and physical fitness.

Swimming for Recreation

This course's emphasis is placed on a high level of water and safety, treading water, buoyancy, and an introduction to basic swim strokes. Introduction to basic swim strokes includes, front crawl (freestyle) back crawl (backstroke) breaststroke, sidestroke, and elementary backstroke. Individual safety skills and survival swimming are introduced and continual reinforcement and the use of these skills is a requirement. This course may be repeated for Credit.

Lifeguarding

This Course is designed by the American Red Cross to prepare students to work as lifeguards. Students will learn rescue techniques, CPR, and first aid. Students will be certified through classroom instruction and practical water training.

CTE (Career and Technical Education)

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
1000	Digital Computer Applications	9th, 10th, 11th, 12th	0.5	None
1120	Business Dynamics	10th, 11th, & 12th	0.5	Digital Computer Applications
01521901	Business Tech	10th, 11th, & 12th	0.5	Business Dynamics
1738901	Web Page Design	10th, 11th, 12th	0.5	Digital Computer Applications
8360	Wood Tech I	9th, 10th, 11th	0.5	None
8361	Wood Tech II	10th, 11th	0.5	Wood Tech 1A, 1B
8362	Wood Tech III	12th	0.5	Wood Tech IA,IB,IIA,IIB
9741	Chrysler Program Yr 1	11th, 12th	0.5	Interview Process
9741	Chrysler Program Yr 2	11th, 12th	0.5	Chrysler Program Yr 1
8214A/9215B	Welding IA & IB	9th,10th, 11th	0.5	None
8220A/8225B	Welding IIA & IIB	10th &11th	0.5	Welding 1A & IB
8240A/8245B	Welding IIIA & IIIB	12th	0.5	Welding IA, IB, IIA & IIB

Digital Computer Applications

In this course, students create business documents using current industry standard software programs. Students develop proficiency in word processing, creating spreadsheets, database management, multimedia presentations, and using multimedia software. Students will be introduced to basic Information Technology concepts and taught how to be proficient in a safe working environment. Students will have an opportunity to become certified in MS OFFICE as well as leadership opportunities through Business Professionals of America.

Business Dynamics and Business Tech (year long program)

This course is designed for advanced students who wish to prepare themselves to plan, manage, supervise and market business operations, products and services. Business administration, Internet practices, personnel management, etc. will be pursued. During part of the second semester, students will use their skills to run a model office.

Web Page Design

Web Development & Design combines artistic, creative vision with technical knowledge to produce informative, appealing, and easy to use web sites. This class is an activity-oriented course in which students will explore strategies to effectively communicate using the Internet. Students will learn about site layout and content and will become proficient using web development languages and graphical user interface tools to achieve their design objectives. The curriculum and instruction of this course may be differentiated to include accelerated pacing and extension and/or challenge activities. Students will have an opportunity to develop leadership opportunities through Business Professionals of America.

Wood Tech I & II

The Wood Technology program is a two year career readiness program designed to prepare students for a career as a finished carpenter or cabinet maker. The curriculum has been designed by a team of educators, industry professionals, and community members to meet the needs of today's woodworking employers and employees. Much of the demand today includes soft skills not specific to the woodworking industry. Such skills include: effective communication, problem solving, conflict resolution, health and wellness, lean manufacturing, work ethic, and integrity. Specific to woodworking, students will learn how to make accurate plans and layout drawings, select and process raw lumber into finished goods, and apply proper finish on wood products. Students will be provided with information and hands-on experience in the correct and safest way to use a variety of both hand and power woodworking tools, which are commonly found in industry and home.

Wood Tech III

In this course, students will learn less common, advanced practices in woodworking. They will learn how to use veneer to create pictures. A heavy focus will be on various techniques used in finishing (ie. antiquing, torching, distressing). Students will learn a variety of new woodworking joints. They will explore woodworking tools and machinery not found in a traditional woodworking workshop. They will have the opportunity to design and build an approved project of their choice. The integration of other materials will be encouraged, including metal, plastic, tile, glass, etc. Students should expect to spend a lot of time at a desk drawing blueprints, doing math calculations, and researching. The successful completion of Wood Tech I & II are prerequisites for this course.

Chrysler School-to-Work Two Year Program

The School to work (STW) Program will allow students to spend half of the day at their High School and half of the day at the World Class Manufacturing Academy. The STW Program will allow students to gain both the critical skills and the

hands-on experience needed to be successful in the Manufacturing Industry. Students will also be introduced to the various skilled trades careers. Sophomores tour in the Spring and interested students should complete the application, and prepare for an interview.

Welding I & II

Welding is a course designed to familiarize students with the knowledge, skills, and career opportunities in the welding trade. Emphasis is placed on technical and practical applications of shielded metal arc welding, flux core arc welding, gas metal arc welding, gas tungsten arc welding and oxyfuel-acetylene cutting processes as well as safety, weld testing, and the effects of welding heat on metals. Students will also gain the skills to read and interpret shop and structural drawings and prints with emphasis placed on structural shape identification, nomenclature and weld symbols.

Welding III

Welding IIIA and IIIB will build upon the skills gained in the Welding IA and IB and Welding IIA and IIB courses. This course will focus on advanced welding and applications, fabrication and refinement of technique. Welding of other metals such as aluminum and stainless steel will also be covered.

PROJECT LEAD THE WAY

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
10405	Foundations of Technology A	9th, 10th, 11th, 12th	0.5	None
10405	Foundations of Technology B	9th, 10th, 11th, 12th	0.5	Foundations of Tech A
10505	Intro to Engineering Design A	9th, 10th, 11th, 12th	0.5	None
10505	Intro to Engineering Design B	9th, 10th, 11th, 12th	0.5	Intro to Engineering Design A
	Principles of Engineering A	10th, 11th, 12th	0.5	Intro to Engineering Design A & B OR Algebra I
	Principles of Engineering B	10th, 11th, 12th	0.5	Principles of Engineering A
	Lean Fundamentals	11th, 12th	0.5	None

Foundations of Technology A and B

This course prepares students to understand and apply technological concepts and processes that are cornerstone of the high school technology education program. Students study the nature and technological issues of the “designed world”. Group and individual activities engage students in creating ideas, developing innovations, design, fabrication, and engineering practical solutions. Technology content, resources, and laboratory/classroom activities allow students to apply science, mathematics and other school subjects in authentic situations.

Intro to Engineering Design A and B

Introduction to Engineering Design – Students will dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They will work both individually and in teams to design solutions to a variety of problems using 3D modeling software and an engineering notebook to document their work.

Principles of Engineering A and B

Principles of Engineering (POE) is a foundation course of the high school engineering pathway and one of the next courses in the series that follows Introduction to Engineering Design. This course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

Students have the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APB) learning. APB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

Lean Fundamentals

Lean Manufacturing is a way to improve paradigms through critical thinking and reflection and to improve processes through piloting of ideas and solutions. The Lean Fundamentals course provides high school students with real-world applications of skills in mathematics, process engineering, problem-solving, observation, entrepreneurship, marketing, and inventory control.

The curriculum is a series of simulation-based/problem-based lessons for collaborative/team learning promoting knowledge, dispositions and applications of the widely used Lean body of knowledge and practice. Lean or the Lean performance management system encompasses a philosophy founded on five principles and a methodology of many (45+) tools. Lean is designed to promote logical analysis of an existing situation's root problems through collaborative problem solving to eliminate root causes. This class incorporates a flipped pedagogy of online videos and animations, supported by in-class teacher-led sessions and student teamwork.

Students will receive a Lean Fundamentals Certificate of Completion as part of the successful completion of this course. These are highly sought after skills by many organizations. Higher education is also starting to incorporate elements of Lean Manufacturing into coursework to prepare students to enter the workforce.

ELECTIVES

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
2850	Viking Yearbook	9th, 10th, 11th, 12th	0.5	None
0142	Photography A	11th,12th	0.5	Limit of 15, None
0143	Photography B	11th, 12th	0.5	Limit of 15, Photography A
9405	Integrated Studies (SAT Prep)	11th	0.5	Juniors Only
9105	Post Secondary Advising - Fall Only	12th	0.5	Seniors Only
2235	Read 180 A	9th, 10th		Assigned

2445	Read 180 B	9th, 10th		Assigned
4800	Math 180 A	9th, 10th		Assigned
4800	Math 180 B	9th, 10th		Assigned

Viking Yearbook

The work in this class includes all phases of producing a quality yearbook. This includes such responsibilities as designing layouts for various organizations, events, people, and meeting deadlines. It includes scheduling pictures, creating picture ideas, and advertising. Students will learn and use Yearbook Avenue, Word Processing, PhotoShop, and digital photography for production. The student who is and likes to be creative is best suited for this type of work. A basic writing skill is also necessary in writing captions for pictures as well as writing descriptions of events, which happened during the school year.

Photography A & B **Grade 11th &12th** **1 Semester** **Limit 15**

In this class you will be learning about the basics of photography using your phone or tablet. Including smartphone camera setting, the photographic principles of composition, exposure, lighting and subject matter. We will be sharing and discussing images from our peers and famous photographers. We will also be able to use studio lighting and camera equipment as a class. Students will upload and create a website portfolio.

Integrated Studies

This full year course prepares junior students for the required state testing administered in April, with emphasis on the different parts of the SAT. Students will practice using official testing materials and learn strategies that can help improve test scores. The class is presented on a rotation basis with enrichment in both English/Language Arts areas and Math. Currently this course is only offered to Junior students.

Postsecondary Advising

This course is open to Seniors who plan to pursue educational opportunities beyond their High School years. Minimum G.P.A required for the course is a 2.5. Students enrolled in the course will focus on career plans and research, college applications including essay writing and letters of recommendation, financial aid opportunities, and scholarship opportunities. The goal for this class is to have students make sound educational and financial decisions that best fit their needs, before enrolling into their Postsecondary institution. Students in this class will also be provided with many opportunities to explore local and state college campuses, while engaging with current students and admission counselors. This class is offered only during the 1st semester.

READ 180

This course is designed for the freshmen student who is struggling to read at grade level. Using the Read 180 program in a specially-designed classroom, students will enhance their reading skills at a pace that is suitable to each individual. The program-trained teacher will instruct students in a whole group and small group setting, and students will also be expected to work independently to meet growth goals using lexile-appropriate reading materials.

COURSE NOTE: Students who perform below an identified standard on the Reading portion of the PSAT 8 assessment or other related assessment such as NWEA will be recommended for this course.

MATH 180

This course is designed for the freshmen student who is struggling with math at grade level. Using the Math 180 program in a specially-designed classroom, students will enhance their math skills at a pace that is suitable to each individual. The program-trained teacher will instruct students in a whole group and small group setting, and students will also be expected to work independently to meet growth goals using lexile-appropriate math materials.

COURSE NOTE: Students who perform below an identified standard on the Math portion of the PSAT 8 assessment or other related assessment such as NWEA will be recommended for this course.

Hazel Park Schools

K – 12
Curriculum Handbook
Writing, Renewal, and Adoption

TODAY'S LEARNERS, TOMORROW'S LEADERS

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Introduction

We believe all students have the ability to learn, and it is our responsibility to ensure that all students learn in an environment driven by equity, membership in the community, and opportunities to participate in meaningful learning experiences designed to inspire, empower, and engage. The Hazel Park School District is committed to the following beliefs which should be fully supported by the curriculum, instructions, and meaningful assessment practices.

- The school district supports the social, emotional, physical, and academic needs of each child in a caring, healthy, and safe environment.
- All students have the ability to learn.
- A culture that celebrates diversity promotes equity.
- Student achievement and social-emotional learning are at the core of every decision.
- Students are successful when staff, families, and the community are engaged and support learning.
- A research-based curriculum, aligned with state standards is the foundation for high-quality instruction.
- Student-driven learning environments foster self-efficacy and individual ownership of learning.
- Student success is fostered and supported through multiple pathways toward graduation

We accomplish this by developing learning environments that offer a comprehensive educational experience that addresses both the academic and non-academic needs of our students through curriculum, instruction, and assessment that provides system-wide support to schools, families, and the community. This requires the development of a high-quality, ambitious curriculum in both core and non-core content areas.

The K-12 Curriculum Revision, Renewal, and Adoption process is guided by the district's core beliefs, educational equity, and the importance of continuous growth and improvement. It is intended to provide a framework for guiding planned educational change to assist the district in fulfilling its mission. The document outlines the overarching principles along with a systemic and systematic process for addressing all aspects of curriculum, instruction, and assessment

Vision, Mission, and Strategic Plan Goals

Hazel park School District Vision

Inspire and empower all learners

Hazel Park School District Mission Statement

The Hazel Park School District in collaboration with all stakeholders prepares and supports students for the future.

2020-2021 Strategic Plan Goals

Goal Statement - School Climate and Culture

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

Goal Statement - Curriculum & Instruction

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

Goal Statement - Community Relations

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

Goal Statement - Resources

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

K-12 Curriculum Development and Revision

The Curriculum development and design processes are driven by the Hazel Park School School District Instructional Framework and best practices in implementation science. According to the Active Implementation Hub, "Implementation Drivers are key components of capacity and infrastructure that influence a program's success. They are the core components needed to initiate and support classroom, building, and district level change." Generally speaking, implementation drivers fall into three categories: organization, competency, and leadership. Hazel Park School District approaches decision-making, resource allocation, and support through the lens of systems thinking. Organization and leadership drivers are at the core of this work, including communication and the use of data to inform, guide, and make decisions.

To fully embrace the vision, mission, and beliefs, the curriculum development and revision process are driven by a number of important competency drivers. These include designing for equity, diversity, and inclusion, a written curriculum focused on the transfer of learning and understanding using the UbD framework, ongoing professional learning, and instructional coaching, progress monitoring, and checks for the fidelity of implementation.

Competency Drivers

Designing for Equity, Diversity, and Inclusion:

The Assessing Bias in Standards & Curricular Materials Tool enables users to determine the extent to which developed standards and curricular materials reflect educational equity (Fraser, 1998; GLEC, 2011). The tool is built using culturally responsive standards to help one review content standards and materials and resources used in the class.

The Assessing Bias in Standards & Curriculum Materials tool is broken into two parts: Standards and Curriculum. Each category is broken into specific domains. All curriculum, instruction, and assessment will be analyzed against these domains: Assessing Bias in Standards and Curricular Materials.

- Standards Domain
    - I. Build Consciousness
    - II. Reflect on Students' Cultural Repertoires and View Them As Worthy of Sustaining
    - III. Stimulates Social Improvement
- Curricular Materials Domains
    - I. Invisibility
    - II. Stereotyping

- III. Imbalance and Selectivity
- IV. Historical Whitewashing
- V. Fragmentation and Isolation
- VI. Linguistic BiasVII. Cosmetic Bias

Understanding by Design Curriculum Development Framework

Understanding by Design (UbD) is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities. The UbD framework is based on seven key tenets (McTighe and Wiggins, 2013):

1. Learning is enhanced when teachers think purposefully about curricular planning. The UbD framework helps this process without offering a rigid process or prescriptive recipe.
2. The UbD framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).
3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.
4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.
5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning making and transfer by the learner.
6. Regularly reviewing units and curriculum against design standards enhances curricular quality and effectiveness, and provides engaging and professional discussions.
7. The UbD framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform needed adjustments in curriculum as well as instruction so that student learning is maximized. The Understanding by Design framework is guided by the confluence of evidence from two

streams—theoretical research in cognitive psychology, and results of student achievement studies.

Alignment with Core Beliefs

The curriculum writing, renewal, and adoption process is driven by the Hazel Park School District core beliefs. These beliefs are the lens through which all curriculum, instruction, and assessment work is filtered and acted upon.

- The school district supports the social, emotional, physical, and academic needs of each child in a caring, healthy, and safe environment.
- All students have the ability to learn.
- A culture that celebrates diversity promotes equity.
- Student achievement and social emotional learning are at the core of every decision.
- Students are successful when staff, families and community are engaged and support learning.
- Research based curriculum, aligned with state standards is the foundation for high quality instruction.
- Student driven learning environments foster self-efficacy and individual ownership of learning.
- Student success is fostered and supported through multiple pathways toward graduation.

Hazel Park School District Instructional Frameworks

- The implementation of the Hazel Park written curriculum is guided by K-12 instructional frameworks. These frameworks represent research-based, best practices, providing guidance for the non-negotiable components of reading and writing instruction, an overview of each component, and the expected teacher and students actions.

- K-5 Reading Instructional Framework (Revisions in Progress 9/2022)
- K-5 Writing Instructional Framework
- Hazel Park Instructional Framework and Essential Literacy Practices - Alignment Document
- 6-8 ELA Instructional Framework
- 9-12 ELA Instructional Framework
- 6-12 Writing Instructional Framework

Sustained Professional Learning and Coaching

Professional learning produces changes in educator practice and student learning when it sustains implementation support over time. To accomplish this goal, professional learning will be built into the resource adoption process and the roll-out of new curriculum or yearly revisions. The curriculum writing, revision, and adoption process includes opportunities for formal and informal professional learning and job-embedded coaching.

Curriculum Monitoring, Adoption, and Revision Process

K – 12 Curriculum Writing Team

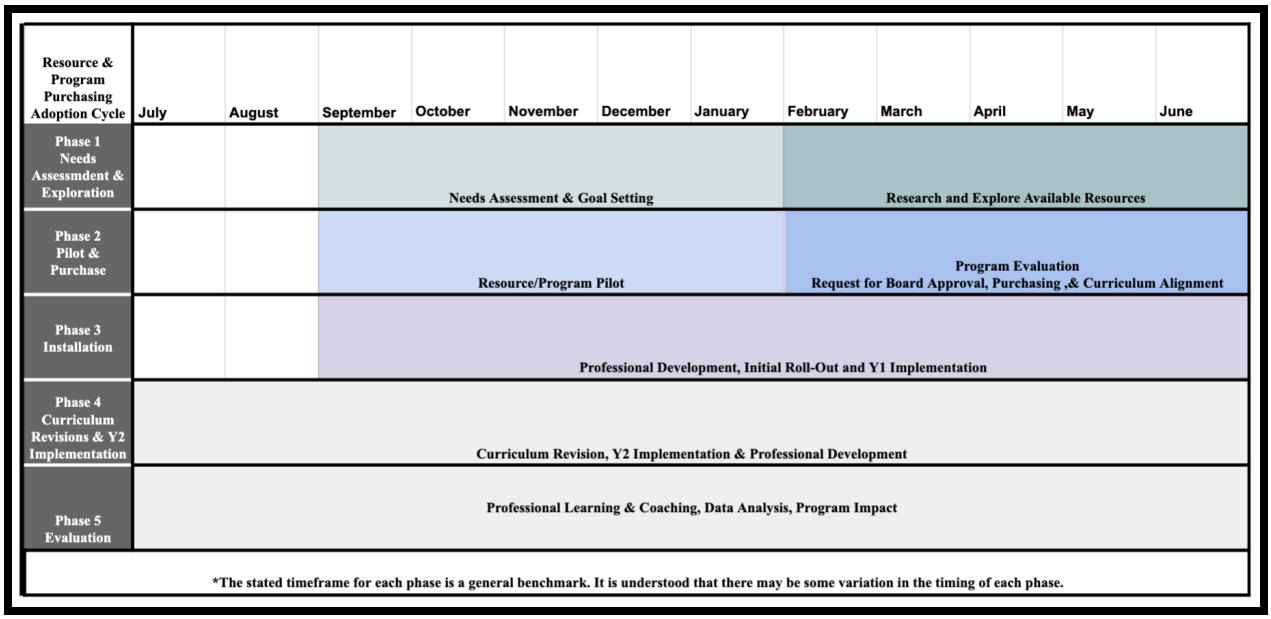
The curriculum writing team is selected through an interview process conducted by the Curriculum and Instruction Department. Members of the Curriculum Writing Team will receive a yearly stipend for work completed between 9/1 and 8/31 of each year. Acceptance of this position includes regular meetings throughout the school year, ongoing curriculum revisions, and work during the summer months.

The Curriculum Writing Team (CWT) will work collaboratively to write and revise curriculum using the Understanding by Design (UbD) framework. Curriculum review and revisions focus on the following principles:

- Collection of ongoing feedback from teachers, building administrators, and other instructional staff
- Curriculum revisions (minor edits) may occur throughout the school year and during the comprehensive year-end review
- Determination of what students should know and be able to do as a result of their education will be a collective, rather than an individual decision.
- Development and revision of a written curriculum that helps teachers, students, and parents clarify the specific knowledge, skills, and understanding that students should be able to transfer as a result of their schooling.
- Standards-based curriculum and identification of essential standards will reduce content and enable all parties to focus on essential and significant learning, understanding, and transfer.
- Designing and defining common evaluative criteria and assessments that will enable an individual teacher, a teaching team, the school, and students to monitor achievement and growth.
- Designing authentic and varied assessments, aligned to the essential standards.
- Curriculum and assessment development follows the continuous improvement process.

Renewal and Adoption Process - Resources and Programs

Hazel Park School District uses a 5 phase cycle to renew and adopt resources, materials and programs that support the effective implementation of the K-12 curriculum and Hazel Park School District instructional frameworks. The phased approach is driven by the collection and analysis of multiple sources of information including achievement, process, perception, and demographic data. These data sources, along with a careful review of relevant research, will drive the analysis and selection of aligned resources and programs. The renewal and adoption process values and includes stakeholder voice and systemic and systematic decisions.



*Yearly Renewal and Adoption Process Details (Revisions In-Progress)

Phase 1 - Needs Assessment & Exploration

Guiding Questions

1. What data sources will be collected and analyzed to complete a comprehensive needs assessment?
2. Based on the analysis of the data, what are the specific needs for a new resource, material, or program?
3. What criteria or measures will be used to evaluate the resource, material, or program?
4. What sources will be used to determine if a resource, material, or program is research-based?
5. What are the associated costs, training, and other supports needed for effective implementation of the pilot?
6. How will the pilot team be selected?

Phase 1 Action Steps

1. Collection of Multiple Sources of Data
2. Data Inquiry and Analysis
3. Development of needs and resources, material, or program criteria
    a. Exploration of Research and Evidence-Based Resources and Programs
4. Selection of Pilot Materials and Pilot Planning

Phase 2 - Pilot and Purchase

Guiding Questions:

1. When will the pilot start?

2. What is the financial impact of the recommended methods, materials, and professional development?
3. What professional development will be needed to support effective implementation?

Phase 2 Action Steps

1. Develop Pilot Implementation Plan
    a. Pilot Team Training
    b. Review, Analysis, and Selection
2. Develop Proposed Adoption Budget and Contract Proposal
3. Board of Education Recommendation

<u>Phase 3 - Installation</u>

Guiding Questions

1. What is the roll-out and initial implementation timeline?
2. What actions need to be taken to organize and execute the roll-out and initial implementation?
3. How will I leverage district systems and stakeholder voice?
4. How will the pilot team members support the installation and year 1 implementation?
5. What is the plan for initial and ongoing professional development and instructional coaching?
6. What is the plan and what data will be collected for year 1 program monitoring ?

Phase 3 Action Steps

1. Develop Roll-Out Plan
2. Professional Development
3. Other Implementation Needs
4. Program Monitoring, Feedback, Data Collection, and Analysis

<u>Phase 4 - Curriculum Revision & Implementation Y1</u>

Guiding Questions:

1. Is the curriculum obtaining the desired results?
2. Are there questions or concerns about the curriculum and materials?
3. What are the ongoing staff development needs?
4. How will we monitor and collect stakeholder feedback regarding impact and curriculum revisions?

Phase 4 Action Steps

1. Curriculum Revisions
2. Professional Development

3. Program Monitoring, Feedback, and Data Collection and Analysis

Phase 5 - Evaluation

Guiding Questions:

1. What sources of data will be collected and analyzed?
2. How effective are the instructional resources, materials or program?
3. What is the impact on student growth and achievement?

Phase 5 Action Steps

1. Professional Learning & Coaching
2. Analysis of Program Impact

Curriculum Council

Overview

As a part of the Curriculum Writing, Renewal, and Adoption process, Hazel Park School District has established a district curriculum council. The Hazel Park School District Curriculum Council (HPSDCC) is responsible for reviewing curriculum, instruction, and assessment in collaboration with the District's Cabinet and Administrative Council.

Purpose and Responsibilities of the Hazel Park School District Curriculum Council

The District Curriculum Council is an advisory body. As an advisory body, the HPSDCC reviews and makes recommendations on topics related to curriculum, instruction, and assessment such as the curriculum framework, high quality instruction, professional development, curricular resources, and other new and innovative programming). All recommendations must be presented to the Superintendent prior to seeking approval from the Board of Education. The HPSDCC does not replace the Curriculum Writing Team.

Committee Composition:

The District Curriculum Council shall consist of the Superintendent, Curriculum Directors, administrators, and teachers representing all grade bans, departments, and schools. Committee membership will be determined on an annual basis through a yearly application process. This is a year-long commitment that will require attendance at after-school meetings along with summer work and/or meetings. The HPCC may include members representing the following grades and departments:

- Curriculum Directors (Chairpersons)

- Early Childhood
- Special Education
- Instructional Coach
- K-2
- 3-5
- 6-8 ELA
- 6-8 Math
- 9-12 English
- 9-12 Math
- K-12 Fine Arts
- Alternative Schools

Curriculum Council - Course, Program, or Supplementary Resouce Adoption Process

Step 1

1. Teacher proposes course to building administrator - building administrator has to approve or not approve. If approved move to next step.
2. The building administrator will contact the appropriate Curriculum Director to discuss the intentions of a new course. The discussion must include the following:
    a. Identified need and supporting research and/or data
    b. Overview of the course and alignment with the curriculum
3. Teachers and/or Administrator(s) will complete the course proposal form (**New Course Proposal**) and submit it to the Curriculum Director. If approved for consideration, the course/material/instruction-based proposal will be presented by the teacher and or administrator to the PK-12 Curriculum Council.
4. Committee members will utilize the Hazel Park Course Adoption rubric to review the course and make a recommendation.
5. The PK-12 Curriculum Council will review the course proposal and approve or disapprove with one of the following designations:

    ☐ Approved
    ☐ Decision Pending
        ▫ Revisions
        ▫ Request for Additional Information/Documentation

Other:

_____

_____

_____

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

Comments:

_____

_____

_____

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

Step 2: Program/Course Impact Requirement

1. Submission Date:
2. Feedback
    a. Student
    b. Teacher
    c. Administrator
    d. Other
3. Course Enrollment Numbers

4. Academic Impact - Based on Identified Course Standards/Learning Outcomes
    a. Final Exam
    b. Pre and Post
    c. Project

5. Course Revision/Modifications

References

Coomer, N., Skelton, S. Kyser, T. Thorius, K., Warren, C. "Assessing Bias in Standards and Curricular Materials." Great Lakes Equity Center. February, 2017. Retrieved on May 23, 2021

Mctighe, J. and Grant, W. "Understanding by Design Framework."ASCD. March, 2012. Retrieved on May 5, 2021.

HAZEL PARK
SCHOOLS

CUSTODIAL HANDBOOK



Custodial Procedures Guidelines

IMPORTANCE OF THE CUSTODIAN'S JOB

The Education of children in schools is a process that involves not only the teacher, but support staff whose services contribute directly or indirectly to their educational growth. We have our jobs because of children. We must make sure they are safe and secure while they are in our buildings and under our care. When our buildings are made clean and safe for children, all others who use or enter the building fall under this umbrella of safety.

In the course of the day-to-day work, it may seem that it is an endless job of cleaning rooms that will be dirty again tomorrow. As true as this may be, it should be remembered that how well you do your job can affect not only the health and safety of the children, but the morale and atmosphere of the entire school. Custodians are responsible primarily for cleaning the school building.

Buildings, equipment, and grounds are in your care. Operations and preventative maintenance includes security to prevent vandalism and theft. The community, teachers, and pupils take pride in a well-kept attractive school and will help you keep it that way.

When Custodians and Maintenance personnel do their jobs correctly, they allow Teachers to teach, Administrators to deal with Parents and children and Food Service to properly feed children.

PUBLIC RELATIONS

The principal or head teacher needs the assistance of professional custodians. The district realizes the importance of the custodian's position and appreciates the fact that a clean, well-kept, properly heated and ventilated building favorably affects the teachers in their teaching and the children in their learning.

You can gain good will for the school through efficiency and a friendly attitude toward pupils, teachers, and visitors. The public expects all district employees to be dependable, courteous and cheerful.

Custodians are a part of the school's team. As a team member, you are expected to support all staff in a manner which will reinforce their efforts in the performance of their duties.

KNOW YOUR EQUIPMENT

In maintaining a healthy, clean, germ-free environment, special emphasis must be placed on the condition of the chemicals and equipment we use.

- Know the equipment, tools and chemicals you are using.
- Keep the equipment and tools clean and in good working order.
- Know how to operate all equipment properly and safely.
- Always use safety measures when operating any equipment.

KNOW YOUR CHEMICALS

- Always read manufacturer’s labels before using any chemical.
- Never mix chemicals.
- Use chemicals in designated areas and for designated purposes only.
- Never use chemicals that have been sitting in storage for a long time or out of date.
- Always use the manufacturer's directions and dilution ratio.
- Always keep chemicals out of the reach of children.
- Never put chemicals in unmarked containers or containers that have different labels from that chemical.
- Always wash your hands after using any chemical.
- Always have proper ventilation.
- Always ask questions about the chemicals.

SAFETY

Before a worker is trained to use a piece of equipment or chemical, they should be trained on safety measures. The majority of accidents are caused because of improper training and careless attitudes on the part of all toward accident-causing situations. Here are a few actual accidents that commonly take place in school, with suggested ways in which they could have been prevented:

1. Custodian falls from a ladder that slipped while putting in light bulbs and receives injury to shoulder. (Ladder should be well secured with rubber feet.)
2. Phosphoric acid splashes into eye of custodian while he/she is pouring solution into container. Eye is badly burned. (Should use proper safety equipment.)
3. Custodian received puncture wound when using screwdriver to repair dishwasher. (Should use proper size screwdriver.)
4. Custodian receives back injury from moving heavy object. (Get help, training)
5. Custodian slips and falls on wet floor or object and injures arm, elbow or wrist. (Wear non-skid shoes when working in wet area. Keep spills mopped up and keep objects picked up that should not be on the floor.)

A good custodian must always be alert for health or accident hazards endangering children or adults. Hazards resulting from broken equipment or other unusual building conditions should be reported to the proper authority at once.

Some of the common hazards that may exist are listed below with suggested corrections:

Improper carrying and lifting can cause many accidents. In custodial work we are constantly lifting, pushing, carrying. If not properly done, strained muscles will result.

Following are some tips:

1. Get help for heavy loads.
2. Size up for weight and bulkiness.
3. Face load squarely with firm footing.
4. Lift slowly and evenly by straightening the legs.
5. Hold load close to the body.

The ladder is probably the most abused piece of equipment. The blame cannot be placed on the ladder; it is the user and condition of the equipment that is the real cause of accidents. Because ladders are involved in so many accidents, frequently of a serious nature, the following are safety tips concerning ladders:

1. Select the right ladder for the job to be done.
2. When on a straight ladder, never work above the fourth rung from the top.
3. Never use a step ladder leaning against a wall.
4. Never use stepladders more than 20 feet long.
5. Never stand on top of a stepladder unless it has a guardrail.
6. Never use extension ladders beyond 60 feet.
7. Be sure that fixed ladders are attached firmly to the building.
8. Never place a ladder against a movable surface.
9. Always protect the person on a ladder.
10. Use rubber sole shoes when climbing a ladder.
11. Never carry tools in hands while going up or down ladder.
12. Never use two ladders spliced together.

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HARD FLOOR, CORRIDOR, DUST MOP

Purpose: To remove dust and light soil from the floors in preparation for wet mopping or automatic floor scrubbing. All inside sweeping should be accomplished by dust mopping or vacuuming in order to minimize or eliminate the potential of infectious germs via dust.

Materials Required

1. Dust mop handle and head
2. Broom
3. Dust pan and counter brush
4. Putty knife or razor blade scraper
5. Personal protective equipment as needed

Preparation

1. Wear appropriate personal protective equipment.
2. Pick up large debris and dispose of properly.
3. Wipe up any liquid spills on the floor. You cannot dust mop a wet floor. Scrape up gum and caked-on soil from the surface.
4. Sweep loose any soil and litter from the corners and crevices to the center of the area. Attach a clean dust mop head to the dust mop handle.

Procedure

1. **Dust mop the corridor**
    A. Starting at one end of the corridor, walk behind the dust mop pushing it in front of you. Do not lift the dust mop head from the floor once you have started. Use the swivel motion of the frame and wrist action to change direction.
    B. Pivot the dust mop at the end of the area and return.
    C. Move all carts and equipment, dust mop carefully underneath them, and replace them after passing.
    D. Remove any gum or other sticky residue by gently prying it loose with the putty knife (be careful not to scratch the floor finish).
    E. After dust mopping the entire area, gently sweep the pile of lifter and dirt into the dustpan using the counter brush. Be careful not to stir up the dust. Dispose of the soil into an appropriate trash container. Never leave a pile of debris in the corner for later pick-up.
    F. As the dust mop head becomes soiled, brush it out. Retreat according to instructions on label (blue mop heads require no treatment). When the dust mop head becomes excessively soiled, replace it.
2. **Clean up**
    A. Return all equipment to the proper storage area.
    B. Store all dust mops and brooms off the floor.
3. **Notes**
    A. During the winter months as salt is being tracked into the buildings the dust mop will need to be brushed out frequently.
    B. Never leave the dust mop sitting on its head on finished floors or carpet.

Safety

1. Never stir up the dust in the room by shaking the dust mop. This can cause infectious germs to be spread and defeats the purpose of dusting.

2. Never leave the dust mop unattended - do not prop it up against the wall or furniture since it could easily fall causing an accident.
3. Be alert and watch for people stepping out of doorways into your path to avoid tripping them with the dust mop.
4. Always practice standard precautions when cleaning any blood or body fluid spills, or soil that could contain these or other potentially infectious materials.
5. Be careful not to hurt yourself when moving furniture or any other heavy objects. Always practice proper lifting techniques and ask for assistance when necessary.
6. Be careful not to splash any cleaning chemicals into your eyes, nose, mouth or onto your skin. Always wear gloves for protection. Eye and face protection is required where there is reasonable probability that injury could result without it. Safety goggles are required in chemical operations where there is potential for chemical fumes, splashes, mists, sprays or dust exposure to the eyes.

CARPET, PRETREATMENT AND EXTRACTION CLEANING

Purpose: To thoroughly clean the carpet to a high level of appearance when spray or bonnet cleaning no longer restores the desired appearance, to remove heavy soil, and to protect the carpet.

Materials Required

1. Extraction cleaner
2. Carpet Spotter tra
3. Carpet extractor
4. Pretreatment cleaner
5. Pump Sprayer
6. Wet floor signs
7. Large fan
8. Caution Tape
9. Hand scrub brush

Preparation

1. Wear appropriate personal protective equipment.
2. Move all furniture out of the area.
3. Vacuum the area thoroughly.
4. Set up the wet floor signs.
5. Inspect the area for spots, stains or other foreign material. Remove before proceeding.
6. Properly dispense the pretreatment cleaner into the sprayer.
7. Properly dispense the extraction cleaner into the carpet extractor.

Procedure

1. Pretreat the carpet

A. If areas of the carpet are heavily soiled or if traffic lanes are visible, spray them with pretreatment cleaner. Allow the cleaner to dwell on the surface for the amount of time recommended on the product label before using the extractor.

2. Clean the carpet

A. Move the carpet extractor in straight, overlapping passes. Dispense extraction cleaner onto the carpet except for the last twelve inches in each row.

B. After cleaning a row, move to the next row. Repeat this process until the entire area is clean.

C. In extremely soiled areas, you may need to make additional passes over the area.

D. Make a final pass over the carpet. Do not dispense extraction cleaner over the final pass - use the vacuum only.

3. Remove wet floor signs

A. Remove the wet floor signs or caution tape after carpet is dry.

4. Replace any furniture

A. Replace any furniture that you may have moved. If you must replace the furniture before the carpet is dry, place plastic under the legs.

5. Clean up

A. Rinse out the extractor with plain water.

B. Rinse out the sprayer with plain water.
C. After rinsing out the sprayer, fill the solution container with plain water. Prime the sprayer and spray clean water through the wand for one minute. Empty the remaining clean water from the sprayer.
D. Clean dirt and debris from the extractor's brushes and rinse them with plain water.
E. Raise brushes before storing the extractor.
F. Leave the covers off of the clean and pick up water tanks.
G. Inspect the plug, coil the cord properly and wipe the unit off with a clean, dry, cleaning cloth.

Safety

1. Always check electrical equipment prior to use. (Refer to the procedure for care of electrical equipment.)
2. Avoid running over the electrical cord with the machine.
3. Always post caution signs appropriately.
4. Always unplug the machine prior to checking or working on it.
5. Be careful not to hurt yourself when moving furniture or other heavy objects. Always practice proper lifting techniques and ask for assistance when appropriate.
6. Eye and face protection is required where there is reasonable probability that injury could result without it. Safety goggles are required in chemical operations where there is potential for chemical fumes, splashes, mists, sprays or dust exposure to the eyes.

CARPET, SHAMPOO AND EXTRACTION CLEANING

Purpose: To remove heavy soiling and loosen ground-in soil so it is easier to extract; To thoroughly clean the carpet to a high level of appearance when spray or bonnet cleaning no longer restores the desired appearance, to remove heavy soil, and to protect the carpet.

Materials Required

1. Carpet extractor
2. Carpet shampoo, stain remover, gum remover
3. Carpet cleaning brush
4. Rotary floor machine with a shampoo tank
5. Wet floor signs
6. Large fan or carpet fan

Preparation

1. Wear appropriate personal protective equipment.
2. Move all furniture out of the area.
3. Vacuum the area thoroughly.
4. Set up the wet floor signs.
5. Inspect the area for spots, stains or other foreign material. Remove before proceeding.
6. Properly dispense the carpet shampoo into the shampoo tank of the rotary floor machine.
7. Properly dispense the extraction cleaner into the carpet extractor.

Procedure

1. Shampoo the carpet

A. Move the rotary floor machine from side-to-side, using overlapping passes, while dispensing the shampoo solution from the tank.

2. Extraction clean the carpet

A. Move the carpet extractor in straight, overlapping passes. Dispense clear water onto the carpet except for the last twelve inches in each row.

B. After cleaning a row, move to the next row. Repeat this process until the entire area is clean.

C. In extremely soiled areas, you may need to make additional passes over the area.

D. Make a final pass over the carpet. Do not dispense extraction cleaner over the final pass - use the vacuum only.

E. Put fan on carpet for drying.

3. Remove the wet floor signs and fans

A. Remove the wet floor signs and fans after carpet is dry.

4**. Replace any furniture**

A. Replace any furniture that you may have moved. If you must replace the furniture before the carpet is dry, place plastic under the legs.

5. Clean up

A. Rinse out the shampoo tank on the rotary floor machine with plain water.

B. Rinse out the extractor with plain water.

Safety

1. Always check electrical equipment prior to use. (Refer to the procedure for care of electrical equipment.)
2. Avoid running over the electrical cord with the machine.
3. Always post caution signs appropriately.
4. Always unplug the machine prior to checking or working on it.
5. Eye and face protection is required where there is reasonable probability that injury could result without it. Safety goggles are required in chemical operations where there is potential for chemical fumes, splashes, mists, sprays or dust exposure to the eyes.

CLASSROOM, CLEAN

Purpose: To provide a clean, attractive classroom environment that enhances the image of the facility.

Materials Required

1. All purpose cleaner
2. Hand pail
3. Clean cloths
4. Long handled (fuzzy) duster
5. Dust mop handle and head
6. Clean mop with Scouring Pad attached
7. Mop bucket and wringer
8. Dust pan and counter brush
9. Aerosol gum remover
10. Putty knife or razor scraper
11. "Wet Floor" caution signs
12. Vacuum cleaner
13. Plastic liners for waste containers
14. Personal protective equipment as needed

Preparation

1. Properly dispense the appropriate cleaning solution in the hand pail and mop bucket.
2. Take equipment to assigned area.
3. Wear the appropriate personal protective equipment.

Procedure

1. Remove general waste

A. Close, twist, and tie a knot in the top of the plastic trash can liner while it is still in the container.

B. Use caution and look for protruding objects in the waste containers. NEVER reach into or push on the bag to compress the trash.

C. Place the bag of trash into the container on your cart or take it to the waste pick up site.

D. Wipe all surfaces of the waste container with cleaning solution and allow to air dry if needed.

E. Reline the container with an appropriate trash liner.

2. High dust

A. Using the long handled duster, high dust the tops of items on the walls that are at or above your shoulder height.

B. Include items such as pictures, plaques, mirrors, bulletin boards, marker/chalk boards, tops of partitions, vents, tops of cabinets, coat racks, and window/door frames.

3. Damp dust walls, tables and furniture

A. Dampen the cloth in the cleaning solution and wring out all excess solution to avoid drips.

B. Damp dust the door and wall features such as thermostats, light switches, ledges, and windowsills. Spot clean visible soil from doors, walls, windows and blinds as needed,

C. Using a cloth dampened in the cleaning solution, damp dust the furnishings/furniture such as tables, lights, bookcases, file cabinets, chairs, desk, coat racks, and lecture podiums.

D. Pay particular attention to the classroom chairs, tables, and desks assuring all surfaces of these items are cleaned as needed.

E. NOTE: Do not disturb papers or personal items on top of the furniture in classrooms.

4. Clean the floor - hard surface

A. Remove any gum or sticky residue from the floor by gently prying it loose with the putty knife or razor scraper.
B. Dust mop the floor.
C. Use the brush and dustpan to pick up the soil.
D. Dispose of the soil into an appropriate container.
E. Post caution (wet floor) sign in doorway.
F. Dip the mop into the solution and wring out excess water.
G. Clean the edges of the floor.
H. In the open area of the floor, use a figure-eight motion and turn the mop over after every few strokes. Rinse and wring out the mop frequently. Change water as needed.
I. Be sure to mop underneath and behind furniture including waste containers.
J. Remove the wet floor sign after the floor is completely dry.

