



HARTLAND CONSOLIDATED SCHOOLS

Chuck Hughes, Superintendent

9525 E. Highland Road
Howell, Michigan 48843

Telephone (810) 626-2100
Fax (810) 626-2101

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Dear HCS Education Community:

Lakes Elementary Students Shine: The fourth grade Highly Capable Program at Lakes Elementary recently competed at a Regional Tournament and brought home first place! They qualified to compete at the State level on March 18. If they are one of the top two teams in their age group, they will qualify for the World Finals at MSU in May!

Mr. Howerton and Mrs. Zielinski are incredibly proud of these students for their efforts with teamwork, creativity and commitment. Parent coaches Michael Zerafa and Kristy Slesinski are incredible. Lakes staff are proud of these amazing students and community members who represent Hartland. Best wishes to Mia Zerafa, Mikayla Slesinski, Mikah Wood, Josie Hartman, Grace Hnidy, Isaac Kotrba, and Maddie Berry.



Hartland Consolidated School District Continues to Earn High Rankings: The following data shows that HCS is a top-rated school district in the State of Michigan, not to mention the top grades and Reward School status received by the Michigan Department of Education, shared on January 11, 2023 in the Weekly Update. It is hard to comprehend how anyone can point to HCS and not say we are a very good district, even with my biased view as the superintendent.

Schooldigger.com latest ranking:

2021-22 = 54th out of 544 ranked districts or in the top 10%, the site does not assign a grade.

How does this compare to Niche.com in their latest rankings?

2022-23 = 46th out of 557 ranked districts or in the top 8% and assigned an "A" grade.

Congratulations staff and students for your effort to achieve success!

Security Recommendations the District is Working On? You might recall that I shared the following school safety assessment summary presented by Secure Education Consultants (SEC) in the January 18, 2023 Weekly Update:

SEC believes that Hartland Consolidated Schools has done a remarkable job in developing and executing extremely comprehensive safety and security plans, and it currently provides very safe and secure environments for its staff and students. It was obvious to SEC that there has been a significant amount of thought and effort put in to successfully integrating sound physical design features with comprehensive policies and procedures. It was evident during the site visits, HCS has developed a strong and productive working relationship with its local police partners that has enhanced the ability to prevent or respond to emergency situations. SEC commends Hartland Consolidated Schools on its strategy to enhance existing physical security measures and to expand on both safety and security related equipment and emergency protocol training regimens. SEC appreciates the opportunity to work with the Hartland Consolidated Schools and hopes the recommendations found within this document contribute to these schools' safety and security initiatives.

Additional safety components being pursued that were recommendations or district identified:

- A visitor management system
- Exterior doors numbered on the inside
- Installation of panic buttons for secretaries to lock office doors
- Locks for all doors where rooms adjoin
- Add "Stop the Bleed" First Aid Kits to all buildings
- Add strobe lights that indicate there is a PA announcement being made in noisy areas such as gyms, cafeterias, music rooms and industrial arts spaces
- Update new phone systems with easy PA connections (Covered in the 2020 Bond)
- Audit all PA systems within each school to ensure full coverage
- Install safety film on all office windows
- Adjust all cameras for maximum angles (New cameras covered in the 2020 Bond)
- Add camera entry system at the HESSC
- Add security officer at HESSC (in recommendation) and other buildings (Board consideration)
- Ensure all buildings use a phone app (REMIND is used to communicate) in the event of an emergency
- ALICE based training for all buildings (not in recommendation)
- Install new playground gate at Child Care Center

This year, the district secured police coverage in partnership with Hartland Township, the Livingston County Sheriff Office and Charyl Stockwell Academy. We have updated our Student Threat Assessment Management Protocol in collaboration with the Livingston County Sheriff Office, which I shared with the public in the January 25, 2023 Weekly Update. We invested in secure entrances in all but the high school (security team covers the entrance) and the HESSC, camera entry systems (except for HESSC), made **Okay2Say** available on all our websites, engage in regular emergency drills with students (which a couple of students attending MSU during the recent episode pointed to as extremely valuable on that fateful day), post emergency plans in all classrooms and offices, update all Emergency Operation Plans with the County Emergency Manager regularly, engaged in staff ALICE based training at the high school while working on a plan for all schools in the fall, engaged in table top exercises with all staff members to run through emergency scenarios in collaboration with the Michigan State Police and LCSO, and most importantly, continue to build positive relationships with students so that if they see something or hear something, they say and do something. Out of all that we do to ensure that the school environment is safe, **THIS** is the most essential, without question.

