



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

Agenda

Regular Meeting

Hazel Park High School Auditorium
23400 Hughes
Hazel Park, MI 48030
May 20, 2024
5:30 PM

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

CALL TO ORDER

ROLL CALL

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (ACTION ITEM)

SPECIAL ORDER OF BUSINESS

- A. Student of the Month
- B. Athletic Recognition - Swim Team
- C. Student Recognition - Gleaners Mobile Food Bank
- D. Oakland County CTE Student of the Year
- E. Years of Service Recognition 4
- F. Junior High Representative
- G. High School Representative
- H. Advantage Representative
- I. Edison Presentation 7
- J. PBIS Presentation 24

PUBLIC COMMENT

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

CONSENT AGENDA (Action Items)

The Board of Education shall use a consent agenda to keep routine matters within a

reasonable time frame. A member of the Board may request any item to be removed from the consent agenda and defer it for more discussion and specific action.

A. <u>Approval of Minutes</u>	
1) Board Meetings	37
a. Monday, March 18, 2024 Regular Meeting Closed Session Minutes*	
b. Monday, January 22, 2024 Regular Meeting Closed Session Minutes*	
2) Committee Meetings	52
a. Monday, May 13, 2024 Committee of the Whole Closed Session Minutes*	
B. <u>Monthly Financial Reports</u>	60
C. <u>Personnel Recommendations</u>	83
D. <u>Conference Requests</u>	84
E. <u>MASSP Renewal</u>	85
F. <u>Council for Exceptional Children Renewal</u>	88
G. <u>Board Training</u>	
H. <u>MASB Renewal</u>	89
UNFINISHED BUSINESS	
A. Non-Certified Staff (Action Item)	96
B. Handbooks (Action Item)	98
C. Expense Reimbursement for NSBA 2024 Annual Conference (Action Item)	226
NEW BUSINESS	
A. L-4029 (Action Item)	227
B. Frontline Proposal (Action Item)	231
C. American Reading Core Professional Development (Action Item)	260
D. Subject.com (Action Item)	261
E. Facility Rentals (Action Item)	262
F. Doors RFP (Action Item)	270
G. Chartwells Agreement (Action Item)	271
H. Fall Sports Purchase (Action Item)	273
I. Oakland Schools ISD Board Election (Action Item)	275
J. Portrait of a Graduate (Action Item)	279
K. Freedom of Information Act (FOIA) (Informational Item)	289
L. Student Discipline (Action Item)	415
SUPERINTENDENT REPORT	
A. Enrollment	
B. Fundraisers	416
REQUESTS FOR FUTURE AGENDA ITEMS	
CALENDAR DATES	
PUBLIC COMMENT	

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

**BOARD MEMBER AND ADMINISTRATION COMMENTS
ADJOURNMENT**

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

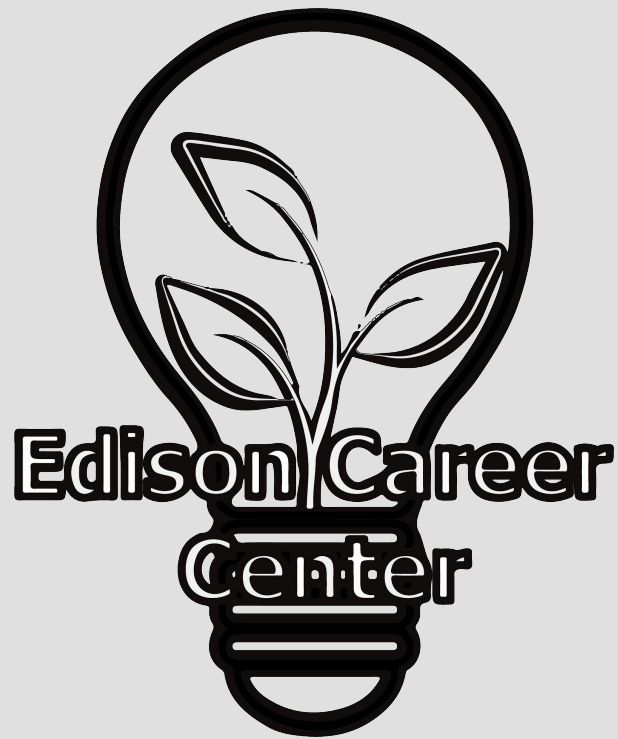
All Official minutes of school board meetings are stored and available for inspection in the Ford Administration office at the above address.

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

Last Name	First Name	Union Group	Years of Service
BRUSS	MACKENZIE	HPEA	5
CASALOU	JOCELYN	HPEA	5
DIMAS	CAROLINE	HPEA	5
DYSARZ	KRISTIN	HPEA	5
EPSTEIN	MEAGHAN	HPEA	5
FASBENDER	JANELL	HPPA	5
JONES	EDWARD	HPEA	5
KIGER	ROBERT	HPASA	5
LENTZ	JENNIFER	HPEA	5
MARTIN	STEPHANIE	HPEA	5
MCGUIRE	MATTHEW	HPEA	5
OCHAB	CEDAR	HPEA	5
PAPASIAN-BROADWELL	MEGAN	ADMIN	5
RICHARDSON	SAMANTHA	NONUNION	5
RUBIN	BRANDON	HPEA	5
SMITH	JASON	HPEA	5
SMITH	SHAWN	HPEA	5
SUDER	JENNIFER	HPEA	5
VANBIBBER	KATHLEEN	HPEA	5
WARDROP	HIROE	AFSCME	5
WILKINS	BRADLEY	ADMIN	5
WILSON	AMBER	HPEA	5
WOHLFEILL	JULIE	HPEA	5
ZIRNIS	JASON	ADMIN	5
SHAMASS	MIAD	ALT ED	10
BEACH	CARLA	HPASA	15
BECKER	ALICIA	HPEA	15
REARDON	WILLIAM	SECURITY	15
SOULEYRETTE	JESSIKA	IUOE	15
WILKINS	ANGELA	HPEA	15
ANDERSON	JASON	AFSCME	20
BENEDETTO	CHRISTOPHER	HPEA	20
JOHNSON	CARRIE	HPEA	20
BENTZ	KAREN	HPEA	25
BERNYS	LISA	HPEA	25
CONLON	ELIZABETH	HPEA	25
DAUPHIN	JILL	HPEA	25
FORSTER	KIM	HPEA	25

Last Name	First Name	Union Group	Years of Service
GRUNOW	CAROLE	AFSCME	25
LUTZKA	MELISSA	HPEA	25
RICHARDSON	GREGORY	SUP	25
ROBERTS	JANET	Teamsters	25
TALMAGE	SUSAN	HPEA	25
BLUMKE	KIMBERLY	HPEA	30
COLLIER-PATERSON	LORI	HPPA	30
CRUZ	WISTY	HPEA	30
GORSKI	JULIE	HPEA	30
HAYES	CHERYL	Teamsters	30
KAMMERAAD-BROWN	MELISSA	HPEA	30
MCHENRY	TAMMY	HPASA	30
POPKIN	NICOLE	HPEA	30
ROGERS	JUDITH	HPPA	30
COUNTRYMAN	ERVIN	AFSCME	35
RYAN	CATHERINE	HPPA	35

Name	Years
Robert Peck	20
Alan Herriman	2
Jason Guthrie	29
Toby Gordon	27
Wisty Cruz	30
Elizabeth Conlon	25
Rebecca Nix	27
Barbara Logan	31
Nanette Renkiewicz	17
John Barnett	28
Amy Macintosh	31
Lori Kodan	3
Cheryl Hayes	30



A real world chance to grow into your full potential.⁷

Presented by: Evan Major, Devorah Ishakis, and Fenton Jones

Our Mission

We want young adults to leave with stable mental health supports, on-going community connections, and gainful employment.



Our Design



**Social &
Emotional Skills
& Systems**



**Independent
Living Skills &
Systems**



**Employment
Skills &
Systems**

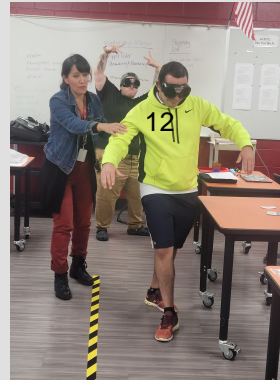
Notes

- **Who is the average ECC participant and their relationship to “school”?**
- **ECC emphasis vs. K12 experience**
- **Diploma and certificate track**
- **Comprehensive behavioral health supports**
- **Only intensive post-high school program for young adults with Emotional Impairments in the County**

Edison Career Center Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	
7:50-8:20	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
8:20-8:40	Morning Meeting (check-in w/ gratitude & daily plan/goals)	Morning Meeting (check-in w/ gratitude & daily plan/goals)	Morning Meeting (check-in w/ gratitude & daily plan/goals)	Morning Meeting (check-in w/ gratitude & daily plan/goals)	Morning Meeting (check-in w/ gratitude & daily plan/goals)	
8:50-9:10	Individual Weekly Reviews / Inventory and List Making	Planet Fitness	Individual Goal Work Time	Bagel and coffee cart	Pre-activity KWL	
9:10-10:00			Prep and operate soup and bread cart w/ cleanup	Planet Fitness	Community Based Instruction (Leisure/Recreation/Civic Education) / Lunch on Site	
10:00-10:30	Civic Engagement Outings <u>OR</u> volunteering	Grocery Shopping				
10:30-11:00						
11:00-11:30						
11:30-12:00						
12:00-12:30	Lunch	Lunch	Lunch	Lunch		
12:30-1:15	Rec & Wellness	Rec & Wellness Group	Rec & Wellness Group	Rec & Wellness Group		
1:15-1:45	Edgenuity for credit recovery participants	Jobs rotation-school store, greenhouse, chores, etc. Individual SW sessions	PAES Lab rotation A/B	Jobs rotation-school store, greenhouse, chores, newsletter, etc. Individual SW sessions	Jobs rotation-Dave/greenhouse, newsletter, make lunches for fridays, etc. Individual SW sessions.	11
1:30-2:15						Post-activity reflection

Independent Living Skills:



Independent Living Skills:

- Developing and maintaining daily routines
- Cooking, grocery shopping, and meal planning
- Managing money and budgeting
- Improving general/practical home maintenance skills/knowledge=
- Shopping for clothing
- Making appointments and keeping schedules
- Obtaining and utilizing proper identification (such as State ID card)
- Connecting with local/regional/state/federal agencies (such as the ARC, OCHN, Medicaid, etc.)
- Appropriately using email, text, and other forms of digital communication
- Developing skills needed to obtain/maintain independent/semi-independent housing
- Using public services and public transportation
- Dining at local restaurants and shopping at local businesses
- Activities and legal-rights trainings with local law enforcement
- Participating in community forums and voicing needs and concerns to elected officials (voting for local/state/national proposals, etc.)
- Registering to vote and for selective service

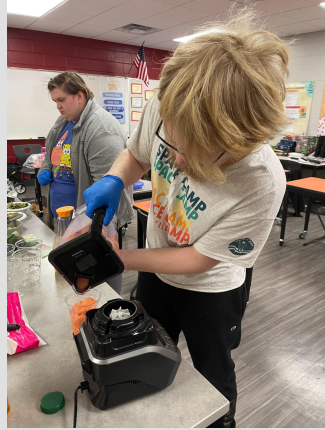
Social/Emotional Skills:



Social/Emotional Skills:

- Participating in Person-Centered Planning (PCP) meetings (weekly reviews, quarterly meetings, annual IEPs)
- Coordination with outside providers, medical and mental health treatment plans, etc
- Improve strategies for self-awareness, self-management, social awareness, responsible decision-making, and healthy relationships
- Develop a greater awareness of physical health and regular physical exercise routine
- Participating in daily group social emotional learning activities
- Utilizing individual social work and therapeutic support as needed
- Creating a network of recreation opportunities in their respective communities
- Going to museums, libraries, and other centers of cultural enrichment
- Participating in daily social routines (morning check-ins, morning meetings, recreation and leisure activities, group cooking activities, celebrations)

Employment Skills:



Employment Skills:

- Utilizing interest surveys and career/job exploration
- Connecting with local/regional/state/federal agencies (such as MRS, Michigan Works!, WIOA, JobCorps, etc.)
- Taking part in in-house job skill development and simulated work-environment- micro-businesses
- PAES lab job skills assessments
- Volunteer Opportunities in areas of job interest
- Build personal resume and other necessary job seeking materials
- Building relationships with local business and community based mentors
- Participating in community-based job exploration, field trips, and guest speakers
- Participating in job-fairs
- Participating in mock interviews
- Utilizing job-search, application, and resume building support and activities
- Participating in job shadowing opportunities
- Participating in supported employment opportunities
- Obtaining and/or maintaining paid employment

Unique Features

Little library network

Inagural 5k event

Marketable certifications

Weekly newsletter

Greenhouse grown produce

Pop up shops

Opportunities to try new recreation activities in the community

Community Partners

- Oakland County Health Department
- The ARC of Oakland County
- The Community Housing Network
- Oakland County Clerk
- Huron-Clinton Metroparks
- D Bar A Horse Ranch
- Ferndale Police and Fire Departments
- Gleaners Cooking Matters and Mobile Food Pantry Program
- Michigan Rehabilitative Services (MRS)
- One Custom City Printing
- Home and Garden Show
- Professional Confectioner / Chocolatetier- Cathy
- Arts and Scraps
- Jewish News
- Huntington Bank
- DTW
- Volunteer of America
- Dave Putt, Master Gardener
- MDHHS
- Forgotten Harvest
- Ferndale Public Library
- Nino Salvaggio
- Ferndale Parks and Recreation Dept.
- Dakota Bakery
- Michigan Works!
- Plum Market
- Trader Joe's
- Chazzano's
- MSU Extension
- Michigan Department of Agriculture and Rural Development
- Bloomfield Township Public Library
- Michigan Department of State
- American Heart Association
- Nepris/Career Explorer/Pathful Connect
- Planted Detroit
- The Red Ribbon Campaign

Voices from ECC:



Voices from ECC:

“We were able to use ECC to get our son back on track, getting him services from you to help him get job training and a position at TWO places of employment, where he is thriving. In fact, he was just accepted into the Ready for Life Program at Ferris State for the fall...

The path to success started with you all at ECC, and your guidance helped to propel our son toward sustained success. Thank you so much for everything you have done for our family.”

-Gary G.

Voices from ECC:

“The Edison Career Center has been a valuable resource to assist our daughter to gain more independence as a young adult. The staff have kind and caring personalities that allowed her to convey her feelings and emotions in an open non- judgmental way. Communication with us was outstanding, and suggestions and helpful support was always conveyed appropriately. Our daughter is moving on this year in a much better place to tackle life's challenges and opportunities.”

22

-Mike and Tracy S.

**Thank You For Your
Support!**

Hazel Park School District

Regular Board of
Education Meeting
May 20, 2024



Today's Learners, Tomorrow's Leaders



PBIS Update

Behavior Interventions

Spring 2024

25

Board Presentation: May 20, 2024

PBIS & SEL - DISTRICT LEADERSHIP TEAMS

PBIS DISTRICT TEAM MEMBERS:

- Dr. Michelle Krause, Principal - Edison
- Katherine Byerly, Social Worker-Edison
- Karen Tylenda, Psychologist- Edison
- Debbie Dimas, Principal- Hoover
- Corrie Nastasi, Principal- Webb
- Bobby Kiger-Dean of Students HPJH
- George Dimas- Assistant Principal, HPHS



PBIS ACCOMPLISHMENTS - December 2023

- **100 PERCENT** of schools have implemented Tier 1, Tier 2 and Tier 3.
- 100 Percent of schools have a PBIS Coach and designated building leadership team.
- Building coaches meet monthly as a group to discuss roadblocks and problem solve.
- Building teams meet at least monthly to review data and identify students needing more intensive interventions.
- We have completed 2 District and 2 Building Data reviews which guide future planning.

TIER 2 INTERVENTIONS

CLASS PASS

When students engage in disruptive behaviors in the classroom, they may be seeking to escape or avoid an academic task. With the Class Pass intervention, the student is able to use a limited number of passes to take brief (8-12 minute) work breaks to engage in preferred activities without disrupting instruction. To promote increased work tolerance, however, the student is also given an incentive to retain passes unused to redeem later for rewards.

CHECK-IN/CHECK-OUT(CICO)

The program consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement, teachers provide feedback on the sheet throughout the day, students check out at the end of the day with an adult, and the student takes the sheet home to be signed, returning it the following morning at check in.

TRAILS TIER 2 GROUPS

Trails Tier 2 is for select students who could benefit from learning skills to manage stress and symptoms of depression and/or anxiety. No formal diagnosis is required. The number of students to be selected for the group depends on the number of school mental health professionals co-facilitating the group. This intervention will involve 10 sessions and students will be seen in a group. Students with active suicidal ideation or serious self-harming behaviors are not appropriate for this group and need to be served by a higher level of care. All Social Workers in the district have been trained to conduct these groups.

SKILL STREAMING

This acquisition-based intervention is facilitated by a staff member to model conversation and appropriate social skills. Sessions will take place 1 time per week for 10 weeks.

BEHAVIOR CONTRACTING

Designed for students who respond well to school-based incentives Works well for students who “won’t” but CAN. Eager to earn rewards, special privileges, and/or recognition from others Students who dislike particular academic subjects (work refusals or students with ODD) and could benefit from receiving extrinsic reinforcement (i.e., pay-off) Students who could benefit from receiving pre-correction and prompting. This intervention involves:

1. Negotiated agreement or brokered deals to increase student buy-in.
2. Focuses on positive behaviors teachers want to see in the classroom (i.e., those behaviors that are incompatible with problem behavior).
3. Positive reinforcement for meeting goal.
4. Teacher follows up with daily pre-correction and prompting, pulling out the contract and reminding the student of the behavior and reward to be earned At the first warning signs of problem behavior, prompting the student.

TIER 3: FUNCTIONAL BEHAVIOR ASSESSMENT/BEHAVIOR INTERVENTION PLAN

Characteristics of Intensive FBA

Target behaviors (academic, social, emotional, etc.) identified and defined in measurable and objective terms.

Replacement/alternative behaviors: identified and defined in measurable and objective terms include: (a) functional equivalent replacement behavior (e.g., teach the student to ask for a break if escape is the function); (b) academic skill (i.e., teaching specific academic strategy if problem behavior occurs due to an academic skill deficit); (c) communication strategy (e.g., teach the student to communicate for help when confronted with a difficult task); or (d) self-management strategy (e.g., teach student ways of managing their behaviors in response to difficult situations).

Antecedent events triggering behavior incidents.

Consequences or responses that immediately follow problem behavior.

Hypothesis or summary statement developed based on FBA data.

**SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MICHIGAN
REGULAR MEETING**

CALL TO ORDER

The Regular Meeting of the Hazel Park Board of Education was held at the Hazel Park High School on April 15, 2024 and was called to order by President Nagy at 5:30 pm.

ROLL CALL

Members Present: Fortress, Hinton, Laframboise, Rattee, Nagy
Members Absent: Baldwin
Others Present: Kruppe, Zirniss, Dulmage, Cales

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (Action Item)

Moved by Fortress, supported by Laframboise, that the Board of Education approve the agenda as written.

Discussion

Roll Call Vote

Yeas: Fortress, Laframboise, Hinton, Rattee, Nagy

Nays:

Motion carried.

SPECIAL ORDER OF BUSINESS

- A. Student of the Month
- B. Student Athletes Recognition
- C. Robotic Recognition
- D. Band Recognition
- E. Cregger Plumbing
- F. Support Staff Person of the Year
- G. Advantage Representatives
- H. Junior High Representatives
- I. High School Representatives
- J. High School Presentation

PUBLIC COMMENT

Jonathon Tockstein
3635 Los Angeles Ave
Warren MI 48091

Ben Cronk is unable to be here tonight, so I am presenting this on his behalf. Kudos to band students and the band director for their hard work. Ms. Lentz has invested in these kids with her leadership, she has shared her knowledge and skills with these students. We will miss her creative approach to teaching. I am Ms. Lentz’s husband and I want to congratulate her and say I love her so much.

Lauren Smith
2327 Garfield
Ferndale MI 48220

I am the assistant manager for the band director. She has brought a high level of achievement and the students have responded well. They received straight 1’s at Festival. I would also like to say congratulations to the band students.

Angell Whittie
23081 Vassar Ave
Hazel Park MI 48030

I have students here that wish to speak regarding the band director. Dan Phaup said Ms. Lentz does a great job and he is sad to see her go. David Justice shared that she has taught him a lot on all the different instruments he plays and that is because of her.

Quinn Zegler
755 W Cambourne
Ferndale MI 48220

Spoke of the millage proposal for Ferndale regarding the Headlee override that is currently expiring in 2025. The full report can be found on the city council's webpage. If it doesn't pass there will be many cuts to things like Parks and Rec, to the special events that happen around the city. If it does pass they will be able to continue to maintain these services as well as introduce new services and events.

Kaiya Cook
23077 Harding
Hazel Park MI 48030

I am here supporting Ms. Lentz, she has done great things and has helped us to become successful.

Sue Hemple
1203 E Hayes
Hazel Park MI 48030

I would like to know why we can spent \$11,000 on new uniforms and can't provide socks for soccer and softball. I would also like to say we have a lot of talented staff her and when it comes to moving up in your career I think staff should be given a chance to advance as well.

Jamar Pippen
1571 E Elza
Hazel Park MI 48030

I am a member of the band and I want to say thank you to Ms. Lentz. I have been here in this district for about six months. I would not have done band if not for her. She has taught me and given me the courage to move forward.

CONSENT AGENDA (Action Items)

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

Moved by Rattee, supported by Fortress, that the Board of Education approve the consent agenda, as written.

Discussion

Roll Call Vote

Yeas: Rattee, Fortress, Hinton, Laframboise, Nagy

Nays:

Motion carried.

OLD BUSINESS

- A. Assistant Superintendent Stipend (Action Item)

Motion made by Fortress, supported by Rattee, that the Board of Education approve the Assistant Superintendent Stipend, as presented.

Discussion

Regular Meeting

Roll Call Vote

Yeas: Rattee, Nagy

Nays: Fortress, Hinton, Laframboise

Motion failed.

B. Administration/Central Office 2024-2025 Salaries (Action Item)

Motion made by Fortress, supported by Rattee, that the Board of Education approve pay increases for the central office administrative and support staff for the 2024-2025 school year.

Discussion

Yeas: Rattee, Nagy

Nays: Fortress, Hinton, Laframboise

Motion failed.

C. 2024-2025 Handbooks (Action Item)

Motion made by Fortress, supported by Laframboise, that the Board of Education table 2024-2025 Handbooks.

Discussion

Roll Call Vote

Yeas: Fortress, Hinton, Laframboise

Nays: Rattee, Nagy

Motion failed.

Motion made by Rattee, that the Board of Education approve the handbooks for the 2024/25 school year, as presented.

Discussion No support received.

Motion failed.

D. MVCA Contracts (Action Item)

Motion made by Fortress, that the Board of Education table MVCA Contracts.

Motion rescinded by Fortress.

Motion made by Fortress, supported by Hinton, that the Board of Education approve the MVCA Contracts, as presented.

Discussion

Roll Call Vote

Yeas: Fortress, Hinton, Laframboise, Rattee, Nagy

Nays:

Motion carried.

E. Transportation for Elementary (Action Item)

Motion made by Rattee, that the Board of Education approve the Transportation for Elementary, as presented.

Discussion No support received.

Motion failed.

NEW BUSINESS

A. Oakland School FY2025 Budget (Action Item)

Motion made by Fortress, supported by Laframboise, that the Board of Education approve the Oakland School FY2025 Budget, as presented.

Discussion

Roll Call Vote

Yeas: Fortress, Laframboise, Hinton, Rattee, Nagy

Nays:

Motion carried.

B. Michigan Arts Access Grant (Informational Item)

C. Chartwells Renewal Contract (Action Item)

Motion made by Fortress, supported by Rattee, that the Board of Education approve the Food Service Contract with the MDE rate increase of 2.5%.

Discussion

Roll Call Vote

Yeas: Rattee, Hinton, Laframboise, Nagy

Nays: Fortress

Motion carried.

D. Additional Michigan Cyber Academy (MCA) Teacher (Action Item)

Motion made by Rattee, supported by Fortress, that the Board of Education approve the hiring of a 1.0 FTE General Education Teacher.

Discussion

Roll Call Vote

Yeas: Rattee, Fortress, Hinton, Laframboise, Nagy

Nays:

Motion carried.

E. 2024-2025 Non-Certified Staffing (Action Item)

Motion made by Rattee, that the Board of Education approve the uncertified staff for the 24/25 school year.

Discussion No support received.

Motion failed.

F. Non-Union Contract Agreement (Action Item)

Motion made by Rattee, that the Board of Education pay increases and contract changes for the non-union group for the 2024-2025 school year, as presented.

Discussion No support received.

Motion failed.

G. 2024-2025 Ancillary Services for Vendor Programs (Action Item)

Motion made by Rattee, supported by Fortress, that the Board of Education approve the updates to the 2024-2025 projected Certified Staffing, as presented.

Discussion

Roll Call Vote

Yeas: Rattee, Fortress, Hinton, Laframboise, Nagy

Nays:

Motion carried.

H. 2024-2025 Junior High Principal (Action Item)

Motion made by Rattee, supported by Hinton, that the Board of Education approve the movement of Ms. Carla Beach to the position of Hazel Park Junior High School Principal beginning in the 2024/2025 school year.

Discussion

Roll Call Vote

Yeas: Rattee, Fortress, Laframboise, Nagy

Nays: Hinton

Motion carried.

I. Extended School Year (Action Item)

Motion made by Rattee, supported by Laframboise, that the Board of Education approve the Extended School Year services, as presented.

Discussion

Roll Call Vote

Yeas: Rattee, Laframboise, Fortress, Hinton, Nagy

Nays:

Motion carried.

J. Edison Padding Replacement (Action Item)

Motion made by Fortress, supported by Rattee, that the Board of Education approve the replacement and repair of the padding for \$23,590, as presented.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Hinton, Laframboise, Nagy

Nays:

Motion carried.

K. RFP Doors (Action Item)

Motion made by Fortress, supported by Rattee, that the Board of Education approve the RFP for the door and lock replacement.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Hinton, Laframboise, Nagy

Nays:

Motion carried.

L. 2024-2025 Museum Contract (Action Item)

Motion made by Fortress, supported by Rattee, that the Board of Education approve the renewal of the Erickson Building lease, as presented.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Hinton, Laframboise, Nagy

Nays:

Motion carried.

M. Resolution for Teacher Appreciation (Action Item)

Motion made by Fortress, supported by Rattee, that the Board of Education approve the Resolution for Teacher Appreciation, as presented.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Hinton, Laframboise, Nagy

Nays:

Motion carried.

N. Overnight Football Trip (Action Item)

Motion made by Fortress, supported by Rattee, that the Board of Education approve the overnight trip for the Boys Varsity Football Team, as a cost not to exceed \$7000 as presented.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Hinton, Laframboise, Nagy

Nays:

Motion carried.

O. Board Member Training (Action Item)

Motion made by Fortress, supported by Rattee, that the Board of Education approve the Board Member Training, as presented.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Hinton, Laframboise, Nagy

Nays:

Motion carried.

P. 2024-2025 American Reading Company (ARC) (Action Item)

Motion made by Fortress, supported by Rattee, that the Board of Education approves the purchase of the American Reading Company core reading resource for grades K-9, in an amount not to exceed \$324,425.

Amended Motion: Motion made by Fortress, supported by Rattee, that the Board of Education approves the purchase of the American Reading Company core reading resource for grades K-10, in an amount not to exceed \$324,425.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Hinton, Laframboise, Nagy

Nays:

Motion carried.

Q. Freedom of Information Act (FOIA) (Informational Item)

R. Metal Detector (Action Item)

Motion made by Rattee, supported by Laframboise, that the Board of Education approve the purchase of two metal detectors at a cost not to exceed \$43,000, as presented.

Discussion

Roll Call Vote

Yeas: Rattee, Laframboise, Fortress, Hinton, Nagy

Nays:

Motion carried.

S. 2024-2025 Substitute Pay (Action Item)

Motion made by Rattee, that the Board of Education approve the pay rates for the substitute positions.

Discussion No support received.

Motion failed.

T. E-collect (Action Item)

Motion made by Rattee, supported by Laframboise, that the Board of Education support the purchase of PowerSchool's Ecollect at a cost of \$7,236.96, as presented.

Discussion

Roll Call Vote

Yeas: Rattee, Laframboise, Fortress, Hinton, Nagy

Nays:

Motion carried.

U. Student Leadership Camp (Action Item)

Motion made by Rattee, supported by Laframboise, that the Board of Education approve the Student Leadership Camp, as presented.

Discussion

Roll Call Vote

Yeas: Rattee, Laframboise, Fortress, Hinton, Nagy

Nays:

Motion carried.

V. PowerSchool Professional Development (Action Item)

Motion made by Rattee, supported by Laframboise, that the Board of Education approve the PowerSchool Professional Development, as presented.

Discussion

Roll Call Vote

Yeas: Rattee, Laframboise, Fortress, Hinton, Nagy

Nays:

Motion carried.

W. Personnel Recommendations (Action Item)

Motion made by Fortress, supported by Rattee, that the Board of Education approve the Personnel Recommendations, as presented.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Hinton, Laframboise, Nagy

Nays:

Motion carried.

X. Athletic Socks (Action Item)

Motion made by Fortress, supported by Laframboise, that the Board of Education approve the purchase of two (2) pair of athletic socks for Softball and Soccer, as presented.

Amended Motion: Motion made by Fortress, supported by Laframboise, that the Board of Education approve the purchase of one (1) pair of athletic socks for all athletes, as presented.

Discussion

Roll Call Vote

Yeas: Fortress, Laframboise, Hinton, Rattee, Nagy

Nays:

Motion carried.

SUPERINTENDENT REPORT

- A. Enrollment
- B. Fundraisers
- C. ~~2023-24 ADK Ma Classroom Grant Award~~

REQUESTS FOR FUTURE AGENDA ITEMS

CALENDAR DATES

- A. *Tuesday, April 16, 2024 - Board of Education Workshop 5:30pm*
- B. *Thursday, April 18, 2024 - Board of Education Workshop 4:00pm*
- C. *Monday, April 22, 2024 - Board of Education Workshop 5:00pm*

PUBLIC COMMENT

Kaiya Cook
23077 Harding
Hazel Park MI 48030

I was wondering if the socks would also be purchased for band students?

Eric McPherson
22639 Poplar Ct.
Hazel Park, MI 48030

This meeting started out well, then I heard all the tabled items. This School Board needs to come together and to get the work done! I think the student who was just up here asking for band socks is great! Esports may be able to use some uniforms for their competitions, the cheer team and dance, ect. I would like to commend this board for purchasing socks.

BOARD MEMBER AND ADMINISTRATION COMMENTS

Monica Rattee, Treasurer

Thank you to the students! I hope to get the Board members to some of the Junior High sports events next week.

Beverly Hinton, Trustee

The conference we attended in New Orleans was great and I would like to thank the board for paying for me to go. There were so many inspiring ideas and great networking. I took Special Education 101 and Federal Law, IDEA and 504. It was very informational. Ruby Bridges was there. She is a dynamo lady! Just so many inspiring classes! We took the shuttle to many board workshops and it was fabulous. The general session was ran by Dr Timothy Schrieber on political culture. For April, I'd like to give a shout out to the junior high principals they are good communicators. April 3rd is Parapro Day, those extra hands in the classrooms are phenomenal. Kudos to them. The Robotics competition was great, I hope more kids look into joining. Youth Assistance has 300 people attend the recognition night, a very successful event! Ruby Bridges is a National Civil Rights Activist and she shared letters she has received from students into a book. It was really cute! I'm looking forward to the meeting tomorrow.

Heidi Fortress, Trustee

The conference was fantastic! Huge networking opportunities and the days were long but it was so worth it. Some of my favorite things were Ruby Bridges, and bonds. It was fascinating that districts twice the size of ours had a 2 million dollar and remodeled 2 buildings and it only took 3 years to implement and they formed committees after. They also went for another 4.1 million dollar bond and I will bring the info tomorrow. I also want to say it is never my intention to be rude. Tonight my daughter

is being honored and I am here to support Hazel Park students. I think socks are important. As for all the raises I would like to wait and see how it goes with the teachers before we give raises to Administration.

Deborah Laframboise, Trustee

Thank you to teachers who are retiring. I, too, loved the New Orleans excursion. I learned about T.L.C. Tenacity, Loyalty and Commitment. We went to the exhibit hall and we saw Mimble Balls. They were really cool, you tap it and your hair stands up. Social workers use this toy to get kids to talk. There's a kit to teach humanity. Congratulations to students with their awards. Thanks to those who got up and spoke tonight. And I hope everyone has a great week.

Dr. Amy Kruppe, Superintendent

As a reminder, we have a meeting tomorrow night where we will be discussing who to interview for the Board Trustee position.

Rick Nagy, President

I enjoyed the students and I love when students speak. I appreciate everyone being here.

Adjournment

Moved and supported that the meeting be adjourned at 8:16pm.
Unanimous Approval.



SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MI
SPECIAL BOARD OF EDUCATION WORKSHOP
April 16, 2024 5:30 PM

CALL TO ORDER

The Special Workshop Meeting of the Hazel Park Board of Education was held on April 16, 2024 and was called to order by President Nagy at 5:00 p.m.

ROLL CALL

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

PUBLIC COMMENT- None

APPROVAL OF THE AGENDA (ACTION ITEM)

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

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Hinton, Laframboise, Nagy

Nays:

Motion carried.

PUBLIC COMMENT - None

NEW BUSINESS

A. Board Trustee Candidate Review

PUBLIC COMMENT - None

BOARD MEMBER AND ADMINISTRATION COMMENTS

Dr. Amy Kruppe, Superintendent -

President Nagy can second and make motions, as president. Also, I wanted to make you aware that Non-Union Staffing was not renewed. This means if it isn't approved in May we will need to begin layoffs for next year to include secretaries, paraprofessionals and the custodial/maintenance groups.

Moved and supported that the meeting be adjourned by 6:04 pm

Unanimous approval.



SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MI
SPECIAL BOARD OF EDUCATION WORKSHOP
April 18, 2024 4:00 PM

CALL TO ORDER

The Special Workshop Meeting of the Hazel Park Board of Education was held on April 18, 2024 and was called to order by President Nagy at 4:00 p.m.

ROLL CALL

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

PUBLIC COMMENT- None

APPROVAL OF THE AGENDA (ACTION ITEM)

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

Discussion
Roll Call Vote
Yeas: Fortress, Rattee, Hinton, Laframboise, Nagy
Nays:
Motion carried.

PUBLIC COMMENT - None

NEW BUSINESS

A. Board Trustee Candidate Interviews

Moved by Fortress, supported by Rattee, that the Board of Education begin the Board Trustee Candidate Interviews with the following candidates: Adam Duberstein, Charles Hemple, Laura Adkins, Darrin Fox, Nathan Becker and Dennis Whittie.

Discussion
Roll Call Vote
Yeas: Fortress, Rattee, Hinton, Laframboise, Nagy
Nays:
Motion carried.

PUBLIC COMMENT

Sue Hemple
1203 E Hayes
Hazel Park MI 48030

Mrs. Hemple spoke in support of the Mr. Whittie for the vacant Board of Education seat because he would be a neutral party. Also stating that it would be biased for her to come to the podium and recommend Mr. Hemple for the seat.

BOARD MEMBER AND ADMINISTRATION COMMENTS

Moved and supported that the meeting be adjourned by 8:07 pm
Unanimous approval.



SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MI
SPECIAL BOARD OF EDUCATION WORKSHOP
May 6, 2024 5:00 PM

CALL TO ORDER

The Special Meeting of the Hazel Park Board of Education was held on May 6, 2024 and was called to order by President Nagy at 5:08 p.m.

ROLL CALL

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

PUBLIC COMMENT- None

APPROVAL OF THE AGENDA (ACTION ITEM)

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

Discussion

Roll Call Vote

Yeas: Rattee, Laframboise, Hinton, Nagy

Nays:

Motion carried.

NEW BUSINESS

A. Board Evaluation

Julie Kaminski from MASB reviewed the self evaluation completed by the Board of Education in review of the 2023/2024 school year performance. They reviewed areas of improvement as well as areas of success.

PUBLIC COMMENT - None

BOARD MEMBER AND ADMINISTRATION COMMENTS

Deborah Laframboise, Trustee

Thank you for coming tonight! There was a lot of reflection here and data.

Monica Rattee, Treasurer

Thanks, Julie.

Beverly Hinton, Trustee

Thank you! 50

Dr. Amy Kruppe, Superintendent

We have Committee of the Whole on the 13th, the resolution if the bond passes & the new member oath of office on the 15th, and our regular meeting is scheduled for the 20th.

Rick Nagy, President

Thank you. I appreciate the training and look forward to seeing you back in June.

Moved and supported that the meeting be adjourned by 7:59 pm
Unanimous approval.



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

Agenda

Buildings & Grounds Committee

Ford Administration Building
1620 E Elza Avenue
Hazel Park, MI 48030
April 8, 2024
5:00 PM

Board Members Present: Rick Nagy
Board Members Absent: Heidi Fortress, Bev Hinton
Administration: Dr. Amy Kruppe, Superintendent
Jason Zirnis, Assistant Superintendent Business & Operations

Meeting start time - 5:00 pm
Public Comment: None

Agenda Items:

A. Edison Padding Replacement

The committee reviewed & discussed the padding repair & replacement for Edison and suggested moving forward to the board.

B. Transportation of Elementary students

The committee discussed transporting elementary students and suggested moving forward to the board.

C. Metal Detector (2)

The committee reviewed & discussed the metal detectors and suggested moving forward to the board.

Meeting end time: 5:30pm
Minutes submitted by Amy Kruppe, Superintendent





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

Agenda

Finance Committee

Ford Administration Building

1620 E Elza Avenue

Hazel Park, MI 48030

April 8, 2024

4:00 PM

Board Members Present: Monica Rattee
Board Members Absent: Debbie Laframboise
Administrators: Dr. Amy Kruppe, Superintendent
Jason Zirniss, Assistant Superintendent of Business & Operations

Meeting start time: 4:00pm
Public comment - None

Agenda Items:

A. Credit Card Statement & Check Register

The committee reviewed the check register and the credit card statement. Questions were asked and answered.

Meeting end time: 4:15pm
Minutes submitted by Amy Kruppe, Superintendent





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

Agenda

Personnel Committee

Ford Administration Building

1620 E Elza Avenue

Hazel Park, MI 48030

April 8, 2024

2:00 PM

Board Members Present: Melissa Baldwin, Rick Nagy
Board Members Absent: None
Administrators: Dr. Amy Kruppe, Superintendent
Jason Zirnis, Assistant Superintendent of Business & Operations

Meeting start time - 2:00 pm

Public Comment: None

Agenda Items:

A. Administrative Salary Increase

The committee reviewed & discussed the Administrative salary increases and suggested moving forward to the board.

B. Non Certified Additional Staff

The committee reviewed & discussed the staffing for non-certified staff and suggested moving forward to the board.

C. Non Union Contract Agreement

The committee reviewed & discussed the contract agreement for Non-Union staff and suggested moving forward to the board.

D. Additional Michigan Cyber Academy (MCA) Teacher

The committee discussed the need for an additional general education teacher at MCA and suggested moving forward to the board.





E. Teacher Negotiations

The committee was updated on the negotiations for the HPEA Union.

F. Secretary Negotiations

The committee was updated on the negotiations for the Teamsters Secretary Union.