5. Clean the floor - carpeted

A. Pick up large debris.
B. Remove any gum from the carpet by freezing it with an aerosol gum remover and gently prying it loose with the putty knife.
C. Plug the vacuum into a wall outlet. Move to the far side of the room.
D. Vacuum back and forth using overlapping passes.
E. Be sure to vacuum underneath and behind furniture including waste containers.
F. Spot clean carpets as needed using recommended procedures.
G. Vacuum the carpet edges.

6. Clean up

A. Turn off lights.
B. Clean all equipment, return all equipment and supplies to the appropriate area.
C. Let all soiled mop heads and cleaning cloths dry out.
D. Remove your personal protective equipment and wash your hands.

Safety

1. Always check electrical equipment prior to use. (Refer to the procedure for care of electrical equipment.)
2. Avoid running over the electrical cord with the vacuum cleaner; manage the cord so as to work away from the outlet rather than toward it.
3. Always post caution signs appropriately.
4. Be careful not to hurt yourself when moving furniture or other heavy objects. Always practice proper lifting techniques and ask for assistance when appropriate.
5. Always use the cleaning chemical exactly as directed by the label following all recommended safety precautions.
6. Eye and face protection is required where there is reasonable probability that injury could result without it. Safety goggles are required in chemical operations where there is potential for chemical fumes, splashes, mists, sprays or dust exposure to the eyes.

COMMODES AND URINALS, CLEAN AND DESCALE

Purpose: To maintain a clean and attractive environment which reduces the likelihood of cross infection and enhances the image of the facility.

Materials Required

1. Neutral disinfectant cleaner
2. Cleaning cloths
3. Bowl mop
4. Bowl cleaner
5. Scrubbing sponge
6. Gloves (and goggles if splashing is likely to occur)

Preparation

1. Properly dispense the appropriate cleaning solution.

Procedure

1. Clean and descale the commodes and urinals

A. Flush the commode or urinal and reduce the water level by pumping with the bowl mop.
B. Apply cleaner to the interior surfaces of the fixture.
C. Clean the inside of the fixture with the bowl mop paying particular attention to the underside of the flush rim (this prevents the accumulation of bacteria that can spread disease and create unpleasant odors).
D. Apply disinfectant cleaner to the ALL surfaces of the fixture.
E. Let the disinfectant dwell for the time listed on the product label. This contact time must be observed. The surface being disinfected needs to remain damp and saturated with product for the duration of this contact time.
F. Dry the exterior, seat, and lid of the commode carefully.
G. Wipe up any spills.

2. Clean up

A. Let the soiled cleaning cloths dry out then bag for laundry.
B. Return the bowl cleaner to the supply closet at the end of the shift.

Safety

1. Always use all cleaning chemical exactly as directed by the label following all recommended safety precautions.
2. Be careful not to splash any cleaning chemicals into your eyes, nose, mouth or onto your skin. Always wear gloves for protection.
3. Eye and face protection is required where there is reasonable probability that injury could result without it. Safety goggles are required in chemical operations where there is potential for chemical fumes, splashes, mists, sprays or dust exposure to the eyes.
4. Always practice standard precautions when cleaning any blood or body fluid spills, or soil that could contain these or other potentially infectious material.
5. Be careful not to get the cleaning chemical on any surface for which it is not intended in order to avoid damage - especially the bowl cleaner.

DISPENSERS

PAPER TOWEL, CLEAN AND REFILL

Purpose: To maintain an ample supply of dispensed items at all times for the convenience of students, visitors and staff thus encouraging personal hygiene and, therefore, the reduction or elimination of cross infections.

Materials Required

1. Packets or rolls of paper towels
2. Damp cloth
3. Dry cloth
4. All purpose cleaner
5. Spray bottle

Preparation

1. Properly dispense the appropriate cleaning solution.

Procedure

1. Clean and refill the paper towel dispensers

A. Open or unlock the dispenser. Be careful not to let it fall open as it can scratch the wall or hurt you.

B. Remove any paper towels and damp dust the inside of the unit in order to remove loose paper dust.

C. Replace paper towels and add as necessary in order to fill the unit. Be sure to place them folded side down, and interleave the bottom sheet with the top sheet of the existing pile or place the free end of the roll towels under the front roller of the dispenser and feed the towels through the rollers. Add as necessary in order to fill the unit. Do not overfill, as this will make it difficult to pull the towels out. Check to be sure the towels release easily.

D. Close and lock (where appropriate) the dispenser making sure it is secure and will not fall open and hurt someone.

E. Damp wipe the outside of the unit with the cleaning chemical and dry it completely.

F. Report any broken or malfunctioning units to maintenance or other appropriate person for repair.

2. Clean up

A. Let cloths dry and bag for laundry.

B. Return all equipment and extra product to proper storage.

Safety

1. Be careful of sharp edges on dispensers - these can easily cut you. Report this condition to your supervisor so that the edges can be filed down or the dispensers replaced.
2. Always be sure the dispensers are locked to prevent spilled product or injury.
3. Always use the cleaning chemical exactly as directed by the label following all recommended safety

precautions.
4. Be careful not to splash any cleaning chemicals into your eyes, nose, mouth or onto your skin. Always wear gloves for protection. Eye and face protection is required where there is reasonable probability that injury could result without it. Safety goggles are required in chemical operations where there is potential for chemical fumes, splashes, mists, sprays or dust exposure to the eyes.
5. Always practice standard precautions when cleaning any blood or body fluid spills, or soil that could contain these or other potentially infectious material.
6. Be careful not to get the cleaning chemical on any surface for which it is not intended in order to avoid damage.

DISPENSERS, SOAP, CLEAN AND REFILL

Purpose: To maintain an ample supply of dispensed items at all times for the convenience of students, visitors and staff thus encouraging personal hygiene and, therefore, the reduction or elimination of cross infections.

Materials Required

1. Liquid hand soap (appropriate for dispenser)
2. Damp cloth
3. Dry cloth
4. All purpose cleaner
5. Spray bottle

Preparation

1. Properly dispense the appropriate cleaning solution.

Procedure

1. Clean and refill the soap dispensers

A. Inspect soap dispensers to ensure that there is an adequate supply of soap and that they are not clogged.
B. If the soap is low, replace or fill.
C. Clean the exterior of the dispenser with a damp cloth and the all-purpose cleaner and dry it completely.
D. Report any broken or malfunctioning units to maintenance or other appropriate person for replacement.

2. Clean up

A. Let all soiled cleaning cloths dry out then bag for laundering.
B. Return all equipment and extra product to proper storage.

Safety

1. Be careful of sharp edges on dispensers - these can easily cut you. Report this condition to your supervisor so that the edges can be filed down or the dispensers replaced.
2. Always be sure the dispensers are locked to prevent spilled product or injury.
3. Always use the cleaning chemical exactly as directed by the label following all recommended safety precautions.
4. Be careful not to splash any cleaning chemicals into your eyes, nose, mouth or onto your skin. Always wear gloves for protection. Eye and face protection is required where there is reasonable probability that

injury could result without it. Safety goggles are required in chemical operations where there is potential for chemical fumes, splashes, mists, sprays or dust exposure to the eyes.
5. Always practice standard precautions when cleaning any blood or body fluid spills, or soil that could contain these or other potentially infectious material.
6. Be careful not to get the cleaning chemical on any surface for which it is not intended in order to avoid damage.

DISPENSERS, TISSUE, CLEAN AND REFILL

Purpose: To maintain an ample supply of dispensed items at all times for the convenience of patients, visitors and staff thus encouraging personal hygiene and, therefore, the reduction or elimination of cross infections.

Materials Required

1. Tissue rolls
2. Damp cloth
3. Dry cloth
4. Disinfectant cleaner
5. Spray bottle

Preparation

1. Properly dispense the appropriate cleaning solution onto a damp cloth.

Procedure

1. Unlock (open) the dispenser.
2. Remove the tissue rollers (spindles)
3. Damp wipe the inside of the unit to remove paper dust using the disinfectant cleaner.
4. Install the new roll of tissue
    A. Install the new roll of tissue. Be sure to "start" the tissue by pulling the first sheet loose for the convenience of the user.
5. Damp wipe the outside of the unit with the disinfectant cleaner and wipe dry
6. Report any broken or malfunctioning units to maintenance or other appropriate person for repair
7. Clean up
    A. Let all cleaning cloths dry out and bag for laundering.
    B. Return all equipment and extra product to proper storage.

Safety

1. Be careful of sharp edges on dispensers - these can easily cut you. Report this condition to your supervisor so that the edges can be filed down or the dispensers replaced.
2. Always be sure the dispensers are locked (closed) to prevent spilled product or injury.
3. Always use the cleaning chemical exactly as directed by the label following all recommended safety precautions.
4. Be careful not to splash any cleaning chemicals into your eyes, nose, mouth or onto your skin. Always wear gloves for protection. Eye and face protection is required where there is reasonable probability that injury could result without it. Safety goggles are required in chemical operations where there is potential for chemical fumes, splashes, mists, sprays or dust exposure to the eyes.
5. Always practice standard precautions when cleaning any blood or body fluid spills, or soil that could contain these or other potentially infectious material.
6. Be careful not to get the cleaning chemical on any surface for which it is not intended in order to avoid

damage.

DRAPES AND BLINDS, DRY VACUUM – As needed

Purpose: To maintain drapes and blinds and to keep them free from dust and lint, thus creating a healthy and attractive environment.

Materials Required

1. Vacuum cleaner with attachments
2. Step ladder
3. Caution sign

Preparation

1. Post the caution sign.
2. Carefully set up the ladder, if needed, being sure to place it squarely on a level surface and lock it open before climbing onto it.

Procedure

1. Vacuum the drapes and blinds

A. Using the correct attachment, carefully vacuum the drapes or blinds being careful not to extend your reach.

B. After completing a section, carefully climb down from the ladder and relocate it so that the next section is accessible.

C. Continue in this manner until the drapes or blinds have been completely vacuumed.

2. Clean up

A. Inspect the plug and coil the cord and wipe off the unit.

B. Check the bag and replace if necessary.

C. Store the vacuum in its assigned location.

D. Store the ladder and caution sign properly.

Safety

1. Always take the time to position the ladder squarely on an even surface and lock it into the open position before attempting to climb it. NEVER stand on the top two steps of a ladder.
2. Always check electrical equipment prior to use (refer to the procedure for care of electrical equipment).
3. Avoid running over the electrical cord with the machine; manage the cord so as to work away from the outlet rather than toward it.
4. Always post caution signs appropriately.
5. Always unplug the machine prior to checking or working on it.

DRINKING FOUNTAINS

Purpose: To keep all drinking fountains in a clean condition to prevent the spread of infection.

Materials Required

1. Personal protective equipment as needed
2. Disinfectant Cleaner in a spray bottle
3. Lint-free cleaning cloths
4. Appropriate pad or sponge
5. Grout brush

Preparation

1. Wear appropriate personal protective equipment.
2. Properly dispense the appropriate cleaning solution into spray bottles.
3. Take equipment to assigned area.

Procedure

1. Daily cleaning of drinking fountains

A. Check the water flow.
B. Spray some disinfectant cleaner solution on the inside surfaces of the mouthpiece and protective guard.
C. Using the grout brush, scrub the inside and outside of the mouthpiece/protective guard.
D. Rinse the mouthpiece and protective guard with water.
E. Damp wipe drinking fountain surfaces.

2. Clean up

A. Clean all equipment. Return all equipment and supplies to the appropriate area.
B. Let soiled cleaning cloths dry out, then bag for laundry.
C. Remove your personal protective equipment and wash your hands.

Safety

1. Always use the cleaning chemical exactly as directed by the label and following all recommended safety precautions.
2. Be sure to wipe up any cleaning solution spills or water from the floor.
3. Be careful not to get the cleaning chemical on any surface for which it is not intended in order to avoid damage.
4. Be careful not to splash any cleaning chemicals into your eyes, nose, mouth or onto your skin. Always wear gloves for protection. Eye and face protection is required where there is reasonable probability that injury could result without it. Safety goggles are required in chemical operations where there is potential for chemical fumes, splashes, mists, sprays or dust exposure to the eyes.

5. Always practice standard precautions when cleaning any blood or body fluid spills, or soil that could contain these or other potentially infectious material.

ELEVATORS, CLEAN

Purpose: To maintain clean, attractive and safe elevators which enhance the image of the facility.

Materials Required

1. Neutral Cleaner
2. Stainless Steel Cleaner
3. Clean mop
4. Dust mop handle and head
5. Dust pan and counter brush
6. Putty knife or razor blade scraper
7. Wet floor signs
8. Hand pail
9. Grout brush or vegetable brush
10. Cleaning cloths
11. Mop bucket and wringer
12. Vacuum cleaner or wet dry vacuum
13. Personal protective equipment as needed

Preparation

1. Properly dispense the appropriate amount of cleaning solution into the hand pail and mop bucket.
2. Take equipment to assigned area.
3. Bring elevator to the floor.
4. Put the elevator out of order by turning off the switch or key if possible.
5. Wear the appropriate personal protective equipment.

Procedure

1. Clean the floor - hard surface

A. Remove any gum or sticky residue from the floor by gently prying it loose with the putty knife or razor blade scraper. Take care not to scratch the floor.

B. Dust mop the floor.

C. Use the counter brush and dustpan to take up the soil.

D. Dispose of soil into appropriate container.

E. Post caution (wet floor) sign in doorway.

F. Dip the mop into the solution and wring out excess liquid. Avoid splashing water on the sides of the walls and in the elevator tracks.

G. Clean the edges of the floor.

H. In the open area of the floor, use a figure-eight motion and turn the mop over every few strokes. Rinse and wring out the mop frequently.

I. Remove the wet floor signs after the floor is completely dry.
J. Put elevator back in service.

2. Clean the floor - carpet

A. Plug the vacuum into the wall outlet. Move to the backside of the elevator.
B. Vacuum back and forth using overlapping passes.
C. Inspect the area for spots and stains and remove them.
D. Put elevator back in service.

3. Damp dust the door and features

A. Dip the cleaning cloth into the solution, wring it out and damp dust the inside of the doors, including the sides that slide since grease and dust accumulate there. Clean the railings, knobs and control panel, telephone and box, signage, and lights.
B. Use a vacuum with attachments to clean any vents so as not to set off the fire alarms.
C. Spot clean fingerprints and marks from the walls.

4. Clean the elevator tracks

A. Use a vacuum cleaner with attachments to vacuum the tracks of the elevator.
B. If soil is caked in the tracks, use a dry brush to loosen the dirt. If necessary, dampen the brush and scrub the tracks. Be sure not to let water run down into the elevator pit. Use a wet vac to pick up the solution.
C. Rinse and dry the tracks.

5. Polish all metal surfaces

A. Using the stainless steel cleaner and a clean cloth, polish all metal surfaces according to the label directions. Be sure not to leave an oily film on the surface.

6. Clean up

A. Clean all equipment and return it to the appropriate place.
B. Let soiled mop heads and cleaning cloths dry.
C. Remove personal protective equipment and wash your hands.

Safety

1. Put the elevator out of order by turning off the switch or key.
2. Do not prop doors open with sticks, buckets, or any other device.
3. Do not let water run down into the elevator pit.
4. Do not put elevator back into service until the floor is dry.
5. Always post caution (wet floor) signs appropriately.
6. Never vacuum a wet carpet.
7. Avoid running over the electrical cord with the vacuum cleaner.
8. Be sure the elevator is out of service before vacuuming the floor.

ENTRANCE MATS

(CARPET), CLEAN

Purpose: To prolong the effective life of the entrance matting and to provide clean, attractive mats at entrances that enhances the image of the facility.

Materials Required

1. Neutral Cleaner
2. Clean mop with abrasive pad attached
3. Broom
4. Dust pan and counter brush
5. Putty knife
6. "Wet Floor" caution signs
7. Mop bucket and wringer
8. Cleaning cloths
9. Hand pail
10. Upright vacuum cleaner
11. Extraction Cleaner
12. Pretreatment Cleaner
13. Carpet cleaning brush
14. Carpet extractor
15. Personal protective equipment as needed

Preparation

1. Properly dispense the cleaning solution in the mop bucket/hand pail.
2. Take equipment to assigned area.
3. Wear the appropriate personal protective equipment.

Procedure

1. Vacuum mat daily

A. Use an upright dry vacuum adjusted to its most powerful setting. Move nozzle slowly over matting to allow time for dirt to be picked up.

B. NOTE: Remove gum on the mat surface daily. On some types of matting, if the gum is removed on a daily basis while still "fresh" it pops up off the mat surface when pried up with a putty knife.

C. SPECIAL NOTE: For wet conditions, use an extractor or wet vacuum to remove as much water as possible from the mat.

2. Remove mats from area – As needed

A. Remove mats from area. Be sure to place the mats on a clean, dry surface.

3. Sweep dirt from floor

A. Sweep dirt from floor. Use the brush and dustpan to take up the soil. Never leave a pile of debris in a corner for later pick-up.

4. Periodic extract

A. NOTE: Complete the following at the frequency determined by your facility.
B. Remove loose dirt following step 1.
C. Leave mat in place or take mat to designated area for cleaning, depending on your facility.
D. Lay the mat on floor.
E. Wet surface of mat thoroughly with diluted solution of Carpet Pretreatment or Carpet Extraction Cleaner.
F. Extract the carpet at least two times following the procedures in the extraction section. If mat is heavily soiled, repeat complete procedure. Rinse carpet with clean water.
G. Allow the mat to dry.
H. If necessary, return the mat to the entranceway.
I. Wipe up any water spills from the floor.

5. Periodic cleaning of mat backing

A. Take mat to designated area for cleaning. Lay mat on floor face down.
B. Use a clean, lint-free cloth or mop dipped into the cleaning solution. Wring out excess solution to avoid drips.
C. Damp wipe or damp mop the back of the mat.
D. Allow the mat to dry.
E. Return the mat to the entranceway.

6. Clean Up

A. Clean all equipment. Return all equipment and supplies to the appropriate area.
B. Let all soiled mop heads and cleaning cloths dry out.
C. Remove your personal protective equipment and wash your hands.

Safety

1. Always check electrical equipment prior to use. (Refer to the procedure for care of electrical equipment.)
2. Be careful not to hurt yourself when moving the mats. Always practice proper lifting techniques and ask for assistance when appropriate.
3. Always use the cleaning chemical exactly as directed by the label following all recommended safety precautions.
4. Be sure to wipe up any cleaning solution spills or water from the floor.
5. Be careful not to splash any cleaning chemicals into your eyes, nose, mouth or onto your skin. Always wear gloves for protection. Eye and face protection is required where there is reasonable probability that injury could result without it. Safety goggles are required in chemical operations where there is potential for chemical fumes, splashes, mists, sprays or dust exposure to the eyes.
6. Always use a wet vacuum on a wet carpet.

7. Avoid running over the electrical cord with the vacuum cleaner.
8. Always post caution (wet floor) signs appropriately.

FLOOR MACHINE BRUSHES AND PADS, CARE AND STORAGE

Purpose: To keep all equipment in clean and working condition.

Materials Required

1. All-purpose cleaner
2. Hand pail
3. Cleaning cloths
4. Gloves, goggles, and other appropriate personal protective equipment

Preparation

1. Properly dispense the appropriate cleaning solution.

Procedure

1. Store the floor machine brushes and pads

A. Never turn on the floor machine until the brush is locked into place.
B. Do not allow the brush to stand on the bristles; hang it or lay it flat on its back.
C. Comb the bristles regularly to remove foreign matter and to eliminate tangling.
D. Never use a brush, which has a loose or broken adapter plate.
E. Be sure to use the proper brush for the job to be performed.
F. Wash brushes in all-purpose cleaner, rinse and allow to dry
G. Wash pads in floor sink with all-purpose cleaner after each use and place on a flat surface or hang to dry.

2. Clean up

A. Return all equipment to the appropriate area.

Safety

1. Use equipment only for the purpose for which it has been designed.
2. Always practice correct lifting techniques when lifting, pushing, pulling or moving equipment.
3. Always practice standard precautions when cleaning any blood or body fluid spills, or soil that could contain these or other potentially infectious material from equipment.
4. When cleaning or decontaminating equipment, be careful not to get chemicals on any surface for which it is not intended in order to avoid damage.
5. Be careful not to splash any cleaning chemicals into your eyes, nose, mouth or onto your skin. Always wear gloves for protection. Eye and face protection is required where there is reasonable probability that

injury could result without it. Safety goggles are required in chemical operations where there is potential for chemical fumes, splashes, mists, sprays or dust exposure to the eyes.
6. Always store equipment properly and in a safe manner that does not present a hazard to yourself or others.
7. Inspect the electrical cord and plug before and after each use; report any frayed or cut wires to your supervisor and do not plug in the unit if these conditions are present.

FURNITURE, VINYL, WASH

Purpose: To provide a safe, clean, and attractive environment for students, visitors, and staff.

Materials Required

1. Vacuum cleaner and attachments
2. All-purpose cleaner
3. Clean water
4. Two hand pails
5. Clean, lint-free cleaning cloths
6. Cleansing Sponge

Preparation

1. Properly dispense the appropriate cleaning solution.
2. If necessary, relocate the furniture to a utility **area** for cleaning.
3. Vacuum the furniture thoroughly, if necessary.

Procedure

1. Clean the vinyl furniture

A. Routine daily maintenance should consist of dry dusting with a soft, clean cloth.
B. Using a clean cloth dampened in the cleaning solution, rub the furniture firmly to loosen the soil. Use up and down, then side-to-side strokes until the entire surface area is covered. Use the sponge as required for more cleaning action.
C. Use a second clean cloth dampened in the cleaning solution to remove the loosened soil.
D. Rinse the furniture with a third clean cloth that has been dampened in clean water.
E. Finally, rub the surface dry with a fourth clean, dry cloth.
F. Return any furniture that was moved to its original position.

2. Clean up

A. Rinse, dry and store the hand pails.
B. Let soiled cloths dry out then bag for laundering.

Safety

1. Always use the cleaning chemical exactly as directed by the label following all recommended safety

precautions.
2. Be careful not to splash any cleaning chemicals into your eyes, nose, mouth or onto your skin. Always wear gloves for protection. Eye and face protection is required where there is reasonable probability that injury could result without it. Safety goggles are required in chemical operations where there is potential for chemical fumes, splashes, mists, sprays or dust exposure to the eyes.
3. Always practice standard precautions when cleaning any blood or body fluid spills, or soil that could contain these or other potentially infectious material.
4. Be careful not to get the cleaning chemical on any surface for which it is not intended in order to avoid damage.
5. Be careful not to hurt yourself when moving furniture or other heavy objects. Always practice proper lifting techniques and ask for assistance when appropriate.

GENERAL WASTE, COLLECTION AND DISPOSAL

Purpose: To remove litter and trash from the facility in a safe and efficient manner.

Materials Required

1. Cleaning cloth or paper towels
2. Disinfectant cleaner
3. Spray bottle or hand pail
4. Plastic trash can liners
5. Housekeeping or trash cart

Preparation

1. Properly dispense the appropriate cleaning solution.

Procedure

1. Remove the general waste

A. Close, twist and tie a knot in the top of the plastic trash can liner while it is still in the container. Remove the bag and check the interior of the container for visible soil. NEVER reach into or push on the bag to compress the trash.

B. Carry the bag away from your body to avoid a needle stick or contaminating your uniform.

C. Deposit the bag of trash into the container on the housekeeping cart, a rolling trash barrel, or other appropriate container. NEVER use your hands to push bags of trash down into a container to make room for more.

D. When the container is full of bags, deposit them in the appropriate dumpster. Again, remember to NEVER press on the bags of trash with your hands.

2. Disinfect the container

A. Using a cleaning cloth dampened with disinfectant cleaner, wipe all visible soil from the interior and exterior of the container.

3. Reline the trash container

A. Reline the trash container with the appropriate plastic bag.

4. Clean up

A. Return the trash container to the proper storage area.

B. Let all soiled cleaning cloths dry out then bag for laundering.

Safety

1. Be careful not to allow any liquids to drip from the bags of trash onto the floor. Clean up any leakage promptly so that it will not cause someone to slip and fall.
2. NEVER push on a bag of trash with your hands - even if you are wearing gloves. Even though sharp objects such as needles are not supposed to be put into trashcans, mistakes happen - you could get stuck with an infectious needle.
3. Never put broken glass into a trash container or bag. Dispose of it in an approved, safe manner.
4. Wear gloves when handling trash bags if desired.
5. Always practice standard precautions when cleaning any blood or body fluid spills, or soil that could contain these or other potentially infectious material.
6. Be careful not to hurt yourself when moving heavy objects. Always practice proper lifting techniques and ask for assistance when appropriate.

GLASS, SPRAY AND WIPE, CLEAN

Materials Required

1. Glass cleaner
2. Trigger spray bottle
3. Lint-free cleaning cloth
4. Paper towels
5. Step ladder
6. Caution sign

Preparation

1. Properly dispense the appropriate cleaning solution.
2. Carefully set up the ladder, if needed, being sure to place it squarely on a level surface and lock it open before climbing onto it. Post the caution sign.

Procedure

1. Clean the glass

A. Lightly mist the entire surface with the glass cleaner.

B. Using paper towels or a clean, lint free cloth, wipe the entire surface. Repeat as necessary to remove all soil.

C. Using paper towels or a dry cloth, wipe the surface until it is dry in order to prevent spotting.

2. Clean up

A. Return all products to the cart or to other proper storage.

B. Store the ladder and caution sign properly.

C. Let the soiled cleaning cloths dry out then bag for laundering.

Safety

1. Always take the time to position the ladder squarely on an even surface and lock it into the open position before attempting to climb it. NEVER stand on the top step of a ladder.
2. If the picture or mirror has not been secured to the wall at all four corners, be sure to hold it steady

with one hand while wiping it so that it is not accidentally knocked off the wall.
3. Always post caution signs appropriately.
4. Always **use** the cleaning chemical exactly as directed by the label following all recommended safety precautions.
5. Be careful not to splash any cleaning chemicals into your eyes, nose, mouth or onto your skin. Always wear gloves for protection. Eye and face protection is required where there is reasonable probability that injury could result without it. Safety goggles are required in chemical operations where there is potential for chemical fumes, splashes, mists, sprays or dust exposure to the eyes.
6. Always practice standard precautions when cleaning any blood or body fluid spills, or soil that could contain these or other potentially infectious material.
7. Be careful not to get the cleaning chemical on any surface for which it is not intended in order to avoid damage.

GLASS, SQUEEGEE, CLEAN

Materials That Can Be Used

1. Glass cleaner
2. Trigger spray bottle
3. Hand pail
4. Window squeegee
5. Scrubbing sponge
6. Lint-free cleaning cloth
7. Paper towels
8. Step ladder
9. Caution sign
10. Hose, if needed
11. Pressure washer, if needed

Preparation

1. Properly dispense the appropriate cleaning solution.
2. Carefully set up the ladder, if needed, being sure to place it squarely on a level surface and lock it open before climbing onto it. Post the caution sign.

Procedure

1. Clean the glass

A. Wet the entire surface with the glass cleaner.
B. Scrub the entire surface of the glass.
C. Starting at the top of the glass, remove the water from the surface with the squeegee.
D. Continue with overlapping strokes of the squeegee until all of the water has been removed from the surface of the glass. Wipe the squeegee dry between each stroke.
E. Using paper towels or a clean, lint free cloth, wipe the entire surface. Pay special attention to edges and corners of the glass. Repeat as necessary to remove all soil.
F. Using paper towels or a dry cloth, wipe the surface until it is dry in order to prevent spotting.

2. Clean up

A. Return all products to the cart or to other proper storage.
B. Store the ladder and caution sign properly.
C. Let the soiled cleaning cloths dry out then bag for laundering.

Safety

1. Always take the time to position the ladder squarely on an even surface and lock it into the open position before attempting to climb it. NEVER stand on the top step of a ladder.
2. Always post caution signs appropriately.
3. Always use the cleaning chemical exactly as directed by the label following all recommended safety precautions.
4. Be careful not to splash any cleaning chemicals into your eyes, nose, mouth or onto your skin. Always wear gloves for protection. Eye and face protection is required where there is reasonable probability that injury could result without it. Safety goggles are required in chemical operations where there is potential for chemical fumes, splashes, mists, sprays or dust exposure to the eyes.
5. Always practice standard precautions when cleaning any blood or body fluid spills, or soil that could contain these or other potentially infectious material.
6. Be careful not to get the cleaning chemical on any surface for which it is not intended in order to avoid damage.
7. If the glass is chipped or broken, turn in a maintenance request or notify your supervisor.

HARD FLOOR, STRIPPING (ROTARY MACHINE)

Materials Required

1. Rotary floor machine
2. Stripping Pads
3. Stripper
4. Plain water
5. Two mop buckets and wringers
6. Dust mop handle and head
7. Clean wet mop head
8. Utility tape
9. Hand scraper
10. Wet-vacuum

Preparation

1. Wear appropriate personal protective equipment.
2. Properly dispense the stripping solution into the mop bucket. Dispense plain water into the second mop bucket.
3. Set up the wet floor signs.
4. Tape off the area to be finished.
5. Apply baseboard cleaner to all edges, corners, and baseboards.

Procedure

1. Apply stripping solution

A. Apply stripping solution to the complete floor area including the edges and corners.
B. Keep the floor wet with the stripping solution while you continue with the next steps.

2. Clean the edges, corners, and baseboards

A. Use the 3M Doodlebug Pad to clean all edges, corners, and baseboards. Use a scraper to get

into the corners.

3. Scrub the floor

A. Scrub the floor with the rotary machine using a side-to-side motion and overlapping strokes. When you are finished scrubbing the floor, use the wet-vacuum.

4. Rinse the floor

A. Rinse the floor, edges, corners and baseboards, with plain water. Rinse and ring out the mop frequently. Change the rinse water frequently. Allow the floor to dry thoroughly. Inspect the floor for remaining floor finish that was not removed. Strip the area a second time, if necessary.

5. Dust mop the floor

A. Dust mop the floor to pick up any residue left by spray buffing.
B. Use the counter brush and dustpan to take up the soil.

6. Clean up

A. Return all equipment to the appropriate area.
B. Clean the floor pads as soon as possible to ensure good performance and extend the life of the pads. Empty and rinse mop buckets and wringers.

Safety

1. Always check electrical equipment prior to use (refer to the procedure for care of electrical equipment).
2. Avoid running over the electrical cord with the machine; manage the cord so as to work away from the outlet rather than toward it.
3. Always post caution signs appropriately.
4. Always unplug the machine prior to checking or working on it.
5. Always remember to wear rubber footwear or anti-slip shoes.
6. Be careful not to splash any cleaning chemicals into your eyes, nose, mouth or onto your skin. Always wear gloves for protection. Eye and face protection is required where there is reasonable probability that injury could result without it. Safety goggles are required in chemical operations where there is potential for chemical fumes, splashes, mists, sprays or dust exposure to the eyes.

HARD FLOOR, WET/DAMP MOP, CLEAN/DISINFECT

Purpose: To protect and beautify the floor, to maintain uniform slip resistance, and to make the floor easier to maintain.

Materials Required

1. Neutral cleaner or disinfectant cleaner (depending on the area)
2. Mop bucket and wringer
3. Clean mop
4. Wet floor signs

Preparation

1. Wear appropriate personal protective equipment.
2. Properly dispense the appropriate cleaning solution into the mop bucket so it is half-full.
3. Set up the wet floor signs.

Procedure

1. Mop the floor

A. Wet the mop in the solution and wring out the excess solution.
B. Clean the edges of the floor and the baseboards first.
C. In the open area of the floor, use a figure-eight motion and turn the mop over after every few strokes. Rinse and wring out the mop frequently.
D. In heavily soiled areas, change the cleaning solution frequently.

2. For disinfecting

A. If you are disinfecting the floor with a disinfectant cleaner, perform the two following additional

steps.
B. Use enough disinfectant solution to keep the floor wet while the disinfectant cleaner works.
C. Change the disinfectant solution as soon as you see that it is.

3. Remove wet floor signs

A. Remove the wet floor signs after the floor is completely dry.

4. Clean up

A. Empty the mop bucket.
B. Rinse the mop bucket and wringer.
C. Rinse and wring out the mop and hang it up to dry.

Safety

1. Always post caution signs appropriately.
2. Be careful not to splash any cleaning chemicals into your eyes, nose, mouth or onto your skin. Always wear gloves for protection. Eye and face protection is required where there is reasonable probability that injury could result without it. Safety goggles are required in chemical operations where there is potential for chemical fumes, splashes, mists, sprays or dust exposure to the eyes.

HARD FLOOR, AUTO SCRUB, CLEAN/DISINFECT

Materials Required

1. Neutral cleaner
2. Automatic Scrubber
3. Floor pads-cleaning
4. Clean mop with abrasive hand pad attached
5. Wet floor signs

Preparation

1. Wear appropriate personal protective equipment.
2. Properly dispense the appropriate cleaning solution into the mop bucket and the automatic scrubber.
3. Set up the wet floor signs.

Procedure

1. Scrub the floor

A. Scrub the floor with the automatic scrubber with the cleaning pads "down", the squeegee "down", the vacuum "on", and the solution feed "on".

2. Clean the floor edges

A. After cleaning the floor with the automatic scrubber, use the mop and bucket to clean the floor edges and corners. Pick up any solution "trails" left by the machine.

3. Remove stubborn marks

A. Use the abrasive hand pad to remove stubborn marks.

4. For disinfecting

A. If you are cleaning a health care facility or if you are disinfecting the floor with a disinfectant cleaner, allow the floor to air dry so the disinfectant has time to work.

5. Remove wet floor signs

A. Remove the wet floor signs after the floor is completely dry.

6. Clean up

A. Empty and rinse the automatic scrubber.
B. Empty the mop bucket.
C. Rinse the mop bucket and wringer.
D. Rinse and wring out the mop and hang it up to dry.

Safety

1. Always post caution signs appropriately.
2. Be careful not to splash any cleaning chemicals into your eyes, nose, mouth or onto your skin. Always wear gloves for protection. Eye and face protection is required where there is reasonable probability that injury could result without it. Safety goggles are required in chemical operations where there is potential for chemical fumes, splashes, mists, sprays or dust exposure to the eyes.

HIGH TRACTION FOOTWEAR USE, CARE AND STORAGE

Materials Required

1. High traction footwear and other personal protective equipment as needed
2. All-purpose cleaner
3. Cleaning cloths or paper towels

Preparation

1. Wear appropriate personal protective equipment such as face mask/goggles/gloves.
2. Properly dispense the appropriate cleaning solution.

Procedure

1. Using the high traction footwear

A. Wear your high traction footwear when performing any job activity that would be considered a slip-fall risk hazard, such as, but not limited too, wet scrubbing and stripping floors.
B. Put on your high traction footwear at the location you intend to use it, prior to applying any solution or water to the floor surface.
C. Make sure your high traction footwear fits properly. The fit should be snug over your regular shoes. Your foot should not slip inside the footwear. If your high traction footwear does not fit properly; contact your supervisor for exchange.
D. Remove your high traction footwear before leaving the location where you used it. Make sure you are in an area of dried floor before removing your high traction footwear. Put on approved gloves, remove the high traction footwear, and place them into a small plastic trash bag and take

them to your custodial closet.

2. Clean the high traction footwear

A. While wearing the gloves, wash the outside of the high traction footwear with the all-purpose cleaner. Wash the high traction material on the bottom of the high traction footwear under running water using all purpose cleaner. Rinse well and wipe dry with a clean, dry cloth or paper towel.
B. Store high traction footwear on a flat, clean, dry surface.
C. **NOTE: Be careful not to tear your high traction footwear on sharp objects. Damaged high traction footwear should be disposed of in the appropriate waste receptacle and replaced with a new pair**.

3. Clean up

A. Clean all equipment. Return all equipment and supplies to the appropriate area.
B. Let all cleaning cloths dry out then bag for laundry.
C. Wash your hands.

Safety

1. Always use the cleaning chemical exactly as directed by the label following all recommended safety precautions.
2. Always practice standard precautions when handling high traction footwear soiled with blood or body fluids.
3. Be careful not to splash any cleaning chemicals into your eyes, nose, mouth or onto your skin. Always wear gloves for protection. Eye and face protection is required where there is reasonable probability that injury could result without it. Safety goggles are required in chemical operations where there is potential for chemical fumes, splashes, mists, sprays or dust exposure to the eyes.

NOTE: If the high traction footwear are soiled with blood or body fluids, follow your facility's procedure on disinfecting them.
4. Never use high traction footwear, which are torn or leaking.
5. Failure to follow safety processes, protocols and/or practices may result in discipline.

LAVATORIES AND SINKS, CLEAN

Purpose: To maintain a clean and attractive environment which reduces the likelihood of cross infection and enhances the image of the facility.

Materials Required

1. Neutral disinfectant cleaner
2. Cleaning cloths or Paper Towels
3. Scrubbing sponge
4. Gloves (and goggles if splashing is likely to occur)

Preparation

1. Properly dispense the appropriate cleaning solution.

Procedure

1. Clean the sinks and lavatories

A. Apply disinfectant cleaner to the ALL surfaces of the fixture.

B. Let the disinfectant dwell for the time listed on the product label. This contact time must be observed. The surface being disinfected needs to remain damp and saturated with product for the

duration of this contact time.
C. Using a clean cloth that has been dampened with the disinfectant cleaner, clean the inside of the lavatory, the exterior surface, all metal handles and faucets. Wipe down the plumbing underneath the fixture as well.
D. Wipe all metal fitting dry to avoid spotting.
E. Use an abrasive hand pad with the bathroom cleaner to remove stains. Be sure to follow the manufacturer's recommendations for stain removal, especially on specialty surfaces.
F. Rinse the lavatory and dry with a clean cloth.

2. Clean up

A. Bag the soiled cleaning cloths for laundering.
B. Dispose of soiled paper towels properly.
C. Return all chemicals and equipment to proper storage locations.

Safety

1. Always use all cleaning chemicals exactly as directed by the label. Follow all recommended safety precautions.
2. Be careful not to splash any cleaning chemicals into your eyes, nose, and mouth or onto your skin. Always wear gloves and also wear a mask or goggles if necessary for protection - especially if there is a danger that chemicals could splash into your face and eyes.
3. Always practice standard precautions when cleaning any blood or body fluid spills, or soil that could contain these or other potentially infectious material.
4. Be careful not to get the cleaning chemical on any surface for which it is not intended in order to avoid damage.
5. Be sure to check underneath the lavatory and around the plumbing for sharp edges that could cut your hand - proceed with caution.

LOCKER ROOM, CLEAN

Materials Required

1. Personal protective equipment as needed
2. Neutral disinfectant cleaner
3. Bowl cleaner
4. Glass cleaner
5. Shower cleaner
6. Hand pail
7. Lint-free cleaning cloths
8. Paper towels
9. Scrubbing sponge
10. Long handled duster
11. Plastic liners for waste containers
12. Hand soap refills
13. Bowl mop or brush

14. Dust mop handle and head
15. Clean mop head
16. Mop bucket and wringer
17. Dust pan and small brush
18. Putty knife
19. Stepladder
20. Wet floor signs

Preparation

1. Wear appropriate personal protective equipment.
2. Properly dispense the appropriate amount of cleaning solution into the hand pail and mop bucket.
3. Take equipment to assigned area.

Procedure

Remove general waste

1. Close, twist, and tie a knot in the top of the plastic trash can liner while it is still in the container.
2. Use caution and look for protruding objects in the waste containers. NEVER reach into or push on the bag to compress the trash.
3. Place the bag of trash into the container on your cart or take it to the waste pick up site. NEVER carry a bag of trash against any part of your body.
4. Wipe all surfaces of the waste container with cleaning solution and allow to air dry.
5. Reline the container with an appropriate trash liner.

High dust

1. Using the long handled duster, high dust the tops of items on the walls that are at or above your shoulder height.
2. Include items such as pictures, plaques, mirrors, bulletin boards, tops of partitions, vents, tops of cabinets, coat racks and window/door frames.

Damp dust

1. Begin dusting at the room entrance and work around the room. Damp dust the top of an object first and work down to avoid soiling surfaces you have just cleaned.
2. Fold the cloth into a series of squares to provide a number of potential cleaning surfaces. A wadded cloth does not clean as efficiently.
3. Dampen the cloth in the cleaning solution and wring out all excess solution to avoid drips.
4. Damp dust the door and wall features such as thermostat, light switches, ledges, windowsills, and writing boards, including the marker holder.
5. Spot clean visible soil from doors, walls, windows, blinds.
6. Damp dust the furnishings/furniture such as tables, lights, bookcases, file cabinets, chairs, telephones, desks, coat racks, lecture podiums, televisions and magazine racks.
7. NOTE: Do not disturb papers, or personal items on top of the furniture in offices.

Begin cleaning the toilets and urinals

1. Clean and descale the commodes and urinals
    A. Flush the commode or urinal and reduce the water level by pumping with the bowl mop.
    B. Apply cleaner to the interior surfaces of the fixture.

C. Clean the inside of the fixture with the bowl mop paying particular attention to the underside of the flush rim (this prevents the accumulation of bacteria that can spread disease and create unpleasant odors).

D. Apply disinfectant cleaner to the ALL surfaces of the fixture.

E. Let the disinfectant dwell for the time listed on the product label. This contact time must be observed. The surface being disinfected needs to remain damp and saturated with product for the duration of this contact time.

F. If necessary, use a bowl cleaner to descale the flush rim. Squeeze the bowl cleaner onto the bowl mop, not into the bowl. Run the mop around the flush rim and then around the rest of the bowl. Flush immediately. The need for this step is dependent on water hardness in your area. An aggressive bowl mop may be a substitute for this step.

G. Dry the exterior, seat, and lid of the commode carefully.

H. Wipe up any spills.

Inspect the soap dispenser to ensure that there is an adequate supply of soap

1. If soap dispenser is a disposable unit and the soap level is low, replace the unit.
2. If soap dispenser is a reusable unit, follow your facility procedure for opening, cleaning, and filling the dispenser.
3. Be sure to wash and dry the inside of the dispenser before adding fresh soap.
4. Clean the exterior of the dispenser with a damp cloth and cleaning solution.