The district continues to work with the Board of Education to address safety concerns they encounter when talking with parents of the district. District staff provides legal interpretations of the laws that public

schools must adhere to when addressing student issues and offer to investigate concerns and solutions. At the March 13, 2023 Board of Education Meeting there will be a discussion item on the agenda that Treasurer Meghan Glabach pursued with administration, the hiring of armed security at each school building. To help our newest Board members to better understand the processes used to determine how to address concerns, the district administration has invited them to sit down with us to share what they are hearing in the community, and to share what they think may be solutions that we can pursue together. These solutions may potentially lead to future recommendations made to the Board.

Parent Surveys Regarding School Safety Remain Positive: We have asked parents to respond to the statement: The school is a safe place for my child. The results indicate that in 2022-23 parents reported a 4% positive increase compared to how they responded during the Parent Survey in 2021-22. The chart below shows the percentage of parents answering strongly agree or agree on the survey.

School	Safety 22-23	Safety 21-22
Creekside Elementary	95.0%	88.3%
Lakes Elementary	95.7%	89.6%
Round Elementary	91.4%	92.3%
Village Elementary	93.9%	91.4%
Farms Intermediate	89.9%	85.4%
Average	0.93	0.89

I can assure parents that the district continues to prioritize school safety.

Parent Meeting Concerns: Last week, I met with a group of parents concerned that the rights of their special need’s students could be in jeopardy. I shared that the district will always protect the rights of every child to be provided a free and appropriate public education (FAPE) and the rights found under the Family Educational Rights and Privacy Act (FERPA). I shared that I have been working to educate the community on these rights as they pertain to school behaviors. At the end of this newsletter, you will find information that I have shared with the Board of Education and others regarding the rights of students and families when addressing behavior issues with students who happen to have a disability. The district will always follow the laws that govern the rights of students and families. We will not be indifferent to these rights.

Memorial Day Run Information: The Hartland High School Football Board is excited about the Memorial Day Run and plans to make our run even better this year. The Registration is now live and can be accessed here: [Hartland Memorial Day Run \(runsignup.com\)](https://runsignup.com)

Hartland Eagles Earn a Place in the Frozen Four: Make plans to support your Eagles Hockey Team at the Frozen Four (MHSAA Final Four) Friday, March 10, 2023. Go Eagles!

Hartland Wrestling Success: These young men worked hard all season, resulting in setting a school record for the most finalists ever at the Division I MHSAA Individual Wrestling Tournament. Congratulations!



INDIVIDUAL STATE FINALS		
ALL-STATERS		
113:	B. ABBEY	1st
120:	D. KORPONIC	3rd
132:	E. CULVER	3rd
150:	G. CAPPELLANO	4th*
157:	V. ABBEY	2nd
165:	N. ROCHOWIAK	2nd
175:	B. BOBO	2nd
HIGHLIGHTS		
- B. ABBEY STATE CHAMPION	- BROTHERS IN THE FINALS	
- 6 SEMIFINALIST (SCHOOL RECORD)	- 7 STATE PLACERS	
- 4 FINALIST (SCHOOL RECORD)		

Hartland Gymnastics Earns a Regional Title: The Hartland High School Gymnastics Team won a Regional Title at Grand Ledge this past weekend. Best wishes at States.



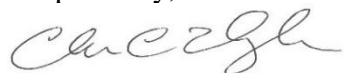
Board Members Networking: Board President Chris Costa and Secretary Cindy Shaw attended the Black and Bling Hartland Area Chamber of Commerce event on March 3, 2023. It was a celebration of women in business with over 120 women in attendance.



Parent Guidance: I have shared that the county schools have teamed up to provide a free parent resource found at www.parentguidance.org. This is a parent choice option if you feel that you could use some help or support with raising your children. Free parent coaches are available if you choose this option. Below is additional information you may be interested in exploring.

