



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

October 18, 2021

7:00 PM

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

To view the meeting via Zoom, please use the following link: <https://hazelparkschools.zoom.us/j/86454908936>

**CALL TO ORDER**

**ROLL CALL**

**PLEDGE OF ALLEGIANCE**

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

**PUBLIC COMMENT**

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

**SPECIAL ORDER OF BUSINESS**

A. Introduction of PreK-5 new employees 4

**CONSENT AGENDA (Action Items) 5**

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

- A. Approval of Minutes
  - 1) Board Meetings 6
  - 2) Committee Meetings 15
- B. Monthly Financial Reports 18
- C. Personnel Recommendations
- D. Conference Requests 30

**UNFINISHED BUSINESS**

- A. High School Course Handbooks (Action Item) 32

**NEW BUSINESS**

- A. Audit Presentation (Informational Item) 119  
 B. Approval of Audit (Action Item) 203  
 C. ECF Update (Informational Item) 204  
 D. Nurses Manual (Informational Item) 205  
 E. Principals Month Resolution (Action Item) 274  
 F. Purchase of Tents (Action Item) 275  
 G. Addition to Architect of Record for District (Action Item) 277  
 H. Approval of Support Materials for Phonics and Word Study (Action Item) 278  
 I. Hazel Park Paraprofessional Association (HPPA) Letter of Agreement (Action Item) 279  
 J. Hiring of Paraprofessional Substitutes (Action Item) 283  
 K. Request for Five (5) Additional Building Substitutes (Action Item) 285  
 L. Additional Social Workers and Psychologists (Action Item) 286  
 M. Devin Hughes Professional Services Agreement for SEL Workshops (Action Item) 287  
 N. Superintendent Merit Pay Goals (Action Item) 289  
 O. CLOSED SESSION

- 1) Motion to recess into closed session security planning which is exempt from disclosure pursuant to section 8(k) of the Open Meetings Act.

- P. Schools Emergency Operations Plans (Action Item)

**SUPERINTENDENT REPORT**

- A. Enrollment Update 291  
 B. Holiday Basket  
 C. Strategic Plan Update (Informational item) 292

**REQUESTS FOR FUTURE AGENDA ITEMS****CALENDAR DATES**

- Nov. 1, 2021 - Special Board Meeting/Workshop  
 Nov. 8, 2021 - Finance Committee Meeting  
                   - Buildings & Grounds Committee Meeting  
 Nov. 15, 2021 - Regular Board Meeting

**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.*

**CLOSED SESSION**

Adjourn to closed session to discuss Superintendent mid-year evaluation pursuant to Section 8(a) of the Open Meetings Act.

**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

Christopher Clark	PreSchool Academy Lead Teacher	Webster
Christina Delcourt	1st Grade Teacher	Webb
Doris Heath	GSRP Associate Teacher	Webster
Jennifer Jackson	GSRP Associate Teacher	Webster
Margie Jackson	COVID Cleaner	Hoover
Jamie Jankowski	1st Grade Teacher	Hoover
Rakia Johnson	Building Substitute	Webb
Rebecca Klegon	3rd Grade Teacher	Webb
Sarah Kodis	1st Grade	Webb
Angela Laudicina	Covid Cleaner	United Oaks
Lisa Lauro	Resource Teacher	United Oaks
Kristen Lindenmuth	Paraprofessional	Webb
Olivia Mecum	Kindergarten Teacher	Hoover
Rocquel Miller	Secretary	Webster
Amanda Ming	GSRP Lead Teacher	Webster
Sean Moline	1st Grade Teacher	Hoover
Sherry Northrup	Kindergarten	United Oaks
Bailey Paananen	GSRP Associate Teacher	Webster
Shelby Platt	4th Grade Teacher	Webb
Keely Quiring	Young 5's teacher	United Oaks
Gina Ris	MTSS Teacher	Webb
Erica Saperstein	2nd grade	United Oaks
Markia Simmons	Latchkey Parapro	Webster
James Smith	Music Teacher	Webb
Emily Snyder	2nd Grade Teacher	Webb
Ashley Twardzik	GSRP Lead Teacher	Webster
Jodi VanHoeck	5th Grade	United Oaks

\*\*Any additional PreK-5 hires will be introduced at the November board meeting, as well as those hired to work at Jardon, Advantage, Jr. High, High School and District level.



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www.hazelparkschools.org

To: Hazel Park Board of Education  
From: Dr. Amy Kruppe, Superintendent  
Subject: Consent Agenda  
Date: October 18, 2021

The Hazel Park Board of Education uses 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 to more discussion and specific action.

**CONSENT AGENDA ITEMS:**

- A. Approval of Minutes
  - 1. September 20, 2021 - Regular & Closed Session
  - 2. October 4, 2021 - Special
  - 3. October 4, 2021 - Personnel Committee
  - 4. October 11, 2021 - Finance Committee
  - 5. October 11, 2021 - Buildings & Grounds Committee
- B. Monthly Financial Report
- C. Personnel Recommendations
- D. Conference Requests

**Recommendation**

That the Board of Education approve the consent agenda as presented.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

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





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

**CALL TO ORDER**

The Regular Meeting of the Hazel Park Board of Education was held at the Ford School Administration Office on September 20, 2021 and was called to order by President Adkins at 7:00p.m.

**ROLL CALL**

Members Present: Adkins, Noth (virtual from Hazel Park (Oakland County) Michigan, Hinton, Fortress, Baldwin, Schlak

Members Absent: Rice

Others Present: Kruppe, Zirniss, Dillard, Dulmage, Nugent, Pleiness, Wilkins

**PLEDGE OF ALLEGIANCE**

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

Moved by Mrs. Baldwin, supported by Ms Schlak, that the Agenda be approved as written.

Roll Call Vote:

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

Nays: None

Motion Carried: Unanimously

**PUBLIC COMMENT**

Matthew Dudley, Maple Court, Hazel Park Michigan spoke to the mask mandate and COVID testing for the Homecoming Dance. Sue Hemple, E. Hayes, Hazel Park, Michigan gave an update on the Historical Commission and Museum hours.

Board Members thanked them for their comments.

**SPECIAL ORDER OF BUSINESS**

A. AP Student Scores Recognition

The Board of Education Members recognized the following students who took Advanced Placement testing in the spring and received a 3 or 4 on their respective tests:

**AP Art:** Candice Squire - 3 and Youna Yasser -3; **AP Literature** (12th grade AP English): Rebecca Adkins - 3, Kiersten Sanders - 3, Cole Staats - 3; **AP Language** (11th grade AP English) Brandon Weaver - 3, Zaylen Check - 3, **AP Stats:** Conner Zbozien - 3 and **AP US History:** Rebecca Adkins - 3, Zaylen Check - 3, Victoria Muzzarelli - 3, Cole Staats - 4, Sarah Adkins j- 3, Matthew Love - 3, Katie Norris - 4; Conner Zbozien - 3.

B. Summer School Update

A recap of the summer school program was presented to the Board of Education. The document may be found in the board packet on our website under the Board of Education/Current Documents tab and choosing the September 20, 2021 meeting.

C. MStep Data Presentation

The presentation may be found on the district website, [www.hazelparkschools.org](http://www.hazelparkschools.org) listed under the Board of Education/current documents tab and choosing the September 20, 2021 meeting.

**CONSENT AGENDA**

Moved by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education approve the consent agenda, as presented.

Roll Call Vote

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

Nays: None

Motion Carried: Unanimously

**UNFINISHED BUSINESS**

A. Board of Education Goals (Action Item)

Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education approve the updated Board Goals for the 2021-2022 school year.

Roll Call Vote

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

Nays: None

Motion Carried: Unanimously

**NEW BUSINESS**

A. District Improvement Plan (Informational Item)

Report is available on the District website and in the September 20, 2021 Board Packet under the Board of Education/current meetings documents tab.

B. Non-Tenure/Tenure Status (Informational Item)

The list is in the September 20, 2021 Board Packet on the district website under the Board of Education/current meetings documents tab.

C. Additional Band Instruments Purchase (Action Item)

Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education approve an additional \$5000 allocation to purchase band instruments, as presented.

Roll Call Vote

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

Nays: None 7

Motion Carried: Unanimously

D. Speech and Language Pathologist (Action Item)

Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education approve the addition of one speech and language pathologist for the 2021-2022 school year.

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Hinton, Fortress, Adkins  
Nays: None

C Motion Carried: Unanimously

E. Latchkey Handbook (Action Item)

Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education approve the updates to the Hazel Park School District Parent/Guardian Latchkey Handbook, as presented.

Roll Call Vote:

Yeas: Schlak, Baldwin, Noth, Hinton, Fortress, Adkins  
Nays: None

Motion Carried: Unanimously

F. HPASA Certification Reimbursement(Action Item)

Motion made by Mrs. Baldwin, supported by Ms Schlak, that the Board of Education approve the reimbursement of administration costs for Ms Beach and Mr. Dimas, as presented.

Roll Call Vote:

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

Motion Carried: 4 to 2

G. 3.0 FTE Staff Increase Request (Action Item)

Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education approve an increase in teacher FTE by 3.0 for the 2021-2022 school year.

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Hinton, Fortress, Adkins  
Nays: None

Motion Carried: Unanimously

H. Nurse FTE Increase (Action Item)

8

3

Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education approve the increase of 1.4 FTE for nurses in the 2021-22 school year.

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Hinton, Fortress, Adkins  
Nays: None

Motion Carried: Unanimously

I. Increase in Daily Substitute Pay Rate (Action Item)

Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education approve an increase in the substitute teacher daily rate of pay to \$140 for the 2021-22 school year.

Roll Call Vote

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

Motion Carried: 5 to 1

J. After School Support (Action Item)

Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education the cost for additional after school security at the jr. high and high school, as presented.

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Hinton, Fortress, Adkins  
Nays: None

Motion Carried: Unanimously

K. Closure of Access Academy (Action Item)

Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education approve the closure of Access Academy, as presented.

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Hinton, Fortress, Adkins  
Nays: None

Motion Carried: Unanimously

L. Insurance Changes (Action Item)

Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education approve the changes in staff insurance at an estimated cost of \$36,000, as presented.

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Hinton, Fortress, Adkins  
Nays: None

Motion Carried: Unanimously

M. Camera (Request for Information) RFI (Action Item)

Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education approve the Camera RFI (Request for Information)

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Hinton, Fortress, Adkins  
Nays: None

Motion Carried: Unanimously

N. Purchase of Additional Desk/Sneeze Shields (Action Item)

Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education approve the purchase of desk/sneeze shields at a cost of \$23,200, as presented.

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Hinton, Fortress, Adkins  
Nays: None

Motion Carried: Unanimously

O. Mulch Purchase (Action Item)

Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education approve the installation of playground mulch at the District's playgrounds at a cost not to exceed \$28,130, as presented.

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Hinton, Fortress, Adkins  
Nays: None

Motion Carried: Unanimously

P. Approval of Pool Work (Action Item)

Motion made by Ms Schlak, supported by Mrs. Baldwin, that the Board of Education approve the pool preparation work for new tile at a cost of \$24,480, as presented.

Roll Call Vote

Yeas: Schlak, Baldwin, Noth, Hinton, Fortress, Adkins  
Nays: None

Motion Carried: Unanimously

**CLOSED SESSION**

Motion made by Ms Schlak, supported by Mrs. Hinton, to adjourn to closed session for strategy and negotiation pursuant to Section 8(c) of the Open Meetings Act.

Roll Call Vote:

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

Nays: None

Motion Carried: Unanimously

Adjourned to the closed session at 8:57PM. Returned to Open Session at 9:53PM.

**SUPERINTENDENT UPDATE**

A. Enrollment Update

Superintendent Dr. Amy Kruppe stated our enrollment continues to grow. It is currently at 3,100 +. We feel our enrollment has come back strong.

B. Teacher Shortage

We still have Special Education positions open, which is a concern for us as an administrative team and school district.

C. Jardon Update

We had a meeting with the PA-18 group. This is a group of stakeholders in Oakland County who make decisions around Special Education and use of the PA18 funds. We are looking at future changes at Jardon. They asked for additional information and we are hopeful we will be moved forward with support for renovations to Jardon.

D. Yearly Board Calendar

Worked on revisions to the board calendar with Laura Adkins. Board Members were asked if they had any suggestions or recommended changes.

E. Strategic Plan

Shared the strategic plan with Board Members. Did some tweaking of the goals and will be reporting to you bi-weekly in the board updates as well as quarterly reports at board meetings, It will be available for viewing on the website [www.hazelparkschools.org](http://www.hazelparkschools.org).

F. United Oaks Community School Launch Party

This is in partnership with United Way. It will be on September 30 from 5:30-7:00pm.

G. Homecoming

The Homecoming Football game is Friday night. Hope people will come out and support the team. The Homecoming Dance will be at the High School Saturday Night.

H. COVID Testing

The District is doing weekly Covid testing at the Board Office on Monday mornings from 7am-8am.

I. New High School Assistant Principal

Ms Rona Head has been hired as the new Assistant Principal at Hazel Park High School.

**REQUESTS FOR FUTURE AGENDA ITEMS - None**

**CALENDAR DATES**

September 27, 2021	Buildings & Grounds Committee Meeting	7:00PM
October 4, 2021	- Special Board Meeting	6:30PM
October 11, 2021	- Finance Committee Meeting	5:00PM

Buildings & Grounds Committee Meeting 6:00PM

**PUBLIC COMMENT - None**

**BOARD MEMBERS AND ADMINISTRATION COMMENTS**

- |                                |   |
|--------------------------------|---|
| Kristy Schlak, Trustee         | Can't wait for Homecoming. Gave her construction update. Congratulations to the AP students. Nice to have students in the room again.   |
| Melissa Baldwin, Trustee       | Would like athletic updates. We hear alot about football, but would like to hear about the other sports. Thank you to all the staff at all levels. Free open skate is being offered through the Recreation Department. Potential trunk-n-treat on October 30, 2021. Also excited for Homecoming. Tree planting on October 9 at Green Acres. |
| Heidi Fortress, Treasurer      | Excited about Homecoming  |
| Beverly Hinton, Secretary      | Asked about Holiday Basket this year. Spoke to the current board stipend. Thank you To Stephanie, Carla, and Dave for the update on the summer programs. Jardon is opening their school and greenhouse. Hazel Park Library is starting up "Fun Fridays".  |
| Rachel Noth, Vice President    | Thank you. Good meeting. Great presentations tonight. Congratulations to the students recognized tonight.   |
| Dr. Amy Kruppe, Superintendent | Will reach out to the Holiday Basket Committee and bring an update back to the Board Thank you to the Board of Education. It was a long night, but an important night.  |
| Laura Adkins, President        | Thank you for announcing we have a new Assistant Principal. Am continuing to work on items for the Special October meeting. MASB is the weekend of November 14 and 15.  |

**ADJOURNMENT**

Moved and supported that the meeting be adjourned at 10:13PM  
Unanimous Approval.

Respectfully submitted,

Beverly Hinton, Secretary  
Hazel Park Board of Education



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

CALL TO ORDER

The Special Meeting of the Hazel Park Board of Education was held at the Ford School Administration Office on October 4, 2021 and was called to order by President Adkins at 6:30PM

Roll Call:

Members Present: Adkins, Noth (virtually from Hazel Park, Michigan Oakland County), Hinton,  
Baldwin, Rice, Schlak  
Members Absent: Fortress  
Others Present: Kruppe

APPROVAL OF THE AGENDA (Action Item)

Moved by Ms Schlak, supported by Mrs. Rice, that the agenda be approved, as presented.

Roll Call Vote:

Yeas: Schlak, Rice, Noth, Hinton, Baldwin, Adkins  
Nays: None

Motion Carried: Unanimously

PUBLIC COMMENT - None

BOARD ROUND TABLE

This month's round table topic was "joy". The Board Members and Superintendent Dr. Amy Kruppe went around and said one item that brings joy to them.

UNFINISHED BUSINESS

A. Board Protocols

Board Members continued their work on creating board protocols by reviewing the Board of Education Operating Procedures draft documents. They worked through the meetings sections making revisions and ended at section 1.5. They will continue reviewing sections at future meetings.

NEW BUSINESS

A. Superintendent Merit Goals

Board members and Superintendent Dr. Amy Kruppe reviewed the results of the recent survey sent to board members asking them to choose their top 5 goals from the Strategic Plan. After discussion they narrowed down their top 3 to the following: Objective O under *Curriculum and Instruction*-Increase the number of MTSS teachers in grades K-8 in order to increase the percentage of K-8 students scoring on or above grade level in Reading (as measured by the iReady diagnostic) by 10% by June 2022; Objective A under *Resources*-Increase the fund balance in small increments within the next 3 years-Fund balance policy 2022=10%, fund balance=16% or of 10% tops of 15%; Object F in *Community Relations*-Increase the graduation rate at the high school from 80% to 84%.

The goals will be updated, formatted in proper documentation and brought to the Board for a vote at a future meeting.

B. Land for Jardon

Superintendent Dr. Amy Kruppe updated the Board Members on the recent meeting with the Oakland Schools PA18 committee. The committee is in agreement that Jardon needs renovations and updates, but they would also like to have a proposal brought to them for a new building using land currently owned by the school district. Board members directed the Superintendent to move forward.

C. Data

Superintendent Dr. Amy Kruppe spoke to the many sources of data and collection of data. There is academic and non-academic data, Swis data which is a discipline format that is presented through PBIS. Individual schools are creating Smart Goals using goals off the District improvement plan. She stated there are many concerns about students' learning loss coming out of the COVID-19 Pandemic. People looking at MiSchool Data must keep this in mind when using that site for information.

Laura Adkins thanked her for the conversation and stated she would like the entire picture, what went well, what didn't.

PUBLIC COMMENT - None

BOARD MEMBERS AND ADMINISTRATION COMMENTS

Beverly Hinton, Secretary      Expressed some concerns about the ground upkeep at some schools. She also asked if the extra security had started at Scout Park as she drove by and there were about a dozen kids hanging out. The United Oaks event was great.

Melisa Baldwin, Trustee      The United Oaks event was nice. Great to see everyone. Worked the Homecoming and had a good time.

Kristy Schlak, Trustee      Agreed the United Oaks event was nice. Come out and support the High School football team this Friday. They are playing at Clintondale..not that far.

Dr. Amy Kruppe  
Superintendent      Very productive meeting

ADJOURNMENT

Moved and supported that the meeting be adjourned at 8:35PM  
Unanimous Approval.

Respectfully Submitted

Beverly Hinton, Secretary  
Hazel Park Board of Education



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**The School District of the City of Hazel Park Schools  
Board Committee Meeting  
Personnel Committee  
October 4, 2021 - 5:00PM**

Board Members Present: Rachel Noth (virtual Hazel Park Michigan (Oakland County), Dawn Rice,  
Kristy Schlak

Board Members Absent: None

Administrators Present: Dr. Amy Kruppe, Nick Nugent, Jason Zirniss

Meeting start time - 5:00 pm

Public Comment----None

**Paraprofessionals---** The District is having difficulty filling paraprofessional positions in the District. Salaries are low compared to the surrounding districts The Personnel Committee would like to explore alternative compensation routes with the HPPA

**Teacher---**As of 10/4/2021 the District is having difficulties filling Psychologists and Special Education Teachers. The Personnel Committee would like to explore alternative compensation routes with the HPEA

**Hiring of (2) Social Worker and (2) Psychologist--**The District has applied for a Grant that would fund 2 new Social Workers and 2 new Psychologists over the next 3 years. The Grant would pay for 100% of the costs in year 1. The Grant would pay for 65% of the costs in Year 2. The Grant would pay for 35% of the costs in year 3. After Year 3, the District would assume the full costs of the employees. The Personnel Committee would like to be proactive and post these positions. The Personnel Committee would like to take this concept to the full board for review with the understanding that the postings are contingent upon grant funding.

Meeting end time - 5:55 pm

Minutes submitted by Nick Nugent, Director of Human Resources





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**Buildings & Grounds Committee Meeting**

**October 11, 2021**

**6:00PM**

Board Members Present: Heidi Fortress and Melissa Baldwin

Board Members Absent: Kristy Schlak

Administrators Present: Dr. Amy Kruppe, Jason Zirniss

Meeting start time - 6:15 pm

Public Comment: None

- A. Calming Rooms** - Briefly discussed the current status of the media centers and what they would like if we had funding to make changes and what the areas could look like based on a recent article that was shared.
- B. Hazelwoods Fees** - Briefly reviewed proposed Hazelwood Fees, proposed free to District groups, \$100 per night for District residents and groups and \$250 per night for all others.
- C. ECF Update** - The ECF was approved and the devices are ordered, due to the current supply chain we are optimistic they will be received within a few months.
- D. RFP for Cameras** - Discussed the results of the RFI and the timeline for the RFP.
- E. Facilities Assessment** - Tabled, due to the absence of committee members.

Meeting end time - 7:00

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



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**Finance Committee Meeting**

**October 11, 2021**

**5:15PM**

**Ford Administration Building**

Board Members Present: Laura Adkins, Heidi Fortress  
Board Members Absent: Beverly Hinton  
Administrators Present: Dr. Amy Kruppe, Jason Zirnis, Matthew Miller

Meeting start time - 5:25pm

- A. Audit Report Review - Plant Moran who are the Auditors presented the audit to the committee. There were no findings and this was the first time in 15 years because a negative fund balance is a finding until two years after the District has a positive fund balance. The auditors gave an unmodified opinion which is the highest a District can get. The District was 1.61% off of the budget, which is pretty good. Fund balance as a percentage of expenditures is 9%. The Fund Balance as a percentage of unrestricted revenue is 12.35%. Percentage of unrestricted revenue is what the Treasury is concerned about with the 5% minimum.
- B. Debt Refinance - Refinancing will save the community \$665k estimated and will shave off 5 years of payments. This is a saving of 13.88%. These funds come from 2 mills out of the 15 mills. Bakertilly will work with the District to perform the refunding.
- C. Check Register Review

Meeting end time - 6:00pm

Minutes submitted by Matthew Miller



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

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

FROM: Jason Zirniss  
Assistant Superintendent, Business & Operations

RE: Treasurer's Report September, 2021

DATE: October 11, 2021

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)		865,960.32	
	<i>Total - General Fund</i>	<u>\$ 865,960.32</u>	
CENTER PROGRAM (22)		12,141.51	
COMMUNITY SERVICE (23)		8.00	
FOOD SERVICE FUND (25)		56,062.68	
COMMON DEBT (31-39)		0.00	
CAPITAL PROJECTS (41-49)		176,948.50	
	<i>Total - Special Revenue Funds</i>	<u>\$ 245,160.69</u>	
INTERNAL ACCOUNT FUNDS (29)		240.00	
	<i>Total - Other Funds</i>	<u>\$ 240.00</u>	
<b>TOTAL CHECK DISBURSEMENTS</b>		<u><u>\$ 1,111,361.01</u></u>	\$ 1,111,361.01
ACH DEBITS			1,134,946.50
PAYROLL			1,139,302.01
OUTGOING WIRE TRANSFERS			0.00
P-CARD PURCHASES			<u>133,078.22</u>
			2,407,326.73
<b>TOTAL DISBURSEMENTS IN PERIOD</b>			<u><u>\$ 3,518,687.74</u></u>

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

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

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

**Sep-21**

<u>Date</u>	<u>Amount</u>	<u>Bank Acct Taken From</u>	<u>Reason</u>
9/2/2021	\$126.13	Gen Funds	Latchkey Fees
9/14/2021	\$285.65	Gen Funds	AFLAC Payment September 10th Payroll
9/28/2021	\$285.65	Gen Funds	AFLAC Payment September 24th Payroll
9/10/2021	\$3,135.66	Gen Funds	Health Equity Payment September 10th Payroll
9/24/2021	\$3,630.66	Gen Funds	Health Equity Payment September 24th Payroll
9/9/2021	\$354.00	Gen Funds	EduStaff Payment
9/23/2021	\$2,832.00	Gen Funds	EduStaff Payment
9/28/2021	\$283.20	Gen Funds	EduStaff Payment
9/1/2021	\$18,208.69	Gen Funds	Penserv Payment August 27th Payroll
9/21/2021	\$17,555.32	Gen Funds	Penserv Payment September 10th Payroll
9/27/2021	\$17,950.52	Gen Funds	Penserv Payment September 24th Payroll
9/10/2021	\$27,791.76	Tax W/H	Payroll State Tax Withholding September 10th
9/24/2021	\$31,133.09	Tax W/H	Payroll State Tax Withholding September 24th
9/10/2021	\$184,050.08	Tax W/H	Payroll Federal Tax Withholding September 10th
9/24/2021	\$203,804.56	Tax W/H	Payroll Federal Tax Withholding September 24th
9/15/2021	\$291,423.43	Ret W/H	Payroll Retirement Withholding September 24th
9/27/2021	\$332,096.10	Ret W/H	Payroll Retirement Withholding February 26th
	<b><u>\$1,134,946.50</u></b>	<b>Total ACH Debits</b>	

<u>Date</u>	<u>Amount</u>	<u>Payroll</u>
9/10/2021	\$533,922.69	General Payroll on September 10th
9/24/2021	\$605,379.32	General Payroll on September 24th
	<b><u>\$1,139,302.01</u></b>	<b>Total Payroll</b>

<u>Date</u>	<u>Amount</u>	<u>Wires</u>
	<b><u>\$0.00</u></b>	<b>Total Wires</b>

<u>Date</u>	<u>Amount</u>	<u>P-Card Purchases</u>
9/21/2021	\$133,078.22	General P-Card charges Huntington Bank
	<b><u>\$133,078.22</u></b>	<b>Total P-Card Purchases</b>

**Hazel Park Schools**  
**Check Register by Fund**  
Check Date From 9/1/2021 TO 9/30/2021

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
<b>Fund: 110</b>					
09/10/2021	EH 00000113	100431	CLARK HILL PLLC		10,368.00
09/10/2021	EH 00000114	100056	HINTON, BEVERLY	P2200007	50.00
09/10/2021	EH 00000115	100044	HP PROMISE ZONE	P2200012	50.00
09/10/2021	EH 00000116	100860	MELISSA BALDWIN	P2200005	25.00
09/10/2021	EH 00000117	100959	ProCare Therapy		1,104.00
09/10/2021	EH 00000118	100125	SCHLAK, KRISTY	P2200017	50.00
09/10/2021	EH 00000119	100504	SET INC.		55,698.02
09/10/2021	EH 00000120	100241	SPINA ELECTRIC	P2200036	1,160.00
09/10/2021	EH 00000121	100357	STAPLES BUSINESS ADVANTGE	P2200056	144.09
09/10/2021	HP 00500346	100550	AMAZON CAPITAL SERVICES INC		876.59
09/10/2021	HP 00500347	100969	ANDREW MARTIN		40.00
09/10/2021	HP 00500348	100544	ASCENSION MICHIGAN AT WORK		76.00
09/10/2021	HP 00500349	100584	ASCENSION MICHIGAN AT WORK		38.00
09/10/2021	HP 00500350	100412	AVENTRIC TECHNOLOGIES		392.00
09/10/2021	HP 00500351	100512	CHAPT 13 TRUSTEE-TAMMY L TERRY		420.00
09/10/2021	HP 00500352	100011	CHAPTER 13 TRUSTEE		108.00
09/10/2021	HP 00500353	100322	CITY HAZEL PARK WATER		9,209.72
09/10/2021	HP 00500354	100111	CLARK, DENNIS		60.00
09/10/2021	HP 00500355	100625	DAVID MAGIERA		200.00
09/10/2021	HP 00500356	100609	DAVID RUSKIN		712.20
09/10/2021	HP 00500357	100313	DTE ENERGY		16,354.72
09/10/2021	HP 00500358	100404	HASTINGS AUTO PARTS	P2200024	1.99
09/10/2021	HP 00500359	100008	HAZEL PARK YOUTH ASSISTANCE	P2200006	25.00
09/10/2021	HP 00500360	100488	HOME DEPOT CREDIT SERVICES	P2200038	1,395.36
09/10/2021	HP 00500361	100521	INTERNATIONAL PLUMBING CO		3,258.00
09/10/2021	HP 00500362	100883	J J MILLWORK LLC		2,700.00
09/10/2021	HP 00500363	100968	JAMMARR HANES		40.00
09/10/2021	HP 00500364	100964	JEAN BOLLEY		250.00
09/10/2021	HP 00500365	100868	KS VENTURES INC		29,386.70
09/10/2021	HP 00500366	100966	MIAAAA		155.00

20

**Hazel Park Schools**  
**Check Register by Fund**  
Check Date From 9/1/2021 TO 9/30/2021

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
09/10/2021	HP 00500367	100327	MICHIGAN EDUCATION SPECIAL		327,680.65
09/10/2021	HP 00500368	100352	MICHIGAN SCHOOL BAND		375.00
09/10/2021	HP 00500369	100352	MICHIGAN SCHOOL BAND		150.00
09/10/2021	HP 00500370	100387	MISDU		724.14
09/10/2021	HP 00500371	100334	NTL TIME & SIGNAL CORP	P2200032	1,138.00
09/10/2021	HP 00500372	100335	OAKLAND COUNTY TREASURER		13,216.94
09/10/2021	HP 00500373	100380	OAKLAND SCHOOLS		2,211.10
09/10/2021	HP 00500374	100585	PITNEY BOWES		2,209.94
09/10/2021	HP 00500375	100060	PLANTE MORAN PLLC		20,000.00
09/10/2021	HP 00500376	100468	PROGRESSIVE PLUMBING SUPPLY	P2200090	1,893.16
09/10/2021	HP 00500378	100970	ST CLAIR HIGH SCHOOL		10.00
09/10/2021	HP 00500380	100967	STONE CREEK HIGH SCHOOL		200.00
09/23/2021	EH 00000122	100045	A & I ENTERPRISES		136,484.22
09/23/2021	EH 00000123	100427	A SWEET SERVICES LLC		20,240.58
09/23/2021	EH 00000125	100567	APPLE INC	P2200029	99.00
09/23/2021	EH 00000126	100802	CURRICULUM ASSOCIATES LLC	P2200084	74,432.50
09/23/2021	EH 00000127	100851	EXECUTIVE ENERGY SERVICES LLC		700.00
09/23/2021	EH 00000128	100574	INSTITUTE FOR EXCELLENCE IN ED		1,500.00
09/23/2021	EH 00000129	100292	INVEST CENTERS LLC		5,459.76
09/23/2021	EH 00000130	100357	STAPLES BUSINESS ADVANTGE	P2200097	1,666.82
09/23/2021	HP 00500381	100550	AMAZON CAPITAL SERVICES INC	P2200094	4,012.27
09/23/2021	HP 00500382	100290	ASCENSION MICHIGAN AT WORK		76.00
09/23/2021	HP 00500383	100544	ASCENSION MICHIGAN AT WORK		322.00
09/23/2021	HP 00500384	100818	ASCENSION MICHIGAN AT WORK		56.00
09/23/2021	HP 00500385	100346	BIG D LOCK & KEY	P2200030	91.00
09/23/2021	HP 00500386	100526	CAROLINA BIOLOGICAL SUPPLY CO	P2200063	3,499.39
09/23/2021	HP 00500387	100512	CHAPT 13 TRUSTEE-TAMMY L TERRY		420.00
09/23/2021	HP 00500388	100011	CHAPTER 13 TRUSTEE		108.00
09/23/2021	HP 00500389	100080	CITY OF FERNDAL- WATER		1,344.50
09/23/2021	HP 00500390	100321	CITY OF HAZEL PARK		2,022.69
09/23/2021	HP 00500391	100309	CONSUMERS ENERGY		2,033.82

**Hazel Park Schools**  
**Check Register by Fund**  
Check Date From 9/1/2021 TO 9/30/2021

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
09/23/2021	HP 00500392	100812	CONTRACT PAPER GROUP	P2200096	1,029.20
09/23/2021	HP 00500393	100459	CONVERGENT TECH PARTNERS		118.75
09/23/2021	HP 00500395	100953	DAVID BADER P67307		166.86
09/23/2021	HP 00500396	100625	DAVID MAGIERA		200.00
09/23/2021	HP 00500397	100609	DAVID RUSKIN		1,127.58
09/23/2021	HP 00500398	100314	DTE ENERGY		44,394.62
09/23/2021	HP 00500399	100640	FIBER LINK INC		288.75
09/23/2021	HP 00500401	100488	HOME DEPOT CREDIT SERVICES	P2200038	2,003.33
09/23/2021	HP 00500403	100974	KODY CROCKER		240.15
09/23/2021	HP 00500404	100971	KRISTINA HERRON		55.00
09/23/2021	HP 00500405	100647	LAKEVIEW PUBLIC SCHOOLS		200.00
09/23/2021	HP 00500407	100413	MCGRAW HILL BOOK CO	P2200061	13,329.47
09/23/2021	HP 00500408	100159	MICHIGAN ASSOC OF SCHOOL BOARD		1,851.60
09/23/2021	HP 00500409	100589	MILLENNIUM BUSINESS SYSTEMS	P2200010	2,456.01
09/23/2021	HP 00500410	100387	MISDU		912.65
09/23/2021	HP 00500412	100380	OAKLAND SCHOOLS		100.00
09/23/2021	HP 00500413	100380	OAKLAND SCHOOLS		27,185.75
09/23/2021	HP 00500414	100380	OAKLAND SCHOOLS		100.00
09/23/2021	HP 00500415	100000	OFFICE DEPOT	P2200081	80.69
09/23/2021	HP 00500416	100021	PEARSON CLINICAL ASSESSMENT		701.63
09/23/2021	HP 00500417	100337	PETERSON GLASS CO		460.09
09/23/2021	HP 00500421	100012	SCHOLASTIC MAGAZINES	P2200073	65.45
09/23/2021	HP 00500422	100973	SCOTT GUTHRIE		40.00
09/23/2021	HP 00500423	100013	SECREST WARDLE LYNCH HAMPTON		294.14
09/23/2021	HP 00500425	100463	WINDSTREAM		950.23
09/28/2021	HP 00500426	100550	AMAZON CAPITAL SERVICES INC		195.11
09/28/2021	HP 00500427	100322	CITY HAZEL PARK WATER		8,233.24
09/28/2021	HP 00500428	100888	CONSTELLATION		454.15
			<b>Fund 110 Total:</b>		<b>865,960.32</b>
<b>Fund: 220</b>					
09/10/2021	HP 00500346	100550	AMAZON CAPITAL SERVICES INC		44.95

**Hazel Park Schools**  
**Check Register by Fund**  
Check Date From 9/1/2021 TO 9/30/2021

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
09/10/2021	HP 00500373	100380	OAKLAND SCHOOLS		2,211.10
09/10/2021	HP 00500379	100515	STAFF CONNECTIONS LLC		1,104.00
09/23/2021	EH 00000124	100895	Advanced Medical Personnel Services LLC		1,280.00
09/23/2021	EH 00000126	100802	CURRICULUM ASSOCIATES LLC	P2200084	4,050.00
09/23/2021	HP 00500381	100550	AMAZON CAPITAL SERVICES INC		284.27
09/23/2021	HP 00500394	100479	CRISIS PREVENTION INSTITUTE		150.00
09/23/2021	HP 00500409	100589	MILLENNIUM BUSINESS SYSTEMS	P2200010	514.73
09/23/2021	HP 00500420	100652	SCHOLASTIC INC		362.46
09/23/2021	HP 00500424	100515	STAFF CONNECTIONS LLC		2,140.00
				<b>Fund 220 Total:</b>	<b>12,141.51</b>
<b>Fund: 230</b>					
09/23/2021	HP 00500400	100975	HEATHER HORSFALL		8.00
				<b>Fund 230 Total:</b>	<b>8.00</b>
<b>Fund: 250</b>					
09/10/2021	EH 00000112	100118	CHARTWELLS DINING SERVICES		53,806.03
09/10/2021	HP 00500377	100954	RITEWAY SERVICE INC		1,026.59
09/23/2021	HP 00500409	100589	MILLENNIUM BUSINESS SYSTEMS	P2200010	92.67
09/23/2021	HP 00500419	100954	RITEWAY SERVICE INC		1,137.39
				<b>Fund 250 Total:</b>	<b>56,062.68</b>
<b>Fund: 290</b>					
09/23/2021	HP 00500418	100338	QUICK MADE SIGNS & TROPHY SALE		240.00
				<b>Fund 290 Total:</b>	<b>240.00</b>
<b>Fund: 420</b>					
09/23/2021	HP 00500402	100948	KINGSCOTT ASSOCIATES INC		19,200.00
09/23/2021	HP 00500406	100511	M L SCHOENHERR CONST INC		157,378.50
09/23/2021	HP 00500411	100461	NOVA ENVIRONMENTAL INC		370.00
				<b>Fund 420 Total:</b>	<b>176,948.50</b>
				<b>Grand Total:</b>	<b>1,111,361.01</b>

23

End of Report

**Huntington Bank**  
**Commercial Card Summary (P-Card)**  
**For Month Ending - September 2021**

<u>Date of Trans</u>	<u>Card Holder</u>	<u>Vendor</u>	<u>Amount</u>
09/30/2021	CORRI NASTASI	AMZN MKTP US*2C9LZ3H20	33.98
09/30/2021	JAMIE BUCZKO	PAYPAL *CCRESAEOTTA	50.00
09/30/2021	CORRI NASTASI	AMZN MKTP US*2C0EY2J42	68.86
09/30/2021	KARLA GRAESSLEY	SAMSLUB #6667	252.78
09/30/2021	KARLA GRAESSLEY	SAMS CLUB #6667	20.64
09/30/2021	CHRISTINE LUPTAK	MICHIGAN MAINTENANCE S	576.00
09/30/2021	ROCHELLE TASSIE	AMZN MKTP US*2C94T5Q11	33.98
09/30/2021	GREG RICHARDSON	WEINGARTZ	1,080.00
09/29/2021	GREG RICHARDSON	TONYS ACE HDWE	15.19
09/29/2021	JAMIE BUCZKO	MICHASSOCSC	445.00
09/29/2021	TAMEKA SINGLETON	CLEAR RATE COMMUNICATI	1,895.37
09/29/2021	DEBRA DIMAS	AMZN MKTP US*2C6CL5BS1	167.88
09/29/2021	GREG RICHARDSON	TONYS ACE HDWE	145.27
09/28/2021	CORRI NASTASI	TST* NEW YORK BAGEL -	100.00
09/28/2021	TAMEKA SINGLETON	SAVVAS LEARNING	2,949.23
09/28/2021	TAMEKA SINGLETON	SAVVAS LEARNING	2,949.23
09/28/2021	TAMEKA SINGLETON	SAVVAS LEARNING	2,949.24
09/28/2021	AMY KRUPPE	WWW.DANIELSONGROUP.ORG	549.00
09/28/2021	AMY KRUPPE	PREMIUM ACCESS	35.00
09/28/2021	MEGAN PAPASIAN-BROADWELL	SAMS CLUB #6659	152.46
09/28/2021	AMY KRUPPE	PREMIUM ACCESS	35.00
09/28/2021	TAMEKA SINGLETON	ECOLAB INC	400.00
09/28/2021	TAMEKA SINGLETON	ECOLAB INC	200.00
09/28/2021	TAMEKA SINGLETON	ECOLAB INC	150.00
09/28/2021	TAMEKA SINGLETON	IN *FAR THERAPEUTIC AR	591.85
09/28/2021	TAMEKA SINGLETON	IN *FAR THERAPEUTIC AR	285.95
09/28/2021	TAMEKA SINGLETON	IN *FAR THERAPEUTIC AR	122.55
09/28/2021	TAMEKA SINGLETON	IN *FAR THERAPEUTIC AR	163.40
09/28/2021	TAMEKA SINGLETON	IN *FAR THERAPEUTIC AR	121.51
09/28/2021	TAMEKA SINGLETON	IN *FAR THERAPEUTIC AR	370.00
09/28/2021	TAMEKA SINGLETON	IN *FAR THERAPEUTIC AR	185.00
09/28/2021	TAMEKA SINGLETON	IN *FAR THERAPEUTIC AR	136.02
09/28/2021	TAMEKA SINGLETON	IN *FAR THERAPEUTIC AR	241.20
09/28/2021	TAMEKA SINGLETON	IN *FAR THERAPEUTIC AR	288.09
09/28/2021	TAMEKA SINGLETON	IN *FAR THERAPEUTIC AR	288.09
09/28/2021	TAMEKA SINGLETON	IN *FAR THERAPEUTIC AR	462.89
09/28/2021	TAMEKA SINGLETON	IN *FAR THERAPEUTIC AR	124.71
09/28/2021	ROCHELLE TASSIE	AMZN MKTP US*2C5GT1FG2	101.88
09/27/2021	TAMMY SCHOLZ	AMZN MKTP US*2C20E6C02	63.56
09/27/2021	MEGAN PAPASIAN-BROADWELL	ADOBE INC	9.99
09/27/2021	CORRI NASTASI	WM SUPERCENTER #3487	12.25
09/27/2021	MATTHEW MILLER	AMAZON.COM*2C1K28P21 A	814.40
09/27/2021	MEGAN PAPASIAN-BROADWELL	DAVID KUTCHEY FAMILY M	26.50
09/27/2021	MEGAN PAPASIAN-BROADWELL	AMZN MKTP US*2C0281JR0	34.97
09/27/2021	GREG RICHARDSON	TONYS ACE HDWE	6.64
09/27/2021	CHRISTINE LUPTAK	PB LEASING	516.78
09/27/2021	MEGAN PAPASIAN-BROADWELL	MEIJER # 222	11.97
09/26/2021	GREG RICHARDSON	TONYS ACE HDWE	6.64
09/26/2021	GREG RICHARDSON	TONYS ACE HDWE	30.39
09/26/2021	TAMEKA SINGLETON	UPS*0000065A690371	28.57
09/26/2021	CHRISTINE LUPTAK	MICHIGAN MAINTENANCE S	426.15
09/26/2021	THOMAS OESTRIKE	PEPSIBEVERAGECO	422.08
09/26/2021	CHRISTINE LUPTAK	GEMINI FORMS AND SYSTE	113.40
09/24/2021	TAMEKA SINGLETON	DENNY'S HEATING AND CO	1,170.00
09/24/2021	TAMEKA SINGLETON	SONITROL GREAT LAKES M	1,186.25
09/24/2021	DEBRA DIMAS	AMZN MKTP US*2C9U06LP0	25.99
09/24/2021	DEBRA DIMAS	AMZN MKTP US*2C8UY8LX0	25.99
09/24/2021	CHRISTINE LUPTAK	A & C BUILDERS HARDWAR	600.00
09/24/2021	CHRISTINE LUPTAK	STAX *BISON PLUMBING	895.00

09/24/2021	CHRISTINE LUPTAK	GNE PAINT & SUPPLIES I	245.38
09/24/2021	DEBRA SCOTT	SEL EXCHANGE	500.00
09/24/2021	ROCHELLE TASSIE	TELLY'S GREENHOUSE & G	47.94
09/24/2021	GREG RICHARDSON	TONYS ACE HDWE	31.88
09/24/2021	GREG RICHARDSON	TONYS ACE HDWE	7.95
09/24/2021	GREG RICHARDSON	TONYS ACE HDWE	10.23
09/24/2021	GREG RICHARDSON	TONYS ACE HDWE	18.99
09/24/2021	MICHELLE KRAUSE	OTC BRANDS INC	63.53
09/23/2021	MEGAN PAPASIAN-BROADWELL	AMZN MKTP US*2C3ME1N51	44.31
09/23/2021	BRADLEY WILKINS	APPLE.COM/US	19,475.00
09/23/2021	DEBRA DIMAS	AMZN MKTP US*2C4LG8ZU1	259.90
09/23/2021	GREG RICHARDSON	TONYS ACE HDWE	28.91
09/23/2021	GREG RICHARDSON	TONYS ACE HDWE	11.38
09/23/2021	GREG RICHARDSON	TONYS ACE HDWE	37.19
09/23/2021	GREG RICHARDSON	TONYS ACE HDWE	9.11
09/23/2021	GREG RICHARDSON	RESTAURANT EQUIPPERS I	570.89
09/23/2021	MATTHEW MILLER	AMZN MKTP US*2C3JB0O30	459.89
09/23/2021	KARLA GRAESSLEY	USPS.COM POSTAL STORE	162.00
09/22/2021	MEGAN PAPASIAN-BROADWELL	ALLSTAR SERVICES OF MI	263.00
09/22/2021	GREG RICHARDSON	TONYS ACE HDWE	75.14
09/22/2021	GREG RICHARDSON	TONYS ACE HDWE	21.44
09/22/2021	CORRI NASTASI	AMZN MKTP US*2G7KM2WFO	299.85
09/22/2021	CORRI NASTASI	AMZN MKTP US*2G9R905Q2	14.99
09/22/2021	KARLA GRAESSLEY	AAA ACG FL0994 TRAFFIC	56.02
09/22/2021	DEBRA DIMAS	LEARNING GIZMO S INC	16.93
09/22/2021	MEGAN PAPASIAN-BROADWELL	AMZN MKTP US*2G2U15YJ0	23.99
09/21/2021	BRADLEY WILKINS	APPLE.COM/BILL	8.97
09/21/2021	BRADLEY WILKINS	APPLE.COM/US	2,980.00
09/21/2021	TAMMY SCHOLZ	AMAZON.COM*2G3528Y11	29.45
09/21/2021	MEGAN PAPASIAN-BROADWELL	SAMS CLUB #6659	138.06
09/21/2021	BRADLEY WILKINS	BESTBUYCOM806486915809	(61.20)
09/21/2021	CORRI NASTASI	AMZN MKTP US*2G5V34U60	19.99
09/21/2021	CORRI NASTASI	AMAZON.COM*2G0UF1WK1	60.76
09/21/2021	DEBRA SCOTT	PAYPAL *MHHPCHAMBER	75.00
09/21/2021	MATTHEW MILLER	AMZN MKTP US*2G4AN3YD1	1,699.90
09/21/2021	GINA BREW	BIGD LOCK & KEY	6.00
09/21/2021	MEGAN PAPASIAN-BROADWELL	THE HOME DEPOT #2708	19.98
09/21/2021	MEGAN PAPASIAN-BROADWELL	CHRISTMAS TREE #7054	58.14
09/20/2021	TAMMY SCHOLZ	AMAZON.COM*2G9GR47Y0	119.80
09/20/2021	TAMMY SCHOLZ	AMZN MKTP US*2G3EQ6PS2	244.83
09/20/2021	MEGAN PAPASIAN-BROADWELL	AMZN MKTP US*2G0CC2142	133.83
09/20/2021	GREG RICHARDSON	TONYS ACE HDWE	4.36
09/20/2021	GREG RICHARDSON	TONYS ACE HDWE	34.03
09/20/2021	CORRI NASTASI	AMAZON.COM*2G1BD5U61 A	21.75
09/20/2021	CORRI NASTASI	WAL-MART #3487	11.00
09/20/2021	CORRI NASTASI	WALGREENS #5291	41.86
09/20/2021	MEGAN PAPASIAN-BROADWELL	AMZN MKTP US*2G7QX2250	59.99
09/20/2021	BRADLEY WILKINS	SQ *LION TECHNOLOGIES	940.00
09/20/2021	JAMIE BUCZKO	DEEPSPACESPARKLE	336.00
09/20/2021	CORRI NASTASI	SAMSCLUB #6664	71.84
09/20/2021	CORRI NASTASI	SAMSCLUB #6664	34.44
09/19/2021	BRADLEY WILKINS	APPLE.COM/US	110.00
09/19/2021	BRADLEY WILKINS	APPLE.COM/US	7,790.00
09/19/2021	TAMEKA SINGLETON	HMCO *BOOKS	4,309.50
09/19/2021	TAMEKA SINGLETON	SAVVAS LEARNING	1,200.00
09/19/2021	TAMEKA SINGLETON	SAVVAS LEARNING	500.00
09/19/2021	MEGAN PAPASIAN-BROADWELL	SAMS CLUB #6659	165.90
09/19/2021	JASON ZIRNIS	MSBO	305.00
09/19/2021	BRADLEY WILKINS	SEESAW FOR SCHOOLS	1,581.25
09/19/2021	BRADLEY WILKINS	SEESAW FOR SCHOOLS	1,581.25
09/19/2021	BRADLEY WILKINS	SEESAW FOR SCHOOLS	1,581.25
09/19/2021	TAMEKA SINGLETON	LEARNING WITHOUT TEARS	2,556.56
09/19/2021	TAMEKA SINGLETON	LEARNING WITHOUT TEARS	2,556.56
09/19/2021	TAMEKA SINGLETON	LEARNING WITHOUT TEARS	2,556.56
09/19/2021	TAMEKA SINGLETON	LEARNING WITHOUT TEARS	2,556.56

09/19/2021	TAMEKA SINGLETON	LEARNING WITHOUT TEARS	2,556.56
09/19/2021	TAMEKA SINGLETON	EDGENUITY INC.	11,032.58
09/19/2021	TAMEKA SINGLETON	EDGENUITY INC.	11,032.58
09/19/2021	TAMEKA SINGLETON	EDGENUITY INC.	11,032.58
09/19/2021	TAMEKA SINGLETON	EDGENUITY INC.	11,032.58
09/19/2021	TAMEKA SINGLETON	EDGENUITY INC.	11,032.58
09/19/2021	CHRISTINE LUPTAK	ROYAL ROOFING INC	349.00
09/19/2021	CHRISTINE LUPTAK	ROYAL ROOFING INC	697.00
09/19/2021	TAMEKA SINGLETON	BURKE S SPORTS HAVEN	59.00
09/17/2021	TAMEKA SINGLETON	JOHNSON CONTROLS FIRE	615.42
09/17/2021	JASON ZIRNIS	HARBISON-WALKER REFRAC	453.24
09/17/2021	MICHELLE KRAUSE	VISTAPR*VISTAPRINT.COM	24.37
09/17/2021	GREG RICHARDSON	TONYS ACE HDWE	34.18
09/17/2021	GREG RICHARDSON	TONYS ACE HDWE	8.64
09/17/2021	TAMEKA SINGLETON	A AND G CENTRAL MUSIC	33.00
09/17/2021	TAMEKA SINGLETON	A AND G CENTRAL MUSIC	134.10
09/17/2021	TAMEKA SINGLETON	ATHLETICO AT AND FITNE	8,850.00
09/17/2021	TAMEKA SINGLETON	REI*GREENWOODHEINEMANN	7,037.31
09/17/2021	TAMEKA SINGLETON	REI*GREENWOODHEINEMANN	7,037.31
09/17/2021	TAMEKA SINGLETON	REI*GREENWOODHEINEMANN	7,037.31
09/17/2021	CHRISTINE LUPTAK	AIRGAS USA, LLC	157.61
09/17/2021	CHRISTINE LUPTAK	GRAINGER	8.88
09/17/2021	CHRISTINE LUPTAK	GRAINGER	7.36
09/17/2021	CHRISTINE LUPTAK	MCNAUGHTON MCKAY ELECT	1,400.09
09/17/2021	CHRISTINE LUPTAK	APOC SALES INC.	6,080.98
09/17/2021	CHRISTINE LUPTAK	INTEGRITY BUSINESS SOL	790.00
09/16/2021	MEGAN PAPASIAN-BROADWELL	PETCO 2802 63528020	160.37
09/16/2021	BRADLEY WILKINS	HP *HP.COM STORE	1,799.91
09/16/2021	BRADLEY WILKINS	HP *HP.COM STORE	1,799.91
09/16/2021	BRADLEY WILKINS	HP *HP.COM STORE	1,799.91
09/16/2021	GREG RICHARDSON	TONYS ACE HDWE	93.98
09/16/2021	GREG RICHARDSON	TONYS ACE HDWE	12.16
09/16/2021	GREG RICHARDSON	TONYS ACE HDWE	10.62
09/16/2021	JAMIE BUCZKO	DEEPSPACESPARKLE	336.00
09/16/2021	TAMEKA SINGLETON	CORRIGAN MOVING SYSTEM	395.00
09/16/2021	THOMAS OESTRIKE	IN *QWIKCUT LLC	775.00
09/16/2021	CHRISTINE LUPTAK	DOWNRIVER REFRIGERATIO	1,846.33
09/16/2021	CHRISTINE LUPTAK	SULLIVANS FLEET SERVIC	358.78
09/16/2021	CHARLES PLEINESS	MI ASSOC SCH ADM	125.00
09/16/2021	MEGAN PAPASIAN-BROADWELL	THE HOME DEPOT #2708	25.95
09/15/2021	TAMEKA SINGLETON	TMOBILE*AUTO PAY	353.59
09/15/2021	GINA BREW	UNITY SCHOOL BUS PARTS	33.03
09/15/2021	GINA BREW	UNITY SCHOOL BUS PARTS	92.55
09/15/2021	GREG RICHARDSON	TONYS ACE HDWE	6.26
09/15/2021	GREG RICHARDSON	TONYS ACE HDWE	48.89
09/15/2021	NICK NUGENT	A 1 FINGERPRINT	70.00
09/15/2021	CORRI NASTASI	AMZN MKTP US*2G2CH9M90	28.78
09/15/2021	TAMEKA SINGLETON	REPUBLIC SERVICES TRAS	218.95
09/15/2021	TAMEKA SINGLETON	ECOLAB INC	235.00
09/15/2021	TAMEKA SINGLETON	ECOLAB INC	345.00
09/15/2021	TAMEKA SINGLETON	ECOLAB INC	120.00
09/15/2021	TAMEKA SINGLETON	ECOLAB INC	150.00
09/15/2021	TAMEKA SINGLETON	ECOLAB INC	475.00
09/15/2021	TAMEKA SINGLETON	ECOLAB INC	85.00
09/15/2021	TAMEKA SINGLETON	ECOLAB INC	85.00
09/15/2021	TAMEKA SINGLETON	ECOLAB INC	85.00
09/15/2021	TAMEKA SINGLETON	ECOLAB INC	98.00
09/15/2021	TAMEKA SINGLETON	ECOLAB INC	285.00
09/15/2021	SHEILA OKANE	LIBIB.COM	11.00
09/15/2021	CHRISTINE LUPTAK	REPUBLIC SERVICES TRAS	3,202.71
09/15/2021	MEGAN PAPASIAN-BROADWELL	THE HOME DEPOT #2731	51.23
09/15/2021	MEGAN PAPASIAN-BROADWELL	MEIJER # 222	38.94
09/14/2021	CORRI NASTASI	AMZN MKTP US*257G08WR2	59.97
09/14/2021	CORRI NASTASI	AMZN MKTP US*2G52I1MY1	15.20
09/14/2021	AMY KRUPPE	MICHIGAN VIRTUAL U	75.00

09/14/2021	GREG RICHARDSON	ALLSTAR SERVICES OF MI	2,100.00
09/14/2021	GREG RICHARDSON	TONYS ACE HDWE	15.19
09/14/2021	JAMIE BUCZKO	MI ASSOC SCH ADM	(800.00)
09/14/2021	CORRI NASTASI	AMZN MKTP US*2G9G71GL0	19.98
09/14/2021	CORRI NASTASI	AMZN MKTP US*2G4D83GL0	29.99
09/14/2021	CORRI NASTASI	AMZN MKTP US*258FU0W62	13.89
09/14/2021	TAMEKA SINGLETON	SONITROL GREAT LAKES M	770.52
09/14/2021	THOMAS OESTRIKE	HUDL	900.00
09/14/2021	DEBRA SCOTT	OES SPECIAL POPULATION	50.00
09/14/2021	DEBRA SCOTT	MI ASSOC SCH ADM	(400.00)
09/14/2021	ROCHELLE TASSIE	JOANN STORES #690	45.37
09/13/2021	BRADLEY WILKINS	APPLE.COM/US	12,580.00
09/13/2021	MEGAN PAPASIAN-BROADWELL	AMAZON.COM*259XQ7772 A	109.98
09/13/2021	MEGAN PAPASIAN-BROADWELL	AMAZON.COM*2588Z77Z2 A	29.94
09/13/2021	MEGAN PAPASIAN-BROADWELL	AMZN MKTP US*2G0XJ3PW1	50.85
09/13/2021	CORRI NASTASI	AMAZON.COM*258QF07C2 A	45.83
09/13/2021	CORRI NASTASI	AMZN MKTP US*250RG59J2	214.06
09/13/2021	CORRI NASTASI	AMZN MKTP US*2G5Z34170	19.99
09/13/2021	CORRI NASTASI	AMAZON.COM*2G6BS80Z0	119.98
09/13/2021	TAMMY SCHOLZ	AMZN MKTP US*2G2VI4141	159.99
09/13/2021	TAMMY SCHOLZ	MASSP & MASC/MAHS	500.00
09/13/2021	CORRI NASTASI	WAL-MART #3487	39.86
09/13/2021	TAMEKA SINGLETON	BURKE S SPORTS HAVEN	2,175.56
09/12/2021	TAMEKA SINGLETON	TMOBILE*AUTO PAY	2,000.00
09/12/2021	MEGAN PAPASIAN-BROADWELL	FAMILY DOLLAR #3742	24.00
09/12/2021	JASON ZIRNIS	MATHESON TRI-GAS N16	1,717.03
09/12/2021	MICHELLE KRAUSE	P2W ARCH CARDS	125.00
09/12/2021	GREG RICHARDSON	TONYS ACE HDWE	38.54
09/12/2021	GREG RICHARDSON	TONYS ACE HDWE	56.98
09/12/2021	GREG RICHARDSON	TONYS ACE HDWE	41.39
09/12/2021	GREG RICHARDSON	RESTAURANT EQUIPPERS I	1,512.00
09/12/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	178.34
09/12/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	216.04
09/12/2021	MEGAN PAPASIAN-BROADWELL	THE HOME DEPOT #2708	55.68
09/10/2021	MEGAN PAPASIAN-BROADWELL	AMZN MKTP US*2G6WC3320	64.58
09/10/2021	BRADLEY WILKINS	BESTBUYCOM806489405974	639.96
09/10/2021	GREG RICHARDSON	TONYS ACE HDWE	5.00
09/10/2021	GREG RICHARDSON	TONYS ACE HDWE	1.68
09/10/2021	CORRI NASTASI	AMZN MKTP US*2G7F833F0	15.99
09/10/2021	TAMEKA SINGLETON	PROCARE SOFTWARE	296.50
09/10/2021	CHRISTINE LUPTAK	SPENCER OIL COMPANY	371.09
09/10/2021	CHRISTINE LUPTAK	GNE PAINT & SUPPLIES I	489.72
09/10/2021	CHRISTINE LUPTAK	FIRE EXTINGUISHER SALE	138.75
09/10/2021	CHRISTINE LUPTAK	FIRE EXTINGUISHER SALE	38.37
09/10/2021	CHRISTINE LUPTAK	FIRE EXTINGUISHER SALE	45.55
09/10/2021	CHRISTINE LUPTAK	FIRE EXTINGUISHER SALE	78.40
09/10/2021	CHRISTINE LUPTAK	FIRE EXTINGUISHER SALE	109.55
09/10/2021	CHRISTINE LUPTAK	FIRE EXTINGUISHER SALE	104.95
09/10/2021	CHRISTINE LUPTAK	FIRE EXTINGUISHER SALE	155.30
09/10/2021	CHRISTINE LUPTAK	FIRE EXTINGUISHER SALE	393.05
09/10/2021	CHRISTINE LUPTAK	FIRE EXTINGUISHER SALE	384.15
09/10/2021	CHRISTINE LUPTAK	FIRE EXTINGUISHER SALE	246.55
09/10/2021	CHRISTINE LUPTAK	FIRE EXTINGUISHER SALE	154.50
09/10/2021	CHRISTINE LUPTAK	FIRE EXTINGUISHER SALE	168.35
09/10/2021	CHRISTINE LUPTAK	FIRE EXTINGUISHER SALE	204.45
09/10/2021	CHRISTINE LUPTAK	FIRE EXTINGUISHER SALE	129.00
09/10/2021	SHEILA OKANE	THE HOME DEPOT #2731	166.89
09/10/2021	CHRISTINE LUPTAK	BILLINGS LAWN EQUIPMEN	441.23
09/09/2021	TAMMY SCHOLZ	AMZN MKTP US*253TV8852	136.50
09/09/2021	MEGAN PAPASIAN-BROADWELL	FAMILY DOLLAR #3742	11.00
09/09/2021	BRADLEY WILKINS	SQ *LION TECHNOLOGIES	280.00
09/09/2021	BRADLEY WILKINS	BESTBUYCOM806489405974	639.96
09/09/2021	BRADLEY WILKINS	BESTBUYCOM806489405974	2,719.83
09/09/2021	NICK NUGENT	MSU PAYMENTS	2,795.00
09/09/2021	NICK NUGENT	MSU PAYMENTS	2,795.00

09/09/2021	JAMIE BUCZKO	LEARNING A-Z, LLC	1,234.92
09/09/2021	TAMEKA SINGLETON	ACT*YMCAMETRODETROIT	924.00
09/09/2021	TAMEKA SINGLETON	IN *BIGTEAMS LLC	965.00
09/09/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	19.09
09/09/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	110.30
09/09/2021	CHRISTINE LUPTAK	AUTOZONE #2254	55.79
09/08/2021	MEGAN PAPASIAN-BROADWELL	AMAZON.COM*2G2UH3ZH1	52.98
09/08/2021	MICHELLE KRAUSE	TARGET.COM *	10.00
09/08/2021	MEGAN PAPASIAN-BROADWELL	AMZN MKTP US*2G7QN0LO	79.95
09/08/2021	MEGAN PAPASIAN-BROADWELL	FAMILY DOLLAR #4542	56.00
09/08/2021	MEGAN PAPASIAN-BROADWELL	FAMILY DOLLAR #3742	12.72
09/08/2021	BRADLEY WILKINS	JUMPCLOUD INC	84.00
09/08/2021	GREG RICHARDSON	TONYS ACE HDWE	30.56
09/08/2021	GREG RICHARDSON	TONYS ACE HDWE	(34.88)
09/08/2021	GREG RICHARDSON	TONYS ACE HDWE	40.20
09/08/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	95.75
09/08/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	14.93
09/06/2021	MEGAN PAPASIAN-BROADWELL	AMAZON.COM*253VC71K2 A	18.98
09/06/2021	MEGAN PAPASIAN-BROADWELL	AMZN MKTP US*258VX31Q2	43.98
09/06/2021	CORRI NASTASI	GFS STORE #0960	14.99
09/05/2021	MEGAN PAPASIAN-BROADWELL	MFASCO HEALTH & SAFETY	148.96
09/05/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	93.21
09/05/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	23.57
09/05/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	99.22
09/05/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	122.00
09/05/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	93.52
09/05/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	74.97
09/05/2021	TAMEKA SINGLETON	CONSUMERS ENERGY CO	18.26
09/03/2021	MEGAN PAPASIAN-BROADWELL	AMZN MKTP US*256Z32K01	91.98
09/03/2021	MEGAN PAPASIAN-BROADWELL	AMZN MKTP US*259EW3D30	218.85
09/03/2021	MEGAN PAPASIAN-BROADWELL	SAMS CLUB #6659	262.45
09/03/2021	MICHELLE KRAUSE	SOUTHPAW ENTERPRISES I	169.29
09/03/2021	MEGAN PAPASIAN-BROADWELL	AMZN MKTP US*2589J0201	166.90
09/03/2021	MICHELLE KRAUSE	AB* ABEBOOKS.CO IVJGJA	(10.27)
09/03/2021	GREG RICHARDSON	TONYS ACE HDWE	89.30
09/03/2021	GREG RICHARDSON	TONYS ACE HDWE	6.64
09/03/2021	GREG RICHARDSON	TONYS ACE HDWE	3.79
09/03/2021	CORRI NASTASI	AMAZON.COM*257UT8JA2	91.77
09/03/2021	GINA BREW	SEC OF STATE BRANCH158	20.29
09/03/2021	TAMEKA SINGLETON	C & G PUBLISHING, INC.	19,818.64
09/03/2021	TAMEKA SINGLETON	INTEGRITY BUSINESS SOL	232.60
09/03/2021	TAMEKA SINGLETON	INTEGRITY BUSINESS SOL	194.85
09/03/2021	TAMEKA SINGLETON	INTEGRITY BUSINESS SOL	47.96
09/03/2021	TAMEKA SINGLETON	INTEGRITY BUSINESS SOL	25.98
09/03/2021	TAMEKA SINGLETON	INTEGRITY BUSINESS SOL	38.97
09/02/2021	GREG RICHARDSON	TONYS ACE HDWE	7.49
09/02/2021	GREG RICHARDSON	TONYS ACE HDWE	64.37
09/02/2021	JAMIE BUCZKO	REI*GREENWOODHEINEMANN	247.50
09/02/2021	TAMEKA SINGLETON	ACE TRANSPORTATION INC	576.00
09/02/2021	CHRISTINE LUPTAK	GRAINGER	90.20
09/02/2021	TAMEKA SINGLETON	SIR SPEEDY	1,238.47
09/02/2021	CHRISTINE LUPTAK	GRAINGER	8.44
09/02/2021	CHRISTINE LUPTAK	GRAINGER	49.12
09/02/2021	BRADLEY WILKINS	MICRO CENTER #055-RETA	1,579.96
09/01/2021	MICHELLE KRAUSE	MYBINDING.COM	343.76
09/01/2021	BRADLEY WILKINS	BESTBUYCOM806486915809	717.62
09/01/2021	BRADLEY WILKINS	BESTBUYCOM806486915809	363.58
09/01/2021	DEBRA DIMAS	LEARNING GIZMO S INC	94.38
09/01/2021	CHRISTINE LUPTAK	VIGILANTE SECURITY INC	1,089.00
09/01/2021	STEPHANIE DULMAGE	SHAPE MICHIGAN	80.00
09/01/2021	STEPHANIE DULMAGE	SHAPE MICHIGAN	80.00
09/01/2021	CHRISTINE LUPTAK	GEMINI FORMS AND SYSTE	75.60

270,357.34

<b>Board Member</b>	<b>Conference/Workshop Title</b>	<b>Date of Conference or Workshop</b>	<b>Location</b>	<b>Estimated Cost</b>
Laura Adkins, President	2021 MASB Annual Leadership Conference	Nov. 12-14, 2021	Lansing	\$895.00 registration, transportation, housing

NAME	EVENT	DATES OF EVENT	LOCATION	ESTIMATED COST
IN STATE				(Includes Sub)
Michelle Krause	Virtual PBIS Leadership Forum	10/26, 27, 28,/2021	Virtual	\$0.00
Sarah Gregory	Language Sampling Analysis for Eligibility and Progress Monitoring	10/1/21	In-Person Oakland Schools, Waterford, MI	\$0.00
Vanna Jones	The Problem with Behavior Problems: Supporting Students with Autism & Other Disabilities	9/24/21	Virtual/Zoom	\$0.00
Sarah Tague	Year End Payroll & Tax Returns	10/21/21	Virtual	\$190.00
Sarah Tague	Accounting Manual & Chart of Accounts	01/25/2022	Virtual	\$95.00
Sarah Tague	Collective Bargaining Agreements, Contracts	2/17/22	Virtual	\$95.00
Sarah Battice	# Talking AAC 2021	11/8 - 11/9/21	Virtual/Zoom	\$50.00
Nancy Sly	Oakland Schools Find Arts Council	10/5, 12/6/21; 2/3; 4/13/22	Oakland Schools	\$424.00
Ashley Bowker	Early On Michigan Conference	11/10-11/21 afternoon only	Webinar/virtual	\$50.00
Stephanie Dulmage	Fall 2021 Virtual Continiuous Improvement Conference	10/19/2021	Virual	\$125.00



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

To: Hazel Park Board of Education  
From: Dr. Carla Postell, Director of Curriculum Integration and Instruction  
Subject: High School Course Offerings  
Date: October 14, 2021

Hazel Park Schools strives to provide each high school student with an array of course offerings to help enhance their educational learning experience. Students are able to take courses virtually, face-to face and/or both. The Hazel Park High School Course Handbook and the Edgenuity Course Handbook reflects the courses offered to all high school students in the district for the 2021-2022 school year.

