



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

September 19, 2022

7:00 PM

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

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. Knights of Columbus
- B. New Staff Introduction
- C. Advantage Presentation
- D. Promise Zone Presentation

CONSENT AGENDA (Action Items)

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

A. <u>Approval of Minutes</u>	
1) Board Meetings	3
2) Committee Meetings	14
B. <u>Monthly Financial Reports</u>	<u>18</u>

C. <u>Personnel Recommendations</u>	<u>30</u>
D. <u>Conference Requests</u>	<u>31</u>

NEW BUSINESS

A. MStep Presentation (Informational Item)	
B. Summer School Update (Informational Item)	33
C. Course Handbook Update (Informational Item)	51
D. Junior High Support (Action Item)	80
E. Interns for Technology & Communications (Action Item)	82
F. Strategic Plan (Action Item)	84
G. Freedom of Information Act (Informational Item)	91
H. Additional IUOE position for Receptionist (Action Item)	147
I. Additional AFSCME positions (Action Item)	149
J. Finance Director	
K. OLHSA Rental Agreement (Action Item)	153
L. Navigate 360: Threat Assessment, Suicide Assessment and Logging (Action Item)	165

SUPERINTENDENT REPORT

A. Enrollment (Informational Item)	168
B. Fundraisers (Informational Item)	170
C. Superintendent Check in (Informational Item)	

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

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

BOARD MEMBER AND ADMINISTRATION COMMENTS**ADJOURNMENT**

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

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

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

SPECIAL ORDER OF BUSINESS

A. Athletic Presentation (Informational Item)

Athletic Director Thomas Oestrike presented the board with the state of the athletic department and discussed the summer camps that he ran. These camps were a success and he hopes to make them even better next year. He also spoke of some exciting things to come in the next couple of years to include a youth football team. Mr. Oestrike plans to collaborate with the Hazel Park Recreation Center to grow these programs and expand their potential.

CONSENT AGENDA (Action Items)

- A. Approval of Minutes
 - 1. Board Meetings
- B. Monthly Financial Reports
- C. Personnel Recommendations
- D. Conference Requests

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

Discussion

Roll Call Vote

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

Nays:

Abstain:

Motion carried.

NEW BUSINESS

A. FOIA

Moved by Noth, supported by Fortress, that the Board of Education support the district decision to deny the FOIA.

Discussion

Roll Call Vote

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

Nays:

Motion carried.

B. High School After-School Tutoring & Enrichment (Action Item)

Moved by Schlak, supported by Noth, that the Board of Education approve the High School and Advantage after school virtual and face-to-face tutoring.

Discussion

Roll Call Vote

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

Nays:

Motion carried.

C. Financial Literacy (Action Item)

Moved by Noth, supported by Baldwin, that the Board of Education approve the addition of the new personal finance courses and to approve that the courses be made available to fulfill a half-credit in math, world language, or the arts.

Discussion

Roll Call Vote

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

Nays:

Motion carried.

D. Hours and Days Waiver (Action Item)

Moved by Noth, supported by Schlak, that the Board of Education approve the application for the Hours and Days Waiver, as presented.

Discussion

Roll Call Vote

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

Nays:

Motion carried.

E. Edgenuity Renewal (Action Item)

Moved by Noth, supported by Schlak, that the Board of Education approve the renewal of the Edgenuity licenses in the amount of \$87,875.

Discussion

Roll Call Vote

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

Nays:

Motion carried.

F. LEO 2.0 Presentation (Informational Item)

Dr. Dulmage gave a brief update of the LEO 2.0 grant and how explained the positive impact it will have for our district again this school year.

G. ARC (Edison, Advantage & Self-Contained) (Action Item)

Moved by Schlak, supported by Baldwin, that the Board of Education approve the purchase of the ARC reading resources for Edison, Advantage, and the self-contained classrooms in the amount of \$33,520.

Discussion

Roll Call Vote

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

Nays:

Motion carried.

H. Administrative Coaching (Action Item)

Moved by Schlak, supported by Baldwin, that the Board of Education approve the addition of an Administrative Coach, as presented.

Discussion

Roll Call Vote

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

Nays:

Motion carried.

I. Floor Machine (Action Item)

Moved by Schlak, supported by Noth, that the Board of Education approve the replacement of the Webb/Jardon floor machine, as presented.

Discussion

Roll Call Vote

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

Nays:

Motion carried.

J. Frontline Central (Action Item)

Moved by Noth, supported by Schlak, that the Board of Education approve the purchase of Frontline Central at a cost of \$42,064.38 over the next three (3) years, to be charged to the General fund, as presented.

Discussion

Roll Call Vote

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

Nays:

Motion carried.

K. Intern Bonus (Action item)

Moved by Noth, supported by Baldwin, that the Board of Education approve an increase in the Intern Compensation, as presented.

Discussion

Roll Call Vote

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

Nays:

Abstain: Schlak (familial conflict)

Motion carried.

L. 10-day Covid Leave (Action Item)

Moved by Noth, supported by Baldwin, that the Board of Education approve the extension of the 10-day Covid Leave, as presented.

Discussion

Roll Call Vote

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

Nays:

Motion carried.

M. Tenure (Informational Item)

Dr. Kruppe shared a list of employees who have achieved tenure in our district along with those who are still working towards this goal.

N. Human Resource Director (Action Item)

Moved by Baldwin, supported by Noth, that the Board of Education approve the hiring of Kristy Schlak for the position of Human Resource Director.

Discussion

Roll Call Vote

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

Nays:

Abstain: Schlak (due to personal conflict)

Motion carried.

SUPERINTENDENT REPORT

Dr. Kruppe shared the district's excitement for Kristy to join the administrative team on September 1st, while continuing on the Board of Education until that time. The theme for this school year is "Literacy for Everyone", as the board purchased a wonderful curriculum program for our district this year with training for our teachers, as well as in the classroom. We had the New Teacher Academy this week on the 23rd and 25th, to help get the new staff acclimated to our procedures. We also had some Administrative training and Restorative Practice training from the ISD.

Hometown huddle will be this Thursday, from 5-6:30 with over 22 tables this year, we will have the Dance team and our High School Band perform. The game will have free admission and a bonfire after for all to enjoy! We have Viking Day and Patriot Day happening on August 24th. We have many staff members participating in the Home Visit Training being provided by United Way as part of the Community School grant. Kindergarten Open House will also be August 24th this year. A great tradition started by the buildings and it's wonderful to be able to get in and become acquainted with the school.

The pool is coming along nicely and the new floor is down at the high school which is very exciting! The Terry Thomas fundraiser took place at Shamrock's last Friday and it was a great event. At this point, he is the only NBA player to come out of Hazel Park and I cannot wait for the court dedication during this year's Basketball season!

A. Enrollment (Informational Item)

Superintendent, Dr Amy Kruppe shared the status of our current enrollment numbers. President Adkins requested a comparison report of this year to last year.

B. OCSBA 2022-23 Meeting Calendar (Informational Item)

Superintendent, Dr Amy Kruppe shared the calendar for Oakland County School Board Association for the 2022-23 school year. President Adkins requested the dates be added to board member calendars.

PUBLIC COMMENT - None

BOARD MEMBER AND ADMINISTRATION COMMENTS

Kristy Schlak, Board Trustee

Thank you to everyone for coming out Tom is doing a great job with our sports programs, looking forward to the upcoming seasons! Good information meeting tonight and a quick one so good job guys. Thank you for my years of service on the board, I will miss what we do as a team. I'm not going away, you will still be able to find me. I look forward to what's to come and good luck in the new school year!

Heidi Fortress, Board Treasurer

Tom, thank you! I enjoy seeing the daily improvement of our sports. It's just amazing. The kids are practicing as a team and it is so great to see! I'm happy to see some money being spent for Advantage. Jason, thank you for negotiating. Matt, crushed you're leaving, I appreciate you answering all my questions at the Finance meetings. You left some big shoes to fill! Excited about Viking Day and seeing the kids get excited about the first day. I appreciate the short meeting tonight and everyone have a good night.

Rachel Noth, Board Trustee

This is such an exciting time of year! I know the administration team is working hard. We are slowly building things keeping up with some minor improvements as we go. I don't know if I have shared publicly that I had a near death experience delivering my child and I do not like when people go back and forth at one another. Going through this brought me to do some self reflection and I went back to these books. They were by the Director of the Yale Center for Emotional Intelligence, his name is Mark Brackett. It is so important to identify our emotions and remember to serve the positive side of yourself. I would like to leave everyone with his message for your own Reflection. "If we learn to identify, express and harness our feelings,

even the most challenging ones. We can use those to create positive and satisfying lives.” We are in a heated election season and we need to realize it's not the real work and it's not the real person before us.

Dawn Rice, Board Trustee

Good night everyone!

Dr. Amy Kruppe, Superintendent

I agree with Rachel! That's the one I continue to think about, first of all Brackett is awesome. We get a lot of good information for social emotional learning from him. You have to remember to live life and you can't redo yesterday but you can go forward. I hope many people remember that.

Beverly Hinton, Board Secretary

The Story Walk is awesome! Very cool for the kids to have that. The Huddle, I'm very excited to see that coming back. So many people coming out and getting to see so many. Happy Retirement to those who left, sleep in, relax and enjoy yourself! Some had 30 years in our district. Thank you everyone for coming out.

Melissa Baldwin, Board Vice President

All the same things, thank you Kristy and thank you Dr. Postell for bringing Financial Literacy. Especially the piece about keeping on top of the college prep information and foreign language. That is really important to me and I want to thank you for that. Good Night!

Laura Adkins, Board President

I will try and keep it quick. We've had some retirements, said farewell to a few people this week. Matt Miller we are going to miss you tremendously, being incredibly dedicated to the team. You've been great so thank you! Hometown Huddle this Thursday at 5:30, come out for the free food and all the fun. The Community Engagement Committee has been back in action finally after a couple years of hiatus. First big thing to get this back up and running. The event is free and tell everyone you know! I think it will be fun! Excited Kristy is taking on a new role, you've put in a tremendous amount of work and effort. I can remember meeting you at the PTA convention many years ago. We didn't know each other then but it's what we do. Starting out at the PTA level and ending up here at the board level and now the district level so wanted to thank you for that! Now we begin a new process of replacing a board member which is new for me and I've been on the board for 8 years. We have thirty days to replace her, and we will be meeting to discuss and begin the new process. In terms of social media comments, we as board members deal with sm policy. Discuss what we can do and try to hold ourselves to a higher standard.

That's what we do and what we need to continue to do. Thank you Dr. Kruppe, I know you have been working very very hard to get things going and kicked off and I hope that everyone does take some time over Labor Day to enjoy time.

ADJOURNMENT

Moved and supported that the meeting be adjourned at 8:04pm.

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 MICHIGAN
SPECIAL MEETING
August 29, 2022 6:30 PM

CALL TO ORDER

The Special Meeting of the Hazel Park Board of Education was held at the Ford School Administration Office on August 29, 2022 and was called to order by President Adkins at 6:33 p.m.

ROLL CALL

Members Present: Adkins, Baldwin, Hinton, Schlak

Members Absent: Noth, Rice, Fortress

Others Present: Kruppe

APPROVAL OF THE AGENDA (ACTION ITEM)

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

Discussion - None

Roll Call Vote

Yeas Baldwin, Hinton, Schlak, Adkins

Nays:

Motion carried.

PUBLIC COMMENT - None

ROUND TABLE

President Adkins asked everyone's thoughts on the recent return of the Hometown Huddle. The members of the board were happy with the turnout and discussed how great it was to see people out and about again after a long struggle with COVID.

NEW BUSINESS

A. Strategic Plan Goals

The Board Members reviewed the Strategic Plan that will be placed on the website.

B. Superintendent Goals

Dr. Kruppe presented the Superintendent Goals to the board, as they reviewed and discussed the plan.

C. Board Vacancy Information

Dr. Kruppe presented a suggested timeline for filling the vacancy of Trustee. The board reviewed

and discussed the timeline in depth to begin the process of filling the current vacancy by September 30th, 2022. The board would also like hard copies available at the Board office for those who cannot complete the form online.

PUBLIC COMMENT - None

BOARD MEMBER AND ADMINISTRATION COMMENTS

Kristy Schlak, Trustee

It has been an honor to serve as a school board member. I have learned so much and while I look forward to my new career change I will miss working with this team. We have done so many great things for our district. Don't worry I'll still be around! Thank you and have a good night!

Dr. Amy Kruppe, Superintendent

We are excited for Kristy to join our admin team! We know she will be a great addition. So many great things have happened in the last couple of weeks. We are also excited for this new year to begin, everyone has been working hard to get everything ready. Enrollment is up, I'm excited!

Melissa Baldwin, Vice President

I'm sad but excited for you, Kristy. You will do great!

Laura Adkins, President

Congratulations Kristy, I know you will do a great job but I am going to miss having you on the board and working together. Kristy and I met years ago while doing PTA at a PTA Conference. It the path you go, you start with volunteering and then PTA, and we came here to the board. Now you get to experience the other side of it from the HR office. You get to see all the things we have set in motion and all the great things we have done as a team with the other board members. I am excited for this year too, everything is so positive!

ADJOURNMENT

Moved and supported that the meeting be adjourned at 8:04pm.
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
SPECIAL MEETING
September 14, 2022 5:30 PM

CALL TO ORDER

The Regular Meeting of the Hazel Park Board of Education was held on September 14, 2022 and was called to order by President Adkins at 5:30 p.m.

ROLL CALL

Members Present: Adkins, Baldwin, Fortress, Hinton, Noth, Rice
Members Absent:
Others Present: Kruppe

APPROVAL OF THE AGENDA (ACTION ITEM)

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

Discussion

Roll Call Vote

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

Nays:

Motion carried.

PUBLIC COMMENT - None

BOARD ROUND TABLE

NEW BUSINESS

A. Selection of Board Candidates to Interview

The Board discussed the applicants for the interview process of the Trustee appointment.

PUBLIC COMMENT - None

BOARD MEMBER AND ADMINISTRATION COMMENTS

ADJOURNMENT

Moved and supported that the meeting be adjourned at 6:14pm.

Unanimous Approval.

Respectfully Submitted,

Beverly Hinton, Secretary
Hazel Park Board of Education



Ford Administration
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**Finance Committee Meeting
September 12, 2022
5:15 PM**

Board Members Present: Laura Adkins, Heidi Fortress, Beverly Hinton
Board Members Absent: None
Administrators Present: Dr. Amy Kruppe, Jason Zirniss, Matthew Miller

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

- A. **2021/2022 Budget Update** - IDEA reimbursement was conducted after the 60 days therefore the District will push \$150k into next fiscal year. FEMA did not reimburse the District timely therefore those funds will be received at a future date. The District will add \$2.3m to fund balance bringing that total to 13% of expenditures.
- B. **Facility Rental Fees** - The rental costs of gyms, pools, rooms and other locations need to be examined and discussed. Athletics is the group that coordinates these rentals and a further discussion with them is needed.
- C. **Maintenance Staffing** - The District is requesting to add a plumber and a heating and cooling person to AFSCME. The District believes that money will be saved by utilizing their own people instead of hiring the projects out. There are many heating and cooling issues that currently exist and potential plumbing issues in the near future.
- D. **Receptionist at Ford** - The District is requesting a receptionist at Ford to file and answer the phones and door. This person is needed to alleviate issues with pupil accounting.
- E. **OLSHA Rental Agreement** - Considering raising rental rate by \$4k to a total of \$24k for the year. OLSHA is head start operating out of Webster. The District services the meals and gets refunded for those costs.
- F. **Hazelwoods Caretaker Draft Agreement** - The caretaker of Camp Hazelwoods is in need of an agreement. The Caretaker is requesting a longer term so that they can plan accordingly. The Caretaker resides in the house in exchange for services on the property. The house there will require some repairs in the near future.
- G. **MESSA Rate Increase for 2023** - 9.5% is the indicated increase in the rates for MESSA members. The Hard Cap for this year rose 1.3% which means that 8.2% will be the burden of the employee. This is estimated to be \$100 more per pay for employee contributions. The total could be between \$400-600 per month for insurance.
- H. **Fundraising Events** - This is a review of the policies and review of the requests for those seeking to generate funds through fundraising events. There are some groups that have yet to submit their proposals and the District will anticipate those in the near future.





**HAZEL PARK
SCHOOLS**

I. Check Register - Questions and answers were provided

J. Frontline: Threat Assessment, Suicide Assessment and Logging - The cost for this product is \$14,650. This will assist the District in assessments.

Meeting end time - 6:15pm

Minutes submitted by Matt Miller



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Personnel Committee Meeting

September 12, 2022

7:00 PM

Board Members Present: Dawn Rice, Rachel Noth
Board Members Absent: None
Administrators Present: Dr. Amy Kruppe, Jason Zirnis, Kristy Schlak
Audience: Heidi Fortress

Meeting start time - 7:14 pm

Public Comment: None

- A. Receptionist at Ford** - The District is requesting a receptionist at Ford to file and answer the phones and door. This person is needed to alleviate issues with pupil accounting.
- B. Maintenance Staffing** - The District is requesting to add a plumber and a heating and cooling person to AFSCME. The District believes that money will be saved by utilizing their own people instead of hiring the projects out. There are many heating and cooling issues that currently exist and potential plumbing issues in the near future.
- C. Class Size** - Dr Kruppe will be visiting the buildings in the coming days to access class sizes and determine if additional classes may be needed.
- D. MESSA Rate Increase for 2023** - 9.5% is the indicated increase in the rates for MESSA members. The Hard Cap for this year rose 1.3% which means that 8.2% will be the burden of the employee. This is estimated to be \$100 more per pay for employee contributions. The total could be between \$400-600 per month for insurance.
- E. Special Education Vacancies** - Ms. Schlak discussed the vacancies currently available in the Special Education Department. There are approximately 25 positions across the district in the special education department that need to be filled.
- F. Hazelwoods Caretaker Draft Agreement** - The caretaker of Camp Hazelwoods is in need of an agreement. The Caretaker is requesting a longer term so that they can plan accordingly. The Caretaker resides in the house in exchange for services on the property. The house there will require some repairs in the near future.

Meeting end time - 8:15pm

Minutes submitted by Jamie Buczko





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**Buildings & Grounds Committee Meeting
September 12, 2022
6:15 PM**

Board Members Present: Heidi Fortress, Melissa Baldwin
Absent:
Administrators Present: Dr. Amy Kruppe, Jason Zirniss

Meeting start time - 6:15 pm
Public Comment: None

A. Sinking Fund Projects Update

- a. **Pool** - The pool is coming along as scheduled. Tile in the pool has been completed and we are still on target for completion.
- b. **Locker Rooms** - The locker rooms are also coming along as scheduled.
- c. **District Cameras** - The cameras were ordered three weeks ago.

B. Maintenance Staffing - The District is requesting to add a plumber and a heating and cooling person to AFSCME. The District believes that money will be saved by utilizing their own people instead of hiring the projects out. There are many heating and cooling issues that currently exist and potential plumbing issues in the near future.

C. Facility Rental Fees - will bring back next month

D. Hazelwoods Caretaker Draft Agreement - The caretaker of Camp Hazelwoods is in need of an agreement. The Caretaker is requesting a longer term so that they can plan accordingly. The Caretaker resides in the house in exchange for services on the property. The house there will require some repairs in the near future.

E. Story Walk Update - Will be ordering two benches and a shade structure for the beginning of the walk which will create a starting point. The opening event is planned for September 30, 2022.

F. Pest Infestation - The source of the roach concern at Webb has been addressed. There was a sewage issue in the tunnels and there have been several mitigation steps taken. After a recheck of the area, Mr. Zirniss confirmed the issues with the area attracting the infestation has been rectified and should take care of the problem going forward. He would still like to keep a close eye on it to make sure it doesn't get blocked again.

Meeting end time - 7:10 pm

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





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

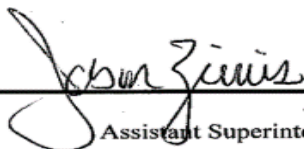
RE: Treasurer's Report August, 2022

DATE: September 6, 2022

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

GENERAL FUND (11)		516,199.87	
	<i>Total - General Fund</i>	<u>\$ 516,199.87</u>	
CENTER PROGRAM (22)		2,906.34	
COMMUNITY SERVICE (23)		0.00	
FOOD SERVICE FUND (25)		36,547.50	
COMMON DEBT (31-39)		0.00	
CAPITAL PROJECTS (41-49)		117,408.69	
	<i>Total - Special Revenue Funds</i>	<u>\$ 156,862.53</u>	
INTERNAL ACCOUNT FUNDS (29)		1,100.00	
	<i>Total - Other Funds</i>	<u>\$ 1,100.00</u>	
TOTAL CHECK DISBURSEMENTS		<u><u>\$ 674,162.40</u></u>	\$ 674,162.40
ACH DEBITS			1,103,329.28
PAYROLL			1,055,372.41
OUTGOING WIRE TRANSFERS			2,426,606.40
P-CARD PURCHASES			115,421.71
			<u>4,700,729.80</u>
TOTAL DISBURSEMENTS IN PERIOD			<u><u>\$ 5,374,892.20</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

Aug-22

<u>Date</u>	<u>Amount</u>	<u>Bank Acct Taken From</u>	<u>Reason</u>
8/22/2022	\$30,000.00	Gen Funds	Arbiterpay for Refs
8/11/2022	\$4,139.00	Gen Funds	Health Equity Payment August 12th Payroll
8/26/2022	\$3,159.00	Gen Funds	Health Equity Payment August 26th Payroll
8/1/2022	\$16,934.07	Gen Funds	Penserv Payment July 30th Payroll
8/15/2022	\$17,143.22	Gen Funds	Penserv Payment August 12th Payroll
8/29/2022	\$17,153.23	Gen Funds	Penserv Payment August 26th Payroll
8/3/2022	\$1,015.20	Gen Funds	Penserv Payment Retirement
8/11/2022	\$26,318.96	Tax W/H	Payroll State Tax Withholding August 12th
8/10/2022	\$179,604.17	Tax W/H	Payroll Federal Tax Withholding August 12th
8/25/2022	\$176,421.11	Tax W/H	Payroll Federal Tax Withholding August 26th
8/22/2022	\$11,540.90	Tax W/H	Payroll Federal Tax Withholding 50% payment for 2020
8/11/2022	\$269,829.05	Ret W/H	Payroll Retirement Withholding July 30th
8/25/2022	\$282,736.49	Ret W/H	Payroll Retirement Withholding August 12th
8/1/2022	\$39,772.74	DTE	August DTE Payments
8/1/2022	\$1,243.07	Consumers	August Consumers Payments

\$1,103,329.28	Total ACH Debits
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<u>Date</u>	<u>Amount</u>	<u>Payroll</u>
8/12/2022	\$519,288.50	General Payroll on August 12th
8/26/2022	\$536,083.91	General Payroll on August 26th

\$1,055,372.41	Total Payroll
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<u>Date</u>	<u>Amount</u>	<u>Wires</u>
8/30/2022	\$2,426,606.40	MVCA Wire State Aid

\$2,426,606.40	Total Wires
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<u>Date</u>	<u>Amount</u>	<u>P-Card Purchases</u>
8/23/2022	\$115,421.71	General P-Card charges Huntington Bank

\$115,421.71	Total P-Card Purchases
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Hazel Park Schools
Budget to Actual by St Revenue and St Function

As of 08/31/2022

St Revenue/Function	Description		Original Budget	Encumbrance	Actual	Balance	Percent
Type: 4 Revenue							
St Revenue: 100	Revenue from Local Sources	Total:	5,693,389.00	0.00	1,972,211.63	3,721,177.37	34.64%
St Revenue: 300	Rev from State Sources	Total:	28,907,259.00	0.00	5,121,404.75	23,785,854.25	17.72%
St Revenue: 400	Rev from Federal Sources	Total:	7,653,087.00	0.00	402,839.55	7,250,247.45	5.26%
St Revenue: 500	Incoming Transfer/Oth Transact	Total:	2,430,209.40	0.00	31,859.00	2,398,350.40	1.31%
St Revenue: 600	Fund Modifications	Total:	1,819,040.00	0.00	0.00	1,819,040.00	0.00%
Type: 4	RevenueTotal:		46,502,984.40	0.00	7,528,314.93	38,974,669.47	16.19%
Type: 5 Expense							
St. Function:110	Basic Programs	Total:	20,081,570.00	77,664.04	1,792,868.59	18,288,701.41	8.93%
St. Function:120	Added Needs	Total:	9,091,790.00	0.00	579,354.94	8,512,435.06	6.37%
St. Function:210	Support Services-Pupil	Total:	3,373,023.00	4,480.00	239,464.55	3,133,558.45	7.10%
St. Function:220	Support Services-Instr Staff	Total:	2,286,192.00	855,205.47	384,142.56	1,902,049.44	16.80%
St. Function:230	Support Services-General Admin	Total:	727,389.00	17,800.00	135,955.26	591,433.74	18.69%
St. Function:240	Support Services-School Admin	Total:	2,093,556.00	1,586.50	249,897.37	1,843,658.63	11.94%
St. Function:250	Support Services-Business	Total:	720,526.00	81.97	181,430.67	539,095.33	25.18%
St. Function:260	Operations and Maintenance	Total:	5,459,796.00	18,289.60	1,009,784.26	4,450,011.74	18.49%
St. Function:270	Pupil Transportation Services	Total:	305,510.00	0.00	47,630.44	257,879.56	15.59%
St. Function:280	Support Services-Central	Total:	1,463,268.00	2,100.00	284,644.32	1,178,623.68	19.45%
St. Function:290	Support Services-Other	Total:	446,886.00	39,499.48	53,193.28	393,692.72	11.90%
St. Function:330	Community Activities	Total:	35,758.00	0.00	2,214.00	33,544.00	6.19%
St. Function:390	Other Community Services	Total:	300,000.00	547.82	26,265.64	273,734.36	8.76%
St. Function:440	Pymts to Other Govnmt	Total:	266,665.00	0.00	0.00	266,665.00	0.00%
St. Function:510	Debt Services - Long Term Only	Total:	33,000.00	0.00	33,000.00	0.00	100.00%
St. Function:600	Transfers Out	Total:	293,388.00	0.00	0.00	293,388.00	0.00%
Type: 5	ExpenseTotal:		46,978,317.00	1,017,254.88	5,019,845.88	41,958,471.12	10.69%
Grand Total:			-475,332.60		2,508,469.05	-2,983,801.65	

Hazel Park Schools
Check Register by Fund
Check Date From 8/1/2022 TO 8/31/2022

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
Fund: 110					
08/11/2022	EH 0000374	100550	AMAZON CAPITAL SERVICES INC		44.94
08/11/2022	HP 00501218	100458	ACE TRANSPORTATION		1,104.00
08/11/2022	HP 00501219	100544	ASCENSION MICHIGAN EMPLOYER SOLUTIONS		38.00
08/11/2022	HP 00501220	100462	CENGAGE LEARNING	P2300005	9,691.00
08/11/2022	HP 00501221	100512	CHAPT 13 TRUSTEE-TAMMY L TERRY		420.00
08/11/2022	HP 00501222	100322	CITY HAZEL PARK WATER		10,876.34
08/11/2022	HP 00501223	100459	CONVERGENT TECH PARTNERS		308.75
08/11/2022	HP 00501224	100031	DEAF COMMUNITY ADVOCACY NETWOR		369.38
08/11/2022	HP 00501225	100207	INTRADO INTERACTIVE SERVICES CORP		800.00
08/11/2022	HP 00501226	100814	INTRADO INTERACTIVE SVCS CORP		4,261.21
08/11/2022	HP 00501227	100387	MISDU		644.14
08/11/2022	HP 00501228	100380	OAKLAND SCHOOLS		100.00
08/11/2022	HP 00501229	100609	RUSKIN, DAVID		712.20
08/22/2022	EH 0000375	100045	A & I ENTERPRISES		153,778.35
08/22/2022	EH 0000376	100600	A C BUILDERS HARDWARE INC		650.00
08/22/2022	EH 0000377	100550	AMAZON CAPITAL SERVICES INC	P2300021	4,805.94
08/22/2022	EH 0000380	100409	FRONTLINE EDUCATION	P2300084	7,790.00
08/22/2022	EH 0000381	100574	INSTITUTE FOR EXCELLENCE IN ED	P2300011	1,500.00
08/22/2022	EH 0000382	100292	INVEST CENTERS LLC		228,018.31
08/22/2022	EH 0000384	100535	NEOLA INC		750.00
08/22/2022	EH 0000385	100428	ROYAL ROOFING		1,130.00
08/22/2022	EH 0000386	100397	SCHOOL SPECIALTY	P2300044	755.28
08/22/2022	EH 0000387	100950	SIR SPEEDY		1,038.57
08/23/2022	HP 00501231	100049	5 STAR OUTDOOR LLC		3,000.00
08/23/2022	HP 00501232	100458	ACE TRANSPORTATION		960.00
08/23/2022	HP 00501233	101055	AMS DELIVERY COMPANY LLC		795.00
08/23/2022	HP 00501234	100544	ASCENSION MICHIGAN EMPLOYER SOLUTIONS		114.00
08/23/2022	HP 00501235	100346	BIG D LOCK & KEY		208.50
08/23/2022	HP 00501236	100523	BLICK ART MATERIALS		11.97
08/23/2022	HP 00501237	100308	COCHRANE SUPPLY		120.12

Hazel Park Schools
Check Register by Fund
Check Date From 8/1/2022 TO 8/31/2022

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
08/23/2022	HP 00501238	100459	CONVERGENT TECH PARTNERS		380.00
08/23/2022	HP 00501239	100185	DETROIT NATIVE SUN NEWSPAPER GROUP		200.00
08/23/2022	HP 00501240	100498	FERRELLGAS		969.51
08/23/2022	HP 00501241	100640	FIBER LINK INC		220.50
08/23/2022	HP 00501242	100420	HERSCHS INC		145.00
08/23/2022	HP 00501243	100488	HOME DEPOT CREDIT SERVICES		1,991.65
08/23/2022	HP 00501244	100569	INTEGRITY BUSINESS SOLUTIONS LLC	P2300019	829.66
08/23/2022	HP 00501245	100521	INTERNATIONAL PLUMBING CO		14,115.00
08/23/2022	HP 00501246	100839	K 12 MANAGEMENT DBA FuelEd		6,508.60
08/23/2022	HP 00501248	100868	KS VENTURES INC		8,645.00
08/23/2022	HP 00501249	100411	LOWES COMPANIES		231.36
08/23/2022	HP 00501250	101109	MARK J GLAZER		2,400.00
08/23/2022	HP 00501251	100352	MICHIGAN SCHOOL BAND DISTRICT XVI		375.00
08/23/2022	HP 00501252	100461	NOVA ENVIRONMENTAL INC		515.00
08/23/2022	HP 00501253	100335	OAKLAND COUNTY TREASURER		49.51
08/23/2022	HP 00501254	100380	OAKLAND SCHOOLS		105.30
08/23/2022	HP 00501255	100337	PETERSON GLASS CO		251.80
08/23/2022	HP 00501256	100468	PROGRESSIVE PLUMBING SUPPLY		923.00
08/23/2022	HP 00501258	100652	SCHOLASTIC INC		425.44
08/23/2022	HP 00501260	100615	WARREN WOODS TOWER HIGH SCHOOL		250.00
08/23/2022	HP 00501261	100395	WEINGARTZ SUPPLY COMPANY		1,344.95
08/23/2022	HP 00501262	100345	WESTERN PSYCHOLOGICAL SERVICES		1,438.80
08/23/2022	HP 00501263	100463	WINDSTREAM		1,743.43
08/23/2022	HP 00501264	101108	YMCA OF METROPOLITAN DETROIT		1,200.00
08/25/2022	EH 00000388	100351	AIRGAS GREAT LAKES		189.46
08/25/2022	EH 00000389	100550	AMAZON CAPITAL SERVICES INC	P2200377	1,176.86
08/25/2022	EH 00000390	100745	KSS ENTERPRISES		3,273.62
08/25/2022	EH 00000391	100538	PROJECT LEAD THE WAY INC	P2300025	7,826.95
08/25/2022	HP 00501265	100526	CAROLINA BIOLOGICAL SUPPLY CO	P2300074	706.97
08/25/2022	HP 00501266	100512	CHAPT 13 TRUSTEE-TAMMY L TERRY		420.00
08/25/2022	HP 00501267	100308	COCHRANE SUPPLY		258.73

Hazel Park Schools
Check Register by Fund
Check Date From 8/1/2022 TO 8/31/2022

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
08/25/2022	HP 00501268	100459	CONVERGENT TECH PARTNERS		47.50
08/25/2022	HP 00501269	100404	HASTINGS AUTO PARTS		111.93
08/25/2022	HP 00501270	100023	HOUGHTON MIFFLIN HARCOURT		5,100.00
08/25/2022	HP 00501271	100576	LEARNING WITHOUT TEARS	P2300070	5,863.00
08/25/2022	HP 00501272	100043	MECHANICAL SYSTEMS SERVICES		4,148.45
08/25/2022	HP 00501273	100387	MISDU		644.14
08/25/2022	HP 00501274	101049	NATIONAL TIME & SIGNAL		4,289.00
08/25/2022	HP 00501275	100202	ORKIN LLC		132.00
08/25/2022	HP 00501276	100609	RUSKIN, DAVID		712.20
08/25/2022	HP 00501278	100809	TRANE US INC		1,144.55
08/25/2022	HP 00501279	101111	UNICORN PE		100.00
				Fund 110 Total:	516,199.87
Fund: 220					
08/11/2022	HP 00501230	100515	STAFF CONNECTIONS LLC		1,057.98
08/23/2022	HP 00501258	100652	SCHOLASTIC INC		115.18
08/23/2022	HP 00501259	100515	STAFF CONNECTIONS LLC		360.33
08/25/2022	EH 00000389	100550	AMAZON CAPITAL SERVICES INC		268.85
08/25/2022	HP 00501277	100515	STAFF CONNECTIONS LLC		1,104.00
				Fund 220 Total:	2,906.34
Fund: 250					
08/22/2022	EH 00000379	100118	CHARTWELLS DINING SERVICES		35,622.50
08/23/2022	HP 00501257	100954	RITEWAY SERVICE INC		925.00
				Fund 250 Total:	36,547.50
Fund: 290					
08/23/2022	HP 00501247	101100	KELSIE REYANN HARPER		1,100.00
				Fund 290 Total:	1,100.00
Fund: 420					
08/22/2022	EH 00000378	100201	BARUZZINI CONTRACTING LLC		114,856.69
08/22/2022	EH 00000383	100948	KINGSCOTT ASSOCIATES INC		2,552.00
				Fund 420 Total:	117,408.69