Inspect the paper towel dispenser to ensure that there are adequate towels

1. Open the paper towel dispenser. Be careful not to let it fall open as it can scratch the wall or hurt you.
2. To remove loose paper dust, remove any paper towels and clean the inside of the dispenser using a damp cloth and cleaning solution.
3. Replace paper towels. For folded paper towels, be sure to place them folded side down and interleave the bottom of the new sheet with the top of the existing sheets.
4. Add towels as necessary in order to fill the unit. Do not overfill, as this will make it difficult to pull the towels out. Check to be sure the towels release easily.
5. Close and lock the dispenser making sure it is secure and will not fall open and hurt someone.
6. Clean the outside of the dispenser with a damp cloth and cleaning solution.
7. Report any broken or malfunctioning units to maintenance or other appropriate people for repairs.

Clean the mirror

1. Clean the mirror. For a small or relatively clean mirror spray a small amount of glass cleaner on a cloth.
2. Wipe clean the mirror with the dampened cloth.
3. Turn the cloth to a dry section and wipe the mirror dry. The mirror must be wiped dry to prevent streaks.
4. For large or dirty mirrors, spray glass cleaner directly on the glass.
5. Use glass cleaner sparingly.
6. Wipe the mirror clean and streak free. Use a clean cloth to dry the mirror.

Clean the sink

1. Apply disinfectant cleaner to the ALL surfaces of the fixture.
2. Let the disinfectant dwell for the time listed on the product label.
3. This contact time must be observed. The surface being disinfected needs to remain damp and saturated with product for the duration of this contact time.

4. Using a clean cloth that has been dampened with the disinfectant cleaner, clean the inside of the lavatory, the exterior surface, all metal handles and faucets.
5. Wipe down the plumbing underneath the fixture as well.
6. Wipe all metal fitting dry to avoid spotting.
7. Use a scrubbing sponge with the bathroom cleaner to remove stains. Be sure to follow the manufacturer's recommendations for stain removal, especially on specialty surfaces.
8. Rinse the lavatory and dry with a clean cloth.

Spot clean the walls
1. Apply disinfectant cleaner to a clean cloth and wipe frequently touched areas, such as stall door locks, light switches, and door handles. Let air dry.

Clean the showers
1. Apply shower cleaner to the shower walls, doors, soap dish, faucets, and shower posts and heads with a hose end sprayer.
2. Apply disinfectant to the shower walls, doors, soap dish, faucets, and shower posts and heads with a hose end sprayer.
3. Use the scrubbing sponge, if necessary, to remove soap scum, especially from the walls and floors of a tiled shower stall and from doors. If the unit is fiberglass, be sure to follow the manufacturer's recommendations regarding both general cleaning and stain removal.
4. Rinse thoroughly using the shower spray if possible.
5. Dry all surfaces carefully to prevent slips and falls.
6. Clean all chrome handles and fittings and dry with a clean, dry cloth or paper towels to prevent spotting.

Clean the floor - hard surface
1. Inspect the floor for debris and wet spots. Dry all wet spots. You cannot dust mop a wet floor.
2. Remove any gum or sticky residue from the floor by gently prying it loose with the putty knife. Take care not to scratch the floor.
3. Dust mop the floor.
4. Use the brush and dustpan to take up the soil.
5. Dispose of soil into appropriate container.
6. Post caution sign in doorway.
7. Dip the mop into the solution and wring out excess liquid.
8. Clean the edges of the floor.
9. In the open area of the floor, use a figure-eight motion and turn the mop over every few strokes. Rinse and wring out the mop frequently.
10. Be sure to mop under and behind furniture including waste containers.
11. Remove the wet floor signs after the floor is completely dry.

Clean up
1. Clean all equipment and return it to the appropriate place.

Safety
1. Always check electrical equipment prior to use (refer to procedure for care of electrical equipment).
2. Always post caution signs appropriately.
3. Be careful not to hurt yourself when moving any furniture or other heavy objects. Always practice proper lifting techniques and ask for assistance when appropriate.

4. Always use the cleaning chemical exactly as directed by the label following all recommended safety precautions.
5. Always take the time to position the ladder squarely on an even surface and lock it into an open position before attempting to climb it. NEVER stand on the top step of a ladder.
6. Always practice standard precautions when handling articles soiled with blood or body fluids.

LOUNGES, LOBBIES, WAITING ROOMS, CLEAN

Purpose: To provide clean, orderly and attractive public areas for patients, visitors, and staff that enhance the image of the facility.

Materials Required

1. Personal protective equipment as needed
2. Neutral Cleaner
3. Hand pail
4. Clean cloths
5. Long handled duster

6. Vacuum cleaner
7. Dust mop head and handle
8. Clean mop
9. Mop bucket and wringer
10. Dust pan and counter brush
11. Putty knife
12. Wet floor signs
13. Plastic liners for waste containers
14. Gloves

Preparation

1. Wear the necessary personal protective equipment.
2. Properly dispense the appropriate cleaning solution into the hand pail and mop bucket.
3. Take equipment to assigned area.

Procedure

Remove general waste

1. Close, twist, and tie a knot in the top of the plastic trash can liner while it is still in the container.
2. Use caution and look for protruding objects in the waste containers. NEVER reach into or push on the bag to compress the trash.
3. Place the bag of trash into the container on your cart or take it to the waste pick up site. NEVER carry a bag of trash against any part of your body.
4. Wipe all surfaces of the waste container with cleaning solution and allow to air dry.
5. Reline the container with an appropriate trash liner.

High dust

1. Using the long handled duster, high dust the tops of items on the walls that are at or above your shoulder height.
2. Include items such as pictures, plaques, mirrors, bulletin boards, tops of partitions, vents, tops of cabinets, coat racks and window/door frames.

Damp dust

1. Fold the cloth into a series of squares to provide a number of potential cleaning surfaces. A wadded cloth does not clean as efficiently. Dampen the cloth with the all-purpose cleaner and wring out all excess solution to avoid drips.
2. Begin damp dusting at the room entrance and work around the room. It is usually best to damp dust the top of an object first and work down to avoid soiling surfaces you have just damp dusted. You may need to dampen the cloth and work particularly hard on stubborn soil.
3. Damp dust the door and wall features such as thermostat, light switches, ledges, windowsills, and tops of writing boards, including the marker holder.
4. Spot clean visible soil from doors, walls, windows, and blinds.
5. Damp dust the furnishings/furniture such as tables, lights, bookcases, file cabinets, chairs, telephones, desks, coat racks, lecture podiums, televisions and magazine racks.
6. If streaking occurs, re-wet the surface and wipe with a clean, dry cloth.
7. Never shake the cloth. This can scatter the dust and germs. When it becomes too soiled to continue, simply refold it so a clean surface is available or send it to the laundry.

Clean the floor - hard surface
1. Remove any gum or sticky residue from the floor by gently prying it loose with the putty knife. Take care not to scratch the floor.
2. Dust mop the floor.
3. Use the counter brush and dustpan to take up the soil.
4. Dispose of soil into appropriate container.
5. Post caution (wet floor) sign in doorway.
6. Wet the mop in the solution and wring out the excess solution.
7. Clean the edges of the floor and the baseboards first.
8. In the open area of the floor, use a figure-eight motion and turn the mop over every few strokes. Rinse and wring out the mop frequently.
9. In heavily soiled areas, change the cleaning solution frequently.
10. Be sure to mop under and behind furniture including waste containers.
11. Remove the wet floor signs after the floor is completely dry.

Clean the floor - carpet
1. Plug the vacuum into the wall outlet. Begin vacuuming nearest the outlet. Avoid running over the electrical cord with the vacuum cleaner; manage the cord so as to work away from the outlet rather than toward it.
2. Vacuum back and forth using overlapping passes.
3. Be sure to vacuum under and behind all furniture including waste containers.
4. Inspect the area for spots and stains and remove them.
PERIODICALLY: Vacuum the carpet edges.

Replace any furniture
1. Replace any furniture that you moved.

Clean up
1. Turn off all lights and the television, if required.
2. Clean all equipment. Return all equipment and supplies to the appropriate area.
3. Bag cleaning cloths for laundry.
4. Remove your personal protective equipment and wash your hands.

Safety
1. Always check electrical equipment prior to use (refer to procedure for care of electrical equipment).
2. Avoid running over the electrical cord with the machine; manage the cord so as to work away from the outlet rather than toward it.
3. Always post caution signs appropriately.
4. Never vacuum wet carpet.
5. Be careful not to hurt yourself when moving any furniture or other heavy objects. Always practice proper lifting techniques and ask for assistance when appropriate.
6. Be careful not to splash any cleaning chemicals into your eyes, nose, mouth or onto your skin. Always wear gloves for protection. Eye and face protection is required where there is reasonable probability that injury could result without it. Safety goggles are required in chemical operations where there is potential for chemical fumes, splashes, mists, sprays or dust exposure to the eyes.

2023-2024 Hazel Park English Learner/Title III HANDBOOK

Title III Program Handbook
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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 developing this handbook:

- Dr. Carla Postel
  Director of Curriculum Integration and Instruction
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  EL Teacher

The Handbook Revision was conducted by the following staff members:

- Stephanie Dulmage
  Director of 21st Century Learning
- Kathy Reyes
  ESL TEacher
- Melissa McDonald
  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
Title I, Section 1112
NCLB Title III, Sections 3113, 3212, 3213, 3247, 3302

Under Title VI of the Civil Rights Act of 1964 and the EEOA, all States and LEAs must ensure that ELs can participate meaningfully and equally in educational programs and services. Students who meet the protocol requirements as English Learners (ELs) must be provided language assistance program services, in addition to the basic/core education services (adopted by the local board of education) that all students in the LEA receive. This language assistance program services must provide meaningful access to the core curriculum and provide direct English language instruction. The intensity of language assistance program services provided is directly related to the individual student’s level of proficiency. The less English proficiency a student has, the more intense his or her program of language assistance program services should be. The language assistance program services could include research-based models such as bilingual education, ESL/ELD programs, and/or sheltered instruction. These federally required language assistance program services ensure that ELs have equitable access to the basic, local board of education-adopted curriculum provided to all students, and acquire English language proficiency.

To meet their obligations under Title VI and the EEOA, LEAs must, for example:

- Identify and assess all potential EL students in a timely, valid, and reliable manner;
- Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols*;
- Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students;

- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities;
- Avoid unnecessary segregation of EL students;
- Ensure that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services;
- Meet the needs of EL students who opt out of language assistance programs;
- Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit EL students from language assistance programs when they are proficient in English, and 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:

- Allow English Learners, during their first year of enrollment in U.S. schools, to have the option of taking the reading/language arts content assessment in addition to taking the English language proficiency assessment. They would take the mathematics assessment, with accommodations as appropriate. States may, but would not be required to, include results from the mathematics and, if given, the reading/language arts content assessments in AYP calculations, which are part of the accountability requirements under NCLB. States must annually assess LEP students for English language proficiency K-12. The language assessments scores are not included in the state accountability system for AYP purposes. The English language proficiency assessment (WIDA ACCESS for ELLs) must be aligned to state English language proficiency standards (WIDA) which are linked to the approved state academic content standards.

- For AYP calculations, states are allowed up to two years to include in the LEP subgroup former LEP students who have attained English proficiency. Since LEP students exit the LEP subgroup once they attain English language proficiency, states may have difficulty demonstrating improvements on state assessments for these students. This is an option for states and would give states the flexibility to allow schools and local education agencies (LEAs) to get credit for improving English language proficiency from year to year.

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))
  - 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:
  - 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
  - **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

    - **Year two**
        - student takes ELA assessment and ELP assessment and is included in English Language Progress indicator

    - **Year three**
        - Student takes ELA assessment and ELP assessment and is included in Academic Growth and English Language Progress indicators

    - **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 forms shall be placed in student's permanent (CA-60) files.

If a student is identified as speaking a primary or home language other than English or as having other than English spoken in the home, as reported on the Home Language Survey, the student may be eligible for ESL/ELD/Bilingual services, 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.

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 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	Early literacy assessment approved by MDE AIMSWebPlus DIBELS Next Discovery Education Assessments DRA: Developmental Reading Assessment version 2 Fountas & Pinnell iReady Diagnostic MLPP: Michigan Literacy Progress Profile NWEA: Northwest Evaluation Association Star Early Literacy PSAT or SAT QRI-5: Qualitative Reading Inventory
5 – 5.9	Bridging	
4 – 4.9	Expanding	
3 – 3.9	Developing	

2 – 2.9	Emerging	Scantron Performance Series SRI: Scholastic Reading Inventory Star Early Literacy Star Reading Gates McGinitie* ITBS: Iowa Test of Basic Skills* Terra Nova* *Italicized assessments are norm referenced and used only for exiting purposes. Non-italicized assessments (which are criterion-based, or both norm-referenced and criterion-based) may be used for entrance and exit. All reading assessments administered must include the comprehension subtests.
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. Exiting from Title III/ESL/ELD/Bilingua Program Services

WIDA ACCESS for ELs is 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.

E. 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 quarterly.

If, during the 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.

F. 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 runs two ESL courses and core content area classes are taugh in English with the support of a translator
- Content Tutorial (ESL/Bilingual)
- Language Tutorial
- Reading Support
- Title I Reading Support

Alternative Program Description (see APPENDIX H)

G. 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

School Districts Must Inform Parents of:

- The reasons for identifying their child as being limited English proficient and for placing their child in a language instruction educational program for LEP students;
- The child's current level of English proficiency, including how the level was assessed and the status of the child's academic achievement;
- The method of instruction that will be used in the program, including a description of all language programs;
- How the program will meet the educational strengths and needs of the child;
- How the program will help the child learn English and meet academic achievement standards;
- How the program will meet the objectives of an individualized education program for a child with a disability;
- The program exit requirements, including when the transition will take place and when graduation from secondary school is expected; and
- The parents' rights, including written guidance that (A) specifies the right to have their child immediately removed from a language instruction educational program upon request, (B) describes the options that parents have to decline to enroll their child in such a program or to choose another program or method of instruction, if available, and (C) assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered. (ESEA Section 220 a-d)

H. ELs who are Struggling Learners (See Appendix H)

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 school RTI team for 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.

I. 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)
- Parent notification letters
- WIDA ACCESS for ELLs & WIDA Screener testing results
- Monitoring records

V. STAFF Roles

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.

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 modified;
- how to modify assessment; 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/Bilingualteacher.

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 LEP students:

- 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.

VI. PARENTAL COMMUNICATION

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 2019-2010 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.

https://oakland.k12.mi.us/instructional/curriculum-instruction/subject-areas/esl-bilingual/Documents/CodeofConduct.pdf

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.

B. Professional Learning

ESL/ELD/Bilingual staff meet regularly to update knowledge and skills, obtain additional training, and share information and materials.

ESL/ELD/Bilingual staff will have the opportunity to attend conferences and in-services inside and outside the district.

Training for regular education teachers on ESL/ELD/Bilingual issues will be provided.

VIII. PROGRAM EVALUATION

A District Evaluation Committee will meet annually 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.

APPENDIX A

HOME LANGUAGE SURVEY 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? _____

APPENDIX B

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

Student Placement in English Learner (EL) Program
Parent Notification

Date: _____

Dear Parent/Guardian of _____,

Your child, _____, has been identified to receive support based on their performance on the WIDA W-APT 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 English Learner Program would be a significant educational benefit for your child.

The WIDA 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

_____2. Beginning

_____3. Developing

_____4. Expanding

_____5. Bridging

_____6. Reaching

We feel that your child's participation in the English Learner Program will most effectively increase his/her English proficiency and knowledge of academic content. Our K-12 English Learner Program consists of a variety of potential services: pull-out instruction (one-on-one and/or small group), push-in instruction (EL program 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 English Learner program until it is determined by state assessments and other academic evidence that your child is proficient in English and that EL 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 English Learner program is English proficiency. Once it is determined that your child is proficient in English, he/she will be monitored for four 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 EL 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 EL Teacher.

Sincerely,

APPENDIX B Part Two: Parent Permission to Service/Waiver

Parent Response Form

Dear Parent/Guardian of _____,

You have the right to decline the enrollment of your child in ESL/EL program proposed above. Upon your request, your child can be immediately removed from the ESL/EL program at anytime 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_____

APPENDIX B Part Three: WIDA Testing Notification Letter

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders
Amy Kruppe, Ed.D.
Superintendent

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

Dear Parent or Guardian,

All students who have a language other than English spoken at home must take a state test named WIDA ACCESS for ELLs 2.0. The home language survey on the enrollment form that was completed when your son/daughter enrolled in Hazel Park Schools tells us this information.

Students will take the test even if they are not in ESL/ELL classes. The test is for Reading, Writing, Listening, Speaking, and Comprehension in English. Students will take this test between _____ & _____. We will mail your child's test results to you when we receive them from the Michigan Department of Education.

Please contact us if you have any questions.

Sincerely,

APPENDIX C

Descriptions at 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.

Federal NCLB Categories of English Proficiency	Michigan English Proficiency Levels (WIDA English Language Proficiency Levels)	Description of English Learners (ELs)
BASIC (B)	**Level 1 Entering**	**Students with limited formal schooling** Level 1 may include students whose schooling has been interrupted for a variety of reasons, including war, poverty or patterns of migration, as well as students coming from remote rural settings with little prior opportunity for sequential schooling. These students may exhibit some of the following characteristics: pre- or semi-literacy in their native language; minimal understanding of the function of literacy; performance significantly below grade level; lack of awareness of the organization and culture of 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. **Recently arrived student** (less than 30 days) These students have not been assessed with the WIDA ACCESS Placement Test (W-APT) or other tests used for placement. **Beginning (Pre-production and early production)** Students initially have limited or no understanding of English. They rarely use English for communication. They respond non-verbally to simple commands, statements and questions. As their oral comprehension increases, they begin to imitate the verbalization of others by using single words or simple phrases, and begin to use English spontaneously (WIDA, 2012). 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). They are able to generate simple written texts that reflect their knowledge level of syntax. These texts may include a significant amount of non-conventional

		features, invented spelling, some grammatical inaccuracies, pictorial representations, surface features and rhetorical features of the native language (i.e., ways of structuring text from native language and culture) (TESOL, 1999, p.20).

LOW INTERMEDIATE (LI)	**Level 2 Beginning**	**Early intermediate (Speech emergent)** Students can comprehend short conversations on simple topics. They rely on familiar structures and utterances. They use repetition, gestures, and other non-verbal cues to sustain conversation (WIDA, 2012). 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).. 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 student try to express thoughts that require more complex language structures. (State of Virginia, pp. 4-9)
HIGH INTERMEDIATE (HI)	**Level 3 Developing**	**Intermediate** At this level students can understand standard speech delivered in most settings with some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances with repetition and/or rephrasing. Students at this level are beginning to detect affective undertones and they understand inferences in spoken language. They can communicate orally in most settings (WIDA, 2012). 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). 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)

PROFICIENT (P)	**Level 4 Expanding**	**Transitional Intermediate** At this level students' language skills are adequate for most day-to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty using and understanding idioms, figures of speech and words with multiple meanings. They communicate in English in new or unfamiliar settings, but have occasional difficulty with complex structures and abstract academic concepts (WIDA, 2012). 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). 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).
ADVANCED PROFICIENCY (AP)	**Level 5 Bridging**	**Proficient** At this proficient level students demonstrate English proficiency similar to native speakers. They use specialized or technical language of the content areas. Students at this level write using a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports (WIDA 2012). 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). They produce oral and written language approaching comparability to that of English-proficient peers when presented with grade level material (WIDA 2012).

ADVANCED PROFICIENCY (AP)	**Level 6 Reaching**	**Monitored (Advanced Proficiency)** 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.

APPENDIX D

Complaints Regarding School Personnel

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)

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 demonstrate in listening, speaking, reading, writing, and comprehension 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 Newcomer's 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 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 encourage the LEP student's involvement in extra-curricular 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

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.

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 cost (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 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 cost (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

Alternative Language Program Matrix

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 of 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

WIDA ELD Levels	**W-APT (Placement)**	**ACCESS**	**Entrance and Exit Criteria**
Level 1: Entering	1	1	**Entrance Criteria:** *Placement in alternative language program of instruction* *No exit until students reach Level 5-6 and meet additional criteria*
Level 2: Emerging	2	2	
Level 3: Developing	3	3	
Level 4: Expanding	3-4	3-4	
Level 5: Bridging	5	5	**Exit Criteria** *Students must reach 4.5 overall proficiency and 4.0 or higher in each domain in order to qualify to exit the ESL/ELD/Bilingual Program*



Parent Resource Handbook: Understanding Special Education

Hazel Park Schools: Department of Student Services

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Introduction

This manual is designed for use by parents, teachers, administrators, service providers, community members and other professionals involved in the identification, evaluation, and education of students with disabilities in Hazel Park Schools. The manual is intended to be a guide in complying with federal and state legal requirements as they apply to the District's interaction with students with disabilities and their parents.

All students possess differences, learn differently and demonstrate varied abilities. This is what makes us unique. Special education is more about ability than disability. What a child can do is far more important than any perceived or actual limitations he or she may be experiencing.

We hope this information will give you a better understanding of the special education process in the state of Michigan, Oakland County, and Hazel Park Schools .

If you have any questions about special education rules or regulations, you may contact Tamaran Dillard, Director of Student Services at tamaran.dillard@hazelparkschools.org .

The Mission and Vision of Hazel Park Schools

BELIEFS

- ***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.***

A Letter from our Director of Student Services

Dear Parents~

In Special Education, it is our mission and goal to empower our students to reach their fullest potential. We strive towards independence for each student we work with; the ultimate goal of achieving success as adults to the fullest extent possible is our target! Our special education staff in Hazel Park work diligently to provide high quality instruction with fidelity as we seek to improve learning in academic as well as behavioral domains. You will find that our instruction is targeted to meet the unique needs of each student we work with; Specially Designed Instruction is critical as no two students are the same. We are always working toward improving in the areas of math and reading for all of our students. Hazel Park special educators use a variety of programs that seek to elevate learning with research based results. Our elementary programs use Reading Mastery as an intervention while Read Naturally can be found at our junior high school, and Read 180 is embedded at our high school. Additionally, math intervention programs are utilized to help support instruction our students receive. Touch Math is used at the elementary and junior high school levels; Math 180 is our high school intervention program. Hazel Park is proud to be introducing a researched based program, Handwriting Without Tears. This program provides a hands on, tactile approach to writing that is multi-sensored with a positive impact for all learners. For our self contained programs we utilize Unique Learning System (ULS) as curriculum. This is an interactive program that is targeted to meet the individual needs of each student. Our center based programs (Edison and Jardon Vocational School) have implemented the Practical Assessment Exploration System (PAES), which is a measure of vocational potential and identifies transition planning needs related to vocational training.

Language and acronyms in special education can be confusing and often sound like your child's team is speaking another language! This information manual is a guide that can help you navigate the special education process. We encourage you to participate in your child's education and the special education process to provide important information to help support your child.

Hazel Park Schools is proud of the full continuum of programs and services that are provided to students with disabilities from birth to age 26. This manual provides some general guidelines and information. All placement and program decisions are made at the Individualized Education Planning (IEP) team meeting and are based on student needs.

Feel free to contact your child's teacher or special education administrator about your child's program or services. You may also contact the Director of Student Services at 248-658-5206.

Thank you for allowing us the opportunity to work with your child each day! We are honored you have chosen Hazel Park for their education and will strive toward their individual growth and development each step of the way.

Sincerely,

Tamaran Dillard, EdS, LMSW

Director of Student Services

"Every child is gifted; they just unwrap their packages at different times"



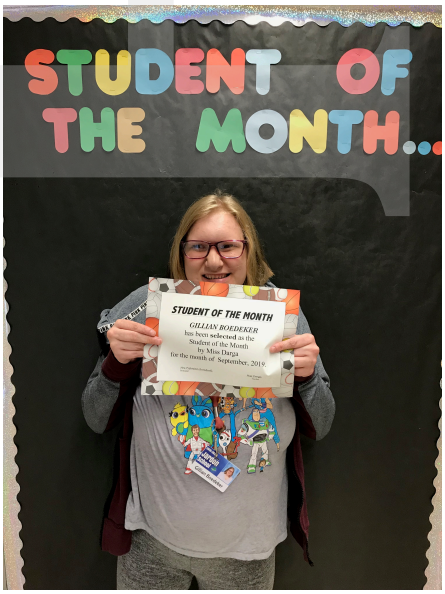
What do Parents do if you suspect a disability?

What do parents do when they suspect their child has a disability? When parents suspect that their child has a disability, it is helpful to contact the student's teacher to review their concerns and learn what resources the district has to support the student's learning. Schools often have in place "child study teams" or "student assistance teams." The teacher presents the student's learning and/or behavior concerns to the building team for suggestions on strategies and interventions. In Hazel Park, we have Building Intervention Teams.

If those interventions are not successful and the student's learning and/or behavior are significantly different from same-aged peers, the parents or the teacher may make a referral for an evaluation for eligibility for Special Education Services.

A parent starts the referral process by making a written request to the school administrator and/ or Special Education staff asking that their child be evaluated for Special Education Services due to specific concerns.

Within ten (10) school days of receiving the request, the District will contact the parent to review their concern, make a plan for an evaluation and request their consent to evaluate their child.



Parent Involvement in the Special Education Referral Process

Both state and federal laws and regulations governing the administration of educational programs for students with disabilities have recognized the important role of parents in the special education process. Parents and school personnel should establish a positive relationship with shared goals and a common understanding of the child's needs at home, at school, and in the community. It is essential that parents and schools work cooperatively together to improve student performance. Below are some tips to help you with parent involvement.

***Be an active participant in your child's education*:**

- Inform yourself about what help is available in or through your child's school.
- Talk to other parents, teachers, doctors, and community providers.
- Be able to talk about your child's strengths and needs.
- Learn about your child's legal rights.
- Participate in the meetings that look at information to decide if your child is eligible to receive special education services.
- Attend and be prepared to participate in the Individualized Education Program (IEP) meetings. Parents are key decision makers and an equal member of the IEP team.
- Ask questions if you do not understand terms, language, or other things that happen during your child's meeting(s).
- Call, email, or request a meeting if you are worried about how your child is doing at school.

Additionally:

- Share letters, reports, or other materials that can help the school understand your child and provide appropriate services to your child. This information could be from teachers, doctors, or community agencies. Be sure to keep a copy of these items for your records.
- Start a file or log in which you write important dates and milestones of your child's learning. This will also be a good place to record the results of important conversations and meetings you have had with teachers and others regarding your child's progress.
- Send emails or letters confirming important conversations regarding your child and/or promises made with respect to that the school will or will not do.

» Always put in writing any important requests to the school, including requests for an evaluation (as well as requests for IEP meetings and records).

» Keep a copy of all letters that you send.

» Whenever possible send your correspondence by certified mail, return receipt requested to assure delivery of the letter, or hand carry the letter and request a receipt.

» Keep printed copies of important e-mail messages to or from the school.

» Keep all papers and letters from the school that you feel are important such as IEPs, samples of your child's work, and notices regarding the dates of meetings. Keep these documents in your file.

» Develop an ongoing working relationship with those persons who are responsible for providing services to your child. Get to know the names and responsibilities of all those working with your child.

» Communicate positive information as well as concerns.



Evaluation and Re-evaluation

Evaluation is defined as regulations ***and*** procedures that are used to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.

The school district must assess the child in all areas of suspected disability including:

» academic performance
» health
» vision
» hearing
» social & emotional status
» communication
» motor abilities
» general intelligence
» functional performance
» other areas as needed.

Public agencies are prohibited from using a measure or assessment for purposes different from the purpose for which the measure was designed. Assessments are provided and administered in the child's native language or mode of communication to get accurate information on what the child knows and can do. The school district must use a variety of assessments, tools, and strategies to conduct the evaluation.

When conducting an **initial evaluation**, a child must be tested in all areas of assessments and other evaluation materials used should be administered:

* so as not to be discriminatory on a racial or cultural basis, and

* in the child's native language or other mode of communication.

*Parent written informed consent must be obtained before the evaluation can be conducted.

*Information from parents should be included as part of the evaluation.

*Information should be collected through a variety of approaches (observations, interviews, tests, curriculum-based assessment, and so on) and from a variety of sources.

Special Education Referral Process

Below is an overview of the special education referral, evaluation, and special education placement process. Since the process is individualized, differences may occur .

1. GENERAL EDUCATION INTERVENTIONS
Instructional modifications/accommodations are implemented in the general education settings. Examples: MTSS Team, English Language Learner (ELL), etc.

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2. REFERRAL
A formal request is written asserting suspicion of the student having a disability. This typically comes from the parent, but anyone can request an evaluation.

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3. PARENT NOTIFICATION
Upon receipt of a written referral, the school district has 10 school days to contact the parent and request consent.

⇩

4. PARENTAL CONSENT/PROCEDURAL SAFEGUARDS
Parent/Legal Guardian signs the Review of Existing Educational Data (REED) form which gives permission for the evaluation process to proceed. Parent should be offered Procedural Safeguards.

⇩

5. EVALUATION BY A MULTIDISCIPLINARY TEAM (MET)
The MET is completed within 30 school days from receiving the signed consent form (REED). Parents are invited to attend. Eligibility recommendation is documented and this most often happens in concurrence with IEP team meeting.

⇩

6. INDIVIDUALIZED EDUCATIONAL PLANNING TEAM (IEPT)
Parents are invited to attend the IEP meeting where, if appropriate, special education eligibility is determined. If a student is found eligible for special education services, programs and services are recommended. The IEP is developed within 30 school days from receiving the signed consent form.

Definitions of Disability Areas

The following definitions are included in this handbook to help familiarize you with some of the requirements necessary for each area of disability. They have been simplified for ease of understanding. Specific definitions can be found in the Michigan Administrative Rules for Special Education (MARSE). In Hazel Park Schools, all children are treated as individuals. Their programs and services are based on their specific educational needs.

A student with a disability is defined as a person, age birth through 26 years, who is determined by an Individualized Education Planning Team to have an impairment necessitating special education or related services, or both. There are a total of 13 special education eligibility areas. In the state of Michigan, a child can only have one primary disability.

Autism Spectrum Disorder (ASD) – Students identified with autism spectrum disorder have a lifelong developmental disability that adversely affects a student's educational performance academically, behaviorally, and socially . Children with autism spectrum disorder may have varying degrees of difficulty with reasoning, social interactions, and communication .

Cognitive Impairment (CI) – Students identified with a cognitive impairment have mild (MiCI), moderate (MoCI), or severe (SCI) impairment in cognitive functioning. Cognitive impairment becomes evident in the early developmental period and is apparent in several areas including: impairment in adaptive behavior, a lack of development primarily in the cognitive domain, and comparatively lower scores in academic achievement. The degree of cognitive impairment adversely affects the student's educational performance.

Deaf-Blindness (DB)- Students have concomitant hearing and visual impairment, the combination of which causes severe communication and other developmental and educational needs that require special support.

Early Childhood Developmental Delay (ECDD) - Students identified with an early childhood developmental delay must be between the ages of birth through 7 years of age . The child must have a developmental delay in one or more areas equal to, or greater than, half of the expected

development for their chronological age. (For example, a 4 year old may function at or below a 2 year old level).

Emotional Impairment (EI) – Students identified with an emotional impairment exhibit behavioral problems, over an extended period of time, which interferes with the student's ability to profit from learning experiences. These students may be unable to build or maintain relationships or to exhibit appropriate behavior and feelings.

Hearing Impairment (HI) – Students who are Deaf or Hard of Hearing include those who have varying types and degrees of hearing losses which interfere with development or adversely affect the student's educational performance in the general education setting.

Physical Impairment (PI)- Students with physical impairment have physical challenges which affect their ability to learn and may require adapted and/or special materials or equipment.

Otherwise Health Impairment (OHI)- Students with other health impairments have limited strength, vitality, or alertness which adversely affect the student's ability to learn. This may include attention deficit disorder, and/or health problems such as asthma, epilepsy, and diabetes.

Specific Learning Disability (SLD)- Students with a specific learning disability have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. Condition may include perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Speech and Language Impairment (SLI)- Students who have difficulty with understanding or use of language may have a speech or language impairment. This may interfere with learning and/or social adjustment in school and elsewhere. Typical symptoms may include poor listening skills, unclear speech, slow vocabulary development, immature grammar, difficulties with conversation, unusual loudness or quality of voice, or stuttering.

Severely Multiply Impaired (SXI)- Students with multiple impairments have more than one disability in intellectual, physical and/or functional abilities. They typically require intensive intervention and supports for activities of daily living.

Traumatic Brain Injury (TBI)- Students with traumatic brain injury have an acquired injury to the brain that has been caused by external physical forces. This results in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance.

Visual Impairment (VI)- Students who have severe problems with vision, whether partially sighted or blind, which interferes with development and learning. Characteristics may include visual acuity of 20/70 or less in the better eye, after correction, or a peripheral field of vision restricted to not more than 20 degrees.

"All kids need is a little help, a little hope, and someone who believes in them".



Child Find Programs and Services

If you suspect that your child may need special education services (ages birth to five years), please call the Child Find Coordinator, Jennifer Jasczalt at 248-658-5550. For ages six through 25, please contact your child's school administrator. Eligible children are referred to appropriate programs and services.

What is Child Find? Child Find, a special education evaluation program available through Hazel Park Schools, identifies resident children – ages birth through five years – who may be in need of special education services. Child Find offers special education evaluations to children suspected of having a disability, at no charge. Following the special education evaluation, eligible children are referred to appropriate programs and services.

What is a Child Find evaluation? A team specializing in the areas of concern works with the parents and child to determine eligibility for Special Education Services. The Child Find Team and parents work together to determine the appropriate programs and services for eligible children. The Child Find Team can include the following highly qualified specialists:

- Teacher Consultant
- Speech/Language Pathologist
- School Psychologist
- School Social Worker
- Occupational Therapist
- Physical Therapist

What programs and services are available? A variety of programs and service options are available at Hazel Park Schools and through other Oakland County School districts. Some of the possible programs that service special education preschoolers are:

- Early Intervention
- Hearing Impaired – Early Intervention
- Early Childhood Special Education (ECSE) Program
- Severely Multiply/Severely Mentally Impaired Classroom

(Child Find continued)

- Visually Impaired Classroom
- Hearing Impaired Classroom
- Speech/Language Therapy

Early Intervention: Early Intervention is a varied combination of school and home-based services to children ages birth to three. The goal of this educational service is to support and guide parents, who are considered the young child's primary teacher. The services are led by a highly qualified Early Childhood Special Education Teacher. Additional support services may be provided by a Speech/Language Pathologist, Occupational Therapist, or Physical Therapist, as needed.

ECSE Program: The Early Childhood Special Education (ECSE) Program is a classroom-based program for children ages three to five. The class is led by a highly qualified Early Childhood Special Education Teacher with support services provided by an Occupational Therapist, Physical Therapist, and Speech/Language Therapist. A strong home-school connection is encouraged so that each child's educational program can be enhanced.

Speech/Language Therapy: Speech/Language services are provided to children ages three to five in a small educational group setting. Services are provided by highly qualified Speech/Language Pathologists. The therapists work closely with each child's parents on developing appropriate home programs to enhance the child's goals.

Early On: Early On is designed to provide support to children under age three and their families. Non-profit agencies in Oakland County have partnered together to do assessments and provide service coordination for eligible children and their families. If your child is under age three, please call the Early On referral line at 248.209.2084.

Developmental Milestone Guide by Age

By one year: Pulls self to standing; may step with support. Gives toy on request. Picks things up with thumb and one finder. Stacks two blocks. Follows simple directions accompanied by gestures. Gives affection. May say two or three words.

By two years: Kicks large ball. Turns pages (one at a time). Identifies six body parts. Imitates housework. Asks for items by name. Uses two or three words together, such as more juice.

By three years: Walks up stairs. Stands momentarily on one foot. Uses utensils to feed self. Copies a circle. Uses short sentences to relate experiences. Matches colors. Demonstrates interest in toilet training.

By four years: Rides a tricycle. Is toilet trained. Copies a cross. Names six basic colors. Can wait for turn. Begins to play with other children. Washes hands unassisted. Uses sentences.

For more information, contact: Jennifer Jasczalt, Early Childhood Special Education teacher/Child Find Coordinator at Webster Elementary at 248-658-5550.



Special Education Services and Programs

Hazel Park Schools is committed to providing quality services and programs designed to meet students' individual needs by offering a full continuum of services to identified students birth through age 26. With a few exceptions, students receive educational support in their neighborhood school with assistance from a resource teacher, a speech and language provider, a social worker, a teacher consultant, a psychologist, a physical therapist or an occupational therapist. Special education services are available at all of the District's schools. Students who require more support than is available at their neighborhood school, may attend programs at designated schools within the district or at regional centers. All placement and programming decisions are made at Individual Educational Planning Team meetings.

Services

Speech and Language Services:

The Speech and Language Department provides programs and services that will meet the communication needs of students within Hazel Park Schools. Consultation services at a pre-referral level are provided to parents and professional staff by the Speech and Language Pathologist (SLP). They are also involved in identification, assessment, and delivery of services to speech and language impaired students ranging in age from birth through 26 years. Programming for eligible students is planned to meet their individual communication needs. Infants and preschoolers may receive services individually, in small group settings, or attend programs designed to meet specific needs. Elementary, middle, high school, and post-secondary level services are provided through a variety of models. Speech and Language Pathologists work closely with professional and paraprofessional staff at all of these levels in order to effectively integrate a child's speech and language skills into their school and community environments.

Psychology Services

School psychologists help students across the age and grade levels to succeed academically, socially, and behaviorally. They also work with their fellow educators and parents to create safe, healthy and supportive learning environments for all students. School Psychologists work with

students and their families as part of the school community to identify and address learning/behavior/emotional problems that can interfere with school success. They are part of the Multidisciplinary Team that evaluates students who may be eligible for Special Education services. They participate in the gathering and interpretation of relevant academic and behavioral data which can guide general education interventions. They also assist with the development and employment of behavior plans with their fellow team members. A School Psychologist also consults with parents, teachers, and professionals in the community on behalf of students.

School Social Work Services (SSW)

School Social Workers play a primary role in assessing, evaluating and observing a student's social, emotional, and behavioral adjustment that may be interfering with school success. They are part of the Multidisciplinary Team that evaluates students who may be eligible for Special Education services. School Social Workers in Hazel Park Schools provide services to students eligible for special education in need of direct support for social, emotional or behavioral problems. They also provide support for general education students, when appropriate, through short-term direct support groups, crisis intervention, and resources/referrals to parents and educational staff. School Social Workers serve as resource persons to educational staff, students and parents in providing problem solving techniques, behavior intervention, resources, consultation and training on various topics, and act as a liaison between the school, home and community. School Social Workers also facilitate completion of functional behavior assessments, as well as the development, implementation and monitoring of behavior intervention plans.

Occupational and Physical Therapy Services (OT/PT)

- The Occupational and Physical Therapists evaluate and provide services to students whose level of functional fine and gross motor abilities impede them from maximizing their participation in the educational process. They provide direct or consultative support to students, families and staff. Their services include:
- Defining the impact certain physical limitations may have in the educational or vocational setting.
- Assisting with the development of reasonable performance expectations.
- Acquiring and instructing on the use of adaptive equipment and assistive technology.
- Developing and training on daily exercise routines.
- Activities of daily living, as well as mobility training.

Additional Information on OT/PT Services

Occupational Therapy

The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 defines Occupational Therapy as a related service: -Occupational therapy—(i) Means services provided by a qualified occupational therapist; and (ii) Includes—
(A) Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;

(B) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and

(C) Preventing, through early intervention, initial or further impairment or loss of function.

Michigan Administrative Rules for Special Education (MARSE, February 2018, R 340.1701b) defines Occupational Therapy as:

(c) "Occupational therapy" means therapy provided by an occupational therapist or occupational therapy assistant who provides therapy under the supervision of a licensed Occupational therapist. Occupational therapists and occupational therapy assistants are licensed by the state of Michigan under 1978 PA 368, MCL 333.1101 et seq.

The Need for Special Education Services

As part of the evaluation requirements, in addition to meeting the eligibility requirements as cited above, the IEP team must determine whether the child needs special education and related services. The IEP team has the responsibility to document whether or not the need for special education service exists. Interventions in general education, which may include special or supplemental materials, modification of instructional techniques, or other support services provided within the general education environment, may suffice to meet the student's needs. This could also include accommodations made under Section 504 of the Civil Rights Act, 1973.

A child may have a medical diagnosis and not qualify for special education. A child will be eligible as a special education student only if their impairment adversely affects his/her educational performance. A child whose impairment does not interfere with his/her day-to-day functioning within the educational setting would not be eligible for special education services. In order for a student to qualify for OT services, they must meet the criteria for eligibility (i.e., ASD, LD, PI, OHI, etc.) as determined by the Michigan Administrative Rules for Special Education—OT cannot stand alone on an IEP.

The continuum of impairment depends on the level of severity. A student with a mild impairment would likely require no special education services. A student with a mild to moderate impairment may require some adaptation or modification in the school setting. A student with a moderate to severe impairment may require a more intensive services and/or programs.

To preserve the child's right to a Free Appropriate Public Education (FAPE), accommodations may be made under section 504 of the Civil Rights Act of 1973. Not all students with impairments experience learning problems, nor do they require special education and/or related services. Only when the accommodations are beyond what is required under Section 504, should eligibility for special education be considered.

Re-determination of OT Eligibility

Re-determination of eligibility will be established in the same manner as for initial evaluations. Some students upon reevaluation may be found ineligible for special education programming. This may occur when the conditions have stabilized such that the student no longer requires special education and/or accommodations, including assistive technology. This may also occur if the student has acclimated and developed strategies to be successful within the general education curriculum. While the student may be ineligible for special education programming, accommodations may still be necessary under Section 504 or the Americans with Disabilities Act.

School Based Occupational Therapy

OT is a related service that supports students' academic achievement and functional performance. OTs support academic and non-academic outcomes with focuses on visual perceptual/motor integration skills, fine motor skills, self-help skills, functional life skills, sensory processing skills (including sensory modulation and sensory motor skills) and assistive technology.