Funding Source: N/A


Strategic Goal Alignment -

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

**Recommendation**

That the Board of Education approve the High School course handbooks, as presented.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

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



# **HAZEL PARK HIGH SCHOOL**



## **COURSE SELECTION BOOK**

**2021-2022**



Hazel Park High School  
Tammy Scholz, Principal • Rona Head, Assistant Principal  
George Dimas, Dean of Students • Thomas Oestrike, Athletic Director  
23400 Hughes, Hazel Park, MI 48030 | 248-658-5100 | F: 248-544-5389  
[www.hazelparkschools.org](http://www.hazelparkschools.org)

Dear Hazel Park High School Students and Families,

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 incorporate 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

Rona Head

George Dimas

## LANGUAGE ARTS

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>CREDIT</b>	<b>PREREQUISITE</b>
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**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>CREDIT</b>	<b>PREREQUISITE</b>
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
<b>OR</b>				
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
<b>OR</b>				
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

### **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.

***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.***

## **SCIENCE**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>CREDIT</b>	<b>PREREQUISITE</b>
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
<b>OR</b>				
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**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>CREDIT</b>	<b>PREREQUISITE</b>
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
<b>OR</b>				
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 and 12th	0.5	None
<b>OR</b>				
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 test, 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, Interest 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 of 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
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) DJ'ing, (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**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>CREDIT</b>	<b>PREREQUISITE</b>
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 – 12<sup>th</sup>      **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 – 12<sup>th</sup>      **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– 12<sup>th</sup>      **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– 12<sup>th</sup>      **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– 12<sup>th</sup>      **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– 12<sup>th</sup>      **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– 12<sup>th</sup>      **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 (5<sup>th</sup>) 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– 12<sup>th</sup>      **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 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.

## 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
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 IIIB	11th, 12th	0.5	French IA, IB, IIA, IIB, IIIA

### **Spanish IA (1st semester)**

Spanish I stresses the fundamentals of pronunciation, the acquisition of basic vocabulary, and the construction of simple sentences. The present tense of verbs is learned and practiced through the use of written experiences and role-play conversation. In addition, an appreciation of the Hispanic world is gained through audiovisual materials.

### **Spanish IB (2nd semester)**

Spanish I stresses the fundamentals of pronunciation, the acquisition of basic vocabulary, and the construction of simple sentences. The present tense of verbs is learned and practiced through the use of written experiences and role-play conversation. In addition, an appreciation of the Hispanic world is gained through audiovisual materials.

### **Spanish IIA (1st semester)**

Spanish II is a continuation of Spanish I. The student works on expanding his/her vocabulary and improving his/her grammatical knowledge of the language. In addition, the student works on reading and writing Spanish. Audio-visual materials and field trip opportunities continue to be an important part of the curriculum.

### **Spanish IIB (2nd semester)**

Spanish II is a continuation of Spanish I. The student works on expanding his/her vocabulary and improving his/her grammatical knowledge of the language. In addition, the student works on reading and writing Spanish. Audio-visual materials and field trip opportunities continue to be an important part of the curriculum.

### **Spanish IIIA (1st semester)**

Spanish III emphasizes comprehension, writing skills and discussion. The student will read representative works of Hispanic authors and will increase conversational vocabulary through studying thematic units; such as sports,

personalities, Spain, Don Quixote, etc. A partial grammar review and an introduction of a few new structures will also be included in the course. Possible field trips and audio-visual materials, in addition to the reading, will give the student a thorough appreciation of the traditions and the customs of the Hispanic world.

### **Spanish IIIB (2nd semester)**

Spanish III emphasizes comprehension, writing skills and discussion. The student will read representative works of Hispanic authors and will increase conversational vocabulary through studying thematic units; such as sports, personalities, Spain, Don Quixote, etc. A partial grammar review and an introduction of a few new structures will also be included in the course. Possible field trips and audio-visual materials, in addition to the reading, will give the student a thorough appreciation of the traditions and the customs of the Hispanic world.

### **French IA (1st 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 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.

## **PHYSICAL EDUCATION (PE)**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>CREDIT</b>	<b>PREREQUISITE</b>
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

### **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.

## **CTE (Career and Technical Education)**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>CREDIT</b>	<b>PREREQUISITE</b>
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
9741	Chrysler Program Yr 1	11th, 12th	0.5	Interview Process
9741	Chrysler Program Yr 2	11th, 12th	0.5	Chrysler Program Yr 1

### **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.

### **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.

## **PROJECT LEAD THE WAY**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>CREDIT</b>	<b>PREREQUISITE</b>
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**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>CREDIT</b>	<b>PREREQUISITE</b>
2850	Viking Yearbook	9th, 10th, 11th, 12th	0.5	None
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.

### **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**

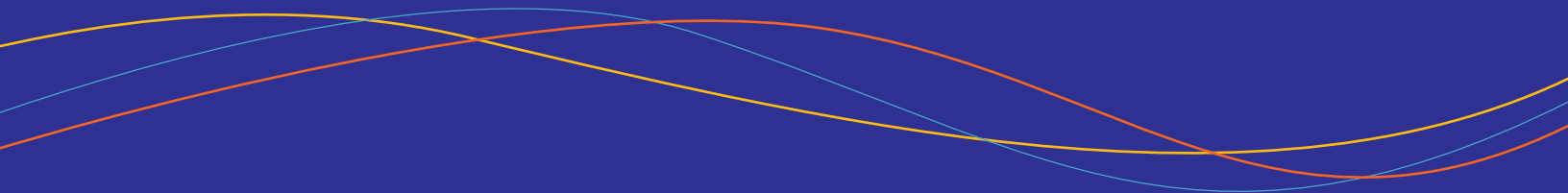
This course is designed for the freshmen student who is struggling with math at grade level. Using the Math 180 program in a specially-designed classroom, students will enhance their math skills at a pace that is suitable to each individual. The program-trained teacher will instruct students in a whole 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.



# Course Catalog

2021





# Where Learning Clicks

Edgenuity’s award-winning courses combine rigorous content with direct-instruction videos from expert, on-screen teachers with interactive learning tools and resources to engage and motivate students. Our online courses for core curriculum, AP®, elective, Career and Technical Education (CTE), dual credit, and credit recovery are based on the rigor and high expectations of state, Common Core, NGSS, and iNACOL standards.

Edgenuity gives schools the flexibility to offer the right courses for your students’ needs. Our online courses are available for credit and concept recovery, initial credit, and as honors courses for students who want to further challenge themselves. Designed to inspire lifelong learning, Edgenuity’s courses can be used in any blended or online learning model.

Credit Recovery Courses	Initial Credit Courses	Honors Courses
Feature instruction and assignments to meet Common Core and state standards	Feature extended instruction and assignments for complete coverage of standards	Have additional instruction and/or assignments to extend learning
Have limited or no teacher-graded assignments	Contain teacher-graded assignments	Contain additional and more rigorous teacher-graded assignments
Take an average of 40 hours per semester	Take an average of 50 hours per semester	Take an average of 60 hours per semester

## NCAA-Approved Courses for Student Athletes

After completing an extensive evaluation, the National Collegiate Athletic Association (NCAA) has determined that Edgenuity’s curriculum and instructional model are equivalent to face-to-face courses in length, content, and rigor, and are approved for use by student athletes.

Schools can enroll student athletes in Edgenuity courses to ensure they are prepared to enter college with a rigorous online academic experience. Core courses for initial credit are approved by the NCAA for use with Instructional Services. Schools and districts can also use Edgenuity courses with their own teachers, but these implementations need to be reviewed by the NCAA to ensure students are getting high-quality instruction. Students who need to recover credits must complete the full course to receive credit from the NCAA even if they are recovering a credit; credit recovery versions or any courses with pretesting or prescriptive testing are not approved by the NCAA.

For more information, please visit [Edgenuity.com/NCAA](http://Edgenuity.com/NCAA).



“Among our current EDDIE Awards winners, the most thorough CCSS solutions are offered by Edgenuity.”

**COMPUTED GAZETTE**

# Contents

ENGLISH LANGUAGE ARTS .....	5
MATHEMATICS.....	8
SCIENCE.....	11
SOCIAL STUDIES .....	13
ADVANCED PLACEMENT® .....	16
GENERAL ELECTIVES .....	18
WORLD LANGUAGES .....	20
CAREER AND TECHNICAL EDUCATION .....	23
TEST PREPARATION .....	34
HONORS.....	35
SOCIAL EMOTIONAL LEARNING.....	39
SUBSCRIPTION-BASED ELECTIVES .....	41
INSTRUCTIONAL SERVICES ELECTIVES.....	50
ADDITIONAL COURSES AVAILABLE THROUGH EDGENUITY PARTNERS .....	55

# English Language Arts



English Language Arts courses are fully aligned to the Common Core. State versions are also available for states that have not adopted CCSS.

## ENGLISH LANGUAGE ARTS 6

This course eases students' transition to middle school with engaging, age-appropriate literary and informational reading selections. Students learn to read critically, analyze texts, and cite evidence to support ideas as they read essential parts of literary and informational texts and explore a full unit on Lewis Carroll's classic novel *Through the Looking Glass*. Vocabulary, grammar, and listening skills are sharpened through lessons that give students explicit modeling and ample practice. Students also engage in routine, responsive writing based on texts they have read. In extensive, process-based writing lessons, students write topical essays in narrative, informative, analytical, and argumentative formats. In this full-year course, students develop a mastery of reading, writing, and language arts skills.

## ENGLISH LANGUAGE ARTS 7

Students grow as readers, writers, and thinkers in this middle school course. With engaging literary and informational texts, students learn to think critically, analyze an author's language, and cite evidence to support ideas. Students complete an in-depth study of Jack London's classic novel *White Fang* and read excerpts from other stories, poetry, and nonfiction. Explicit modeling and ample opportunities for practice help students sharpen their vocabulary, grammar, and listening skills. Students also respond routinely to texts they have read. In extensive, process-based writing lessons, students write topical essays in narrative, informative, analytical, and argumentative formats. In this full-year course, students develop a mastery of reading, writing, and language arts skills.

## ENGLISH LANGUAGE ARTS 8

In this course, students build on their knowledge and blossom as thoughtful readers and clear, effective writers. A balance of literary and informational texts engage students throughout the course in reading critically, analyzing texts, and citing evidence to support claims. Students sharpen their vocabulary, grammar, and listening skills through lessons designed to provide explicit modeling and ample opportunities to practice. Students also routinely write responses to texts they have read, and use more extensive, process-based lessons to produce full-length essays in narrative, informative, analytical, and argumentative formats. In this full-year course, students develop a mastery of reading, writing, and language arts skills.

## ENGLISH LANGUAGE ARTS 9

This freshman-year English course engages students in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer's *The Odyssey*, Shakespeare's *Romeo and Juliet*, and Richard Connell's "The Most Dangerous Game." They will also study short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

## ENGLISH LANGUAGE ARTS 10

Focused on application, this sophomore English course reinforces literary analysis and twenty-first century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, twenty-first century career skills, and the essentials of grammar and vocabulary. Under the guidance of the eWriting software, students also compose descriptive, persuasive, expository, literary analysis, research, narrative, and compare-contrast essays.

## ENGLISH LANGUAGE ARTS 11

This junior-year English course invites students to delve into American literature from early American Indian voices through contemporary works. Students engage in literary analysis and inferential evaluation of great texts as the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr., F. Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers.

## ENGLISH LANGUAGE ARTS 12

This senior-level English course offers fascinating insight into British literary traditions spanning from Anglo-Saxon writing to the modern period. With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works of many notable authors, including Chaucer, William Shakespeare, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf. Adding an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain.

## AP® ENGLISH LANGUAGE & COMPOSITION

In this introductory college-level course designed to prepare students for the Advanced Placement exam, students advance their understanding of rhetoric and writing through the reading, analyzing, and writing of rhetorical texts. Throughout the course, students explore the basic tenets of writing and argumentation, such as rhetorical situation, claims and evidence, reasoning and organization, and style. Students will read and analyze a variety of nonfiction genres, including essays, journalism articles, political writings, science writings, nature writings, autobiographies, biographies, diaries, speeches, history writings, and criticisms from multiple perspectives and backgrounds. The primary focus is on writing evidence-based analytical, synthesis, and argumentative essays and analyzing the rhetorical choices of a wide range of nonfiction writers. In addition to explicit instruction and a variety of independent and collaborative learning opportunities, the course offers specific exam preparation lessons and practice.

## AP® ENGLISH LITERATURE & COMPOSITION

In this introductory college-level course designed to prepare students for the Advanced Placement exam, students develop the fundamentals of literary analysis and introductory college compositions. The course focuses on analyzing, evaluating, and interpreting literary fiction, poetry, and drama from a range of literary periods, authors, and perspectives. The diverse canon allows students to explore the function of character, setting, structure, narrator, and figurative language. Through a wide range of instruction and collaborative writing activities, students articulate their interpretation of literature through writing. The course includes exam preparation and practice that anticipates common student misconceptions.

## LITERACY & COMPREHENSION I

This course is one of two intervention courses designed to support the development of strategic reading and writing skills. These courses use a thematic and contemporary approach, including high-interest topics to motivate students and expose them to effective instructional principles using diverse content area and real-world

texts. Both courses offer an engaging technology-based interface that inspires and challenges students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning.

## LITERACY & COMPREHENSION II

Offering high-interest topics to motivate students who are reading two to three levels below grade, this course works in conjunction with Literacy & Comprehension I to use a thematic and contemporary approach to expose students to effective instructional principles using diverse content area and real-world texts. Each of these reading intervention courses offers an engaging, technology-based interface that inspires and challenges high school and middle school students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning.

## EXPOSITORY READING AND WRITING

This elective English course is designed to develop critical reading and writing skills while preparing high school students to meet the demands of college-level work. While students will explore some critical reading skills in fiction, poetry, and drama the focus of this course will be on expository and persuasive texts and the analytical reading skills that are necessary for college success. Students will read a range of short but complex texts, including works by Walt Whitman, Abraham Lincoln, Cesar Chavez, Martin Luther King Jr., Langston Hughes, Julia Alvarez, Edna St. Vincent Millay, and Gary Soto.

## INTRODUCTION TO COMMUNICATIONS AND SPEECH

Beginning with an introduction that builds student understanding of the elements, principles, and characteristics of human communication, this course offers fascinating insight into verbal and nonverbal messages and cultural and gender differences in the areas of listening and responding. High school students enrolled in this one-semester course will be guided through engaging lectures and interactive activities, exploring themes of self-awareness and perception in communication. The course concludes with units on informative and persuasive speeches, and students are given the opportunity to critique and analyze speeches.

## CLASSIC NOVELS AND AUTHOR STUDIES

The Classic Novels mini-courses give students the opportunity to fully explore a large work of fiction or to be introduced to a celebrated author. Designed to stand alone or to be inserted into an existing Edgenuity course, each mini-course guides students through the work with lectures, web activities, journals, and homework/practice. Students study the following novels: *1984*, *A Midsummer Night's Dream*, *Call of the Wild*, *Dr. Jekyll and Mr. Hyde*, *Heart of Darkness*, *Jane Eyre*, *Macbeth*, *Mrs. Dalloway*, *Portrait of the Artist*, *Robinson Crusoe*, *The House of Seven Gables*, *The Red Badge of Courage*, and *The Three Musketeers* along with the following author studies: Jorge Luis Borges and Flannery O'Connor.

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# Mathematics



Mathematics courses are fully aligned to the Common Core. State versions are also available for states that have not adopted CCSS.

## MATHEMATICS 6

This course begins by connecting ratio and rate to multiplication and division, allowing students to use ratio reasoning to solve a wide variety of problems. Students further apply their understanding of multiplication and division to explain the standard procedure for dividing fractions. This course builds upon previous notions of the number system to now include the entire set of rational numbers. Students begin to understand the use of variables as they write, evaluate, and simplify expressions. They use the idea of equality and properties of operations to solve one-step equations and inequalities. In statistics, students explore different graphical ways to display data. They use data displays, measures of center, and measures of variability to summarize data sets. The course concludes with students reasoning about relationships among shapes to determine area, surface area, and volume.

## MATHEMATICS 7

This course begins with an in-depth study of proportional reasoning during which students utilize concrete models such as bar diagrams and tables to increase and develop conceptual understanding of rates, ratios, proportions, and percentages. Students' number fluency and understanding of the rational number system are extended as they perform operations with signed rational numbers embedded in real-world contexts. In statistics, students develop meanings for representative samples, measures of central tendency, variation, and the ideal representation for comparisons of given data sets. Students develop an understanding of both theoretical and experimental probability. Throughout the course, students build fluency in writing expressions and equations that model real-world scenarios. They apply their understanding of inverse operations to solve multi-step equations and inequalities. Students build on their proportional reasoning to solve problems about scale drawings by relating the corresponding lengths between objects. The course concludes with a geometric analysis of angle relationships, area, and volume of both two- and three-dimensional figures.

## MATHEMATICS 8

The course begins with a unit on input-output relationships that builds a foundation for learning about functions. Students make connections between verbal, numeric, algebraic, and graphical representations of relations and apply this knowledge to create linear functions that can be used to model and solve mathematical and real-world problems. Technology is used to build deeper connections among representations. Students focus on formulating

expressions and equations, including modeling an association in bivariate data with a linear equation, and writing and solving linear equations and systems of linear equations. Students develop a deeper understanding of how translations, rotations, reflections, and dilations of distances and angles affect congruency and similarity. Students develop rules of exponents and use them to simplify exponential expressions. Students extend rules of exponents as they perform operations with numbers in scientific notation. Estimating and comparing square roots of non-perfect squares to perfect squares exposes students to irrational numbers and lays the foundation for applications such as the Pythagorean theorem, distance, and volume.

## PRE-ALGEBRA

This full-year course is designed for students who have completed a middle school mathematics sequence but are not yet algebra-ready. This course reviews key algebra readiness skills from the middle grades and introduces basic Algebra I work with appropriate support. Students revisit concepts in numbers and operations, expressions and equations, ratios and proportions, and basic functions. By the end of the course, students are ready to begin a more formal high school Algebra I study.

## ALGEBRA I

This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

## GEOMETRY

This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of

triangle congruency, including exposure to formal proofs and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines and cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.

## ALGEBRA II

This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning these new functions. Students make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies among the operations and field properties of real numbers and those of complex numbers and algebraic expressions. Mathematical practices and habits of mind are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

## PRECALCULUS

With an emphasis on function families and their representations, Precalculus is a thoughtful introduction to advanced studies leading to calculus. The course briefly reviews linear equations, inequalities, and systems and moves purposefully into the study of functions. Students then discover the nature of graphs and deepen their understanding of polynomial, rational, exponential, and logarithmic functions. Scaffolding rigorous content with clear instruction, the course leads students through an advanced study of trigonometric functions, matrices, and vectors. The course concludes with a short study of probability and statistics.

## AP<sup>®</sup> CALCULUS AB

This college-level, yearlong course prepares students for the Advanced Placement (AP) Calculus AB Exam. Major topics of study in this full-year course include a review of pre-calculus, limits, derivatives, definite integrals, mathematical modeling of differential equations, and the applications of these concepts. Emphasis is placed on the use of technology to solve problems and draw conclusions. The course utilizes a multi-representative approach

to calculus with concepts and problems expressed numerically, graphically, verbally, and analytically.

## MATHEMATICS I

The first in an integrated math series for high school, this course formalizes and extends middle school mathematics, deepening students' understanding of linear relationships. The course begins with a review of relationships between quantities, building from unit conversion to a study of expressions, equations, and inequalities. Students contrast linear and exponential relationships, including a study of sequences, as well as applications such as growth and decay. Students review one-, two-, and multi-step equations, formally reasoning about each step using properties of equality. Students extend this reasoning to systems of linear equations. Students use descriptive statistics to analyze data before turning their attention to transformations and the relationship between algebra and geometry on the coordinate plane.

## MATHEMATICS II

This course begins with a brief exploration of radicals and polynomials before delving into quadratic expressions, equations, and functions, including a derivation of the quadratic formula. Students then embark on a deep study of the applications of probability and develop advanced reasoning skills with a study of similarity, congruence, and proofs of mathematical theorems. Students explore right triangles with an introduction to right-triangle trigonometry before turning their attention into the geometry of circles and making informal arguments to derive formulas for the volumes of various solids.

## MATHEMATICS III

This course synthesizes previous mathematical learning in four focused areas of instruction. First, students relate visual displays and summary statistics to various types of data and to probability distributions with a focus on drawing conclusions from the data. Then, students embark on an in-depth study of polynomial, rational, and radical functions, drawing on concepts of integers and number properties to understand polynomial operations and the combination of functions through operations. This section of instruction builds to the fundamental theorem of algebra. Students then expand the study of right-triangle trigonometry they began in Mathematics II to include non-right triangles and developing the laws of sines and cosines. Finally, students model an array of real-world situations with all the types of functions they have studied, including work with logarithms to solve exponential equations. As they synthesize and generalize what they have learned about a variety of function families, students appreciate the usefulness and relevance of mathematics in the real world.

## MATHEMATICAL MODELS WITH APPLICATIONS

Broadening and extending the mathematical knowledge and skills acquired in Algebra I, the primary purpose of this course is to use mathematics as a tool to model real-world phenomena students may encounter daily, such as finance and exponential models. Engaging lessons cover financial topics, including growth, smart money, saving, and installment-loan models. Prior mathematical knowledge is expanded and new knowledge and techniques are developed through real-world application of useful mathematical concepts.

## FINANCIAL MATH

Connecting practical mathematical concepts to personal and business settings, this course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions.

## CONCEPTS IN PROBABILITY AND STATISTICS

This full-year high school course provides an alternative math credit for students who may not wish to pursue more advanced mathematics courses such as Algebra II and Pre-Calculus. The first half of the course begins with an in-depth study of probability and an exploration of sampling and comparing populations and closes with units on data distributions and data analysis. In the second half of the course, students create and analyze scatterplots and study two-way tables and normal distributions. Finally, students apply probability to topics such as conditional probability, combinations and permutations, and sets.

## AP® STATISTICS

This yearlong, college-level course is designed to prepare students for the Advanced Placement (AP) Statistics exam. Major topics of study include exploring one-and two-variable data, sampling, experimentation, probability, sampling distributions, and statistical inference. These topics are organized into three big ideas: variation and distribution, patterns and uncertainty, data-based predictions, decisions, and conclusions.

## STATISTICS

This fourth-year high school math option provides a comprehensive introduction to data analysis and statistics. Students begin by reviewing familiar data displays through a more sophisticated lens before diving into an in-depth study of the normal curve. They then study and apply simple linear regression and explore sampling and experimentation. Next, students review probability concepts and begin a study of random variables. Later topics also include sampling distributions, estimating and testing claims about proportions and means, and inferences and confidence intervals.

## TRIGONOMETRY\*

In this one-semester course, students use their geometry and algebra skills to begin their study of trigonometry. Students will be required to express understanding using qualitative, quantitative, algebraic, and graphing skills. This course begins with a quick overview of right-triangle relationships before introducing trigonometric functions and their applications. Students explore angles and radian measures, circular trigonometry, and the unit circle. Students extend their understanding to trigonometric graphs, including the effects of translations and the inverses of trigonometric functions. This leads to the laws of sines and cosines, followed by an in-depth exploration of trigonometric identities and applications. This course ends with an introduction to the polar coordinate system, complex numbers, and DeMoivre's theorem.

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\* Courses marked with an asterisk are one-semester courses.

# Science



Science courses include options for hands-on wet labs, as well as virtual labs. If schools choose to use the wet labs, lists of required materials can be found for each lab in the Help Center. These materials are not included in the courses. (Note that schools can also customize wet labs out of most courses and use the virtual labs instead. AP Biology does not have a virtual lab option; wet labs are required.)

## LIFE SCIENCE

Examining a broad spectrum of the biological sciences, Life Science is a full-year course for middle school students that builds on basic principles of scientific inquiry and translates those skills to more complex, overarching biological themes. The course includes units that help students understand the definitions, forms, and classifications of living organisms and learn to analyze the diversity of each unique group of living organisms. Other units introduce students to the structures and functions of cells, cell theory, and cell reproduction. These larger themes are then applied to other topics, such as genetics, Darwinian theory, and human biology and health. An introduction of ecology draws all of these concepts together to examine the interrelationships that help to maintain life on Earth.

## EARTH SCIENCE

Students enrolled in this dynamic course explore the scope of Earth sciences, covering everything from basic structure and rock formation to the incredible and volatile forces that have shaped and changed our planet. As climate change and energy conservation become increasingly prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science is a two-semester course that provides a solid foundation for understanding the physical characteristics that make the planet Earth unique and examines how these characteristics differ among the planets of our solar system.

## PHYSICAL SCIENCE

This full-year course focuses on basic concepts in chemistry and physics and encourages exploration of new discoveries in the field of physical science. The course includes an overview of scientific principles and procedures and has students examine the chemical building blocks of our physical world and the composition of matter. Additionally, students explore the properties that affect motion, forces, and energy on Earth. Building on these concepts, the course covers the properties of electricity and magnetism and the effects of these phenomena. As students refine and expand their understanding of physical science, they will apply their knowledge to complete interactive virtual labs that require them to ask questions and create hypotheses. Hands-on wet lab options are also available.

## AP<sup>®</sup> BIOLOGY

This yearlong, college-level course is designed to prepare students for the Advanced Placement (AP) Biology exam. Units of study include Biochemistry, Cells, Enzymes and Metabolism, Cell Communication and Cell Cycle, Gene Expression, Evolution and Genetic Diversity, and Ecology. This course includes student guides and materials lists for required hands-on labs; these materials are not included in the course.

## BIOLOGY

This compelling two-semester course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a yearlong course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology. This course includes both hands-on wet labs and virtual lab options.

## CHEMISTRY

This rigorous, full-year course engages students in the study of the composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry and includes eighteen virtual laboratory experiments that encourage higher-order thinking applications, with wet lab options if preferred. The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world.

## PHYSICS

This full-year course acquaints students with topics in classical and modern physics. The course emphasizes conceptual understanding of basic physics principles, including Newtonian mechanics, energy, thermodynamics, waves, electricity, magnetism, and nuclear and modern physics. Throughout the course, students solve mathematical problems, reason abstractly, and learn to think critically about the physical world. The course also includes interactive virtual labs and hands-on lab options, in which students ask questions and create hypotheses.

## **ENVIRONMENTAL SCIENCE**

Environmental science is a captivating and rapidly expanding field, and this two-semester course offers compelling lessons that cover many aspects of the field: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Through unique activities and material, high school students connect scientific theory and concepts to current, real-world dilemmas, providing them with opportunities for mastery in each of the segments throughout the semester.

## **AP® ENVIRONMENTAL SCIENCE**

Environmental Science is a laboratory- and field-based course designed to provide students with the content and skills needed to understand the various interrelationships in the natural world, to identify and analyze environmental problems, and to propose and examine solutions to these problems. Since this is an online course, the laboratory- and field-based activities will be completed virtually and via experiments that students can easily perform at home with common materials. The course is intended to be the equivalent of a one-semester, college-level ecology course, which is taught over a full year in high school. The course encompasses human population dynamics, interrelationships in nature, energy flow, resources, environmental quality, human impact on environmental systems, and environmental law.

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\* Courses marked with an asterisk are one-semester courses.



## **MS U.S. HISTORY**

Offering an interactive and comprehensive overview of American history, this course engages and inspires students to learn about the rich and diverse history of America's native peoples, early European colonization and settlement in America, and the creation of a new nation through the American Revolution. Middle school students enrolled in this course will closely examine major changes brought about by the nation's reconstruction, industrialization, urbanization, and progressive reforms and consider the implications each of these events had on the expansion of the United States' global influence through modern times. Over the course of two semesters, interesting course content encourages students to think carefully about the challenges and opportunities facing the United States in the twenty-first century.

## **MS WORLD HISTORY**

Providing students with an opportunity to learn the diverse history that has shaped our world, this course delves into the evolution of civilization from the rise of ancient empires through the twenty-first century. Middle school students enrolled in this exciting and informative course investigate the development of medieval societies, the effects of the Renaissance and the Reformation, and the progress made during various periods of revolution, industrialization, urbanization, and reform. Over the course of two semesters, students analyze effects of political conflicts and social issues on the continuing development and interdependence among nations in the modern world.

## **MS ANCIENT WORLD HISTORY**

This yearlong course covers ancient peoples, cultures, civilizations, and innovations through approximately 300 CE. Students are introduced to historical inquiry skills for application to studies of ancient civilizations. Students explore physical and human geography to explain how ancient people interacted with the environment and understand how civilizations developed. Students study early economies and how trade relations affected culture and language. In later lessons, students examine how early forms of government and technology have had a lasting influence on modern civilization. Throughout the course, students analyze maps and primary sources to identify patterns and make connections across time and space. Students are exposed to diverse cultures and learn to explore the past with historical empathy.

## **MS CIVICS, GOVERNMENT, & ECONOMICS**

Exploring the structure of the United States government on a national,

state, and local level, this course challenges students to learn and understand fundamental concepts and philosophies that led to the creation of the United States Constitution. Students enrolled in this two-semester course analyze the political process, political parties, and influences that affect them both. Engaging, interactive content introduces economic concepts and encourages students to explore government and economics on a global scale. By instilling a thorough understanding of government and economics, this course inspires students to investigate what it means to be an American citizen.

## **MS WORLD CULTURES & GEOGRAPHY**

Designed to introduce students to the study of geography, this course helps students master important concepts in physical and human geography. Comprehensive and organized by region, this two-semester middle school course helps students understand the Earth's physical and human diversity. Students analyze population and settlement patterns and evaluate the ways that human activities modify the physical environment. While studying humans around the world, students compare development, standards of living, systems of government, and economic factors across the globe. In addition, students gain a rich understanding of global cultures and the historical factors that have shaped the world around them. All units in the course are parallel and include studies in physical and human geography, ancient cultures, regional studies, and modern issues.

## **SURVEY OF WORLD HISTORY**

This yearlong course examines the major events and turning points of world history from ancient times to the present. Students investigate the development of classical civilizations in the Middle East, Africa, Europe, and Asia, and they explore the economic, political, and social revolutions that have transformed human history. At the end of the course, students conduct a rigorous study of modern history, allowing them to draw connections between past events and contemporary issues. The use of recurring themes, such as social history, democratic government, and the relationship between history and the arts, allows students to draw connections between the past and the present, among cultures, and among multiple perspectives. Throughout the course, students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events.

## **MODERN WORLD HISTORY**

This yearlong course examines the major events and turning points of world history from the Enlightenment to the present.

Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives. Students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events. Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays.

### **SURVEY OF U.S. HISTORY**

This one-year high school course presents a cohesive and comprehensive overview of the history of the United States, surveying the major events and turning points of U.S. history as it moves from the Era of Exploration through modern times. As students examine each era of history, they will analyze primary sources and carefully research events to gain a clearer understanding of the factors that have shaped U.S. history. In early units, students will assess the foundations of U.S. democracy while examining crucial documents. In later units, students will examine the effects of territorial expansion, the Civil War, and the rise of industrialization. They will also assess the outcomes of economic trends and the connections between culture and government. As the course draws to a close, students will focus their studies on the causes of cultural and political change in the modern age. Throughout the course, students will learn the importance of cultural diversity while examining history from different perspectives.

### **U.S. HISTORY I**

U.S. History I is a yearlong course that dynamically explores the people, places, and events that shaped early United States history. This course stretches from the Era of Exploration through the Industrial Revolution, leading students through a careful examination of the defining moments that shaped the nation of today. Students begin by exploring the colonization of the New World and examining the foundations of colonial society. As they study the early history of the United States, students will learn critical-thinking skills by examining the constitutional foundations of U.S. government. Recurring themes such as territorial expansion, the rise of industrialization, and the significance of slavery will be examined in the context of how these issues contributed to the Civil War and Reconstruction.

### **U.S. HISTORY II**

U.S. History II is a yearlong course that examines the major events and turning points of U.S. history from the Industrial Revolution through the modern age. The course leads students toward a clearer understanding of the patterns, processes, and people that have shaped U.S. history. As students progress through each era of modern U.S. history, they will study the impact of dynamic leadership and economic and political change on our country's rise to global prominence. Students will also examine the influence of social and political movements on societal change and the importance of modern cultural and political developments. Recurring themes lead students to draw connections between the past and the present, between cultures, and among multiple perspectives.

### **AP® UNITED STATES HISTORY**

This course surveys the history of the United States from the settlement of the New World to modern times and prepares students for the AP United States History Exam. The course emphasizes themes such as national identity, economic transformation, immigration, politics, international relations, geography, and social and cultural change. Students learn to assess historical materials, weigh the evidence and interpretations presented in historical scholarship, and analyze and express historical understanding in writing.

### **CIVICS AND CITIZENSHIP\* (COMING THIS SUMMER)**

Civics and Citizenship is a one-semester elective appropriate for students in middle school and early high school. The course investigates events, concepts, and issues with a 360-degree view allowing multiple perspectives from various cultures and institutions to inform student learning. The course is divided into five units in which students will explore their civic roles, rights, and responsibilities; analyze the development of democracy in the United States; study the purposes and principles of the Constitution; investigate the role of power in decision-making; and discover ways to influence the government. The course provides opportunities to actively engage with the content through interactives, assignments, readings, short writings, projects, and discourse.

### **U.S. GOVERNMENT\***

This semester-long course provides students with a practical understanding of the principles and procedures of government. The course begins by establishing the origins and founding principles of American government. After a rigorous review of the Constitution and its amendments, students investigate the development and extension of civil rights and liberties. Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course builds on this foundation by guiding students through the function

of government today and the role of citizens in the civic process and culminates in an examination of public policy and the roles of citizens and organizations in promoting policy changes. Throughout the course, students examine primary and secondary sources, including political cartoons, essays, and judicial opinions. Students also sharpen their writing skills in shorter tasks and assignments and practice outlining and drafting skills by writing full informative and argumentative essays.

### **AP® UNITED STATES GOVERNMENT AND POLITICS\***

This one-semester college-level course is designed to prepare students for the AP United States Government and Politics exam. Students will study the Constitutional underpinnings and structure of the United States government, issues of politics and political parties, and topics in civil rights and public policy, demonstrating their understanding and acquisition of skills through written work, project-based activities, and practice exams.

### **ECONOMICS**

Available as either a semester or a full year, this course invites students to broaden their understanding of how economic concepts apply to their everyday lives—including microeconomic and macroeconomic theory and the characteristics of mixed-market economies, the role of government in a free-enterprise system and the global economy, and personal finance strategies. Throughout the course, students apply critical-thinking skills while making practical economic choices. Students also master literacy skills through rigorous reading and writing activities. Students analyze data displays and write routinely and responsively in tasks and assignments that are based on scenarios, texts, activities, and examples. In more extensive, process-based writing lessons, students write full-length essays in informative and argumentative formats.

### **HUMAN GEOGRAPHY**

Examining current global issues that impact our world today, this course takes a thematic approach to understanding the development of human systems, human understanding of the world, and human social organization. Divided into two semesters, this high school course will challenge students to develop geographic skills, including learning to interpret maps, analyze data, and compare theories. Offering interactive content that will grow students' understanding of the development of modern civilization and human systems—from the agricultural revolution to the technological revolution—this course encourages students to analyze economic trends as well as compare global markets and urban environments.

### **AP® HUMAN GEOGRAPHY**

Human Geography is a college-level course designed to prepare students for the AP Human Geography Exam. The goal of the course is to provide students with a geographic perspective through which to view the world. Through a combination of direct

instruction, documentary videos, and online readings, students will explore geographic concepts, theories, and models; human-environment interactions; and interactions among human systems. Topics covered include population, culture, political organization of space, agricultural land use, industrialization, and urban land use. Students will demonstrate their understanding and acquisition of skills through essays, document-based questions, student collaborative activities, and practice AP exams.

### **AP® PSYCHOLOGY**

Psychology will introduce students to the systematic study of the behavior and mental processes of human means and animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major fields within psychology. Students also learn about the methods psychologists use in their science and practice. The major aim of this course is to provide each student with a learning experience equivalent to that obtained in most introductory college psychology courses. In addition, this course has been designed to help students successfully achieve a passing score on the AP Psychology exam.

### **AP® WORLD HISTORY: MODERN**

This advanced study of world history explores historical themes common to societies around the world and across time periods, from 1200 to the present day. Emphasis is placed on document analysis, historical thinking skills, reasoning processes, and essay writing. Students will demonstrate their understanding and acquisition of skills through written work, document-based questions, project-based activities, and practice exams.

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\* Courses marked with an asterisk are one-semester courses.

# Advanced Placement®



With the exception of Computer Science Principles, English Literature and Composition, French, and Spanish, AP courses require the purchase of specific textbooks. These textbooks are not included and can be purchased at online or retail bookstores.

## BIOLOGY

This yearlong, college-level course is designed to prepare students for the Advanced Placement (AP) Biology exam. Units of study include Biochemistry, Cells, Enzymes and Metabolism, Cell Communication and Cell Cycle, Gene Expression, Evolution and Genetic Diversity, and Ecology. **This course includes student guides and materials lists for required hands-on labs; these materials are not included in the course.**

## CALCULUS AB

Major topics of study in this full-year course include a review of pre-calculus, limits, derivatives, definite integrals, mathematical modeling of differential equations, and the applications of these concepts. Emphasis is placed on the use of technology to solve problems and draw conclusions. The course utilizes a multi-representative approach to calculus with concepts and problems expressed numerically, graphically, verbally, and analytically.

## COMPUTER SCIENCE PRINCIPLES (COMING THIS SUMMER)

This course introduces students to a broad set of big ideas: creative development, data, algorithms and programming, computing systems and networks, and the impact of computing. Additionally, this course emphasizes the use of computational thinking practices for effective learning experiences and problem solving. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Students will need to access to Python to complete this course.

## ENGLISH LANGUAGE & COMPOSITION

In this introductory college-level course, students advance their understanding of rhetoric and writing through the reading, analyzing, and writing of rhetorical texts. Throughout the course, students explore the basic tenets of writing and argumentation, such as rhetorical situation, claims and evidence, reasoning and organization, and style. Students will read and analyze a variety of nonfiction genres, including essays, journalism articles, political writings, science writings, nature writings, autobiographies, biographies, diaries, speeches, history writings, and criticisms from multiple perspectives and backgrounds. The primary focus is on writing evidence-based analytical, synthesis, and argumentative

essays and analyzing the rhetorical choices of a wide range of nonfiction writers. In addition to explicit instruction and a variety of independent and collaborative learning opportunities, the course offers specific exam preparation lessons and practice.

## ENGLISH LITERATURE & COMPOSITION

In this introductory college-level course, students develop the fundamentals of literary analysis and introductory college compositions. The course focuses on analyzing, evaluating, and interpreting literary fiction, poetry, and drama from a range of literary periods, authors, and perspectives. The diverse canon allows students to explore the function of character, setting, structure, narrator, and figurative language. Through a wide range of instruction and collaborative writing activities, students articulate their interpretation of literature through writing. The course includes exam preparation and practice that anticipates common student misconceptions.

## ENVIRONMENTAL SCIENCE

Environmental Science is a laboratory- and field-based course designed to provide students with the content and skills needed to understand the various interrelationships in the natural world, to identify and analyze environmental problems, and to propose and examine solutions to these problems. Since this is an online course, the laboratory- and field-based activities will be completed virtually and via experiments that students can easily perform at home with common materials. The course is intended to be the equivalent of a one-semester, college-level ecology course, which is taught over a full year in high school. The course encompasses human population dynamics, interrelationships in nature, energy flow, resources, environmental quality, human impact on environmental systems, and environmental law.

## FRENCH LANGUAGE & CULTURE

French Language and Culture is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communicative skills. The course prepares students for the AP® French Language and Culture Exam. It uses as its foundation the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the Twenty-First Century. The course is designed as an immersion experience requiring the use of French exclusively. The online learning coach only uses French to communicate with students. In addition, all the reading, listening, speaking, and writing is in French. The course teaches language

structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. The course contains a forum where students share their opinions and comments about various topics and comment on other students' posts. The course makes great use of the Internet for updated and current material.

### **HUMAN GEOGRAPHY**

The goal of the course is to provide students with a geographic perspective through which to view the world. Through a combination of direct instruction, documentary videos, and online readings, students will explore geographic concepts, theories, and models; human-environment interactions; and interactions among human systems. Topics covered include population, culture, political organization of space, agricultural land use, industrialization, and urban land use. Students will demonstrate their understanding and acquisition of skills through essays, document-based questions, student collaborative activities, and practice AP exams.

### **PSYCHOLOGY**

Psychology will introduce students to the systematic study of the behavior and mental processes of human means and animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major fields within psychology. Students also learn about the methods psychologists use in their science and practice. The major aim of this course is to provide each student with a learning experience equivalent to that obtained in most introductory college psychology courses. In addition, this course has been designed to help students successfully achieve a passing score on the AP<sup>®</sup> Psychology exam.

### **SPANISH LANGUAGE & CULTURE**

Spanish Language and Culture is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communication skills. The course prepares students for the AP<sup>®</sup> Spanish Language and Culture Exam. It uses as its foundation the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the Twenty-First Century. The course is designed as an immersion experience and is conducted almost exclusively in Spanish. In addition, all student work, practices, projects, participation, and assessments are in Spanish. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. In addition, students participate in a forum where they are able to share their opinions and comments about various

topics and comment on other students' posts. The course also makes great use of the Internet for updated and current material.

### **STATISTICS**

Major topics of study include exploring one-and two-variable data, sampling, experimentation, probability, sampling distributions, and statistical inference. These topics are organized into three big ideas: variation and distribution, patterns and uncertainty, data-based predictions, decisions, and conclusions.

### **UNITED STATES GOVERNMENT AND POLITICS\***

In this one-semester college-level course, students will study the Constitutional underpinnings and structure of the United States government, issues of politics and political parties, and topics in civil rights and public policy, demonstrating their understanding and acquisition of skills through written work, project-based activities, and practice exams.

### **UNITED STATES HISTORY**

This course surveys the history of the United States from the settlement of the New World to modern times. The course emphasizes themes such as national identity, economic transformation, immigration, politics, international relations, geography, and social and cultural change. Students learn to assess historical materials, weigh the evidence and interpretations presented in historical scholarship, and analyze and express historical understanding in writing.

### **WORLD HISTORY: MODERN**

This advanced study of world history explores historical themes common to societies around the world and across time periods, from 1200 to the present day. Emphasis is placed on document analysis, historical thinking skills, reasoning processes, and essay writing. Students will demonstrate their understanding and acquisition of skills through written work, document-based questions, project-based activities, and practice exams.

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\* Courses marked with an asterisk are one-semester courses.

# General Electives



## INTRODUCTION TO ART

Covering art appreciation and the beginning of art history, this course encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, Intro to Art provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three-dimensional media and techniques. Tracing the history of art, high school students enrolled in the course also explore the following time periods and places: prehistoric art, art in ancient civilizations, and world art before 1400.

## INTRODUCTION TO COMPUTER SCIENCE

This full-year course is designed for students in grades 9–10, although any students across grades 9–12 may enroll. This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can affect the world. Students have creative, hands-on learning opportunities to create computer programs, develop web pages, design mobile apps, write algorithms, and collaborate with peers while building strong foundational knowledge. This course provides a solid foundation for more advanced study as well as practical skills that students can use immediately.

## ART HISTORY I

Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this course cover topics including early medieval and Romanesque art; art in the twelfth, thirteenth, and fourteenth centuries; fifteenth-century art in Europe; sixteenth-century art in Italy; the master artists; High Renaissance and baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth- and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas.

## COMPUTER APPLICATIONS: OFFICE® 2016

This full-year course introduces students to the features and functionality of the most widely used productivity software in the world: Microsoft® Office®. Through video instruction, interactive skill demonstrations, and numerous hands-on practice assignments, students learn to develop, edit and share Office 2016 documents for both personal and professional use. By the end of this course,

students will have developed basic proficiency in the most common tools and features of the Microsoft Office suite of applications: Word®, Excel®, PowerPoint®, and Outlook®.

### Required Materials:

- Students must have access to MS Office 2016 or Office 365

## CONTEMPORARY HEALTH

Available as either a semester or year-long course, this high-school health offering examines and analyzes various health topics. It places alcohol use, drug use, physical fitness, healthy relationships, disease prevention, relationships and mental health in the context of the importance of creating a healthy lifestyle. Throughout the course, students examine practices and plans they can implement in order to carry out a healthy lifestyle, and the consequences they can face if they do not follow safe practices. In addition, students conduct in-depth studies in order to create mentally and emotionally healthy relationships with peers and family, as well as nutrition, sleeping, and physical fitness plans. Students also examine and analyze harassment and bullying laws. This course takes covers issues of sex and gender identity, same-sex relationships, contraception, and other sensitive topics. For a more conservative approach to health education, the Healthy Living course is also available in the Health and Physical Education Bundle.

## FOUNDATIONS OF PERSONAL WELLNESS

Exploring a combination of health and fitness concepts, this comprehensive and cohesive course explores all aspects of wellness. Offered as a two-semester course designed for high school students, coursework uses pedagogical planning to ensure that students explore fitness and physical health and encourages students to learn about the nature of social interactions and how to plan a healthy lifestyle. NOTE: This course contains content from both Healthy Living and Lifetime Fitness; to avoid duplication, students should take either those one-semester courses or this full-year course.

## HEALTHY LIVING

Encouraging students to make responsible, respectful, informed, and capable decisions about topics that affect the well-being of themselves and others, this high school course provides students with comprehensive information they can use to develop healthy attitudes and behavior patterns. Available as either a semester or year-long course, this informative and engaging course encourages students to recognize that they have the power to choose healthy behaviors to reduce risks.

### HEALTH QUEST\* (COMING THIS SUMMER)

This middle school Health course introduces students to the concepts of what good health is, why good health is important, and what students should do in order to achieve good health. By the end of this course, students will be able to demonstrate an awareness of health as it applies to their bodies, minds, and environment; identify the components of a healthy lifestyle; set reasonable wellness goals; and apply health concepts across multiple contexts.

### KEYBOARDING AND APPLICATIONS\*

Keyboarding and Applications is a semester-long course that teaches students keyboarding skills, technical skills, effective communication skills, and productive work habits. Students learn proper keyboarding techniques. Once students have been introduced to keyboarding skills, lessons include daily practice of those skills.

Students gain an understanding of computer hardware, operating systems, file management, and the Internet. In addition, students apply their keyboarding skills and create a variety of business documents, including word processing documents and electronic presentations.

#### Required materials:

- Word-processing software (e.g., MS Word)
- Presentation software (e.g., MS PowerPoint)

### LIFETIME FITNESS

Exploring fitness topics such as safe exercise and injury prevention, nutrition and weight management, consumer product evaluation, and stress management, this course equips high school students with the skills they need to achieve lifetime fitness. Available as either a semester or year-long course, Lifetime Fitness encourages students to assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design a fitness program to meet their individual fitness goals.

### ONLINE LEARNING AND DIGITAL CITIZENSHIP\*

This one-semester course provides students with a comprehensive introduction to online learning, including how to work independently, stay safe, and develop effective study habits in virtual learning environments. Featuring direct-instruction videos, interactive tasks, authentic projects, and rigorous assessments, the course prepares students for high school by providing in-depth instruction and practice in important study skills such as time management, effective note-taking, test preparation, and collaborating effectively online. By the end of the course, students will understand what it takes to be successful online learners and responsible digital citizens.

### PSYCHOLOGY

This two-semester course introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology, including the biological, psychosocial, and cognitive perspectives. From a psychological point of view, students investigate the nature of being human as they build a comprehensive understanding of traditional psychological concepts and contemporary perspectives in the field. Course components include an introduction to the history, perspectives, and research of psychology; an understanding of topics such as the biological aspects of psychology, learning, and cognitive development; the stages of human development; aspects of personality and intelligence; the classification and treatment of psychological disorders; and psychological aspects of social interactions.

### SOCIOLOGY\*

Providing insight into the human dynamics of our diverse society, this is an engaging, one-semester course that delves into the fundamental concepts of sociology. This interactive course, designed for high school students, covers cultural diversity and conformity, basic structures of society, individuals and socialization, stages of human development as they relate to sociology, deviance from social norms, social stratification, racial and ethnic interactions, gender roles, family structure, the economic and political aspects of sociology, the sociology of public institutions, and collective human behavior, both historically and in modern times.

### STRATEGIES FOR ACADEMIC SUCCESS\*

Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages high school and middle school students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.

\* Courses marked with an asterisk are one-semester courses.



## SPANISH 1

Middle school students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

## SPANISH 2

Students in middle school continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

## FRENCH 1

Students in middle school begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe.

## FRENCH 2

Middle school students continue their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe.

## GERMAN 1

Middle school students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major German-speaking areas in Europe.

## GERMAN 2

Students continue their introduction to middle school German with this second-year course by covering fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major German-speaking areas in Europe.

## CHINESE 1

In this middle school course, students begin their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries.

## CHINESE 2

Middle school students continue their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries.

## LATIN 1

Students in middle school begin their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments.

## LATIN 2

Middle school students continue their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments.

## SPANISH I

Students begin their introduction to high school Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

## SPANISH II

High school students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments.

## SPANISH III

In this expanding engagement with Spanish, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in Spanish and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous

interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

## AP® SPANISH LANGUAGE & CULTURE

Spanish Language and Culture is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communication skills. The course prepares students for the AP Spanish Language and Culture Exam. It uses as its foundation the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the Twenty-First Century. The course is designed as an immersion experience and is conducted almost exclusively in Spanish. In addition, all student work, practices, projects, participation, and assessments are in Spanish. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. In addition, students participate in a forum where they are able to share their opinions and comments about various topics and comment on other students' posts. The course also makes great use of the Internet for updated and current material.

## FRENCH I

Students in high school begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe.

## FRENCH II

Students continue their introduction to French in this second-year, high school language course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major French-speaking areas across the globe, and assessments.

## FRENCH III

In this expanding engagement with French, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking,

reading, and writing. In addition, students read significant works of literature in French and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and the Americas.

### **AP® FRENCH LANGUAGE & CULTURE**

French Language and Culture is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communicative skills. The course prepares students for the AP French Language and Culture Exam. It uses as its foundation the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the Twenty-First Century. The course is designed as an immersion experience requiring the use of French exclusively. The online learning coach only uses French to communicate with students. In addition, all the reading, listening, speaking, and writing is in French. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. The course contains a forum where students share their opinions and comments about various topics and comment on other students' posts. The course makes great use of the Internet for updated and current material.

### **GERMAN I**

High school students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe.

### **GERMAN II**

Students continue their introduction to high school German in this second-year course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe.

### **CHINESE I**

High school students begin their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries.

### **CHINESE II**

Students in high school continue their introduction to Chinese in this second-year course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries.

### **LATIN I**

High school students begin their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments.

### **LATIN II**

Students continue their introduction to high school Latin by continuing to cover the fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, a notable ancient myth in Latin, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments.

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# Career and Technical Education



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## **AGRIBUSINESS SYSTEMS\***

Agribusiness Systems is a semester-length high school course that introduces the business, management, marketing, and financial skills needed to successfully produce food, fiber, and fuel for domestic and global markets. Students learn about the components of the agribusiness system and how they interact to deliver food to our tables. They also learn about the key elements of a successful agribusiness enterprise: economics, financial management, marketing and sales, and government policies and regulations.

## **ANIMAL SYSTEMS\***

Animal Systems is a semester-long high school course that provides students with a wealth of information on livestock-management practices, animal husbandry, physiological systems, the latest scientific trends, veterinary practice, and innovations in food production. Changes in practices, regulations, and legislation for animal welfare continue as new research provides solutions to medical, ethical, and practical concerns. The course reviews current topics, such as advancements in technology and research, and defines areas of discussion while maintaining focus on best-management practices. A student might use the knowledge gained from the course to further an interest in becoming a chef, researcher, doctor, wildlife-management professional, or any number of applicable careers.

## **BANKING SERVICES CAREERS\***

Banking Services Careers is a semester-long high school course that provides an overview of how the banking system works, what the Federal Reserve is, and the technical and social skills needed to work in banking and related services. Students explore career paths and the required training or higher education necessary and gain an understanding of the basic functions of customer transactions (e.g., setting up an account, processing a loan, establishing a business), cash drawer activity, check collection processes, and other customer service-related transactions. This course also discusses how technology has changed banking in the 21st century. The banking industry is responsible for many of the products that we use on a daily basis, from checking and savings accounts to debit cards, credit cards, and loans.

## **BUSINESS COMPUTER INFORMATION SYSTEMS**

Business Computer Information Systems is a year-long course that explores the use of technology applications in both business and personal situations. The course provides key knowledge and skills in the following areas: communication, business technology,

word processing, spreadsheet, and database applications, telecommunications, desktop publishing, and presentation technology, computer networks, and computer operating systems.

## **BUSINESS LAW\***

This semester-long high school course is designed to provide students with the knowledge of some of the vital legal concepts that affect commerce and trade, after first gaining some familiarity with how laws are created and interpreted. Students are then introduced to the types of businesses that can be created as well as the contractual and liability considerations that can impact a business. Laws that affect how a business is regulated are reviewed, particularly the impact of administrative rules and regulations on a business. Global commerce and international agreements, treaties, organizations, and courts are discussed to get a better sense of what it means to “go global” with a business. Dispute resolution strategies are also addressed.

## **CAREER EXPLORATIONS**

This course prepares middle school students to make informed decisions about their future academic and occupational goals. Through direct instruction, interactive skill demonstrations, and practice assignments, students learn how to assess their own skills and interests, explore industry clusters and pathways, and develop plans for career and academic development. This course is designed to provide flexibility for students; any number of units can be selected to comprise a course that meets the specific needs of students.

## **CAREER EXPLORATIONS I\***

Career Explorations I is a semester-long course designed to give middle school students an opportunity to explore various CTE subjects. Specifically, students learn about careers involving human-related services. Each of the five units introduce one particular field and explains its past, present, and future. These units include: Career Management, Introduction to Careers in Health Sciences, Hospitality and Tourism Systems, Human Services, and Consumer Services. The goal is to whet students’ appetites for these careers. Students can then explore that career in more detail as a high school student.

## **CAREER EXPLORATIONS II\***

Career Explorations II is a semester-long course designed to give middle school students an opportunity to explore various CTE subjects. Specifically, students learn about careers involving various technical fields from computers to agriculture. Each of the five units introduces one particular field and explains its past, present, and future. These

units include: Information Technology, Introduction to Information Support and Services, Introduction to Network Systems, Introduction to Agriculture, Food, and Natural Resources, and Introduction to STEM (Science, Technology, Engineering, and Mathematics). The goal is to whet students' appetites for these careers. Students can then explore that career in more detail as a high school student.

### **CAREER EXPLORATIONS III\***

Career Explorations III is a semester-long course designed to give middle school students an opportunity to explore various CTE subjects. Specifically, students learn about careers from business to hands-on career paths. Each of the five unit introduces one particular field and explains its past, present, and future. These units include: Introduction to Business and Finance, Introduction to Manufacturing, Introduction to Transportation, Distribution, and Logistics, Introduction to Architecture and Construction, and Introduction to Marketing. The goal is to whet students' appetites for these careers. Students can then explore that career in more detail as a high school student.

### **CAREERS IN ALLIED HEALTH\***

Careers in Allied Health is a semester-long course that focuses on select allied health careers, studying a variety of different levels, responsibilities, settings, education needs and amounts of patient contact. The course includes an overview of the degree or training needed for each job, the environment one would work in, how much money the position could make, and the facts of the actual working day. Within each job type, students explore important aspects applicable to the entire field of allied health, such as behaving ethically, working as a team, keeping patients safe and free from infections and germs, honoring diverse needs of diverse patients, and following laws and policies.

### **CAREERS IN LOGISTICS PLANNING AND MANAGEMENT SERVICES\***

Careers in Logistics Planning and Management Services is a semester-long course that provides high school students with the history of logistics and recent advances in the field. Units include supply chain management, inventory and transportation management, and safety in the workplace. Logistics is a high-growth industry and stable career choice. There is something for every career-seeker, ability, and experience level. The objectives of this course are to introduce the student to the field of logistics planning and management and to explain the career opportunities that are available in this field.

### **CAREERS IN MARKETING RESEARCH\***

Marketing research is the foundation of all marketing activities because it provides the data needed to make key strategic decisions about products, promotions, pricing, and other key organizational decisions. Careers in Marketing Research is a semester-long high school course that provides information about the process of investigation and problem analysis by using research to produce key

marketing statistics that are communicated to management and used throughout the organization. This course concludes with the execution, interpretation, and presentation of marketing research.

### **CAREER MANAGEMENT\***

Career Management is a semester-length high school course that assists students in their preparation for career selection. The course is designed to improve workforce skills needed in all careers including communication, leadership, teamwork, decision making, problem solving, goal setting and time management. Students complete activities that help identify personal interests, aptitudes, and learning styles. Students use results of self-assessments to determine careers that may prove personally satisfying.

### **CAREER PLANNING & DEVELOPMENT\***

Introducing high school students to the working world, this course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop the skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This one-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio.

### **COMPUTER SCIENCE PRINCIPLES (COMING THIS SUMMER)**

Students will explore the foundations of computer science using videos, hands-on activities, programming, investigations, and projects. They will experience much of what computer programmers do in planning, developing, testing, and refining software. Security is a key topic, and students will learn techniques for recognizing and guarding against security threats. Every unit has two to three projects, giving students the opportunity not only to write programs, but also to develop security policies, analyze real-world data, solve network problems, plan a mobile app, and more. Interwoven throughout the course are spotlights on a wide variety of careers and roles in computer science. Students will need to access to Python to complete this course.

### **CONSTRUCTION CAREERS\***

Construction Careers is a semester-long course that introduces high school students to the basics of construction, building systems, engineering principles, urban planning, and sustainability. Students learn the key techniques in building all types of buildings, as well as the key individuals involved in each step of the process. Many lessons present information on green building techniques and concepts that are becoming a standard part of the construction industry. Safety practices are emphasized in several lessons because construction is one of the most dangerous industries; students

learn that there is no way to be successful in construction without taking such issues seriously. Lessons in this course also explore regulatory agencies and guidelines established for protecting not only construction workers but also the occupants of a building.

### **CORRECTIONS: POLICIES AND PROCEDURES\***

Corrections is one of the three branches of the Criminal Justice System (CJS) in the United States. All three branches employ personnel who are authorized to uphold and enforce the law and are required to operate under the rule of law. Each branch works as part of the entire system to maintain the public safety and well-being and bring criminals to justice. Corrections facilities and programs are run by a complex system of policies and procedures, which uphold local, state, and federal laws. Corrections: Policies and Procedures gives high school students an introductory, yet thorough view of many aspects of corrections operations. Students receive historical and legal background information as they study how prisons and prisoners have evolved into correctional facilities and programs for offenders. In this semester-long course duties, responsibilities, conduct, training, and special certification possibilities for corrections staff are explored. Many aspects of procedures in corrections are reviewed, giving students an in-depth look at what a variety of careers in this growing field encompass and require.

### **ENGINEERING AND DESIGN\***

This semester-long course focuses on building real-world problem-solving and critical thinking skills as students learn how to innovate and design new products and improve existing products. Students are introduced to the engineering design process to build new products and to the reverse engineering process, which enables engineers to adjust any existing product. Students identify how engineering and design have a direct impact on the sustainability of our environment and the greening of our economy. Finally, students incorporate the engineering design process, environmental life cycle, and green engineering principles to create a decision matrix to learn how to solve environmental issues.

### **ENGINEERING AND PRODUCT DEVELOPMENT\***

This semester-long course provides an overview of the concepts of product engineering and development. Students analyze the life cycle of a product to prepare a product for distribution and for target markets. The course begins with building an understanding of the product life cycle, from the initial idea to drafting requirements to using 3-D modeling tools and other design tools. The final unit focuses on assembling the pieces within a project plan to achieve a product and evaluating the plans for a successful product launch. In addition, the course provides information about the different careers available to students interested in engineering, product development, and project management.

### **FAMILY AND COMMUNITY SERVICES\***

Family and Community Services is a high school semester-long course that introduces applications within professions related to family and community services. Students identify degree and credential requirements for occupations in this pathway and identify individual, social, historical, economic, and cultural context to increase awareness of family and community services. Students develop the abilities necessary to evaluate and identify a range of effective communication strategies and skills for establishing a collaborative relationship with others. Students also complete a variety of projects to apply their skills and knowledge. Units are divided among career fields: Social Workers, Emergency Management and Planners, Therapists and Treatment Specialists, Education and Childcare.

### **FIRE AND EMERGENCY SERVICES\***

Emergency and fire-management services are essential infrastructure components of a community. Fire and Emergency Services is a semester-long course that provides students with the basic structure of these organizations as well as the rules and guidelines that govern pre-employment education requirements. The vehicles, equipment, and emergency-mitigations strategies that are commonly used in the emergency- and fire-management field are also explored. Students gain an understanding of the goals of an emergency-management service and how they are implemented and managed, including personnel, budget, and labor-management challenges in the organization. Various preparedness plans are discussed as students explore typical characteristics and frameworks of modern emergency- and fire-management organizations.

### **FOOD PRODUCTS & PROCESSING SYSTEMS\***

Agriculture, food, and natural resources are central to human survival and civilization. The development, use, and stewardship of natural resources to create food products have a long and ever-changing timeline. This semester-length high school course that explores the history and evolution of food products, along with the processing methods that have arisen to feed an ever-growing world population. Students study specifics in a wide spectrum of food product topics, from early methods of preservation to technological advancements in packaging, regulations in labeling, and marketing trends. Students learn industry terminology in each area of the overall system, from “farm to fork” to vertical integration to smart packaging.

### **FOOD SAFETY AND SANITATION\***

This comprehensive semester-long course covers the principles and practices of food safety and sanitation that are essential in the hospitality industry for the protection and well-being of staff, guests and customers. The course provides a systems approach to sanitation risk management and the prevention of food contamination by emphasizing the key components of the Hazard Analysis Critical Control Point (HACCP) food safety system. After

successful completion of this course, students are prepared to meet the requirements of state and national certification exams.

### **FORENSICS: USING SCIENCE TO SOLVE A MYSTERY\***

Forensics: Using Science to Solve a Mystery is a semester-long high school course that overviews modern-day forensic science careers at work using science concepts to collect and analyze evidence and link evidence to the crime and suspects in order to present admissible evidence in courts of law. Projects in this course include simulated crime-scene investigation, actual DNA separation, development of a cybersecurity plan, and the identification of specific forensic skills used during the course of a very large murder case. The focus of this course is to assist students in making career choices. The overview of careers includes job descriptions and availability, educational and training requirements, licensing and certification, and typical annual salaries. Students who take this class will become equipped to make more informed career choices regarding the forensic, computer science and medical science fields. At the same time, students will survey the history and scope of present-day forensic science work.

### **FUNDAMENTALS OF COMPUTER SYSTEMS\***

Fundamentals of Computer Systems is a semester-long high school course that provides students with an understanding of computers and how they operate as well as a basic understanding of how to manage and maintain computers and computer systems. These skills provide students with the ability to configure computers and solve computer problems. Students learn details about the different elements of computers and computer systems, how to identify hardware devices and their functions, the role of operating systems as well as how to install and customize Windows operating system. Students also learn about networking and the Internet, security issues, and current software applications, such as Microsoft® Office. In addition, students learn specifics about maintaining and troubleshooting computers, including managing files, backing up systems, and using the administrative tools in Windows operating system. Lastly, students learn the basics of customer service and working as a help desk support technician.