Today is a great day to get moving again and focus on creating a more positive body image, which helps improve one's self-esteem. Body image is not what you see in the mirror, but how you see yourself in your mind. A recent study found that people who are constantly preoccupied with their weight or have other forms of body dysmorphia will display higher levels of depression and anxiety symptoms. The [March Mental Health Newsletter](#) explains the importance of creating a positive body image and how parents can help strengthen their child's body image, which starts with being a positive role model to your children. Check out the ParentGuidance.org resources where you can access free courses led by licensed therapists on more than 50 topics. This month we are highlighting "[Body Love](#)" and "[Rewriting Self-Beliefs](#)."

Respectfully,



Chuck Hughes

"Being positive doesn't mean you don't ever have negative thoughts. It just means you don't let those thoughts control your life."

Unknown

Legal Requirements Regarding Free and Appropriate Public Education:

What does the law state about students who happen to have a disability and expulsion: I have had several inquiries into what the law states regarding the expulsion of students who happen to have a disability. Below you will find information that should help you understand the process the district must follow when addressing this issue.

The district may expel students with an Individual Education Plan (IEP), however, school districts must adhere to discipline requirements and student rights.

1. [This is the MDE document](#) that outlines Discipline Requirements for students with IEPs.
2. If a student is removed beyond 10 school days, the district must conduct a manifestation determination review (MDR): The school district must conduct an MDR within 10 school days of the decision to change the placement. The parent, advocate, school district, and relevant members of the student's IEP Team (as determined by the parent and the school district) meet and review all relevant information to determine if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability, or if the conduct in question was the direct result of the school district's failure to implement the IEP.
 - a. When the behavior is a manifestation of the disability, the IEP Team must:
 - i. **Return the student to previous placement:** The student must return to the placement identified in the IEP, unless the parent and school district agree on a change of placement as part of a modification of the behavior intervention plan, unless the behavior is one of the special circumstances in 34 CFR §300.530(g).
 - ii. **Remedy deficiencies of IEP implementation:** If the school district did not implement the student's IEP, take immediate steps to remedy those deficiencies (examples: compensatory services, revision of the IEP, additional behavioral supports).
 - iii. **Address the behavior:** The IEP Team conducts a functional behavioral assessment (FBA) and implements a behavior intervention plan (BIP), or reviews and revises the existing behavior intervention plan. The functional behavioral assessment does not need to be conducted again if one has already been done.
3. School districts may remove a student to an interim alternative educational setting for not more than 45 school days for special circumstances without regard to whether the behavior is a manifestation of the student's disability. These are the special circumstances in which the district may do:
 - a. Carries a weapon to or possesses a weapon at school, on school premises, or at a school function.
 - b. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function.
 - c. Inflicts serious bodily injury upon another person while on school premises or at a school function.
Serious bodily injury, under the Individuals with Disability Education Act (IDEA), has the meaning given the term *serious bodily injury* under [18 U.S.C. 1365\(h\)\(3\)](#). 34 C.F.R. § [300.530\(i\)\(3\)](#). Under the current definition in 18 U.S.C. 1365(h)(3), *serious bodily injury* means bodily injury that involves — (1) a substantial risk of death; (2) extreme physical pain; (3) protracted and obvious disfigurement; or (4) protracted loss or impairment of the function of a bodily member, organ, or mental faculty. **This definition cannot be altered by States or local school boards. See 71 Fed Reg. 46722.**
4. OSEP Link: [QUESTIONS AND ANSWERS: ADDRESSING THE NEEDS OF CHILDREN WITH DISABILITIES AND IDEA'S DISCIPLINE PROVISIONS](#)

A student who happens to have a disability in which the manifestation hearing determines that the student's disability contributes to the behavior has a right to a free and appropriate public education (FAPE). The district must also be concerned if a parent or teacher indicates that the child involved in a discipline violation may qualify for special education services. **The State cannot make laws that counter federal legislation under IDEA.**

The following are taken from: **Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions (July 19, 2022)**

Question E-5: When school personnel are conducting risk or threat assessments of a child with a disability, how must the local education agency (LEA) ensure FAPE is provided to the child?

Answer: Under IDEA, the procedural safeguards and right to FAPE for a child with a disability must be protected throughout any threat or risk assessment process, including the provision of services during any removals beyond 10 cumulative school days in a school year. 34 C.F.R. §§ [300.101](#) and [300.530\(d\)](#). States and LEAs should ensure that school personnel involved in screening for, and conducting, threat or risk assessments of children with disabilities are aware that the child has a disability and are sufficiently knowledgeable about the LEA's obligation to ensure FAPE to the child, including IDEA's discipline provisions. Where appropriate, the LEA can ensure that the school personnel conducting the threat or risk assessment have access to, and are coordinating with, the child's IEP Team.