Hazel Park Schools
Check Register by Fund
Check Date From 8/1/2022 TO 8/31/2022

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
				Grand Total:	674,162.40

End of Report

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

<u>Date of Trans</u>	<u>Card Holder</u>	<u>Vendor</u>	<u>Amount</u>
08/31/2022	ACCOUNTS PAYABLE	CLARK HILL PLC	11,100.50
08/31/2022	TAMMY SCHOLZ	SAMS CLUB #6659	202.34
08/31/2022	THOMAS OESTRIKE	PAYPAL *TENFOURTEEN	1,360.00
08/31/2022	ACCOUNTS PAYABLE	FIRE EXTINGUISHER SALE	753.11
08/31/2022	ACCOUNTS PAYABLE	G N E PAINT & SUPPLIES	81.75
08/31/2022	CORRI NASTASI	AMZN MKTP US*1V38I4VP1	32.98
08/31/2022	JAMIE BUCZKO	SQ *DOGGONE GOOD EATZ	1,272.00
08/31/2022	JAMIE BUCZKO	SQ *DOGGONE GOOD EATZ	190.80
08/31/2022	JAMIE BUCZKO	SQ *THE GRILLED WRAP	1,506.68
08/31/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/31/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/31/2022	GREG RICHARDSON	TONYS ACE HDWE	43.29
08/31/2022	MEGAN PAPASIAN-BROADWELL	AMZN MKTP US*LM0UB9523	99.99
08/31/2022	GREG RICHARDSON	TONYS ACE HDWE	12.50
08/31/2022	JASON ZIRNIS	AMERIGAS PROPANE LP	55.11
08/31/2022	JASON ZIRNIS	SAMS CLUB #6659	1,359.81
08/31/2022	AMY KRUPPE	MDE EDUCATOR LICENSE	90.00
08/31/2022	THOMAS OESTRIKE	REVDANCE.TENTH HOUSE	146.50
08/30/2022	SHEILA OKANE	PAYPAL *TRIFOIA	49.00
08/30/2022	DEBRA DIMAS	AMZN MKTP US*A25724VG3	483.78
08/30/2022	ACCOUNTS PAYABLE	ECOLAB INC	120.00
08/30/2022	JASON ZIRNIS	EDDIES PIZZA	200.45
08/30/2022	ACCOUNTS PAYABLE	ECOLAB INC	98.00
08/30/2022	CORRI NASTASI	WOODLANDMFG	(69.28)
08/30/2022	MICHELLE KRAUSE	RESTAURANT EQUIPPERS I	83.54
08/30/2022	ACCOUNTS PAYABLE	ECOLAB INC	75.00
08/29/2022	CORRI NASTASI	AMAZON.COM*1B65Q0763	14.99
08/29/2022	ACCOUNTS PAYABLE	CLEAR RATE COMMUNICATI	2,083.01
08/29/2022	JAMIE BUCZKO	EMU WEB PURCHASE	900.00
08/29/2022	CORRI NASTASI	AMZN MKTP US*S02PQ4533	15.90
08/29/2022	CORRI NASTASI	AMZN MKTP US*PS1T97X63	153.93
08/28/2022	ACCOUNTS PAYABLE	RGP*TURF TENDERS	350.00
08/28/2022	LINDA YATES	OAKLAND SCHOOLS-RC INT	150.00
08/28/2022	TECHNOLOGY HP	APPLE.COM/US	(5.94)
08/28/2022	THOMAS OESTRIKE	JJ FIELD BASEBAL USPBL	37.50
08/28/2022	ACCOUNTS PAYABLE	STAX *BISON PLUMBING	1,980.00
08/28/2022	CORRI NASTASI	AMZN MKTP US*1J8PG14K2	23.99
08/28/2022	CORRI NASTASI	WOODLANDMFG	1,223.91
08/28/2022	CORRI NASTASI	AMZN MKTP US*LM36V9IW3	25.99
08/28/2022	CORRI NASTASI	SAMS CLUB #6664	47.22
08/28/2022	CORRI NASTASI	AMZN MKTP US*S51U91CU3	24.99
08/28/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/28/2022	TAMMY SCHOLZ	AMZN MKTP US*F64H19343	37.98
08/28/2022	GREG RICHARDSON	TONYS ACE HDWE	63.79
08/28/2022	GREG RICHARDSON	TONYS ACE HDWE	137.71
08/28/2022	MEGAN PAPASIAN-BROADWELL	SENSATIONALBRAIN.COM	48.00
08/28/2022	TAMMY SCHOLZ	AMZN MKTP US*J11K45NO3	8.99
08/28/2022	TAMMY SCHOLZ	AMZN MKTP US*KR4A65XO3	37.98
08/28/2022	TAMMY SCHOLZ	AMZN MKTP US*SK8YE16B3	163.20
08/28/2022	TAMMY SCHOLZ	AMZN MKTP US*E20RJ8H03	41.94
08/28/2022	GINA BREW	SULLIVANS FLEET SERVIC	465.65
08/26/2022	GREG RICHARDSON	TONYS ACE HDWE	(22.70)
08/26/2022	KIMBERLY HART	SQ *VALUE WORLD INC.	5.13
08/26/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/26/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00

08/26/2022	GREG RICHARDSON	TONYS ACE HDWE	22.70
08/26/2022	GREG RICHARDSON	TONYS ACE HDWE	17.07
08/26/2022	GREG RICHARDSON	TONYS ACE HDWE	13.28
08/26/2022	JASON ZIRNIS	KROGER #447	69.48
08/26/2022	TECHNOLOGY HP	APPLE.COM/US	(20.88)
08/26/2022	THOMAS OESTRIKE	IN *QWIKCUT LLC	775.00
08/26/2022	THOMAS OESTRIKE	KROGER #743	40.56
08/26/2022	THOMAS OESTRIKE	DETROIT BBQ	312.00
08/26/2022	ACCOUNTS PAYABLE	PB LEASING	516.78
08/26/2022	ACCOUNTS PAYABLE	G N E PAINT & SUPPLIES	172.99
08/26/2022	BRADLEY WILKINS	ALOHI * FAXPLUS	154.81
08/26/2022	KIMBERLY HART	FAMILY DOLLAR #3742	21.25
08/26/2022	JOAN RYBINSKI	WAL-MART #2559	360.28
08/25/2022	CORRI NASTASI	SAMSCLUB #6664	94.44
08/25/2022	ROCHELLE TASSIE	AMZN MKTP US*1Q5E02LX3	16.98
08/25/2022	TECHNOLOGY HP	APPLE.COM/US	104.94
08/25/2022	ACCOUNTS PAYABLE	DOWNRIVER REFRIGERATIO	136.31
08/25/2022	CORRI NASTASI	AMAZON.COM*O37K42PQ3	70.20
08/25/2022	CORRI NASTASI	AMZN MKTP US*L26U02AZ3	73.35
08/25/2022	MICHELLE KRAUSE	THRIFT BOOKS GLOBAL, L	13.33
08/25/2022	CORRI NASTASI	SAMSCLUB #6664	121.36
08/25/2022	CORRI NASTASI	SAMSCLUB #6664	46.10
08/25/2022	LINDA YATES	BARNES & NOBLE #2923	1,051.33
08/25/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/25/2022	GREG RICHARDSON	TONYS ACE HDWE	6.00
08/25/2022	CORRI NASTASI	AMZN MKTP US*Z764694N3	11.99
08/24/2022	BRADLEY WILKINS	SWEETWATER SOUND	289.35
08/24/2022	THOMAS OESTRIKE	JIMMY JOHNS - 2213	33.75
08/24/2022	DEBRA DIMAS	AMAZON.COM*778KG7G73	40.65
08/24/2022	GREG RICHARDSON	TONYS ACE HDWE	32.74
08/24/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/24/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/24/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/24/2022	ACCOUNTS PAYABLE	APOC SALES INC.	3,385.70
08/23/2022	ACCOUNTS PAYABLE	GRAINGER	890.17
08/23/2022	GINA BREW	SQ *OAKLAND SCHOOLS	14.88
08/23/2022	ACCOUNTS PAYABLE	IN *KENS TREE SERVICE	4,800.00
08/23/2022	ACCOUNTS PAYABLE	IN *KENS TREE SERVICE	3,000.00
08/23/2022	ACCOUNTS PAYABLE	G N E PAINT & SUPPLIES	1,588.33
08/23/2022	ACCOUNTS PAYABLE	MCNAUGHTON MCKAY ELECT	1,386.15
08/23/2022	AMY KRUPPE	TAYLOR AUTO MAINTENANC	326.70
08/23/2022	ACCOUNTS PAYABLE	BILLINGS LAWN EQUIPMEN	532.38
08/23/2022	BRADLEY WILKINS	MOMENT	(84.84)
08/23/2022	MICHELLE KRAUSE	AB* ABEBOOKS.CO JGQXRZ	14.83
08/23/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/23/2022	GREG RICHARDSON	TONYS ACE HDWE	59.83
08/23/2022	GREG RICHARDSON	TONYS ACE HDWE	43.68
08/23/2022	ACCOUNTS PAYABLE	ECOLAB INC	600.00
08/22/2022	AMY KRUPPE	MDE EDUCATOR LICENSE	45.00
08/22/2022	TECHNOLOGY HP	APPLE.COM/US	468.83
08/22/2022	LINDA YATES	FASTSIGNS 380101	6,000.00
08/22/2022	CORRI NASTASI	WAL-MART #3487	55.34
08/22/2022	MICHELLE KRAUSE	AB* ABEBOOKS.CO JGQXS2	25.85
08/22/2022	AMY KRUPPE	MDE EDUCATOR LICENSE	585.00
08/22/2022	CORRI NASTASI	WAL-MART #3487	17.72
08/21/2022	BRADLEY WILKINS	MOMENT	1,498.57
08/21/2022	MICHELLE KRAUSE	AB* ABEBOOKS.CO JGQXSX	12.85
08/21/2022	GINA BREW	SQ *OAKLAND SCHOOLS	19.68
08/21/2022	BRADLEY WILKINS	FS *JITBIT.COM	2,499.00
08/21/2022	CORRI NASTASI	AMZN MKTP US*2T05D4JC3	113.97
08/21/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00

08/21/2022	CORRI NASTASI	AMZN MKTP US*6M8C06QA3	159.99
08/21/2022	CORRI NASTASI	THE HOME DEPOT #2731	218.00
08/21/2022	JAMIE BUCZKO	MSBO	150.00
08/21/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/21/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/21/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/21/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/21/2022	JAMIE BUCZKO	DEEPSPACESPARKLE	336.00
08/21/2022	GREG RICHARDSON	TONYS ACE HDWE	15.18
08/21/2022	GREG RICHARDSON	TONYS ACE HDWE	9.49
08/21/2022	TAMMY SCHOLZ	AMZN MKTP US*G770I8MT3	295.97
08/21/2022	MICHELLE KRAUSE	AB* ABEBOOKS.CO JGQXRV	14.52
08/21/2022	MICHELLE KRAUSE	AB* ABEBOOKS.CO JGQXSW	40.00
08/21/2022	THOMAS OESTRIKE	PERFORMANCE HEALTH SUP	(3.95)
08/19/2022	JOAN RYBINSKI	UNIVERSAL LANES	330.00
08/19/2022	THOMAS OESTRIKE	HUDL	(54.00)
08/19/2022	ACCOUNTS PAYABLE	IN *KENS TREE SERVICE	4,000.00
08/19/2022	TAMMY SCHOLZ	AMZN MKTP US*W684730R3	37.58
08/19/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/19/2022	GREG RICHARDSON	TONYS ACE HDWE	12.88
08/19/2022	JOAN RYBINSKI	MICHAELS STORES 5073	149.30
08/18/2022	JOAN RYBINSKI	BJS WHOLESale #383	70.29
08/18/2022	CHRISTINE LUPTAK	ECOLAB INC	85.00
08/18/2022	THOMAS OESTRIKE	AMERICAN RED CROSS	230.00
08/18/2022	CORRI NASTASI	AMZN MKTP US*1Y8HF16O2	39.98
08/18/2022	JAMIE BUCZKO	KROGER #743	48.64
08/18/2022	CARLA BEACH	SQ *ARTS & SCRAPS	235.00
08/18/2022	GREG RICHARDSON	TONYS ACE HDWE	25.63
08/18/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/18/2022	GREG RICHARDSON	TONYS ACE HDWE	24.68
08/18/2022	GREG RICHARDSON	TONYS ACE HDWE	20.87
08/18/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/17/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/17/2022	CHRISTINE LUPTAK	ECOLAB INC	315.00
08/17/2022	ACCOUNTS PAYABLE	DTE ENERGY	23,029.46
08/17/2022	LINDA YATES	EXTENDED STAY	130.15
08/17/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/17/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/17/2022	LINDA YATES	EB 2022 SPECIAL POPUL	150.00
08/17/2022	CORRI NASTASI	AT *MICHIGAN SCIENCE C	219.00
08/16/2022	ACCOUNTS PAYABLE	CORRIGAN MOVING SYSTEM	264.00
08/16/2022	CHARLES PLEINESS	SQ *ALLSTAR SERVICES O	925.00
08/16/2022	CHRISTINE LUPTAK	ECOLAB INC	885.00
08/16/2022	GINA BREW	OFFICEMAX/DEPOT 6026	260.60
08/16/2022	TAMMY SCHOLZ	AMZN MKTP US*1P40Q6XZ3	15.50
08/16/2022	ACCOUNTS PAYABLE	TMOBILE*AUTO PAY	421.72
08/16/2022	CORRI NASTASI	AMZN MKTP US*CE94X2AR3	87.12
08/16/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/16/2022	CARLA BEACH	BJS WHOLESale #383	38.97
08/16/2022	ACCOUNTS PAYABLE	ENVIRONMENTAL MAINTENA	23,800.00
08/15/2022	SHEILA OKANE	LIBIB.COM	11.00
08/15/2022	ROCHELLE TASSIE	AMZN MKTP US*0Y3IV6MR3	142.11
08/15/2022	CHRISTINE LUPTAK	REPUBLIC SERVICES TRAS	1,654.38
08/15/2022	LINDA YATES	EXTENDED STAY	88.77
08/15/2022	ACCOUNTS PAYABLE	REPUBLIC SERVICES TRAS	311.52
08/15/2022	CORRI NASTASI	AMZN MKTP US*1J1D38MB3	235.10
08/15/2022	LINDA YATES	EXTENDED STAY	120.44
08/14/2022	THOMAS OESTRIKE	PERFORMANCE HEALTH SUP	69.75
08/14/2022	SHEILA OKANE	THE HOME DEPOT #2731	191.68
08/14/2022	JAMIE BUCZKO	MI ASSOC SCH ADM	198.00
08/14/2022	THOMAS OESTRIKE	JIMMY JOHNS - 2213	21.86

08/14/2022	JOAN RYBINSKI	FIVE BELOW 583	175.35
08/12/2022	JAMIE BUCZKO	MEIJER # 222	66.93
08/12/2022	CHARLES PLEINESS	SQ *ALLSTAR SERVICES O	2,165.00
08/12/2022	CORRI NASTASI	AMZN MKTP US*5M5949OG3	37.95
08/12/2022	JOAN RYBINSKI	GET & GO MINI MART	81.11
08/12/2022	TAMMY SCHOLZ	AMZN MKTP US*HU2CI7CQ3	200.48
08/12/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/12/2022	GREG RICHARDSON	TONYS ACE HDWE	20.01
08/12/2022	GREG RICHARDSON	TONYS ACE HDWE	12.34
08/12/2022	CORRI NASTASI	AMAZON.COM*HB7FG3UN3	30.00
08/11/2022	JASON ZIRNIS	ABC APPLIANCE # 1 CENT	693.00
08/11/2022	ACCOUNTS PAYABLE	CLARK HILL PLC	9,213.50
08/11/2022	TAMMY SCHOLZ	AMZN MKTP US*6E4XP1A13	28.97
08/11/2022	GREG RICHARDSON	TONYS ACE HDWE	23.90
08/11/2022	TAMMY SCHOLZ	AMAZON.COM*7O4Y318F3	9.94
08/11/2022	JAMIE BUCZKO	GFS STORE #1907	78.87
08/10/2022	JAMIE BUCZKO	OAKLAND SCHOOLS-RC INT	70.00
08/10/2022	THOMAS OESTRIKE	JIMMY JOHNS - 2213	76.99
08/10/2022	BRADLEY WILKINS	HOMEDEPOT.COM	49.56
08/10/2022	JOAN RYBINSKI	KROGER #447	99.80
08/10/2022	JOAN RYBINSKI	FAMILY DOLLAR #3742	10.00
08/10/2022	GREG RICHARDSON	TONYS ACE HDWE	14.80
08/09/2022	TAMARAN DILLARD	BAYSHORE RESORT	895.77
08/09/2022	KIMBERLY HART	MI HEALTH FAC LICENSE	500.00
08/09/2022	LINDA YATES	BAYSHORE RESORT	878.85
08/09/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/09/2022	GREG RICHARDSON	TONYS ACE HDWE	6.01
08/09/2022	GREG RICHARDSON	TONYS ACE HDWE	33.24
08/09/2022	CHRISTINE LUPTAK	ECOLAB INC	850.00
08/09/2022	ROCHELLE TASSIE	AMZN MKTP US*196VQ3LA3	29.41
08/09/2022	THOMAS OESTRIKE	JIMMY JOHNS - 2213	236.96
08/09/2022	ACCOUNTS PAYABLE	PROCARE SOFTWARE	328.50
08/07/2022	JAMIE BUCZKO	MI ASSOC SCH ADM	200.00
08/07/2022	THOMAS OESTRIKE	HOMEDEPOT.COM	74.94
08/07/2022	CORRI NASTASI	AMZN MKTP US*LG2HH9RN3	23.99
08/07/2022	GREG RICHARDSON	TONYS ACE HDWE	20.88
08/07/2022	GREG RICHARDSON	TONYS ACE HDWE	3.79
08/07/2022	BRADLEY WILKINS	COURSRA912JCJZ2MXTRY9	39.00
08/07/2022	JOAN RYBINSKI	AT *MICHIGAN SCIENCE C	412.00
08/05/2022	CARLA BEACH	CVS/PHARMACY #08103	29.75
08/05/2022	GREG RICHARDSON	TONYS ACE HDWE	35.98
08/05/2022	GREG RICHARDSON	TONYS ACE HDWE	4.36
08/05/2022	GREG RICHARDSON	TONYS ACE HDWE	50.64
08/05/2022	LINDA YATES	EXTENDED STAY	394.96
08/05/2022	CORRI NASTASI	AMAZON.COM*O10UW8U63	17.51
08/05/2022	TECHNOLOGY HP	TEACH TOWN	2,245.00
08/05/2022	THOMAS OESTRIKE	HOMEDEPOT.COM	34.90
08/05/2022	CORRI NASTASI	AMAZON.COM*TE8NG4M73	88.59
08/04/2022	TAMMY SCHOLZ	AMZN MKTP US*JY5R00JE3	105.99
08/04/2022	GREG RICHARDSON	TONYS ACE HDWE	82.62
08/04/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/04/2022	THOMAS OESTRIKE	KROGER #447	9.98
08/04/2022	BRADLEY WILKINS	CDW GOVT #BV36855	1,750.00
08/04/2022	TAMMY SCHOLZ	NAEIR, INC.	59.00
08/03/2022	CARLA BEACH	MAD SCIENCE OF DETROIT	339.00
08/03/2022	LINDA YATES	LITTLE FREE LIBRARY	643.11
08/03/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/03/2022	JAMIE BUCZKO	A 1 FINGERPRINT	70.00
08/03/2022	JOAN RYBINSKI	BJS WHOLESAL #383	199.46
08/03/2022	THOMAS OESTRIKE	HUDL	954.00
08/03/2022	THOMAS OESTRIKE	DETROIT BBQ	53.00

08/03/2022	THOMAS OESTRIKE	IN *UNIVERSAL SPORTS V	950.00
08/03/2022	CHRISTINE LUPTAK	MICHIGAN MAINTENANCE S	259.00
08/03/2022	CHRISTINE LUPTAK	GRAINGER	199.54
08/03/2022	CHRISTINE LUPTAK	OTIS ELEVATOR	2,866.86
08/03/2022	CHRISTINE LUPTAK	STAX *BISON PLUMBING	1,000.00
08/03/2022	CHRISTINE LUPTAK	STAX *BISON PLUMBING	1,820.00
08/03/2022	CHRISTINE LUPTAK	STAX *BISON PLUMBING	640.00
08/03/2022	CHRISTINE LUPTAK	SONITROL GREAT LAKES M	296.64
08/03/2022	CARLA BEACH	KROGER #447	44.88
08/02/2022	KIMBERLY HART	VENMO *HAZEL PARK PRI	50.00
08/02/2022	ACCOUNTS PAYABLE	DTE ENERGY	841.54
08/02/2022	ACCOUNTS PAYABLE	DTE ENERGY	100.54
08/02/2022	SHEILA OKANE	ULINE *SHIP SUPPLIES	1,591.77
08/02/2022	CHRISTINE LUPTAK	ECOLAB INC	600.00
08/02/2022	GREG RICHARDSON	TONYS ACE HDWE	28.40
08/02/2022	GREG RICHARDSON	TONYS ACE HDWE	18.99

157,923.80



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: Personnel Recommendations Report
Date: September 19, 2022

Please see the personnel actions as indicated on the *Hazel Park Board of Education Personnel Recommendations* report for the September 19, 2022 Board of Education regular meeting. The packet also includes supporting documentation.

Goal Statement - Resources

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

Recommendation

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

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent



NAME	EVENT	DATES OF EVENT	LOCATION	ESTIMATED COST
IN STATE				(Includes Sub)
Nancy Sly	Michigan Art Education Association Conference	Nov 3-6, 22	Grand Rapids, MI	\$1,138.00
Richard Catillo	NCI Blended Certificdation Training	9/29/22	Ann Arbor, MI	\$1519 + mileage
Carla Postell	Disciplinary Literacy Network (9 day event)	10/22 - 5/23	online	\$50.00
Rona Head	Disciplinary Literacy Network (9 day event)	10/22 - 5/23	online	\$50.00
Kendal Smith	Disciplinary Literacy Network (9 day event)	10/22 -5/23	online	\$50.00
Alyssa Reese	Behavior, Motivation & Engagement	10/7/22 & 1/27/23	Oakland School	\$65.00
Ellie Shansky	Behavior, Motivation & Engagement	10/7/22 & 1/27/23	Oakland School	\$65.00
John Crissman	Behavior, Motivation & Engagement	10/7/22 & 1/27/23	Oakland School	\$65.00
Jennifer Lentz	Michigan Music Conference	1/19-21/23	Grand Rapids, MI	\$841.00
Mark Fairbrother	MIWLA Conference	10/20-21/22	Lansing, MI	\$135.00
Cedar Ochab	MLWLA Conerence	10/20-21/22	Lansing, MI	\$135.00



Hazel Park School District

All In All The Time

Amy Kruppe, Ed.D.

Superintendent

Ford Administration

1620 E. Elza, Hazel Park, MI 48030 • Phone 248-658-5200 | Fax 248-544-5443

To: Dr. Amy Kruppe, Superintendent
Hazel Park Board of Education

From: Jason Zirnis, Assistant Superintendent of Business and Operation

Date: September 15, 2022

Re: Renewal of MSBO Annual Dues

Please find the below the request for the approval of the MSBO annual dues for Elizabeth Allen and Julie Drew and myself. The Michigan School Business Officials allows us to keep up to date regarding business, human resources and other important areas.

The cost for the MSBO annual dues are.... \$450 (\$150.00 each)

This falls under the area of :

Goal Statement: 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

We respectfully request the approval of MSBO annual dues for the Business Office staff.



EC-5 Summer School Board of Education Report



Summer School Staff

Amber Wilson



Jamie Jankowski



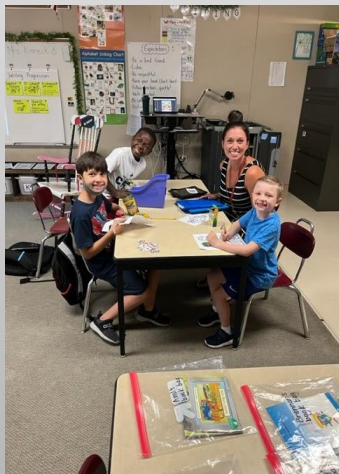
Susan Tompkins



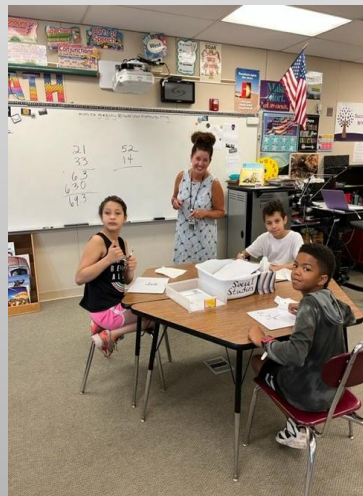
Lori Hazen



Lauren Kroneck



Monica Gregory



Christina Delcourt

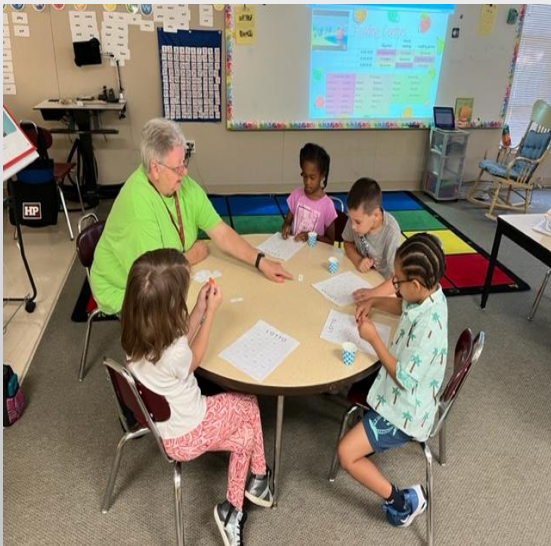


Amy LaBrake



Summer School Staff

Robyn Hively



Carrie Irwin



Antonio Sanders



Julie Gorski



Sherry Northrup



Sheryl Norris



Kim Blumke



Instructional Plan

- i-Ready Reading and Math Personalized Instruction
- Targeted Reading and Math instruction on a weekly basis
- Just in-time instruction based on each student's individual needs
- Weekly Check-In and Support sessions

EC - 5 Number of Students Impacted

Total Students in Impacted - Academic

111

Total Students Impacted - Non-Academic

34

Summer School General Daily Schedule

EC Summer School

8:30 - 8:45 - Arrival Time

- Put belongings away
- Fish for your name/sign in
- Activity sheet or look at books on the carpet as classmates arrive

8:45 - 9:00 - Morning Meeting

9:00 - 9:30 - Workshop/Testing/Small Group Instruction

9:30 - 9:45 - Break

9:45 - 10:00 - Phonemic Awareness or Raz Kids

10:00-10:30 - Workshop/Testing/Small Group Instruction

10:30 - 11:00 - Read Aloud with accountable talk
Written response

11:00 - 11:15 - Daily Wrap Up

- Letter Factory
- Phonemic Awareness Exercises
- Rhythm sticks

K-5 Summer School

8:30-8:40 - Morning Meeting

8:40-9:55 ELA

- iReady Personalized Instruction
- Phonics and Word Study
- Guided Reading and Strategy Groups

9:55-10:05 - Recess

10:05-11:20 - Math

- i-Ready Personalized Instruction
- Math Fact Practice
- Number and Operations, Algebra & Algebraic Thinking, Measurement and Data, Graphing and Geometry

11:20-11:30 - Reflection, Clean-Up & Dismissal

EC Summer School

- Daily practice counting rote to 20
- Daily practice identifying the numbers 1-10
- Learning correct number formations
- Daily practice counting objects with one to one correspondence.
- Daily opportunities to express number sense knowledge through number talks.

K-5 Summer School

Kinder, 1st and 2nd grade strategies:

Addition and subtraction within 20, number sense, place value, basic addition, writing numbers both numerically and the word, strategies using ten frames and base ten blocks, Count by 2s, 5s, and 10s.

3rd, 4th and 5th Grade Strategies:

Multi-step problems, rounding, place value, visualization, problem-solving, probability and inferring, multiplication, fact families, power of 10, expanded notation, vocabulary, subtracting into the thousands with trading, multiplying 2 digit by 2 digit using traditional methods, division with remainders

Reading and Writing - Knowledge and Skills Topics

EC Summer School

Reading: Identifying beginning concepts of print such as: Knowing the parts of a book: front of a book, identifying the title page, using the illustrations to guide your reading, tracking print from left to right.

Letters & Sounds: Identify letters in your first name, put letters in the correct order to make first name, spell first name, letter formation in name using correct capital and lowercase letters, daily letter tracing, letter naming and sound association routine.

Playing letter Identification game- Snap, participating in daily letter/sound themed sing alongs with visuals to reinforce letter recognition, sound association and mastering the order of the alphabet.

Phonological Awareness: Introducing how to listen for the beginning sounds in words, Identifying words that rhymes, Producing rhymes

Oral Language: Talking about word meaning and providing age appropriate examples, daily read alouds, daily shared reading practice

K-5 Summer School

Kinder, 1st and 2nd grade strategies:

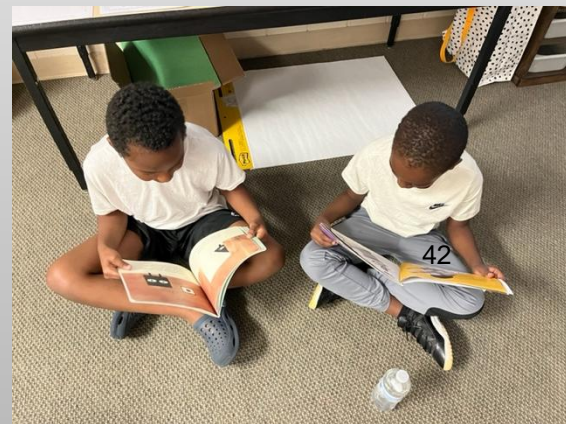
Writing stories across 3 pages with details, writing multiple complete sentences, letter ID and sounds, Decodable CVC words, beginning blends. Character Study, sight words, shared reading, guided reading

3rd, 4th and 5th Grade Strategies:

Parts of speech, Capitalization/punctuation, Daily sentence “fix-up” focusing on: punctuation, capitalization, spelling, and grammar
Comprehension, Context clues, blends, digraphs, magic E, ing/ed endings, sliding through a word to solve it, comparing text, predictions, Nonfiction Text Features, Questioning, word patterns, suffixes

Daily reading groups: focusing on the following: ⁴¹
visualization, predicting, identifying theme, paraphrasing and recall, comprehension, word attack using phonics and patterns.

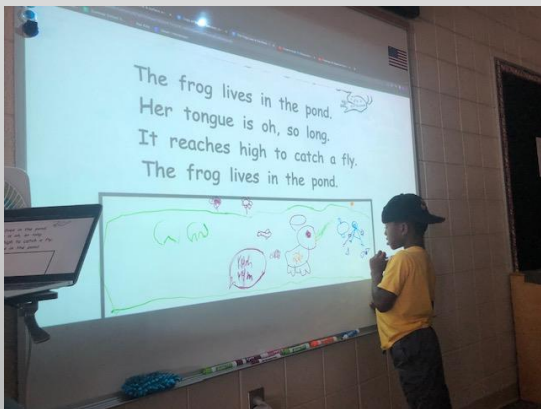
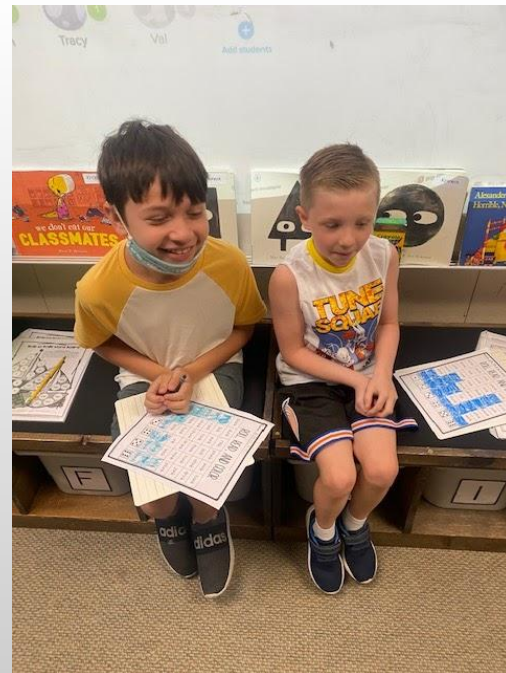
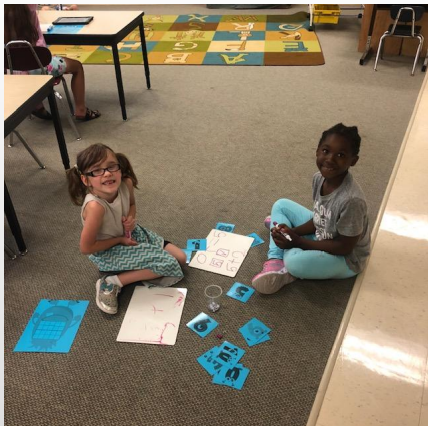
Summer School - Community Building



YMCA- Tennis & Tech, Jr. Achievement, Sport Port, Art, Y-Nourish







Session 1 S.T.E.A.M. and Reading Event

- Students from across the district followed directions to create a pop bottle water rocket and then had an opportunity to launch it.
- All students received a science experiment book with easy at home projects that they were able to keep for their home library.