G. Assistant Superintendent Stipend

The committee reviewed & discussed the training stipend for the Assistant Superintendent and suggested moving forward to the board.

Meeting end time: 2:47pm

Minutes submitted by Amy Kruppe, Superintendent



SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MI
COMMITTEE OF THE WHOLE MEETING
May 13, 2024 3:00 PM

CALL TO ORDER

The Committee of the Whole Meeting of the Hazel Park Board of Education was held on May 13, 2024 and was called to order by President Nagy at 3:00 p.m.

ROLL CALL

Members Present: Baldwin (left meeting at 4:30pm), Laframboise, Rattee (left meeting @ 4:55pm), Nagy
Members Absent: Fortress (arrived at 3:02pm), Hinton (arrived at 3:02pm, left meeting @5:25 pm)
Others Present: Kruppe, Zirnis, Dulmage, Cales

APPROVAL OF THE AGENDA (ACTION ITEM)

Moved by Baldwin, supported by Rattee, that the Board of Education approve the agenda with the addition of the two added items.

Discussion Dr. Kruppe, Superintendent, asked to add two items to the agenda. Item F. High School Severy Project and Item G. L-4029.

Roll Call Vote

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

Motion carried.

PUBLIC COMMENT None

CLOSED SESSION

A. Motion to recess into closed session (c) for strategy and negotiation sessions connected with the negotiation of a collective bargaining agreement & (e) to consult with its attorney regarding connection of specific pending litigation, but only if an open meeting would have a detrimental financial effect on litigating or settlement position of the public body pursuant to Section 8(c)(e) of the Open Meetings Act.

Moved by Baldwin, supported by Rattee, that the Board of Education approve the motion to recess into closed session for strategy and negotiation sessions connected with the negotiation of a collective bargaining agreement & to consult with its attorney regarding connection of specific pending litigation pursuant to Sections 8(c)(e) of the Open Meetings Act.

Discussion

Roll Call Vote

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

Nays:

Motion carried.

Moved to closed session 3:04 pm.

Returned to open meeting 3:22 pm.

NEW BUSINESS

A. PERSONNEL

1) Non-Certified Staff

Discussion: Discussion to approve the non-certified staffing FTE for the 24/25 school year.

2) Central Office Pay

Discussion: Discussion to increase Central Office pay at 5% to match the various contracts for the 2024-2025 school year.

3) Non-Union Contracts

Discussion: Discussion to increase Non-Union Contract at a 5% increase for the 2024-2025 school year. This includes security and preschool staff.

4) Handbooks

a) Student Handbook

Discussion: The updated Student Handbook for the 24/25 school year was shared and discussed.

b) Nurse Handbook

Discussion: The new Hazel Park Health Services Handbook for the 24/25 school year.

5) Assistant Superintendent Stipend

Discussion: Discussion for the Assistant Superintendent to train the Director of Business instead of bringing in an outside company to train.

6) Transportation

Discussion: Information from the bussing survey was shared with the Board members. The administration is proposing transportation at the elementary schools. Parents support the need . Administration would like to decrease truancy with this initiative. The board requested additional breakdowns of numbers for the various schools. This will be brought back to the June committee of the whole.

B. POLICY

C. BUILDINGS & GROUNDS

1) Door RFP

Discussion: Bids received for the Doors. There were 4 total bids with one being incomplete. The lowest reasonable bid was \$646,300 for HS, Edison and UO and included an alternate of \$66,120 for the Junior High.

2) Facility Rentals

Discussion: The updated Facility Rental process and fees were shared with the Board members. An update will be added to include Camp Hazelwood rental fees.

D. FINANCE

1) Fall Sports Purchase

Discussion: Dr. Kruppe shared with the Board members the cost for uniforms and equipment for the following athletic programs: Volleyball, Cross Country, Boys Soccer, Sideline Cheer and Football. The board did not respond to the additional items such as shoes, pads and other items.

2) Subject.com

Discussion: Subject.com was presented as a new online vendor. This is a significant reduction in cost which contain teacher of records for all programs as required. This will be piloted for the summer.

3) Frontline Updates

Discussion: A proposal for Frontline was shared to continue streamlining our human resource Processes. This would eliminate Kalpa and include uploading the previous records. .

4) Grant Information Request

Discussion: Add to June Committee of the Whole meeting again in order to have further conversations.

5) American Reading Company Professional Development

Discussion: Additional request to support administration and edison professional development on literacy.

6) Credit Card Statement and Check Register

Discussion: Questions were discussed regarding the credit card and check register.

E. OTHER

1) Oakland Schools ISD Board Election

Discussion: Board members were reminded to review upcoming election candidates for selection at the board meeting.

2) Portrait of a Graduate

Discussion: Information on Portrait of a Graduate was shared. This will lead to renewed strategic planning for the 2024-2025 school year with stakeholders. .

PUBLIC COMMENT None

BOARD MEMBER AND ADMINISTRATION COMMENTS

Deborah Laframboise, Trustee - Requested an update on the accreditation process and also the Enrollment committee.

Heidi Fortress, Trustee - Request a summary of Bond materials costs to include. The banners, The advertising and the money spent.

Moved and supported that the meeting be adjourned by 5:49 pm
Unanimous approval.



Ford Administration
Jason Zirnis, Assistant Superintendent of Business and Operations
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5217 | F: 248-544-5443
www.hazelparkschools.org

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

FROM: Jason Zirnis
Assistant Superintendent, Business & Operations

RE: Treasurer's Report April 2024

DATE: May 14, 2024

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)		922,250.39	
	<i>Total - General Fund</i>	<u>\$ 922,250.39</u>	
CENTER PROGRAM (22)		16,754.38	
COMMUNITY SERVICE (23)		753.69	
FOOD SERVICE FUND (25)		190,766.33	
COMMON DEBT (31-39)		0.00	
CAPITAL PROJECTS (41-49)		212,895.75	
	<i>Total - Special Revenue Funds</i>	<u>\$ 421,170.15</u>	
TRUST FUNDS (51)		0.00	
INTERNAL ACCOUNT FUNDS (29)		8,767.33	
	<i>Total - Other Funds</i>	<u>\$ 8,767.33</u>	
TOTAL CHECK DISBURSEMENTS		<u><u>\$ 1,352,187.87</u></u>	\$ 1,352,187.87
ACH DEBITS			1,558,869.24
PAYROLL			1,459,584.60
OUTGOING WIRE TRANSFERS			4,616,628.38
P-CARD PURCHASES			<u>86,901.62</u>
			7,721,983.84
TOTAL DISBURSEMENTS IN PERIOD			<u><u>\$ 9,074,171.71</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 Zirnis
Assistant Superintendent, Business & Operations

Monthly Summary of EFT's from HP Bank Accounts

4/30/2024

<u>Date</u>	<u>Amount</u>	<u>Bank Acct Taken From</u>	<u>Reason</u>
4/2/2024	317.03	Gen Funds	Latchkey Fees
4/8/2024	7,130.11	Gen Funds	Health Equity Payment
4/22/2024	7,817.26	Gen Funds	Health Equity Payment
4/4/2024	14077.47	Gen Funds	EduStaff Payment
4/18/2024	20924.35	Gen Funds	EduStaff Payment
4/9/2024	24,351.14	Gen Funds	Penserv Payment
4/23/2024	23,638.53	Gen Funds	Penserv Payment
4/5/2024	253,788.07	Gen Funds	Payroll Federal Tax
4/19/2024	243,545.85	Gen Funds	Payroll Federal Tax
4/8/2024	38,022.35	Gen Funds	Payroll State Tax
4/22/2024	36,541.33	Gen Funds	Payroll State Tax
4/5/2024	372,037.95	Gen Funds	Ret W/H
4/5/2024	73,425.55	Gen Funds	Ret W/H
4/18/2024	370,514.20	Gen Funds	Ret W/H
4/15/2024	72,738.05	Gen Funds	Ret W/H

1,558,869.24	Total ACH Debits
---------------------	-------------------------

<u>Date</u>	<u>Amount</u>	<u>Payroll</u>
4/5/2024	\$743,009.00	General Payroll
4/19/2024	\$716,575.60	General Payroll

\$1,459,584.60	Total Payroll
-----------------------	----------------------

<u>Date</u>	<u>Amount</u>	<u>Wires</u>
4/24/2024	\$276,543.75	Debt Pmt
4/24/2024	\$2,925,900.00	Debt Pmt
4/24/2024	\$218,684.63	Debt Pmt
4/24/2024	\$1,195,500.00	Debt Pmt

\$4,616,628.38	Total Wires
-----------------------	--------------------

<u>Date</u>	<u>Amount</u>	<u>P-Card Purchases</u>
4/23/2024	86,901.62	General P-Card charges Huntington Bank

\$86,901.62	Total P-Card Purchases
--------------------	-------------------------------

Hazel Park Schools

Check Register by Fund

Check Date From 4/1/2024 TO 4/30/2024

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
Fund: 110					
04/02/2024	EH 00001060	100950	SIR SPEEDY		7,790.13
04/05/2024	EH 00001061	100550	AMAZON CAPITAL SERVICES INC	P2400282	2,921.69
04/05/2024	EH 00001062	100431	CLARK HILL PLC		2,886.00
04/05/2024	EH 00001063	100574	INSTITUTE FOR EXCELLENCE IN ED		3,000.00
04/05/2024	EH 00001064	100430	JG POLY SALES		564.30
04/05/2024	EH 00001065	100745	KSS ENTERPRISES		6,817.64
04/05/2024	EH 00001066	100538	PROJECT LEAD THE WAY INC	P2400264	9,348.00
04/05/2024	EH 00001067	100428	ROYAL ROOFING		960.00
04/05/2024	EH 00001068	100515	STAFF CONNECTIONS LLC		621.18
04/05/2024	EH 00001069	100357	STAPLES BUSINESS ADVANTGE	P2400245	116.98
04/05/2024	HP 00503364	100544	ASCENSION MICHIGAN EMPLOYER SOLUTIONS		138.00
04/05/2024	HP 00503365	100534	BATTERY CENTERS OF AMERICA INC		199.80
04/05/2024	HP 00503367	100322	CITY HAZEL PARK WATER		5,097.10
04/05/2024	HP 00503368	100309	CONSUMERS ENERGY		208.49
04/05/2024	HP 00503369	100891	DAKOTA HIGH SCHOOL		300.00
04/05/2024	HP 00503370	100313	DTE ENERGY		29,205.16
04/05/2024	HP 00503371	101225	DUC CORPORATION		302.40
04/05/2024	HP 00503374	100217	GIANT PLUMBING & HEATING SUPPLY		78.91
04/05/2024	HP 00503375	101165			540.00
04/05/2024	HP 00503377	101350			880.00
04/05/2024	HP 00503378	101273	MADISON HEIGHTS PLBG & HTG SUPPLY INC		5,437.52
04/05/2024	HP 00503379	100413	MCGRAW HILL BOOK CO	P2400238	4,209.11
04/05/2024	HP 00503380	100089	MCNAUGHTON-MCKAY ELECTRIC COMP		632.35
04/05/2024	HP 00503381	100159	MICHIGAN ASSOC OF SCHOOL BOARD		3,000.00
04/05/2024	HP 00503382	100589	MILLENNIUM BUSINESS SYSTEMS		472.75
04/05/2024	HP 00503383	100333	NATIONAL LADDER & SCAFFOLD CO		173.24
04/05/2024	HP 00503384	101187	PLAQUES AND SUCH		367.00
04/05/2024	HP 00503387	100829	TEACHING STRATEGIES LLC		3,495.00
04/05/2024	HP 00503389	100032	VERIZON WIRELESS		153.54
04/05/2024	HP 00503390	100378	BUCKLES & BUCKLES		241.57

User: ZIRNISI - Jason Zimis
 Report: OSAP5009 - OSAP5009: Check Register by Fund
 Selection:

Page 1

Current Date: 05/16/2024
 Current Time: 16:29:31

OH_DTL.[oh_ck_dt] <= '04/30/2024' AND OH_DTL.[oh_ck_dt] >= '04/01/2024'

Hazel Park Schools Check Register by Fund

Check Date From 4/1/2024 TO 4/30/2024

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
04/05/2024	HP 00503391	100512	CHAPTER 13 TRUSTEE - T. TERRY		1,053.41
04/05/2024	HP 00503392	100609	DAVID RUSKIN		556.58
04/05/2024	HP 00503393	100387	MISDU		1,138.56
04/12/2024	EH 00001070	100600	A C BUILDERS HARDWARE INC		3,798.00
04/12/2024	EH 00001071	100351	AIRGAS GREAT LAKES		265.97
04/12/2024	EH 00001072	100550	AMAZON CAPITAL SERVICES INC	P2400285	1,166.88
04/12/2024	EH 00001074	100319	G N E PAINT & SUPPLY		303.69
04/12/2024	EH 00001075	100503	HEMPLE, CHARLES		80.00
04/12/2024	EH 00001076	100430	JG POLY SALES		239.10
04/12/2024	EH 00001077	101342	OAKLAND KILN REPAIR LLC	P2400262	4,900.00
04/12/2024	EH 00001078	100520	PEDIATRIC HEALTH CONSULTANTS INC		4,781.50
04/12/2024	EH 00001079	100397	SCHOOL SPECIALTY	P2400240	570.89
04/12/2024	EH 00001080	100241	SPINA ELECTRIC		1,200.00
04/12/2024	EH 00001081	100357	STAPLES BUSINESS ADVANTGE	P2400278	51.45
04/12/2024	HP 00503394	101364	ANCHOR BAY HIGH SCHOOL		350.00
04/12/2024	HP 00503395	100346	BIG D LOCK & KEY		65.00
04/12/2024	HP 00503396	100347	BILLINGS LAWN EQUIPMENT		117.45
04/12/2024	HP 00503397	100526	CAROLINA BIOLOGICAL SUPPLY CO	P2400279	189.81
04/12/2024	HP 00503398	100321	CITY OF HAZEL PARK		4,353.21
04/12/2024	HP 00503399	101335	CORKER CONSULTING LLC		1,995.00
04/12/2024	HP 00503400	101313	CRITICAL RESPONSE GROUP INC	P2400213	29,308.00
04/12/2024	HP 00503401	100446	FAR THERAPEUTIC & PERFORMING ARTS		1,794.37
04/12/2024	HP 00503402	100640	FIBER LINK INC		58.50
04/12/2024	HP 00503403	100510	FOSTER SPECIALTY FLOORS		3,520.00
04/12/2024	HP 00503404	100168	G-TEK PROFESSIONAL SERVICES INC		1,005.75
04/12/2024	HP 00503405	101052	NORTHSTAR MAT SERVICE		640.00
04/12/2024	HP 00503406	100481	OAKLAND COMMUNITY COLLEGE		752.00
04/12/2024	HP 00503407	100380	OAKLAND SCHOOLS		343.47
04/12/2024	HP 00503408	100202	ORKIN LLC		160.99
04/12/2024	HP 00503409	100338	QUICK MADE SIGNS & TROPHY SALE		307.50
04/12/2024	HP 00503410	101041	ROSETTA STONE LLC	P2400294	1,200.00

Hazel Park Schools

Check Register by Fund

Check Date From 4/1/2024 TO 4/30/2024

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
04/12/2024	HP 00503411	100013	SECRET WARDLE LYNCH HAMPTON		682.69
04/12/2024	HP 00503412	100749	SONITROL GREAT LAKES		4,999.00
04/12/2024	HP 00503413	100740	SPECTRUM WIRELESS USA INC		280.00
04/12/2024	HP 00503415	100364	VIGILANTE SECURITY INC		385.00
04/12/2024	HP 00503416	100395	WEINGARTZ SUPPLY COMPANY		7,969.00
04/17/2024	EH 00001082	100139	COLLEGE ENTRANCE EXAMINATION BOARD		6,752.07
04/19/2024	EH 00001083	100550	AMAZON CAPITAL SERVICES INC	P2400300	1,779.38
04/19/2024	EH 00001084	100745	KSS ENTERPRISES		45.29
04/19/2024	EH 00001085	100959	PROCARE THERAPY		13,351.96
04/19/2024	EH 00001086	100397	SCHOOL SPECIALTY	P2400249	721.60
04/19/2024	EH 00001088	100241	SPINA ELECTRIC		1,200.00
04/19/2024	EH 00001089	100515	STAFF CONNECTIONS LLC		8,899.33
04/19/2024	HP 00503417	101262	3D MOLCULAR DESIGNS LLC	P2400069	580.00
04/19/2024	HP 00503418	100458	ACE TRANSPORTATION		3,096.00
04/19/2024	HP 00503419	100544	ASCENSION MICHIGAN EMPLOYER SOLUTIONS		150.00
04/19/2024	HP 00503420	100354	AUTO ZONE		131.24
04/19/2024	HP 00503421	100346	BIG D LOCK & KEY		515.50
04/19/2024	HP 00503422	100900	BIG TOP PARTY RENTALS		2,100.00
04/19/2024	HP 00503423	100347	BILLINGS LAWN EQUIPMENT		76.90
04/19/2024	HP 00503424	100378	BUCKLES & BUCKLES		241.57
04/19/2024	HP 00503425	100735	BURKES SPORT HAVEN		120.00
04/19/2024	HP 00503426	100512	CHAPTER 13 TRUSTEE - T. TERRY		1,053.41
04/19/2024	HP 00503427	100888	CONSTELLATION		20,941.24
04/19/2024	HP 00503428	100309	CONSUMERS ENERGY		14,937.77
04/19/2024	HP 00503429	100609	DAVID RUSKIN		556.58
04/19/2024	HP 00503430	100533	DRAMATIC GRAPHICS		2,439.00
04/19/2024	HP 00503431	100313	DTE ENERGY		64,428.98
04/19/2024	HP 00503433	100992	GREAT LAKES SPORTS		811.47
04/19/2024	HP 00503434	100488	HOME DEPOT CREDIT SERVICES		2,855.49
04/19/2024	HP 00503435	101224	HOPSKIPDRIVE INC		127,139.49
04/19/2024	HP 00503436	100774	HOWARD MICHAELS FUNDRAISING CO		3,448.50

User: ZIRNISJ - Jason Zimis

Report: OSAP5009 - OSAP5009: Check Register by Fund

Selection:

OH_DTL.[oh_ck_dt] <= '04/30/2024' AND OH_DTL.[oh_ck_dt] >= '04/01/2024'

Page 3

Current Date: 05/16/2024

Current Time: 16:29:31

Hazel Park Schools

Check Register by Fund

Check Date From 4/1/2024 TO 4/30/2024

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
04/19/2024	HP 00503437	100569	INTEGRITY BUSINESS SOLUTIONS LLC		1,439.60
04/19/2024	HP 00503439	101350			220.00
04/19/2024	HP 00503441	101273	MADISON HEIGHTS PLBG & HTG SUPPLY INC		435.70
04/19/2024	HP 00503442	100089	MCNAUGHTON-MCKAY ELECTRIC COMP		323.24
04/19/2024	HP 00503443	100589	MILLENNIUM BUSINESS SYSTEMS		3,104.06
04/19/2024	HP 00503444	100387	MISDU		1,061.63
04/19/2024	HP 00503445	100452	NORTHWEST POOLS INC		888.45
04/19/2024	HP 00503446	100335	OAKLAND COUNTY TREASURER		117.66
04/19/2024	HP 00503448	100058	PHOENIX STONE COMPANY		834.00
04/19/2024	HP 00503450	101367	MAGIERA, DAVID J		560.00
04/19/2024	HP 00503451	100364	VIGILANTE SECURITY INC		1,029.50
04/22/2024	EH 00001090	100045	A & I ENTERPRISES		209,375.52
04/22/2024	EH 00001091	100431	CLARK HILL PLC		5,134.50
04/22/2024	EH 00001092	100292	INVEST CENTERS LLC		244,174.50
04/22/2024	EH 00001093	100959	PROCARE THERAPY		3,036.00
04/22/2024	HP 00503453	101268	IDEMIA		66.25
04/22/2024	HP 00503454	101268	IDEMIA		66.25
04/22/2024	HP 00503455	101268	IDEMIA		66.25
04/22/2024	HP 00503456	101268	IDEMIA		66.25
04/22/2024	HP 00503457	101268	IDEMIA		66.25
04/22/2024	HP 00503458	101268	IDEMIA		66.25
04/22/2024	HP 00503459	100830	INTERACTIVE ENERGY GROUP LLC		985.13
Fund: 220					
04/05/2024	EH 00001061	100550	AMAZON CAPITAL SERVICES INC		1,413.81
04/05/2024	EH 00001068	100515	STAFF CONNECTIONS LLC	P2400269	7,851.04
04/05/2024	HP 00503372	101132	ENTECH MEDICALL STAFFING		1,473.93
04/12/2024	EH 00001072	100550	AMAZON CAPITAL SERVICES INC	P2400292	1,085.82
04/12/2024	HP 00503401	100446	FAR THERAPEUTIC & PERFORMING ARTS		2,555.63
04/12/2024	HP 00503405	101052	NORTHSTAR MAT SERVICE		113.00
04/19/2024	HP 00503432	101132	ENTECH MEDICALL STAFFING		895.38
Fund 110 Total:					922,230.39

Current Date: 05/16/2024
Current Time: 16:29:31

Page 4

User: ZIRNISI - Jason Zirniss
Report: OSAP5009 - OSAP5009: Check Register by Fund

Selection: OH_DTL.[oh_ck_dt] <= '04/30/2024' AND OH_DTL.[oh_ck_dt] >= '04/01/2024'

Hazel Park Schools

Check Register by Fund

Check Date From 4/1/2024 TO 4/30/2024

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
04/19/2024	HP 00503443	100589	MILLENNIUM BUSINESS SYSTEMS		594.37
04/22/2024	HP 00503452	101132	ENTECH MEDICALL STAFFING		771.40
	Fund: 230			Fund 220 Total:	16,754.38
04/05/2024	EH 00001061	100550	AMAZON CAPITAL SERVICES INC	P2400274	657.69
04/12/2024	HP 00503405	101052	NORTHSTAR MAT SERVICE		96.00
	Fund: 250			Fund 230 Total:	753.69
04/12/2024	EH 00001073	100118	CHARTWELLS DINING SERVICES		187,708.12
04/19/2024	HP 00503440	101315	MACOMB SALES & SERVICE LLC		599.15
04/19/2024	HP 00503443	100589	MILLENNIUM BUSINESS SYSTEMS		79.06
04/19/2024	HP 00503449	101298	POLAR PARADICE INC		2,362.50
04/19/2024	HP 00503451	100364	VIGILANTE SECURITY INC		17.50
	Fund: 290			Fund 250 Total:	190,766.33
04/05/2024	HP 00503366	100735	BURKES SPORT HAVEN		100.00
04/05/2024	HP 00503376	100323	JOSTENS INC		726.90
04/05/2024	HP 00503385	100440	SCHOLASTIC BOOK FAIRS		2,249.46
04/05/2024	HP 00503386	101159	STACY HAMMONDS		93.98
04/12/2024	EH 00001072	100550	AMAZON CAPITAL SERVICES INC	P2400289	199.99
04/19/2024	HP 00503438	101231	LITTLE CAESARS FUNDRAISING		873.00
04/19/2024	HP 00503447	101323	PETRUZZELLOS BANQUET AND CONFERENCE		4,025.00
04/22/2024	HP 00503460	101368	PARTY PROS DETROIT		499.00
	Fund: 420			Fund 290 Total:	8,767.33
04/05/2024	HP 00503373	100254	ENVIRONMENTAL MAINTENANCE ENGINEERS		975.00
04/19/2024	EH 00001087	101366	SPARTAN CONSTRUCTION GROUP INC		211,920.75
	Fund: 420 Total:			Fund 420 Total:	212,895.75
				Grand Total:	1,352,167.87

End of Report

Selection:
 OH_DTL.[oh_ck_dt] <= '04/30/2024' AND OH_DTL.[oh_ck_dt] >= '04/01/2024'

■

■

■

■

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CARDHOLDER ACCOUNT ACTIVITY

JAMIE BUCZKO						
XXXX XXXX XXXX 8074		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$20,000.00		\$1,492.21	\$0.00	\$0.00	\$0.00	\$1,492.21
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
03/08	03/07	5542950EKS1EG5E67	MI ASSOC SCH ADM 5173275910 MI	250.00		
03/10	03/09	5542950EMRSQY2DNA	MASB 5173275900 MI	300.00		
03/20	03/19	8271116EZ0008ES5L	OAKLAND SCHOOLS WATERFORD MI	90.00		
03/21	03/20	5543286F061QW1K3P	AMERICAN RED CROSS 800-733-2767 DC	30.00		
03/31	03/29	5550036FA12AT99GZ	HAMPTON NOLA FRENCH QT NEW ORLEANS LA CHECK IN:04/05/2024 NUMBER OF NIGHTS:0003 CHECK OUT:04/08/2024 DAILY RATE: 274.07	274.07		
03/31	03/29	5550036FA12B0TQAZ	HAMPTON NOLA FRENCH QT NEW ORLEANS LA CHECK IN:04/05/2024 NUMBER OF NIGHTS:0003 CHECK OUT:04/08/2024 DAILY RATE: 274.07	274.07		
03/31	03/29	5550036FA129H9B2Z	HAMPTON NOLA FRENCH QT NEW ORLEANS LA CHECK IN:04/05/2024 NUMBER OF NIGHTS:0003 CHECK OUT:04/08/2024 DAILY RATE: 274.07	274.07		

DEBRA DIMAS						
XXXX XXXX XXXX 8828		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$5,000.00		\$1,336.90	\$0.00	\$0.00	\$0.00	\$1,336.90
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
03/01	02/29	5543286ED5VP9GKQV	TST* NEW YORK BAGEL - FERNDALE MI	107.65		
03/04	03/03	5543286EF5WK0P3SJ	AMAZON.COM*RZ3LY09K2 AMZN.COM/BILL WA	7.99		
03/06	03/05	5543286EH5X3Z5A06	AMZN MKTP US*RN0NU59S0 AMZN.COM/BILL WA	29.98		
03/08	03/07	5543286EL5XSJD5NJ	TST* NEW YORK BAGEL - FERNDALE MI	107.65		
03/12	03/11	5543286EP5YRDY8B2	AMZN MKTP US*R63PD58W0 AMZN.COM/BILL WA	29.72		
03/12	03/11	5531020EP2DLAF895	AMZN MKTP US*RN0YI4ME1 SEATTLE WA	241.89		
03/12	03/11	8230509EP000EEM30	AMAZON RET* 113-605751 SEATTLE WA	29.95		
03/12	03/11	0230537ER00J99F6M	CVS/PHARMACY #08103 HAZEL PARK MI	6.72		
03/14	03/13	5548382ES2LR8BF48	SAMSClub #6659 MADISON HEIGH MI	69.80		
03/14	03/14	5543286ES5ZGD6L0A	AMZN MKTP US*R646V2MI2 AMZN.COM/BILL WA	98.53		
03/15	03/14	5543286EV5ZTT9GSZ	TST* NEW YORK BAGEL - FERNDALE MI	107.65		
03/20	03/19	5543286EZ610RGDAM	AMZN MKTP US*R69L78BO1 AMZN.COM/BILL WA	45.58		
03/20	03/19	5543286EZ614FQS0L	AMZN MKTP US*RH88E29D0 AMZN.COM/BILL WA	8.99		
03/20	03/19	5543286EZ614G2RZA	AMZN MKTP US*RH3EZ69J0 AMZN.COM/BILL WA	18.78		
03/20	03/19	5531020EZ2DLFPXLG	AMZN MKTP US*R67L20BS1 SEATTLE WA	43.98		
03/21	03/20	0543684F1BLKH4Q9W	SAMS CLUB #6659 MADISON HEIGH MI	5.76		
03/21	03/20	5548382F12LR68FNG	SAMSClub #6659 MADISON HEIGH MI	57.74		
03/21	03/20	5531020F02E01VEK8	AMZN MKTP US*RH96R8RT0 SEATTLE WA	5.99		
03/22	03/20	0543684F15SA6Q8GB	GFS STORE #1907 ROYAL OAK MI	204.90		
03/22	03/21	5543286F261S6GX71	TST* NEW YORK BAGEL - FERNDALE MI	107.65		

STEPHANIE DULMAGE						
XXXX XXXX XXXX 5092		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$5,000.00		\$1,746.48	\$0.00	\$0.00	\$0.00	\$1,746.48
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
03/20	03/19	5550629EZ61AS0M7T	ANDY MARK INC KOKOMO IN	28.95		

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CARDHOLDER ACCOUNT ACTIVITY (continued)

STEPHANIE DULMAGE				
XXXX XXXX XXXX 5092				
CREDIT LIMIT \$5,000.00				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
03/27	03/26	5541734F7TB1ZVWAY	DELTA 00642118149691 SAN DIEGO CA NAME:DULMAGE,STEPHAN TICKET#:00642118149691 LEG 1: ITINERARY#:10000 DATE:03/26/2024 DEPARTURE TIME:10:00 CARRIER:DL ARRIVAL TIME:00:00 ORINATION:SAN DESTINATION:SAN	30.00
03/28	03/27	5550036F8BMDW8LLP	LYFT *1 RIDE 03-26 855-865-9553 CA	29.25
03/29	03/27	5550629F8MSFR4ZTS	HARDROCK HOTEL SD SAN DIEGO CA CHECK IN:03/23/2024 NUMBER OF NIGHTS:0004 CHECK OUT:03/27/2024 DAILY RATE: 0.00	1,486.40
03/29	03/28	5543286F95SHRK8A9	METRO AIRPORT PARKING DETROIT MI	150.00
03/29	03/28	5550036F9BMDKKJ5P	LYFT *1 RIDE 03-27 855-865-9553 CA	21.88

KARLA GRAESSLEY						
XXXX XXXX XXXX 2857						
CREDIT LIMIT \$5,000.00						
		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
		\$4,367.82	\$0.00	\$0.00	\$0.00	\$4,367.82

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03/05	03/04	5531020EG2E0HNEPP	AMZN MKTP US*RZ5R10U02 SEATTLE WA	58.29
03/05	03/04	5531020EH2DZMJH6K	AMZN MKTP US*RN5OX2DN0 SEATTLE WA	43.27
03/05	03/04	0512348EHVESVXAVV	SCHOLASTIC, INC. JEFFERSONCITY MO	25.00
03/05	03/05	5543286EH5WWZA2R5	AMZN MKTP US*RZ0NO7BL1 AMZN.COM/BILL WA	43.92
03/07	03/06	7545491EJS66HMATJ	LEARNING GIZMO S INC WARREN MI	86.92
03/07	03/06	5543286EJ5XBS2NFK	SQ *247 TIRE REPAIR LL DETROIT MI	87.46
03/07	03/06	5531020EJ2DLHBLFS	AMZN MKTP US*R66GA4CP0 SEATTLE WA	109.67
03/07	03/06	0512348EKHVESVX3N2	SCHOLASTIC, INC. JEFFERSONCITY MO	946.33
03/08	03/07	0541019EK2LZ2J7BH	TARGET 00002824 MADISON HEIGH MI	12.66
03/08	03/07	0543684ELBLKFK4H1	SAMS CLUB #6659 MADISON HEIGH MI	59.94
03/10	03/08	5270715EM09FRGP9L	THE HOME DEPOT #2731 MADISON HEIGH MI	56.60
03/11	03/10	5531020EN2DZNA5Z	AMZN MKTP US*RN4318I2 SEATTLE WA	81.23
03/11	03/10	8230509EN000FPSE4	CVENT, INC* COMMUNITY TYSONS CORNER VA	150.00
03/15	03/14	8230509ES000D8D6H	CVENT, INC* INSTITUTE TYSONS CORNER VA	715.00
03/15	03/14	8230509ES000D8RWM	CVENT, INC* INSTITUTE TYSONS CORNER VA	715.00
03/20	03/18	5548382EZAT871RB5	SAMSCLUB.COM 888-746-7726 AR	1,176.53

TECHNOLOGY HP						
XXXX XXXX XXXX 8518						
CREDIT LIMIT \$5,000.00						
		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
		\$199.79	\$0.00	\$0.00	\$0.00	\$199.79

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03/26	03/25	8538390F5000QQ9QZ	ALOHI * FAXPLUS PLAN-LES-OUAT DU	199.79

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CARDHOLDER ACCOUNT ACTIVITY (continued)

MICHELLE KRAUSE						
XXXX XXXX XXXX 7323		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$5,000.00		\$684.58	\$0.00	\$0.00	\$0.00	\$684.58
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
03/14	03/13	8271116ET000DRKS0	BOUNCING ALL AROUND DETROIT MI	250.00		
03/17	03/15	8271116EV000ARMAG	LITTLE FREE LIBRARY HUDSON WI	219.58		
03/17	03/16	5542135EWJ82Q7T20	OE TOURS DETROIT MI	160.00		
03/17	03/17	5543286EX60QGHB9X	AWL*PEARSON EDUCATION PRSONCS.COM NJ	55.00		

AMY KRUPPE						
XXXX XXXX XXXX 5012		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$25,000.00		\$1,988.62	\$0.00	\$0.00	\$0.00	\$1,988.62
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
03/03	03/01	2524770EE11G4SVBW	SOCIETYFORHUMANRESOURC ALEXANDRIA VA	264.00		
03/24	03/23	5543286F462BJMXR0	SQ *NICE CAB 1212 DRIV SAN DIEGO CA	28.31		
03/25	03/24	5543286F462F1ED5Q	TST* RUSTIC ROOT SAN DIEGO CA	73.21		
03/25	03/24	5543687F53TVMPD4Y	EDGEWATER GRILL SAN DIEGO CA	69.82		
03/29	03/27	5550629F8MSFR4RHT	HARDROCK HOTEL SD SAN DIEGO CA	1,496.39		
			CHECK IN:03/23/2024 NUMBER OF NIGHTS:0004			
			CHECK OUT:03/27/2024			
			DAILY RATE: 0.00			
03/29	03/27	5550629F8MSFR568B	HARDROCK HOTEL SD SAN DIEGO CA	56.89		
			CHECK IN:03/23/2024 NUMBER OF NIGHTS:0004			
			CHECK OUT:03/27/2024			
			DAILY RATE: 0.00			

CORRI NASTASI						
XXXX XXXX XXXX 6896		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$5,000.00		\$3,729.97	\$0.00	\$0.00	\$0.00	\$3,729.97
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
03/01	02/29	0543684EDEHTMVL8	LITTLE CAESARS #174 FERNDALE MI	383.36		
03/01	02/29	0543684EDEHTMVLV	LITTLE CAESARS #174 FERNDALE MI	35.94		
03/03	03/02	5543286EE5W2DMPS8	AMZN MKTP US*RZ4Y49ZZ1 AMZN.COM/BILL WA	5.99		
03/06	03/05	5543286EJ5X84M41J	TST* NEW YORK BAGEL - FERNDALE MI	129.70		
03/07	03/06	0543684EKEHS3VJ69	LITTLE CAESARS #174 FERNDALE MI	29.72		
03/11	03/10	5543286EN5GYWHNB	AMZN MKTP US*RN8IH10N1 AMZN.COM/BILL WA	282.02		
03/11	03/10	5531020EN2E0QVZJN	AMZN MKTP US*RN2L13PW1 SEATTLE WA	36.66		
03/11	03/10	5531020EN2E0RBA2J	AMAZON.COM*R68RX3510 SEATTLE WA	88.29		
03/12	03/11	0541601EP43A8BEG5	WAL-MART #3487 SHELBY TWP MI	38.36		
03/12	03/11	5543286ER5YWD5EDL	MEIJER STORE #681 MACOMB MI	34.14		
03/12	03/11	0543684EP8PLGP96V	KROGER #737 SHELBY TOWNSH MI	99.12		
03/14	03/13	5548382ES2LR13AZM	SAMS CLUB RENEWAL MADISON HEIGH MI	155.00		
03/15	03/13	5550629ESM4DNKEZA	ANN ARBOR HANDS-ON MUS ANN ARBOR MI	150.00		
03/17	03/15	0543684EWEHVW0LQD	LITTLE CAESARS #174 FERNDALE MI	35.94		
03/19	03/18	5531020EY2DYJ7YNS	AMAZON.COM*RH8AB8DF0 SEATTLE WA	10.49		
03/19	03/18	1527021EY016HMY02	LEGOLAND DISCOVERY CEN 1202666900 MI	480.00		
03/20	03/19	5543286F0617KGG5E	TST* NEW YORK BAGEL - FERNDALE MI	129.70		
03/20	03/19	5543286F0617KGG5M	TST* NEW YORK BAGEL - FERNDALE MI	129.70		
03/20	03/19	0543684E28PLPRX5K	KROGER #759 WHITE LAKE MI	82.89		
03/21	03/20	5548382F12LR58SHA	SAMSCLUB #6664 UTICA MI	39.38		
03/24	03/23	0512348F4HEV4T5XG	SCHOLASTIC, INC. JEFFERSONCITY MO	752.41		

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CARDHOLDER ACCOUNT ACTIVITY (continued)

CORRI NASTASI
 XXXX XXXX XXXX 6896
CREDIT LIMIT \$5,000.00

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03/29	03/28	5531020F92DYR.JLVJ	AMZN MKTP US*XJ0HQ4LK3 SEATTLE WA	82.00
03/29	03/28	5531020F92E0W9P5Y	AMZN MKTP US*RA8ST2DZ2 SEATTLE WA	97.90
03/29	03/29	5543286F95SF29W41	AMZN MKTP US*RA3V73L11 AMZN.COM/BILL WA	139.67
03/29	03/29	5543286F95SH18PAE	AMZN MKTP US*RA5EB0S62 AMZN.COM/BILL WA	39.13
03/31	03/29	5531020F92DYRHG1N	AMAZON.COM*044DV0KQ3 SEATTLE WA	80.82
03/31	03/29	5531020F92DZR8QV1	AMAZON.COM*X41AC06E3 SEATTLE WA	161.64

SHEILA OKANE
 XXXX XXXX XXXX 1086
CREDIT LIMIT \$5,000.00

	PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
	\$1,187.64	\$0.00	\$0.00	\$19.07 CR	\$1,168.57

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03/01	02/29	5531020EQ2DKFSMV9	AMZN MKTP US*RN97B3LU0 SEATTLE WA	276.56
03/03	03/02	5543286EE5W2D7ZV3	AMZN MKTP US*RZ3SK4BB2 AMZN.COM/BILL WA	207.44
03/06	03/06	8230509EJ0007GWZK	AMAZON RET* 114-867927 SEATTLE WA	95.39
03/07	03/06	5543286EJ5XD9Y8KS	AMZN MKTP US*RZ5CI2UI1 AMZN.COM/BILL WA	29.66
03/07	03/06	0543684EKEHS3VKP0	LITTLE CAESARS #174 FERNDALE MI	179.70
03/07	03/06	8271116EJ000FWB3K	OAKLAND SCHOOLS WATERFORD MI	60.00
03/07	03/07	5543286EK5XHE4XSK	AMZN MKTP US*RN5PI31Q2 AMZN.COM/BILL WA	19.07
03/08	03/07	5543286EK5XJK1V5H	AMZN MKTP US*R68D95F00 AMZN.COM/BILL WA	33.89
03/08	03/07	5543286EK5XMRELJT	AMZN MKTP US*RN5PT3XK2 AMZN.COM/BILL WA	14.54
03/12	03/12	5543286ER5YYNAZ2A	AMZN MKTP US*RN2YZ6BW1 AMZN.COM/BILL WA	153.91
03/13	03/13	5543286ET5Z57RP5R	AMZN MKTP US*R68UL9U90 AMZN.COM/BILL WA	63.58
03/15	03/14	8230509ES000G9MYA	LIBIB.COM COVINA CA	11.00
03/26	03/25	5543286F562S40NM2	AMZN MKTP US AMZN.COM/BILL WA CREDIT	19.07 CR
03/26	03/26	5543286F662WPS.JJV	AMZN MKTP US*RA2CPOS50 AMZN.COM/BILL WA	42.90