### **FUNDAMENTALS OF DIGITAL MEDIA\***

Fundamentals of Digital Media is a semester-long course that presents high school students an overview of the different types of digital media and how they are used in the world today. This course examines the impact that digital media has on culture and lifestyle. The course reviews the basic concepts for creating effective digital media and introduces several different career paths related to digital media. Students learn about the tools used as well as best practices employed for creating digital media. In the course, students explore topics such as the use of social media, digital media in advertising, digital media on the World Wide Web, digital media in business, gaming and simulations, e-commerce, and digital music and

movies. Students also review the ethics and laws that impact digital media use or creation.

### **FUNDAMENTALS OF PROGRAMMING AND SOFTWARE DEVELOPMENT\***

This semester-long course provides students with an understanding of basic software development concepts and practices, issues affecting the software industry, careers within the software industry, and the skills necessary to perform well in these occupations. Students learn details about core concepts in programming using Java, writing and debugging code, proper syntax, flow of control, order of operations, comparison operators, and program logic tools and models. Students learn the function of key program techniques including if statements, looping, and arrays, as well as web development using HTML and drag-and-drop development of user interfaces in an integrated development environment. Students explore the software development life cycle and different variations used to create software.

#### **Required Materials:**

- Activities in this course require that the Java Software Development Kit (SDK) and the NetBeans Integrated Development Environment (IDE) is installed on students' computers. Instructions are included in the Unit 1 lesson titled "Introduction to Java Programming."

### **HEALTH, SAFETY, AND ETHICS IN THE HEALTH ENVIRONMENT\***

Health, Safety, and Ethics in the Health Environment is a semester-long high school course that focuses on healthcare safety, health maintenance practices, environmental safety processes and procedures, and ethical and legal responsibilities. It also reinforces, expands, and enhances biology content specific to diseases and disorders. Students participate in project- and problem-based healthcare practices and procedures to demonstrate the criticality of these knowledge and skills. Students develop basic technical skills required for all health career specialties including understanding occupational safety techniques and obtaining their CPR and First Aid certifications.

### **HEALTH SCIENCE CONCEPTS**

This year-long course introduces high school students to the fundamental concepts of anatomy and physiology—including the organization of the body, cellular functions, and the chemistry of life. As they progress through each unit, students learn about the major body systems, common diseases and disorders, and the career specialties associated with each system. Students investigate basic medical terminology as well as human reproduction and development. Students are introduced to these fundamental health science concepts through direct instruction, interactive tasks, and practice assignments. This course is intended to provide students with a strong base of core knowledge and skills that can be used in a variety of health science career pathways.

## **INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES\***

This semester-length high school course introduces students to the basic scientific principles of agriculture and natural resources. Students recognize and research plant systems, animal systems, government policy, “green” technologies, agribusiness principles, and sustainability systems. In this course, students apply understanding of ecosystems and systems thinking to the management of natural resources to maximize the health and productivity of the environment, agriculture, and communities. Students also analyze community practice or policy development related to sustainability in agriculture, food, and natural resources. Finally, students apply adaptive ecosystem management to a common pool resource problem in a manner that addresses ecological, socioeconomic, and institutional contexts.

## **INTRODUCTION TO BUSINESS**

In this two-semester introductory course, students learn the principles of business using real-world examples—learning what it takes to plan and launch a product or service in today’s fast-paced business environment. This course covers an introduction to economics, costs and profit, and different business types. Students are introduced to techniques for managing money, personally and as a business, and taxes and credit; the basics of financing a business; how a business relates to society both locally and globally; how to identify a business opportunity; and techniques for planning, executing, and marketing a business to respond to that opportunity.

## **INTRODUCTION TO CAREERS IN ARCHITECTURE AND CONSTRUCTION\***

The goal of this semester-long high school course is to provide students with an overview of careers in architecture and construction in order to assist with informed career decisions. This dynamic, rapidly evolving career cluster is comprised of three pathways (fields): Design and Pre-Construction (Architecture and Engineering); Construction (Construction and Extraction); and Maintenance and Operations (Installation, Maintenance, and Repair). The Architecture and Construction career cluster is defined as careers in building, designing, managing, maintaining, and planning the built environment. The built environment encompasses all zones of human activity—from natural conservation areas with minimal human intervention to highly dense areas with tall skyscrapers and intricate highway systems to suburban cul-de-sacs. The interrelated components that make up the built environment are as varied and unique as the professionals who help shape it.

## **INTRODUCTION TO CAREERS IN ARTS, AV TECHNOLOGY, AND COMMUNICATIONS\***

This introductory semester-long high school course provides comprehensive information on five separate areas of arts and communications as potential educational and career pathways,

including: audio/video technology and film, performing arts, visual arts, printing technology, journalism and broadcasting, and telecommunication systems. Students who are interested in careers across a broad spectrum of professional positions, including fine artist, telecommunications administrator, magazine editor, broadcast journalist, or computer graphic artist, will gain useful perspective on industry terminology, technology, work environment, job outlook, and guiding principles.

## **INTRODUCTION TO CAREERS IN EDUCATION AND TRAINING\***

Introduction to Careers in Education and Training is a semester-long course that introduces students to the field of education and training, and the opportunities available for early-childhood through adult and continuing education. Students gain an understanding of the career options available in teaching, administrative work, and support services. They also explore the education and background experience needed to succeed in these careers. Students learn about the evolution of the modern educational system in the United States, and the policies and laws that govern educational institutions. They also discover the similarities and differences between the ethical and legal obligations of working with adults versus working with children.

## **INTRODUCTION TO CAREERS IN FINANCE\***

Introduction to Careers in Finance is a semester-long course that provides the fundamentals of the financial services industry in the United States and explores the jobs and career opportunities that the industry offers. Course units address a broad set of services in the industry including finance overview, financial services, securities analysis, investments, principles of corporate finance, banking services, risk management, and insurance.

## **INTRODUCTION TO CAREERS IN GOVERNMENT AND PUBLIC ADMINISTRATION\***

This semester-long course provides students with an overview of American politics and public administration, including how political institutions and public management systems at the local, state, and federal levels exercise supervisory authority and maintain accountability. Students explore the foundations of the U.S. government, the separation of powers, the federal civil service system, and the relationship between the government and state and local officials. Students learn about politics in the United States and the electoral process, political attitudes and opinions, and American political parties. Students explore the structure of U.S. federal governmental institutions, the nature of bureaucracy, and the functions of the three branches of government. Students also learn about policy making in American government, including discussions of foreign and defense policies.

## **INTRODUCTION TO COMPUTER SCIENCE**

Introduction to Computer Science is a year-long course designed

for students in grades 9-10, although any students across 9-12 may enroll. This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Students have creative, hands-on learning opportunities to create a computer program, develop a web page, design a mobile app, write algorithms, and collaborate with peers while building a strong foundational knowledge base. This course provides a solid foundation for more advanced study as well as practical skills they can use immediately.

**Required Materials:**

- Activities in this course require that Python is installed on students' computers.

**INTRODUCTION TO HUMAN GROWTH AND DEVELOPMENT\***

This semester-long course focuses on human growth and development over the lifespan, as well as careers that help people deal with various physical, intellectual, and socioemotional issues, such as physicians, nurses, nutritionists, substance abuse counselors, clergy, teachers, career counselors, psychologists, and psychiatrists. The course provides a background in human growth and development from before birth, through childhood, into adulthood, and through death and grief. It gives the student perspective and highlights where people in the caring professions are most needed. Students who take this course will come away with a broad understanding of all the careers that help people from birth to death.

**INTRODUCTION TO CAREERS IN THE HEALTH SCIENCES\***

This semester-long course is an overview of health careers and overriding principles central to all health professions. The course provides a foundation for further study in the field of health science. Upon completion of the course, students are able to discuss the potential career choices and have an understanding of basic concepts that apply to these different choices such as science and technology in human health, disease, privacy, ethics and safety. Essential skill development, such as communication and teamwork, are also addressed.

**INTRODUCTION TO CAREERS IN TRANSPORTATION, DISTRIBUTION, AND LOGISTICS\***

This semester-long course introduces students to the complicated world of commercial transportation. Students undertake an overview of the fields of transportation, distribution, and logistics, learning the differences between the fields and the primary services provided in each. Students learn how warehousing, inventory, and other associated businesses impact the economy, which includes the advantages and disadvantages of automation on employment. Students learn about the history of transportation including. Students examine the fields that serve to support and manage transportation systems. Lastly, the role of technology and technological development on transportation-related businesses is addressed.

**INTRODUCTION TO CODING\***

Intro to Coding covers a basic introduction to the principles of programming, including algorithms and logic. Students engage in hands-on programming tasks in the Python programming language as they write and test their own code using the approaches real programmers use in the field. Students will program with variables, functions and arguments, and lists and loops, providing a solid foundation for more advanced study as well as practical skills they can use immediately.

**INTRODUCTION TO CONSUMER SERVICES\***

In this semester-long course, students analyze various career paths in terms of employment opportunities and educational requirements, such as hard and soft skills, certifications, and licensures for different pathways. Developing research, analytical, and presentations skills are key components. This course is designed as an overview to prepare students for a consumer services-related career and to introduce them to specialty areas. Emphasis is placed on the human services aspect (vs. corporate concerns) of consumer services. Social issues and advocacy, as well as ethics and legalities, are a recurring theme. Students gain knowledge of current issues affecting various consumer services professions, and the impact of local, state, national and global issues on consumer services.

**INTRODUCTION TO HEALTH SCIENCE**

This high school course introduces students to a variety of healthcare careers, as they develop the basic skills required in all health and medical sciences. In addition to learning the key elements of the U.S. healthcare system, students learn terminology, anatomy and physiology, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of medical emergency care. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the health care field.

**INTRODUCTION TO HUMAN SERVICES\***

This semester-long course introduces high school students to the possibilities for careers in the human services professions. Through anecdotes, lessons, and a variety of assignments and projects, students learn about the broad variety of jobs available in the human services. These begin with entry-level positions, such as associate social workers, that require a two-year Associate of Arts degree. Students also learn ethics and philosophies of the helping professions. The history of the profession, as well as the impact of the cultural, social, and economic environment on individual people, especially those who need social services assistance, is also explored.

**INTRODUCTION TO INFORMATION TECHNOLOGY**

This course introduces students to the essential technical and professional skills required in the field of Information Technology (IT). Through hands-on projects and written assignments, students

gain an understanding of the operation of computers, computer networks, Internet fundamentals, programming, and computer support. Students also learn about the social impact of technological change and the ethical issues related to technology. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the field of IT.

### **INTRODUCTION TO INFORMATION TECHNOLOGY SUPPORT AND SERVICES\***

This semester-long course focuses on real-world application, including common industry best practices and specific vendors that offer tools for technicians, project managers, and IT leadership. Students learn how the IT department of an enterprise supports the overall mission of the company. Students apply their knowledge of hardware and software components associated with IT systems while exploring a variety of careers related to IT support and services. Students analyze technical support needs to perform customer service and configuration management activities. Students also evaluate application software packages and emerging software. Students demonstrate and apply knowledge of IT analysis and design by initiating a system project and evaluating applications within the IT system.

### **INTRODUCTION TO LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY\***

In this semester-long course, students learn about the many careers that exist within the fields of law, law enforcement, public safety, corrections, and security. In addition to learning about the training and educational requirements for these careers, students explore the history of these fields and how they developed to their current state. Students also learn how these careers are affected by and affect local, state, and federal laws. Finally, students examine the relationships between professionals in these fields and how collaborations between professionals in these careers help to create a safer, more stable society.

### **INTRODUCTION TO NETWORK SYSTEMS\***

This semester-long course introduces students to the fundamental technology and concepts that make networking systems possible. The most important concept introduced is that of the OSI reference model and its bottom four layers, which are most directly concerned with networking instead of computing. The course explores the software and hardware supporting LANs, WANs, and Wi-Fi networks. Students are introduced to the protocols in the TCP/IP stack that are used to communicate across a network, and to networking hardware, including hubs, switches, bridges, routers, and transmission media. Students explore questions of security, network management, and network operating systems.

### **INTRODUCTION TO STEM\***

This semester-long course introduces students to the four areas

of Science, Technology, Engineering, and Mathematics through an interdisciplinary approach that will increase awareness, build knowledge, develop problem solving skills, and potentially awaken an interest in pursuing a career in STEM. Students are introduced to the history, fundamental principles, applications, processes, and concepts of STEM. Students are exposed to several computer applications used to analyze and present technical or scientific information. Finally, students explore the kinds of strategies frequently used to solve problems in these disciplines. Throughout the course, students discover their strengths through practical applications and awareness of the various STEM careers.

### **KEYBOARDING AND APPLICATIONS\***

Keyboarding and Applications is a semester-long course that teaches students keyboarding skills, technical skills, effective communication skills, and productive work habits. Students learn proper keyboarding techniques. Once students have been introduced to keyboarding skills, lessons include daily practice of those skills. Students gain an understanding of computer hardware, operating systems, file management, and the Internet. In addition, students apply their keyboarding skills and create a variety of business documents, including word processing documents and electronic presentations.

#### **Required materials:**

- word-processing software (e.g., MS Word)
- presentation software (e.g., MS PowerPoint)

### **LAW ENFORCEMENT FIELD SERVICES\***

This semester-long course introduces students to the field of law enforcement and the local, county, state, and federal laws that law enforcement personnel are sworn to uphold. The students also gain an understanding of the career options available in this field and the skills, education, and background experience needed to succeed. Students learn about the evolution of the role of law enforcement in the United States including key changes affecting law enforcement. Students learn about the interaction between local, county, state, and federal law enforcement agencies. Finally, students learn about the types of crime that are commonly committed and the procedures, evidence collection techniques, and technological advances that law enforcement personnel use to investigate crimes.

### **LEGAL SERVICES\***

Legal Services is a high school semester-long course that provides students with an overview of the system of laws in the United States, the practice areas, and career options in the field. Students learn about how the legal system operates, the consequences to those who commit crimes, and how disputes are settled, as well as how criminal and civil cases reach court and are resolved. Students learn about the courtroom and the basics of a typical court case. Students explore constitutional rights and legal safeguards, types

of evidence, as well as how technology has changed the practice of law. They also learn about legal education and various careers in the legal field.

### **MEDICAL TERMINOLOGY**

This full-year course introduces students to the structure of medical terms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to health care settings, medical procedures, pharmacology, human anatomy and physiology, and pathology. The knowledge and skills gained in this course provide students entering the health care field with a deeper understanding of the application of the language of health and medicine. Students are introduced to these skills through direct instruction, interactive tasks, practice assignments, and unit-level assessments.

### **MARKETING AND SALES FOR TOURISM AND HOSPITALITY\***

This semester-long course is designed as an introduction to the study of tourism and hospitality marketing and sales. Students are introduced to marketing theory and application of the basic principles of marketing as applied in hospitality and tourism. The relationship between marketing and other functions such as advertising, sales techniques, and public relations to maximize profits in a hospitality organization is addressed. Students have an opportunity to explore this multi-faceted world, identifying multiple career paths and opportunities.

### **MICROSOFT® OFFICE® SPECIALIST**

This two-semester course introduces students to the features and functionality of Microsoft® Office® 2016 while preparing them for the beginning, intermediate, and advanced levels of the Microsoft User Specialist (MOS) certification program. Through video instruction, interactive skills demonstrations, practice assignments, and unit-level assessments, students become proficient in Microsoft Word®, Excel®, PowerPoint®, Outlook®, and Access®. By the end of the course, students are prepared to demonstrate their skills by obtaining one or more MOS certifications.

### **NETWORK SYSTEM DESIGN\***

Network System Design is a semester-long course that provides students with an understanding of computer networks and how they operate, as well as a basic understanding of how to manage and maintain computer networks. These skills provide students with the ability to design, configure, and troubleshoot networks of all sizes. Students learn the basics of network design, including how to identify network requirements and determine proper network architecture. Students are introduced to network models. Students also learn about internet protocol and the basics of routing data on a network. Students learn about network security issues and network management. Lastly, students learn about network operating systems and their role in connecting computers and facilitating communications.

### **NEW APPLICATIONS: WEB DEVELOPMENT IN THE 21ST CENTURY\***

New Applications is a survey course that travels from the first software programs developed to facilitate communication on the Internet, to the new generation of mobile and native apps that access the Internet without a reliance on a web browser. New Applications is also a practical course in how to develop a presence on the World Wide Web using WordPress and other available web-application tools. The goal of the course is to provide the learner insight into the rapidly evolving universe of programming and application development to support informed career decisions in an industry that is changing as quickly as it is growing.

### **NURSING ASSISTANT**

This two-semester course prepares students to provide and assist with all aspects of activities of daily living and medical care for the adult patient in hospital, long-term care, and home settings. Through direct instruction, interactive skills demonstrations, and practice assignments, students are taught the basics of nurse assisting, including interpersonal skills, medical terminology and procedures, legal and ethical responsibilities, safe and efficient work, gerontology, nutrition, emergency skills, and employability skills. Successful completion of this course from an approved program prepares the student for state certification for employment as a Certified Nursing Assistant (CNA).

### **NURSING: UNLIMITED POSSIBILITIES AND UNLIMITED POTENTIAL \***

Nursing: Unlimited Possibilities and Unlimited Potential provides high school students opportunities to compare and contrast the various academic and clinical training pathways to an entry-level position in nursing and to explore the growing number of opportunities for professional advancement given the proper preparation and experience. In this semester-long course, students have several opportunities to learn about the expanding scope of professional practice for registered nurses and better understand the important changes proposed in the education and ongoing professional development of nurses.

### **PERSONAL CARE SERVICES\***

Personal Care Services introduces high school students to a variety of careers in the following areas: cosmetology (including hairstyling and haircutting, esthetics, manicuring, makeup, and teaching) and barbering (including cutting and styling of hair and facial hair and manicuring for men); massage therapy, teaching body-mind disciplines (yoga, Pilates, and the martial arts), and fitness (general exercise classes and acting as a personal trainer); and mortuary science (embalming and funeral directing). The semester-long course teaches students about what each career entails and the education and training they need to become credentialed in various career specialties. In

addition, about half of the course is devoted to teaching knowledge associated with the various professions, so that students can get a feel for what they should learn and whether they would like to learn it.

### **PERSONAL FINANCE\***

This introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this one-semester course, students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more. Students will be inspired by stories from finance professionals and individuals who have reached their financial goals.

### **PHARMACY TECHNICIAN**

This two-semester course prepares students for employment as a Certified Pharmacy Technician (CPhT) and covers the skills needed for the pharmacy technician field. Through direct instruction, interactive skills demonstrations, and practice assignments, students learn the basics of pharmacy assisting, including various pharmacy calculations and measurements, pharmacy law, pharmacology, medical terminology and abbreviations, medicinal drugs, sterile techniques, USP 795 and 797 standards, maintenance of inventory, patient record systems, data processing automation in the pharmacy, and employability skills. Successful completion of this course prepares the student for national certification for employment as a CPhT.

### **PHYSICIANS, PHARMACISTS, DENTISTS, VETERINARIANS, AND OTHER DOCTORS\***

Physicians, Pharmacists, Dentists, Veterinarians, and Other Doctors focuses on preparation for physician-level careers, including dental, veterinary and pharmaceutical, along with a look into the physician assistant and alternative medicine systems. This semester-long course also introduces the topics of diversity and the move toward social and cultural skills in medicine, in addition to academic ability. This course focuses on the preparation for entry to practice, along with navigating the field once you are in it (working as part of a team, dealing with patients, etc.). Students choose their career path by studying different roles, responsibilities, settings, education needs, and amounts of patient contact. Degree and training requirements, working environment, salaries, and the day in the life of that career is also covered in this course. Students explore important aspects that are applicable to the entire health field, such as behaving ethically, keeping patients safe and free from infections and germs, and following laws and policies.

### **PLANNING MEETINGS AND SPECIAL EVENTS\***

Planning Meetings and Special Events is a semester-long high

school course designed as an introduction to the study of planning meetings and special events. Being a meetings and special events planner is both demanding and rewarding. According to The Bureau of Labor Statistics employment of meeting, convention, and event planners is projected to grow 7 percent from 2018 to 2028, faster than the average for all occupations. Job opportunities should be best for candidates with hospitality experience and a bachelor's degree in meeting and event management, hospitality, or tourism management. It's not all fun and parties because a meeting coordinator is responsible for every detail of an event. Planners must know how to communicate, be empathetic, and think of their clients. It's crucial to remember that in some instances the event will be a once-in-a-lifetime occasion, so it's important to get it right.

### **PLANT SYSTEMS\***

Plant Systems is a semester-length high school course that introduces students to the basics of plant biology, soil science, agriculture, and horticulture, along with the environmental management practices involved in each, including integrated pest management, biotechnology, growth techniques, and crop management. Students learn the basic parts of a plant, how plants are scientifically classified, and how they interact with water, air, nutrients, and light to undergo the processes of photosynthesis and respiration. Plant reproduction, including pollination, germination, and dispersal of seeds, is also presented. The course concludes by looking at careers in the plant sciences which includes agronomy, horticulture, or landscape design.

### **POWER, STRUCTURAL, AND TECHNICAL SYSTEMS\***

This semester-length high school course provides students with an understanding of the field of agriculture power and introduces them to concepts associated with producing the food and fiber required to meet today's and tomorrow's needs. Students are given the opportunity to explore agriculture machinery, as well as structures and technological concepts. They also learn about the historical changes in agriculture and how agriculture has changed to meet the needs of the future world population. Students are introduced to machinery, structures, biotechnology, and ethical and professional standards applicable to agriculture power.

### **PUBLIC HEALTH: DISCOVERING THE BIG PICTURE IN HEALTH CARE\***

Public Health: Discovering the Big Picture in Health Care is a semester-long high school course that discusses the multiple definitions of public health and the ways these definitions are put into practice. The five core disciplines and ways they interact to reduce disease, injury and death in populations is explored. By understanding the roles of public health, students gain a greater appreciation for its importance and the various occupations one could pursue within the field of public health. Students explore the history, nature and context of the public health system. Students

also learn how to promote public health, and how to coordinate a response to a public health emergency. Students explore how diseases spread and learn about the roles of the Centers for Disease Control and the World Health Organization. By entering the field of public health, students play an integral part in improving the health and lives of many people.

### **SCIENCE AND MATHEMATICS IN THE REAL WORLD\***

Science and Mathematics in the Real World is a semester-long high school course where students focus on how to apply scientific and mathematical concepts to the development of plans, processes, and projects that address real world problems, including sustainability and “green” technologies. This course also highlights how science, mathematics, and the applications of STEM will be impacted due to the development of a greener economy. This course exposes students to a wide variety of STEM applications and to real world problems from the natural sciences, technology fields, the world of sports, and emphasizes the diversity of STEM career paths. The importance of math, critical thinking, and mastering scientific and technological skill sets is highlighted throughout. Challenging and enjoyable activities provide multiple opportunities to develop critical thinking skills and the application of the scientific method, and to work on real world problems using STEM approaches.

### **SCIENTIFIC DISCOVERY AND DEVELOPMENT\***

Scientific Discovery and Development is a semester-long high school course that explores the history of clinical laboratory science, learning how clinical laboratories evolved and became professionalized, and how scientific discoveries and breakthroughs fueled the development of the laboratory while the sub-disciplines in biology were advancing. Students learn about the circulatory system and about microbiology and the subfields within it. Cells and tissues, cell division and basic genetics is also addressed. This course covers the three major areas in bioresearch: biotechnology, nanotechnology, and pharmaceutical research and development. More than two dozen career fields are explored along the way including laboratory techs, phlebotomists, and pathologist assistants. Students learn what is necessary in the areas of education and credentialing with an idea of the job outlook and salaries.

### **SCIENTIFIC RESEARCH\***

Scientific Research is a semester-long high school course that describes activities from the point of view of a professional scientist. The lessons provide support, accessible ideas, and specific language that guide students through most of the steps, insights, and experiences eventually faced if continued through higher education toward a graduate degree. Knowing the practical, everyday basics of scientific thinking and laboratory activity serves as a necessary first step to a career as a technician or a lab assistant. While these

jobs are hands-on and technical, the intellectual and historical background covered in the course provides an awareness that is essential to working in such an atmosphere.

### **SECURITY AND PROTECTIVE SERVICES\***

Security and Protective Services is a semester-long high school course that offers an overview of the security and protective services industry. Students will understand different types of security services and how they relate to one another. The distinction between the criminal justice system within the public sector and private security is addressed. The course begins with an introduction to the history of private security, with subsequent units focusing on a specific sector. The concluding unit focuses on the emerging challenges facing security services in the twenty-first century, including international terrorism. In addition, the course provides information about many different careers that are available to students who are interested in security and protective services.

### **SMALL BUSINESS ENTREPRENEURSHIP**

This full-year course is designed to provide the skills needed to effectively organize, develop, create, manage and own a business, while exposing students to the challenges, problems, and issues faced by entrepreneurs. Throughout this course, students explore what kinds of opportunities exist for small business entrepreneurs and become aware of the necessary skills for running a business. Students become familiar with the traits and characteristics that are found in successful entrepreneurs, and see how research, planning, operations, and regulations can affect small businesses. Students also learn how to develop plans for having effective business management, financing and marketing strategies.

### **SOFTWARE DEVELOPMENT TOOLS\***

This semester-long course introduces students to the variety of careers related to programming and software development. Students gather and analyze customer software needs and requirements, learn core principles of programming, develop software specifications, and use appropriate reference tools to evaluate new and emerging software. Students apply IT-based strategies and develop a project plan to solve specific problems and define and analyze system and software requirements.

### **STEM AND PROBLEM SOLVING\***

Science, technology, engineering, and mathematics (STEM) are active components in the real world. STEM and Problem Solving is a semester-long high school course that outlines how to apply the concepts and principles of scientific inquiry, encouraging the use of problem-solving and critical-thinking skills to produce viable solutions to problems. Students learn the scientific method, how to use analytical tools and techniques, how to construct tests and evaluate data, and how to review and understand statistical information. This course is designed to help students understand

what we mean by problem solving and to help understand and develop skills and techniques to create solutions to problems. Advanced problem-solving skills are necessary in all science, technology, engineering, and mathematics disciplines and career paths. This problem-solving course stresses analytic skills to properly format problem statements, use of the scientific method to investigate problems, the use of quantitative and qualitative approaches to construct tests, and an introduction to reviewing and interpreting statistical information.

### **SUSTAINABLE SERVICE MANAGEMENT FOR HOSPITALITY AND TOURISM\***

This comprehensive semester-long course covers the principles and practices of sustainable service management. The purpose of this course is to provide students with an understanding of socially, environmentally, and financially sustainable hospitality management. The course provides a sustainable approach to service management, incorporating the role of the customer, employee, leaders, and the environment. After successful completion of this course, students understand and are able to explain the fundamentals of sustainability in the hospitality industry.

### **TEACHING AND TRAINING CAREERS\***

Teaching and Training Careers is a semester-long high school course that introduces students to the art and science of teaching. It provides a thorough exploration of pedagogy, curriculum, standards and practices, and the psychological factors shown by research to affect learners. In five units of study, lessons, and projects, students engage with the material through in-depth exploration and hands-on learning, to prepare them for teaching and training careers. Students are given many opportunities to be the teacher or trainer, and to explore the tasks, requirements, teaching strategies, and research-based methods that are effective and high-quality.

### **TECHNOLOGY AND BUSINESS**

This year-long course teaches students technical skills, effective communication skills, and productive work habits needed to make a successful transition into the workplace or postsecondary education. In this course, students gain an understanding of emerging technologies, operating systems, and computer networks. In addition, they create a variety of business documents, including complex word-processing documents, spreadsheets with charts and graphs, database files, and electronic presentations.

### **THERAPEUTICS: THE ART OF RESTORING AND MAINTAINING WELLNESS\***

Therapeutics: The Art of Restoring and Maintaining Wellness is a semester-long high school course that focuses on careers that help restore and maintain mobility and physical and mental health, such as physical therapists, physical therapy assistants, occupational therapists, athletic trainers, massage therapists, dieticians and

dietetic technicians, art therapists, neurotherapists, vocational rehabilitation counselors, and registered dental hygienists. Each career is explored in depth, examining typical job duties, educational and licensure requirements, working conditions, average salary, and job outlook. Key concepts and specific skill sets are introduced in the lessons, allowing students to apply what they have learned to health careers. This course is important because skilled health care workers are in high demand and expected to remain so for the foreseeable future.

### **TRANSPORTATION AND TOURS FOR THE TRAVELER\***

Transportation and Tours for the Traveler is a semester-long course where students learn about today's package tour industry, travel industry professionals, and package tour customers. Students find out who tour operators must work with to create travel products and what kinds of decisions they must make in terms of meals, lodging, attractions, and, of course, transportation. Finally, students learn about how technology, world events, and increased environmental awareness are affecting the travel industry today. Students focus on the different components that go into creating a tour to get a sense of what working for a tour operator entails as well as what other careers are available in the tour industry.

\* Courses marked with an asterisk are one-semester courses.

# Test Preparation



## **VIRTUAL TUTOR: ACT®**

This course provides students with the opportunity to prepare to successfully complete the ACT® college-entrance exam. Practice tests diagnose and target areas of opportunity, and students are prescribed individual study paths. The learning experience includes video-based instruction by highly qualified teachers, interactive assignments, and frequent assessment opportunities to track progress.

## **VIRTUAL TUTOR: SAT®**

This test preparation course effectively prepares students for all sections of the SAT® exam. Course content is broken into strands, allowing students to focus on each subject extensively before moving on to the next area of study. Within each strand, a diagnostic pretest identifies students' strengths and weaknesses and tailors a personalized study plan for each test-taker.

## **VIRTUAL TUTOR: PSAT®**

This course provides students with the opportunity to prepare for success on the PSAT®. Practice tests diagnose and target areas of opportunity, and students are prescribed individual study paths. The learning experience includes video-based instruction by highly qualified teachers, interactive assignments, and frequent assessment opportunities to track progress.

## **VIRTUAL TUTOR: GED®**

This test preparation course effectively prepares students for all sections of the GED® exam. Course content is broken into strands, allowing students to focus on each subject extensively before moving on to the next area of study. Within each strand, a diagnostic pretest identifies students' strengths and weaknesses and tailors a personalized study plan for each test-taker.

## **VIRTUAL TUTOR: HISET®**

This test preparation course effectively prepares students for all sections of the HiSET® exam. Course content is broken up into strands, allowing students to focus on each subject extensively before moving on to the next area of study. Within each strand, a diagnostic pretest identifies students' strengths and weaknesses and tailors a personalized study plan for each test-taker.

## **VIRTUAL TUTOR: TASC®**

This test preparation course effectively prepares students for all sections of the TASC® test. Course content is broken up into strands, allowing students to focus on each subject extensively before moving on to the next area of study. Within each strand, a diagnostic pretest identifies students' strengths and weaknesses and tailors a personalized study plan for each test-taker.

## **VIRTUAL TUTOR: COMPASS®**

This course reviews the concepts and skills essential for college readiness as measured by the COMPASS® post-secondary placement exam. In this course, students complete a diagnostic pretest for each set of skills that assesses specific areas of strength and weakness. Based on the assessment results, the student receives a personalized learning plan, providing the most efficient and effective preparation possible.

## **VIRTUAL TUTOR: ACCUPLACER®**

This course reviews the concepts and skills essential for college readiness as measured by the Next Generation ACCUPLACER® post-secondary placement exam. In this course, students complete a diagnostic pretest for each set of skills that assesses specific areas of strength and weakness. Based on the assessment results, the student receives a personalized learning plan, providing the most efficient and effective preparation possible.

## **VIRTUAL TUTOR: ACT WORKKEYS®**

This course prepares students for the WorkKeys assessments in Applied Math, Graphic Literacy, and Workplace Documents. Each unit of instruction includes teacher-led video instruction with teachers modeling assessment items comparable to the ones students will encounter on exam day. In addition, students have ample practice opportunities, as each lesson includes multiple assignments, with each one aligned to the difficulty and cognitive processes demanded by one of the five levels of mastery on the WorkKeys assessment.

## **VIRTUAL TUTOR: ASVAB**

This course prepares students for the Math, Verbal, and Science sections of the Armed Services Vocational Aptitude Battery. Each subject includes multiple strands, each with its own diagnostic pretest—allowing students to focus their study only on their areas of weakness. Personalized study plans based on the diagnostic results include video-based instruction, assignments and practice, and assessment to ensure that students have mastered material.

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GED is a registered trademark of the American Council on Education.

TASC is a registered trademark of CTB.

HiSET is a registered trademark of Educational Testing Service (ETS).



## ALGEBRA I HONORS

This full-year honors course introduces students to linear, exponential, and quadratic functions by interpreting, analyzing, comparing, and contrasting functions that are represented numerically, tabularly, graphically, and algebraically. Technology is utilized within some lessons to further support students in identifying key features as well as displaying images of the functions. The course builds upon the basic concepts of functions to include transformations of linear and non-linear functions. Students deepen their understanding of quantitative reasoning, piecewise functions, and quadratic functions through performance tasks. The additional performance-based skills allow the honors students to apply more of the concepts taught in the course. The course concludes with students analyzing data through displays and statistical analysis.

## GEOMETRY HONORS

The course begins by exploring the foundational concepts of Euclidean Geometry in which students learn the terminology of geometry, measuring, proving theorems, and constructing figures. Students then expand on their knowledge of transformations and complete an assignment on identifying point symmetry as well as completing a performance task on tessellations. The course continues with an in-depth look at triangles where students prove theorems, relating congruency and similarity in terms of transformations, and connecting right triangle relationships to trigonometry. Students study set theory and apply probability through theoretical and experimental probability, two-way tables, and combinations and permutations. With lessons pertaining to quadrilaterals, students can identify the various figures based on their key features. Within the circles units, students identify angles, radii, and chords, perform a performance-based task on tangents, and then compute the circumference and area of various circles. Then students study parabolas, ellipses and hyperbolas before modeling and computing two- and three-dimensional figures.

## ALGEBRA II HONORS

The course begins with a review of concepts that will assist students throughout the course, such as literal equations, problem solving, and word problems. Students then progress to a unit on functions where students compute operations of functions, compose of functions, and study inverses of functions. To build on their algebraic skills, students learn about complex numbers and apply them to quadratic functions via completing the square and

quadratic formula methods. Next, students solve linear systems and apply their knowledge of the concept to three-by-three systems. An in-depth study on polynomial operations and functions allow students build their knowledge of polynomials algebraically and graphically. In the second semester, students study nonlinear functions. Students solve and graph rational and radical functions whereas the exponential and logarithmic functions focus on the key features and transformations of the functions. Expected value and normal distribution concepts expand and deepen students' knowledge of probability and statistics. Students also cover trigonometric functions and periodic phenomena.

## PRE-CALCULUS HONORS

This full-year advanced math course starts with a unit on the nature of functions and complex numbers before moving into matrices, systems, and linear programming. Students then return to functions with a focus on graphing a variety of function types; this unit includes a performance task on production schemes. Students explore rational functions in depth and then conclude the first semester with right triangle and circular trigonometry. In the second half of the course, students synthesize what they have learned to graph and solve trigonometric functions. They also study vectors, conics and analytic geometry, statistics and probability, mathematical modeling, and sequences and series.

## LANGUAGE ARTS 9 HONORS

This freshman honors English course invites students to explore a variety of diverse and complex texts organized into thematic units. Students will engage in literary analysis and inferential evaluation of great texts, both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, honors students will master comprehension, use evidence to conduct in-depth literary analysis, and examine and critique how authors develop ideas in a variety of genres. Interwoven throughout the lessons are activities that encourage students to strengthen their oral language skills, research and critically analyze sources of information, and produce clear, coherent writing. In addition to activities offered to students in core courses, honors students are given additional opportunities to create and to participate in project-based learning activities, including writing a Shakespearean sonnet and creating an original interpretation of a Shakespearean play. Honors students will read a range of classic texts, including Homer's *The Odyssey*, Shakespeare's *Romeo and Juliet*, Jack London's "To Build a Fire" and Richard Connell's "The Most

Dangerous Game.” Students will also read Sue Macy’s full length nonfiction work *Wheels of Change: How Women Rode the Bicycle to Freedom (With a Few Flat Tires Along the Way)*, and will study a variety of short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

### LANGUAGE ARTS 10 HONORS

This sophomore-year honors English course provides engaging and rigorous lessons with a focus on academic inquiry to strengthen knowledge of language arts. Honors reading lessons require analyzing complex texts, while concise mini-lessons advance writing and research skills to craft strong, compelling essays and projects. Students will write argumentative and analytical essays based on literary texts, as well as an informative research paper using MLA style. Throughout the course, students read a range of classic and contemporary literary texts including Henrik Ibsen’s *A Doll’s House*, George Orwell’s *Animal Farm*, and Marjane Satrapi’s *Persepolis*. In addition to reading a wide range of literary texts, students read and analyze complex informational and argumentative texts including Sonia Sotomayor’s “A Latina Judge’s Voice,” Niccolò Machiavelli’s *The Prince*, and the contemporary informational text *Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science*.

### LANGUAGE ARTS 11 HONORS

This junior-year honors English course invites students to delve into American literature from early American Indian voices through contemporary works. Students will engage in literary analysis and inferential evaluation of great texts, including the full length novel *The Awakening* by Kate Chopin. While critically reading fiction, poetry, drama, and expository nonfiction, honors students will master comprehension, use evidence to conduct in-depth literary analysis, and examine and critique how authors develop ideas in a variety of genres. Interwoven throughout the lessons are activities that encourage students to strengthen their oral language skills, research and critically analyze sources of information, and produce clear, coherent writing. To round out the course, students will read a range of short but complex texts, including Henry David Thoreau’s essay “Civil Disobedience,” Floyd Dell’s drama *King Arthur’s Socks*, and works by Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr., F. Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers.

### LANGUAGE ARTS 12 HONORS

This senior-year honors English course invites students to delve into British literature, from ancient texts such as the epic of *Beowulf* through contemporary works. Students will engage in a variety of rigorous lessons with a focus on academic inquiry, literary analysis, and inferential evaluation. While critically reading fiction, poetry,

drama, and expository nonfiction, honors students will master comprehension, use evidence to conduct in-depth literary analysis, examine and critique how authors develop ideas in a variety of genres, and synthesize ideas across multiple texts. In addition to activities offered to students in core courses, honors students are given additional opportunities to create and participate in project-based learning activities, including creating a time travel brochure and an original interpretation of William Shakespeare’s *The Tragedy of Hamlet*. Honors students will read a range of classic texts, including Robert Louis Stevenson’s *The Strange Case of Dr. Jekyll and Mr. Hyde*, “Politics and the English Language” by George Orwell, and William Shakespeare’s *The Tragedy of Hamlet*. In addition to full length works, students will read a variety of excerpts, including readings from *Lord of the Rings: The Fellowship of the Ring*, *The Smithsonian’s History of America in 101 Objects*, and Chaucer’s *The Canterbury Tales*, as well as a variety of short fiction, speeches, and poetry

### BIOLOGY HONORS

This compelling full-year course engages students in a rigorous honors-level curriculum that emphasizes the study of life and its real-world applications. This course examines biological concepts in more depth than general biology and provides a solid foundation for collegiate-level coursework. Course components include biochemistry, cellular structures and functions, genetics and heredity, bioengineering, evolution, structures and functions of the human body, and ecology. Throughout the course, students participate in a variety of interactive and hands-on laboratory activities that enhance concept knowledge and develop scientific process skills, including scientific research and technical writing.

### CHEMISTRY HONORS

This rigorous full-year course provides students with an engaging honors-level curriculum that emphasizes mathematical problem solving and practical applications of chemistry. Topics are examined in greater detail than general chemistry in order to prepare students for college-level coursework. Course components include atomic theory and structure, chemical bonding, states and changes of matter, chemical and redox reactions, stoichiometry, the gas laws, solutions, acids and bases, and nuclear and organic chemistry. Throughout the course, students participate in a variety of interactive and hands-on laboratory activities that enhance concept knowledge and develop scientific process skills, including scientific research and technical writing.

### PHYSICS HONORS

This rigorous full-year course provides students with an engaging honors-level curriculum that emphasizes abstract reasoning and applications of physics concepts to real-world scenarios. Topics are examined in greater detail than general physics and provide a

solid foundation for collegiate-level coursework. Course components include one- and two-dimensional motion, momentum, energy and thermodynamics, harmonic motion, waves, electricity, magnetism, and nuclear and modern physics. Throughout the course, students participate in a variety of interactive and hands-on laboratory activities that enhance concept knowledge and develop scientific process skills, including scientific research and technical writing.

### **ECONOMICS HONORS**

From creating graphs to reach equilibrium to learning to manage a bank account, students will take part in a more rigorous semester long study of the principles and processes of economics in the American system. Students begin with an introduction of basic economic concepts then move on to an in-depth study of microeconomic principles. Students showcase their understanding of supply, demand, and economic choices by completing a case study on starting a business. Students then turn to macroeconomic concepts, government policies, and entrepreneurship. With this foundation, students create a proposal for public policies and programs in a small developing nation. Students continue their study of Economics by examining global economic concepts such as trade barriers and agreements. This Honors course concludes with a unit on personal finance. Students will learn more about topics such as taxation, financial institutions, credit, and money management. Students extend their knowledge of personal financial planning by creating a successful budget. Throughout the course, economic theory is introduced, demonstrated, and reinforced through real-life scenarios and examples. In assignments and project-based lessons, students learn to apply critical thinking skills while making practical economic choices.

### **SURVEY OF UNITED STATES HISTORY HONORS**

From the first colonial settlements through today's society, students will embark on a more rigorous yearlong study of our nation's history. Students investigate the economic, political, and social revolutions that have transformed our country into the nation it is today. Units progress through the course by taking an in-depth look at events such as those surrounding the creation of the Constitution, the Civil War, our nation's involvement in World War I and II, as well as cultural aspects of our society. From writing about life in the colonies to analyzing landmark Supreme Court decisions, students are better equipped to compare what happened in yesterday's world with what is going on in our modern era. Throughout this Honors course, students continuously analyze primary and secondary sources relating to the period of study. Incorporating activities from other disciplines gives students the opportunity to connect history to other subjects. Students read excerpts from novels like Upton Sinclair's *The Jungle*, and poetry such as "The New Colossus" by Emma Lazarus. Activities such as writing a petition and analyzing various Presidents' speeches encourage students to perform throughout the course at a higher level.

### **SURVEY OF WORLD HISTORY HONORS**

From the first civilizations through today's society, students will embark on a more rigorous yearlong study of our world's history. Students investigate classical civilizations in the Middle East, Africa, Europe, and Asia while exploring the economic, political, and social revolutions that have transformed human history. Units progress through the course by touching on world wars, imperialism, and cultural aspects of each region's society. From creating an explorer's notebook to mapping out how Europe changed after World War II, students are better equipped to compare what happened in yesterday's world with what is going on in our modern era. Throughout this Honors course, students continuously analyze primary and secondary sources relating to the region and era of study. Incorporating activities from other disciplines gives students the opportunity to connect history to other subjects. Students read excerpts from novels such as Charles Dickens' *Hard Times* and excerpts from memoirs like that of Ji-li Jiang's, titled *Red Scarf Girl*. Projects such as writing a summary of a current event based on an ancient religion encourage students to perform throughout the course at a higher level.

### **UNITED STATES GOVERNMENT HONORS**

From the origins of democracy through our nation's public policies, students will take part in a more rigorous semester long study of the principles and procedures of the United States' government. Students begin by taking an in-depth look at the creation of the Constitution and analyze the Amendments contained therein. Supreme Court cases that have challenged what our constitutional rights are and their lasting impact is the next topic covered in the course. Students then study the structure and duties of our government, including writing an informative essay about a federal agency. Students then explore the duties of an American citizen and finally examine the various public policies our government is responsible for. From writing about the purpose of government to analyzing landmark Supreme Court decisions, students are better equipped to understand how the federal, state, and local governments work as well as how citizens should engage with each other in today's society. Throughout this Honors course, students continuously analyze primary and secondary sources, including political cartoons, essays, and judicial opinions. Projects such as creating a political cartoon and taking part in a debate about voter ID laws encourage students to perform throughout the course at a higher level.

### **UNITED STATES HISTORY I HONORS**

From the first colonial settlements through the Gilded Age and industrialization, students will embark on a more rigorous yearlong study of the beginnings of our nation's history. Students investigate the political, social, cultural, intellectual, and technological revolutions of the United States that have helped to lay the foundation of our country. Units progress through the course by

starting with an in-depth look at the first settlements and European explorations that eventually led to colonization. Students study the events and outcomes of the American Revolution, as well as the creation of the Constitution and the beginnings of our government. Manifest destiny and slavery are the next topics students analyze that lead into a closer look at the Civil War and how it changed our nation. From writing about the Lincoln-Douglas debates to analyzing the effects of immigration and urbanization, students are better equipped to understand what happened during our nation's beginnings. Throughout this Honors course, students continuously analyze primary and secondary sources relating to the period of study. Incorporating activities from other disciplines gives students the opportunity to connect history to other subjects. Students read selections like "Your People Live Only Upon Cod," and poetry such as "The New Colossus" by Emma Lazarus. Activities such as writing a personal narrative as either a slave or newly freed person and analyzing a report on child labor encourage students to perform throughout the course at a higher level.

### **UNITED STATES HISTORY II HONORS**

From the Industrial Revolution through today's society, students will embark on a more rigorous yearlong study of our country's modern history. Students investigate the economic, political, and social revolutions that have transformed our country into the nation it is today. Units progress through the course by taking an in-depth look at events such as those surrounding our nation's expansion westward, civil rights in various eras, our nation's involvement in World War I and II, as well as cultural aspects of our society. From analyzing landmark Supreme Court decisions to writing about advancements in technology, students are better equipped to compare what happened in yesterday's world with what is going on in our modern era. Throughout this Honors course, students continuously analyze primary and secondary sources relating to the period of study. Incorporating activities from other disciplines gives students the opportunity to connect history to other subjects. Students read excerpts from novels like Upton Sinclair's *The Jungle*, and Geronimo's autobiography, *Story of His Life*. Activities such as writing about how the frontier is part of America's history and national character and analyzing various Presidents' speeches encourage students to perform throughout the course at a higher level.

# Social Emotional Learning

The SEL content library includes nine full courses from Purpose Prep, as well as content from those courses organized into smaller modules for intervention and prevention. This content is available natively in the Edgenuity LMS so that it can be fully customized and combined with content from other Edgenuity content libraries and courses. The stand-alone course *Look Deeper: Race* from Point Made Learning is available separately and runs as a non-customizable course offering in the Edgenuity LMS.



## CHARACTER & LEADERSHIP DEVELOPMENT

In this course, students will learn what leadership looks like in a 21st-century world, how new generations are adapting to lasting principles and how to influence others and take on a leadership role in their own community. The course begins with providing students the opportunity to identify and write out their life vision, mission, and purpose and begin to understand the value of making memories, having adventures, and creating meaningful experiences. Upon completion of this course, students will have a clear understanding of what it takes to have an impact on their family, friends, and peers, as well as a personal action plan of practical steps they can take to reach their goals.

## CLIMATE & CULTURE TRANSFORMATION

Climate & Culture Transformation is a course designed to teach students the different aspects of health and safety, relationship support, social awareness, and equity, inclusion, & diversity. The climate and culture of a school, community, or relationship are all based on mutual and self-respect, perspective-taking, healthy communication, and positive values. In this course, students are challenged to reflect on and learn more about themselves and others, as well as how to advocate for safer and more supportive environments. Each lesson is packed with positivity and insight needed to envision a brighter future for all.

## COLLEGE & CAREER READINESS

The content in this course provides instruction on skills essential for students preparing for college and/or a career, including: how to build an effective resume, how to groom and dress in the workplace, the power of networking and how to develop disciplines that lead to success. Now, more than ever, students are told they must be prepared for higher education or a career in a skilled profession.

## MENTAL HEALTH & WELLNESS

Mental Health & Wellness is a course designed to reinforce and empower a student's overall mental health, especially in times of crisis or trauma. This course is designed to help students cope with difficult situations, self-soothe, and manage conflicting emotions. It seeks to give students the tools they need to keep their mind and well-being safe and sound. By participating in this course, students build a framework for citizenship, embrace the value of diversity, and learn how to appropriately use their voice to fight against

injustices. Upon completing this course, students will understand the value of resiliency and how to utilize a framework for working through life challenges, enabling them to lead a meaningful and fulfilling life.

## PERSONAL DEVELOPMENT

Personal Development is a course designed to increase a student's success in school, at work, and in their personal life. Each of the lessons in this course provide students with practical insights, stories, discussion questions, and activities designed to enhance self-awareness, boost self-esteem, and help develop the motivation it takes to overcome personal challenges. By participating in course activities and discussions, students build a valuable record of their goals, dreams, skills, interests, and values. Students will also develop the skills necessary to make informed and responsible decisions about their own well-being, as well as the well-being of others.

## RESTORATIVE PRACTICES & PRINCIPLES

This course is designed to provide individuals with the knowledge and tools to improve and repair relationships between people and communities. It seeks to build social behaviors and treat underlying causes that lead to antisocial behavior, rather than merely punish the misbehavior itself, and restore the trust and harmony in both individuals and relationships after harm is done. By participating in this course, students learn to evaluate the impact that their environment and experiences have on them, and then build purposeful, positive futures for themselves, regardless of their history, circumstance, or past mistakes. This course aims to instill the confidence, inspiration, and wisdom needed to break through any social stereotypes or barriers that stand in the way of reaching their full, best potentials possible.

## SOCIAL AND EMOTIONAL SUCCESS

Social & Emotional Success is a course is designed to strengthen a student's social capacity and their emotional intelligence (EQ). Through a study of mindfulness, students develop a strong sense of self, enabling them to develop successful relationships, make healthy decisions, and achieve their goals. On top of developing EQ skills students will be equipped to handle trauma, developing coping skills, understand the consequences of drugs and how to find help when feeling vulnerable and abused. Upon completing this course,

students will be empowered with the skills to identify problems, utilize critical thinking to evaluate and reflect on solutions, and engineer their own philosophy towards mindfulness.

### TRAUMA-INFORMED LIVING

Trauma-Informed Living is designed to address common mental health issues, provide resources and techniques to healthily process, cope, and heal our emotions, and reduce the stigma of mental health issues in society. There are many common, and normal, mental experiences that individuals face that are misunderstood, undiscussed, and/or untreated, which may lead to long-term and development problems or suicidal thoughts and behaviors. By participating in this course, students learn how to prevent, recognize, and identify different mental health issues, how to navigate the emotions involved, how to seek resources for help with mental health, and how to help others in need do the same. The topics discussed in this course include: personal safety and wellness, self-esteem, potential mental barriers, social-emotional trauma, childhood trauma, mental health disorders, and suicide prevention and awareness.

### UNLOCK YOUR PURPOSE

In this course, students will investigate their why and identify the person they want to become. Yet, no matter how strong their self-awareness is, events will occur that will challenge them. This course allows students to examine what motivates them to keep pressing on and pushing through the pain of growth that is necessary to leading a fulfilling life. By participating in activities and discussions in this course, students build the interpersonal and intrapersonal skills that lead to a life of purpose. Upon completing this course, students will understand how to balance the principles of happiness and success, the importance of helping others, the connection between internal thoughts and external communication, and how to build and maintain healthy relationships.

### “INTERVENTION ON PURPOSE” MODULES

The “Intervention On Purpose” module suite includes selected content from the full Purpose Prep courses, for use in a variety of flexible implementation settings:

- Hopelessness, Sad Feelings & Emotional Thinking
- Anger and Temper Management
- Anxiety
- Bullying & Cyberbullying
- Vision of Self
- Talking to Parents, Adults & Peers: Communication Strategies
- Depression
- Self-Esteem & Self-Worth: How to Be Proud & Love Yourself
- Building Healthy Friendships & Relationships with Healthy Communication
- Getting to Know your Identify & Self
- Impact & Contribute in your Community

- Building Compassion & Empathy for Others
- Death of a Loved One
- Copying & Strategies When Loved Ones Are Incarcerated
- Dealing with Divorce & Separation
- It's not Black & White: Becoming a Dynamic Leader
- Dealing with Rejection
- It's OK if you're Different
- Hope with Teen Pregnancy
- Overcoming Peer Pressure & Bad Memories
- Use your Voice, Speak Out and Don't Stay Silent
- How to Write Life-Changing Goals for Your Future
- Managing Stress and Emotions
- Walking through Forgiveness
- Meditation & Keeping Calm
- Learn to Date Yourself
- Live by Character, Integrity, Principles, Value and Purpose
- Turn your Life Around & Start Again
- Dress & Groom for Success
- Self-Motivate and Create Ambition & Curiosity
- Suicide Prevention & Education
- Substance Abuse
- Resiliency, Elasticity & Coping Strategies
- The Importance of Mentorship
- Identifying your Needs & Limits
- Impulsive Decision-Making to Successful Decision-Making
- Focus & Refocus
- Accepting & Taking Responsibility
- Coping with Grief, Loss and Shame
- Diversity & Inclusion
- Mood & Behavior Management
- Suspension & Expulsion
- Self-Harm and Staying Safe
- Sexual Abuse & Sexual Pressure
- Learned Helplessness
- Primary & Secondary Impacts of Behavior
- Gangs, Guns and Fighting
- Avoiding Exploitation (Human Trafficking)
- How to Return Successfully to School
- Learning Refusal Skills & How to Say No
- Truancy
- Restorative Practices
- Adrenaline and Aggression
- Digital Citizenship & Safety
- Cultural Implications within Family & Learned Behavior
- Swearing & Degrading Words
- An Introduction to Substance Abuse
- Drugs and the Body & Mind
- Stimulants & Depressants (including alcohol)
- Vaping & JUULing
- Drugs & Relationships
- Living Drugs-Free and Overcoming Drugs

**LOOK DEEPER: RACE**

This 3-hour long course guides students and facilitators through examination, conversation, questions and reflections around systemic racism in the United States. In this course, learners will follow and learn with 12 on-screen students through an exploration into bias, race, privilege, racism and more through workshops and facilitated learning experiences. Look Deeper: Race includes a companion course for educators and facilitators to address educator FAQs and concerns around guiding students through the course, facilitating conversations, answering questions they may not know all the answers to, and building confidence in beginning this important work with students.

# Subscription-based Electives



Edgenuity offers a suite of eDynamic Learning electives on a subscription basis, allowing students to pursue a large range of interests in language arts, creative arts, STEM, and CTE. These electives are priced separately by semester enrollment.

## ADVERTISING AND SALES PROMOTION\*

What comes to mind when you think of marketing? Does a favorite commercial jingle begin to play in your head? Or do you recall the irritating phone call from a company trying to sell you software you already have? No matter what your feelings are about it, there's no denying the sheer magnitude of the marketing industry. Every year companies spend \$200 billion promoting their products and services—and that's in the United States alone! Experts estimate that by the time you turn 65, you will have seen nearly 2 million TV commercials, not to mention radio ads, billboards, and online advertisements. You're familiar with what it's like on the receiving end of a company's marketing efforts, but what's it like on the other side? In this Advertising and Sales Promotions course, you'll learn how marketing campaigns, ads, and commercials are conceived and brought to life. You'll meet some of the creative men and women who produce those memorable ads and commercials. And you'll discover career opportunities in the field to help you decide if a job in this exciting, fast-paced industry is in your future!

## AFRICAN-AMERICAN HISTORY\*

How have African Americans shaped the culture of the United States throughout history? Tracing the accomplishments and obstacles of African Americans from the slave trade through emancipation, and to the modern African diaspora, you will learn about the political, economic, social, religious, and cultural factors that have influenced African American life. In African American History, you'll come face to face with individuals who changed the course of history and learn more about slavery, the Civil Rights Movement, and the many contributions of the African American community to American life. You will also explore how the history of African Americans influences current events today.

## AGRISCIENCE I: INTRODUCTION TO AGRISCIENCE\*

In this course, students will learn more about the development and maintenance of agriculture, animal systems, natural resources, and other food sources. Students will also examine the relationship between agriculture and natural resources and the environment, health, politics, and world trade.

## AGRISCIENCE II: SUSTAINING HUMAN LIFE\*

Science and technology are revolutionizing many areas of our lives, and agriculture is no exception! From aquaculture to genetic engineering, agriscience is finding new ways to better produce and manage plants, from the field to the garden. In Agriscience II, you'll build on your existing knowledge of plant science and delve deeper into important areas such as soil science and weed management.

You'll learn more about horticulture and plant science trends from creating hybrid species to growing edible plants in unlikely places.

## AMERICAN SIGN LANGUAGE 1

This beginning of this full-year course will introduce you to vocabulary and simple sentences, so that you can start communicating right away. Importantly, you will explore Deaf culture: social beliefs, traditions, history, values and communities influenced by deafness. The second semester will introduce you to more of this language and its grammatical structures.

## AMERICAN SIGN LANGUAGE 2

In this course, students will build on the skills they learned in American Sign Language 1 and explore the long and rich history of Deaf culture and language. They will expand their knowledge of the language as well as their understanding of the world in which it is frequently used. Students will grow their sign vocabulary and improve their ability to interact using facial expressions and body language. They will also learn current trends in technology within ASL as well as potential education and career opportunities.

## ANIMATION\*

Do you wonder what it would be like to create the next blockbuster animated movie or do you want to make the next big video game? Do you have an eye for drawing, technology, and timing? If so, Animation is the course for you! You will learn how to use animation tools to conceptualize and bring your creations to life. You'll learn the ins and outs of creating 2D and 3D animation, from start to finish. You'll even begin working on our own design portfolio and get hands on experience with creating your own animation projects. Learning about Animation could lead to a thriving career in the growing world of technology and animation.

### Required materials:

- The following free, cross-platform programs will need to be downloaded for use during the course (programs will run on Windows XP and higher, Linux, and Mac computers, not tablets or phones):
    - Tupi 2D Magic
    - Blender
    - DaVinci Resolve
  - Materials Required for Unit 1:
    - Modeling clay (optional)
    - Camera (can be an actual camera or a camera on a tablet or device)
    - Scissors
- 102
- Stiff paper or cardboard

- Glue or tape
- Thumbtack or pushpin
- Mirror

### **ANTHROPOLOGY I: UNCOVERING HUMAN MYSTERIES\***

The aim of anthropology is to use a broad approach to gain an understanding of our past, present and future, and in addition address the problems humans face in biological, social and cultural life. This course will explore the evolution, similarity and diversity of humankind through time. It will look at how we have evolved from a biologically and culturally weak species to one that has the ability to cause catastrophic change. Exciting online video journeys to different areas of the anthropological world are just one of the powerful learning tools utilized in this course.

### **ANTHROPOLOGY II: MORE HUMAN MYSTERIES UNCOVERED\***

Anthropology has helped us better understand cultures around the world and through different time period. This course continues the study of global cultures and the ways that humans have made sense of their world. We will examine some of the ways that cultures have understood and gave meaning to different stages of life and death. The course will also examine the creation of art within cultures and examine how cultures evolve and change over time. Finally, we will apply the concepts and insights learned from the study of anthropology to several cultures found in the world today.

### **ARCHAEOLOGY: DETECTIVES OF THE PAST\***

George Santayana once said, “Those who cannot remember the past are condemned to repeat it.” The field of archaeology helps us to better understand the events and societies of the past that have helped to shape our modern world. This course focuses on this techniques, methods, and theories that guide the study of the past. Students will learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved. Finally, students will learn about the relationship of material items to culture and what we can learn about past societies from these items.

### **ASTRONOMY: EXPLORING THE UNIVERSE\***

Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe that surrounds us. This course will introduce students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, students will examine the life cycle of stars, the properties of planets, and the exploration of space.

### **BIOTECHNOLOGY: UNLOCKING NATURE'S SECRETS**

Can we bring back extinct species? Will the cures for cancer, malaria,

and other diseases come from the combination of natural materials and new technologies? How is science changing the foods we eat? Welcome to the world of biotechnology! In this course, you will explore the history of biotechnology, including early attempts at food preservation, the development of antibiotics, and changes to food crops around the world. You'll also learn more about some of the challenges of biotechnology, such as the growth of antibiotic resistant bacteria and questions about the safety of commercially produced genetically modified organisms (GMOs). Finally, you'll research new biotechnologies and how they are changing the world we live in.

### **CAREERS IN CRIMINAL JUSTICE\***

The criminal justice system offers a wide range of career opportunities. In this course, students will explore different areas of the criminal justice system, including the trial process, the juvenile justice system, and the correctional system.

### **CONCEPTS OF ENGINEERING AND TECHNOLOGY\***

Each day, we are surrounded by technology and engineering projects. From our phones to the bridges we drive over, engineering and technology influence many parts of our lives. In Concepts of Engineering and Technology, you will learn more about engineering and technology careers and what skills and knowledge you'll need to succeed in these fields. You'll explore innovative and cutting-edge projects that are changing the world we live in and examine the design and prototype development process. Concepts of Engineering and Technology will also help you understand the emerging issues in this exciting career field.

### **COSMETOLOGY: CUTTING EDGE STYLES**

Interested in a career in cosmetology? This course provides an introduction to the basics of cosmetology. Students will explore career options in the field of cosmetology, learn about the common equipment and technologies used by cosmetologists, and examine the skills and characteristics that make someone a good cosmetologist. Students will also learn more about some of the common techniques used in caring for hair, nails, and skin in salons, spas, and other cosmetology related businesses.

### **COSMETOLOGY 2: THE BUSINESS OF SKIN AND NAIL CARE\***

Helping people put their best face forward is a growing, vibrant industry which needs skilled and personable professionals well-versed in the latest trends and technological advances. In this course, students will experience what the day-to-day life of a cosmetologist is like. They will discover that cosmetology is much more than knowing and applying techniques. Additionally, students will explore skin care and facials, learn how to give manicures and pedicures and how to apply artificial nails, and gain an understanding of different hair removal techniques.

## CREATIVE WRITING\*

For many hundreds of years, literature has been one of the most important human art forms. It allows us to give voice to our emotions, create imaginary worlds, express ideas, and escape the confines of material reality. Through creative writing, we can come to understand ourselves and our world a little bit better. This course provides students with a solid grounding in the writing process, from finding inspiration to building a basic story to using complicated literary techniques and creating strange hybrid forms of poetic prose and prose poetry. By the end of this course, students will learn how to discover their creative thoughts and turn those ideas into fully realized pieces of creative writing.

## CRIMINOLOGY: INSIDE THE CRIMINAL MIND\*

In today's world, crime and deviant behavior rank at or near the top of many people's concerns. In this course, we will study the field of Criminology – the study of crime. We will look at possible explanations for crime from the standpoint of psychological, biological and sociological perspectives, explore the categories and social consequences of crime, and investigate how the criminal justice system handles not only criminals, but also their misdeeds. Why do some individuals commit crimes why others do not? What aspects in our culture and society promote crime and deviance? Why are different punishments given for the same crime? What factors... from arrest to punishment...help shape the criminal case process?

## CULINARY ARTS

Food is all around us—we are dependent on it and we enjoy it. This course will give you the basic fundamentals to start working in the kitchen and gaining experience as you explore and establish your talents for cooking and preparing food in a creative and safe way. You will learn safety measures as well as enhance your knowledge of various types of foods and spices. If you enjoy hands-on learning and want to deepen your knowledge about culinary arts, this is a great course to start.

## CYBERSECURITY I

We depend more and more on the technologies we interact with every day, and we put more and more of our personal data out there online. Can all of that data really be kept “secret”? We all need to know more about how to protect our personal information, especially given how much we rely on and use our network devices and media. You'll learn about the various parts of your computer, how they work together, and how you can manipulate them to keep your data safe. You'll also dive into the tools, technologies, and methods that will help protect you from an attack and discover the many opportunities in the rapidly growing field of cybersecurity.

## DIGITAL PHOTOGRAPHY I: CREATING IMAGES WITH IMPACT!

Have you ever wondered how photographers take such great pictures? Have you tried to take photographs and wondered why they didn't seem to capture that moment that you saw with

your eyes? The Digital Photography I course focuses on the basics of photography, including building an understanding of aperture, shutter speed, lighting, and composition. Students will be introduced to the history of photography and basic camera functions. Students will use the basic techniques of composition and camera functions to build a portfolio of images, capturing people, landscapes, close-up, and action photographs.

### Required materials:

- Manual camera or digital camera with manual settings (the camera needs to allow for the mode, shutter speed, and aperture to be adjusted) A Smartphone may be used for most required tasks, however, appropriate applications will need to be installed to allow the student to make the necessary adjustments to the camera mode, shutter speed, and aperture.
- Tripod (or necessary item(s) to create a stable foundation)
- Reflector (white paper, poster board,sheets, or a wall)
- Image editing software
- Access to a slideshow application, such as PowerPoint

## DIGITAL PHOTOGRAPHY II: DISCOVERING YOUR CREATIVE POTENTIAL \*

In today's world, photographs are all around us, including in advertisements, on websites, and hung on our walls as art. Many of the images that we see have been created by professional photographers. In this course, we will examine various aspects of professional photography, including the ethics of the profession, and examine some of the areas that professional photographers may choose to specialize in, such as wedding photography and product photography. We will also learn more about some of the most respected professional photographers in history and we will learn how to critique photographs in order to better understand what creates an eye catching photograph.

### Required materials:

- Digital camera: “point and shoot” or above. A Smartphone may be used for most required tasks, however, appropriate applications will need to be installed to allow the student to make the necessary adjustments to the camera mode, shutter speed, and aperture.
- One frame (of your choice) to display a photograph on the wall
- 3M strip (or something similar)
- Image editing software capable of the following:
  - cropping
  - changing a photo to black and white
  - adjusting color and brightness
  - resizing images
  - applying filters and special effects like texture or glitter
  - creating layers

## EARLY CHILDHOOD EDUCATION

Want to have an impact on the most important years of human development? Students will learn how to create fun and educational environments for children, how to keep the environment safe for children, and how to encourage the health and well-being of infants, toddlers, and school-aged children.