Session 2 Pop Up Literacy Palooza

- Students and families came together to create tiles for a community art project that will be installed in a public place in the Hazel Park Community.
- Students followed recipes to create two no cook snacks: ice cream and blenderless smoothies
- Each student also received a recipe book and a family read aloud book for their home libraries.



Thank you to the Board of Education for supporting Summer School!

Thank you to all of the teachers, paras, and YMCA staff!

***Thank you to the Hazel Park Library and the district Instructional Coaches
for the Pop Up Literacy Events!***



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, Executive Director of Teaching, Learning and Equity
Subject: Hazel Park Summer School Programming Final Report 2022 ~ Secondary(6-12)
Date: September 14, 2022

The goal for 2022 summer school was to provide students access and opportunity. At the high school level we wanted to give students an opportunity to have another chance to recoup missing classes and/or credit. At the junior high level, we wanted to provide opportunities with a hands-on approach to learning. All students were offered a **free breakfast and lunch** each school day. Students shared excitement and joy with the learning experience they were provided this summer.

HPHS Summer School Program

The HPHS Summer School Program followed the same format as past summers. The program ran for six weeks, **June 27 - August 4 of 2022**. The HPHS Credit Recovery Summer School Program offered students Credit Recovery courses via our Edgenuity Platform. This program allowed students to earn credit in high school courses for the purpose of remediation or acceleration.

This summer 188 students were enrolled into 519 classes in Edgenuity. 433 classes were started with 267 classes completed leaving us with a completion rate of 62%. There were three staff members that served as teachers in the program that worked to help students with the academics and structure of the Edgenuity program.

The **9th Grade GEAR UP Summer Bridge** was held from **Tuesday - Thursday** for six weeks, **June 27 - Aug 4 of 2022 at Hazel Park Junior High School**. GEAR UP is a six-seven year grant program designed to follow a cohort of students through graduation. This grant partnership Hazel Park has through our partnership with Wayne State University and the TRIO program. The **9th Grade GEAR UP Summer Bridge Program** provided incoming 9th grade students with a summer learning experience that combined core content such as ELA and Math (Algebra 101) with the hands-on activities of STEM where students were able to build their own drone, and experience creative writing/speech through the group called Nspire. This program was taught by two Hazel Park staff and three staff provided by Wayne State University & GearUP





HPJH Summer School Program

The HPJH Summer School Program was held **Tuesday - Thursday** for six weeks, **June 27 - Aug 4 of 2022** at Hazel Park Junior High School. The program was designed to provide a creative outlet for learning. Students had an opportunity to learn new material and techniques in core content areas and explore hands-on activities. Each grade level had a program tailored to them and their needs. The goal across all grades was to focus on academics, social-emotional experiences that encouraged collaboration, reflection, exploration, and building self-confidence.

The HPJH 7th & 8th Grade Summer Camp.

HPJH's 7th & 8th grade Summer School Program students had the opportunity to participate in a variety of fun learning experiences this summer. During the six-week program, students had the opportunity to participate in activities such as: planning a road trip to a destination in the United States, game design, intro to culinary arts, cultivating our big green garden, book club, and creative writing. We focused on core academic skills through project based learning with an emphasis on collaboration, exploration, and reflection. We also partnered with Mad Science to host a science workshop. Carla Beach, Heather Levi, Jessica Ma, Karen Ryan, Paul Jacobs, and Susan McQueary supported 31 students. It was inspiring to see the students working so collaboratively and supporting each other. Students enjoyed the project based learning and asked for some of these experiences to carry over into the school year. It was great to see the students engaged and enjoying themselves.

HPJH's 6th-Grade Bridge to Middle School Program:

This 3-day "Zombie Apocalypse" themed program integrated activities in science, math, reading, and team-building. There were many opportunities for collaboration, reflection, exploration, creativity, and problem-solving. Carla Beach, Heather Levi, Teresa Cuares, and Mary Hall-Pavlek supported 25 students. It was fun to watch the students engage with the Zombie Breakout Room activity and solve the puzzles to escape the "Zombie Invasion". Students also enjoyed making a Zombie Apocalypse Survival Plan. In addition, Arts & Scraps provided a Zombie themed STEM workshop for the students. Participants had a great time and loved all of the activities. Incoming 6th graders in attendance also had an opportunity to tour the building, learn about what their upcoming schedule would look like and how to work a combination lock. This summer learning experience was a great way to introduce sixth-graders to the junior high and get them excited about the new school year!



**HAZEL PARK
SCHOOLS**

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

**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. Carla Postell, Executive Director of Teaching, Learning and Equity
Subject: HS Course Offerings & Descriptions 2022-2023
Date: September 14, 2022

Hazel Park High School Course Offerings & Descriptions Handbook has been made available to parents, students, staff and community to detail course offerings that are offered to high school students in Hazel Park. Please find the attached 2022-2023 Course Description Handbook.

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 HS Course Offerings & Descriptions 2022-2023 handbook.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent



HAZEL PARK HIGH SCHOOL



COURSE SELECTION BOOK

2022-2023



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

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

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
2050	English 9A	9th	0.5	None
2055	English 9B	9th	0.5	None
OR				
2070	Pre-AP English 9A	9th	0.5	Teacher Recommendation and Completed Summer Project
2075	Pre-AP English 9B	9th	0.5	Pre-AP English 9A
2350	English 10A	10th	0.5	English 9A & 9B
2355	English 10B	10th	0.5	English 9A & 9B
OR				
2409	Pre-AP English 10A	10th	0.5	Completed Summer Project
2410	Pre-AP English 10B	10th	0.5	Pre-AP English 10A
2500	English 11A	11th	0.5	English 10A & 10B
2510	English 11B	11th	0.5	English 10A & 10B
OR				
2220	AP English 11A	11th	0.5	Completed Summer Project
2225	AP English 11B	11th	0.5	AP English 11A
2550	English 12A	12th	0.5	English 11A & 11B
2555	English 12B	12th	0.5	English 11A & 11B
OR				
2600	AP English 12A	12th	0.5	Completed Summer Project
2605	AP English 12B	12th	0.5	AP English 12A

English 9A (1st semester)

English 9A is a required basic course, which focuses on the fundamentals of various types of literature and composition. The major literary emphasis will be on epic poetry, but other genres will be covered in the semester, including short stories, nonfiction excerpts, and informational text. The analytical writing process will also be emphasized, and students will be expected to demonstrate proficiency in a variety of writing styles. In addition, instruction in standardized test preparation will be implemented for the PSAT 9 state assessment.

English 9B (2nd semester)

English 9B is a required basic course, which focuses on the fundamentals of various types of literature and composition. The major literary emphasis will be on Shakespearean drama, but other genres will be covered in the semester, including short stories, nonfiction excerpts, and informational text. The persuasive writing process will also be emphasized, and students will be expected to demonstrate proficiency in a variety of writing styles. In addition, instruction in standardized test preparation will be implemented for the PSAT 9 state assessment.

Pre-AP English 9A (1st semester)

This course is designed for the outstanding 9th grade English student. This course focuses on the fundamentals of various types of literature and composition at an accelerated pace. Coursework will also include Advanced Placement units of study to better prepare students for our school's A.P. English curriculum. Students will be expected to demonstrate proficiency in a variety of writing styles, including analysis and persuasion based on more challenging texts. In addition, instruction in standardized test preparation will be implemented for the PSAT 9 state assessment. Students need to maintain a grade of 75% to remain in this course.

COURSE NOTE: Prerequisite - Successful completion of 8th grade English with a "B" or better, teacher recommendation, and scores that show "proficiency" on the Reading and Writing and Language sections of the PSAT 8 and/or other related assessment. A summer reading project is also required.

Pre-AP English 9B (2nd semester)

This course is designed for the outstanding 9th grade English student. This course focuses on the fundamentals of various types of literature and composition at an accelerated pace. Coursework will also include Advanced Placement units of study to better prepare students for our school's A.P. English curriculum. Students will be expected to demonstrate proficiency in a variety of writing styles, including analysis and persuasion based on more challenging texts. In addition, instruction in standardized test preparation will be implemented for the PSAT 9 state assessment. Students need to maintain a grade of 75% to remain in this course.

COURSE NOTE: Prerequisite - Successful completion of Pre AP English 9A with a "C" or better or successful completion of English 9A with a "B" or better AND teacher recommendation.

English 10A (1st semester)

English 10A is a required course that focuses on the fundamentals of various types of literature and composition. The major literary emphasis will be on short stories and nonfiction. The major composition emphasis will be on utilizing the writing process in analysis, expository, and persuasive writing as well as practice close reading skills of challenging literary and informational texts. In addition, instruction in standardized test preparation strategies will be implemented for the PSAT 10 state assessment.

English 10B (2nd semester)

English 10B is a required course that focuses on the fundamentals of various types of literature and composition. Students will be expected to demonstrate proficiency in a variety of writing styles, but emphasis will focus on writing a research-based essay, as well as practice close reading skills of challenging literary and informational texts. In addition, instruction in standardized test preparation strategies will be implemented for the PSAT 10 state assessment.

Pre-AP English 10A (1st semester)

This course is designed for the outstanding 10th grade English student. This course focuses on the fundamentals of various types of literature and composition at an accelerated pace. The major literary emphasis will be on short stories, and nonfiction. Coursework will also include Advanced Placement units of study to better prepare students for our school's A.P. English curriculum. Students will be expected to demonstrate proficiency in a variety of writing styles, including analysis and persuasion based on more challenging texts. In addition, instruction in standardized test preparation strategies will be implemented for the PSAT 10 state assessment. Students need to maintain a grade of 75% to remain in this course.

COURSE NOTE: Prerequisite - Successful completion of Pre AP English 9A and 9B with a "C" or better or successful completion of English 9A and 9B with a "B" or better AND teacher recommendation. A summer reading project is also required.

Pre-AP English 10B (2nd semester)

This course is designed for the outstanding 10th grade English student. This course focuses on the fundamentals of various types of literature and composition at an accelerated pace. Coursework will also include Advanced Placement units of study to better prepare students for our school's A.P. English curriculum. Students will be expected to demonstrate proficiency in a variety of writing styles; however, emphasis will be placed on writing a research-based essay. In addition, instruction in standardized test preparation strategies will be implemented for the PSAT 10 state assessment. Students need to maintain a grade of 75% to remain in this course.

COURSE NOTE: Prerequisite - Successful completion of Pre AP English 10A with a "C" or better or successful completion of English 10A with a "B" or better AND teacher recommendation.

English 11A (1st semester)

English 11A is a required course that focuses on the fundamentals of various types of American literature from the colonial period to the realism period. A variety of writing styles will be covered, with an emphasis on evidence-based writing, as well as public speaking. In addition, instruction in standardized test preparation will be implemented for the SAT state assessment.

English 11B (2nd semester)

English 11A is a required course that focuses on the fundamentals of various types of American literature from the realism period through the 21st century. A variety of writing styles will be covered, with an emphasis on evidence-based writing, as well as public speaking. In addition, instruction in standardized test preparation will be implemented for the SAT state assessment.

AP English 11A (1st semester)

The AP English Language and Composition class is designed to help students become skilled readers of the four primary categories of prose – narrative, expository, analytical, and argumentative. The emphasis is on nonfiction (as per the College Board AP course description,) written in a variety of “time periods, disciplines, and rhetorical contexts” Students will also write in a variety of forms – narrative, explanatory, expository, argumentative – about a variety of topics and for varying audiences. Speeches, letters, diaries, journals, essays, (formal and informal), editorials, articles, and memoirs as well as autobiography and biography will be utilized for the study of rhetorical strategies. In addition, a variety of media such as political and editorial cartoons, ads, photos, documentaries, films, etc. will be examined for the purpose of the study of rhetoric. Students are evaluated through tests, essays, daily assignments/homework, and projects. A summer reading and writing project is also a requirement. Because college credit is possible for the course, the workload is challenging, and the performance expectations are high. The course has been prepared to fulfill the guidelines set forth in the College Board AP English Language and Composition Course Description.

AP English 11B (2nd semester)

The AP English Language and Composition class is designed to help students become skilled readers of the four primary categories of prose – narrative, expository, analytical, and argumentative. The emphasis is on nonfiction (as per the College Board AP course description,) written in a variety of “time periods, disciplines, and rhetorical contexts” Students will also write in a variety of forms – narrative, exploratory, expository, argumentative – about a variety of topics and for varying audiences. Speeches, letters, diaries, journals, essays, (formal and informal), editorials, articles, and memoirs as well as autobiography and biography will be utilized for the study of rhetorical strategies. In addition, a variety of media such as political and editorial cartoons, ads, photos, documentaries, films, etc. will be examined for the purpose of the study of rhetoric. Students are evaluated through tests, essays, daily assignments/homework, and projects. A summer reading and writing project is also a requirement. Because college credit is possible for the course, the workload is challenging, and the performance expectations are high. The course has been prepared to fulfill the guidelines set forth in the College Board AP English Language and Composition Course Description.

English 12A (1st semester)

This course is designed to help our seniors become college and career ready. This course focuses on the fundamentals of various types of literature and composition, with an emphasis on expository, argumentative, and evidence-based writing. Students will analyze literature and informational text from various sources, including both fiction-based novels and current events.

English 12B (2nd semester)

This course is designed to help our seniors become college and career ready. This course focuses on the fundamentals of various types of literature and composition, with an emphasis on expository, argumentative, and evidence-based writing. Students will analyze literature and informational text from various sources, including both fiction-based novels and current events.

AP English 12A (1st semester)

The study of Classical Literature – both ancient and modern – composes the major literary content of the Senior Advanced Placement English course. Several longer works of literature as well as short fiction and poetry are read, analyzed, evaluated, and used as a springboard for various speaking and writing activities. Students will be expected to write one short research based novel analysis paper, a critical review based on a novel or play, and approximately ten shorter critical literary compositions which are argumentatively based. Students will also engage in creative writing assignments to further their understanding of various literary forms studied, i.e. sonnets, satire, parody, etc. Class discussions, analysis of literature, and practice in answering A.P. essay questions comprise the means by which students will gain proficiency in interpreting and understanding the diverse genres and themes. Through unit tests, compositions, literary study, and the research paper students will be evaluated and provided with a comprehensive background to prepare them for college English courses. A summer reading and writing project is also a requirement. Because college credit is possible for the course, the workload is challenging, and the performance expectations are high. The course has been prepared to fulfill the guidelines set forth in the College Board AP English Literature and Composition Course Description. Students enrolled in this course will be encouraged to participate in completing the English Literature and Composition AP exam.

AP English 12B (2nd semester)

The study of Classical Literature – both ancient and modern – composes the major literary content of the Senior Advanced Placement English course. Several longer works of literature as well as short fiction and poetry are read, analyzed, evaluated, and used as a springboard for various speaking and writing activities. Students will be expected to write one short research based novel analysis paper, a critical review based on a novel or play, and approximately ten shorter critical literary compositions which are argumentatively based. Students will also engage in creative writing assignments to further their understanding of various literary forms studied, i.e. sonnets, satire, parody, etc. Class discussions, analysis of literature, and practice in answering A.P. essay questions comprise the means by which students will gain proficiency in interpreting and understanding the diverse genres and themes. Through unit tests, compositions, literary study, and the research paper students will be evaluated and provided with a comprehensive background to prepare them for college English courses. A summer reading and writing project is also a requirement. Because college credit is possible for the course, the workload is challenging, and the performance expectations are high. The course has been prepared to fulfill the guidelines set forth in the College Board AP English Literature and Composition Course Description. Students enrolled in this course will be encouraged to participate in completing the English Literature and Composition AP exam.

MATHEMATICS

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
4100	Algebra 1 A	9th	0.5	None
4105	Algebra 1 B	9th	0.5	None
4200	Geometry A	9th & 10th	0.5	Algebra 1 A, Algebra 1B, or 8th Grade Math Teacher Recommendation
4205	Geometry B	9th & 10th	0.5	Algebra 1A and Algebra 1B
4110	Algebra 2 A	10th & 11th	0.5	Algebra 1A, 1B, Geometry A, B
4109	Algebra 2B	10th & 11th	0.5	Algebra 1A, 1B, Geometry A, B
4290	Trigonometry (Math 12A)	11th & 12th	0.5	Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2A, and Algebra 2B
4295	Statistics (Math 12B)	11th & 12th	0.5	Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2A, and Algebra 2B
OR				
4550	Pre-Calc A	11th & 12th	0.5	Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2A, Algebra 2B
4555	Pre-Calc B	11th & 12th	0.5	Pre-Calc A
OR				
4330	AP Statistics A	11th & 12th	0.5	Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2A, Algebra 2B, and Teacher Recommendation
4330	AP Statistics B	11th & 12th	0.5	AP Statistics A
4770	AP Calculus A	11th & 12th	0.5	Algebra 1, Geometry, Algebra 2, Pre Calculus, Teacher Recommendation
4775	AP Calculus B	11th & 12th	0.5	AP Calculus A
OR				
4625	Financial Literacy	11th & 12th	0.5	Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2A, Algebra 2B, and Teacher Recommendation
4625	Financial Capability 1	11th & 12th	0.5	Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2A, Algebra 2B, and Teacher Recommendation
4625	Financial Capability 2	11th & 12th	0.5	Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2A, Algebra 2B, and Teacher Recommendation

Algebra IA (1st semester)

This course is the first year math class. Topics include variable and integer operations, exponents, functions and graphs, equations and inequalities, polynomials and factoring, quadratics, radicals, rationals, absolute value, and systems of equations. Emphasis is also placed on test-taking strategies, problem solving, and real world applications.

Algebra IB (2nd semester)

This course is the first year math class. Topics include variable and integer operations, exponents, functions and graphs, equations and inequalities, polynomials and factoring, quadratics, radicals, rationals, absolute value, and systems of equations. Emphasis is also placed on test-taking strategies, problem solving, and real world applications.

Geometry A (1st semester)

This course is the second year math class. It requires strong algebra skills and uses both inductive and deductive reasoning. Topics include patterns; perpendicular and parallel line relationships; Pythagorean Theorem; angle and triangle relationships including congruence and similarity; polygon relationships; reflections, translations, dilations, transformations, and symmetry; circle relationships; area, perimeter and volume; and trigonometry. Emphasis will also be placed on use of geometric vocabulary and tools including compasses and protractors.

Geometry B (2nd semester)

This course is the second year math class. It requires strong algebra skills and uses both inductive and deductive reasoning. Topics include patterns; perpendicular and parallel line relationships; Pythagorean Theorem; angle and triangle relationships including congruence and similarity; polygon relationships; reflections, translations, dilations, transformations, and symmetry; circle relationships; area, perimeter and volume; and trigonometry. Emphasis will also be placed on use of geometric vocabulary and tools including compasses and protractors.

Algebra IIA (1st semester)

This course extends the topics first seen in Algebra I and provides advanced skills in algebraic operations. This course is the first half of an Algebra II course. Additionally, topics covered will included but are not limited to: properties of real numbers, solving equations, functions, equations and graphs, linear systems, matrices, quadratic equations and functions and polynomials and polynomial functions, Radical Functions and Rational Exponents.

Algebra IIB (2nd semester)

This course extends the topics first seen in Algebra I and provides advanced skills in algebraic operations. This course is the first half of an Algebra II course. Additionally, topics covered will included but are not limited to: properties of real numbers, solving equations, functions, equations and graphs, linear systems, matrices, quadratic equations and functions and polynomials and polynomial functions, Radical Functions and Rational Exponents.

Math 12 A (Trigonometry, 1st semester)

This course begins with some review algebra materials to reinforce the foundation of previous years. The course then covers the basics of trigonometry with a right triangle and the unit circle, using trigonometry in applications problems, graphing trigonometric functions, solving trigonometric functions, and law of sines and cosines. If time allows, the course will give an introduction to vectors and vector mathematics.

Math 12B (Statistics, 2nd semester)

This course introduces students to statistics. It covers sampling and populations, data displays, measures of central tendency and spread, and probability. It involves justifying your thinking and reasoning about possible data collection situations and gives students the opportunity to investigate situations with multiple outcomes or answers.

Pre-Calc A (1st semester)

This course extends the function ideas of Algebra 2 and trigonometry. Content includes coordinate geometry of points, lines, and conic sections, inequalities and their graphs, exponents and logarithms, trigonometric functions, graphs of functions and solving equations and inequalities. This course also includes polar coordinates, limits and an introduction to calculus.

Pre-Calc B (2nd semester)

This course extends the function ideas of Algebra 2 and trigonometry. Content includes coordinate geometry of points, lines, and conic sections, inequalities and their graphs, exponents and logarithms, trigonometric functions, graphs of functions and solving equations and inequalities. This course also includes polar coordinates, limits and an introduction to calculus.

AP Statistics A (1st semester)

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns 2. Sampling and Experimentation: Planning and conducting a study 3. Anticipating Patterns: Exploring random phenomena using probability and simulation 4. Statistical Inference: Estimating population parameters and testing hypotheses Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.

AP Statistics B (2nd semester)

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns 2. Sampling and Experimentation: Planning and conducting a study 3. Anticipating Patterns: Exploring random phenomena using probability and simulation 4. Statistical Inference: Estimating population parameters and testing hypotheses Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.

AP Calculus AB (1st and 2nd semester)

This is a rigorous college level course covering all topics required for the AB Advanced Placement calculus exam. The areas of study include graph analysis, limits of functions, continuity of functions, derivatives at a point and as a function, integration and techniques of anti-differentiation. In addition to meeting the high school credit requirement students may receive college credit upon successful completion of the AP Calculus AB Exam.

Financial Literacy, is a one-semester teacher-led course that equips high school students with

Please note: AP Calculus and AP Statistics are not typically offered in the same school year, generally on an alternating basis. Check with your counselor or a school administrator to determine which class will be offered.

Financial Literacy

Financial Literacy, is a one-semester teacher-led course that equips high school students with foundational personal finance skills. These concepts include how to earn and save money; how to manage money by being a wise consumer and creating and using a budget; how to manage bank accounts, investments, and credit; how to assess risks and use insurance; and how to address financial problems like identity theft and debt.

Financial Capability 1

Financial Capability 1, a one-semester teacher-led course, high school students examine financial capabilities from a business perspective, focusing on banking, economics, business planning, and risk management.

Financial Capability 2

Financial Capability 2, a one-semester teacher-led course, high school students examine financial capabilities from a business perspective, focusing on employee benefits, ethics, business investment, and international business operations.

SCIENCE

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
6250	Biology A	9th	0.5	None
6255	Biology B	9th	0.5	None
6400	Chemistry A	10th	0.5	Biology A & Biology B
6405	Chemistry B	10th	0.5	Biology A & Biology B
6700	Physics A	11th & 12th	0.5	Biology A, Biology B, Chemistry A, Chemistry B
6405	Physics B	11th & 12th	0.5	Biology A, Biology B, Chemistry A, Chemistry B
OR				

6200	AP Biology A	11th & 12th	0.5	Biology A, Biology B, Chemistry A, Chemistry B, and Teacher Recommendation
6205	AP Biology A	11th & 12th	0.5	AP Biology A
6900	Robotics A	9th, 10th, 11th, & 12th	0.5	None
6901	Robotics B	9th, 10th, 11th, & 12th	0.5	Robotics A

Biology A (1st semester)

Biology is a year long course designed to give students a variety of learning experiences on various topics. The topics include: scientific reasoning, ecosystems and the environment, cellular organization, genetics, evolution, and systems of the human body. Some lab work is performed relative to major topics presented.

Biology B (2nd semester)

Biology is a year long course designed to give students a variety of learning experiences on various topics. The topics include: scientific reasoning, ecosystems and the environment, cellular organization, genetics, evolution, and systems of the human body. Some lab work is performed relative to major topics presented.

Chemistry A (1st semester)

Chemistry is a laboratory-based class. We explore the world through the systematic investigation of matter. Students will be required to apply previously learned material in new situations and to extend into laboratory situations. Explanation of observation based on discussion of text materials is a key skill students will develop. In this year long, college-preparatory course, we will cover the following topics: Social Practice in the Science Community, Matter and Interactions, Energy Transfer and Conservation, Periodic Table, Bonding, and Nomenclature.

Chemistry B (2nd semester)

Chemistry is a study of the properties of matter and the changes in matter. Students will be expected to make observations, identify patterns, and propose explanations to account for the patterns. Standards covered include content and expectations that are needed for advanced study in science. In this year long, college-preparatory course, we will cover the following topics: Periodic Table, Bonding, and Nomenclature, Chemical Change, Chemical Quantities, Nuclear Chemistry.

Physics A (1st semester)

This course is an introductory Physics course. Students will be expected to make observations, identify patterns in data, and propose explanations to account for the patterns. Scientific reflection and social implications will help students understand how science and technology support one another. Students will examine the metric system, objects in motion, force and motion, forms of energy, energy transformations, and waves, including light and sound. Students will be evaluated by performance on tests, projects, homework, labs, and participation.

Physics B (2nd semester)

This course is an introductory Physics course. Students will be expected to make observations, identify patterns in data, and propose explanations to account for the patterns. Scientific reflection and social implications will help students understand how science and technology support one another. Students will examine the metric system, objects in motion, force and motion, forms of energy, energy transformations, and waves, including light and sound. Students will be evaluated by performance on tests, projects, homework, labs, and participation.

AP Biology A (1st semester)

Adhering to the curricula recommended by the College Board and designed to parallel college-level introductory biology courses, AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. These courses cover three general areas; molecules and cells (including biological chemistry and energy transformation) genetics and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college-level laboratory experiments.

AP Biology B (2nd semester)

Adhering to the curricula recommended by the College Board and designed to parallel college-level introductory biology courses, AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. These courses cover three general areas; molecules and cells (including biological chemistry and energy transformation) genetics and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college-level laboratory experiments.

Robotics A (1st semester)

Robotic Engineering is a high school level course that is appropriate for 10th – 12th grade students who are interested in the design, engineering and programming of robots. Students will receive a comprehensive overview of robotic systems and the subsystems that comprise them. Students will also program autonomous robots using Robot C and compete in classroom competitions and engineering challenges using VEX Robots. Careers in robotics, programming, and engineering will be discussed.

Robotics B (2nd semester)

Robotic Engineering is a high school level course that is appropriate for 10th – 12th grade students who are interested in the design, engineering and programming of robots. Students will receive a comprehensive overview of robotic systems and the subsystems that comprise them. Students will also program autonomous robots using Robot C and compete in classroom competitions and engineering challenges using VEX Robots. Careers in robotics, programming, and engineering will be discussed.

COURSE NOTE: Prerequisite - Robotics A

SOCIAL STUDIES

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
7000	U.S. History A	9th	0.5	None
7005	U.S. History B	9th	0.5	None

	AP U.S. History	9th - 12th	0.5	None
7100	World History A	10th	0.5	None
7105	World History B	10th	0.5	None
OR				
74001	AP World History A	10th, 11th, and 12th	0.5	U.S. History A, U.S. History B, and Teacher Recommendation
74051	AP World History B	10th, 11th, and 12th	0.5	AP World History A
8015	Economics	11th and 12th	0.5	None
	&			
8010	Civics	11th and 12th	0.5	None
OR				
7500	AP Government A	11th and 12th	0.5	World History A, World History B, and Teacher Recommendation
7505	AP Government B	11th and 12th	0.5	AP Government A
7600	AP Psychology A	10th, 11th, and 12th	0.5	U.S. History A, U.S. History B, and Teacher Recommendation
7605	AP Psychology B	10th, 11th, and 12th	0.5	AP Psychology A
7241	Current Issues	10th, 11th, and 12th	0.5	None
7243	World Cultures & Geography	10th, 11th, and 12th	0.5	None

US History A (1st semester)

U.S. History is a required course for graduation. In U.S. History A, the period studied is from Industrialization of the United States to the New Deal. Emphasis is placed upon the Industrial emergence of the United States, World War I, The Great Depression and the New Deal. Readings, written work, unit tests, and a final exam make up the course work.

US History B (2nd semester)

U.S History B is a required course for graduation. In U.S. History B, the period studied is from World War II to the present. Emphasis is the Second World War, the Cold War, the Vietnam Era, and events through to the War on Terror. Readings, written work, unit tests, and a final exam make up the course work.

AP U.S. History

This course investigates significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections;

and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

World History A (1st semester)

World History is a 2 semester course and is required for graduation. The goal of this course is for students to experience world history and understand its relevance to the modern world. The course addresses the importance of motivating students and engaging them in meaningful learning—learning that links the past with issues confronting young people today.

World History B (2nd semester)

World History is a 2 semester course and is required for graduation. The goal of this course is for students to experience world history and understand its relevance to the modern world. The course addresses the importance of motivating students and engaging them in meaningful learning—learning that links the past with issues confronting young people today.

AP World History A and B

Following the College Board’s suggested curriculum designed to parallel college-level World History courses, AP World History courses examine world history from 8000 BCE to the present with the aim of helping students develop a greater understanding of the evolution of global processes and contracts and how different human societies have interacted. These courses highlight the nature of changes in an international context and explore their causes and continuity.

Civics (1 semester)

This course reviews the historic influences upon the American political system and studies the structure, function and process of the executive, legislative, and judicial branches of government at the national status and local levels today. The American Presidential system will be compared and contrasted with other political systems. This course will study the Constitution and individual rights and responsibilities.

Economics (1 semester)

The purpose of this course is to introduce students to the knowledge of economics that will help them make decisions in their role as citizens. Students will apply fundamental economic concepts to their understanding of the American economic system, as well as the emerging global economy. Emphasis is placed on cooperative activities, which will help foster application of economic knowledge when it comes to personal and public matters. As part of their study of economics, students deepen their understanding of democratic values as they pertain to the American legal, political, and economic system.

AP Government A and B

The main objective of AP US Government & Politics is to provide every student the opportunity to take, and pass, the AP U.S. Government & Politics test on. Students are highly encouraged to take the test. Areas of study include: Constitutional Underpinnings of United States Government, Political Beliefs and Behaviors, Political Parties, Interests Groups, and Mass

Media, Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts, Public Policy, Civil Rights and Civil Liberties.

AP Psychology A and B

The purpose of this course is “to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.” (From the 2014 College Board® Psychology Course Description, p. 4. See <https://apcentral.collegeboard.org/pdf/ap-psychology-course-description.pdf?course=ap-psychology>). The aim of AP® Psychology is to provide students with a learning experience equivalent to that obtained in an introductory college psychology course, prepare them for the AP® Examination in May, and achieve a high enough score to receive advanced placement or college credit in Psychology.

AP® Psychology is a highly structured and demanding course. Students are required to read the college-level textbook and are introduced to the language of psychology. A great number of new terms are introduced almost daily. Success in this course is largely dependent upon the student’s ability to study class materials independently.

Current Issues

This discussion based class will take a look at key issues impacting society today. Issues discussed will be from the local, state, national, and global levels. Topics of issues discussed include health care, politics, environment, war, and the economy.

World Cultures & Geography

This course takes students on a virtual tour of the world. As we travel to each continent a specific focus will be made on what shapes society (social groups, politics, tourism, daily life) and what defines the culture (religion, food, clothes, music, sports, customs) of the various regions. This class is structured so that a high level of independent learning takes place.

MUSIC

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
5000	Concert Band A	9th, 10th, 11th, & 12th	0.5	15 weeks of private lessons OR previous experience in Middle School
5005	Concert Band B	9th, 10th, 11th, & 12th	0.5	15 weeks of private lessons OR previous experience in Middle School
OR				
5200	Symphonic Winds A	9th, 10th, 11th, & 12th	0.5	Audition and Placement by Directors

5205	Symphonic Winds B	9th, 10th, 11th, & 12th	0.5	Symphonic Winds A/Audition and Placement by Directors
5410	Varsity Choir A	9th, 10th, 11th, & 12th	0.5	None
5415	Varsity Choir B	9th, 10th, 11th, & 12th	0.5	None
OR				
5500	Chorale A	9th, 10th, 11th, & 12th	0.5	Audition and/or Placement by Directors
5505	Chorale B	9th, 10th, 11th, & 12th	0.5	Audition and/or Placement by Directors
0006	History of Rock and Roll	9th, 10th, 11th, & 12th	0.5	None
0007	History of Hip Hop	9th, 10th, 11th, & 12th	0.5	None
5300	Viking Jazz Band	9th, 10th, 11th, & 12th	0.5	Teacher Recommendation
5320	Marching Band	9th, 10th, 11th, & 12th	0.5	Audition and Placement by Directors

Concert Band

This band is designed for freshmen (and upperclassmen) that are working on mastering basic musical skills. Techniques, scales, basic music theory, and music history will be discussed. Many styles of band literature will be studied and performed. The student is required to attend all rehearsals and performances including two formal concerts at Hazel Park High School.

Symphonic Winds

This course is designed for the most advanced instrumental music students. Class size will be smaller and more individualized. Advanced band literature and orchestral transcriptions will be studied and performed. Music theory, history, form, and analysis will be discussed. The student is required to attend all rehearsals and performances including two formal concerts at Hazel Park High School as well as District and State Band Festivals.

Varsity Choir A and B

Varsity Choir is the second-highest vocal music ensemble at Hazel Park High School. This larger selected group performs five (5) to ten (10) times per year at a variety of community and area functions. The student is required to attend all rehearsals and performances including two formal concerts at Hazel Park High School. Varsity Choir performs a variety of musical styles ranging from classical to contemporary literature including sacred and secular works in a variety of voicings. No audition required.

Chorale A and B

Chorale is the top vocal music ensemble at Hazel Park High School. This small select group performs ten (10) to fifteen (15) times per year at a variety of community and area functions. The student is required to attend all rehearsals and

performances including two formal concerts at Hazel Park High School. Chorale performs a variety of musical styles ranging from classical to contemporary literature including sacred and secular works in a variety of voicings.

SPECIAL REQUIREMENTS:

Chorale members must have excellent vocal talent, sight reading ability, the ability to move on stage and dedicated attitude toward the work involved in a select group. Admission by audition only.

History of Rock and Roll

This course is an introduction to American Popular Music since about 1950 (or what is commonly called "Rock Music") through about the early 2000s. No music skills of any kind are expected or assumed. Topics for study and discussion will include (1) musical instruments and performance techniques, (2) singing styles and related vocal techniques, (3) genres and forms, and (4) aspects of culture, society, history and geography as they relate to the music of the United States (and parts of Western Europe) from about 1950 to the 2000s and beyond. In addition to learning about the history of this music and its stylistic traits, you will also improve your critical listening skills and acquire a basic vocabulary for describing music. Approved for Fine and Performing Arts Credit. All assignments are submitted through Google Classroom.