GREG RICHARDSON
 XXXX XXXX XXXX 2959
CREDIT LIMIT \$20,000.00

	PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
	\$877.86	\$0.00	\$0.00	\$78.11 CR	\$799.75

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03/01	02/29	5531020EDBM45TKDY	TONYS ACE HDWE HAZEL PARK MI	15.75
03/01	02/29	5531020EDBM45TKE6	TONYS ACE HDWE HAZEL PARK MI	18.03
03/01	02/29	5531020EDBM45TKNZ	TONYS ACE HDWE HAZEL PARK MI	13.26
03/01	02/29	5531020EDBM45TKWY	TONYS ACE HDWE HAZEL PARK MI	18.22
03/03	03/01	5531020EEBM47NLN8	TONYS ACE HDWE HAZEL PARK MI	5.16
03/03	03/01	5531020EEBM47NLTM	TONYS ACE HDWE HAZEL PARK MI	6.00
03/05	03/04	7230606EGS66LAJVM	CHET S RENT ALL - WARR WARREN MI CREDIT	78.11 CR
03/06	03/05	5531020EJBM45TKEB	TONYS ACE HDWE HAZEL PARK MI	41.07
03/06	03/05	5531020EJBM45TKRE	TONYS ACE HDWE HAZEL PARK MI	17.65
03/06	03/05	5531020EJBM45TKVH	TONYS ACE HDWE HAZEL PARK MI	9.48
03/07	03/06	5531020EKBM47NLHH	TONYS ACE HDWE HAZEL PARK MI	13.26
03/07	03/06	5531020EKBM47NLHR	TONYS ACE HDWE HAZEL PARK MI	7.38
03/07	03/06	5531020EKBM47NLKA	TONYS ACE HDWE HAZEL PARK MI	20.06
03/08	03/07	5531020ELBM402G8M	TONYS ACE HDWE HAZEL PARK MI	18.90
03/10	03/08	5531020EMBM41ZHE4	TONYS ACE HDWE HAZEL PARK MI	0.50
03/10	03/08	5531020EMBM41ZHS8	TONYS ACE HDWE HAZEL PARK MI	37.03
03/10	03/08	5531020EMBM41ZH4V	TONYS ACE HDWE HAZEL PARK MI	112.91



Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CARDHOLDER ACCOUNT ACTIVITY (continued)				
GREG RICHARDSON				
XXXX XXXX XXXX 2959				
CREDIT LIMIT \$20,000.00				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
03/10	03/08	5531020EMBM41ZH6L	TONYS ACE HDWE HAZEL PARK MI	5.99
03/12	03/11	5531020ERBM47NLWY	TONYS ACE HDWE HAZEL PARK MI	1.40
03/12	03/11	5531020ERBM47NM1A	TONYS ACE HDWE HAZEL PARK MI	15.19
03/13	03/12	5531020ETBM402GEY	TONYS ACE HDWE HAZEL PARK MI	81.53
03/13	03/12	5531020ETBM402G2G	TONYS ACE HDWE HAZEL PARK MI	75.16
03/13	03/12	5531020ETBM402G6D	TONYS ACE HDWE HAZEL PARK MI	10.43
03/14	03/13	5531020ESBM41ZHP8	TONYS ACE HDWE HAZEL PARK MI	13.47
03/14	03/13	5531020ESBM41ZH6P	TONYS ACE HDWE HAZEL PARK MI	27.21
03/14	03/13	5531020ESBM41ZH77	TONYS ACE HDWE HAZEL PARK MI	5.69
03/14	03/13	5531020ESBM41ZH8R	TONYS ACE HDWE HAZEL PARK MI	5.64
03/17	03/15	5531020EWBM45TKD0	TONYS ACE HDWE HAZEL PARK MI	54.08
03/17	03/15	5531020EWBM45TKGM	TONYS ACE HDWE HAZEL PARK MI	89.41
03/19	03/18	5531020EZBM41ZHE2	TONYS ACE HDWE HAZEL PARK MI	9.29
03/19	03/18	5531020EZBM41ZHM9	TONYS ACE HDWE HAZEL PARK MI	2.85
03/19	03/18	5531020EZBM41ZH6J	TONYS ACE HDWE HAZEL PARK MI	7.38
03/20	03/19	5531020F0BM43WJMJ	TONYS ACE HDWE HAZEL PARK MI	15.19
03/20	03/19	5531020F0BM43WJ8Q	TONYS ACE HDWE HAZEL PARK MI	46.28
03/22	03/21	5531020F2BM47NLNN	TONYS ACE HDWE HAZEL PARK MI	11.51
03/22	03/21	5531020F2BM47NLSK	TONYS ACE HDWE HAZEL PARK MI	0.89
03/28	03/27	5531020F8BM402G45	TONYS ACE HDWE HAZEL PARK MI	35.12
03/28	03/27	5531020F8BM402G5N	TONYS ACE HDWE HAZEL PARK MI	9.49

TAMMY MCHENRY						
XXXX XXXX XXXX 9812						
CREDIT LIMIT \$10,000.00						
		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
		\$5,474.97	\$0.00	\$0.00	\$0.00	\$5,474.97
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
03/01	02/29	5543286EQ5VKDDW7Q	AMZN MKTP US*RZ64W8PK2 AMZN.COM/BILL WA	189.99		
03/01	02/29	8230509EQ000L44WJ	E4 DIGITAL MARKETING FERNDALE MI	200.00		
03/01	03/01	5531020ED2DLSYD88	AMZN MKTP US*RW6D78YF1 SEATTLE WA	76.76		
03/03	03/01	5543286ED5VVAB21N	AMZN MKTP US*RN6CX0JS0 AMZN.COM/BILL WA	15.90		
03/03	03/02	5543286EE5W0YDWGR	AMZN MKTP US*RN58O3AP0 AMZN.COM/BILL WA	125.85		
03/03	03/02	5543286EE5W1VDHB2	AMZN MKTP US*RZ5RF2BN2 AMZN.COM/BILL WA	66.83		
03/04	03/03	5531020EF2DKJS08N	AMZN MKTP US*RZ7R79EA1 SEATTLE WA	39.77		
03/04	03/03	5531020EF2DZ8BX47	AMAZON.COM*RZ4SX72R2 SEATTLE WA	73.95		
03/04	03/03	5531020EG2DLKAX50	AMZN MKTP US*RZ7Y189L2 SEATTLE WA	561.40		
03/04	03/04	5543286EG5WLZK5ZJ	AMZN MKTP US*RZ7BK4X61 AMZN.COM/BILL WA	12.99		
03/05	03/04	8230509EG000DZGX7	SP TFD SUPPLIES FAIRVIEW HEIG IL	110.01		
03/05	03/05	5543286EH5WY9R0VE	AMZN MKTP US*RZ1P168R1 AMZN.COM/BILL WA	67.96		
03/06	03/06	5543286EJ5X6Z6WKA	AMZN MKTP US*RN55D13D2 AMZN.COM/BILL WA	6.99		
03/07	03/05	7541823EH5MP4MJPD	NASSP PRODUCT & SERVIC RESTON VA	385.00		
03/07	03/06	5531020EJ2DK3E4BR	AMZN MKTP US*RN78Y0RT0 SEATTLE WA	40.89		
03/07	03/07	5543286EK5XEDW6K6	AMZN MKTP US*R64NT2C90 AMZN.COM/BILL WA	129.92		
03/07	03/07	5543286EK5XE8RLVB	AMZN MKTP US*R64J5CB0 AMZN.COM/BILL WA	7.99		
03/07	03/07	5531020EK2E05MY01	AMZN MKTP US*RN72N30S2 SEATTLE WA	158.51		
03/08	03/07	5543286EK5XMKMH61	SQ *DRAMATIC GRAPHICS GOSQ.COM MI	630.00		
03/10	03/09	5543286EM5Y5D5TDB	AMZN MKTP US*RN1M69DO2 AMZN.COM/BILL WA	76.29		
03/14	03/13	5548382ETARZGHSLM	SAMSCLUB.COM 888-746-7726 AR	476.70		

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CARDHOLDER ACCOUNT ACTIVITY (continued)

TAMMY MCHENRY
 XXXX XXXX XXXX 9812
 CREDIT LIMIT \$10,000.00

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03/15	03/14	0541601ES43AAHRLS	SAMSCLUB #6659 MADISON HEIGH MI	416.12
03/15	03/14	5543286ES5ZM1LT7A	AMZN MKTP US*RH26G7L50 AMZN.COM/BILL WA	164.61
03/15	03/14	5548382EV2LR4KGTGTE	SAMSCLUB #6659 MADISON HEIGH MI	297.18
03/15	03/14	5531020EV2DZ9ADSN	AMZN MKTP US*RN89Y4Y11 SEATTLE WA	98.99
03/15	03/15	5543286EV5ZTWKT57	AMZN MKTP US*R665V46S2 AMZN.COM/BILL WA	21.86
03/17	03/14	5270715EV09FTFF3D	THE HOME DEPOT #2706 TROY MI	99.92
03/17	03/14	5270715EV09FTXL3	THE HOME DEPOT #2731 MADISON HEIGH MI	167.99
03/18	03/18	5543286EY60KDJP9	AMZN MKTP US*R62M081V1 AMZN.COM/BILL WA	29.99
03/21	03/20	0534588F08PMRABNH	EDDIES PIZZA WARREN MI	48.00
03/24	03/22	5543286F261XW1EMK	AMZN MKTP US*RH5DW94G1 AMZN.COM/BILL WA	144.95
03/24	03/22	5543286F261YFR1PF	DRAMATISTS PLAY SERV 212-683-8960 NY	38.30
03/24	03/22	5531020F22DK15DNH	AMZN MKTP US*RH7PP7O61 SEATTLE WA	231.96
03/24	03/22	1531468F20Q72MPQP	CONCORD THEATRICALS CO NEW YORK NY	16.20
03/25	03/25	5543286F562KKS9K3	AMAZON.COM*RA6O964J2 AMZN.COM/BILL WA	35.20
03/31	03/29	8230509F9000BGM9B	LUDUS.COM* WEST BLOOMF HOLLAND MI	210.00

ACCOUNTS PAYABLE
 XXXX XXXX XXXX 0249
 CREDIT LIMIT \$250,000.00

PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
\$15,415.83	\$0.00	\$0.00	\$7,883.08 CR	\$7,532.75

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03/04	03/03	5543286EF5WEVT3PJ	TMOBILE*AUTO PAY 800-937-8997 WA	2,000.00
03/07	03/06	5550629EJM4AEJ5RF	ECOLAB INC SAINT PAUL MN	93.50
03/07	03/06	5550629EJM4DPF3JA	ECOLAB INC SAINT PAUL MN	159.50
03/07	03/06	5550629EJM4H9X758	ECOLAB INC SAINT PAUL MN	93.50
03/07	03/06	5550629EJM4QWRKSY	ECOLAB INC SAINT PAUL MN	165.00
03/07	03/06	5550629EJM4V4L0PF	ECOLAB INC SAINT PAUL MN	82.50
03/07	03/06	5550629EJM4YXPR7R	ECOLAB INC SAINT PAUL MN	93.50
03/07	03/06	5550629EJM44NG962	ECOLAB INC SAINT PAUL MN	93.50
03/07	03/06	5550629EJM44TBSTQ	ECOLAB INC SAINT PAUL MN	258.50
03/08	03/07	5543286EK5XN14EHB	TMOBILE*AUTO PAY 800-937-8997 WA	486.79
03/08	03/07	1230202EK01G8ML25	DRP*LOGITECH STORE MINNETONKA MN CREDIT	60.00 CR
03/08	03/07	0522702EK8PMGMF07	ALLEGRA OF SALINE SALINE MI	870.00
03/08	03/07	0522702EK8PMGMF2G	ALLEGRA OF SALINE SALINE MI	595.68
03/14	03/13	5550629ETM4GG56SA	ECOLAB INC SAINT PAUL MN	132.00
03/14	03/13	5550629ETM45F9NNR	ECOLAB INC SAINT PAUL MN	107.80
03/17	03/15	5544641EV5SS31VJD	CORRIGAN MOVING SYSTEM FARMINGTON HI MI	308.68
03/17	03/16	5270824EW2DYFX6K8	REPUBLIC SERVICES TRAS PHOENIX AZ	7,823.08
03/17	03/16	5270824EW2DZ5KS2N	REPUBLIC SERVICES TRAS PHOENIX AZ	447.00
03/29	03/28	8514051F8S66M7ATX	CLEAR RATE COMMUNICATI 248-5564500 MI	1,605.30
03/31	03/29	5270824FAOV08XRT0	REPUBLIC SERVICES TRAS PHOENIX A CREDIT	7,823.08 CR

KENDAL SMITH
 XXXX XXXX XXXX 0770
 CREDIT LIMIT \$5,000.00

PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
\$124.76	\$0.00	\$0.00	\$14.82 CR	\$109.94

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03/01	02/29	5543286EQ5VEFM5F1	APPLE.COM/BILL 866-712-7753 CA	2.99
03/01	02/29	5531020ED2DL7TVGT	AMAZON.COM*RW1PC3W61 SEATTLE WA	9.28

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CARDHOLDER ACCOUNT ACTIVITY (continued)

KENDAL SMITH				
XXXX XXXX XXXX 0770				
CREDIT LIMIT \$5,000.00				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
03/01	03/01	5543286ED5VNH37SG	AMZN MKTP US*RZ2X15XU2 AMZN.COM/BILL WA	44.21
03/03	03/01	5543286ED5VWSVPWN	AMZN MKTP US*RN4SE1JH0 AMZN.COM/BILL WA	14.82
03/04	03/04	5543286EG5WKM13S0	AMZN MKTP US AMZN.COM/BILL WA CREDIT	14.82 CR
03/05	03/04	5543286EG5WVHW9W3	AMZN MKTP US*RZ7AF0H51 AMZN.COM/BILL WA	9.53
03/07	03/06	5543286EJ5X9H9J6M	APPLE.COM/BILL 866-712-7753 CA	13.64
03/17	03/16	5543286EW603WV1RK	APPLE.COM/BILL 866-712-7753 CA	6.35
03/17	03/16	5513158EWR3ER5VYM	APPLE.COM/BILL CUPERTINO CA	23.94

BRADLEY WILKINS						
XXXX XXXX XXXX 2278						
CREDIT LIMIT \$25,000.00						
		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
		\$13,917.21	\$0.00	\$0.00	\$0.00	\$13,917.21
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
03/03	03/01	5543286ED5VW8W35F	GOOGLE *CLOUD 9W9XGH 650-253-0000 CA	3.25		
03/05	03/04	5548077EG61GRBYBZ	VOXTELESYS LLC WAHOO NE	1,757.00		
03/07	03/06	7519116EJS66J1HBK	CELLULAR GENIUS DETROIT MI	309.00		
03/10	03/08	7541823EL5MWAQN3A	B&H PHOTO 800-606-6969 NEW YORK NY	298.74		
03/10	03/08	1527021EL01484EFK	EBAY O*22-11275-09085 SAN JOSE CA	110.00		
03/13	03/12	8549326ERBY671FYK	WONDERSHARE.COM HONG KONG HK	132.44		
03/13	03/12	8230509ET0004ADQB	ZOOM.US 888-799-9666 SAN JOSE CA	2,700.00		
03/14	03/13	7541823ET5N6LYNKN	DNH*GODADDY.COM TEMPE AZ	46.34		
03/14	03/14	5543286ES5ZFAKA46	APPLE.COM/US 800-676-2775 CA	569.00		
03/17	03/16	5543286EW6029XNTK	APPLE.COM/US 800-676-2775 CA	69.00		
03/17	03/16	5543286EW6029XNV5	APPLE.COM/US 800-676-2775 CA	229.00		
03/19	03/18	8230509EY000DMGPJ	SP TFD SUPPLIES FAIRVIEW HEIG IL	975.00		
03/21	03/21	5543286F161GRVBM8	APPLE.COM/BILL 866-712-7753 CA	119.99		
03/21	03/21	5543286F161GRVDEZ	APPLE.COM/BILL 866-712-7753 CA	49.99		
03/21	03/21	5543286F161GRW92T	APPLE.COM/BILL 866-712-7753 CA	24.99		
03/21	03/21	5543286F161H20GK5	APPLE.COM/BILL 866-712-7753 CA	69.99		
03/22	03/21	5513158F1R3E3K668	APPLE.COM/BILL CUPERTINO CA	299.99		
03/22	03/21	5513158F1R3SREVTZ	APPLE.COM/BILL CUPERTINO CA	2.99		
03/22	03/21	5513158F1R3S1S2S5	APPLE.COM/BILL CUPERTINO CA	19.99		
03/24	03/22	5543286F261VEAJQS	APPLE.COM/BILL 866-712-7753 CA	0.99		
03/24	03/22	5543286F261VEANQZ	APPLE.COM/BILL 866-712-7753 CA	0.99		
03/24	03/22	5543286F261VE9BV7	APPLE.COM/BILL 866-712-7753 CA	3.99		
03/24	03/22	5543286F261XTW2S1	AMZN MKTP US*RH8L404V1 AMZN.COM/BILL WA	4,326.05		
03/27	03/26	5543286F6633FL8SN	AMZN MKTP US*RH5QM5S01 AMZN.COM/BILL WA	1,163.72		
03/27	03/26	7541823F65P1PJEA4	DNH*GODADDY.COM TEMPE AZ	136.02		
03/31	03/29	5542950F9MNES2HSX	COURSRAA9G717K2TR0KOI 6509639884 CA	498.75		

CHARLES PLEINESS						
XXXX XXXX XXXX 4166						
CREDIT LIMIT \$5,000.00						
		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
		\$86.57	\$0.00	\$0.00	\$0.00	\$86.57
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
03/27	03/27	1527021F70031TBMS	FACEBK C8LATYBLA2 MENLO PARK CA	86.57		

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CARDHOLDER ACCOUNT ACTIVITY (continued)

GINA BREW						
XXXX XXXX XXXX 8853		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$20,000.00		\$8,612.21	\$0.00	\$0.00	\$0.00	\$8,612.21
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
03/01	02/29	7545491EQS66EWSNE	SULLIVANS FLEET SERVIC HAZEL PARK MI	188.90		
03/05	03/04	0543684EHEHTM1JAS	SERVICE TOWING WARREN MI	612.85		
03/10	03/08	7545491ELS66FJ69Q	SULLIVANS FLEET SERVIC HAZEL PARK MI	2,186.16		
03/15	03/14	7545491ESS66FVB8T	SULLIVANS FLEET SERVIC HAZEL PARK MI	641.86		
03/17	03/15	7545491EVS66FYQXE	SULLIVANS FLEET SERVIC HAZEL PARK MI	1,127.20		
03/21	03/21	5543286F161E9P3W7	UNITY SCHOOL BUS PARTS 800-937-3906 MI	498.95		
03/31	03/29	7545491F9S66GGNVG	SULLIVANS FLEET SERVIC HAZEL PARK MI	3,356.29		

THOMAS OESTRIKE						
XXXX XXXX XXXX 2511		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$10,000.00		\$3,928.16	\$0.00	\$0.00	\$100.80 CR	\$3,827.36
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
03/01	02/28	8271116EQ000DYXX1	MICHIGAN YOUTH WRES STERLING HEIG CREDIT	20.80 CR		
03/03	03/01	5543286EE5VZJZX9L	SQ *SHAKE SHACK DETROIT MI	76.21		
03/03	03/02	5270487EE11KVSHB1	HOTEL INDIGO F&B DETROIT MI	28.32		
03/04	03/02	5270487EFW7D4YF9W	HOTEL INDIGO-DETROIT D DETROIT MI CHECK IN:02/29/2024 NUMBER OF NIGHTS:0002 CHECK OUT:03/02/2024 DAILY RATE: 0.00	576.85		
03/04	03/02	5270487EFW7D46Y6Q	HOTEL INDIGO-DETROIT D DETROIT MI CHECK IN:02/29/2024 NUMBER OF NIGHTS:0002 CHECK OUT:03/02/2024 DAILY RATE: 0.00	686.09		
03/05	03/04	8271116EH0003SMQW	MICHIGAN YOUTH WRES STERLING HEIG MI	764.18		
03/05	03/04	8271116EH0003XEBY	MICHIGAN YOUTH WRES STERLING HEIG MI	103.70		
03/06	03/05	8271116EH000QSZMV	MICHIGAN YOUTH WRES STERLING HEIG MI	21.14		
03/06	03/05	8271116EH000QTMZ5	MICHIGAN YOUTH WRES STERLING HEIG MI	21.14		
03/06	03/06	8230509EJ0008BVLB	NFHSNTWRK* 0474877667U ATLANTA GA	11.99		
03/07	03/05	8548614EJLF4EW8NH	TOP NOTCH PRINTING HAZEL PARK MI	187.00		
03/10	03/07	8271116EL0009ASNA	MICHIGAN YOUTH WRES STERLING HEIG CREDIT	80.00 CR		
03/12	03/11	8271116EP00090ZH3	MEMBERSHIPWRESTLING LOWELL MI	723.40		
03/12	03/11	8271116EP00095Z0P	MEMBERSHIPWRESTLING LOWELL MI	145.48		
03/12	03/12	8271116ER0006LFSG	MICHIGAN YOUTH WRES STERLING HEIG MI	232.70		
03/12	03/12	8271116ER0006S8ZK	MICHIGAN YOUTH WRES STERLING HEIG MI	284.30		
03/13	03/12	5542950ERLRN6D4F3	ADOBE INC. 4085366000 CA	24.37		
03/13	03/12	8271116ER000FA6Y3	MICHIGAN YOUTH WRES STERLING HEIG MI	26.30		
03/20	03/19	1230202EZ00LY63EE	CANVA* 04095-53803138 KENT DE	14.99		

LINDA YATES						
XXXX XXXX XXXX 0268		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$10,000.00		\$4,435.50	\$0.00	\$0.00	\$0.00	\$4,435.50
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
03/01	02/29	8230509EQ000REA1J	NOVI APSI* NOVI APSI 2 BIRMINGHAM MI	700.00		
03/03	03/01	8550499EES66EWY40	ISTE 800-3365191 VA	490.00		
03/05	03/05	5543286EH5WY99EG2	DBC*BLICK ART MATERIAL 800-447-1892 IL	434.88		
03/06	03/05	5542950EHLW70Y4SX	IC* INSTACART 8882467822 CA	27.00		
03/06	03/05	5542950EHLW70ZXKR	IC* INSTACART 8882467822 CA	19.34		

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CARDHOLDER ACCOUNT ACTIVITY (continued)

LINDA YATES
 XXXX XXXX XXXX 0268
 CREDIT LIMIT \$10,000.00

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03/06	03/06	5543286EJ5X610QW3	PANERA BREAD #606190 O 855-372-6372 MI	188.00
03/08	03/07	8271116EK000AWJN1	OAKLAND SCHOOLS WATERFORD MI	30.00
03/10	03/08	8545491ELS66KFNAR	NASN 866-6276767 MD	495.00
03/10	03/08	8545491ELS66KFPGE	NASN 866-6276767 MD	495.00
03/10	03/08	5543687EL8EP3Y887	BUREAU OF EDUCATION AN BELLEVUE WA	279.00
03/13	03/12	5270487ERLQKGB01K	CENGAGE LEARNING, INC. 5132291000 OH	185.00
03/13	03/12	5270487ERLQKGB18K	CENGAGE LEARNING, INC. 5132291000 OH	185.00
03/13	03/13	5543286ET5Z5AQ7E2	SAVVAS LEARNING 844-330-1119 NJ	14.88
03/20	03/19	5543687F04QE000JH	DOUBLETREE HOTELS DETROIT MI	892.40
CHECK IN:03/19/2024 NUMBER OF NIGHTS:				
CHECK OUT:03/19/2024				
DAILY RATE: 0.00				

CARLA BEACH
 XXXX XXXX XXXX 1145
 CREDIT LIMIT \$5,000.00

Post Date	Tran Date	Reference Number	Transaction Description	Amount
		PURCHASES		\$1,580.33
		CASH ADV		\$0.00
		FEES CHARGED		\$0.00
		CREDITS		\$0.00
		TOTAL ACTIVITY		\$1,580.33
Post Date	Tran Date	Reference Number	Transaction Description	Amount
03/03	03/02	5543286EE5VZLVE82	FLIGHT SQUAD BALL 310-208-9058 CA	800.00
03/04	03/04	5543286EG5WL2LKQH	AMZN MKTP US*RZ6381GG1 AMZN.COM/BILL WA	328.02
03/06	03/06	5543286EJ5X5K40SP	AMZN MKTP US*RN8MY2NF2 AMZN.COM/BILL WA	175.68
03/14	03/13	5543286ES5ZEBE07M	MICHAELS STORES 5073 TROY MI	109.36
03/19	03/18	5543286EY60S4ZZQK	AMZN MKTP US*RH2N07Z22 AMZN.COM/BILL WA	100.00
03/19	03/18	5543286EY60S87LNY	AMZN MKTP US*R66WT9V61 AMZN.COM/BILL WA	67.27

JOAN RYBINSKI
 XXXX XXXX XXXX 4803
 CREDIT LIMIT \$5,000.00

Post Date	Tran Date	Reference Number	Transaction Description	Amount
		PURCHASES		\$34.95
		CASH ADV		\$0.00
		FEES CHARGED		\$0.00
		CREDITS		\$0.00
		TOTAL ACTIVITY		\$34.95
Post Date	Tran Date	Reference Number	Transaction Description	Amount
03/06	03/05	0543684EH8PLWHHMH	KROGER #447 HAZEL PARK MI	34.95

HEIDI KUNZ
 XXXX XXXX XXXX 7221
 CREDIT LIMIT \$5,000.00

Post Date	Tran Date	Reference Number	Transaction Description	Amount
		PURCHASES		\$2,368.96
		CASH ADV		\$0.00
		FEES CHARGED		\$0.00
		CREDITS		\$0.00
		TOTAL ACTIVITY		\$2,368.96
Post Date	Tran Date	Reference Number	Transaction Description	Amount
03/01	02/29	0230537ED00J5YL95	BJS WHOLESALE #383 MADISON HEIGH MI	64.25
03/04	03/03	5546315EFW5PSBJTQ	JOANN STORES #690 MADISON HEIGH MI	60.73
03/07	03/06	5543286EJ5XBVMX6D	AMZN MKTP US*RN4LY2AG2 AMZN.COM/BILL WA	215.98
03/07	03/06	5543286EJ5XQB8E3L	AMZN MKTP US*RN6R33AD2 AMZN.COM/BILL WA	111.16
03/08	03/07	5543286EK5XM7KPGH	AMZN MKTP US*RN9C62XV2 AMZN.COM/BILL WA	54.99
03/08	03/08	5543286EL5XRRWEXF	AMZN MKTP US*RN51A6MM2 AMZN.COM/BILL WA	162.90
03/10	03/08	5543286EL5XWF9XJ1	AMZN MKTP US*RN1ZQ8H22 AMZN.COM/BILL WA	161.46
03/11	03/10	5543286EN5YFDD4SD	AMZN MKTP US*RN3X03E21 AMZN.COM/BILL WA	46.45
03/11	03/10	5543286EN5YH62A9N	AMZN MKTP US*R68IL6M60 AMZN.COM/BILL WA	411.58
03/11	03/10	0230537EP00GD4A09	BJS WHOLESALE #383 MADISON HEIGH MI	119.46
03/13	03/12	5543286ER5Z0KPAV2	AMZN MKTP US*R64EY4NU2 AMZN.COM/BILL WA	6.75
03/13	03/12	5543286ER5Z1D5YXF	AMZN MKTP US*R60N513U2 AMZN.COM/BILL WA	205.18
03/13	03/12	8271116ER000BML6V	EVENTGROOVE HARLOWTON MT	48.90

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CARDHOLDER ACCOUNT ACTIVITY (continued)

HEIDI KUNZ
 XXXX XXXX XXXX 7221
 CREDIT LIMIT \$5,000.00

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03/14	03/12	5548382ETARYM3QXR	SAMSClub.COM 888-746-7726 AR	81.34
03/15	03/14	5543286ESZNB0D9E	AMZN MKTP US*R612I5BL2 AMZN.COM/BILL WA	188.62
03/17	03/16	0543684EXHEV2K6FL	DOLLAR TREE, INC. CHESAPEAKE VA	75.00
03/18	03/17	5543286EX60K3DHHE	AMZN MKTP US*RH2E535C0 AMZN.COM/BILL WA	104.02
03/24	03/22	0230537F300JZNT8V	BJS WHOLESALE #383 MADISON HEIGH MI	170.23
03/31	03/29	0543684FABLL89YMK	SAMS CLUB #6659 MADISON HEIGH MI	31.96
03/31	03/29	0230537FA2X884HS4	MENARDS WARREN MI WARREN MI	48.00

KRISTY CALES
 XXXX XXXX XXXX 1852
 CREDIT LIMIT \$5,000.00

Post Date	Tran Date	Reference Number	Transaction Description	Amount
		PURCHASES		\$1,700.00
		CASH ADV		\$0.00
		FEES CHARGED		\$0.00
		CREDITS		\$75.00 CR
		TOTAL ACTIVITY		\$1,625.00
Post Date	Tran Date	Reference Number	Transaction Description	Amount
03/01	02/29	0534588EQ8PMZYJFL	A 1 FINGERPRINT OAK PARK MI	75.00
03/05	03/04	0534588EG8PML4SW7	A 1 FINGERPRINT OAK PARK MI	75.00
03/05	03/04	0534588EG8PML4SYG	A 1 FINGERPRINT OAK PARK MI	75.00
03/05	03/04	0534588EG8PML4V14	A 1 FINGERPRINT OAK PARK MI	75.00
03/06	03/05	0534588EH8PMVNB7	A 1 FINGERPRINT OAK PARK MI	75.00
03/06	03/05	0534588EH8PMVNB8M	A 1 FINGERPRINT OAK PARK MI	75.00
03/08	03/07	0534588EK8PMK7T21	A 1 FINGERPRINT OAK PARK MI	75.00
03/10	03/08	0534588EL8PN65TW4	A 1 FINGERPRINT OAK PARK MI	75.00
03/10	03/08	0534588EL8PN65TYP	A 1 FINGERPRINT OAK PARK MI	75.00
03/13	03/11	0534588EP8R3DGNNE	A 1 FINGERPRINT OAK PARK MI CREDIT	75.00 CR
03/14	03/13	0534588ET8PMWYW9X	A 1 FINGERPRINT OAK PARK MI	75.00
03/15	03/14	0534588ES8PMHDK30	A 1 FINGERPRINT OAK PARK MI	75.00
03/17	03/16	5542950EWRTR15D55	MI ASSOC SCH ADM 5173275910 MI	50.00
03/19	03/18	0534588EY8PMHVGEPE	A 1 FINGERPRINT OAK PARK MI	75.00
03/20	03/19	0534588EZ8PMMK21L	A 1 FINGERPRINT OAK PARK MI	75.00
03/20	03/19	0534588EZ8PMMK23Y	A 1 FINGERPRINT OAK PARK MI	75.00
03/22	03/21	0534588F18PMPFJQN	A 1 FINGERPRINT OAK PARK MI	75.00
03/22	03/21	0534588F18PMPFJ78	A 1 FINGERPRINT OAK PARK MI	75.00
03/27	03/26	0534588F68PMLPDPX	A 1 FINGERPRINT OAK PARK MI	75.00
03/27	03/26	0534588F68PMLPDS6	A 1 FINGERPRINT OAK PARK MI	75.00
03/28	03/27	0534588F78PM9VFZ9	A 1 FINGERPRINT OAK PARK MI	75.00
03/28	03/27	0534588F78PM9VG1J	A 1 FINGERPRINT OAK PARK MI	75.00
03/29	03/28	0534588F88PNHFRS5	A 1 FINGERPRINT OAK PARK MI	75.00
03/29	03/28	0534588F88PNHFRWR	A 1 FINGERPRINT OAK PARK MI	75.00

KRISTINA HERRON
 XXXX XXXX XXXX 2144
 CREDIT LIMIT \$10,000.00

Post Date	Tran Date	Reference Number	Transaction Description	Amount
		PURCHASES		\$4,809.66
		CASH ADV		\$0.00
		FEES CHARGED		\$0.00
		CREDITS		\$1,135.52 CR
		TOTAL ACTIVITY		\$3,674.14
Post Date	Tran Date	Reference Number	Transaction Description	Amount
03/01	02/29	5531020EQ20EHSD48	BSN SPORTS LLC FARMERS BRANC TX CREDIT	775.22 CR
03/05	03/04	8545491EGS66HNVQH	GILLPORTER.COM 217-367-8438 IL	35.99
03/05	03/04	5265384EG1Z4BTX90	PAYPAL *TENFOURTEEN 4029357733 CA	560.00
03/05	03/05	5542950EHLXZXB11R	UNLEASHED BRANDS 8009604778 TX	104.29
03/05	03/05	5545737EHHGZQXPH1	JUSTBATS COM KANSAS CITY MO	360.30
03/07	03/06	5265384EJ1Z6T1R8A	PAYPAL *TENFOURTEEN 4029357733 CA	1,190.00

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CARDHOLDER ACCOUNT ACTIVITY (continued)

KRISTINA HERRON						
XXXX XXXX XXXX 2144						
CREDIT LIMIT \$10,000.00						
Post Date	Tran Date	Reference Number	Transaction Description			Amount
03/07	03/06	5265384EJ1Z6T6BGX	PAYPAL *TENFOURTEEN 4029357733 CA			1,320.00
03/08	03/07	8230509EK000MQENW	GBRAND STERLING HEIG MI			290.70
03/10	03/09	5545737EMHGMDDL7	JUSTBATS COM KANSAS CITY MO CREDIT			360.30 CR
03/13	03/12	8230509ER000BWWK9	SP PRIME TIME AWARDS LANSING MI			84.75
03/14	03/13	8230509ET000DD9RP	DRIVELINE BASEBALL KENT WA			387.69
03/15	03/13	5520739ESBWB38VV	RAWLINGS.COM ST. LOUIS MO			475.94

DANIEL WROBBEL						
XXXX XXXX XXXX 7356						
CREDIT LIMIT \$20,000.00						
			PURCHASES	CASH ADV	FEES CHARGED	CREDITS
			\$4,805.86	\$0.00	\$0.00	\$0.00
						TOTAL ACTIVITY
						\$4,805.86
Post Date	Tran Date	Reference Number	Transaction Description			Amount
03/06	03/05	5542950EHMNAEG7YE	TOWBLAZER, INC. 8645014559 SC			4,763.88
03/06	03/05	5550629EHM46FS2FE	RESTAURANT EQUIPPERS D COLUMBUS OH			41.98

KEVIN D KNOBLOCK						
XXXX XXXX XXXX 5663						
CREDIT LIMIT \$5,000.00						
			PURCHASES	CASH ADV	FEES CHARGED	CREDITS
			\$38.98	\$0.00	\$0.00	\$0.00
						TOTAL ACTIVITY
						\$38.98
Post Date	Tran Date	Reference Number	Transaction Description			Amount
03/10	03/08	5548077ELLQRXWX00	LAKESHORE LEARNING MAT CARSON CA			38.98

JULIA KENNEDY						
XXXX XXXX XXXX 3617						
CREDIT LIMIT \$5,000.00						
			PURCHASES	CASH ADV	FEES CHARGED	CREDITS
			\$1,213.00	\$0.00	\$0.00	\$0.00
						TOTAL ACTIVITY
						\$1,213.00
Post Date	Tran Date	Reference Number	Transaction Description			Amount
03/06	03/05	5542950EHLY1Q8DSQ	MCGRAW-HILL K-12 8003383987 NY			581.07
03/10	03/08	5542950ELLSTGWMZW	MCGRAW-HILL HIGHER ED 8003383987 NY			594.75
03/17	03/15	5543286EV5ZSSADJ	AMZN MKTP US*R64AQ4632 AMZN.COM/BILL WA			37.18

RYANN VOSS						
XXXX XXXX XXXX 5452						
CREDIT LIMIT \$25,000.00						
			PURCHASES	CASH ADV	FEES CHARGED	CREDITS
			\$4,852.87	\$0.00	\$0.00	\$50.99 CR
						TOTAL ACTIVITY
						\$4,801.88
Post Date	Tran Date	Reference Number	Transaction Description			Amount
03/14	03/13	5543286ET5ZB8TBBP	AMZN MKTP US*R68F19WC0 AMZN.COM/BILL WA			79.97
03/17	03/15	0543684EV8PMJ7HTX	KROGER #447 HAZEL PARK MI			47.77
03/19	03/18	5543286EY60RT7ZDD	SQ *RAINBOW DRAPERY & WARREN MI			755.00
03/19	03/18	0543684EY8PLM5MW2	KROGER #447 HAZEL PARK MI			27.93
03/19	03/18	5543687EY4Z1X81J4	DECKER EQUIP SCHOOL FI VASSAR MI			628.55
03/19	03/18	8271116EY000ATPGH	AMERICAN PAPER OPTICS BARTLETT TN			1,290.81
03/19	03/18	8271116EY00086D6B	MHSSCA MAPLE CITY MI			73.35
03/20	03/19	5543286EZ614YGAM0	BASEBALL SAVINGS 866-923-5050 KS			902.88
03/20	03/19	5543286EZ614YGF6Y	BASEBALL SAVINGS 866-923- CREDIT			50.99 CR
03/22	03/21	5541734F24MRW53WS	TLF*JJS FLORIST WARREN MI			71.02
03/22	03/21	5543687F27JX3GS1V	URBAN AIR STERLING HEI STERLING HTS MI			422.64
03/28	03/27	5550036F70D17KNNG	WEISSMAN'S THEATRICAL SAINT LOUIS MO			552.95

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CARDHOLDER ACCOUNT ACTIVITY (continued)

RAMONA SOULEYRETTE						
XXXX XXXX XXXX 6440		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$5,000.00		\$1,437.97	\$0.00	\$0.00	\$0.00	\$1,437.97
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
03/03	03/02	5548077EELQS20MNA	LAKESHORE LEARNING MAT CARSON CA	57.48		
03/04	03/04	5543286EG5WM3ZQR4	AWL*PEARSON EDUCATION PRSONCS.COM NJ	288.85		
03/08	03/06	8534705EKWGNAFALA	SUPER DUPER PUBLICATIO GREENVILLE SC	124.80		
03/17	03/15	8271116EV000Q3590	IMSE SOUTHFIELD MI	125.00		
03/21	03/20	8211755F00002RHA7	COMMUNICATION MATRIX PORTLAND OR	138.00		
03/22	03/21	8230509F20005W9AZ	RIVERSIDE INSIGHTS ITASCA IL	431.24		
03/22	03/21	5270487F18AYVA2KY	MACOMB INTRMDT SCH DIS CLINTON TOWNS MI	50.00		
03/24	03/24	5543286F462Q78M83	AWL*PEARSON EDUCATION PRSONCS.COM NJ	222.60		