OT provided within the school setting must be educationally relevant and necessary for the student to benefit from Michigan's educational system for all students. Several issues must be considered when determining the appropriate level of school-based therapy. The academic focus of Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA) requires that supports be provided in the child's natural environment. OTs, as part of an education team, provide the most effective therapy intervention services when delivered according to a collaborative model, using a team approach in the design and implementation of the student's Individualized Educational Program (IEP) or Individual Family Service Plan (IFSP) goals.

School-based therapy involves "teaming" in which recommendations and decisions are made based on input from all team members in order to determine a student's total educational plan. OTs therefore function as part of a multidisciplinary evaluation team for students suspected of being in need of special education. Evaluative input by the occupational therapist includes clarifying the reason for evaluation, observations in various school environments, interviews, testing, progress monitoring, and record review. Determination of therapy services is the decision of the Individualized Educational Planning Team (IEPT).

Consideration of the following questions may assist the IEPT in determination of therapy provisions:

1. What are the student's educational needs for which the occupational therapist can provide unique skills and perspective?
2. How do the needs of the student impact educational performance?
3. How will OT services improve performance that will contribute to the achievement of the student's educational goals?
4. What can the OT provide that is different from other team members?

School-based therapists identify needs of the student and assist in providing strategies on how to best capitalize on abilities and minimize the impact of disabilities in the educational environment. The school-based therapist evaluates a student to determine abilities as well as disabilities. The school-based therapist provides data for the IEP Team to determine the adverse effect these disabilities may have on the student's performance in the educational environment. Input is gathered from teachers, parents, students, and other educational staff as to how these challenges may influence performance areas within the educational environment.

The primary role of a school-based therapist is to assist students in benefiting from their educational program. A general guideline is that therapy must contribute to the development or improvement of the student's academic and functional performance. Students are evaluated using assessment tool which are appropriate to their chronological age and/or functional level, and which are the most inclusive of racial, cultural and socioeconomic differences. Evaluations are completed with, but not limited to a combination of standardized assessments, clinical observation, and checklists.

OT Caseload information

A simple caseload also does not recognize the potential occupational therapy contribution to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA's) participation focus or its mandate that services support access to and progress in the general education curriculum or natural environments.

A caseload approach typically sets a limit to the number of children and number of schools a therapist can provide service to directly or as a consultant. A workload approach includes recognition that every child placed on a caseload simultaneously includes administrative tasks (i.e., assessment, writing reports, and meetings). The concept of workload encompasses all the work activities performed that benefit students directly and indirectly. Caseload refers only to the number of children seen by occupational therapy as part of the individual education program (IEP) or an individualized family service plan (IFSP).

Key Considerations

It's imperative that therapy services do not prevent students from accessing students' academic instruction. The following are key considerations for the delivery of OT services in the school setting:

1). Services are provided to enable the student to benefit from his/her special education program and facilitate access to the general education curriculum.

a. Strategies should be integrated into the classroom and school environment to support learning of curriculum content.

b. Interventions should support skills needed by the student for graduation with a diploma or certificate and to prepare him/her for further education, employment, and independent living.

2). Services are provided in the student's daily educational routine.

a. Skills are taught across all educational settings.

b. Therapeutic activities occur throughout the school day and are routinely implemented by instructional staff.

c. Skills should be taught in naturally occurring environments.

d. Skills should be generalized across different school settings, not isolated solely with the therapist in a separate area or in only one classroom.

3). Services are provided through a team approach.

a. Team members share information, strategies, and techniques to assure continuity of services.

b. Educational strategies and interventions are developed and implemented jointly by team members, including the student when appropriate.

4). Services may vary over time.

a. Student therapy needs may differ in intensity and in focus during the student's school years and could differ in intensity within a school calendar year. For example, there might be the need for a therapist to provide more intensive services at the start of the school year to train new teachers and staff on appropriate strategies, with the services of the therapist to decrease when the educational team can implement the strategies with less frequent input from the therapist.

b. These fluctuations are reflected in the IEP and should be based on the immediate educational needs at any time during the student's course of study.

c. If the student no longer requires the services of an occupational therapist to benefit from special education, then services are discontinued through the IEP process

Consultation for IEP Goals and Objectives-
An IEP Team may determine that a student with an IEP does not need direct OT services, but OT consultation support for remaining special education providers is appropriate. Consultation is documented in the IEP as a related service. If listed as "consultation" in the section "Supplementary/Aids/Service" on the IEP, then the therapist is NOT obligated to write goals/ objectives in the IEP. The OT consultation should be focused on helping special education providers address goals and objectives on the IEP. To verify service delivery, the OT should log dates and topics of consultation contacts.

Monitoring for Observation/Screening not Directly Linked to IEP Goals and Objectives—
After terminating direct OT service for a student, it may be appropriate for the OT to continue involvement in general screening, observation, or individual screening (consultation services). Monitoring activities may also include crisis intervention, assistive technology or other prosthetic equipment issues, or classroom material preparation. If the student will continue to have an IEP under another eligibility after termination of direct OT services, consultation services need to be documented under the “programs and services” page of the IEP, specifying frequency and location for when consult service occurs.

Physical Therapy

The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 defines Physical Therapy: §300.34(c) (9) Physical therapy means services provided by a qualified physical therapist. The Michigan Revised Rules for Special Education of 2002 R340-170b(f) "Physical therapy" means therapy prescribed by a physician and provided by a therapist who is licensed by the state of Michigan under 1978 PA 368, MCK333.1101 et seq. or a physical therapy assistant who provides therapy under the supervision of a physical therapist.

School-based physical therapists focus on removing barriers from students' ability to learn, helping students develop skills which increase their independence in the school environment, and educating school personnel about the different considerations required for students with disabilities. Everything the therapist does with students in the school must be educationally relevant. Therapists examine and intervene to improve students' functional abilities in school classrooms, hallways and other areas that may be part of their educational program (i.e., community facilities and vocational settings).

PTs work with teachers and other staff to help students acquire functional abilities necessary to access educational materials and move about the school. To help students function better in their classrooms, lunchrooms, or restrooms, therapists may work with them or with school personnel on adapting or modifying their equipment/materials. Other assistance includes helping students participate in activities outside of the school through mobility on field trips, sports events, on playgrounds, and within the community.

Physical therapy services include the following;

A). Evaluating students with disabilities by performing and interpreting tests and measurements and/or clinical observations of neurophysiological, musculoskeletal, cardiovascular, respiratory, and sensorimotor functions.

B). Planning and implementing treatment strategies for students based on evaluation findings.

C). Improving, maintaining and slowing the rate of regression of the motor functions of a student to enable him/her to function in his educational environment.

D). Administering and supervising therapeutic management of students with disabilities, recommending equipment, and providing training to parents and educational personnel.

Teacher Consultant Services (TC)

The Teacher Consultant is a teacher with expertise in one or more areas of special education. The Teacher Consultant may participate on the diagnostic team. They also provide services to students whose disability requires a minimum amount of intervention. Middle and high school students receiving TC services participate fully in the general education classroom and may see the TC for such services as test-reading, organizational assistance, or special materials. The Teacher Consultant also consults with and provides assistance to general and special education classroom teachers regarding the student's individual needs.

The Teacher Consultant facilitates the inclusion of students with special needs into the most appropriate environment. Often, the placement is in a general education classroom at the student's home school with peers of their same age. The TC assumes many other responsibilities. These responsibilities include ensuring that accommodations are made so that students can actively participate in classroom and school activities. The TC also functions as a resource locator, searching for appropriate material, equipment, or specialists who have expertise in a particular area. Teacher Consultants often organize and conduct training sessions for paraprofessionals, school staff and parent organization

What is a "Free Appropriate Public Education" (FAPE)?

FAPE means that education and related services are provided at public expense, under public supervision and direction, and without charge. The services provided must meet the standards of the Department of Education for all students and be designed to meet the student's IEP goals and short-term objectives.

What is the Least Restrictive Environment (LRE)?

LRE looks at the setting in which the student will be receiving an education. The law presumes that students with disabilities are most appropriately educated with their same-aged, non-disabled peers in the general education setting. Attending special classes or separate schools, or removing students with disabilities from the general education classroom, occurs only when the nature or severity of the disability prevents the student from achieving satisfactory progress even when supplementary aids and services are used.

What are Accommodations and Modifications?

Accommodations are a change in the way students access instruction and demonstrate understanding. Accommodations do not change content, benchmarks, or performance criteria. Ex: extended time, alternate test formal (oral or written). Students who have accommodations are generally working towards a diploma. Modifications change what students are expected to learn. Modifications change the content, benchmark or performance criteria. Ex: content at instructional level instead of grade level, reduction in the number of benchmarks or new ideas. Students who have modifications are usually working towards a certificate of completion.

Diploma versus Certificate of Completion

High School Diploma

A general education diploma is given to students meeting all of the graduation requirements as defined by Hazel Park Schools. Students need:

- 4 credits of English Language Arts
- 4 credits in Mathematics
- 3 credits in Science
- 3 credits in Social Studies
- 1 credit in Physical Education and Health
- 1 credit in Visual, Performing and Applied Arts

Certificate of Completion

A Certificate of Completion is not an academic credential. There are no state, course or grade requirements for receiving a Certificate of Completion. Credits are not earned towards a Certificate of Completion. Generally, students concentrate on their IEP goals. The student's IEP team will determine if the student will receive a High School Diploma or a Certificate of Completion.

Students who do not receive a High School Diploma are eligible to continue receiving special education services until the age of 26 or per Rule 340.1702. The student who accepts a Certificate of Completion is still able to participate in senior graduation activities if they choose.

Sections of the IEP Document

Annual Goals

A goal is measurable statement that can be obtained within a school year by the student receiving special education services. Data should form the basis for instruction and the goals should be written to allow access to the general curriculum and other activities during or after school. Goals must be measurable, identify who will be responsible for working on them, and identify how progress will be reported to parents.

Short-term objectives

Short-term objectives are the steps toward meeting the goals. A short term objective is something that can be attained within a reporting or grading period. Each benchmark or short-term objective should list the steps necessary to achieve the goal by the end of the school year.

Progress toward goals

The IEP should include information about how the school will measure the student's progress and when reports to the parents will be issued. The measurement should be clear enough so that parents can understand whether their child is being successful or not.

Special Education and Related Services

These services and supports assist the student to advance toward the annual goals, progress in the general curriculum, participate in extracurricular and nonacademic activities, and be educated and participate with all children. The IEP should include any additional training or support needed by the parents, educators, and paraprofessionals.

Participation in the General Curriculum

The IEP must explain how the child's disability affects and adversely impacts his/her participation in the general education setting and other school activities. If a student is removed from any part of the general curriculum, a statement explaining the reason(s) why must be part of the IEP. Adaptations or modifications can be used to support student success in the classroom.

Statewide assessments

All children with disabilities must be part of state and districtwide assessments with appropriate accommodations, including English language proficiency, where appropriate. The IEP team decides whether the student should be given state and/or district assessments, with or without accommodations; or if the student should take the alternate assessment.

- An explanation of why the child cannot take the regular ***assessment***
- A statement explaining how the student will be assessed

Frequency, location, and duration of services

This is the "what, when, where, and for how long" part of the IEP. Each of the services the student needs should be written into the IEP and indicate:

1) how long or how often each session will last (the number of minutes);
2) where the services will be provided (i.e., general education classroom, a resource room, or another setting such as the community); and
3) when the services will begin and end.



Transition Services

For students who will reach the age of ***16*** during the school year, the IEP must document a statement of transition service needs that focuses on the student's course of study and goals to address those needs. Transition services are a coordinated set of activities that focuses on improving academic and skill achievement to prepare for life after school.

The goals should include the needs for: training, education, employment, and independent living, where appropriate. Transition services may include academic instruction, related services, postsecondary education, vocational training, supported employment, community experiences, daily living skills, and work evaluation. Transition plans must include the student's strengths, preferences, and interests. The student must be invited to the IEP meeting.

In preparing for the meeting, parents and teachers should:

- Think about what the child needs to learn to help them be successful after graduation
- Help students explore work and career options while still in high school
- Decide what skills the young person needs to live and work in the community after high school
- Make connections with education and training programs, colleges, agencies, and support services
- Assist in the selection of classes and services that might help the child be successful in his/her adult life
- Learn what agencies provide services to adults with disabilities in the community and invite them to the IEP meeting.



Other IEP Considerations

In addition to the required parts of the IEP described in the previous section, the following components can also be part of the IEP. The decision to add one or more of the following pieces will depend on the nature of the child's disability and how it impacts the child's performance in school.

Behavior

If a child's behavior gets in the way of his/her learning or the learning of other students, then the IEP team should consider the use of positive behavioral interventions and supports. The IEP of a student who requires a behavioral intervention plan (BIP) shall:

- summarize the findings of the functional behavioral assessment;
- summarize prior interventions implemented;
- describe any behavioral interventions to be used, including those aimed at developing or strengthening alternative or more appropriate behaviors;
- identify the measurable behavioral changes expected and methods of evaluation;
- identify a schedule for a review of the interventions' effectiveness; and
- identify provisions for communicating with the parents about their child's behavior and coordinating school-based and home-based interventions.

Limited English Proficiency (LEP)

The language needs of a student who has difficulty understanding and speaking English must be considered by the IEP team. The IEP must include a statement as to the languages or modes of communication in which special English language learning services the student may require, along with necessary support services.

Braille

For a student who is blind or visually impaired, the school shall provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child. For a child who is functionally blind or visually impaired to the extent that Braille instruction is determined necessary, the IEP team must consider the student's reading and writing skills, the student's communication needs, the student's use of reading and writing media, and the student's future needs for instruction in Braille or the use of Braille

Assistive Technology

The term "assistive technology" encompasses a broad range of devices from "low tech" (e.g., pencil grips, splints, paper stabilizers) to "high tech" (e.g., computers, voice synthesizers, Braille readers). These devices include the entire range of supportive tools and equipment from adapted spoons to wheelchairs and computer systems for environmental control. Assistive Technology is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible. Consideration should be given to the needs of the student for assistive technology devices and services. The IEP team must decide if the student needs assistive technology devices and services in order to receive a Free, Appropriate, Public Education (FAPE)

Communication Needs

The communication needs of the student must be considered by the IEP team. An IEP shall be considered "linguistically and culturally appropriate" if it addresses the language and communication needs of a student as a foundation for learning, as well as any cultural factors that may affect the student's education. For students who are deaf or hard of hearing, the IEP team must consider the student's language and communication needs and opportunities for direct communications with peers and professional personnel. The needs must address the student's language and communication mode. The IEP team must consider the student's academic level and full range of needs, including opportunities for direct instruction in the child's language.

Paraprofessional Responsibilities/Duties

Paraprofessionals have a very important role in the field of Special Education. A paraprofessional is an educational worker who is not licensed to teach, but performs many duties both individually with Students and organizationally in the classroom. Your child may be assigned a one-on-one paraprofessional as part of his or her IEP or your child may interact with a paraprofessional assigned to the classroom.

Paraprofessionals may also provide instructional support in the computer lab, library, or media center. A paraprofessional may also be called a paraeducator, teaching assistant, instructional assistant, or an aide. Informally, they may be referred to as a parapro or para. In general, paraprofessionals should be working in support of the teacher, and not doing the teaching by themselves.

Under ideal circumstances, having a certified, enthusiastic, well-prepared paraprofessional can make an enormous difference in the efficiency of your child's classroom and the implementation of your child's IEP. When there are problems, it is often because paraprofessionals are being asked to do things they are not trained to do or have been pressed into service to do administrative tasks for the school outside of their support role in the classroom.

Paraprofessionals often work in special education classrooms. They can work with a child who has a behavior intervention plan to take notes and use the strategies that have been identified to help the child with the problem behaviors. She may encourage positive behavior or redirect the child who is engaging in off-task behavior.

For children with physical challenges, the paraprofessional can assist with feeding and using the bathroom and might help transport a wheelchair-bound child or child prone to wandering to get around the school.

Paraprofessionals often provide one-on-one instructional assistance under the direct supervision of the qualified teacher.

Acronyms and Abbreviations

AAC	Augmentative & Alternative Communication
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactive Disorder
AG	Annual Goal
ARP	Academic Resource Program
ASD	Autism Spectrum Disorder
AT	Assistive Technology
AYP	Adequate Yearly Progress
BIP	Behavior Intervention Plan
BT	Building Team
CA	Chronological Age
CBI	Curriculum Based Instruction
CBM	Curriculum Based Measurement
CEC	Council for Exceptional Children
CF	Child Find
CI	Cognitive Impairment
CIMS	Continuous Improvement & Monitoring System
CMH	Community Mental Health
CP	Cerebral Palsy
DB	Deaf-Blind
DD	Development Delay
DHH	Deaf and Hard of Hearing
DHS	Department of Human Services
DX	Diagnosis
ECSE	Early Childhood Special Education
EDP	Education Development Plan
EI	Emotional Impairment
EO	Early-On

FAPE	Free Appropriate Public Education
FBA	Functional Behavioral Assessment
GERT	General Education Resource Teacher
GLCE	Grade Level Content Expectations
HI	Hearing Impairment
HSCE	High School Content Expectations
H/H	Homebound/Hospitalized
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IEPT	Individualized Educational Planning Team
IFSP	Individual Family Service Plan
IQ	Intelligence Quotient
K-12	Kindergarten through 12th grade
LEA	Local Educational Agency
LRC	Learning Resource Center
LRE	Least Restrictive Environment
MA	Mental Age
MDE	Michigan Department of Education
MDR	Manifestation Determination Review
MET	Multidisciplinary Evaluation Team
MMC	Michigan Merit Curriculum
NCLB	No Child Left Behind
OCR	Office of Civil Rights
OHI	Other Health Impairment
OM	Orientation/Mobility Services
OSE/EIS	Office of Special Education and Early Intervention Services
OT	Occupational Therapist
PA	Public Act
PAGES	Program of Assistance for General Education Students
PC	Personal Curriculum
PI	Physical Impairment
PL	Public Law
PLAAFP	Present Level of Academic and Functional Performance
PREP	Post-Secondary Program
PRR	Peer Reviewed Research
PSW	Pattern of Strengths and Weaknesses

PSY	Psychologist or Psychological Services
PT	Physical Therapist
PWN	Prior Written Notice
REED	Review of Existing Evaluation Data
RR	Resource Room
RTI	Response to Intervention
SBR	Scientifically Based Research
SEA	State Education Agency
SEI	Severe Emotional Impairment
S/L	Speech and Language Services
SLI	Speech and Language Impairment
SXI	Severe Multiple Impairment
TBI	Traumatic Brain Injury
TC	Teacher Consultant
VI	Visual Impairment





Notice of Nondiscrimination
Hazel Park Schools shall not discriminate against any person based on race, color, religion, national origin or ancestry, sexual orientation, gender, age, disability, height, weight, or marital status in any of its programs, services, activities or employment.
Inquiries regarding nondiscrimination policies should be directed to:
Human Resources Director, Edward Fisher at 1620 E. Elza, Hazel Park, MI 48030; 248-658-5200.

EUP

Hazel Park School District

Multi-Tiered System of Supports Handbook

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Introduction

Vision, Mission, and Beliefs

Vision: Inspire and empower all learners.

Mission: The Hazel Park School District in collaboration with all stakeholders prepares and supports students for the future.

We believe all students have the ability to learn, and it is our responsibility to ensure that all students learn in an environment driven by equity, membership in the community, and opportunities to participate in meaningful learning experiences designed to inspire, empower, and engage.

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.

We accomplish this by developing learning environments that offer a comprehensive educational experience that addresses both the academic and non-academic needs of our students through a comprehensive multi-tiered system of support.

The information outlined in this document is designed to:

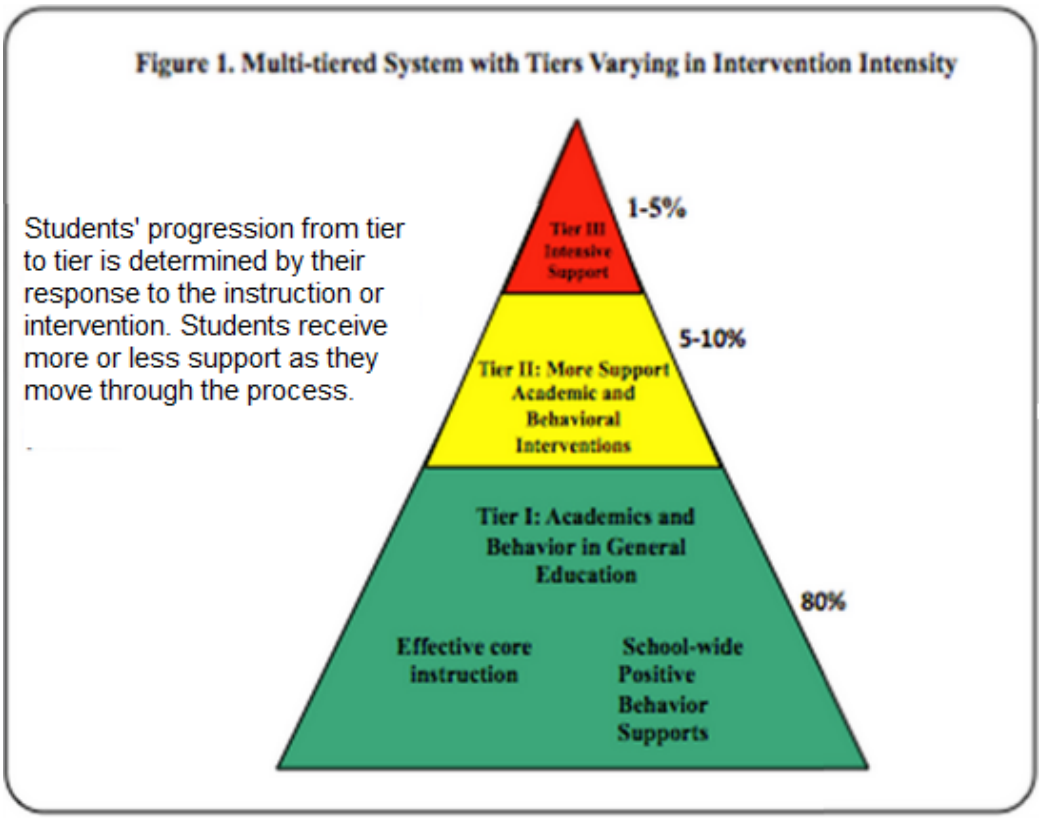
- Assist stakeholders in understanding a Multi-Tiered System of Supports
- Provide an in-depth look at the essential components of an effective MTSS Model
- Clarify the usefulness and value of MTSS in regard to student outcomes
- Explain best practices for the implementation of MTSS for ALL students.

What is a Multi-Tiered System of Support, or MTSS?

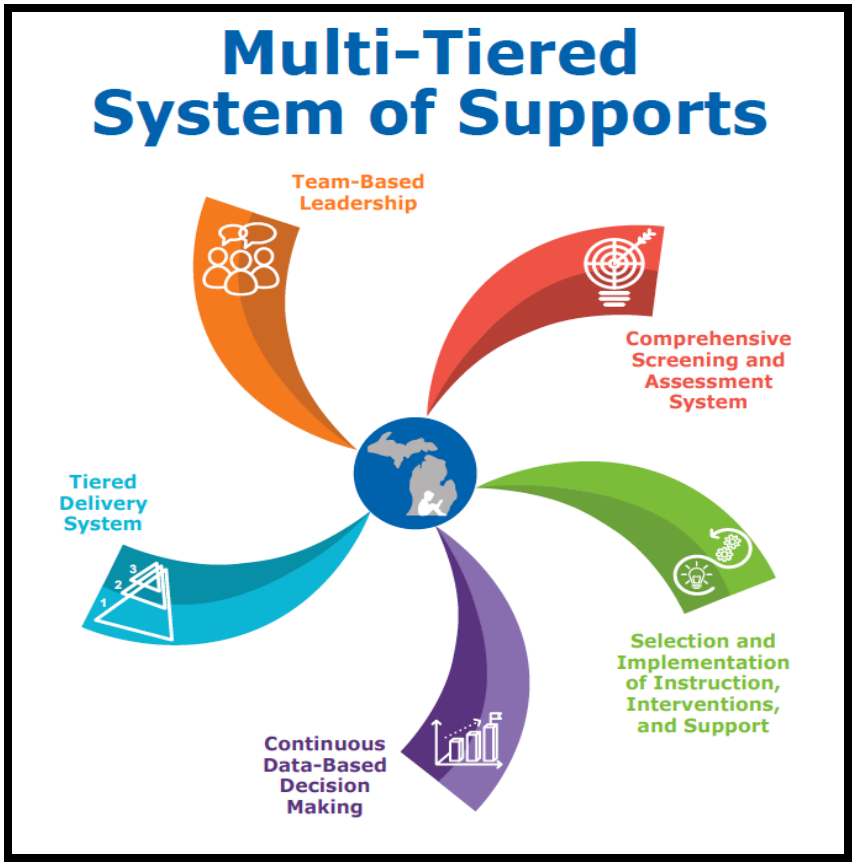
According to the National Center on Response to Intervention, MTSS is defined as follows:

A Multi-Tiered System of Support (MTSS) is a prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs within intervention tiers that vary in intensity. MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes. It also may be called a multi-level prevention system. Increasingly intense tiers (e.g., Tier 1, Tier 2, Tier 3) represent a continuum of supports. Response to intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) are examples of MTSS.

According to Batsche (et al., 2005) MTSS is the" practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions".



A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprising a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to eliminate barriers to learning and support successful learner outcomes (MDE Practice Profile, 2020).



MTSS Guiding Principles:

- A collective responsibility for ensuring growth and success for all learners is assumed by each person within the system (educators, learners, families, and community)
- A proactive approach to ensuring that each and every learner experiences a quality education designed to expand learners' potential
- A commitment to use research and/or evidence-based instruction and interventions
- A commitment to use a systematic problem-solving process to improve outcomes of all learners

- A commitment to ongoing, effective support for educators and leaders including professional learning, feedback, and coaching
- A commitment to use data as a basis for information gathering and to avoid making assumptions
- Attention to fidelity of implementation, honoring both qualitative and quantitative measures
- An investment in systems to promote durability and the scaling up of MTSS (MDE Practice Profile, 2020).

Hazel Park School District MTSS

Hazel Park School District's comprehensive MTSS System of Student Support is designed to create schools where each student has access to high quality learning opportunities, student outcomes are not predictable by demographics, and students feel valued, respected and celebrated for who they are. This means that every single student, regardless of race, ethnicity, gender, socioeconomic status, or any other component of identity, is provided with the support they need to be successful (Bocala and Boudett, 2022). We accomplish this through a system that includes the following components:

Team-Based Leadership: Key Players Roles/Responsibilities

District MTSS Leadership Team

- Develops MTSS guidance handbook
- Provides professional development, resources and materials
- Communicates common message to participants and public
- Establishes roles and responsibilities
- Researches evidence-based instruction/curriculum/intervention
- Evaluates progress and fidelity of the MTSS
- Provide opportunities for feedback from various stakeholders
- Develops, implements, and addresses goals aligned with the District Strategic Plan
- Communicates placement of students in and out of intervention to teachers, staff, and families
- Ensure allocation of resources to support the MTSS process and teaching staff
- Monitor Building MTSS process & data to ensure fidelity of instruction and intervention

Student Services Supervisor

- Member of District MTSS Leadership Team
- Communicate District MTSS procedures to building teams, staff, families, and students
- Support Building MTSS Leadership Team during MTSS meetings/observations when needed
- Monitor Building MTSS process & data to ensure fidelity of instruction and intervention

Building MTSS Leadership Team

- Includes: Building Administrators, Psychologist, Social Worker
- May Include: Ancillary Staff, Teachers, MTSS Coaches/Teachers

- Schedule/attend weekly meetings to identify and discuss students needs & determine the effectiveness of tiered supports/interventions
- Weekly Building Meetings

Building Administrators

- Delegate responsibilities to appropriate staff members
- Communicate procedures to staff, families, and students
- Problem solve with building team to support MTSS process
- Monitor data to ensure fidelity of instruction and intervention
- Hold yearly meeting (usually at Parent Open House) regarding general information about our Title I/Intervention program

Psychologist (academic), Social Worker (behavioral)

- Support staff in analyzing universal screening (benchmark) data and school-wide data
- Complete classroom observations based on Request for Assistance referral
- Problem solve with administrators, interventionists, and teachers in Impact Meetings
- Implement research-based or evidence-based interventions for school-wide use
- Support the analysis, and disaggregation of data to progress monitor and track interventions

MTSS Teachers

- Review and analyze student data to determine student needs and interventions
- Possess knowledge regarding the program being used and how to use it with fidelity
- Provide research-based or evidence-based instruction and/or intervention
- Self-monitor fidelity of instruction, assessment, and intervention
- Review and analyze progress monitoring and diagnostic data to determine tiered supports and apply entry/exit criteria
- When appropriate, problem solve with team members in an Impact Meeting
- Provide letters of entry and exit for families of students receiving Tier 2/3 interventions
- Communicate with parents during Family/School Conferences regarding student progress

Classroom Teachers

- Review and analyze student data to determine student needs within Benchmark Review meetings
- Possess knowledge regarding the program being used and how to use it with fidelity
- Provide research-based or evidence-based instruction and/or intervention
- Self-monitor fidelity of instruction, assessment, and intervention
- Progress monitor on a bi-weekly basis (tier 2)
- When appropriate, problem solve with team members in an Impact Meeting
- Communicate with parents during Family/School Conferences regarding student progress

Instructional Coaches

- Support teachers in implementing instructional strategies determined in Grade Level Meetings
- Assist with professional development as on-site “expert” in specific interventions
- Support Teachers and Principal in setting instructional goals based on data in a Grade Level Meeting

Collaborative Meeting Structures

District MTSS Leadership Team Meetings

The District MTSS Leadership Team, which includes the Superintendent, Executive Director of Teaching Learning, and Assessment, Director of Student Services, and Supervisor of Support Services meet on weekly basis to review the MTSS process, fidelity of implementation, district and/or building data, and identify short and long term goals regarding barriers to implementation and continuous improvement in the MTSS process. The work of this team is to ensure alignment of all district systems in support of the MTSS process, including the strategic plan and school and district improvement plans.

Screening, Benchmark, and or Diagnostic Review Meeting

After benchmarking, the Building MTSS Leadership team compiles available universal screening data (e.g., curriculum-based measurements, M-Step results, iREady data, SAEBRS). A set of decision-making rules are then used to identify students who meet the criteria for reading, math, and socio-emotional, and behavioral interventions. This data is then reviewed by teachers, ancillary staff and building administrators. Progress monitoring data is reviewed, as necessary, for students transitioning between tiers or exiting intervention. Following this process, the building staff determine students entering and exiting Tier II/III interventions.

Grade Level Meetings

Monthly, grade level teachers meet with instructional coaches and administrators to review trends in data, using the problem solving driver, and set goals for improving instruction for all students. Based on these goals, instructional strategies are then developed and refined to improve areas of need. Formative assessments are used to monitor progress and guide instruction. The ultimate goal is to bolster the core curriculum and positive behavior support for all students based on identified needs.

Teacher Collaborative Routine (Grade Level) Meetings

Weekly, the grade level teachers, special education teachers, English learning teachers and MTSS Teachers collaborate to identify what instructional components should be added or changed in the curriculum and submit these to the online input feedback form. During these meetings, teams use their curriculum framework, units, and standards to plan for instruction. New strategies may be shared as to how to meet the needs of at-risk learners.

Request for Assistance Review

Per Request, the Request For Assistance (RFA) review meeting is an organizational time to determine next steps regarding the reported need. A Request for Assistance Form can be completed and submitted online for areas related to behavior management (individual or classwide), instruction, academics, social or emotional concerns, and intervention review, among other things. The school psychologist, social worker, Instructional coach, Special Education Teacher or MTSS Teacher and any other appropriate staff member assigned by the building administrator will respond regarding when the request is reviewed. The team completes observations in at least two settings. Once observations are completed the team reconvenes to review data. The team identifies Tier I strategies and/or Tier II interventions.

The team completes the MTSS Problem Solving & Action Plan, and schedules progress monitoring checks. Per the data, the team may determine to continue, revise, or discontinue Tier II intervention or to implement Tier III interventions.

Impact Meetings

This meeting occurs when a student (general ed, special ed, and/or 504) is not responding to evidence-based interventions (academic or social emotional) delivered with fidelity. The team convenes to discuss a student's rate of progress, barriers to success, and an action plan. The team assesses variables that can be changed to help improve student outcomes, such as time, student ratio, motivation, or the specific program used. Parents are encouraged to participate in the process.

MTSS Review and Feedback Meetings

These meetings occur at periodic intervals throughout the year. The structure gives the district team an opportunity to communicate relevant information, gather feedback about implementation, professional learning needs, and suggestions for improvement. The district also has regular opportunities to collaborate and listen to feedback from parent/guardians in various formats (Superintendent Chats, Title 1 Parent/Family meetings, parent/guardian representation on the district parent leadership team, etc.)

Comprehensive Screening and Assessment System

Universal Screening/Benchmarking, Progress Monitoring, and Diagnostic Assessment

All students participate in universal screening and benchmarking/diagnostic assessments throughout the school year. Assessment data gathered through multiple sources of information is used to determine where an individual student's basic skills are in comparison with other same-aged peers nationally. This information is used to

- Identify which students need intervention
- Monitor students' growth over time
- Assess the effectiveness of programs and interventions

Development and Communication of Yearly Assessment Schedule

Prior to the start of each year, the Executive Director of Teaching, Learning, and Assessment develops a yearly assessment schedule. The district assessment schedule contains the dates of all academic and non-academic assessments (Benchmark, Diagnostic, Progress Monitoring, and State Summative Assessment) and screeners, which is disseminated to school staff and posted on the district website.

- 2022-2023 District Assessment Schedule

Key: Assessment Type

- Curriculum-Embedded Local Assessment - LA
- Universal Screener = US
- Benchmark = BM
- Progress Monitoring = PM
- Diagnostic = D
- Summative State Assessment = SSA
- College Board = CB

Reading

Kindergarten - 2nd Grade

Assessment	Type	Fall	Winter	Spring
i-Ready Diagnostic	US/BM	☑	☑	☑
i-Ready Growth Monitoring	PM	☑	☑	☑
IRLA Baseline Reading Levels	US/BM & D	☑		
IRLA Conferencing & Level Checks	PM & D	Ongoing Formative Assessment		
*WIDA	SSA		☑	

*Students identified as Limited English Proficiency

3rd - 8th Grade

Assessment	Type	Fall	Winter	Spring
i-Ready Diagnostic	US/BM	☑	☑	☑
i-Ready Growth Monitoring	PM	☑	☑	
IRLA Baseline Reading Levels	US/BM & D	☑		
IRLA Conferencing & Level Checks	PM & D	Ongoing Formative Assessment		
Mi-Access	SSA			☑
M-STEP	SSA			☑
*WIDA	SSA		☑	

*Students identified as Limited English Proficiency

9th - 12th Grade

Assessment	Type	Fall	Winter	Spring
i-Ready Diagnostic (Edison & INVEST)	US/BM	☑	☑	☑
i-Ready Growth Monitoring (Edison & INVEST)	PM	☑	☑	N/A
College Spring (11th Grade HPHS ONly	CB	☑		
PSAT/NMSQT (9th - 11th HPHS)	CB	☑		
ACT Workkeys	SSA			☑
Mi-Access	SSA			☑
M-STEP	SSA			☑
PSAT 9, 10, & SAT	SSA			☑
*WIDA	SSA		☑	

*Students identified as Limited English Proficiency

Math

Kindergarten - 2nd Grade

Assessment	Type	Fall	Winter	Spring
i-Ready Diagnostic	US/BM	☑	☑	☑
i-Ready Growth Monitoring	PM	☑	☑	☑
Math Investigations Unit Assessments	LA	Ongoing Unit Assessments (Grades 1-2)		

3rd - 8th Grade

Assessment	Type	Fall	Winter	Spring
i-Ready Diagnostic	US/BM	☑	☑	☑
i-Ready Growth Monitoring	PM	☑	☑	
Math Investigations Unit Assessments - Grades 3-5	LA	Ongoing Unit Assessments		
Mi-Access	SSA			☑
M-STEP	SSA			☑

9th - 12th Grade

Assessment	Type	Fall	Winter	Spring
i-Ready Diagnostic (Edison & INVEST)	US/BM	☑	☑	☑
i-Ready Growth Monitoring (Edison & INVEST)	PM	☑	☑	N/A
College Spring (11th Grade HPHS ONly	CB	☑		
PSAT/NMSQT (9th - 11th HPHS)	CB	☑		
ACT Workkeys	SSA			☑
Mi-Access	SSA			☑
M-STEP	SSA			☑
PSAT 9, 10, & SAT	SSA			☑

Non-Academic: Social, Emotional & Behavioral

Kindergarten - 1st Grade

Assessment	Type	Fall	Winter	Spring
SAEBRS	Teacher Rating	☑	☑	☑

2nd-12th Grade

Assessment	Type	Fall	Winter	Spring
SAEBRS	Teacher Rating	☑	☑	☑
MY SAEBRS	Student Rating	☑	☑	☑

Assessment Benchmark and Norms - Criteria and Decision Making Rules for Interventions

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

Students participate in a universal screening/diagnostic process three times a year in fall, winter and spring, along with ongoing formative, diagnostic, and summative assessments. After this occurs, the data are compiled by building and/or district administrators, instructional coaches, school psychologists and/or MTSS teachers. The data is reviewed during grade level and MTSS Building Leadership team meetings to identify areas of growth, impact of instruction and interventions, and students who may need additional tiered support. Tiered support may be provided by the general or special education teachers, MTSS teachers, or ancillary staff.

Hazel Park School District has developed general benchmarks, aligned to the tiered system of support, for both academic and non-academic measures. These benchmarks are part of a balanced, whole child approach to identify the most appropriate support for each child or groups of students. The information below outlines the benchmarks for each tier, providing guidance on student's entry/ exit from interventions.

Academic Measures - Tiered Entrance Criteria

Reading

Data Sources	Grade Span	Tier 3	Tier 2	Tier 1
COR Data - LLC	EC	0 - 3.49	3.5 - 4.99	5.0 - 7
i-Ready Reading Diagnostic	K-8	Two or More Grade Grade Levels Below	One Grade Level Below	Early On, At or Above Grade Level
IRLA Diagnostic	K-8	Emergency	At-Risk	Proficient or Above
Course Grades	6-8	<1.0	1.4 - 2.0	>2.4

		F to D	D- to C+	B- to A
Fall PSAT/NMSQT	9-11	Did Not Meet Proficiency	Approaching Proficiency	Met Proficiency
College Spring	11	Did Not Meet Proficiency	Approaching Proficiency	Met Proficiency

Important Note: Curriculum-embedded and formative assessment data is also used as part of the whole child approach

Math

Data Sources	Grade Span	Tier 3	Tier 2	Tier 1
COR Data - Mathematics	EC	0 - 3.49	3.5 - 4.99	5.0 - 7
i-Ready Math Diagnostic	K-8	Two or More Grade Grade Levels Below	One Grade Level Below	Early On, At or Above Grade Level
Investigations Math Unit Assessments	K-5	Tier 3 (Below Basic	Tier 2 (Basic)	Tier 1 (Proficiency/ Above
Course Grades	6-8	<1.0 F to D	1.4 - 2.0 D- to C+	>2.4 B- to A
Fall PSAT/NMSQT	9-11	Did Not Meet Proficiency	Approaching Proficiency	Met Proficiency
College Spring	11	Did Not Meet Proficiency	Approaching Proficiency	Met Proficiency

Important Note: Curriculum-embedded and formative assessment data is also used as part of the whole child approach

Non-Academic Measures - Tiered Entrance/Placement Criteria

Data Sources	Grade Span	Tier 3	Tier 2	Tier 1
SAEBRS - Teacher Rating	K-12	High Risk	Some Risk	Low Risk
My SAEBRS - Student Rating	K-12	High Risk	Some Risk	Low Risk
MISTAR Chronic Absenteeism	EC-12	>20%	10%-19%	<10%
SWIS Discipline - Minors	K-12	0-3	4-6	6 or More
SWIS Discipline - Majors	K-12	0-1	2-3	4 or More
School Threats	K-12	2	1	0
Substance Abuse	K-12	2	1	0

Important Note: Classroom-based observation and formative assessment data is also used as part of the whole child approach

Monitoring Student Progress in Interventions

Progress monitoring is a way to document and assess student progress over time. Students participating in reading or math intervention are progress monitored on a regular basis, with increased touchpoints for students in Tier 2 and Tier 3 interventions. Teachers or ancillary staff will monitor student learning using appropriate tools for the specific intervention or diagnostic outcome.

Progress Monitoring Decision Making Rules

- If a student's progress monitoring checks meet or exceed Tier 2 benchmarks and/or the student specific goal(s), the student will transition from Tier 3 to Tier 2 or be exited from intervention support. A minimum of three data points is required.

- If a student's progress is consistently below the student specific goal, as evidenced by 3 data points teachers or Interventionists shall complete a Request for Assistance form.
    - In response to this request, the follow-up may include the addition of instructional coaching to support the interventionist, the review of fidelity checklists, and the review of data to determine the appropriateness of the intervention.