History of Hip Hop

This course is an introduction to the genre of Hip Hop. No music skills of any kind are expected or assumed. Topics for study and discussion will include (1) DJing, (2) Emceeing, (3) Graffiti (4) Breakdancing, as well as aspects of Fashion, Knowledge, Beat Boxing, Language, and Entrepreneurialism. Students in this course will be asked to listen, speak, and critique lyrics that may contain explicit content and or meaning. In addition to learning about the history of this music and its stylistic traits, you will also improve your critical listening skills and acquire a basic vocabulary for describing music. Approved for Fine and Performing Arts Credit. All assignments are submitted through Google Classroom.

Jazz Band

Selected students also have the opportunity to perform in a Jazz Band. This band is designed for advanced students wishing to learn the more intricate and challenging music from the great jazz band masters. The band generally includes 8 to 10 brass players, saxophone players as well as piano, drum, guitar and bass guitar players, but is open for all to tryout. *Placement within this band requires an audition and/or director's approval. The band will perform at the regular band concerts, and may have occasional sectionals before or after school.*

Marching Band (Fall Only)

The Hazel Park "Viking" Marching Band has a rich history of competition and excellence. The group performs in parades, football game halftime shows, and marching band competitions each year both locally and across the state. Being a member of the Marching Band is a rewarding experience and students can expect to create positive lifelong memories .

NOTE: Students that complete one year of marching band with a "C+" or better may waive a .5 credit for Physical Education. Attendance requirements must also be met. See the Counseling Office for more information.

The band competes in the Michigan Competing Band Association (MCBA) circuit as well as MSBOA Marching Band Festival.

ART

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
0100	Studio Art 1A	9th, 10th, 11th, & 12th	0.5	None
0105	Studio Art 1B	9th, 10th, 11th, & 12th	0.5	Studio Art 1A
0210	Ceramics I	10th, 11th, & 12th	0.5	None
0215	Ceramics II	10th, 11th, & 12th	0.5	Ceramics I
0220	Sculpture A	10th, 11th, & 12th	0.5	None
0600	Advanced Studio Art/ Portfolio A	10th, 11th, & 12th	0.5	Studio A and B, Teacher Recommendation
0601	Advanced Studio Art/ Portfolio B	10th, 11th, & 12th	0.5	Studio A and B, Teacher Recommendation
0137	AP Studio Art: 3D Design A	10th, 11th, & 12th	0.5	Ceramics I, Sculpture and teacher recommendation
0137	AP Studio Art: 3D Design B	10th, 11th, & 12th	0.5	AP Studio Art: 3D A

Two- Dimensional Art Courses

Studio Art A (1st semester)

Grades: 9 – 12th **Length of Course:** 1 semester **Prereq:** None

This course allows students to explore drawing media and develop their drawing skills. Students will explore: graphite, pastels, pen and ink, color pencils and charcoal. The elements of art and principles of design will be an integral part of every assignment with the development of student art works. Students will learn about artists and different cultures as it relates to art history and artworks assigned. Students will complete a self-portrait, one point perspective and several still life compositions as part of the course requirements.

Studio Art B (2nd semester)

Grades: 9 – 12th **Length of Course:** 1 semester **Prereq:** Studio A

Building on the foundation of drawing (Studio art A) this course allows students to explore and create more in depth projects with a focus on color and color theory. Students will explore: watercolor, and tempera painting as well as printmaking methods. Students will learn about artists and different cultures as they explore the different media, and further their development and use of the elements of art and principles of design as it relates to their artworks. Students will complete an animal painting, a mixed media project and two point perspective as part of the course requirements.

Advanced Placement 2D Design and Portfolio

Grades: 11– 12th **Length of Course:** 1 year **Prereq:** Studio Art A and B, and teacher recommendation

Building on the foundation of Studio Art A and B courses, AP 2D allows students to explore and create more in-depth projects. Students will investigate the use of media of their choosing and add to their foundation by adding acrylic painting and printmaking, while building on their prior knowledge. Students will work on a concentration and develop their voice; practice, revision and refine their style. Students must be able to work independently as the portfolio is student driven and must be their voice and not made up of teacher driven assignments. It is required to photograph all work and create a portfolio with an artist statement. Students must submit at least one artwork into scholastic art awards. All work must be exhibited at the May art exhibit.

Three - Dimensional Art Courses

Ceramics 1

Grades: 10– 12th **Length of Course:** 1 semester **Prereq:** None

Ceramic 1 provides an exploration of clay and various hand building methods and surface decoration techniques. Students will explore pinch, coil, slab and mold methods to create functional ceramic pieces such as vases, bowls, mugs and boxes. Students will study various artists and cultures, while strengthening their knowledge of the principles of design and the elements of art.

Ceramics 2

Grades: 10– 12th **Length of Course:** 1 semester **Prereq:** Ceramic I

Ceramic 2 provides a deeper exploration of clay and various hand building methods and surface decoration techniques. Ceramic equipment such as the extruder and slab roller will be utilized as well as additional hand building tools: texture rollers, plaster molds and printmaking designs on clay will be investigated. Students will explore the use of different forms to effectively solve an art problem in the construction of a ceramic piece, building on their prior knowledge. Students will study various artists and cultures, while strengthening their knowledge of the principles of design and the elements of art. Students that are interested in Advanced Placement 3D are encouraged to take the course.

Sculpture

Grades: 10– 12th **Length of Course:** 1 semester **Prereq:** None

The course provides an exploration of various building materials to create 3 Dimensional forms. Students will explore clay, plaster, wire, tape, paper mache, paper, found objects and cardboard to create realistic and abstract sculptures utilizing both additive and subtractive methods. Students will study various artists and cultures, while strengthening their knowledge of the principles of design and the elements of art.

Pre -Advanced Placement 3D Design

Grades: 11– 12th **Length of Course:** 1 year **Prereq:** Ceramic I, Sculpture and teacher recommendation

Students will complete the BREADTH section of the AP portfolio; building on the foundation of ceramic and sculpture courses. Students will explore and create more in-depth projects, combining different mediums and methods in both sculpture and ceramic mediums. Students will be able to demonstrate understanding of 3-D design elements and principles of design, while exploring the use of different mediums to construct 3D forms. Students final marking period (5th) will complete a series of 3 related pieces for their concentration section of the AP portfolio and begin to develop their voice. It is required to photograph all work and create a portfolio with an artist statement. Students must submit at least one artwork into scholastic art awards and or apply for another juried exhibit as well as exhibit at the May art exhibit.

Advanced Placement 3D Design

Grades: 11– 12th **Length of Course:** 1 year **Prereq:** Ceramic I, Sculpture and teacher recommendation

Building on the foundation of ceramic and sculpture courses, AP 3D allows students to explore and create more in-depth projects. Students will explore the use of different forms to effectively solve an art problem in the construction of a 3D piece, building on their prior knowledge. Students will work on 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)

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
5749	Intro to Physical Activities	9th, 10th, 11th, & 12th	0.5	None
5630	Health	9th, 10th, 11th, & 12th	0.5	None
5748	Strength & Conditioning	10th, 11th, & 12th	0.5	Intro to Physical Activities
5750	Team Sports	10th, 11th, & 12th	0.5	Intro to Physical Activities

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)

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
1000	Digital Computer Applications	9th, 10th, 11th, 12th	0.5	None
1120	Business Dynamics	10th, 11th, & 12th	0.5	Digital Computer Applications
01521901	Business Tech	10th, 11th, & 12th	0.5	Business Dynamics
1738901	Web Page Design	10th, 11th, 12th	0.5	Digital Computer Applications
8360	Wood Tech I	9th, 10th, 11th	0.5	None
8361	Wood Tech II	10th, 11th	0.5	Wood Tech 1A, 1B
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

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
10405	Foundations of Technology A	9th, 10th, 11th, 12th	0.5	None
10405	Foundations of Technology B	9th, 10th, 11th, 12th	0.5	Foundations of Tech A

10505	Intro to Engineering Design A	9th, 10th, 11th, 12th	0.5	None
10505	Intro to Engineering Design B	9th, 10th, 11th, 12th	0.5	Intro to Engineering Design A
	Principles of Engineering A	10th, 11th, 12th	0.5	Intro to Engineering Design A & B OR Algebra I
	Principles of Engineering B	10th, 11th, 12th	0.5	Principles of Engineering A
	Lean Fundamentals	11th, 12th	0.5	None

Foundations of Technology A and B

This course prepares students to understand and apply technological concepts and processes that are cornerstone of the high school technology education program. Students study the nature and technological issues of the “designed world”. Group and individual activities engage students in creating ideas, developing innovations, design, fabrication, and engineering practical solutions. Technology content, resources, and laboratory/classroom activities allow students to apply science, mathematics and other school subjects in authentic situations.

Intro to Engineering Design A and B

Introduction to Engineering Design – Students will dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They will work both individually and in teams to design solutions to a variety of problems using 3D modeling software and an engineering notebook to document their work.

Principles of Engineering A and B

Principles of Engineering (POE) is a foundation course of the high school engineering pathway and one of the next courses in the series that follows Introduction to Engineering Design. This course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

Students have the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APB) learning. APB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

Lean Fundamentals

Lean Manufacturing is a way to improve paradigms through critical thinking and reflection and to improve processes through piloting of ideas and solutions. The Lean Fundamentals course provides high school students with real-world applications of skills in mathematics, process engineering, problem-solving, observation, entrepreneurship, marketing, and inventory control.

The curriculum is a series of simulation-based/problem-based lessons for collaborative/team learning promoting knowledge, dispositions and applications of the widely used Lean body of knowledge and practice. Lean or the Lean performance management system encompasses a philosophy founded on five principles and a methodology of many (45+) tools. Lean is designed to promote logical analysis of an existing situation's root problems through collaborative problem solving to eliminate root causes. This class incorporates a flipped pedagogy of online videos and animations, supported by in-class teacher-led sessions and student teamwork.

Students will receive a Lean Fundamentals Certificate of Completion as part of the successful completion of this course. These are highly sought after skills by many organizations. Higher education is also starting to incorporate elements of Lean Manufacturing into coursework to prepare students to enter the workforce.

ELECTIVES

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



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

To: Hazel Park Board of Education
From: Amy Kruppe, Superintendent
Stephanie Dulmage, Director of 21st Century Learning
Subject: After-School Tutoring & Academic/Non-Academic Extended Day Support - Hazel Park Junior High
Date: September 19, 2022

Funding Source:

- General Fund - \$58,240

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.

Research indicates that 1:1 tutoring and extended day support have a high impact on student growth and learning. Expanded learning time, that includes after-school tutoring, has been named as one of the top strategies to mitigate the impact of interrupted schooling as a result of the COVID-19 pandemic. Research also indicates the importance of physical activity on overall health, well-being, and learning. According to the CDC, “Students who are physically active tend to have better grades, school attendance, cognitive performance (e.g., memory), and classroom behaviors (e.g., on-task behavior). Higher physical activity and physical fitness levels are associated with improved cognitive performance (e.g., concentration, memory) among students.”

Given the impact of these strategies, Hazel Park Junior High will offer the following extended day supports: direct instruction tutoring, homework help, and zero-hour (before school) physical fitness programming. To support this program, we are seeking compensation for 8 staff members for a period of 28 weeks. Staff members will be compensated at the hourly rate of \$35.00.

Staff Compensation: After-School Tutoring

Elementary Building	Number of Tutors	Number of Weeks	Hours Per Week	Hourly Rate/Fringe Benefits	Budget Total
ELA Tutors	2	28	5	\$52.00	\$14,560
Math Tutors	2	28	5	\$52.00	\$14,560
Homework Help Staff	2	28	5	\$52.00	\$14,560
Physical Education Staff	2	28	5	\$52.00	\$14,560
Budget Total					\$58,240





Recommendation: that the Board of Education approve \$58,240 for academic and non-academic extended-day programming at Hazel Park Junior High

Supporting Research:

As stated in Supporting Student Success Through Afterschool Programs, “Afterschool programming has been shown to improve social and academic outcomes for students, however, research points to certain key elements for success. To fully realize all the positives of afterschool programming, students must receive a regular dosage, adequately trained staff, and high-quality programming” (2022, para 4, Retrieved from <https://bit.ly/3yDr2VY>).

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent



Ford Administration
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www.hazelparkschools.org

To: Hazel Park Board of Education
From: Kristy Schlak - HR Director
Subject: IT Interns
Date: 9/15/2022

We are seeking approval to add two after school student positions as support to our IT Department to assist with the technology needs for our buildings for the remainder of the 22/23 school year. The primary purpose of these positions is to assist with the maintenance and upkeep of our current technology needs throughout the district. The interns will also help with chromebooks, technology requests and other open technology tickets throughout the school year. In addition, the interns would be helping with AV needs for meetings (board, school presentations, ect.) The pay for this position is \$14 an hour.

Funding Sources: General Fund

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

Recommendation

That the Board of Education approves the hiring of two interns for the Technology Department for the remainder of the 22/23 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: Kristy Schlak - HR Director
Subject: Communications Interns
Date: 9/15/2022

We are seeking approval to add two after school student positions as support to our Communications Dept to assist with the communication needs of the 22/23 school year. Specific duties may entail, taking photos and video and writing stories about events. The interns will also help with editing and design for social media posts and signage in the buildings. The pay for these positions is \$14 an hour.

Funding Sources: General Fund

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

Recommendation

That the Board of Education approves the hiring of two Interns for the Communications Department for the remainder of the 22/23 school year.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent



2022-23 Strategic Plan



GOAL STATEMENTS

School Climate and Culture

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

1. **Mental Health:** *Hazel Park Schools will increase the focus on a safe system for students and providing a unified system of support as indicated on a yearly Hanover Survey. Hazel Park will increase students and families safety, by reducing parent and student concern from 54% feeling safe at school to 75% feeling safe at school as measured by the Hanover Survey.*
 - a. A review and discussion of the Hanover Bullying materials and assessment of current program for a reduction in bullying incidents.
 - b. Attend training and develop the Michigan State Police's recommended threat assessment and *Emergency Operations Plan* program.
 - c. Implement *Transforming Research into Action to Improve the Lives of Students with Social and Emotional Learning* (TRAILS SEL) program as supported by University of Michigan in all Hazel Park schools during the 2022-2023 school year,
 - d. Review the Hanover student engagement handbook to develop increased engagement practices in Early childhood-twenty six year old programs.
 - e. Review Hanover student advisory research to develop increased impact in Kindergarten -twelfth grade advisory practices as measured by teacher and student survey.

2. **Teacher recruitment and retention:** *Hazel Park will work to develop programs and services in order to reduce the teacher turnover rate from to less than 8%*
 - a. A comprehensive staff wellness program will be developed by the end of the 2022-2023 school year.
 - b. Staff surveys will be developed to assess areas of concern for long term retention.
 - c. Human resources will look to develop an Employee Assistance Program (EAP).
 - d. Human resources will work to develop additional recruitment of high need areas of staffing.
 - e. Hazel Park will have an end of the year awards ceremony to acknowledge and honor the work that is being completed by staff.

2022-23 Strategic Plan



3. **Equitable Discipline Practices:** *Through a focus on social emotional learning and equitable approaches to discipline, Hazel Park School District will reduce the rate of discipline among K-8 black and hispanic students from 1 event per each 0.8 enrolled students (0.5 hispanic students) to 1 event per each 1.2 enrolled students. Increased attendance and social emotional health will positively impact academic growth as measured on district data log from Hanover.*
 - a. Review and implement of K-8 discipline practices research from Hanover .
 - b. Study of Restorative Practices at the administrative level and Board of Education
 - c. Increased fidelity of Positive Behavior Interventions and Supports (PBIS) as measure by district leadership team.
 - d. Offer a district wide book study for best practices in alternative to suspension

Curriculum & Instruction

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

Reading District: *Hazel Park School District will implement research-based strategies to improve foundational reading and language comprehension skills in order to increase the percentage of K-5 students scoring mid/above grade level on the i-Ready reading diagnostic by 25% from Fall 2022 to Spring 2023, with a minimum of 50% at Tier 1, and increase the percentage of 6-8 students scoring mid/above grade level by 10%, with a minimum of 25% at Tier 1.*

Actions

- A. Provide explicit, direct instruction in language comprehension (background knowledge, language structures, literary knowledge verbal reasoning, vocabulary and word recognition (phonological awareness, phonics and decoding, automatic sight word recognition)
- B. Provide MTSS-delivered explicit, direct instruction interventions.
- C. Purchase and implement a K-8 reading resource, aligned with the principals of the Science of Reading.
- D. Implement the principles of UDL (Universal Design for Learning) to differentiate instruction and meet the personal learning needs of all learners.
- E. Engage in ongoing collection, progress monitoring, and analysis of grade level/grade band specific goals.

2022-23 Strategic Plan



Kindergarten

Hazel Park School District will implement research-based strategies to improve foundational reading and language comprehension skills in order to increase the percentage of Kindergarten students scoring mid/above grade level by 45% from Fall 2022 to Spring 2023, with a minimum of 75% at Tier 1.

First - Third Grade

Hazel Park School District will implement research-based strategies to improve foundational reading and language comprehension skills in order to increase the percentage of students in grades 1-3 scoring mid/above grade level by 25% from Fall 2022 to Spring 2023, with a minimum of 45% at Tier 1.

Fourth and Fifth Grade

Hazel Park School District will implement research-based strategies to improve foundational reading and language comprehension skills in order to increase the percentage of students in grades 4 and 5 scoring mid/above grade level by 15% from Fall 2022 to Spring 2023, with a minimum of 30% at Tier 1.

Hazel Park School District will implement research-based, Tier 2 and Tier 3 reading interventions to reduce the percentage of students in grades 4 and 5 scoring at Tier 3 by a minimum of 25% from Fall 2022 to Spring 2023.

Sixth - Eighth Grade

Hazel Park School District will implement research-based strategies to improve foundational reading and language comprehension skills in order to increase the percentage of students in grades 6 - 8 scoring mid/above grade level by 10% from Fall 2022 to Spring 2023, with a minimum of 25% at Tier 1.

Hazel Park School District will implement research-based Tier 2 and Tier 3 reading interventions to reduce the percentage of students in grades 6 -8 scoring at Tier 3 by a minimum of 10% from Fall 2022 to Spring 2023.

Ninth - Twelfth grades

Hazel Park School District will provide opportunities for teachers to expand capacity in disciplinary literacy strategies to increase the percentage of students who have met EBRW PSAT and SAT benchmarks by 10% for all student populations by June 2023.

2022-23 Strategic Plan



Math District: Hazel Park School District will implement research-based strategies to improve foundational math and problem solving skills in order to increase the percentage of K-5 students on the i-Ready math diagnostic scoring mid/above grade level by 20% from Fall 2022 to Spring 2023, with a minimum of 40% at Tier 1, and increase the percentage of 6-8 students scoring mid/above grade level by 10%, with a minimum of 20% at Tier 1.

Actions

- Utilize the 8 mathematical practices and outlined in the math progressions toward mastery of the standards of Algebra and Algebraic Thinking
- Provide professional learning in higher level questioning and mathematical discourse.
- Provided MTSS-delivered explicit, direct instruction interventions.
- Implement the principles of UDL to differentiate instruction and meet the personal learning needs of all learners.
- Provide professional learning and coaching opportunities to expand staff knowledge and application of the math progressions in order to scaffold instruction to make grade level content accessible for all learners.
- Engage in ongoing collection, progress monitoring, and analysis of grade level/grade band specific goals.

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Kindergarten

Hazel Park School District will implement research-based strategies to improve foundational math and problem solving skills in order to increase the percentage of Kindergarten students scoring mid/above grade level by 35% from Fall 2022 to Spring 2023, with a minimum of 60% at Tier 1.

First - Third Grade

Hazel Park School District will implement research-based strategies to improve foundational math and problem solving skills in order to increase the percentage of students in grades 1 - 3 scoring mid/above grade level by 20% from Fall 2022 to Spring 2023, with a minimum of 40% at Tier 1.

Fourth and Fifth Grade

Hazel Park School District will implement research-based strategies to improve foundational math and problem solving skills in order to increase the percentage of students in grades 4 and 5 scoring mid/above grade level by 18% from Fall 2022 to Spring 2023, with a minimum of 35% at Tier 1.

2022-23 Strategic Plan



Hazel Park School District will provide comprehensive opportunities to build staff capacity to implement research-based strategies and MTSS-delivered interventions to reduce the percentage of students in grades 4 and 5 scoring at Tier 3 by a minimum of 35% from Fall 2022 to Spring 2023.

Sixth - Eighth Grade

Hazel Park School District will implement research-based strategies to improve foundational math and problem solving skills in order to increase the percentage of students in grades 6 - 8 scoring mid/above grade level by 10% from Fall 2022 to Spring 2023, with a minimum of 20% at Tier 1.

Hazel Park School District will provide comprehensive opportunities to build staff capacity to implement research-based strategies and MTSS-delivered interventions to reduce the percentage of students in grades 6 - 8 scoring at Tier 3 by a minimum of 10% from Fall 2022 to Spring 2023.

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Ninth - Twelfth Grade

Hazel Park School District will provide opportunities for teachers to expand capacity in research-based instructional strategies to increase the percentage of students who have met the EBRW PSAT and SAT benchmarks by 10% for all student populations by June 2023.

Hazel Park School District will provide opportunities for teachers to expand capacity in research-based instructional strategies to increase the percentage of students who have met the Math PSAT and SAT benchmarks by 10% for all student populations by June 2023.

Actions:

- A. Improve student engagement through quality instruction.
- B. Provide professional learning in Disciplinary Literacy with a vocabulary & academic language development.
- C. Improve student engagement through quality math instruction.
- D. Implement Math MTSS framework to ensure math support is provided to students who have been identified as not proficient in math, with a emphasis on Algebra.

2022-23 Strategic Plan



Community Relations

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

Parent Engagement

Parent/staff home visits training will be an optional offer for staff to increase parent engagement , as measured on positive behavior intervention surveys.

Open house for Kindergarten will occur before the school year with support for other grades based upon parent input at conferences. Schools will address effectiveness by parents input.

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Superintendent will host parent coffees/chats 4 times during the 2022-2023 school year to gather information regarding family needs and services .

Community Partnerships

Hazel Park with collaborate with United Way to increase community schools effectiveness as measured on parent input surveys.

Hazel Park Schools will develop three community activities with at least 10 providers of the community invited.

Hazel Park schools will work collaboratively with Hazel Park and Ferndale by attending three council meetings for each city.

2022-23 Strategic Plan



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.

Finance : Hazel Park Schools will maintain the current fund balance from the 2021-2022 school year through June 2023.
Hazel Park Schools cabinet will review programs utilizing cost effective analysis to determine program priorities.

Safety

Hazel Park will work with the Hazel Park Police and Fire as well as Ferndale Police and Fire to review current EOP and make changes, as requested.

Hazel Park will change current threats assessment and suicide assessment practices as recommended by Michigan State Police.



Ford Administration
1620 E. Elza, Hazel Park, MI 48030 | T: 248-658-3200 | F: 248-544-3223
www.hazelparkschools.org

August 30, 2022

Lily Altavena
The Detroit Free Press
2304 Brockton Avenue
Royal Oak, Michigan 48067

Dear Ms. Altavena:

This letter is in response to your June 28, 2022 request under the Freedom of Information Act ("FOIA"), MCL 15.231 *et seq* to the Hazel Park Schools (hereafter referred to as District) via email. In your FOIA request, you requested copies of all completed restraint and seclusion documents for the 2018-2019 and 2019-2020 school years. On July 12, 2022, as permitted by FOIA, the District extended the time to respond to your FOIA request to July 26, 2022. On July 21, 2022, the District issued a letter denying your FOIA request due to the District's obligations to comply with the Family Educational Rights and Privacy Act ("FERPA"), as well as concerns that release of the requested documents would constitute a clearly unwarranted invasion of privacy.

On July 21, 2021, the District received correspondence from you, which you submitted, pursuant to Section 10(1) (a), MCL 15.240(1)(a) of FOIA, as an appeal to the aforementioned denial of your FOIA request (the "Appeal"). As you are aware, pursuant to Section 10(3) of FOIA, MCL 15.240(3), your Appeal was not officially received by the District until Monday, August 22, 2022, which was the first regularly scheduled board meeting following submission of your Appeal.

The Board has considered your Appeal of the District's July 21, 2022 denial of your FOIA request. The Board has voted to uphold the denial of your FOIA request. Under Section 13 of FOIA, a public body shall be exempt from disclosure information that, if released, would prevent the public body from complying with FERPA. Because the records you have requested are education records, as defined under FERPA, the disclosure of which without parental consent violates FERPA, and the District does not have parental consent to release the records to you, the Board is upholding the denial of your FOIA request pursuant to Section 13 of FOIA. The Board is also upholding the denial of your FOIA request pursuant to Section 13 of FOIA due to the fact that releasing the documents requested would constitute a clearly unwarranted invasion of privacy.



**HAZEL PARK
SCHOOLS**

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

If you are dissatisfied with this response, you have a right to file an action in circuit court to compel the District's disclosure of the public record within 180 days of the District's final determination to deny your request pursuant to Section 10 of FOIA. A requestor may receive attorneys' fees and damages pursuant to the Act if the Court determines that the District has not complied with Section 5 of the Act and orders disclosure of all or part of the public record.

The District's FOIA procedures can be found on its website at <https://www.hazelparkschools.org/our-district/freedom-of-information-act-foia/>.

With Kindness,



Amy Kruppe
Superintendent

amy.kruppe@myhpsd.org





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

September 1, 2022

Mrs. Dawn Rice



Dear Mrs. Rice,

This written notice is a response to your September 1, 2022 email requesting records under the Freedom of Information Act. In response to your request for records under the Freedom of Information Act, your request for employment records for Ian Lloyd has been granted.

Please contact me at amy.kruppe@hazelparkschools.org or (248) 658-5220 if you would like to discuss the FOIA request further.

Respectfully,

Amy Y. Kruppe, ED.D.
Superintendent
FOIA Coordinator

By: Email

Employee Evaluation

formerly MLPOASYS

Print Screen

Help

Tamaran Dillard

Logout

LearningPlan

District Admin

Form Viewer

[Show Submission History](#)

18-19 Summative Assessment

User Information

Name: Ian Lloyd

Building: HAZEL PARK JUNIOR HIGH

Grade: None

Assigned Administrator: Dillard, Tamaran

Submitted By: Dillard, Tamaran

Acknowledged By: N/A

Finalized By: Dillard, Tamaran

Title:

Department: Social Worker

Evaluation Type: Non-Tenured Teacher

Evaluation Cycle: 08/27/2018 - 06/21/2019

Date Submitted: 04/30/2019 1:21 pm EDT

Date Acknowledged: Unacknowledged

Date Finalized : 05/02/2019 12:10 pm EDT

Name: Tamaran Dillard

Date: 4/20/2019

Domain 1 Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
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Domain 1 Self-Assessment

Domain 1 Rubric Report

Domain 1 Rubric Notes Summary (09/06/2018 - 06/16/2019)

Rubric: HPS Domain 1: Planning and Preparation
Criterion: 1a: Demonstrating Knowledge of Content & Pedagogy

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran

Evidence:

Ian demonstrates a wide range of knowledge in the field of social work. He understands and facilitates the special education process with regard to REED's, IEP's, developing and writing social work reports for evaluations, and the ongoing service delivery of social work services. Ian is able to display his knowledge of the important concepts in social work; best practices, theories, implementation of social work approaches when working with students.

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY

1a: Demonstrating knowledge of social work theory and techniques (e.g. individual consultations, group process)

Social Worker demonstrates understanding of school social work theory and techniques. Social worker plans occasional meetings for and with students, parents, and/or colleagues that promote and plan for student success. These meetings are generally to get permission for an FBA or when there is a concern regarding medication.

Rubric: HPS Domain 1: Planning and Preparation
Criterion: 1b: Demonstrating Knowledge of Students

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran

Evidence:

Ian demonstrates knowledge of the special education population at the Hazel Park Junior High School, specifically regarding cognitive, processes, sensory difficulties, behavior management, and the importance of individualization in his work with various students. He implements strategies and tools that are effective when appropriately managing student behaviors and works to follow through with difficult situations to support students.

Over the course of the year, however, Ian has demonstrated that he is unaware of a number of students that receive social work services as indicated in their IEP's. Administration has had to inform Ian of this on more than one occasion.

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY

1b: Demonstrating knowledge of child and adolescent development

Social Worker displays a broad knowledge and understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. Ian is able to identify when students are in crisis and is able to develop plans that are successful with most of the students that he sees on his caseload.

Rubric: HPS Domain 1: Planning and Preparation
Criterion: 1c: Setting Instructional Outcomes

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran

Evidence:

During his work as a school social worker, Ian seeks collaboration with professionals he works closely with in efforts to best coordinate services and plan for interventions. He uses appropriate theories, strategies, and experiences to improve student success in the areas of behavior, communication, processing, and working on student goals.

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY

1c: Establishing goals for the social work program appropriate to the setting and the students served

Ian has not updated his Google calendar to accurately reflect meeting with all students on his caseload. Therefore, the goals for each student cannot be met.

Rubric: HPS Domain 1: Planning and Preparation
Criterion: 1d: Demonstrating Knowledge of Resources

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran

Evidence:

Ian demonstrates his knowledge of county and local resources when working with students he services. He exhibits knowledge of special education law and how to apply this law during IEP's, coordinating services, and during evaluations. Ian successfully adheres to timelines regarding due dates for IEP's and reports and works with colleagues to effectively weave supports into student programming.

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY

1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district

Social Worker displays awareness of governmental regulations and resources for students available through the school or district, and some familiarity with resources external to the district. Ian is very well versed on all state and local regulations.

Rubric: HPS Domain 1: Planning and Preparation
Criterion: 1e: Designing Coherent Instruction

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran

Evidence:

In his role as school social worker, Ian does not design formal instruction for students; however, more aligned to his profession, Ian works to demonstrate his ability to develop IEP goals for students. He works with students to implement these goals into their daily programming and monitors progress throughout the year.

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY

1e: Planning the social work program, integrated with the regular school program, to meet the needs of individual students and families

Ian's plan has a guiding principle and includes a number of worthwhile activities that do fit with the broader goals of the Social Work Program. Some of these activities include integration of our school-wide PBIS protocol into social sessions with students.

Rubric: HPS Domain 1: Planning and Preparation
Criterion: 1f: Designing Student Assessment

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran

Evidence:

In his role as a school social worker, Ian's focus is designing and planning intervention strategies to utilize strengths in meeting the individual needs of students he works with. He writes affective goals and objectives and works to implement them into IEP's during the course of the students' school year. These strategies include best practice activities, and evaluation procedures in his role as an IEP team member. Goals that Ian either develops or works toward match students' abilities and areas of development, aligning to their individual needs. Ian works with students and staff in the development of these goals in an effort to gain an understanding and perspective of their opinions and to allow for them to develop a sense of ownership.

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY

1f: Developing a plan to evaluate the social work program

Social Worker's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. For the students for which Ian has developed specific plans, he is able to provide evidence about how well or not well they are working when asked.

Domain 1 Evidence (09/06/2018 - 06/16/2019)

NONE

Domain 1: Planning and Preparation

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
1a: Demonstrating Knowledge of Content & Pedagogy				
1b: Demonstrating Knowledge of Students				
1c: Setting Instructional Outcomes				
1d: Demonstrating Knowledge of Resources				
1e: Designing Coherent Instruction				
1f: Designing Student Assessment				

Rubric Score: 16/24

Domain 1 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
HPS Domain 1: Planning and Preparation	1 of 1	16	24	6	2.667	04/30/2019
TOTAL:		16	24	6	2.667	

Domain 1 Evidence:

Domain 1 Areas of Strength:

Ian demonstrates his knowledge of county and local resources when working with students he services. He exhibits knowledge of special education law and how to apply this law during IEP's, coordinating services, and during evaluations. Ian successfully adheres to timelines regarding due dates for IEP's and reports and works with colleagues to effectively weave supports into student programming.

Domain 1 Areas for Improvement:

Over the course of the school year Ian did not consistently update his calendar to reflect the students on his caseload that he was working with as was discussed.

Domain 2 Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
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Domain 2 Self-Assessment**Domain 2 Rubric Report****Domain 2 Rubric Notes Summary (07/01/2018 - 06/30/2019)**

Rubric: HPS Domain 2: Classroom Environment
Criterion: 2a: Creating Environment of Respect & Rapport

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran**Evidence:**

Over the course of this school year, Ian has had interactions with some caseload students that have not been productive in nature; students have not formed a relationship with Ian that has been one of trust and positivity. In November of 2018, Director of Special Education received a parent request to not have Ian work with his child any longer. This is a student in the self-contained classroom for emotionally impaired student.

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY**2a: Creating an environment of respect and rapport**

Social Worker's interactions are a mix of positive and non-productive; the social worker's efforts at developing rapport are partially successful. One student's parent requested that he no longer service her son requiring the social worker from the high school to come over weekly to meet the requirements of social work for this student.

Rubric: HPS Domain 2: Classroom Environment
Criterion: 2b: Establishing a Culture for Learning

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran**Evidence:**

Ian works to demonstrate his understanding of environmental influences on school and student success and works to improve elements that are barriers to the success of students. Ian participates on the MiBISI team to work toward these efforts and seeks to teach students about appropriate behaviors within the school setting. When working with Ian, he expresses his confidence in students to reach their potential and strives to help them understand the importance of working hard to reach their goals in efforts to be successful. He conveys an expectation of student respect and high level of effort when working toward IEP goals and success in their futures.

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY**2b: Establishing a culture for productive and respectful communication**

Social Worker's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teacher are partially successful. Ian sends multiple emails daily, however staff have indicated via responses to the emails that his communication is not clear. Ian has a genuine desire to help students, however, he doesn't always listen to the suggestions of others in the building.