## FASHION AND INTERIOR DESIGN\*

Do you have a flair for fashion? Are you constantly redecorating your room? If so, the design industry might just be for you! In this course, you'll explore what it is like to work in the industry by exploring career possibilities and the background that you need to pursue them. Get ready to try your hand at designing as you learn the basics of color and design then test your skills through hands-on projects. In addition, you'll develop the essential communication skills that build success in any business. By the end of the course, you'll be well on your way to developing the portfolio you need to get your stylishly clad foot in the door of this exciting field.

### Required Materials:

- Clothing items
- Sewing machine
- Digital camera
- Thread
- Fabric
- Clothing Patterns
- Measuring tape
- Sketchpad
- Paper
- Scissors

## FORENSIC SCIENCE I: SECRETS OF THE DEAD\*

Fingerprints. Blood spatter. DNA analysis. The world of law enforcement is increasingly making use of the techniques and knowledge from the sciences to better understand the crimes that are committed and to catch those individuals responsible for the crimes. Forensic science applies scientific knowledge to the criminal justice system. This course focuses on some of the techniques and practices used by forensic scientists during a crime scene investigation (CSI). Starting with how clues and data are recorded and preserved, the student will follow evidence trails until the CSI goes to trial, examining how various elements of the crime scene are analyzed and processed.

## FORENSIC SCIENCE II: MORE SECRETS OF THE DEAD\*

Although the crime scene represents the first step in solving crimes through forensic science, the crime laboratory plays a critical role in the analysis of evidence. This course focuses on the analysis of evidence and testing that takes place within this setting. We will

examine some of the basic scientific principles and knowledge that guides forensic laboratory processes, such as those testing DNA, toxicology, and material analysis. Techniques such as microscopy, chromatography, odontology, entomology, mineralogy, and spectroscopy will be examined.

## GAME DESIGN I\*

The possibilities are endless when it comes to video game design! Learn about the history of gaming, software and hardware, trouble shooting, and Internet safety. Tap into your creative abilities and learn the necessary technical skills to design your own gaming platforms and create a plan for a 2D game. Turn your hobby into a future career.

### Required Materials:

- Computer with:
  - internet access
  - slide show program
  - word processing program
  - Unity LTS Release 2017.4.0f1
  - OS: Windows 7 SP1+, 8, 10, 64-bit versions only; Mac OS X 10.9+. Server versions of Windows & OS X are not tested.
  - GPU: Graphics card with DX10 (shader model 4.0) capabilities.
- Timing device (smartphone, stopwatch, or kitchen timer)
- Photo and video equipment
  - May be a digital camera, a phone with a camera or a computer camera
- Several (10-20) pieces of blank paper
- Pencil and/or pen

### Optional Materials:

For students who prefer to complete activities/lab by hand:

- Poster board or butcher paper
- Markers, crayons, colored pencils
- A printer

## GAME DESIGN II\*

Explore all things related to video game design. Gain skills to conceptualize, design, and fully create a video game. Explore software and hardware, sharpen your coding skills, learn about storylines, player progression, and algorithmic decision making. Analyze a variety of game play components.

### Required Materials

- Computer with:
  - OS: Windows 7 SP1+, 8, 10; Mac OS X 10.8+.
  - Windows XP & Vista are not supported; and server versions of Windows & OS X are not tested.
  - Firefox or Chrome browser for Audio App used in Unit 1
  - GPU: Graphics card with DX9 (shader model 3.0) or DX11 with feature level 9.3 capabilities.
- More advanced gaming prototypes may require more advanced

hardware! You must have the ability to download software onto your computing device.

- Audio Recording device (microphone, etc.)
- Mouse/trackball with scroll wheel

### **GOTHIC LITERATURE: MONSTER STORIES\***

From vampires to ghosts, these frightening stories have influenced fiction writers since the 18th century. This course will focus on the major themes found in Gothic literature and demonstrate how the core writing drivers produce, for the reader, a thrilling psychological environment. Terror versus horror, the influence of the supernatural, and descriptions of the difference between good and evil are just a few of the themes presented. By the time students have completed this course, they will have gained an understanding of and an appreciation for the complex nature of dark fiction.

### **GREAT MINDS IN SCIENCE: IDEAS FOR A NEW GENERATION\***

Is there life on other planets? What extremes can the human body endure? Can we solve the problem of global warming? Today, scientists, explorers, and writers are working to answer all of these questions. Like Edison, Einstein, Curie, and Newton, the scientists of today are asking questions and working on problems that may revolutionize our lives and world. This course focuses on 10 of today's greatest scientific minds. Each unit takes an in-depth look at one of these individuals, and shows how their ideas may help to shape tomorrow's world.

### **HISTORY OF THE HOLOCAUST\***

Holocaust education requires a comprehensive study of not only times, dates, and places, but also the motivation and ideology that allowed these events. In this course, students will study the history of anti-Semitism; the rise of the Nazi party; and the Holocaust, from its beginnings through liberation and the aftermath of the tragedy. The study of the Holocaust is a multi-disciplinary one, integrating world history, geography, American history, and civics. Through this in-depth, semester-long study of the Holocaust, high school students will gain an understanding of the ramifications of prejudice and indifference, the potential for government-supported terror, and they will get glimpses of kindness and humanity in the worst of times.

### **HOSPITALITY & TOURISM: TRAVELING THE GLOBE\***

With greater disposable income and more opportunities for business travel, people are traversing the globe in growing numbers. As a result, hospitality and tourism is one of the fastest growing industries in the world. This course will introduce students to the hospitality and tourism industry, including hotel and restaurant management, cruise ships, spas, resorts, theme parks, and other areas. Students will learn about key hospitality issues, the development and management of tourist locations, event planning, marketing, and environmental issues related to leisure and travel. The course also examines some current and future trends in the field.

## **HOSPITALITY AND TOURISM 2: HOTEL AND RESTAURANT MANAGEMENT**

In this course, students will learn about what makes the hotel and restaurant industries unique. They will learn about large and small restaurants, boutique and resort hotels, and their day-to-day operations. Students will evaluate the environment for these businesses by examining their customers and their competition. As well, they will discover trends and technological advances that makes each industry exciting and innovative. Students will explore a variety of interesting job options from Front Desk and Concierge services to Front-of-House and Food Service.

### **Required Materials:**

- Computer with:
  - Internet access
  - Slideshow program like Keynote or PowerPoint
  - Word processing program like Microsoft Word
- Video recording device
  - Digital camera, cell phone, or computer with video capabilities
- Audio recording device
  - Computer, cell phone app, or handheld voice recorder
- A friend or family member to assist with various activities/labs
- A real or fake telephone to use as a prop

### **Optional Materials:**

(only needed if student will not create labs/activities digitally)

- Craft materials:
  - Crayons, markers, colored pencils
  - Glue
  - Scissors
- Poster board or butcher paper
- Printer

### **INTERNATIONAL BUSINESS:**

#### **GLOBAL COMMERCE IN THE 21ST CENTURY\***

From geography to culture Global Business is an exciting topic in the business community today. This course is designed to help students develop the appreciation, knowledge, skills, and abilities needed to live and work in a global marketplace. It takes a global view on business, investigating why and how companies go international and are more interconnected.

The course further provides students a conceptual tool by which to understand how economic, social, cultural, political and legal factors influence both domestic and cross-border business. Business structures, global entrepreneurship, business management, marketing, and the challenges of managing international organizations will all be explored in this course. Students will cultivate a

mindfulness of how history, geography, language, cultural studies, research skills, and continuing education are important in both business activities and the 21st century.

### **INTRODUCTION TO FORESTRY AND NATURAL RESOURCES\***

Forests and other natural resources play an important role in our world, from providing lumber and paper products to providing habitat for birds and animals. In the Introduction to Forestry and Natural Resources course, you'll learn more about forest ecology, management, and conservation. You'll explore topics such as environmental policy, land use, water resources, and wildlife management. Finally, you'll learn more about forestry related careers and important issues facing forestry professionals today.

#### **Required Materials**

- A digital camera or camera phone
- Approximately 1 cup of soil
- A clear glass jar with a lid
- Water to fill the jar
- A ruler or tape measure
- Marker or tape
- Supplies for an experiment of the student's choice
- Samples of water from three different water sources
- 3 clear glass containers with lid

### **INTRODUCTION TO MANUFACTURING: PRODUCT DESIGN & INNOVATION\***

Think about the last time you visited your favorite store. Have you ever wondered how the products you buy make it to the store shelves? Whether it's video games, clothing, or sports equipment, the goods we purchase must go through a manufacturing process before they can be marketed and sold. In this course, you'll learn about the types of manufacturing systems and processes used to create the products we buy every day. You'll also be introduced to the various career opportunities in the manufacturing industry including those for engineers, technicians, and supervisors. As a culminating project, you'll plan your own manufacturing process for a new product or invention! If you thought manufacturing was little more than mundane assembly lines, this course will show you just how exciting and fruitful the industry can be.

### **INTRODUCTION TO MILITARY CAREERS\***

You've probably seen an old movie about a hotshot naval aviator, or perhaps a more recent film about the daring actions of Special Forces operatives. But do you really know what careers the military can offer you? Introduction to Military Careers will provide the answers. The military is far more diverse and offers many more career opportunities and tracks than most people imagine. In Introduction to Military Careers, you'll learn not only about the

four branches of the military (and the Coast Guard) but also about the types of jobs you might pursue in each branch. From aviation to medicine, law enforcement to dentistry, the military can be an outstanding place to pursue your dreams.\

### **INTRODUCTION TO RENEWABLE TECHNOLOGIES\***

Interested in transforming energy? With concerns about climate change and growing populations' effects on traditional energy supplies, scientists, governments, and societies are increasingly turning to renewable and innovative energy sources. In the Introduction to Renewable Technologies course, you'll learn all about the cutting-edge field of renewable energy and the exciting new technologies that are making it possible. You'll explore new ways of generating energy and storing that energy, from biofuels to high-capacity batteries and smart electrical grids. You'll also learn more about the environmental and social effects of renewable technologies and examine how people's energy decisions impact policies.

### **INTRODUCTION TO SOCIAL MEDIA\***

Have a Facebook account? What about Twitter? Whether you've already dipped your toes in the waters of social media or are still standing on the shore wondering what to make of it all, learning how to interact on various social media platforms is crucial in order to survive and thrive in this age of digital communication. In this course, you'll learn the ins and outs of social media platforms such as Facebook, Twitter, Pinterest, Google+, and more. You'll also discover other types of social media you may not have been aware of and how to use them for your benefit—personally, academically, and eventually professionally as well. If you thought social media platforms were just a place to keep track of friends and share personal photos, this course will show you how to use these resources in much more powerful ways.

### **JOURNALISM: INVESTIGATING THE TRUTH**

If you're the first to know what's going on in your school or town, or the first to post on Facebook or Instagram about your favorite TV shows or favorite celebrities, then you're just the person that every online, in-print, and broadcast news outlet is looking for. And Journalism: Investigating the Truth is the perfect course for you! In this course, you'll learn how to write a lead that grabs your readers, how to write engaging news stories and features, and how to interview sources. You'll also learn about the history of journalism, how to succeed in the world of social media news, and how to turn your writing, photography, and people skills into an exciting and rewarding career.

### **LAW & ORDER: INTRODUCTION TO LEGAL STUDIES\***

Every society has laws that its citizens must follow. From traffic laws to regulations on how the government operates, laws help provide society with order and structure. Our lives are guided and regulated by our society's legal expectations. Consumer laws help protect us from faulty goods; criminal laws help to protect society from individuals who harm others; and family law handles the arrangements and issues that arise in areas like divorce

and child custody. This course focuses on the creation and application of laws in various areas of society. By understanding the workings of our court system, as well as how laws are actually carried out, we become more informed and responsible citizens in our communities and of our nation.

### **MARINE SCIENCE: SECRETS OF THE DEEP BLUE**

Have you wondered about the secrets of the deep and how the creatures below the ocean's surface live and thrive? Understand more about the aquatic cycles, structures, and processes that generate and sustain life in the sea.

### **MIDDLE SCHOOL 2D STUDIO ART\***

Journey inside the art studio and learn to bring your 2D art visions to life. Whatever medium you prefer, painting or drawing, this course will help you hone your 2D art skills. Learn the elements and principles needed to logistically create art; explore your artistic inspirations; view art from different ages and cultures; gain insight about the art of critiquing.

#### **Required Materials:**

- Various sizes of white drawing paper
- Various sizes of colored paper
- Paintbrushes in varying sizes
- Empty cans or jars to wash paintbrushes
- Ruler and/or protractor
- Erasers
- Scissors
- Miscellaneous household objects to use for still life art
- Digital camera, camera phone, or other type of camera
- Paint: (two or more of the following)
  - Tempera Paint • Acrylic Paint • Watercolor • Ink Wash • Oil Paint
- Drawing Tools: (two or more of the following)
  - Pastels • Charcoal • Markers • Colored Pencil • Crayons

### **MIDDLE SCHOOL CODING**

In this course, students will learn all about the technology they use in their day-to-day life as well as explore how the internet functions. The course includes an introduction to the basics of computer science as students discover how to create and build websites using HTML and CSS. They will also become familiar with programming languages like JavaScript and Python. Students will leave the course with a portfolio of work that will showcase their skills.

#### **Required Materials:**

- Laptop with internet access

### **MIDDLE SCHOOL DIGITAL ART AND DESIGN\***

Digital art and design involves everything from advertising to animation

to photography and more. In this course, you'll learn about the evolution of art; the basic principles of art and design; the role of art in politics and society; and how to create digital art and make it come alive.

#### **Required Materials:**

- Unit 2
  - Digital camera or cell phone with a camera feature (requires uploading digital photographs taken by student)
- Unit 3
  - Drawing paper and colored pencils or markers or drawing software (requires creating a logo)
- Unit 5
  - Drawing paper and colored pencils or markers or drawing software or animations software (requires creating a character that could be animated)
- Unit 6
  - A computer or phone with a recording feature/app (will need to record a "radio" commercial)

### **MIDDLE SCHOOL EXPLORING MUSIC\***

Learn about how we hear music, its history and culture, and how it affects our lives. Explore the elements of music, such as rhythm, pitch, and harmony, while discovering more about musical genres, singing and your voice, instruments, and musical composition. Tune up your understanding and appreciation for all things musical.

### **MIDDLE SCHOOL JOURNALISM: TELL YOUR STORY**

Who? What? When? Where? Journalism provides us with the answers to these questions for the events that affect our lives. In this course, students will learn how to gather information, organize ideas, format stories for different forms of news media, and edit their stories for publication. The course will also examine the historical development of journalism and the role of journalism in society.

### **MIDDLE SCHOOL PHOTOGRAPHY: DRAWING WITH LIGHT**

Students see photographs every day on television, on the Internet, and in magazines and newspapers. What makes a great photograph? How did the artist capture a story? What makes a great picture? What are careers in photography? In this course, students learn and apply fundamental skills to use a camera and take photographs of animals, people, and landscapes. Students gain an understanding of how photography can be a means of documentation or high art. Students examine photographic careers and explore self-reflection to progress their creative growth as they develop a photographic portfolio. This course helps students select subjects, take a photograph, and print and display memories!

#### **Required Materials:**

- Digital camera: "point and shoot" or above
  - A Smartphone may be used for most required tasks, however, appropriate applications will need to be installed to allow the student to make the necessary adjustments to the camera mode, shutter

speed, and aperture.

- Paper and Pen/Pencil for note taking
- Camera cord to transfer images to the computer
- Image Editing Software
- Lighting tools for side, front, and back lighting

### **MUSIC APPRECIATION: THE ENJOYMENT OF LISTENING\***

Music is part of everyday lives and reflects the spirit of our human condition. To know and understand music, we distinguish and identify cultures on local and global levels. This course will provide students with an aesthetic and historical perspective of music, covering a variety of styles and developments from the Middle Ages through the Twentieth First Century. Students will acquire basic knowledge and listening skills, making future music experiences more informed and satisfying.

### **MYTHOLOGY & FOLKLORE: LEGENDARY TALES\***

Mighty heroes. Angry gods and goddesses. Cunning animals. Since the first people gathered around fires, mythology and folklore has been used as a way to make sense of humankind and our world. Beginning with an overview of mythology and different kinds of folklore, students will journey with ancient heroes as they slay dragons and outwit gods, follow fearless warrior women into battle, and watch as clever monsters outwit those stronger than themselves. They will explore the universality and social significance of myths and folklore, and see how these are still used to shape society today.

### **NATIONAL SECURITY\***

In this course, you will learn the critical elements of this very important career, such as evaluating satellite information, analyzing training procedures, assessing military engagement, and preparing intelligence reports. In addition, you will gain a better understanding of appropriate responses to security threats and how best to coordinate information with other agencies.

### **NUTRITION AND WELLNESS\***

This course takes students through a comprehensive study of nutritional principles and guidelines. Students learn about worldwide views of nutrition, essential nutrient requirements, physiological processes, food labeling, weight management, healthy food choices, fitness, diet-related diseases and disorders, food handling, healthy cooking, nutrition for different populations, and more. Students gain important knowledge and skills to aid them in attaining and maintaining a healthy and nutritious lifestyle.

### **PEER COUNSELING**

Helping people achieve their goals is one of the most rewarding of human experiences. Peer counselors help individuals reach their goals by offering them support, encouragement, and resource information. This course explains the role of a peer counselor,

teaches the observation, listening, and emphatic communication skills that counselors need, and provides basic training in conflict resolution, and group leadership. Not only will this course prepare you for working as a peer counselor, but the skills taught will enhance your ability to communicate effectively in your personal and work relationships.

### **PHILOSOPHY: THE BIG PICTURE\***

This course will take you on an exciting adventure that covers more than 2,500 years of history! Along the way, you'll run into some very strange characters. For example, you'll read about a man who hung out on street corners, barefoot and dirty, pestering everyone he met with questions. You'll learn about another eccentric who climbed inside a stove to think about whether he existed. Despite their odd behavior, these and other philosophers of the Western world are among the most brilliant and influential thinkers of all time. As you learn about these great thinkers, you'll come to see how and where many of the most fundamental ideas of Western Civilization originated. You'll also get a chance to ask yourself some of the same questions these great thinkers pondered. By the time you've "closed the book" on this course, you will better understand yourself and the world around you...from atoms to outer space...and everything in between.

### **PRINCIPLES OF AGRICULTURE, FOOD AND NATURAL RESOURCES\***

Food has to travel from the farm to the table, and in Agriculture and Natural Resources, you will learn about all of the steps in that journey, beginning with the history of agriculture through animal husbandry, plant science, and managing our use of natural resources. In this course, you will receive a broad understanding of the subject matter, preparing you for future hands-on learning, participation in Future Farmers of America, and supervised agricultural experiences.

#### **Required Materials:**

- A digital camera or camera phone
- Supplies for an experiment of the student's choice

### **PRINCIPLES OF PUBLIC SERVICE: TO SERVE AND PROTECT\***

Have you ever wondered who decides where to put roads? Or makes sure that someone answers the phone when you call 911? Or determines that a new drug is safe for the public? These tasks and many more are part of public service, a field that focuses on building healthy societies. Public service includes many different types of careers, but they all have in common the goal of working for others. This course will explore some of the most common career paths in public service. Working for the public also comes with a very specific set of expectations since protecting society is such an important mission. So if you want to work for the greater good, there is probably a public service career for you!

## **PUBLIC SPEAKING**

The art of public speaking is one which underpins the very foundations of Western society. This course examines those foundations in both Aristotle and Cicero's views of rhetoric, and then traces those foundations into the modern world. Students will learn not just the theory, but also the practice of effective public speaking, including how to analyze the speeches of others, build a strong argument, and speak with confidence and flair. By the end of this course, students will know exactly what makes a truly successful speech and will be able to put that knowledge to practical use.

## **REAL WORLD PARENTING\***

What is the best way to care for children and teach them self-confidence and a sense of responsibility? Parenting involves more than having a child and providing food and shelter. Learn what to prepare for, what to expect, and what vital steps parents can take to create the best environment for their children. Parenting roles and responsibilities, nurturing and protective environments for children, positive parenting strategies, and effective communication in parent/child relationships are some of the topics covered in this course.

## **RESTAURANT MANAGEMENT\***

Have you always dreamed of running your own restaurant? Maybe you want to manage a restaurant for a famous chef. What goes on beyond the dining room in a restaurant can determine whether a restaurant is a wild success or a dismal failure. In Restaurant Management, you'll learn the responsibilities of running a restaurant—from ordering supplies to hiring and firing employees. This course covers the different types of restaurants; managing kitchen and wait staff; food safety and hygiene; customer relations; marketing; using a point-of-sale system; scheduling employees; and dealing with difficult guests. Restaurant Management will prepare you for a steady career, whether you plan to buy a fast food franchise, operate a casual sit-down restaurant, or oversee a fine-dining establishment.

### **Required Materials:**

- A digital camera or camera phone
- Ingredients and tools to make a simple food dish of student's choice
- Stove/grill/oven/microwave

## **SOCIAL PROBLEMS I: A WORLD IN CRISIS\***

Students will become aware of the challenges faced by social groups, as well as learn about the complex relationship among societies, governments and the individual. Each unit is focused on a particular area of concern, often within a global context. Possible solutions at both the structural level as well as that of the individual will be examined. Students will not only learn more about how social problems affect them personally, but begin to develop the skills necessary to help make a difference in their own lives and communities, not to mention globally.

## **SOCIAL PROBLEMS II: CRISIS, CONFLICTS & CHALLENGES\***

The Social Problems II course continues to examine timely social issues affecting individuals and societies around the globe. Students learn about the overall structure of the social problem as well as how it impacts their lives. Each unit focuses on a particular social problem, including racial discrimination, drug abuse, the loss of community, and urban sprawl, and discusses possible solutions at both individual and structural levels. For each issue, students examine the connections in the global arena involving societies, governments and the individual.

## **SPORTS AND ENTERTAINMENT MARKETING\***

Have you ever wished to play sports professionally? Have you dreamed of one day becoming an agent for a celebrity entertainer? If you answered yes to either question, then believe it or not, you've been fantasizing about entering the exciting world of sports and entertainment marketing. Although this particular form of marketing bears some resemblance to traditional marketing, there are many differences as well—including a lot more glitz and glamour! In this course, you'll have the opportunity to explore basic marketing principles and delve deeper into the multi-billion dollar sports and entertainment marketing industry. You'll learn about how professional athletes, sports teams, and well known entertainers are marketed as commodities and how some of them become billionaires as a result. If you've ever wondered about how things work behind the scenes of a major sporting event such as the Super Bowl or even entertained the idea of playing a role in such an event, then this course will introduce you to the fundamentals of such a career.

## **VETERINARY SCIENCE: THE CARE OF ANIMALS\***

As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. Taking a look at the pets that live in our homes, on our farms, and in zoos and wildlife sanctuaries, this course will examine some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times we humans as well! Through veterinary medicine and science, the prevention and treatment of diseases and health issues is studied and applied.

## **WORLD RELIGIONS: EXPLORING DIVERSITY\***

Throughout the ages, religions from around the world have shaped the political, social, and cultural aspects of societies. This course focuses on the major religions that have played a role in human history, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, and Taosim. Students will trace the major developments in these religions and explore their relationships with social institutions and culture. The course will also discuss some of the similarities and differences among the major religions and examine the connections and influences they have.

## Instructional Services Electives

Edgenuity's Instructional Services group offers teaching services for almost any course in our regular catalog\*, plus an array of additional electives only available in the Instructional Services model. These additional electives appear on the following pages.

\*AP Biology, Cosmetology, Nursing Assistant, and Pharmacy Technician are not available with Instructional Services.



# Instructional Services Electives



Edgenuity offers a broad catalog of one-semester electives through our Instructional Services group. The content for the following courses is provided by two best-in-class content development organizations: cFitness and eDynamic Learning.

**These courses are available only through Instructional Services, meaning that they must be facilitated by an Edgenuity teacher.** The courses cannot be delivered by a district teacher.

## TO LEARN MORE ABOUT EDGENUITY'S INSTRUCTIONAL SERVICES OFFERING, PLEASE VISIT

[edgenuity.com/services/instructional-services/](https://edgenuity.com/services/instructional-services/)

### ADAPTIVE PE

This course allows for customized exercise requirements based on a student's situation. In addition, students learn the basic skills and information needed to begin a personalized exercise program and maintain an active and healthy lifestyle. Students research the benefits of physical activity and the techniques, principles, and guidelines of exercise to keep them safe and healthy.

### ADVANCED PE 1 & 2

This two-semester course guides students through an in-depth examination of the effects of exercise on the body. Students learn how to exercise efficiently and properly. Basic anatomy, biomechanics, and physiology will serve as a foundation for students to build effective exercise programs. The study of nutrition and human behavior is also an integral part of the course. Students conduct fitness assessments and participate in weekly physical activity.

***\*These courses are recommended for grades 10–12.***

### ANATOMY

In this course, students will explore the anatomy or structure of the human body. In addition to learning anatomical terminology, students will study the main systems of the body—including skeletal, muscular, circulatory, respiratory, digestive, reproductive, and nervous systems. In addition to identifying the bones, muscles, and organs, students will study the structure of cells and tissues within the body.

***\*This course is recommended for grades 10–12.***

### COMPREHENSIVE PE

In this course, students will explore concepts involving personal fitness, team sports, dual sports, and individual and lifetime sports. Students will focus on health-related fitness as they set goals and develop a program to improve their fitness level through cardio, strength, and flexibility training. In addition, they will learn about biomechanics and movement concepts as they enhance their level of skill-related fitness. Students will learn about game play concepts and specifically investigate the rules, guidelines, and skills pertaining to

soccer, softball, volleyball, tennis, walking and running, dance, and yoga. Students take a pre- and post-fitness assessment. Throughout this course, students also participate in a weekly fitness program involving elements of cardio, strength, and flexibility, as well as participating in a variety of dual, individual, and group sport activities.

### CONCEPTS IN FITNESS

This course examines basic concepts in fitness that are important for personal fitness, as well as necessary foundational information for any health or exercise career field. Areas of study include musculoskeletal anatomy and physiology, terms of movement, basic biomechanics, health-related components of fitness, FITT principles, functional fitness skills, safety and injury prevention, posture and technique, nutrition, and weight management.

### CREDIT RECOVERY PE I & 2

Credit Recovery PE is ideal for students who have had prior exposure to physical education yet were unable to receive credit for their previous work. These courses contain all the essential content with reduced coursework. Students learn about the FITT principles, the components of physical fitness, and the benefits of physical activity, as well as the techniques, principles, and guidelines of exercise to keep them safe and healthy. Students participate in weekly physical activity throughout the courses.

***\*This course can be completed in 6–8 weeks.***

### DRUGS & ALCOHOL

This course delves into the types and effects of drugs, including alcohol, tobacco, steroids, over-the-counter drugs, marijuana, barbiturates, stimulants, narcotics, and hallucinogens. Students learn about the physiological and psychological effects of drugs, as well as the rules, laws, and regulations surrounding them. The difference between appropriate and inappropriate drug use will also be discussed. In addition, students will learn about coping strategies, healthy behaviors, and refusal skills to help them avoid and prevent substance abuse, as well as available resources where they can seek help.

## EXERCISE SCIENCE

This course guides students through an in-depth examination of the effects of exercise on the body. Students learn how to exercise efficiently and properly and how to motivate themselves and others. Basic anatomy, biomechanics, and physiology will serve as a foundation for students to build effective exercise programs. The study of nutrition and human behavior is also an integral part of the course to enhance the student comprehension of this multifaceted subject.

*\*This course is recommended for grades 10–12.*

## FAMILY & CONSUMER SCIENCES

This course prepares students with a variety of skills for independent or family living. Topics covered include child care, home maintenance, food preparation, money management, medical management, clothing care, and more. The course also focuses on household, personal, and consumer health and safety. In addition, students learn goal-setting and decision-making skills, as well as explore possible career options.

## FAMILY LIVING & HEALTHY RELATIONSHIPS

In this course, students examine the family unit and characteristics of healthy and unhealthy relationships at different phases of life—including information on self-discovery, family, friendships, dating and abstinence, marriage, pregnancy, and parenthood. Students learn about the life cycle and the different stages of development, from infancy to adulthood. The course also focuses on a variety of skills to improve relationships and family living, including coping skills, communication skills, refusal skills, babysitting, parenting, and healthy living and disease prevention habits.

## FIRST AID & SAFETY

In this course, students learn and practice first aid procedures for a variety of common conditions, including muscular, skeletal, and soft tissue injuries. In addition, students learn how to appropriately respond to a variety of emergency situations. They also learn the procedures for choking and CPR for infants, children, and adults. In addition to emergency response, students will explore personal, household, and outdoor safety and disaster preparedness.

## FITNESS FUNDAMENTALS I

This course is designed to provide students with the basic skills and information needed to begin a personalized exercise program and maintain an active and healthy lifestyle. Students participate in pre- and post-fitness assessments in which they measure and analyze their own levels of fitness based on the five components of physical fitness: muscular strength, endurance, cardiovascular fitness, flexibility, and body composition. In this course, students research the benefits of physical activity, as well as the techniques, principles,

and guidelines of exercise to keep them safe and healthy. Throughout this course students participate in a weekly fitness program involving elements of cardio, strength, and flexibility.

## FITNESS FUNDAMENTALS II

This course takes a more in-depth look at the five components of physical fitness touched on in Fitness Fundamentals I: muscular strength, endurance, cardiovascular health, flexibility, and body composition. This course allows students to discover new interests as they experiment with a variety of exercises in a non-competitive atmosphere. By targeting different areas of fitness, students increase their understanding of health habits and practices and improve their overall fitness level. Students take a pre- and post-fitness assessment. Throughout this course students also participate in a weekly fitness program involving elements of cardio, strength, and flexibility.

## FLEXIBILITY TRAINING

This course focuses on the often-neglected fitness component of flexibility. Students establish their fitness level, set goals, and design their own flexibility training program. They study muscular anatomy and learn specific exercises to stretch each muscle or muscle group. Students focus on proper posture and technique while training. They also gain an understanding of how to apply the FITT principles to flexibility training. This course explores aspects of static, isometric, and dynamic stretching and also touches on aspects of yoga and Pilates. In addition, this course discusses good nutrition and effective cross-training. Students conduct fitness assessments and participate in weekly physical activity.

## GROUP SPORTS

This course provides students with an overview of group sports. Students learn about a variety of sports and do an in-depth study of soccer, basketball, baseball/softball, and volleyball. Students learn not only the history, rules, and guidelines of each sport, but practice specific skills related to each sport. Students also learn about sportsmanship and teamwork. In addition, students study elements of personal fitness, goal setting, sport safety, and sports nutrition. Students conduct fitness assessments and participate in weekly physical activity.

## HEALTH & PERSONAL WELLNESS

This comprehensive health course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Students analyze aspects of emotional, social, and physical health and how these realms of health influence each other. Students apply principles of health and wellness to their own lives. In addition, they study behavior change and set health goals to work on throughout the semester. Additional topics of study include healthy relationships, reproductive health, disease transmission, substance abuse, safety and injury prevention, environmental health, and consumer health.

## HOMEBOUND PE & HEALTH

Homebound options are ideal for students who are momentarily unable to attend their regular school yet wish to maintain their coursework. Students may enroll for a homebound course on a week by week basis for up to sixteen weeks. Throughout the PE course, students participate in regular weekly physical activity, as well as learn about principles of fitness. The health courses focus on a different health/nutrition concept each week.

## HOPE 1 & 2

This two-semester combined health and PE course is based on the Florida course requirements for a health/PE course. Throughout the course, students learn about the various realms of health and how they affect each other. In addition to focusing on mental, social, and physical health, students also learn about consumer and environmental health, personal safety, drugs and alcohol, and reproductive health. Students also engage in a fitness program assessing and analyzing their fitness level, setting goals, establishing a fitness schedule, and engaging in weekly physical activity.

## INDIVIDUAL & DUAL SPORTS 1 & 2

This course provides students with an overview of dual and individual sports. Students learn about a variety of sports and do an in-depth study of martial arts, Pilates, fencing, hiking and orienteering, golf, gymnastics, dual volleyball, and tennis and other racquet sports. Students not only learn the history, rules, and guidelines of each sport, but also practice specific skills related to many of these sports. Students also learn the components of fitness, FITT principles, benefits of fitness, safety and technique, and good nutrition. Students conduct fitness assessments, set goals, and participate in weekly physical activity.

## INTRO TO COACHING

This course focuses on the various responsibilities of a coach and the skills needed to successfully fill this important position. Throughout the course, students will explore various coaching models and leadership styles, sports nutrition, and sports psychology, as well as safety in conditioning and cross-training. Students will learn effective communication, problem-solving, and decision-making skills. The course will also introduce students to game strategy, tactical strategy, skills-based training, and coaching ethics.

## INTRO TO NURSING 1 & 2

This two-semester course introduces students to the field of nursing. In the first semester students will learn about the history and evolution of nursing, education and licensure requirements, career path options, and nursing responsibilities. The course will also focus on foundational information such as basic anatomy, physiology, medical terminology, pharmacology, first aid, and disease prevention. In semester two, students will examine various nursing theories, as well as focus on the nursing process, including assessment, diagnosis, and treatment options. Students will also

learn about professional and legal standards and ethics. Additional skills of communication, teaching, time and stress management, patient safety, and crisis management will be included.

## MIDDLE SCHOOL FITNESS BASICS 1 & 2

This course is designed to provide students with the basic skills and information needed to begin a personalized exercise program and maintain an active and healthy lifestyle. Students participate in pre- and post-fitness assessments in which they measure and analyze their own levels of fitness based on the five components of physical fitness: muscular strength, endurance, cardiovascular fitness, flexibility, and body composition. In this course, students research the benefits of physical activity, as well as the techniques, principles, and guidelines of exercise to keep them safe and healthy. Throughout this course students participate in a weekly fitness program involving elements of cardio, strength, and flexibility.

## MIDDLE SCHOOL INTRO TO GROUP SPORTS 1 & 2

This course provides students with an overview of group sports. Students learn about a variety of sports, and an in-depth study of soccer or basketball in Intro to Group Sports 1 and baseball/softball and volleyball in Intro to Group Sports 2. Students learn the history, rules, and guidelines of each sport, as well as game strategy and the benefits of sports. In addition, students study elements of personal fitness, goal setting, sport safety, and sports nutrition. Students conduct a pre- and post-fitness assessment, as well as participate in regular weekly physical activity as they practice skills related to group sports.

## MIDDLE SCHOOL HEALTH

This comprehensive health course is designed for middle school students. It covers basic information about body systems, disease, and hygiene. Students explore the various realms of health, including mental, social, and emotional health. In addition, students learn important life skills such as decision-making and refusal skills.

## MIDDLE SCHOOL INTRO TO INDIVIDUAL SPORTS 1 & 2

This course provides students with an overview of individual sports. Students learn about a variety of sports, yet do an in-depth study of running, walking, strength training, yoga, dance, biking, swimming, and cross-training. Students learn not only the history, rules, and guidelines of each sport, but practice specific skills related to each sport. Students also learn about the components of fitness, FITT principles, benefits of fitness, safety and technique, and good nutrition. Students conduct fitness assessments and participate in weekly physical activity.

## MIDDLE SCHOOL LIFE SKILLS

This course allows students to explore their personality type and interests, as well as refine important skills that will benefit them throughout their lives, including personal nutrition and fitness skills, time and stress management, communication and healthy

relationships, goal setting, study skills, leadership and service, environmental and consumer health, and personal finances. In addition, students explore possible colleges and careers that match their needs, interests, and talents.

### **OUTDOOR SPORTS**

This course provides students with an overview of dual and individual sports. Students learn about a variety of sports, and do an in-depth study of hiking and orienteering, golf, and dual volleyball. Students learn not only the history, rules, and guidelines of each sport, but practice specific skills related to many of these sports. Students also learn the FITT principles, benefits of fitness, and safety and technique. Students conduct fitness assessments, set goals, and participate in weekly physical activity.

### **PHYSIOLOGY**

In this course, students will examine the functions of the body's biological systems—including skeletal, muscular, circulatory, respiratory, digestive, endocrine, nervous, and reproductive systems. In addition to understanding the function of each system, students will learn the function of cells, blood, and sensory organs, as well as study DNA, immunity, and metabolic systems.

***\*This course is recommended for grades 10–12. Anatomy is a recommended prerequisite.***

### **PERSONAL TRAINING**

This course examines the role and responsibilities of a personal trainer. Students will learn the steps to become a personal trainer, including performing fitness assessments, designing safe and effective workouts, and proper nutrition principles. Concepts of communication and motivation will be discussed, as well as exercise modifications and adaptations for special populations. Students will also examine certification requirements, business and marketing procedures, and concerns about liability and ethics. In addition, throughout the course students will be able to explore various exercises, equipment, and tools that can be used for successful personal training.

***\*This course is recommended for grades 10–12. Concepts in Fitness is a recommended prerequisite to this course.***

### **RUNNING**

This course is appropriate for beginning, intermediate, and advanced runners and offers a variety of training schedules for each. In addition to reviewing the fundamental principles of fitness, students learn about goals and motivation, levels of training, running mechanics, safety and injury prevention, appropriate attire, running in the elements, good nutrition and hydration, and effective cross-training. While this course focuses mainly on running for fun and fitness, it also briefly explores the realm of competitive racing. Students conduct fitness assessments and participate in weekly physical activity.

### **SPORTS OFFICIATING**

In this course, students will learn the rules, game play, and guidelines for a variety of sports, including soccer, baseball, softball, basketball, volleyball, and football. In addition, they will learn the officiating calls and hand signals for each sport, as well as the role a sport official plays in maintaining fair play.

### **STRENGTH TRAINING**

This course focuses on the fitness components of muscular strength and endurance. Students establish their fitness level, set goals, and design their own resistance training program. They study muscular anatomy and learn specific exercises to strengthen each muscle or muscle group. Students focus on proper posture and technique while training. They also gain an understanding of how to apply the FITT principles and other fundamental exercise principles, such as progression and overload and strength training. This course also discusses good nutrition and effective cross-training. Students take a pre- and post-fitness assessment. Students conduct fitness assessments and participate in weekly physical activity.

***\*This course is recommended for grades 10–12.***

### **WALKING FITNESS**

This course helps students establish a regular walking program for health and fitness. Walking is appropriate for students of all fitness levels and is a great way to maintain a moderately active lifestyle. In addition to reviewing fundamental principles of fitness, students learn about goals and motivation, levels of training, walking mechanics, safety and injury prevention, appropriate attire, walking in the elements, good nutrition and hydration, and effective cross-training. Students take a pre- and post-fitness assessment. Throughout this course students also participate in a weekly fitness program involving walking as well as elements of resistance training and flexibility.

# Additional Courses Available through Edgenuity Partners

## EDGEUNITY PARTNERSHIPS: STRENGTHENING OUR COMMITMENT TO YOU

As your partner in education, Edgenuity is committed to providing high-quality learning solutions to promote your students' success. We partner with industry leaders who share this vision, giving you greater access to content and tools to accomplish your goals. We constantly engage with educators and district leaders to better understand how we can improve the learning experience for students and teachers. By listening carefully to feedback, we're able to cultivate partnerships with content, assessment, and data management providers so that you have the flexibility to meet student needs effectively and efficiently.

**The following courses in this section are offered by Edgenuity through our partners, and run on third-party learning management systems.**





# Driver's Ed Online Courses

In partnership with DriversEd.com, Edgenuity offers online driver's education for students in Arizona, California, Colorado, Georgia, Idaho, Indiana, Nevada, Ohio, Oklahoma, Pennsylvania, Texas, and Wisconsin.

## HOW DOES ONLINE DRIVER'S EDUCATION WORK?

The lessons students learn in this course will help keep them safe behind the wheel for a lifetime. With rigorous and engaging instruction and activities, this course keeps students focused while they learn the rules of the road and includes:

- Interactive lessons
- Driver training guides
- Teaching videos and 3D animations
- Case studies and notes
- Dozens of practice tests



Course materials are accessible through a user-friendly LMS and on all devices. Course progress is automatically saved so students can pick up right where they left off. Once they've finished the course, students can take their final test online, and after passing it, will earn their Certificate of Completion from an appropriately licensed school.



edgenuity.com

877.7CLICKS | solutions@edgenuity.com

October 8, 2021

To Mr. Jason Zirniss  
School District of the City of Hazel Park  
1620 E. Elza Avenue  
Hazel Park, MI 48030

Dear Mr. Zirniss:

Enclosed are your annual financial reports and report to the Board of Education as of and for the year ended June 30, 2021 as follows:

- Financial statements
- Single audit report
- Report to the Board of Education

To assist you in determining the distribution requirements of your annual reports, the filing requirements for several agencies are summarized below. In general, please ensure that the financial statements are included with any distributions of the single audit report.

The single audit report package (as referred to below) includes the following:

- Financial statements
- Single audit report

**Single audit filing requirements:**

- We are in the process of preparing the data collection form on your behalf.
- We will upload the entire reporting package electronically to the FAC. You no longer need to send any hard copies of the reports to the clearinghouse.
- You will need to electronically certify the single audit data collection form. You will receive an automated email from the clearinghouse with certification instructions. In order to certify, you will need to ensure the certifying official at your organization has set up a personal account within the Internet Data Entry System (IDES) being used by the FAC for these data collection form filings.

**Additional state filing requirements for school districts:**

- One copy of the financial statements, single audit report, and report to the Board of Education will be transmitted to the Michigan Department of Education on your behalf. We will also notify the department once the data collection form has been submitted.
- One copy of the financial statements, single audit report, report to the Board of Education, and data collection form, which can be printed from the FAC website, should be forwarded to the intermediate school district by November 1.

To Mr. Jason Zirnis  
School District of the City of Hazel Park

October 8, 2021

**Securities and Exchange Commission:**

Please be advised that, because you have issued bonds after July 1, 1995, you may be required to submit information, including your annual financial statements, to the Municipal Securities Rulemaking Board (MSRB). Submissions must be made electronically in PDF format to the Electronic Municipal Market Access (EMMA) system ([www.emma.msrb.org](http://www.emma.msrb.org)). In addition, you are obligated to provide continuing disclosure documents to a State Information Depository (SID) if required by applicable state law or by an outstanding continuing disclosure agreement in effect prior to July 1, 2009. The SID for Michigan is:

Municipal Advisory Council of Michigan  
Buhl Building - 535 Griswold, Suite 1850  
Detroit, MI 48226-3699

In addition to the report submission requirement, it is also likely that your bond documents (either the bond awarding resolution or the bond official statement) may have committed you to make additional nonfinancial disclosures (such as population, taxable valuation, millage rates, and other demographic data). As a result, there may be additional information required to be sent to the above repositories (which will also have a due date - often 180 days after year end). Please contact your bond financial advisors to determine if these disclosure requirements apply to you. If you, your bond counsel, or financial advisors need assistance in supplying the appropriate information, please contact us.

Thank you for the opportunity to serve as your auditors. Please contact us if you have any questions regarding these filing requirements.

Very truly yours,

**Plante & Moran, PLLC**

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# School District of the City of Hazel Park

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**Federal Awards Supplemental Information  
June 30, 2021**

**Independent Auditor's Reports**

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance 1

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters  
Based on an Audit of Financial Statements Performed in Accordance with *Government  
Auditing Standards* 2-3

Report on Compliance for Each Major Federal Program and Report on Internal Control Over  
Compliance Required by the Uniform Guidance 4-5

**Schedule of Expenditures of Federal Awards** 6-7

**Reconciliation of Basic Financial Statements Federal Revenue with Schedule of  
Expenditures of Federal Awards** 8

**Notes to Schedule of Expenditures of Federal Awards** 9

**Schedule of Findings and Questioned Costs** 10-11

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

**Independent Auditor's Report**

To the Board of Education  
School District of the City of Hazel Park

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the School District of the City of Hazel Park (the "School District") as of and for the year ended June 30, 2021 and the related notes to the financial statements, which collectively comprise the School District's basic financial statements. We issued our report thereon dated October 8, 2021, which contained an unmodified opinion on the financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. We have not performed any procedures with respect to the audited financial statements subsequent to October 8, 2021.

The accompanying schedule of expenditures of federal awards and the reconciliation of basic financial statements federal revenue with schedule of expenditures of federal awards are presented for the purpose of additional analysis, as required by the Uniform Guidance, and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

*Plante & Moran, PLLC*

October 8, 2021

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

**Independent Auditor's Report**

To Management and the Board of Education  
School District of the City of Hazel Park

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the School District of the City of Hazel Park (the "School District") as of and for the year ended June 30, 2021 and the related notes to the financial statements, which collectively comprise the School District's basic financial statements, and have issued our report thereon dated October 8, 2021.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School District's internal control. Accordingly, we do not express an opinion on the effectiveness of the School District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School District's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

To Management and the Board of Education  
School District of the City of Hazel Park

**Purpose of This Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Plante & Moran, PLLC*

October 8, 2021

Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance  
Required by the Uniform Guidance

**Independent Auditor's Report**

To the Board of Education  
School District of the City of Hazel Park

**Report on Compliance for Each Major Federal Program**

We have audited the School District of the City of Hazel Park's (the "School District") compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement that could have a direct and material effect on the School District's major federal program for the year ended June 30, 2021. The School District's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

***Management's Responsibility***

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal program.

***Auditor's Responsibility***

Our responsibility is to express an opinion on compliance for each of the School District's major federal programs based on our audit of the types of compliance requirements referred to above.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School District's compliance.

***Opinion on Each Major Federal Program***

In our opinion, the School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on the major federal program for the year ended June 30, 2021.

**Report on Internal Control Over Compliance**

Management of the School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School District's internal control over compliance.

To the Board of Education  
School District of the City of Hazel Park

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*Plante & Moran, PLLC*

October 8, 2021

# School District of the City of Hazel Park

## Schedule of Expenditures of Federal Awards

Year Ended June 30, 2021

Federal Agency/Pass-through Agency/Program Title	Pass-through Entity Identifying Number	CFDA Number	Award Amount	(Memo Only) Prior Year Expenditures	Accrued Revenue at July 1, 2020	Adjustments and Transfers	Federal Funds/ Payments In-kind Received	Federal Expenditures	Accrued Revenue at June 30, 2021	Current Year Cash Transferred to Subrecipients
Clusters:										
Child Nutrition Cluster - U.S. Department of Agriculture -										
Passed through the Michigan Department of Education:										
Noncash assistance (commodities) - Entitlement commodities - 2020-2021	N/A	10.555	\$ 33,537	\$ -	\$ -	\$ -	\$ 33,537	33,537	\$ -	\$ -
Cash assistance:										
National School Lunch Program - Afterschool Snacks 2020-2021	211980	10.555	650	-	-	-	566	650	84	-
COVID-19 Unanticipated School Closure Program - 2019-2020	200902	10.555	253,792	253,792	34,047	-	34,047	-	-	-
Total National School Lunch Program (incl. commodities) subtotal		10.555	287,979	253,792	34,047	-	68,150	34,187	84	-
Summer Food Service Program (SFSP)	200900 210904	10.559	830,558	-	-	-	830,558	904,040	73,482	-
Total Child Nutrition Cluster			1,118,537	253,792	34,047	-	898,708	938,227	73,566	-
Special Education Cluster - U.S. Department of Education -										
Passed through the Oakland County ISD:										
IDEA, Part B 1920	200450	84.027	732,769	732,769	213,347	-	213,347	-	-	-
IDEA, Part B 2021	210450	84.027	766,308	-	-	-	523,496	766,308	242,812	-
Total IDEA, Part B		84.027	1,499,077	732,769	213,347	-	736,843	766,308	242,812	-
Preschool Incentive:										
IDEA Preschool 2019-20	200460	84.173	12,995	12,995	2,124	-	2,124	-	-	-
IDEA Preschool 2020-21	210460	84.173	16,423	-	-	-	10,889	16,423	5,534	-
Total Preschool Incentive		84.173	29,418	12,995	2,124	-	13,013	16,423	5,534	-
Total Special Education Cluster			1,528,495	745,764	215,471	-	749,856	782,731	248,346	-
Medicaid Cluster - Michigan Department of Community Health -Passed through the Oakland County ISD - Medicaid Cluster 2021										
	N/A	93.778	30,223	-	-	-	30,223	30,223	-	-
Total cluster programs			2,677,255	999,556	249,518	-	1,678,787	1,751,181	321,912	-
Other federal awards:										
U.S. Department of Education -										
Passed through the Michigan Department of Education:										
Title I, Part A, Improving Basic Programs:										
Title I, Part A 1920	201530	84.010	911,105	908,596	133,452	-	133,452	-	-	-
Title I, Part A 2021	211530	84.010	839,989	-	-	-	796,372	799,207	2,835	-
Total Title 1, Part A		84.010	1,751,094	908,596	133,452	-	929,824	799,207	2,835	-

128

# School District of the City of Hazel Park

## Schedule of Expenditures of Federal Awards (Continued)

Year Ended June 30, 2021

Federal Agency/Pass-through Agency/Program Title	Pass-through Entity Identifying Number	CFDA Number	Award Amount	(Memo Only) Prior Year Expenditures	Accrued Revenue at July 1, 2020	Adjustments and Transfers	Federal Funds/ Payments In-kind Received	Federal Expenditures	Accrued Revenue at June 30, 2021	Current Year Cash Transferred to Subrecipients
Other federal awards (continued):										
U.S. Department of Education -										
Passed through the Michigan Department of Education (Continued):										
Title II, Part A - Improving Teacher Quality:										
Title II, Part A 1920	200520	84.367	\$ 139,864	\$ 139,864	\$ 24,619	\$ -	\$ 24,619	\$ -	\$ -	\$ -
Title II, Part A 2021	210520	84.367	136,239	-	-	-	136,239	136,239	-	-
Total Title II, Part A		84.367	276,103	139,864	24,619	-	160,858	136,239	-	-
Title III, Part A - English Learners:										
Title III - English Language Acquisition 1920	200580	84.365	29,609	29,609	1,895	-	1,895	-	-	-
Title III - English Language Acquisition 2021	210580	84.365	29,696	-	-	-	29,696	29,696	-	-
Title III - Immigrant Students 1920	200570	84.365	21,580	21,580	4,561	-	4,561	-	-	-
Title III - Immigrant Students 2021	210570	84.365	21,820	-	-	-	-	7,500	7,500	-
Total Title III, Part A - English Learners		84.365	102,705	51,189	6,456	-	36,152	37,196	7,500	-
Title IV - Student Support & Academic Enrichment - Title IV 2021	210750	84.424	102,122	-	-	-	73,092	80,791	7,699	-
Education Stabilization Fund Program - U.S. Department of Education -										
Passed through Michigan Department of Education:										
COVID-19 ESSER - Education Stabilization Fund	203710-1920	84.425	695,735	300,000	300,000	-	695,735	395,735	-	-
COVID-19 GEER Fund	201200-2021	84.425	239,411	-	-	-	239,411	239,411	-	-
Total ESSER		84.425	935,146	300,000	300,000	-	935,146	635,146	-	-
Coronavirus Relief Fund - U.S. Department of the Treasury -										
Passed through Michigan Department of Education:										
COVID-19 - 103(2) Covid Costs	N/A	21.019	37,741	-	-	-	37,741	37,741	-	-
COVID-19 - 11P Coronavirus Relief	N/A	21.019	1,072,186	-	-	-	1,072,186	1,072,186	-	-
Total CRF passed through Michigan Department of Education		21.019	1,109,927	-	-	-	1,109,927	1,109,927	-	-
Passed through Copper County ISD - COVID-19 CRF MiConnect/MAISA	N/A	21.019	26,198	-	-	-	26,198	26,198	-	-
Passed through the Oakland County ISD - COVID-19 CARES Act Funding - Coronavirus Relief Funds	N/A	21.019	647,734	-	-	-	647,734	647,734	-	-
Total Coronavirus Relief Fund		21.019	1,783,859	-	-	-	1,783,859	1,783,859	-	-
Fresh Fruit and Vegetable Program 2021	210950	10.582	13,643	-	-	-	12,704	13,643	939	-
U.S. Department of Agriculture -										
Passed through Michigan Department of Education - Child and Adult Care - Food Program - CACFP Meals 2021										
	211920	10.558	2,661	-	-	-	2,661	2,682	21	-
Total noncluster programs passed through the Michigan Department of Education			4,967,333	1,399,649	464,527	-	3,934,296	3,488,763	18,994	-
Total federal awards			\$ 7,644,588	\$ 2,399,205	\$ 714,045	\$ -	\$ 5,613,083	\$ 5,239,944	\$ 340,906	\$ -

129

**School District of the City of Hazel Park**

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**Reconciliation of Basic Financial Statements Federal Revenue  
with Schedule of Expenditures of Federal Awards**

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	<b>Year Ended June 30, 2021</b>
Revenue from federal sources - As reported on financial statements (includes all funds)	\$ 5,281,132
Federal revenue for which the School District is considered a vendor or beneficiary rather than a subrecipient	<u>(41,188)</u>
Federal expenditures per the schedule of expenditures of federal awards	<u><u>\$ 5,239,944</u></u>

**Notes to Schedule of Expenditures of Federal Awards**

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**Year Ended June 30, 2021**

**Note 1 - Basis of Presentation**

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of the School District of the City of Hazel Park (the "School District") under programs of the federal government for the year ended June 30, 2021. The information in the Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School District, it is not intended to and does not present the financial position, changes in net position, or cash flows of the School District.

**Note 2 - Summary of Significant Accounting Policies**

Expenditures reported in the Schedule are reported on the same basis of accounting as the basic financial statement. Such expenditures, except for those related to CFDA 21.019, Coronavirus Relief Fund (CRF), are recognized following the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

CRF does not apply the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, but rather applies the U.S. Department of the Treasury's guidance and frequently asked questions, as codified in the Federal Register.

The pass-through entity identifying numbers are presented where available.

The School District has elected not to use the 10 percent *de minimis* indirect cost rate to recover indirect costs, as allowed under the Uniform Guidance.

**Note 3 - Grant Auditor Report**

Management has utilized the Cash Management System (CMS) Grant Auditor Report in preparing the schedule of expenditures of federal awards. Unreconciled differences, if any, have been disclosed to the auditor.

**Note 4 - Noncash Assistance**

The value of the noncash assistance received was determined in accordance with the provisions of the Uniform Guidance.

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## Schedule of Findings and Questioned Costs

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**School District of the City of Hazel Park**

**Schedule of Findings and Questioned Costs**

**Year Ended June 30, 2021**

**Section I - Summary of Auditor's Results**

**Financial Statements**

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified?            Yes   X   No
- Significant deficiency(ies) identified that are not considered to be material weaknesses?            Yes   X   None reported

Noncompliance material to financial statements noted?            Yes   X   None reported

**Federal Awards**

Internal control over major programs:

- Material weakness(es) identified?            Yes   X   No
- Significant deficiency(ies) identified that are not considered to be material weaknesses?            Yes   X   None reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Section 2 CFR 200.516(a)?            Yes   X   No

Identification of major programs:

CFDA Number	Name of Federal Program or Cluster
21.019	Coronavirus Relief Fund

Dollar threshold used to distinguish between type A and type B programs: \$750,000

Auditee qualified as low-risk auditee?   X   Yes            No

**Section II - Financial Statement Audit Findings**

None

**Section III - Federal Program Audit Findings**

None

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# School District of the City of Hazel Park

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**Report to the Board of Education**

**June 30, 2021**

To the Board of Education  
School District of the City of Hazel Park

We have recently completed our audit of the basic financial statements of the School District of the City of Hazel Park (the "School District") as of and for the year ended June 30, 2021. In addition to our audit report, we are providing the following results of the audit and informational items that impact the School District:

	Page
<b>Results of the Audit</b>	1-4
<b>Informational Items</b>	5-17

We are grateful for the opportunity to be of service to the School District of the City of Hazel Park. We would also like to extend our thanks to Jason Zirnig, Matthew Miller, and the entire business office for their assistance and preparedness during the audit. We recognize that preparing for the audit is carried out in addition to your staff's normal daily activities. Should you have any questions regarding the comments in this report, please do not hesitate to call.

*Plante & Moran, PLLC*

October 8, 2021

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## Results of the Audit

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October 8, 2021

To the Board of Education  
School District of the City of Hazel Park

We have audited the financial statements of the School District of the City of Hazel Park (the "School District") as of and for the year ended June 30, 2021 and have issued our report thereon dated October 8, 2021. Professional standards require that we provide you with the following information related to our audit.

### **Our Responsibility Under U.S. Generally Accepted Auditing Standards**

As stated in our engagement letter dated June 14, 2021, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities. Our responsibility is to plan and perform the audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement.

As part of our audit, we considered the internal control of the School District. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.

Our audit of the School District's financial statements has also been conducted in accordance with *Government Auditing Standards*, issued by the Comptroller General of the United States. Under *Government Auditing Standards*, we are obligated to communicate certain matters that come to our attention related to our audit to those responsible for the governance of the School District, including compliance with certain provisions of laws, regulations, contracts, and grant agreements; certain instances of error or fraud; illegal acts applicable to government agencies; and significant deficiencies in internal control that we identify during our audit. Toward this end, we issued a separate letter dated October 8, 2021 regarding our consideration of the School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements.

### **Planned Scope and Timing of the Audit**

We performed the audit according to the planned scope and timing previously communicated to you in our meeting about planning matters on July 20, 2021.

### **Significant Audit Findings**

#### ***Qualitative Aspects of Accounting Practices***

Management is responsible for the selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by the School District are described in Note 2 to the financial statements. No new accounting policies were adopted, and the application of existing policies was not changed during 2021.

We noted no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected.

The most sensitive estimates affecting the financial statements were the School District's share of the MPSERS net liabilities for the pension and other postemployment benefit (OPEB) plans recorded on the government-wide statements related to GASB Statement Nos. 68 and 75, respectively. The School District's estimates as of June 30, 2021 were \$71.3 million and \$11.4 million for the pension and OPEB plans, respectively, based on data received from the Office of Retirement Services. We evaluated the key factors and assumptions used to develop the accounting estimates in determining that they are reasonable in relation to the financial statements taken as a whole.

The disclosures in the financial statements are neutral, consistent, and clear.

#### ***Difficulties Encountered in Performing the Audit***

We encountered no significant difficulties in dealing with management in performing and completing our audit.

#### ***Disagreements with Management***

For the purpose of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report.

We are pleased to report that no such disagreements arose during the course of our audit.

#### ***Corrected and Uncorrected Misstatements***

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. We did not detect any misstatements as a result of audit procedures.

#### ***Significant Findings or Issues***

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the School District, and business plans and strategies that may affect the risks of material misstatement, with management each year prior to our retention as the School District's auditors. However, these discussions occurred in the normal course of our professional relationship, and our responses were not a condition of our retention.

As required by 2 CFR Part 200, we have also completed an audit of the federal programs administered by the School District. The results of that audit are provided to the board in our report on compliance with requirements applicable to each major program and on internal control over compliance in accordance with 2 CFR Part 200 dated October 8, 2021.

#### ***Management Representations***

We have requested certain representations from management that are included in the management representation letter dated October 8, 2021.

***Management Consultations with Other Independent Accountants***

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a second opinion on certain situations. If a consultation involves application of an accounting principle to the School District's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts.

To our knowledge, there were no such consultations with other accountants.

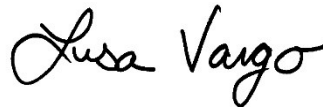
**Other Information in Documents Containing Audited Financial Statements**

Our responsibility for other information in documents containing the School District's financial statements and report does not extend beyond the financial statements. We do not have an obligation to determine whether or not such other information is properly stated. However, we read the management's discussion and analysis, and nothing came to our attention that caused us to believe that such information, or its manner of presentation, is materially inconsistent with the information or manner of its presentation appearing in the financial statements.

This information is intended solely for the use of the Board of Education and management of the School District and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

**Plante & Moran, PLLC**

A handwritten signature in black ink that reads "Lisa Vargo". The signature is written in a cursive, flowing style.

Lisa M. Vargo, CPA

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## Informational Items

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### **A Year Like No Other**

The past year has been challenging for everyone, particularly those who have continued to keep our schools running throughout this pandemic. While some businesses and employees were able to seamlessly transition to the work-from-home environment, educators and administrators faced a number of hurdles. The School District has faced a continuously changing environment during the pandemic. New federal grants and targeted state funding have placed new accounting and compliance requirements on the School District. Planning will become increasingly important to put the School District in the best position to take advantage of the substantial new, nonrecurring resources provided.

We have worked closely with state and federal decision-makers throughout the pandemic. As the School District's strategic partner, our goal has been to advocate for school districts by meeting with these decision-makers before actions are finalized so that these groups can be well-informed of the implications their actions will have on the School District, your business office, and your financial statements. New or revised accounting and compliance guidance continues to be released from numerous agencies, and school districts are left with the task of deciphering this information to ensure adherence to these new requirements. To that end, as guidance is updated and opportunities are identified, we will continue to work with the School District in navigating the complexities and make sure that your team is always aware of the most current information that impacts the School District. We want to recognize the hard work that everyone at the School District has put in over the past year. We appreciate all that you have done for the students in your communities, and we want to thank you for the opportunity to work side by side with your team during these difficult times.

### **State Aid Funding**

#### ***Background***

**From 18 Months of Financial Uncertainty to Projected Stability:** Since the winter of 2020, the factors surrounding school funding have been uncertain, difficult to predict, and even more difficult to manage.

- **Pre-pandemic:** Prior to the onset of the pandemic, the State's financial resources were stable, predictable, and suggested a predictable, improving financial picture for Michigan schools.
- **Financial Concerns during the Onset of the Pandemic:** During the spring of 2020, predictions were made that there would be significant negative impacts to the State's School Aid Fund and the potential for substantial proration of state aid for school districts due to the grinding halt that the pandemic placed on Michigan's economy. The specific impact was difficult to predict, resulting in two Revenue Estimating Conferences: the normally scheduled one in May 2020 and an additional conference in August 2020. The May conference suggested substantial proration would need to occur (estimated at \$685 per pupil), and many districts adopted a final budget amendment in 2020 to reflect this estimate. By August 2020, the economic impacts of the pandemic were slightly clearer, and the result was a proration of \$175 per pupil for the 2019-2020 fiscal year. While significant, it was much less than what was predicted in May 2020.

- **Federal Resources:** Beginning in March 2020, the federal government initiated financial assistance that directly impacted school districts, with the funding being provided in several waves throughout 2020 and 2021. As is the case with most federal resources, unique spending requirements were attached; however, the guidance and stipulations continued to evolve and change. This resulted in significant uncertainty throughout the year in terms of how and when to expend the available funds. Ultimately, the COVID-19 relief funds did provide more flexibility in spending than traditional federal grants.
- **2020/2021 State Funding:** With a more predictable revenue stream into the School Aid Fund, sustainable school funding was put in place. The foundation allowance was held at the 2019-2020 level, no prorations were required, and a \$65 one-time per pupil payment was provided to school districts. The State also provided additional funding to those districts that did not receive a minimum threshold of per pupil funding from the new Educational Stabilization Fund federal program.

**2021/2022 State Funding:** Stability within the School Aid Fund continues to improve, and the fund was predicted to have a surplus for the fiscal year ended 2021 and would have sustainable revenue looking out the next few years. This provided the governor and Legislature an opportunity to increase the State's investments in public education. The most significant outcome from their efforts was improved equity in the foundation allowance funding. All schools will be at the target foundation allowance of \$8,700 per pupil. This means the equity gap between the base foundation and the target foundation has finally been eliminated. In addition, all schools, including hold harmless districts, will receive at least a \$171 per pupil increase. In addition, funding progress was made related to recommendations resulting from the School Finance Research Collaborative, which includes increased funding levels for special education; At-Risk; wraparound services, such as nurses and counselors; and Great Start School Readiness (GSRP).

- **Looking Forward:** The most recent Revenue Estimating Conference estimates that the School Aid Fund will remain healthy when projecting out the financial picture over the next few years. Based on the current facts and circumstances, it is expected there will be room for continued foundation allowance funding increases over time, in addition to the ability to invest in specific programming or educational support. However, the key funding lesson from the last 18 months is that predictions are a best estimate based on the current facts and circumstances, and those estimates can be significantly impacted by subsequent events.

#### ***2021 Funding Implications for the School District***

**2020-2021 Foundation:** Due to pandemic-related funding concerns, foundation allowance levels were maintained at 2019-2020 levels. The target foundation allowance (formerly known as the basic foundation allowance) was \$8,529. The minimum foundation allowance remained at \$8,111; however, the School District did receive a one-time per pupil payment of \$65. This was not added to the foundation allowance formula and was not retained for 2021-2022.

**A Unique 2020-2021 Pupil Count:** In order to smooth the impacts of reduced pupil counts during the remote learning period, a temporary one-year change was made to the pupil count method used for the purpose of the foundation allowance formula. For 2020-2021, a super blend was used, combining the pupil counts from the 2019-2020 school year and the 2020-2021 school year. The 2019-2020 count was weighted at 75 percent, and the 2020-2021 count was weighted at 25 percent. This blended pupil count was multiplied by the foundation allowance per pupil to determine the School District's total foundation allowance funding for the year.

**MPSERS Cost Support:** Amounts contributed by the School District to the retirement system are computed as a percentage of payroll. The required contribution rate applicable for all school districts continues to increase. The estimated contribution rate for 2020-2021 ranged from 35.47 to 42.72 percent, with the rate, net of state funding support, paid directly by the employer, ranging from 20.96 to 28.21 percent. The State's funding support is provided in three separate sections of the State Aid Act: Sections 147a, 147c, and 147e. The School District received a total of \$254,631 in 147a1, \$425,900 in 147a2, \$2,772,238 in 147c1, and \$118,665 of 147e. In general terms, this means the total cost of the retirement system contributions in 2020-2021, representing approximately 42 percent of covered payroll, is recognized as an expenditure in the School District's financial statements, along with related revenue that was previously considered state support to the system. The net effect is that the School District is responsible for approximately a 28 percent contribution to the retirement system.