JR VIKINGS						
XXXX XXXX XXXX 1499		PURCHASES	CASH ADV	FEES CHARGED	CREDITS	TOTAL ACTIVITY
CREDIT LIMIT \$7,500.00		\$3,809.35	\$0.00	\$0.00	\$0.00	\$3,809.35
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
03/22	03/19	8536943F1901X5RA7	BEST WESTERN PLUS KALA KALAMAZOO MI CHECK IN:03/18/2024 NUMBER OF NIGHTS:0000 CHECK OUT:03/19/2024 DAILY RATE: 0.00	122.09		
03/22	03/19	8536943F1901X5RBH	BEST WESTERN PLUS KALA KALAMAZOO MI CHECK IN:03/18/2024 NUMBER OF NIGHTS:0000 CHECK OUT:03/19/2024 DAILY RATE: 0.00	244.18		
03/22	03/19	8536943F1901X5RB1	BEST WESTERN PLUS KALA KALAMAZOO MI CHECK IN:03/18/2024 NUMBER OF NIGHTS:0000 CHECK OUT:03/19/2024 DAILY RATE: 0.00	122.09		
03/22	03/19	8536943F1901X5RDA	BEST WESTERN PLUS KALA KALAMAZOO MI CHECK IN:03/18/2024 NUMBER OF NIGHTS:0000 CHECK OUT:03/19/2024 DAILY RATE: 0.00	488.36		
03/22	03/19	8536943F1901X5RDW	BEST WESTERN PLUS KALA KALAMAZOO MI CHECK IN:03/18/2024 NUMBER OF NIGHTS:0000 CHECK OUT:03/19/2024 DAILY RATE: 0.00	122.09		
03/22	03/19	8536943F1901X5RD2	BEST WESTERN PLUS KALA KALAMAZOO MI CHECK IN:03/18/2024 NUMBER OF NIGHTS:0000 CHECK OUT:03/19/2024 DAILY RATE: 0.00	122.09		
03/22	03/19	8536943F1901X5RFM	BEST WESTERN PLUS KALA KALAMAZOO MI CHECK IN:03/18/2024 NUMBER OF NIGHTS:0000 CHECK OUT:03/19/2024 DAILY RATE: 0.00	122.09		
03/22	03/19	8536943F1901X5R2T	BEST WESTERN PLUS KALA KALAMAZOO MI CHECK IN:03/18/2024 NUMBER OF NIGHTS:0000 CHECK OUT:03/19/2024 DAILY RATE: 0.00	244.18		
03/22	03/19	8536943F1901X5R3K	BEST WESTERN PLUS KALA KALAMAZOO MI CHECK IN:03/18/2024 NUMBER OF NIGHTS:0000	244.18		

Corporate Account Name: HAZEL PARK SCHOOLS

Corporate Account Number: XXXX XXXX XXXX 5846

CARDHOLDER ACCOUNT ACTIVITY (continued)				
JR VIKINGS				
XXXX XXXX XXXX 1499				
CREDIT LIMIT \$7,500.00				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
			CHECK OUT:03/19/2024	
			DAILY RATE: 0.00	
03/22	03/19	8536943F1901X5R3V	BEST WESTERN PLUS KALA KALAMAZOO MI	122.09
			CHECK IN:03/18/2024 NUMBER OF NIGHTS:0000	
			CHECK OUT:03/19/2024	
			DAILY RATE: 0.00	
03/22	03/19	8536943F1901X5R4V	BEST WESTERN PLUS KALA KALAMAZOO MI	122.09
			CHECK IN:03/18/2024 NUMBER OF NIGHTS:0000	
			CHECK OUT:03/19/2024	
			DAILY RATE: 0.00	
03/22	03/19	8536943F1901X5R49	BEST WESTERN PLUS KALA KALAMAZOO MI	122.09
			CHECK IN:03/18/2024 NUMBER OF NIGHTS:0000	
			CHECK OUT:03/19/2024	
			DAILY RATE: 0.00	
03/22	03/19	8536943F1901X5R6W	BEST WESTERN PLUS KALA KALAMAZOO MI	244.18
			CHECK IN:03/18/2024 NUMBER OF NIGHTS:0000	
			CHECK OUT:03/19/2024	
			DAILY RATE: 0.00	
03/22	03/19	8536943F1901X5R7Q	BEST WESTERN PLUS KALA KALAMAZOO MI	244.18
			CHECK IN:03/18/2024 NUMBER OF NIGHTS:0000	
			CHECK OUT:03/19/2024	
			DAILY RATE: 0.00	
03/22	03/19	8536943F1901X5R7Y	BEST WESTERN PLUS KALA KALAMAZOO MI	122.09
			CHECK IN:03/18/2024 NUMBER OF NIGHTS:0000	
			CHECK OUT:03/19/2024	
			DAILY RATE: 0.00	
03/22	03/19	8536943F1901X5R8N	BEST WESTERN PLUS KALA KALAMAZOO MI	122.09
			CHECK IN:03/18/2024 NUMBER OF NIGHTS:0000	
			CHECK OUT:03/19/2024	
			DAILY RATE: 0.00	
03/22	03/19	8536943F1901X5R9F	BEST WESTERN PLUS KALA KALAMAZOO MI	122.09
			CHECK IN:03/18/2024 NUMBER OF NIGHTS:0000	
			CHECK OUT:03/19/2024	
			DAILY RATE: 0.00	
03/22	03/19	8536943F1901X5R9P	BEST WESTERN PLUS KALA KALAMAZOO MI	366.27
			CHECK IN:03/18/2024 NUMBER OF NIGHTS:0000	
			CHECK OUT:03/19/2024	
			DAILY RATE: 0.00	
03/24	03/22	0543684F300B9GSR0	PAPA JOHN'S #0598 KALAMAZOO MI	199.82
03/25	03/24	5546315F4LQ9E2M8V	WINGS EVENT CENTER KALAMAZOO MI	31.68
03/26	03/25	5546315F5LQ9FMBPY	WINGS EVENT CENTER KALAMAZOO MI	46.36
03/28	03/28	5542950F8MN6ANF4F	PRICELN*RADISSON HOTEL 8007742354 CT	112.97



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: May 20, 2024

Please see the personnel actions as indicated on the *Hazel Park Board of Education Personnel Recommendations* report for the May 20, 2024 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
Nina Groze	MABE Conference	5/9/24	Livonia, MI	\$195.00
Leah Grasl	MABE Conference	5/10/24	Livonia, MI	\$195.00
Wendy Muzzarelli	Leading to Liberate - Tri-County Culturally Responsive Math Conference	5/14/24	Livonia, MI	\$0.00
Lisa Bernys	National Community Schools and Family Engagement Conference	5/28/24 - 5/31/24	Atlanta, GA	\$1,600.00
Kendal Smith	Leading to Liberate Spring Conference	5/14/24	Livonia, MI	\$0.00
Stephanie Martin	Training of Trainers in Restorative Practices Conference	5/26/24 - 5/28/24	Ypsilanti, MI	\$995.00
Taylor Bryant	Training of Trainers in Restorative Practices Conference	5/26/24 - 5/28/24	Ypsilanti, MI	\$995.00
Deborah Kondek	Learning Labs Conference	5/15/24 - 5/16/24	Novi, MI	\$0.00
Deborah Kondek	NCTM Conference - The Math of Their Dreams	5/25/24 - 5/28/24	Chicago, IL	\$1,385.00
Ashley Bowker	4 Tech Together Conference	9/25/24 - 9/26/24	Macomb ISD	\$70.00
Jason Zirnis	Kellogg Center CPA Workshop	6/4/2024 - 6/5/2024	East Lansing, MI	\$1,330.00
Crystal Mubarek	Kellogg Center CPA Workshop	6/4/2024 - 6/5/2024	East Lansing, MI	\$1,330.00



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

To: Hazel Park Board of Education
From: Amy Kruppe, Superintendent
Subject: MASSP Membership Renewal
Date: May 6, 2024

I am requesting the renewal of MASSP (Michigan Association of Secondary School Principals) Membership for the 2024/2025 School Year, in the amount of \$450. A membership in the MASSP is a valuable tool for more than 100 years. They have worked to be Michigan's premier education association by promoting excellence in school leadership and advocating for education system improvements for the benefit of students, educators and schools throughout Michigan. Their Path To Leadership includes some of the best resources in Michigan! All of their instructors are current or former administrators with a wealth of experience and diverse educational backgrounds. They offer many benefits along with the Professional level membership.

<https://massp.com/ourstory>
<https://massp.com/scholarships>

Funding Source: General Fund Dollars

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 renewal of the MASSP membership for the 2024-2025 at a cost of \$450, as presented.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent





Michigan Association of Secondary School Principals

Membership Dates: July 1, 2024 - June 30, 2025

Full Name: _____

Preferred First Name: _____ DoB: ____ / ____ / ____

Title: _____

Cell Phone: _____

E-Mail: _____

[Be sure to provide an accurate email address in order to receive member benefits.]

Home Address: _____

Home City: _____ ZIP: _____

Your Total Years in Administration

(please combine all years and all levels of your experience):

≤ 2 3-5 6-14 15-30 31+

MEMBERSHIP RENEWAL 2024-2025

DWLD

District: _____

School Name: _____

School Address: _____

School City: _____ ZIP: _____

Main Office Phone: _____

School Classification (check all that apply): District/ISD HS
 Middle Level CTE Elem Virtual Alternative

School Location: Rural Urban Suburban

MHSAA Class Designation: A B C D

MHSAA League/Conference: _____

Evaluation Tool: 5D/5D+ Danielson Marzano
 Other: _____

OPTIONAL DEMOGRAPHIC INFORMATION

*Gender: Male Female _____

*Race/Ethnicity (check all that apply): American Indian or Alaskan Native Asian Black or African American Hispanic or Latino
 Middle Eastern or North African Native Hawaiian or Pacific Islander White

*Demographic information will help us as we seek to better understand the needs of our membership and work to best serve all stakeholders.

Executive

\$875

Early Bird Rate: \$825
(before August 1)

Includes a Secretary Subscription for your building!

You will be emailed a link to register up to 3 secretaries.

Professional+

\$750

Early Bird Rate: \$700
(before August 1)

Professional

\$500

Early Bird Rate: \$450
(before August 1)

Associate*

\$100

(Open only to aspiring or Elementary Principals and Central Office Personnel)

SECRETARY SUBSCRIPTION (consider adding this to keep your assistant informed)

\$50 (add 1-3 Secretaries) \$100 (add 4+ Secretaries)

Members will be emailed a link to sign up secretaries after receipt of registration and payment.

*Secretary subscriptions are per school building, not district; not available with Associate membership.

Membership Cost (BEFORE August 1, note Early Bird Rate) \$ _____ + Secretary Subscription \$ _____ = Total Amount \$ _____
(optional, included with Executive membership)

RETURN BY MAIL or SCAN to INFO@MASSP.COM

Payment may be made by check or credit card. All checks should be made out to MASSP and include the member(s) name and/or invoice number(s).

Card #: _____ Total Amount: \$ _____

Expiration: ____ / ____ CVV/CID: _____ Billing ZIP: _____

Payment: Personal Funds School Funds Email for Credit Card Receipt: _____

[NOTE: Membership dues may be tax deductible as a business expense up to 90%. MASSP estimates that 10% of dues are not deductible because of lobby activities on behalf of the membership.]



Michigan Association of Secondary School Principals

MEMBERSHIP OPTIONS

Now's the time to join Michigan's premier education association. Membership levels and available benefits can be found below. For more information, visit massp.com or contact the office at (517) 327-5315.

EXECUTIVE

\$875

\$215 savings

Includes NASSP Membership & Legal Coverage

Breaking News Communications

Headlines (Weekly E-Newsletter)

Quarterly E-Newsletters

Weekly Event Communications

The Source (Monthly E-Newsletter)

FREE Leader2Leader Webinars

Event Discounts

MASSP/NASSP Legal Services & Support

Board of Directors Election Voting Rights

Association & Legislative Advocacy & Input

NASSP Membership Services & Subscriptions

Legal Survival Guide

Aetna® Wellness Services & Support Member Assistance Program

Contract Guide

MASC/MAHS Student Leadership Membership

Secretary Subscription for Your Building*

PROFESSIONAL+

\$750

Includes NASSP Membership & Legal Coverage

Breaking News Communications

Headlines (Weekly E-Newsletter)

Quarterly E-Newsletters

Weekly Event Communications

The Source (Monthly E-Newsletter)

FREE Leader2Leader Webinars

Event Discounts

MASSP/NASSP Legal Services & Support

Board of Directors Election Voting Rights

Association & Legislative Advocacy & Input

NASSP Membership Services & Subscriptions

Legal Survival Guide

Aetna® Wellness Services & Support Member Assistance Program

Contract Guide

PROFESSIONAL

\$500

Only Includes MASSP Membership & Legal Coverage

Breaking News Communications

Headlines (Weekly E-Newsletter)

Quarterly E-Newsletters

Weekly Event Communications

The Source (Monthly E-Newsletter)

FREE Leader2Leader Webinars

Event Discounts

MASSP/NASSP Legal Services & Support

Board of Directors Election Voting Rights

Association & Legislative Advocacy & Input

Aetna® Wellness Services & Support Member Assistance Program

Contract Guide

ASSOCIATE

\$100

No Legal Coverage Included

Breaking News Communications

Headlines (Weekly E-Newsletter)

Quarterly E-Newsletters

Weekly Event Communications

Associate membership is open only to aspiring principals, elementary principals and central office personnel.

SECRETARY SUBSCRIPTION

\$50-\$100

Breaking News Communications

The Source (Monthly E-Newsletter)

LeadLines (Monthly Student Leadership E-Newsletter)

Quarterly E-Newsletter Just for Secretaries!

** Executive Membership Includes up to 3 Secretaries*

Executive & Professional+ Memberships Include Added Legal Coverage from NASSP

Up to \$10,000



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

To: Hazel Park Board of Education
From: Amy Kruppe, Superintendent
Subject: Council for Exceptional Children Membership Renewal
Date: May 6, 2024

I am requesting the renewal of the Council for Exceptional Children Membership for the 2024/2025 School Year, in the amount of \$405. The Council for Exceptional Children (CEC) is a community before it is anything else—special educators, administrators, researchers, professors, paraprofessionals, and service providers drawn together by their passion for teaching children and youth with exceptionalities. The CECCommunity All-Member Forum brings this community together to share real-world answers, resources, and support.

With a paid membership, we are able to access this exclusive online space and start connecting with other special educators who understand what it means to support students with exceptionalities, sharing resources, and coming together to improve your practice.

<https://exceptionalchildren.org/about-us>
<https://exceptionalchildren.org/membership/benefits>

Funding Source: General Fund Dollars

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 renewal of the Council for Exceptional Children Membership for the 2024/2025 school year at a cost of \$405, as presented.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent





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

To: Hazel Park Board of Education
From: Dr. Amy Kruppe, Superintendent
Subject: Renewal of MASB Membership
Date: May 20, 2024

Membership in Michigan Association of School Boards includes access to cost savings such as: SET SEG, Lobbying, Member Assistance Fund, providing assistance by reducing fees to attend training and services. Last year our participation in the SET-SEG insurance pools resulted in returns of \$60,339.00 to our district.

The cost of Membership is \$6,424.78.

This falls under the Goal Statement-Resources: 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 renewal of the School District's membership in MASB at a cost of \$6,424.78.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Superintendent



April 29, 2024

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

Dear Amy,

On behalf of your Association's Board of Directors and staff, I want to thank you for the opportunity to support, promote and enhance the vital service and leadership you provide for Michigan's public schools and students. As MASB remains committed to serving your district through advocacy, information sharing, legal service and more, we ask that you remain committed to MASB.

The renewal period for your district's MASB membership is now open and the invoice has been sent to your district's business office. We request that it be **submitted by July 10, 2024**. Your total invoice amount for this year is **\$6,424.78**, which reflects a 3% increase to offset some of the increased costs we are seeing as an Association.

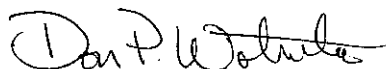
One of the many benefits of membership with MASB is the ability to participate in the SET SEG insurance pools. In addition to competitive rates, many of our member districts enjoy significant workers' compensation premium reductions and property casualty net asset returns. Your district received **\$60,339.00** in savings this past year.

Members can also enroll in MASB's Legal Trust Fund, which provides a secure fund for districts to access if they need paid legal services. **Your district's Legal Trust Fund Annual Contribution is \$218.00**, which is included in your total invoice price.

Other member-only benefits are outlined in the included Member Benefits flyer.

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

Sincerely,



Don P. Wotruba, CAE
Executive Director

Tap! into Exclusive Membership Benefits



At MASB, we value the power of unity among education boards. With more than 600 member school districts, we promote collective action to enhance your ability to positively influence all students. Discover the benefits of membership and uncover new opportunities for your district.

LEARNING

Annual Leadership Conference – a dynamic two-day educational experience featuring nationally-renowned speakers, Board Member Certification (CBA) classes, interactive clinic sessions and an exhibit show.

Board Member Certification (CBA) Courses – choose from self-paced online, live virtual, or in-person formats to enhance your skills, stay informed on crucial issues, and earn recognition through our seven award levels and specialty certifications.

In-District Workshops – tailored sessions for your district and at your selected location. Our customized workshops cover topics like board self-assessment, district goal-setting, teambuilding, superintendent evaluation, governance training and more. Each year, we provide hundreds of workshops to member districts.

Networking Opportunities – connect with fellow board members, superintendents, mentors and other school leaders within the education community.

Publications and Bookstore – keep up to date with educational news through *DashBoard*, our weekly e-newsletter, *LeaderBoard* magazine, which is published three times a year, and *MI SoundBoard*, our bi-monthly podcast.

SERVICES

Affiliate Programs – access to a variety of discounted services such as BoardBook, an electronic board agenda tool, the Michigan Liquid Asset Fund Plus, a comprehensive cash management program, and the Michigan Purchase Card Consortium, for purchasing cards—similar to a credit card program that earns rebates.

Executive Search – our experienced team works closely with your board to identify and recruit the ideal superintendent, tailored to meet the unique needs and goals of your district.

Insurance Services – secure your district with property casualty and workers' compensation pool coverage through our partnership with SET SEG. To be eligible for SET SEG coverage, districts must be members of MASB.

Labor Relations – guidance and support in labor negotiations, conflict resolution, and employee relations to foster positive working environments within your district.

Legal Counsel – free expert legal advice and interpretation of school law, recent court decisions, and Attorney General opinions to ensure compliance and mitigate legal risks.

Legal Trust Fund – member boards can join MASB's Legal Trust Fund, providing access to financial assistance for litigation support upon request.

Policy Development – we've partnered with Neola to provide policy services, helping districts develop and refine policies for compliance and best practices.

Strategic Planning – our data-driven strategic planning process assists districts with the development of a comprehensive plan, fully aligned with MDE's Michigan Integrated Continuous Improvement Process (MICIP) that includes all district stakeholders.

ADVOCACY AND LEGISLATION

Legislative Representation – MASB serves as your dedicated advocate, championing local control and safeguarding the interests of public education in legislative arenas.

News From the Capitol – receive timely updates and alerts on crucial legislative developments directly to your inbox, keeping you informed and prepared to take action.

UPCOMING EVENTS

AUG.

08

Back to School Legal Workshop

 *Virtual*

AUG.

16-18

Summer Institute

 *Treetops Resort, Gaylord*

SEPT.

18

Behind the Scenes at the Capitol

 *Heritage Hall, North State Room at the State Capitol*

OCT.

24-27

Annual Leadership Conference

 *Lansing Center, Lansing*

NOV.

14

Preparing for Your Organizational Meeting Workshop

 *MASB Headquarters, Lansing*

MEMBER PARTICIPATION



143

Board Member Certification
(CBA) Classes Offered

462

Hours CBA Class Time

22

Strategic Plans

652

2022 Annual Leadership
Conference Attendees

4,116

Self-Led and In-Person/
Virtual CBA Registrations

323

In-District Workshops

311

Superintendent Evaluation
Training Registrations

LEADERSHIP DEVELOPMENT

Individual Board Member Awards



Certified Board
Member Award

17



Award of
Merit

14



Award of
Distinction

51



Master Board
Member Award

27



Master Diamond
Award

12



Master Platinum
Award

9



President's Award
of Recognition

6



Advocacy Skills
Specialty

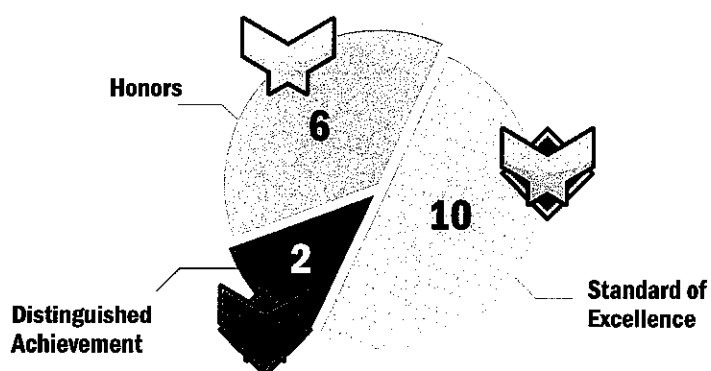
6



Data Skills
Specialty

31

Whole Board Awards



LEGAL SERVICES AND LABOR RELATIONS

2,412 Email Requests Answered Monthly

1,436 Phone Calls Answered Monthly

20 Legal Workshops and Presentations Offered

352 Legal Workshop Attendees

21 Districts Assisted With Labor Relations



105 Districts Using ERiN

595 Local Districts and
ISDs Represented in ERiN

SUPERINTENDENT SEARCH AND AREA REPRESENTATIVES

25 Superintendent
Searches Conducted

177 Districts Visited by Area
Representatives

33% of Visits Resulted in a
Follow-Up Request

GOVERNMENT RELATIONS



63

NSBA Advocacy
Institute Attendees

Behind the Scenes at the
Capitol Attendees

46 in the Fall

82 in the Spring

33

Legislative Updates
to Districts

81

Pieces of Legislation
Worked On

12

Times Staff Testified
Before Committees

39

Calls-to-Action
and Updates

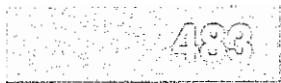
Issues We Advocated On

- Sinking Funds for School Buses
- Free Meals for All Students
- School Aid Budget
- Collective Bargaining Changes

AFFILIATE PROGRAMS AND SERVICES

Data Represented in Number of Districts

**Michigan Liquid
Asset Fund**

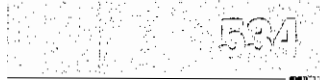


**Michigan School
Purchasing Card**



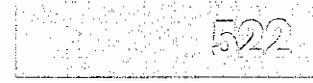
\$811,620 in rebates

**MASB/SET SEG
Property Casualty Pool**



More than \$175 million returned
to members

**MASB/SET SEG Workers'
Compensation Pool**



More than \$312 million returned
to members

BoardBook



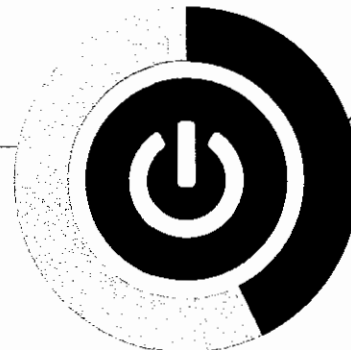
Payschools



Michigan School Energy Cooperative

240
Natural Gas

160
Electric



Funding given out through the
CASBA Rebate: **\$50,369**

Funding given out through the
Member Assistance Fund: **\$7,175**

COMMUNICATIONS PR AND MARKETING

83% of members indicate that MASB's information
and communications are very good or excellent.

373,770 PAGE VIEWS

Top Web Pages

- | | |
|------------------|-------------------|
| 1 Home Page | 4 Upcoming Events |
| 2 Find a Job | 5 About MASB |
| 3 Search Results | |

577

New Board Member
Packets Mailed

7

Videos Developed
for Districts

FINANCIALS

Visit masb.org/annualreport

to view the audited financial statements

QUESTIONS?

Contact MASB at comms@masb.org
or 517.327.5900



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

To: Amy Kruppe, Superintendent
From: Kristy Cales, Director of HR
Subject: 24/25 School Year Uncertified Staff
Date: May 1, 2024

Please find below the projected uncertified staffing for the 2024-2025 school year. There may be additional requests as we learn more about students or potential reductions based upon student enrollment. We additionally, as in the past, will not hire if we do not have the students. It is our intention to get staffing placements out by May 15, 2023. This would include their pay and their projected position.

- **Preschool:**
 - No changes
- **Hoover:**
 - No changes
- **HPHS +2**
 - Increase 2.0 Paraprofessional for ASD Classroom
- **Edison +2**
 - Increase 2.0 EI Paraprofessional for additional classroom
- **United Oaks:**
 - No changes
- **Webb:**
 - No changes
- **Jardon: +3**
 - Increase 3.0 ASD Paraprofessional for additional classroom
- **HPJH: -1**
 - Decreases in staff Special Ed
- **Central office:**
 - No Changes

Net change: +6.0 Paraprofessional positions across the district

- **No changes in Advantage, Maint/Cust/Transportation.**





School Name	2023-2024 Non-Certified	2024-2025 Non-Certified	Change
Webster	20.5	20.5	0
Edison	35	37	+2
Hoover	13.5	13.5	0
United Oaks	12.5	12.5	0
Webb	24	24	0
Jardon	25	28	+3
HPJH	16	15	-1
HPHS	23	25	+2
Alternative	4	4	0
Central Office	34	34	0
Maint/Cust/Bus	41	41	0
Total Change			+6

Funding Source: Special Education positions funded from Center fund, general education positions funded from General Fund.

Recommendation

That the Board of Education approve the uncertified staff for the 24/25 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: Dr. Amy Kruppe, Superintendent
From: Dr. Stephanie Dulmage, Assistant Superintendent of Teaching and Learning
Subject: 2024-2025 Handbooks
Date: May 20, 2024

Purpose

We are pleased to present the revised Student Handbook and the new Health Services Handbook. The handbooks signify our ongoing commitment to excellence, safety, and equity in education. Each adjustment reflects careful consideration, ensuring alignment with board policy, and state and federal legislation. The updates aim to enhance the educational experience for all students and foster a supportive environment for our educators. As part of the ongoing efforts to increase clarity and communication, the Teaching and Learning Department has developed a consistent format for all handbooks. For your convenience, revisions in the Student Handbook are highlighted in red. References to the new Board policies are highlighted in yellow. We appreciate your attention to these updates and look forward to sharing them with our staff, students, and families.

Handbook Title	Updated or New	Targeted Audience
Student Handbook	Updated	Parents/Guardians/Students
Health Services Handbook	New	Staff and Administration

Funding Source: Not Applicable

Strategic Goal Alignment:

- Curriculum & Instruction: Hazel Park Schools will develop innovative, independent, and persistent learners who think critically, communicate effectively, and positively influence the local and global community.
- Climate and Culture: The Hazel Park School District will provide a unified system of support for all students, embracing diversity, and fostering a positive school climate.

Recommendation

That the Board of Education approve the revised Student Handbook and the new Health Services Handbook, as presented.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe,
Superintendent





Hazel Park Schools
Student Handbook

2024-2025 WORKING DRAFT

TODAY'S LEARNERS, TOMORROW'S LEADERS

HAZEL PARK SCHOOLS

TABLE OF CONTENTS

Vision, Mission, and Beliefs	3
Board of Education	4
Hazel Park School Locations and Administrator Contact Information	5
Chapter 1 - Notices and General Information	6 - 16
Chapter 2 - Promotion and Graduation Information	16 - 24
Chapter 3 - Transportation and Parking	25 - 27
Chapter 4 - Health and Safety	28 - 33
Chapter 5 - Code of Conduct and Attendance	34 - 68
Chapter 6 - Search and Seizure	69 - 70
Chapter 7 - Special Education	71 - 72
Chapter 8 - Internet & Technology	73 - 78
Chapter 9 - Annual Notifications	79 - 83
Chapter 10 - Athletic and Extracurricular Handbook	84 - 94
Chapter 11 - Student Records	95 - 99
FERPA Opt-Out Form	100

Vision

Inspiring and empowering all learners to achieve excellence.

Mission Statement

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

Beliefs

We believe...

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

Goal Statement - School Climate and Culture

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

Goal Statement - Curriculum & Instruction

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

Goal Statement - Community Relations

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

Goal Statement - Resources

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

General School Information

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

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

Board of Education

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

- | | |
|---------------------------|----------------------|
| ● Mr. Rick Nagy | Board President |
| ● TBD | Board Vice-President |
| ● Mrs. Melissa Baldwin | Board Secretary |
| ● Mrs. Monica Rattee | Board Treasurer |
| ● Mrs. Beverly Hinton | Board Trustee |
| ● Mrs. Heidi Fortress | Board Trustee |
| ● Mrs. Debbie Laframboise | Board Trustee |

Administration

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

- | | |
|--------------------------------|---|
| ● Dr. Amy Kruppe | Superintendent |
| ● Jason Zirnig | Assistant Superintendent of Business & Operations |
| ● Dr. Stephanie Dulmage | Assistant Superintendent of Teaching and Learning |
| ● Dr. Megan Papasian-Broadwell | Executive Director of Student Services |
| ● Bradley Wilkins | Director of Information Technology |
| ● Kristy Cales | Director of Human Resources |
| ● Chuck Pleiness | Director of Communications |

Hazel Park Schools location & administrator contact information:**Edison School**

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

Principal: Dr. Michelle Krause - [Email](#)

Hazel Park Advantage Alternative School

1620 E. Elza Ave.
Hazel Park, MI 48030
Phone: (248) 658-5280
Fax: (248) 544-5391

Principal: Kendal Smith - [Email](#)

Hazel Park High School

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

Principal: Tammy McHenry - [Email](#)

Asst. Principal: George Dimas - [Email](#)

Asst. Principal: Corrie Chansler - [Email](#)

Hazel Park Junior High

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

Principal: John Barnett - [Email](#)

Asst. Principal: Carla Beach - [Email](#)

Dean: Robert Kiger - [Email](#)

Hoover Elementary

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

Principal: Debra Dimas - [Email](#)

Jardon Vocational School

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

Supervisor: Heidi Kunz - [Email](#)

United Oaks Elementary

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

Principal: Karla Graessley - [Email](#)

Webb Elementary Schools

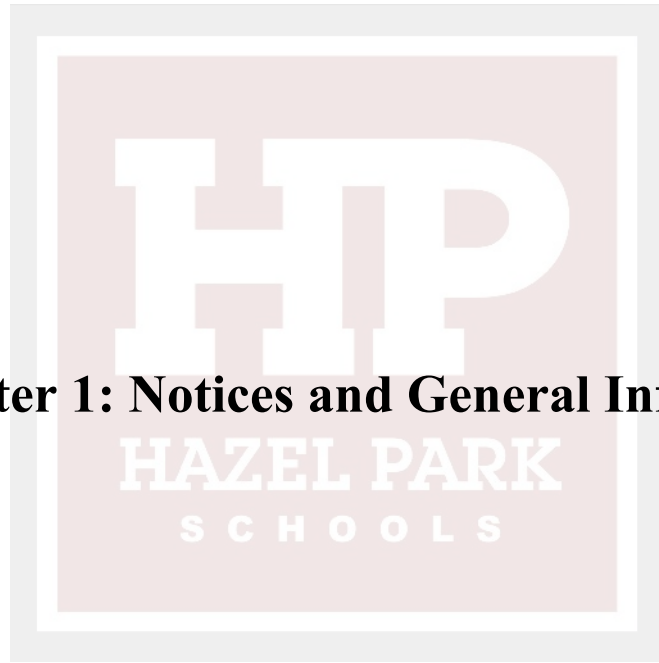
2100 Woodward Heights Ave.
Ferndale, MI 48220
Phone: (248) 658-5900
Fax: (248) 586-5848

Principal: Corri Nastasi - [Email](#)

Webster Early Childhood Center

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

Supervisor: Sheila O’Kane - [Email](#)



Chapter 1: Notices and General Information

Communication Flow Chart Process

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

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

Elementary Communication Process Flowchart

Area of Concern	1st Level	2nd Level	3rd Level	4th Level	
Special Education	Teacher	Special Education Teaching Consultant	Principal	Director of Student Services	
Student Concerns/ Guidance/Health Related Concerns	Teacher	District Nurse	School 504 Coordinator	Principal	
Classroom Discipline	Teacher	Principal	Superintendent		
Non- Classroom School Discipline	Principal	Asst. Supt. of Teaching & Learning	Superintendent		
Academic/Classroom Concerns	Teacher	Principal	Assistant Superintendent of Teaching & Learning	Superintendent	
Transportation	Bus Driver	Transportation Supervisor	Principal	Assistant Superintendent of Business and Operations	
After School Child Care (Latchkey)	Child Care Provider	Latchkey Supervisor	Building Admin	Assistant Superintendent of Teaching & Learning	Superintendent

Junior High Communication Process Flowchart

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

High School Communication Flowchart

Area of Concern	1st Level	2nd Level	3rd Level	4th Level	5th Level
Attendance	Attendance/Counseling Secretary	School Counselor	Assistant Principal	Principal	Superintendent
Classroom Concerns (instruction, grading, classroom behavior)	Teacher	School Counselor	Assistant Principal	Principal	Director of Teaching, Learning
Athletics	Coach or Supervising Adult	Athletic Director	Building Admin	Assistant Superintendent of Operation and Maintenance	Superintendent
After School Clubs	Teacher or Supervising Adult	Building Admin			
Special Education	Classroom Teacher	Caseload Teacher	Special Education Teaching Consultant	Building Admin	Supervisor of Student Services
Student Concerns (Guidance, health-related)	School Counselor	District Nurse	Assistant Principal	Principal	Superintendent
Non-classroom Discipline	Assistant Principal	Building Admin	Director of Student Services	Superintendent	Superintendent
Transportation	Bus Driver	Assistant Principal	Transportation Supervisor	Assistant Superintendent of Operation and Maintenance	Superintendent

Guidelines for Parent Communications to Teachers and Staff

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

Maintain Respectful and Open Communication

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

- Threats and/or inappropriate language will not be tolerated toward staff members.

Confidentiality

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

Time to Respond to Communications

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

Whom to Contact

- Most communications of classroom concerns should be directed at first to your child's teacher.
- If you have an issue with a particular staff member, first try to address those concerns with that staff member directly.
- If you have discussed with the adult that the conflict is with and the issue has not been addressed to your satisfaction, then move to the next level.
- Please recognize that it is both the policy and the value of our school that we operate with openness, collaboration and the shared best interest for every student.

Scheduling Concerns/Changes

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

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

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

School Visitors

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors are required to produce a picture ID and inform office personnel of their reason for being at school. Approval to visit the school needs to be scheduled in advance with the principal.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Visitors volunteering in the classroom or attending school-related events must complete an ICHAT each year and be approved before visiting the school (some exceptions may be made for certain school events). Approved visitors must wear a badge identifying themselves as a guest and leave their picture ID with the office staff. Visitors must place the badge on their outer clothing in a visible location. The badge connects to the district's visitor management system, which allows us to electronically monitor the location of all school visitors. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

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

Checking Students Out of School Early

Parents/guardians should give the school advance notice if their student will be checked out early. At the elementary schools, no students can be checked out early after 2:30 PM. This policy is in place at the junior high and high school as well. Students should not be checked out early at the junior high after 2:15 or after 2:00 at the high school. It is disruptive to the classes and prevents important learning at the end of the day.

Visitors who are checking students out of school buildings early are required to show a picture ID and must be listed as an emergency contact on PowerSchool for that student. **The school must have prior notification (note or email/call from the email or contact number on file in the district's student information system) from the parent/guardian if a visitor/emergency contact is checking students out of the building.** Visitors who are not listed as emergency contacts in PowerSchool cannot check a student out of school.

Late Pick-Up Procedures (Elementary Buildings)

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

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

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

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

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

Cell Phone Use - Elementary

K-5 Personal devices such as cell phones, MP3 players, smart watches may not be out and/or used during the school day. Devices must be put into a backpack or given to the teacher. **Any devices out during the day will be confiscated and available in the office at the end of the day for parent/guardian to pick up.**

JH cell phone policy

Non-school PTDs include but are not limited to: cell phones/smartphones, earbuds/headphones, computers/laptops, tablets/e-readers, and/or any other internet- or bluetooth-enabled devices. Hazel Park Junior High does not allow PTDs to be used during the school day. PTDs may be used at administrative discretion as a PBIS reward. If a student has a PTD and is found using it, staff will take the PTD, fill out a Office Referral for the student, and the following consequences will be implemented:

- 1st offense - PTD is taken, parents are notified, and PTD is returned at the end of the day to the student.
- 2nd offense - PTD is taken, parents are notified, a lunch detention is given, and PTD is given back to the student at the end of the day
- 3rd offense, PTD is taken, parents are notified, after school detention is given, PTD is returned, and for the following week, the PTD is turned in each morning to the Dean of Students and given back to the student at the end of the day

Advantage Cell Phone Policy

Advantage students are not allowed to have cell phones during class time. If they have a phone violation, the teacher will request the phone and keep it until the end of the hour. If the student refuses to give the phone to the teacher, the student is referred to an administrator who will retain the phone until the end of the school day.

Students may have their phones during hall passing and lunch.

Board of Education Policy on Personal Technology Devices (PTDs) not issued by District

Hazel Park High School - Cell Phone Policy

Non-school PTDs include but are not limited to: cell phones/smartphones, earbuds/headphones, computers/laptops, tablets/e-readers, and/or any other internet- or bluetooth-enabled devices.

- **During instructional time:** Students will not be permitted to have PTDs visible, on, or in use. Devices must be powered off completely or silenced without vibration, and must be stored out of sight. Every location during instructional time is considered a **RED ZONE**.
- **During non-instructional time:** Students may use PTDs only in **GREEN ZONES** (i.e., cafeteria, hallways, and or the Commons) during non-instructional time (i.e., before school, during hall passing, during assigned lunch, or after school). Earbuds/headphones must not be used while walking in the hallways.
- Any student caught using PTDs in **RED ZONES** (i.e., classrooms, restrooms, and locker rooms) will have their PTD confiscated by school personnel and face appropriate disciplinary action. The only time earbuds/headphones may be used in a **RED ZONE** is when directed by a teacher for educational purposes with a *school-issued device*.

Disciplinary Action:

- If a PTD makes any sound (e.g., ringing, vibrating) or is visible—whether being used or not—in any **RED ZONE** or anywhere during instructional time, the student will be asked by school personnel to relinquish the PTD, then:

If the student complies:

1. The PTD will be collected, the staff member will complete the HPHS discipline-referral form, and the device will be placed in the office-provided envelope to be held in the main office. Office personnel will notify the student's parent/guardian about the incident and the resulting disciplinary action. *(Please see "Progressive Discipline" below for device-retrieval times.)*
2. Each student will be given one opportunity to retrieve the PTD at the end of the school day. Subsequent failures to adhere to this Board policy will result in only the parent or legal guardian listed in PowerSchool being allowed to retrieve the PTD. A parent or legal guardian may designate an Emergency Contact to retrieve the device with identification.

If the student does not comply:

1. The student will be escorted to the office to speak with their designated counselor or building administrator, and another request to relinquish the PTD will be made.
 - If the PTD is relinquished without further delay, the student will receive disciplinary action such as a lunch detention or after-school detention. *(Please see "Progressive Discipline" below.)*
 - If the student still does not comply, the student is considered insubordinate and will receive disciplinary consequences, including suspension.
2. Multiple violations will result in the student relinquishing their PTD to office personnel daily upon arrival.

Progressive Discipline for Refusal to Surrender a PTD to School Personnel:

1. **First offense:** Lunch detentions and/or possible after-school detention.
2. **Second offense:** One-day out of school suspension or participation in the CARE program. A parent-administrator meeting will be required before re-entry to school is permitted.
3. **Third offense:** Multiple after-school detentions, suspension from school, or participation in the CARE program, AND the student must turn PTD into the office each day as determined by the building administrator.