Rubric: HPS Domain 2: Classroom Environment
Criterion: 2c: Managing Classroom Procedures

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran**Evidence:**

In his role as a school social worker, Ian works to establish positive working relationships in collaboration to promote effective communication throughout the school. In this role he is not managing a classroom; however, works to establish his role as a resource for students and families, staff, and the community by navigating the community and agencies students work with. Ian has been working to establish positive working relationships at the junior high and works to assist students in reaching their IEP goals by working individually or during large venues such as in the cafeteria and during a support or crisis call.

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY**2c: Managing routines and procedures**

Social Worker's routines for the Social Work Program or classroom work effectively for most students.

Rubric: HPS Domain 2: Classroom Environment
Criterion: 2d: Managing Student Behavior

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran**Evidence:**

Ian supports students at the junior high during difficult behavioral times by responding to calls for support for specific students that are not scheduled nor planned. He works to promote a positive culture throughout the school by participating specifically on the MiBISI team for the district. Ian is working to learning his students (their challenges, their abilities, their successes) and seeks to work with them by addressing their behaviors in an appropriate and manageable fashion, holding them accountable when need be, but also stepping back and guiding when appropriate or needed.

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY**2d: Contributes to the culture for positive student behavior throughout the school**

Social Worker has rudimentary and partially successful routines for the Social Work Program or classroom.

Rubric: HPS Domain 2: Classroom Environment
Criterion: 2e: Organizing Physical Space

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran**Evidence:**

While Ian does not manage a classroom in his role as a social worker, he works to establish environmental accommodations and modifications that support students so they can access the junior high and the supports it offers. He supports students following the code of conduct and maintains the integrity of the MiBISI expectations throughout the building so as to promote a positive environment. Ian promotes established guidelines concerning behaviors in the school environment and maintains accessibility to his office when students need it.

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY

2e: Organizing physical space

Ian's office is inviting and organized. He has a variety of materials to use while working with students.

Domain 2 Evidence (07/01/2018 - 06/30/2019)

NONE

Domain 2: Classroom Environment

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
2a: Creating Environment of Respect & Rapport				
2b: Establishing a Culture for Learning				
2c: Managing Classroom Procedures				
2d: Managing Student Behavior				
2e: Organizing Physical Space				

Rubric Score: 12/20

Domain 2 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
HPS Domain 2: Classroom Environment	1 of 1	12	20	5	2.4	04/30/2019
TOTAL:		12	20	5	2.4	

Domain 2 Evidence:

Domain 2 Areas of Strength:

In his role as a school social worker, Ian works to establish positive working relationships in collaboration to promote effective communication throughout the school. In this role he is not managing a classroom; however, works to establish his role as a resource for students and families, staff, and the community by navigating the community and agencies students work with. Ian has been working to establish positive working relationships at the junior high and works to assist students in reaching their IEP goals by working individually or during large venues such as in the cafeteria and during a support or crisis call.

Domain 2 Areas for Improvement:

Working toward communicating with administration without unnecessary and insubordinate comments will aid Ian in establishing better rapport with supervisors during email communications and in person meetings.

Domain 3 Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
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Domain 3 Self-Assessment

Domain 3 Rubric Report

Domain 3 Rubric Notes Summary (07/01/2018 - 06/30/2019)

Rubric: HPS Domain 3: Instruction
Criterion: 3a: Communicating with Students

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran

Evidence:

As a school social worker Ian works to respond to referrals or initial/three year evaluations when applicable and collects comprehensive information for evaluations or various aspects of his work.

Director of Student Services met with Ian in October to discuss the necessary initiation and completion of Functional Behavior Assessments and Behavior Intervention Plans for students in the classroom for emotionally impaired students. In a December 13, 2018 meeting with Ian and building administration, those FBA's were not completed; two had not been started. Prior to this, these students did not have an FBA or BIP in place.

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY

3a: Responding to referrals, consulting with teachers, administrators, families and community agencies

Social Worker consults with teacher, administrators, and community agencies, tailoring the evaluation of the student to the questions raised in the referral.

Rubric: HPS Domain 3: Instruction
Criterion: 3b: Using Question and Discussion Techniques

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran

Evidence:

As he is not teaching a class in a classroom, Ian works to develop and implement the delivery of service plans to maximize student success by taking into consideration the need to differentiate each IEP and goal system. His plans for students are evidence-based and aligned to each students' specific area of need. He communicates with students specific to their need; for example, providing wait time for a student who has difficulty processing information.

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY

3b: Evaluating student needs in compliance with NASW (National Association of Social Worker) guidelines

Social Worker selects appropriate interventions to the referral questions and confers with the school staff to ensure that they fully understand the requirements of the interventions.

Rubric: HPS Domain 3: Instruction
Criterion: 3c: Engaging Students in Learning

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran

Evidence:

In his role, Ian works to complete assignments, provide written reports for IEP's, makes recommendations to staff on student behaviors, goal areas, areas for improvement, and recommends programming that aligns to students specific areas of need. When working with students on their IEP and transition goals, Ian implements learning tasks and activities to help students move toward a desired outcome and promote success.

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY

3c: Participation on the student support team

Ian willingly contributes to team meetings regarding a student. He shares his ideas for implementation.

Rubric: HPS Domain 3: Instruction
Criterion: 3d: Using Assessments in Instruction

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran

Evidence:

While Ian does not formally assess student success in his role as a school social worker, he does work to implement IEP goals into his work with students. He develops or works to maintain previously developed measurable affective goals in attempts to collect data on student success and report on this success during IEP's.

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY

3d: Brokering resources to meet student and family needs

Social Worker brokers with other programs within the school or district to meet student and family needs.

Rubric: HPS Domain 3: Instruction
Criterion: 3e: Demonstrating Flexibility and Responsiveness

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran

Evidence:

Ian works to accommodate students' needs and specific areas of difficulties during his time with caseload students. He seeks a broad repertoire of strategies to help promote student growth and development toward their IEP goals and becoming a productive student.

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY

3e: Demonstrating flexibility and responsiveness

Social Worker makes revisions in the social work program when it is needed.

Domain 3 Evidence (07/01/2018 - 06/30/2019)

NONE

Domain 3: Instruction

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
3a: Communicating with Students				
3b: Using Question and Discussion Techniques				
3c: Engaging Students in Learning				
3d: Using Assessments in Instruction				
3e: Demonstrating Flexibility and Responsiveness				

Rubric Score: 12/20

Domain 3 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
HPS Domain 3: Instruction	1 of 1	12	20	5	2.4	04/30/2019
TOTAL:		12	20	5	2.4	

Domain 3 Evidence:

Domain 3 Areas of Strength:

Ian has demonstrated his ability and willingness to make revisions in the social work practice and service delivery when needed.

Domain 3 Areas for Improvement:

An example for areas of improvement with regard to engaging students in their learning and working with colleagues to better integrate plans for improved behavior: Director of Student Services met with Ian in October to discuss the necessary initiation and completion of Functional Behavior Assessments and Behavior Intervention Plans for students in the classroom for emotionally impaired students. In a December 13, 2018 meeting with Ian and building

administration, those FBA's were not completed; two had not been started. Prior to this, these students did not have an FBA or BIP in place. Adhering to the request made by administration to develop these plans is an avenue for better communication with students and advances the work with colleagues in reducing adverse student behaviors.

Domain 4 Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
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Domain 4 Self-Assessment

Domain 4 Rubric Report

Domain 4 Rubric Notes Summary (07/01/2018 - 06/30/2019)

Rubric: HPS Domain 4: Professional Responsibilities

Criterion: 4a: Reflecting on Teaching

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran

Evidence:

Since Ian is not a classroom teacher he does not reflect on specific teaching methods or strategies; however, in his role as a social worker for the junior high, he discusses his progress when working with students, seeks other strategies he can implement to promote their growth, discusses student progress with staff, and has made suggestions on how he can work to identify more appropriate strategies or methods when working with students when ideas he has attempted do not prove effective. Ian brings questions, concerns, areas of success, and areas of struggle to the monthly social work meetings. He is not hesitant to ask questions or seek help when he feels he needs support from colleagues.

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY

4a: Reflecting on practice

Social Worker's reflection provides an accurate and objective description of practice, citing specific examples that were not fully successful for at least some students. Social Worker makes some specific suggestions as to how the Social Work Program might be improved.

Rubric: HPS Domain 4: Professional Responsibilities

Criterion: 4b: Maintaining Accurate Records

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran

Evidence:

Maintaining accurate records has been a struggle for Ian over the course of the school year so far. He was not aware of all students assigned to his caseload; administration had to work with Ian in this capacity to ensure he had included each student and was servicing them within the guidelines on their IEP's. Ian did not have a well defined schedule in which he worked with students until approximately November of this school year. He displayed lack of knowledge regarding his documentation when working with students; was not demonstrating the use of service logs or proper Medicaid documentation. Administration worked with Ian on the Functional Behavior Assessment forms and process in efforts to initiate the plans and implement them into the students' behavior success.

Director of Student Services met with Ian in October to discuss the necessary initiation and completion of Functional Behavior Assessments and Behavior Intervention Plans for students in the classroom for emotionally impaired students. In a December 13, 2018 meeting with Ian and building administration, those FBA's were not completed; two had not been started. Prior to this, these students did not have an FBA or BIP in place.

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY

4b: Communicating with families

Evaluator had conversation with SW regarding calendar not reflecting entire caseload. There were no students listed from the beginning of the day until his scheduled lunch and p&c time at 11 a.m. SW was witnessed in his office working on paper work for the entire morning of 2/11/19

Informal Observation Evaluation (Teacher Informal Observation) - 1/7/2019 Dillard, Tamaran

*In a discussion with Ian on 12.13.18, it was discovered that FBA's for the 4 students in the self-contained emotionally impaired classroom were not completed. Tamaran discussed the need to work on and complete FBA's for the 4 students in October. Ian agreed to get working on securing permission to conduct the FBA's moving forward.

*All caseload students were not reflected on Ian's calendar for service delivery. Calendar is asked to be kept up to date so administration have access to it and have knowledge of Ian's daily student interaction and work.

*Caseload service time is not reflective of the stated hours in IEP's.

Informal Observation Evaluation #2 (Teacher Informal Observation #2) - 4/29/2019 Dillard, Tamaran

Administrators requested schedule of which students on caseload will be seen each week by Wednesday, Oct. 17th at 3 p.m. This can be a weekly schedule or a monthly. The schedule should include the P&C time and lunch (35 min). This task was given during our 10/1/18 meeting for a due date of 10/5/18 and as of today it is not completed. Mr. Lloyd stated that he did not receive his caseload until 10/11 however, Ms. Hevicon emailed the caseload to him on 10/1/18. The expectation is also that Mr. Lloyd will schedule biweekly meetings with the CI, ASD and EI teachers to determine what support he can provide to the students in those classrooms that are on his caseload.

Informal Observation Evaluation #3 (Teacher Informal Observation #3) - 3/30/2019 GOLD, JEREMY

03/30/2019 09:38 am: Social worker's records are missing. Ex. During the IEP for ██████████ I saw on the forms where input for the Social Worker was blank.

Informal Observation Evaluation #4 (Teacher Informal Observation #4) - 3/30/2019 GOLD, JEREMY

03/30/2019 09:45 am: Social worker's records are missing. Ex. During the IEP for ██████████ I saw on the forms where input for the Social Worker was blank.

Rubric: HPS Domain 4: Professional Responsibilities

Criterion: 4c: Communicating with Families

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran

Evidence:

Ian makes an effort to communicate with family members of students he works with. He maintains confidentiality of student information and advocates for students' needs.

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY

4c: Maintaining accurate records
 ?? Rubric is different
 Ian is very detailed with his paperwork.
 Social Worker's records are accurate and legible, and stored in a secure location.

Rubric: HPS Domain 4: Professional Responsibilities
Criterion: 4d: Participating in a Professional Community

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran

Evidence:
 Ian's relationships with his teaching and support staff colleagues are characterized somewhat challenging. He is cordial with staff members; however, he has had difficulty in his interactions with administration over the course of this school year. Ian participates in school events and initiatives when requested to do so.

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY

4d: Participating in a professional community
 Social Worker's relationships with colleagues are cordial, and Social Worker participates in school and district events and projects when specifically requested.

Informal Observation Evaluation #3 (Teacher Informal Observation #3) - 3/30/2019 GOLD, JEREMY

Social worker's relationships with colleagues are self-serving. Ex. IEP was to begin at 1pm. Everyone that was invited to attend the IEP was in the conference room ready to start. I had to go and get the Social worker from his office so that we could begin the IEP.

Informal Observation Evaluation #4 (Teacher Informal Observation #4) - 3/30/2019 GOLD, JEREMY

03/30/2019 09:58 am: Social worker's relationships with colleagues are self-serving. Ex. We had two IEP's back to back with the same parent, we agreed to take a five minute break between them. Everyone but the social worker was back in the time agreed upon by all. I had to go and get the Social worker from his office for a second time so that we could begin the IEP.

Rubric: HPS Domain 4: Professional Responsibilities
Criterion: 4e: Growing and Developing Professionally

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran

Evidence:
 Ian participates in district offered professional development opportunities. This year, he has sought out other learning opportunities. He is a member of the MIBIs team for the district. He maintains his full licensure as a school social worker.

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY

4e: Engaging in professional development
 Social Worker participation in professional development activities is limited to those that are convenient or are required.
 Ian has not attended 3 of the 6 PBIS trainings that he had agreed to attend. The first one he called in ill, the second he did not attend when all other social workers in the district attended and stated it was due to inclement weather and the third he admittedly didn't realize it was a 2 day training.

Rubric: HPS Domain 4: Professional Responsibilities
Criterion: 4f: Showing Professionalism

Formal Observation Evaluation (Teacher Formal Observation 1) - 3/11/2019 Dillard, Tamaran

Evidence:
 Overall, Ian is friendly in the school environment. However, he has demonstrated deficiencies in working with building administration over the course of this school year. Ian has been observed to dismiss himself when supervisors are speaking with him; redirection has been provided to him to not engage in this behavior. He has been observed to raise his voice with administration and has been asked to refrain from this behavior in the future. Ian has been observed to engage in negative interaction patterns with colleagues.

Specific incident from 10/1/2018:

Scholz stated that there was a concern brought by a staff member regarding a document shared and referred to during a REED on 9/28/18.

The form is initiated by Mr. Lloyd and was shared via email on 9/27 which states "On-9-27-18, student was observed for 20 minutes by this social worker inside his se classroom from 830 am-850am" Scholz asked Mr. Lloyd if he had observed this student during the time stated on the form. Classroom teacher stated that he was outside the classroom on this date and time.

Scholz stated that the teacher indicated that Mr. Lloyd had a conversation about this student at at different time but that Mr. Lloyd had not visited her classroom and that she was uncomfortable having her name attached to a legal document with statements that are not accurate.

Mr. Lloyd indicated that he had observed the student from afar. Ms. Dillard asked for clarity about what "afar" meant.

Tammy stated that he was not seen on the cameras from 8:15-9:00 a.m. on 9/27 near room 101 which student was located in.

Ian stated that has no answer for why the cameras did not see him. Stated he didn't know that he was "under surveillance".

Then admitted that he had made a mistake and had observed him during other instances. He referred to a lunch incident. Scholz asked if he had documented this incident and he did not reply.

Clarifying question: Tamaran asked where were you when you say you were in the "milieu" and what does this mean in relation to the classroom for this observation; Ian said afar in the milieu, Tamaran asked where you were exactly when you were observing this child. Ian did not give a specific location and then admitted that he had not actually observed the student during the time stated on the form but had spoken with the teacher

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY

4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality

Social Worker displays dishonesty in interactions with students, families, colleagues, and the public, and violates principles of confidentiality.

Ian has spoken disrespectfully and aggressively to colleagues and administrators and was informed of this during a meeting with the superintendent and Detective Piper.

Ian included false information about an observation that did not happen on an IEP document in Oct. 2018.

Ian often leaves meetings and professional development trainings without notice. Ex: IEP training by Edison staff in October, REED meeting for student #20042708 and PD in HPJH auditorium on Dec .12, 2018.

Ian was witnessed and admitted to treating a paraprofessional in a demeaning manner by asking her repeat what he had just said to her when referencing his plan for monitoring a specific EI student's behavior.

At parent teacher conferences Ian was witnessed stating that he was upset because he was not able to eat lunch with "the team" when he was instructed to attend a meeting with Ms. Dillard and Ms. Scholz.

Domain 4 Evidence (07/01/2018 - 06/30/2019)

Domain 4 Evidence:

Formal Observation Evaluation (Teacher Formal Observation 2) - 3/3/2019 SCHOLZ, TAMMY

Ian has had struggled with professional relationships with colleagues.

Domain 4 Evidence:

Self-Assessment (Teacher Self-Assessment) - 4/28/2019 Lloyd, Ian

The purpose of this form is to allow you to contribute significant information about your work since your last evaluation prior to the writing of your new evaluation. Innovative Techniques or Materials:

- Developed and implemented the articulated list of the HPJH Tiered Behavior Systems as a member of the SLT

- Contributed to the special services department by sharing the assessment tool "Guidelines for Addressing Threatening and Dangerous Behavior in Schools" from Significant Changes in Methods of Support;

High rates of student aggression and chronic misbehavior led to the development of the "Patriot Program" and the Individual Learning Experience administrativ Sept 2018- End Card March 2019

An area of need became identified for students with significant behavior and communication impairments requiring significant changes in methods of support. Evidence of Improved Student Learning:

- Greater than 80% of assigned students with IEP's made progress on their social work goals and objectives. Student(s) not making progress were referred for IT

Improvements in Targeted Programs:

Standard 1f - Assessing Student Learning:

Goals for Future Improvement:

1e Planning the SSW program, Integrated with the regular school program.

2c Managing routines and procedures.

School Committee Membership/Leadership:

- Member of the HPJH Crisis Team

- HPJH SW Data Team Member

- HPJH Professional Learning Community (PLC) Member

- Member of Special Services professional staff cohort that designed the "Patriot" program to provide services to students in that have significant behavior and co

Improvements in School Climate:

Improvements in the school climate at HPJH were evidenced by the increased capacity to provide mental health/ clinical services

Co-Taught over 500+ students School Wide Behavioral Expectations with HPJH professional staff and each card marking rehearsals and/or weekly g

A reduction in out of school suspensions and greater accountability for students with the introduction of the Individual Learning Experience.

Contributions to Department:

- A team member of the HPJH Crisis Team available to provide Critical Incident Stress Debriefing as needed when mobilized by the Director of Special Services.

- Evaluated at least 3 student(s) referred by teachers for Suicide Assessments in accordance with the mental health/ special services department guidelines

- Provided HPJH Principals and HP special education director with an evidenced based screening tool and requested permission to use the Guidelines for Adre

- Provided SW services to a caseload of 17 direct service students + students with IEPs

- Monitored students within the moderate to severe ASD self contained classroom

- Provided psychotherapy and behavioral health (school social worker) counseling to students with IEPs in accordance with State of Michigan and federal law for

- 18-19 Spearheaded efforts to update HP Board Policy for Emergency Seclusion and Physical Restraint policies that have been up to date. The efforts resulted

Participation in School/Community Activities:

- HPJH Professional Learning Community (PLC) Member

- HPJH Wrestling Team Practices & Meets Volunteer

Professional Development (College Classes, Conferences, etc.):

2018-2019 Hazel Park Public School District PBIS coach that attended district requested training in Lansing, Michigan

Making Safe Schools for Transgender Diverse Students: 10/19/2015

Practical Management of Tough Kids: 12/9/2015

Executive Function Skills in Children and Adolescents: Practical Strategies: 1/21/2016

Understanding and Responding to Passive-Aggressive Students: 3/11/2016

Anxiety Disorders: Effective Treatment Strategies for Panic, OCD, PTSD, Phobias and School-Based Anxiety: 4/6/2016

Graduate certificates for continuing education awarded by the School of Social Work at the University of Michigan:

- Integrated Behavioral Health in Primary Care Certificate (April 2014)

- Addictions Specialist Certificate (April 2015)

Professional Memberships:

- Member of the National Association of Social Workers

- Michigan Association of School Social Workers

Professional Organizations Activities/ Leadership:

- Member of the HPJH PBIS committee , and a member of the SLT
- Member of Special Services professional staff cohort that designed the "Patriot" program to provide services to students in have significant emotional and comrr
- Provided MIBLISI PBIS Grant program oversight & articulated hierarchy Patriot program to the Hazel Park Junior High School principals and with the Director of
- Extra-Duty Assignments (Chairperson, Coach, Sponsor, Coordinator, etc):
- Member of the HPJH Crisis Team

Individual Learning Experience program developer

HPJH Wrestling Team Volunteer Coach

PBIS Coach assigned to evaluate the status of implementation of Tiered Behavior Systems using the SW PBIS Tiered Fidelity Inventory

Other Pertinent Information (ex. Significant problem faced this year due to assignment, new position, etc.):

I feel that I have made a significant investment in re-orienting myself to the Hazel Park Schools Special Services Department. This year marks the 5th year of r professionalism and teamwork. Most important, I feel that I have made a positive impact to the school climate and co-worker morale.

Domain 4: Professional Responsibilities

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
4a: Reflecting on Teaching				
4b: Maintaining Accurate Records				
4c: Communicating with Families				
4d: Participating in a Professional Community				
4e: Growing and Developing Professionally				
4f: Showing Professionalism				

Rubric Score: 11/24

Domain 4 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
<u>HPS Domain 4: Professional Responsibilities</u>	1 of 1	11	24	6	1.833	04/30/2019
TOTAL:		11	24	6	1.833	

Domain 4 Evidence:

Domain 4 Areas of Strength:

Ian participates in district offered professional development opportunities. This year, he has sought out other learning opportunities. He is a member of the MIBIsi team for the district. He maintains his full licensure as a school social worker.

Domain 4 Areas for Improvement:

Ian's relationships with his teaching and support staff colleagues are characterized somewhat challenging. He is cordial with staff members; however, he has had a great deal of difficulty in his interactions with administration over the course of this school year.

- Domain 1** 0.27
- Domain 2** 0.96
- Domain 3** 0.96
- Domain 4** 0.18

Rating

Minimally Effective

Score

2.37

Professional Rating (1.778/3)

Student Growth Rating (0.593/1)

Summative Rating

Highly Effective
3.5 - 4

Effective
2.5 - 3.49

Minimally Effective
1.51 - 2.49

Ineffective
0 - 1.5

Overall Score

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
<u>HPS Domain 1: Planning and Preparation</u>	10 of 11	16	24	6	2.667	04/30/2019
<u>HPS Domain 2: Classroom Environment</u>	1 of 1	12	20	5	2.4	04/30/2019

HPS Domain 3: Instruction	1 of 1	12	20	5	2.4	04/30/2019
HPS Domain 4: Professional Responsibilities	1 of 1	11	24	6	1.833	04/30/2019
TOTAL:		51	88	22	2.318	

Professional Rating (75%) Total : 2.37

Student Growth Instructions:

- Highly Effective: Surpass student growth goal= 4
- Effective: Met student growth goal=3
- Minimally Effective: Within 25% of student growth goal=2
- Ineffective: Less than 50% success on student growth goal; If student growth is Ineffective, overall summative score will be Ineffective=1

Once a rating is determined, the teacher's summative rating will be the average of the two scores (student growth and professional growth)

Student Growth Rating (25% Total): 2.37

Teachers Signature:

Date:

Evaluator Signature: Tamaran Dillard

Date: 4/30/2019

Print

Edit Form

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JENNIFER M. GRANHOLM
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF COMMUNITY HEALTH L1791615

BOARD OF SOCIAL WORK
MASTER'S SOCIAL WORKER
CLINICAL LICENSE



IAN STUART LLOYD

PERMANENT I.D. NO.

6801085738

EXPIRATION DATE

04/30/2011

2649979

THIS DOCUMENT IS DULY ISSUED
UNDER THE LAWS OF THE STATE
OF MICHIGAN

6102/1/17 PJ

RICK SNYDER
GOVERNOR

STATE OF MICHIGAN
MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS
BOARD OF SOCIAL WORK

M654249

MASTER'S SOCIAL WORKER
CLINICAL LICENSE

IAN STUART LLOYD

LICENSE NO.
6801085738

EXPIRATION DATE
04/30/2020

4309715

THIS DOCUMENT IS DULY
ISSUED UNDER THE LAWS OF
THE STATE OF MICHIGAN.

PROBATIONARY TEACHER/ANCILLARY PROFESSIONAL STAFF ANNUAL CONTRACT
School District of the City of Hazel Park

AGREEMENT, by and between the Board of Education of the School District of the City of Hazel Park, Oakland County, Michigan (hereinafter the "Board"), and the undersigned Teacher/Ancillary Professional Staff Member (hereafter "Teacher").

In consideration of the Board's employment of the Teacher and the rendering of services by the Teacher, the parties agree as follows:

1. The Board and the Teacher enter into a Contract for the upcoming school year for the services of the Teacher, which shall continue unless terminated by the Teacher or the Board in accordance with applicable law, and to the extent applicable, the teachers' collective bargaining agreement.

2. The compensation for services under this Contract shall be in accordance with the salary schedule contained in the teachers' collective bargaining agreement, and such compensation shall be pro-rated if the Teacher employed for less than a full school year or less than full time.


3. The Teacher agrees to teach in the schools of the District subject to the policies, rules and regulations of the Board, the supervision and authority of the Superintendent and administrators, and to the extent applicable, the teachers' collective bargaining agreement.

4. To the extent applicable to the Teacher under law and/or the teachers' collective bargaining agreement, the Teacher is retained on a probationary status (as defined in the Teacher Tenure Act, MCL 38.71 et. seq. to the extent applicable) meaning that, among other things, the Board has full discretion whether to terminate, renew or extend said the Teacher's contract. This Contract shall be null and void if at any time said Teacher does not possess a valid teaching or other professional certificate issued by the Michigan Department of Education if required by law.


5. The Teacher shall be subject to assignment and transfer at the discretion of the Superintendent, and shall perform such duties as the Superintendents or Principals may direct or delegate in accordance with applicable law, and to the extent applicable, the teachers' collective bargaining agreement. Any necessary reduction in personnel during the term hereof shall be in accordance with applicable law, and to the extent applicable, the teachers' collective bargaining agreement.

6. This contract replaces all prior oral and written agreements and understandings between the parties. No District employee or Board member has authority to enter into any new or different contract with Teacher. Any modifications shall be in a written document, signed by the parties and approved by the Board.

On behalf of the Board of Education,
School District of the City of Hazel Park


By: Superintendent

August 17, 2018
Date


Ian Lloyd, Social Worker

Start Date: August 27, 2018
Contract Sign Date/Time: August 17, 2018
9:00 a.m.

2018/2019 School Year
Salary Schedule Lane Level: MA
Salary Schedule Step Level: 3.5
Schedule A Base Salary: \$ 47,799.00 (Non-Center Based)

With other Compensation as stated in the HPEA Professional Master Agreement

Gierak, John L.

From: Amy Kruppe <amy.kruppe@hazelparkschools.org>
Sent: Tuesday, January 08, 2019 11:55 AM
To: Gierak, John L.; James Paterson
Subject: Fwd: 90 day notice / Moving to Ann Arbor

----- Forwarded message -----

From: Ian Lloyd <ian.lloyd@hazelparkschools.org>
Date: Tue, Jan 8, 2019 at 10:58 AM
Subject: 90 day notice / Moving to Ann Arbor
To: Tammy Scholz <TAMMY.SCHOLZ@hazelparkschools.org>, Amy Kruppe <amy.kruppe@hazelparkschools.org>, Tamaran Dillard <tamaran.dillard@hazelparkschools.org>

Hello,

The new year is bringing new things for my family. I wanted to pass along that my family is moving to Ann Arbor and I will be looking for work in that area. I will keep you posted on my official notice to leave my current position.

Sincerely,
Ian Lloyd
SSW, LMSW
1.19.18

--
With Students in Mind,

*Amy Kruppe, Ed. D.
Superintendent
248-658-5221 - Office.*

*Hazel Park Schools - Focusing on the Future
"ALL IN ALL THE TIME" #choosekindness*

*** FAX TX REPORT ***

TRANSMISSION OK

JOB NO. 4467
DESTINATION ADDRESS 18885495690
PSWD/SUBADDRESS
DESTINATION ID
ST. TIME 02/21 07:27
USAGE T 01' 20
PGS. 4
RESULT OK

Fax Server S1N1B4 1/18/2019 1:23:41 PM PAGE 1/004 Fax Server

Employment Verification
866-662-3339



Fax Transmittal

Request for Verification of Employment

To: Sandy Jeup From: Employment Verification
Fax To: 248-544-5443 Pages: 3
Phone: 866-662-3339 Date: 2019-01-18
Request Number: 6433007210 Fax Back: 888-549-5690
Borrower(s): Ian.Lloyd

Please find attached an authorization letter and a Verification of Employment and Income form. We thank you in advance for timely completion and return of the VOE form.

- ✓ ALL applicable items must be addressed in order to complete the verification.
 - ALWAYS complete boxes 13-17.
 - For a CURRENT employee, please complete boxes 5 and 7-11.
 - For a PREVIOUS employee, please complete boxes 5-11.
- ✓ The returned document must not contain whiteout.
- ✓ If the returned document contains crossed/scratched out information, please initial the modification.
- ✓ Note any box which you are unable or unwilling to provide information with 'NA' or 'Cannot provide'.
 - If any of the required boxes are left blank and there is no indication that the information will not be provided, we will call to obtain the missing information.
- ✓ PLEASE FAX the completed VOE form within 24 hours to 888-549-5690. If you have any questions regarding this request please call 866-662-3339.

Employment Verification
866-662-3339



Fax Transmittal

Request for Verification of Employment

To:	Sandy Jeup	From:	Employment Verification
Fax To:	248-544-5443	Pages:	3
Phone:	866-662-3339	Date:	2019-01-18
Request Number:	6433007210	Fax Back:	888-549-5690
Borrower(s):	Ian Lloyd		

Please find attached an authorization letter and a Verification of Employment and Income form. We thank you in advance for timely completion and return of the VOE form.

- ✓ **ALL** applicable items must be addressed in order to complete the verification.
 - **ALWAYS** complete boxes **13-17**.
 - For a **CURRENT** employee, please complete boxes **5 and 7-11**.
 - For a **PREVIOUS** employee, please complete boxes **5-11**.
- ✓ The returned document must not contain whiteout.
- ✓ If the returned document contains crossed/scratched out information, please initial the modification.
- ✓ Note any box which you are unable or unwilling to provide information with 'NA' or 'Cannot provide'.
 - If any of the required boxes are left blank and there is no indication that the information will not be provided, we will call to obtain the missing information.
- ✓ **PLEASE FAX** the completed VOE form within 24 hours to **888-549-5690**. If you have any questions regarding this request please call **866-662-3339**.

To meet our internal compliance requirements, please fax the completed verification form directly to our Employment Verification department **888-549-5690**. Please do NOT give the completed form to the individual whose information is being verified or anyone representing them. We are unable to accept forms sent to us by anyone but the actual employment representative verifying the employment information.

Thank you for your prompt attention to this request.

Verification of Employment



Reference Number 6433007210

Verification Of Employment and Income

Request Form

1. To (Name and address of employer) FITZGERALD HAZEL PARK SCHOOL DISTRICT 1620 E Elza Ave Hazel Park, MI, 48030	2. From (Name and address of lender) Huntington Mortgage Company 7575 Huntington Park Drive Columbus OH 43235
---	--

My signature below authorizes verification of this information.

3. Name and Address of Applicant (include employee or badge number) Ian Lloyd SSN: XXX-XX- 0773	4. Signature of Applicant See Attached
---	---

Verification of Employment -- Employers, please complete this section.

5. Applicant's Date of Employment <i>9-05-2006</i>	6. Date Terminated (if applicable) <i>NIA</i>	7. Position/Title <i>Social Worker</i>	8. Employment Status <input checked="" type="checkbox"/> Currently Employed <input type="checkbox"/> Previously Employed
9. Current Gross Base Pay (Enter Amount and check Period) \$ <i>47,799.00</i> <input checked="" type="checkbox"/> Annual <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly			10. If Paid Hourly -- Average Hours per pay Period
			<input type="checkbox"/> Hourly <input type="checkbox"/> Monthly - Academic 9 Month <input type="checkbox"/> Monthly - Academic 10 Month <input type="checkbox"/> Monthly - Academic 12 Month <input type="checkbox"/> Other (specify)

11. Gross Earnings	Most Recent Year	Past Year	Past Year
Type	<i>2019</i> Thru <i>1-18-2019</i> Calendar Year MM/DD	<i>2018</i> Calendar Year	<i>2017</i> Calendar Year
Base Pay	\$ <i>2,266.77</i>	\$ <i>2,266.77</i>	\$ <i>2,095.15</i>
Overtime	\$ <i>NIA</i>	\$ <i>NIA</i>	\$ <i>NIA</i>
Commissions	\$ <i>NIA</i>	\$ <i>NIA</i>	\$ <i>NIA</i>
Bonus	\$ <i>NIA</i>	\$ <i>NIA</i>	\$ <i>NIA</i>
Other	\$ <i>NIA</i>	\$ <i>NIA</i>	\$ <i>NIA</i>
Total	\$ <i>2,266.77</i>	\$ <i>2,266.77</i>	\$ <i>2,095.15</i>

12. Remarks (if applicable)
*Mr. Lloyd was layed off 6-30-2010, returned 9-14-2018
his date 9-05-2006.*

Employer Authorized Signature -- Federal Statutes provide severe penalties for any fraud, intentional misrepresentation, or criminal connivance or conspiracy purposed to influence the issuance of any guaranty or insurance by the VA Secretary, the U.S.D.A., FrMHA / FHA Commissioner, or the HUD / CPD Assistant Secretary.

13. Signature of Employer <i>S. Atcho</i>	14. Position/Title (Please print or type) <i>Human Resources Manager</i>	15. Date <i>2-19-2019</i>
16. Print or type name signed in item 13 <i>Shirley Atcho</i>	17. Phone No. <i>248-458-5322</i>	

Please fax this completed request form to Equifax Verification Services at 1-888-549-5690.

If you have any questions please call 1-866-662-3339.