Exit/Transition Criteria

Exit/Transition	**Criteria**
Tier 3 to Tier 2	• Benchmarking/diagnostic data no longer meets the Tier 3 entrance criteria • Progress monitoring data meets or exceeds Tier 2 benchmarks with at least 3 consecutive data points at or above
Tier 2 to Tier 1	• Benchmarking/diagnostic data no longer meets the Tier 2 entrance criteria • Progress monitoring data indicates grade level performance with at least 3 consecutive data points showing adequate progress toward end of year benchmarks

Tiered Delivery System: Multi-Tiered, Layered System of Support

Tier 1 - Core Instruction

- High-quality, grade level, and standards aligned instruction for all students
- Researched-based instruction and interventions provided in the classroom, and available to all learners
- Administration of universal screening, benchmark, and diagnostic measures to all students
- Routine analysis of core curriculum through regular data reviews
- For approximately 80% of students, Tier 1 instruction will meet academic and behavioral needs

Tier 2 - Supplemental, Targeted Support

- Supplemental targeted intervention, at the grade or course level, intended for learners who require support in learning course/grade level materials, with a specific focus on skills.
- Tier 2 instruction is in addition to Tier 1 core instruction in the area of need
- Small group research-based or evidence-based interventions aligned with Tier 1 instruction
- Focused on increased opportunities for practice and corrective feedback
- Identification of students through universal screening, benchmarking, and or diagnostic measures
- Regular progress monitoring and implementation of the problem solving process for students who may not be showing growth and/or acceleration of learning.
- For approximately 10-15% of students, Tier 2 instruction will meet academic and behavioral needs

Tier 3 - Intensive Support

- Intensive and/or individual support for students performing two or more grade levels below, are not responding to Tier 2 supports and interventions, or demonstrate severe and persistently challenged, academic or non-academic needs.
- Tier 3 instruction is in addition to Tier 1 core instruction in the area of need
- Small group or individualized research-based or evidence-based instruction
- Identification of students through universal screening, benchmarking, and or diagnostic measures
- Regular progress monitoring and implementation of the problem solving process for students who may not be showing growth and/or acceleration of learning.
- For approximately *1-5% of students, Tier 2 instruction will meet academic and behavioral needs

Important Note: The tier-based percentages represent best-practice. Current data indicates significantly higher percentages in Tier 2 and Tier 3. The information outlined in the MTSS Handbook references best practice and serves as a growth target for Hazel Park School District.

Approximate Duration of Interventions

	Tier I: Core Class curriculum	**Tier II Small group Intervention**	**Tier III: Intensive Intervention**
Elementary	Classroom Teacher all day	• 30 minutes Math /Reading Intervention Time • ELA and Math strategy groups • MTSS Teacher and Classroom Teacher • Differentiated instruction	• 30 Minutes Math and Reading Small Group/ ELA and Math Strategy Groups: MTSS, EL, & Special Education Teacher
Middle School	Classroom Teacher all day	• 30 minutes Math /Reading Intervention Time • ELA and Math strategy groups • MTSS Teacher and Classroom Teacher • Differentiated instruction	• 30 Minutes Math and Reading Small Group/ ELA and Math Strategy Groups: MTSS, EL, & Special Education Teacher
High School	Classroom Teacher all day	• 20-30 Minutes 1-2 Times/Week	• 50 Minutes/Day Read 180 Classroom Instructor • 20-30 Minutes 2-3 times/week

Invest	Classroom Teacher All day w ESL Instructional Para Support	• *Friday 1/2 Day Tutoring and Intervention Support	• *Friday 1/2 Day Tutoring and Intervention Support

*Friday is a non-scheduled school day for INVEST. This day is utilized to provide Tier 2 and Tier 3 tutoring and other intervention supports.

Types of Support

Differentiation/Specialized Instruction

Differentiation includes changes to instruction designed to meet the needs of students at different instructional levels within the classroom and should be a natural part of the core instruction within each tier of instruction. Differentiation may include additional small group instruction and /or purposeful design of instructional centers within the classroom to meet the needs of learners at a variety of levels. Differentiated instruction should be utilized with all students regardless of whether or not they are provided with a 504 or IEP.

Examples of differentiation :

- Ability grouping students for small group reading during the literacy block and using appropriate below level on level , and above level text to teach the emphasized concepts for the current lesson /unit
- Providing targeted lessons to address a specific need of a small group of students a few times within a given week or instructional unit (rather than consistently over a much longer period of time, as would be the case with an intervention).

Intervention

An intervention is a specific academic/behavioral strategy or program that differs from activities occurring in the student' s classroom as part of the general curriculum. An intervention is instruction designed to build/improve an at-risk student's skills that are necessary to allow him/her to build/improve an at-risk student's skills in areas that are necessary to allow him/her to achieve grade level expectations.

An Intervention

- Must involve instruction.
- Must be provided in a small group or individually
- Must be in addition to and not in place of the general curriculum
- Must be provided consistently a minimum of three times a week over a period of at least 6-8 weeks for duration, per session, supported by research.
- Can not be more of the same thing, presented in the same way. Must be focused on remediating a skill deficit.
- Must have a logical structure/progression of skills or be targeted to a specdive identified weakness

An Intervention is not:

- Completing a form or worksheet
- Giving the student an assessment or doing a classroom observation
- A change in seating or other change in the classroom environment

- Progress monitoring
- Parental contact
- Extra homework or extra practice activities to be completed at home
- Reading buddies
- Retention
- In or out of school suspension
- Small group or any other instructions, if the instruction is not specific to the student's identified problem and do not include frequent and ongoing process monitoring that measure the impact of the instructions on the students learning
- Other accommodations, motivation or differentiation.

An intervention is what the classroom teacher or another designated and trained interventionist does with a student. An intervention is the specific instructions provided to meet the students academic needs (program/lesson /strategies that are taught)

Accommodations

Accommodations are changes to the way a child is expected to learn or how she/he is tested. Accommodations eliminate obstacles that would interfere with a students' ability to perform or produce at the same standard of performance as all general education students.

Accommodations:

- Are changes in instruction that enable children to demonstrate their abilities in the classroom or assessment /testing setting
- Are intended to reduce or even eliminate the effects of a student's academic or behavioral deficits.
- Do not reduce learning expectations.

Examples of Accommodations:

- Reading a test to a student (with no additional help). This does not apply to reading or state testing such as Science or Math (unless noted on an IEP)
- Allowing extra time to take the same test or complete the same assignment
- Signing an assignment book
- Breaking down work into smaller segments, but still expecting all elements to be completed
- Staying after school for homework help
- Preferential seating
- Providing an extra set of books at home
- Home-school communication journal
- Books on tape.

Modifications

Modifications are changes to what a child is taught or expected to learn. Modifications are changes that actually modify the standards of performance. In order to provide modifications, a modification must first be identified on a student's Individual Education Program (IEP).

Modifications

- Are substantial changes in what the student is expected to demonstrate
- May be changes in instructional level, content and performance criteria , and may include changes in test form or format or alternative assignments.
- Can increase the gap between the achievement of students with academic/ behavioral deficits and expectations for proficiency at a particular grade level.

Examples of Modifications:

- Reading a reading test to a student
- Reading a test and rewording/re-explaining question on the test
- Test created at the student's reading level
- Tests created including pictures or other visual aides
- Construction of test items at the student's cognitive level of development
- Shortening a spelling test or others assignment

Selection and Implementation of Instruction, Interventions, & Supports

Hazel Park School District has a comprehensive process for the development of Tier 1 curriculum and the district's instructional frameworks. The selection of resources to support Tier 1 instruction is a key component of this process. As a district, we are committed to implementing best practice and using research based resources for Tier 1 instruction as well as Tier 2 and Tier 3 MTSS interventions.

Academic Supports - Grades K-8

Tier 1 Curriculum and Instruction

- Tier 1 effective core instruction and supports that are provided to all students
- This instruction is dynamic and responsive and includes initial prevention and supports
- Research-based instructional strategies that include
  - Explicit, direct instruction
  - Small group, differentiated instruction
  - Universal Design for Learning
  - Standards-Driven Curriculum
  - High-Level Questioning and Vocabulary Development
  - Student engagement and Discourse

Reading Tier 1 Core Curricular Documents

- Visions of High Quality Instruction
- Curriculum Units
- Instructional Framework

Math Tier 1 Core Curricular Documents

- Visions of High Quality Instruction
- Curriculum Units
- Instructional Framework

Tier 2 - Supplemental, Targeted Interventions

- Instructional Frequency and Duration: 3-4 times/week, 20-30 minutes
- Instructional Group Size: 5-6
- Instructional Focus:
  - Short-term, targeted (based on data) supports, layered onto Tier 1 instruction
  - Additional support focused on current essential standards and/or skill deficits

Tier 2 Intervention	Staff Delivering Instruction	Data Source & Entry Criteria	Additional Data	Progress Monitoring	Data Source & Exit Criteria

Reading Strategy Groups - Power Goals	Classroom and/or MTSS Teacher	i-Ready Tier 2 IRLA At-Risk	Curriculum Based Assessments Formative Assessments	Formative Assessments IRLA Level Checks i-Ready Growth Monitoring	i-Ready Tier 1 IRLA: Proficient or Above
Math Focus/Strategy Groups	Classroom and/or MTSS Teacher	i-Ready Tier 2 **Math Unit Asmt**: Basic	Math Unit Assessments	Formative Assessments i-Ready Growth Monitoring	i-Ready Tier 1 **Math Unit Asmt**: Proficient or Advanced

Tier 3 - Intensive Interventions

- Instructional Frequency and Duration: 5 times/week, 30-60 minutes
- Instructional Group Size: 5-6
- Instructional Focus:
  - Increased intensity of interventions (e.g., smaller group or individualized, increased time, longer duration).
  - Additional support focused on below grade-level essential standards and/or skills deficits

Tier 3 Intervention	Staff Delivering Instruction	Data Source & Entry Criteria	Additional Data	Progress Monitoring	Data Source & Exit Criteria
Reading Mastery	MTSS Teacher	i-Ready Tier 3 (Three of More Grade Levels Below); and/or IRLA Emergency Level	Reading Mastery Diagnostic Tool	Intervention Specific Progress Monitoring Assessment; IRLA	i-Ready and or IRLA At-Risk; Intervention Placement Tests
Corrective Reading Decoding or Comprehension	MTSS Teacher	i-Ready Three or More Grade Levels Below,, and/or IRLA Emergency Level	Reading Mastery Diagnostic Tool	Intervention Specific Progress Monitoring Assessment; IRLA	i-Ready Tier 2 and or IRLA At-Risk; Intervention Placement Tests
Connecting Math Concepts	MTSS Teacher	i-Ready Three or More Grade Levels Below,	Reading Mastery Diagnostic Tool	Intervention Specific Progress Monitoring Assessment	i-Ready Tier 2 and or IRLA At-Risk; Intervention Placement Tests
Touch Math	MTSS Teacher	i-Ready Three or More Grade Levels Below,	Reading Mastery Diagnostic Tool	Intervention Specific Progress Monitoring Assessment	i-Ready Tier 2 and or IRLA At-Risk; Intervention Placement Tests

Academic Supports - Grades 9 - 12

Tier 1 Curriculum and Instruction

- Tier 1 effective core instruction and supports that are provided to all students
- This instruction is dynamic and responsive and includes initial prevention and supports
- Research-based instructional strategies that include
  - Explicit, direct instruction
  - Small group, differentiated instruction
  - Universal Design for Learning
  - Standards-Driven Curriculum
  - High-Level Questioning and Vocabulary Development

Reading Tier 1 Core Curricular Documents

- Visions of High Quality Instruction
- Curriculum Units
- Instructional Framework

Math Tier 1 Core Curricular Documents

- Visions of High Quality Instruction
- Curriculum Units
- Instructional Framework

Tier 2 - Supplemental, Targeted Interventions

- Instructional Frequency and Duration:
- Instructional Group Size:
- Instructional Focus:
  - Short-term, targeted (based on data) supports, layered onto Tier 1 instruction
  - Additional support focused on current essential standards and/or skill deficits

Tier 2 Intervention	Staff Delivering Instruction	Data Source & Entry Criteria	Additional Data	Progress Monitoring	Data Source & Exit Criteria
Reading Strategy Groups	Classroom and/or MTSS Teacher	Results from Curriculum Embedded Assessments and/or Grades	Curriculum Based Assessments Formative Assessments	Formative Assessments	Results from Curriculum Embedded Assessments and/or Grades
Read 180	MTSS Teachers	**i-Ready:** Three or More Grade Levels Below (8th scores)	Not Applicable	Intervention specific progress	Intervention Embedded Placement /Inventories

				monitoring assessment	
Math Focus/Strategy Groups	Classroom and/or MTSS Teacher	Results from Curriculum Embedded Assessments and/or Grades	Math Unit Assessments	Formative Assessments	Results from Curriculum Embedded Assessments and/or Grades
Teacher Support, Self-Paced Online Courses (Reading and Math)	Classroom Teacher	Results from Curriculum Embedded Assessments and/or Grades	Not Applicable	Formative and Summative Assessments	Course Completion and Passing Grade
MTSS Daily/Hourly - Reading and Math Support	Classroom and/or MTSS Teacher	Grades, Formative or Summative Assessments; 1.4 - 2.0	Not Applicable	Grades, Formative or Summative Assessments	Grades, Formative or Summative Assessments; >2.0
Tutoring - Out of School Time	Certified Teaching Staff	Support available to all students; Student self selects or teachers may recommend attendance	Not Applicable	Not Applicable	Not Applicable

Tier 3 - Intensive Interventions

- Instructional Frequency and Duration:
- Instructional Group Size:
- Instructional Focus:
    - Increased intensity of interventions (e.g., smaller group or individualized, increased time, longer duration).
    - Additional support focused on below grade-level essential standards and/or skills deficits

Tier 3 Intervention	Staff Delivering Instruction	Data Source & Entry Criteria	Additional Data	Progress Monitoring	Data Source & Exit Criteria
Read 180	MTSS Teachers	**i-Ready:** Three or More Grade Levels Below; Below 10% percentile & Teacher Recommendation	Not Applicable	Intervention specific progress monitoring assessment	Read 180 QRI-6. High school level proficiency
MTSS Support Hour(s) - Reading and Math	MTTS, General, or Special Education Teachers	Grades, Formative or Summative Assessments; Failing Grade <1.0	Not Applicable	Formative or Summative Assessments	Grades, Formative or Summative Assessments; 1.4 or Above

Non-Academic Supports

Grades K-12

Tier 1 Behavior and Social Emotional Support

- Tier 1 effective universal supports provided to all students
- This instruction is dynamic and responsive and includes initial prevention and supports to provide a more safe, positive and culturally responsive environment for all students, families and staff members
- Core principles and practices guiding Tier I include
    - Effectively teach school-wide behavior expectations (ie. lessons, visuals, matrix)
    - Effectively teach appropriate SEL skills based on Collaborative for Academic, Social, and Emotional Learning (CASEL) 5 competencies
    - Consistent procedures for encouraging expected behavior (ie. praise, rewards, celebrations)
    - Consistent data-based monitoring of school-wide, classroom, and student progress
    - Consistent professional development to ensure staff knowledge of procedures/curriculum

Tier 1 Core Curricular Documents

- Positive Behavioral Intervention and Supports (PBIS) (Appendix C)
    - References for the Evidence Base of PBIS
    - Family Resources
- Transforming Research into Action to Improve the Lives of Students with Social and Emotional Learning (TRAILS) (Appendix C)
    - Social Emotional Learning Training Resources
    - Tier I Information Page
- Restorative Practices (RP) (Appendix C)
    - Restorative Practices Handout

Tier 2 - Supplemental, Targeted Interventions

The Tier 2 provides targeted support for students requiring additional support from Tier I support. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3 supports.

Tier 2 interventions core features include:

- Student demonstrated minimal progress from Tier 1 universal supports
- Student qualifies for entry criteria for Tier 2 interventions
- Evidenced-based interventions & trained staff
- Fidelity checks are completed every 1-2 weeks
- Continuous monitoring for decision-making (continue, alter, exit intervention)

Tier 2 Intervention	Staff Delivering Instruction	Data Source & Entry Criteria	Additional Data	Progress Monitoring	Data Source & Exit Criteria
Social Work	Social Workers in all buildings	SAEBRS (SEL Scales): High Risk Level	Not Applicable	Social Workers data/target behavior	SAEBRS (SEL scales): lower risk level

Small Groups (various social skills)		Teacher/Parent Request Threat to harm self/others Substance Abuse			
TRAILS (SEL) Small Groups (anxiety/depression)	Mental Health Professionals Trained (social workers, counselors, psychologists)	SAEBRS (SEL scales): High Risk Level	10 sessions Trails Curriculum	Pre/Post Test Grades 2-8 mood and feelings questionnaire; 9-12 Patient Health Questionnaire, Generalized Anxiety Disorder,(PHQ-9T and GAD-7)	SAEBRS (SEL scales): lower risk level
Restorative Practices Small Groups (repair relationship)	Administrators, Teachers & Mental Health Professionals Trained (social workers, counselors, psychologists)	Discipline Referral/ Re-entry Meeting	Not Applicable	Not Applicable	Not Applicable
Check In Check Out (CICO)	CICO facilitator CICO coordinator	Behavior Intervention Grid per Building (eg. discipline referrals, function of behavior: attention)	Fidelity Checks 2 times per month	CICO SWIS reports Discipline Referrals	Behavior Intervention Grid per Building
Why Try	Social Worker Counselor Psychologist	Behavior Intervention Grid per Building (eg. attendance, SWIS referrals, detentions, failing grades)	Not Applicable	NOWICKI-STRICKLAND Locus of control pre and post test. Scoring document Why Try.org pre and post test	Behavior Intervention Grid per Building
School-Home Note (suitable for elementary/middle school students)	Teachers and parents	Behavior Intervention Grid per Building	Implementation instructions (pdf) Home/school note example	Behavior Intervention Grid per Building	Behavior Intervention Grid per Building

Brief Functional Behavior Analysis (FBA) and Behavior Intervention Plan (BIP)	School Psychologist or Social worker	Behavior Intervention Grid per Building	Fidelity Checks 2 times per month	*Team must monitor progress at least 2 x per month. *If a student is not making progress, intensify services-only if fidelity has been monitored.	Exit criteria is specific to individual students and decreasing target behavior.

Tier 3- Intensive Interventions

The Tier 3 provides targeted support for students (1-5% students) requiring additional support from Tier I and Tier 2 support. Essentially, the support at this level is the highest and most intense level of individualized support for students in need.

Tier 3 interventions core features include:

- Student demonstrated minimal progress from Tier 1 universal supports
- Student demonstrated minimal progress from Tier 2 interventions
- Evidenced-based interventions & trained staff
- Fidelity checks are completed every 1-2 weeks
- Continuous monitoring for decision-making (continue, alter, exit intervention)

Tier 3 Intervention	Staff Delivering Instruction	Data Source & Entry Criteria	Additional Data	Progress Monitoring	Data Source & Exit Criteria
TRAILS (SEL) Individual (suicide awareness)	Mental Health Professionals Trained (social workers, counselors, psychologists)	SAEBRS (SEL scales): High Risk Level	10 sessions Trails Curriculum	Pre/Post Test Grades 2-8 mood and feelings questionnaire	SAEBRS (SEL scales): lower risk level
Intensive Functional Behavioral Assessment(FBA) and Behavior Intervention Plan (BIP)	Building PBIS/SEL Team	Limited/none progress to Tier 2 interventions. SWIS data Observational data	FBA form BIP form	Weekly monitoring of SWIS referrals.	Specific to Individual Students and Decreasing Target Behavior.
Referral to Easter Seals	Easterseals Staff	Per Easterseals Criteria/PBIS/SEL Team referral	Easterseals form	Progress Monitoring by Easterseals Team	

Referral to Youth Assistance	Youth Assistance Staff	Per Youth Assistance Criteria/Building Admin Referral	Not Applicable	Progress Monitoring by Youth Assistance Staff	Specific to Individual Students and Decreasing Target Behavior.

Grades K-12

Tier 1: Attendance and Chronic Absenteeism

Hazel Park Schools utilizes the following Tier 1 universal supports (Attendance Works, 2022)

- Clear, concise and consistent communication about schedules and expectations
- Routines, rituals and celebrations related to attendance and engagement
- Personalized communication to families when students are absent
- Recognition of good and improved attendance
- Impact of attendance on whole child widely understood
- Connection to a caring adult in the school
- Every child and their family encouraged to develop a success plan that includes attention to attendance
- Attendance letter sent to parents/guardians when a student has accumulated 5 absences

As a district, we have started the process of implementing the Parent Teacher Home Visit model as a Tier 1 family and student engagement strategy. Expanded use of home visits is a goal for Hazel Park School District, along with other family and student engagement strategies. As stated by Attendance Works, “Reducing chronic absence goes hand in hand with cultivating positive conditions for learning. When schools provide engaging, supporting, welcoming and culturally responsive environments families are included to help their children get to school, and students are motivated to attend, even when there are hurdles to getting there.”

Attendance Resources

- Attendance Process and Letter
- Truancy Officer
- Attendance Works

Tier 2 - Supplemental, Targeted Interventions

- Tier 2 Interventions applied if students have missed 10 - 15 days.

Tier 2 Intervention	Staff Delivering Instruction	Data Source & Entry Criteria	Additional Data	Progress Monitoring	Data Source & Exit Criteria
Attendance Letters and Parent Communication	Building Principal	Attendance and Chronic Absence Report; 10-15 days	Not Applicable	Attendance and Chronic Absence Report	Reduction in Chronic Absences

Pathways to Potential Social Work Support	Building Principal	Attendance and Chronic Absence Report; 10-15 days	Not Applicable	Attendance and Chronic Absence Report	Reduction in Chronic Absences
Student Success Plan (New; not fully in place)	TBD	TBD	TBD	TBD	TBD
Home Visit	Teachers, Building Principal, Paras, Ancillary Staff	Attendance and Chronic Absence Report; 10-15 days	Not Applicable	Attendance and Chronic Absence Report	Not Applicable
Provide Wraparound Supports (Basic Needs, Transportation, Mental Health, etc.)	District Team, Building Principal, Paras, Ancillary Staff	Attendance and Chronic Absence Report; 10-15 days	Not Applicable	Attendance and Chronic Absence Report	Reduction in Chronic Absences; Resolution of Attendance Barrier

Tier 3- Intensive Interventions

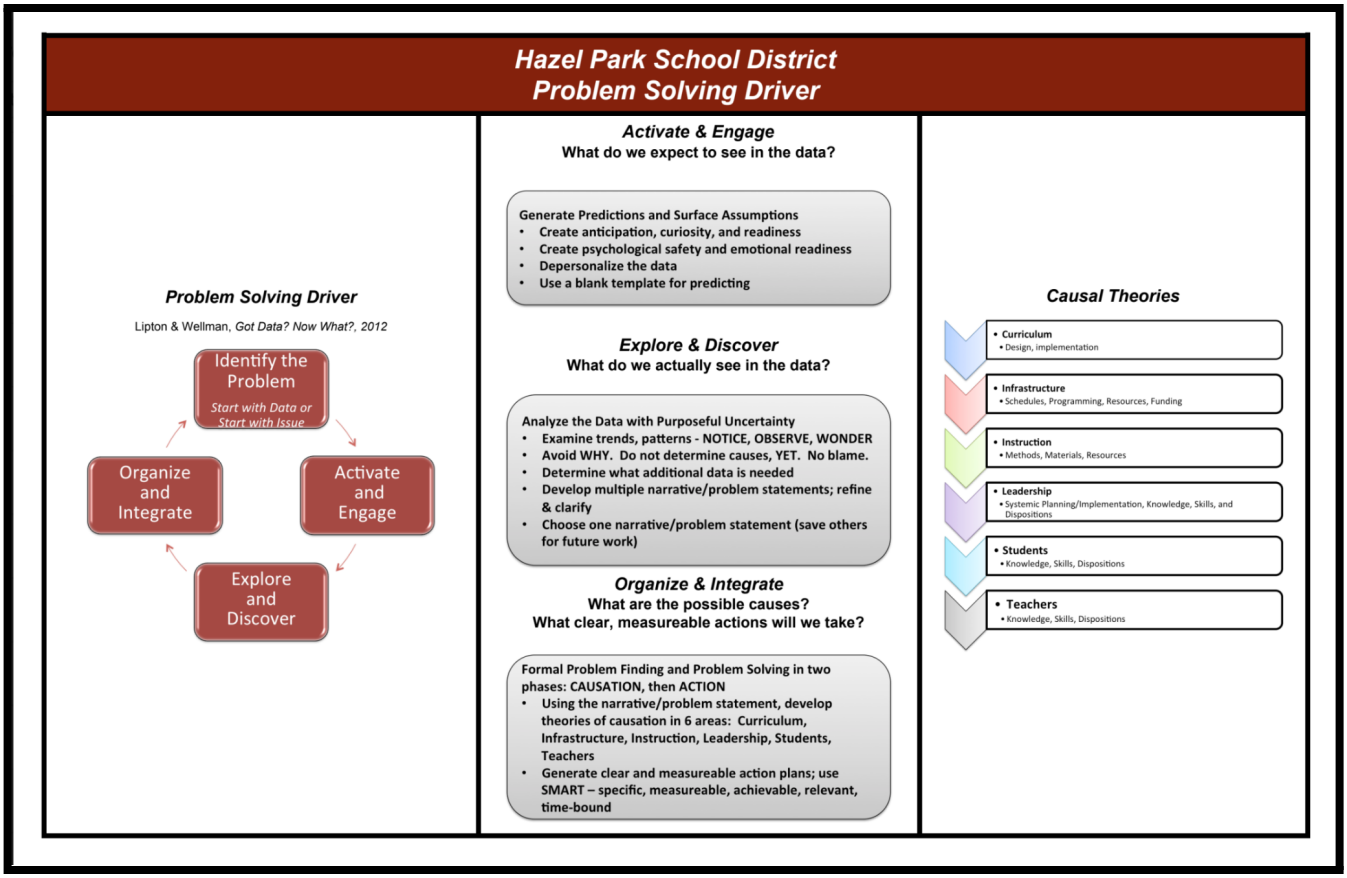
- Tier 3 Interventions applied if students have missed 20 days or more.

Tier 3 Intervention	Staff Supporting Intervention	Data Source & Entry Criteria	Additional Data	Progress Monitoring	Data Source & Exit Criteria
Attendance Letters and Parent Communication	Building Principal	Attendance and Chronic Absence Report; 20 days or more	Not Applicable	Attendance and Chronic Absence Report	Reduction in Chronic Absences
Pathways to Potential Social Work Support	Pathways to Potential Social Worker	Attendance and Chronic Absence Report; 20 days or more	Parent or Guardian Feedback Data	Attendance and Chronic Absence Report	Reduction in Chronic Absences
Home Visit	Teachers, Building Principal, Paras, Ancillary Staff	Attendance and Chronic Absence Report; 20 days or more	Not Applicable	Attendance and Chronic Absence Report	Not Applicable
Provide Wraparound Supports (Basic Needs, Transportation, Mental Health, etc.)	District Team, Building Principal, Paras, Ancillary Staff	Attendance and Chronic Absence Report; 20 days or more	Not Applicable	Attendance and Chronic Absence Report	Reduction in Chronic Absences; Resolution of Attendance Barrier
Truancy Referral	Truancy Office	Chronic Absence Report; 20 days or more	Parent or Guardian Feedback Data	Monitored by School and Truancy Office	Reduction in Chronic Absences

Continuous Data-Based Decision-Making

Hazel Park School District utilizes a district-wide problem-solving process, based on the work of Lipton and Wellman in Got Data? Now What? (2012). Data based decision-making, through systematic problem-solving, is an essential component of the multi-tiered system of support. The problem-solving driver is based on careful analysis of multiple sources of academic and non-academic sources of data. Through this process, staff identify trends, areas of need or opportunities for growth, and causal theories. These causal theories lead to strategic actions which are designed to improve Tier 1 instruction and identify students for Tier 2 and Tier interventions. In addition to the problem solving driver, the MTSS Problem Solving & Action Plan guides Building Leadership teams to develop plans and monitor progress for individual students.

Problem Solving Driver
Lipton & Wellman, Got Data? Now What?, 2012



Identify the Problem: What is the Problem?

- Define the area(s) of concern and prioritize.
- Review/Collect baseline data on the primary area(s) of concern.
- State discrepancy between what is expected and what is occurring.

Activate and Engage: Why is it occurring?

- Generate predictions and surface assumptions
- Create psychological safety and emotional readiness
- Use a blank template for predicting

Explore and Discover: Why is it occurring?

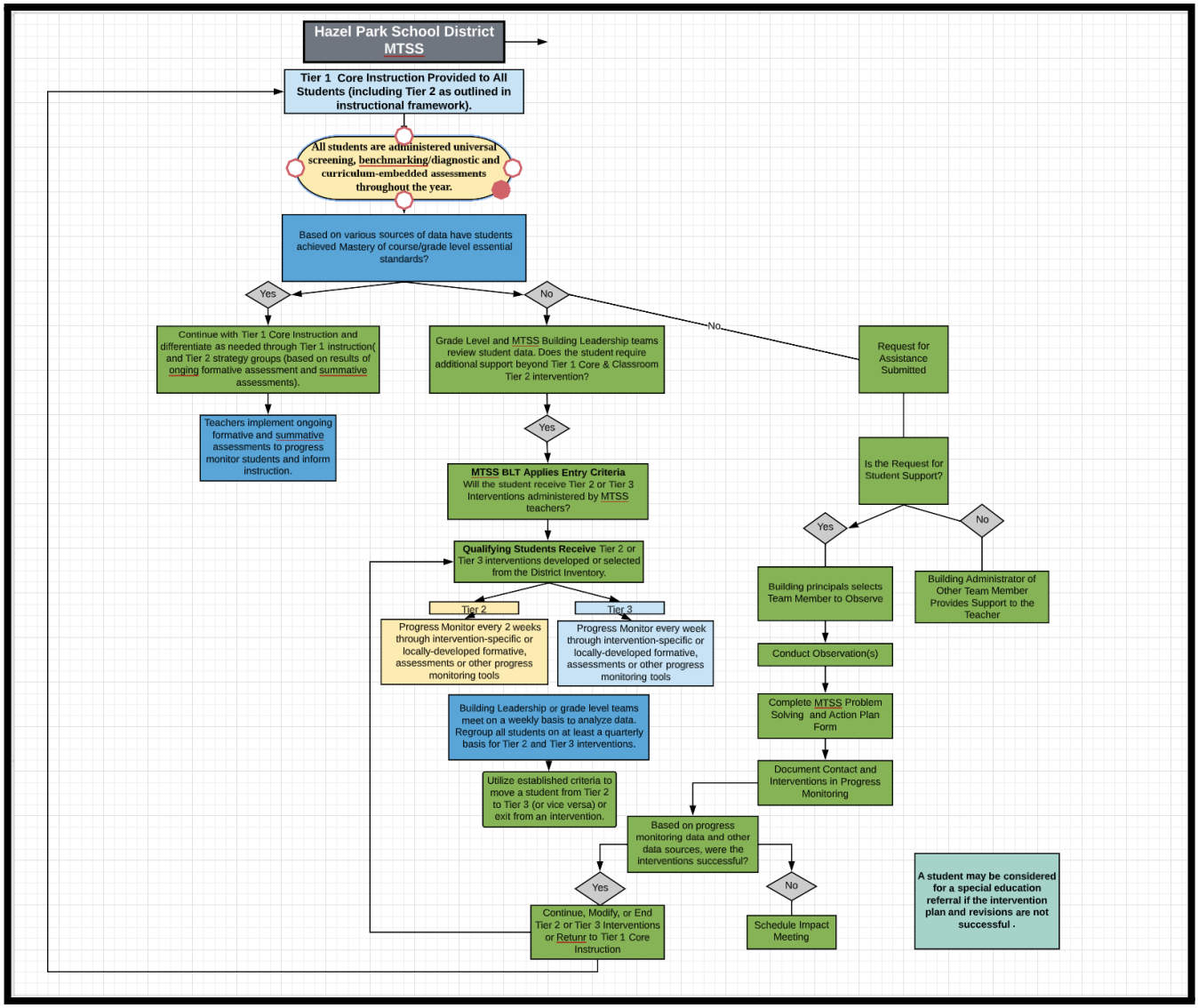
- Analyze the data with purposeful uncertainty; examine trends, patterns, NOTICE
- Depersonalize the data
- Avoid WHY. Do not determine causes, YET. No blame.
- Determine if more data is needed
- Develop multiple narrative/problem statements
- Choose one narrative/problem statement (save others for future work)

Organize and Integrate : What are we going to do about it?

- Formal problem finding and problem solving in two phases: Causation, then Action
- Develop theories of causation in 6 areas: Curriculum, Infrastructure, Instruction, Leadership, Students, Teachers
- Generate clear, measurable action plans.

District Problem-Solving Driver Template

MTSS Implementation Flowchart - Click for Full Version



Quality Assurance Process

Fidelity Checks

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

Purpose of Fidelity Checks

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

Timeline for Delivering Fidelity of Programs

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

Types of Fidelity Checklists

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

Resources

Center on Response to Intervention
http://www.rti4success.org/

RTI Action Network
http://www.rtinetwork.org/learn/what/whatisrti

Illinois Response to Intervention
http://www.isbe.net/RtI_plan/default.htm

Kansas Multi-tier System of Supports
http://www.kansasmtss.org/resources.htm

National Center for Learning Disabilities
http://www.ncld.org/disability-advocacy/where-we-stand-policies/multi-tier-system-supports-response-intervention

Florida Center for Reading Research
http://www.fcrr.org/

Intervention Central
http://www.interventioncentral.org/

What Works Clearinghouse
http://www.interventioncentral.org/

Center on Multi-Tiered System of Supports at the American Institute for Research
https://mtss4success.org/

Branching Minds
https://www.branchingminds.com/

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National Institute for Direct Instruction, “Corrective Reading” Retrieved from https://www.nifdi.org/programs/reading/corrective-reading

Appendices

Appendix A: MTSS Forms (updates to forms in progress)

MTSS Request for Assistance Form

- MTSS Request For Assistance Form

MTSS Observation Form

- MTSS Observation Form - Early On
- MTSS Observation Form - K-12

Parent Invitation to Impact Meeting

- Parent Invite to Impact Meeting

Parent Invitation to MTSS Tier II Interventions

- MTSS Entry Letter - Tier II Intervention Academics
- MTSS Entry Letter - Tier II Intervention CICO
- MTSS Entry Letter - Tier II Intervention Social Skills

Demographic Sheet for Interventions

- Progress Monitoring Form - Early On
- Progress Monitoring Form - K-6
- Progress Monitoring Form - 7-12

MTSS Responsiveness to Instruction Form

- MTSS Responsiveness to Instruction Form

MTSS Problem Solving & Action Plan

- MTSS Problem Solving & Action Plan

Parent Letters

- MTSS Entry Letter - Tier II Intervention Academics
- MTSS Entry Letter - Tier II Intervention CICO
- MTSS Entry Letter - Tier II Intervention Social Skills
- Change of Elementary Intervention and Supports
- Change of Secondary Intervention and Supports
- Exit Letter for Intervention and Supports

Appendix B: Description of Academic Assessment Measures

i-Ready Diagnostic

- **Computer Adaptive**
    - i-Ready Diagnostic tests are computer adaptive, meaning the items presented to each student vary depending upon how the student has responded to the previous items. Upon completion of an item randomly selected from a set of five items around a predetermined starting difficulty level, interim ability estimates are updated, and the next item is chosen relative to the new interim ability estimate.

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    - The computer adaptive assessment adapts across grade levels to determine what students can do and where optimal instruction, remediation, or enrichment should take place.

- Each diagnostic is approximately 45 minutes in length. However, these assessments are untimed. Breakout rooms can be utilized for students needing additional time.

- Reading: Diagnostic Domains:
    - Phonological Awareness
    - Phonics
    - High-Frequency Words
    - Vocabulary
    - Comprehension: Literature
    - Comprehension: Informational Text
    - iReady Reading Test Flow

- Math: Diagnostic Domains:
    - Number and Operations
    - Algebra and Algebraic Thinking
    - Measurement and Data
    - Geometry
    - i-Ready Math Test Flow

i-Ready Growth Monitoring

- Growth Monitoring (formerly known as Progress Monitoring) is a brief computer delivered, periodic adaptive assessment in Reading and Mathematics for students in Kindergarten through Grade 8. Growth Monitoring is part of i-Ready and is designed to be used jointly with i-Ready Diagnostic to allow for progress monitoring throughout the year to determine whether students are on track for appropriate growth.

- Growth Monitoring is a periodic assessment optimally administered once per month when administering the full i-Ready Diagnostic is not necessary. The reports for these brief assessments

(with an average duration of 15 minutes or less) show whether students are on track for their target growth by projecting where the student's ability level will likely be at the end of the school year and comparing the projected growth-to-growth targets. Additionally, these reports also include the placement levels. For students who are below level, Growth Monitoring can be used as a tool for response to intervention programs. i-Ready Growth Monitoring is a general outcome measure form of progress monitoring.

- Growth Monitoring is available for grades K–8 Mathematics and Reading. Because the same item pool and IRT algorithm are used for Growth Monitoring and Diagnostic assessments, the scale scores reported on both are on the same scale. After accumulating three months of testing results, either from Growth Monitoring or Diagnostic, a trend line will show a projection of student growth at the end of the school year.

IRLA (Independent Reading Level Assessment)

The IRLA is a K–12 developmental scope and sequence for reading acquisition that prepares all students for success in college, career, and life, as articulated by the Common Core State Standards. The IRLA includes every Common Core State Standard for Reading, as well as those Language standards key to reading success, for students in Grades Pre-K to 12.
Each reading level represents a new threshold concept/skill that was not required to read text at the level below.

Teachers use the IRLA to locate each student on this standards continuum to:

- Identify baseline reading levels.
- Match readers with texts, not to limit them, but to nurture their literacy development and
- provide ample opportunities for deliberate practice.
- Identify which skills/standards and in what order (including Foundational Skills) are the most
- crucial for each reader to learn next in order to accelerate their growth trajectory.
- Design individual, small-group, and whole-group instruction targeted to the development of
- specific skills.
- Monitor progress through the standards in real time to ensure all students are on-track to
- make sufficient reading growth or to intervene early.
- Repeat in a relentless march toward grade-level proficiency and beyond.
- The IRLA is a tool, whose daily use develops teachers as reading experts and
- students as agentive readers who read for their own reasons.
- The IRLA has been, and will continue to be, revised in collaboration with
- educators and researchers across the country until every reader is reading on or
- above grade level.

Curriculum Embedded Unit Assessments

The written curriculum in Hazel Park School District contains formative and summative assessments that are aligned to Michigan State Standards. These assessments, along with unit-level performance tasks, are administered to students to determine if they have mastered grade level content-specific standards.

Description of Non-Academic Screeners and Assessments

SAEBRS

The SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) is a brief, norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior (SEB) problems. SAEBRS is one of the only SEB universal screening tools built to assess both the absence of problem behaviors and symptomatology (e.g., internalizing and externalizing behaviors) and the presence of well-being and competencies (e.g., social-emotional skills). SAEBRS has a student-rater companion assessment, mySAEBRS, which allows students in grades 2-12 to self-assess their social, academic, and emotional behavior. (Retreived from https://www.illuminateed.com/products/fastbridge/social-emotional-behavior-assessment/saebrs/, 2023).

SAEBRS includes the following Domains:

- Social Behavior (6 items): a student's ability to maintain age-appropriate relationships with peers and adults.
- Academic Behavior (6 items): a student's ability to be prepared for, participate in, and benefit from academic instruction.
- Emotional Behavior (7 items): a student's ability to regulate internal states, adapt to change, and respond to stressful/challenging events.
- Total Behavior (19 items): actions that influence one's potential for behavioral success within the school setting.

Appendix C: Description of Interventions

Description of Research-Based Interventions

Research-Based Interventions are strategies, teaching methodologies and supports that have been shown through one or more valid research studies to help a student improve academic, behavioral/ emotional or functional skills. (Public Schools of North Carolina, n.d.)

IRLA Tool Kits

The IRLA (Independent Reading Level Assessment) is a reading assessment, produced by the American Reading Company. This assessment is given to students in the Fall of each school year. The Independent Reading Level Assessment (IRLA) helps teachers identify what students know and what skills they need to accelerate reading growth. Within the IRLA, students move through a series of skills within color levels. Each level focuses on specific reading skills that increase in complexity as a child progresses.

The results of the IRLA are used to find a student's power goal or the next skill they need to master in order to be successful at their color level and grow as a reader. Once a power goal is selected, the IRLA toolkits are used to provide targeted instruction and focused reading practice so each child can move forward on their specific reading goals.

Reading Mastery:

This is a direct instruction program designed to provide explicit,systematic instruction in correspondence and moved into work and passage reading, vocabulary development, comprehension, and building oral reading fluency. Later lessons continue to emphasize accurate and fluent decoding white teaching students the skills necessary to read and comprehend expository texts. Lessons are desired to be fast-paced and interactive. Students are grouped by similar reading levels, based on program placement tests. The program includes placement assessment snack da continuous monitoring systems,

Read Naturally:

This is a web- based intervention designed to accelerate reading achievement. Visual and auditory prompts guide students through the motivating steps to develop fluency and phonics skills , support comprehension, and improve vocabulary. It also provides options to differentiate its programs for students' individual needs and opportunities for reading nonfiction readers.

Corrective Reading

Corrective Reading is a direct instruction reading intervention. Explicit, step-by-step lessons are organized around two major strands, decoding and comprehension, which may be used separately or together to customize instruction for particular student needs. Each strand of Corrective Reading has four levels that teach foundational skills for non-readers through a seventh-grade-level reading level. Corrective Reading is typically taught to students in grades 4 and above whose reading is characterized by misidentified words, confusion of similar words, word omissions or insertions, lack of attention to punctuation, and difficulty with comprehension.

Decoding lessons range from instruction in letter sounds and blending to the reading of sophisticated passages such as those found in content-area textbooks. Comprehension skills covered range from simple classification and true-false identification to complex analogies, analyses, and inferential comprehension strategies. With progress through each level, students read increasingly more difficult material with accuracy, fluency, solid comprehension and improved study skills. (Retreived from NIFDI https://www.nifdi.org/programs/reading/corrective-reading, 2023).

Read 180

This program by Houghton Mifflin Harcourt School Publishers gives teachers the ability to partner with technology to help maximize teacher effectiveness. Students benefit from this partnership by receiving consistent instruction that is fully optimized and allowing them to master skills at an accelerated pace. Students practice in a blended learning approach. READ 180 gives everyone in the classroom the unique tools they need to thrive at any time, anywhere. Students and teachers can customize the learning experience using informative assessments and a flexible rotation model that combines traditional and online instruction.