PTDs taken for violating this Board policy will NOT be given back to the student except for the first offense and only if the student relinquishes the device without incident. Photo identification must be provided as verification when picking up the device. The Hazel Park School District is not responsible for lost, stolen, or damaged PTDs brought to school, which includes devices confiscated for failure to adhere to the PTD policy. Students who bring PTDs onto school grounds are instructed to keep all devices securely in their lockers and are advised never to share their locker information with anyone.

1. **Hallways:**
 - a. **Students Cafeteria:**
 - b. Full usage of PCDs and portable video game devices are permitted during breakfast and/or lunch times. However, should a school employee feel that the student is using the PCD(s) inappropriately, they reserve the right to follow measures 2.a.i-iii as deemed appropriate.
2. **Before/After School Sponsored Clubs and Sports:**
 - a. Full usage of PCDs and portable video game devices are permitted during breakfast and/or lunch times. However, should a school employee feel that the student is using the PTD(s) inappropriately, they reserve the right to follow measures 2.a.i-iii as deemed appropriate.

Equal Opportunity/Nondiscrimination Statement

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

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. The following person(s) has been designated to serve as the District's Title IX Coordinator and Compliance Officer for matters involving alleged discrimination. Any inquiries regarding the School District's non-discrimination policies should be directed to:

Kristy Cales / James Patterson
Hazel Park Schools
 1620 E Elza
 Hazel Park, MI 48030
 248-658-5241 / 248-658-5225

The School District's complaint procedure may be obtained from www.hazelparkschools.org. For further information, you may also contact:

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

School Volunteers

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

ARTICLE VIII. Section 10: COMMUNITY RELATIONS

Invitations & Gifts (K-8)

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

Treats, Snacks & Lunches (K-8)

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

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

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

Outdoor Expectations (K-5)

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

Accommodating Persons with Disabilities

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

ARTICLE V. Section 2: PERSONNEL/NONDISCRIMINATION

Homeless Child's Right to Education

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

1. Continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
2. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

Assistance and support for homeless families may contact **Dr. Stephanie Dulmage** at 248-658-5234 or **Thelma Hardy** at 248-658-5211.

AG IV-1. Category 6: Enrollment: Eligible Students. McKinney-Vento Homeless Assistance Act

English Learners

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

Parents/guardians of English Learners will be informed how they can: **(1)** be involved in the education of their children, and **(2)** be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students. For questions related to this program or to express input in the school's English Learners program, contact: **Dr. Stephanie Dulmage, Assistant Superintendent of Teaching & Learning** at stephanie.dulmage@myhpsd.org.

ARTICLE III. CURRICULUM AND INSTRUCTION Section 8. Students with Limited English Proficiency.

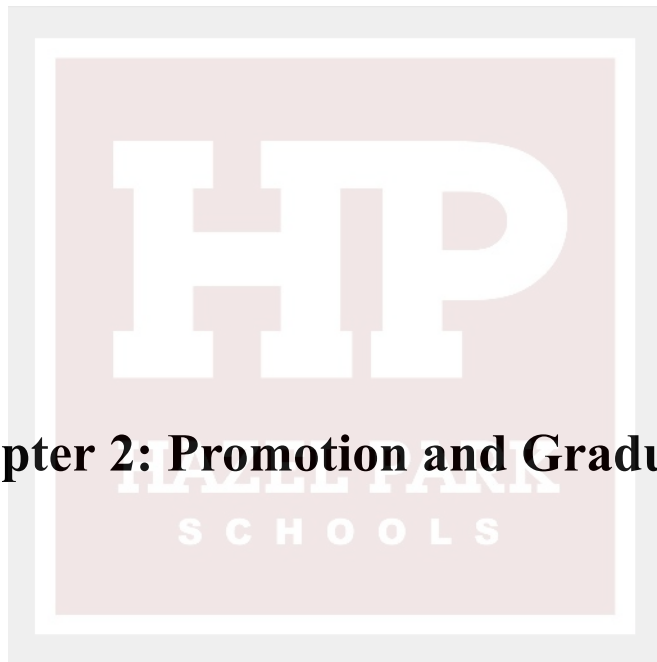
ARTICLE V. Section 2: PERSONNEL/NONDISCRIMINATION

Mandated Reporters

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

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

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



Chapter 2: Promotion and Graduation

GRADING PROCEDURES & POLICIES

Grading & Promotion

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

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

AG III-24. Grading

AG III-25. Graduation Requirements

Elementary School:

Each marking period will be either nine or ten weeks in length. The teacher uses evidence from student work, formal and information assessments, and peerforamnce tasks to determine if a child is:

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

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

Junior High and High School:

Each marking period will be 8-10 weeks in length. Semester classes will be made up of two marking periods. A student must initiate a grade change with their counselor by the third Friday of the following semester. The correction is to be completed by the end of the semester following the receipt of the original grade.

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

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

Grading Scale:

97.0-100	A+	73.0-76.99	C
93.0-96.99	A	70.0-72.99	C-
90.0-92.99	A-	67.0-69.99	D+
87.0-89.99	B+	63.0-66.99	D
83.0-86.99	B	60.0-62.99	D-
80.0-82.99	B-	0.00-59.99	E
77.0-79.00	C+		

GPA Calculation for High School & Junior High School:

A = 4.0	A- =3.7		
B+ = 3.4	B = 3.0	B- =2.7	
C+ = 2.4	C = 2.0	C- =1.7	
D+ = 1.4	D = 1.0	D- =.07	
E = 0			
I=INCOMPLETE	NC=NO CREDIT	W=WITHDRAWN 0	

AP Course GPA Calculation (High School):

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

Graduation Honors - Honor Cord

Single color

Academic:

(3.3 GPA or higher, with at least three full credits or 2 year successful completion of the program)

- **Performing Arts (Band, Choir, Drama): Purple**
- **Technical (CTE, Chrysler & OSTC):**
 - **CTE Vocational/Business: Black**
 - **Chrysler: Red**
 - **OSTC: Blue & Green**
- **English: White**
 - **Yearbook: Teal Blue**
- **Mathematics: Gold**
- **Science: Green**
- **Social Studies: Silver**
- **World Language: Blue**
- **Art: Orange**

Stoles and Sashes:

- **National Honor Society - White stole with NHS Insignia**
- **National Technical Honors Society - White sash**

Tassels & Medallions:

- **Cum Laude (3.0–3.499 GPA): Silver Tassel**
- **Magna Cum Laude (3.5–3.749 GPA): Blue Tassel**
- **Summa Cum Laude (3.75 or higher GPA): Gold Tassel**
- **Valedictorian and Salutatorian: Honors Medallion**

- **Physical Education: Bronze**

Multi-color

Extracurricular & Co-curricular:

- **DECA Club: Royal Blue & White**
- **National Art Honor Society: Rainbow**
- **NHS Service & Leadership: Sky Blue & Gold**
- **NTHS: Purple & White**
- **Science Olympiad or Robotics: Dark Green & White**
- **Student Council: Whisper Grey & Maroon**
- **Class Officers: Black & Gold**
- **International Thespian Society: Gold & White**
- **Superintendent Advisory: Silver & White**
- **Marching Band: Maroon & Blue**

Credit for Alternative Courses and Programs

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

Virtual and Distance Learning

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

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

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

Summer School and Independent Study

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

Dual Enrollment Courses

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

Foreign Language

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

ARTICLE III Section 8. Students with Limited English Proficiency.

Testing Out

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

The following policy statements will apply:

1. This policy will apply equally to all students at **Hazel Park High School**.
2. Course requirements will be satisfied if a student receives an 80% or better on the test.

3. Earning an 80% or better on the test will count toward the fulfillment of a requirement of a subject area or a course sequence.
No letter grade will be earned by testing out of a course. A grade of 80% or better will provide a pass (P) notation on the transcript.
4. If students earn a “pass” notation in this course, they cannot subsequently request individual assessment for a prior course in the sequence, or enroll in a lower course in the same subject sequence.

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

Hazel Park High School

Graduation Checklist

Counseling Department



Below is a checklist of the graduation requirements.

Currently you are:

On track for Graduation

Not on track for Graduation

(see next box)

Opportunities to recover credits:

Credit Recovery

Cyber School

Summer School

Support Resources:

Before/After school tutoring

MTSS

4 English Credits

- 9th English A
- 10th English A
- 11th English A
- 12th English A
- 9th English B
- 10th English B
- 11th English B
- 12th English B

3 Social Studies Credits

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

4 Math Credits

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

3 Science Credits

- Biology A
- Biology B

Complete 2 of the following 3 courses:

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

1 Visual, Performing, or Applied (VPA) Credit

- .5 credit
- .5 credit

1 PE / Health Credit

- PE .5 credit
- Health .5 credit

2 World Language Credits

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

4 Elective Credits

- Financial Literacy (required)**
- 0.5 0.5 0.5 0.5
- 0.5 0.5 0.5

Your current credit total: _____

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

You still need _____ credits to graduate.

You need to make up _____ credits outside of the regular school day. See "opportunities to recover credits" box above.

Early Graduation

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

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

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

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

AG III-25. Graduation Requirements

AG III-25. Graduation Requirements : Early Graduation

Personal Curriculum

The Personal Curriculum (PC) is a Michigan Department of Education (MDE) endorsed process, permitting modification of specific credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the Michigan Merit Curriculum (MMC) requirements and students who need to individualize learning requirements to meet the MMC requirements. For more information from MDE about personal curriculums, please [click here](#).

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

HPS Personal Curriculum

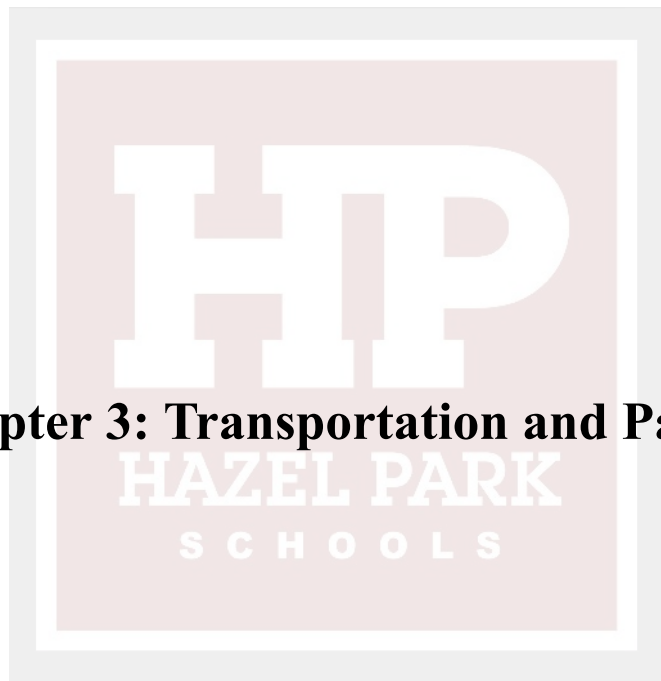
- Complete Student Information Section**
- Indicate reason for request of Personal Curriculum:**
 - General Enhanced
 - General Modified
 - IEP
 - Transfer
- Obtain Consent of person requesting Personal Curriculum:**
 - Indicate the following [OFFICE USE ONLY: Received By/Meeting Date/Parent Notification Date]
- Provide RATIONALE FOR PERSONAL CURRICULUM (GENERAL ENHANCED OR IEP ONLY)**
{MUST INCLUDE RELEVANT INFORMATION DIRECTLY LINKED TO IEP}
- Team Meeting:**
 - Participants: School Counselor/Parent/Legal Guardian/Student/General Education Teacher
 - Special Education Include: Special Education Teacher, School Psychologist*
- Complete Personal Curriculum Plan:**
 - Check Box: Modifications Requested
 - Obtain Participant Signatures
 - Review Evaluation Information: [Counselor + School Psychologist]
 - Check Box: Determine if Student is Eligible for Personal Curriculum
 - Check Box: Courses to be modified that will be aligned with the Personal Curriculum
 - Specify how each individual course will be modified: Alternate Course **and/or** Curriculum Modification
- Quarterly Progress Updates:**
Public Law 204 Section 5(d) states: "The pupil's parent or legal guardian shall be in communication with each of the pupil's teachers at least once each calendar quarter to monitor the pupil's progress towards the goals contained in the pupil's personal curriculum."
 - Indication: Report Cards will be provided as Quarterly Progress Updates. (HPS)
 - Indication: Progress Reports/Report Cards will be provided as Quarterly Progress Updates (Advantage)
 - Parent/Legal Guardian Initial at meeting
- Personal Curriculum Revisions:**
Public Law 204 Section 5(e) states:
"Revisions may be made in the personal curriculum if the revisions are developed and agreed to in the same manner as the personal curriculum."
**Personal Curriculums should be reviewed on an annual basis.*
 - Parent/Legal Guardian Initial at meeting
- Obtain Signatures of Agreement**

District Commitment

- General Education: Forward to Executive Director of Executive Director of Teaching, Learning & Equity
 - Curriculum Department Review
 - Curriculum Department will forward to Superintendent for final signature**
- Special Education: Forward to Executive Director of Student Services
 - Student Services Review
 - Student Services Department will forward to Superintendent for final signature**

 Retain copy of current Personal Curriculum in CA-60 **Complete Personal Curriculum requirement in the Student Information System**

- Menu: Programs: Student Program History: Add Button: Drop Down Box - Personal Curriculum*
- This will indicate ↑ in PROGRAMS next to the hand*



Chapter 3: Transportation and Parking

Bike Rules & Regulations - Elementary

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

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

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

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

Bike Rules & Regulations - Secondary

- Students are allowed to ride bikes and scooters to school.
- Bikes must be locked to the bike rack;
- Students must walk their bikes, once on school grounds.
- Noncompliance with rules on school property, may mean the suspension of bike riding privileges.
- The school is not liable for any stolen bikes or scooters.

Bus Conduct

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

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

An adult must be present whenever students with special needs are dropped off or the child will be brought back to the student's school and it will be the responsibility of the parent/guardian to pick the student up from school immediately.

APPENDIX A STUDENTS CODE

Parking

Visitor Parking

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

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

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

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

High School Student Parking: High School Campus

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

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

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

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

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

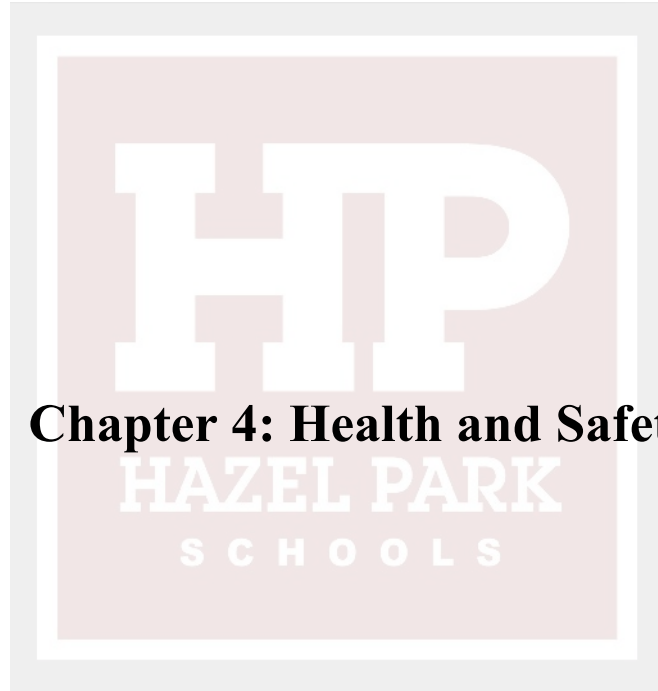
Video cameras may be active in parking lots and may be used for the purposes of investigation into student misconduct. Discipline for misconduct includes all disciplinary measures in the student discipline code and/or withdrawal of parking privileges.

APPENDIX A STUDENTS CODE

AG IV-15. Search and Seizure.

APPENDIX A STUDENTS CODE: Vehicle Usage

AG VII-14. Acceptable Use Policy: Technology and Internet Safety



Chapter 4: Health and Safety

Bike Safety

See Bike Rules & Regulations

Chronic Medical Conditions

Students with chronic health conditions are at risk for high absentee rates, low student engagement, dropping-out of school, exposure to bullying, disruptive behaviors, poor grades, and below-average performance on standardized achievement tests. It is important to establish comprehensive care coordination for students with chronic health conditions. (Forrest, Bevans, Riley, Crespo, & Louis, 2011; Bethell et al., 2012).

The district nurse and designated school personnel, who have been trained by the district nurse or a medical professional, will provide medical support to all students, including those with chronic medical conditions. The school nurse will collaborate with education staff to promote a safe and accommodating school environment for students with chronic medical conditions. While the district recognizes a student's medical needs may be unique to each student, general expectations and considerations for various medical conditions are summarized below.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed support and accommodations so that he/she can access educational programs and services. The School District's Section 504 Policy is available at www.hazel_park_schools.org. Not all students with severe allergies or chronic illnesses may be eligible for a Section 504 Plan. Our School District also may be able to appropriately meet a student's needs through other means.

Care of Students with Diabetes

If your child has diabetes and requires assistance with managing this condition while at school and school functions, Ensure a Diabetes Medical Management Plan has been completed by you and your student's health care provider. Please provide the completed plan to your student's school as soon as possible. If your student will be self-managing their diabetes, please ensure you and your student's health care provider has indicated their ability to self-manage in writing on the diabetes medical management plan or other health note. Additional information can be found in the [Hazel Park Schools Health Services Handbook](#).

- If the parent/guardian is authorized to make insulin dosing changes per the Diabetes Medical Management Plan, the parent/guardian must provide a written note to the school before changes can be implemented. The written note must include the student's name, date of birth, the date the note was written, the date the changes will go into effect, the updated insulin dosing, and the parent/guardian's name and signature.

Parents/guardians are responsible for and should:

- a. Provide
 - i. Rescue carbohydrates (juice, glucose tabs, etc.) and emergency medication (baqsimi, gvoke, etc.) to the school for school personnel to treat low blood sugar episodes.
 - ii. Ketone testing strips to the school for school personnel to manage high blood sugar episodes.
 - iii. Blood sugar testing supplies including glucometers, lancet devices, lancets, testing strips, and batteries.
 - iv. Insulin administration supplies including insulin pens, vials, syringes, antiseptic wipes, etc.
- b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- c. Grant consent for and authorize designated school personnel/district nurses to communicate directly with the health care provider whose instructions are included in the Diabetes Medical Management Plan.

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

ARTICLE IV Section 4: NonDiscrimination

AG IV-20.Medications

AG III-6.Special Education

Americans with Disabilities Act of 1990 (ADA)

Individuals with Disabilities Education Act (IDEA)

Family Educational Rights and Privacy Act (FERPA)

Care of Students with Asthma

If your child has asthma and requires assistance with managing this condition while at school and school functions, an [Asthma Action Plan](#) and a [Medication Authorization Form](#) signed by a health care provider should be submitted to the school principal.

Parents/guardians are responsible for and should:

- a. Ensure an Asthma Action Plan has been completed by you and your student's health care provider. Please provide the completed plan to your student's school as soon as possible.
- b. Grant consent for and authorize designated school personnel/district nurse to communicate directly with the health care provider whose instructions are included in the Asthma Action Plan.
- c. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- d. If your student will be self-carrying an inhaler to treat their asthma, please ensure you and your student's health care provider have completed the Medication Authorization Form and ensure self-possession is indicated on the form.
- e. Consider obtaining an additional inhaler to be kept at school all times. This is to limit the risk of misplacing the inhaler during transportation and limit the risk of not having an inhaler readily available when needed.
- f. Consider obtaining a spacer for your child's inhaler. A spacer allows for the student's inhaler to work better by delivering more of the medication into the lungs.

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

Care of Students with Seizures

If your child has a history of seizures and requires assistance with managing this condition while at school and school functions, a [Seizure Action Plan](#) and [Medication Authorization Form](#) signed by a healthcare provider should be submitted to the school principal. Parents/guardians are responsible for and should:

- a. Ensure a Seizure Action Plan has been completed by you and your student's health care provider. Please provide the completed plan to your student's school as soon as possible.
- b. Grant consent for and authorize designated school personnel/district nurse to communicate directly with the health care provider whose instructions are included in the Seizure Action Plan.
- c. Inform the school in a timely manner of any change which needs to be made to the Seizure Action Plan on file with the school for their child.
- d. Provided emergency medication (nayzilam, valtoco) to the school to treat a prolonged seizure.
- e. Consider obtaining an additional dose of emergency medication to treat a prolonged seizure that can be kept at school only. This is to limit the risk of misplacing the medication during transportation and limit the risk of not having the medication readily available when needed.
- f. If you or your student's health care provider would like school personnel to video record potential seizure activity, please provide written consent for school personnel to record your student, detailing who the recordings may be distributed to.

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

Students with Severe Food Allergy

If your child has a life-threatening allergy and requires assistance with managing this condition while at school and school functions, an [Allergy Action Plan](#) and [Medication Authorization Form](#) signed by a healthcare provider should be submitted to the school principal.

Parents/guardians are responsible for and should:

Ensure an Allergy Action Plan has been completed by you and your student's health care provider. Please provide the completed plan to your student's school as soon as possible.

- g. Grant consent for and authorize designated school personnel/district nurse to communicate directly with the health care provider whose instructions are included in the Seizure Action Plan.
- h. Inform the school in a timely manner of any change which needs to be made to the Allergy Action Plan on file with the school for their child.
- i. If your student has a food allergy, please ensure an [Special Dietary Accommodation](#) Form has been completed by you and your student's health care provider. Please provide the completed form to your student's school as soon as possible.
- j. If your student will be self-carrying an epinephrine auto-injector to treat a severe allergy, please ensure you and your student's health care provider have completed the Medication Authorization Form and ensure self-possession is indicated on the form.

Epi-Pens

5330.01 - Epinephrine Auto-Injectors

Students who are prescribed epinephrine to treat anaphylaxis shall be allowed to self-possess and self-administer the medication if they meet the conditions as stated in Policy 5330. Each school in the District shall have at least two (2) epinephrine auto-injectors (Epi-Pens) available at the school site.

Students to Whom Injections May Be Administered

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

Additional information can be found in the [Hazel Park Schools Health Services Handbook](#).

ARTICLE IV Section 4: Non Discrimination

AG IV-20.Medications

AG III-6.Special Education

Americans with Disabilities Act of 1990 (ADA)

Individuals with Disabilities Education Act (IDEA)

Family Educational Rights and Privacy Act (FERPA)

Suicide and Depression Awareness and Prevention

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

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

APPENDIX A STUDENTS CODE

Immunizations

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

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

APPENDIX A STUDENTS CODE

Student Medication

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

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

Self-Administration of Medication

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

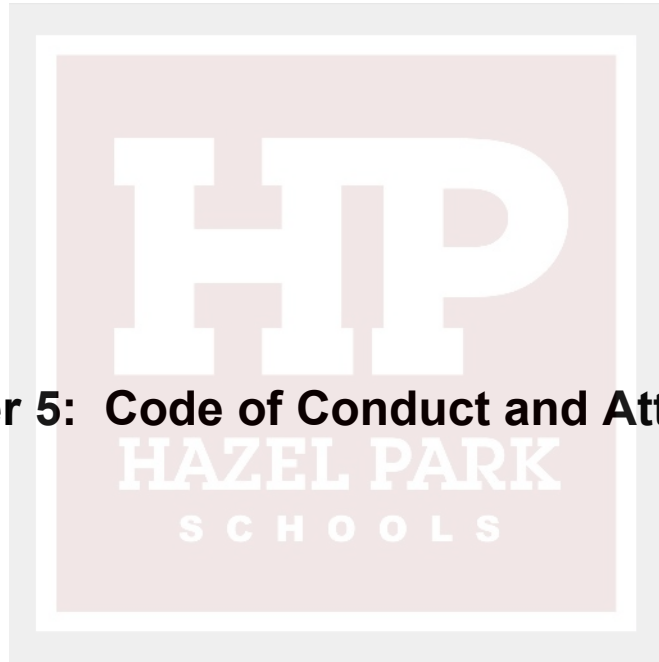
Head Lice

The district follows the [recommended](#) protocol from the Michigan Department of Health and Human Services and the Michigan Department of Education. The district head lice procedures are as follows:

- a. Any student with live lice (or nits within one quarter inch of the scalp) may remain in school until the end of the school day.
- b. The district will notify the parent or guardian immediately if a student is suspected of having a head lice infestation.
- c. The student will be readmitted to school after treatment and examination. If, upon examination, the school personnel find no live lice and the student does not have any nits within one quarter inch of the scalp, the child may reenter the school.
- d. Mass screenings (classroom or school-wide checks) will not be conducted.

If your student has a head lice infestation, immediate treatment is recommended before returning your student to school. For more information on how to manage and treat head lice, please see the Oakland County Health Division [webpage](#) or reach out to one of the District Nurses.

For further information on student health issues, please reference the [Hazel Park Schools Health Services Handbook](#)



Chapter 5: Code of Conduct and Attendance

**Rights & Responsibilities
Code Of Student Conduct**

1. Students Rights and Responsibilities
2. Violations of the Code of Student Conduct
 - a. Disciplining Students with Special Education Needs
 - b. Level I Violations
 - c. Discipline Procedure - Level I Violations
 - d. Level II Violations
 - e. Discipline Procedure - Level II Violations
 - f. Level III Violations
 - g. Discipline Procedure - level III Violations
 - h. Statutory Violations
3. Disciplinary Procedures
 - a. Due Process
4. Appeal and Grievance Procedures
 - a. Charts
 - b. Grievance Procedure
5. Bullying and Harassment
6. School Attendance

INTRODUCTION: Hazel Park School Code of Conduct

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

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

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

Every school district is required by law to adopt a code, as set forth in the Revised School Code, MCL 380.1312(8):

“A local or intermediate school district or a public school academy shall develop and implement a code of student conduct and shall enforce its provisions with regard to pupil misconduct in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school sponsored activity or event whether or not it is held on school premises.”

The information in the following pages explains the code of conduct of acceptable student behaviors and subsequent discipline policies and procedures of Hazel Park School District that will be used to ensure fair and equitable treatment for all members of our student population.

When and Where the Code of Student Conduct Applies

Off Campus Events

Students at school-sponsored, off-campus events and activities shall be governed by District rules and regulations and are subject to the authority of Schools Officials. Any conduct that adversely affects the school climate and has a direct and immediate adverse effect on the discipline or general welfare of the school, and/or its students is prohibited, as well as off-school property. Failure to obey the rules and regulations or failure to obey the lawful instructions of School Officials shall result in loss of eligibility to attend school-sponsored, off-campus events or activities and may result in suspension and/or other disciplinary measures as outlined in the Student Code of Conduct.

SECTION I: Rights and Responsibilities in the School Community

Hazel Park School District is dedicated to creating and maintaining a positive learning environment for all students. All members of our learning community—including students, educators (teachers, administrators, and support personnel), and parents must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate for the learning community. Those responsibilities include, but are not limited to, the following:

Students (persons enrolled in grades K-12) have the responsibility to:

1. Take responsibility for your learning and recognize that it is a process.
2. Attend school regularly, arrive on time, and be prepared to learn.
3. Respect yourself and others in class, on school grounds, on buses, and at any school-related activity.
4. Respect the rights and feelings of fellow students, parents, educators (including teachers, secretaries, custodians, aides, paraprofessionals, and other school personnel), visitors, and guests.
5. Work within the existing structure of the school to address concerns.
6. Know and comply with school district rules and policies.
7. Participate in your learning communities, including helping formulate rules and procedures in the school, engaging in school-related activities, and fostering a culture of respect for learning and for others.

Parents have the responsibility to:

1. Take responsibility for your child's development as a learner by, as much as possible, providing a home environment suited for learning and developing good study habits.
2. See that your child attends school regularly and on time.
3. Provide for your child's general health and welfare as much as possible.
4. Teach and model respect for yourself, your child, and all members of the school community.
5. Support the school's efforts to provide a safe and orderly learning environment.
6. Know and support the school and district rules and policies and work within the existing structure of the school to address concerns.
7. Advocate for your child and take an active role in the school community.

The Code of Student Conduct sets forth student rights and responsibilities while at school and school-related activities, and the consequences for violating school rules. It defines behaviors that undermine the safety and learning opportunities for all members of the school community and favors actions that encourage positive behavior and learning over actions designed to punish.

When determining the consequences of student misconduct, school officials may use intervention strategies and/or disciplinary actions. Recognizing the importance of keeping students in school learning as much as possible, educators will consider the severity or repetition of misconduct, age and grade level of the student, circumstances surrounding the misconduct, impact of the student's misconduct on others in the school community, and any other relevant factors in determining how they will address misconduct.

In instances where school-issued responses to student misconduct have been administered, those decisions will not be discussed with any parent/guardian outside of the offending students' parent/guardian.

The Code of Student Conduct will be administered fairly, without partiality or discrimination.

The Code of Student Conduct does not diminish any rights under federal law (20 U.S.C. 1400 et seq.) of a student determined to be eligible for special education programs and services. Students with an Individualized Education Program (IEP) are responsible for following The Code of Student Conduct. As a consequence of a violation of The Code of Student Conduct by a student with an IEP, specific procedures may apply.

STUDENT CONDUCT and STUDENT BEHAVIOR

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law regarding minors. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty should be maintained in the schools of this District.

The Superintendent shall establish procedures to carry out Board policy and philosophy, and shall hold all school personnel, students, and parents responsible for the conduct of students in schools, on school vehicles, and at school-related events.

Student conduct shall be governed by the rules and provisions of the Student Code of Conduct. This Code of Conduct shall be reviewed annually.

STUDENT BEHAVIOR

The Board of Education acknowledges that conduct is closely related to learning and that an effective instructional program requires an orderly school environment, which is, in part, reflected in the behavior of students.

The Board believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions.

The Board shall require each student of this District to adhere to the Code of Conduct promulgated by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:

- A.** Follow student code of conduct as defined by each school's PBIS behavior expectations.
- B.** respect the person and property of others;
- C.** preserve the degree of order necessary to the educational program in which they are engaged;
- D.** respect the rights of others;
- E.** recognize constituted authority and respond to those who hold that authority.

Teachers and other employees of this Board having authority over students shall have the authority to take such means as may be necessary to control the disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of this Board and/or when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

When administering disciplinary decisions, student discipline is at the discretion of the building admin., especially regarding students with Individualized Education Plans (IEPs), 504 Plans, Behavior Intervention Plans, and/or specific student circumstances will be taken into consideration.

While the following list of behaviors is not exhaustive of all behaviors, all student behaviors must conform to the board expectations outlined above.

ELEMENTARY

Distinctions between Minor and Major behaviors.

MINOR (Classroom Managed)	MAJOR (Office Referrals)
Inappropriate Language	
<p>Student indirectly uses inappropriate words or actions.</p> <ul style="list-style-type: none"> ● Inappropriate language toward teacher, staff, peers, verbal and/or written (ie, stupid, dumb, etc.) ● Derogatory terms ● Negative talk about peer, staff, or self ● Inappropriate gestures (ie middle finger, sexual gestures, etc.) 	<p>Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning.</p> <ul style="list-style-type: none"> ● Inappropriate language toward teacher, staff, peers, verbal and/or written (ie cursing, derogatory terms, etc) ● Sexual harassment ● Racially Explicit words ● Threatening and/or intimidating language ● Reoccurring minors
Physical Contact	
<p>Student engages in non-serious, but inappropriate physical contact with a peer.</p> <ul style="list-style-type: none"> ● Bumping into each other or touching exposed hair/body ● Tripping, pushing, pinching ● Cutting in line ● Throwing items in a non-aggressive way (pencil, paper, toy, ball, etc..) ● Roughhousing 	<p>Actions involving serious physical contact with intent to harm where injury may occur.</p> <ul style="list-style-type: none"> ● Hitting/pushing with intent to harm ● Choking ● Biting ● Punching ● Scratching ● Spitting ● Fighting ● Hair Pulling ● Recurring minors ● Throwing items in an aggressive way
Disrespect	
<p>Student refusal to fulfill instructional and/or building norms.</p> <ul style="list-style-type: none"> ● Students refusing to do work ● Passive refusal to participate (ie, eye rolling, not following directions immediately) ● Muttering under breath ● Talking back ● Leaving assigned area ● Talking/interrupting during instruction 	<p>Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning.</p> <ul style="list-style-type: none"> ● Blatant or excessive defiance that is continuously interrupting the entire class. ● Leaving assigned area ● Forgery ● Verbal altercation with a staff member ● Cheating ● Recurring minors
Disruption	
<p>Student behavior causes a distraction to the learning environment, but class activity is able to continue. Examples:</p>	<p>Student behavior causes an interruption in class or activity. Examples:</p>

<ul style="list-style-type: none"> ● Constant blurting/'yelling without raising hand ● Movement out of assigned area without permission (overuse of bathroom, drinks, office, etc) ● Irritating/bothering others (ie tapping making noises, talking) ● Not following directions or having materials ● Off task 	<ul style="list-style-type: none"> ● Yelling/shouting out; A pattern of teacher not being able to teach and students unable to learn. ● Causing evacuation of classroom ● Leaving assigned area ● Purposely "pushing buttons" to incite angry response ● Recurring minors that disrupt instruction
---	---

Property Misuse

<p>Student engages in non-serious, but inappropriate misuse of property.</p> <ul style="list-style-type: none"> ● Writing on property ● Ripping or crumpling up paper and/or others work (also hallway displays) ● Breaking utensils ● Hands on others' property ● Minor bathroom mess ● Throwing items in a non-aggressive way (pencil, paper, toy, ball, etc..) ● Kicking or slamming things 	<p>Student engages in serious abuse or misuse of property.</p> <ul style="list-style-type: none"> ● Throwing furniture ● Continual damage (knocking books off shelves, ripping posters down) ● Stealing ● Destroying materials or property beyond reuse ● If safety is compromised by property misuse ● Recurring minor offenses
---	--

Technology Violation

<p>Student engages in misuse of district technology and/or PCD</p> <ul style="list-style-type: none"> ● Accessing "non-teacher" assigned website ● Taking pictures within classroom ● Messing with settings on school devices ● Using technology without permission ● Careless use physically of school devices ● Failure to report problems or breakage ● Having phone on person (personal device) 	<p>Student engages in excessive abuse of district technology and/or PCD</p> <ul style="list-style-type: none"> ● Accessing inappropriate websites ● Bullying/harassment on school equipment ● Purposely breaking school technology ● Using phone during school hours (personal device)
--	--

ELEMENTARY RESPONSES TO STUDENT BEHAVIOR

- **LEVEL 1:** Teacher-managed responses (Time out, conference with student, parent contact, teach desired behavior, other)
- **LEVEL 2:** Referred Responses (Accumulation of Minors, Majors: After-School or Lunch Detention, Time in Office, In School Suspension, Parent Contact, Student Conference)
- **LEVEL 3:** Building Principals (or designee) Responses - Temporary Removal of Student from School (Majors: ISS or OSS up to 5 Days)
- **LEVEL 4:** Building Principals Exclusionary Responses (Majors; OSS up to 10 Days)
- **LEVEL 5:** Building Principal Recommended Long-Term Exclusionary Responses (State-mandated Expulsions; Accumulation of Majors; Expulsion Recommendation)

Progressive discipline will be utilized based on severity and repetition of behaviors in conjunction with restorative practices as a consideration for all disciplinary decisions to reinforce desired behaviors.

LEVEL 1: Teacher-Managed Responses (Minors; see intervention responses)	LEVEL 2: Referred Responses (Accumulation of Minors, Majors: After-School or Lunch Detention, Time in Office, In School Suspension, Parent Contact, Student Conference)	LEVEL 3: Building Principals (or designee) Responses - Temporary Removal of Student from School (Majors: ISS or OSS up to 5 Days)	LEVEL 4: Building Principals Exclusionary Responses (Majors; OSS up to 10 Days)	LEVEL 5: Building Principal Recommended Long-Term Exclusionary Responses (State-mandated Expulsions; Accumulation of Majors; Expulsion Recommendation)
---	---	---	---	--

Inappropriate Language

Minor: Student indirectly uses inappropriate words or actions toward an adult or peer.	
Major 1st Offense: Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning.	
Major 2nd Offense: Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning.	

Disrespect

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Minor: Student refusal to fulfill instructional and/or building norms				
Major 1st Offense: Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning				
Major 2nd Offense: Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning				

Disruption				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Minor: Student behavior causes a distraction to the learning environment, but class activity is able to continue. Examples: Making noises, talking and/or talking out of turn, not in seat at designated time.				
Major: Student behavior causes an interruption in class or activity, including: Sustained loud talking or repeated talking out of turn, yelling or screaming, noise generated from classroom materials, roughhousing, and/or sustained out-of-seat behavior.				
Physical Contact/Aggression				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Minor: Student engages in non-serious, but inappropriate physical contact with a peer, including: poking, tripping, (intentional), horseplay, bumping into another student, and/or pushing.				
Major: Actions involving serious physical contact with intent to harm where injury may occur, including: hitting, shoving/pushing, hitting with an object, kicking, hair pulling, scratching, spitting, and/or fighting.				
Property Misuse				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Minor: Student engages in non-serious, but inappropriate misuse of property.				
Major: Student engages in serious abuse or misuse of property.				
Technology Violation				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Minor: Student engages in misuse of district technology and/or PCD				
Major: Student engages in excessive abuse of district technology and/or PCD				

SECONDARY

SECONDARY RESPONSES TO STUDENT BEHAVIOR:

- **LEVEL 1:** Teacher-managed responses
- **LEVEL 2:** At school reinforcement, Detention, and/or Alternative to Suspension (**CARE**)
- **LEVEL 3:** Temporary student removal from school - Out of School Suspension 1-5 Days and/or In School Suspension (**CARE**)
- **LEVEL 4:** Long-term student removal from school - Out of School Suspension 6-10 Days (**CARE**)
- **LEVEL 5:** Exclusionary Responses - Recommendation to Superintendent for Expulsion (**CARE**)

CARE

The Center for Academic and Restorative Education (CARE) is a program housed in the Ford Administration Building. It is overseen by a district teacher trained in Restorative Practices. The program provides an opportunity for students to engage in restorative practices, social-emotional learning, and academic recovery as an alternative to out-of-school suspension. A Building principal may offer this as an alternative to detention or out of school suspension.

Recognizing that students face challenges, Hazel Park Schools believes in a responsive approach to support students by providing opportunities to transform their challenges into strategies for success. The CARE Program involves investing in both social-emotional wellness and academic recovery. Exploring skills such as responsible decision-making, empathy, and healthy coping mechanisms is essential for students to thrive not only in the classroom but also in the workplace, community, and on the field. The CARE Program provides a holistic approach that empowers students to navigate both educational and personal challenges effectively proactively and positively.

Distinctions between Minor and Major behaviors.