Borrower's Certification & Authorization

LLOYD
1-800-4-0000-2000

Date: DECEMBER 19, 2018

Certification

In this document, "I," "me," and other first person pronouns refer to the borrower(s), whether singularly or collectively, who applied for the loan referenced above. I, the undersigned, hereby certify the following:

1. I have applied for a mortgage loan from **THE HUNTINGTON NATIONAL BANK**. In applying for the loan, I have completed a loan application containing various information on the purpose of the loan, the amount and source of the down payment, employment and income information, and assets and liabilities. I certify that all of the information is true and complete. I made no misrepresentations in the loan application or other documents, nor did I omit any pertinent information.
2. I understand that most loans require a full review of information provided on the application, including possible verification of the information. I agree that if my loan program does not require full documentation, **THE HUNTINGTON NATIONAL BANK** reserves the right to change the mortgage loan review process to a full documentation review. This may include verifying the information provided on the application with any employer and/or any financial institution.
3. I fully understand that it is a Federal crime punishable by fine or imprisonment, or both, to knowingly make any false statements when applying for a mortgage, as applicable under the provisions of 18 USCA §1014.
4. I provided a verbal and/or written authorization to order a consumer credit report and verify other credit related information in connection with my loan application, including but not limited to any mortgage or landlord reference and any other source of credit as determined by **THE HUNTINGTON NATIONAL BANK**.
5. I further authorize **THE HUNTINGTON NATIONAL BANK** to order a consumer credit report and verify other credit related information in connection with my loan application, including but not limited to any mortgage or landlord reference and any other source of credit as determined by **THE HUNTINGTON NATIONAL BANK**. I understand that the purpose for this order is for **THE HUNTINGTON NATIONAL BANK** to determine my eligibility and creditworthiness for the loan being applied for, as well as for other legitimate purposes associated with my account.

Authorization to Release Information

To Whom It May Concern:

1. I have applied for a mortgage loan from **THE HUNTINGTON NATIONAL BANK**. As part of the application process, **THE HUNTINGTON NATIONAL BANK** and the mortgage guaranty insurer (if any), may verify information contained in my loan application and in other documents required in connection with the loan, including accessing a new credit report, either before the loan is closed or as part of its quality control program.
2. I authorize you to provide to **THE HUNTINGTON NATIONAL BANK**, and to any investor to whom **THE HUNTINGTON NATIONAL BANK** may sell my mortgage, and to the mortgage guaranty insurer (if any), any and all information and documentation that they request. Such information includes, but is not limited to, employment history and income; bank, money market, and similar account balances; credit history; and copies of income tax returns.
3. **THE HUNTINGTON NATIONAL BANK** or any investor that purchases the mortgage, or the mortgage guaranty insurer (if any), may address this authorization to any party named in the loan application.
4. A copy of this authorization may be accepted as an original.
5. Your prompt reply to **THE HUNTINGTON NATIONAL BANK**, the investor that purchased the mortgage, or the mortgage guaranty insurer (if any) is appreciated.
6. Mortgage guaranty insurer (if any): N/A

Authorization to Release Information to Government Agency

I, having read the explanation of my rights as set forth below, hereby authorize **THE HUNTINGTON NATIONAL BANK** to disclose my loan application and other documents required in connection with processing and making my loan including, but not limited to, copies of paystubs, credit reports, tax returns, and financial account (such as a savings or money market account) statements to the Department of Defense/Department of Veteran's Affairs, to any investors to whom **THE HUNTINGTON NATIONAL BANK** may sell my loan, and to a mortgage guaranty insurer (if any) of the loan for the following purposes:

- a. Verification that the information contained in the loan application and other documents are correct;
- b. Conducting any reasonable originating, processing, underwriting, or closing mortgage lending practice executed pursuant to making the loan;
- c. To use as part of a quality control program; and/or
- d. Any other lawful purpose permitted under the Right to Financial Privacy Act of 1978.

Statement of Customer Rights Under the Right to Financial Privacy Act of 1978

This is notice to you as required by the Right to Financial Privacy Act of 1978 that VA has a right of access to financial records held by

financial institutions in connection with the consideration or administration of assistance to you. Financial records involving your transaction will be available to VA without further notice or authorization but will not be disclosed or released by this institution to another Government Agency or Department without your consent except as required or permitted by law.

Information Sharing Between Realtors and Lender:

I/We, the undersigned, authorize The Huntington National Bank to share information related to the status of the processing, underwriting or closing of my loan application with the Real Estate Agent that I have employed to represent me in the real estate transaction to which my/our loan relates.

Information Sharing Between Insurance Agents and Lender (or Entities Representing Lender):

I/We, the undersigned, authorize the insurance agent, from whom I/we obtain homeowner's insurance coverage, to deliver any information relevant to the lending process to The Huntington National Bank (or an entity representing The Huntington National Bank, such as a loan closing agent).

Execution

By signing below, I hereby certify and authorize (as applicable) the foregoing items of information.


- BORROWER- IAN S LLOYD - DATE - 12-26-2018

AGREEMENT

This Agreement is entered into by and between the School District of the City of Hazel Park (hereafter the "School District" or "District"), Ian Lloyd (hereafter the "Employee"), and the Hazel Park Education Association (hereafter the "Association").

The School District, the Employee, and the Association mutually agree as follows:

1. The Employee hereby resigns from his employment as an employee of the School District effective at the end of this school year (2018-19), and the School District hereby accepts the Employee's resignation. It is understood and agreed that no further action of the School District shall be required to make such resignation effective, although the Employee's resignation may be acknowledged by the District's Board of Education. It is understood that the Employee is resigning for purposes of relocating his residence. It is further understood that this voluntary resignation may disqualify Employee's receipt of unemployment benefits pursuant to the Michigan Employment Security Act as a voluntary resignation of employment without good cause attributable to the employer.
2.
 - A. The District agrees to continue the Employee's paid leave through the end of the current school year at his current salary and benefits.
 - B. The Employee shall continue on District-paid health insurance under COBRA through June 30, 2020, with both the District and the Employee continuing to pay their respective share of the cost of such monthly premiums (currently \$1,491.03 paid by the District and \$532.57 paid by the Employee). The District also agrees to pay the Employee a severance benefit in the amount of \$19,500; however, it is agreed that from this amount the District shall deduct the Employee's share of the cost of the health care premium noted above through June 2020 in the amount of \$6,390.84 ($\532.57×12), thus the net payment to the Employee is \$13,109.16, less applicable withholdings (FICA, tax, etc.), to be paid in July 2019. It is agreed that any increase in premium cost after January 1, 2020, shall be borne by the District, and it is also understood that the Employee may continue COBRA health insurance coverage with the District after June 2020 in accordance with applicable COBRA regulations, but at the cost of the Employee.
 - C. The parties acknowledge that there are no disciplinary documents in the Employee's personnel file. It is understood and agreed that all outside employment references sought from the District relating to the Employee shall be directed to the District's Assistant Superintendent of Business and Operations, who shall be solely responsible for responding to the same, and who shall only relate the Employee's position with the District, dates of employment, that fact that the Employee was not disciplined and there is no discipline in his personnel file, and that the Employee resigned for purposes of relocating his residence.
3. The Employee acknowledges that he has consulted with representatives from the Association, and acknowledges that he has been fully advised of his rights under the collective bargaining agreement, applicable laws, and specifically waives and forgoes the rights, privileges and protections provided. The Employee acknowledges that he has been advised to consult with his individual counsel/attorney before signing this Agreement.
4. The Employee hereby releases the School District, its current and former Board of Education members, its current and former officers, employees and agents, from any and all claims, grievances, causes of action, damages and liability of every type and description and of whatever nature, related to or arising from the Employee's employment or resignation of employment with the School District to which the Employee may be entitled, including but not limited to, any and all constitutional, statutory, common law and contract claims, including but not limited to those under the Age Discrimination in Employment Act (ADEA), 29 USC 621 et seq. The Employee further acknowledges that he has received all salary, wages and benefits, including

insurances and leave time, to which he was entitled as of the date of this Agreement. However, it is understood that with respect to claims of age discrimination under the ADEA, this release does not waive the Employee's right to file a charge or complaint with the Equal Employment Opportunity Commission (EEOC), participate in any investigation or proceeding conducted by the EEOC, or waive any rights or claims under the ADEA that may arise after the effective date of this Agreement (provided that with respect to any EEOC proceeding, it is understood and agreed that the Employee shall not be entitled to obtain any additional benefits or consideration beyond that provided in this agreement for matters that arose prior to the date of this Agreement). Any pending grievances or complaints related to the Employee shall be deemed withdrawn.

5. In consideration of the representational services provided by the Association, the Employee releases and discharges the Association, its officers, and agents, from any and all claims, actions, causes of action, damage and liability of every type and description and of whatever nature prior to the date of this Agreement.

6. The Employee acknowledges that he has been provided with at least twenty-one (21) days from receipt of this Agreement to consider the terms and conditions of this Agreement and has been advised to consult with his attorney prior to executing this Agreement. Further, the Employee acknowledges that after the execution of this Agreement, he will have seven (7) days to revoke her acceptance of this Agreement and that the Agreement does not become enforceable until the expiration of the revocation period.

7. Employee acknowledges that if he signs this Agreement before the running of the twenty-one (21) day statutory review period, he has done so with the full knowledge and understanding that he is entitled to the full twenty-one (21) days within which to consider this Agreement. Employee further acknowledges that any decision by him not to utilize the full twenty-one (21) day review period is done of his own volition and not at the urging of Employer or the Association and has not been obtained by Employer or the Association through fraud, misrepresentation, threat to withdraw or modify this Agreement, or by any promise by the Employer or the Association to provide Employee with extra benefits in exchange for taking less than twenty-one (21) days to consider this Agreement.

8. This Agreement reflects the entire agreement of the parties relative to the subject matter hereof, and supersedes all prior or contemporaneous, oral or written understandings, statements, representations or promises, and cannot be changed except in writing, signed by all parties. In the event any part of this Agreement is found to be void, the remaining provisions of the Agreement shall nevertheless be binding with the same effect as though the voided parts were deleted. This Agreement shall be binding upon and inure to the benefit of the parties, their heirs, representatives, successors and assigns.

FOR THE SCHOOL DISTRICT

By: [Signature] 6/10/2019
Its: Authorized Agent Date

[Signature] 10 June 2019
Ian Lloyd Date

FOR THE ASSOCIATION

By: [Signature] 6/10/19
Its: Authorized Agent Date

From: Gierak, John L.
Sent: Thursday, June 25, 2020 7:02 PM
To: illoyd71@gmail.com
Cc: LAURA ADKINS <laura.adkins@hazelparkschools.org>; AMY KRUPPE <amy.kruppe@hazelparkschools.org>
Subject: FW: RR: PENDING HP SCHOOL BUDGET DEFICIT: AFTER ACTION REVIEW INVESTIGATION REQUEST as of 16 June 2020

Dear Mr. Lloyd,

Hazel Park School Board President Laura Adkins forwarded your emails dated June 15, 2020, and June 16, 2020, to the Hazel Park Board of Education to us for our review, as both emails appeared to make allegations of criminal behavior against the District's Superintendent and Assistant Superintendent of Business and Operations, therefore potentially warranting additional action on the part of the Board (both of your emails are set forth below).

We have reviewed both of these emails. Your email of June 15, 2020, expressly accuses both the Superintendent and Assistant Superintendent of illegal behavior for their own personal benefit; dishonesty, fraudulent concealment, fraudulent behavior, and official misfeasance in office. These allegations do constitute allegations of criminal behavior. Your email requests a full investigation by an independent investigator.

We have reviewed the only two factual assertions you made in your email of June 15, 2020, in support of your allegations of criminal behavior, and find that both statements are clearly not true. First, you allege that the Assistant Superintendent "persuaded" the Board to approve raises to administrator salaries totaling \$700,000. In fact the total raises to administrators was less than \$30,000. Second, you allege that the Superintendent's "annual salary had already been a 'eye popping' \$197,000K without a raise." In fact her current salary is \$141,652.95, which is posted on the District's website.

These obvious factual errors in your June 15th email, coupled with the accusations of criminal misconduct, without any factual support whatsoever, represent either deliberate, malicious intent on your part, or a reckless disregard of the truth, both which are actionable under the law. Your email of June 16, 2020, similarly contains allegations of fact that are not true.

Moreover, your lack of good faith in raising your allegations to the Board is reflected in your proposed solution to the criminal misfeasance you raise, which is set forth in your email of June 16th as follows:

**"RESOLUTION / SOLUTION
PAY CUT TO THE ADMINISTRATORS BARGAINING UNIT MAY INCLUDE THE
FOLLOWING:**

Please note an adequate resolution enacted by the board may include a 70% reduction in total compensation paid to the employee from the district."

Please be advised that we have recommended to the Board that your emails do not provide any bases for an independent investigation of any kind into the District's finances. The integrity of the District's finances are confirmed every year by the District's auditors, who in recent years have reported positively both on the management and direction of the District's finances.

I may remind you to seek board approval for any legal services in which you initiate. In the event that consent to utilize legal services that may be greater than \$100 is not pre-approved by the school board by way of vote, you may be liable to reimburse the district for any of these fees incurred by the district in defense of your reckless behavior and waste/ abuse of legal services (Past, Present, Future).

I did not anticipate hearing a response from you considering my memo / request was addressed to the elected school board official(s) from this Hazel Park resident and I still anticipate hearing a response from the board.

Are you trying to obstruct my access to the HP elected officials? Please discontinue any further attempts to obfuscate any reader from the content of the memorandum.

Dr. Kruppe, I never thought to see such eye popping figures for executive compensation provided in my small school district. The combined compensation paid to the office of the Superintendent would equate to

the following = **\$401,184.56 / Calendar year 2019.**

Correction to the below information 2019 Calendar Year 6/16/2020:

Employee Compensation Information District Staff Whose Medicaid Wage Exceeds 100K

****HP Superintendent:**

Total Compensation: \$217,848.32

****HP Assistant Superintendent:**

Total Compensation:: \$183,336.24

Other/miscellaneous salary 2019:

HP Principal:

Total Compensation:

~~\$155,201.74~~

Sincerely,

Ian Lloyd
992 East Mahan
48030

Zrnis made the error in judgement by using the **“PRE” COVID 19** financial forecast(s) to justify moving forward with negotiations with the HP School Administration Contract. Prior to the vote, evidence shows that the Business and Operations Officer, J. Zrnis, proceeded to persuade and reassure the elected official(s) in person that the District possessed the financial solvency to proceed with raises by way of “vote” of the board in May 2020. As such because financial solvency had been publicly assured by these two executive officers of the school district individually to the board member(s); the decision in May 2020 by way of vote occurred approving raises to Administrator salaries totaling \$700,000.

Dr. Amy Kruppe’s annual salary had already been a “eye popping” \$197,000K without a raise. The new request for additional contractual years to be added to her employee contract was "not mission critical" and it was not up for negotiation with the school brd. In fact the contract was not expired with 1 (or more) year remaining in her existing employment contract. The “at risk” decision to bring the raises to the board by way of placing this item on the “agenda” during the May 2020 Hazel Park school board meeting to be voted on by the elected officials was wrought inaccurate financial data. In an-apparent attempt to commit fraud/concealment, **(Post COVID 19)** real time accurate financial data from the financial officer(s) was **not** provided to the board members / elected officials allowing for an informed decision to be realized factoring in the POST COVID 19 financial forecasted implications.

The directives from these two employees led the elected board members to approve cost prohibitive raise(s) to the district(s) School Administrator(s) bargaining unit. The raises increase the cost of educating children in Hazel Park likely resulting in more drastic cuts at a later time closer to the classroom. The district student(s) and faculty now are more at risk of emergency management from Lansing as a result of the newly created financial obligations and budget deficit constraints to occur to the school district each year.

CLARK HILL

Clark Hill PLC
151 S. Old Woodward
Suite 200
Birmingham, MI 48009
T 248.642.9692

F 248.642.2174

clarkhill.com

John L. Gierak
Telephone: 248.988.5845
Facsimile: 248.988.2510
Email: jgierak@clarkhill.com

March 13, 2021

Ms. Laura Adkins
President, Board of Education
Hazel Park Schools
1620 E. Elza
Hazel Park, MI 48030

Attorney-Client Privileged

Re: Potential Threat to Superintendent

Dear Ms. Adkins,

This letter is in response to your request for a brief opinion letter regarding the legal and practical considerations involved regarding potentially threatening behaviors directed toward the District's Superintendent, Dr. Amy Kruppe, by Ian Lloyd.

Mr. Lloyd is former District school social worker who worked for the District for the school years 2005-6 through 2008-9, at which time he was laid off. He was rehired by the District at the beginning of the 2018-19 school year to work at Hazel Park Junior High School. Because of serious performance issues as well as Mr. Lloyd's disruptive, problematic behaviors, the District placed him on administrative leave and began an investigation that would likely have culminated in action to terminate his employment.¹ Rather than contest such efforts, Mr. Lloyd instead voluntarily resigned his employment at the end of the 2018-19 school year, receiving an extension of his District health insurance through June 2020, and a severance payment of \$13,109.16.

Since his forced resignation from the District, Mr. Lloyd has repeatedly made public allegations that the Superintendent has violated the law in one way or another. See attached, for example, Mr. Lloyd's allegations of financial fraud against the Superintendent dated November 7, 2019, and, at the direction of the District, our law firm's response to his allegations dated November 19, 2019. See attached also Mr. Lloyd's allegations of criminal conduct by the Superintendent dated June 2020, and, again at the direction of the District, our law firm's response to those allegations dated June 25, 2020.

¹ Some background regarding these problems are set forth in an opinion letter to the Board dated May 19, 2019, attached.

Ms. Laura Adkins
Hazel Park Schools
March 13, 2021

More recently, Mr. Lloyd has again been making untruthful public allegations regarding the Superintendent. For example, this past week he alleged in a social media post that the District is considering a search for a new superintendent (see attached).

Perhaps most concerning, recently personnel from the City of Hazel Park have contacted the Superintendent regarding their concerns for the Superintendent's personal safety given Mr. Lloyd's statements that he has made regarding the Superintendent that has come to their attention, coupled with Mr. Lloyd's erratic behavior.

In light of the history of Mr. Lloyd's actions above, coupled with the concerns conveyed by City personnel, it seems apparent that the Superintendent has been targeted by a former District employee for actions taken by the Superintendent in her official capacity on behalf of the District. The Board clearly has the authority to take action it deems appropriate to address these concerns and protect the personal safety of the Superintendent, as it would in the case of any school employee who was targeted because of his or her actions taken on the behalf of the District. Examples of such protective actions by the Board could include the following: Directing the District's legal counsel to address Mr. Lloyd's problematic behaviors, which has been done in the past as reflected above; agree to reimburse the Superintendent for legal fees up to a certain limit in order for the Superintendent to obtain her own legal counsel to take appropriate defensive action against Mr. Lloyd, such as obtaining a personal protection order; provide for additional security for the Superintendent in some fashion, at District expense; or direct District counsel and/or staff to coordinate with the City and law enforcement to develop some kind of a plan to provide for the Superintendent's security. Again, these are just some examples of the kinds of action that the Board could legally consider in addressing the concerns raised by Mr. Lloyd's actions.

We would be pleased to further discuss this matter at your convenience. This opinion letter may be considered in a closed session with the Board of Education pursuant to section 8(h) of the Open Meetings Act.

Very truly yours,

CLARK HILL PLC

John L. Gierak

JLG
Attachments



Ian Lloyd ▶ **Rebels Banned from the Hazel Park Corkboard**



1m · 🗣️

Good News:

I'm hearing The HP School District is considering a search for new Superintendent(s) due to the abysmal graduation rate and at or near the bottom school rankings when compared to Oakland County neighboring school districts.

Please preview the below requisites for any non traditional candidates interested in making a greater than a 200K [Two Hundred Thousand dollar] total compensation package:

"Once hired as a superintendent, individuals are required to obtain six semester hour credits or 180 State Continuing Education Credit Hours (or a combination of both) every five years."

"If a board elects to pursue a nontraditional candidate, such individuals will need to begin the alternative route to an Administrator Certificate in K-12 Administration within six months of being hired and obtain the certificate within three years."

https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.masb.org/Portals/0/Member_Center/Publications_and_Media/BulletinBoard/Prepared_to_Lead_Superintendent_Qualifications.pdf&ved=2ahUKEwjwqM-AsZHvAhUFa80KHSUxBYgQFjAKegQILhAC&usg=AOvVaw0R1DZ6eMoAAzimsoXBVz3z



Mr. Ian S Lloyd

992 East Mahan

Hazel Park, MI 48030

illoyd71@gmail.com - (248) 882-0225

30,000

Contents:

1. Online Application
2. Attachment: Certificate
3. Attachment: Certificate p. 2
4. Attachment: Certificate p. 3
5. Attachment: Certificate p. 4
6. Attachment: Certificate p. 5
7. Attachment: Cover Letter
8. Attachment: Other
9. Attachment: Other p. 2
10. Attachment: Resume
11. Attachment: Transcripts
12. Attachment: Transcripts p. 2
13. Attachment: Transcripts p. 3
14. Attachment: Transcripts p. 4

FRIDAY 9
Masters + 3
45/941
Masters 3.5
\$47,795
\$11286 -
\$30,000 -HS
06 31
100
NO insurance.
40 → HS-NIS GRANT
46,437 -
NO insurance
40 JK 31 →

Prepared for: Amy Kruppe
Oakland Human Resources Consortium
Aug 15, 2018 3:51 AM

Oakland Human Resources Consortium Online Application

Lloyd, Ian - SC: 65% | TC: 13% - AppNo: 65098

Date Submitted: 9/17/2014

Personal Data

Name: Mr. Ian S Lloyd
 (Title) (First) (Middle Initial) (Last)

Other name(s) under which transcripts, certificates, and former applications may be listed:

Other: (Title) (First) (Middle Initial) (Last)

Email Address: illoyd71@gmail.com

Postal Address

Permanent Address	Present Address
Number & Street: 992 East Mahan	Number & Street:
Apt. Number:	Apt. Number:
City: Hazel Park	City:
State/Province: MI	State/Province: MI
Zip/Postal Code: 48030	Zip/Postal Code:
Country: United States of America	Country: United States of America
Daytime Phone: (248) 882-0225	Phone Number:
Home/Cell Phone: (248) 882-0225	

Employment Desired

Closed Vacancy Desired:	Date Last Submitted	Experience in Similar Positions
JobID: 13732 Athletics/Activities: Middle School Wrestling Coach at 51 - Muir Middle School	1/22/2014	15 years
JobID: 6434 Student Support Services: Long Term Sub - School Social Worker (Contracted Services) at HIGH SCHOOLS	Not Submitted	years
JobID: 15988 Student Support Services: School Social Worker	9/17/2014	10 years
JobID: 13817 Student Support Services: School Social Worker - .5 FTE at 10 - Spring Mills Elementary School	12/17/2013	7 years
JobID: 14770 Student Support Services: School Social Worker - .8 FTE at 52 - White Lake Middle School	6/3/2014	years
JobID: 13810 Student Support Services: School Social Worker - 1.0 FTE at 52 - White Lake Middle School	12/17/2013	7 years
JobID: 6956 Student Support Services: School Social Worker 1.0 FTE at 71 - Lakeland High School	1/15/2011	6 years

Position Desired:

Athletics/Activities	Experience in Similar Positions
1. Coaching	7 years
Marketing/Fundraising	
1. Executive Director, Oakland Schools Education Foundation	-
student support services	
1. social worker	7 years

Current District

Are you currently employed by one of the organizations listed below? No

Please note: When making future submissions, please verify and/or update the information on this page accordingly. Responding 'yes' to the question, 'Would you like to prevent xxxx district from viewing your employment application?' will also result in the district being unable to view any submissions you may make for job postings within that district.'

Oakland Human Resources Consortium Online Application

Lloyd, Ian - SC: 65% | TC: 13% - AppNo: 65098

Date Submitted: 9/17/2014

Employment Information

BACKGROUND INFORMATION AUTHORIZATION

I hereby authorize The Oakland Human Resources Consortium to make any investigation into my background deemed necessary. I authorize former employers, law enforcement organizations, educational institutions and any other third party to give the district any information they have regarding me without providing me notice of the same. Such information may include educational transcripts and records, references, disciplinary information and records, information about my job performance, criminal convictions, driving records, child protective service information, or other information pertaining to child neglect or abuse, and other information relevant to my application for employment. I hereby waive my right to access any such information, and without limitation hereby release The Oakland Human Resources Consortium, its employees, Board members, and agents, and the reference sources from any liability in connection with release of such information. I understand that as a condition of employment and as a requirement of State law I must be fingerprinted.

LIMITATION PERIOD

I agree that any claim or lawsuit relating to my service with The Oakland Human Resources Consortium must be filed no more than six (6) months after the date of the employment action that is the subject of the claim or lawsuit. I waive any statute of limitations to the contrary.

EMPLOYMENT STATUS

Unless subject to an individual employment contract or a collective bargaining agreement, I understand that my employment can be terminated with or without cause, and with or without notice, any time, at my option or that of the district. I understand that no officer, agent, or employee of the district, other than the Board of Education itself, has any authority to enter into agreement for employment contrary to the forgoing.

Before final consideration for employment, the candidate must have on file in the Human Resources Department complete official transcripts of college credits, placement references and evidence of eligibility for certification as required for the position. Employment is contingent upon compliance with any conditions, rules or regulations required by The Oakland Human Resources Consortium. Only the Superintendent or Director of Human Resources may offer employment with The Oakland Human Resources Consortium.

NOTE: INDIVIDUALS ARE NOT PERMITTED TO WORK UNTIL AUTHORIZED BY THE HUMAN RESOURCES DEPARTMENT.

Upon completing this application, I represent that all of the information now or later given by me in support of my application for employment is true and complete. I understand that this application is not an offer for, or a contract of, employment. I further understand that any misrepresentation, misleading statement, or omission of fact given by me in support of this application will be sufficient reason for my (1) not being offered employment, or (2) immediate termination at any time.

Experience

Please list ALL relevant work experience beginning with the most recent.

Oakland Human Resources Consortium Online Application

Lloyd, Ian - SC: 65% | TC: 13% - AppNo: 65098

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Experience Continued

Current or Most Recent Position		Employer Contact Information		Supervisor/Reference Contact Information	
William Beaumont Hospital--Grosse Pointe Medical Social Worker		468 Cadieux Grosse Pointe, MI 48230 313-473-6907		Holly Corry 313-473-6907	
Date From - Date To:	03/2013 -	Full or Part Time:	Full	Last Annual Salary:	60,000
Reason for Leaving:					
Responsibilities/Accomplishments at this Position	Medical Social Worker Provides Social Work services to 15 + Patients / day. Responsible for providing Bio-psycho-social assessments, substance abuse assessments, and discharge planning services for the Department of Care Management. Coordinates Sub Acute Rehabilitation for patients discharged to skilled nursing facilities. Evaluates patient(s) in the emergency room and determines if in-patient will require psychiatric hospitalization at local psychiatric hospitals (Havenwyck, Henry Ford, Beaumont Royal Oak, etc.) Provides supportive counseling utilizing a variety of treatment modalities for patients adjusting to grief and loss and/or adjusting to being hospitalized. Collaborates with Palliative Care and Hospice coordinators to assist family's with end of life planning.				
Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Mt Pleasant Public Schools School Social Worker		720 N. Kinney Ave. Mount Pleasant, MI 48858 989-560-4345		Brenda Epple 989-560-4345 Bepple@mtpleasant.edzone.net	
Date From - Date To:	-	Full or Part Time:	Full	Last Annual Salary:	45,000
Reason for Leaving:	Hired by Beaumont Hospital--Grosse Pointe				
Responsibilities/Accomplishments at this Position	Provided Social Worker services throughout the District. Member of the Centralized Evaluation Team for ASD / EI certifications. Participated in a Professional Learning Community and facilitated Professional Development for Response to Intervention School Wide Positive Behavior Interventions and Supports. Implemented evidenced based RTI behavior intervention programming. Provided direct social work services (counseling) to a caseload of 35 + special education students.				
Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Gratiot Isabella Regional Service District (ISD) School Social Worker		720 N. Kinney Mt. Pleasant, MI 48858 989-773-6956		Kathy Stevenson (989) 773-6957	
Date From - Date To:	-	Full or Part Time:	Sub	Last Annual Salary:	Contractual
Reason for Leaving:	Contractual Position Ending				
Responsibilities/Accomplishments at this Position	<ul style="list-style-type: none"> ~ Provides contractual Social Work Services to an assigned caseload in schools located within the Gratiot Isabella Regional Service District: Kinney Day Treatment/Mt. Pleasant, Ashley Elementary/Ashley, Morey PSA/Shepherd, and the Moderately Cognitively Impaired (MOCI) & Deaf and Hard of Hearing program(s) in St. Louis / Alma. ~ As a school-based medical service provider a SSW provides: Psychotherapy/Therapeutic Counseling that complies with established Medicaid billing procedures and/ or IEP service time requirements. ~ Performs casework service with individual students to correct personal, social, or maladjustments related to their educational and social progress. ~ Coordinates or serves as a member of diagnostic teams and educational planning and placement committees and provides biological, psychological, and sociological assessment information related to the planning for students with identified concerns. 				

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Experience Continued

Responsibilities/ Accomplishments at this Position continued...

^c1c Consults and collaborates with other school personnel in gathering and giving information, and in planning for respective roles in the modification of student behavior.
 ^c1c Performs casework service with parents as an integral part of helping students by increasing their understanding of how to constructively participate in resolving student problem(s), and with sharing of own knowledge of appropriate available resources.

Previous Position Held	Employer Contact Information	Supervisor/Reference Contact Information
Hazel Park Schools School Social Worker	22770 Highland Avenue Hazel Park, Mi 48030 248 658-2300	Donald Badeczewski 248-219-5627 donbad1@gmail.com
Date From - Date To:	Full or Part Time: Full	Last Annual Salary: 54,474

Reason for Leaving: POSITION ELIMINATED

Responsibilities/ Accomplishments at this Position

School Social Worker, HAZEL PARK JUNIOR HIGH SCHOOL
 School District for the City of Hazel Park
 FULLY APPROVED BY THE MI DEPT OF EDUCATION & LICENSED BY THE MI DEPT OF COMMUNITY HEALTH/ BRD OF SOCIAL WORK**
 Sept 2006-June 2010
 School Social Worker (Clinical) SEPT 09--PRESENT

^c1c Administers Social Work services to an assigned caseload of 30-35 special education students at the district's Junior High School. The school has a population of 700 students and is ethnically diverse and economically challenged.

^c1c Proficient in chairing/attending MET /IEPC Meeting(s) and/or (MDR) Manifestation Determination Review Hearing(s) that ensures compliance with Special Education Law.

^c1c Administers and interprets Diagnostic Instruments and performs Social Work Evaluations with families which aides the IEPC committee in determining appropriate educational programs for students with behavioral and educational disabilities.

^c1c Conducts student observations and develops Functional Assessment Behavior Intervention Plans for students with severe emotional, psychiatric, and behavior problems utilizing the concepts of Positive Behavior Support & Behavioral Child Therapy

^c1c Refers children, youth, and families to school based assistance programs and/or community resource providers.

^c1c Analyzes School Wide Information System (SWIS) discipline data on an on-going systematic schedule. Developed and implemented the HPJHS 6-7th grade suspension/detention reduction intervention program called the "Patriot Program". The Patriot Program is reward system program that utilizes the principals of Positive Behavior Support (PBS). The intervention program currently is providing services to up to 21 at Risk Students (general and special education students).

^c1c Responds to Crisis Situations within the school and intervenes appropriate action plans in accordance with school policy.

^c1c Complies with Medicaid Billing Procedures and maintains accurate records of social work services provided.

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School Social Worker/THERAPIST, Edison-MAX Day Treatment CENTER PROGRAM
 School District for the City of Hazel Park

Sept 2006-June 2009
 The Edison Multidisciplinary Alternative Experience (M.A.X.) Program is one of three Day Treatment Center programs for emotionally impaired students in Oakland County. The purpose of day treatment is to offer a psychoeducational milieu for students whose degree of impairment is so severe that the local school districts programming is unable to meet the individual student needs. The programs foster positive growth in social and emotional behaviors and are directed toward successful reintegration into the local district.

^c1c Responsible for an assigned caseload of 125 up to 15 Severely Emotionally Impaired (SEI) special education

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Experience Continued

Responsibilities/ Accomplishments at this Position continued...

students enrolled in the Therapeutic Day Treatment program. Ensures the coordination of the intake process of new referrals. In consultation with the Program Director and the Consulting Child Psychiatrist determined the appropriateness and placement of referral(s) into the program(s): Elementary, Junior High, or High School.

- ^☑☑☑ Convened/chaired entrance and transition IEP^☑☑☑ with the referring district and provided follow up consultation as needed to include and agreement to conduct subsequent IEP^☑☑☑ /MET / MDR meetings for the sending district.
- ^☑☑☑ Responded to Crisis Situations and employed emergency Crisis Intervention techniques approved by the MDE and the Crisis Prevention Institute (CPI) to include emergency Physical Restraint and or Seclusion.
- ^☑☑☑ Provided 60 minutes of Therapeutic Counseling per week and 40 minutes of Evidenced Based social skills training daily to an assigned caseload of between 10-15 students.
- ^☑☑☑ Conducted student observations and developed Functional Assessment Behavior Intervention Plans for students with severe emotional, psychiatric, and behavior problems.
- ^☑☑☑ Refers clients as necessary for Psvchiatric Evaluations, In-patient /Out-patient Psychiatric Care, and/or medication evaluations.