Touch Math:

This program is a multisensory math program for kindergarten through third grade students that is used for supplemental mathematics instruction. The program uses TouchPoints that are orally counted and physically touched. These TouchPoints correspond to the digits value. This is designed to engage students of all abilities and learning styles by associating numbers with real life visual values. This multisensory approach incorporates auditory , visual and tactile/ kinesthetic techniques to engage the learner and develop a deep understanding of mathematics and its connection to real life.

Connecting Math Concepts

Connecting Math Concepts is a six level program (Levels A-F) designed to accelerate the math learning performance of students in grades K through 5. The program provides highly explicit and systematic instruction in the wide range of content specified in the Common Core State Standards for Mathematics. The program stresses understanding and introduces concepts carefully, then weaves them together throughout the program. Lessons are designed to introduce concepts at a reasonable rate and help students make connections between important concepts. The lessons provide the practice needed to achieve mastery and understanding. Levels A through F are suitable for students in kindergarten through fifth grade. The series is also highly effective with at-risk students. Specific strategies are taught for all content. (Retrieved from NIFDIhttps://www.nifdi.org/programs/mathematics/cmc, 2023).

Non-Academic Supports

Positive Behavior and Intervention Supports (PBIS)

PBIS is an evidenced-based framework supporting school-wide practices to promote a safe school setting by supporting the learning, behavioral and social-emotional needs of all students. With PBIS, our classrooms use preventative and responsive approaches with all students to develop more consistently positive school settings. The core principles guiding Tier 1 PBIS include the understanding that we can and should:

- Effectively teach & model appropriate SEB skills to all students (e.g, behavior expectations matrix, behavior expectations visuals, behavior expectation lessons, reward positive behavior)
- Intervene early/preventative strategies to prevent unwanted behaviors

- Use research-based, scientifically validated interventions (e.g., TRAILS, Restorative Practices)
- Monitor student progress (e.g. SWIS data reports)
- Use data to make decisions (eg. effectiveness of programs, Tier II/Tier III students/interventions)

TRAILS (SEL):

The Transforming Research into Action to Improve the Lives of Students with Social and Emotional Learning (TRAILS) program is supported by University of Michigan and is in all Hazel Park Schools. The program provides Social and emotional learning (SEL) for the classroom to promote resiliency and build self regulation skills in all students, plus self-care strategies for staff to prevent stress and burnout. SEL curriculum delivered by a classroom teacher includes:

- 20 brief lessons in each of 4 grade bands (K-2, 3-5, 6-8, 9-12)
- Lessons link to the 5 CASEL SEL competencies with core CBT components to build students' social-emotional and self regulation skills
- Materials include agendas with teacher talking points, discussion guide, class activities, and tips for classroom integration; caregiver communication templates Self-Care for Staff
- Evidence-based self-care strategies that school staff can use to support their own mental health and wellness

Restorative Practices:

Restorative Practices (RP) focuses on repairing harm & relationships through inclusive processes that bring together students and educators. The intention of restorative practices is to shift the focus of student discipline from punishment to reflecting learning. It emphasizes accountability, making amends, and facilitating dialogue between affected parties.

The core features of RP Tier I include:

- Acknowledges that relationships are central to building community.
- Builds systems that address misbehavior and harm in a way that strengthens relationships.
- Focuses on the harm done rather than only on rule-breaking.
- Give voice to the person harmed.
- Engages in collaborative problem solving.
- Empowers change and growth.
- Enhances Responsibility.
- Daily community circle
- Student-led norms/rules
- Teaching SEL skills
- Restorative language (affective questions and statements)

Alternatives to Suspension

- In addition to restorative practices, Hazel Park School District is proactively researching and exploring the impact of various alternatives to suspension with the goal of removing exclusionary discipline practices.

Appendix D: A Parents Guide to MTSS

What is a Multi-Tiered System of Support (MTSS)?

- A preventative approach to providing high-quality scientifically-based instruction and intervention
- A system that uses data to assess students' response to instruction or intervention
- A way to proactively provide extra layers of support to students who are not responding to classroom instruction

What are the benefits of MTSS?

- Research indicates that MTSS leads to an improvement in student outcomes.
- Early intervention is essential in producing foundational skills needed for success.
- MTSS replaces the "wait to fail" model; interventions are provided when students are identified through a universal screening process.
- Early intervention helps students to reduce the achievement gap between peers and themselves.
- MTSS implements effective interventions that are based on research and evidence.

How can parents be involved in the MTSS process?

- Become familiar with children's assessment scores and progress
- Reinforce strategies being taught through interventions
- Provide specific praise to children on any improvements
- Become familiar with the interventions in which their children are participating
- Collaborate with teachers to identify children's strengths and areas of need
- Attend Parent Teacher Conferences and other requested meetings at school

If my child receives support from the MTSS teachers, how will I be notified and involved?

- Parent/guardian notification letters
- Parent/guardians are encouraged to attend Impact Meetings
- In grades K-3, the IRIP summarizes entry or exit from tiered interventions

Hazel Park School District

Latchkey Program
Parent/Guardian Handbook

2023-2024

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 sheila.okane@hazelparkschools.org	Stephanie Dulmage Joan Rybinski Hazel Park Elementary Age Latchkey Director Office Phone: 248-658-5913 joan.rybinski@myhpsd.org

Hazel Park School District Latchkey Programs are licensed by the Department of Human Services.
DHS can be contacted at: 248-975-5064 or 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. Latchkey services are available on each day school is in session including ½ days.

Please review the important information below:

Elementary Age Students

- Latchkey is available Monday - 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.
    - ½ Day Latchkey Services: 11:15 a.m. - 6:00 p.m.

Preschool Age Students

- Latchkey is avaiable Monday - Friday on school days
- Latchkey Hours:
    - Morning 6:30 am - start of school
    - Afternoon 3:00 - 6:00 pm

IMPORTANT:

- There will be no latchkey services offered during school closings.
- School age latchkey MAY run during Winter and Spring school breaks if enough students express interest. Information will be sent to current families prior to each break to determine interest.

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	Joan Rybinski

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

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 DHS Daycare Assistance must be completed. **It is the parent/guardian's responsibility to ensure that DHS 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
- 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 lunch 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

- 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.

    - 2023-2024 Latchkey Camp Dates:
        - Winter Break

    - Spring Break

- 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
  - First Child - $40.00
  - Second Child - $20.00
  - Third Child (or more) - $10.00

- All Families for School Year Latchkey
  - Two $50.00 (40.00 GSRP and Preschool Academy) 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 **Registration: 40.00** **Bi-Yearly Activities Fee: 50.00**	~~**GSRP Latchkey**~~ ~~**Registration: 40.00**~~ ~~**Bi-Yearly Activities Fee: 40.00**~~	**Webster Latchkey** **Registration: 40.00** **Bi-Yearly Activities Fee: 40.00**
Morning & Afternoon Sessions: ● $55/week each child paid weekly Morning Sessions Only: ● $25/week each child paid weekly Afternoon Sessions Only: ● $40/week each child paid weekly	~~Morning & Afternoon Session~~ ~~● $55.00 per week/per child~~ ~~Morning Session Only:~~ ~~● $25.00 per week/per child~~ ~~Afternoon Session Only:~~ ~~● $40.00 per week/per child~~ ~~Full Day Friday~~ ~~● $25.00/Day (Start date To Be Determined)~~	Morning & Afternoon Session ● $70.00 per week/per child Morning Session Only: ● $30.00 per week/per child Afternoon Session Only: ● $45.00 per week/per child

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 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.***

DHS Child Development and Care (CDC) Assistance

- ***DHS CDC (State assistance) is also accepted. Parents/Guardian are 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.***

- **ALL FORMS, UNDERSTANDING the DHS CDC Handbook AND STAYING UP-TO-DATE ARE THE RESPONSIBILITY OF THE PARENT OR GUARDIAN.**
- **ALL DHS/CDC Parent/Guardians are required to contact the Site Director prior to registration to confirm DHS/CDC so that the registration fee is waived.**
- DHS CDC Handbook link: 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://bit.ly/3W0ogUs
- 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. DHS CDC only pays for the actual hours that a child is scheduled to be in care.
- Any fees paid by both the parent and DHS CDC will be refunded to the parent. This will take up to one month.
- False reporting of children's hours of attendance to DHS is a felony and can be prosecuted. 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.
- Families are responsible for any fees accrued not paid by DHS.
- ***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
    - Webster - 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.
    - School Age Child Care - Elementary age grown up will call the number for the room to announce what child they are dropping off. The staff will then let the student in the door.
- Departure
    - Webster - 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.
    - School Age Child Care - The child will be signed out by the staff indicating time and person picking up on attendance sheet.
- 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

The district emplys two school nurses that are available to support students, parents/guardians, and latchkey staff regarding health matters. 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 101 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://docs.google.com/document/d/1X6OxuU3QcnzZSVjbomxqnlURNolk8BjE1Z0EagPI2as/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. 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. 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.

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 2023-2024 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 (DHS) 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:_____

Hazel Park Schools
Technology Handbook
2023-2024

Under The Authority Of:
Dr. Amy Kruppe, Superintendent
Dr. Stephanie Dulmage, ~~Director of 21st Century Learning~~
Assistant Superintendent of Teacher and Learning
Bradley Wilkins, Director of Technology

Today's Learners, Tomorrow's Leaders

Introduction

The Hazel Park School District is pleased to offer a 1:1 technology program to ensure that our learners have access to current tools and resources. Excellence in education requires that technology be seamlessly integrated throughout the educational program. Use of computing devices is a way to enhance and extend learning, empower students and prepare them for post-secondary education and the workplace. According to research, students who use a computing device in a one-to-one (1:1) learning environment are more organized and engaged learners, attend school more regularly, advance their knowledge and understanding of technology, and become constructors and designers of information and ideas.

Hazel Park students in grades K-2 will have access to a classroom-issued iPad, while those in grades 3-~~12~~ 8 will receive a Chromebook to use during the school day. Students in grades 9-12 and Viking Virtual Academy will have the option to take a district device home for educational use.

Caring for District Provided Devices

Students are responsible for the general care of district-provided computing devices. Computing devices that are broken or fail to work properly must be reported to school staff so that the system can be evaluated and repaired. The guidelines provided within this document outline proper care, safety and security while using district devices including desktop computers, iPads, laptops and Chromebooks.

General Precautions

- To protect the security of your account, log out before you leave or return a device
- No food or drink should be next to computing devices
- Heavy objects must never be placed on top of computing devices
- Computing devices must remain free of any writing, drawing, stickers, and labels
- Devices must be properly shut down daily to allow for updates and to prolong battery life
- Computing devices should arrive at school fully charged

Carrying Computing Devices

- Always transport computing devices with care
- Never lift computing devices by the screen
- Never carry computing devices with the screen open

Screen Care

The computing device screen can be damaged if subjected to heavy objects, rough treatment, some cleaning solvents, and other liquids. The screens are particularly sensitive to damage from excessive pressure.

- Do not put pressure on the top of a computing device when it is closed
- Do not store a computing device with the screen open
- Do not place anything in the protective case that will press against the cover
- Make sure there is nothing on the keyboard before closing the lid (e.g. pens, pencils, or disks)
- Only clean the screen with a soft, dry microfiber cloth or anti-static cloth

Content Filter

The district utilizes an Internet content filter that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). All computing devices, regardless of physical location (in or out of school), will have all Internet activity protected and monitored by the district. If a website is blocked in school, then it will be blocked out of school.

Online Safety Guidelines for Students

- Adhere to the guidelines outlined in the Acceptable Use Policy at ALL times.
- District-issued Google accounts are not to be used for social networking purposes.
- School-related web pages should only be created by school personnel.
- Be aware of what you post online. Do not post anything you wouldn't want others to see or share.
- What is inappropriate in the classroom is inappropriate outside of the classroom.
- Never provide personally identifiable information such as name, address, phone number, birthdate, pictures, etc.
- Do not share your password with anyone other than teachers and parents.
- Do not respond to cyberbullying messages. Save the message and tell a trusted adult.
- To ensure that information is appropriate for school, carefully review sites before linking.
- Be aware of copyright laws. It is good practice to hyperlink to sources to which you refer. Be aware that pictures and clipart may also be protected under copyright laws.
- Do not misrepresent yourself by using a false identity online.
- Report inappropriate material to a trusted adult right away.

Home Internet Connection

A WiFi Internet connection is required. If Wifi is available at home, students can easily connect to the Internet. To do so, begin by checking for the Wifi icon in the lower right corner of your screen. If the network Wifi signal icon is off, click it to turn it on. The Chromebook will detect nearby networks and allow you to connect if you have permission.

Comcast Internet EssentialsTM

If you do not have Internet access at home, you may want to consider Comcast Internet EssentialsTM. This discounted plan ($9.95 per month) is for families who meet certain eligibility requirements. You can learn more about their program here: https://www.internetessentials.com

AT&T Access

The Access program from AT&T provides a low-cost option for home Internet access to low-income households in the 21 states where we offer wireline home Internet services. Includes free installation, free in home Wi-Fi and a data allowance of 150GB or 1TB depending on speed available in your area. $10 charge for each additional 50GB. https://www.att.com/shop/internet/access/#!/#%2F

Theft, Loss, and Repair
If the district-provided device is damaged or needs to be repaired, an assessment will be conducted by the Technology Department. If the assessment indicates negligent damage, the student will be responsible for repair/replacement costs. You are responsible for reporting your device as lost or stolen within 48 hours to the school district. In order to not be charged a replacement fee for a Chromebook as we have insurance/warranty on those devices a police report is required.

Repair and Replacement Costs for Chromebook (Due to negligent and/or intentional damage)

- Replacement - $300.00
- Screen - ~~$75.00~~ $50.00
- Keyboard/touchpad - ~~$50.00~~ $35.00
- Charger - $20.00
- Case - $20.00

Repair and Replacement Costs for iPad (Due to negligent and/or intentional damage)

- Replacement - $300.00
- Screen - $75.00
- Charger - $20.00

Note: repair/replacement costs are subject to change based on parts availability

Hazel Park High School Students Only

Chromebook Assignment
Upon completion of the Chromebook Agreement (p.9) each student will be assigned a Chromebook, protective case, and charger for the duration of the school year at Hazel Park High School.

Protective Sleeves
Each student will be issued a protective case for his/her computing device that should be used whenever the computing device is being transported or not in use. Although the protective sleeves are reinforced to help protect the computing devices, they are not guaranteed to prevent damage. It remains the student's responsibility to care for and protect his/her device.

Chromebook Repair/Replacement
Students are responsible for the general care of district-provided Chromebooks. Chromebooks that are broken or fail to work properly must be reported to the Media Center to be evaluated and repaired. If the evaluation does not indicate negligent damage, the student will be issued a loaner device. If a Chromebook is stolen, a police report must be filed and turned in to the Media Center before any replacements can be issued. If a device is lost, the student will be responsible for replacement costs. Estimated replacement costs are subject to change. District-owned Chromebooks should never be taken to an outside computer service for any type of repairs or maintenance.

Repair Process Detail

- 1st Incident (not due to intentional damage/negligence) - student is issued a loaner device for the duration of the repair/replacement process
- 2nd Incident (not due to intentional damage/negligence) - student is issued a loaner device for the duration of the repair process/parents are notified
- 3rd Incident - student/family may choose to pay for the repair (and they can take their device home) or they become an opt out student. Opt out means that their device stays at school. They check it out from the media center in the morning and return it to the media center at the end of the day.
- Intentional Damage - student is responsible for the repair/replacement costs and ~~issued a loaner device that can be utilized on campus only~~ they become an opt out student. Opt out means that their device stays at school. They check it out from the media center in the morning and return it to the media center at the end of the day.

Charging Your Device's Battery

Devices must be brought to school each day in a fully charged condition. Students need to charge their device each evening.

Failure to Bring or Charge the Chromebook

- **If available**, a student may check out a loaner Chromebook to use for that day.
- **Loaned devices must be returned by the end of the school day to the designated location.**
- Charging Stations: There are a limited number of charging stations available for students who fail to charge their Chromebooks at home. These are available on a first come, first served basis.
- Students who consistently leave their device at home and don't bring in their assigned device will not be able to check a loaner out until they bring their assigned device back to school.

Screensavers/Background Photos

Inappropriate media may not be used as a screensaver or background photo. Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, and gang related symbols or pictures, etc. will result in disciplinary actions. Special passwords are not to be used. Any attempt to lock a device from administrative access will constitute an Acceptable Use Policy violation. This includes lock screens or modifying passwords on laptops.

No Expectation of Privacy

Students have no expectation of confidentiality or privacy with respect to any usage of a computing device, regardless of whether that use is for district-related or personal purposes, other than as specifically provided by law. The district may, without prior notice or consent, log, supervise, access, view, monitor, and record use of student computing devices at any time for any reason related to the operation of the district. By using a computing device, students agree to such access, monitoring, and recording of their use.

Monitoring Software

Teachers, school administrators, and the technology department may use monitoring software that allows them to view the screens and activity on student computing devices.

Disciplinary Actions

Disciplinary actions for such violations will follow the Student Code of conduct and may include, but are not limited to:

- Confiscation of device
- Restoration/Restitution
- Student discipline pursuant to District discipline policies and procedures and/or Student Handbook. Students are encouraged to use their Chromebook at home and other locations outside of school for educational purposes. Students are always bound by the district Acceptable Use Policy, Administrative Procedures, and all other guidelines wherever they use their device.

Support

If there is a need for support, please ask your teacher and use the Media Center Paraprofessional. More information about your Chromebook can be found on the Lenovo website: Lenovo 300E Non Touch. More information about Google Apps for Education (or GAFE) can be found here G Suite for Education

Updates

When possible, Chromebooks must be properly shut down to allow for updates and to prolong battery life. Students should check for software updates periodically to ensure their system is running with current versions.

To update Chrome OS:

- Select the Status Tray at the bottom right
- Select Settings
- Select About Chrome OS
- Select Check for and apply updates.

Regular use and powering down will help trigger updates.

Add-on and Extensions

Though we encourage students to find apps that help them learn, some applications are designed to circumvent the school's protections and should never be allowed to load on the chromebook. If a student is caught accessing unapproved sites (Facebook, other social media sites, or adult only content etc.) by way of an add-on, they will have their rights suspended and/or disciplinary actions based on Student Code of Conduct.

Printing

- Students will be encouraged to share and publish their work electronically with their teachers and peers when appropriate.

Note: The Chromebook will not support a physical printer connection. At home, students can print to their home printers either by printing from Google Drive, or by accessing their school-issued Google accounts from a device that is already connected to a home printer.

Student Device (Chromebook Or iPad) Agreements

In order for students to receive a district-issued device, the student and parent/guardian is required to agree on-line that they have read and understand the "Acceptable Use Policy" and the Technology Handbook in the Enrollment and Back to School portal on the District Website. The student must also bring the signed Chromebook/iPad Agreement on page 9 of this document.

Hazel Park Schools does not authorize any use of the device which is not conducted in strict compliance with this Agreement and all other applicable District policies.

- I will keep my device secure at all times and not loan my device to anyone.
- I will bring my device to school fully charged and ready for use each day, if applicable.
- I will not disassemble, repair, damage, hack or corrupt the security of the device.
- I understand that I am only allowed to install free apps with permission from an employee of Hazel Park Schools.
- I will not have my device out in bathrooms, locker rooms, or other areas deemed restricted.
- I agree to abide by all policies governing use of my device, both in and outside of school.
- I understand that the district device is subject to inspection by staff at any time and that it remains the property of Hazel Park Schools. I also understand that Hazel Park Schools retains the right to collect the device at any time to alter, add or delete installed software.
- I understand that I am responsible for any malicious damage or loss of the district device. Malicious damage or loss will result in paying the fines as detailed in the Repair/Replacement Costs section.
- I will report a lost device to the Technology department as soon as possible.
- If my device is stolen it must be reported to the police within 24 hours.
- I will return the district device, case and charger in good working order as directed.
- I consent to and understand that Hazel Park Schools may collect and examine the district device when a student is suspected of violating the school policies, rules or procedures. I understand and agree that Hazel Park Schools assumes no responsibility for my use of the device including, but not limited to, intentionally or unintentionally gaining access to information and communications that the District finds inappropriate, offensive, controversial, or otherwise objectionable.
- I understand that my district device privileges may be suspended or revoked if I violate any of the items outlined in Hazel Park Schools 1:1 Chromebook Guide. Additionally, I may be further subject to disciplinary action in accordance with school or district policy and Student Code of Conduct.
- I hereby agree to release, indemnify and hold harmless Hazel Park Schools as well its Board members, teachers, employees, administrators, and adult volunteers from any claims arising from conduct inconsistent with the Hazel Park Schools Technology Guide. This includes, but is not limited to, claims arising from accessing inappropriate sites or social media, from downloaded materials, or relationships established with people online and Internet use through school accounts or personal accounts.

Parent/Guardian Responsibilities

Your son/daughter has been issued a device to improve and personalize his/her education this year. It is essential that the following guidelines be followed to ensure the safe, efficient, and ethical operation of this computer:

- I will supervise my child's use of the device, Internet, and email.
- I will review the district's Acceptable Use Policy with my child.
- I will not attempt to repair the device, or clean it with anything other than a soft, dry cloth.
- I will report to the school any problems with the device.
- I will not load or delete any software from the device.
- I will make sure my child recharges the device battery nightly.
- I will make sure my child brings the device to school every day.
- I will make sure my child has a good bag or backpack to transport the device to and from school.
- I agree to return the device to school when requested and upon my child's withdrawal from Hazel Park School District
- I hereby agree to release, indemnify and hold harmless Hazel Park Schools as well its Board members, teachers, employees, administrators, and adult volunteers from any claims arising from conduct inconsistent with the Hazel Park Schools Technology Guide. This includes, but is not limited to, claims arising from accessing inappropriate sites or social media, from downloaded materials, or relationships established with people online and Internet use through school accounts or personal accounts.

Students Who Transfer or Withdraw

Students who transfer out or withdraw from Hazel Park Schools must return their district device and all accessories to their building principal or designee on their last day of attendance. Failure to turn in the district device will result in the student or parent/guardian being charged the full replacement cost. A report of stolen property will also be filed with the local law enforcement agency.

Mid and End of the of Year Return Procedure

Students are required to participate in two yearly Device Check-Ins during the school year. During that process students must bring their district device, case, and charger for inspection. Failure to show the device and its peripherals in good working order may result in fines. At the end of each school year, students will be required to turn in their district device and accessories. This will be done during the designated submission time. Failure to turn in the district device will result in the student or parent/guardian being charged the full replacement cost. A report of stolen property will also be filed with the local law enforcement agency.

Hazel Park High School &
Viking Virtual Students

Chromebook/iPad Agreement Form

During the online enrollment or Back to School registration process, parents and students must agree to both the "Hazel Park Schools Technology Handbook" and "Hazel Park Schools Acceptable Use Policy". Your student will also be required to present the signed Chromebook/iPad Agreement to the technology staff before a Chromebook or iPad can be issued.

Your signature on the Chromebook/iPad Agreement indicates that you and your student have read and understood the terms and conditions of all documentation contained in the Hazel Park Schools Technology Guide.

I agree and accept the terms of this agreement:

Date: _____/_____/_____

Student's Name (clearly print): _____

Parent/Guardian's Name(s) (clearly print): _____

Student's Signature:_____

***Parent/Guardian's Signature:_____**

***Parent/Guardian's signature required for all students under 18 years of age**

Those who wish to opt-out of the Chromebook/iPad initiative must complete the Chromebook/iPad Opt-Out form on the following page.

Hazel Park High School &
Viking Virtual Students

Chromebook/iPad Opt-Out Form

THIS FORM SHOULD ONLY BE COMPLETED BY THOSE WHO ARE CHOOSING TO OPT-OUT OF THE CHROMEBOOK INITIATIVE

OPT-OUT: If you choose to opt-out of the Chromebook/iPad initiative, please understand that your student will not be allowed to take a Chromebook/iPad home from their school. *A successful 1:1 initiative requires that students have full access to their device, both at home and in school.* We strongly encourage participation in this program. Those who wish to opt-out of the Chromebook/iPad initiative must complete this Chromebook/iPad Opt-Out form and return it to the Ford Administration Building.

SIGN BELOW IF YOU *DO NOT WANT* YOUR CHILD TO TAKE A CHROMEBOOK/iPad HOME FROM SCHOOL:

I understand and accept that I am opting-out of the 1:1 Chromebook/iPad initiative:

Date: _____/_____/_____

Student's Name (clearly print): _____

Parent/Guardian's Name(s) (clearly print): _____

Student's Signature: _____

***Parent/Guardian's Signature: _____**

***Parent/Guardian's signature required for all students under 18 years of age**

Webster Early Childhood Center
Preschool
Family Handbook
2023/2024

Webster Early Childhood Center
431 West Jarvis Avenue
Hazel Park, MI 48030

https://www.hazelparkschools.org

248-658-5501

Office Hours
Monday - Friday
7:30am - 4:00pm

Sheila O'Kane, Ed.S., Supervisor
sheila.okane@myhpsd.org

Sheryl Durka, Secretary
sheryl.durka@myhpsd.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
A licensing book is available in the office for review.

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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 (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
- Panera Bread of Troy
- 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 school culture should celebrate diversity and promote 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.

- We 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.

Our Programs

The Great Start Readiness Program (GSRP) and Preschool Academy are 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	Classrooms
Monday - Friday	Monday - Friday	7:45am-2:45pm
7:30am-4:00pm	6:30am-8:30am	8:15am-3:15pm
	2:45pm-6:00pm	

Location, Parking, and Entrance

431 West Jarvis Ave
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.

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.

Contact, Communication, and Calendar Information

Supervisor
Sheila O'Kane
Email: sheila.okane@myhpsd.org
Office Phone 248-658-5501

Secretary
Shreyl Durka
Email: sheryl.durka@myhpsd.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
Office Phone Call
Event Flyers
Take Home Folders

Email
SeeSaw
Bi-Weekly Classroom Newsletter
Monthly Supervisor Newsletter

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 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.

Classroom Newsletter and Supervisor Newsletter
Classroom newsletters are sent often and teachers use the avenue of their choice, such as email, SeeSaw or My Family app. Your child's teacher will let you know which communication app they will be using. Watch your email for newsletters and updates from the building supervisor.

Program 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 Enrollment Policy and Procedure

Great Start Readiness Program (GSRP) is a ~~free~~, state funded school day preschool program offering a kindergarten readiness curriculum to those that qualify. 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 to determine which preschool program is best for the child and their family.~~

Acceptance into GSRP is based on income and other eligibility factors. 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 applicants will go on a waitlist, again based on eligibility.

If it is determined that a 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 may be asked to bring 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 at HazelParkSchool.org
- Complete GSRP Application Packet:
    - Child Information Record

    - GSRP Application
    - Media Release Consent
    - Parent Responsibilities and Guidelines
- Provide the following documentation:
    - Birth Certificate
    - Immunization Record
    - Proof of Residency
        - Lease/Mortgage Statement AND
        - Current Utility Bill
    - Valid Government Parent Photo ID
    - Proof of income (current 1040, W-2 or three recent paycheck stubs)
    - Any other form of household income
- Complete an interview to review:
    - Income Verification Form
    - Eligibility Factors
    - Preference Form for class time, latchkey, bus
    - ASQ Screening Consent Form
    - Head Start Waiver (if applicable)
    - Medication Forms (if applicable)
    - Custody Paperwork (if applicable)
    - Health Appraisal (must be turned in within first 30 days of school)
- Complete a Home Visit and Assessment
    - Complete an ASQ questionnaire
    - Complete Getting to Know Your Child And Family questionnaire
    - Review Parent Handbook and sign Acknowledgement Form
- Complete Household Information forms for Food Services (district requirement)
    - Household Income Eligibility Statement – Child Care Institutions
    - CACFP Participant Enrollment Form

Preschool Academy Enrollment Policy and Procedure

Preschool Academy is a tuition-based, school day preschool program offering a kindergarten readiness curriculum. Our classrooms service three and four year olds. Priority for enrollment is given to the children of Hazel Park resident families and Hazel Park Schools staff members. Families receiving DHS assistance may apply for child care benefits. All preschool programs are explained to the family to determine which preschool program is best for the child and their family.

Application Process

- Complete pre-enrollment process online at HazelParkSchool.org
- Complete Preschool Academy Application Packet:

    - Child Information Record
    - Preschool Academy Application
    - Preschool Academy Latchkey
    - Media Release Consent
    - ASQ Consent Form
    - Parent Responsibilities and Guidelines
- Provide the following documentation:
    - Birth Certificate
    - Immunization Record
    - Proof of Residency
        - Lease/Mortgage Statement AND
        - Current Utility Bill
    - Valid Government Parent Photo ID
    - Medication Forms (if applicable)
    - Custody Paperwork (if applicable)
    - Health Appraisal (must be turned in within first 30 days of school)
- Complete a Home Visit and Assessment
    - Complete an ASQ questionnaire
    - Complete Getting to Know Your Child And Family questionnaire
    - Review Parent Handbook and sign Acknowledgement Form
- Complete Household Information forms for Food Services (district requirement)

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, 2023 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 2023/2024 payment schedule:

2023/2024 Preschool Academy Monthly Tuition Due Dates	
September 1, 2023	$625
October 1, 2023	$625
November 1, 2023	$625
December 1, 2023	$625
January 1, 2024	$625

February 1, 2024	$625
March 1, 2024	$625
April 1, 2024	$625
May 1, 2024	$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. 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.

Registration Fee
A nonrefundable registration fee of $40.00 is required at the time of registration.

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.

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 care. Please contact the office to get more information about Child Development and Care through DHS.

Remain In Good Standing Policy

The following four occurrences will impact the good standing that all preschool families have entering 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 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
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 upon 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 and 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.

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.

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 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 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 upon 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.

Important Note
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 loudspeaker 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 and videos may be taken in the classroom or during school events. These photos and/or videos may be used to create environmental print for children's use, classroom books, document children's work for portfolios, child observation records online, parent information and staff training. They may be used for educational training at workshops or conferences and to produce slide shows for parent meetings, program

recruitment (flyers and social media), and district events. 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.
- 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.

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.

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. This is a requirement for Kindergarten. Parents will be notified of 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 signed waiver from the health department. 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.

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.

Parents/guardians seeking to obtain a nonmedical immunization waiver for their child(ren) 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 in unable to be contacted or does not come within 30 minute, 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 with a doctor's note after 24 hours with no eye drainage
- 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 has 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. 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 2023:

- Bed Bugs
- Chickenpox
- Hand, Foot and Mouth
- 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 director.

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 2023.

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~~ (no protocol exists inthe district)
- Children may return when they are nit-free. ~~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 hand washing procedure below in order to avoid spreading illness. Children and staff wash their hands before each meal, after using the bathroom, 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 the 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 repellant, 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 required 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

When a child incurs a minor injury, staff will take the following steps:

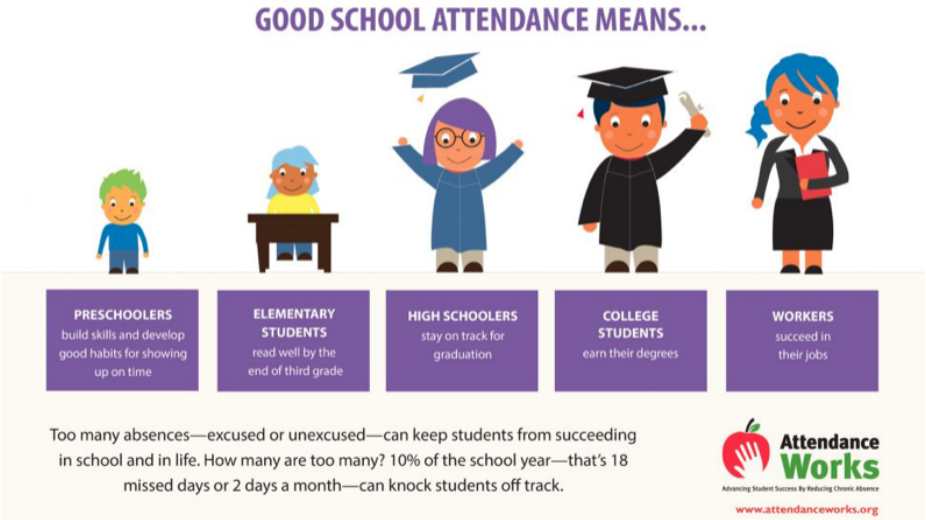
1. Immediate care is provided to the child
2. A phone call, written report (incident report), or both will be provided to the parent at or before dismissal on the day of the minor injury

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.

Attendance Procedures

One of our program goals is to ensure that every student attends school regularly when healthy. For consistency of learning, please demonstrate appropriate attendance. We realize some absences are unavoidable due to health problems or other circumstances. Certainly, if your child is ill we do not want them in school as rest is what is best for a sick child.



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.

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 transportation department to notify families of their pick up and drop off time. Families should be aware that 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 transportation department @ 248-658-5948. However, you may notify the school office to make them aware of the situation. If your child is going to be absent from school, you must notify the transportation department and the Webster office.

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 from the rearview mirror ~~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 West 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.

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. 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.

Any adult, who is not a parent, authorized on the emergency card to pick up a child that 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.

Latchkey

Before and after care is available Monday through Friday ~~Thursday~~. It will open at 6:30 am ~~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 6:00 pm ~~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.

While we take precautions to keep children clean, clothing may become messy at times. A change of clothing may be needed due to spills, messy play or bathroom accidents. 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.





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.

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 and property
- Act in a courteous and cooperative manner
- Use acceptable and appropriate language
- Be safe and 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 to interact 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 as follows::

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

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 Volunteer Form 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 Connection Meetings following the Parents Advisory Meetings. Dinner and child care are provided. A range of topics for parents are addressed.
- 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 schools' obligation to provide 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 or home schooled, whether or not 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.

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 accessed 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 different cultures. ~~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):

1. Valuing Diversity - Accepting and respecting differences—different cultural backgrounds and customs, different ways of communicating, and different traditions and values.
2. Being Culturally Self-Aware - Culture, the sum total of an individual's experiences, knowledge, skills, beliefs, values, and interests, shapes an educator's sense of who they are and where they fit in their family, school, community, and society.
3. Dynamics of Difference - Knowing what can go wrong in cross-cultural communication and how to respond to these situations.
4. 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.
5. 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 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.

Nutrition Services

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

Allergies or Special Diets
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.

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 families 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 hours of professional development ~~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
- 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~~

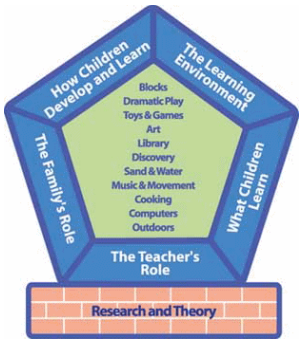
- ~~Observing: Children observe the materials and processes in their environment.~~

- ~~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.~~

Curriculum



Webster Early Childhood Center uses Creative Curriculum in all of the classrooms. This curriculum focuses on developmentally appropriate practices to create a positive learning environment that meets the needs of multiple learning styles. Several interest areas in the classroom are stocked with materials that focus on a theme or study, and also have resources to support learning in reading, writing, literacy, math, science and social studies. Through interactions and observations, teachers record anecdotal notes in the following areas of development and objectives to assess students' learning, and create lessons that meets the needs of all students:

- Social-Emotional
  - Regulates own emotions and behaviors
  - Establishes and sustains positive relationships
  - Participates cooperatively and constructively
- Physical
  - Demonstrates traveling skills
  - Demonstrates balancing skills
  - Demonstrates gross-motor manipulative skills
  - Demonstrates fine-motor strength and coordination

- Language
  - Listens to and understands increasingly complex language
  - Uses language to express thoughts and needs
  - Uses appropriate conversational and other communication skills
- Cognitive
  - Demonstrates positive approaches to learning
  - Remembers and connects experiences
  - Uses classification skills
  - Uses symbols and images to represent something not present
- Literacy
  - Demonstrates phonological awareness, phonics skills, and word recognition
  - Demonstrates knowledge of the alphabet
  - Demonstrates knowledge of print and its uses
  - Comprehends and responds to books and other texts
  - Demonstrates writing skills
- Mathematics
  - Uses number concepts and operations
  - Explores and describes spatial relationships
  - Compares and measures
  - Demonstrates knowledge of patterns
- Science and Technology
  - Uses scientific inquiry skills
  - Demonstrates knowledge of the characteristics of living things
  - Demonstrates knowledge of the physical properties of objects and materials
  - Demonstrates knowledge of Earth's environment
  - Uses tools and other technology to perform tasks
- Social Studies
  - Demonstrates knowledge about self
  - Shows basic understanding of people and how they live
  - Explores change related to familiar people or places
  - Demonstrates simple geographic knowledge
- The Arts
  - Explores the visual arts
  - Explores musical concepts and expression
  - Explores dance and movement concepts
  - Explores drama through actions and language
- English Language Acquisition
  - Demonstrates progress in listening to and understanding English
  - Demonstrates progress in speaking English

~~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. The daily schedule for each classroom will be posted in the hallway.

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 complete an Ages and Stages Questionnaire online for child development and social development. The data entered ~~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 Teaching Strategies GOLD assessment tool. ~~HighScope Child Observation Records (COR).~~ Teachers intentionally record what they see children saying and doing in the 38 learning objectives listed under the Curriculum section of this handbook. ~~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 report card. ~~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 county approved fidelity tool. ~~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 observation by the Early Childhood Specialists is held at the end of the year. ~~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

~~The Great Start Readiness Program requires~~ All of our classrooms require 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, and ~~Kindergarten~~ transition to elementary school 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. You will be given a report card. ~~Family COR (Child Observation Record) Report~~ and samples of your child's work. ~~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~~ report card 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 Creative Curriculum ~~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.

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

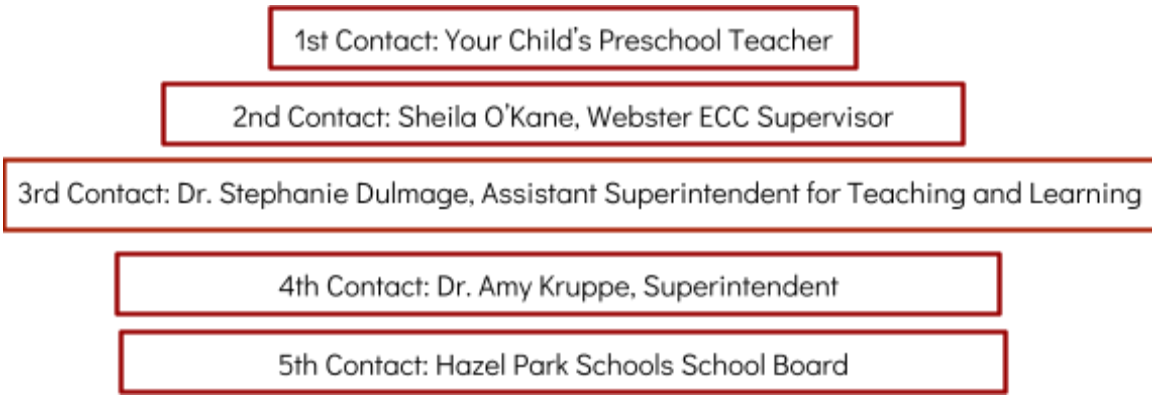
Kindergarten Transition

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. 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 the ECC Supervisor to discuss the matter.
3. If the complaint is not resolved by the Supervisor, then an appointment should be made with the Assistant Superintendent of Teaching and Learning. ~~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 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.



PLEASE SIGN AND RETURN THE LAST PAGE

SIGN AND RETURN

Hazel Park Staff Welcomes You to our Program

I have read the Webster Early Childhood ~~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.
- Turn in Health Appraisal form completed by physician within 30 days of first day of school.
- Update Emergency Information Record in the school ~~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 your child to school Monday-Friday ~~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 your child in and out 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.
- Follow parking guidelines listed.
- Follow birthday and special occasion policy.
- Attend Family Meetings and Advisory Board Meetings, if possible.
- Collaborate with Webster Early Childhood~~GSRP~~ staff to successfully transition your child from home to school at the beginning of the school year and from preschool to elementary school ~~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 Name_____

Parent or Guardian Signature: _____Date: _____

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

To: Hazel Park Board of Education
From: Amy Kruppe, Superintendent
Subject: Administrative Assistant to the Assistant Superintendent of Teaching and Learning
Date: 5/15/23

We are seeking approval to reclassify the Curriculum Office Secretary to an Administrative Assistant to the Assistant Superintendent of Teaching and Learning. The new position would be excluded from the IUOE Secretaries union per the negotiated contract as it reports to the Assistant Superintendent. The updated job description is attached. The proposed pay rate would be between $42,000 and $47,000 based on the experience of the candidate selected.

The change is part of the Districts continued assessment of positions and organizational flow that occurs when positions are vacated or needs arise. Cost impact to the District: Since this is a replacement of a current position the additional costs to the District will be the incremental costs between the current rate of pay for the previous employee to the new rate. If we were to hire the new assistant at $42,000 the additional costs would be approximately $12,000- $19,000 with fringes. The addition in the hourly rate will allow the District to attract personnel with the skills and experience commensurate with the position given the current employee shortage.

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 Sources: General Fund Impact $12,000 to $19,000

Recommendation
That the Board of Education approve the new Administrative Assistant to the Assistant Superintendent of Teaching and Learning with an additional cost not to exceed $19,000

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

POSITION: Administrative Secretary to the Assistant Superintendent of Teaching, Learning and Assessment

DEPARTMENT: Teaching and Learning

POSITION SUMMARY: Under the general supervision of the Assistant Superintendent of Teaching and Learning, the Administrative Secretary to the Assistant Superintendent performs a variety of complex and responsible secretarial services, clerical services, routine administrative functions and related work as required by the department.