Coordination with the child's IEP Team prior to reaching the threat or risk assessment determination can allow for providing additional or different behavioral supports to mitigate or eliminate the perceived threat or risk. In addition, the IEP Team can provide valuable information about: (1) the nature of the child's disabilities and the needs of the child; (2) whether positive behavioral intervention and supports to address the specific behavior(s) have been implemented with fidelity, and, if so, the effectiveness of those supports; (3) specific additional supports and services that could be provided to mitigate or eliminate the risk of harm, without requiring exclusion from school; and (4) any proposed changes to the child's IEP or review of placement that are in process. When appropriate, the LEA could seek an expedited due process hearing to seek a removal of the child to an interim alternative educational setting (IAES) for up to 45 days if returning the child with a disability to the previous placement is substantially likely to result in injury to the child or to others. 34 C.F.R. § [300.532\(a\)](#). Regardless of the risk or threat assessment process utilized, the LEA is responsible for ensuring that IDEA's discipline protections are followed, and that FAPE is made available as appropriate.

What if the Manifestation Determination determined the behavior was related to the child's disability.

Question F-4: What actions must an IEP Team take if the conduct in question is determined to be a manifestation of the child's disability?

Answer: If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must either: (1) conduct an FBA, unless the LEA had conducted an FBA before the behavior that resulted in the change of placement occurred, and implement a BIP for the child; or (2) if a BIP already had been developed, review the BIP and modify it as necessary to address the behavior. 34 C.F.R. § [300.530\(f\)\(1\)](#). See Section G for additional information about FBAs and BIPs.

The IEP Team also must return the child to the placement from which the child was removed unless the parent and the LEA agree to a change of placement. In addition, when the removal is for weapons, drugs, or serious bodily injury under 34 C.F.R. § [300.530\(g\)](#), the child may remain in an IAES, as determined by the child's IEP Team, for the duration of the removal (not more than 45 school days), regardless of whether the violation was a manifestation of their disability. 34 C.F.R. § [300.530\(f\)\(2\)](#).

If the behavior in question was the direct result of the LEA's failure to implement the IEP, the LEA must take immediate steps to remedy those deficiencies. 34 C.F.R. § [300.530\(e\)\(3\)](#). Such steps could include meeting with each teacher and other service provider of the child to review their specific responsibilities related to implementing the child's IEP, verifying that the specific accommodations, modifications, and supports required for the child, or on behalf of the child, are in place, and determining any compensatory services necessary to address the LEA's failure to implement the child's IEP.

What happens if the student being disciplined claims that they may be eligible for special education?

Question I-1: When are children who have not yet been determined eligible for special education and related services under IDEA entitled to the discipline protections?

Answer: A child who has not yet been identified as eligible for special education and related services under the IDEA and has violated a code of student conduct — and their parent — may assert any of IDEA’s discipline protections in circumstances where the LEA is deemed to have knowledge that the child is a “child with a disability” before the behavior that precipitated the disciplinary action occurred (see Question I-2 for further information). 34 C.F.R. § [300.534\(a\)](#).

Question I-2: When would an LEA be deemed to have knowledge that a child is a child with a disability?

Answer: Under 34 C.F.R. § [300.534\(b\)](#), an LEA would be deemed to have knowledge that the child is a child with a disability if, before the behavior that brought about the disciplinary action occurred: (1) the parent expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or to the child’s teacher, that the child is in need of special education and related services; (2) the parent requested an evaluation of the child’s eligibility for special education and related services under IDEA; or (3) the child’s teacher or other LEA personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to the LEA’s director of special education or to other supervisory personnel of the LEA.

Note: Attorney guidance stipulates that the Board could act on expulsion, but if the child qualifies for services, after the action of the Board, the district would be required to place the child back in the last placement. The recommendation is always to work with the student on an IAES while the process is completed to determine need. If the process determines that eligibility for services is not met, the recommendation will go to the Board as a recommendation for expulsion.

What is FERPA?: The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>