**Coronavirus Relief Fund (CRF):** At the close of the 2019-2020 school year, there was significant confusion regarding availability and use of CRF. In the summer of 2020, approximately \$362 per pupil was provided to school districts from the Michigan Department of Education through the summer state aid payments. The total available for the School District was \$1,072,186. Even though these funds were received with the final state aid payments for the 2019-2020 school year, since the funding was not approved until July 2020, the funds were not recognized as revenue until fiscal year 2021. Similar to other federal grants, there were requirements for how the funds can be used, and the School District would determine usage by applying the guidelines. For the year ended June 30, 2021, the School District fully expended the award and recognized the related federal revenue.

**Pandemic-related Federal Funding:** Since March 2020, several iterations of federal funding impacting school districts have occurred. Two key funding sources include the Education Stabilization Fund (ESF) and the Coronavirus Relief Fund (CRF). Each fund provides resources under multiple programs. The principal programs under ESF are the Elementary and Secondary School Emergency Relief (ESSER) Fund and the Governor's Education Emergency Relief (GEER) Fund. CRF programs include the \$362 per pupil passed through by the MDE in addition to some school districts receiving certain funding made available from other nonfederal entities. The common elements to all these revenue sources are that the funds are designed to assist with pandemic relief and the School District must have a specific plan for use of the funds. In general, reimbursement claims could reach back to costs incurred as early as March 2020. Program end dates vary depending on when funds were provided and will require school districts to carefully plan for their use.

**ESSER:** School districts are being awarded ESSER grants in three different waves: ESSER I, ESSER II (further divided between phase 1 and 2), and ESSER III. School districts awarded ESSER I funds were able to recognize the revenue during fiscal year 2021 to the extent allowable expenditures were incurred to claim for reimbursement in alignment with the federal requirements. Due to the timing of when award letters were issued to school districts for phase 1 of ESSER II, school districts were eligible to recognize this revenue during fiscal year 2021 to the extent that a grant award letter was received by June 30, 2021. Many school districts did not receive their grant award letter by June 30, 2021, and, therefore, the revenue from phase 1 of ESSER II can be recognized no earlier than fiscal year 2022. Phase 2 of ESSER II and ESSER III awards will be made available during fiscal year 2022.

The allocation of ESSER funds is based on the Title I allocation model. The allocation model uses economically disadvantaged demographics to determine the level of funding to be provided to each school district. As a result, some school districts were provided substantial funding from ESSER, while others received substantially less. The Legislature and the governor concluded districts should receive a minimum amount per pupil, and if ESSER did not provide at least that amount per pupil, then funding from the State should provide an equalization payment to bring a district up to the minimum amount. These state funds would follow similar usage requirements as ESSER Fund. The floor amount of funding was \$450 per pupil related to ESSER II. The School District's level of ESSER II funding was above the floor, and, therefore, equalization payments were not received.

#### **2022 Funding Implications for the School District**

The May 2021 Revenue Estimating Conference provided an optimistic view of the School Aid Fund's financial picture for 2022, 2023, and 2024. The School Aid Fund is predicted to complete the State's 2021 fiscal year with a fund balance and is expected to continue to generate funding growth from nonfederal sources for the next few years. As a result, amendments to the State Aid Act for the 2022 fiscal year included several additions to the school funding picture. These included the following:

- **2021-2022 Foundation Allowance:** With the goal of improving equity among school districts, all districts receive at least a minimum level of funding, which was established as the target foundation allowance. Any school district that was not at the target level in 2021 was increased to the new target foundation of \$8,700 per pupil. For districts already at the target, they received a \$171 per pupil increase from the former target level of \$8,529. For the few school districts in the state above the target, those school districts also received the \$171 per pupil increase. Based on these changes, the School District's foundation allowance per pupil is going to be \$8,700, representing an increase of \$428 from the 2021 funding level.
- **ESSER:** As previously noted, the School District will receive certain ESSER awards during fiscal year 2022. Similar to the ESSER II floor of \$450 per student, the State also set a funding floor of \$1,093 per student for ESSER III. These funds follow the same restrictions on allowable use as compared to the ESSER III federal funds. The expectation was that this state-funded equalization payment would be received during fiscal year 2022; however, in recent announcements, it has become known that the federal government is now questioning the legality of this payment, putting this anticipated funding source into question.
- **Pupil Membership Blend for 2021-2022:** Pupil count determinations return to the pre-fiscal year 2021 super blend method for 2021-2022. As it is expected students will be returning to the classroom, it was concluded there was little need for a super blend that was in effect during 2020-2021. As defined in the School Aid Act, the School District is required to complete its calendar year spring and fall counts for 2021. The weighting of those counts continues to be at 90 percent of the fall count and 10 percent of the spring count. The computed pupil count will be used to determine the total foundation allowance paid to the School District. Since schools will be transitioning to in-class instruction in the fall, it may be difficult to predict what enrollments might be. Clearly the level of student attendance will have a significant impact on total revenue generated from the foundation allowance.
- **Summer School and Learning Assistance:** As part of the process to return to in-person learning in the fall of 2021, significant emphasis was placed on summer school. As a result, significant resources were made available to school districts for the summer of 2021 to assist in this effort. Resources included federal funding for summer programming, credit recovery, and before- and after-school programming as part of the Elementary and Secondary School Emergency Relief II Fund. In addition, state aid funding was appropriated for innovative summer programming or credit recovery programs. School districts were required to establish a plan to use these funds for supplemental programming.
- **MPSERS Cost for 2021-2022:** The basic structure, including cost support provided by the School Aid Fund, will continue. For 2022, the overall contribution rate is expected to increase to 43 percent from 42 percent, with the net cost to the School District approximating 28 percent. While the net cost to the School District changes marginally, the overall contribution rate increases significantly from 2021. The School Aid Fund implication is that more resources are redirected from the funding of operations to the support of the retirement system funding requirement. As School Aid Fund's health has improved, there is renewed interest within the Legislature to provide additional resources to reduce the net cost of school district contributions to the retirement system.

#### ***Looking Forward to 2023 and Beyond***

The May 2021 Revenue Estimating Conference provided a look into 2023 and 2024. 2021 has a projected surplus to carry over to 2022, and surpluses are expected for 2023 and 2024. These surpluses are uncharted territory for school funding in Michigan. In the short term, two supplemental funding measures were put in place. Most of the funds provided were related to appropriating federal funds provided to the State for the benefit of school districts. Other elements of the funding measures leveraged state resources, with the principal element being the ESSER equalization payments tied to ESSER II and ESSER III funding. As we have learned from the past, the Revenue Estimating Conferences provide projections based on the best facts in hand. Experience has told us that those facts can change with the potential for both a positive or negative impact on the projections. Factors to monitor as we look into the future include the following:

- The extent of a continuing economic “bounce back” currently experienced by the State
- The impact as federal stimulus provided tails off during the next two years and the extent of state funding to assist in replacing those resources for recurring services
- The success of returning to in-class instruction
- Extent and duration of resources needed to address learning loss resulting from the pandemic
- Short-term and longer-term student enrollment changes resulting from the pandemic
- Personnel shortages and the impact on providing learning-related services
- Potential staffing cost increases
- Cost trends for the retirement system and the extent to which state support is used from the School Aid Fund

The next Revenue Estimating Conference will occur in January 2022. School districts will need to carefully monitor those results and compare projections to the May 2021 conference results. That information will allow school districts to better project the longer-term implications for school funding.

#### **New Federal Funding Considerations - 2021 and 2022**

As a result of the pandemic, school districts began to experience a significant flow of new federal grant funding, essentially coming in three waves. The initial wave occurred shortly after the start of the pandemic in 2020, with resources becoming available in late spring 2020. The second wave began in late 2020 and into 2021. The third wave began in August 2021 when the grant application window opened for the most recent round of grant funding. As is the case with most federal funding, these federal grants have compliance strings attached and require additional time and attention by school districts to evaluate and ensure proper use. In addition, for many school districts, the amount of funding available is substantial, creating a unique challenge regarding how best to use the funds, in accordance with the rules, to impact public education. The key awards impacting public education include:

- *Elementary and Secondary School Emergency Relief Fund* - ESSER has four release periods. ESSER I was made available in the spring of 2020. However, guidance was limited, and few school districts elected to spend ESSER I funding until the start of the 2020-2021 school year. Due to political issues within the state government, ESSER II was released in two phases. The first phase was awarded to districts in the summer of 2021, and the second phase will follow in fiscal year 2022. ESSER III, which is about four times the size of the total ESSER II funding, was made available beginning in August 2021. Several compliance requirements are applicable for all the ESSER awards, and ESSER III is more narrowly targeted at addressing learning loss in students. Planning how best to use each set of the funds awarded will be important for each school district.

- *Coronavirus Relief Fund* - The CRF funds are designed to help school districts cover the supplemental costs related to their response to COVID-19 and were provided to districts in July and August 2020. In addition, Michigan CRF funds were provided support to eligible child care providers, including those operated by school districts. Three broad requirements pertained to payments from the Coronavirus Relief Fund; the funds may be used only to cover expenses that:
  1. Are necessary expenditures incurred due to the public health emergency with respect to the coronavirus disease pandemic
  2. Were not accounted for in the budget most recently approved as of March 27, 2020 (the date of enactment of the CARES Act) for the State or government
  3. Were incurred during the period from March 1, 2020 through December 30, 2021

Clarifying guidance provided flexibility: "as an administrative convenience, the U.S. Department of the Treasury will presume expenses of up to \$500 per elementary and secondary school student to be eligible expenditures, such that schools do not need to document the specific use of funds up to that amount." While the treasury guidance provides flexibility relative to the tracking of costs that can be applied to CRF funds, there remains a presumption that use of the funds complies with the allowability parameters outlined above. One area of confusion that impacted many school districts was related to funding received related to child care. These payments labeled the School District as a "beneficiary," a term not typically used in grants management. Ultimately, it was concluded that funds received with this label are not considered federal awards, simplifying compliance requirements for the School District related to these funds.
- *Governor's Education Emergency Relief Fund* - GEER funds were awarded in two waves, GEER I in the fall of 2020 and GEER II in the spring of 2021. These funds were awarded to school districts that are determined to be most significantly impacted by COVID-19. This covered high-need student groups, including those that are economically disadvantaged, special education students, and English language learners. GEER funds are used to support connectivity and out-of-school learning time; address learning loss and student mental health; provide for remote learning materials and professional development; provide a portion summer school compensation to address learning loss; and provide for other health, safety, and wellness needs identified, required, or recommended in the MI Safe Schools Return to School Roadmap.

In addition to the CARES Act funding described above, the School District may have also received or may be eligible to apply for the following grants designed to assist with responding to impacts of the pandemic:

- Child Care and Development Block Grant - CARES Act Supplemental Payments
- Head Start - CARES Act Supplemental Payments
- Federal Emergency Management Agency (FEMA) Grants
- Coronavirus Food Assistance Program (CFAP) Commodities
- Personal Protective Equipment (PPE) funded with federal grants received from outside organizations
- Federal assistance from the intermediate school district, a municipality or county, or other organizations

In order to optimize available funding, address learning and operational needs, plan for the longer term, and ensure compliance with federal rules and regulations, the School District should do the following:

- Obtain a clear understanding of program requirements, including allowable uses and the time period in which eligible expenses must be incurred, some of which are modified once the American Rescue Plan funding (generally ESSER III) becomes available.

- Update and maintain procedures and internal controls to adhere to Uniform Guidance rules related to procurement, cash management, allowable costs, subrecipient monitoring, and reporting, as applicable.
- Incorporate MDE guidance regarding accounting for state and federal pandemic-related funding activity.
- Document all decisions made to determine allowability of pandemic-related costs.
- Refer regularly to accounting guidance, which is updated frequently and issued by the Michigan Department of Education to ensure that federal grant revenue is recorded correctly and expenditures are tracked using the proper grant codes.

#### ***Budgeting Considerations***

The pandemic will have a substantive impact on district budgeting considerations for years to come. This includes both state and federal funding sources.

As we have seen, funding from the School Aid Fund has varied widely over the last 18 months. Fortunately, School Aid Fund projections suggest funding stability through 2024. However, that stability presumes a continually improving financial picture for the State of Michigan. If assumptions do not hold, there is a risk for continued variability in school funding. Any variability would have a direct impact on funds made available for school operations.

Federal funds have been made available in waves since March 2020. As of June 30, 2021, pandemic-related funding has been substantial, but school districts have yet to access all the funds being made available. Primarily, these funds are provided as grants with program end dates laddered through 2024. The terms and conditions of the different grant funding streams are unique. This means schools must plan carefully for the use of funds to both optimize the value received and ensure compliance with the grant requirements. Also, these resources are not recurring, so school districts should carefully consider their use. If funds are used for recurring activities, the School District will need to redirect other revenue once the grant is complete to continue the activity or discontinue the program. Understanding the full value of the resources received through 2024 will have a dramatic impact on the School District's strategic planning efforts and related budget projections.

Another key variable impacting district budgets is enrollment. Since foundation allowance payments are computed using a per pupil allocation, the pupil count will drive the total funding provided for school operations. As schools begin to return to in-class instruction, tracking enrollment will be an important step in estimating total state aid revenue. Clearly, the hope and expectation are that students will return to the School District. Tracking attendance and comparing it to expectations will be essential in determining whether budget adjustments may be necessary if total enrollment is not consistent with expectations.

Budget management in 2021-2022 and beyond includes many new challenges, many not seen previously within school finance. In summary, some key budget focus items school districts should be building into the budget management process include the following:

- Understanding the specifics of pandemic-related federal aid and strategically planning for their use
- Understanding the specifics of pandemic-related state aid provided and strategically planning for their use
- Crafting a multiyear revenue forecast for recurring school operating revenue, including foundation allowance and recurring categorical aid funding

- Projecting and carefully monitoring pupil counts and adjusting budget projections for significant variations
- Assessing payroll-related costs in two categories: recurring payroll costs based on contractual agreements and variable payroll costs resourced with pandemic-related resources
- Identifying and budgeting for one-time uses of federal and state pandemic-related assistance

In summary, plan for 2021-2022 and beyond, but understand that there are still many moving parts. Continue to be flexible, and plan to adapt to a potentially changing financial and operational landscape.

### **Michigan Public School Employees' Retirement System (MPERS) - Update on the Plans' Net Pension/OPEB Liabilities**

Similar to the State of Michigan, the MPERS plan has a September 30 year end. With the adoption of GASB Statement Nos. 68 and 75 several years ago, districts have been reporting their share of the MPERS plan funded status in the government-wide financial statements of the district.

At September 30, 2020, the pension portion of the MPERS plan had a net pension liability of approximately \$35 billion. This is an increase from the reported amount of \$33.8 billion at September 30, 2019, an increase of approximately 3.5 percent. This increase meant that, for the year ended June 30, 2021, districts reported a higher net pension liability than they had in the previous year, despite the fact that districts continued to make their required contributions to the plan during fiscal year 2021. One of the primary reasons for the increase in the liability was due to a less than favorable actuarial experience compared to the actuarial assumptions.

At September 30, 2020, the retiree health care portion (OPEB) of the MPERS plan had a net OPEB liability of approximately \$5.4 billion. This is a decrease from the reported amount of \$7.3 billion at September 30, 2019, a decrease of approximately 26 percent. The valuation of the OPEB liability included a reduction of the health care cost trend rate from 7.5 percent to 7.0 percent, and the plan also experienced a favorable plan experience adjustment related to lower than projected health benefit costs, which had a positive impact by reducing the total liability.

### **Fund Balance**

This past school year, more than ever, highlighted the importance of having adequate fund balance due to the uncertainty of the state budget and the impact on the foundation allowance. While fund balance for many school districts ultimately increased during the 2020-2021 school year due to COVID-19 relief funding, that uncertainty a year ago led many districts to initially budget for a significant decline in fund balance. The school district benefited from having sufficient fund balance because it allowed the School District to continue to provide an adequate level of programming for the year. It also provided peace of mind by avoiding the need for sudden or drastic reactions to the adverse circumstances.

The 2021-2022 school year will face many challenges that will have a direct effect on the School District's fund balance. The Consumer Price Index (CPI) continues to grow, which will put inflationary pressures on nearly all school districts. Couple that with the budgeting pressures faced with how to spend the COVID-19 relief funds, and business offices will have a lot to consider and plan for when projecting out fund balance for the upcoming school year.

During the 2020-2021 school year, the School District's General Fund revenue exceeded expenditures by approximately \$1,877,000. This resulted in increasing the General Fund fund balance to approximately \$3,492,000 at June 30, 2021. Fund balance goals are often stated in terms of a percentage of total expenditures. As a point of reference, the statewide average for school districts at June 30, 2020 was approximately 15.90 percent of expenditures. The School District's fund balance percentage is 8.8 percent.

#### **Significant Changes in the Future to the GASB Financial Reporting Model**

Under the current Governmental Accounting Standards Board (GASB) standards, school districts have been reporting using the current framework for approximately two decades. While the current financial statement presentation has worked, the GASB is looking to improve its effectiveness for all governments.

This project kicked off in August 2013. An exposure draft was issued in June 2020 titled “Financial Reporting Model Improvements.” The exposure draft comment period ended during February 2021, and, as a firm, Plante & Moran, PLLC provided comments to the GASB on our thoughts of the proposed standards. The GASB’s goal is to have final standards issued by June 2022.

Once adopted by the GASB, these new standards will have a significant impact on the accounting and financial reporting for school districts. Currently, school districts account for activity in the funds using the modified accrual basis of accounting. The exposure drafts argue that, under the current model, there is no sufficient framework that ensures that governmental entities are consistently reporting similar types of transactions in their financial statements. They also argue that the time period looked at for certain transactions in fund accounting is too short and that the current method has too many piecemeal guidance points rather than a conceptual framework against which transactions can be applied in order to determine the correct accounting. Some of the proposed changes in the exposure drafts (which are significantly different compared to the current model) include the following:

- Requiring additional information in the management’s discussion and analysis (MD&A)
- In the budget-to-actual statements, requiring a column that would show the variances between the original and amended budget
- In the fund-based statements:
  - Significant terminology changes - “Revenue” would be referred to as “inflows of resources” and “expenditures” as “outflows of resources.” In addition, many of the statements will be renamed, and some of the fund-type definitions will be changed.
  - “Modified accrual” accounting would change to “short-term financial resources measurement focus.” Generally, transactions would be accounted for in the governmental funds if they are expected to be converted to cash or paid in cash within 12 months of the school district’s year end. A typical example would be revenue recognition. Under today’s rules, if a receivable is not collected within 60 days of the school district’s year end, then the related revenue, generally, must be deferred until the following year. Under the proposed changes, the revenue can be recognized in the current period as long as it will be collected within one year of the current period end. In this example, revenue in the funds may be recognized sooner in the proposed new model as compared to the current model. This change will impact the timing of when revenue and expenditures are recorded in the governmental funds; in addition, the actual financial statements themselves will actually look quite different from a presentation perspective. This is a significant change.

The exposure draft allows for a phased adoption. Districts with total annual revenue (across all funds) over \$75 million would adopt in the year ending June 30, 2025. Those under \$75 million would adopt in the year ending June 30, 2026. We will continue to monitor progression very closely. When the new standards ultimately get issued, we will work with your business office to ensure smooth and efficient adoption.

A separate but somewhat related project is also ongoing. In June 2020, the GASB released its preliminary views titled "Revenue and Expense Recognition." The objective of this project is to develop a comprehensive, principles-based model that would establish categorization, recognition, and measurement guidance applicable to a wide range of revenue and expense transactions. When the new standard is issued and adopted, it could result in revenue and expense transactions being reported either earlier or later than they currently are in school district financial statements. The GASB's current work plan anticipates that this new standard could be issued during 2025.

#### **CARES ACT Employer FICA Tax Deferrals**

The Coronavirus Aid, Relief, and Economic Security Act (CARES Act) allowed employers to defer the deposit and payment of the employer's share of FICA taxes for the majority of 2020 (commencing for any payroll paid between March 27, 2020 and December 31, 2020). The School District took advantage of this deferral opportunity.

As a reminder, 50 percent of the deferred employer payroll taxes from March through December 2020 are required to be paid on December 31, 2021, and the remaining 50 percent is to be paid on December 31, 2022. These payments must be made separately from normal payroll tax deposits and generally should be made through EFTPS, with the payroll tax deferral selected as the tax to which the payment is being applied.

Guidance from the IRS will allow employers until January 3 after each due date to make the required payments, due to weekends and holidays. The IRS also concluded that the 10 percent penalty for failure to deposit payroll taxes applies to the entire deferred amount if there is any shortfall in the repayment. We encourage the School District to plan ahead to ensure the repayments are made timely to avoid penalty.

#### **GASB Implementation Guide Update 2021-1**

The GASB recently issued an implementation guide that clarifies certain points in the accounting standards. The guide includes an update to existing guidance from a past implementation guide related to accounting for fixed assets and clarifies that items that are individually below a school district's capitalization threshold but for which, when purchased in a group, the aggregate purchase price exceeds the capitalization threshold, then the group purchase should be reported in the school district's fixed asset records. The clarified guidance goes into effect commencing in the year ending June 30, 2024. The School District should review its current practices and written policies to ensure that they align with this clarified guidance.

#### **Significant Changes Coming Next Year to the Auditor's Report Letter**

In May 2019, the AICPA Auditing Standards Board (ASB) issued Statement on Auditing Standards (SAS) No. 134, *Auditor Reporting and Amendments, including Amendments Addressing Disclosures in the Audit of Financial Statements*. The update, which is the first significant change to an auditor's report in years, requires changes in the form and content of the auditor's report issued as a result of an audit of financial statements in order to provide financial statement users with more meaningful information about the audit process and meaning of auditor opinions. The statement also introduces the potential for auditors to be engaged to report on key audit matters within the opinion letter. These changes will take effect for the first time in your June 30, 2022 audited financial statements.

The significant key changes that you can expect to see in the auditor's report letter next year include the following:

- Revised order for elements of the opinion letter, including moving the auditor's opinion to the top of the letter
- Expansion of information to be included within a basis of opinion section, as well as notification to the user that the auditor is required to be independent of the entity and meet other ethical responsibilities
- Explanation of how misstatements to financial statements are determined to be material
- Addition of definition of reasonable assurance and identifying that the risk of material misstatement due to fraud is greater than the risk due to error
- Enhanced reporting related to going concern, including a description of management's responsibilities when required by the applicable reporting framework
- Description of the auditor's responsibilities, including responsibilities relating to professional judgment and professional skepticism, internal controls, identification of risks of material misstatement to the financial statements, evaluation of accounting policies used, conclusion on the entity's ability to continue as a going concern, and the auditor's communications with those charged with governance
- Introduction of the concept of key audit matters and clarification of the relationship between communication of key audit matters and the use of an emphasis of matter or other matter paragraph
- Alignment of reporting requirements when the audit is conducted under both generally accepted auditing standards (GAAS) and another set of auditing standards or when the auditor's opinion is other than an unmodified opinion

#### **Understanding and Managing Potential Threats to Your Data**

Education continues to be one of the top targets for ransomware attacks. Legislation called the "Enhancing K-12 Cybersecurity Act" was introduced in the House in June 2021 and would appropriate \$10M yearly for two years to fund a program to improve cybersecurity in school districts.

Working remotely during the pandemic has led to a global rise in cyberattacks. School districts shifted to remote learning quickly; in so doing, security controls may have been relaxed. In today's age of continual reports of cyberattacks, school districts need to be aware of where potential risks lie and how they are addressed and communicated to employees and the public.

When it comes to cybersecurity, the human element is still the weakest link and most targeted, as passwords like "August2021" can be easily guessed, and emails continue to trick people into clicking links and opening attachments. Information security is a district-wide issue, not just an IT department responsibility, requiring a combination of people, processes, and technology to effectively secure student, employee, and financial data. Now is the time to take a step back and assess exactly where your data is and the controls surrounding it. Key questions to ask include the following:

- Are our teachers and staff appropriately aware of phishing and other cyberattacks?
- Do you know where all of the various data resides in the school district? Are employees storing district data with personally identifiable information (PII) or data that is subject to FERPA on file-sharing sites or flash drives? Is the data being emailed to personal accounts?
- How secure is your data with at least a portion of your students and teachers working remotely?

Having an external party do an assessment on vulnerabilities may provide additional support to the IT team for initiatives it is implementing, providing peace of mind for the board that vulnerabilities have been assessed and addressed and allowing for confident communication to the public that its student and employee data is secure. If you are interested in discussing this further, we would be happy to continue the conversation.

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# School District of the City of Hazel Park

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**Financial Report  
with Supplemental Information  
June 30, 2021**

<b>Independent Auditor's Report</b>	1-2
<b>Management's Discussion and Analysis</b>	3-8
<b>Basic Financial Statements</b>	
Government-wide Financial Statements:	
Statement of Net Position	9
Statement of Activities	10
Fund Financial Statements:	
Governmental Funds:	
Balance Sheet	11
Reconciliation of the Balance Sheet of Governmental Funds to the Statement of Net Position	12
Statement of Revenue, Expenditures, and Changes in Fund Balances	13
Reconciliation of the Statement of Revenue, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities	14
Notes to Financial Statements	15-34
<b>Required Supplemental Information</b>	35
Budgetary Comparison Schedule - General Fund	36
Budgetary Comparison Schedule - Major Special Revenue Fund	37
Schedule of Proportionate Share of the Net Pension Liability	38
Schedule of Proportionate Share of the Net OPEB Liability	39
Schedule of Pension Contributions	40
Schedule of OPEB Contributions	41
Notes to Required Supplemental Information	42
<b>Other Supplemental Information</b>	43
Nonmajor Governmental Funds:	
Combining Balance Sheet	44-45
Combining Statement of Revenue, Expenditures, and Changes in Fund Balances	46-47
Schedule of Bonded Indebtedness	48
<b>Federal Awards Supplemental Information</b>	Issued Under Separate Cover

## Independent Auditor's Report

To the Board of Education  
School District of the City of Hazel Park

### Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the School District of the City of Hazel Park (the "School District") as of and for the year ended June 30, 2021 and the related notes to the financial statements, which collectively comprise the School District of the City of Hazel Park's basic financial statements, as listed in the table of contents.

### *Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### *Auditor's Responsibility*

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### *Opinions*

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the School District of the City of Hazel Park as of June 30, 2021 and the respective changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

To the Board of Education  
School District of the City of Hazel Park

**Required Supplemental Information**

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and other required supplemental information, as identified in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, which considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplemental information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

**Other Supplemental Information**

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School District of the City of Hazel Park's basic financial statements. The other supplemental information, as identified in the table of contents, is presented for the purpose of additional analysis and is not a required part of the basic financial statements.

The other supplemental information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the other supplemental information is fairly stated in all material respects in relation to the basic financial statements as a whole.

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 8, 2021 on our consideration of the School District of the City of Hazel Park's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School District of the City of Hazel Park's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School District of the City of Hazel Park's internal control over financial reporting and compliance.



October 8, 2021

# School District of the City of Hazel Park

## Management's Discussion and Analysis

This section of the School District of the City of Hazel Park's (the "School District") annual financial report presents our discussion and analysis of the School District's financial performance during the year ended June 30, 2021. Please read it in conjunction with the School District's financial statements, which immediately follow this section.

### ***Using This Annual Report***

This annual report consists of a series of financial statements and notes to those financial statements. These statements are organized so the reader can understand the School District of the City of Hazel Park financially as a whole. The government-wide financial statements provide information about the activities of the whole School District, presenting both an aggregate view of the School District's finances and a longer-term view of those finances. The fund financial statements provide the next level of detail. For governmental activities, these statements tell how services were financed in the short term and what remains for future spending. The fund financial statements look at the School District's operations in more detail than the government-wide financial statements by providing information about the School District's most significant funds - the General Fund, the Special Education Center Programs Fund, and the Edison Capital Projects Fund - with all other funds presented in one column as nonmajor funds. This report is composed of the following elements:

### **Management's Discussion and Analysis (MD&A) (Required Supplemental Information)**

#### **Basic Financial Statements**

Government-wide Financial Statements

Fund Financial Statements

Notes to Financial Statements

#### **Required Supplemental Information**

Budgetary Comparison Schedule - General Fund

Budgetary Comparison Schedule - Major Special Revenue Fund

Schedule of Proportionate Share of the Net Pension Liability

Schedule of Proportionate Share of the Net OPEB Liability

Schedule of Pension Contributions

Schedule of OPEB Contributions

#### **Other Supplemental Information**

### ***Reporting the School District as a Whole - Government-wide Financial Statements***

One of the most important questions asked about the School District is, "As a whole, what is the School District's financial condition as a result of the year's activities?" The statement of net position and the statement of activities, which appear first in the School District's financial statements, report information on the School District as a whole and its activities in a way that helps you answer this question. We prepare these statements to include all assets, deferred outflows of resources, liabilities, and deferred inflows of resources using the accrual basis of accounting, which is similar to the accounting used by most private sector companies. All of the current year's revenue and expenses are taken into account, regardless of when cash is received or paid.

These two statements report the School District's net position - the difference between assets plus deferred outflows of resources and liabilities plus deferred inflows of resources, as reported in the statement of net position - as one way to measure the School District's financial health or financial position. Over time, increases or decreases in the School District's net position, as reported in the statement of activities, are indicators of whether its financial health is improving or deteriorating. The relationship between revenue and expenses is the School District's operating results. However, the School District's goal is to provide services to our students, not to generate profits as commercial entities do. One must consider many other nonfinancial factors, such as the quality of the education provided and the safety of the schools, to assess the overall health of the School District.

# School District of the City of Hazel Park

## Management's Discussion and Analysis (Continued)

The statement of net position and the statement of activities report the governmental activities for the School District, which encompass all of the School District's services, including instruction, support services, community services, child care, athletics, and food services. Property taxes, unrestricted state aid (foundation allowance revenue), and state and federal grants finance most of these activities.

### **Reporting the School District's Most Significant Funds - Fund Financial Statements**

The School District's fund financial statements provide detailed information about the most significant funds, not the School District as a whole. Some funds are required to be established by state law and by bond covenants. However, the School District establishes many other funds to help it control and manage money for particular purposes (the Food Services, Student Activities, and Special Education Center Programs funds are examples) or to show that it is meeting legal responsibilities for using certain taxes, grants, and other money (such as bond-funded construction funds used for voter-approved capital projects).

#### *Governmental Funds*

Governmental fund reporting focuses on showing how money flows into and out of funds and the balances left at year end that are available for spending. They are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the operations of the School District and the services it provides. Governmental fund information helps determine whether there are more or fewer financial resources that can be spent in the near future to finance the School District's programs. We describe the relationship (or differences) between governmental activities (reported in the statement of net position and the statement of activities) and governmental funds in a reconciliation.

### **The School District as a Whole**

Recall that the statement of net position provides the perspective of the School District as a whole. The following table provides a summary of the School District's net position as of June 30, 2021 and 2020:

	Governmental Activities	
	2021	2020
	(in millions)	
<b>Assets</b>		
Current and other assets	\$ 14.5	\$ 16.4
Capital assets	58.7	60.1
Total assets	73.2	76.5
<b>Deferred Outflows of Resources</b>	21.0	23.1
<b>Liabilities</b>		
Current liabilities	7.0	11.7
Noncurrent liabilities	53.8	57.2
Net pension liability	71.3	69.1
Net OPEB liability	11.4	14.4
Total liabilities	143.5	152.4
<b>Deferred Inflows of Resources</b>	16.6	18.0
<b>Net Position (Deficit)</b>		
Net investment in capital assets	6.3	9.8
Restricted	2.4	2.4
Unrestricted deficit	(74.6)	(83.0)
Total net position (deficit)	<b>\$ (65.9)</b>	<b>\$ (70.8)</b>

# School District of the City of Hazel Park

## Management's Discussion and Analysis (Continued)

The above analysis focuses on net position. The change in net position of the School District's governmental activities is discussed below. The School District's net position was \$(65.9) million at June 30, 2021. Net investment in capital assets totaling \$6.3 million compares the original cost, less depreciation of the School District's capital assets, to long-term debt used to finance the acquisition of those assets. Most of the debt will be repaid from voter-approved property taxes collected as the debt service comes due. Restricted net position is reported separately to show legal constraints from debt covenants and enabling legislation that limit the School District's ability to use that net position for day-to-day operations. The remaining amount of net position \$(74.6) million was unrestricted.

The \$(74.6) million in unrestricted net position of governmental activities represents the accumulated results of all past years' operations. The operating results of the General Fund will have a significant impact on the change in unrestricted net position from year to year. The negative unrestricted net position balance is attributed to the net position and OPEB liabilities arising from the underfunded MPERS obligations.

The results of this year's operations for the School District as a whole are reported in the condensed statement of activities below, which shows the changes in net position for the years ended June 30, 2021 and 2020:

	Governmental Activities	
	2021	2020
	(In Millions)	
<b>Revenue</b>		
Program revenue:		
Charges for services	\$ 0.6	\$ 0.5
Operating grants	23.4	25.7
General revenue:		
Taxes	9.6	9.0
State aid not restricted to specific purposes	20.7	20.1
Other	1.7	1.7
Total revenue	56.0	57.0
<b>Expenses</b>		
Instruction	29.3	27.7
Support services	18.0	15.6
Athletics	0.4	0.5
Food services	1.0	1.4
Community services	0.2	0.3
Payments to subgrantee	0.2	0.1
Debt service	2.0	2.1
Total expenses	51.1	47.7
<b>Change in Net Position</b>	4.9	9.3
<b>Net Position (Deficit) - Beginning of year</b>	(70.8)	(80.1)
<b>Net Position (Deficit) - End of year</b>	<b><u>\$(65.9)</u></b>	<b><u>\$(70.8)</u></b>

As reported in the statement of activities, the cost of all of our governmental activities this year was \$51.1 million. Certain activities were partially funded from those who benefited from the programs (\$0.6 million) or by other governments and organizations that subsidized certain programs with grants and contributions (\$23.4 million). We paid for the remaining public benefit portion of our governmental activities with \$9.6 million in taxes, \$20.7 million in state foundation allowance, and other revenue (i.e., interest and general entitlements).

The School District experienced an increase in net position of \$4.9 million. Key reasons for the change in net position were due to the General Fund operating surpluses and debt refinancing.

## School District of the City of Hazel Park

### Management's Discussion and Analysis (Continued)

As discussed above, the net cost shows the financial burden that was placed on the State and the School District's taxpayers by each of these functions. Since property taxes for operations and unrestricted state aid constitute the vast majority of district operating revenue sources, the Board of Education and administration must annually evaluate the needs of the School District and balance those needs with state-prescribed available unrestricted resources.

#### ***The School District's Funds***

As we noted earlier, the School District uses funds to help it control and manage money for particular purposes. Looking at funds helps the reader consider whether the School District is being accountable for the resources taxpayers and others provide to it and may provide more insight into the School District's overall financial health.

As the School District completed this year, the governmental funds reported a combined fund balance of \$7.8 million, which represents an increase from the prior year of \$3.2 million.

In the General Fund, our principal operating fund, the fund balance increased \$1.9 million, thus increasing the fund balance to \$3.5 million. The change is mainly due to sustaining operating costs at a manageable level and the additional COVID-19 funding received through various sources.

The Special Education Center Programs Fund remained at \$0.5 million. This fund manages several special education programs for Oakland Schools and the districts within Oakland County. The School District maintains a fund balance in this fund in compliance with its PA 18 Agreement with Oakland Schools.

Combined, the fund balance of our debt service funds increased \$0.4 million. Millage rates continued to be 15.0 mills in 2021 to provide sufficient funds to meet bonded debt requirements. Millage rates are determined annually to ensure that the School District accumulates sufficient resources to pay annual bond issue related debt service. Debt service funds fund balances are restricted since they can only be used to pay debt service obligations.

Combined, the fund balance of our capital project funds increased \$0.9 million. The change is due to the closeout of the Edison Capital Projects Fund and the sale of a surplus building.

#### ***Budgetary Highlights***

Over the course of the year, the School District revises its budget as it attempts to deal with unexpected changes in revenue and expenditures. State law requires that the budget be amended to ensure that expenditures do not exceed appropriations. The final amendment to the budget was adopted in June 2021. A schedule showing the School District's original and final budget amounts compared with amounts actually paid and received is provided in required supplemental information of these financial statements.

There were significant revisions made to the 2020-2021 General Fund original budget. Budgeted revenue increased \$7.0 million due to the finalization of the State funding after the budget was prepared, the influx of COVID-19 funding received, and the use of estimates when preparing the original budget. It was noted the School District incorporated expected funding cuts of \$700 per student related to the onset of the COVID-19 pandemic and its estimated negative impact on the School Aid Fund. The financial impacts became known after the budget was adopted, resulting in a \$175 per pupil reduction in State Aid but with the addition of a favorable change in the funding formula and a stabilization payment for the loss of students experienced. The increase in the other major revenue categories was a direct result of federal funding from local, state, and federal sources in relation to COVID-19.

Budgeted expenditures were also increased \$5.3 million primarily due to the delays in filling vacancies experienced throughout the year, the increased expenditures incurred due to pandemic mitigation (offset by the revenue noted above), and overall effort to reduce operating costs to improve the overall financial health of the School District.

# School District of the City of Hazel Park

## Management's Discussion and Analysis (Continued)

### Capital Assets and Debt Administration

#### Capital Assets

As of June 30, 2021, the School District had \$58.7 million invested in a broad range of capital assets, including land, buildings, vehicles, furniture, and equipment. This amount represents a net decrease (including additions, disposals, and depreciation) of approximately \$1.4 million, or 2.4 percent, from last year.

	Governmental Activities	
	2021	2020
Land	\$ 165,000	\$ 165,000
Construction in progress	10,216	12,818,593
Buildings and improvements	55,923,046	45,196,802
Furniture and equipment	2,282,974	1,718,426
Buses and other vehicles	284,196	204,740
Total capital assets - Net of accumulated depreciation	<b>\$ 58,665,432</b>	<b>\$ 60,103,561</b>

This year's additions of \$1.2 million included renovations of a set of bathrooms at the high school, parking lot improvements throughout the School District, purchase of thermal cameras for the entryways, and improvement of the high school auditorium roof. The Edison School project was also closed out, and the construction costs were transferred to the appropriate capital asset categories. We present more detailed information about our capital assets in the notes to the financial statements.

#### Debt

At the end of this year, the School District had \$52.5 million in debt obligations outstanding (excluding compensated absences) versus \$55.9 million in the previous year - a change of 6.0 percent.

Long-term debt activity consisted of the following:

	2021	2020
General obligation bonds	\$ 49,055,000	\$ 55,740,000
Unamortized bond premium	3,347,969	-
City of Hazel Park, Michigan installment payment	99,000	132,000
Compensated absences	1,375,816	1,347,113
Total	<b>\$ 53,877,785</b>	<b>\$ 57,219,113</b>

The State limits the amount of general obligation debt that schools can issue to 15 percent of the assessed value of all taxable property within the School District's boundaries. If the School District issues qualified debt (i.e., debt backed by the State of Michigan), such obligations are not subject to this debt limit. The School District's outstanding unqualified general obligation debt is significantly below this statutorily imposed limit.

#### Economic Factors and Next Year's Budgets and Rates

Our elected officials and administration consider many factors when setting the School District's 2021-2022 fiscal year budget. One of the most important factors affecting the budget is our student count. The state foundation revenue is determined by multiplying the blended student count by the foundation allowance per pupil. The 2021-2022 budget was adopted in June 2021 based on an estimate of students who will enroll in September 2021. A significant percentage of total General Fund revenue is derived from the foundation allowance. The State of Michigan did not approve a budget, and the School District utilized the budget that was recommended by the governor. Under state law, the School District cannot access additional property tax revenue for general operations. As a result, district funding is heavily dependent on the State's ability to fund local school operations. Based on early enrollment data for the 2021-2022 school year, we anticipated that the fall student count would be consistent with the estimates used in creating the 2021-2022 budget. Once the final student count and related per pupil funding is validated, state law requires the School District to amend the budget if actual district resources are not sufficient to fund original appropriations.

## School District of the City of Hazel Park

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### Management's Discussion and Analysis (Continued)

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Since the School District's revenue is heavily dependent on state funding and the health of the State's School Aid Fund, the actual revenue received depends on the State's ability to collect revenue to fund its appropriation to the School District. The State periodically holds a Revenue Estimating Conference to estimate revenue. Based on the results of the most recent conference, state funds are sufficient to fund the appropriation.

#### ***Contacting the School District's Management***

This financial report is intended to provide our taxpayers, parents, and investors with a general overview of the School District's finances and to show the School District's accountability for the money it receives. If you have any questions about this report or need additional information, we welcome you to contact the business office.

# School District of the City of Hazel Park

## Statement of Net Position

June 30, 2021

	Governmental Activities
	<u>                    </u>
<b>Assets</b>	
Cash and investments (Note 4)	\$ 5,585,253
Receivables:	
Property taxes receivable	29,652
Accounts receivable	276,218
Due from other governmental units	6,149,037
Inventories	44,092
Prepaid costs	22,294
Restricted assets (Note 2)	2,397,761
Capital assets - Net (Note 6)	<u>58,665,432</u>
Total assets	73,169,739
<b>Deferred Outflows of Resources</b>	
Deferred charges on bond refunding (Note 8)	65,529
Deferred pension costs (Note 10)	15,014,804
Deferred OPEB costs (Note 10)	<u>5,952,379</u>
Total deferred outflows of resources	21,032,712
<b>Liabilities</b>	
Accounts payable	1,277,229
Accrued payroll-related liabilities and other	5,598,433
Unearned revenue (Note 5)	74,302
Noncurrent liabilities:	
Due within one year (Note 8)	4,518,480
Due in more than one year (Note 8)	49,359,305
Net pension liability (Note 10)	71,254,032
Net OPEB liability (Note 10)	<u>11,396,583</u>
Total liabilities	143,478,364
<b>Deferred Inflows of Resources</b>	
Revenue in support of pension contributions made subsequent to the measurement date (Note 10)	2,772,238
Deferred pension cost reductions (Note 10)	3,701,026
Deferred OPEB cost reductions (Note 10)	<u>10,161,908</u>
Total deferred inflows of resources	16,635,172
<b>Net Position (Deficit)</b>	
Net investment in capital assets	6,327,992
Restricted:	
Debt service	1,152,005
Capital projects	883,321
Food service	355,212
Unassigned	<u>(74,629,615)</u>
Total net position (deficit)	<u><u>\$ (65,911,085)</u></u>

# School District of the City of Hazel Park

## Statement of Activities

Year Ended June 30, 2021

Functions/Programs	Program Revenue			Governmental
	Expenses	Charges for Services	Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Primary government - Governmental activities:				
Instruction	\$ 29,301,551	\$ 35,095	\$ 15,642,649	\$ (13,369,812)
Support services	17,967,467	-	6,703,993	(11,263,474)
Athletics	413,009	-	-	(413,009)
Food services	1,034,425	1,337	1,005,953	(27,135)
Community services	229,691	565,161	41,188	376,658
Payments to subgrantee	201,641	-	-	(201,641)
Interest	1,813,716	-	-	(1,813,716)
Other debt costs	219,944	-	-	(219,944)
<b>Total primary government</b>	<b>\$ 51,181,444</b>	<b>\$ 601,593</b>	<b>\$ 23,393,783</b>	<b>(26,932,073)</b>
General revenue:				
Taxes:				
Property taxes levied for general purposes				3,384,673
Property taxes levied for debt service				5,273,409
Property taxes levied for capital projects				978,201
State aid not restricted to specific purposes				20,694,569
Student activities revenue				57,026
Interest and investment earnings				5,218
Penalties, interest, and other taxes				25,966
Gain on sale of capital assets				68,486
Oversight fees (Note 12)				738,383
Other				552,753
<b>Total general revenue</b>				<b>31,778,684</b>
<b>Change in Net Position</b>				<b>4,846,611</b>
<b>Net Position (Deficit) - Beginning of year</b>				<b>(70,757,696)</b>
<b>Net Position (Deficit) - End of year</b>				<b>\$ (65,911,085)</b>

# School District of the City of Hazel Park

## Governmental Funds Balance Sheet

June 30, 2021

	General Fund	Special Education Center Programs Fund	Nonmajor Funds	Total Governmental Funds
<b>Assets</b>				
Cash and investments (Note 4)	\$ 2,654,105	\$ 1,522,303	\$ 1,408,845	\$ 5,585,253
Receivables:				
Property taxes receivable	29,652	-	-	29,652
Accounts receivable	276,218	-	-	276,218
Due from other governmental units	5,686,083	380,352	82,602	6,149,037
Due from other funds (Note 7)	563,835	-	-	563,835
Inventories	-	-	44,092	44,092
Prepaid costs	22,294	-	-	22,294
Restricted assets (Note 2)	-	-	2,397,761	2,397,761
	<b>\$ 9,232,187</b>	<b>\$ 1,902,655</b>	<b>\$ 3,933,300</b>	<b>\$ 15,068,142</b>
Total assets				
<b>Liabilities</b>				
Accounts payable	\$ 1,145,759	\$ 1,977	\$ 129,493	\$ 1,277,229
Due to other funds (Note 7)	-	563,835	-	563,835
Accrued payroll-related liabilities and other	4,520,066	818,833	5,148	5,344,047
Unearned revenue (Note 5)	74,302	-	-	74,302
	5,740,127	1,384,645	134,641	7,259,413
Total liabilities				
<b>Fund Balances</b>				
Nonspendable:				
Inventory	-	-	44,092	44,092
Prepaid costs	22,294	-	-	22,294
Restricted:				
Debt service	-	-	1,406,391	1,406,391
Capital projects	-	-	984,570	984,570
Special education	-	518,010	-	518,010
Food service	-	-	311,120	311,120
Committed - Student activities	-	-	293,873	293,873
Assigned - Capital projects	-	-	738,303	738,303
Unassigned	3,469,766	-	20,310	3,490,076
	3,492,060	518,010	3,798,659	7,808,729
Total fund balances				
	<b>\$ 9,232,187</b>	<b>\$ 1,902,655</b>	<b>\$ 3,933,300</b>	<b>\$ 15,068,142</b>
Total liabilities and fund balances				

**School District of the City of Hazel Park**

**Governmental Funds**  
**Reconciliation of the Balance Sheet of Governmental Funds to the**  
**Statement of Net Position**

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	<b>June 30, 2021</b>
<b>Fund Balances Reported in Governmental Funds</b>	<b>\$ 7,808,729</b>
Amounts reported for governmental activities in the statement of net position are different because:	
Capital assets used in governmental activities are not financial resources and are not reported in the funds:	
Cost of capital assets	95,069,761
Accumulated depreciation	<u>(36,404,329)</u>
Net capital assets used in governmental activities	58,665,432
Deferred inflows and outflows related to bond refundings are not reported in the funds	65,529
Bonds payable, including premiums, and installment payments are not due and payable in the current period and are not reported in the funds	(52,501,969)
Accrued interest is not due and payable in the current period and is not reported in the funds	(254,386)
Some employee fringe benefits are payable over a long period of years and do not represent a claim on current financial resources; therefore, they are not reported as fund liabilities:	
Compensated absences	(1,375,816)
Net pension liability and related deferred inflows and outflows	(59,940,254)
Net OPEB liability and related deferred inflows and outflows	(15,606,112)
Revenue in support of pension contributions made subsequent to the measurement date is reported as a deferred inflow of resources in the statement of net position and is not reported in the funds	<u>(2,772,238)</u>
<b>Net Position (Deficit) of Governmental Activities</b>	<b><u><u>\$ (65,911,085)</u></u></b>

# School District of the City of Hazel Park

## Governmental Funds

### Statement of Revenue, Expenditures, and Changes in Fund Balances

**Year Ended June 30, 2021**

	General Fund	Special Education Center Programs Fund	Nonmajor Funds	Total Governmental Funds
<b>Revenue</b>				
Local sources	\$ 5,528,632	\$ -	\$ 6,537,159	\$ 12,065,791
State sources	28,112,704	2,867,532	234,846	31,215,082
Federal sources	4,285,393	-	995,739	5,281,132
Intergovernmental	2,441,743	5,472,051	368,905	8,282,699
Total revenue	40,368,472	8,339,583	8,136,649	56,844,704
<b>Expenditures</b>				
Current:				
Instruction	24,395,129	3,660,066	-	28,055,195
Support services	14,674,910	3,052,054	77,561	17,804,525
Athletics	417,830	-	-	417,830
Food services	-	-	977,389	977,389
Community services	72,499	-	82,748	155,247
Debt service:				
Principal	33,000	-	3,400,000	3,433,000
Interest	-	-	1,398,668	1,398,668
Other debt costs	-	-	219,944	219,944
Capital outlay	60,043	-	1,402,596	1,462,639
Payments to subgrantee	201,641	-	-	201,641
Total expenditures	39,855,052	6,712,120	7,558,906	54,126,078
<b>Excess of Revenue Over Expenditures</b>	513,420	1,627,463	577,743	2,718,626
<b>Other Financing Sources (Uses)</b>				
Face value of debt issued (Note 8)	-	-	22,850,000	22,850,000
Proceeds from sale of capital assets	-	-	737,095	737,095
Premium on debt issued (Note 8)	-	-	3,504,419	3,504,419
Payment to bond refunding escrow agent (Note 8)	-	-	(26,648,101)	(26,648,101)
Transfers in (Note 7)	1,653,914	-	290,713	1,944,627
Transfers out (Note 7)	(290,713)	(1,626,030)	(27,884)	(1,944,627)
Total other financing sources (uses)	1,363,201	(1,626,030)	706,242	443,413
<b>Net Change in Fund Balances</b>	1,876,621	1,433	1,283,985	3,162,039
<b>Fund Balances - Beginning of year</b>	1,615,439	516,577	2,514,674	4,646,690
<b>Fund Balances - End of year</b>	<u>\$ 3,492,060</u>	<u>\$ 518,010</u>	<u>\$ 3,798,659</u>	<u>\$ 7,808,729</u>

# School District of the City of Hazel Park

## Governmental Funds

### Reconciliation of the Statement of Revenue, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities

**Year Ended June 30, 2021**

<b>Net Change in Fund Balances Reported in Governmental Funds</b>	<b>\$ 3,162,039</b>
Amounts reported for governmental activities in the statement of activities are different because:	
Governmental funds report capital outlays as expenditures; however, in the statement of activities, these costs are allocated over their estimated useful lives as depreciation:	
Capitalized capital outlay	1,160,401
Depreciation expense	(1,929,921)
Net book value of assets disposed of	(668,609)
Revenue in the statement of activities that does not provide current financial resources is not reported as revenue in the funds until it is available	(333,697)
Revenue in support of pension contributions made subsequent to the measurement date	(551,438)
Issuing debt, net of premiums and discounts, provides current financial resources to governmental funds but increases long-term liabilities in the statement of net position	(26,354,419)
Repayment of bond principal is an expenditure in the governmental funds but not in the statement of activities (where it reduces long-term debt); amortization of premium/discounts and inflows/outflows related to bond refundings are not expenses in the governmental funds	29,718,954
Interest expense is recognized in the government-wide statements as it accrues	(52,901)
Some employee costs (pension, OPEB, and compensated absences) do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds	696,202
<b>Change in Net Position of Governmental Activities</b>	<b><u>\$ 4,846,611</u></b>

June 30, 2021

### Note 1 - Nature of Business

The School District of the City of Hazel Park (the "School District") is a school district in the state of Michigan that provides educational services to students.

### Note 2 - Significant Accounting Policies

#### *Accounting and Reporting Principles*

The School District of the City of Hazel Park (the "School District") follows accounting principles generally accepted in the United States of America (GAAP), as applicable to governmental units. Accounting and financial reporting pronouncements are promulgated by the Governmental Accounting Standards Board (GASB).

#### *Reporting Entity*

The School District is governed by an elected seven-member Board of Education. In accordance with governmental accounting principles, no component units are required to be reported within these financial statements.

#### *Report Presentation*

Governmental accounting principles require that financial reports include two different perspectives - the government-wide perspective and the fund-based perspective. The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all of the nonfiduciary activities of the primary government and its component units, as applicable. The government-wide financial statements are presented on the economic resources measurement focus and the full accrual basis of accounting. Property taxes are recognized as revenue in the year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met. The statements also present a schedule reconciling these amounts to the modified accrual-based presentation found in the fund-based statements.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segment are offset by program revenue. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenue includes: (1) charges to customers or applicants for goods, services, or privileges provided; (2) operating grants and contributions; and (3) capital grants and contributions, including special assessments. Taxes, unrestricted intergovernmental receipts, and other items not properly included among program revenue are reported instead as general revenue.

As a general rule, the effect of interfund activity has been removed from the government-wide financial statements. Eliminations of these charges would distort the direct costs and program revenue reported for the various functions concerned.

Separate financial statements are provided for governmental funds. Major individual governmental funds are reported as separate columns in the fund financial statements.

#### *Basis of Accounting*

The governmental funds use the current financial resources measurement focus and the modified accrual basis of accounting. This basis of accounting is intended to better demonstrate accountability for how the government has spent its resources.

Expenditures are reported when the goods are received or the services are rendered. Capital outlays are reported as expenditures (rather than as capital assets) because they reduce the ability to spend resources in the future; conversely, employee benefit costs that will be funded in the future (such as pension and retiree health care-related costs or sick and vacation pay) are not counted until they come due for payment. In addition, debt service expenditures, claims, and judgments are recorded only when payment is due.

June 30, 2021

**Note 2 - Significant Accounting Policies (Continued)**

Revenue is recognized as soon as it is both measurable and available. Revenue is considered to be available if it is collected within the current period or soon enough thereafter to pay liabilities of the current period. Revenue not meeting this definition is classified as a deferred inflow of resources. For this purpose, the School District considers revenue to be available if it is collected within 60 days of the end of the current fiscal period.

***Fund Accounting***

The School District accounts for its various activities in several different funds in order to demonstrate accountability for how it spends certain resources; separate funds allow the School District to show the particular expenditures for which specific revenue is used.

**Governmental Funds**

Governmental funds include all activities that provide general governmental services that are not business-type activities. This includes the General Fund, special revenue funds, debt service funds, and capital project funds. The School District reports the following funds as major governmental funds:

- The General Fund is the primary operating fund. It accounts for all financial resources of the School District other than those specifically assigned to another fund.
- The Special Education Center Programs Fund is used to record special education millage revenue from the intermediate school district, state revenue related to special education, and disbursements associated with special education center programs administered by the School District on behalf of the intermediate school district.

Additionally, the School District reports the following nonmajor governmental fund types:

- Special Revenue Funds - Special revenue funds are used to account for the proceeds of specific revenue sources that are restricted to expenditure for specified purposes. The School District's nonmajor special revenue funds include the Food Services, Community Services - Child Care, and Student Activities funds. Revenue sources for the Food Services Fund include sales to customers and dedicated grants from state and federal sources. Revenue for the Child Care program consists primarily of tuition charged to users. Revenue from the Student Activities Fund includes fundraising revenue and donations earned and received by student groups. Any operating deficit generated by these activities is the responsibility of the General Fund.
- Capital Projects Funds - The Sinking, 2012 Building and Site Project, and General Operations funds are used to record the bond proceeds and other revenue and the disbursement of money specifically designated for acquiring or constructing new school sites, buildings, and equipment and for major remodeling and repairs. The Edison Capital Projects Fund is used to record proceeds from intergovernmental sources and disbursements of money specifically designated for major remodeling and repairs of buildings serving center-based programs.
- Debt Service Funds - The Qualified Debt and Unqualified Debt funds are used to record tax, interest, and other revenue for payment of interest, principal, and other expenditures on bonds outstanding.

**Interfund Activity**

During the course of operations, the School District has activity between funds for various purposes. Any residual balances outstanding at year end are reported as due from/to other funds and advances to/from other funds. While these balances are reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Balances between the funds included in governmental activities (i.e., the governmental and internal service funds) are eliminated so that only the net amount is included as internal balances in the governmental activities column.

June 30, 2021

**Note 2 - Significant Accounting Policies (Continued)**

Furthermore, certain activity occurs during the year involving transfers of resources between funds. In fund financial statements, these amounts are reported at gross amounts as transfers in/out. While reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Transfers between the funds included in governmental activities are eliminated so that only the net amount is included as transfers in the governmental activities column.

***Specific Balances and Transactions***

**Cash and Investments**

Cash and investments include cash on hand, demand deposits, and short-term investments with a maturity of three months or less when acquired. Investments are stated at fair value.

Pooled investment income from the General Fund, debt service funds, capital projects funds, and special revenue funds is generally allocated to each fund using a weighted average of balance for the principal invested.

**Receivables and Payables**

In general, outstanding balances between funds are reported as due to/from other funds. Activities between funds that are representative of lending/borrowing arrangements outstanding at the end of the fiscal year are referred to as advances to/from other funds.

All trade and property tax receivables are shown net of an allowance for uncollectible amounts. The School District considers all receivables to be fully collectible; accordingly, no allowance for uncollectible amounts is recorded. Property taxes are assessed as of December 31, and the related property taxes become a lien on July 1 of the following year. The taxes are payable without interest on or before September 14 and without penalty on or before the following February 14. Taxes become delinquent on the March 1 following the date of levy. Delinquent property taxes are collected by the county.

The School District receives reduced property tax revenue as a result of industrial facilities tax exemptions (PA 198 of 1974) and brownfield redevelopment agreements (PA 381 of 1996) granted by cities within the boundaries of the School District. Industrial facility exemptions are intended to promote construction of new industrial facilities or to rehabilitate historical facilities. Brownfield redevelopment agreements are intended to reimburse taxpayers that remediate environmental contamination on their properties. For the fiscal year ended June 30, 2021, the School District's property tax revenue under these programs was minimal.

**Inventories**

Inventories are valued at cost on a first-in, first-out basis. Inventories are accounted for using the consumption method, are recorded as expenditures when consumed rather than when purchased, and include commodities within the Food Services Fund.

**Restricted Assets**

The unspent bond proceeds and related interest of the capital projects funds require amounts to be set aside for construction and fixed asset acquisition of conservation improvements. The property taxes levied in the debt service funds are required to be set aside for future principal and interest payments on bonded debt. The property taxes levied in the Sinking Fund are required to be set aside for allowable expenditures. These amounts have been classified as restricted assets.

Note 2 - Significant Accounting Policies (Continued)

Capital Assets

Capital assets, which include land, buildings, furniture and equipment, and vehicles, are reported in the applicable governmental column in the government-wide financial statements. Capital assets are defined by the School District as assets with an initial individual cost of more than \$5,000 and an estimated useful life in excess of five years. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at acquisition value at the date of donation. Costs of normal repair and maintenance that do not add to the value or materially extend asset life are not capitalized. The School District does not have infrastructure-type assets.

Capital assets are depreciated using the straight-line method over the following useful lives:

	Depreciable Life - Years
Buildings and improvements	20 to 50
Buses and other vehicles	5 to 10
Furniture and other equipment	5 to 20

Long-term Obligations

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the statement of net position. Bond premiums and discounts are deferred and amortized over the life of the bond using the effective interest method; bonds payable are reported net of the applicable bond premium or discount. Bond issuance costs are expensed at the time they are incurred. In the fund financial statements, governmental fund types recognize bond issuances as other financing sources, as well as bond premiums and discounts. The debt service funds are generally used to liquidate governmental long-term debt.

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position and/or balance sheet will sometimes report a separate section for deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to future periods and will not be recognized as an outflow of resources (expense/expenditure) until then. The School District only has two items that qualify for reporting in this category, which are the deferred outflows related to the pension and OPEB costs and the deferred outflow related to deferred charges on bond refunding.

In addition to liabilities, the statement of net position and/or balance sheet will sometimes report a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time.

The School District reports deferred inflows of resources in the statement of net position related to revenue in support of pension contributions made subsequent to the measurement date and deferred pension and OPEB plan cost reductions.

Net Position

Net position of the School District is classified in three components. Net investment in capital assets consists of capital assets, net of accumulated depreciation, and is reduced by the current balances of any outstanding borrowings used to finance the purchase or construction of those assets. The restricted component of net position consists of restricted assets reduced by liabilities and deferred inflows of resources related to those assets. Unrestricted net position is the remaining net position that does not meet the definition of invested in capital or restricted.

June 30, 2021

**Note 2 - Significant Accounting Policies (Continued)**

**Net Position Flow Assumption**

Sometimes, the School District will fund outlays for a particular purpose from both restricted and unrestricted resources. In order to calculate the amounts to report as restricted net position and unrestricted net position in the government-wide financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the School District's policy to consider restricted net position to have been depleted before unrestricted net position is applied.

**Fund Balance Flow Assumptions**

Sometimes, the School District will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance). In order to calculate the amounts to report as restricted, committed, assigned, and unassigned fund balance in the governmental fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the School District's policy to consider restricted fund balance to have been depleted before using any of the components of unrestricted fund balance. Furthermore, when the components of unrestricted fund balance can be used for the same purpose, committed fund balance is depleted first, followed by assigned fund balance. Unassigned fund balance is applied last.

**Fund Balance Policies**

Fund balance of governmental funds is reported in various categories based on the nature of any limitations requiring the use of resources for specific purposes. The government itself can establish limitations on the use of resources through either a commitment (committed fund balance) or an assignment (assigned fund balance).

The committed fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the School District's highest level of decision-making authority. The Board of Education is the highest level of decision-making authority for the School District that can commit fund balance by passing a resolution. Once passed, the limitation imposed by the resolution remains in place until a similar action is taken (the passing of another resolution) to remove or revise the limitation.

Amounts in the assigned fund balance classification are intended to be used by the government for specific purposes but do not meet the criteria to be classified as committed. The School District has, by resolution, authorized the Board of Education or superintendent to assign fund balance. The superintendent may also assign fund balance to cover a gap between estimated revenue and expenditures in the subsequent year's appropriated budget. Unlike commitments, assignments generally exist only temporarily. In other words, an additional action does not normally have to be taken for the removal of an assignment. Conversely, as discussed above, an additional action is essential to either remove or revise a commitment.

Nonspendable fund balance amounts are not in spendable form or are legally or contractually required to be maintained intact.

The fund balance policy targets a minimum fund balance as 7.5 percent of expenditures in the General Fund for the year ended June 30, 2021. This is deemed to be the prudent amount to maintain the School District's ability to meet obligations as they come due throughout the year.

**Property Tax Revenue**

Property taxes are assessed as of December 31 and the related property taxes become a lien on December 1 of the following year. These taxes are billed on July 1 for approximately 50 percent of the taxes and on December 1 for the remainder of the property taxes. Taxes are considered delinquent on March 1 of the following year. At this time, penalties and interest are assessed and the total obligation is added to the county tax rolls.

June 30, 2021

**Note 2 - Significant Accounting Policies (Continued)**

**Grants and Contributions**

From time to time, the School District receives grants from federal, state, and local grants, as well as contributions. Revenue from grants and contributions (including contributions of capital assets) is recognized when all eligibility requirements, including time requirements, are met. Grants and contributions may be restricted for either specific operating purposes or for capital purposes. Amounts that are unrestricted or that are restricted to a specific operating purpose are reported as nonoperating revenue. Amounts restricted to capital acquisitions are reported after nonoperating revenue and expenses.

**Pension and Other Postemployment Benefit (OPEB) Plans**

For the purpose of measuring the net pension and net OPEB liabilities, deferred outflows of resources and deferred inflows of resources related to each plan, and pension and OPEB expense, information about the fiduciary net position of the Michigan Public School Employees' Retirement System (MPERS) and additions to/deductions from MPERS fiduciary net position have been determined on the same basis as they are reported by MPERS. MPERS uses the economic resources measurement focus and the full accrual basis of accounting. Contribution revenue is recorded as contributions are due, pursuant to legal requirements. Benefit payments (including refunds of employee contributions) are recognized as expenses when due and payable in accordance with the plan benefit terms. Related plan investments are reported at fair value.

**Compensated Absences**

Under contracts negotiated with employee groups, individual employees have a vested right to receive payments for unused vacation and accumulated sick leave benefits upon termination of employment under specified formulas and conditions. A liability for these amounts is reported in governmental funds as it becomes due for payment.

The liability for compensated absences reported in the government-wide statements consists of unpaid, accumulated annual and sick leave balances. The liability has been calculated using the vesting method, in which leave amounts for both employees who are currently eligible to receive termination payments at normal retirement age and other employees who are expected to become eligible in the future to receive such payments upon normal retirement are included.

**Use of Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the period. Actual results could differ from those estimates.

June 30, 2021

**Note 2 - Significant Accounting Policies (Continued)**

***Upcoming Accounting Pronouncement***

In June 2017, the Governmental Accounting Standards Board issued Statement No. 87, *Leases*, which improves accounting and financial reporting for leases by governments. This statement requires recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources. The School District is currently evaluating the impact this standard will have on the financial statements when adopted. The provisions of this statement were originally effective for the School District's financial statements for the year ended June 30, 2021 but were extended to June 30, 2022 with the issuance of GASB Statement No. 95, *Postponement of the Effective Date of Certain Authoritative Guidance*.

***Subsequent Events***

The financial statements and related disclosures include evaluation of events up through and including October 8, 2021, which is the date the financial statements were available to be issued.