ESSENTIAL FUNCTIONS:

1. Serves as confidential secretary to the Assistant Superintendent of Teaching, Learning and Assessment performing a variety of clerical and technical tasks.
2. Serves as a vital staff communications and public relations link through electronic, personal and telephone contact, frequently serving as liaison with staff and public.
3. Performs a variety of complex and specialized clerical work in support of Teaching, Learning and Assessment programs and functions.
4. Composes correspondence, documents and reports from oral and written directions.
5. Composes meeting summaries after attendance at meetings and from oral and written directions.
6. Serves as the department receptionist, screens visitors, receives telephone calls and answers questions concerning the Assistant Superintendent of Teaching, Learning and Assessment Office, district activities and policies.
7. Provides secretarial support for certificated staff, including appointment scheduling, correspondence typing, committee minutes preparation and distribution and maintenance of department files.
8. Utilizes the District's student information system, Google Suite, excel, and other computer programs for efficient and effective communication and record keeping. Advanced knowledge of a variety of computer programs preferred.
9. Establishes, maintains and monitors accurate, neat and efficient electronic and manual filing systems.
10. Prepares correspondence, letters, meeting minutes, meeting agendas, memos, reports, surveys, newsletters, brochures, and other documents and communications as needed.
11. Transcribes, types and maintains a variety of materials, including special confidential correspondence and administrative files.
12. Maintains various data bases and produces appropriate reports for the department.
13. Composes correspondence independently or from brief verbal instructions.
14. Plans, coordinates, and prepares for meetings for curriculum committees, functions and operations of the Assistant Superintendent of Teaching, Learning and Assessment Office.
15. Coordinates the Assistant Superintendent of Teaching, Learning and Assessment calendar; makes necessary arrangements for school visits, meetings, seminars, and oversees arrangements for conferences, workshops, etc., conducted by or attended by the Assistant Superintendent.
16. Routes to the Assistant Superintendent of Teaching, Learning and Assessment correspondence or communications warranting his/her attention and drafts replies for his/her review.
17. Maintains computerized budgets for multiple programs and completes necessary forms and reports; maintains district calendar, handles mail and orders supplies.
18. Performs all duties and responsibilities in a confidential manner.
19. Maintains regular and prompt attendance in the workplace.

20. Performs other related duties as assigned.

EDUCATION AND EXPERIENCE:

- Ability to carry out oral and written directions, read, write and speak at a level sufficient to fulfill the duties to be performed. High school diploma or equivalent required.
- Complex and responsible secretarial experience, including at least two years of secretarial experience in a school district is preferred.
- Experience working with budgets and ordering is desirable.

SKILLS AND QUALIFICATIONS:

1. Knowledge of a high level of English usage, spelling, grammar, punctuation and vocabulary.
2. Knowledge of modern office methods, practices and procedures.
3. Ability to communicate effectively, orally and in writing.
4. Ability to perform a variety of highly independent, complex and responsible secretarial, clerical and administrative support services requiring independent judgment with speed and accuracy.
5. Ability to complete projects and tasks with minimal supervision and direction.
6. Ability to deal pleasantly and effectively with visitors, both in person and on the telephone in a wide variety of situations.
7. Ability to learn and apply District rules, regulations, policies and procedures.
8. Must have strong organizational skills.
9. Ability to maintain cooperative working relationships with those contacted in the course of work.
10. Strong interpersonal skills.
11. Ability to make independent decisions and accurately interpret laws and practices.

PHYSICAL REQUIREMENTS:

Employees in this position must have the ability to:

1. Sit for extended periods of time.
2. Enter data into a computer terminal/typewriter and operate standard office equipment for extended periods of time.
3. See and read a computer screen and printed matter with or without vision aids.
4. Speak so that others may understand at normal levels and on the telephone.
5. Hear and understand at normal levels and on the telephone with or without hearing aids.
6. Stand and/or walk and bend over on hard and/or uneven surfaces for extended periods of time.
7. Reach overhead, grasp, push/pull up to 25 pounds for short distances.
8. Lift and/or carry up to 25 pounds at waist height for short distances.
9. Bend, squat, stoop and/or climb for extended periods of time.

WORK ENVIRONMENT:

Employees in this position will be required to work indoors in a standard office environment and come in direct contact with District office staff and the public.

SALARY: $42,000 - $47,000

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Amy 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: Unaffiliated Contracts
Date: 5/12/23

We are seeking the approval for increases in pay for the following Unaffiliated Employees for the 2023-2024 school year:

We are requesting the approval of the contracts for administrative personnel as appropriate as well as a 4% raise. The following is a listing on the individual employees with the projected salary and the comparable salary for some employees if they had been in their position for the entire 2022/2023 school year.

Name	Position	2022/2023 Pay	2023/2024 Pay
Jason Zirnis	Assistant Superintendent of Business and Operations	146,918.00	152,794.72
Dr. Stephanie Dulmage	Assistant Superintendent of Teaching and Learning	131,997.59	140,400.00
Dr. Megan Papasian-Broadwell	Executive Director of Student Services	130,000.00	135,200.00
Dr. Carla Postell	Director of Curriculum	128,153.00	131,997.59
Kristy Cales	Director of Human Resources	120,000.00	124,800.00
Bradley Wilkins	Director of Technology	98,201.00	102,129.04
Charles Pleiness*	Director of Communications	71,200.00	80,000.00
Corrie Chansler**	Supervisor of Student Support Services	100,632.00	103,650.96
Thomas Oestrike	Athletic Director	86,520.00	89,980.00
Gregory Richardson*	Supervisor of Maintenance	71,896.00	80,000.00

	and Custodial		
Gina Brew	Supervisor of Transportation	62,038.00	64,519.52
Sheila Okane	Supervisor of Early Childhood	93,784.00	97,535.00
Jamie Buczko	Administrative Assistant to Superintendent	62,830.00	65,343.20
Nancy Anderson	Administrative Assistant to the Superintendent for HR	47,000.00	48,880.00

*Received a $8,000 increase based on comparable salaries in SE Michigan.
**Received 3%

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: General Fund, Grants

Recommendation
That the Board of Education approve pay increases for the central office administrative and support staff for the 2023-2024 school year

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

HAZEL PARK SCHOOLS

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Amy Kruppe, Ed.D.
Superintendent

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

To: Amy Kruppe, Superintendent
From: Kristy Cales, Director of HR
Subject: 23/24 School Year Uncertified Staff
Date: 5/9/23

Please find below the projected uncertified staffing for the 2023-2024 school year. There may be additional requests as we learn more about students or potential reductions based upon student enrollment. We additionally, as in the past, will not hire if we do not have the students. It is our intention to get staffing placements out by May 15, 2023. This would include their pay and their projected position.

- **Preschool: +3**
  - Increase 2.0 Paraprofessional in ECSE
  - Increase 1.0 Preschool Paraprofessional (increase classrooms from 3 to 4)
- **Hoover: +2**
  - Increase 1.0 ASD Paraprofessional
  - Increase 1.0 EI Paraprofessional
- **HPHS +1**
  - Increase 1.0 EI Paraprofessional
- **Edison +2**
  - Increase 2.0 EI Paraprofessional pending opening of additional classroom
- **United Oaks: -1**
  - Decrease 1.0 Contract CNA
- **Webb: -1**
  - Decrease 1.0 Special Ed Paraprofessional
- **Jardon: -1**
  - Decrease 1.0 Contract PT
- **HPJH: -1**
  - Decreases 1.0 One-to-One Paraprofessional
- **Central office: -4**
  - Decrease 4.0 in district subs

Net change: +4.0 Paraprofessional positions across the district

- **No changes in Advantage, Maint/Cust/Transportation.**

School Name	2022-2023 Non-Certified	2023-2024 Non-Certified	Change
Webster	13	16	3
Edison	31	33	2
Hoover	12.5	14.5	2
United Oaks	12.5	11.5	1
Webb	36	35	1
Jardon	26	25	1
HPJH	16	15	1
HPHS	21	22	1
Alternative	4	4	0
Central Office	40	38	4
Maint/Cust/Bus	21	21	0
Total Change			0

Funding Source: Special Education positions funded from Center fund, general education positions funded from General Fund.

Recommendation
That the Board of Education approve the uncertified staff for the 23/24 school year.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

HAZEL PARK SCHOOLS

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Amy 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: Kristy Cales, Director of HR
Subject: Non-Union Contract
Date: 5/12/23

We are seeking the approval for updates to the contract and increases in pay for the following Non-Union Employee groups for the 2023-2024 school year:

Increase in pay range for GSRP and Preschool Academy Teachers:
2022-2023 pay range $36,362 to $43,218 per year
2023-2024 pay range $41,260 to $49,038 per year

Increase in pay range for GSRP Associate Teachers:
2022-2023 pay range $16.07 to $17.79 per hour
2023-2024 pay range $16.75 to $18.50 per hour

Increase in Security pay and addition of 1 step:
2022-2023 pay $15.22/hour

2023-2024 pay increase and additional step added:
1st year $15.90/hour
2nd year $16.55/hour

A 4% increase would apply to other staff who fall under this agreement (business office admins).
Updates include language clean up and policy on prorating sick/vacation days at separation of employment.

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: General Fund , Grants

Recommendation
That the Board of Education approve pay increases and contract changes for the non-union group for the 2023-2024 school year, as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

HAZEL PARK SCHOOLS

Non-Union Employee Salary & Benefit Summary

2023-2024 School Year

Central Office Staff (Non-Administration)

Vacation Days. Central Office Staff will be provided with paid vacation time according to the following schedule below:

- Vacation requests must be approved in advance by the employee's immediate supervisor.
- Vacation time is expected to be used by June 30 of each year.
- Central Office Staff may carry over up to 10 unused vacation days to August 31, upon written approval from the Superintendent.
- The Superintendent may waive this maximum vacation carryover for extenuating circumstances on a case by case basis.

Years of Service	# of Days
0 to 4 Years	10 Days
5 to 9 Years	15 Days
10 or More Years	20 Days

Sick Time. Unused sick time for Central Office Staff shall not accumulate above 50 days.

Upon retirement or death, Central Office Staff shall be paid one-half of their unused cumulative sick days up to a maximum of 50 full days of pay (up to 100 unused sick days). The total payment shall not exceed $5,000.

Employees shall be allocated sick leave days at the beginning of the contract year for the purposes of personal illness or injury, or illness in the immediate family (interpreted as spouse, son or daughter, parents, or other dependents). Employees who terminate before the end of the 2023-2024 school year and have used their allocated sick leave will have their days prorated as appropriate.

Central Office sick leave shall be allocated as follows:

- Employees will be allowed 12 days per year without loss of salary.
- Not more than two (2) sick leave days may be used for personal business; such leave shall be granted upon written request from the employee to his/her supervisor, in advance if possible.

- In the event of an emergency, personal business leave may be approved after the absence of the employee.
- If you are out for three or more days, the employee must return with a Doctor's note stating that the employee is fit for duty.

Insurance. Non-union Central Office Staff working 30 hours or more per week are eligible for single subscriber, 2-Person, or Full Family Medical, Dental, Vision and ancillary insurance coverage, subject to annual hard cap limits. Medical and ancillary benefit insurance plan carriers and benefit levels may be changed at the discretion of the Board of Education.

Longevity. Central Office Staff will be paid longevity according to the following schedule those receiving longevity before 2017-2018 shall remain on the previous hourly rate of $1.75 and below is for those after 2018:

Years of Service	Hourly Rate	Annual Hours (2080)
Prior to 2017-18 20 or more years	$1.75	$3,640.00
2017-18 and Onward 20 or more years	$1.50	$3,120.00

Paid Holidays. Employees shall receive the following paid holidays:

Friday before Labor Day	Christmas Eve	MLK Day*
Labor Day	Christmas Day	Good Friday
Wednesday before Thanksgiving*	New Years Eve	First Day of Spring Break
Thanksgiving Day	New Years Day	Memorial Day
Friday after Thanksgiving		

**If school is not in session.*

In the event that one of the above holidays falls on a Saturday or Sunday, an alternate holiday will be awarded, not to be in conflict with the school calendar.

When July 4 falls on Tuesday, Monday July 3 shall be an additional paid holiday. When July 4 falls on Thursday, Friday, July 5 shall be an additional paid holiday.

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GSRP, Preschool Academy, and Associate Teachers

Salary. GSRP Preschool Teachers & GSRP Associate Teachers are employed on an hourly basis as follows:

- GSRP and Preschool Teacher: $41,260 to $49,038 per year
- GSRP Associate Teacher: $16.75 to $18.50 per hour

Salary placement for GSRP, Preschool Academy, and Associate Teachers shall be determined by the Superintendent at the time of hire and may include consideration for degrees obtained and relevant prior experience.

Sick Time. GSRP, Preschool Academy, and Associate Teachers shall be given employees 10 days each year without loss of salary.

- Not more than two (2) sick leave days may be used for personal business; such leave shall be granted upon written request from the employee to his/her supervisor, in advance if possible.
- In the event of an emergency, personal business leave may be approved after the absence of the employee.
- If you are out for three or more days, the employee must return with a Doctor's note stating that the employee is fit for duty.
- Unused sick leave time shall accumulate in an employee's sick leave bank up to a maximum of 50 days. Upon retirement an employee shall receive a payment equivalent to $20 per day for up to 50 days, with a maximum payment of $1,000.
- Employees shall be allocated sick leave days at the beginning of the contract year for the purposes of personal illness or injury, or illness in the immediate family (interpreted as spouse, son or daughter, parents, or other dependents). Employees who terminate before the end of the 2023-2024 school year and have used their allocated sick leave will have their days prorated as appropriate. Immediate family is interpreted as spouse, son or daughter, parents, or other dependents.

Calendar: Employees should follow the Early Childhood Calendar including professional development days.

GSRP Associate Teachers shall receive the following holidays:

Friday before Labor Day	Friday after Thanksgiving	MLK Day*
Labor Day	Christmas Eve	Good Friday
Wednesday before Thanksgiving*	Christmas Day	First Day of Spring Break

Thanksgiving Day	New Years Eve	Memorial Day
	New Years Day	

*if school is not in session

Insurance: Staff working 30 hours or more per week are eligible for single subscriber, 2-Person, or Full Family Medical, Dental, Vision and ancillary insurance coverage, subject to annual hard cap limits. Medical and ancillary benefit insurance plan carriers and benefit levels may be changed at the discretion of the Board of Education.

Vendor Alternative Education Staff

Salary/Rate. The hourly pay rate for employees working at vendor alternative education programs is $20.13 per hour.

Sick Time. Vendor Alternative Education Teachers shall be considered as 10-month employees and authorized 10 days each year without loss of salary.

- Not more than two (2) sick leave days may be used for personal business; such leave shall be granted upon written request from the employee to his/her supervisor, in advance if possible.
- In the event of an emergency, personal business leave may be approved after the absence of the employee.
- If you are out for three or more days, the employee must return with a Doctor's note stating that the employee is fit for duty.
- Unused sick leave time shall accumulate in an employee's sick leave bank up to a maximum of 50 days. Upon retirement an employee shall receive a payment equivalent to $20 per day for up to 50 days, with a maximum payment of $1,000.
- Employees shall be allocated sick leave days at the beginning of the contract year for the purposes of personal illness or injury, or illness in the immediate family (interpreted as spouse, son or daughter, parents, or other dependents). Employees who terminate before the end of the 2023-2024 school year and have used their allocated sick leave will have their days prorated as appropriate.

Paid Holidays. Employees shall receive the following paid holidays:

Friday before Labor Day	Friday after Thanksgiving	MLK Day*
Labor Day	Christmas Eve	Good Friday
Wednesday before Thanksgiving*	Christmas Day	First Day of Spring Break
Thanksgiving Day	New Years Eve	Memorial Day

	New Years Day	

**If school is not in session.*

Insurance: Staff working 30 hours or more per week are eligible for single subscriber, 2-Person, or Full Family Medical, Dental, Vision and ancillary insurance coverage, subject to annual hard cap limits. Medical and ancillary benefit insurance plan carriers and benefit levels may be changed at the discretion of the Board of Education.

Security Staff

Salary. Security personnel are employed on an hourly basis as follows:

1st year	$15.90/hour
2nd year	$16.55/hour

Sick Time. Security personnel shall be considered as 10-month employees and authorized 10 days each year without loss of salary.

- Not more than two (2) sick leave days may be used for personal business; such leave shall be granted upon written request from the employee to his/her supervisor, in advance if possible.
- In the event of an emergency, personal business leave may be approved after the absence of the employee.
- If you are out for three or more days, the employee must return with a Doctor's Note that they are fit for duty.
- Unused sick leave time shall accumulate in an employee's sick leave bank up to a maximum of 50 days. Upon retirement or death an employee shall receive a payment equivalent to $20 per day for up to 50 days, with a maximum payment of $1,000.
- Employees shall be allocated sick leave days at the beginning of the contract year for the purposes of personal illness or injury, or illness in the immediate family (interpreted as spouse, son or daughter, parents, or other dependents). Employees who terminate before the end of the 2023-2024 school year and have used their allocated sick leave will have their days prorated as appropriate.

Insurance: Staff working 30 hours or more per week are eligible for single subscriber, 2-Person, or Full Family Medical, Dental, Vision and ancillary insurance coverage, subject to annual hard cap limits. Medical and ancillary benefit insurance plan carriers and benefit levels may be changed at the discretion of the Board of Education.

Paid Holidays. Employees shall receive the following paid holidays:

Friday before Labor Day	Friday after Thanksgiving	MLK Day*

Labor Day	Christmas Day	Good Friday
Wednesday before Thanksgiving*	New Years Eve	First Day of Spring Break
Thanksgiving Day	New Years Day	Memorial Day

**If school is not in session.*

In the event that one of the above holidays falls on a Saturday or Sunday, an alternate holiday will be awarded, not to be in conflict with the school calendar.

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Amy 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: Secretarial Group
Date: 5/18/2023

We are recommending the following changed for the Secretarial Group:

1. **New Salary Scale and Classifications**
   a. **Classifications**

Class I	SIS Secretary			
Class IA	Executive Director Secretary	High School Principal Secretary	Director Secretary	Enrollment Secretary
Class II	Principal Secretary (Elem, Junior High, Jardon, Edison)	Counseling Office Secretary	Assistant Principal Secretary	
Class III	Attendance Secretary	Receptionist		

   b. **Salary Scale and Longevity**

Position	step 1	Step 2	Step 3	Step 4	Step 5		Longevity
Class 1	22.00	22.66	23.34	24.04	24.76	6 years	0.75
Class IA	19.00	19.57	20.16	20.76	21.38	10 years	1.25
Class II	18.00	18.54	19.10	19.67	20.26	15 years	1.50
ClassIII	15.50	15.97	16.44	16.94	17.45	20 years	1.75
						25 years	2.00

2. **Start and End Dates for 10 & 11 month employees and working over school breaks**

Months Worked	Start	End	School Breaks
10 month	Full week before school	Full week after school	
11 month	June 30th	August 1st	works breaks
12 month			works breaks

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3. **Sick and Vacation time changes**

Months Worked	sick	vacation	
10 month	10 days	6 paid break days	Changed from Vacation time to 6 paid days over Christmas Break
11 month	11 days	8 paid break days	Changed from Vacation time to 6 paid days over Christmas Break and 2 paid days over Spring Break
12 month	12 days	10 paid vacation days	Use Whenever

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.

Funding Source: General and Center fund, dependent on position

Recommendation
That the Board of Education approve the above changes for the secretarial group as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

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Amy Kruppe, Ed.D.
Superintendent

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www.hazelparkschools.org

To: Hazel Park Board of Education

From: Dr. Amy Kruppe

Subject: Additional Maintenance Intern

Date: 05/12/23

We are seeking approval to add one additional maintenance intern for work this summer. Duties may entail groundskeeping duties (mowing, edging, weeding, landscaping) or custodial work (deep cleaning of buildings). The pay for this position is $14 an hour, the position would be 40 hours a week maximum.

This would give an additional student the opportunity to learn or hone real life skills and earn money.

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.

Funding Sources: General Fund

Recommendation
That the Board of Education approves the additional maintenance intern position for the summer season June 13th - August 25th.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

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Amy Kruppe, Ed.D.
Superintendent

Ford Administration
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www.hazelparkschools.org

To: Amy Kruppe, Superintendent
From: Jason Zirnis, Assist. Superintendent of Business and Operations
Subject: High School Bleacher installation
Date: May 15, 2023

The High School bleachers have been identified as a priority project that can be replaced through a cooperative bid purchasing plan and be completed in the fall. Since the High School Cafeteria project and staff bathrooms are not being completed this summer the funding is available to complete this project.

The quote received is for a full replacement of the lower bleachers, including removal and installation of the new system. I am recommending a contingency of 20% for removal of the upper bleachers, wall mounted basketball nets and any other item that may arise.

Total cost of the bleacher replacement is $242,115.

Funding Source: Sinking Fund

Recommendation
That the Board of Education approve the High School Bleachers to not exceed $242,115.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

HAZEL PARK PROMISE

HAZEL PARK SCHOOLS

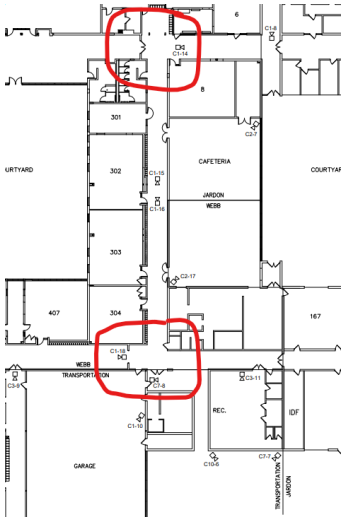
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Superintendent

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To: Amy Kruppe, Superintendent
From: Jason Zirnis, Assist. Superintendent of Business and Operations
Subject: Jadon/Webb Separation Doors
Date: May 15, 2023

Due to recent student incidents extending from Jardon into Webb we are proposing the addition of separation doors that will section off the two buildings (see below). Partners In Architecture is determining the code requirements relating to having the doors lock when lockdowns are initiated at either Webb or Jardon. Pricing will be contingent upon the location and code requirements.



We are requesting the approval of the project knowing that the cost will require bidding as the cost will exceed $26,000.

Funding Source: Sinking Fund

Recommendation
That the Board of Education approve the project for design and bidding with final approval after bidding returning to the Board for final approval

APPROVED AND RECOMMENDED FOR

HAZEL PARK PROMISE

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BOARD ACTION

_____

Amy Y. Kruppe, Ed.D.
Superintendent

HAZEL PARK SCHOOLS

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Amy Kruppe, Ed.D.
Superintendent

Ford Administration
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www.hazelparkschools.org

To: Amy Kruppe, Superintendent
From: Jason Zirnis, Assist. Superintendent of Business and Operations
Subject: Ford Administration Updates
Date: May 15, 2023

We have completed several projects at the Administration building, most notably the front office has received new flooring and desks, there are several minor renovations for the space but the renovation should be within budget when completed.

The HVAC unit for Dr. Postell's Office has been ordered, it will be installed when received.

We are recommending with the configuration of the offices as they currently stand that two doors be installed between Dr. Kruppe's and Mr. Zirnis's Offices and their Administrative Assistants. This will serve a security feature as well as increase the productivity and access between the two administrators and their assistants.

Total cost for the doors will be $10,800 the masonry work to complete the project is being quoted but expected to be less then $7,500.

Funding Source: General Fund

Recommendation
That the Board of Education approve the addition of two doors not to exceed $20,000.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

Book	Policy Manual
Section	1000 Administration
Title	STAFF DRESS AND GROOMING
Code	po1616
Status	Approved, ready for Neola

update

1616 - **STAFF DRESS AND GROOMING**

The Board of Education believes that administrators set an example in dress and grooming for their students to follow. An administrator who understands this precept and adheres to it enlarges the importance of his/her task, presents an image of dignity, and encourages respect for authority. These factors act in a positive manner toward the maintenance of discipline.

The Board retains the authority to specify the following dress and grooming guidelines for staff that will prevent such matters from having an adverse impact on the educational process. When assigned to District duty, all professional staff members shall:

A. **(X-)** be physically clean, neat, and well-groomed;

B. **(X-)** dress in a manner consistent with their professional responsibilities;

C. **(X-)** dress in a manner that communicates to students a pride in personal appearance;

D. **(X-)** dress in a manner that does not cause damage to District property;

E. **(X-)** be groomed in such a way that their hairstyle or dress does not disrupt the educational process nor cause a health or safety hazard.

[X-] The Board recognizes employees' right to dress in accordance with their gender identity, within the constraints of the preceding dress and grooming guidelines.

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Last Modified by Jamie Buczko on August 1, 2022

Discussed by previous board.. any changes?

Book	Policy Manual
Section	2000 Program
Title	Copy of NONDISCRINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES
Code	po2266
Status	draft
Adopted	December 14, 2020

2266 - **NON DISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES**

STUDENTS

Student Discrimination and Harassment

The District is committed to maintaining a learning environment in which all individuals are treated with dignity and respect, free from discrimination and harassment. The District shall not discriminate on the basis of race, color, national origin, sex, including sexual orientation or sexual identity, age, religion, height, weight, marital or family status, disability, military status, genetic information, or any other Federal or State legally protected category in its programs and activities. Sexual harassment (see specific requirements under Title IX below) is a form of sex discrimination, and shall likewise not be permitted with respect to students or employees. The District shall not retaliate against a person who reports or opposes improper discrimination or retaliation. The District shall fully comply with all applicable Federal and State civil rights statutes. Discrimination, retaliation, and harassment are prohibited whether occurring at school, on District property, in a District vehicle, or at any District-related activity or event.

The Superintendent shall designate not less than one (1) Compliance Officer responsible for coordinating the District's compliance with applicable Federal and State laws and regulations, and for investigating reports of discrimination or harassment. The Superintendent shall ensure that all required notices under the civil rights or other laws are provided to staff members.

A student who believes he or she has been or is the victim of discrimination or harassment should immediately report the situation to a teacher, counselor, social worker, the building principal or assistant principal, or the Superintendent. A staff member who observes, has knowledge of, or learns that a student has been or is the victim of discrimination or harassment shall immediately report the situation to the building principal or assistant principal, or the Superintendent. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

The Superintendent shall develop and implement administrative guidelines to enforce this policy.

Sexual Harassment

"Sexual Harassment" is one form of prohibited harassment under District policy. Federal laws and regulations define the type of "sexual harassment" that triggers a duty to respond under a Federal law known as Title IX. Sexual harassment is defined under Title IX as conduct on the basis of sex that satisfies one (1) or more of the following:

A. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (*i.e. quid pro quo* sexual harassment);

B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or

C. Sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)(a)(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 §U.S.C.12291(a)).

Complaints of harassment, not defined as sexual harassment under Title IX, but nevertheless are based on allegations related to sex, gender, or other protected classes as identified above are subject to investigation and response under this Policy and/or the Student Code of Conduct.

The District shall not retaliate against a person who reports or opposes sexual harassment. The District shall fully comply with Title IX of the Civil Rights Act of 1964 and the accompanying regulations.

The Superintendent shall designate not less than one (1) Title IX Coordinator responsible for coordinating the District's compliance with Title IX and its regulations, and for investigating reports of sexual harassment under Title IX.

A student who believes he or she has been or is the victim of sexual harassment should immediately report the situation to a teacher, counselor, social worker, the building principal or assistant principal, the Superintendent, or a Title IX Coordinator. A District employee who observes, has knowledge of, or learns that a student has been or is the victim of sexual harassment shall immediately report the situation to the building principal or assistant principal, Superintendent, or Title IX Coordinator. Complaints against the building principal should be filed with the Superintendent or Title IX Coordinator. Complaints against the Superintendent should be filed with the Board President or Title IX Coordinator.

The Superintendent shall develop and implement as an administrative guideline a Title IX Sexual Harassment Grievance Procedure.

EMPLOYEES

Employee Discrimination and Harassment

The District shall not discriminate on the basis of race, color, national origin, sex (including sexual orientation or sexual identity), age, religion, height, weight, marital or family status, disability, military status, genetic information, or any other Federal or State legally protected category in its programs and activities, including employment. Sexual harassment is a form of sex discrimination, and shall likewise not be permitted with respect to students or employees. The District shall not retaliate against a person who reports or opposes improper discrimination or retaliation. The District shall fully comply with all applicable Federal and State civil rights statutes.

The Board shall designate not less than one (1) Compliance Officer responsible for coordinating the District's compliance with applicable Federal and State laws and regulations, and for investigating reports of discrimination or harassment. The Superintendent shall ensure that all required notices under the civil rights or other laws are provided to staff members.

A person who believes he or she has been or is the victim of discrimination or harassment should immediately report the situation to a teacher, counselor, social worker, the building principal or assistant principal, or the Superintendent. A staff member who observes, has knowledge of, or learns that a person has been or is the victim of discrimination or harassment shall immediately report the situation to the building principal or assistant principal, or the Superintendent. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

The Superintendent shall develop and implement administrative guidelines to enforce this policy.

Sexual Harassment

"Sexual Harassment" is one form of prohibited harassment under District policy. Federal laws and regulations define the type of "sexual harassment" that triggers a duty to respond under a Federal law known as Title IX. Sexual harassment is defined under Title IX as conduct on the basis of sex that satisfies one (1) or more of the following:

A. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (*i.e. quid pro quo* sexual harassment);

B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or

C. Sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)(a)(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 §U.S.C.12291(a)).

Complaints of harassment, not defined as sexual harassment under Title IX, but nevertheless are based on allegations related to sex, gender or other protected classes as identified above are subject to investigation and response under this Policy and/or any relevant Employee Handbook.

The District shall not retaliate against a person who reports or opposes sexual harassment. The District shall fully comply with Title IX of the Civil Rights Act of 1964 and the accompanying regulations.

The Superintendent shall designate not less than one (1) Title IX Coordinator responsible for coordinating the District's compliance with Title IX and its regulations, and for investigating reports of sexual harassment under Title IX.

A person who believes he or she has been or is the victim of sexual harassment should immediately report the situation to the building principal or assistant principal, the Superintendent, or a Title IX Coordinator. A District employee who observes, has knowledge of, or learns that a person has been or is the victim of sexual harassment shall immediately report the situation to the building principal or assistant principal, Superintendent, or Title IX Coordinator. Complaints against the building principal should be filed with the Superintendent or Title IX Coordinator. Complaints against the Superintendent should be filed with the Board President or Title IX Coordinator.

The Superintendent shall develop and implement as an administrative guideline a Title IX Sexual Harassment Grievance Procedure.

Last Modified by Robin Dosser on January 20, 2021

Book	Policy Manual
Section	5000 Students
Title	EMERGENCY REMOVAL, SUSPENSION, AND EXPULSION OF STUDENTS
Code	po5610
Status	Active
Adopted	May 15, 2017
Last Revised	March 15, 2021

5610 - **EMERGENCY REMOVAL, SUSPENSION, AND EXPULSION OF STUDENTS**

The Board of Education is continually concerned about the safety and welfare of District students and staff and, therefore, will not tolerate behavior that creates an unsafe environment, a threat to safety or undue disruption of the educational environment.

Factors to be Considered Before Suspending or Expelling a Student

The Board of Education also recognizes that exclusion from the educational program of the schools is a severe sanction that should only be imposed after careful and appropriate consideration.

Except as otherwise noted below with respect to possession of a firearm in a weapon free school zone, if suspension or expulsion of a student is considered, the Board and Superintendent shall consider the following factors prior to making a determination of whether to suspend or expel:

A. the student's age

B. the student's disciplinary history

C. whether the student has a disability

D. the seriousness of the violation or behavior

E. whether the violation or behavior committed by the student threatened the safety of any student or staff member

F. whether restorative practices will be used to address the violation or behavior

G. whether a lesser intervention would properly address the violation or behavior

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

Restorative Practices

The Superintendent shall consider using restorative practices as an alternative to or in addition to suspension or expulsion. If the District determines that it will utilize restorative practices in addition to or as an alternative to suspension or expulsion of a student, it will engage in restorative practices which emphasize repairing the harm to the victim and school community caused by the student's misconduct.

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

If the District determines that it will utilize restorative practices in addition to or as an alternative to suspension or expulsion of a student, the restorative practices may include victim-offender conferences that:

A. are initiated by the victim;

B. are approved by the victim's parent or legal guardian or, if the victim is at least fifteen (15), by the victim;

C. are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender (the "restorative practices team");

D. would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm, such as requiring the student to apologize; participate in community service, restoration of emotional or material losses, or counseling; pay restitution; or any combination of these.
The selected consequences and time limits for their completion will be incorporated into an agreement to be signed by all participants.

Due Process

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

In all cases resulting in short-term suspension, long-term suspension or expulsion, appropriate due process rights described in Policy 5611 and AG 5610 must be observed. The Principal shall check to make sure the student is not classified as disabled under Section 504. Students with disabilities under IDEA or Section 504 shall be expelled only in accordance with their rights under Federal law.

For purposes of this policy, suspension shall be either short-term (not more than ten (10) days) or long-term (for more than ten (10) days but less than permanent expulsion) removal of a student from a regular District program. The Superintendent may suspend a student for a period not to exceed 10 school days.

For purposes of this policy, unless otherwise defined in Federal and/or State law, expulsion is defined as the permanent exclusion of a student from the District. Students who are expelled may petition for reinstatement as provided below.

Emergency Removal or Short-Term Suspension

A student may be removed from a class, subject, or activity for one (1) day by his/her teacher for certain conduct as specified in the Code of Conduct, or he/she may be given a short-term suspension by the Superintendent. A student so removed may be allowed to attend other classes taught by other teachers during the term of the one (1) day removal. A student removed from the same class for ten (10) days will be entitled to the process for short-term suspensions outlined in AG 5610. A student removed from the same class for more than ten (10) days will be entitled to the process for long-term suspensions outlined in AG 5610. The Board designates the Superintendent as its representative at any hearings regarding the appeal of a suspension.

Long-Term Suspension or Expulsion

Due process set out in Policy 5611 and AG 5610 shall be followed in all circumstances in which a student may be expelled or suspended for a period of more than ten (10) days.

The Superintendent may suspend a student for a period longer than ten (10) days or expel a student. The Board shall act on any appeal to the decision.

In all cases resulting in short-term suspension, long-term suspension, or expulsion, appropriate due process rights must be observed. In determining whether a student is to be suspended or expelled, District Administrators shall use a preponderance of evidence standard.

The Superintendent shall develop procedures to implement this policy that shall include the following:

A. strategies for providing special assistance to students in danger of being expelled and not achieving the academic outcomes of the District's core curriculum;

B. standards of behavior for all students in accordance with District Board policy on student discipline;

C. procedures that ensure due process; and

D. provision for make-up work at home, when appropriate.

When making a determination whether or not a student will be expelled or permanently excluded under this policy, the Superintendent shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315 - Information Management (i.e. "Litigation Hold")) created and/or received as part of an investigation.

The documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law – e.g., student records and confidential medical records.

The documents, ESI, and electronic media (as defined in Policy 8315) shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Persistent Disobedience or Gross Misconduct/CSC Against Another District Student

Any student may be removed from the classroom, and/or, after consideration of the factors identified above, suspended or expelled for persistent disobedience or gross misconduct or if the student commits criminal sexual conduct against another student enrolled in the District regardless of the location of the conduct. A student may not be expelled or excluded from the regular school program based on pregnancy status.

In recognition of the negative impact on a student's education, the Board encourages the District's administrators to view suspensions, particularly those over ten (10) days, and permanent expulsions as discipline of last resort, except where these disciplines are required by law. Alternatives to avoid or to improve undesirable behaviors should be explored when possible prior to implementing or requesting a suspension or expulsion.

Physical and Verbal Assault

Unless a different determination is made after consideration of the factors identified above, the District shall permanently expel a student in grade six or above if that student commits physical assault at school against a staff member, a volunteer, or a contractor.

Unless a different determination is made after consideration of the factors identified above, the District shall suspend or expel a student in grade six or above for up to one hundred eighty (180) school days if the student commits physical assault at school against another student.

Physical assault is defined as "intentionally causing or attempting to cause physical harm to another through force or violence."

Unless a different determination is made after consideration of the factors identified above, the District shall suspend or expel a student in grade six or above and may discipline, suspend or expel a student in grade five and below for a period of time as determined at the Board's discretion if the student commits verbal assault at school against a District employee, volunteer, or contractor or makes a bomb threat or similar threat directed at school building, property, or at a school-related activity.

Verbal assault is a communicated intent to inflict physical or other harm on another person, with a present intent and ability to act on the threat.

"At school" means 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 District may provide appropriate instructional services at home for an expelled student not placed in an Alternative Education Program. The instructional services provided shall be similar to those provided to homebound or hospitalized students and shall be contracted for in the same manner.

Weapons, Arson, Criminal Sexual Conduct

In compliance with State and Federal law, and unless a different determination is made after consideration of the factors identified above, the District shall expel any student who possesses a dangerous weapon, other than a firearm, in the District's weapon-free school zone (except as noted below), commits either arson or criminal sexual conduct in a school building or on school property, including school buses and other District transportation, or pleads to, is convicted of or is adjudicated of criminal sexual conduct against another student enrolled in the District.

In compliance with State and Federal law, the District shall expel any student who possesses a firearm in the District's weapon-free school zone in violation of State law, unless the student can establish the mitigating factors relating to possession of a dangerous weapon set out below, by clear and convincing evidence.

For purposes of this policy, a "dangerous weapon" is defined by law as a firearm, dagger, dirk, stiletto, knife with a blade over three (3) inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles. This definition also includes other devices designed to (or likely to) inflict bodily harm, including, but not limited to, air guns and explosive devices. The term "firearm" is defined as any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of the explosive, the frame, or the bearer of any such weapon, as well as a firearm muffler, firearm silencer, or any such destructive device.

The District need not expel a student for possession of a dangerous weapon, including a firearm, if the student can establish in a clear and convincing manner the following mitigating factor(s) to the satisfaction of the Board the:

A. object or instrument was not possessed for use as a weapon, or for direct (or indirect) delivery to another person for use as a weapon; or

B. weapon was not knowingly possessed; or

C. student did not know (or have reason to know) that the object or instrument in his/her possession constituted a dangerous weapon; or

D. weapon was possessed at the suggestion, request, direction of, or with the express permission of the Superintendent or the police.

There is a rebuttable presumption that expulsion for possessing the weapon is not justified if the Superintendent determines in writing that the student has established that he or she fits under one of the exceptions above by clear and convincing evidence, and that the student has no previous history of suspension or expulsion.

For expulsions for dangerous weapons, arson, criminal sexual conduct or assault upon an employee, volunteer or contractor, the Superintendent shall provide that the expulsion is duly noted in the student's record, the student is referred to the Department of Human Services or Department of Community Health within three (3) school days after the expulsion, and the parents are informed of the referral. Furthermore, if a student who is expelled is below the age of sixteen (16), the Superintendent shall ensure notification of the expulsion is given to the Juvenile Division of the Probate Court. In compliance with Federal law, the Superintendent shall also refer any student (regardless of age) expelled for possession of a dangerous weapon to the criminal justice or juvenile delinquency system serving the District. In addition, the Superintendent shall send a copy of this policy to the State Department of Education and shall include a description of the circumstances surrounding the expulsion of the student for possessing a firearm or weapon in the District's weapon-free school zone, together with the name of the District, the number of students so expelled, and the types of firearms or weapons brought into the weapon-free school zone.

A student expelled under this policy for dangerous weapons, arson, criminal sexual conduct or assault upon an employee, volunteer or contractor may apply for reinstatement in accordance with the following guidelines:

A. If the student is in grade five (5) or below at the time of the expulsion and was expelled for possessing a firearm or threatening another person with a dangerous weapon, the parents, legal guardian, adult student, or emancipated minor may submit a request for reinstatement after sixty (60) school days from the date of expulsion, but the student may not be reinstated before ninety (90) school days from the expulsion date.

B. If the student is in grade five (5) or below at the time of the expulsion and was expelled for a reason other than possessing a firearm or threatening another person with a dangerous weapon, the parents, legal guardian, or emancipated minor may submit a request for reinstatement at any time, but the student may not be reinstated before ten (10) school days from the expulsion date.

C. If the student is in grade six (6) or above at the time of the expulsion, the parents, legal guardian, adult student, or emancipated minor may submit a request for reinstatement after 150 school days from the date of the expulsion, but the student may not be reinstated before 180 school days from the expulsion date.

D. The parent, adult student, or emancipated minor shall submit the request for reinstatement to the Superintendent.

E. Within ten (10) school days after receiving the petition, the Board shall appoint a committee consisting of two (2) Board members, a school administrator, a teacher, and a school-parent representative. During this time period, the Superintendent shall prepare and submit for consideration by the committee information concerning the circumstances of the expulsion and any factors mitigating for or against reinstatement.

F. Within ten (10) school days after being appointed, the committee shall review all pertinent information and submit its recommendation to the Board. The recommendation may be for unconditional reinstatement, conditional reinstatement, or non-reinstatement, based on the committee's consideration of the following the:

    1. extent to which reinstatement would create a risk of harm to students or school staff;

2. extent to which reinstatement would create a risk of school or individual liability for the Board or school staff;

3. age and maturity of the student;

4. student's school record before the expulsion incident;

5. student's attitude concerning the expulsion incident;

6. student's behavior since the expulsion and the prospects for remediation;

G. The degree of cooperation and support the parent has provided and will provide if the student is reinstated (if the request was filed by a parent), including, but not limited to the parent's receptiveness toward any conditions placed on the reinstatement. Such conditions, for example, might include a written agreement by the student and/or a parent who filed the reinstatement request to accomplish the following:

1. abide by a behavior contract involving the student, his/her parents, and an outside agency;

2. participate in an anger management program or other counseling activities;

3. cooperate in processing and discussing periodic progress reviews;

4. meet other conditions deemed appropriate by the committee;

5. accept the consequences for not fulfilling the agreed upon condition

The Board shall make its decision no later than the next regular Board meeting following the committee's submission of its recommendations. The Board's decision shall be final and is not subject to appeal.

In the event a student who has been permanently expelled from another school requests admission to this District, in making its decision, the Board shall follow the same procedure it has established in paragraphs A-F, above, for the reinstatement of a student.

Students expelled for reasons other than dangerous weapons, arson, criminal sexual conduct or assault upon an employee, volunteer or contractor may also petition the Board for reinstatement. The Board may, at its discretion, consider the petition in accordance with the procedures set forth above.