BEHAVIOR	MINOR (Teacher Managed)	MAJOR (Administration Managed)
Disrespect	Student indirectly uses inappropriate words or actions toward an adult or peer. <ul style="list-style-type: none"> ● Eye rolling ● Muttering under breath ● Call staff/adults by anything other than their name (unless given permission otherwise) ● Argumentative but redirects to task 	Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning. <ul style="list-style-type: none"> ● Argumentative and does not redirect to task ● Hand gestures ● Foul language directed toward staff/peer ● Damages teacher/classroom/school materials
Defiance	Student refusal to fulfill instructional and/or building norms <ul style="list-style-type: none"> ● Teacher/adult can redirect behavior ● Student behavior does not interfere with educational environment, but distracts from teaching and learning ● Refusal to wear face mask/covering 	Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning <ul style="list-style-type: none"> ● Insubordination ● Interference with educational environment ● Argumentative ● Refusal to wear face mask/covering

<p>Disruption</p>	<p>Student behavior causes a distraction to the learning environment, but class activity is able to continue. Examples:</p> <ul style="list-style-type: none"> ● Making noises ● Talking and/or talking out of turn ● Not in seat at designated time 	<p>Student behavior causes an interruption in class or activity. Examples:</p> <ul style="list-style-type: none"> ● Sustained loud talking or repeated talking out of turn ● Yelling or screaming ● Noise generated from classroom materials ● Roughhousing ● Sustained out-of-seat behavior
<p>Physical Contact/Aggression</p>	<p>Student engages in non-serious, but inappropriate physical contact with a peer.</p> <ul style="list-style-type: none"> ● Poking ● Tripping (intentional) ● Horseplay ● Bumping into another student ● Pushing 	<p>Actions involving serious physical contact where injury may occur and/or physical actions qualifying as sexual harassment.</p> <ul style="list-style-type: none"> ● Hitting ● Shoving or pushing ● Striking with an object ● Kicking ● Hair pulling ● Scratching ● Slapping or tapping ● Spitting ● Fighting ● Touching of a sexual nature
<p>Tardy</p>	<p>Student arrives at class after bell (or designated start time) less than fifteen minutes from the beginning of class.</p> <ul style="list-style-type: none"> ● Occurs at minimum two times in one week in the same class ● Excludes first hour 	<p>Student arrives at class after bell (or designated start time) fifteen or more minutes late (not in first hour)</p> <ul style="list-style-type: none"> ● Occurs at minimum two times in one week in the same class
<p>Inappropriate Language</p>	<p>Student engages in foul language or innuendos inappropriate for school environment</p> <ul style="list-style-type: none"> ● Negative talk about peer, staff, or self ● Name calling ● Non-directional, non-confrontational swearing - swearing in conversation 	<p>Verbal messages (written or spoken) that include swearing and/or name calling:</p> <ul style="list-style-type: none"> ● Name calling with discriminatory language, behaviors or gestures ● Blatant swearing ● Offensive/harassing language ● Threatening language, gestures or behavior <p>Harassment/Bullying Student delivers disrespectful messages (verbal/nonverbal or gestures) to another person that includes threats, intimidation, and/or unwarranted attention. Disrespectful messages include negative comments based on race, religion, gender, age, national origin, and/or sexual orientation. Verbal attacks based on ethnic origin, disabilities, or other personal matters. Cyberbullying during school hours or causing a distraction to the learning</p>

		environment.
Dress Code Violation	<p>Student is wearing clothing that is not within the parameters of the dress code, but is able to make a correction to be back in compliance. Dress code parameters:</p> <ul style="list-style-type: none"> • No obscene or vulgar words or images • No hats, bandanas, or head coverings (with the exception of religious items) • Shorts/skirts 5” from top of knee • No bare midriffs • Strapless, backless, spaghetti straps, tank or halter tops are not allowed unless covered by a sweater, shirt or jacket. • No see through, low cut or revealing clothing is allowed. • No bedroom slippers or pajamas 	<p>Student attire that is unable to be corrected, or is:</p> <ul style="list-style-type: none"> • Gang-related apparel • Overly-suggestive or violent clothing
Technology Violation	<p>Students at HPJH may not have PTD visible or in use at any time. Students at HPHS may not have PTD visible or in use during instructional times. They are strictly prohibited at all times in classrooms, restrooms and locker rooms.</p> <p>Student is in violation of district PTD policy (see policy for HPHS procedures).</p>	<p>Student uses technology to:</p> <ul style="list-style-type: none"> • Access inappropriate sites • Facilitate cheating and/or plagiarism • Engages in cyberbullying using district technology • Threaten peers, staff, or jeopardize the security and daily functions of building.

REINFORCEMENT FOR STUDENT MISCONDUCT

<p>Progressive discipline will be utilized based on severity and repetition of behaviors in conjunction with restorative practices as a consideration for all disciplinary decisions to reinforce desired behaviors. Note: Any behavior that violates a Hazel Park city ordinance may result in a citation issued by a School Resource Officer. Illegal behaviors are not limited to school discipline and may result in police involvement.</p>				
LEVEL 1: Teacher-Managed Responses (Minors; see intervention responses)	LEVEL 2: At-School Reinforcement (Accumulation of Minors, Majors: After-School Detention, S.B.I. and Behavior Reflection Form)	LEVEL 3: Building Administration Responses - Temporary Removal of Student from School (Majors: OSS 1-5 Days) or CARE program	LEVEL 4: Building Administration Responses - Long-term Removal from School (Majors; OSS 6-10 Days) or CARE program	LEVEL 5: Building Principal Recommended Long-Term Exclusionary Responses (State-mandated Expulsions; Accumulation of Majors; Expulsion Recommendation)
Disrespect	Student indirectly uses inappropriate words or			

	actions toward an adult or peer.				
	Major 1st Offense: Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning.				
	Major 2nd Offense: Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning.				
Defiance	Student refusal to fulfill instructional and/or building norms				
	Major 1st Offense: Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning.				
	Major 2nd Offense: Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning.				
Disruption	Student behavior causes a distraction to the learning environment, but class activity is able to continue. Examples: Making noises, talking and/or talking out of turn, not in seat at designated time.				
	Student behavior causes an interruption in class or activity, including: Sustained loud talking or repeated talking out of turn, yelling or screaming, noise generated from classroom materials, roughhousing, and/or sustained out-of-seat behavior.				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Physical Contact/Aggression	Student engages in non-serious, but inappropriate physical contact with a peer, including: poking, tripping, (intentional), horseplay, bumping into another student, and/or pushing.				
	Actions involving serious physical contact where injury may occur, including: hitting, shoving/pushing, hitting with an object, kicking, hair pulling, scratching, spitting, and/or fighting; touching in a sexual manner/harassment.				

Tardy	Students enter class after the tardy bell and within five minutes of class starting up to three occurrences.				
		Tardiness in excess of five minutes will constitute an absence.			
Inappropriate Language	Students engage in foul language or innuendos inappropriate for school environment, including: negative talk about peers, staff, or oneself, name calling, non-confrontational/non-directional swearing - swearing in conversation.				
		Verbal messages (written or spoken) that include swearing, or name calling, including: blatant swearing, offensive/harassing language.			
		Harassment/bullying: Student delivers disrespectful messages (verbal/nonverbal or gestures) to another person that includes threats, intimidation, and/or unwarranted attention. Disrespectful messages include negative comments based on race, religion, gender, age, national origin, and/or sexual orientation. Verbal attacks based on ethnic origin, disabilities, or other personal matters. Cyberbullying during school hours or that causes a distraction to the learning environment.			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Dress Code Violation	Students are wearing clothing that is not within the parameters of the dress code, but is able to make a correction to be back in compliance. Dress code parameters: No obscene or vulgar words or images, no hats, bandanas, or head coverings (with the exception of religious items), shorts/skirts 5				

	<p>inches above the knee, no bare midriffs, strapless, backless, spaghetti straps, tank or halter tops are not allowed unless covered by a sweater, shirt or jacket, no see through, low cut or revealing clothing, and/or no bedroom slippers or pajamas.</p>	
<p>Technology Violation</p>	<p>Student is in violation of district PCD policy (see policy for HPJH & HPHS procedures).</p>	
		<p>Students use technology to: Access inappropriate sites, facilitate cheating and/or plagiarism, engage in cyberbullying using district technology, and/or threaten peers, staff, or jeopardize the security and daily functions of building.</p>
<p>Skip Class</p>	<p>Students leave class or school without permission or stay out of class or school without permission.</p>	
<p>Harassment</p>		<p>Harassment means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or school employee that: (1) places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property, (2) has the effect of substantially interfering with a student’s educational performance, opportunities, or benefits, or an employee’s work performance; or (3) has the effect of substantially disrupting the orderly operation of a school.</p>
<p>Bullying</p>		<p>Bullying is defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation, or unreasonably interfere with the individual's school or work performance or participation.</p>
		<p>Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are: PHYSICAL - hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongs or extorting money, blocking or impeding student movement, unwelcome physical contact: VERBAL - taunting, malicious teasing, insulting, name calling, making threats; PSYCHOLOGICAL - spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.</p>

		This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Fighting		Actions involving serious physical contact where injury may occur.			
Inappropriate Location/Out of Bounds Area	Students are in an area outside of an assigned area without authorization to be in that space in or on school property. Example: If a student has hall pass during a designated passing time and is not where they pass indicates; student is in a lunch period they are not assigned.				
Truancy	Students have accumulated their 20th unexcused absence (see Attendance section of Student Code of Conduct).				
Forgery, Theft, and/or Plagiarism		Student is in possession of, having passed on, or being responsible for removing someone else's property, has signed a person's name without that person's permission, or has submitted someone else's work claiming it to be their own.			
Property Damage/Vandalism		Students deliberately impairs the usefulness of property and/or participates in an activity that results in substantial destruction or disfigurement of property.			
Lying/Cheating	Students copy entire or sections of a classroom assignment and turn it in as their own work.				
		Students deliver messages that are untrue and/or deliberately violate rules outlined in Student Code of Conduct or HPJH/HPHS PBIS.			
Inappropriate Display of Affection		Students engage in public acts (signs, gestures, etc.) of affection that are offensive to commonly recognized standards of good taste.			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5

<p>Gang Affiliation Display or Activity</p>		<p>Gangs are defined as organized groups of students and/or adults who engage in activities that threaten the safety of the general populace, compromise the general community order, and/or interfere with the school district’s education mission. Gang activity includes any of the following: Wearing or displaying any clothing, jewelry, colors, or insignia that intentionally identifies the student as a member of a gang, or otherwise symbolizes support of a gang using any word, phrase, written symbol, or gesture that intentionally identifies a student as a member of a gang, or otherwise symbolizes support of a gang, gathering of two or more persons for the purposes of engaging in activities or discussions promoting gangs, and/or recruiting student(s) for gangs.</p>
<p>Threat/False Alarm</p>		<p>Threatening to set off an explosive device or other dangerous device on school premises, in a school-related vehicle, or a school-sponsored activity. Making a threat of danger that causes an evacuation of a building or event or possibly leading to the evacuation of a building.</p>
<p>Possession of Combustibles and/or Arson</p>	<p>Students are in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).</p>	<p>Deliberately burning or attempting to burn any property, whether owned by the school or others, on school premises, in a school-related vehicle, or at a school-sponsored activity or trip.</p>
<p>Use/Possession: Drugs, Alcohol</p>		<p>Having alcohol/drugs in use or in possession will include: all dangerous controlled substances as to designated and prohibited by Michigan statute, all alcoholic beverages, all chemicals which release toxic vapors, any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy, “look-alikes”, performance-enhancing drugs as determined annually by the Department of Community Health, any other illegal substance so designated and prohibited by law.</p>
<p>Use/Possession: Weapons</p>		<p>"Weapon" means any object which, in the manner in which it is used, in possession, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type whatsoever, including spring, air and gas-powered guns (whether loaded or unloaded) that will expel a BB, pellet, or paint balls, knives, razors, clubs, electric weapons, metallic knuckles, martial</p>

		arts weapons, ammunition, and explosives or any other weapon described in 18 U.S.C 921.
Use/Possession: Tobacco/ Electronic Vapor		“Tobacco product” means a preparation of tobacco to be inhaled, chewed, or placed in a person’s mouth. “Use of tobacco product” means any of the following: The carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device; the inhaling or chewing of a tobacco product; the placing of a tobacco product within a person’s mouth; the smoking of electronic, “vapor”, or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

Restorative Practices. Consistent with Michigan law and in every case, the School District will consider restorative practices as an addition or alternative to suspension or expulsion. Restorative practices are practices that emphasize repairing the harm of the victim and the School District community of a student’s misconduct or other behavior. Restorative practices may be considered and implemented by a restorative practices team. The restorative practices team may be constituted and act in the manner described in [Section 1310c\(2\) of the Revised School Code](#) or in a different manner, depending on the circumstances as a whole.

Restorative practices should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, and harassment, bullying, and cyberbullying.

DUE PROCESS RIGHTS

The Board of Education recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures.

All students suspected of misconduct will go through due process.

To better ensure appropriate due-process is provided a student, the Board establishes the following guidelines:

- A. STUDENTS SUBJECT TO SHORT-TERM SUSPENSION:** Except when emergency removal is warranted, a student must be given oral or written notice of the charges against him/her and the opportunity to respond prior to the implementation of a suspension. When emergency removal has been implemented, notice and opportunity to respond shall occur as soon as reasonably possible. The principal or other designated administrator shall provide the opportunity to be heard and shall be responsible for making the suspension decision. See appeal process below.
- A. STUDENTS SUBJECT TO SUSPENSIONS OF GREATER THAN 10 DAYS OR EXPULSION OF 180 DAYS OR LESS.** Except in emergency situations, prior to the implementation of a suspension or expulsion a student must be given oral or written notice of the charges against him or her, a summary of the evidence supporting the charges, and, if the student denies the charges, the opportunity to be heard and to respond to the charges. When such suspension or expulsion has occurred, notice and opportunity to respond shall occur as soon as reasonably possible. The building administrator shall provide the student an opportunity to be heard and shall be responsible for making the suspension decision.
- B. STUDENTS SUBJECT TO PERMANENT EXPULSION OR EXPULSION GREATER THAN 180 DAYS.** Prior to the imposition of a permanent expulsion or an expulsion of greater than 180 days, a student and the student’s parent or guardian must be given written notice of the intention to permanently expel or expel for more than 180 days, a summary of the evidence supporting the expulsion, and notice

that the Superintendent or designee shall conduct a hearing to determine whether to accept the recommendation for expulsion. The student and the student's parent or guardian must also be provided a brief description of the student's rights and of the hearing procedure. The Superintendent shall establish guidelines in the Student Code of Conduct governing the procedure to be followed in the hearing to determine whether the expulsion shall be implemented.

Article IV Students: Section 8-Due Process

APPEAL PROCEDURES

A student may appeal a suspension greater than 10 days or an expulsion of 180 days or less to the Superintendent or designee. The Student Code of Conduct shall identify the process to be used for such appeals. The decision of the Superintendent or designee shall be final.

A student may appeal a permanent expulsion or an expulsion of greater than 180 days to the Board of Education in accordance with the following procedures:

- A. Such expulsion may be appealed to the Board by the student or parent by filing with the Superintendent's office a written request for appeal within fifteen (15) school days after mailing of the notice of such expulsion. The Board shall hear the appeal within a reasonable time at a special meeting called for such purpose. If no such appeal is timely requested, the expulsion shall be deemed final.
- B. Upon receipt of an appeal to the Board, the Superintendent shall provide the student or parent with a written notice that appeals to the Board shall be conducted in accordance with the rules and procedures described below.
- C. The principal, Board attorney, and any other resource persons that the Board President deems appropriate may be present at the Board hearing. Only members of the Board shall have a vote in determining the appeal.
- D. Pursuant to the Open Meetings Act, the hearing before the Board shall be closed to the public at the request of the student or parent(s).
- E. Although a hearing to consider the appeal of a permanent expulsion or expulsion greater than 180 days is subject to due process and may have some similarities to a court proceeding, it is not conducted in a court of law and court rules are not applicable. The Board President or presiding officer shall determine any procedural questions that arise during the hearing.
- F. At the hearing, the principal or other administrator shall first present to the Board the facts of the case and the basis for the discipline. Thereafter, the student (and/or the student's representative and parent(s)) may comment upon the facts as stated by the principal, and may present the basis of the appeal. Board members and other participants in the hearing may ask questions of witnesses.
- G. The Board may:
 1. set aside the expulsion and reinstate the student with or without any limiting conditions;
 2. reduce the expulsion to a suspension or expulsion of 180 days or less with any conditions the Board deems advisable, or remand the matter to the Superintendent to impose a consequence less than permanent expulsion; or
 3. affirm the expulsion.
- H. The Board shall decide the appeal within a reasonable time. The Board Secretary shall promptly notify the appealing party of the Board's decision in writing. The Board's decision shall be final.

ARTICLE IV Students : Section 10 Appeal of Imposition of Discipline

OUT OF SCHOOL SUSPENSION	ELEMENTARY SCHOOLS		SECONDARY SCHOOLS	
	INITIAL DECISION MADE BY:	APPEAL RECEIVED BY:	INITIAL DECISION MADE BY:	APPEAL RECEIVED BY:
0-3 Days	Principal	No Appeal Granted	Any Building Administrator	No Appeal Granted
4-9 Days		Assistant Superintendent of Teaching & Learning	Assistant Principal or Dean of Students	Principal
4-9 Days			Principal	Assistant Superintendent of Teaching & Learning
10 or More Days		Superintendent of Schools	Any Building Administrator	Superintendent of Schools

APPEAL TIMELINE

- All appeals are initiated through the administrator issuing the disciplinary action. This appeal must occur in writing (handwritten or communicated electronically) and submitted within 48 hours of disciplinary action being issued.
- The appeal will be sent to the next administrative level (see chart above). Parents and/or students will be contacted within 24 hours (one school day) to schedule a meeting to review the appeal of disciplinary action.
- The administrator receiving the appeal will make a decision on the appeal within 72 hours (three school days) and will provide notification at minimum by written communication.

STUDENT TEMPORARILY REMOVED FROM SCHOOL

A school administrator may temporarily suspend or remove a student from school for the purposes of investigating an incident prior to imposing any discipline, where such temporary suspension/removal is deemed necessary to prevent disruption to the educational program, avoid possible interferences or problems in the investigation defuse conflict situations protect the health or safety of the student or other students, or any other compelling reason. Absent unusual circumstances, a student will not be suspended/removed unless the student is reasonably suspected of being involved in the disciplinary incident being investigated. Such a suspension or removal shall not constitute discipline, although the incident which caused the investigation to occur may ultimately result in discipline. If the action warrants investigation which results in disciplinary action, the “days served” during the investigation may count toward an accumulation of days for the disciplinary action.

STUDENT ATTENDANCE REQUIRED FOR EXTRA-CURRICULAR ACTIVITIES

Students are to attend school during the **total** school day in order to participate in extracurricular activities during the same day or evening. Should there be a situation whereby a student cannot attend school, who would normally receive a verified absence, the student will be allowed to participate in the activity with the approval of the Principal. A student with an unverified absence from school may not participate in the activity scheduled for that day.

GRIEVANCE PROCEDURE (NON-DISCIPLINARY DECISIONS)

A grievance is a charge by a student that there has been a violation, misinterpretation or inequitable application of an established school policy or regulation, or if the student feels he/she has been treated unfairly or been denied due process, not including disciplinary matters. The procedure dealing with appeals of disciplinary issues is outlined above.

Informal Grievance Procedure

The student is encouraged to discuss the concern informally with the staff member involved before a Student Appeal/Grievance Form is filed. The school counselor (high school only) can be of help in attempting to solve the grievance informally and will, if the student desires, accompany him/her to a conference with the staff member. It is the student's responsibility to initiate contact with their school counselor.

It is hoped that the great majority of grievances will be resolved in this manner. If the informal approach is not successful or not applicable to the situation, the student may initiate the following formal grievance procedure.

Formal Grievance Procedure

The student must obtain a standard Student Grievance Form from school administration, fill out all the information requested in the form and submit it to the principal within two school days of the incident.

Within three school days of the date of the filing, the principal shall call a meeting of the student and the staff member in order to resolve the matter as quickly as possible. The student may be accompanied by his/her parents and/or the school counselor at this meeting. The principal shall communicate his/her decision in writing to the student, his/her parents and the staff member on the Student Grievance Form within three school days of the meeting.

The student may appeal an adverse decision of a formal grievance to the superintendent or designee by filling out the Student Grievance Form and returning it to the principal within two school days of the principal's response. The principal will advise the superintendent that a request for an appeal has been received.

The superintendent or designee shall meet with the student, staff member, and principal within five school days of the request in order to resolve the matter. The student may be accompanied by his/her parents and/or school counselor.

The superintendent or designee shall communicate his/her decision to all participants on the Student Grievance Form within three school days of the meeting.

The decision of the School Board shall be final and binding upon all parties.

Student Bullying and Cyberbullying

Implementation

Responsible School Official. The Principal of each school building is primarily responsible for implementing this administrative regulation and its corresponding policy for the school to which the Principal is assigned.

Reporting. The Superintendent shall report to the Board of Education, on an annual basis, all verified incidents of bullying, and the resulting consequences that were imposed.

Definitions. The following definitions apply for purposes of this administrative regulation and its corresponding policy:

"Bullying" means any written, verbal, or physical act, or any electronic communication, including, but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm one or more School District students, either directly or indirectly, by doing any of the following:

- (i) Substantially interfering with educational opportunities, benefits, or programs;
- (ii) Adversely affecting a student's ability to participate in or benefit from educational programs or activities by placing a student in reasonable fear of physical harm or by causing substantial emotional distress;
- (iii) Having an actual and substantial detrimental effect on a student's physical or mental health; or
- (iv) Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

"*At school*" means in a classroom, anywhere else on school premises, on a school bus or other school-related vehicle, and at a school-sponsored activity or event, whether or not it is held on school premises.

"*At school*" includes the off-premises use of a telecommunications access device or telecommunications service provider if the device or service provider is owned by or under the control of the School District.

"*Cyberbullying*" means any electronic communication that is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly by doing any of the following:

- (i) Substantially interfering with educational opportunities, benefits, or programs;
- (ii) Adversely affecting a student's ability to participate in or benefit from educational programs or activities by placing a student in reasonable fear of physical harm or by causing substantial emotional distress;
- (iii) Having an actual and substantial detrimental effect on a student's physical or mental health; or
- (iv) Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Accountability. Each student in the School District is accountable for their own behavior, based on age-appropriate expectations. Respect for all students is part of a safe and healthy learning environment. Each student is expected to demonstrate respect through their interactions with the give-and-take of friendships, group cooperation, social interaction, compromise, and acceptance of differences among other students and staff.

Retaliation. Retaliation against a target of bullying, a witness, another person with reliable information about an act of bullying or any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy independent of whether a complaint is found to have been substantiated. Suspected reprisal or retaliation should be reported in the same manner as bullying.

Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action.

Complaint Procedure. In order to implement the bullying policy, the School District has developed the following complaint procedure:

A student who believes they have been the victim of bullying or cyberbullying must immediately report the incident(s) to the building principal. A student's parent must also report any such incident(s) on behalf of the student. Upon receipt of a report (complaint), the principal or designee (the investigator) will conduct a prompt investigation. At the request or with the permission of the complainant, the investigator may first attempt to resolve the matter informally, such as through restorative practices. Informal steps will not, however, cause a substantial delay in the investigation. The complainant may, at any time, request that the matter move to a formal investigation. Where the bullying activity is alleged to have been based, in whole or in part, on the protected classifications of race, color, sex, national origin, or disability, the building principal will notify the School District's designated Compliance Officer or Coordinator pursuant to Board of Education Policy [insert Board policy number here].

Step 1: Formal Investigation. The investigator will interview the complainant and document the interview. Generally, the complainant will be asked to reduce the complaint to writing, to provide the names and contact information, if known, of any persons who witnessed and may be able to substantiate the allegations of the complaint, and to produce any documents or other things supporting the complaint. The complainant will be directed not to discuss the complaint with other students while the investigation is pending.

The investigator will interview the accused and document the interview. Generally, the accused will be asked to reduce their response to writing and to produce any documents or other things supporting their response. The investigator should not disclose the identity of the complainant unless this is necessary to enable the accused student to respond to the allegations. The accused will be directed not to contact the complainant, if the complainant's identity is known or suspected, or retaliate or threaten to retaliate in any way against the complainant or any potential witnesses

In the event of a significant discrepancy between the complainant and the accused, the investigator will interview other persons reasonably necessary to resolve the discrepancy.

Step 2: Decision.

Complaint Found Valid. If the investigator concludes that the complaint is valid (i.e., bullying or cyberbullying in violation of School District policy has occurred), the following actions will be taken:

- The parent of both the complainant and the accused will be notified of the results of the investigation;
- The results of the investigation will be reported to the Superintendent;
- The Superintendent will consider whether restorative practices may be appropriate and, if so, invite the complainant and the accused to participate in a restorative practices team meeting;
- The Superintendent will consider whether disciplinary action may be appropriate and, if so, initiate disciplinary action in accordance with the Student Code of Conduct; and
- The Superintendent will determine whether relief to the complainant is feasible and available.

Complaint Found Not Valid. If the investigator concludes that the complaint is not valid (i.e., no bullying or cyberbullying in violation of School District policy has occurred or can be substantiated), the following actions will be taken:

- The parent of both the complainant and the accused will be notified of the results of the investigation;
- The complainant and the accused will be reminded the School District prohibits retaliation or threats of retaliatory action;
- The results of the investigation will be reported to the Superintendent; and

Any references to the complaint will be removed from the education records of the accused. The investigator will retain the investigative file for at least three (3) years.

ARTICLE IV Students: Section 13 Bullying

Bullying and Harassment

Anti-Harassment & Bullying and Other Aggressive Behavior Toward Students.

Bullying and Anti-Harassment

It is the policy of the District to provide a safe and nurturing educational environment for all of its students.

This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property, if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

DEFINITIONS

Bullying: Bullying rises to the level of unlawful harassment when one or more persons systematically and chronically inflicting physical hurt or psychological distress on one (1) or more students or employees and the bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation, or unreasonably interfere with the individual's school or work performance or participation.

Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are:

- **PHYSICAL** - hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- **VERBAL** - taunting, malicious teasing, insulting, name calling, making threats.
- **PSYCHOLOGICAL** - spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

Harassment: Harassment means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or school employee that:

1. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
2. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or
3. has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment: Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender. Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to: unwelcome sexual propositions, invitations, solicitations, and flirtations; unwanted physical and/or sexual contact; unwelcome verbal expressions of a sexual nature; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene phone calls; remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history; verbal or non-verbal physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

ARTICLE IV Students: Section 12 Student Discrimination and Harassment
AG IV-12: Student Discrimination and Harassment

Definitions of Discipline

Administrative Intervention. Disciplinary action which does not result in an out-of-school suspension and which includes, but is not limited to, restorative practices. Administrative intervention may include the removal of a student from a class period, in-school suspension, a reprimand, restitution, detention and/or work assignment before or after school, additional classroom assignments, and revocation of the privilege of attending after school functions and activities, events, etc.

Snap Suspension. If, during a class, subject, or activity, a teacher has good reason to believe: a student has engaged in conduct which unquestionably interferes with the education of that student or other students, or a student has engaged in conduct which poses a clear and present danger to that student or other students, the teacher may suspend the student from that class, subject, or activity for up to one full school day.

Suspension. Exclusion of a student from school for fewer than 60 school days or exclusion from school which will terminate upon the fulfillment of a specific set of conditions.

Expulsion. Exclusion of the student from the School District for 60 school days or more or permanent exclusion.

Prohibited Acts

Unless otherwise specified, the penalties for all prohibited acts range from administrative intervention to permanent expulsion, depending on a number of factors, including: the severity of the conduct; the impact of the conduct on the school and surrounding community; applicable Board of Education policies; and state and federal laws.

1. Alcohol, Marijuana, and Chemical Substances

A student shall not manufacture, sell, handle, possess, use, deliver, transmit, or be under any degree of influence (legal intoxication not required) of any alcoholic beverages, marijuana, or other intoxicant of any kind. A student shall not inhale glue, aerosol paint, lighter fluid, reproduction fluid, or other chemical substance for the purpose of becoming intoxicated or under the influence (legal intoxication not required).

2. Arson

A student shall not burn or attempt to burn any tangible property or intentionally set a fire on school property or

cause or attempt to cause an explosion on school property.

This section is supplemental to, and does not limit or supersede, paragraphs 3, 12, 22, and 36.

3. Arson Prohibited by Law

A student shall not commit an act of arson, prohibited by [MCL 750.71 through MCL 750.80](#). This section is supplemental to, and does not limit or supersede, paragraphs 2, 12, 22, and 36.

4. Bullying and Hazing

Students are prohibited from engaging in conduct, whether written, verbal, or physical, that unreasonably interferes with another's participation in or enjoyment at school or school-related activities, such as bullying or hazing. The Board of Education has adopted a policy on bullying as a part of Policy [insert Board policy number here]. A corresponding administrative regulation [insert administrative regulation number here] has been developed to implement the policy.

“Hazing,” for the purpose of this Student Code of Conduct, means initiating another student into any grade, school, or school-related activity by any means or methods that may cause physical or emotional pain, embarrassment, or discomfort.

5. Coercion, Extortion, and Blackmail

A student shall not commit or attempt to commit coercion, extortion, or blackmail. A student shall not engage in the act of securing or attempting to secure money or other items of value by the use of threats and/or violence, nor shall a student, by threats and/or violence, force another person to perform an unwilling act.

6. Copyrighted Material

A student shall not unlawfully duplicate, reproduce, retain, or use copyrighted material.

7. Criminal Acts

A student shall not commit or participate in any conduct or act defined as a crime by federal or state law or local ordinance.

8. Criminal Sexual Conduct

Description. A student shall not commit criminal sexual conduct, as defined by [MCL 750.520b-e and g](#).

Penalty. Administrative intervention to permanent expulsion, in accordance with [MCL380.1311](#). This section is supplemental to, and does not limit, paragraphs 9, 10, 14, 24, 25, and 35.

9. Discriminatory Harassment

A student shall not engage in unwelcome sexual advances or requests for sexual favors or unwelcomed sexual touching. A student shall not engage in other verbal or physical conduct relating to a person's sex, race, color, national origin, religion, height, weight, marital status, or handicap or disability (e.g., sexual or racial comments, threats, or insults, etc.).

10. Disruption of School

A student shall not, by any type of conduct (violence, force, noise, coercion, threat, intimidation, fear, passive resistance, etc.), cause the disruption or obstruction of any function of the school, nor shall the student engage in any such conduct if such disruption or obstruction is reasonably likely to result. Neither shall a student urge other

students to engage in such conduct for the purpose of causing such disruption or obstruction.

While the following acts are not intended to be exclusive, they illustrate the kinds of offenses encompassed within this rule. It should be understood that any conduct which causes disruption, is likely to result in disruption, or interferes with the educational process, is forbidden.

- a. Occupying any school building, school grounds, or a part thereof, without the permission of a school building staff member, which deprives others of its use;
- b. Blocking normal pedestrian or vehicle traffic, the entrances or exits of any school building or corridor or room, without the permission of the building principal;
- c. Preventing, attempting to prevent, or interfering with the convening or continued functioning of any class, activity, meeting, or assembly;
- d. Instigating or participating in a disturbance, or causing a disturbance, which interrupts the educational opportunities of others or threatens the general health, safety, and welfare of others on school property or at a school sponsored activity.

11. Damage of Property or Theft/Possession

A student shall not intentionally cause or attempt to cause damage to school property or the property of another person, or steal, attempt to steal, or knowingly be in the unauthorized possession of school property or the property of another person.

12. Dangerous Weapons

A student shall not possess a dangerous weapon in a weapon free school zone, including brass knuckles or a dagger, dirk, firearm, iron bar, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, or stiletto.

This section is supplemental to, and does not limit or supersede, paragraph 36.

13. Dress

A student shall not dress or groom in a manner, which in the judgment of a building administrator, is unsafe to the student or others, disruptive to the educational process, or contrary to the school's mission.

14. Drugs, Narcotic Drugs, and Counterfeit Substances

A student shall not manufacture, sell, possess, use, deliver, transfer, or be under the influence (legal intoxication not required) of any drug, narcotic drug, hallucinogen, stimulant, depressant, controlled substance, counterfeit substance, or a controlled substance analogue intended for human consumption.

A student shall not sell, deliver, or transfer, or attempt to sell, deliver, or transfer any prescription or non-prescription drug, medicine, vitamin, or chemical substance (e.g., pain relievers, stimulants, diet pills, pep pills, No-Doze pills, cough medicines, laxatives, stomach or digestive remedies, etc.), nor shall a student use or possess these substances for an improper purpose.

A student shall not sell or represent a legal substance as an illegal or controlled substance or sell, manufacture, possess, use, deliver, or transfer "designer" drugs.

15. Electronic Communication Devices and Laser Pointers

Districtwide, students are prohibited from using or possessing active (i.e., turned on) electronic communication devices in restrooms, locker rooms, offices, and other locations where students and staff have a reasonable expectation of privacy. Separately, all students are prohibited from possessing or using laser pointers on school premises and at school-related activities without the express permission of school administration.

- a. *High School.* Students are expected to use good judgment when using or possessing active electronic communication devices in hallways during passing time, in the parking lot, cafeteria during lunch, and extracurricular activities. Students may not use or possess active electronic communication devices without explicit staff permission in class or on buses.
- b. *Middle and Elementary School.* Students may not use or possess active electronic communication devices without staff permission.

16. Failure to Comply with Directions of School Personnel

A student shall not be insubordinate or fail to comply with instructions and directions of School District employees (including substitute and student teachers), volunteers, or persons acting as a chaperone or in a supervisory capacity.

17. Failure to Cooperate

A student shall not refuse to cooperate with School District administrators and/or teaching staff investigating a possible violation of this Student Code of Conduct, other codes of conduct, and/or building rules. No student shall make false statements or give false evidence to School District administrators and/or teaching staff. A student shall not refuse to testify or otherwise cooperate with School District personnel in any disciplinary proceeding.

18. False Alarms

A student shall not knowingly cause a false fire alarm, or make a false fire, bomb, or catastrophe report.

19. False Allegations

A student shall not libel or slander, or make false allegations against another student, School District employee (including substitute and student teachers), Board of Education members, or volunteers.

20. Falsification of Records

A student shall not use the name of another person or falsify times, dates, grades, addresses, or other data on School District forms or records. A student shall not provide false, misleading, or inaccurate statements or information on School District forms or records.

21. Fighting, Assault, and Battery

A student shall not physically assault, or cause, behave in such a way to cause, or threaten to cause physical injury to another person.

22. Fireworks, Explosives, and Chemical Substances

A student shall not possess, handle, or transmit any substance or prepared chemical that can explode, is capable of inflicting bodily injury, or is reasonably likely to cause physical discomfort to another person.

23. Gang Insignia/Activity

A student shall not wear or possess any clothing, jewelry, symbol, or other object that may reasonably be perceived by any student, teacher, or administrator as evidence of membership in or affiliation with any gang. A student shall not commit any act, verbal or non-verbal (gesture, handshakes, etc.), that may reasonably be perceived by a teacher or administrator as evidence of membership in or affiliation with any gang. A student shall not commit any act, verbal or non-verbal, in furtherance of the interests of any gang or gang activity, including, but not limited to: a) soliciting others for membership in any gang or gang related activity, b) requesting any person to pay protection or otherwise intimidating or threatening any person, c) committing any other illegal act or violation of School District rules or policies, or d) inciting other students to act with physical violence on any person. The term "gang" means a group of two or more persons whose purpose or activities include the commission of illegal acts or violations of this Code of Conduct, School District rules or policies, or whose purpose or activities cause disruption or is likely to cause disruption to the educational process.

24. Improper Communications

A student shall not make threatening, annoying, nuisance, vulgar, and/or obscene communications, verbally, in writing, or by gestures, to School District employees (including substitutes and student teachers), Board of Education members, chaperones, volunteers, or visitors to the school building. The prohibition against such communications shall apply whether the communications are made in a school building or on school premises or outside of a school building or off school premises, and regardless of whether such communications are made during, before, or after school hours or during times when school is not in session.

25. Indecency

A student shall not engage in conduct that is contrary to commonly recognized standards of decency and behavior, which includes obscenity, indecent exposure, or the use of language in verbal or written form, or in pictures, or in caricatures or gestures, which are offensive to the general standards of propriety.

26. Lookalike Weapons

A student shall not possess, handle, or transmit any object or instrument that is a "look-a-like" weapon or instrument (e.g., starter pistol, rubber knife, toy gun, etc.).

27. Misconduct Prior to Enrollment

An otherwise eligible resident may be suspended or expelled for an act of misconduct committed while the student was: (a) a resident of another district; (b) enrolled in another school; (c) outside of school hours; or (d) off school premises if the misconduct would have constituted a sufficient basis for suspension or expulsion had it occurred while the student was enrolled in the School District.

28. Personal Protection Devices

A student shall not possess, handle, or transmit a personal protection device (e.g. pepper gas, mace, stun gun, electric shock device, etc.) capable of inflicting bodily injury or causing physical discomfort to another person.

29. Recording

A student shall not use any device, electronic or otherwise, to capture, record, or transmit sounds or words (i.e., audio) or images (i.e., photographs or videos) of any person while at school or school- related events, unless the student is given express consent by that person.

30. Trespassing, Loitering

A student shall not be on school property or in a school building except to participate in the educational process of the School District, nor shall a student loiter in building hallways, classrooms, bathrooms, etc.

31. Scholastic Dishonesty

A student shall not engage in academic cheating. Cheating includes, but is not limited to: the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work. A student shall not engage in plagiarism, which includes the copying of language, structures, ideas, and/or thoughts of another and represent it as the student's own original work.

32. Smoking/Tobacco

A student shall not smoke, chew, or otherwise use tobacco. A student shall not, while on school property, have in the student's possession or under the student's control, tobacco in any form. This includes electronic cigarettes, vaporizers, or any other device that simulates smoking any type of product, regardless whether they are manufactured, distributed, marketed, or sold under any product name or descriptor.

33. Suspended Student on School Property or Attending School Activities

A student, while suspended, shall not enter onto School District property without the prior permission of a building administrator.

A student, while suspended, shall not participate in, or attend any school related activity, function, or event, held on or off school property, without the prior permission of a building administrator.

34. Violation of Acceptable Use Policy

A student shall not violate or attempt to violate School District policies, administrative regulations, and directives concerning School District or personal computers, networks, and telephone systems. Violation of any of the rules and responsibilities may result in a loss of access privileges/technology privileges/computer usage and may result in other disciplinary or legal actions including restitution.

35. Violations of Building's Rules and Regulations

A student shall not commit or participate in any conduct or act prohibited by a school building's rules and regulations.

36. Weapons and Dangerous Instruments

A student shall not possess, handle or transmit a knife with a blade length of three (3) inches or less, airsoft gun, blackjack, baton, martial arts device, paintball or splat gun, or other object or instrument that can be considered a weapon or is capable of inflicting bodily injury.

Additional Definitions: The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, hazing, harassment or other aggressive behavior, regardless of whether it fits a particular definition, s/he should report it immediately and allow the administration to determine the appropriate course of action.

- **"Aggressive behavior"** is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.
- **"At School"** is defined as in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.
- **"Harassment"** includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).
- **"Intimidation/Menacing"** includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with a person's property; or to intentionally interfere with or block a person's movement without good reason.
- **"Staff"** includes all school employees and Board members.
- **"Third parties"** include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

How to Report Bullying and Harassment:

1. **First** - Report all incidents to an adult in the school district. Adults will respond immediately and with compassion. Reporters will complete our form for reporting bullying/harassment: *"Report Form for Bullying and School Violence"* or students/parents may submit a bullying report at Okay-2-Say and/or the Anti-bullying Reporting link on the District's web page and/or the Anti-bullying boxes posted in all schools.
2. **Second** - Staff will provide the building administrator(s) with bullying/harassment reporting form to begin an investigation into the reported incident(s) of bullying/harassment.
3. **Third** - Building administrators and staff will intervene immediately to reports of bullying/harassment. Staff will contact building security and/or law enforcement if the incident involves a weapon or other illegal activity.

Attendance

PHILOSOPHY - WE ARE ALL IN, ALL THE TIME

Hazel Park Schools recognize the importance of daily and punctual attendance. Students with regular class and school attendance benefit from the life and career preparations, the exposure to diversity, and discourse contained within the school environment. As such, students demonstrating exceptional attendance and those with attendance difficulties must be identified, acknowledged, and supported.