**Note 3 - Stewardship, Compliance, and Accountability**

***Budgetary Information***

Annual budgets are adopted on a basis consistent with generally accepted accounting principles and state law for the General Fund and all special revenue funds. All annual appropriations lapse at fiscal year end. The budget document presents information by fund and function. The legal level of budgetary control adopted by the governing body (i.e., the level at which expenditures may not legally exceed appropriations) is the function level. State law requires the School District to have its budget in place by July 1. Expenditures in excess of amounts budgeted are a violation of Michigan law. State law permits districts to amend their budgets during the year. During the year, the budget was amended in a legally permissible manner. The School District amended the General Fund budget to reflect changes in funding from state and federal sources.

Encumbrance accounting is employed in governmental funds. Encumbrances (e.g., purchase orders or contracts) outstanding at year end are reported as restrictions, commitments, or assignments of fund balances and do not constitute expenditures or liabilities because the goods or services have not been received as of year end; the commitments will be reappropriated and honored during the subsequent year.

***Excess of Expenditures Over Appropriations in Budgeted Funds***

The School District did not have significant expenditure budget variances.

***Capital Projects Fund Compliance***

The Sinking Fund capital projects fund records capital project activities funded with Sinking Fund millage. For this fund, authorized on or after March 29, 2017, the School District has complied with the applicable provisions of §1212 of the State of Michigan Revised School Code.

June 30, 2021

**Note 4 - Deposits and Investments**

State statutes and the School District's investment policy authorize the School District to make deposits in the accounts of federally insured banks, credit unions, and savings and loan associations that have offices in Michigan. The School District is allowed to invest in U.S. Treasury or agency obligations, U.S. government repurchase agreements, bankers' acceptances, certificates of deposit, commercial paper rated prime at the time of purchase that matures no more than 270 days after the date of purchase, mutual funds, and investment pools that are composed of authorized investment vehicles. The School District's deposits and investments are in accordance with statutory authority.

The School District has designated two banks for the deposit of its funds.

At year end, the District had approximately \$3.9 million in investment pools in the Michigan Liquid Asset Fund, which is recorded at amortized cost. There are no limitations or restrictions on participant withdrawals, except that there is a one-day minimum investment period for approximately \$525,000 of investments. Additionally, approximately \$3,328,000 of investments may not be redeemed for at least 14 calendar days, with the exception of direct investments of funds distributed by the State of Michigan. Redemptions made prior to the applicable 14-day period are subject to a penalty equal to 15 days' interest on the amount redeemed.

The investment policy adopted by the board, in accordance with state statutes, has authorized investments noted below.

The School District's cash and investments are subject to several types of risk, which are examined in more detail below:

***Custodial Credit Risk of Bank Deposits***

Custodial credit risk is the risk that, in the event of a bank failure, the School District's deposits may not be returned to it. The School District's investment policy requires that financial institutions be evaluated and only those with an acceptable risk level be used for the School District's deposits for custodial credit risk. At year end, the School District had \$4,083,969 of bank deposits (certificates of deposit and checking and savings accounts) that were uninsured and uncollateralized.

***Custodial Credit Risk of Investments***

Custodial credit risk is the risk that, in the event of the failure of the counterparty, the School District will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. The School District's investment policy states that custodial credit risk will be minimized by limiting investments to the types of securities allowed by state law and by prequalifying the financial institutions, broker/dealers, intermediaries, and advisors with which the School District will do business using the criteria established in the investment policy. At June 30, 2021, the School District does not have investments with custodial credit risk.

***Interest Rate Risk***

Interest rate risk is the risk that the value of investments will decrease as a result of a rise in interest rates. The School District's investment policy minimizes interest rate risk by requiring the structuring of the investment portfolio so that securities mature to meet cash requirements for ongoing operations, thereby avoiding the need to sell securities in the open market, and investing operating funds primarily in shorter-term securities, liquid asset funds, money market mutual funds, or similar investment pools and limiting the average maturity in accordance with the School District's cash requirements. The School District's investment policy does not restrict investment maturities other than commercial paper, which can only be purchased with a 270-day maturity.

June 30, 2021

**Note 4 - Deposits and Investments (Continued)**

**Credit Risk**

State law limits investments in commercial paper to the top two ratings issued by nationally recognized statistical rating organizations. The School District has no investment policy that would further limit its investment choices. As of June 30, 2021, the credit quality ratings of debt securities (other than the U.S. government) are as follows:

Investment	Carrying Value	Rating	Rating Organization
<b>Primary Government</b>			
MILAF+ MAX Class*	\$ 3,327,923	AAAm	S&P
MILAF+ Cash Mgmt Class*	525,914	AAAm	S&P
Total	<u>\$ 3,853,837</u>		

\*Investment is reported at amortized cost

**Concentration of Credit Risk**

The School District places no limit on the amount the School District may invest in any one issuer. The School District's investment policy minimizes concentration of credit risk by requiring diversification of the investment portfolio so that the impact of potential losses from any one type of security or issuer will be minimized.

**Foreign Currency Risk**

Foreign currency risk is the risk that an investment denominated in the currency of a foreign country could reduce its U.S. dollar value as a result of changes in foreign currency exchange rates. State law and the School District's investment policy prohibit investments in foreign currency.

**Note 5 - Unearned Revenue**

Governmental funds report unearned revenue recognition in connection with resources that have been received but not yet earned.

At June 30, 2021, the various components of unavailable and unearned revenue were as follows:

	Governmental Funds Liability - Unearned
Grant and categorical aid payment received prior to meeting all eligibility requirements	\$ 74,302

June 30, 2021

**Note 6 - Capital Assets**

Capital asset activity of the School District was as follows:

**Governmental Activities**

	Balance July 1, 2020	Reclassifications	Additions	Disposals and Adjustments	Balance June 30, 2021
Capital assets not being depreciated:					
Land	\$ 165,000	\$ -	\$ -	\$ -	\$ 165,000
Construction in progress	12,818,593	(12,905,616)	97,239	-	10,216
Subtotal	12,983,593	(12,905,616)	97,239	-	175,216
Capital assets being depreciated:					
Buildings and improvements	74,060,578	12,364,987	730,726	(1,070,644)	86,085,647
Furniture and equipment	7,349,305	578,105	308,361	(34,480)	8,201,291
Buses and other vehicles	636,008	(37,476)	24,075	(15,000)	607,607
Subtotal	82,045,891	12,905,616	1,063,162	(1,120,124)	94,894,545
Accumulated depreciation:					
Buildings and improvements	28,863,776	-	1,708,937	(410,112)	30,162,601
Furniture and equipment	5,630,879	131,393	190,142	(34,097)	5,918,317
Buses and other vehicles	431,268	(131,393)	30,842	(7,306)	323,411
Subtotal	34,925,923	-	1,929,921	(451,515)	36,404,329
Net capital assets being depreciated	47,119,968	12,905,616	(866,759)	(668,609)	58,490,216
Net capital assets	<u>\$ 60,103,561</u>	<u>\$ -</u>	<u>\$ (769,520)</u>	<u>\$ (668,609)</u>	<u>\$ 58,665,432</u>

Depreciation expense was charged to activities of the School District (primary government) as follows:

Governmental activities:	
Instruction	\$ 1,679,031
Support services	115,795
Community services	77,197
Food services	57,898
Total governmental activities	<u>\$ 1,929,921</u>

**Construction Commitments**

The School District has no significant active construction projects at year end.

June 30, 2021

**Note 7 - Interfund Receivables, Payables, and Transfers**

The composition of interfund balances is \$563,835 due from the Special Education Center Programs Fund due to the General Fund. These balances result from the time lag between the dates that goods and services are provided or reimbursable expenditures occur, transactions are recorded in the accounting system, and payments between funds are made.

Interfund transfers reported in the fund financial statements are composed of the following:

Paying Fund (Transfer Out)	Receiving Fund (Transfer In)	Amount
Special Education Center Programs Fund	General Fund	\$ 1,626,030
General Fund	Nonmajor funds	290,713
Nonmajor funds	General Fund	27,884
	<b>Total</b>	<b>\$ 1,944,627</b>

Operating transfers from the General Fund to nonmajor funds represents the general obligation payments for principal and interest on the 2010 Energy Bonds and funding escrow accounts for the 2002 and 2003 QZAB bonds, which are accounted for in the Debt Service General Fund Obligation Fund. Transfers from the Special Education Center Programs Fund to the General Fund reflect indirect costs and rent paid by the county Special Education Center to the School District.

**Note 8 - Long-term Debt**

The School District issues bonds, notes, and other contractual commitments to provide for the acquisition and construction of major capital facilities and the acquisition of certain equipment. General obligation bonds are direct obligations and pledge the full faith and credit of the School District. Qualified bonds are fully guaranteed by the State of Michigan. Notes and installment purchase agreements are also general obligations of the School District. Other long-term obligations include compensated absences, claims and judgments, termination benefits, and certain risk liabilities.

The School District's bonds payable are liquidated by the various debt service funds. The other long-term obligations are liquidated primarily by the General Fund.

Long-term debt activity can be summarized as follows:

	Beginning Balance	Additions	Reductions	Ending Balance	Due within One Year
Other debt - General obligations - Bonds payable	\$ 55,740,000	\$ 22,850,000	\$ (29,535,000)	\$ 49,055,000	\$ 3,860,000
Unamortized bond premium	-	3,504,419	(156,450)	3,347,969	375,480
Installment payment - City of Hazel Park, Michigan	132,000	-	(33,000)	99,000	33,000
Compensated absences	1,347,113	28,703	-	1,375,816	250,000
<b>Total governmental activities long-term debt</b>	<b>\$ 57,219,113</b>	<b>\$ 26,383,122</b>	<b>\$ (29,724,450)</b>	<b>\$ 53,877,785</b>	<b>\$ 4,518,480</b>

The current year expense for general obligation deferred charges on bond refunding is \$5,496, with a balance of \$65,529 at June 30, 2021.

June 30, 2021

**Note 8 - Long-term Debt (Continued)**

**General Obligation Bonds and Contracts**

The School District issues general obligation bonds, notes, and other contractual commitments to provide for the acquisition and construction of major capital facilities and the acquisition of certain equipment. General obligations have been issued for governmental activities. General obligation bonds are direct obligations and pledge the full faith and credit of the School District. The School District's qualified bonds are fully guaranteed by the State of Michigan except for the 2012 Building and Site Bond. The primary source of any required repayment is from the School District's property tax levy; however, the State of Michigan may withhold the School District's state aid funding in order to recover amounts it has paid on behalf of the School District for qualified bonds. General obligations outstanding at June 30, 2021 are as follows:

Governmental Activities	Remaining Annual Installments	Interest Rate(s) (Percent)	Maturing	Outstanding
\$3,315,000 - 2010 Energy Conservation Improvement Bond	\$240,000 - \$280,000	3.75 - 4.125	May 1, 2026	\$ 1,300,000
\$7,950,000 - 2012 Qualified Building and Site Bond	\$395,000 - \$565,000	3.25 - 4.00	May 1, 2032	5,190,000
\$20,500,000 - 2019 Refunding Bond	\$935,000 - \$2,410,000	2.00 - 3.11	May 1, 2033	19,715,000
\$22,850,000 - 2021 Refunding Bond	\$1,000,000 - \$3,080,000	4.00	May 1, 2030	22,850,000
Total				<u>\$ 49,055,000</u>

**Debt Service Requirements to Maturity**

Annual debt service requirements to maturity for the above bonds and note obligations are as follows:

Years Ending June 30	Governmental Activities - Other Debt		
	Principal	Interest	Total
2022	\$ 3,860,000	\$ 1,842,826	\$ 5,702,826
2023	4,270,000	1,523,405	5,793,405
2024	4,515,000	1,373,539	5,888,539
2025	4,775,000	1,215,114	5,990,114
2026	5,035,000	1,048,834	6,083,834
2027-2031	22,415,000	2,551,550	24,966,550
2032-2033	4,185,000	113,693	4,298,693
Total	<u>\$ 49,055,000</u>	<u>\$ 9,668,961</u>	<u>\$ 58,723,961</u>

**Installment Payment**

In July 2014, the School District entered into an agreement with the City of Hazel Park, Michigan to repay the amount owed of \$330,000 related to police services that had gone unpaid from 2008 to 2014. The School District is required to pay \$33,000 per year. At June 30, 2021, there was \$99,000 remaining to be paid.

June 30, 2021

**Note 8 - Long-term Debt (Continued)**

***Current Bond Refunding***

During the year, the School District issued \$22,850,000 in general obligation (2021 Refunding Bonds) bonds with an interest rate of 4 percent. The net proceeds of these bonds (after payment of \$223,624 in underwriting fees, insurance, and other issuance costs) were used to pay down \$26,135,000 of 2011 Qualified Refunding Bond and 2012 Qualified Refunding Bond debt with variable interest rates ranging from approximately 3.75 to 5.00 percent. As a result, the portion of the liability for the 2011 Qualified Refunding Bond and 2012 Qualified Refunding Bond has been removed from long-term debt. The refunding reduced total debt service payments over the next 11 years by approximately \$5,206,511, which represents an economic gain of approximately \$4,629,128.

**Note 9 - Risk Management**

The School District is exposed to various risks of loss related to torts, theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters, as well as medical benefits provided to employees. The School District has purchased commercial insurance for medical claims and manages its property and casualty risk through participation in the MASB-SEG Property/Casualty Pool, Inc. (the "Pool").

As a member of the Pool, the School District's contributions are combined with other members to provide coverage for liability and property claims. Any funds not needed to pay claims and maintain prudent services are available for distribution to the members or credit toward future member contributions, as determined by the Pool's board of directors. Alternatively, the Pool's board of directors may increase liability limits and other additional services to members.

The School District manages workers' compensation cost through participation in the SET SEG Workers' Compensation Fund (the "Fund"). Premiums from participant members in each fund year are combined to provide all members with coverage for claims. The premiums and interest earned thereon are used to pay claims, administrative expenses, and to purchase reinsurance. Distribution to participants each year may be made only from members' surplus of that fund year, subject to approval by the State Insurance Bureau. In the event of a deficit in a fund year, assessments could be made against participants of that year. The Fund currently fully funds the loss fund to protect members from additional assessments in any fund year.

**Note 10 - Michigan Public School Employees' Retirement System**

***Plan Description***

The School District participates in the Michigan Public School Employees' Retirement System (the "System"), a statewide, cost-sharing, multiple-employer defined benefit public employee retirement system governed by the State of Michigan that covers substantially all employees of the School District. Certain school district employees also receive defined contribution retirement and health care benefits through the System. The System provides retirement, survivor, and disability benefits to plan members and their beneficiaries. The System also provides postemployment health care benefits to retirees and beneficiaries who elect to receive those benefits.

The System is administered by the Office of Retirement Services (ORS). The Michigan Public School Employees' Retirement System issues a publicly available financial report that includes financial statements and required supplemental information for the pension and postemployment health care plans. That report is available on the web at <http://www.michigan.gov/orsschools>.

June 30, 2021

**Note 10 - Michigan Public School Employees' Retirement System (Continued)**

***Benefits Provided***

Benefit provisions of the defined benefit (DB) pension plan and the postemployment health care plan are established by state statute, which may be amended. Public Act 300 of 1980, as amended, establishes eligibility and benefit provisions for the defined benefit pension plan and the postemployment health care plan.

Depending on the plan option selected, member retirement benefits are calculated as final average compensation times years of services times a pension factor ranging from 1.25 to 1.50 percent. The requirements to retire range from attaining the age of 46 to 60 with years of service ranging from 5 to 30 years, depending on when the employee became a member. Early retirement is computed in the same manner as a regular pension but is permanently reduced 0.50 percent for each full and partial month between the pension effective date and the date the member will attain age 60. There is no mandatory retirement age.

Depending on the member's date of hire, MPSERS offers the option of participating in the defined contribution (DC) plan that provides a 50 percent employer match (up to 3 percent of salary) on employee contributions.

Members are eligible for nonduty disability benefits after 10 years of service and for duty-related disability benefits upon hire. Disability retirement benefits are determined in the same manner as retirement benefits but are payable immediately without an actuarial reduction. The disability benefits plus authorized outside earnings are limited to 100 percent of the participant's final average compensation, with an increase of 2 percent each year thereafter.

Benefits may transfer to a beneficiary upon death and are determined in the same manner as retirement benefits but with an actuarial reduction.

Benefit terms provide for annual cost of living adjustments to each employee's retirement allowance subsequent to the employee's retirement date. The annual adjustment, if applicable, is 3 percent. Some members who do not receive an annual increase are eligible to receive a supplemental payment in those years when investment earnings exceed actuarial assumptions.

MPSERS provides medical, prescription drug, dental, and vision coverage for retirees and beneficiaries. A subsidized portion of the premium is paid by MPSERS, with the balance deducted from the monthly pension of each retiree health care recipient. Depending on the member's date of hire, this subsidized portion ranges from 80 percent to the maximum allowed by the statute.

***Contributions***

Public Act 300 of 1980, as amended, required the School District to contribute amounts necessary to finance the coverage of pension benefits of active and retired members. Contribution provisions are specified by state statute and may be amended only by action of the state Legislature. Under these provisions, each school district's contribution is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance a portion of the unfunded accrued liability.

Under the OPEB plan, retirees electing this coverage contribute an amount equivalent to the monthly cost for Part B Medicare and 10 percent, or 20 percent for those not Medicare eligible, of the monthly premium amount for the health, dental, and vision coverage at the time of receiving the benefits. The MPSERS board of trustees annually sets the employer contribution rate to fund the benefits. Participating employers are required to contribute at that rate.

June 30, 2021

**Note 10 - Michigan Public School Employees' Retirement System (Continued)**

Under Public Act 300 of 2012, members were given the choice between continuing the 3 percent contribution to retiree health care and keeping the premium subsidy benefit described above or choosing not to pay the 3 percent contribution and, instead, opting out of the subsidy benefit and becoming a participant in the Personal Healthcare Fund (PHF), a portable tax-deferred fund that can be used to pay health care expenses in retirement. Participants in the PHF are automatically enrolled in a 2 percent employee contribution into their 457 account as of their transition date, earning them a 2 percent employer match into a 401(k) account. Members who selected this option stopped paying the 3 percent contribution to retiree health care as of the day before their transition date, and their prior contributions were deposited into their 401(k) account.

The School District's contributions are determined based on employee elections. There are multiple different pension and health care benefit options included in the plan available to employees based on date of hire and the elections available at that time. Contribution rates are adjusted annually by the ORS.

The ranges of rates are as follows:

	Pension	OPEB
October 1, 2019 - September 30, 2020	13.39% - 19.59%	7.57% - 8.09%
October 1, 2020 - September 30, 2021	13.39% - 19.78%	7.57% - 8.43%

Depending on the plan selected, member pension contributions range from 0 percent up to 7.0 percent of gross wages. For certain plan members, a 4 percent employer contribution to the defined contribution pension plan is required. In addition, for certain plan members, a 3 percent employer match is provided to the defined contribution pension plan.

The School District's required and actual pension contributions to the plan for the year ended June 30, 2021 were \$6,699,302, which includes the School District's contributions required for those members with a defined contribution benefit. The School District's required and actual pension contributions include an allocation of \$2,772,238 in revenue received from the State of Michigan and remitted to the System to fund the MPERS unfunded actuarial accrued liability (UAAL) stabilization rate for the year ended June 30, 2021.

The School District's required and actual OPEB contributions to the plan for the year ended June 30, 2021 were \$1,771,453, which includes the School District's contributions required for those members with a defined contribution benefit.

**Net Pension Liability**

At June 30, 2021, the School District reported a liability of \$71,254,032 for its proportionate share of the net pension liability. The net pension liability was measured as of September 30, 2020, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of September 30, 2019, which used update procedures to roll forward the estimated liability to September 30, 2020. The School District's proportion of the net pension liability was based on a projection of its long-term share of contributions to the pension plan relative to the projected contributions of all participating reporting units, actuarially determined. At September 30, 2020 and 2019, the School District's proportion was approximately 0.207 and 0.208 percent, respectively, representing a change of (0.52) percent.

June 30, 2021

**Note 10 - Michigan Public School Employees' Retirement System (Continued)**

**Net OPEB Liability**

At June 30, 2021, the School District reported a liability of \$11,396,583 for its proportionate share of the net OPEB liability. The net OPEB liability for fiscal year 2021 was measured as of September 30, 2020, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of September 30, 2019, which used update procedures to roll forward the estimated liability to September 30, 2020. The School District's proportion of the net OPEB liability was based on a projection of its long-term share of contributions to the OPEB plan relative to the projected contributions of all participating reporting units, actuarially determined. At September 30, 2020 and 2019, the School District's proportion was approximately 0.21 and 0.20 percent, respectively, representing a change of 5.90 percent.

**Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions**

For 2021, the School District recognized pension expense of \$7,884,631, inclusive of payments to fund the MPSERS UAAL stabilization rate. At June 30, 2021, the School District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	\$ 1,088,703	\$ (152,081)
Changes in assumptions	7,895,634	-
Net difference between projected and actual earnings on pension plan investments	299,378	-
Changes in proportion and differences between the School District's contributions and proportionate share of contributions	-	(3,548,945)
The School District's contributions to the plan subsequent to the measurement date	5,731,089	-
Total	<u>\$ 15,014,804</u>	<u>\$ (3,701,026)</u>

The \$2,772,238 reported as deferred inflows of resources resulting from the pension portion of state aid payments received pursuant to the UAAL payment will be recognized as state appropriations revenue for the year ending June 30, 2022. Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Years Ending	Amount
2022	\$ 2,570,681
2023	1,635,451
2024	945,461
2025	431,096
Total	<u>\$ 5,582,689</u>

In addition, the contributions subsequent to the measurement date will be included as a reduction of the net pension liability in the next year.

**OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB**

For the year ended June 30, 2021, the School District recognized OPEB recovery of \$652,886.

June 30, 2021

**Note 10 - Michigan Public School Employees' Retirement System (Continued)**

At June 30, 2021, the School District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	\$ -	\$ (8,491,520)
Changes in assumptions	3,757,680	-
Net difference between projected and actual earnings on OPEB plan investments	95,117	-
Changes in proportionate share or difference between amount contributed and proportionate share of contributions	830,111	(1,670,388)
Employer contributions to the plan subsequent to the measurement date	1,269,471	-
Total	<u>\$ 5,952,379</u>	<u>\$ (10,161,908)</u>

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows (note that employer contributions subsequent to the measurement date will reduce the net OPEB liability and, therefore, will not be included in future OPEB expense):

Years Ending	Amount
2022	\$ (1,597,457)
2023	(1,465,751)
2024	(1,183,770)
2025	(793,818)
2026	(438,204)
Total	<u>\$ (5,479,000)</u>

**Actuarial Assumptions**

The total pension liability and total OPEB liability as of September 30, 2020 are based on the results of an actuarial valuation as of September 30, 2019 and rolled forward. The total pension liability and OPEB liability were determined using the following actuarial assumptions:

Actuarial cost method		Entry age normal
Investment rate of return - Pension	6.00% - 6.80%	Net of investment expenses based on the groups
Investment rate of return - OPEB	6.95%	Net of investment expenses based on the groups
Salary increases	2.75% - 11.55%	Including wage inflation of 2.75%
Health care cost trend rate - OPEB	7.0%	Year 1, graded to 3.5% in year 15, 3.0% in year 120
Mortality basis		RP-2014 Male and Female Employee Annuitant Mortality tables, scaled 100% (retirees: 82% for males and 78% for females) and adjusted for mortality improvements using projection scale MP-2017 from 2006
Cost of living pension adjustments	3.00%	Annual noncompounded for MIP members

Assumption changes as a result of an experience study for the periods from 2012 to 2017 have been adopted by the System for use in the annual pension and OPEB valuations beginning with the September 30, 2017 valuation.

June 30, 2021

**Note 10 - Michigan Public School Employees' Retirement System (Continued)**

Significant assumption changes since the prior measurement date, September 30, 2019, for the OPEB plan include a reduction in the health care cost trend rate of 0.50 percentage points and the actual per person health benefit cost was lower than projected. There were no significant changes in assumptions for the pension actuarial valuation. There were no significant benefit terms changes for the pension or OPEB plans since the prior measurement date of September 30, 2019.

**Discount Rate**

The discount rate used to measure the total pension liability was 6.00 to 6.80 percent as of September 30, 2020 depending on the plan option. The discount rate used to measure the total OPEB liability was 6.95 percent as of September 30, 2020. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current contribution rate and that district contributions will be made at statutorily required rates.

Based on those assumptions, the pension plan's fiduciary net position and the OPEB plan's fiduciary net position were projected to be available to make all projected future benefit payments of current active and inactive employees. Therefore, the long-term expected rate of return on pension plan and OPEB plan investments was applied to all periods of projected benefit payments to determine the total pension liability and total OPEB liability.

The long-term expected rate of return on pension plan and OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	Long-term Expected Real Rate of Return
Domestic equity pools	25.00 %	5.60 %
Private equity pools	16.00	9.30
International equity pools	15.00	7.40
Fixed-income pools	10.50	0.50
Real estate and infrastructure pools	10.00	4.90
Absolute return pools	9.00	3.20
Real return/opportunistic pools	12.50	6.60
Short-term investment pools	2.00	(0.10)
Total	100.00 %	

Long-term rates of return are net of administrative expense and inflation of 2.1 percent.

**Sensitivity of the Net Pension Liability to Changes in the Discount Rate**

The following presents the net pension liability of the School District, calculated using the discount rate depending on the plan option. The following also reflects what the School District's net pension liability would be if it were calculated using a discount rate that is 1 percentage point lower or 1 percentage point higher than the current rate:

	1 Percentage Point Decrease (5.00 - 5.80%)	Current Discount Rate (6.00 - 6.80%)	1 Percentage Point Increase (7.00 - 7.80%)
Net pension liability of the School District	186 \$ 92,226,257	\$ 71,254,032	\$ 53,872,732

June 30, 2021

**Note 10 - Michigan Public School Employees' Retirement System (Continued)**

***Sensitivity of the Net OPEB Liability to Changes in the Discount Rate***

The following presents the net OPEB liability of the School District, calculated using the current discount rate. It also reflects what the School District's net OPEB liability would be if it were calculated using a discount rate that is 1 percentage point lower or 1 percentage point higher than the current rate:

	1 Percentage Point Decrease (5.95%)	Current Discount Rate (6.95%)	1 Percentage Point Increase (7.95%)
Net OPEB liability of the School District	\$ 14,640,206	\$ 11,396,583	\$ 8,665,724

***Sensitivity of the Net OPEB Liability to Changes in the Health Care Cost Trend Rate***

The following presents the net OPEB liability of the School District, calculated using the current health care cost trend rate. It also reflects what the School District's net OPEB liability would be if it were calculated using a health care cost trend rate that is 1 percentage point lower or 1 percentage point higher than the current rate:

	1 Percentage Point Decrease (6.00%)	Current Rate (7.00%)	1 Percentage Point Increase (8.00%)
Net OPEB liability of the School District	\$ 8,561,165	\$ 11,396,583	\$ 14,621,522

***Pension Plan and OPEB Plan Fiduciary Net Position***

Detailed information about the plan's fiduciary net position is available in the separately issued MPSERS financial report.

***Payable to the Pension Plan and OPEB Plan***

At June 30, 2021, the School District reported a payable of \$1,033,275 and \$226,965 for the outstanding amount of contributions to the pension plan and OPEB plan, respectively, required for the year ended June 30, 2021.

**Note 11 - Short-term Debt**

***Unused Line of Credit***

The School District has an unused line of credit in the amount of \$4,000,000. The School District bears interest based on a floating rate per annum, including LIBOR and an applicable margin at 1.85 percent, due monthly. Under the line of credit, draws may be made on or after August 20, 2020 and must be repaid in full on or before August 20, 2021. The line of credit was unused throughout the 2020-2021 school year and was not subsequently renewed.

**Note 12 - Oversight Fees**

Effective July 1, 2019, the School District entered into a contract as an authorizing body, as defined by the School Code of 1976 as amended, to charter a Michigan academy. The School District is the fiscal agent for the charter school academy and is responsible for overseeing the academy's compliance with the contract and all applicable laws. The academy pays the School District 3 percent of state aid as an oversight fee. Oversight fees from the academy for the year ended June 30, 2021 to the School District totaled approximately \$738,000. The agreement is effective through June 30, 2024.

**June 30, 2021**

**Note 13 - Contingent Liabilities**

The School District is subject to various legal proceedings and claims that arise in the ordinary course of its business. The School District believes that the amount, if any, of ultimate liability with respect to legal actions will be insignificant or will be covered by insurance.

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## Required Supplemental Information

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# School District of the City of Hazel Park

## Required Supplemental Information Budgetary Comparison Schedule General Fund

**Year Ended June 30, 2021**

	Original Budget	Final Budget	Actual	Over (Under) Final Budget
<b>Revenue</b>				
Local sources	\$ 4,886,878	\$ 5,470,312	\$ 5,528,632	\$ 58,320
State sources	25,483,725	27,721,788	28,112,704	390,916
Federal sources	2,164,491	5,494,372	4,285,393	(1,208,979)
Intergovernmental	1,601,601	2,445,617	2,441,743	(3,874)
Total revenue	34,136,695	41,132,089	40,368,472	(763,617)
<b>Expenditures</b>				
Current:				
Instruction:				
Basic programs	15,175,041	17,484,412	17,423,567	(60,845)
Added needs	7,164,699	7,415,276	6,971,562	(443,714)
Support services:				
Pupil	2,095,705	2,275,935	2,243,427	(32,508)
Instructional staff	1,594,696	1,588,000	1,580,080	(7,920)
General administration	633,512	638,301	644,770	6,469
School administration	1,638,599	1,899,959	1,888,577	(11,382)
Business	745,370	805,491	790,879	(14,612)
Operations and maintenance	3,771,928	6,106,818	6,078,882	(27,936)
Pupil transportation services	459,794	376,643	346,225	(30,418)
Central	1,084,065	1,172,501	1,162,113	(10,388)
Athletics	520,661	419,000	417,830	(1,170)
Community services	121,417	93,291	72,499	(20,792)
Debt service - Principal	33,000	33,000	33,000	-
Payments to subgrantee	140,071	201,641	201,641	-
Total expenditures	35,178,558	40,510,268	39,855,052	(655,216)
<b>Excess of Revenue (Under) Over Expenditures</b>	(1,041,863)	621,821	513,420	(108,401)
<b>Other Financing Sources (Uses)</b>				
Transfers in	1,569,040	1,606,255	1,653,914	47,659
Transfers out	(290,713)	(290,713)	(290,713)	-
Total other financing sources	1,278,327	1,315,542	1,363,201	47,659
<b>Net Change in Fund Balance</b>	236,464	1,937,363	1,876,621	(60,742)
<b>Fund Balance - Beginning of year</b>	1,615,439	1,615,439	1,615,439	-
<b>Fund Balance - End of year</b>	<u>\$ 1,851,903</u>	<u>\$ 3,552,802</u>	<u>\$ 3,492,060</u>	<u>\$ (60,742)</u>

## School District of the City of Hazel Park

### Required Supplemental Information Budgetary Comparison Schedule Major Special Revenue Fund Special Education Center Programs Fund

**Year Ended June 30, 2021**

	Original Budget	Final Budget	Actual	(Under) Over Final Budget
<b>Revenue</b>				
State sources	\$ 2,742,015	\$ 3,152,950	\$ 2,867,532	\$ (285,418)
Intergovernmental	5,475,512	5,475,512	5,472,051	(3,461)
Total revenue	8,217,527	8,628,462	8,339,583	(288,879)
<b>Expenditures</b>				
Current:				
Instruction - Added needs	3,831,893	3,878,897	3,660,066	(218,831)
Support services:				
Pupil	2,040,865	2,309,036	2,263,821	(45,215)
Instructional staff	592,451	400,061	416,913	16,852
Pupil transportation services	194,000	549,637	251,206	(298,431)
Capital outlay	-	127,484	120,114	(7,370)
Other	8,940	-	-	-
Total expenditures	6,668,149	7,265,115	6,712,120	(552,995)
<b>Excess of Revenue Over Expenditures</b>	1,549,378	1,363,347	1,627,463	264,116
<b>Other Financing Uses - Transfers out</b>	(1,549,378)	(1,594,608)	(1,626,030)	(31,422)
<b>Net Change in Fund Balance</b>	-	(231,261)	1,433	232,694
<b>Fund Balance - Beginning of year</b>	516,577	516,577	516,577	-
<b>Fund Balance - End of year</b>	<u>\$ 516,577</u>	<u>\$ 285,316</u>	<u>\$ 518,010</u>	<u>\$ 232,694</u>

**School District of the City of Hazel Park**

**Required Supplemental Information  
Schedule of Proportionate Share of the Net Pension Liability  
Michigan Public School Employees' Retirement System**

**Last Seven Plan Years  
Years Ended September 30**

	2020	2019	2018	2017	2016	2015	2014
School District's proportion of the net pension liability	0.20743 %	0.20851 %	0.22562 %	0.23160 %	0.23672 %	0.26071 %	0.27591 %
School District's proportionate share of the net pension liability	\$ 71,254,032	\$ 69,052,031	\$ 67,825,114	\$ 60,016,167	\$ 59,059,858	\$ 63,678,695	\$ 60,772,312
School District's covered payroll	\$ 18,927,566	\$ 17,584,020	\$ 18,708,951	\$ 19,579,704	\$ 19,124,023	\$ 20,700,075	\$ 23,143,841
School District's proportionate share of the net pension liability as a percentage of its covered payroll	376.46 %	392.70 %	362.53 %	306.52 %	308.83 %	307.63 %	262.59 %
Plan fiduciary net position as a percentage of total pension liability	59.49 %	60.08 %	62.12 %	63.96 %	63.01 %	62.92 %	66.15 %

**School District of the City of Hazel Park**

Required Supplemental Information  
Schedule of Proportionate Share of the Net OPEB Liability  
Michigan Public School Employees' Retirement System

**Last Four Plan Years  
Plan Years Ended September 30**

	2020	2019	2018	2017
School District's proportion of the net OPEB liability	0.21273 %	0.20088 %	0.21968 %	0.23085 %
School District's proportionate share of the net OPEB liability	\$ 11,396,583	\$ 14,418,518	\$ 17,461,958	\$ 20,442,638
School District's covered payroll	\$ 18,927,566	\$ 17,584,020	\$ 18,708,951	\$ 19,579,704
School District's proportionate share of the net OPEB liability as a percentage of its covered payroll	60.21 %	82.00 %	93.33 %	104.41 %
Plan fiduciary net position as a percentage of total OPEB liability	59.76 %	48.67 %	43.10 %	36.53 %

**School District of the City of Hazel Park**

Required Supplemental Information  
Schedule of Pension Contributions  
Michigan Public School Employees' Retirement System

**Last Seven Fiscal Years  
Years Ended June 30**

	2021	2020	2019	2018	2017	2016	2015
Statutorily required contribution	\$ 6,699,302	\$ 5,755,201	\$ 5,588,758	\$ 5,842,518	\$ 5,429,765	\$ 5,389,770	\$ 5,644,934
Contributions in relation to the statutorily required contribution	<u>6,699,302</u>	<u>5,755,201</u>	<u>5,588,758</u>	<u>5,842,518</u>	<u>5,429,765</u>	<u>5,389,770</u>	<u>5,644,934</u>
<b>Contribution Deficiency</b>	<b><u>\$ -</u></b>	<b><u>\$ -</u></b>	<b><u>\$ -</u></b>	<b><u>\$ -</u></b>	<b><u>\$ -</u></b>	<b><u>\$ -</u></b>	<b><u>\$ -</u></b>
<b>School District's Covered Payroll</b>	<b>\$ 20,140,264</b>	<b>\$ 18,653,065</b>	<b>\$ 17,539,107</b>	<b>\$ 19,028,045</b>	<b>\$ 19,519,713</b>	<b>\$ 18,414,841</b>	<b>\$ 22,250,708</b>
<b>Contributions as a Percentage of Covered Payroll</b>	<b>33.26 %</b>	<b>30.85 %</b>	<b>31.86 %</b>	<b>30.70 %</b>	<b>27.82 %</b>	<b>29.27 %</b>	<b>25.37 %</b>

**School District of the City of Hazel Park**

Required Supplemental Information  
Schedule of OPEB Contributions  
Michigan Public School Employees' Retirement System

**Last Four Fiscal Years  
Years Ended September 30**

	2021	2020	2019	2018
Statutorily required contribution	\$ 1,676,022	\$ 1,498,886	\$ 1,377,701	\$ 1,374,343
Contributions in relation to the statutorily required contribution	<u>1,676,022</u>	<u>1,498,886</u>	<u>1,377,701</u>	<u>1,374,343</u>
<b>Contribution Deficiency</b>	<b><u>\$ -</u></b>	<b><u>\$ -</u></b>	<b><u>\$ -</u></b>	<b><u>\$ -</u></b>
<b>School District's Covered Payroll</b>	\$ 20,140,264	\$ 18,653,065	\$ 17,539,107	\$ 19,028,045
<b>Contributions as a Percentage of Covered Payroll</b>	8.32 %	8.04 %	7.86 %	7.22 %

June 30, 2021

### ***Pension Information***

Ultimately, 10 years of data will be presented in both of the pension-related schedules. The number of years currently presented represents the number of years since the accounting standard requiring these schedules first became applicable.

### **Benefit Changes**

There were no changes of benefit terms for each of the reported plan years ended September 30.

### **Changes in Assumptions**

There were no significant changes of assumptions for each of the reported plan years ended September 30 except for the following:

- 2019 - The discount rate used in the September 30, 2018 actuarial valuation decreased by 0.25 percentage points.
- 2018 - The discount rate used in the September 30, 2017 actuarial valuation decreased by 0.45 percentage points. The valuation also includes the impact of an updated experience study for the periods from 2012 to 2017.
- 2017 - The discount rate used in the September 30, 2016 actuarial valuation decreased by 0.50 percentage points.

### ***OPEB Information***

Ultimately, 10 years of data will be presented in both of the OPEB-related schedules. The number of years currently presented represents the number of years since the accounting standard requiring these schedules first became applicable.

### **Benefit Changes**

There were no changes of benefit terms for each of the reported plan years ended September 30.

### **Changes in Assumptions**

There were no significant changes of assumptions for each of the reported plan years ended September 30 except for the following:

- 2020 - The health care cost trend rate used in the September 30, 2019 actuarial valuation decreased by 0.50 percentage points. This, in addition to the actual per person health benefit cost being lower than projected, reduced the plan's total OPEB liability by an additional \$1.8 billion in 2020.
- 2019 - The discount rate used in the September 30, 2018 actuarial valuation decreased by 0.20 percentage points. The valuation also includes the impact of an updated experience study for the periods from 2012 to 2017. This resulted in a lower than projected per person health benefit cost to reduce the plan's total OPEB liability by an additional \$1.4 billion in 2019.
- 2018 - The discount rate used in the September 30, 2017 actuarial valuation decreased by 0.35 percentage points. The valuation also includes the impact of an updated experience study for periods from 2012 to 2017. This resulted in a lower than projected per person health benefit cost to reduce the plan's total OPEB liability by \$1.4 billion in 2018.

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## Other Supplemental Information

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# School District of the City of Hazel Park

	Special Revenue Funds			Debt Service Funds	
	Food Services	Community Services - Child Care	Student Activities	Unqualified Debt	Qualified Debt
<b>Assets</b>					
Cash and investments	\$ 347,789	\$ 24,232	\$ 298,521	\$ -	\$ -
Receivables - Due from other governmental units	82,602	-	-	-	-
Inventories	44,092	-	-	-	-
Restricted assets	-	-	-	502,539	903,852
<b>Total assets</b>	<b>\$ 474,483</b>	<b>\$ 24,232</b>	<b>\$ 298,521</b>	<b>\$ 502,539</b>	<b>\$ 903,852</b>
<b>Liabilities</b>					
Accounts payable	\$ 117,312	\$ 733	\$ 4,648	\$ -	\$ -
Accrued payroll-related liabilities and other	1,959	3,189	-	-	-
<b>Total liabilities</b>	119,271	3,922	4,648	-	-
<b>Fund Balances</b>					
Nonspendable - Inventory	44,092	-	-	-	-
Restricted:					
Debt service	-	-	-	502,539	903,852
Capital projects	-	-	-	-	-
Food service	311,120	-	-	-	-
Committed - Student activities	-	-	293,873	-	-
Assigned - Capital projects	-	-	-	-	-
Unassigned	-	20,310	-	-	-
<b>Total fund balances</b>	<b>355,212</b>	<b>20,310</b>	<b>293,873</b>	<b>502,539</b>	<b>903,852</b>
<b>Total liabilities and fund balances</b>	<b>\$ 474,483</b>	<b>\$ 24,232</b>	<b>\$ 298,521</b>	<b>\$ 502,539</b>	<b>\$ 903,852</b>

Other Supplemental Information  
Combining Balance Sheet  
Nonmajor Governmental Funds

June 30, 2021

Capital Projects Funds			
2012			
Sinking	Building and Site Project	General Operations	Total
\$ -	\$ -	\$ 738,303	\$ 1,408,845
-	-	-	82,602
-	-	-	44,092
890,121	101,249	-	2,397,761
<b>\$ 890,121</b>	<b>\$ 101,249</b>	<b>\$ 738,303</b>	<b>\$ 3,933,300</b>
\$ 6,800	\$ -	\$ -	\$ 129,493
-	-	-	5,148
6,800	-	-	134,641
-	-	-	44,092
-	-	-	1,406,391
883,321	101,249	-	984,570
-	-	-	311,120
-	-	-	293,873
-	-	738,303	738,303
-	-	-	20,310
883,321	101,249	738,303	3,798,659
<b>\$ 890,121</b>	<b>\$ 101,249</b>	<b>\$ 738,303</b>	<b>\$ 3,933,300</b>

# School District of the City of Hazel Park

	Special Revenue Funds			Debt Service Funds		
	Food Services	Community Services - Child Care	Student Activities	Unqualified Debt	Qualified Debt	Debt Service General Fund Obligation
<b>Revenue</b>						
Local sources	\$ 1,337	\$ 31,664	\$ 57,026	\$ 714,455	\$ 4,560,699	\$ -
State sources	51,402	-	-	24,459	158,985	-
Federal sources	954,551	41,188	-	-	-	-
Intergovernmental	-	-	-	-	-	-
<b>Total revenue</b>	<b>1,007,290</b>	<b>72,852</b>	<b>57,026</b>	<b>738,914</b>	<b>4,719,684</b>	<b>-</b>
<b>Expenditures</b>						
Current:						
Support services	11,491	-	62,740	-	-	-
Food services	977,389	-	-	-	-	-
Community services	-	82,748	-	-	-	-
Debt service:						
Principal	-	-	-	380,000	2,790,000	230,000
Interest	-	-	-	206,452	1,131,503	60,713
Other debt costs	-	-	-	-	219,944	-
Capital outlay	38,445	-	-	-	-	-
<b>Total expenditures</b>	<b>1,027,325</b>	<b>82,748</b>	<b>62,740</b>	<b>586,452</b>	<b>4,141,447</b>	<b>290,713</b>
<b>Excess of Revenue (Under) Over Expenditures</b>	<b>(20,035)</b>	<b>(9,896)</b>	<b>(5,714)</b>	<b>152,462</b>	<b>578,237</b>	<b>(290,713)</b>
<b>Other Financing Sources (Uses)</b>						
Face value of debt issued	-	-	-	-	22,850,000	-
Proceeds from sale of capital assets	-	-	-	-	-	-
Premium on debt issued	-	-	-	-	3,504,419	-
Payment to bond refunding escrow agent	-	-	-	-	(26,648,101)	-
Transfers in	-	-	-	-	-	290,713
Transfers out	(27,884)	-	-	-	-	-
<b>Total other financing (uses) sources</b>	<b>(27,884)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(293,682)</b>	<b>290,713</b>
<b>Net Change in Fund Balances</b>	<b>(47,919)</b>	<b>(9,896)</b>	<b>(5,714)</b>	<b>152,462</b>	<b>284,555</b>	<b>-</b>
<b>Fund Balances (Deficit) - Beginning of year</b>	<b>403,131</b>	<b>30,206</b>	<b>299,587</b>	<b>350,077</b>	<b>619,297</b>	<b>-</b>
<b>Fund Balances - End of year</b>	<b>\$ 355,212</b>	<b>\$ 20,310</b>	<b>\$ 293,873</b>	<b>\$ 502,539</b>	<b>\$ 903,852</b>	<b>\$ -</b>

Other Supplemental Information  
Combining Statement of Revenue, Expenditures, and Changes in Fund Balances  
Nonmajor Governmental Funds

Year Ended June 30, 2021

Capital Projects Funds				
Sinking	2012 Building and Site Project	General Operations	Edison Capital Projects Fund	Total
\$ 1,171,889	\$ 89	\$ -	\$ -	\$ 6,537,159
-	-	-	-	234,846
-	-	-	-	995,739
-	-	-	368,905	368,905
1,171,889	89	-	368,905	8,136,649
3,330	-	-	-	77,561
-	-	-	-	977,389
-	-	-	-	82,748
-	-	-	-	3,400,000
-	-	-	-	1,398,668
-	-	-	-	219,944
1,328,943	-	-	35,208	1,402,596
1,332,273	-	-	35,208	7,558,906
(160,384)	89	-	333,697	577,743
-	-	-	-	22,850,000
-	-	737,095	-	737,095
-	-	-	-	3,504,419
-	-	-	-	(26,648,101)
-	-	-	-	290,713
-	-	-	-	(27,884)
-	-	737,095	-	706,242
(160,384)	89	737,095	333,697	1,283,985
1,043,705	101,160	1,208	(333,697)	2,514,674
<b>\$ 883,321</b>	<b>\$ 101,249</b>	<b>\$ 738,303</b>	<b>\$ -</b>	<b>\$ 3,798,659</b>

# School District of the City of Hazel Park

## Other Supplemental Information Schedule of Bonded Indebtedness

June 30, 2021

Years Ending June 30	2010 Energy Conservation Improvement Bond	2012 School Building and Site Bond	2019 Refunding Bond	2021 Refunding Bond	Total
	Principal	Principal	Principal	Principal	
2022	\$ 240,000	\$ 395,000	\$ 935,000	\$ 2,290,000	\$ 3,860,000
2023	250,000	405,000	1,100,000	2,515,000	4,270,000
2024	260,000	420,000	1,270,000	2,565,000	4,515,000
2025	270,000	435,000	1,450,000	2,620,000	4,775,000
2026	280,000	450,000	1,500,000	2,805,000	5,035,000
2027	-	465,000	1,635,000	2,920,000	5,020,000
2028	-	485,000	1,770,000	3,055,000	5,310,000
2029	-	505,000	1,940,000	3,080,000	5,525,000
2030	-	520,000	2,140,000	1,000,000	3,660,000
2031	-	545,000	2,355,000	-	2,900,000
2032	-	565,000	2,410,000	-	2,975,000
2033	-	-	1,210,000	-	1,210,000
Total remaining payments	<b>\$ 1,300,000</b>	<b>\$ 5,190,000</b>	<b>\$ 19,715,000</b>	<b>\$ 22,850,000</b>	<b>\$ 49,055,000</b>
Interest rate	3.75% to 4.125%	3.25% to 4.00%	2.00% to 3.11%	4.00%	
Original issue	<b>\$ 3,315,000</b>	<b>\$ 7,950,000</b>	<b>\$ 20,500,000</b>	<b>\$ 22,850,000</b>	

Principal payments for the bond issues not including the 2019 Refunding Bond are due on May 1 of each year. The 2019 Refunding Bond principal payments are due November 1 of each year.

Interest payments for the bond issues are due on May 1 and November 1 of each year.



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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: Jason Zirnis, Assistant Superintendent of Business and Operations  
Subject: Audit Report  
Date: 10/14/2021

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We have completed our annual fiscal audit required by the State of Michigan. The audit completed by Plante & Moran PLLC, offers an unmodified or clean opinion as presented on October 8, 2021. In auditor terms, the financial statements for the year ended June 30, 2021 are presented fairly, in all material effects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information in accordance with generally accepted accounting principles.

The Audit Report is clean with no material weaknesses, significant deficiencies or management comments. The general fund had a surplus of \$1,876,621 and the ending fund balance is \$3,492,060. We hope to build on the financial results we have had the last few years and continue to maintain our financial stability.

I recommend to the Board that the audit of the financial statements as presented are accepted and filed. I would like to thank all those involved in the audit process and Plante & Moran for their services.

Funding Source: N/A

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 financial audit report and single audit report as presented.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

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



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

To: Hazel Park Board of Education  
From: Bradley Wilkins, Director of Technology  
Subject: ECF Update  
Date: 10/13/2021

Our ECF application was approved on September 24, 2021.

Approved 600 iPads	\$155,400
Approved 1200 Chromebooks	\$418,800
Approved 75 Macbook Airs	\$30,000
Approved 25 Macbook Pros	\$8,000
100 Hotspots yearly cost	<u>\$24,000</u>
<b>Total</b>	<b>\$636,200</b>

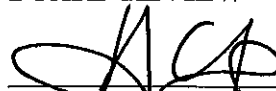
**The total amount above is covered by the Emergency Connectivity Funds.**

The difference of the Macbooks is \$64,005. This amount is coming out of either ESSERS or the sinking fund as the ECF covers \$400/device and the devices cost more than \$400/piece. Pending the ECF approval, the Board had approved purchase of cases for the iPads and Chromebooks, that amount totaled \$35,999.66 and is coming out of either ESSERS or the sinking fund.

All the equipment has been ordered and we are just waiting on the devices to be shipped. We already had the hotspots from last year and we have received the iPad and Chromebook cases this past week.

**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.

**APPROVED AND RECOMMENDED FOR  
BOARD REVIEW**

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





Hazel Park Schools  
School Nurse Manual  
2021-2022

**TODAY'S LEARNERS, TOMORROW'S LEADERS**

## **Table of Contents**

### Introduction

Hazel Park Schools - Board of Education and Administration

Hazel Park Schools - School Directory

Hazel Park Schools - School Nurse Mission Statement

Nursing Standards of Practice

School Nurse Program Services

    School Nurse Job Responsibilities

    Health Services Website

    Student Health Records & Documentation

        School Nurse Documentation

### Health Requirements for School Registration

    Immunizations

    Hearing, Vision, and Dental Screenings

### Illness and Injury

    General Guidelines when Caring for a Student

    Releasing a Student

    Mild Respiratory Tract Illnesses

    Diarrhea

    Fever

    Rash

    Vomiting

    Abdominal Pain/Injury

    Abrasions, Cuts, & Minor Wounds

    Stings

    Nosebleeds

    Bites

    Eye Injuries

Minor Burns

Emergency Health in the School Setting

General Medical Emergency Plan of Action

Emergency Medical Authorization Form

Severe Allergic Reaction (Anaphylaxis)

Administration and Training of Epinephrine Auto-Injectors

Cardiac Emergency Response Plan

Diabetic Emergencies

Hypoglycemia

Hyperglycemia

Do Not Attempt Resuscitation

Opioid-Related Overdose

First Aid

Severe Bleeding

Severe Burns

Fractures, Dislocations, Sprains, and Strains

Chronic Health Conditions

Section 504 of the Rehabilitation Act of 1973

Individual Health Plans (IHP)

Allergy

Asthma

Concussion

Diabetes

Seizures

Medication Administration

Administration Medication Guidelines

Medication Storage and Access

Medication Administration Training

Hazel Park Schools School Nurse Manual

Self-Administration/Self-Possession of Medication

Field Trips

Public Health

Childhood Obesity

Communicable Diseases

Conjunctivitis (Pink eye)

COVID-19

Bed Bugs

Head Lice

Reproductive Health

Forms and Checklists

Medication Administration Form

Medication Administration Daily Log Form

Parent and Athlete Concussion Form

Emergency Medical Authorization Form

Epinephrine Administration Form

Seizure Observation Form

Bed Bug Form

School Nurse Visit Form

Medication Administration Training Checklist

EpiPen Injector Training Checklist

Hypoglycemia and Glucagon Training Checklist

Blood Glucose Monitoring Training Checklist

Ketone Testing Training Checklist

Health Care Plans

Asthma Action Plan (AAP)

Allergy Action Plan

Diabetes Medical Management Plan (DMMP)

## Seizure Action Plan (SAP)

### Board Policy References

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

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

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

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

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

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

# Hazel Park Schools Buildings

## **Edison School**

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

**Principal: Dr. Michelle Krause**

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

## **Hazel Park Advantage Alternative School**

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

**Principal: Kendal Smith**

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

## **Hazel Park High School**

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

**Principal: Tammy Scholz**

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

## **United Oaks Elementary**

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

**Principal: Karla Graessley**

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

## **Webster Early Childhood Center**

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

**Supervisor: Sheila O’Kane**

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

## **Hazel Park Junior High**

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

**Principal: John Barnett**

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

## **Hoover Elementary**

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

**Principal: Debra Dimas**

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

## **Jardon Vocational School**

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

**Principal: Megan Papsian-Broadwell**

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

## **Webb Elementary School**

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

**Principal: Corri Nastasi**

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



## **School Nurse Mission Statement**

*Although parents hold the main responsibility for the health of their children, the primary mission of the Hazel Park Schools School Nurse is to promote and enhance the educational process for children and youth by assisting them to improve or adapt to their health status. The nurse is located within the district to promote wellness and disease prevention by early identification of health problems that might interfere in the educational process. As provided in the school setting, health services include identification of health problems, preventative health, which includes education, health maintenance, health screening, necessary therapeutic intervention, and first aid.*

*Through nursing assessments and screening programs, school nurses will prevent or identify student health problems and intervene to promote the well being and academic success of all students. School nurses will assist parents and students in the management of health needs and the coordination of care in the home, school, and community.*

## **Hazel Park School Nurses**

**Nurse Line: (248) 658-5233**

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## **Standards of Practice**

School nursing practice in Michigan is guided by the Michigan School Code (legislates what must be done in schools) and the Michigan Public Health Code (legislates how medical professionals may practice in Michigan). Michigan does not have a separate Nurse Practice Act.

The district school nurse's scope of practice includes the teaching, direction, and supervision of less skilled personnel in the performance of delegated nursing activities. These personnel, once trained, are known as designated school personnel (DSP). Michigan Public Health Code, 1978 PA 368, as amended, recognizes registered nurses as fully licensed health professionals. In accordance with the Board of Nursing General Rules on Delegation, only a registered nurse may delegate nursing acts, functions, or tasks. According to the Michigan Public Health Code, 1978 PA 368, delegation is defined as the authorization granted by a licensee to a licensed or unlicensed individual to perform selected acts, tasks, or functions which fall within the scope of practice of the delegator and which are not within the scope of practice of the delegatee and which, in the absence of the authorization, would constitute illegal practice of a licensed profession. Supervision requires continuous availability by radio, telephone, telecommunication, or direct in person communication between the supervised individual and a licensed health professional, the availability of the licensed health professional to review the practice of the supervised individual, to provide consultation to the supervised individual, to review records, and to further educate the supervised individual in the performance of the individual's functions (Michigan Public Health Code, 1978, PA 368).

## School Nurse Program Services

School nursing, a specialized practice of nursing, protects and promotes student health, facilitates optimal development, and advances academic success. School nurses, grounded in ethical and evidence-based practice, are the leaders who bridge health care and education, provide care coordination, advocate for quality student-centered care, and collaborate to design systems that allow individuals and communities to develop their full potential (Adopted by the National Association of School Nurses Board of Directors February 2017).

It is the district's responsibility to provide for the health and safety of students at school and during school sponsored events (per Board of Education policy po8405). The school nurse program provides district students with medical assistance when needed and training for unlicensed individuals to provide medical care with supervision.

### School Nurse Job Responsibilities

(Michigan Department of Education Certification of School Nurses)

The school nurse roles and responsibilities include, but are not limited to, the following:

1. Assess and evaluate the health and development status of students through nursing diagnosis and the use of appropriate evaluative techniques.
2. Interpret nursing assessments of medical evaluations to the students, their parents and school personnel and provide an understanding of implications for the educational performance of students, while recognizing and maintaining the confidential nature of the information.
3. Plan a course of action and assist students, their parents and school personnel in assuming proper roles for eliminating, minimizing, preventing, or understanding the health problems which interfere with effective learning by the student.
4. Recommend to parents and appropriate school personnel modifications in the educational program as indicated by the health and developmental status of students.
5. Stimulate incorporation of health education in the school curriculum by serving on curriculum committees, serving as a consultant and resource person or participating in teacher-parent education programs.
6. Serve as intermediary between the school and the home, private physician, and health and social agencies regarding the health status of students and their needs for consideration in future community health planning.
7. Assist students and their families to obtain optimum health and well-being by stimulating behavior change through the educational process, including individual or group counseling.
8. Interpret health information when serving as a member of a special education placement committee or other programs in which health information is desirable.
9. Plan and provide inservice education, in cooperation with other appropriate personnel, for school personnel regarding health observations, referral systems and first aid and

emergency care procedures. These school personnel are known as designated school personnel (DSP).

10. Identify and recommend students for placement in special programs, initiate referrals for supplemental testing when health information or developmental history indicates, and refer students to appropriate personnel when necessary.
11. Assume leadership in the development and revision of written first aid and emergency care policies.
12. Recommend and implement school policies to comply with established health laws, and make specific recommendations to students and school personnel regarding immunizations and communicable diseases.
13. Cooperate with the administration and staff in establishing school health program policies and procedures in order that professional skills and knowledge may be used effectively in working with students, teachers, and parents.

## **Health Services Website**

The Hazel Park Schools Health Services website is located at:

<https://www.hazelparkschools.org/departments/health-services/>.

At this website, contact information for our school nurses, information regarding our on-campus medical facility through Ascension and other important medical information for students is available. You will also find the following medical forms:

- Asthma Action Plan
- Allergy Action Plan
- Diabetes Medical Management Plan
- Seizure Action Plan
- Medication Authorization Form
- Authorization for Non-Prescribed Medication Form (both elementary and secondary)
- Authorization for Possession and Use of Emergency Medication Form

## **Student Health Records and Documentation**

(Charlotte County Public Schools Nursing Procedure Manual)

Information about a student's health should be placed in the electronic health record in MISTAR. A current Emergency Medical Authorization Form for each student should be kept in a separate file that is accessible to the school nurse and school personnel in the event of an emergency. It is important that the form is checked periodically for up-to-date telephone numbers. Medication Administration Daily Logs and Medication Authorization Forms should be kept in a secure location that is accessible to the school nurse and the designated school personnel.

The following items should be stored electronically in MISTAR for each student:

- Physical Examination
- Certification of Immunization

- Health History
- Any information which may be important to the student's health
- Screening results
- Copies of referrals

School health records are considered to be part of the student's educational record under Family Educational Rights & Privacy Act (FERPA) 20 USC § 1232g. Health information that will further a student's academic achievement and/or maintain a safe and orderly teaching environment may be accessed by school staff who have a specific and legitimate educational interest in the information. The school must maintain a written log of who accessed the records and when access occurs.

## **School Nurse Documentation**

(Charlotte County Public Schools Nursing Procedure Manual)

Student encounters with the school nurse should be recorded electronically in the Student Health section in MISTAR under Office Visits. The Office Visit section will document why the student came to the student nurse, visit notes and any treatments that were completed by the school nurse during the visit. Student observations and conversations with parents, teachers, principals, school counselors, or medical providers should be recorded electronically in the Student Health section in MISTAR under Health Notes.

All electronic medical records are confidential and considered legal documents. Electronic health records provide a form of communication for documenting activities/conditions relevant to the child's health. If a student has a chronic health condition, it will be entered into MISTAR for immediate attention. A health care plan should be on file for reference of detailed information. It is important to remember to document in MISTAR what you have observed, and what you do. This documentation is admissible in a court of law.

When entering data into the MISTAR Office Visit section, the following information should be included:

- Date and time
- Student's complaint and concern
- Description of signs and symptoms
- What options you took as the school nurse and/or treatment done
- Reaction to the treatment

There are some general guidelines for documentation that everyone should follow:

- Use day, month, year, time of day and your signature
- Record promptly
- Describe what is seen or heard, but make no judgments
- No vague phrases
- Don't write assumptions
- Do not accuse, blame or characterize anyone in your documentation

- Never refer to an accident report that has been filed
- Correctly identify late entries
- Correct mistaken entries properly and promptly

# **Health Requirements for School Registration**

## **Immunizations**

(Act 368 of Michigan Public Health Code, Board of Education Policy po 5320, & Board of Education Form po5320f1)

A parent or guardian must present to school officials, at the time of registration or not later than the first day of school, a certificate of immunization or statement of exemption. School personnel shall not permit a child to enter or attend school unless a certificate indicating that a minimum of 1 dose of an immunizing agent against each of the diseases specified by the Michigan Department of Health and Human Services (MDHHS) has been received and certified by a health professional or local health department. If a parent does not submit the required immunization documentation for school entry, the district will send the parent a Notice of Immunization Deficiency form that details the immunizations that are needed for the student to attend school.

Immunizations currently required in the state of Michigan (per MDHHS) for school aged children include the following:



	All Kindergarteners and 4-6 year old transfer students	All 7th Graders and 7-18 year old transfer students
<b>Diphtheria, Tetanus, Pertussis (DTP, DTaP, Tdap)</b>	4 doses DTP or DTaP 1 dose must be at or after 4 years of age	4 doses diphtheria and tetanus or 3 doses if 1st dose given at or after 1 year of age 1 dose Tdap at 11 years of age or older upon entry into 7th grade or higher
<b>Polio</b>	4 doses 3 doses if dose 3 was given at or after 4 years of age	
<b>Measles, Mumps, Rubella (MMR)*</b>	2 doses at or after 12 months of age	
<b>Hepatitis B*</b>	3 doses	
<b>Meningococcal Conjugate (MenACWY)</b>	None	1 dose at 11 years of age or older upon entry into 7th grade or higher
<b>Varicella (Chickenpox)*</b>	2 doses at or after 12 months of age or Current lab immunity or History of varicella disease	

During disease outbreaks, incompletely vaccinated students may be excluded from school. Parents and guardians choosing to decline vaccines must obtain a certified non-medical waiver from a local health department. Read more about waivers at [www.Michigan.gov/Immunize](http://www.Michigan.gov/Immunize).  
 \*If the child has not received these vaccines, documented immunity is required.  
 All doses of vaccines must be valid (correct spacing and ages) for school entry purposes.




Updated December 11, 2019

# PARENTS VACCINES REQUIRED FOR CHILD CARE AND PRESCHOOL IN MICHIGAN



Whenever infants and children are brought into group settings, there is a chance for diseases to spread. Children must follow state vaccine laws in order to attend child care and preschool. These laws are the minimum standard for preventing disease outbreaks in group settings. The best way to protect your child from other serious diseases is to follow the recommended vaccination schedule at [www.cdc.gov/vaccines](http://www.cdc.gov/vaccines). Talk to your health care provider to make sure your child is fully protected.

	2-3 months	4-5 months	6-15 months	16-18 months	19 months–4 years	5 years
Diphtheria, Tetanus, Pertussis (DTaP)	1 dose DTaP	2 doses DTaP	3 doses DTaP		4 doses DTaP	
Pneumococcal Conjugate (PCV13)	1 dose	2 doses	3 doses or Age-appropriate complete series	4 doses or Age-appropriate complete series		None
H. Influenzae type b (Hib)	1 dose	2 doses		1 dose at or after 15 months or Age-appropriate complete series		None
Polio	1 dose	2 doses			3 doses	
Measles, Mumps, Rubella (MMR)*	None			1 dose at or after 12 months		
Hepatitis B*	1 dose	2 doses			3 doses	
Varicella (Chickenpox)*	None			1 dose at or after 12 months or Current lab immunity or History of varicella disease		

These rules apply to children who are the above ages upon entry into child care or preschool. During disease outbreaks, incompletely vaccinated children may be excluded from child care and preschool. Parents and guardians choosing to decline vaccines must obtain a certified non-medical waiver from a local health department. Read more about waivers at [www.michigan.gov/immunize](http://www.michigan.gov/immunize).

\*If the child has not received these vaccines, documented immunity is required. All doses of vaccines must be valid (correct spacing and ages) for child care and preschool entry purposes.

Updated March 1, 2017

A student may be eligible to attend school without a certificate of immunization if one of the following waivers is obtained and presented to the school:

- 1. Medical waiver:** A valid medical contraindication exists to receive immunizations. A physician must certify the contraindication on an appropriate form.
- 2. Nonmedical waiver:** The parents/guardians hold religious or philosophical beliefs against receiving immunizations. Parents/guardians who wish to claim a nonmedical immunization waiver for their students must attend an educational session on immunizations with the local county health department. Upon completion of the education session, parents/guardians will need to obtain a certified nonmedical immunization waiver form from the local county health department.

The district will provide educational information regarding meningococcal meningitis and the meningococcal vaccine to students in grade 6, 9 and 12. The district will also provide educational information regarding the human papillomavirus and the human papillomavirus vaccine to students in grades 6, 9, and 12.

## **Immunization Reporting Requirements**

Before November 1 of each year, the district is required to report an immunization list of new kindergarten and first grade students to the local health department and the state. Before February 1 of each year, the district is required to report an updated immunization list of each child since the beginning of the school year.

## **Hearing, Vision & Dental Screenings**

(Act 451 of Michigan Public Health Code & Board of Education Policy po 5310)

A parent or guardian applying to have a student registered for the first time in kindergarten or first grade must present to school officials a certificate of hearing and vision screening or a statement of exemption no later than the first day of school. Vision and hearing screenings are provided at no cost through local health departments. Vision and hearing screenings conducted between ages three and five may be provided by a child's early childhood education program.

All students will undergo hearing screenings in second and fourth grade. All students will undergo vision screenings at least once in first, third, fifth, seventh, and ninth grade (or in conjunction with driver's training). These services are provided through the district in conjunction with the local health department.

Dental examinations are recommended per Board of Education policy po5310.