The Superintendent shall ensure Board policies and procedures regarding a student's rights to due process are followed when dealing with a possible suspension or expulsion under this policy.

In-School Discipline

The purpose of this policy is to provide an alternative to out of school suspension. The availability of in-school discipline options is dependent upon the financial ability of the Board to support such a program.

In-school discipline will only be offered at the discretion of the Superintendent for offenses found in the Student Code of Conduct.

The Superintendent is to establish procedures for the proper operation of such a program and to ensure appropriate due-process procedures are followed as applicable. (See Policy 5630.01)

Due Process Rights

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

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

A. Students Subject to Short-Term Suspension

Except when emergency removal is warranted, a student must be given at least oral 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 Superintendent or other designated administrator shall provide the opportunity to be heard and shall be responsible for making the suspension decision. An appeal may be addressed to the Superintendent whose decision will be final.

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 therefor, and must also be given an opportunity to appear before the Board with a representative to answer the charges. The student and/or his/her guardian must also be provided a brief description of the student's rights and the hearing procedure, a list of the witnesses who will provide testimony to the Board, and a summary of the facts to which the witnesses will testify. At the student/parent's request, the hearing shall be held in closed session, but the Board must act publicly. The Board shall act by providing a written decision on any appeal of an expulsion, a request for reinstatement, or a request for admission after permanent expulsion from another school.

The Superintendent shall develop procedures to ensure all members of the staff use the above guidelines when dealing with students. In addition, this statement of due process rights shall be placed in all student handbooks, in a manner that facilitates understanding by students and their parents.

Corporal Punishment

While recognizing that students may require disciplinary action in various forms, the Board does not condone the use of unreasonable force and fear as an appropriate procedure in student discipline.

Staff shall not use physical force or violence to compel obedience. If all other means fail, staff members may always resort to the removal of the student from the classroom or District through suspension or expulsion procedures.

Within the scope of their employment, all staff may use reasonable force and apply restraint to accomplish the following:

A. restrain or remove a student who refuses to comply with a request to behave or report to the office;

B. quell a disturbance threatening physical injury to self or others;

C. obtain possession of weapons or other dangerous objects within the control of the student, for either self-defense; or

D. the protection of persons or property.

In accordance with State law, corporal punishment shall not be permitted. If any staff member (full-time, part-time, or substitute) deliberately inflicts, or causes to be inflicted, physical pain upon the student (by hitting, paddling, spanking, slapping or any other kind of physical force) as a means of discipline, the staff member may be subject to discipline and possibly criminal assault charges. This prohibition also applies to volunteers and those with whom the District contracts for services.

The Superintendent shall provide guidelines, including a list of alternatives to corporal punishment.

Removal, Suspension, and Expulsion of Students with Disabilities

The District shall abide by Federal and State laws in matters relating to discipline, suspension, and expulsion of disabled students.

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Legal M.C.L. 380.1301, 380.1309, 380.1310d, 380.1311

20 U.S.C. 3351

State Board of Education, Resolution to Address School Discipline Issues Impacting Student Outcomes, Adopted June 12, 2012

Last Modified by Brittany Wiggins on March 22, 2021

Book: MI Local Policies for Update
Section: Vol. 37, No. 1 - September 2022
Title: Vol. 37, No. 1 - September 2022 New AUTHORIZATION TO USE ELECTRONIC FUND TRANSFERS AND AUTOMATED CLEARING HOUSE ARRANGEMENTS
Number: po6108

NEW POLICY - VOL. 37, NO. 1

6108- **AUTHORIZATION TO USE ELECTRONIC FUND TRANSFERS AND AUTOMATED CLEARING HOUSE ARRANGEMENTS**

In accordance with the provisions of law, the Board of Education authorizes the acceptance and distribution/transmission of electronic fund transfers (EFTs) and automatic clearing house arrangements (ACH). The Superintendent shall put in place measures to protect the integrity and security of such transactions to comply with mandates of State and Federal agencies or programs, including Medicaid.

Definitions

"ACH arrangement" means the agreement between the originator of the ACH transaction and the receiver of the ACH transaction.

"ACH transaction" means an electronic payment, debit, or credit transfer processed through an automated clearing house.

"Automated clearing house" or "ACH" means a national and governmental organization that has authority to process electronic payments including, but not limited to, the national automated clearing house association and the Federal reserve system.

"Electronic transactions officer" or "ETO" means the Superintendent or another person designated by the Board to have the responsibilities of the ETO as prescribed in the Michigan Electronic Transactions of Public Funds

Act.

All District staff shall comply with all provisions of the Uniform Electronic Transaction Act when creating, generating, sending, communicating, receiving, storing, processing, using, and relying upon electronic records. Further, all District staff and other persons who use electronic signatures when completing transactions with the Board shall do so in compliance with State law.

ACH Transactions and Arrangements

The Superintendent or another employee designated by the ETO is authorized to engage in electronic transfer of funds and ACH arrangements in accordance with this policy. The Superintendent shall be responsible for overseeing the District's ACH transactions, including payment approval, accounting, reporting, and compliance with this ACH policy.

Internal Controls

The Superintendent is responsible for disbursement of funds and shall submit appropriate documentation to the Board. Such documentation shall include:

information regarding the goods or services purchased;

the cost of goods or services;

the date of the payment; and

departments serviced by the payment.

This documentation shall be contained in the District's electronic general ledger software system or in a separate report to the Board. ACH invoices must be reviewed and approved prior to payment.

The District's system of internal controls (see Policy 6111 - Internal Controls) shall be used to monitor the use of ACH transactions.

[ ] The Superintendent is authorized to develop administrative guidelines concerning the use of electronic fund transfers and ACH transactions.

M.C.L. 124.301 - 124.305

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Legal References
M.C.L. 124.301 - 124.305

Book	Policy Manual
Section	6000 Finances
Title	Copy of VENDOR RELATIONS
Code	po6460
Status	draft
Adopted	May 15, 2017

6460 - **VENDOR RELATIONS**

The Board of Education shall not enter a contract knowingly with any supplier of goods or services to this District under which any Board member or officer, employee, or agent of this School District has any pecuniary or beneficial interest, direct or indirect, unless the person has not solicited the contract or participated in the negotiations leading up to the contract. This prohibition shall not prevent any person from receiving royalties upon the sale of any textbook of which s/he is the author and which has been properly approved for use in the schools of this District.

For the purpose of this policy "beneficial interest" shall be determined in accordance with M.C.L. 15.321 et seq.

Board members and school personnel shall not accept any gifts or favors from vendors which might, in any way, influence their recommendations on the eventual purchase of equipment, supplies, or services.

All sales persons, regardless of product, shall clear with the Superintendent's Office before contacting any teachers, students, or other personnel of the School District. Purchasing personnel shall not show any favoritism to any vendor. Each order shall be placed in accordance with policies of the Board on the basis of quality, price, and delivery with past service a factor if all other considerations are equal.

Legal	M.C.L. 15.321 et seq.

Last Modified by Brenna Sparger on February 25, 2019

Book	Policy Manual
Section	Ready for Production 37-1 Fall 2022
Title	Vol. 37, No. 1 - September 2022 Revised (Legal Code) SMALL UNMANNED AIRCRAFT SYSTEMS
Code	po7440.03
Status	
Adopted	October 19, 2020

REVISED POLICY (LEGAL CODE) - VOL. 37, NO. 1

7440.03 - **SMALL UNMANNED AIRCRAFT SYSTEMS**

[ ] [OPTION 1] Option 1 is currently selected

The Board prohibits the operation of small Unmanned Aircraft Systems (sUAS), commonly known as drones, at any time on property owned or leased or contracted for by the Board by any individual, whether the individual is employed by the District or not.

The Board also prohibits the operation of a sUAS (drone) on property owned or leased or contracted for by the Board during District-sponsored contests (including scrimmages and previews), practices, tournaments, and activities under the auspices of the Michigan High School Athletic Association (MHSAA). District officials may deny admission or entry to anyone attempting to use a sUAS until the event has been completed. Any exceptions to this prohibition must be approved in advance by the Superintendent.

Any individual who violates this policy **( )** may be **( )** shall be **[END OF OPTION]** referred to local law enforcement.

[END OF OPTION 1]

OR

[ ] [OPTION 2]

The Board prohibits the operation of small Unmanned Aircraft Systems (sUAS) at any time by any individual who is not employed by the District, as well as by any District staff member or administrator who is not expressly authorized to do so by the Superintendent, on property owned or leased or contracted for by the Board.

The Board also prohibits the operation of a sUAS (drone) on property owned or leased or contracted for by the Board during District-sponsored contests (including scrimmages and previews), practices, tournaments, and activities under the auspices of the Michigan High School Athletic Association (MHSAA). District officials may deny admission or entry to anyone attempting to use a sUAS until the event has been completed. Any exceptions to this prohibition must be approved in advance by the Superintendent.

To be authorized to operate a drone on property owned or leased or contracted for by the Board, a staff member or administrator must have a Remote Pilot Certificate issued by the Federal Aviation Administration (FAA). Further, the drone must be registered with the FAA and properly marked in accordance with 14 C.F.R. Part 107.

A staff member or administrator authorized to operate a drone on property owned or leased or contracted for by the Board, must also comply with all rules set forth in 14 C.F.R. Part 107. (See AG 457)

Failure to adhere by all rules set forth in 14 C.F.R. Part 107 and AG _____ may result in loss of authorization to operate a drone to operate on property owned or leased or contracted for by the Board, referral to local law enforcement, and/or further disciplinary action, up to and including termination.

[END OF OPTIONS]

86 FR 4314
14 C.F.R. Part 107

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Legal	86 FR 4314 14 C.F.R. Part 107

Last Modified by Phil Mikulski on October 11, 2022

Book	Policy Manual
Section	Vol. 37, No. 2 - February 2023
Title	Vol. 37, No. 2 - February 2023 Revised ANIMALS ON DISTRICT PROPERTY
Code	po8390
Status	From Neola
Adopted	May 15, 2017
Last Revised	April 18, 2022

Revised Policy - Vol. 37, No. 2

[DRAFTING NOTE: Optional language regarding therapy/comfort animals is included in this template. Note: Neola does not recommend including such animals, due to the liabilities and complexities of such authorization. However, given the widespread nature of such practice, optional language providing structure to such approval is offered for use at the discretion of client districts. It is strongly recommended that such action be thoroughly explored with the district's legal counsel and approval sought from the Board.]

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 any living creature that is not a human being.~~includes every vertebrate other than a human.~~

B. **"Service animal"**: Pursuant~~pursuant~~ to 28 C.F.R. Section 36.104~~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.

C. **( ) "Emotional Support Animal"**: Emotional support animals provide comfort to individuals but are not trained to perform a specific job or tasks. This definition does not include psychiatric service animals who are properly trained and certified as a "service animal". See 28 C.F.R 36.104.

D. **( ) "Therapy Dog"**: Therapy dogs are dogs who go with their owners to volunteer in settings such as schools, hospitals, and nursing homes for the purpose of providing affection and comfort to aid in a particular purpose, such as healing or learning. A therapy dog in a school setting services the function of assisting students in the learning process while providing comfort

and affection to specific students or to a group of students. Therapy dogs are not service dogs and do not have the same special access as service dogs (source: American Kennel Club/AKC).

[ ] [OPTION 1]

[NOTE: The following section should be included in the policy only if the District intends to require this of any animal brought onto District property for official purposes or on a regular/recurring basis.]

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.

[END OF OPTION 1]

~~**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 **( )**, or supervision, **[END OF OPTION]** 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 demonstrates~~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 their~~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 their~~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 their~~his/her~~ parents, or eligible student, and the handler, if the handler~~s/he~~ is someone other than the student, shall meet with the **( )** Principal **( )** Transportation Supervisor **( )** _____ **[END OF OPTIONS]** 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 **( )** Transportation Supervisor **( )** _____ **[END OF OPTIONS]**, 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 their~~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 **( )** Transportation Supervisor **( )** Principal **( )** _____ **[END OF OPTIONS]**.

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~~-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 their~~his/her~~ service animal in accordance with Policy 9160 - Public Attendance at School Events.

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), 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 their 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. provide 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.

[ ] [OPTIONAL LANGUAGE]

Emotional Support Animals for Students

An emotional support animal is not granted the same access to school buildings and classrooms as service animals. Unless required by a student's IEP or Section 504 Plan, the District is not required to grant a student's request that the student be permitted to bring an emotional support animal to classes or on school grounds for any purpose. **( )** The Superintendent may grant a student use of an emotional support animal on a case-by-case basis if necessary and not disruptive to the environment or other students. **[END OF OPTION]**

Consistent with State and Federal law, authorization for an emotional support animal to be on District grounds may be suspended if the animal is the source of an allergic reaction, causes discomfort or distress to a student or staff member, shows aggression or disruptive behavior, relieves itself inappropriately, or otherwise interferes with the learning environment. Reinstatement of authorization for the animal to be on District grounds requires approval by the **( )** Superintendent **( ) [OTHER]** _____ **[END OF OPTION]**. Authorization for an emotional support animal to be on District grounds may be withdrawn at any time by the Superintendent.

[END OF OPTIONAL LANGUAGE]

[ ] [OPTION FOR ALLOWING CERTIFIED THERAPY DOGS ON DISTRICT GROUNDS]

Therapy Dogs

Therapy dogs are the personal property of the handler and are specially trained to help students in the assigned classroom, program, or school. Authorization for a therapy dog to be on District grounds may be granted by the **( )** Superintendent **( )** building principal **( ) [OTHER]** _____ **[END OF OPTIONS]**, provided the following conditions are met each year:

A. Documentation of certification as a therapy dog from the AKC, Intermountain Therapy Animals (R.E.A.D.), Alliance of Therapy Dogs, Bright and Beautiful Therapy Dogs, Love on a Leash, Pet Partners, Therapy Dogs International, or another certification program recognized by the AKC.

B. Documentation of an educational purpose for the therapy dog and a regular appraisal period for continuation.

C. Documentation that the therapy dog is not younger than one (1) year old and is properly licensed according to local requirements.

D. Documentation from a licensed veterinarian that the therapy dog is current on its vaccinations and immunizations, is free of fleas and ticks, is in good health, is housebroken, and does not pose a danger to the well-being of students or staff.

E. Documentation of an insurance policy that provides liability insurance for the therapy dog while on District grounds.

F. Documentation that the handler has completed a background check consistent with Board policy and is prepared to be solely responsible for the therapy dog and the therapy dog's care, cleaning, feeding, and cleanup while on District grounds.

G. Agreement that the therapy dog and handler will abide by school rules and any specific rules for the therapy dog's presence on District grounds.

Authorization for a therapy dog to be on District grounds will be suspended if the therapy dog is the source of an allergic reaction, causes discomfort or distress to a student or staff member, shows aggression or disruptive behavior, relieves itself inappropriately, or otherwise interferes with the learning environment. Reinstatement of authorization for the therapy dog to be on District grounds requires approval by the ( ) Superintendent ( ) [OTHER] _____. Authorization for a therapy dog to be on District grounds may be withdrawn at any time by the Superintendent.

[END OF OPTIONS]

28 C.F.R. 36.104~~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)

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Legal	28 C.F.R. 36.104
	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 Phil Mikulski on March 27, 2023

Book	Policy Manual
Section	Ready for Production 37-1 Fall 2022
Title	Vol. 37, No. 1 - September 2022 New FLAGS AND DISPLAYS
Code	po8805
Status	

NEW POLICY - VOL. 37, NO. 1

8805 - **FLAGS AND DISPLAYS**

This policy is adopted by the Board of Education as a content-neutral policy with respect to the appropriate usage and display of items in District buildings and on/in District property, including flags, banners, posters, electronic insignia, and similar items (collectively "Displays"). In addition to the use of the American flag as addressed in Policy 8800, the only Displays that may be flown, posted, or affixed to the grounds, stadiums, fencing, walls, doors, ceilings, or any other furnishings or appurtenances of any public school system building, vehicle, or facility owned or operated by the Board or posted on any electronic messaging, including emails, on the District's network, are as follows:

A. The current Michigan flag.

B. ( ) The current school flag.

C. ( ) Displays used in the classroom as a part of a temporary unit of study within the approved curriculum.

D. ( ) Displays that denote a recognition of achievement and are approved by the Superintendent as to content and location of the Display including, but not limited to _____**[examples may include _____]**.

E. ( ) Michigan High School Athletic Association or other similar sport tournament Displays recognizing the participation of or accomplishment of a school team and/or athlete.

F. ( ) Displays from colleges or universities ( ) which may be placed in a District classroom or administrative office.

G. ( ) Flags of countries representing our Foreign Exchange Students ( ) which may be placed in _____.

H. ( ) Displays representing student organizations/clubs (see Policy 5840) ( ) which may be placed in/on _____.

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Last Modified by Phil Mikulski on October 11, 2022

Book	Policy Manual
Section	Ready for Production 37-1 Fall 2022
Title	Vol. 37, No. 1 - September 2022 Revised SCHOOL VISITORS
Code	po9150
Status	
Adopted	May 15, 2017

REVISED POLICY - VOL. 37, NO. 1

9150 - **SCHOOL VISITORS**

The Board of Education welcomes and encourages visits to school by parents, other adult residents of the community, and interested educators. But in order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons into the schools, it is necessary to establish visitor guidelines.

The Superintendent or the principal has the authority to prohibit the entry of any person to a school of this District or to expel any person when there is reason to believe the presence of such person would be detrimental to the good order of the school. If such an individual refuses to leave the school grounds or creates a disturbance, the principal is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

Individuals who are registered sex offenders and wish to participate in school activities may be allowed on campus. Conditions may be imposed by the Superintendent on the individual's campus visit(s) governing the terms and conditions of the visit. These conditions may include, but are not limited to, the need to receive prior permission before entering campus, required check-in, an approved escort in the building or at an event, and time or location limitations while on campus.

~~[ ] Parents/Guardians, who are registered sex offenders and wish to participate in their child's school activities, may be allowed on campus at the discretion and under the direction of the principal. Conditions may be imposed including, but not limited to, the following: must have prior permission, must check in, must have approved escort in building or at event, must leave premises immediately upon conclusion of business, and may not visit while school is in session.~~

Nonstaff access to students and classes must be limited and only in accordance with a schedule which has been determined by the principal after consultation with the teacher whose classroom is being visited. Classroom visitations must be nonobtrusive to the educative process and learning environment and should not occur on an excessive basis.

Parent concerns about any aspect of their~~his/her~~ child's educational program should be presented through the procedure set forth in Board Policy 9130 - Public Complaints, a copy of which is available at the Board office and at each school.

~~[ ] Except as set forth in District policy, canines brought on the premises by law enforcement personnel for law enforcement purposes, or in the case of "service animals" required for use by a person with a disability, no other animals may be on school premises at any time.~~

The Superintendent shall promulgate such administrative guidelines as are necessary to protect students and employees from disruption to the educational program or the efficient conduct of their assigned tasks.

Rules regarding entry of persons other than students, staff, and faculty upon school grounds or premises shall be posted conspicuously at or near the entrance to such grounds or premises if there are no formal entrances, and at the main entrance to each school building.

Individual Board members who are interested in visiting schools or classrooms on an unofficial basis shall make the appropriate arrangements with the Superintendent ~~principal~~. ~~In keeping with Board bylaws, such Board member visits shall not be considered to be official unless designated as such~~

~~( ) by the Board.~~
~~( ) by the President.~~
~~( ) by a committee chairman.~~

The Board member shall be visiting as an interested individual in a similar capacity of any parent or citizen of the community. These visits should not be considered to be inspections nor as supervisory in nature.

If, during a visit to a school or program, a Board member observes a situation or condition which causes concern, the Board member~~s/he~~ should discuss the situation first ~~( ) with the principal~~ **(x)** with the Superintendent **[END OF OPTION]** as soon as convenient or appropriate. Such a report or discussion shall not be considered an official one from the Board.

~~[ ] If the Board member believes the situation or condition serious enough, the Board members/he may wish to also inform the Superintendent.~~

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Last Modified by Phil Mikulski on October 11, 2022

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

To: Dr. Amy Kruppe, Superintendent
From: Kristy Cales, Director of HR
Subject: Superintendent Pay Increase
Date: May 15, 2023

We are seeking approval for a 4% increase to the Superintendent Annual pay.

2022-2023 pay: 165,141.00
2023-2024 pay: 171,746.64

This increase would be in alignment with the proposed increases for the Central Office staff.

Funding Source: General Fund

Strategic Plan 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.

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
The Board of Education approve the 4% pay increase for the superintendent, as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

HAZEL PARK PROMISE

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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www.hazelparkschools.org

To: Hazel Park Board of Education

From: Dr. Amy Kruppe, Superintendent

Subject: Superintendent Contract Two Year Extension

Date: 5/12/23

We are requesting approval for a two year extension of the Superintendent contract. The current contract runs through June 30, 2026, with the extension the new term date moves to June 30, 2028. The terms and conditions of the contract remain unchanged.

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: General Fund , Grants

Recommendation
That the Board of Education approve the two year extension of the Superintendent contract, moving the term date to June 30, 2028.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

HAZEL PARK SCHOOL DISTRICT

SUPERINTENDENT'S CONTRACT OF EMPLOYMENT

THIS CONTRACT is made and entered into in Hazel Park, Oakland County, Michigan, by and between the School District of the City of Hazel Park, a Michigan general powers school district whose offices are located at 1620 E. Elza, Hazel Park Mi. 48030. (hereinafter the "School District"), and Amy Y. Kruppe, (hereinafter "Superintendent").

IT IS AGREED:

1. **EMPLOYMENT TERM -** The School District hereby employs Superintendent and Superintendent agrees to work for the School District for a term commencing on July 1, 2022, and extending through June 30, 2028, unless otherwise terminated under the terms and conditions stated herein. Superintendent shall advise the Board of Education six (6) months in advance of her intention to terminate her employment within the term of this Contract as originally agreed to or as may be extended by later amendment. It is understood and agreed that Superintendent is employed in the capacity of Superintendent, as defined in the Michigan Revised School Code.

2. **DUTIES -** The Superintendent agrees to devote her talents, skills, efforts and abilities toward competently and proficiently fulfilling all duties and responsibilities of the position assigned. The Superintendent agrees to faithfully perform those duties assigned by the Board of Education and to comply with the directives of the Board of Education with respect thereto. The Superintendent

further agrees to comply with and fulfill all responsibilities and tasks required by state and federal law and regulations, and by the Board of Education, to carry out the educational programs and policies of the School District during the entire term of this Contract. The Superintendent agrees to devote substantially all of her business time, attention and services to the diligent, faithful and competent discharge of her duties on behalf of the School District to enhance the operation of the School District and agrees to use her best efforts to maintain and improve the quality of the programs and services of the School District.

3. **SALARY –** The School District shall pay the Superintendent a salary of $165,141 (One Hundred Sixty Five Thousand One Hundred Forty One Dollars) per annum, payable in biweekly equal installments. Superintendent's salary may be adjusted as otherwise agreed by the Superintendent and the Board of Education.

4. **MERIT/PERFORMANCE-BASED PAY** – Consistent with and part of the requirements of legislation requiring that job performance be a significant factor in determining compensation and additional compensation, the Superintendent shall be eligible for merit/performance-based pay as follows. If the Board gives the Superintendent an overall performance rating of "Effective" on her final annual evaluation, then the merit pay shall be an amount equal to $2,000 (Two Thousand Dollars); if the Board gives the Superintendent an overall performance rating of "Highly Effective" on her final evaluation, then the merit pay shall be an amount equal to $4,000 (Four Thousand Dollars). Any such merit pay shall be paid no later than June of each fiscal year. The Board and the Superintendent will agree to establish up to three annual goals that will be included as a potion of the annual

evaluation of the current approved evaluation tool; however, in the absence of agreement between the Board and the Superintendent, the Board will establish the goals. In the event that the Superintendent has received an overall performance rating of "Highly Effective" on three consecutive annual evaluations by the Board, and the Board decides to conduct the following evaluation biennially instead of annually, the Superintendent shall be deemed to have be rated "Highly Effective" for the skipped year in which no actual evaluation was conducted, and thus will be eligible to receive merit/performance-based in the amount of $4,000 (Four Thousand Dollars) for that year.

5. **WORK YEAR -** Superintendent shall perform her duties over the full twelve (12) months of the School District's fiscal year (July 1 to June 30), less applicable vacation, leave, and holidays as defined in the District's calendar approved by the Board of Education. Superintendent shall be expected to attend meetings of the Board of Education and its committees and to attend and participate in School District functions or, on occasion, other civic activities having relation to the School District's interests within the community serviced by the School District. The time expended in attending such meetings and activities has been taken into account in setting the aforesaid salary and, thus, no additional compensation shall be forthcoming for such attendances.

6. **QUALIFICATIONS –** The Superintendent shall possess and maintain throughout the term of this Contract all certification(s), qualifications, and continuing education requirements required by the State of Michigan to serve as the District's Superintendent of Schools.

7. **TENURE** - It is expressly agreed that Superintendent shall not be deemed to be granted continuing tenure in her capacity as Superintendent or in any other administrative capacity by virtue of this Contract of Employment. Tenure may be obtained only in the capacity of a classroom teacher and consistent with the Teachers' Tenure Act.

8. **EVALUATION** – The Superintendent's performance shall be evaluated by the Board in accordance with section 1249b of the Revised School Code. If the Superintendent has been rated as "Highly Effective" on three consecutive annual evaluations by the Board, the Board may conduct the following evaluation biennially instead of annually. However, if the Superintendent is not rated as "Highly Effective" on one of the biennial evaluations, the Superintendent shall again be provided with annual evaluations. Such evaluation shall be in compliance with section 1249b of the Revised School Code, will include an assessment of: the progress toward the educational goals of the District, the working relationship between the Board and the Superintendent, and the Board's directions to the Superintendent. The Board will grant a request by the Superintendent to meet to discuss her written evaluation in a manner consistent with the requirements of Michigan's Open Meetings Act. The Board of Education and the Superintendent shall meet annually prior to the beginning of the school year to discuss and determine performance standards for said year.

9. **CONFLICT OF INTEREST -** Superintendent shall faithfully serve the School District and be regardful of its interest during the term of this Contract, to the extent required by this Contract and by law. Superintendent shall not directly or indirectly

acquire or otherwise possess any interest adverse to that of the School District. In the event that a question arises as to whether a given interest is in conflict with the interests of the School District, Superintendent shall make full disclosure of same to the Board of Education for its review and disposition, which disposition shall be controlling and complied with by Superintendent.

10. **OTHER WORK -** Superintendent may not undertake consultative work, speaking engagements, writing, lecturing or other professional duties and obligations when such activities would in any manner impinge upon time and effort required to be exerted by Superintendent in the discharge of her responsibilities under this Contract, unless the Board of Education gives its prior consent to such activities.

11. **EXPENSES -** Superintendent is encouraged to attend and participate in appropriate professional activities and conferences at the local, state and national levels. Subject to approval in advance of such activity or conference by the Board of Education, Superintendent shall be reimbursed, consistent with Board policy for the reasonable costs of long-distance travel and lodging in connection with such attendances and participations. Superintendent shall be reimbursed, consistent with Board policy for the reasonable costs incurred in attending and participating in local professional activities and conferences as she may deem to be appropriate on behalf of the School District. Superintendent may be required to provide to the School District an itemized account and substantiation of the above reimbursed expenses in accordance with Board policy for federal and state income tax reporting purposes. The Board shall incur all reasonable expenses associated with Superintendent's district cell phone use.

12. **BUSINESS EXPENSES -** Superintendent shall receive $400 (four hundred dollars) per month for school business related expenses including but not limited to the ownership, lease or operation of an automobile for the purpose of traveling to the various school buildings and facilities of the School District, as well as to attend out-of-district conferences and meetings in the course of her duties. The use or expenditure of the monthly stipend is entirely within Superintendents discretion.

13. **MEMBERSHIP DUES -** Subject to the Board of Education's prior approval, the School District shall pay the cost of Superintendent's membership in educational, professional and local civic organizations.

14. **BOARD MEETINGS -** Among her other duties, Superintendent shall prepare the agenda for each Board of Education meeting in consultation with the President of the Board or the President's delegate and forward same to each member of the Board of Education, along with her recommendations and supporting documentation on each agenda item, sufficiently in advance of the meeting so that each member can assimilate such information prior to the meeting.

15. **DISABILITY -** Should Superintendent be unable to perform the duties and obligations of this Contract by reason of illness, accident or other causes, and such disability exists for a period of more than one hundred eighty (180) calendar days, the Board of Education, at its option, may terminate this Contract, whereupon the respective rights, duties and obligations of the parties shall be terminated. Likewise, if it becomes determinable within the one hundred eighty (180) calendar days that such disability is permanent, irreparable or of such nature as to make the continued performance of Superintendent's duties improbable, the Board, at its option, may

forthwith terminate this Contract, whereupon the respective rights, duties and obligations of the parties shall be terminated. This provision shall not in any way derogate from any long term disability benefits that apply by operation of other provisions of this Contract.

16. **RETIREMENT -** The School District shall assume full costs of the employer contributions to the Michigan Public School Employees Retirement System ("MPSERS") on behalf of Superintendent, as may be required by law.

17. **VACATION–** The Superintendent shall be annually entitled to twenty-five (25) days vacation, of which 2 weeks, (10 days) shall be taken during either Christmas, winter or spring vacation weeks. The Superintendent currently has 101 accumulated vacation days. The Board shall compensate the Superintendent for 35 of those accumulated vacation days no later than the end of November 2022. Next year, the Board shall compensate the Superintendent for any remaining vacation days above 35 no later than the end of September 2023. Thereafter, the Superintendent may only accumulate up to a maximum of 35 unused vacation days, and may elect for up to 10 of the unused vacation days to be placed in a Board-paid tax-sheltered annuity plan each year. Upon the Superintendents separation from employment with the School District the Board shall pay all unused accumulated vacation days at a per diem rate of (1/260th) of the Superintendents final annual salary. Separation from the district shall include death, incapacity, retirement or resignation.

18. **SICK LEAVE AND BEREAVEMENT –** The Superintendent shall be provided 12 sick days per year. These days can be rolled over into subsequent years without

written School Board approval; however, the Superintendent shall receive no compensation, remuneration or pay out for any unused sick days at the end of Superintendents employment by the District. The School District shall provide Superintendent with the bereavement leave days as set forth in the fringe benefit provisions authorized to Central Office Administrators.

19. **INSURANCE** - The School District shall provide Superintendent with the same insurance benefits as set forth in the fringe benefit provisions authorized to Central Office Administrators, including medical, vision, dental insurance and long-term disability insurance. However, the District shall continue to pay the full cost of the Superintendent's medical insurance premium, until such time that the District is at risk of failing to comply with PA 152, in which event the District shall only contribute the applicable PA 152 hard cap amount towards the Superintendent's medical insurance premium cost, with the Superintendent paying for the balance. Additionally, such insurance benefits are subject to change at any time on the same basis as changed for full-time, professional administrative staff. Additionally, the School District shall contribute $20 (Twenty dollars) per month toward a life insurance plan of the Superintendents choosing, this shall be in addition to any death or disability insurance that may be provided in the central administrators' insurance coverage plans.

20. **LIABILITY INSURANCE –** The Superintendent shall be provided at School District expense, the same level of liability insurance coverage (basic and errors and omissions) as is, or may hereafter be provided to the Board of Education and its members in connection with the performance of her duties as Superintendent.

21. **INDEMNIFICATION/ HOLD HARMLESS** –To the extent permitted by law, for any action or non-action taken by the Superintendent, the District agrees that it shall defend, hold harmless and indemnify the Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent in her individual capacity as agent and employee of the District, provided the incident arose while the Superintendent was acting within the scope of her employment, such liability coverage is within the authority of the District to provide under state law, and does not result in a criminal conviction; it is further understood that in no case will individual Board members be considered personally liable for indemnifying the Superintendent against such demands, claims, suits, actions and legal proceedings. The Superintendent shall immediately notify the Board of any request for indemnification for any claim or action against her. The Board and the District have the right to conduct the defense of any such claim or action and the Superintendent shall fully cooperate with the Board and the District in the defense. The District may purchase liability insurance to cover its responsibilities set forth above. It is understood that the provisions above shall remain applicable and in effect even after the Superintendent terminates her employment with the District."

22. **TERMINATION OF CONTRACT** - In addition to any other rights the School District may have, by law or under this Contract, this Contract may be terminated at any time during its term by the School District if the Superintendent materially breaches any term of this contract or performs any act which substantially inhibits her ability to discharge her duties as Superintendent including but not limited to a)

incompetence, b) immorality, c) intemperance, d) conviction of a felony, e) neglect of duty, f) unprofessional conduct, g) physical or mental incapacity. In such event, Superintendent shall be advised, in advance, of the Board of Education's intention to consider effecting such a midterm termination and provided an opportunity for a hearing in regard to the prospect of such termination, which hearing may be open to the public or closed, at Superintendent's option.

23. **ARBITRATION CLAUSE** - The Superintendent and the District agree that any and all claims arising from, or relating to, the Superintendent's employment with the District or this Contract will be subject to final and binding arbitration according to the American Arbitration Association's National Rules for the Resolution of Employment Disputes. The Superintendent and the District also agree that a judgment on the award of the arbitrator(s) may be entered in any court of competent jurisdiction. The Superintendent and the District acknowledge and agree this paragraph of this Contract precludes either from filing covered claims in court and, therefore, waive any otherwise available right to trial by jury. The parties shall split the cost of arbitration and the parties stipulate that this provision is not an employer sponsored plan.

24. **LIMITATIONS ON ACTIONS** -- Notwithstanding the foregoing, any action or suit by the Superintendent concerning anything related to the employment relationship with the District shall be commenced within six (6) months of the occurrence of said alleged cause of action. The Superintendent hereby waives any statute of limitations granting a greater time to bring said claim. Any claim not commenced within six (6) months of the alleged cause of action shall be barred.

For purposes of this subparagraph, the term "commenced" means "filing a summons and complaint with the court having jurisdiction or filing written complaint or charge with the appropriate administrative agency."

25. **NONRENEWAL OF CONTRACT –** As recited in Paragraph 1 herein, this Contract shall terminate on June 30, 2026. Superintendent acknowledges that she has no expectation of employment by the School District beyond that date. The decision whether to renew or not to renew the contractual relationship is solely within the discretion of the Board of Education for the School District and the process therefore is governed by Section M.C.L. 380.1229 of the Revised School Code. Superintendent shall inform the members of the Board of Education, in writing, no later than February 1, 2026, of their opportunity to provide timely notice of non-renewal of this Contract.

26. **TOTALITY OF TERMS -** This Contract is the parties' entire agreement and supersedes any other agreement or understanding, verbal or written, and may not be modified or rescinded except by another written agreement signed by the Superintendent and approved by the Board in compliance with the Open Meetings Act.

27. **GOVERNING LAW.** This Contract is governed by and shall be interpreted in accord with the laws of the State of Michigan.

28. **CONFLICT** - In the event of any conflict between the terms, conditions, and provisions of the Contract and any of the Board's policies or any permissive State or Federal law the terms of this Contract shall take precedence over the contrary

provisions of Board policy or State and Federal permissive law, unless otherwise prohibited by law.

29. **SAVINGS CLAUSE** - If during the term of this contract, it is found that a specific clause of the contract is illegal under Federal or State law, the remainder of the Contract not affected by the ruling shall remain in force.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement the day and year first above written.

_____

Superintendent of Schools - Amy Kruppe Date

HAZEL PARK SCHOOL DISTRICT

_____

President, Board of Education - Rick Nagy Date

_____

Secretary, Board of Education - Dawn Rice Date

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders
Amy Kruppe, Ed.D.
Superintendent

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

To: Board of Education

From: Amy Kruppe, Superintendent

Subject: 2023-24 Superintendent's Celebratory Supper & Show

Date: 5/9/2023

In an effort to incentivize higher-quality work, committed participation, and upstanding behavior from students, I propose the creation of a semesterly reward—to be titled the "Superintendent's Celebratory Supper & Show"— for every participant (cast and crew) who commits at least 50 hours to the most recent school production. The District office will provide bussing and fund the restaurant dinner and a ticket to a professional show for every student who satisfies the requirement and every participating adult. This new PBIS-style tradition will also teach students table manners, polite dinner conversation, proper theater etiquette, formal dress, and cultured pursuits.

Estimated cost per year: [~$40 per ticket + ~$30 dinner] x 60 participants = $4,200 + bussing

Funding Source: After School Program
Strategic Goal Alignment:

Community Relations: The Hazel Park School District through strong community relations and collaboration with all stakeholders will develop high-achieving students.
Climate and Culture: The Hazel Park School District will provide a unified system of support for all students, embracing diversity, and fostering a positive school climate.

Recommendation
That the Board of Education approve bussing and funding per-student per-show for tickets and dinner costs, as presented.

APPROVED AND RECOMMENDED FOR BOARD ACTION

Amy Y. Kruppe, Ed.D.
Superintendent

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

Ford Administration
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www.hazelparkschools.org

To: Dr. Amy Kruppe, Superintendent

From: Dr. Stephanie Dulmage, Assistant Superintendent of Teaching and Learning

Subject: LEO 2.0 Quarterly Update

Date: May 22, 2023

As outlined in the Fall, Hazel Park School District had the opportunity to participate in the LEO (Literacy Essentials Oakland) 2.0 program for the 2022-2023 school year. In addition to funding one of our literacy coaches, this partnership provided ongoing training and coaching for the LEO and state-funded instructional coaches along with the full Literacy Leadership Team (LLT). The LLT also participated in Cultivating Lasting Capacity, a data driven professional learning series designed for district Literacy Leadership Teams. The information below provides a summary of the Cultivating Leadership Capacity series, the outcomes, and opportunities for growth.

Cultivating Leadership Capacity 2022-2023

The cultivating leadership capacity (CLC) series required the Literacy Leadership Team (LLT) to analyze the current status, and take action, on the three essential conditions for change: systems, leadership, and coaching. These conditions are the foundation for impacting staff capacity and student outcomes. Throughout the year, the Literacy Leadership Team

- participated in county-level CLC meetings and professional learning
- collected and analyzed data on the essential conditions
- developed a targeted plan for student growth that included
    - implementation and monitoring of Essential Literacy Practices (phonemic awareness, phonics, and vocabulary development) using ARC Core
    - refinement of the district's coaching system and coaching practices

<u>Positive Outcomes</u>

- System-wide implementation and use of a common literacy resource
- Increased numbers of staff members accessing and leveraging instructional coaching supports
- Expanded data analysis and action planning cycles focused on improving literacy outcomes for students
- Increased use of data to inform instruction and reflect on teaching practices
- Common messaging about literacy and literacy practices
- Use of consistent data source among general education, MTSS, and special education teachers

Opportunities for Growth

- Deepen understanding of the reading resource and how it aligns with best practices and the district instructional framework.
- Build structures and set expectations for regular collaboration and communication about students between general, MTSS, and special education teachers
- Foster a culture of inquiry in which staff initiate and lead learning and data conversations
- Refine literacy-based instructional practices and pedagogy among teachers
- Deepen understanding of grade-level ELA standards
- Develop fluent and confident readers and writers
- Increase system-wide data literacy with a focus on equity, assets based thinking and problem solving, and formative assessment
- Provide Parent/guardian learning opportunities focused on how they can help their children grow as readers and writers

Funding Source: Not Applicable

Strategic Goal Alignment:

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

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

Hazel Park City School District
Enrollment Analysis
Effective Date: 05/18/2023
Printed: 5/18/2023 6:43 PM

School	(All)

Count of Student		Grade																				
School Code	Track	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	14	EA	PH	Grand Total
01611	22/23 INVEST													68	64	49	70				251
01611 Total														68	64	49	70				251
01616	22/23 HIGH SCHOOL													147	130	137	109				523
01616 Total														147	130	137	109				523
01753	22/23 HOOVER				42	52	49	45	44	42											274
01753 Total					42	52	49	45	44	42											274
02176	22/23 MICH CYBER ACD													82	80	85	65				312
02176 Total														82	80	85	65				312
02399	22/23 ALL YR JARDON			1	1			2		1	1	2	1		1		2			6	18
	22/23 JARDON																			51	51
02399 Total				1	1			2		1	1	2	1		1		2			57	69
02954	22/23 VIKING VIRTUAL													15	29	68	90				202
02954 Total														15	29	68	90				202
04159	22/23 EDISON ELEM					2		2	3	7											14
	22/23 EDISON HS													11	12	5	4				32
	22/23 EDISON JHS										7	11	4								22
	22/23 EDISON PH																			3	3
04159 Total						2		2	3	7	7	11	4	11	12	5	4			3	71
04259	22/23 UNITED OAKS				63	65	55	59	43	57											342
04259 Total					63	65	55	59	43	57											342
04422	22/23 WEBSTER CHILDHD		38	75																	113
	22/23 WEBSTER ECSE/EA	1	6	5									1				1	2	28		44
04422 Total		1	44	80									1				1	2	28		157
07829	22/23 ADVANTAGE										2	5	9	10	18	21	42				107
	22/23 ADVANTAGE ELEM				3	2		1	1	3											10
	22/23 ADVANTAGE VIRTUAL												1	8	14	26	96				145
07829 Total					3	2		1	1	3	2	5	10	18	32	47	138				262
09372	22/23 JUNIOR HIGH										142	137	143								422
09372 Total											142	137	143								422
09429	22/23 WEBB				60	54	60	60	41	52											327
09429 Total					60	54	60	60	41	52											327
Grand Total		1	44	81	169	175	164	169	132	162	152	155	159	341	348	391	479	2	28	60	3212

Sponsors Name	Organization	Type of Fundraiser	Purpose	Beginning Date	Princpal/Athletic Director Approved	Superintendent Approved	Board Shared
Band Boosters	Band Boosters	Tag Day Performance	To continue funding the uniform saving account	4/29/23	Yes	Yes	5/22/2023
New Heights Nutrition	2023 Senior Parent Group	20% of Sales	To help raise money for end of year	4/26/23	Yes	Yes	5/22/2023
2023 Senior Parent Group	2023 Senior Parent Group	Smoked Lotus Restaurant	10% of sales to Senior Class	5/10/23	Yes	Yes	5/22/2023