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Alpha Family Counseling, P.C. Mental Health Therapist		P.O. BOX 34556, MI 48331 Farmington Hills, Mi 48331 248-882-0225		Ian Lloyd 248-882-0225 illoyd71@gmail.com	
Date From - Date To:	02/2006 - 09/2006	Full or Part Time:	Full	Last Annual Salary:	\$50,000+
Reason for Leaving:	Accepted School Social Worker position with HP Schools				
Responsibilities/ Accomplishments at this Position	<p>COURT ORDERED OAKLAND / WAYNE COUNTY (CHILD ABUSE CASES)</p> <ul style="list-style-type: none"> ^☑☑☑ Provided Court Ordered Home-based Therapeutic Counseling in Wayne and Oakland Counties for the Michigan Department of Human Services Children and Family Services Division for Child Welfare Cases (Child Abuse) COURT REPORTS EVERY 90 DAYS ^☑☑☑ Conducts comprehensive written Initial Assessments of Families and Individuals that includes: <ul style="list-style-type: none"> A. Functional Assessment of Psychosocial Problem Areas Rating Scale B. Global Assessment of Functioning Scale (GAF) C. Client Strengths, Needs, and Clinical Impressions D. DSM-IV-TR preliminary diagnoses ^☑☑☑ Develops individualized Treatment Plans for a range of clinical problems that are found with families referred for child abuse/ neglect. ^☑☑☑ Utilizes both Strategic and Solution-Focused treatment techniques, as well as traditional treatment modalities of cognitive-behavioral, psychodynamic and play therapy. ^☑☑☑ Conducts In-Home weekly therapeutic counseling sessions with clients to facilitate progress towards treatment plan goals. ^☑☑☑ Refers clients as necessary for Psychiatric Evaluations, Residential Psychiatric Care, and/or medication evaluations. 				

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Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
U.S. Department of Justice, Federal Bureau of Prisons Federal Law Enforcement / Corrections Officer		Available Upon Request Seattle-Tacoma (SEATAC), WA Available Upon Request		Available Upon Request	
Date From - Date To:	04/2001 - 09/2002	Full or Part Time:	Full	Last Annual Salary:	\$35,000
Reason for Leaving:	To Attend school full-time at the University of Washington				
Responsibilities/Accomplishments at this Position	<p>RESIDENTIAL EXPERIENCE / FEDERAL LAW ENFORCEMENT 2000-2002 Corrections Officer/U.S Department of Justice Federal Detention Center Seattle, WA</p> <ul style="list-style-type: none"> ^☒ Attended the Bureau of Prison Staff Training Academy at the Federal Law Enforcement Training Center [Glynco, Georgia] (180 hours) ^☒ Received and in-depth introduction to human behavior in a controlled environment. Specifically techniques to deescalate aggressive behavior, mental illness awareness, and instruction on the warning signs of suicide and steps for intervention. ^☒ Responsible for the accountability, safety, and security of residents of all custody levels assigned to a Federal Detention Center serving as both a supervisor and counselor of inmates. ^☒ Provided case management services to the prison medical dept. by reporting difficulties in physical functioning and ensured the daily delivery of the residents prescribed medication. ^☒ Assisted the Prison Psychologist(s) in the Diagnostic Assessments of individual resident(s) presenting level of social functioning and on-going adaptation to the controlled environment. ^☒ Monitored residents assigned to ^☒ Suicide Watch ^☒ and completed required documentation of the individuals presenting behavior(s) and affect regulation. ^☒ Supervised correctional programs that sought a balanced approach to the concepts of deterrence and rehabilitation through the application of an intensive token economy intervention. 				

Employee Verification

Please enter your Employee Id Number

What's your current location?

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Student Teaching

	First	Second
School	Royal Oak Schools	
Location		
School Phone #		
School Year		
Grade Level(s)/ Subject Area(s) Taught		
Name and Phone of Cooperating Teacher		
Name and Phone of Additional Cooperating Teacher		
Name and Phone of University Supervising Contact		
Academic Grade Received		

Education

Please tell us about your educational background beginning with the most recent.

High School Attended: Hazel Park High School
Graduation Status: H.S. Diploma

Colleges, Universities and Technical Schools Attended:

Name and location	Dates Attended: From - To	Major area of study and number of semester hours	Minor area of study and number of semester hours	Degree	Date Conferred or Expected
University of Michigan, Ann Arbor, Michigan	08/2004 08/2005	Clinical Social Work Hrs:	School Social Work Certification Hrs:	MSW	08/2005
University of Washington, Tacoma, Washington	09/2002 06/2004	Social Welfare Hrs:	Hrs:	BA	

	Undergraduate	Graduate
Overall GPA	3.53/4	3.5/4
Major GPA	3.3/4	3.5/4
Highest Degree Attained	Number of graduate hours beyond your highest degree:	Grad Program Of Study
MA/MS/etc.	15	Master of Social Work

List honors, awards or distinctions you have earned:

- Master of Social Work Degree Awarded August 2005
- 2/17/10 Passed the Michigan Clinical Examination for the Association of Social Work Boards
- Clinical Social Work Degree/ Concentration: Interpersonal Practice with Children and Youth in Families and Society School Social Worker Certificate (University/College Code #002325)
- 2004 Recipient of the Eleanor Cranefield Scholarship for demonstrated outstanding potential for Interpersonal Practice
- Developed skills for Grant Writing and Program Evaluation
- Michigan Dept. of Health, Master Social Worker License (# 6801085738)
- MDE School Social Worker **Full Approval Granted**
- Certified by the Crisis Prevention Institute in Non-Violent Crisis Intervention

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Extracurricular Activities

Athletic	Baseball	Football	Wrestling	
Club	Intramurals	Ski Club	Special Olympics	Student Congress

Please provide more details regarding your experience or interest in your selected extra curricular activities. For instance, provide details on any experience as a participant at the high school or college level or as a director, coach, supervisor, or sponsor.

- ^☑☑2008/09 HP JUNIOR HIGH SCHOOL ASSISTANT WRESTLING COACH
- ^☑☑2007/08 HP JUNIOR HIGH SCHOOL ASSISTANT WRESTLING COACH
- ^☑☑2005/06 Hazel Park High School Volunteer Wrestling Coach
- ^☑☑2005/06 Caesar Chavez High School volunteer wrestling coach
- ^☑☑1996/00 U.S. Army Wrestler, Team Fort Lewis Washington
- ^☑☑1996 Hazel Park High School Varsity Wrestling Captain
- ^☑☑1996 Wrestling Individual State Qualifier 171lbs
- ^☑☑1996 Placed 4th in Oakland County Individual Tournament @ 171lbs
- ^☑☑1995 Member of the HPHS State Qualifying Wrestling Team
- ^☑☑OVER 20+ YEARS OF Wrestling Experience

Certification

Do you hold National Board for Professional Teaching Standards certification? **No**

Do you hold or anticipate a Michigan certificate? **Certificate is held**
Michigan Certification System **Look-Up**

Type	Certificate Number	Expiration Date	Status
Social Worker (,)	6801085738	4/30/2014	Current
Social Worker (,)	School Social Work Certificate 00235	June 2017	Current

Please list any other endorsements and/or verifications documented on your certificate(s):

^☑☑Michigan Dept. of Health, Master^☑☑ Social Worker License (# 6801085738) ^☑☑MDE School Social Worker **Full Approval Granted**

Do you hold a current out-of-state certificate? No

State	Type	Certificate Number	Expiration Date	Current?
			mm/dd/yyyy	

List your out-of-state certified teaching/administration fields:

Statement

SSS1. Please explain how your past personal and professional experience make you a quality candidate for the position for which you are applying.

I believe that my past personal and professional experience will make me stand out as a quality candidate for the posted School Social Worker position. Growing up as a child and attending school through high school completion in Oakland County provides first-hand knowledge of both the challenges our students face and the benefits of a quality world-class education.

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Question Continued

It is my belief that a quality education is the most powerful strategy to positively influence society and this is the reason for my strong passion to work with school aged children in public schools. I owe a debt of gratitude to the amazing educators that taught me to reach for goals, dreams, and opportunities which led to my decision to join the military and go on to compete academically from coast to coast. Serving honorably in the active duty U.S. Army demonstrates both an ability to work collaboratively with peers and the discipline to follow through to complete tasks assigned to me. As a first generation college graduate, I feel privileged to be afforded the opportunity to inspire children and youth to envision goals and dreams by identifying and removing barriers to learning.

Please note, in addition to being licensed to practice clinical social work independently for the State of Michigan. I have over 8 years of experience working in public schools in the capacity of school social worker and have attained full approval by the Michigan Department of Education. I would like to highlight the following knowledge skills and abilities that make me highly qualified for the posted School Social Work position:

- (1) Fully approved by the MDE and Highly Qualified to provide an advanced level of clinical expertise to special education students and their families
- (2) Working knowledge of the Academic & Behavioral RtI model(s) and Special Education Law
- (3) Completed all State Wide Autism Resources and Training /START modules: [CET, Ed Strategies & Peer to Peer supports]
- (4) Special Education eligibility procedures and Multidisciplinary Evaluation(s) EI & ASD
- (5) Functional Assessment Behavior Intervention Plans & Positive Behavior Interventions & Supports
- (6) MDE Special Education discipline procedures for students with IEP's & Manifestation Determination Review Hearings
- (7) District wide member of the Critical Incident Stress Debrief Team

In closing, I look forward to the opportunity to meet with you and answer any questions you may have regarding my qualifications or background.

Sincerely,

Ian Lloyd
LMSW, School Social Worker
Medical Social Worker
illoyd71@gmail.com
248-882-0225

Statement

PPS1. Describe the skills or attributes you believe are necessary to be outstanding when working in student support services.

When working in Student Services, I believe it is necessary to be fair, firm, and consistent with students while attending to differences and addressing individual needs. My philosophy as a school social worker is one that attempts to roll up my sleeves with the aim of meeting the student / family "where they are" while lending them a hand with unconditional positive regard. Finally, it is necessary to problem solve collaboratively within a Multidisciplinary Team context to provide students with the highest level of student support service.

PPS2. How would you address a wide range of issues in your groups?

A solution focused developmental group is proposed to address a wide range of issues for students receiving Social Work services. Student(s) will develop relationships and improve social skills within the Social Work group by attending group 1-4 x's per week during lunch. Each session potential Identified Areas of Concern will be followed up with the individual student by this School Social Worker and the RtI team. An individualized Functional Assessment Behavior Intervention Plan may be deemed appropriate utilizing positive behavior interventions and supports outlined in the Michigan Department of Education publication. The identified behaviors of concern [IEP goals] & Behavior Intervention Plan would be implemented, progress monitored, and adjusted as needed to ensure response to intervention:

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Question Continued

a. Each 20 min session individual members will share how they are feelings during check-in time.

b. Each session group members will be encouraged to respond emphatically and offer support to each other to foster friendship making skills.

c. Each session Guided Group Interaction (GGI) techniques will be employed by the facilitator and the following topics will be taught and encouraged: Respect, Responsibility, Cooperation, Conflict Resolution, Self Esteem and Disability Awareness, and strategies for managing Anger.

d. Each session potential Identified Areas of Concern will be followed up with the individual student by this School Social Worker and the RtI team. An individual Functional Assessment Behavior Intervention Plan may be deemed appropriate utilizing positive behavior interventions and supports outlined in the Michigan Department of Education publication. The identified behaviors of concern & Behavior Intervention Plan would be implemented progress monitored and adjusted as needed to ensure response to intervention. Parental participation and approval in the development and implementation is a vital requisite.

Language Skills

Do you know any language other than English? No

Professional References

	Reference 1	Reference 2
Name:	Kathy Stevenson	Donald Badaczewski
School/Org:	Gratiot Isabella Regional Service District (ISD)	School District of the City of Ferndale (Oakland County)
Current Position:	Supervisor of Special Services	Director of Special Education
Home Phone:		(248) 219-5627
Cell Phone:	(989) 773-6956	(248) 219-5627
Work Phone:		
Mailing Address:	Kinney Programs 720 N Kinney Mt Pleasant, Mi 48858	1043 Kensington Grosse Pointe Park, Mi. 48230
Email:		donbad1@gmail.com
Relationship to Candidate:	Supervisor	Previous Director of Special Education Hazel Park from 2006-2009**
Years Known:	.5	6
	Reference 3	Reference 4
Name:	MaryAnn Ochab	Doris Daniels
School/Org:	City of Hazel Park School District	Hazel Park / Edison M.A.X. Day Treatment
Current Position:	Assistant Principal	School Social Worker / Therapist
Home Phone:		none
Cell Phone:	(248) 444-6175	(248) 884-0549
Work Phone:		(248) 454-0626
Mailing Address:	38633 Greenbrook Ct Farmington Hills, Mi. 48331	2009 East Spinning Wheel Bloomfield Hills, Mi. 48304
Email:	MaryAnn.Ochab@hazelpark.k12.mi.us	Doris.Daniels@hazelpark.k12.mi.us
Relationship to Candidate:	Direct Supervisor	Clinical Supervisor / Mentor
Years Known:	4	5

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Professional References cont.

	Reference 5	
Name:	Edward Klouboucher	
School/Org:	Member of the Michigan Board of Psychology	
Current Position:	City Manager of the City of Hazel Park	
Home Phone:	(248) 546-4060	
Cell Phone:	(248) 521-4563	
Work Phone:		
Mailing Address:	111 East Nine Mile Road Hazel Park, Mi 48030	
Email:	eklobucher@hazelpark.org	
Relationship to Candidate:	Professional	
Years Known:	20+	

Additional Information

List any additional information which will help in determining your professional qualifications for a position.

I am an honorably discharged active duty veteran of the United States ARMY 1996-2000.

Currently enrolled in the University of Michigan School of Social Work Integrated Behavioral Health in Primary Care Graduate School certificate program.

Additional Info. (cont.)

Contract Status

* Are you currently under contract?

Yes

If Yes, which district?

Beaumont Hospital Grosse Pointe

If Yes, when does it expire?

2-4 weeks notice

When may your present employer be contacted?

After interview

Professional Status

* Have you obtained tenure status in any other School District?

No

If Yes, where?

When?

* Have you ever been denied tenure?

No

If Yes, explain:

* Have you ever had a teaching certificate or teaching license revoked or suspended?

No

If Yes, explain:

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Additional Info. (cont.) continued

* Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment? No

If Yes, explain:

* Can you perform all the essential job function(s) of the position(s) for which you are applying, with or without reasonable accommodation? Yes

List any accommodations:

Referrals

How did you hear about employment with us?

OHRC Website

Novi - Relationship to Current Novi Employees

* Are you related to anyone currently employed with Novi Community School District?

If yes, please identify who you are related to and state your relationship.

Equal Opportunity Employer

Each school district in the Oakland Human Resources Consortium is an Equal Opportunity Employer. Each school district ensures employment opportunities regardless of race, creed, sex, color, national origin, religion, age or handicap. Any individual needing assistance in making an application for any vacancy should contact the Human Resources/Personnel Office in the school district with the vacancy.

Legal Information

Please Note: Applicants are not obligated to disclose sealed or expunged records of conviction or arrest.

* Are you eligible to work in the United States? Yes

* Have you ever been convicted of a criminal offense other than a minor traffic violation? No

If yes, explain, giving dates:

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Confirmation

All applicants are advised that the making of a willfully false statement or knowing omission of any employment history on this application may constitute a Class A misdemeanor and that the information that I have provided on this application is true and complete to the best of my knowledge.

Ian S Lloyd
(agreed online)

EMPLOYMENT QUESTIONS

- * 1. During your employment in any capacity, have you ever been disciplined or suspended?
- * 2. Have you ever been evaluated less than satisfactory or unsatisfactory?
- * 3. Have you ever had a certificate or license revoked or suspended?
- * 4. Have you ever been convicted of any crime including alcohol related offenses?
- * 5. Are there any felony or criminal charges pending against you?
- * 6. Have you ever been convicted of any offense involving the sexual molestation, physical abuse, or rape of a child?
- * 7. Are you related to any Board of Education member, administrator or supervisor who is currently employed by The Lamphere Schools?

Authorization, Terms and Conditions

AUTHORIZATION/RELEASE OF INFORMATION

I hereby authorize the Employer to contact all my former and current employers, educational institutions and the other references I have provided regarding me and my performance record and work, academic and/or military experience.

I hereby authorize my current and former employers to disclose to the Employer all requested information, whether or not substantiated and whether or not included in my personnel record, including but not limited to, any information concerning any unprofessional conduct by me, and to make available to the Employer copies of all documents, whether or not maintained in my personnel record, including but not limited to, documents related to any unprofessional conduct by me.

I also hereby release the Employer and its employees and agents, and all of my former and current employers, educational institutions, and the other references I have provided, from any and all liability and damages for releasing in good faith, or using, information concerning me and my performance record and work, academic and/or military experience. I also hereby waive any right under the Bullard-Plawecki Right To Know Act, 1978 PA397, to receive written notice from the Employer or any former or current employer, that disciplinary reports, letters of reprimand, or other disciplinary action taken against me while employed, will be or have been disclosed to a third person or entity.

I also understand that the Employer may conduct or have conducted by an individual or entity of its choice, a conviction-only criminal background history search on me. I hereby consent to this search being conducted and to the disclosure of the results of that search by the individual or entity conducting the search to the Employer. I further hereby release the individual or entity conducting the search, the Employer, and its employees and agents, from any and all liability, claims and damages, including but not limited to, claims for releasing or using any information revealed as a result of this search. I also understand and acknowledge that criminal convictions may result in disqualification from employment with the Employer or in dismissal from employment if an offer of employment has been made and accepted.

TERMS AND CONDITIONS OF EMPLOYMENT

I hereby consent to having a physical examination or test(s) conducted by a physician or other professional of the Employer's choice, including but not limited to drug and/or alcohol testing, and understand that any offer of employment is conditioned upon the results of this examination(s) and/or test(s).

Oakland Human Resources Consortium Online Application

Lloyd, Ian - SC: 65% | TC: 13% - AppNo: 65098

Date Submitted: 9/17/2014

If I am employed, I understand that additional personal data will be required for determination of benefit eligibility and for statistical purposes.

I will abide by all policies, rules and regulations, as amended from time to time of the Employer.

CERTIFICATION OF INFORMATION

I certify that the facts set forth in this Application of Employment, in my resume and in the other materials I have submitted are true and complete. I understand that any false, misleading or incomplete information will result in disqualification from employment with Oakland Schools (hereinafter "the Employer"), or in dismissal from employment if an offer of employment has been made and accepted

*

Date: _____

Oakland Schools complies with the American's with Disabilities (ADA) law regarding reasonable accommodations for disabled employees. Applicants requiring reasonable accommodations in order to participate in the interview process are requested to contact the Human Resources Center in order to arrange such accommodations.

Oakland Schools does not discriminate on the basis of sex, race, color, national origin, religion, height, weight, marital status, sexual orientation (subject to the limits of applicable law), age, genetic information or disability in its programs, services, activities or employment opportunities. Inquiries related to employment discrimination should be directed to the Assistant Superintendent of HR, Personnel Management and Labor Relations at 248.209.2429 2111 Pontiac Lake Road, Waterford, MI 48328-2736. For all other inquiries related to discrimination, contact the Director of Legal Affairs at 248.209.2062, 2111 Pontiac Lake Road, Waterford, MI 48328-2736.



**UNIVERSITY/COLLEGE RECOMMENDATION FOR
SCHOOL SOCIAL WORKER TEMPORARY APPROVAL
REC: SSW-310 R340.1012**

The below named individual has met all requirements and is recommended for Temporary Approval as a School Social Worker in the State of Michigan. Those requirements include a minimum of 500 hours of experience in direct social work services with children and youth during or after completion of a Masters Degree in Social Work, and course work covering the following foundational knowledge and skills for school social work practice: social work ethics, theoretical perspectives and practice models informing school social work practice, child development, history of social work in schools, regular and special education laws, psychopathology of children and youth, psychological testing, and the social work assessment and intervention process in school settings.

NAME: Ian Lloyd SSN: [REDACTED]

ADDRESS: [REDACTED], Hazel Park, MI 48030

Degree: M.S.W. Granted by: U of M Date: 8/19/05

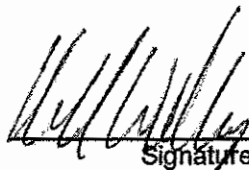
Date School Social Work Approval Requirements Completed: 10/4/2005

Effective Date of Temporary Approval: 10/14/2005 Expiration Date: 10/14/2010

University/College Granting Approval: University of Michigan, School of Social Work


University/College Code#: 002325

Michael E. Woolley
Faculty Approval Coordinator


Signature

10/14/2005
Date

Note: Temporary and Full Approval is granted through the employing school district or intermediate school district and the Michigan Department of Education.

 **UNIVERSITY OF MICHIGAN**
School of Social Work
Office of Continuing Professional Education

This certifies that

Fan S Lloyd

has attended

Web-Based Certificate in Integrated Behavioral Health and Primary Care

Saturday, December 14, 2013

The University of Michigan School of Social Work is an approved provider with the Michigan Social Work Continuing Education Collaborative, provider MICEC-0003, and is an approved provider for social work continuing education by the Association of Social Work Boards (ASWB), www.aswb.org, through the Approved Continuing Education (ACE) program, provider # 1212. The University of Michigan School of Social Work maintains responsibility for the program.

Social workers participating in this course receive:

*35 Clinical Online, 3 Macro Online, 1 Ethics Online and 1 Pain Online
continuing education clock hours.*

Adrienne Lapidus
Instructor

Ann Arbor, MI
Location

Dear Hiring Committee,

I believe that my past personal and professional experience will make me stand out as a quality candidate for the posted School Social Worker position. Growing up as a child and attending school through high school completion in Oakland County provides first hand knowledge of both the challenges our students face and the benefits of a quality world-class education.

The education I received growing up offered me the opportunity to serve in the U.S. Army, gain employment as a Corrections Officer for the Department of Justice in Seattle, and go on to compete academically coast to coast at both the University of Washington and the University of Michigan. After graduation in Aug 2005, I was contracted by the State of Michigan in Oakland County to provide Therapeutic Counseling to children removed from their parents as a result of abuse / neglect.

From 2006-2009, I worked as a SSW/ Therapist in the Edison M.A.X. Day Treatment Center program for Severely Emotionally Impaired Special Education students within Oakland County. From 2010-2013, I was employed in the Mount Pleasant Public School system near Central Michigan University. I had the opportunity to be a member of the district's RtI steering committee with the responsibility of implementing School Wide Positive Behavioral Supports & Interventions at the elementary and middle school level. Additionally, I was a member of the district's Centralized Evaluation Team for both Autism Spectrum Disorder and Emotional Impairment Multidisciplinary Evaluations while servicing a caseload of 35+ students with IEP's.

In February of 2013, due to a family emergency of my parent, I returned to the Oakland County area in the capacity of Medical Social Worker at William Beaumont Hospital in Grosse Pointe. As a Medical Social Worker in the Care Management Department, I am broadening my skill set and enhancing and strengthening my clinical experience. As a past public school employee approaching 10 years in the State of Michigan, I have come to realize the reward of serving children is the highest honor and unparalleled leading me to seek employment in an education setting.

I take pride working as a dedicated team member with aim of improving educational opportunities for students. I look forward to being a valuable asset to the children and families of your school district.

Sincerely,

Ian Lloyd
LMSW, School Social Worker
Medical Social Worker



RICK SNYDER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

June 24, 2013

Mr. James Meisinger
Hazel Park, School District of the City of
1620 EAST ELZA AVE
HAZEL PARK, MI 48030-2358

Name: Ian Lloyd
Approval Type: Full
Program Name: School Social Work
Recommended By: University of Michigan
Effective Date: 7/1/2012
School Year Issued: 2012 - 2013

To Whom It May Concern:

The Michigan Department of Education, Office of Special Education (MDE-OSE) hereby issues full approval for the above-named candidate as specified in the Michigan Administrative Rules. A candidate must hold a valid letter of approval to be employed as a school social worker in a Michigan school district.

This full approval letter is valid until the candidate discontinues employment as a school social worker for five or more consecutive years. If the full approval letter becomes invalid the candidate must seek recommendation for re-approval from their training institution of higher education.

A copy of this letter should be kept on file by the employing district for reimbursement authorized in the State School Aid Act. If there are any questions pertaining to this approval, please contact Roxanne Balfour, Michigan Department of Education, Office of Special Education at (517) 335-0468.

Sincerely,

Sheryl Diamond, Supervisor
Program Accountability Unit
Office of Special Education

cc: Ian Lloyd
Hazel Park, School District of the City of
Oakland Schools

STATE BOARD OF EDUCATION

JOHN C. AUSTIN - PRESIDENT • CASANDRA E. ULBRICH - VICE PRESIDENT
DANIEL VARNER - SECRETARY • RICHARD ZEHE - TREASURER
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KATHLEEN N. STRAUS • EILEEN LAPPIN WEISER

608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/nde • (517) 373-3324



This certificate is
awarded to

Ian Lloyd

in recognition of Five Years
of service in the
Government of the
United States of America.

June 25, 2002

W. J. Jusino

W. J. Jusino, Warden

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Academic Transcript of: **LLOYD, IAN STUART**
 STUDENT NAME

05781689 M0999
 STUDENT ID NUMBER CONTROL

UNIVERSITY OF MICHIGAN
 OFFICE OF THE REGISTRAR - ANN ARBOR, MI 48109-1382



UNIVERSITY OF MICHIGAN DEGREES AWARDED

SCHOOL/COLLEGE: SOCIAL WORK
 FIELD(S) OF SPECIALIZATION: INTERPERSONAL PRACTICE/CHILDREN & YOUTH IN FAMILIES
 AND SOCIETY
 DEGREE: MASTER OF SOCIAL WORK
 AWARDED: 19-AUG-2005

NON-UNIVERSITY OF MICHIGAN ACADEMIC EXPERIENCE

UNIV WASHINGTON WA 98195
 SEATTLE WA 98195
 BACHELOR OF ARTS AWARDED: 11-JUN-2004

PIERCE COLLEGE WA 98439
 TACOMA WA 98439

BEGINNING OF GRADUATE RECORD

Continued on next column.

Fall 2004	Social Work
HR 612	Matl Hlt Chl
HR 614	Uses Psych Testing
SOCWK 691	Adv Field Instructn
SWPS 642	S W Educ Settings
Term Total	GPA: 7.

Winter 2005	Social Work
HR 605	Child Dev&Beh
INTP 624	Inperpr-Grps
INTP 625	Child&Youth
SOCWK 691	Adv Field Instructn
SWPS 633	Ch&Y Srv Soc Pol
Term Total	GPA: 6.

Spring/Summer 2005	Social Work
CHLDY 696	Prac Child&Ych
EVAL 683	Eval In Social Work
HR 617	Death, Loss&Grief
MHS 663	Grant, Contr&Fundr
Term Total	GPA: 6.

Social Work	
Cumulative Total	GPA: 6.

END OF GRADUATE RECORD

End of Transcript
 Total Number of

ISSUED T

YOU, YOUR AGENTS, OR EMPLOYEES WILL NOT PERMIT ANY OTHER PARTY ACCESS TO THIS RECORD WITHOUT CONSENT OF
 IN ACCORDANCE WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974.
 ANY ALTERATION OR MODIFICATION OF THIS RECORD OR ANY COPY THEREOF MAY CONSTITUTE A FELONY AND/OR LEAD TO STUDENT

Certified / Non-Certified Employee Hazel Park Schools

Rev 05/16/17

Name: <u>LLOYD, IAN</u> # <u>7104</u>	
Date: <u>08.20.2018</u>	Start Date: <u>08.27.18</u>
Seniority Date: _____	

____ New Employee / Previous Employee
JH . SOCIAL WK Position

- Rec'd _____ Teaching Application
- Rec'd _____ Teaching Certificate (Notarized)
Workkeys | Assoc Degree
- ____ Official College Transcripts / Rec'd Diploma
w/Highly Qualified Report(s) REQUESTED
- Rec'd _____ Birth Certificate
- Rec'd _____ Social Security Card
- Rec'd _____ Driver's License
- Rec'd _____ Physical Examination . ASAP
- Rec'd _____ I-9 Form

- X _____ EAF - Sent to Payroll _____
- Rec'd _____ Typed Contract
- Rec'd _____ State of Michigan New Hire Reporting Form
(Faxed by SA)
- Rec'd _____ Withholding Exemption Certificates W-4
State and Federal
- Rec'd _____ Payroll Choice
- Rec'd _____ Medical Insurance Application Form(s) WILL
M.E.S.S.A. Choices / New 2017 Choices BEFORE
ABC / | Priority HMO / PPO | In Lieu BY
M.E.S.S.A. Pak B ONLY | Cigna Life 08/24/18
- Rec'd _____ Ethnicity/Race Informational Form
- Rec'd _____ Direct Deposit
- ____ Create Medical File
- ____ Create Employee on AESOP

____ Finger Prints <input type="checkbox"/> Livescan w/waiver	
sent _____	rec'd _____
____ Unprofessional Conduct (Employee / Employer)	
sent _____	rec'd _____

- ____ Requested Computation from D. Romzek
- ____ Computation Grid Attached to EAF
- ____ Send Letter/E-mail to Union,
President and Membership Chair
- ____ ID Badge

- Information Given to New Employee:
- New Teacher New Teacher Academy Attendance
 - Union Contract Book and MOU
 - Personal E-mail
 - Univeral Availability Notice
 - General District Information:
 1. Injury on the Job
 2. Reproductive Health / Reporting Abuse/Neglect | SIGN STATEMENT
 3. Employee Self Service (ESS) Rec'd
 4. Aesop
 5. Sick Bank Donation

Michigan Public School Retirement Member
Information Form - Bussines Office 01/2016

Personnel Screens		Payroll Screens	
Initials	Screens:	Initials	Screens:
	EMP		LCD
	EPM		CERT
	PAYM		
	LONG		
	OCHK		
	OVER		
	PPRT		

- Retirement Verification
- Employee # _____

“Like” _____
 145
 School(s) _____



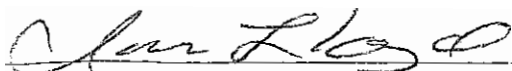
Have a hand in protecting children.

Mandated Reporters' Resource Guide

Contact the Children's Protective Services Program Office for questions at (517) 335-3704.

Child Abuse and Neglect Statement

1. *I am fully aware that abuse and neglect of children is against the law.*
2. *I have been informed of the district's policies on child abuse and neglect.*
3. *I understand that school district employees are mandated by law to report abuse and neglect.*


Employee Signature

146

Date:

8-20-18



Ford Administration

Kristy Schlak, Director of Human Resources, kristy.schlak@myhpsd.org
1620 E. Elza Ave., Hazel Park, MI 48030 | 248-658-5241 | F: 248-544-5222
www.hazelparkschools.org

To: Dr. Amy Kruppe, Superintendent
From: Kristy Schlak
Director of Human Resources
Date: September 13, 2022
Re: Additional IUOE employee at Ford Admin Office

We are seeking approval for the immediate hire of a full-time union position within IUOE as a Receptionist/File Clerk. Given the amount of paperwork that needs to be filed in HR and Special education on a regular basis along with the need to keep files updated with inactive employees and students being pulled and moved in an appropriate manner we feel the need is warranted to add this position.

In addition, the amount of phone calls and visitors that are coming into the front office daily, we feel the additional help will increase our ability to serve our community.

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

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

We respectfully request the approval of a full-time receptionist/File Clerk for the 2022-2023 school year at approximately \$29,473.60 over the 240 work days / 12 month period.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent





Job Description:

Receptionist/File Clerk Ford Administration Office

QUALIFICATIONS

Applicants Should:

- Have earned a high school diploma or equivalent
- Have excellent Typing/clerical/office machine skills
- Have excellent Computer/data entry skills and experience
- Have good communication/telephone skills
- Have good public relation skills
- Have a good attendance record
- Be able to work with minimal direction
- Be able to work around interruptions
- Be able to work with a variety of backgrounds
- Be able to maintain confidentiality of work-related information

RESPONSIBILITIES

- Sort mail for Ford Administration, organize and update mail boxes
- Assist in opening of Ford Administration Front office
- Assist other departments with filing (HR, Special Services, Business Office, ect.)
- Assist with Student enrollment as needed
- Assist other departments with maintaining and updating records
- Prepare and monitor purchase orders
- Other duties as they may be assigned by program administrator(s)



Ford Administration

Kristy Schlak, Director of Human Resources, kristy.schlak@myhpsd.org
1620 E. Elza Ave., Hazel Park, MI 48030 | 248-658-5241 | F: 248-544-5222
www.hazelparkschools.org

To: Dr. Amy Kruppe, Superintendent
From: Kristy Schlak
Director of Human Resources
Date: September 13, 2022
Re: Additional AFSCME employees for the 2022-2023 School Year

We are seeking approval for the immediate hire of 2 full-time union positions within AFSCME as Plumber and HVAC Technician. Given the age of our buildings and need for these skill sets on our Maintenance team we feel these positions will be a great asset to our district.

Further, with the addition of these positions we will be able to save on labor costs from contracting outside companies for these types of repairs and maintenance.

Our union contract for a Master Maintenance Position at the hourly rate of \$24.90 per hour, working 8 hours per day with a 30-minute unpaid lunch Monday thru Friday from 6:30am to 3:00pm.

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

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

We respectfully request the approval for 2 full-time positions for Master Maintenance for the 2022-2023 School Year at approximately \$51,783.95 over the 240 work days / 12-month period each.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent





Job Description:

SKILLED MAINTENANCE EMPLOYEES - PLUMBER & HVAC TECHNICIAN:

- a. Shall have at least a high school diploma.
- b. Shall pass a physical examination by the school physician/clinic or a physician authorized to practice medicine under the laws of the State.
- c. Have a minimum of three years' experience and demonstrated ability in the skilled area for which application is made.
- d. Have or be eligible for a Journeyman's card in the skilled area for which application is made. Preferential consideration shall be given to applicants who possess certificates, education or other evidence of training and qualification and/or prior work experience in the skilled maintenance fields.

Selection:

- a. Shall be screened and interviewed by Central Office administrative personnel.
- b. Shall be approved by the Board of Education upon the recommendation of the Superintendent of Schools.
- c. Assignments shall be made by the Supervisor of Custodial and Maintenance Services.

Duties:

It is the function of these employees to maintain the buildings, grounds and equipment in such condition that the needs of pupils and the school program may be met.