## **Hearing and Vision Reporting Requirements**

Before November 1 of each year, the district is required to report hearing and vision screenings of new kindergarten and first grade students to the local health department and the state. Before February 1 of each year, the district is required to report an updated hearing and vision screenings list of each child since the beginning of the school year.

# Illness and Injury

(Charlotte County Public Schools Nurse Manual)

The procedures in this section provide direction for the care of students with an injury or physical complaint. For any injury listed below, please contact the school nurse for further guidance.

## General Guidelines when Caring for a Student:

- Discreetly question the student about his/her injury or physical complaint.
- Observe for any visible signs of injury or illness.
- DO NOT diagnose health problems.
- Practice universal precautions/infection control.
- Allow the student to rest 15 minutes if their temperature is not elevated.
- If the student's temperature is 100.4°F or higher for grades K-12; 101°F or higher for Pre-K and accompanied by behavioral changes or other signs or symptoms of illness, the student may not remain at school.
- Call the front office or school nurse to escort the student to the designated health room.
- The front office or school nurse will contact the parent/guardian to come to school and take the student home.
- Always contact the parent/guardian whenever there is an injury to the head, eyes, bones, or if there is bleeding, which will not stop, or pain that will not relent in ten (10) minutes.
- Notify the parent/guardian when any First Aid is given at school, as follow-up may be needed and further observation and care can be provided at home.
- Notify the parent if the student does not feel well enough to return to class.
- If there is a question, consult with the parent/guardian to decide whether or not the student should stay in school.
- All student medical visits to the school nurse or front office, the intervention/care given, and the outcome/disposition will be documented in Office Visits in MISTAR.

## Releasing A Student

- Follow district policy for releasing a student to the parent/guardian.
- No student is permitted to leave school before a parent/guardian, or an adult delegated by the parent, arrives to sign the student out of school. School nurses will not transport a student off campus.
- When a major emergency necessitates immediate transfer to the hospital, call 911, contact the parent/guardian immediately, and notify the principal, school nurse and Superintendent.

To maintain the health and well-being of your child and other students, please observe the following guidelines:

**Mild Respiratory Tract Illnesses:**

Most children will not need to be excluded unless accompanied by fever or behavioral changes.

**Diarrhea:**

A student should be kept home unless the student is known to have diarrhea from a non-contagious condition. Students may return to school when symptoms resolve.

**Fever:**

A student should be kept home if they have a temperature at 100.4°F or higher for grades K-12 and 101°F or higher for Pre-K. Students may return to school when the student is fever free for 24 hours without use of fever reducing medications.

**Rash:**

A student should be kept at home if the rash is accompanied with a fever or behavioral change until a physician has determined the illness is not a communicable disease.

**Vomiting:**

A student must be kept at home if there is active vomiting, two or more times during a 24 hour period unless vomiting is caused by a non-communicable condition. Should you have any questions and/or concerns about whether a student should return to school after an illness, please contact the school nurse or administrator.

**Abdominal Pain/Injury:**

Abdominal pain is a very common complaint. However, the school nurse and staff must take all complaints seriously. Abdominal pain can have many causes including emotional distress, constipation, menstrual cramps, antibiotics or hunger. If the student has experienced trauma there may be injury or bleeding to internal organs. The internal bleeding could be slow, but continuous and loss of blood could cause shock. The school nurse and staff must be able to differentiate between a serious emergency such as trauma or appendicitis from less serious abdominal pain such as constipation.

Assessment of the student should include:

- Student's temperature
- Relevant history including possible injury
- Description of pain (such as cramping, sharp or severe)
- Duration and frequency of pain
- Presence of nausea or vomiting
- Student's bowel habits
- Recent physical activity, or stress

- Location of pain (ask student to point to the location)
- Check for distention/rigidity (sign of shock), or presence/absence of bowel sounds
- History of abdominal trauma with severe pain (cannot walk or is bent over)
- Rebound tenderness in the right lower quadrant on abdomen (pain when pressure is released from this area- indicative of appendicitis)

Intervention by school nurse or staff member includes:

- Determine need for calling 911
- Notify parent/guardian and urge prompt medical care if needed
- Continue to monitor until care is provided or symptoms have resolved
- **Contact parent/guardian and arrange for pick up if the student has:**
  - a fever
  - complaints of diarrhea or vomiting
  - a history of abdominal trauma with tenderness.
- **The student may return to class if:**
  - the student has no pain or tenderness after 15 minutes of rest
  - no abdominal distention
  - no fever
  - no vomiting or diarrhea.

Advise students to report if new or worsening symptoms occur.

### **Abrasions, Cuts & Minor Wounds:**

Abrasions are defined as partial loss of skin surface caused by scrape, scratch or rub. The affected area may appear reddened, with possible bleeding or oozing of clear fluid.

Assessment of the student includes:

- Evaluation of the type, size, and depth of the abrasion
- Evaluation for additional or underlying injury
- Look for presence of foreign bodies
- Evaluate ease in which bleeding is controlled
- Determine if child has a medical condition that may interfere with normal healing

Intervention by school nurse or staff member includes:

- Control bleeding by:
  1. Applying direct pressure on the wound with a dressing (use your hand alone if no dressing is available). Use disposable gloves if available. Once a dressing is applied to a wound, do not remove it. If bleeding continues, add new dressings on top of the one already soaked with blood. The less a bleeding wound is disturbed, the easier bleeding will be controlled.
  2. If bleeding continues and you do not suspect a fracture, elevate the wound above the level of the heart and continue to apply direct pressure.

3. If the bleeding does not stop, apply pressure to an artery between the location of the injury and the heart. Continue to maintain direct pressure to the wound and add dressings as needed. Two people may be needed at this point.
  4. If control is still not obtained, control bleeding by applying a pressure bandage provided in the first aid kit. A pressure bandage is used to hold a dressing in place, restrain movement, and help stop bleeding. Apply pressure while wrapping the bandage over the dressing to keep pressure on the wound and slow the bleeding. Assess pulse, fingertips or toes in the injured limb after applying the pressure dressing to ensure circulation is not impaired. Signs of impaired circulation include a slow or absent pulse rate and/or the fingertips or toes looking bluish in color.
- Determine the need for stitches:

It can be difficult to judge when a wound may need stitches. Advise the parent/guardian to consider an assessment by a medical provider for the need for sutures when the edges of the skin do not fall together, a laceration is on the face, or if a wound is ½ of an inch or greater.

- Cleaning and dressing the wound:
  1. Apply disposable gloves
  2. Gently wash the wound with soap, water, and clean gauze pads using the spiral technique (clean from the center of the wound, circling to outside of wound away from the area of injury)
  3. Thoroughly irrigate the wound (rinse)
  4. Blot dry with clean gauze pad
  5. Apply clean dressing
  6. Send student back to class
- Notify parents/guardians of the abrasion, the signs and symptoms of infection, as well as the possible need for follow-up medical care.

If abrasions are extensive, very painful or you are unable to clean the dirt or debris from the wound, call the parent/guardian and arrange for pick up or to seek urgent medical care.

### **Stings**

If a student was stung and the stinger remains embedded, try to remove it. Do not squeeze the stinger, since that will release more venom into the blood. Instead use tweezers to remove the stinger, or scrape it away with something like a credit card. Other interventions to relieve pain swelling include:

- Wash the stung area well with soap and water.
- Place an ice pack with a clean cloth between the skin and ice pack on the area that was stung.
- Place the stung area below the level of the heart to slow circulation of the venom.

Rarely, stings may lead to anaphylaxis (severe allergic reaction). If you see signs and symptoms of anaphylaxis, call 911 immediately and administer epinephrine (see Anaphylaxis under Hazel Park Schools School Nurse Manual

Emergency Health in the School Setting). While waiting for EMS to arrive, monitor the student's airway and breathing.

### **Nose Bleeds**

If you suspect that the student has a possible head, neck or back injury, do not try to control a nosebleed. Stopping the blood flow would increase pressure on injured soft tissues. Instead, leave the student as you found him/her, and stabilize the head and neck. If the student is conscious, tell him or her not to move.

If you do not suspect a head, neck, or back injury, try to control the bleeding. Have the student sit down and lean forward, chin toward chest. Pinch the nose shut using clean gauze. Encourage the student to rest quietly, since walking, talking, laughing, and blowing the nose can disturb blood clots and make the bleeding start again.

### **Bites**

Dangerous infection can develop even from a minor bite. Follow the steps outlined in the "Abrasions, Cuts, & Minor Wounds" section found in this school nurse manual. Notify the parent/guardian of the bite injury and instruct them to monitor the wound for signs and symptoms of infection (inflammation, swelling, pus, and fever). Provide information on when to seek further medical care (e.g. delayed wound healing, localized, and/or systemic infection).

### **Eye Injuries**

It is sometimes difficult to tell when an eye is injured. Some injuries, such as raised eye pressure or a detached retina, are only obvious when they get really serious.

Eye injuries can cause vision loss or blindness. That's why having an ophthalmologist or other medical doctor examine the eye as soon as possible is important, even if the injury seems minor at first. DO NOT attempt to treat a serious eye injury yourself.

Common causes of eye injuries include:

- Punches
- Blows from hands, balls or other sports equipment
- Flying pieces of material from explosions or industrial work
- Flying objects like bullets, darts, fireworks, bungee cords, and BBs
- Chemical splashes
- Protests, riots or urban warfare

### **Common Symptoms of Eye Injury**

If you notice any of these signs in students, call the parent/guardian and advise them to seek medical care right away. These are signs of possibly serious eye injury:

- Ongoing pain in the eye
- Trouble seeing
- Cut or torn eyelid
- One eye does not move as well as the other
- One eye sticks out of the eye socket farther than the other
- The eye has an unusual pupil size or shape
- There is blood in the clear part of the eye
- The student has something in the eye or under the eyelid that tears and blinking can't remove

## **First Aid Treatment for Eye Injuries**

### *If You Get Sand or Other Small Particles in Your Eye*

Getting sand, dirt, dust or other small natural particles in the eye is usually not an emergency. Our eyes are very good at flushing out these kinds of particles with tears and blinking. Let the student's eyes try to take care of the particles naturally before doing anything else.

If the student has gotten metal, glass or other man-made materials in their eye, that can be more serious. These kinds of objects can become embedded in the surface of the eye and cause ongoing irritation and more damage. Instruct or assist the student to do the following if they have small particles in their eye:

- DO NOT rub the eye.
- Blink several times and allow tears to flush out the particle.
- Lift the upper eyelid over the lashes of the lower lid to let the eyelashes try to brush the particle out.
- Use eyewash, saline solution or running tap water to flush the eye out.
- Call the parent/guardian to pick up the student and advise the student to seek prompt medical care or as soon as possible if the particles remained lodged in the eye or if it still feels like there's something in the student's eye after you've gotten the material out.

### *If You Get Hit in the Eye*

- Gently apply a small cold compress to reduce pain and swelling.
- Don't use steaks or other food items. These can get bacteria into the eye.
- DO NOT apply any pressure.
- If a black eye, pain or visual disturbance occurs even after a light blow, call the parent/guardian for pick up and advise that the student receive medical care as soon as possible. Even a light blow can cause a significant eye injury, like a retinal detachment.

### *If Your Eye Has Been Cut or Punctured*

- Gently place a shield (protective cover) over the student's eye. The bottom of a paper cup taped to the bones surrounding the eye can serve as a shield until you get medical attention.
- Do not press the shield against the eye.
- DO NOT rinse with water.
- DO NOT remove any objects that are stuck in the eye.
- DO NOT rub or apply pressure to the eye.
- After you have finished protecting the student's eye, get emergency medical help.

#### *Chemical Burns and Splashes In the Eye*

- Immediately flush the eye with plenty of clean water using an eye washing station or nearby sink for at least 15 minutes.
- Seek emergency medical treatment for the student right away.

#### *For All Other Eye Injuries*

Injuries other than grit in the eye or small scratches to the eye should be considered potentially serious.

- DO NOT touch, rub or apply pressure to the eye.
- DO NOT try to remove any objects stuck in the eye.
- Do not apply ointment or medication to the eye.
- Call the parent/guardian to pick up the student and advise that the student to see a medical provider as soon as possible.

Source: American Academy of Ophthalmology  
(<https://www.aao.org/eye-health/tips-prevention/injuries>)

### **Minor Burns**

For **SEVERE BURNS**, please see the Emergency Health in the School Setting section of this school nurse manual.

A burn is tissue damage that results from scalding, overexposure to the sun or other radiation, contact with flames, chemicals or electricity, or smoke inhalation.

A minor burn that doesn't require emergency care may involve:

- Superficial redness similar to a sunburn
- Pain
- Blisters
- An area no larger than 3 inches (about 8 centimeters) in diameter

Treatment for minor burns in the school setting includes:

- Cooling the burn. Hold the burned area under cool (not cold) running water or apply a cool, wet compress until the pain eases.
- Remove rings or other tight items from the burned area. Try to do this quickly and gently, before the area swells.
- Don't break blisters. Fluid-filled blisters protect against infection. If a blister breaks, clean the area with water (mild soap is optional).
- Bandage the burn. Cover the burn with a sterile gauze bandage (not fluffy cotton). Wrap it loosely to avoid putting pressure on burned skin. Bandaging keeps air off the area, reduces pain and protects blistered skin.
- Notify the school nurse and the parent/guardian of the burn promptly. The school nurse should educate the parent/guardian on the signs and symptoms of infection and when to seek further medical care.

Source: Mayo Clinic

(<https://www.mayoclinic.org/first-aid/first-aid-burns/basics/art-20056649?scrllybrkr=d15678be>)

# Emergency Health in the School Setting

When a serious illness or any type of accident occurs during the school day, the school is obligated to immediately notify the parent/guardian of the student or responsible person designated by the parents. The school should provide emergency care until the parents/guardians or medical authorities assume responsibility. The school nurse must document the assessment, intervention, and outcome in the student's Health Notes in MISTAR. Parents/guardians must give consent for treatment of the child in the hospital. Parents/guardians should be contacted if the following situations occur:

- Any head injury, even if it appears minor
- Pain that does not relent in 10 minutes
- Bleeding that will not stop
- Any injury to any skeletal portion of the body
- Loss of consciousness
- Respiratory distress
- Ingestion of toxic or unknown material
- An infection, respiratory or otherwise, which might be a communicable disease
- Signs of shock (which may be present with any injury): cold, clammy, pale skin, nausea, dizziness, thirst, or a rapid, weak pulse

## General Medical Emergency Plan of Action

1. If necessary, initiate a call to 911.
2. Immediately notify the school administrator and get the nurse or trained designated staff person to the student.
3. Administer First Aid according to standard procedures learned in First Aid Training.
4. Notify parent/guardian of student's condition. If parent/guardian cannot be contacted, call the person identified by the parent/guardian on the Emergency Authorization form as the person to call in an emergency. If a parent/guardian can not be contacted, the school principal or an appropriate school representative should accompany the student to the hospital. Stay with the child until a parent/guardian arrives. A copy of the student's Emergency Authorization form, which gives hospital personnel permission for treatment in an emergency, should also accompany the student.
5. Always record the nature of the incident and action taken on the student in MISTAR in Health Notes. Report any EMS-911 calls to the Superintendent.

## Emergency Medical Authorization Form

(Board of Education Policy po5341)

The school district will distribute to parents/guardians an emergency medical authorization form that requires a parent signature on an annual basis. This form authorizes the district to provide emergency medical treatment for a student, if necessary. Please see Board of Education form 5341f1, Emergency Medical Authorization Form.

Hazel Park Schools School Nurse Manual

## Severe Allergic Reactions (Anaphylaxis)

(PA 187, Board of Education Policy po5330, and Board of Education Policy po5330.01)

Anaphylaxis is a sudden, severe, potentially fatal, systemic allergic reaction. It can involve various areas of the body, such as skin, respiratory tract, gastrointestinal tract, and the cardiovascular system. Onset may be sudden, generally within minutes but can occur up to four hours after contact with the reaction-causing substance. A second reaction can occur up to ten hours after the initial symptoms have gone away, this is called a bi-phasic reaction.

Common causes of allergic reactions include insect stings, certain foods, medications and latex. Anaphylaxis signs and symptoms can include:

- Tingling sensation, itching, or metallic taste in mouth
- Hives or generalized flushing, itching, or redness of the skin
- Nasal congestion or wheezing (asthma-like symptoms)
- Swelling of the throat, lips, tongue, and around the eyes
- Feeling of apprehension, agitation, sweating, weakness or shock
- Abdominal cramping, nausea, vomiting, or diarrhea
- Drop in blood pressure and paleness
- Throbbing heartbeat/throbbing in ears/dizziness/headache
- Throat tightness/change of voice

Source: <http://mayoclinic.org>

**Initial emergency treatment of a severe allergic reaction is administration of epinephrine intramuscularly and immediately calling 911.**

Students who are prescribed epinephrine to treat anaphylaxis shall be allowed to self-possess and self-administer the medication if there is written approval from the student's health care provider and a written emergency plan on file for the student. Each school building in the district must have at least two (2) epinephrine auto-injectors (Epi-Pens) available at the school site. It shall be the responsibility of the building principal to be sure that the supply of Epi-Pens is maintained at the appropriate level and they have not expired.

### **Administration and Training of Epinephrine Auto-Injectors**

Only a licensed, registered nurse employed or contracted by the district or school personnel who have 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 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 school personnel 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 nurse (see EpiPen Injection Administration Training Checklist). The training shall include an evaluation by the district nurse of the school personnel's understanding of the protocols for administering an Epi-Pen injection. The district nurse will maintain the list of school personnel authorized to administer such injections.

Michigan Department of Education requires annual reporting of all instances (whether student-supplied or school-supplied) of Epi-Pen administration to students while at school.

## Epinephrine Auto Injector Administration Guidelines

MANAGEMENT OF ANAPHYLAXIS	
ESSENTIAL STEPS	KEY POINTS AND PRECAUTIONS
<p><b>1) Determine if anaphylaxis has occurred. If suspected, treat as anaphylaxis</b></p>	<p>1) Anaphylaxis can occur after insect sting, injection of medication, or ingestion of foods, such as peanuts, nuts, fish, eggs, soy, wheat or milk. <b>Any food could potentially cause a reaction.</b></p>
<p><b>2) If anaphylactic symptoms occur, get an epinephrine auto-injector. Direct another person nearby to call 911.</b></p>	<p>2) Stay with the individual. Obtain or direct someone to obtain the epinephrine auto-injector. Have another person notify 911, the school nurse, parents and the school administrator immediately.</p>
<p><b>3) Have the individual sit or lay down. Calm and reassure the individual.</b></p>	<p>3) Avoid moving the individual. Calming reduces the distribution of the allergen in the body.</p>
<p><b>4) Prepare to administer the epinephrine auto-injector.</b> Under 55 lbs, use the 0.15 mg (green) autoinjector. Over 55 lbs, use 0.3 mg (yellow) autoinjector. If only the 0.3 mg (yellow) autoinjector is available, give the 0.3 mg.</p>	<p>4) The epinephrine auto-injector acts immediately, so do not delay in administering it. <b>Make sure 911 has been called.</b></p>
<p><b>5) Epinephrine auto-injector administration procedure:</b></p> <ul style="list-style-type: none"> <li>a. Pull off the <b>BLUE</b> safety cap</li> <li>b. Firmly push <b>ORANGE</b> tip into the outer thigh</li> <li>c. You will feel or hear a click sound</li> <li>d. Hold in place for 3 seconds, then remove</li> <li>e. Call 911, if not already called</li> </ul>	<p>5) The epinephrine auto-injector can be injected through clothing. After receiving epinephrine, the individual may feel his/her heart pounding. <b>This is a normal reaction to the medication.</b></p> <p><b>Note the time that epinephrine was given and document.</b></p>
<p><b>6) If the anaphylactic reaction is due to an insect sting, remove the stinger ASAP after administering the epinephrine auto-injector.</b></p> <ul style="list-style-type: none"> <li>a. Apply an ice pack to the sting area.</li> </ul>	<p>6) Remove the stinger quickly by scraping with a fingernail or plastic card. Do NOT push, pinch, squeeze or further imbed the stinger into the skin. This may cause more venom to be injected into the individual.</p>
<p><b>7) Monitor airway and breathing.</b></p>	<p><b>7) If breathing stops, BEGIN CPR IMMEDIATELY.</b></p>

8) <b>Have someone make a copy of the individual's emergency authorization form for EMS. Give the used epinephrine auto-injector to EMS.</b>	8) When EMS arrives, give a factual report about the incident, including the time the epinephrine auto-injector was administered and incident.
9) <b>If symptoms continue or reoccur and EMS does not arrive, give a second epinephrine auto-injector (each auto-injector is single use only) 5-15 minutes after the first injection.</b>	9) Continue to monitor the airway and the individual's breathing. Avoid standing up from a lying position as this may lower the blood pressure, potentially causing shock.
10) <b>Follow up medical care should take place immediately in an emergency room.</b>	10) A second delayed (bi-phasic) reaction may occur up to ten hours after the initial anaphylaxis.
11) <b>Document the incident, date and time the epinephrine auto-injector was administered, the individual's response, and additional pertinent information.</b>	11) Complete any appropriate paperwork. Make sure the incident is reported on the Michigan Department of Education end of year survey report.
<b>FOLLOW UP</b>	
<ol style="list-style-type: none"> <li>1) Refer all anaphylaxis cases to the individual's physician.</li> <li>2) Recommend that the parent asks about triggers and prescribing an epinephrine auto-injector. If possible, obtain a referral to an allergy clinic for further evaluation.</li> <li>3) Complete the required documentation.</li> <li>4) Review the incident with the team responsible for anaphylactic emergencies to evaluate the response and make suggestions for improvements, if necessary.</li> </ol>	

See EpiPen Injector Training Checklist

# Cardiac Emergency Response Plan

(Michigan Public Act 12 of 2014 Board of Education policy po5340, & Board of Education Policy po8420)

A cardiac emergency response plan is required for all schools in the state of Michigan. The cardiac emergency response plan shall address and provide for at least all of the following:

- Use and regular maintenance of automated external defibrillators, if available.
- Activation of a cardiac emergency response team during an identified cardiac emergency.
- A plan for effective and efficient communication throughout the school campus.
- If the school includes grades 9 to 12, a training plan for the use of an automated external defibrillator and cardiopulmonary resuscitation techniques.
- Incorporation and integration of the local emergency response system and emergency response agencies within the school's plan.
- An annual review and evaluation of the cardiac emergency response plan.

The cardiac emergency response plan was put in place for incidents involving cardiac arrest. Cardiac arrest is the sudden, unexpected loss of heart function, breathing and consciousness. Cardiac arrest usually results from an electrical disturbance in your heart that disrupts its pumping action, stopping blood flow to the rest of your body.

Sudden cardiac arrest is different from a heart attack, which occurs when blood flow to a portion of the heart is blocked. However, a heart attack can sometimes trigger an electrical disturbance that leads to sudden cardiac arrest.

Sudden cardiac arrest is a **medical emergency**. If not treated immediately, it causes sudden cardiac death. With fast, appropriate medical care, survival is possible. Administering cardiopulmonary resuscitation (CPR) — or even just compressions to the chest — can improve the chances of survival until emergency personnel arrive.

Sudden cardiac arrest symptoms are immediate and drastic:

- Sudden collapse
- Absent pulse
- Lack of or irregular breathing
- Loss of consciousness

Sometimes other signs and symptoms precede sudden cardiac arrest. These may include fatigue, fainting, blackouts, dizziness, chest pain, shortness of breath, weakness, palpitations or vomiting. But sudden cardiac arrest often occurs with no warning (<http://www.mayoclinic.org/>).

As determined by the cardiac emergency response plan, appropriate school personnel or a registered nurse will provide emergency procedures in the event of a sudden cardiac arrest occurring on school grounds.

# Diabetic Emergencies

## Hypoglycemia

Hypoglycemia is low blood glucose and is an immediate danger to a student with diabetes.

Symptoms include (and vary from person to person):

- Hunger
- Difficulty concentrating
- Headache
- Irritability
- Confusion
- Slurred speech
- Sweaty and/or pale
- Shakiness
- Weakness
- Sleepiness
- Seizures

Treatment for hypoglycemia of a diabetic student includes following the student's emergency care plan within their diabetes medical management plan (DMMP). Treatment also involves the "Rule of 15", which includes giving the student 15 gram fast acting carbohydrates, such as fruit juice or one tube of glucose gel. The student's blood sugar should be rechecked after 15 minutes. If the blood glucose is still low, repeat treatment. During severe hypoglycemic events, emergency medication, such as glucagon, may need to be administered. Emergency medication for hypoglycemia is prescribed and included in the DMMP.

## Hyperglycemia

Hyperglycemia is high blood glucose and is not considered a medical emergency in the acute stage. However, prolonged hyperglycemia can progress into a medical emergency called Diabetic Ketoacidosis (DKA). Hyperglycemia has a slower onset in high blood glucose than hypoglycemia.

Symptoms of non emergent hyperglycemia include (and vary from person to person):

- Increased thirst and urination
- Hunger
- Headache
- Fatigue
- Lack of concentration
- Change in appetite and nausea
- Abdominal cramps
- Fruity breath
- Lightheadedness

Treatment for hyperglycemia of a diabetic student includes following the student's emergency care plan within their DMMP and administering insulin as directed after checking the student's blood glucose level.

Symptoms of Diabetic Ketoacidosis include:

- Abdominal pain
- Nausea or vomiting
- Excessive thirst
- Dehydration
- Fatigue
- Confusion
- Rapid breathing
- High levels of ketones in the urine

If a student with diabetes is displaying symptoms of DKA, ensure prompt transportation to a nearby Emergency Room.

Source: School Nurse Resource Manual, A Guide to Practice, 10th Edition, *School Health Alert, 2020*

## **Do Not Attempt Resuscitation Order**

(Board of Education Policy po 5342 & Michigan Public Act 363 of 2020)

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, 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 non instructional 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 non instructional 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.

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 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 and in any manner by which he or she is able to communicate his or her intent to revoke the order. If the declarant's revocation is not in writing, an individual who observes the declarant's revocation of the order shall describe the circumstances 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.

## **Opioid-Related Overdose**

(Board of Education Policy po5330.02)

The District shall purchase opioid antagonists and distribute the opioid antagonists to an employee or agent of the District who has been trained in the administration of that opioid antagonist. An opioid antagonist is naloxone hydrochloride or any other similarly acting and equally safe drug approved by the U.S. Food and Drug Administration for the treatment of drug overdose.

A District employee or school nurse may possess an opioid antagonist distributed to that employee or school nurse and may administer that opioid antagonist to an individual only if both of the following apply:

- A. The employee or school nurse has been trained in the proper administration of that opioid antagonist.
- B. The employee or school nurse has reason to believe that the individual is experiencing an opioid-related overdose.

Each school in the District shall have employees who have been trained in the appropriate use and administration of an opioid antagonist. The training shall be done in a manner that has been approved by a licensed registered professional nurse. Only an appropriately trained school employee or agent may possess and administer an opioid antagonist.

Each school in the District shall possess at least one (1) package of an opioid antagonist on site. The opioid antagonist may be administered by a trained school employee or agent to a student or other individual on school grounds who is believed to be having an opioid-related overdose.

An opioid-related overdose is a condition, including, but not limited to, extreme physical illness, decreased level of consciousness, respiratory depression, coma, or death, that results from the consumption or use of an opioid or another substance with which an opioid was combined or that a reasonable person would believe to be an opioid-related overdose that requires medical assistance.

Any school personnel who have reason to believe that a student is having an opioid-related overdose must call 911. Any person who administers an opioid antagonist to a student shall promptly notify the Principal, who shall be responsible for promptly notifying the student's parent/guardian and the school nurse that an injection has been administered. The person who notifies the student's parent/guardian must encourage the parent or guardian to seek treatment for the student from a substance use disorder services program.

It is the responsibility of the Athletic Director to be sure that the supply of opioid antagonists is maintained at the appropriate level and they have not expired. The Athletic Director shall also be responsible for coordinating the training of District employees to administer the opioid antagonists and to maintain the list of employees authorized to administer the antagonists.

## **First Aid**

(Board of Education Policy po5340, Board of Education Administrative Guideline 5340B, & Michigan Occupational Safety and Health Administration R 325.47201)

School personnel or a school registered nurse will provide first aid in the event of an accident or emergency. The district will ensure that adequately trained first aid school personnel or school registered nurses are on site and that first aid kit supplies are available. The district will ensure

Hazel Park Schools School Nurse Manual

that suitable facilities for quick drenching or flushing of the eyes and body are provided within the work area for immediate emergency use when the eyes or body of any person may be exposed to injurious or corrosive materials. A first aid guide for child care and school emergencies flip charts will be accessible to all school personnel near the first aid kit in each building.

## Severe Bleeding

Call 911 for severe bleeding that cannot be controlled in the steps previously detailed in the “Abrasions, Cuts, & Minor Wounds” section in this school nurse manual.

For severe bleeding, take these first-aid steps and reassure the injured person:

1. **Remove any clothing or debris on the wound.** Don't remove large or deeply embedded objects. Don't probe the wound or attempt to clean it. The first job is to stop the bleeding. Wear disposable protective gloves if available.
2. **Stop the bleeding.** Place a sterile bandage or clean cloth on the wound. Press the bandage firmly with your palm to control bleeding. Apply constant pressure until the bleeding stops. Maintain pressure by binding the wound with a thick bandage or a piece of clean cloth. Don't put direct pressure on an eye injury or embedded object. Secure the bandage with adhesive tape or continue to maintain pressure with your hands. If possible, raise an injured limb above the level of the heart.
3. **Help the injured person lie down.** If possible, place the person on a rug or blanket to prevent loss of body heat. Calmly reassure the injured person.
4. **Don't remove the gauze or bandage.** If the bleeding seeps through the gauze or other cloth on the wound, add another bandage on top of it. And keep pressing firmly on the area.
5. **Tourniquets:** A tourniquet is effective in controlling life-threatening bleeding from a limb. Apply a tourniquet if you're trained in how to do so. When emergency help arrives, explain how long the tourniquet has been in place.
6. **Immobilize the injured body part as much as possible.** Leave the bandages in place.

## Severe Burns

A burn is tissue damage that results from scalding, overexposure to the sun or other radiation, contact with flames, chemicals or electricity, or smoke inhalation.

Call 911 for major burns, which:

- Are deep
- Cause the skin to be dry and leathery
- May appear charred or have patches of white, brown or black
- Are larger than 3 inches (about 8 centimeters) in diameter or cover the hands, feet, face, groin, buttocks or a major joint

Until emergency help arrives:

- Protect the burned person from further harm. If you can do so safely, make sure the person you're helping is not in contact with the source of the burn. For electrical burns, make sure the power source is off before you approach the burned person.
- Make certain that the person burned is breathing. If needed, begin resuscitation measures.
- Remove jewelry, belts and other restrictive items, especially from around burned areas and the neck. Burned areas swell rapidly.
- Cover the area of the burn. Use a cool, moist bandage or a clean cloth.
- Don't immerse large severe burns in water. Doing so could cause a serious loss of body heat (hypothermia).
- Elevate the burned area. Raise the wound above heart level, if possible.
- Watch for signs of shock. Signs and symptoms include fainting, pale complexion or breathing in a notably shallow fashion.

Source: Mayo Clinic

(<https://www.mayoclinic.org/first-aid/first-aid-burns/basics/art-20056649?scrllybrkr=d15678be>)

## **Fractures, Dislocations, Sprains, and Strains**

Sometimes it is difficult to tell whether an injury is a fracture, dislocation, sprain, or strain. Since you cannot be sure which of these a student might have, contact the school nurse immediately and care for it as a fracture. Control any bleeding first. Monitor their airway, breathing and circulation. If the student is to be transported to a medical facility, follow this general rule: "When in doubt, splint."

### **Splinting**

Splinting is a process of immobilizing a suspected fracture. Immobilize a suspected fractured bone by securing the joints above and below it with a splint from the first aid kit. Rolled up newspapers and magazines and pieces of cardboard can also be used.

The purpose of splinting is to:

- immobilize a possibly fractured part of the body
- lessen pain
- prevent further damage to soft tissues
- reduce the risk of serious bleeding
- reduce the possibility of loss of circulation in the injured part
- prevent closed fractures from becoming open fractures

The basic principles of splinting are:

- splint only if you can do it without causing more pain and discomfort to the student
- splint an injury in the position you find it

- apply the splint so that it immobilizes the fractured bone and the joints above and below the fracture
- check circulation before and periodically after splinting

If there are no splinting supplies available, splint the broken part of the body to another part. For example, a broken arm can be splinted to the chest. A fractured leg can be splinted to the other, uninjured leg.

If the injury is a closed fracture, dislocation, sprain, or strain, apply a cold pack. Do not apply a cold pack to an open fracture because doing so would require you to put pressure on the open fracture site and may cause discomfort to the student.

## **Spinal Injury**

Injury of the head, neck, and back (spinal injury) can be serious and difficult to care for. Think about these injuries as possibilities when caring for a student who has suffered **traumatic injury**. Examples of situations in which traumatic injury may occur are falls, motor-vehicle accidents, and diving or other sports-related accidents.

If you suspect a spinal injury, immediately call 911 and request emergency medical services.

If the student has an obvious head injury, suspect the possibility of spinal cord injury also. If the student is unconscious and your survey of the scene suggests traumatic injury to the head, care for him/her as if there is a spinal injury.

Stabilize the student's head and neck as you found them by placing your hands along both sides of the head. This keeps the head in line with the spine and prevents movement. If you are not able to hold this position, get three rolled up towels and place them on either side and behind the neck of the student's head.

If you must move the student, do it carefully, using the clothes drag rescue method (kneel in front of the person with your back to them, bring your arms around the student's knees, & grasp their hands over your chest).

Stay with the student and continue to stabilize the head and neck until EMS arrives.

# Chronic Health Conditions

Students with chronic health conditions are at risk for high absentee rates, low student engagement, dropping-out of school, exposure to bullying, disruptive behaviors, poor grades, and below-average performance on standardized achievement tests (Forrest, Bevans, Riley, Crespo, & Louis, 2011; Bethell et al., 2012). It is important to establish comprehensive care coordination for students with chronic health conditions. Care coordination within the school community involves oversight and alignment of multiple evidence-based components and interventions that support the health and well-being of students with chronic health conditions (Translating Strategies into Actions to Improve Care Coordination for Students with Chronic Health Conditions, National Association of School Nurses).

The Board of Education policy po5335 (Care of Students with Chronic Health Conditions) states that 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.

The school nurse and designated school personnel, who have been trained by the school nurse or a medical professional, will provide medical support to all students, including those with chronic medical conditions. The school nurse will collaborate with education staff to promote a safe and accommodating school environment for students with chronic medical conditions (American Nurses Association & National Association of School Nurses, 2017; Brook, Hiltz, Kopplin, & Lindeke, 2015).

## Section 504 of the Rehabilitation Act of 1973

(Michigan Department of Education and Board of Education policy po2260.01)

All students with chronic health conditions are eligible under the Section 504 of the American Disabilities Act for a 504 plan. A 504 plan is a written plan created for students with disabilities who require support to be successful in the classroom. When a chronic health condition is reported to the district, the school nurse and the Student Services Department consult together (along with the parent/guardian) to determine if the student requires a 504 plan. For further information on a 504 plan, please contact the Student Services Department.

## Individual Health Plans (IHP)

(Translating Strategies into Actions to Improve Care Coordination for Students with Chronic Health Conditions, National Association of School Nurses)

All students with chronic health conditions are eligible for an individual health plan (IHP) that is written by a school nurse. The IHP is a student-centered plan of care that incorporates the student's health goals and related activities. The IHP is developed by the school nurse to support student academic success and address family needs, concerns, and preferences. The school nurse will review the healthcare provider's medical plan for the student and meet with the student and/or parent/guardian regarding their healthcare needs. The school nurse will also coordinate with the school personnel regarding the student and their academic and health needs. An IHP is then created by the school nurse for the student which details the student's medical needs and the student's level of ability to complete medical tasks and their knowledge regarding their chronic health condition. This IHP is reviewed regularly and updated as needed by the school nurse throughout the school year through student observation, parent/guardian discussions and school personnel discussions.

## **Allergy**

An allergy occurs when the body's immune system sees a substance as harmful and overreacts to it. Types of allergens include medications, food, latex, insects, mold, pet and pollen. Mild symptoms of an allergic reaction include runny nose, watery eyes, sneezing, hives, or a rash. More serious symptoms can include trouble breathing or swelling in your mouth or throat, which is indicative of an anaphylactic reaction ([www.aafa.org](http://www.aafa.org)). See the Severe Allergic Reaction (Anaphylaxis) section for more details.

### **Policy Resource**

Students with allergies should have an allergy action emergency care plan on file signed by a healthcare provider (per Board of Education policy po5335). Students who have food allergies should also have an allergy action emergency care plan on file signed by a healthcare provider (per Board of Education policy po5331) and will be allowed food substitutions and meal seating adjustments, if needed. Please visit the Health Services section of the Hazel Park Schools district website to access a sample Allergy Action Plan.

### **Parent Responsibilities**

If your student has allergies and requires assistance with managing this condition while at school and school functions, an allergy action plan (AAP) signed by a health care provider should be submitted to the school principal or school nurse. Parents/guardians are responsible for and should:

1. Inform the school in a timely manner of any change which needs to be made to the AAP on file with the school for their student.
2. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
3. Sign the AAP.
4. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the AAP.

Your student may also be eligible for an individualized Section 504 Plan to provide needed support and accommodations so he/she can access educational programs and services (see Board of Education policy po5335).

## **School Nurse Responsibilities**

When a student is having a **mild** allergic reaction, the following actions should be taken:

1. Follow the student's allergy action plan and have someone contact the school nurse.
2. Administer student's emergency medication, as determined by the AAP, to the student and monitor for symptoms to improve.
3. If the student does NOT have an allergy action plan or an emergency action plan, contact the school nurse.
4. Notify the parent or guardian of reaction and medication administration.
5. When the student's symptoms have resolved, they can return to class.

If the student's symptoms worsen and difficulty breathing or severe swelling begins to occur, then designated school personnel must complete the following steps (see anaphylaxis section for more details):

1. Follow instructions from the epinephrine school emergency kit and administer epinephrine (Epi-Pen) to the student.
2. If an Epi-Pen is used, call or instruct someone to call 911 immediately after medication administration.
3. Place the student in a position of comfort and in a quiet area.
4. Monitor the student and assess their breathing.
5. Notify parents/guardians of the suspected severe allergic reaction
6. Appropriately document epinephrine administration on the epinephrine administration form.

Michigan Department of Education requires annual reporting of all instances (whether student-supplied or school-supplied) of epinephrine auto injector administration to students while at school.

## **Asthma**

According to the American Academy of Pediatrics, asthma is a chronic condition that causes airway passages in the lungs to become inflamed from various allergens. The lungs become swollen and it becomes difficult for the individual to breathe. As the air moves through the narrowed airways, it makes a wheezing sound.

Symptoms can be mild or severe and are triggered by allergens such as pollen, dust, mold, animal dander, smoke, dust mites or sudden change in weather. Common symptoms of asthma include shortness of breath, chest tightness, coughing, or wheezing.

## **Policy Resource**

All students with asthma must have an asthma action plan (AAP) on file with the district that is up to date for the current school year and signed by a healthcare provider (see Board of Education policy po5335). The AAP details the rescue inhaler administration and an emergency action plan for the student (see Board of Education policy po5330). Students may possess and self-administer a rescue inhaler if they are experiencing respiratory distress, provided there is an emergency action plan and permission to self-carry emergency medication signed by a healthcare provider on file with the school (per Board of Education policy po5330).

The district has a tobacco free policy on school premises (see Board of Education policy po7434) which reduces asthma trigger exposure and promotes a safe and healthy school environment. The district also routinely monitors the indoor air quality in each building (see Board of Education policy po8405).

## **Parent Responsibilities**

If your student has asthma and requires assistance with managing this condition while at school and school functions, an asthma action plan (AAP) signed by a health care provider should be submitted to the school principal or school nurse. Please visit the Health Services section of the Hazel Park Schools district website to access a sample AAP.

Parents/guardians are responsible for and should:

1. Inform the school in a timely manner of any change which needs to be made to the AAP on file with the school for their student.
2. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
3. Sign the AAP.
4. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the AAP.

Students with asthma may also be eligible for an individualized Section 504 Plan to provide needed support and accommodations so he/she can access educational programs and services (see Board of Education policy po5335).

## **School Nurse Responsibilities**

When a student is having asthma related symptoms, the following actions should be taken:

1. Follow the student's Asthma Action Plan (AAP) and have someone contact the school nurse.
2. Administer rescue inhaler as determined by the AAP to the student and monitor for improvement of symptoms. .
3. If the student does NOT have an AAP or an emergency action plan, contact the school nurse.
4. Place the student in a position of comfort and in a quiet area, away from any triggers that may have caused the asthma attack.

5. Monitor the student and assess their breathing.
6. Notify parents/guardians of asthma symptoms and medication administration.
7. When the student's symptoms have resolved, the student may return to class.
8. If a rescue inhaler does not improve symptoms and/or difficulty of breathing worsens, call 911.
9. Appropriately document asthma-related incidents and medication administration.

Students will be educated on asthma basics, self-management and emergency response on an annual basis by the school nurse. This increased awareness education for students on asthma will assist in recognizing respiratory distress signs prior to an emergency and ways to avoid asthma triggers.

## **Concussion**

(School Nurse Resource Manual, A Guide to Practice, 10th Edition, *School Health Alert*, 2020)

Concussion is defined by the Center for Disease Control (CDC) as a type of traumatic brain injury (TBI) caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move rapidly back and forth. This sudden movement can cause the brain to bounce around or twist in the skull, stretching and damaging the brain cells and creating chemical changes in the brain. Children and teens take longer to recover than adults and most concussions occur without loss of consciousness. It is important to identify concussion symptoms quickly to avoid long term effects.

Concussion symptoms include:

- Headache
- Nausea or vomiting
- Dizziness
- Fatigue, feeling “foggy”
- Blurry or double vision
- Difficulty concentrating
- Difficulty remembering

Concussion symptoms that are life threatening and should be sent immediately to a health care provider or emergency room include:

- Weakness or numbness
- Slurred speech
- Pupils different in size
- Seizures
- Neck pain
- Headache that won't go away
- Restless/Agitated
- Increasing confusion
- Loss of Consciousness

## **Policy Resource**

Michigan Department of Health and Human Services requires that all coaches, employees, volunteers and other adults involved with a youth athletic activity are required to complete a concussion awareness online training program every three years. The district is also required to provide concussion information regarding signs and symptoms and consequences to each youth athlete and their parents/guardians. A statement must be signed by each parent/guardian acknowledging receipt of concussion information. This form can be found under Enrollment Forms, Parent and Athlete Concussion Form.

The Michigan High School Athletic Association has established concussion protocols for all athletes that the district follows as well.

The Board of Education supports the most comprehensive concussion protocol, per Board of Education policy, po5340.01, for the health and safety of the students of the district.

## **School Nurse Responsibilities**

(Concussions: School Based Management position statement, National Association of School Nurses, January 2021)

The school nurse has the healthcare knowledge and skills to provide concussion prevention education to parents/guardians, students, and school staff, identify suspected concussions, and help guide students as they return to academics/learning, physical activities, and sports.

The school nurse duties regarding concussions include:

1. Providing concussion prevention education to parents, students and staff
2. Identifying suspected concussions
3. Collaborate with school staff and health care provider on the return to play protocol
4. Guiding the student's post-concussion gradual academic activity and re-entry process with regular nursing assessments of the student.
5. Collaborating with the team of stakeholders including health care providers, school staff, athletic trainers and parents.

## **Diabetes**

Diabetes is a common chronic disease of childhood. There are an increasing number of children with diabetes who require accommodations during the school day to do blood glucose testing, have between meal snacks, and take insulin injections or make insulin pump adjustments. The need for careful control and self-management of diabetes by the child/family is an essential component of care in order to prevent short and long term complications from diabetes. Communication between parent/guardian, school personnel, the student's health care providers, and the school nurse is important to successfully manage diabetes (Model Policy on the Management of Diabetes in the School Setting, *Michigan State Board of Education*).

There are two types of diabetes: **Type 1** and **Type 2**. **Type 1** is an autoimmune disorder where the body doesn't produce insulin due to the immune system attacking the beta cells that produce insulin. Insulin is a hormone that converts food into energy for normal body functioning. There is no single cause for diabetes but genetics are likely responsible (Diabetes in School Health, *University of Wisconsin School of Medicine and Public Health, Department of Pediatrics*). In **Type 2** diabetes, the body produces insulin but not enough to control blood sugar. Type 2 also has a genetic predisposition, but usually requires an "environment" to develop, such as being overweight and lack of physical activity (School Nurse Resource Manual, A Guide to Practice, 10th Edition, *School Health Alert, 2020*). Both types of diabetes require regular blood glucose checks throughout the day and insulin administration.

## **Diabetic Emergencies**

### **Hypoglycemia**

Hypoglycemia is low blood glucose and is an immediate danger to a student with diabetes.

Symptoms include (and vary from person to person):

- Hunger
- Difficulty concentrating
- Headache
- Irritability
- Confusion
- Slurred speech
- Sweaty and/or pale
- Shakiness
- Weakness
- Sleepiness
- Seizures

Treatment for hypoglycemia of a diabetic student includes following the student's emergency care plan within their diabetes medical management plan (DMMP). Treatment also involves the "Rule of 15", which includes giving the student 15 gram fast acting carbohydrates, such as fruit juice or one tube of glucose gel. The student's blood sugar should be rechecked after 15 minutes. If the blood glucose is still low, repeat treatment. During severe hypoglycemic events, emergency medication, such as glucagon, may need to be administered. Emergency medication for hypoglycemia is prescribed and included in the DMMP.

### **Hyperglycemia**

Hyperglycemia is high blood glucose and is not considered a medical emergency in the acute stage. However, prolonged hyperglycemia can progress into a medical emergency called Diabetic Ketoacidosis (DKA).

Symptoms of non emergent hyperglycemia include (and vary from person to person):

- Increased thirst and urination
- Hunger
- Headache
- Fatigue
- Lack of concentration
- Change in appetite and nausea
- Abdominal cramps
- Fruity breath
- Lightheadedness

Treatment for hyperglycemia of a diabetic student includes following the student's emergency care plan within their DMMP and administering insulin as directed after checking the student's blood glucose level.

Symptoms of Diabetic Ketoacidosis include:

- Abdominal pain
- Nausea or vomiting
- Excessive thirst
- Dehydration
- Fatigue
- Confusion
- Rapid breathing
- High levels of ketones in the urine

If a student with diabetes is displaying symptoms of DKA, ensure prompt transportation to a nearby Emergency Room.

Source: School Nurse Resource Manual, A Guide to Practice, 10th Edition, *School Health Alert, 2020*

## **Policy Resource**

The four federal laws governing schools' responsibilities for students with diabetes are Section 504 of the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and the Family Educational Rights and Privacy Act (FERPA) (Model Policy on the Management of Diabetes in the School Setting, *Michigan State Board of Education*).

The district will coordinate school health practices for students with diabetes and develop individual health care plans (per Board of Education policy po5335) for students.

## **Parent Responsibilities**

If your student has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Medical Management Plan (DMMP) signed by a health care provider should be submitted to the school principal or school nurse. Please visit the Health

Services section of the Hazel Park Schools district website to access a sample DMMP.

Parents/guardians are responsible for and should:

1. Inform the school in a timely manner of any change which needs to be made to the DMMP on file with the school for their student.
2. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
3. Sign the DMMP.
4. Grant consent for and authorize designated school district representatives to communicate directly with the health care provider whose instructions are included in the DMMP.

Parents/guardians should also provide an emergency supply kit for use in the event of natural disasters or emergencies when students need to stay in school. This kit should contain enough supplies for at least 72 hours to carry out the medical orders in the DMMP. Parents should be responsible for restocking any used items and ensuring items with expiration dates are up to date. The kit should include:

- Blood glucose meter, testing strips, lancets, and batteries for the meter
- Urine and/or blood ketone test strips and meter
- Insulin, syringes, and/or insulin pens and supplies
- Insulin pump and supplies, including syringes, pens, and insulin in case of pump failure (depending if the student uses an insulin pump)
- Other medications
- Antiseptic wipes or wet wipes
- Quick-acting source of glucose
- Carbohydrate-containing snacks with protein
- Glucagon emergency kit

Source: Model Policy on the Management of Diabetes in the School Setting, *Michigan State Board of Education*

## **School Nurse Responsibilities**

Managing diabetes at school is most effective when there is a partnership between students, parents/guardians, school nurses, healthcare providers, and other school personnel. The school nurse provides the health expertise and coordination needed to ensure cooperation from all partners in assisting the student towards self-management of diabetes (Diabetes Management in the School Setting position statement, National Association of School Nurses, February 2017).

The school nurse duties regarding students with diabetes include the following:

1. Coordination with the student, parent/guardian, trained designated school personnel, the principal and the 504 coordinator on diabetes management for the student.
2. Implementing the diabetes medical management plan (DMMP) based upon the health care provider's orders with the student. The DMMP details the routine and emergency diabetic care of the student.
3. Creating an individual health plan (IHP) for the student based on the DMMP and the student's knowledge of diabetes and level of ability to be involved in their health care plan.

4. Training of school personnel on diabetes and how to manage it. There are three levels of training: Level 1, Level 2 or Level 3 depending on the school personnel's level of involvement with the diabetic student.
5. Training of the student on their knowledge and management of their diabetes.
6. Manage blood glucose levels and administer diabetes related medication while in the school setting.

Students with diabetes may also be eligible for an individualized Section 504 Plan to provide needed support and accommodations so he/she can access educational programs and services.

Please see Emergency Health Protocols for further instructions on diabetic emergencies.

## **Seizures (Epilepsy)**

Seizures are sudden abnormal events or episodes that occur because of a problem with the way that brain cells communicate through electrical signals. There are several types of seizures that can occur. The most common types include generalized, absence, and focal seizures. Generalized seizures involve the whole body (stiffness and shakiness) and both sides of the brain. Absence seizures involve the student staring off into the distance or “zoning out”. Focal seizures involve only part of the brain. In focal seizures, the student will have some awareness of what is happening (Managing Chronic Health Needs in Child Care and School, Quick Reference Guide, 2nd Edition, American Academy of Pediatrics).

Epilepsy is the general term for a variety of neurological conditions characterized by recurrent unprovoked seizures (<https://www.epilepsymichigan.org>).

### **Policy Resource**

Epilepsy medical management is covered under the Individuals with Disabilities Education Act (IDEA). This law ensures that children with disabilities have access to a free appropriate public education in the least restrictive environment. IDEA is the law that provides special education services (for preschool and K-12), early intervention services, and assistance with the transition to adulthood (<https://www.epilepsymichigan.org>).

### **Parent Responsibilities**

If your student has seizures (epilepsy) and requires assistance with managing this condition while at school and school functions, a seizure action plan (SAP) signed by a health care provider should be submitted to the school principal or school nurse. Please visit the Health Services section of the Hazel Park Schools district website to access a sample SAP.

Parents/guardians are responsible for and should:

1. Inform the school in a timely manner of any change which needs to be made to the SAP on file with the school for their student.
2. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
3. Sign the SAP.

4. Grant consent for and authorize designated school district representatives to communicate directly with the health care provider whose instructions are included in the SAP.

Students with epilepsy may also be eligible for an individualized Section 504 Plan to provide needed support and accommodations so he/she can access educational programs and services.

### **School Nurse Responsibilities**

The school nurse duties regarding students with seizures (epilepsy) include the following:

1. Coordination with the student, parent/guardian, school personnel, the principal and the 504 coordinator on seizure management for the student.
2. Implementing the seizure action plan (SAP) based upon the health care provider's orders with the student. The SAP details the emergency care of the student during a seizure.
3. Creating an individual health plan (IHP) for the student based on the SAP and the student's knowledge of seizures and level of ability to be involved in their health care plan.
4. Training of school personnel on seizures and the steps to take during an emergency, including administering emergency medication and completing the seizure observation form.
5. During a seizure emergency, administer medication and/or fill out the Seizure Observation form.

# Seizure First Aid

How to help someone having a seizure

1

**STAY** with the person until they are awake and alert after the seizure.

- ✓ Time the seizure
- ✓ Remain **calm**
- ✓ Check for **medical ID**



2

Keep the person **SAFE**.

- ✓ Move or guide away from **harm**



3

Turn the person onto their **SIDE** if they are not awake and aware.

- ✓ Keep **airway clear**
- ✓ **Loosen tight clothes** around neck
- ✓ Put **something small and soft** under the head



Call  
**911**  
if...

- ▶ Seizure lasts longer than 5 minutes
- ▶ Person does not return to their usual state
- ▶ Person is injured, pregnant, or sick
- ▶ Repeated seizures
- ▶ First time seizure
- ▶ Difficulty breathing
- ▶ Seizure occurs in water

Do  
**NOT**

- ✗ Do **NOT** restrain.
- ✗ Do **NOT** put any objects in their mouth.
  - ▶ **Rescue medicines can be given** if prescribed by a health care professional

Learn more: [epilepsy.com/firstaid](http://epilepsy.com/firstaid)



[epilepsy.com](http://epilepsy.com)

24/7 Helpline: 1-800-332-1000

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## Emergency Medication for Seizures

A class of medication called benzodiazepines are used to stop a seizure lasting longer than 3-5 minutes in the community setting. The Seizure Action Plan for each student with epilepsy will detail what circumstances to administer the emergency medication to the student experiencing uncontrolled seizures. The two most common seizure emergency medications include Diastat administered rectally or a benzodiazepine administered buccally (inside of the cheek).

Conditions that must be met in order for Diastat or seizure related emergency medication to be administered:

- A list of other medications the student is receiving must be on file with school
- Ongoing communication must occur between school personnel and the parent/guardian to ensure the knowledge of any seizure related emergency medication use at home
- The dose must be prescribed by a licensed health care provider and be consistent with the package label.
- The licensed health care provider's order must include the following:
  - The dose of Diastat or emergency medication prescribed
  - The specific description of the seizure for which it has been ordered
  - The specific time to give the Diastat or emergency medication including the time from onset of seizure activity or a specified number of seizures during a specified time frame
  - The frequency of Diastat or emergency medication administration must be in accordance with FDA guidelines. Diastat is not recommended to be administered more than one time during a five (5) day period or more than five (5) times per month
  - Parent/guardian signature to authorize permission to administer medication

Diastat is a gel preparation of the medication diazepam for rectal administration in the treatment of prolonged seizure activity or cluster seizures. The active ingredient (diazepam) causes central nervous system depression and has anticonvulsant properties. Diastat is rapidly absorbed from the lining of the rectum and quickly achieves therapeutic levels. Diastat is a non-sterile gel preparation of diazepam in a rectal delivery system of prefilled 2.5, 5, 15, or 20 mg unit doses. One box contains two doses (2 syringes) and lubricating jelly.

Administration of Diastat must be in accordance with student-specific parameters based on licensed health care provider's order and student assessment at time of seizure. The guidelines are as follows

- Secure privacy as much as possible
- Loosen clothing, position student on side and drape bottom half of student for privacy
- Put gloves on
- Remove Diastat syringe and lubricant packet from package
- Confirm prescribed dose shown in window
- Remove protective tip and lubricate tip with lubricant provided

- Flex student's upper leg forward and separate buttocks
- Gently insert syringe tip into rectum (rim should be snug against rectum)
- Slowly count to 3 while gently pushing plunger in
- Slowly count to 3 before removing syringe
- Slowly count to 3 while holding buttocks together to prevent leakage of medication
- Keep student on side facing you, note time given and continue to observe
- If 911 is called after Diastat is administered, note the time of arrival.

# Medication Administration

(Board of Education policy po5330 and Michigan Department of Education Model Policy and Guidelines for Administering Medication to Pupils at School)

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take medication (prescribed or non-prescribed) during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the student by completing the appropriate authorization form (see Board of Education forms 5330f1, 5330f1a, 5330f1b, and 5330f1c). Until the appropriate form is complete and on file with the school, the school staff or nurse cannot administer or allow medication to be taken during school hours or during school-related activities. A parent/guardian is permitted to come to school to administer medication (prescribed or non-prescribed) during school hours or school-related activities if necessary.

## Administering Medication Guidelines

1. A building principal or school nurse shall request that a pharmacy supply oral medication in the exact dosage prescribed so that the individual administering medications is not responsible for dividing/splitting pills.
2. Staff members are to administer medication or treatment only in the presence of another adult, except in the case of an emergency that threatens the life or health of the student. Staff licensed as professional registered nurses are exempt from this requirement.
3. Do not undo capsules, put into food, crush or grind, tablets without authorization from the licensed health care provider.
4. Report to the parent any change in the appearance of any medication and do not use any medication with any apparent abnormalities (e.g. two different looking tablets in one bottle).
5. Staff may administer any medication requiring intravenous or intramuscular injection or the insertion of a device into the body when both the medication and the procedure are prescribed by a health care provider and the staff member has completed any necessary training (Board of Education policy po5330).
6. Any adverse reaction to medication, as described on the physician's written instructions, shall be reported to the school nurse and the student's parent/guardian immediately.
7. Any errors made in the administration of medications shall be reported to the school nurse immediately. A written report must be completed and entered into the student's school record promptly after the error. The building principal or school nurse is responsible for reporting the medication error to the student's parent/guardian immediately.
8. When it is necessary for a student to have medication administered while on a school-sponsored field trip or off-site activity, the school personnel designated to administer medication must carry the medication in the original container, and record the

necessary information on the medication administration daily log upon return from the trip/activity.

## **Medication Storage and Access**

1. Only medication in its original container, labeled with the date (if a prescription), the student's name, and exact dosage will be administered.
2. Medications must be brought to the school by the parent/guardian and given directly to a front office staff member.
3. All medications will be kept in a locked storage cabinet in the front office.
4. If a medication is to be refrigerated, it will be kept in a locked box in the refrigerator. The medication should not be stored in the refrigerator door.
5. Only designated school personnel (DSP) or the school nurse will have access to the locked storage cabinet for medications.
6. Medication left over at the end of the school year, or after a student has left the district, shall be picked up by the parent/guardian. If this is not done, the individual who administers the medication will dispose of the medication and record this disposal on the medication log. This procedure shall be witnessed and initialed by a second adult.

## **Medication Administration Training**

(Charlotte County Public Schools Nurse Manual)

All staff authorized to administer medication or treatment will receive training on medication administration on an annual basis. This training shall be provided by the school nurse.

Every time a medication is given, all designees will follow the Six Rights of Medication Administration. The Six Rights of Medication Administration include: the RIGHT patient, the RIGHT medication, the RIGHT dose, the RIGHT route, the RIGHT time, and the RIGHT documentation.

### **How to use the Six Rights of Medication Administration:**

1. Right Patient: Verify student's identity using picture identification and/or having the student state their name and birthdate. Check that the student's name is on the medication's container.
2. Right Medication: Verify that the medication name on the label of the container is consistent with the complete and current Medication Authorization Form on file. Check expiration date on the medication. Open the container and check the integrity of the medication.
3. Right Dose: Check the dose on the medication label against the Medication Authorization Form. Retrieve the correct dose from the medication container. Double check that the

correct dosage has been retrieved. Verbalize the correct dose when checking it against the Medication Authorization Form or appropriate dosing form.

4. Right Route: Check the route in which the medication is to be administered (orally, subcutaneously, via eye, ear or nose drops, etc.) against the Medication Authorization Form. Verbalize the correct route when preparing for administration.
5. Right Time: Check the time in which the medication is to be administered against the Medication Authorization Form. Verbalize the time indicated when preparing to administer the medication.
6. Right Documentation: Record the administered medication on the appropriate medication administration tracking form.

\*\*\* Always wash your hands before and after administering medication. After administration of medication, ensure that the student has received the complete dose. If the student did not receive a complete dose (e.g. spit out a portion or vomits after receiving an oral medication), **DO NOT** administer an additional dose. Contact the school nurse if this situation occurs. \*\*\*

### Oral Medications

- Verify the Six Rights of Medication Administration.
- Oral medications are always given with the child standing or sitting up.
- Remove the correct number of pills/tablets from the bottle or measure liquid medication with a calibrated cup.
- Hand it to or assist the child in putting the medication in the mouth.
- Instruct the student to swallow the medication, using water if necessary.
- Ensure the medication was swallowed.
- Offer an additional water unless otherwise directed.

### Ear Drops

- Verify the Six Rights of Medication Administration.
- Assist the student to lie down on the opposite side of the prescribed ear or position their head so the ear is facing upward
- For adults and teens, pull UP AND BACK on the pinna (top portion of the ear) and administer the correct number of drops.
- For children, pull DOWN AND BACK on the earlobe and administer the correct number of drops.
- Gently apply pressure to the tragus for 3-5 seconds after the drops are administered.
- Have the student remain on his/her side for 3-5 minutes.
- Wipe off any medicine that runs out the ear.

### Eye Drops or Eye Ointment

- Instillation of eye drops or eye ointment uses aseptic technique, which is necessary to prevent the introduction of bacteria into the eye. Be sure to complete thorough handwashing before and after administration of eye drops or eye ointment.
- Verify the Six Rights of Medication Administration.

- Have the student lie down, extend the neck back over a pillow, and close their eyes.
- DO NOT put medication in the eye if the student is crying.
- Gently pull the lower lid down and administer the drops or ointment INSIDE the lower lid on the side closer to the nose. DO NOT administer the medication directly on the eyeball.
- Do not touch the container tip to the eye, skin or anything else. If you do contaminate the end of the container tip by touching it, squeeze out a small amount of medicine on a gauze pad or cotton tipped applicator and start over.
- Wipe away any excess medication with a clean gauze pad.
- After the eye drops or ointment have been administered, have the student remain lying down for 3 to 5 minutes.

### Topical Medications

- Verify the Six Rights of Medication Administration
- Apply medication to a clean skin surface.
- Always use cotton tipped applicators or tongue depressors to apply salves and ointments. Never use fingers.
- Do not touch skin with the tip of the medication tube. If this happens, squeeze a small amount of medicine onto gauze and start over.
- Be sure to cover the site with gauze or adhesive bandage if the licensed health care provider's order indicates.

### Nose Drops

- Verify the Six Rights of Medication Administration
- Position the student to lie down with the neck extended back over a pillow.
- Instill drops in the prescribed nostril.
- Keep the student in the same position for 3-5 minutes.
- Observe closely for choking or vomiting.

### Subcutaneous Injections (St.Jude's Children Research Hospital)

- Gather supplies needed for medication injection (syringe, needle, alcohol prep, gauze & sharps container).
- Verify the Six Rights of Medication Administration.
- Prepare the medication by drawing up the proper dose into the syringe.
- Choose an injection site (thigh, abdomen, or back of arms).
- Using an alcohol prep or Chloraprep, clean the chosen site of injection for 30 seconds using a back and forth motion.
- Allow the injection site to dry for 30 seconds. Do not dab dry or blow on the clean site.
- Remove the cap to the needle by pulling straight up and set the cap to the side.
- Pinch the cleaned skin and fatty tissue between your thumb and first finger. Be careful not to touch the injection site itself.
- Hold the syringe between the thumb and first finger of the other hand. Insert the needle into the skin quickly at a 45 degree angle or 90 degree angle (straight up and down). The

quicker you insert the needle, the less it hurts. The correct angle for insertion will be determined by the school nurse during initial training.

- Remove the needle and immediately engage the safety mechanism.
- Place clean gauze or an adhesive bandage over the injection site.

### Inhaled Medications

A metered dose inhaler (MDI) is a device used to deliver medication directly to the lungs. Medications that come in MDI's include the following:

**Bronchodilators:** Quick relief medicines that are used only to relieve symptoms of asthma and should only be used when symptoms are present (Albuterol, Proventil, Ventolin, Maxair and Combivent).

**Inhaled Steroids:** Preventive medicine which are used to prevent asthma episodes by decreasing inflammation and swelling of the airways (Flovent, Pulmicort Turbuhaler, Aerobid and Intal). These medications are taken daily as directed by a licensed health care provider.

- Verify the Six Rights of Medication Administration.
- Prime MDI per manufacturer's instruction.
- Remove cap and hold inhaler upright.
- Shake inhaler.
- Connect spacer if provided.
- Instruct the student to tilt head back slightly and exhale as much air as possible.
- Position inhaler in one of the following ways:
  - Open mouth with inhaler 1 to 2 inches away
  - Use spacer or chamber
  - Place in mouth
  - Instruct the student to close the mouth tightly around the mouthpiece and inhale rapidly (FOR DRY POWDER INHALERS).
- Press down on the inhaler to release medication as the student breathes in slowly.
- Have the student breathe in slowly, 3 to 5 seconds through the mouth, not the nose.
- Have the student hold their breath for 10 seconds to allow medicine to reach deeply into the lungs.
- Wait one minute between puffs if using a bronchodilator, repeating until the number of prescribed puffs has been administered.
- Have students rinse their mouths after using powdered inhalants or inhaled steroids.
- If a plastic spacer is used, clean the spacer once a day by removing the canister and running warm water through it.
- For MDI's with chambers:
  - Attach the chamber to the MDI.
  - Ensure the mouthpiece of the chamber is placed in the student's mouth.

- Press the MDI to distribute one puff of medication into the chamber.
  - Advise students to take a long, slow, deep breath in and hold for 10 seconds.
  - Repeat until the prescribed number of puffs have been administered.
  - A whistle may sound if the inhalation is too rapid.
  - Rinse the chamber once a week with warm soapy water and allow it to air dry, but do not run water directly into the chamber as this may damage the valves.
- For chambers with masks:
    - Placing the mask firmly over the student’s mouth and nose.
    - Press one puff of medication into the chamber.
    - Hold the mask in place while the student takes 5 breaths.
    - Repeat until the prescribed number of puffs have been given.
    - Do not run water directly into the chamber to clean as this may damage the valves.