We believe school attendance is a collective responsibility for all of us. Between our students' support system at home, their teachers at school, counselors, principals, and the Superintendent and Board of Education we all have a role in supporting our students' attendance.

ROLES AND RESPONSIBILITIES

As a **parent/guardian**, you are expected to:

- Communicate all absences with the school before, on the day of, or within 24 hours of absence.
- Where requested, provide documentation of a student's absence with your student's school.
- Ensure any barrier with getting to school is communicated in order for school to understand, support, and assist, if possible.

A **professional staff member's** responsibility must include, but not be limited to:

- Providing meaningful learning experiences every day; therefore, a student who is absent from any given class period would be missing a significant component of the course.
- Speaking frequently of the importance of students being in class, on time, ready to participate.
- Keeping accurate attendance records (excused vs. unexcused).
- Requiring students to make up missed quizzes, tests, and other pertinent assignments before or after the regular school day and not permitting students to use instructional time to do make-up work.

A **principal's** responsibility must include, but not limited to:

- Ensuring accurate attendance records are maintained on a weekly, monthly, and by grade period basis.
- Identify the appropriate staff member(s) to communicate attendance concerns with students and their parents/guardians.
- Acknowledge students with exemplary attendance.
- Seek to understand from families if attendance concerns arise, what can be done from a school's perspective to resolve attendance concerns.
- Communicate the importance of daily attendance to students, staff, parents/guardians, and our community.
- Ensure the conditions exist where students engage in meaningful learning opportunities with support for academic and non-academic needs.

Truancy: Regular attendance in virtual school is determined by assignment completion. Since students have flexibility to choose the time to begin work each day, take their course work to remote locations, and determine the days of the week to complete assignments Hazel Park Schools have zero tolerance for truancy. Parents and guardians have the legal responsibility to ensure that their students are fully participating in virtual school by monitoring their progress. Check for assignment and assessment completion. Monitor the time spent each day on course work. Participate in monthly calls between the student and teacher. Provide transportation to all state and district testing. Submit doctor's notes or Family Leave Forms for extended absences. Monitor for academic integrity. Attend all workshops, orientations, Live Lessons, and grade-level meetings.

REINFORCEMENT

1. Individual schools may have celebrations based on attendance goals.

STUDENTS WITH ATTENDANCE CONCERNS

1. Will be placed on attendance contracts and be offered support from school to remove barriers for regular attendance. The contract may include incentives for improved attendance agreed upon by the school, student, and the parent/guardian.
2. May encourage "Make-up" time (see outline below).
3. May not participate in extracurricular activities until attendance has been improved for a grade period (see reinforcement in Student-Athlete Code of Conduct).
4. May lose grade credit in class.
5. May appeal attendance concerns within two weeks of the semester ending.

MANDATED TRUANCY COMMUNICATION TO PARENT/GUARDIAN

- **5** unexcused: phone call to parent/guardian and a follow-up letter
- **10** unexcused: letter sent home to parent/guardian & copied to student's file
- **15** unexcused: team meeting with teacher(s), social worker and Administrator, with follow-up letter home and copied to student's file.
- **20** unexcused: referral to Oakland County truancy program, a letter sent to the home and copied to student's file.

MAKE-UP OPPORTUNITIES

A student may make-up units of work with a properly certificated teacher if prior approval has been granted by the principal.

Students will be given the opportunity for making up work missed due to excused and/or unexcused absence(s) and days missed due to Out of School Suspension. The length of time for completion of make-up work shall be commensurate with the length of the absence.

Tests missed during the period of suspension may be made up by the students by contacting the teacher on the day of his/her return to school. The teacher, at his/her convenience, may administer the test or assign alternate written work in lieu of the test missed. Students are encouraged to contact his/her teacher to obtain make-up work to be completed and utilize the after school homework and tutoring program.

TARDY**ROLES AND RESPONSIBILITIES**

A **professional staff member's** responsibility must include, but are not limited to:

1. Have a presence in the hallway before and after school and between classes, greeting and interacting with students.
2. Make a one minute announcement reminder before the beginning of class.
3. Plan student engagement in class from the start of the class period until the end.
4. Discuss the importance of attendance at their class and integrate this expectation into their classroom norms.
5. Only issue hall passes after first and before the last ten minutes of classes.
6. Reinforce the expectation of on-time arrival to class through fostering positive teacher-student relationships and problem solving with student and parent if on-time arrival becomes an issue.
7. Seek to understand student issues interfering with on-time arrival to class and leverage support systems as needed.
8. Maintain accurate attendance records (tardy arrival times).

A **principal's** responsibility must include, but are not limited to:

1. Have a hallway presence before and after school and between classes, greeting and interacting with students and staff.
2. Make a one minute announcement reminder before the beginning of class.
3. Support teachers in developing student engagement from the beginning to the end of each class period.
4. Conduct sixth tardy meetings (see below).
5. Communicate and facilitate Make-up Time sessions.
6. Staff and facilitate After School Detention sessions.
7. Seek to understand student issues interfering with on-time arrival to class and leverage support systems as needed.
8. Ensure building-wide responsibility is integrated with the PBIS system.
9. Acknowledge students with exemplary or improved arrival to class(es).

The **PBIS School Leadership Team's** responsibility must include, but is not limited to:

1. Develop daily announcements reinforcing the message about on-time arrival to class.
2. Set building-wide goals for student tardiness.
3. Assist with monitoring improvement in tardies.
4. Identify building-wide rewards and acknowledgement for meeting (or exceeding) tardy goal(s).

TARDY (number of tardies within Semester)	SCHOOL RESPONSE
3	<p>Teacher managed, including documentation.</p> <ul style="list-style-type: none"> ● Tardy 1: Teacher reminder of expectation ● Tardy 2: Teacher warning to student with 1:1 conversation ● Tardy 3: Teacher reinforcement for tardy <p>NOTE: A student arriving over fifteen minutes late to class must first be talked with by a teacher individually and if needed on first occurrence, an Office Referral may be written to the Attendance Administrator.</p>
6	<ul style="list-style-type: none"> ● Tardy 4: Student meeting with counselor: <ul style="list-style-type: none"> ○ Consider adult to student mentor, peer to peer mentor, or introduce student to school engagement opportunities. ○ After School Detention. ● Tardy 5: <ul style="list-style-type: none"> ○ Referral to Attendance Administrator or Second After School Detention ● Tardy 6: <ul style="list-style-type: none"> ○ Administrator referral with review of previous actions and opportunity for Make-up Time Session ○ Attendance Contract Generated ○ Loss of student privileges, including attendance at extracurricular activities. ○ Unless Make-up Time is fulfilled, students will receive one unexcused absence.

ENTERING THE BUILDING AFTER THE START OF THE SCHOOL DAY

- Students entering the building must do so at the Main Front Entrance
- Students will be issued a Hall Pass and have five minutes to get to their assigned class before the tardy policy is implemented.

DEFINITIONS - Format Updated**Definition:**

Absence: The non-presence of a student in the assigned location any time beyond the tardiness limit.

Elementary

- Arriving after 10AM
- Leaving anytime before 2PM

Secondary

- Missing entire class period

Excused Absence: The absence of a student from a class period shall be excused if it is verified as having the consent of his/her parent or guardian, counselor, teacher or administrator.

In accordance with the Hazel Park Board of Education Attendance Policy the following absences are considered excused:

- Illness (with calls from parents) Allowed 5 days per year
- Illness in the family.
- Quarantine of the Home (limited to the length of the quarantine as fixed by the proper health officials)
- Death of a relative
- Professional appointments; medical, dental, legal, and other necessary appointments. (with a signed statement from the doctor)
- Observance of Religious holidays
- Absences otherwise approved by Superintendent, i.e. district activity, field trip, once in a lifetime experience

All of these must have support documentation with the exception of illness for 5 days.

Unexcused Absence: The absence of a student for which no written excuse has been approved.

Suspension: The exclusion of a student by an administrator from a class or classes for a specific duration shall constitute a suspension. All suspensions are considered excused absences.

Tardy: The failure of a student to be inside the assigned classroom when the bell rings or at the designated start time is regarded as tardy for the class period.

Chapter 6: Search and Seizure



In order to maintain order, safety and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for a school to make a factual determination.

Seizure of Property

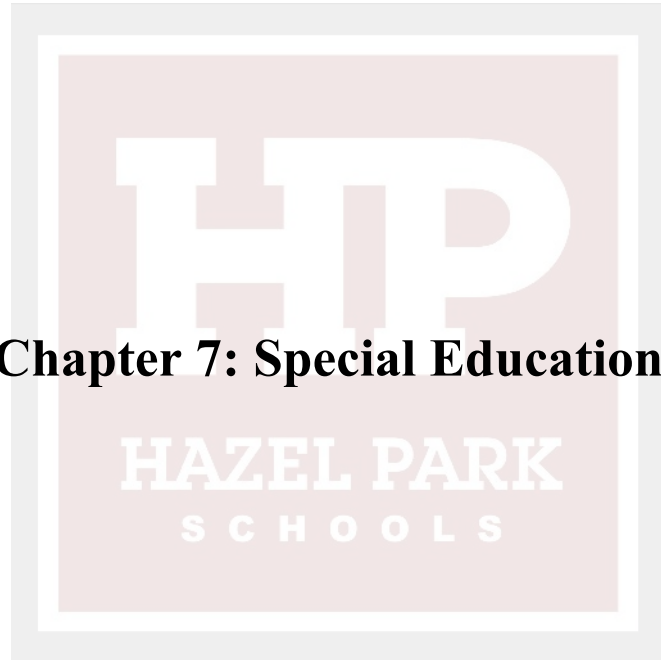
If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

ARTICLE IV Students: Section 15 Search and Seizure

AG IV-15. Search and Seizure

MCL 380.1306

MCL 380.1313



Chapter 7: Special Education

It is the intent of the school district to ensure that students who are disabled within the definition of the Individuals with Disabilities Education Act (“IDEA”) or section 504 of the Rehabilitation Act of 1973 (“Section 504”) are identified, evaluated, and provided with appropriate educational services.

The school district provides a free appropriate public education in the least restrictive environment and necessary related services to all students with disabilities enrolled in the school.

For the provision of special education programs and services under the IDEA, the term “student with a disability” means a person between ages 3 and 26 for whom it is determined that special education services are needed. A student who reaches age 26 after September 1 is a "student with a disability" and entitled to continue a special education program or service until the end of that school year.

For the purposes of complying with Section 504, a "student with a disability" is a person who:

1. Has a physical or mental impairment, which substantially limits one or more of such person's major life activities;
2. Has a record of such an impairment; or
3. Is regarded as having such an impairment.

A copy of the publication “Explanation of Procedural Safeguards Available to Parents of Students with Disabilities” may be obtained from the school district office.

AG III-4. Parental Participation in Title I Programs

AG III-6. Special Education

AG IV-14. Use of Seclusion and Restraint.

ARTICLE 5 Section 2. Non-Discrimination.

Americans with Disabilities Act of 1990 (ADA)

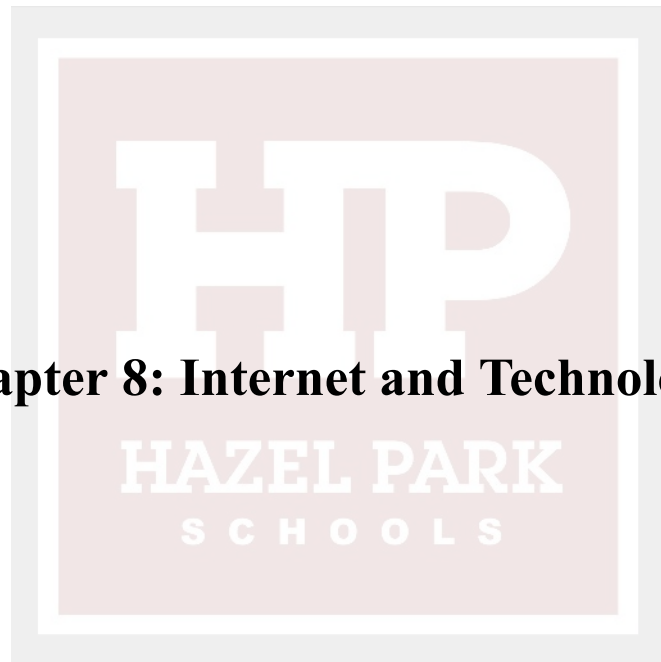
Individuals with Disabilities Education Act (IDEA)

Family Educational Rights and Privacy Act (FERPA)

Discipline of Students with Disabilities

The School District will comply with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 when disciplining students with disabilities. Behavioral interventions will be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors.

Chapter 8: Internet and Technology



All use of electronic network use must be consistent with the school's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. **The failure of any user to follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

Acceptable Use

Access to the electronic network must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges

The use of the electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The **Technology Director along with the** Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use

The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

- a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
- b. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
- c. Downloading of copyrighted material for other than personal use;
- d. Using the network for private financial or commercial gain;
- e. Wastefully using resources, such as file space;
- f. Hacking or gaining unauthorized access to files, resources, or entities;
- g. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
- h. Using another user's account or password;
- i. Posting material authored or created by another without his/her consent;
- j. Posting anonymous messages;
- k. Using the network for commercial or private advertising;
- l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
- m. Using the network while access privileges are suspended or revoked.
- n. Cyberbullying

Network Etiquette

The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- a. Be polite. Do not become abusive in messages to others.
- b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
- c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
- d. Recognize that email is not private. People who **manage** the system have access to all email. Messages relating to or in support of illegal activities may be reported to the authorities.
- e. Do not use the network in any way that would disrupt its use by other users.
- f. Consider all communications and information accessible via the network to be private property of **Hazel Park School District**.

No Warranties

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification

The user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security

Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the **Director of Technology** or Building Principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

Vandalism

Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

Telephone Charges

The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules

Copyright law and District policy prohibit the re-publishing of text or graphics found on the web or on District websites or file servers without explicit written permission.

- a. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
- b. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of "public domain" documents must be provided.
- c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.

Use of Email

The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides email to aid students as an education tool.

- a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account **that is not their own** is strictly prohibited.
- b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
- c. Electronic messages transmitted via the School District's Internet gateway carry with them an identification of the user's Internet *domain*. This domain is a registered name and identifies the author as being with the School District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the School District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
- d. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the technology department. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
- e. Use of the School District's email system constitutes consent to these regulations.

Use of Electronic Devices- State Testing and Other Assessments - STUDENTS

Students are not permitted to use, wear, or access any personal, non-testing electronic devices during testing or while on a break when in an active testing session. These electronic devices include but are not limited to smartphones, cell phones, smartwatches, Bluetooth headphones, headphones that allow access to voice assistant technology, and computers and/or tablets not being actively used for testing purposes.

Administration staff are to practice due diligence in actively monitoring students in the testing room and on breaks to ensure that electronic devices are not accessed. If a student brings an additional electronic device into the testing room, the test administrator must follow the district/building level electronic device procedures to ensure the electronic device is stored appropriately and is not accessible to the student during testing.

The testing environment is not to be disturbed by any electronic devices not used for testing or test administration. If an additional electronic device is medically necessary for a testing student, the device must be left with the test administrator, or the test must be administered to the student in a one test administrator-to-one student setting, and the student must be actively monitored at all times while testing.

[Hazel Park Electronic Device Usage Guidelines](#)

Additionally

- Students are not allowed to access the device used for testing for any other purpose than to complete the test during the test session.
- A student may not access any additional websites or applications during testing, or for any other purpose after testing, while in the testing room.
- Staff is to ensure that all testing devices are configured properly and that all background applications are disabled before testing begins.
- No pictures or videos may be taken during testing.

Prohibited Practices

- If a student has a cell phone or other non-test electronic device out at any point during a test session, that student's test has been compromised and is to be invalidated due to prohibited behavior, even if the student did not use the cell phone or device.
- Students are not allowed to wear or access "wearable" technology (such as smartwatches, fitness trackers, Bluetooth headphones) during testing. If a student is wearing such a device during testing, that student's test must be invalidated because the student has access to the device regardless of whether it was used or not.
- Even if a student has exited or submitted their test, they cannot use cell phones or other electronic devices in the testing room. If the student has exited/submitted the test and then accesses a cell phone/electronic device (including wearable technology), this constitutes prohibited behavior and the student's test will be invalidated.

Use of Electronic Devices- State Testing and Other Assessments - Test Administrators, Test Monitors, and Staff

- Test Administrators and Test Monitors must be focused on active monitoring throughout test administration. During testing, staff may only use an appropriately configured device (for example, an iPad or Chromebook) for monitoring the WIDA, MI-Access FI, or M-STEP assessments, and these devices should be used for no other purpose, during testing.
- A Test Administrator shall not disturb the testing environment through texting, speaking, or other cell phone/wearable technology/electronic device use, except in the event of an emergency (for example, sick student(s) in the room, technical issues). Test content can never be photographed or communicated; this includes when a Test Administrator or Test Monitor needs to alert others of an issue or incident.
- Test Administrators and Test Monitors are not to use their cell phones, wearable technology, or other devices to check email or perform other work during testing. All such electronic devices are to be silenced to reduce disruptions.
 - Staff who go between rooms or help troubleshoot technical issues during testing, may also use their cell phones to contact the service provider's help desk; however, if possible, they should step out of the testing room to make calls, to minimize disruptions.

Prohibited Practices

- If a test administrator or other staff in the testing room accesses an additional electronic device, this will result in a misadministration for the entire testing session and invalidation of the students' tests, in addition to any other actions the Michigan Department of Education (MDE) deems necessary.
- Photography/communication of test content will result in a misadministration for the entire testing session and invalidation of the students' tests, in addition to any other actions MDE deems necessary.

Communication Plan and Staff Training

The school/district will share this process with the staff, students and families through the use of our mass communication system, digital newsletter, and the district website. This information will be added to the Student Code of Conduct Handbook and to the Acceptable Use Agreement. The guidelines and expectations will be reviewed in detail with all school staff. Additionally, all staff will participate in required training, as outlined in the State of Michigan's Assessment Integrity Guide, and certify their completion of training by signing the Security Compliance Form.

Monitoring Plan

The test administrator and/or test monitor will remain in the testing site for the duration of the testing and will monitor student use of electronic devices. Enforcement of the expectations and/or prohibited practices will be monitored by building administrators, and the building/district assessment coordinators.

Incident Reporting

If a violation occurs, by a student or staff member, the test administrator/test coordinator will immediately notify the building principal who will notify the district assessment coordinator. The incident will be fully investigated followed by the submission of an incident report to OEAA through the secure website. The district assessment coordinator will communicate required actions to the building principal and building test coordinator, and monitor completion of the required actions.

Violation of Acceptable Use of Technology During Testing - Students

All Hazel Park School district students sign a Student Technology Use Agreement, which has been updated to include new language as provided by OEAA. Students violating the procedures and expectations may be subject to discipline as outlined in the student handbook.

Violation of Acceptable Use of Technology During Testing - Staff

All staff who are responsible for testing will complete required training and certify their completion through the testing portal. If this is not done, disciplinary action will be taken within the parameters of their collective bargaining agreement.

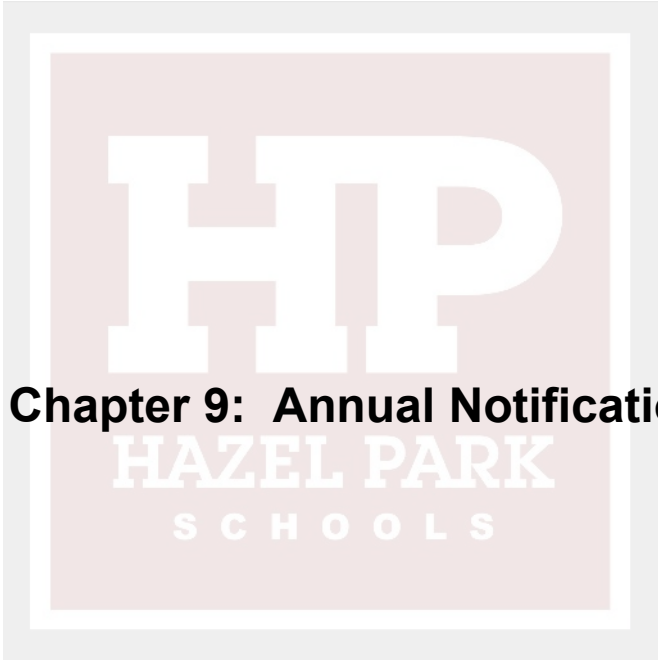
Resources

- 2022-23 OEAA Electronic Device Use Policy for statewide testing
- 2022-2023 Assessment Integrity Guide

MCL 380.1310b

AG VII-14. Acceptable Use Policy: Technology and Internet Safety

Implementation Comment: While this handbook language is generally appropriate, please be aware that changes in the federal Children's Internet Protection Act ("CIPA") required school districts to update their Internet safety policies by July 1, 2012. School officials should check Board Policy for updated language and corresponding acceptable use agreements to ensure that handbook language is consistent with newly-adopted policy and agreements that comply with the law, including: (1) assurance that the District will use technology protection measures to block access to material that is obscene, that constitutes child pornography, or that is "harmful to minors"; and (2) assurance that the District will monitor minors' online activities. The policy must also address: (1) minors' access to "inappropriate" matter on the Internet; (2) the safety and security of minors when using e-mail, chat rooms, and other forms of direct electronic communications; (3) unauthorized access, including "hacking" and other unlawful activities by minors online; (4) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (5) measures restricting minors' access to material harmful to them. A school district has an affirmative obligation to define what material it considers to be "inappropriate" for minors.



Chapter 9: Annual Notifications

Family Educational Rights and Privacy Act (FERPA)

Rights Under FERPA The federal law known as the [Family Educational Rights and Privacy Act](#) (FERPA) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 30 days after the day the School District receives a request for access.

Parents or eligible students who wish to inspect their education records should submit to the school principal a written request that identifies the records they wish to inspect. The principal or designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the School District to amend their child’s or their education record should submit a written request to the school principal, clearly identifying the part of the record they want changed and specifying why they believe it should be changed. If the School District decides not to amend the record as requested, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the parent or eligible student at the time they are notified of the right to a hearing.

3. The right to provide written consent before the School District discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A designated school official with a legitimate educational interest includes a person employed by the School District as an administrator, teacher, or other person designated by the Board of Education. A school official also includes a liaison officer who, while not employed by the School District, may be granted access to student educational records (including video footage) at the direction and supervision of a school administrator. A school official also may include a contractor or consultant who, while not employed by the School District, performs an institutional service or function (such as design and maintenance of the School District’s security camera system) for which the school would otherwise use its own employees and who is under the direct control of the School District with respect to the use and maintenance of personally identifiable information from student education records.

4. The right to refuse to allow the disclosure of “directory information.”

“Directory information” regarding a student may be released to any requesting person or party, in addition to the eligible student or the student’s parent, without written consent. The Board of Education has defined “directory information” to include a student’s:

- Name;
- Address and telephone number;
- Photograph;
- Birth date and place of birth;
- Participation in School District related programs and extracurricular activities;
- Academic awards and honors;
- Height and weight, if a member of an athletic team;
- Honors and awards; and
- Dates of attendance and date of graduation.

In the event inconsistency exists between the Board of Education policy defining “directory information” and this annual notification, the policy prevails.

Each year, the Superintendent or designee will provide public notice to students and parents of the School District’s intent to make directory information available to students and parents. Common uses for students’ directory information, which include, but are not limited to: [insert list].

Eligible students and parents may refuse to allow the School District to disclose any or all of such directory information upon written notification to the School District within thirty (30) days after receipt of the School District’s public notice. Parents may submit written notification to the building principal of their child’s school and/or fill out the attached *FERPA Opt-Out Form*.⁴

5. The right to file a complaint with the United States Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue SW
Washington DC 20202-5280

United States Armed Forces. The School District is required to provide United States Armed Forces recruiters with at least the same access to student directory information as is provided to other entities offering educational or employment opportunities to those students as is permitted and/or required by law. "Armed forces of the United States" means the armed forces of the United States and their reserve components and the United States Coast Guard. An eligible student or the parent may submit a signed, written direction to the School District that the student’s directory information not be accessible to United States Armed Forces recruiters. In such a case, the information will not be disclosed.

Other Agencies or Institutions. As permitted by FERPA, the School District may forward education records, including disciplinary records, without student or parental consent, to other agencies or institutions in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer and upon receipt of a request for a student’s school or education records.

Compliance. The School District will comply with a legitimate request for access to education records within a reasonable period of time, but not more than thirty (30) days after receiving the request or within a shorter period as may be applicable by law to students with disabilities. The requesting party may be charged a processing fee for the information.

Notice of Asbestos in School Buildings

Each school building within the School District has been inspected for the presence of asbestos-containing materials as required by the [Asbestos Hazard Emergency Response Act](#) (AHERA). A copy of the Building Inspection and Management Plan for each building is available in the building’s main office. The plans may be inspected by members of the public and by School District employees during normal business hours. A copy of the plan will be made available upon request for a nominal fee.

³ The word “parents,” when used in these Annual Notifications includes legal guardians and, where required by law, those acting in the place of parents

Pesticides

The Board of Education has adopted a policy to provide students and staff with an environment that is free of pests, pesticides, and harmful chemicals to the extent required by law. The Integrated Pest Management Program (IPM) includes routine inspections or surveys of all school facilities and various strategies to prevent pests from becoming a problem. Pesticides are used only as a last resort and parents will be notified prior to a pesticide application in a school building or on school grounds.

Parental Inspection of Instructional Materials

Parents have the right to inspect, upon request, any instructional material used as part of the School District's educational curriculum. Parents will be provided access to instructional materials within a reasonable period of time after the request is received by the building principal. The term "instructional material" means instructional content that is provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments.

School Property

The Board acknowledges the need for a reasonable degree of in-school storage of student possessions and will provide storage places, including desks and lockers, for that purpose. Where lockers are provided, students may lock them against incursion by other students, but lockers remain School District property. Students do not have a reasonable expectation of privacy with respect to School District personnel or their designees in lockers or other in-school storage places provided by the School District.

Student Privacy and Parental Access to Information

Under the federal [Protection of Pupil Rights Amendment](#) (PPRA), no student will be required as a part of the school program or the School District's curriculum, without prior parental consent, to submit to or participate in any survey, analysis or evaluation that reveals information concerning:

- Political affiliations or beliefs of the student or the student's parents;
- Mental or psychological problems of the student or the student's family;
- Sexual behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of other individuals with whom students have close family relationships;
- Legally-recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or the student's parents; or
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes ("marketing surveys"), and certain physical examinations and screenings.

Parents have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent will be given access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Title I Funds: Parent Involvement

[Hazel Park Schools within the School District] receive Title I funding. [Hazel Park Schools within the School District] receives [type] funding, while [Hazel Park Schools within the School District] receives [type] funding. In accordance with law, the Board of Education has adopted a parent involvement policy (also known as a parental and family engagement policy). The School District is committed to establishing and maintaining positive relationships with families and the community. To that end, the School District will provide a variety of opportunities for families and other members of the community to become involved in children's education.

Parents may request information regarding the professional qualifications of the student's classroom teachers in writing submitted to [person, department]. The request may include:

- Whether the teacher has met Michigan qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
- The teacher's baccalaureate degree(s), major, any other graduate certification or degree(s) held, and the field of discipline of the certification or degree; and
- Whether the student is provided services by a paraprofessional and, if so, the paraprofessional's qualifications.

Chapter 10: Athletic and Extracurricular Handbook



For the 2023-24 School Year, any and all references to the Superintendent's Designee in the Student-Athlete Code of Conduct Handbook shall be Thomas Oestrike for the high school and junior high school.

Non-Discrimination Statement

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education amendments of 1972, Section 504 of Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disability Act of 1990, and Elliott-Larsen Civil Rights Act of 1977, it is the policy of the Hazel Park School District that no person shall, on the basis of race, color, religion, military status, national origin or ancestry, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law,) height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or employment.

Inquiries related to any nondiscrimination policies should be directed to the Superintendent, 1620 E. Elza, Hazel Park, MI 48030, (248) 658-5200.

The Hazel Park School District Student-Athlete Code of Conduct Handbook for Student-Athletes has been developed to provide a uniform set of rules and regulations to govern all district athletic participants regardless which team or school they represent. The Student-Athletic Code of Conduct Handbook combines rules and regulations of the Michigan High School Athletic Association (MHSAA), which have been adopted by Hazel Park Schools, with specific district rules governing athletic participation. The Student-Athletic Code of Conduct Handbook will be in effect at all times and student-athletes are to comply with all aspects of the code if they desire to enjoy the privilege of continued eligibility for participation in athletics. Student-athlete expectations need to be adhered to twenty-four hours per day, seven days a week, three- hundred sixty-five days a year.

In addition, student-athletes who incur school disciplinary action because of violations defined in the Hazel Park Schools' Student Code of Conduct Handbook are also subject to the disciplinary actions contained in the Student-Athlete Code of Conduct Handbook. Although a student-athlete may be academically ineligible to participate in contests and scrimmages, he/she may practice with the team so long as he/she is not suspended from school as outlined in the Hazel Park Schools' Student Code of Conduct Handbook. However, the student- athlete may forfeit the opportunity to receive an athletic award if loss of participation in contests prevents him/her from meeting the requirements for earning the award as outlined in the written supplemental team rules and regulations developed by the coach and distributed to each participant at the start of the sports season.

Obligations - Expectations

Anyone involved in our athletic program is expected to represent Hazel Park Schools and its schools and community in a first-class quality manner at all times. This includes both on and off the field of athletic competition and events. Hazel Park Schools expects all of our student-athletes to focus on being the best they can be in the following three areas:

1. Be the best person by the manner in which we act. Sportsmanship, work ethic and how we treat others is paramount in setting the right example for our young people in our community. Taking responsibility and representing our teams, school and community is very important in establishing the type of standards that we must constantly be striving for in the Hazel Park Schools. We must realize how destructive complaining, making excuses and blaming others can be in becoming successful teams and individuals. It is far more important to work at having a positive attitude, team loyalty, dedication, and placing the team ahead of individual accomplishments. These are the characteristics that will stand the test of time and result in having an athletic program with a solid foundation.
2. Be the best Student by stressing solid study habits and commitment in this area. We are in school to learn first and participating in athletics is a privilege. If a student chooses not to maintain solid study habits he/she will be jeopardizing this privilege. To reach our potential as a student it must be emphasized and made a priority at all times. Academic achievement must be a goal we are willing to set with high standards that demonstrate good organization of time and solid efforts. All athletes must be willing to make sacrifices and pay the price of hard work in the classroom if they are real team players. Don't let your team down when it comes to this critical matter.
3. Be the best Athlete by taking care of being a solid person and student first. We don't have a chance at becoming a true student-athlete without the proper attitude as a person and student. Actions in the classroom and community

will definitely carry over to how well a student-athlete performs in athletics. Being a student-athlete does not result in special privileges. In fact, it is just the opposite. Student-athletes have more responsibility and far more to lose if they fail as a person or student. The genuine student-athlete is not afraid of the extra responsibility and work. The real student-athletes look at these obligations and expectations as challenges. They are not afraid to help others and do not go around thinking they are better than the rest of the student body. Real Student-athletes appreciate the opportunity he/she has and do not take himself too seriously. Hazel Park Schools Expects our student-athletes to constantly realize there are small eyes upon them watching what they say and do!

"Our Attitude determines our Actions and our Actions reveal our Character."

CODE OF CONDUCT

Student-athletes are subject to all MHSAA rules and regulations even though such rules may not be included specifically in this document. A copy may be reviewed at the Middle School Main Office, High School Main Office, and Board of Education and Administrative Office.

SECTION I: RULES OF ELIGIBILITY FOR PARTICIPATION

The following rules of eligibility must be observed in order to participate in the interscholastic athletic program at Hazel Park Schools:

A. ENROLLMENT (MHSAA Regulation - Section 1a)

The student-athlete must be enrolled in the school by Monday of the fourth week of the semester in which he/she competes. The student-athlete must reside in the school service area in which he/she attends school and must be enrolled in the school for which he/she competes.

B. AGE (MHSAA Regulation - Section 2a)

HIGH SCHOOL: A student-athlete in grades nine through twelve who participates in any interscholastic athletic contest must be under nineteen (19) years of age. When a student-athlete's nineteenth birthday occurs on or after September 1 of a current school year, he/she is eligible for participation for the balance of that school year.

MIDDLE SCHOOL: A seventh or eighth grade student-athlete must be under fourteen (14) and fifteen (15) years of age, respectively. A student-athlete who reaches that age after September 1 is eligible for participation for the balance of that school year.

C. PARTICIPANT PHYSICAL EXAMINATION (MHSAA Regulation - Section 3a)

A student-athlete must have a Physical Examination Form completed by a physician certifying that the student is fully able to compete in athletics. The physical must take place after April 15 of the previous school year to be used for the current school year. The student-athlete must submit the completed physical form to the coach prior to participating in tryouts, practice sessions, or contests. The completed form will be kept on file in the athletic office during subsequent sports seasons.

D. SEASONS OF COMPETITION (MHSAA Regulation - Section 4a)

A student-athlete, while enrolled in grades nine through twelve, shall be eligible to compete in no more than four (4) seasons in either first or second semester athletics. For example, a student may not compete in more than four (4) seasons of a particular sport: football, tennis, etc. Student-athletes enrolled in grade seven or eight are not limited in the number of seasons of competition. A student-athlete shall be limited to participation in only one sport session when that sport leading to a state championship is sponsored twice during the school year.

E. SEMESTER OF ELIGIBILITY (MHSAA Regulation - Section 5a)

A student-athlete shall not be eligible to compete in any branch of athletics that has been enrolled in grades nine through twelve for more than eight semesters. The seventh and eighth semesters must be consecutive. Enrollment in a school for a period of three weeks or more, or competing in one or more interscholastic athletic contests, shall be considered as enrollment for a semester under this rule. Student-athletes in grades seven or eight are not limited in the number of semesters in which they may be eligible.

SECTION II: ATHLETIC ACADEMIC ELIGIBILITY (MHSAA Regulation - Section 7a)

The Hazel Park Schools will abide by the Michigan High School Athletic Association (MHSAA) regulation concerning eligibility.

While the MHSAA rules state that a student-athlete must have received passing grades in a minimum of 66% of classes (e.g. 4 classes) during the previous semester and must maintain passing grades in a minimum of 66% of classes (e.g. 4 classes) during the current semester to be eligible to participate in athletics, Hazel Park Schools requires student-athletes pass 100% of his or her classes with a 60% or higher to participate on an athletic team. If a student-athlete drops/withdraws from a class and it is deemed a drop/fail, the student becomes immediately academically ineligible. In no case shall Hazel Park Schools' regulations be less than those of the MHSAA.

- A. The previous semester grades will be used to determine eligibility for the start of the next semester. Student-athletes who fail a class or classes in the spring semester may be eligible to participate in a sport which begins before the start of the fall semester only after the successful completion of a class or classes which makes up for the class or classes failed (e.g. summer school).

Student-athletes who are ineligible at the start of the fall semester may be eligible to participate in an interscholastic contest (game) after a satisfactory progress report is submitted after the third week of the semester. While the student-athlete is ineligible, he/she may practice with the team.

- B. Eligibility for maintaining passing grades shall begin on the first day of the fourth week of each semester. If a student-athlete receives a failing grade (e.g. one F or more), he/she will become immediately ineligible. The academic check procedure will be repeated biweekly for the entire season. Eligibility will be reinstated at the point when the student-athlete's grade becomes passing or when teacher communication is apparent and the student is taking responsibility for the agreed upon academic plan of action (e.g. turning in all assignments, paying attention at all times in class, seeking extra help from the teacher, etc.). Academic eligibility checks will be done bi-weekly. A student-athlete's eligibility status will be based on his/her grades in the current quarter. Appealed eligibility can be reinstated at the discretion of the Superintendent or his/her designee.
- C. The eligibility check will be done by the designee of the Superintendent.
- D. A student-athlete's academic record is based upon their originally scheduled class load. Therefore, virtual classes may not be utilized toward semester eligibility, with the exception of summer school.

SECTION III: AWARDS (MHSAA Regulation - Section 11)

- A. A student-athlete may not accept from any source anything for participation in athletics other than an emblematic award. An emblematic award would include, but not be limited to, any medal, ribbon, badge, plaque, cup, trophy, banner, picture, or regular letter award.
- B. No acceptable award shall exceed twenty-five (\$25.00) dollars in the value with the exception of the regular letter award of the school. The cost of engraving a medal or similar award need not be included in determining the value of the award.
- C. No one, such as a parent, friend, or other person, may accept an award on behalf of a student-athlete at any time prior to graduation from high school.
- D. Acceptance of such items as cash, merchandise, memberships, privileges, services, athletic equipment, apparel, and watches would be a violation.
- E. Attendance at the season banquet is required in order to receive your award, unless prior arrangements have been made with the coach and Athletic Director.
- F. A student-athlete violating any area of this section would be ineligible for interscholastic athletic competition for a period of at least one semester from the date of the violation. If violation occurs after the Monday of the fourth week of a semester, a student-athlete is ineligible for the balance of that semester and the succeeding semester.

SECTION IV: MAINTAINING AMATEUR STATUS

- A. A student-athlete participating or planning to participate in interscholastic athletics may NOT (1) accept any money or other valuable consideration for participating in athletics, sports, or games, (2) receive any money or other valuable consideration for officiating at interscholastic athletic contests, or (3) sign a contract with a professional team.
- B. The rule in (A) above applies to the following sports: Baseball, Basketball, Cross Country, Football, Golf, Softball, Tennis, Track, Volleyball, or Wrestling.
- C. A student-athlete violating this rule is ineligible and may not apply for reinstatement until the equivalent of one full school year has elapsed from the date of the last violation. After that date the student-athlete may request reinstatement to the MHSAA. any request to the MHSAA for reinstatement shall be submitted on behalf of the student by Hazel Park Schools.

SECTION V: OUTSIDE OF SCHOOL ATHLETIC COMPETITION (MHSAA Regulation - Section 11)

- A. A student-athlete who has participated in any athletic contest as a member of a school team may not participate in the same sport in the same season in any athletic competition outside of and not sponsored by the school. The exception to this rule is the individual sport athlete who may participate in a maximum of two (2) individual sports meets or contests during that sport season while not representing his/her school. A student-athlete may not compete in any "all-star" contests at any time in any sport sponsored by the MHSAA during the school year.
- B. A student-athlete violating rules in this section will be ineligible to participate in athletic contests and scrimmages for a period from a minimum of the next three contests up to a maximum of one school year depending on the violation.

SECTION VI: STUDENT ATTENDANCE REQUIRED FOR ATHLETICS

- A. Student-athletes are to attend school during the total school day in order to participate in athletic contests or practice during the same day or evening. Should there be a situation whereby a student-athlete cannot attend school, who would normally receive a verified absence, the student-athlete will be allowed to participate in the contest with approval of the Athletic Director.
- B. A student-athlete with an unverified absence from school may not participate in the athletic practice or contest scheduled for that day.

SECTION VII: ATTENDANCE AT ATHLETIC PRACTICE SESSIONS & CONTESTS

Attendance at practice sessions is essential to prepare athletes physically and mentally for athletic contests. All student-athletes are required to be at all athletic practice sessions and contests at the times designated by the coach.

STUDENT-ATHLETES MAY BE EXCUSED FOR THE FOLLOWING

Verified absences, school-sponsored events, and family emergencies are excusable absences. If interpretation is needed it will be done by the coach in conjunction with the Athletic Director. Saturday and Sunday practices, even if scheduled in advance, will be considered optional. Any student-athlete suspended shall not participate in practice or contest during their suspension.