- a. Keep buildings and grounds operating in a safe and efficient manner.
- b. Make major repairs to the buildings, grounds and equipment and report needs for outside contractor assistance to the Supervisor of Custodial and Maintenance Services,
- c. Carry out such other activities as requested by the Supervisor of Custodial and Maintenance Services in order to create the best possible conditions for the programs in the school.
- d. Skilled Maintenance employees shall be directed in the performance of their daily assignments by the Supervisor of Custodial and Maintenance Services.
- e. Maintain a work schedule established by the Supervisor of Custodial and Maintenance Services.
- f. In the absence of immediate administrative direction, act in the best interests of the students and the school district.
- g. Deal with teachers, pupils, parents and the public with friendliness, tact and poise.
- h. Perform other duties and assignments as may be directed by the Supervisor of Custodial and Maintenance Services.



Plumber Job Responsibilities:

- Install, repair, and maintain pipes, valves, fittings, drainage systems, and fixtures in commercial and residential structures.
- Collaborate with general contractors, electricians, and other construction professionals. Follow building plans and blueprints.
- Respond to, diagnose, and resolve plumbing emergencies.
- Perform routine inspections of plumbing and drainage systems.
- Light construction, carpentry, painting, plastering, flooring, ceiling and electrical work as required.
- Prepare bids, budgets, and cost estimates.
- Keep accurate records of time spent working, description of work performed and materials used.

Plumber Qualifications / Skills:

- Skilled in the use of hand and power tools used in the plumbing trade.
- Knowledge of building codes, safety regulations, and safety practices.
- Ability to read and follow blueprints and rough drawings.
- Familiarity with PVC, CPVC, PEX, cast iron, and copper.
- Effective oral communication and interpersonal skills.
- Ability to complete projects unsupervised and unassisted.
- Excellent problem-solving skills.
- Attention to detail and ability to perform multiple tasks simultaneously.
- Proficiency in basic mathematics and conversion of measurements.

Education and Experience Requirements:

- High school diploma or GED certificate
- State plumbing license
- 1-3 years' experience as a journeyman plumber or similar experience with the ability to receive you Journeyman's card.
- Valid driver's license and a clean driving record.

HVAC Maintenance Worker Job Responsibilities:

- Inspect the building and equipment at each school
- Handles necessary repairs and maintenance.
- Installs equipment and
- Follows local and state building codes.
- Complies with all safety regulations.
- Keeps a maintenance log for units
- Reports any issues to the Supervisor of Custodial and Maintenance. Responds to repair and maintenance requests in a timely fashion. Loads and unloads equipment and tools into work vehicles if needed. Follows written and verbal instructions from the Supervisor of Custodial and Maintenance Collaborates with the maintenance team and contractors as needed.



- Reads and follows manuals, blueprints, and other written instructions.
- Uses equipment, including power tools, hand tools, electric tools, and plumbing tools.

HVAC Maintenance Worker Qualifications and Skills:

- Handles the physical demands of the job, including standing, bending, pulling, pushing, climbing, and lifting at least 50 pounds.
- Communicates effectively.
- Collaborates with maintenance coworkers, Custodians, administrator's teacher, other staff and contractors.

HVAC Maintenance Worker Education and Experience Requirements:

- Several years of experience in the HVAC field with hands-on experience troubleshooting unit issues and maintenance programs.
- At least one year of other building maintenance, construction, plumbing, or electrician experience is strongly preferred, but not required.
- Completion of an accredited course or degree post secondary.
- A certification in building HVAC systems/maintenance.
- Must have a driver's license and a clean driving record.



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

To: Hazel Park Board of Education
From: Amy Kruppe, Superintendent
Jason Zirnig, Assistant Superintendent of Business and Operations
Subject: OHLSA Leasa
Date: 9/14/2022

Funding Source:

General Fund Revenue

The District has been hosting Oakland Livingston Human Services Agency for multiple years. They are requesting a lease renewal for the upcoming year. The new lease encompasses a request to add rooms to increase the available space for the program's expansion. He previous lease was for \$20,000, with the addition of the two rooms we have negotiated an additional \$4,000 for the annual lease cost. Custodial services are also being charged to OLHSA in the \$8,224.

We are asking the Board to approve the contract as presented.

Strategic Goal Alignment

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

Recommendation

We are asking the Board to approve the contract as presented. Generating revenue for the District in the amount of \$32,224.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent



LEASE AGREEMENT

THIS LEASE is made and entered as of the 1st day of August 2021 and between **Hazel Park Schools**, a Michigan municipal corporation, whose address is **1620 E. Elza Ave., Hazel Park, MI 48030** (hereinafter referred to as "Landlord"), and **THE OAKLAND LIVINGSTON HUMAN SERVICE AGENCY**, a Michigan non-profit corporation, whose address is **196 Cesar E. Chavez, Pontiac, Michigan 48343-0598** (hereinafter referred to as "Tenant").

RECITALS

- A. The Oakland Livingston Human Service Agency provides services in Oakland and Livingston Counties including the administration and operation of a program commonly known as the "Head Start Program" The purpose of said Program is to provide early childhood education with a goal of increasing the preparedness of children to enter school.
- B. The Oakland Livingston Human Service Agency desires to lease from the Landlord three **(5) classrooms and 1 (one) office within Webster Early Childhood Center, measured at approximately 3,496 square feet** (the "Leased Premises") for its Head Start Program. Hazel Park School District desires to lease the Leased Premises to the Oakland Livingston Human Service Agency for such purpose, and acknowledges that it will derive a benefit from the Oakland Livingston Human Service Agency's occupation of the Leased Premises.
- C. The parties acknowledge that the Head Start Program may require an "in kind contribution by the Landlord in order to qualify for the Federal Grant. Notwithstanding the above, the value of this Lease Agreement to the Tenant qualifies for such "in kind contribution."

NOW, THEREFORE, IN CONSIDERATION OF THE FOREGOING AND THE MUTUAL COVENANTS SET FORTH HEREIN, THE PARTIES HERETO AGREE AS FOLLOWS:

1. Leased Premises: Landlord hereby leases to Tenant and Tenant hires from Landlord the Leased Premises consisting of three **(3) classrooms and 1 (one) office within Webster Early Childhood Center** or other similar square footage, which classrooms shall be designated by Landlord.
2. Term: The term of this Lease shall be for a period of one (1) year, with up to two (2) one-year renewals, as mutually agreed upon between Landlord and Tenant, **commencing on August 1, 2021 and ending on July 30, 2022**, unless extended or terminated earlier in accordance with Paragraph 29 hereof (the "Lease Term"). During the Lease Term, Landlord and Tenant agree to Tenant's

use of the Leased Premises, Monday through Friday, between the hours of 7:00 a.m. and 5:00 p.m.

3. Rent: In consideration of the foregoing and the mutual covenants contained herein) **Tenant shall pay Landlord \$20,000.00 as annual rent for the leased premises for the annual period of August 1, 2019 through July 31, 2020. Payments shall be made in four quarterly payments of \$5,000.00 on or before September 30, December 31, March 31 and June 30 of each lease year.** If this Lease is extended pursuant to Paragraph 29 hereof, the parties shall mutually agree upon the Rental amount for the Leased Premises for any subsequent years of the Lease Term. Rent will be paid to the order of Landlord, in advance, without any setoffs or deductions, at Landlord's address set forth in the preface of this Lease Agreement, or at such other place as Landlord may designate in writing. Designated classrooms and related square footage are as follows:

Room 2 – 756 Square Feet

Room 5 – 810 Square Feet

Room 7 – 810 Square Feet

Room 9 – 1,120 Square Feet (provided as in-kind by Landlord)

4. Use of Premises: Tenant shall use and occupy the Leased Premises for its Head Start Program and for no other purpose(s) without the prior written consent of Landlord. Tenant shall not do or permit to be done any act of thing upon the Leased Premises that will increase the cost of casualty and liability insurance above the insurance costs normally associated with Tenant's principal activities as herein described. Tenant shall not use the Leased Premises or permit the Leased Premises to be used for the doing of any act or thing that constitutes a violation of any valid law, order or regulation of any governmental authority. Tenant shall not perform any acts or carry on any practices which may injure the building or be a nuisance and shall keep the Leased Premises under its control clean and free from rubbish and dirt at all times) and it is further agreed that in the event the Tenant shall not comply with these provisions and Landlord has given Tenant ten (10) days' prior notification of such situation, Landlord may enter upon the Leased Premises and have any said rubbish and dirt removed, in which event Tenant agrees to pay all reasonable charges that Landlord shall pay for hauling rubbish and dirt. Said charges shall be paid to Landlord by Tenant as soon as a bill is presented to Tenant and Landlord shall have the same remedy as is provided in this Lease in the event of Tenant's failure to pay.
5. Acceptance of the Leased Premises: Tenant acknowledges that it has examined the Leased Premises prior to the making of this Lease and knows the conditions

thereof. Tenant further acknowledges that no representation as to the condition or state of repairs thereof has been made by Landlord or its agents which are not herein expressed. Tenant hereby accepts the Leased Premises in its present "AS IS" condition at the date of execution of this Lease.

6. Alterations and Improvements: Tenant shall not make any alterations, additions, or improvements to the Leased Premises without Landlord's prior written consent.
7. Maintenance and Repairs: Landlord, after receiving written notice from the Tenant and having reasonable opportunity thereafter to obtain the necessary workmen therefore, agrees to keep the Leased Premises in good order and repair. Notwithstanding the above, Tenant shall be responsible for all damage to the Leased Premises caused by the negligence or willful acts of the Tenant and the Tenant's agents, representatives, employees, invitees and licensees.
8. Utilities: Landlord shall pay for the cost of all reasonable utilities supplied to the Leased Premises during the Lease Term; however, the Tenant may, at its option, arrange for its own telephone service and will assume any and all expenses for such service. Landlord shall not be responsible for any loss or interruption of utility services and Landlord hereby reserves the right, in its sole discretion, to bill the Tenant for the cost of any utilities supplied to the Leased Premises which exceed the building's current utility consumption.
9. Janitorial Services: Landlord shall furnish all reasonable janitorial services for the operation of the Leased Premises and **tenant shall pay Landlord \$8,224.75 for custodial fees per year. The annual rate is based upon an hourly rate of \$25 per hour at 1.67 hours per day, for 197 days,** Janitorial Services shall include all labor, materials, and supplies needed to provide a thorough cleaning of the classrooms under lease each day of cleaning. However, in the event the Tenant's use of the Leased Premises shall render the Leased Premises with excessive dirt and rubbish, as determined in the discretion of Landlord, the Tenant hereby agrees to reimburse Landlord for the direct additional expense that Landlord incurs in providing janitorial services to remediate such condition, including salary and/or hourly wage of its employees as well as any overtime expenses incurred and the cost of janitorial supplies. **Fees waived for 20/21 school year.**
10. Building Insurance: Landlord shall cause the building and improvements to be insured against loss or damage under a policy or policies of fire and extended coverage insurance, including "additional perils".

11. Tenant's Personal Property Insurance: Any personal property kept on the Leased Premises by Tenant shall be insured at Tenant's sole risk, and Tenant shall acquire such policy or policies of insurance thereon as Tenant in its best judgment shall determine.
12. Insurance: Tenant, at its sole cost and expense during the Lease Term, shall maintain and keep in effect commercial general liability insurance in an amount not less than One Million and 00/100 (\$1,000,000.00) Dollars for injury to or death of one person and not less than Two Million and 00/100 (\$2,000,000.00) Dollars for injury to or death of more than one person, in any one accident or occurrence. The policy or policies of such insurance shall name Landlord as an additional insured. Tenant shall deliver to Landlord a certificate of all policies procured by Tenant in compliance with its obligations hereunder, together with evidence of payment thereof, and including an endorsement which states that such insurance may not be cancelled except upon ten (10) days written notice to Landlord. Tenant may, at its option, bring its obligation to insure under this paragraph within the coverage of any so-called blanket policy or policies of insurance which it may now or hereafter carry: by appropriate amendment rider, endorsement or otherwise; provided, however that the interest of Landlord shall thereby be as fully protected as they would otherwise if this option to Tenant to use blanket policies were not permitted.
13. Indemnification: Tenant shall defend, indemnify and hold Landlord harmless from and against any and all claims, counter-claim, suits, debts, demands, actions, judgments, liens, liabilities, costs, expenses, including actual attorneys' fees and actual expert witness fees, arising out of or in connection with Tenant's use and occupancy of the Leased Premises, from the negligence of Tenant, its employees, contractors, licensees, invitees and/or from Tenant's violation of any of the terms of this Lease.
14. Insurance – Waiver of Subrogation: Landlord and Tenant hereby waive and release any right of subrogation which with of them might have against the opposite party for any loss or damage sustained to their respective property interest to the interest that such loss or damage is covered by an applicable insurance policy or policies. Such policy or policies shall contain appropriate clauses or endorsements under the terms of which the insurer waives all right of subrogation against the Landlord or the Tenant as the case may be.
15. Damage or Destruction – Fire or Other Cause: In the event of a partial destruction of the Leased Premises, the Landlord shall, as promptly as possible, unless Landlord shall elect not to rebuild, repair the same, provided such repairs can reasonably be made within ninety (90) days (or within such other period as

Landlord and Tenant may agree upon) from said destruction or damage under normal working conditions, and pursuant to applicable law, ordinances and regulations. In such case, this Lease shall not be terminated, but the rent shall be abated proportionately for such portion of said Leased Premises as are not reasonably usable during the period while repairs are being made. In the event that such repairs cannot reasonably be made within ninety (90) days' time (or such other period as Landlord and Tenant may agree upon), or in the event Landlord shall elect not to rebuild, repair the same, either party hereto at its option may terminate this Lease upon written notice to the other. In any event, the destruction of substantially all of the Leased Premises shall terminate, without the requirement of notice.

16. Environmental Warranty: Tenant represents, warrants and covenants to Landlord the following:

- A. Tenant's use of the Premises and its activities thereon shall comply with all federal, state and local laws, regulations, statutes and ordinances relative to the protection of public health, natural resources and the environment, including, but not limited to, the Hazardous Materials Transportation Act, 47 USC § 1801, *et seq.*, the Clean Water Act, 22 USC § 1317, the Resource Conservation and Recovery Act, 42 USC § 6901 *et seq.*, the Comprehensive Environmental Response Compensation and Liability Act, 42 USC § 9601, *et seq.*; and Parts 201 and 213 of the Natural Resources and Environmental Protection Act, including any amendments, and any and all regulations, rules and publications promulgated pursuant thereto (collectively referred to as "Environmental Laws").
- B. Tenant shall not generate, manufacture, refine, use, treat, store, handle, transport, remove, dispose, transfer, produce or process Hazardous Substances on the Premises. For purposes of this Lease, "Hazardous Substances" mean any hazardous, toxic or regulated substance, material or waste, including, but not limited to those substances, materials, and wastes listed in the United States Department of Transportation Hazardous Materials Table (49 CFR 172, 101) or by the Environmental Protection Agency as hazardous substances (40 CFR Part 302) and amendments thereto, or such substances, materials and wastes which are or become regulated under any applicable local, state or federal law including, without limitation, any material, waste or substance which is: (i) a flammable explosive; (ii) radioactive material; (iii) petroleum; (iv) asbestos; (v) polychlorinated biphenyls; (vi) designated as a "hazardous substance" pursuant to Section 311 of the Clean Water Act, 33 USC § 1251, *et seq.* (33 USC § 1321) or listed pursuant to Section 307 of the Clean Water Act (33 USC § 1317); (vii) defined as a "hazardous waste" pursuant to Section 1004 of the Resource Conservation and Recovery

Act, 42 USC § 901 *et seq.* (42 USC § 6903); (viii) defined as a "hazardous substance" pursuant to Section 101 of the Comprehensive Environmental Response, Compensation and Liability Act, 42 USC § 9601, *et seq.* (42 USC § 9601) and Part 201 and Part 213 of the Natural Resources and Environmental Protection Act; (ix) defined as a "regulated substance" under Subtitle I of the Resource Conservation and Recovery Act; and (x) designated by any federal, state or local governmental authority as hazardous or toxic, which such governmental authorities regulate, or otherwise control for the protection of health, safety or the environment.

- C. Tenant shall immediately and promptly notify Landlord of any federal, state, local or administrative investigation or inspection of the Premises relative to any Environmental Laws or Hazardous Substances.

17. Environmental Indemnification

- A. Tenant hereby agrees to indemnify, defend and hold harmless Landlord its successors, assigns officers and members of its Board of Education and employees, from and against any and all fines, charges, penalties, losses, costs, damages, liabilities, cleanup or response activity costs and/or expenses (including reasonable attorneys fees and actual consultants fees) incurred by Landlord as a result of any claims, demands, actions, causes of action, suits, proceedings, investigations, assessments and audits, whether of law or in equity (collectively "Claims") attributable to (i) any third party claim or demand in connection with any Hazardous Substances generated, stored, leaked, spilled, discharged, emitted, or otherwise disbursed, in, on, under, above or about the Premises by the Tenant, or violation of any Environmental Laws, from and after the date of this Lease by the Tenant; (ii) injuries sustained or other tort actions brought for Claims arising out of or related to any Hazardous Substances generated by the Tenant; (iii) the presence, disposal (including off-site disposal), escape, leakage, discharge, emission, release or threatened release of any Hazardous Substances in, on, under, above, from or about the Premises caused by the Tenant; and (iv) compliance with any administrative notice, order, request or demand relative to any Hazardous Substances on the Premises or violation of any Environmental Laws by the Tenant.
- B. Tenant's indemnification described above specifically includes, but is not limited to, the direct obligation of the Tenant to promptly perform any remedial or other activities required or ordered by any administrative agency or government official, or are otherwise necessary to avoid injury

or liability to any person or property, to prevent the spread of any pollution and/or contamination, or to permit the continued safe use of the Premises.

18. Assignment and Subletting: Tenant shall not assign, or in any manner encumber this Lease, nor any part, right, or interest thereof, nor shall Tenant let or sublet or permit any part of the Leased Premises to be used or occupied by others for any reason whatsoever, without Landlord's advance written consent, which consent is discretionary in Landlord solely. Any assignment, transfer, hypothecation, mortgage, or sub-letting without the prior written consent of Landlord shall give Landlord the right to terminate this Lease and re-enter and repossess the Leased Premises.
19. Default and Termination: If Tenant shall default in the performance of any covenant of this Lease and shall not cure such default within fifteen (15) days after written notice from Landlord specifying the default complained of (or, if such other default is of a nature that it cannot be cured within a fifteen (15) day period, and thereafter proceed diligently with the cure thereof) then in any such event Landlord may terminate this Lease at any time thereafter (before such default shall be cured) by giving written notice of the termination.

Upon termination of this Lease, Landlord may without further notice re-enter the Leased Premises and dispossess Tenant or any other occupant of the Leased Premises and remove its effects and hold the Leased Premises as if this Lease had not been made, saving and reserving to Landlord any other remedies which Landlord may have for the recovery of rent or damages due or to become due by virtue of this Lease or the breach thereof by Tenant. Should Landlord at any time permit payments of rent to be made after the time it is due, as stipulated herein, such delays shall not be construed as any waiver by Landlord of its right to have the rent for said Premises paid monthly in advance. Any failure at any time by either of the parties hereto to enforce any of the provisions of this Lease shall not be construed as a waiver of such provisions nor of such party's right to enforce the same upon any subsequent occasion or default.

20. Bankruptcy: If Tenant shall file a petition in voluntary bankruptcy or be voluntarily or involuntarily adjudicated bankrupt or insolvent, or shall make an offer of composition to its creditors, or shall make an assignment for the benefit of creditors, or shall file a petition or answer seeking reorganization or readjustment under the federal bankruptcy laws or any other law or statute of the United States or any state thereof, or if a receiver or trustee shall be appointed for Tenant or for all or a substantial part of the property of Tenant and Tenant is not released from such receiver or trustee within thirty (30) days after appointment, or if an order shall be entered approving the reorganization of Tenant or the readjustment of Tenant's debts or obligations under the federal bankruptcy laws or any other law

or statute of the United States or any state thereof, then any of such events shall be deemed to be a breach, default and anticipatory breach of this Lease. In any of such events and whenever and as often as any such failure, default, breach or anticipatory breach shall occur, the term hereof, at the option of Landlord shall cease and determine and from thenceforth it shall be lawful for Landlord to reenter into and repossess the Leased Premises situated thereon and Tenant and each and every occupant to remove and put out and to relet said Leased Premises for his own benefit; but reserving to Landlord all such rights as he may have for damages or otherwise because of said default, breach or anticipatory breach of Tenant.

21. Damages: In the event of the termination of this Lease under Paragraph 19 or any provisions of law by reason of Tenant's default hereunder, Tenant shall pay Landlord as damages sums equal to the rent which would have been payable by Tenant had this Lease not so terminated payable on the days specified in Paragraph 3, until the expiration of the full term hereby granted; provided, that Landlord shall have the duty to mitigate such damages by reletting all or any part of the Leased Premises during said period, and Landlord shall credit Tenant with the excess of the rents received from such reletting over the expenses of the termination of the Lease and of the reletting, excluding any redecoration costs.
22. Surrender of Leased Premises: Upon the expiration of the Lease Term, Tenant shall quit and surrender the Leased Premises to Landlord in good order and condition, ordinary wear and damage excepted; and subject to Paragraph 6 hereof Tenant shall remove all of its property and shall repair any damage to the building caused by such removal.
23. Mechanics' Liens: Tenant shall pay all costs for construction done by it or caused to be done by it on the Leased Premises as permitted by this Lease. Tenant shall keep the building, or improvements, and the land of which the Premises are a part) free and clear of all mechanics' liens resulting from construction done by or for Tenant.
24. Access to Leased Premises: Landlord shall have the right to enter upon the Leased Premises at all reasonable hours for the purpose of inspecting the Leased Premises, preventing waste, loss, or destruction, removing obstructions, making such repairs or obligations as are necessary to protect the Leased Premises, performing any of its duties and obligations under the terms and conditions of this Lease or to enforce any of Landlord's rights or powers under this Lease. During such entry by Landlord, the Tenant may require that its representative be present, unless such entry is necessitated by the existence of an emergency situation requiring prompt attention by Landlord: or unless Tenant shall refuse such access after reasonable notice. Except in the case of an emergency) Landlord shall give Tenant twenty-four (24) hours advance notice as

to the date and time of any proposed inspections, and Tenant shall be entitled to have an officer, director, or other employee of Tenant accompany Landlord during any such inspection. The Landlord may show the Leased Premises to prospective Tenants at any time during the last six (6) months of the Lease Term and during any period of default and/or extension of the Lease Term.

25. Compliance: Tenant shall, at its own expense, under penalty of forfeiture and damages, promptly comply with all laws, orders, regulation or ordinances of all Municipal, County, State, and Federal authorities affecting use of the Leased Premises with respect to the cleanliness, safety, occupation, and use of same.
26. Challenge: Landlord, although presently unaware of any such non-compliance, does not covenant that the Leased Premises are in compliance with applicable Municipal, County, State, and Federal laws, including, but not limited to, fire, safety, handicap, barrier free, zoning and use ordinances or laws and other governmental regulations relating to the use of the facility for the purpose intended through this Lease. Notwithstanding same, Landlord will cooperate with Tenant in sustaining its right to use the Leased Premises pursuant to this Lease in the event of an attempt by any governmental agency to prevent such use.
27. Holding Over: Any holding over by the Tenant after the expiration or termination of this Lease, without the consent of Landlord, shall be construed to be a tenancy from month to month and the rent to be paid by Tenant shall be at an amount equal to the rental required to be paid by Tenant under Paragraph 3 hereof. Acceptance by Landlord of such payments after such expiration or termination shall not constitute a renewal of this Lease. This provision shall not operate as a waiver of Landlord's right to re-entry or any other right of Landlord, and Tenant shall be a Tenant at sufferance only during the period of any such holding over without the consent of Landlord.
28. Taxes and Special Assessments: If the Leased Premises are placed on the tax assessment rolls based upon Tenant's usage, then any real estate taxes, personal property taxes and/or special assessments assessed or levied against the Leased Premises during the Lease Term shall be borne by Tenant as additional Rent.
29. Extension/Termination: Provided Tenant is not in default hereunder, this Lease may be extended by Tenant for up to two (2) one-year terms upon sixty (60) days advance written notice to Landlord of Tenant's intention to extend. Notwithstanding anything herein to the contrary, this Lease may be terminated by either party at any time and for any reason upon ninety (90) days advance written notice to the other party of such termination. Anything to the contrary notwithstanding, if at any time, Tenant fails to secure program funding, for its

Head Start Program for the Leased Premises, Tenant, at its option, may terminate this Lease upon thirty (30) days written notice to Landlord.

30. No Waiver: The failure of either party to enforce any covenant or condition of this Lease shall not be deemed a waiver thereof or of the right of either party to enforce each and every covenant and condition of this Lease. No provision of this Lease shall be deemed to have been waived unless such waiver be in writing.
31. Notices: All notices regarding this Lease are to be in writing and delivered, or mailed by first class mail postage paid, or by email, by one party to the other party at the party's respective address set forth in the preface of this Agreement. Notices which are mailed shall be deemed to have been given as of the second business day following the date of mailing.
32. Heirs and Assigns: The covenants, conditions and agreements contained in this Lease shall bind and inure to the benefit of Landlord and Tenant and their respective successors and assigns, subject to the limitation on assignment as herein contained.
33. Quiet Enjoyment: Landlord covenants and agrees with Tenant that upon Tenant paying the rent and observing and performing all the terms, covenants and conditions of Tenant's part to be performed and observed, Tenant may peaceably and quietly enjoy the Leased Premises for the full term hereof.
34. Vacation or Abandonment: In the event Tenant shall abandon or vacate the Leased Premises before the end of the term, Landlord shall have the right and duty to relet the Leased Premises for such rent and upon such terms as Landlord is able to obtain. In the event a sufficient sum is not realized by such reletting, to pay to Landlord the equivalent of the rents reserved, and other benefits due to Landlord from Tenant under the provisions of this Lease, Tenant promises and agrees to pay to Landlord the amount of such deficiency each month during the balance of such term.
35. Condemnation: If any part of the Leased Premises is taken for any public or quasi-public purpose pursuant to any power of eminent domain, or by private sale in lieu of eminent domain, either the Landlord or the Tenant may terminate this Lease, effective the date the public authority takes possession. All damages for the condemnation of the Leased Premises, or damages awarded because of the taking, shall be payable to the sole property of the Landlord.
36. Miscellaneous Provisions: The following miscellaneous provisions form a part of this Lease:

- A. Time is of the essence of each provision of this Lease.
- B. Rent and all other sums payable under this Lease must be paid in lawful money of the United States of America.
- C. The unenforceability, invalidity, or illegality of any provision shall not render the other provisions unenforceable, illegal, or invalid.
- D. This Lease shall be construed and interpreted in accordance with the laws of the State of Michigan.
- E. This Lease contains all of the agreements of the parties and cannot be amended or modified except by a written agreement.
- F. The captions of this Lease shall have no effect on its interpretation.

IN WITNESS WHEREOF, the parties have caused this Lease to be executed as of the day and year first above written.

WITNESSES:

LANDLORD:

Hazel Park School District

By: _____

Its: _____

WITNESSES:

TENANT:

OAKLAND LIVINGSTON
HUMAN SERVICE AGENCY

By: _____

Its: _____



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: Navigation 360
Date: September 15, 2022

We respectfully request the approval of the Navigation 360 training platform that will support threat assessment and suicide training. We would like to request option 2. With this option, you will have unlimited eLearning training for both threat assessment and suicide prevention along with the case manager. This option would have annual training available through a subscription so we would not have an additional cost for training members.

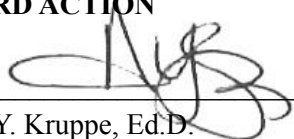
Behavioral Threat Assessment Bundle				
#	Description	Quantity	Rate	Initial Invoice
1	Case Manager + Training bundle (Level 1 NTAC Training/Suicide Prention Training/Case Manager)	2,900	\$ 3.20	\$ 9,280.00
2	NTAC Level 2 Training (One Time Fee)	1	4,500.00	\$ 4,500.00
3	Implementation Fee (Case Manager) (One Time Fee)	2,900	\$0.30	\$ 870.00
Year 1 Total w/case manager				\$14,650.00

Funding Source: The training can come out of the Title IV grant or General Fund.

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

Recommendation: That the Board of Education approve the Navigation 360 training to support threat assessment and suicide training, as presented.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**



Amy Y. Kruppe, Ed.D.
Superintendent





Amy Kruppe <amy.kruppe@myhpsd.org>

360

Michelle Schramm <mschramm@navigate360.com>
 To: Amy Kruppe <amy.kruppe@myhpsd.org>

Fri, Sep 9, 2022 at 4:38 PM

Hi Amy,

Below are two different quotes for the threat assessment training + the case manager. We offer either a one time training option or a bundled training option. I've included a few notes on each program below.

Option 1:

- This option includes the requested pricing; 60 participants will go through both Level 1 and Level 2 for NTAC Training plus the case manager which is based on your student enrollment.
- With this option, when you need additional training next year, you will need to purchase additional Level 1 training licenses.
- The renewal on this program would be for only the case manager.

Behavioral Threat Assessment			
Description	Qty	Rate	Initial Invoice
Case Manager (Threat Assessment/Suicide Screener/Mental Health)	2,900	\$ 2.20	\$ 6,380.00
One Time Fee:			
NTAC Level 1 Training (eLearning)	60	\$ 100.00	\$ 6,000.00
Onboarding/Implementation Fee	1	\$ 500.00	\$ 500.00
NTAC Level 2 Training	1	\$ 4,500.00	\$ 4,500.00
Implementation Fee (Case Manager)	2,900	\$ 0.30	\$ 870.00
Year 1 Total w/ case manager			\$ 18,250.00

Option 2:

- With this option, you will have unlimited eLearning training for both threat assessment and suicide prevention along with the case manager.
- This option would have annual training available through a subscription so you would not have an additional cost for new training members.

Behavioral Threat Assessment BUNDLE			
Description	Qty	Rate	Initial Invoice
Case Manager + Training bundle (Level 1 NTAC Training/Suicide Prevention Training/Case Manager)	2,900	\$ 3.20	\$ 9,280.00
One Time Fee:			
NTAC Level 2 Training	1	\$ 4,500.00	\$ 4,500.00
Implementation Fee (Case Manager)	2,900	\$ 0.30	\$ 870.00
		Year 1 Total w/ case manager	\$ 14,650.00

Once you decide which option works best for you, I will send over an official quote. Do you have an idea on when you'd like to get started? I will need to put a start date on the quote. If you have any additional questions, please let me know.

Thank you and have a nice weekend!
Michelle

330-636-1617

[Quoted text hidden]

Hazel Park City School District
 Enrollment Analysis
 Effective Date: 09/15/2022
 Printed: 9/15/2022 1:44 PM

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	14	EA		PH		
01611	22/23 INVEST												74	79	61	70					284	
01611 Total													74	79	61	70					284	
01616	22/23 HIGH SCHOOL												166	146	156	137					605	
01616 Total													166	146	156	137					605	
01753	22/23 HOOVER			44	49	50	47	46	45												281	
01753 Total				44	49	50	47	46	45												281	
02176	22/23 MICH CYBER ACD												28	102	106	164					400	
02176 Total													28	102	106	164					400	
02399	22/23 ALL YR JARDON			1	2		2		2	1	1		1	1		1	1			11	24	
	22/23 JARDON																			41	41	
02399 Total				1	2		2		2	1	1		1	1		1	1			52	65	
02954	22/23 VIKING VIRTUAL												4	9	46	74					133	
02954 Total													4	9	46	74					133	
04159	22/23 EDISON ELEM					1		1	2	4											8	
	22/23 EDISON HS												9	6	3	5					23	
	22/23 EDISON JHS											4	6	3							13	
	22/23 EDISON PH																			6	6	
04159 Total						1		1	2	4		4	6	3	9	6	3	5		6	50	
04259	22/23 UNITED OAKS			65	67	55	62	43	60												352	
04259 Total				65	67	55	62	43	60													352
04422	22/23 WEBSTER CHILDHD	31	43	1																1	76	
	22/23 WEBSTER ECSE/EA	5	7									1	1	1		1	2	30			48	
04422 Total		36	50	1								1	1	1		1	2	31			124	
07829	22/23 ADVANTAGE											2	3	6	7	7	19	39			83	
	22/23 ADVANTAGE ELEM			1	1		1	1	1												5	
	22/23 ADVANTAGE VIRTUAL													7	6	19	73				105	
07829 Total				1	1		1	1	1	1	2	3	6	14	13	38	112				193	
09372	22/23 JUNIOR HIGH												149	137	154						440	
09372 Total													149	137	154						440	
09429	22/23 WEBB			60	45	59	61	42	53												320	
09429 Total				60	45	59	61	42	53													320
Grand Total		36	51	173	163	166	172	136	164	157	146	165	296	356	411	564	2	31	58		3247	

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			
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

Sponsors Name	Orgnaization	Type of Fundraiser	Purpose	Beginning Date	Principal/Athletic Director Approved	Superintendent Approved	Board Shared	Amount Raised	Confirm Deposit	Verified by:
Edison School	Education PBIS special event fund	Pizza Kits	Raising funds for building wide PBIS	8/31/2022	9/30/2022	9/6/2022				
Webb Elementary	Webb PTA	Catalog fundraiser: food, kitchen wrapping paper	support student events	9/16/2022	9/26/2022	9/6/2022				
Webb Elementary	Webb	Bagels	PBIS supports	Every Tuesday		9/6/2022				
Edision /PBIS	Edison	Popcorn sale	Raise funds for PBIS	11/21/2022	12/23/2022	9/6/2022				
Edison /PBIS	Panda Express	Dinner at res. 28% funds	PBIS supports	9/2/2022	9/2/2022	9/6/2022				
Edison /PBIS	Panda Express	Dinner 28%	PBIS supports	10/28/2022	10/28/2022	9/6/2022				
HP booster	Dance Team	Movie Night Cider and Donuts		October						
HP booster	Dance Team	Park Cars for Football Game		November						
HP booster	Dance Team	Balloon and Flower Table at Home Comp		December						
HP booster	Dance Team	Bowling with Raffle Baskets		January						
HP booster	Dance Team	Mom Prom/		February						
HP booters	Dance Team	Balloon and Flower Table		March						
HP boosters	Dance Team	Garden Fresh		July						
HP booster	Band	Coffee and Popcorn	Raise funds for general account	09/12/2022	09/12/2022					