### Peak Flow Meters

Some licensed health care providers may prescribe medication based on the peak flow reading when compared to the student’s personal best. The licensed health care provider should provide the student’s “personal best” and prescribe medication accordingly. The following steps should be followed when using a peak flow meter:

- Instruct the student to stand.
- Move the pointer on the peak flow meter to zero.
- Instruct the student to take a deep breath.
- Place the mouthpiece in the mouth on top of the tongue and advise the student to seal lips tightly around the mouthpiece. Make sure the tongue does not block the mouthpiece.
- Instruct the student to blow out hard and fast.
- Repeat the previous steps three times and record the highest reading.

### **Self-Administration/Self-Possession of Medications**

(Board of Education Policy po 5330 & Michigan Revised School Code, Section 380.1179)

- A student whose parent/guardian and health care provider provide written permission will be able to self-administer and self-possess his/her own medications.
- Students are permitted to possess and self-administer U.S. Food and Drug Administration (FDA) approved, over-the-counter topical products while on school property or at a school-sponsored event provided the student has submitted prior written approval of their parent/guardian to the principal.
- A medication that a student possesses must be labeled and prepared by a pharmacy or pharmaceutical company and include the dosage and frequency of administration.
- A student's use cannot be denied if the conditions of written permission and health care provider direction are met. A building principal or school nurse may discontinue a

student's right to self-administer and self-possession if there is misuse by the student. The denial shall follow a consultation with the parent/guardian.

- For students who self-possess emergency medication while at school, a written emergency care plan prepared by a licensed physician should be on file at the student's school. The plan shall contain specific instructions on the student's needs including what to do in the event of an emergency.

## **Field Trips**

(Charlotte County Public Schools Nurse Manual)

The goal of the district is to facilitate students with chronic medical conditions to be able to participate in all school activities. If a student requires medication to be administered during a field trip the following procedure will be implemented:

- School staff will be responsible for notifying the school nurse 30 calendar days prior to any scheduled field trips.
- The school nurse will prepare a list of those students who will require medication during the field trip.
- Students requiring medication must have a completed Medication Administration Authorization Form on file signed by a licensed health care provider and the parent/guardian.
- If medication is to be administered on a field trip, the same medication administration procedures apply as in the school setting. Therefore, the original container must be transferred to the trained person who will be administering the medication. It is not permissible to transfer medication to an envelope or other container for administration. Parents may request that the pharmacy provide them with a properly labeled duplicate prescription container for field trips. The prescription label should include the following information:
  - Student's name
  - Name of medication
  - Dosage directions (by mouth, injection, etc.)
  - Time(s) of day to be administered
  - Provider's name
  - Date of prescription
  - Medication expiration date
- Ensure the designated school personnel (DSP) has the medication in a proper container and inform them that medication must be kept in a secure place at all times. Include a copy of the Medication Authorization Form.
- The staff member responsible for administration of emergency injectable drugs must receive child specific training.
- The medication must be kept safely with the DSP at all times while on the field trip
- Always use strict hand washing technique before administering medications.
- Medication that requires refrigeration must be kept in a small cooler with ice packs.

Hazel Park Schools School Nurse Manual

- Prior to administering any medication, the DSP must review the medication administration procedure and ensure the Six Rights of Medication Administration.
- Note the time medication is administered (within 1 hour of scheduled time).
- Documentation should be completed promptly on the Medication Administration form in the students file upon return to school.
- If the medication is not given as ordered, the principal, school nurse and parent/guardian will be notified.

## **Public Health**

Per the American Public Health Association, public health promotes and protects the health of people and the communities where they live, learn, work and play. School nursing is an integral part of the “learn” section of this statement and helps to promote student health and education.

## **Childhood Obesity**

Per the National Association of School Nurses (NASN) the school nurse has the knowledge, expertise, and skills to promote the prevention and reduction of overweight and obesity among children and adolescents in schools. Grounded by standards of practice within the *Framework for 21st Century School Nursing Practice*<sup>™</sup> (NASN, 2015), school nurses can identify, assess, refer, and follow-up with children and adolescents who are at risk for health problems associated with being overweight or obesity. School nurses can provide cost-effective, sustainable school-based overweight and obesity interventions that address the complex physical, social, and health education needs of children and adolescents who are overweight or obese (NASN, 2013; Schroeder, Travers, & Smaldone, 2016). School nurses also lead in the development of local school health policies and district/community policies that support wellness, healthy nutrition, increased physical activity, and healthy lifestyle behaviors for all students (NASN, 2013).

The district has a wellness policy to enhance student health and reduce childhood obesity (Board of Education policy - po8510). The wellness policy is located on our website at <https://www.hazelparkschools.org/departments/food-services/>.

## **Communicable Diseases**

(Managing Communicable Diseases in Schools, Michigan Department of Education and Michigan Department of Health and Human Services, Board of Education policies po2413, po8450, and po8453)

Communicable diseases within a school or community can spread in a number of different routes. The most common routes of transmission include:

- Fecal-oral: Contact with human stool; usually ingestion after contact with contaminated food or objects.
- Respiratory: Contact with respiratory particles or droplets from the nose, throat, and mouth.
- Direct skin-to-skin contact: Contact with infected skin.
- Indirect contact: Contact with contaminated objects or surfaces.
- Bloodborne: Contact with blood or body fluids.

The district has a comprehensive health education program, which includes the education of disease prevention and control. Per the Michigan Department of Education and the Michigan Department of Health and Human Services, encouraging good hand hygiene, following cleaning recommendations, and adhering to the most up to date mask requirements and recommendations contribute to a safe and healthy learning environment for children.

The district follows all state statutes and health department regulations which pertain to immunization and other means for controlling communicable diseases through normal interaction in the school setting to provide a safe educational environment for the students and staff.

Students may be excluded from school for medical reasons related to communicable diseases. Students may also be excluded from school when there is a risk of spreading to the school community that can't be controlled with appropriate environmental or individual management.

Symptoms that may indicate communicable disease and may be basis for exclusion include:

1. **Fever:** A child may have a fever for many reasons. When fever is accompanied by behavior changes or other signs of illness, the student should be excluded from school until symptoms resolve. Fever (without medication) is defined as an oral, tympanic or temporal temperature of 100.4°F or an axillary (armpit) temperature of 99.4°F.
2. **Diarrhea:** A student with diarrhea should be excluded from school if any of the situations below pertain to the student. The student may return to school when the diarrhea has been resolved.
  - a. Stool is not contained in a diaper or by appropriate toileting.
  - b. Stool contains blood.
  - c. Student has other signs of an acute illness.
  - d. Student has diarrhea accompanied by a fever.
  - e. Student shows evidence of dehydration.
3. **Vomiting:** A student will be excluded for active vomiting unless caused by a noncommunicable condition until vomiting resolves.
4. **Rash:** A student should be excluded from school if the rash is accompanied with a fever or behavioral change until a physician has determined the illness is not a communicable disease.

The local health department (Oakland County) requires certain communicable diseases to be reported to the health department. The communicable diseases currently requiring immediate reporting to the health department include meningococcal disease (bacterial meningitis or meningococemia), rubella (German measles) and measles (Rubeola). For other communicable diseases that require reporting within 24 hours, please see <https://www.oakgov.com/health/services/disease-prevention/Pages/default.aspx>.

### **Conjunctivitis (Pink Eye)**

Conjunctivitis (pink eye) is an inflammation or infection of the membrane that lines your inner eyelids and the white parts of your eyes. Conjunctivitis can result from many causes, including viruses, bacteria, allergens, contact lens use, chemicals, fungi, and certain diseases.

Per the Centers for Disease Control and Prevention, schools should allow infected children to remain in school once any indicated therapy is implemented, except when viral or bacterial conjunctivitis is accompanied by systemic signs of illness (e.g. fever). However, infected

students should refrain from attending school if their behavior is such that they cannot avoid close contact with other students.

## **Parent Responsibilities**

Conjunctivitis can be contagious and spread from person to person by close contact, depending on the cause of the pink eye. Close contact involves touching or shaking hands, through the air by sneezing or coughing, or touching an object after touching an infected eye.

Symptoms of conjunctivitis include:

- Pink or red in the whites of the eyes
- Swelling of the conjunctiva (membrane lining the white part of the eye or inside of the eyelid) or eyelids
- Increased tears
- Itching, irritation or burning of the eyes
- Discharge coming from the eyes
- Crusting of the eyelids or lashes, especially in the morning

If your student has any symptoms of conjunctivitis, please keep your student home from school and see a health care provider for treatment. A student with suspected conjunctivitis may return to school once they receive treatment or clearance from a healthcare provider.

Teach your student good hand hygiene and refraining from touching their irritated eyes. Towels and washcloths should not be shared between family members and pillowcases should be washed frequently.

## **School Responsibilities**

It is the school's responsibility to observe for the health and safety of all students. If a student is observed to have symptoms of conjunctivitis while in school, the school nurse or office staff will be consulted. If it is determined that the student should be seen by a healthcare provider, the parent/guardian will be contacted to pick up the student from school.

Once the appropriate therapy is started, the student can return to school, providing the student does not have any additional symptoms that would be a basis for exclusion.

## **COVID-19**

COVID-19 is a disease spread by close contact from person to person. COVID-19 is easily transmissible and symptoms can begin in a person 2-14 days after exposure to an infected person. Symptoms include (but are not limited to): fever, cough, shortness of breath, fatigue, nausea or vomiting, diarrhea, sore throat, headache, loss of taste or smell, congestion or runny nose, or muscle aches.

If a student has any of the above symptoms, the student should remain at home and be tested for COVID-19. If the student is negative for COVID-19, the student should remain home until symptoms are resolved. If the student is positive for COVID-19, the student should follow the Hazel Park Schools School Nurse Manual

current COVID-19 protocols determined by the district, the local health department or Center for Disease Control (CDC) and notify the school of the positive test result as soon as possible.

## **Bed Bugs**

(Bed Bugs: What Schools Need to Know, Michigan Department of Education and Michigan Department of Community Health)

Bed bugs are small, brownish, flattened insects that feed on the blood of people while they sleep. Although the bite does not hurt at the time, it may develop into an itchy welt similar to a mosquito bite. Bed bugs do not transmit disease, but they can cause significant itchiness, anxiety, and sleeplessness. Bed bugs usually only come out at night and do not hide on a person. Instead, bed bugs will “hitchhike” from place to place in backpacks, clothing, books, etc. Eradication of bed bugs can be costly and difficult.

## **Parent Responsibilities**

If it is determined that your student has bed bugs, the following protocols should be followed:

1. Seek out home treatments with a pest management professional. The district is able to provide educational materials.
2. Store your student’s freshly laundered clothing in a plastic bag daily and bring these clothes to school. Your student will be allowed a private changing area at school to change clothes prior to entering their classroom each day. Personal items brought from home, such as backpacks or books, will be stored outside of the classroom in a plastic bin so that any bed bugs will not spread within the classroom.

## **School Responsibilities**

If a school employee sees a bed bug on a student, the following protocols will be followed:

1. The student will be discreetly removed from the classroom so that the school nurse or a qualified individual can examine the student’s clothing and other belongings. Any bugs found will be removed and collected for identification.
2. If a confirmed bed bug was found on a student, then the school principal or school nurse will contact the student’s parents or guardian to inform them of the bed bug presence on their child. A bed bug inspection form will be sent home, along with education materials on bed bugs.
3. The school principal or school nurse will notify the affected class or classes.
4. Students will not be excluded from school due to bed bugs unless repeated efforts have been made to remedy an infestation.
5. A school building will not be closed due to bed bug presence. If pest management is necessary it will normally be targeted to certain areas of the school.
6. Ongoing pest management that includes the use of pesticides indoors will be overseen by the school principal or designee and must conform to the school’s integrated pest management plan.

## **Pediculosis (Head Lice)**

(Michigan Head Lice Manual & ag 8450A)

Head lice (*Pediculus humanus capitus*) are minute (about the size of a sesame seed), wingless parasitic insects that must live on a person to survive. They survive by piercing the skin to feed on blood and are almost exclusively associated with hair on the neck and scalp. Head lice cannot fly or jump. Head lice is transmitted through person to person direct contact or sharing of bedding or personal items (such as hairbrushes, combs, hats or scarves). Most transmissions occur from direct head to head contact. As such, it is more common to get head lice from family members, overnight guests, or playmates than in a school setting.

At this time, the Michigan Department of Community Health and the Michigan Department of Education recommend focusing on the exclusion of active infestations of head lice only. Active infestations can be defined as the presence of live lice or nits found within one quarter inch of the scalp. Nits that are found beyond one quarter inch of the scalp have more than likely hatched, or are no longer viable.

### **Parent Responsibilities**

1. Be informed about head lice. Symptoms of head lice include:
  - a. itching on the head
  - b. sores on the head
  - c. tickling sensation in the hair
  - d. sleeplessness and irritability (head lice are more active at night)
2. Perform regular checks on ALL individuals in the home.
3. Treat a child with head lice as soon as possible and commit to following through until there are no longer signs of an infestation. This includes daily head checks and removing nits. Daily head checks and nit removal by the parent should be done for two to three weeks after the initial lice finding.
4. Teaching children how to minimize the chance of getting head lice by avoiding head-to-head contact, not sharing hats, combs, brushes, and hair accessories, and by containing long hair in braids or ponytails.
5. Notify the school office if their student is suspected of having head lice and keep the student home if there are live head lice.

### **School Nurse Responsibilities**

The school will observe the following protocols regarding head lice:

1. If a student is found to have head lice while at school, they will be immediately sent home to receive treatment. The student's household siblings and close contacts from within the classroom should also be checked for head lice promptly.
2. The school will provide written instructions to the parent/guardian regarding appropriate treatment for the infestation (Form 8450A F2 and Form 8450A F1).

3. A student excluded from school because of head lice will be permitted to return to school when a parent/guardian completes Form 8450A F3 and a designated staff member determines the student is completely lice and nit free. Children with a head lice infestation are prohibited from riding the bus to school until it is determined by school officials he/she does not have any live lice nor any nits.
4. The school will send out periodic educational fact sheets regarding head lice to parents during the school year.

## **Reproductive Health**

(Board of Education policy po2418 and Michigan School Code Act 451)

The district has a comprehensive reproductive health program that is available on the HPS website and listed here: <https://www.hazelparkschools.org/departments/reproductive-health/>.

Per Michigan School Code, the district will not distribute a family planning drug or device. Family planning means the use of a range of methods of fertility regulation to help individuals or couples avoid unplanned pregnancies, bring about wanted births, regulate the intervals between pregnancies, and plan the time at which births occur in relation to the age of parents. It may include the study of fetology. It may include marital and genetic information. Clinical abortion shall not be considered a method of family planning, nor shall abortion be taught as a method of reproductive health.

The district also has a sex education advisory board. The sex education advisory board:

- Establishes program goals and objectives for student knowledge and skills that are likely to reduce the rates of sex, pregnancy, and sexually transmitted diseases. Additional program goals and objectives may be established by the sex education advisory board that are not contrary to Michigan law.
- Reviews the materials and methods of instruction used and makes recommendations to the Board for implementation. The advisory board shall take into consideration the District's needs, demographics, and trends, including, but not limited to, teenage pregnancy rates, sexually transmitted disease rates, and incidents of student sexual violence and harassment.
- At least once every two (2) years, evaluates, measures, and reports the attainment of program goals and objectives established by the advisory board. The Board shall make the resulting report available to parents in the District.

# Forms and Training Checklists

## Medication Administration Form

[https://docs.google.com/document/d/1-ObiNyoNnb1a-BI2K0hr57ie5\\_kw1-dMLBslpv\\_2XA/edit](https://docs.google.com/document/d/1-ObiNyoNnb1a-BI2K0hr57ie5_kw1-dMLBslpv_2XA/edit)

## Medication Administration Daily Log

<https://files.neola.com/hazelpark-mi/search/forms/fm5330F2.pdf>

## Parent & Athlete Concussion Form

[https://www.hazelparkschools.org/downloads/enrollment/concussion\\_fact\\_sheet.pdf](https://www.hazelparkschools.org/downloads/enrollment/concussion_fact_sheet.pdf)

## Emergency Medical Authorization Form

<https://docs.google.com/document/d/1o63BT9RsFB85XmFA5sf0UYdxc-i9jPL9jBZ1UmWXLcM/edit>

## Epinephrine Administration Form

<https://docs.google.com/document/d/1Oe6ClmTxKe-L99RDcbj6UWEwycqhPuLGHNDvGMqu8Q/edit>

## Seizure Observation Form

[https://docs.google.com/document/d/18I9sc-memREaJlpLkvshP0A\\_6aiLeM0I0BztM9vtiy8/edit](https://docs.google.com/document/d/18I9sc-memREaJlpLkvshP0A_6aiLeM0I0BztM9vtiy8/edit)

## Bed Bug Inspection Report Form

[https://docs.google.com/document/d/1quSyulOLI3zvO7B5\\_M7AEfCH21DU-Ls0zRYX9bP5QN4/edit](https://docs.google.com/document/d/1quSyulOLI3zvO7B5_M7AEfCH21DU-Ls0zRYX9bP5QN4/edit)

## School Nurse Visit Form

[https://docs.google.com/document/d/1JTKvMs484fbuOKXWcAKL6Kp7hOs5hLsieNpM\\_nsVO4Y/edit](https://docs.google.com/document/d/1JTKvMs484fbuOKXWcAKL6Kp7hOs5hLsieNpM_nsVO4Y/edit)

## Medication Administration Training Checklist

<https://docs.google.com/document/d/1Vo0VA8EfRnXI-R188y0HoczZwM3AsmRxALPe3OiK7zg/edit>

### **EpiPen Injector Training Checklist**

[https://docs.google.com/document/d/1nv6CzPpWnPGaPyGh73Jlk\\_Ci4SsGtzJ7xwgAJz7M9o/edit](https://docs.google.com/document/d/1nv6CzPpWnPGaPyGh73Jlk_Ci4SsGtzJ7xwgAJz7M9o/edit)

### **Hypoglycemia and Glucagon Training Checklist**

[https://docs.google.com/document/d/1H-Pwh4XiiY7\\_3I0p00aPRrZsiYModfwfRLNvC-NEuvw/edit](https://docs.google.com/document/d/1H-Pwh4XiiY7_3I0p00aPRrZsiYModfwfRLNvC-NEuvw/edit)

### **Blood Glucose Monitoring Training Checklist**

<https://docs.google.com/document/d/1nXPS4WFPkCTkb1ymkalsZzx9jGKkc0mhjXYZRPHwM6I/edit>

### **Ketone Testing Training Checklist**

<https://docs.google.com/document/d/1BgMU4IYOoEwGJ2odelb8eGt2Nvkf8N903tCbKWSic-E/edit>

## **Health Care Plans**

### **Asthma Action Plan (AAP)**

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:605570b7-b931-4f46-8d9a-e6860a74078f#pageNum=1>

### **Allergy Action Plan**

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:35b8a68b-4e57-4cdf-b69c-7fa4c7ffc62d#pageNum=1>

### **Diabetes Medical Management Plan (DMMP)**

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:041bc856-1e0f-469b-8f99-903a03a54944#pageNum=1>

### **Seizure Action Plan (SAP)**

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:ab227da3-1226-4745-97f9-f676ffd6848d#pageNum=1>

## **Board of Education Policy References**

Environmental Health and Safety Issues - po8405  
Immunization - po5320  
Health Services - po5310  
Emergency Medical Authorization - po5341  
Use of Medications - po5330  
Epinephrine Auto Injectors - po5330.01  
Emergency Situations at Schools - po8420  
Do Not Resuscitate Order for Minor Students - po5342  
Student Accidents - po5340  
Care of Students with Chronic Health Conditions - po5335  
Opioid Antagonists - po5330.02  
Use of Tobacco on School Premises - po7434  
Students with Special Health Care Needs - po5331  
Section 504/ADA Prohibition Against Discrimination Based on Disability - po2260.01  
Concussions and Athletic Activities - po5340.01  
Wellness - po8510  
Critical Health Problems - po2413  
Control of Casual-Contact Communicable Diseases - po8450  
Direct Contact Communicable Diseases - po8453  
Sex Education - po2418  
Health Emergencies and First Aid Care - ag5340B  
Pediculosis (Head Lice) - ag8450A



## Resolution in Support of National Principals Month

*Whereas*, schools inspire the next generation of professionals, political leaders, artists, educators, and others who contribute to a healthy and prosperous society, and

*Whereas*, principals are responsible for providing instructional leadership and professional management in our schools; and

*Whereas*, principals set the academic tone for their schools and work collaboratively with teachers to develop and maintain high curriculum standards, set performance goals and objectives and ensure high quality instruction; and

*Whereas*, principals work to provide a positive support system to empower their students and to give them the right tools they need to succeed; and

*Whereas*, principals lead the way in making schools accountable to students, parents, the community, and other stakeholders; and

*Whereas*, each principal is responsible for fostering a dynamic partnership between the community and the school in order to create a positive learning environment for students; and

*Whereas*, the month of October 2021 has been declared “National Principals Month” and is dedicated to recognizing the significant contributions of our nation’s principals and the enthusiasm they have for providing quality educational experiences and guidance to their students;

*Now, Therefore, Be It Resolved* that the Hazel Park Board of Education recognizes October as National Principals Appreciation Month; and honors and recognizes the contribution of school principals and assistant principals to the success of students in the Nation’s elementary and secondary schools; and

*Be It Further Resolved* that the Hazel Park Board of Education encourages the Hazel Park Schools Community to share in this sentiment, further affirming the tireless work our principals perform.

RESOLUTION DECLARED ADOPTED 18th of October, 2021

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Laura Adkins, President  
Hazel Park Board of Education

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Dr. Amy Kruppe, Superintendent  
School District of the City of Hazel Park



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: Jason Zirnis, Assistant Superintendent of Business and Operations  
Subject: Purchase of Tents  
Date: 10/14/2021

Based on the number of outside activities the District has been undertaking we find it prudent to purchase several tents instead of renting from a local vendor. The current cost to rent a 20 x 30 tent is around \$350 if it is on grass. Since we have been utilizing a tent for the High School Courtyard and plan on using tents for several other events we are recommending the purchase of two tents, one 20 x 30 and the other 20 x 40. We have reached out to several online and local vendors as follows;

	Cost of a 20 x 40 and 20 x 30 tent
Party Tent Direct	\$9,600
Instent	\$9,598
Tent and Table	\$9,748

The three companies are very competitive in their pricing. I am asking for approval of up to \$9,600 to purchase the tents. Although I have had some luck with getting price reductions I believe further negotiations may result in additional savings.

Funding Source: The funding for this expense will be charged to the General Fund, ESSER Grant Funds.

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.



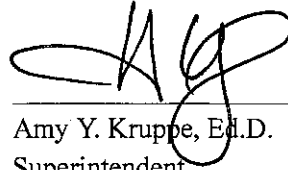


**HAZEL PARK  
SCHOOLS**

**Recommendation**

That the Board of Education approves the purchase of two tents not to exceed \$9,600.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**



A handwritten signature in black ink, appearing to read 'AKP', is written over a horizontal line.

Amy Y. Kruppe, Ed.D.  
Superintendent



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

To: Hazel Park Board of Education  
From: Jason Zirnig, Assistant Superintendent of Business and Operations  
Subject: Organizational Documents Addition - Architects  
Date: 10/14/2021

In order to continue on with the renovation of the pool at the High School the District is in the need of an organization capable of preparing detailed drawing specifically for the pool, drains and gutter replacement which is highly specialized. In discussion with our current architects of record they do not have the current staff nor are their external consultants available to work on this project due to current contracts.

We are recommending Partners In Architecture (PIA) be added to the Organization Documents so we can utilize their services to prepare and oversee the pool work. Mike Malone is the direct contact on the project who is very familiar with the District as he was one of the lead architects with Wold Architects that worked on the High School early 2000 renovation projects. before joining PIA.

PIA will be tasked with designing the new pool and infrastructure to support the system, prepare the RFP and oversee the project.

Funding Source: None

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 addition of Partners in Architecture as approved architects for the purpose of the work surrounding the pool renovation.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

Amy Y. Kruppe, Ed.D.  
Superintendent





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

To: Hazel Park Board of Education  
From: Dr. Stephanie Dulmage, Director of 21st Century Schools  
Subject: Phonics & Word Study Implementation - Additional Materials  
Date: October 18, 2021

Strong foundational skills (phonics, phonemic awareness, vocabulary development, and word solving skills) are key elements of developing strong readers and writers. To support the development of these skills, all teachers in grades K-5 are utilizing the new phonics and word study program. In order to optimize learning, staff and building administrators have requested classroom sets of magnetic letters with storage bins and magnetic sorting trays. The requested kits will allow students to interact with work study activities in an immersive, hands-on manner, which will in turn deepen the learning experience. These materials will be purchased for all grades K-2 classrooms, with a request for these materials in some 3rd and 4th grade classrooms.

Resource	Number Requested	Total Cost Per Resource
Magnetic Letters with Storage Box	365	15350.35
Magnetic Letter Sorting Tray	730	1574.64
	<b>Grand Total</b>	<b>16,924.99</b>

**Total Financial Impact:** 16924.99

**Funding Source (s):**

- General Fund:
- Center Fund:

**Goal Statement (s):**

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

**Recommendation:**

That the Board of Education approve the purchase of additional materials in the amount of 16,924.99 to support the implementation of the phonics and word study program.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

Amy Y. Kruppe, Ed.D.  
Superintendent





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

To: Hazel Park Board of Education  
From: Nick Nugent, Director of Human Resources  
Subject: HPPA Letter of Understanding  
Date: 10/13/2021

Administration is looking to approve the Letter of Understanding with the HPPA to address staffing concerns.

The Letter of Understanding with the HPPA will do the following:

- 1) Consolidate Classification 2 into Classification 3
- 2) Step 1 will be removed for all Classifications. The new starting step is step 2.
- 3) SXI Paraprofessionals will now be considered Classification 6
- 4) Classification 5 and 6 will increase their current rates by \$1.00
- 5) Paraprofessionals who are covering a higher classification shall be paid at least \$1.00 per hour.
- 6) New Salary Scale takes effect immediately
- 7) New Salary Scale:

	<b>Class</b>	<b>Class</b>	<b>Class</b>	<b>Class</b>
<b>Step</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
1 Year	12.12	12.83	13.37	15.00
2 Year	\$13.11	\$14.03	14.57\$15.57	16.29\$17.29
3 Year	\$13.37	\$14.35	14.88\$15.88	16.63\$17.63
4 Year	\$13.65	\$14.65	15.19\$16.19	16.95\$17.95
5 Year	\$13.92	\$14.96	15.49\$16.49	17.29\$18.29
6 Year	\$14.21	\$15.29	15.81\$16.81	17.76\$18.76
7 Year	\$14.51	\$15.60	16.14\$17.14	17.99\$18.99
8 Year	\$15.26	\$16.39	16.94\$17.94	18.31\$19.31
			<b>Jardon</b>	<b>Edison</b>





**HAZEL PARK  
SCHOOLS**

**Strategic Goal Alignment -**

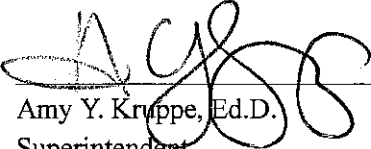
Climate and Culture: The Hazel Park School District will provide a unified system of support for all students, embracing diversity, and fostering a positive school climate.

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

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

**Recommendation**  
That the Board of Education approve the HPPA Letter of Understanding for the 2021-22 School year.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

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

**LETTER OF AGREEMENT BETWEEN  
HAZEL PARK SCHOOLS  
AND  
HAZEL PARK PARAPROFESSIONALS ASSOCIATION, MEA/NEA  
RE: Mutually Agreed Upon Addition to CBA**

**October 12, 2021**

In an effort to ensure the highest quality instruction for our students, while at the same time ensuring the health, safety and well-being of our students, employees, their families and the community, Hazel Park Schools (HPS) and the Hazel Park Paraprofessional Association, MEA/NEA (HPPA) hereby agree that all provisions of the current collective bargaining agreement, Letters of Understanding and Letters of Agreement, between the parties shall remain in full force and effect except as otherwise provided herein.

In recognition of the need to attract, retain and support paraprofessional educators to Hazel Park Schools, the HPPA and HPS agree to the following modifications to the current parties collective bargaining agreement:

A. Salary Schedule:

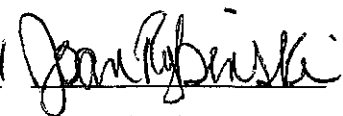
1. The party's salary schedule shall immediately reflect the following changes:
  - A. Class two and three will combine into one "Class 3"
  - B. Step 1 will be permanently removed from the party's salary schedule. Step 2 shall be the beginning step.
  - C. Classes 5 & 6 will have their current rates increased by \$1.00.
  - D. SXI Paraprofessionals shall be considered Class 6.
  - E. It is understood that any paraprofessional who is covering in a higher class shall be paid at least an additional dollar (\$1.00) per hour for the time working in that higher class or the higher rate between the two classes, whichever is greater. The Step shall remain consistent during this coverage.
  - F. The new salary schedule shall take immediate effect upon this agreement being fully executed.
  - G. The new salary schedule is reflected below and shall supersede all other salary schedules previously agreed to and shall be permanently incorporated into the current collective bargaining agreement.

	Class	Class	Class	Class
Step	3	4	5	6
1 Year	12.12	12.83	13.37	15.00
2 Year	\$13.11	\$14.03	14.57\$15.57	16.29\$17.29
3 Year	\$13.37	\$14.35	14.88\$15.88	16.63\$17.63
4 Year	\$13.65	\$14.65	15.19\$16.19	16.95\$17.95
5 Year	\$13.92	\$14.96	15.49\$16.49	17.29\$18.29
6 Year	\$14.21	\$15.29	15.81\$16.81	17.76\$18.76
7 Year	\$14.51	\$15.60	16.14\$17.14	17.99\$18.99
8 Year	\$15.26	\$16.39	16.94\$17.94	18.31\$19.31
			Jardon	Edison

For HPS:

For HPPA:

  
 Dr. Amy Kruppe, Superintendent

10-13-21  10-13-21  
 Date Joan Rybinski, President Date



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

To: Hazel Park Board of Education  
From: Dr. Amy Kruppe, Superintendent  
Subject: Paraprofessional Subs  
Date: October 14, 2021

Currently there is a large shortage of substitute teachers and paraprofessionals available for schools to utilize in order to support schools. This has become additionally more challenging due to the high absenteeism that is occurring in the District.

Paraprofessionals are vital for the classrooms that have students with disabilities. Given the high absenteeism, if paraprofessionals are out without a person to fill their spots then teachers can not provide a safe and educational environment. This includes tasks such as one on one learning, toileting, feeding and behavior management supports.

We are requesting the hiring of four paraprofessionals to provide support in classrooms for absences. These paraprofessionals will be assigned on a daily basis to classrooms in the district. It is our feeling that this will provide consistent and safe educational environments for both the student and the teacher.

Average cost for a paraprofessional working 180 days/7 hours including salary and benefits is \$36,592.92. Total cost for four paraprofessional would \$146,370.08

Average	Days	Hours	Total salary	Retirement	UAAL	FICA	Workers Comp	Health	Dental	Vision	Total
\$			\$	\$	\$	\$	\$	\$	\$	\$	
15.00	180	7	18,900.00	5,335.47	2,827.44	1,445.85	189.00	7,202.37	587.98	104.42	\$36,592.52

Funding Source: The cost for the substitute paraprofessional will be taken out of the center fund, the special education fund and general fund as appropriate.

**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.





**HAZEL PARK  
SCHOOLS**

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**

The Board of Education approves four substitute paraprofessionals to support special education students throughout the district

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

Amy Y. Kruppe, Ed.D.  
Superintendent



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

To: Hazel Park Board of Education  
From: Nick Nugent, Director of Human Resources  
Subject: 5 Additional Building Substitutes  
Date: 10/13/2021

For the 2021-22 School year Administration is asking to increase the amount of building substitute teachers from 10 total to 15 building substitute teachers. Currently the District has hired 9 of 10 allotted building substitutes as allowed by the Board of Education staffing levels. Administration believes that if we hire the additional building substitutes, the district will be able to fill the absences that occur. Currently our average fill rate is 62% for teachers. Because of the lower fill rate, teachers are having to substitute teach during preparation periods.

**Funding Source:** General Fund at an approximate cost for 5 building substitute teachers is \$242, 392 for the remainder of the 2021-22 School year.


**Strategic Goal Alignment**

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

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

**Recommendation**  
That the Board of Education approve the hiring of 5 additional building substitutes for the 2021-2022 School Year

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

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





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

To: Hazel Park Board of Education  
From: Dr. Amy Kruppe, Superintendent  
Subject: Social Workers and Psychologists  
Date: October 14, 2021

This year the state has allocated dollars for social emotional wellness. This grant was written to add 2 social workers, 2 psychologists and 1 nurse. The grant covers 100% percent of the salary for the first year, 66% the second year, 35% of the third year. The District will be obligated to keep the staff for the fourth year at least.

The grant is only available if the staff are hired. Hazel Park has been approved for some 310 dollars, however it is not clear to the amount at this time. These staff would only be hired if the dollars are approved for this position and of course, if we can find a staff member.

This year our students are returning to our schools with great need in the area of social emotional support. These positions would be hired to support the buildings with the greatest needs.

**Funding Source:** These positions will be paid for the 2021-2022 school year from the 310 dollars.

**Strategic Goal Alignment -**

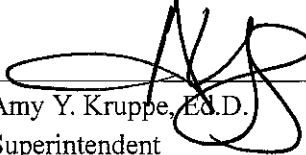
Climate and Culture: The Hazel Park School District will provide a unified system of support for all students, embracing diversity, and fostering a positive school climate.

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

**Recommendation**

That the Board of Education approve the hiring of 2 social workers and psychologists, if the dollars are received from the State Grant.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

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





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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: Professional Services Agreement for SEL Workshops/Devin Hughes  
Date: October 14, 2021

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Social emotional learning for students and staff are at the forefront over all school districts across the country. Our school district is both working in partnership with MDE and AASA to put together a plan by the spring with steps to facilitate high quality SEL programming over the next several years. In all of the work we have started the most important person to address is your staff. Without staff understanding and embracing SEL, our students will not benefit from programming.

This year we began with training from Devin Hughes, a national recognized trainer in the area of positive psychology. This training led to an extremely positive opening day. We continue to focus on this work and wish to extend this for the 2021-2022 school year with Mr. Hughes as our coach. Our intentions are to coach with him once a month for an hour as an administrative team, to support our daily, weekly and monthly work with our staff. This is inline with our strategic plan. We additionally wish to bring him in person for the next two institute days. Any staff member will be able to attend his sessions in order to focus on the positivity and SEL learning that we hope to have for everyone.

Devin Hughes has been requested to do In-person Staff PD on November 2, 2021 and May 24, 2022 as well as offering remote support to AdCouncil meetings on 10/21/2021, 11/18/2021, 12/16/2021, 1/27/2022, 2/10/2022, 3/10/2022, 4/7/2022, 5/5/2022 and 6/2/2022. The total cost for this training will be \$16,500, which will be worth every penny as we work to continue to support our staff and students during these difficult times.

**Funding Source:** The training can come out of the Title IV grant or ESSER dollars. Social Emotional learning is a focus across the state.

**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.



**HAZEL PARK  
SCHOOLS**

**Recommendation**

That the Board of Education approve the cost of \$16,500 for the SEL workshops, as presented.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

A handwritten signature in black ink, appearing to read 'Amy Y. Kruppe'.

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Amy Y. Kruppe, Ed.D.  
Superintendent



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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: Superintendent Merit Pay Goals  
Date: October 13, 2021

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At the October 4, 2021 Special Board Meeting the Board of Education narrowed down the choices for objectives from the 2021-2022 Strategic Plan for merit pay which is a mandate for the Superintendent's contract. The following are the three (3) areas of focus for the 2021-2022 school year:

**Curriculum and Instruction:** Objective O - Increase the number of MTSS teachers in K8 in order to increase the percentage of K8 students scoring on or above the grade level in Reading (as measured by the iReady diagnostic) by 10% by June 2022.

**Resources:** Objective A - Increase fund balances in small increments within the next 3 years-Fund balance policy 2022=10%, fund balance = floor of 10% tops of 15%

**Community Relations:** Objective F - Increase the graduation rate at the high school from 80% to 84%.

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.



**HAZEL PARK  
SCHOOLS**

**Recommendation**

The Board of Education approve the District Goals for the Superintendent per the contract, as presented.

**APPROVED AND RECOMMENDED FOR  
BOARD ACTION**

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Amy Y. Kruppe, Ed.D.  
Superintendent

School	(All)
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Count of Student		Grade																			Grand Total	
School Code	Track	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	AI	EA	HS	PH	Grand Total	
01611	21/22 INVEST												60	83	84	80					307	
01611 Total													60	83	84	80					307	
01616	21/22 HIGH SCHOOL												140	159	132	117					548	
01616 Total													140	159	132	117					548	
01753	21/22 HOOVER				49	50	44	43	44	40											270	
	21/22 HOOVER ELEM VVA				1	2	3	3	4	3											16	
01753 Total					50	52	47	46	48	43											286	
02176	21/22 MICH CYBER ACD												76	72	97	70					315	
02176 Total													76	72	97	70					315	
02399	21/22 ALL YR JARDON		1	1	1	1	1	2		2	2	1		1	1				1	5	20	
	21/22 JARDON																			49	49	
02399 Total			1	1	1	1	1	2		2	2	1		1	1				1	54	69	
02954	21/22 VIKING VIRTUAL												11	16	37	79					143	
02954 Total													11	16	37	79					143	
04159	21/22 EDISON E						1	2	4												7	
	21/22 EDISON H												6	4	7	7					24	
	21/22 EDISON J									3	2	7									12	
	21/22 EDISON PH																			7	7	
04159 Total							1	2	4	3	2	7	6	4	7	7				7	50	
04259	21/22 UNITED OAKS				73	51	51	45	53	51											324	
	21/22 UNITED OAKS ELEM VVA				1	1	1	5	5												13	
04259 Total					74	52	51	46	58	56											337	
04422	21/22 WEBSTER CHILDHD		17	71																	88	
	21/22 WEBSTER ECSE/EA			2	1				1		1		1		1		1	24	1		33	
04422 Total			17	73	1				1		1		1		1		1	24	1		121	
07829	21/22 ADVANTAGE									1		4	3	4	13	62					87	
	21/22 ADVANTAGE E								1												1	
	21/22 ADVANTAGE VVA												1	9	16	115					141	
07829 Total									1	1		4	4	13	29	177					229	
09372	21/22 JHS VVA									5	16	15									36	
	21/22 JUNIOR HIGH									143	137	149									429	
09372 Total										148	153	164									465	
09429	21/22 WEBB				59	55	60	39	48	44											305	
	21/22 WEBB ELEM VVA				3	6	2	5	1												17	
09429 Total					59	58	66	41	53	45											322	
Grand Total			18	74	185	163	165	134	163	150	154	158	176	298	348	388	530	1	24	2	61	3192



## Strategic Plan

# Strategic Plan: Goals and Aligning Statements

## TABLE OF CONTENTS

### Strategic Plan: Goals and Aligning Statements

#### GOAL 1: CURRICULUM AND INSTRUCTION

#### GOAL 2: CLIMATE AND CULTURE

#### GOAL 3: RESOURCES

#### GOAL 4: COMMUNITY RELATIONS

#### Additional Notes to Board of Education:

## GOAL 1: CURRICULUM AND INSTRUCTION

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

**A. Objective:** During the fall of the 2021-2022 school year, complete and equity audit (DEI Team, Cabinet, AdCouncil)

- Reviewed and prepared information for the DEI committee, including the draft of the equity survey.
- **Hanover research was met with regarding the first steps of the Equity Audit.** : The draft equity audit has been sent to Hanover. This will go out on the following dates: The survey team scheduled to program it the week of October 18<sup>th</sup>. Launch the survey October 25<sup>th</sup> and we would leave it open for two weeks or November 8.
- An update was done on the information for the equity audit.
- Discussion regarding expanding the DEI team: DEI team

**B. Objective:** During the winter of the 2021-2022 school year the equity audit will be analyzed and shared with staff, parents, Board and community. (Administration, DEI Team)

- Reviewed the Hanover requirements for data in order to prepare to discuss this with ad council and cabinet
- Data points have been given to the team to begin discussion on how to collect.

**C. Objective:** During the spring of the 2021-2022 school year a DEI Plan will be presented with goals aligning to the date of the equity audit

**D. Objective:** Develop and update a comprehensive data dashboard to analyze student performance in the area of Math and Reading and non-academic assessments measuring growth. (Central Office, Building administrators).

- In partnership with members of Cabinet, facilitated conversations with Ad Council to select relevant academic and non-academic data sources, and develop a roadmap of topics for District Data Days.
- Uploaded data files and worked with the i-Ready data team to automate data sharing between Curriculum Associates (i-Ready) and Illuminate/Eidex. These platforms provide a number of different data visualizations that may feed into the Data Dashboard.
- Met with Elementary team and central office to determine data sources for the year

**E. Objective:** Collect and analyze data to drive instruction and learning (internal and external stakeholders, including students) to develop focus areas of instruction/SEL (Central Office, Building Administrators, Teachers & Support Staff)

- Mandatory staff meeting held where they reviewed building level goals as well as grade-level, race and gender iReady data with the staff at large; Staff began digging into grade level data and began working on grade level problem solving drivers
- Dug into grade level data, including race and gender data with staff to devise action plans for both math and reading.
- PBIS team met to complete our Tiered Fidelity Inventory to determine our areas of need/improvement
- Attending training sessions on Social/Emotional Learning, along with other district leaders is in progress. These trainings will facilitate the development of our own district program so as to focus on these areas for students.
- Administration of the College Spring PSAT diagnostic test to all 11th graders this week in order to gather baseline data for use in all ELA11 and Algebra II classes.
- Managed and organized the Fall administration of the i-Ready reading and math diagnostic and the Kindergarten Readiness Assessment;
- Provided comprehensive support to Hazel Park High School for the Fall round of College Board testing including an overview of the full process and management of the approval and test ordering process for students needing accommodated materials.
- Worked with the Illuminate account rep to develop a tool for collecting and visualizing multiple sources of data to support data analysis and the building and district level.
- Organized and analyzed fall F & P, IREADY and Tier 2 & 3 screener information to prepare for upcoming grade level meetings, teacher collaborative meetings to determine grade level, classroom and small group focus'
- Attended SEL meetings; read SEL documents for district and schoolwide implementation of SEL to prepare for the goal of developing a plan of implementation of SEL in HP.
- Met with HPJH MTSS team to analyze fall i-Ready diagnostic data for math and reading to determine proper student placements during SUCCESS time.
- HPJH Staff attended i-Ready data reports training sessions to learn how to access the data reports and instructional tools available in i-Ready in order to organize strategic small group instruction during Tier I, Tier II, and Tier III instruction.
- Reviewed the iReady Math and Reading data as well as the F&P Benchmark assessment data with the MTSS team in order to determine our grade level guided reading groups as well as our math and reading intervention groups.
- Met w/ elementary/secondary admin to determine building goals for this year and what data would be collected and analyzed.
- Attended first SEL Cohort meeting to discuss strategic planning and how to build and implement a district wide SEL system.
- Began reviewing IReady data with building team
- Review IReady with staff to assist with IEP goals and objectives
- HPJHS spoke about I-READY grouping during BLT meeting
- Utilized the District Pulse component of MI Star to pull various attendance reports for buildings; Developed a data collection tool/report in Illuminate to streamline the collection and analysis of academic and non-academic data to analyze the impact of our work on students.
- SEL leadership meeting began with a breakdown of where we are using the CASEL website.
- Nastasi: Working with instructional coaches to put an effective and informative system together to collect, connect it to our math learning standards and analyze math data collected from end of unit assessments.

- Met with individual teachers and teacher teams to review SLO (Student Learning Objective) goals.

**F. Objective:** Engage in collaborative, reflective practices to enhance instruction and increase student growth and achievement by monthly meetings to assess district data. (Central Office, Building Administrators, Teachers)

- Attendance at elementary and secondary data meetings is ongoing in efforts to analyze student progress with assessments, as well as to facilitate the appropriate development of academic goals for students with IEPs.
- Review of elementary data and most recent assessment information in conjunction with IEPs in an effort to ensure special education student growth and services.
- Review of Secondary data and most recent assessment information in conjunction with IEPs in an effort to ensure special education student growth and services.
- Review of IREADY, F & P and screener data with the MTSS teacher to prepare for teacher collaborative meeting to determine small group focus and appropriate intervention
- The elementary administrators met with Cabinet and Special Ed staff in our first District Data meeting to determine which data sets, time frame and method we will use to report monthly at our District Meetings.
- Started grade level meetings to start reflecting and collaborating about practices and how we can increase growth and achievement at Edison
- Reviewed i-Ready Diagnostic Data with HPJH MTSS team to determine small group focus and appropriate interventions for math and reading.
- Led grade-level meetings with classroom, MTSS and special education teachers where we assigned staff to guided reading and intervention groups. We also collaborated to determine the expectations of staff during the guided reading and intervention periods.
- Met with our instructional coach to discuss her coaching sessions and determine building needs.
- Completed a few informal observations and then reflected with the teacher through an informal conference.
- Facilitated Department Meetings for MOCI, ASD, and SXI to review IEP data collection and review.
- Completed two formal observations
- Collaborated with teachers as we reviewed SLOs
- Supported the preparation and organization of the Data Days, collection of data for all buildings, and use of consistent data sources; once confirmed this information will be shared with all staff
- Completed two informal evaluations
- Reviewed SLO's with staff members
- Gathering and preparing data to discuss at grade level meetings and Building Leadership Meetings that will be discussed during our monthly district meeting.

**G. Objective:** Engage in collaborative, reflective practices to increase student growth data by engaging the Board of Education in a data retreat by the end of the 2022 school year

- **2020-2021 M-step Data Presentation at Board of Education meeting**
- First data discussion occurred at the October special meeting

**I. Objective:** Establish a culture that promotes student-centered learning through professional learning and coaching. (Central Office, Building Administrators, Teachers and Support Staff)

- Monthly our administrators meet with their staff to review student data. Please find attached Hoovers data from I-ready. There are significant decreases in student performance. The graphs shared in this presentation show the number of students and where they are. This is a great example of the detailed work our teachers do to improve our student learning.
- Voluntary Secondary Schools PD on PLAAPFs, Goals, Objectives, and SAS Presentation
- Participated in the Cultivating Lasting Capacity in Leadership series with the district instructional coaches and the elementary building administrators
- Coached administrators discussed goal setting and building progress:
- Completed a few informal observations and then reflected with the teacher through an informal conference.
- Developing and facilitating appropriate and relevant professional learning opportunities for special education providers helps to advance their learning in their profession, as well as to provide the highest level of quality service to students.
- Prepared and presented evaluation training to new administrators to be able to facilitate learning in the classroom.
- Monthly our administrators meet with their staff to review student data. Please find attached Hoovers data from I-ready. There are significant decreases in student performance. The graphs shared in this presentation show the number of students and where they are. This is a great example of the detailed work our teachers do to improve our student learning.
- Dug into iReady data with grade-level action plans
- Met with our instructional coach to discuss curriculum implementation and ways to support teachers as they work to improve their instructional practices.
- Planned for and led mandatory staff meetings with a focus on Nonfiction Text - Main Idea and Details - identified low areas of concern across the grades according to I-Ready data. This is a big focus of our literacy work this year.
- Met with instructional coach, Debbie Kondek, to discuss the work she is doing with the staff - heavy focus on standards and assessment in math. Talked with her about some concerns regarding one of the new teachers and did some troubleshooting on ways that she and I along with her mentor teacher can all support her.
- Provided Relevant professional learning article in staff notes.
- Planned and led voluntary staff meetings for new staff (and old staff wanting to attend) around the evaluation process and what that should look like in classrooms.

**J. Objective:** Increase teacher relationships which fosters student engagement and ownership of learning by assessing current engagement of students. (Central Office, Building Administrators, Teachers and Support Staff)

- Organized a number of action items to ensure the Webster staff had access to the necessary information to apply for the TEACH Scholarship and enter into a degree or CDA program to acquire the required credentials. Actions included a request for evening Q and A sessions and onsite ISD consultant support, a personal visit to each teacher at Webster to explain the process for attaining the TEACH Scholarship, and collaboration with Nick Nugent to get the required district paperwork completed prior to the October 1 submission deadline.
- Setup mentor teachers and mentor paras for new staff at Edison. Daily check-ins with staff to assess needs and support at Edison.
- Discussed engagement expectations for students when working independently while teachers meet with guided and strategy groups.

**K. Objective:** Develop increased use of instructional technology to enhance and extend student learning opportunities. (Central Office, Building Administrators, Teachers, Technology Department)

- Worked in collaboration with the STEAM teachers to apply for an instructional technology grant from the ISD.
- Apple TV installed in Therapy room with microphone for instructor to assist in working with HI students
- Apple TV installed with microphones for use during music, art and yoga therapies in the Filbert Room at Jardon School -
- Four District Service Requests completed and sent to Oakland Schools for Augmentative/Adaptive Communication devices for Jardon/Webb SXI -
- Jardon SXI, Jardon ASD, Jardon MOCI and Webb SXI: all educators have active Google Classrooms for student/parent use.
- Shared a new instructional technology to staff in a newsletter which When students feel seen and understood in the classroom, they have stronger academic engagement and achievement. Along is a free, digital reflection tool designed to make it easier for teachers to check in one-on-one with each of their students and is now ready for all educators to use instantly!. Educators can choose from a library of reflection questions, or write one of their own, and record a short video or audio of themselves introducing the question. Students have the opportunity to choose how they respond by recording a short video or audio message or replying via text using a computer or their phone. Sign up today at [www.along.org](http://www.along.org).

**L. Objective:** Create opportunities for students to think innovatively, explore real-world issues and problems, and engage in creative problem-solving through project-based learning (Central Office, Building Administrators, Teachers)

- Grand Opening of Jardon General Store and Fall Greenhouse Sale! Students worked directly with customers to assist and build independence in customer service skills.
- Met with new Nepris contacts for Hazel Park to plan out the upcoming training session for HP administrators and teaching staff. Per MDE and Oakland County ISD expectations, career readiness must be available to all K-12 students. Nepris will be used at a fuller capacity this year now that we are on a full schedule.
- Worked with the STEAM teachers, the PLTW teacher, and the HPHS FIRST Robotics to determine the type of robotics offerings that will be available to students.
- Met with enrichment teacher to encourage professional learning that supports project-based learning and working with gifted students and how we can connect it to the work we are doing in our school around joy.

**M. Objective:** Review, analyze, and implement best practices for the advancement of special education programming by providing professional development in special education for all staff and families (Central Office, Building Administrators, Teachers and Support Staff)

- Creating and facilitating opportunities for professional development for special education staff on a regular, voluntary basis with regard to the creation of IEP's and the MTSS process.
- Created and offered paraprofessional training for PAES Lab and SXI Equipment and Safety

Procedures.

- Voluntary Staff meetings with the Junior High and High school staff to review the IEP/REED process and forms-
- Provide alternatives to suspension expanding on our use of restorative circles that was started 2 years ago at September all staff meeting
- Professional develop given to new administrators
- Voluntary PD on current IEP best practices were held for all elementary and secondary SE staff.

Presentation

- Provided voluntary staff meetings for new staff (and old staff if they wanted) around Kalpa and choice pd days. Encouraged new teachers who need choice pd hours to consider doing the professional learning around the Essential Literacy Practices through MICHigan Virtual.

**N. Objective:** Provide comprehensive opportunities for staff to increase their understanding and implementation of the Essential Literacy Practices, through the Hazel Park Instructional Framework in order to increase the percentage of K-8 students scoring on or above grade level in **Reading** (as measured by the i-Ready diagnostic) by 10% by June 2022.

- Utilized teacher survey data to develop the agenda for the November 2 Phonics and Word Study training; teacher survey data and information gathered from classroom implementation will be used to develop after-school sessions training sessions facilitated by the district instructional coaches.
- In collaboration with the instructional coaches and elementary building administrators, developed a plan for supporting the implementation of the new Phonics and Word study program
- Shared each of the instructional frameworks with staff, through the staff notes, encouraging teachers to reach out with any questions, wonderings or concerns.
- Utilized teacher survey data to develop the agenda for the November 2 Phonics and Word Study training; teacher survey data and information gathered from classroom implementation will be used to develop after-school sessions training sessions facilitated by the district instructional coaches.
- Shared our instructional framework and began meeting with individual teachers to review it's daily/weekly implementation

**O. Objective:** Increase the number of MTSS teachers in grades K-8 in order to increase the percentage of K-8 students scoring on or above grade level in reading (as measured by the i-Ready diagnostic) by 10% by June 2022.

- Reviewed with the ad council this week the process in which students should qualify for MTSS.
- Established biweekly meetings with the MTSS teacher's. This week we reviewed procedures and spoke about new materials and data collection.

**P. Objective:** Provide comprehensive opportunities for staff to increase their knowledge, skills, and understandings of high-quality math instruction in order to increase the percentage of K-8 students scoring on or above grade level in math (as measured by the i-Ready diagnostic) by 10% by June 2022.

- Reviewed iReady Math data with grade level teams and dug into the teacher tools available through iReady.

**Q. Objective:** Increase the number of MTSS teachers in grades K-8, in order to increase the

percentage of K-8 students scoring on or above grade level in math (as measured by the iReady diagnostic) by 10% by June 2022.

- Review with ad council the process for MTSS:
- Established biweekly meetings with the MTSS teacher's. This week we reviewed procedures and spoke about new materials and data collection.

**R. Objective:** Provide opportunities for teachers to expand instructional strategies to include disciplinary literacy and the 8 mathematical practices to improve ERW and Math scores on the PSAT and SAT for all student populations by 5% by June 2022.

## GOAL 2: CLIMATE AND CULTURE

Hazel Park Schools will provide a unified system of support for all students, embracing diversity and fostering a positive school climate

**A. Objective:** Foster social emotional wellness in the HP staff by implementing daily and monthly strategies from positive psychology work. (HP Staff, Administrative Team)

- Shaun Hughes has been scheduled for the November and May institute days. He will also be supporting the administration once a month for an hour on continued work on positive psychology and morale .
- Administrative team reviewed the first 35 pages of the Happiness Advantage to talk about the way to increase positivity in the schools.
- Ways to increase joy in the schools and classroom were shared with the staff.
- Posted a “Gratitude” sign up in the staff lounge for staff to reflect and report moments of gratitude.
- Along with my elementary principal colleagues, we planned and hosted two staff meetings highlighting the positive psychology work we learned this summer.
- Committed to at least three positive outreach to parents regarding their children and one JOY bomb for staff a week.
- Transitioned the district to JOY for the month of October. Met with the student advisory team who will complete a JOY activity on Monday: More to come.
- Focused on gratitude for this month and transitioned to Joy for the month of October. Expressing gratitude on a daily basis to all staff through interactions, notes, emails.
- Focused on gratitude for the month of September- sent notes to staff, students and parents expressing gratitude. Transitioned to Joy for the month of October. We also include this strategy focus in our advisory time with students (encouraging this outlook/feeling on a daily basis and extending it to everyone through interactions, notes, emails).
- Planned and organized our Hoover PBIS Extravaganza; Classrooms traveled to various stations, engaging in games and activities which reviewed the behavior expectations taught to all students.
- Held Hoover's first PAW celebration; This whole school activity celebrated the learning students have done with respect to our behavior expectations.
- Facilitated activity in full staff meeting focusing on staff gratitude.
- Completed 2 courses via Michigan Virtual Professional Learning portal on SEL and Integrating SEL w/MTSS practices.
- Use staff meetings to deliver professional development focusing on wellness of staff as well as community building.
- Including joy quotes in staff notes and worked with enrichment teachers to see if her students could

lead some of this work in the school.

**B. Objective:** Work with AASA/MDE/Hanover to develop a SEL plan for the District by spring of 2022 (SEL Leadership team, Administrative team, Moving Forward Committee)

- First SEL Cohort Meeting to discuss strategic planning for SEL implementation.
- Attending training sessions on Social/Emotional Learning, along with other district leaders is in progress. These trainings will facilitate the development of our own district program so as to focus on these areas for students.
- Participated in training sessions and district meetings, as part of the AASA SEL cohort, to develop an SEL implementation plan of action.
- Researched CASEL guidelines to share with the SEL team to begin developing plans to step forward. This included a SEL guidebook.
- The moving forward committee discussed staff attendance concerns
- Attending weekly district SEL meetings and attending SEL Virtual Summit which shared information about implementation of SEL in various schools.
- Completed our Tiered Fidelity Inventory to determine areas of need

**C. Objective:** Increase staff attendance from pre pandemic numbers by 5% by the spring of 2022

- Requested that Nick pull attendance of staff from 2019-2020, so we can begin to compare the attendance that is occurring now and develop a baseline
- Reviewing and sharing with staff the high numbers of staff out and the number of positions that have gone unfilled.
- Positive personal notes to individual staff (2-3 per week) members.

**D. Objective:** Increase student attendance that are referred to Graduation Alliance by 5% by the spring of 2022 (Central Office, Building Administrators, Teachers, Students and Support Staff)

- Names were shared with the graduation alliance this week to work to increase graduation rates of our students. :
- Meeting with Gabrielle Stringer (P2P) and Gail Contrucci, Community Schools Coordinator, to develop a Tiered system for attendance. We are planning attendance incentives and targeted phone calls to those students who are chronically absent. We are inviting other staff to be on our building attendance committee as well as joining the district committee. Increasing attendance is part of our United Way Community Schools Grant.
- Reviewed current and past attendance data to determine a list of students with potential attendance issues. We will be working with our P2P social worker to set up meetings with these families to see if there is anything we can do to support students.
- Pulled students attendance reports to begin reviewing this data at our monthly meeting with buildings.
- Ran attendance reports and shared them with our P2P social worker who connected with families to support their efforts to improve attendance and decrease the number of tardies.
- Working with new P2P workers to make contacts with families that are already having attendance issues.

**E. Objective:** Increase understanding of Diversity, Equity and Inclusion of all staff by the spring of 2022 through professional development to the entire staff. (Central Office, Building Administrators, Teachers, School Board)

- Completed 3 PDs for MLK Day in the area of Diversity, Equity and Inclusion-
- Attended Culturally responsive school leadership training Thursday evening. This will go for six weeks. Several administrators are attending. The first was a history lesson about equity. :
- The DEI Committee met to talk about next steps.
- Joined and participated in two sessions of the Culturally Responsive School Leadership Cohort to build personal capacity, engage in reflective work on DEI, and expand my knowledge to address bias and equity in our curriculum, instruction, and assessment practices, policies, and procedures.
- Attended Session 1 of MDE: African-American Student Initiative
- Represented Hazel Park and attended the Oakland County Council for Diversity, Equity, Inclusion and Social Justice. Used the BELE Framework as a discussion point for the work in the county.
- The Curriculum Team, Special Education Superintendent have been working to support the November institute day . This will include many sessions on Diversity ,Equity and inclusion.
- Met with BLT team and reviewed DEI Learning through Oakland Schools and encouraged them to join me
- Advertised in staff notes learning through Oakland Schools and encouraged them to join me for choice pd credit
- Shared article in staff notes, **Accelerate Don't Remediate - New Evidence from Elementary School Classrooms**, that discusses how remediation when students are behind actually pushes them further behind and talks about how black students and low income students are unfairly impacted by these practices.

**F. Objective:** Identify, implement and track the effectiveness of the Multi-Tiered System of Support (MTSS) by sharing data of students who are served while demonstrating an increase in performance of students. (Central Office, Building Administrators, Teachers)

- discussed in elementary building the need to identify students who are receiving interventions to review the data.
- Identified students who will be receiving interventions through the use of iReady and Benchmark assessment data.
- Explained the aimline data sheet to track student progress with respect to reading levels. These aimlines will be used to support teacher/student conferences regarding reading growth.
- Weekly PBIS meetings to address multi-tier supports for identified students
- Weekly PBIS drawings for students, biweekly SLT team meeting data review
- Launched Patriot Post (school store), to redeem PBIS points.
- Met with the PBIS Team to complete our Tiered Fidelity Inventory

**G. Objective:** Provide staff opportunities to understand Trauma by providing at least 3 staff development opportunities and weekly updates in the newsletter of examples (Central Office, Hoover and Certified Trauma trainers; staff through PD)

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**H. Objective:** Increase in the inclusionary practices for special education students moving toward the advancement of learning by developing a plan that addresses the LRE level of the district by the spring of 2022.

## GOAL 3: RESOURCES

Hazel Park Schools 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.

**A. Objective:** Increase fund balance in small increments within the next 3 years-Fund balance policy 2022=10%, fund balance = floor of 10% tops of 15%. (AdCouncil, Cabinet, District Leadership Team)

- Hazel Park receives our money from erate , this will increase our fund balance as we are paying for needed technology at a fraction of the cost.
  - met to review projected student counts and the financial impact for the district. We also discussed and reviewed the potential impact from discussion with the teachers and the paraprofessionals. We also reviewed the openings and potential impacts.
  - Reviewing current healthcare quotes with updates as approved by the Board and union agreements. Confirmed on site Q&A by healthcare customer service reps to provide information sessions to staff who wish to take advantage of the meetings.
  - Finalizing the audit, we were provided with draft copies of the audit to review financial presentation and provide commentary through the Management Discussion and Analysis section.
  - Met with the auditors to review the 2020-2021 audit. We discussed expenditures, moving forward, the work of our business office, the presentation to the board and committee. The fund balance is something this year that you will be proud about.
  - Ended 2021 with 9% or 8.76%. Treasury considered fund balance is 12.35%. 2022 should be above 10%.
  - Budget is being prepared for the November Board meeting. State Aid estimates are looking flat which is a very good thing with the changes in enrollment and increased foundation to \$8,700 per student.

We finally found an architect to design the pool upgrades, build theRFP and oversee the work. We have interested parties to complete the work and will proceed as soon as possible.

As discussed in the Finance Committee, we are refinancing the final set of Bonds outstanding. We were looking to begin the process this month with a Funding Resolution but it will be delayed until November, I jumped the gun and was a month ahead of schedule.

The Roof Assessment Draft Report was received and I am slowly processing through it this weekend. I will review with Greg and assimilate the recommended work into the 5 year facility plan.

**B. Objective:** Develop a comprehensive list of onboarding information, materials and resources that new staff will receive in each employment area.

- The cabinet will be meeting with the new administrators to support them. : This meeting is every Tuesday
- We have developed a group email for new teachers and staff so we can give information specific to the school district that they might not be getting in the onboarding process.

**C. Objective:** Assess new staff on boarding process and transition to the district to improve staff satisfaction

**D. Objective:** Institute safety training to align with HP EOPs and update EOPs annually.

- **EOP updates were due to the office this last week. I will be reviewing them to assess the completion.**
- EOP's are going to be approved at the October board meeting.
- Met with BLT team and reviewed DEI Learning through Oakland Schools and encouraged them to join me
- Included reminders in staff notes about completing the training
- Made "go kits" from the EOP

## GOAL 4: COMMUNITY RELATIONS

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

**A. Objective:** Increase family and community participation through developing a baseline of participation for the 2021-2022 school year.

- Met with Stephanie, Karla and our community partnership . Thursday night we will have our community schools celebration at United Oaks from 5:30-7:00:
- There was a meeting with United Oaks to assess our quarterly progress in the Community Schools Grant. If you would like to know more about community schools here is a [best practice sheet](#).
- Planning a BonFire to bring back a family and community event after the last football game this week. The Fire Department will be running this event for us . I have asked the Boosters to participate with us.
- Advantage Parent Teacher Conferences hosted more than 20 families

**B. Objective:** Develop a family and community engagement plan by the spring of 2022.

**C. Objective:** Encourage staff participation in school and community events by developing two new events. (Teachers, Support Staff)

- Community Schools night thursday is one of the community events to encourage parents and staff to be involved in the school.
- United Oak had their grand opening of the community school. There were several board members: Thank you Bev, Laura, Kristy and Melissa for attending. We had a full house with collaboration from the police, The City Counsel and Ed, Power and Praise Church, Youth Assistance, The YMCA, DHHS, Hazel Park Library, UO PTA and more. There were over 100 backpacks given away and free books for students. Activities by the HP Library and UO were available to families. A family photo opportunity for a fall photo. Photos will be printed and sent home. A tremendous amount of the staff were in attendance supporting the families. :
- Jardon General Store/Jardon Fall Greenhouse Sale: Showcase Channels 2,4,
- participated in the Marching Band Concert on Wednesday, I am still looking to get the line out of my contract that reads “as designated by the Superintendent”. Thankfully no one was injured as I wildly drove the maintenance truck and band trailer down John R to Troy High School and back again. I believe the earned Division I rank and all had a great time.
- Met with Sherrie and Kathy Nagy regarding Holiday Baskets and transforming this to a COVID safe event.
- Collected data from staff for participation from our parent open house
- Attended Holiday basket meeting and helped to brainstorm ideas to update this event, which is hosted at Webb.Nastasi: Attended PTA Meeting where we discussed our fundraiser and our first PTA parent event since the pandemic - Trunk or Treat. Continuing to work with the PTA to get new events off the ground.
- Attended Holiday Basket meeting and am working to support this project.

**D. Objective:** Increase by 2 partnerships and programs with community businesses and universities with a focus on student programming. (AdCouncil, Pathways to Potential Coaches, HS Counselors and College Advisors)

**E. Objective:** Develop a communication plan by the winter of 2021. (Communications Director/Cabinet)

- MASB was at the district to interview five teachers and myself . The video will have picture and Chuck sends : Amy
- Met with chuck to review the draft communication plan