Both parent and athlete must understand that any absences may affect an athlete's performance, playing time, and therefore his/her relative position on the team.

FAILURE TO COMPLY

Failure to attend scheduled practices or contests without an excused absence may lead to disciplinary action by the coach. Any student-athlete who has 3 unexcused absences will be dismissed from the team and not allowed to participate in that or any other sport during that season.

SECTION VIII: TRAVELING TO AND FROM AWAY CONTESTS

Any student-athlete on a team traveling to an away athletic practice or contest on school owned or chartered transportation or other such approved vehicles shall return to the home school on the same vehicle after the practice or contest is over. The only exception is when prior written or verbal arrangements are made and the coach grants permission for the student-athlete to leave the contest site with his/her parent or guardian. Student-athletes may not drive to games, whereas carpools must be arranged with parent drivers.

FAILURE TO COMPLY

Any student-athlete not returning from any away contest with a team without permission of the coach is ineligible to participate in athletic contests for one (1) calendar week from the date of the violation. Student-athletes may practice with the team. A second violation will result in immediate dismissal from the team for the remainder of that sports season.

SECTION IX: UNIFORMS AND EQUIPMENT

Student-athletes will be responsible for the care, security, and use of uniforms and equipment issued to them.

FAILURE TO COMPLY

Student-athletes shall be responsible to pay the replacement cost for uniform or equipment items that are abused or not returned. Student-Athletes shall not be allowed to participate in athletics in succeeding seasons until this obligation is met.

SECTION X: USE, POSSESSION, BUY, SELL, OR GIVE AWAY ANY DRUG (E.G. TOBACCO, ALCOHOL, MARIJUANA, ETC.), NARCOTIC, CONTROLLED SUBSTANCE (E.G. ANABOLIC STEROIDS), OR POSSESSION OF DRUG SPECIFIC PARAPHERNALIA

Hazel Park Schools expects student-athletes to conduct themselves in a way that positively reflects the district, community and student-body twenty-four hours per day, three-hundred sixty-five days a year. At no time shall a student-athlete USE, POSSESSION, BUY, SELL, OR GIVE AWAY ANY DRUG (e.g. Tobacco, Alcohol, Marijuana, etc.), NARCOTIC, CONTROLLED SUBSTANCE (e.g. ANABOLIC STEROIDS), or POSSESSION OF DRUG SPECIFIC PARAPHERNALIA.

Self-Disclosure: Any student-athlete, who by himself/herself or together with his/her parents or legal guardians, voluntarily discloses to a coach, (who must immediately follow-up with an administrator) or to an administrator a violation of Section X during the self-disclosure window shall be subject to the following disciplinary actions:

Consequences for Self-Disclosure:

The student-athlete shall select either Option 1 or Option 2 as follows:

Option 1

Forfeit 50% of the current season (or 50% of the upcoming season if the violation occurs out of that student-athlete's season). If the current season is near its end, then future or next sport seasons will be used to fulfill the 50% forfeiture clause. The student-athlete must also show evidence of attending a program for drug abuse or awareness approved by the Superintendent or his/her designee. The student-athlete shall also submit to random drug and/or alcohol testing as determined by the Superintendent or his/her designee.

Option 2

Forfeit 25% the current season or 25% of the upcoming season if the violation occurs out of that student-athlete's season. The student-athlete must also show evidence of attending a program for drug abuse or awareness approved by the Superintendent or his/her designee. The student-athlete will also be required to fulfill 40 hours of community service approved by and in conjunction with the Athletic Director.

The self-disclosure window shall be defined as thirty (30) calendar days from the date of the incident or the date the Superintendent received credible information regarding the incident, whichever is lesser. Credible information shall be defined as, but not limited to law enforcement reports and first-hand witness statements by staff or Board of Education members.

In Option 1 or Option 2, a student-athlete failing a required drug and/or alcohol test or self-reporting additional offenses shall immediately result in a one (1) calendar year suspension from athletic programs in Hazel Park Schools.

A student-athlete that does not self-disclose during the disclosure window shall be subject to the disciplinary actions listed under Failure to Comply for Not Self-Disclosure.

Consequences for Not Self-Disclosing

First Violation

Six (6) months suspension from participation in any and all athlete practices and contests. Should the six (6) month suspension not encompass a sport that the student-athlete participates in, then the suspension shall be 50% of the upcoming athletic season that the student-athlete participates in. Prior athletic involvement shall be used to determine the 50% suspension. The student-athlete must also show evidence of attending a program for drug and/or alcohol abuse or awareness approved by the Athletic Director.

Second Violation

Immediate dismissal from the team and one (1) calendar year suspension of athletic participation from the date of the incident. The student-athlete must also show evidence of attending a program for drug and/or alcohol abuse or awareness approved by the Athletic Director.

Third Violation

Permanent dismissal from the athletic program at Hazel Park Schools.

Penalties shall be cumulative beginning with and throughout the student-athlete's participation in the Hazel Park Schools' athletic program.

SECTION XI MISDEMEANOR OR FELONIES

Student-athletes charged with a misdemeanor or felony not covered in Section X are subject to a hearing by the Athletic Review Committee, as defined in Section XXII. Consequences can range from game suspensions to removal based on severity.

SECTION XII: SUMMER AND OFF-SEASON PROGRAMS

A variety of sports camps, schools, clinics, and training programs are offered to student-athletes during the off-season and summer months by individual coaches and parks and recreation departments. These programs provide opportunities for aspiring student-athletes to improve their skills in a chosen sport. These summer and off-season programs are voluntary. Student-athletes shall not be required to enroll in these programs as a condition for membership or placement on an athletic team the succeeding season.

SECTION XIII: SCHOOL COMMUNITY CONDUCT

It is extremely important that our student-athletes represent Hazel Park Schools in a first class manner at all times. This is expected while the athlete is in school, on the athletic field and in the community. A student-athlete is eligible to participate in athletics if in the judgment of the Superintendent or his/her designee, school administration, teaching and coaching staff, he/she is a representative of the schools in matters of citizenship, integrity and sportsmanship. Participation in athletics is a privilege, not a right. Hazel Park High School will deal with misrepresentation in any form very severely when it deems necessary.

Student-athletes who are removed from an athletic contest for unsportsmanlike conduct will be suspended for the remainder of the day's contest(s) and the next date of competition under MHSAA Regulations. If the conduct is deemed flagrant, the student-athlete may be suspended for more than one contest or removed from the team for the remainder of the season as determined by the Athletic Director.

SECTION XIV: ATHLETIC TEAM PARTICIPATION

A student-athlete who signs up for a team that has a tryout period, and does not make the final cut, will be allowed to try out for another team (sport) upon mutual approval of the Athletic Director and the coach involved, and if the roster for that team has not been finalized by the Athletic Director. After the first official week of practice for any team, a student-athlete may not transfer from one team (sport) to another.

SECTION XVI: CITIZENSHIP AND CONDUCT DURING THE SCHOOL YEAR

It is the responsibility of the student-athlete to report any in school minor or major violations of the Student Code of Conduct to the Athletic Director. When a student-athlete violates the Student Code of Conduct, the following consequences shall occur in addition to the consequences provided by the school principal or his/her designee:

FIRST Major Violation

- A. Sport with ten or less game dates - 1 game date suspension
- B. Sport with more than ten game dates - 2 game date suspension (max 3 games)

SECOND Major Violation

- A. Sport with ten or less game dates - 2 game date suspension
- B. Sport with more than ten game dates - 4 game date suspension (max 6 games)

THIRD Major Violation

Dismissal from the team for the remainder of the season.

Jr. High School Expectations

Jr. High School students who have two or more 5's in citizenship will not be eligible to participate in athletics. If a student has a 4 or 5 in citizenship, they will be placed on probation and will be required to have their teachers complete a weekly progress report. In order to remain eligible, the weekly progress report must indicate that the student's citizenship in class has improved and remains at an acceptable level.

SECTION XVII: TARDIES

A student-athlete shall receive a one (1) game suspension for every six tardies (per season per class). First hour classes will not be counted towards tardies.

SECTION XVIII: AFTER AND OUT OF SCHOOL POLICY FOR ATHLETES

- A. Student athletes are not to be in the locker room, gymnasium, athletic fields with school equipment, bus, or in the school building without a coach in the immediate area.
- B. The school building is off limits to the student-athlete after 3 P.M. on school days, non-school days, and weekends without a coach or authority from a building staff member.
- C. Anytime a building staff member directs or requests a student athlete to vacate an area the student is to respond in a respectful and timely manner. A student athlete is not to argue or debate any request by a building staff member. Any disrespect or insubordination on the part of a student athlete may result in disciplinary action.
- D. It is important that students and coaches adhere to all policies. Try to create as safe of an environment as possible for everyone involved in our program.

SECTION XIX: DRESS CODE

Coaches may have a dress code for the entire season. The dress code shall be communicated to student-athletes by the coach at the beginning of the season.

SECTION XX: SUPPLEMENTAL RULES AND REGULATIONS

Supplemental rules/ regulations unique to a given sport may be implemented upon the approval of the Athletic Director. These rules must be in writing and submitted to participants prior to the start of the season, except under special circumstances as approved by the Athletic Director.

The Athletic Director is the only party who may exclude a student from athletic participation. Exclusion is generally based on the recommendation of the coach and/or building administrator.

SECTION XXI: CARRY OVER OF PENALTIES

In the event that a suspension from athletics cannot be fully served during a season, it will carry over into the following season. The only exceptions to the above rule would be in the case of a senior, in which case the suspension would carry over into the next sport he/she participates in that year. In case of MHSAA infraction, the MHSAA rules of "Carry Over of Penalties" supersede the rules outlined in Section XXI.

SECTION XXII: APPEAL PROCEDURES

The consequences and/or disciplinary action that a student-athlete is subject to, under the guidelines of the Student-Athletic Code of Conduct Handbook, may or may not be appealed. The decision to grant the request for an appeal is at the discretion of the Athletic Director.

The student-athlete and/or their parent/guardian must initiate a written request to the Athletic Director to appeal the disciplinary action taken within three (3) school days of the date of disciplinary action. The written request to the Athletic Director must include the following information:

- Student-athlete's first and last name, address, and telephone number.
- Parent/Guardian's first and last name, address and telephone number.
- Summary of the incident and discipline action taken.
- Reason and request for the appeal to be considered.
- Signature of the student-athlete and their parent/guardian.

Any documentation received by the student-athlete or parent/guardian regarding the discipline action taken must be attached to the written request for appeal to the Athletic Director.

After reviewing the written request for appeal, the Superintendent may or may not forward the appeal to the Athlete Review Committee. The decision of the Superintendent shall be provided in writing to the student-athlete within five (5) school days of the receipt of the appeal request. The Superintendent's decision is final.

If the Superintendent's decision is to forward the request for appeal to the Athletic Review Committee, the committee shall meet within ten (10) school days of the Superintendent's decision. The five (5) member Athletic Review Committee shall consist of the Designee of the Superintendent (e.g. Athletic Director), two (2) athletic coaches, one (1) teacher and one (1) administrator.

The Superintendent shall present to the Athletic Review Committee the written request for appeal received and any documentation relevant to the incident. The student-athlete and parent/guardian shall have an opportunity to address the Athletic Review Committee. Other than the student-athlete, their parent/guardian, and committee members, No other individuals may be present during the appeal proceedings.

The decision of the Athletic Review Committee shall be communicated to the student-athlete and parent/guardian by the Superintendent within three (3) days of the committee hearing.

The Athletic Review Committee is final and not subject to Board of Education appeal.

FAILURE TO COMPLY

The sanctions set forth under each section are intended to illustrate sanctions for each particular offense. However, the district reserves the right to impose any of the sanctions listed for any violation of the Code of Conduct.

Parent/Student Responsibility Statements

1. Each student-athlete and parent/guardian is responsible for his/her own insurance program. Hazel Park Schools is not responsible for any insurance (this includes use of an ambulance).
2. Hazel Park Schools will not pay medical expenses resulting from bodily injury to anyone who participates in athletic programs. The MHSAA has an insurance policy to assist in reimbursement of medical expenses resulting from concussions.
3. It is possible that serious injury or death may result from participating in athletic activities.

Statement of Risk

1. Warning: Participation in supervised interscholastic athletics and activities may be one of the least hazardous activities in which any student will engage in or out of school.
2. Participation in interscholastic athletics still includes a risk of injury which may range in severity from minor to long term catastrophic.
3. Although serious injuries are not common in supervised athletic programs, it is impossible to eliminate this risk. Participants have the responsibility to help reduce the chance of injury.
4. Players must obey safety rules, report physical problems to their coaches, follow a proper conditioning program, and inspect equipment daily.

MHSAA PROTOCOL FOR IMPLEMENTATION OF NATIONAL FEDERATION SPORTS PLAYING RULES FOR CONCUSSIONS

“Any athlete who exhibits signs, symptoms, or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems) shall be immediately removed from the contest and shall not return to play until cleared by an appropriate health care professional.”

The language above, which appears in all National Federation sports rule books, reflects a strengthening of rules regarding the safety of athletes suspected of having a concussion. This language reflects an increasing focus on safety and acknowledges that the vast majority of concussions do not involve a loss of consciousness.

This protocol is intended to provide the mechanics to follow during the course of contests when an athlete sustains an apparent concussion.

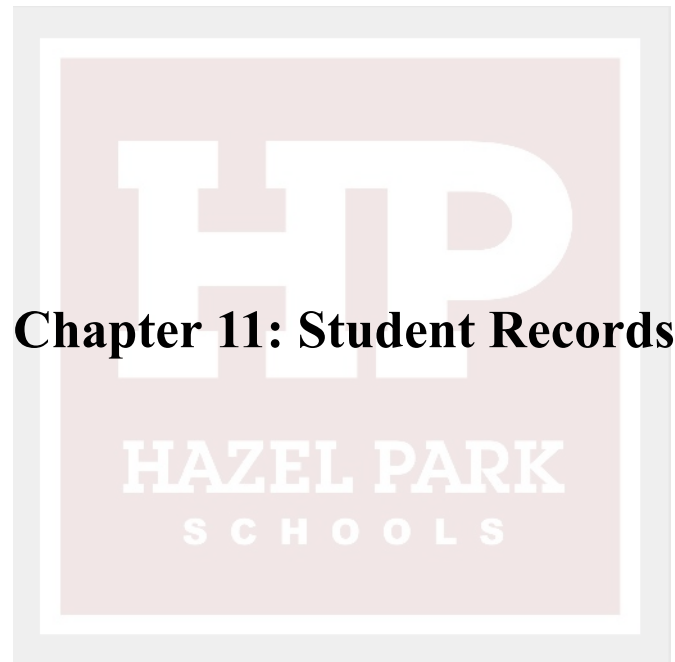
1. The officials will have no role in determining concussion other than the obvious one where a player is either unconscious or apparently unconscious. Officials will merely point out to a coach that a player is apparently injured and advise that the player should be examined by a health care professional for an exact determination of the extent of injury.
2. If it is confirmed by the school's designated health care professional that the student did not sustain a concussion, the head coach may so advise the officials during an appropriate stoppage of play and the athlete may reenter competition pursuant to the contest rules.
3. Otherwise, if competition continues while the athlete is withheld for an apparent concussion, that athlete may not be returned to competition that day but is subject to the return to play protocol.
 - a. The clearance may not be on the same date on which the athlete was removed from play.
 - b. Only an M.D., D.O., Physician's Assistant or Nurse Practitioner may clear the individual to return to activity.
 - c. The clearance must be in writing and must be unconditional. It is not sufficient that the M.D., D.O., Physician's Assistant or Nurse Practitioner has approved the student to begin a return-to-play progression. The medical examiner must approve the student's return to unrestricted activity.
 - d. Individual schools, districts and leagues may have more stringent requirements and protocols including but not limited to mandatory periods of inactivity, screening and post-concussion testing prior to or after the written clearance for return to activity.
4. Following the contest, an Officials Report shall be filed with a removed player's school and the MHSAA if the situation was brought to the officials' attention.
5. **ONLINE REPORTING:** Member schools are required to complete and submit an online report designated by the MHSAA to record and track head injury events when they occur in all levels of all sports during the season in practices and competitions. Schools with no concussions for a season (fall, winter and spring) are required to report this at the conclusion of that season.
6. **POST-CONCUSSION CONSENT FORM:** Prior to returning to physical activity (practice or competition) the student and parent (if a minor student) must complete the Post-Concussion Consent Form which accompanies the written unconditional clearance of an M.D., D.O., P.A or N.P. This form should be kept on file at the school for seven years after the student's graduation and emailed to or faxed to 517-332-4071.
7. In cases where an assigned MHSAA tournament physician (MD/DO/PA/NP) is present, his or her decision to not allow an athlete to return to activity may not be overruled.

SANCTIONS FOR NON-COMPLIANCE WITH CONCUSSION MANAGEMENT POLICY

Following are the consequences for not complying with National Federation and MHSAA rules when players are removed from play because of a concussion:

- A concussed student is ineligible to return to any athletic meet or contest on the same day the concussion is sustained.
- A concussed student is ineligible to enter a meet or contest on a subsequent day without the written authorization of an M.D., D.O., Physician's Assistant or Nurse Practitioner and the signed "Post-Concussion Consent Form."

These students are considered ineligible players and any meet or contest which they enter is forfeited. In addition, that program is placed on probation through that sport season of the following school year. For a second offense in that sport during the probationary period – that program is continued on probation through that sport season of the following school year and not permitted to participate in the MHSAA tournament in that sport during the original and extended probationary period. A school which fails to submit required online concussion reports will be subject to the penalties of Regulation V, Section 4 A. This includes reporting zero if no concussions occurred in a season.



Chapter 11: Student Records

The Protection of Pupil Rights Amendment affords parents certain rights regarding the District’s conduct of surveys, collection and use of information for marketing purposes, and certain physical examinations. These include the right to:

Consent before the student is required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education:

1. Political affiliations or beliefs of the student or the student’s parent/guardian;
2. Mental or psychological problems of the student or the student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom the students have close family relationships;
6. Legally-recognized privileged relationships, such as those with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or the student’s parent/guardian; or
8. Income, other than that required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under Michigan law; and
3. Activities involving the collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Instructional Material

A student’s parent/guardian may review the curriculum, textbooks, and teaching materials of the school in which the student is enrolled at a reasonable time and place and in a reasonable manner.

Student Records

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member’s sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.

The Family Educational Rights and Privacy Act (FERPA) and the Michigan Revised School Code afford parents/guardians and students over 18 years of age (“eligible students”) certain rights with respect to the student’s school records. They are:

1. **The right to inspect and copy the student's education records within 30 school days of the day the District receives a request for access.**

The degree of access a student has to his or her records depends on the student's age. The parent/guardian of a student less than 18 years old has the right to copy and inspect their child's education records. Once the student turns 18, the right to copy and inspect education records is transferred to the student. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. The principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. The District will not charge for copying records, which contain personally identifiable information about the student that is collected or created by the school district as part of the pupil's education records.

These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. **The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, irrelevant, or improper.**

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought. If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

3. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or the Michigan Revised School Code authorizes disclosure without consent.**

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order, so long as the parents/guardians or eligible student is notified of the court order before the documents are produced; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

4. **The right to a copy of any school student record proposed to be destroyed or deleted.**

Education records are maintained for at least 60 years after the student graduates or permanently withdraws. If the student transfers, education records are maintained until the next school district requests the records.

5. **The right to prohibit the release of directory information.**

Throughout the school year, the District may release directory information regarding students, limited to the District's defined list of information that is "directory information" as contained in the District's policies and procedures. Such directory information may include:

- Name
- Address
- Grade level
- Birth date and place
- Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of Attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

6. **The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.¹**

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

7. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-4605

This section is only applicable to high schools.

MCL 380.1136
ARTICLE III Curriculum Section 1 & 2

Age of Majority

Although 18-year-old students are recognized as adults under the Age of Majority Act, school officials are nonetheless committed to the equal treatment in application of school policies and procedures to all students. With the exceptions noted below, school district policies and procedures set forth apply to all students, regardless of their attainment of the age of majority. Students 18 years and older may:

1. Have the same privilege as their parents/guardians as it relates to access or control of their student records;

2. Represent themselves during disciplinary conferences and be the addressee for their grade reports
3. Sign themselves in and out of school and may verify their own absences.
NOTE: All attendance standards continue to apply;
4. Provide reason(s) for their absences and tardies, but are held to the same attendance requirements as other students, including the acceptable reason(s) for an excused absence.

Eligible students who wish to assert these rights should register their intent on the appropriate form in the high school office. Until such time as the eligible student registers this intent, school officials will not apply the above exceptions to school policies and procedures.

MCL 722.52
ARTICLE III Curriculum Section 1 & 2

FERPA OPT-OUT FORM

Hazel Park School District
2024-2025 School Year

Pursuant to the [Federal Educational Rights and Privacy Act of 1974](#) (FERPA) and [Section 1136 of the Revised School Code, MCL 380.1136](#), a student’s education records and the personally identifiable information contained therein are maintained as confidential. Except for a limited number of circumstances permitted by law, a student’s education records will not be released to a third party without the parent’s or student’s (if the student is over the age of 18) prior written consent.

One of these exceptions allows schools to release a student’s “directory information” without obtaining the prior consent of the parent or student. “Directory information” is defined as:

- A student’s name, address, and telephone number;
- A student’s photograph;
- A student’s birth date and place of birth;
- A student’s participation in School District related programs and extracurricular activities;
- A student’s academic awards and honors;
- A student’s height and weight, if a member of an athletic team;
- A student’s honors and awards; and
- A student’s dates of attendance and date of graduation.

The School District has compiled a list of typical instances under which a student’s directory information is likely to be used, including: [insert list]. If you do not want the School District to release directory information, you may choose to “opt-out” you or your student from this FERPA exception by filling out and submitting this form to the building principal where you or your students attends school.

I request the School District withhold the above-referenced “directory information.” I understand that by submitting this form, this information cannot be released to third parties without my written consent or unless the School District is required by law or permitted under FERPA to release such information without my prior written consent. I further understand that if directory information is released prior to the School District receiving this opt-out request, the School District may not be able to stop the disclosure.

Name of Student

Name of Parent/Student Signing Form

Signature

Date



Hazel Park Schools
Health Services Handbook
2024-2025

TODAY'S LEARNERS, TOMORROW'S LEADERS



Philosophy of School Health

The Hazel Park School Health Services Programs mission is to foster growth, development and educational achievement of all students by promoting health and wellness, in a safe and supportive setting.

We believe:

- All students have the ability to learn. Every child is entitled to a level of health which permits maximum learning.
- School nurses support the social, emotional, physical, and academic needs of each child in a caring, healthy, and safe environment.
- Parents hold responsibility for the health of their children; the school health program exists to assist parents in carrying out their responsibilities.

Hazel Park School Nurses

Nurse Line: (248) 658-5233

Fax Number : (248) 284-7812

Shawn Johnson, RN, BSN

shawn.johnson@myhpsd.org

Jasmine Stepp, RN, BSN

jasmine.stepp@myhpsd.org

This health services handbook is a summary of the health services program and is **not** a comprehensive statement of school health procedures. The Board of Education's comprehensive policy manual is available for public inspection through the District's website www.hazelparkschools.org or at the Board office, located at:

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

Board of Education

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

- Mr. Rick Nagy Board President
- Mrs. Melissa Baldwin Board Vice President
- Board Secretary
- Mrs. Monica Rattee Board Treasurer
- Mrs. Beverly Hinton Board Trustee
- Mrs. Heidi Fortress Board Trustee
- Mrs. Debbie Laframboise Board Trustee

Administration

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

- Dr. Amy Kruppe Superintendent
- Jason Zirniss Assistant Superintendent of Business & Operations
- Dr. Carla Postell Executive Director of Teaching, Learning & Equity
- Dr. Stephanie Dulmage Assistant Superintendent of Teaching and Learning
- Dr. Megan Papasian-Broadwell Executive Director of Student Services
- Bradley Wilkins Director of Information Technology
- Kristy Cales Director of Human Resources
- Director of Business
- Chuck Pleiness Director of Communications

Hazel Park Schools location & administrator contact information:

Edison School

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

Principal: Dr. Michelle Krause - [Email](#)

Hazel Park Advantage Alternative School

1620 E. Elza Ave.
Hazel Park, MI 48030
Phone: (248) 658-5280
Fax: (248) 544-5391

Principal: Kendal Smith - [Email](#)

Hazel Park High School

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

Principal: Tammy McHenry - [Email](#)
Asst. Principal: George Dimas - [Email](#)
Asst. Principal: Corrie Chansler - [Email](#)

Hazel Park Junior High

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

Principal: John Barnett - [Email](#)
Asst. Principal: Carla Beach - [Email](#)

Hoover Elementary

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

Principal: Debra Dimas - [Email](#)

Jardon Vocational School

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

Supervisor: Heidi Kunz - [Email](#)

United Oaks Elementary

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

Principal: Karla Graessley - [Email](#)

Webb Elementary Schools

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

Principal: Corri Nastasi - [Email](#)

Webster Early Childhood Center

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

Supervisor: Sheila O’Kane - [Email](#)

HAZEL PARK SCHOOLS
HEALTH SERVICES HANDBOOK

TABLE OF CONTENTS

Health Services Program	7
Health Services Website	7
Parental / Guardian Responsibilities	7
Health Requirements for School Enrollment	8
Immunizations	8
Hearing, Vision, and Dental Screenings	10
Student Health Records & Documentation	11
Illness and Injury	12
General Guidelines when Caring for a Student	12
When your child should stay home from school	12
Release a Student	13
Emergency Health in the School Setting	14
Responding to Anaphylaxis Emergency at School	14
Cardiac Emergency Response Plan	16
Opioid-Related Overdose	16
Do Not Attempt Resuscitation	17
Medication Administration	18
Medication Administration Guidelines	18
Self-Possession of Medication & Self-Administration	19
Health Related Plans	19
Section 504 of the Rehabilitation Act of 1973	19
Individualized Education Plans (IEPs)	

Individual Health Plan (IHPs)	19
Chronic Health Conditions	20
Allergies	20
Asthma	20
Concussions (Traumatic Brain Injuries)	21
Diabetes	21
Seizures	22
Communicable Diseases	23
Conjunctivitis (pink eye)	24
Respiratory Virus Guidelines	24
Bed Bugs	25
Pediculosis (head lice)	25
Hand, Foot & Mouth	26
Strep Throat	27

Health Services Program

It is the policy of the District to provide a safe and nurturing environment for all of its students. The Health Services Program provides students with medical assistance when needed and training for unlicensed individuals to provide medical care with supervision by a Registered Nurse.

In order for school personnel to provide medical care, such as medication administration, to a student, the district must have a written authorization from both the parent/guardian and the student's healthcare provider. The written forms required will vary based on the student's medical condition or need. If you have any questions regarding the paperwork required, please reach out to the district nurses.

Health Services Website

The Hazel Park Schools Health Services website is located at:

[https://www.hazelparkschools.org/departments/health-services/.](https://www.hazelparkschools.org/departments/health-services/)

At this website, contact information for our district nurses, information regarding our on-campus medical facility through Ascension, and other important medical information for students is available. You will also find the following blank medical forms:

- Asthma Action Plan
- Allergy Action Plan
- Diabetes Medical Management Plan
- Seizure Action Plan
- Special Dietary Accommodations Form
- Medication Authorization Form

Parental/Guardian Responsibilities

In order to assist school personnel in providing the best possible care for students, parents/guardians should:

- Keep contact and emergency contact information for their students up to date.
- Communicate your student's health related information to their student's school in a timely manner. This information includes, but is not limited to: past and current medical history, any known allergies, medication received at home or to be received at school, and health care provider contact information.
- Assist in obtaining written medical plans from your student's health care provider on an annual basis or when necessary.
- In the absence of a written medical plan signed by a health care provider and parent/guardian, the parent is responsible for providing care or administering medication to their student while at school.

- Provide school with items necessary to care for your student’s medical condition(s) (medications, snacks, etc.).

The parent/guardian will be responsible for payment of any charges for emergency treatment or transportation.

Health Requirements for School Enrollment

Immunizations


(Act 368 of Michigan Public Health Code)

Since 1978, Michigan law has required that each student have an up-to-date certificate of immunization at the time of registration (or no later than the first day of school) for entry into kindergarten and 7th grade, and for enrollment into a new school district, grades 1-12. Any student who fails to meet the below mentioned immunization requirements shall not be admitted or participate in school classes.

For a student to attend school in Michigan, the Michigan Public Health Code requires a parent/guardian to have ONE of the following on file with the school:

1. A valid, up-to-date immunization record. If a student has received at least one dose of a required immunization and is not yet due for the next dose, they may attend.
2. A medical doctor’s (MD/DO) signed State of Michigan 2023 Medical Contraindication Form, which states the medical contraindication(s), the vaccines involved, and the time during which the student is not able to get the vaccines.
3. A current, certified State of Michigan Nonmedical Immunization Waiver. Parents/guardians who wish to claim a nonmedical immunization waiver for their students must attend an educational session on immunizations with the local county health department. Upon completion of the education session, parents/guardians will need to obtain a certified nonmedical immunization waiver form from the local county health department.

Immunizations currently required in the state of Michigan (per MDHHS) for school aged children include the following:

	All Kindergarteners and 4-6 year old transfer students	All 7th Graders and 7-18 year old transfer students
Diphtheria, Tetanus, Pertussis (DTP, DTaP, Tdap)	4 doses DTP or DTaP 1 dose must be at or after 4 years of age	4 doses diphtheria and tetanus or 3 doses if 1st dose given at or after 1 year of age 1 dose Tdap at 11 years of age or older upon entry into 7th grade or higher
Polio	4 doses 3 doses if dose 3 was given at or after 4 years of age	
Measles, Mumps, Rubella (MMR)*	2 doses at or after 12 months of age	
Hepatitis B*	3 doses	
Meningococcal Conjugate (MenACWY)	None	1 dose at 11 years of age or older upon entry into 7th grade or higher
Varicella (Chickenpox)*	2 doses at or after 12 months of age or Current lab immunity or History of varicella disease	

During disease outbreaks, incompletely vaccinated students may be excluded from school. Parents and guardians choosing to decline vaccines must obtain a certified non-medical waiver from a local health department. Read more about waivers at www.Michigan.gov/Immunize.
*If the child has not received these vaccines, documented immunity is required.
All doses of vaccines must be valid (correct spacing and ages) for school entry purposes.




Updated December 11, 2019

PARENTS VACCINES REQUIRED FOR CHILD CARE AND PRESCHOOL IN MICHIGAN



Whenever infants and children are brought into group settings, there is a chance for diseases to spread. Children must follow state vaccine laws in order to attend child care and preschool. These laws are the minimum standard for preventing disease outbreaks in group settings. The best way to protect your child from other serious diseases is to follow the recommended vaccination schedule at www.cdc.gov/vaccines. Talk to your health care provider to make sure your child is fully protected.

	2-3 months	4-5 months	6-15 months	16-18 months	19 months–4 years	5 years
 Diphtheria, Tetanus, Pertussis (DTaP)	1 dose DTaP	2 doses DTaP	3 doses DTaP		4 doses DTaP	
Pneumococcal Conjugate (PCV13)	1 dose	2 doses	3 doses or Age-appropriate complete series	4 doses or Age-appropriate complete series		None
<i>H. Influenzae</i> type b (Hib)	1 dose	2 doses		1 dose at or after 15 months or Age-appropriate complete series		None
Polio	1 dose	2 doses			3 doses	
Measles, Mumps, Rubella (MMR)*	None			1 dose at or after 12 months		
Hepatitis B*	1 dose	2 doses			3 doses	
Varicella (Chickenpox)*	None			1 dose at or after 12 months or Current lab immunity or History of varicella disease		

These rules apply to children who are the above ages upon entry into child care or preschool. During disease outbreaks, incompletely vaccinated children may be excluded from child care and preschool. Parents and guardians choosing to decline vaccines must obtain a certified non-medical waiver from a local health department. Read more about waivers at www.michigan.gov/immunize.

*If the child has not received these vaccines, documented immunity is required. All doses of vaccines must be valid (correct spacing and ages) for child care and preschool entry purposes.

Updated March 1, 2017

Immunization Reporting Requirements

The district is required to report immunization status of its students (unless the parent/guardian has opted out) to the local health department and state twice annually.

Hearing, Vision & Dental Screenings

(Oakland County Health Division)

Hearing and Vision Screening: Michigan Public Health Code, (Act 368 of 1978), requires hearing and vision screening for kindergarten entrance. Hearing and vision screenings done in preschool by a health department technician, physician or eye doctor fulfills this requirement. Local health departments often offer free hearing and vision screening for children.

Kindergarten Dental Screening: Michigan law requires students have a dental screening before or shortly after their first school year begins. Finding and treating dental problems early helps children be well-rested, able to eat, and ready to learn. Schedule an appointment with your child’s dentist or the local health department for a screening.

All students will undergo hearing screenings in second and fourth grade. All students will undergo vision screenings at least once in first, third, fifth, seventh, and ninth grade (or in

conjunction with driver's training). These services are provided through the district in conjunction with the local health department.

Hearing and Vision Reporting Requirements

The district is required to report hearing, vision and dental screenings (unless the parent/guardian has opted out) to the local health department and state twice annually.

Student Health Records and Documentation

Trained school personnel are responsible for documentation of all medically related care provided during school hours. Per district policy, a record of medication administration shall be kept in the school office and filed in the student's permanent record at the end of each school year.

The individual student log and all documentation shall be retained for three years after the pupil graduates or otherwise leaves the district, or until the student's 19th birthday, whichever is later. The medication administration log will include the student's name and the name and dosage of the medication. The individual giving the medication will record the date and time of administration of the medication. The log will be signed and witnessed by a second adult, unless medication was administered by a Registered Nurse.

School health records are considered to be part of the student's educational record under Family Educational Rights & Privacy Act (FERPA) 20 USC § 1232g. Health information that will further a student's academic achievement and/or maintain a safe and orderly teaching environment may be accessed by school staff who have a specific and legitimate educational interest in the information.

Illness and Injury

School personnel or a District Registered Nurse will provide first aid at the level of which they have received training in the event of illness or injury. The district will ensure that adequately trained first aid school personnel or school registered nurses are on site and that first aid supplies are available.

The procedures in this section provide information on how school personnel are trained by District Registered Nurses to provide care to students with injury or physical complaints. A Registered Nurse is available to assist trained school personnel during school hours, if needed.







School personnel are trained to follow these general guidelines with all students experiencing illness or injury:

- Practice good infection control by wearing personal protective equipment, such as gloves or masks, when appropriate.
- Respect privacy and discreetly ask the student about their injury or physical complaint.
- Observe for any visible signs of injury or illness.
- Do not diagnose health problems.
- Always contact the parent/guardian whenever there is an injury to the head, eyes, bones, or if there is bleeding, which will not stop, or pain that will not relent in ten (10) minutes.
- Notify the parent/guardian when any first aid is given at school, as follow-up may be needed and further observation and care can be provided at home.
- Notify the parent if the student does not feel well enough to return to class.
- If there is a question, consult with the parent/guardian to decide whether or not the student should stay in school.

When your student should stay home and return to school

To maintain the health and well-being of your child and other students, please observe the following guidelines:

Hazel Park Schools

YOUR STUDENT SHOULD STAY HOME WHEN:					
THEY HAVE A FEVER	THEY APPEAR ILL	THEY ARE VOMITING	THEY HAVE DIARRHEA	THEY HAVE A RASH	THEY HAVE AN EYE INFECTION
					
100.4 F or higher	Unusually tired, low energy, poor appetite, or is not themselves	2 or more times within the past 24 hours	2 more times within the past 24 hours	Body rash AND fever or change in behavior (itchiness)	Redness, itchy and/or crusty drainage from eye
YOUR STUDENT CAN RETURN TO SCHOOL WHEN:					
They are fever free for 24 hours without medication to treat the fever. If your student has strep throat/scarlet fever, they may return after 2 doses of antibiotics AND 12 hours have passed since the first dose of antibiotics.	They feel well enough to come to school.	No vomiting for 24 hours OR a health care provider clears the student for return with a written note.	No diarrhea for 24 hours OR a health care provider clears the student for return with a written note.	Rash has gone away OR a health care provider clears the student for return with a written note.	Drainage from the eye has cleared AND a health care provider clears the student for return with a written note.

If your student has ringworm or scabies, they should stay home until they see a health care provider. Exclusion recommendations will be based on Michigan Department of Health & Human Services and Oakland County Health Division guidelines.

Revised: February 2024
Resources: MDHHS, OCHD

Most children will not need to be excluded for mild respiratory illness, such as the common cold, unless accompanied by fever or behavioral changes.

Student Release Procedures

If student is being released due to illness or injury, these procedures will be followed:

- A student will only be released to a parent/guardian on file or an emergency contact with communicated permission from a parent/guardian on file, per district policy.
- A parent/guardian and emergency contacts must show identification for a student to be released.
- School personnel will not transport a student off campus.
- When a major emergency necessitates immediate transfer to the hospital, emergency services will be contacted by calling 911, followed immediately by contacting the parent/guardian.

Emergency Health in the School Setting

When a serious illness or injury occurs during the school day, the school will immediately request emergency services and notify the student's parent/guardian. The school will provide emergency care within their trained ability until the parent/guardian or first responders assume responsibility. Parents/guardians will be contacted if any of the following situations occur:

- Any head injury, even if it appears minor
- Pain that does not relent in 10 minutes
- Bleeding that will not stop
- Any injury to any skeletal portion of the body
- Loss of consciousness
- Respiratory distress
- Ingestion of toxic or unknown material
- Suspicion of a communicable disease
- Signs of shock (which may be present with any injury): cold, clammy, pale skin, nausea, dizziness, thirst, or a rapid, weak pulse
- First known seizures or prolonged seizures requiring emergency medication
- Any other medically related emergency

Responding to Anaphylaxis Emergency at School

(Administrative Guideline IV-20)

Anaphylaxis is a serious allergic reaction that is rapid in onset and may cause death. A variety of allergens can cause anaphylaxis, but the most common are food, insect bites, medications, and latex. Anaphylaxis typically begins within minutes or even seconds of exposure. Initial emergency treatment is the administration of injectable epinephrine along with immediate summoning of emergency medical personnel and emergency transportation to the hospital. For students, staff, and any other individual on school grounds with known or unknown allergies:

- As required by state law, every school building will maintain a stock of at least two (2) epinephrine auto-injector devices at all times regardless of whether or not any student/staff have been diagnosed with allergies.
- Each school building will designate at least two (2) employees at the school for authorization to administer an epinephrine auto-injector. The school personnel designated to administer an epinephrine auto-injector will receive training from a District Registered Nurse.
- All school staff will be provided with basic awareness training of the major signs of anaphylaxis, know who to alert in case of an emergency, and where the stock epinephrine auto-injectors are located.

If a severe allergic reaction is suspected (anaphylaxis), an epinephrine pen based on the student's estimated weight will be administered by trained school personnel and emergency services will be called. Parents/guardians will also be notified immediately.

Students who are prescribed epinephrine to treat anaphylaxis shall be allowed to self-possess and self-administer the medication if there is written approval from the student's health care provider and parent/guardian, per district policy.

Michigan Department of Education requires annual reporting of all instances (whether student-supplied or school-supplied) of Epi-Pen administration to students while at school.

Cardiac Emergency Response Plan

(Michigan Public Act 12 of 2014)

Cardiac arrest is the sudden, unexpected loss of heart function, breathing and consciousness. Cardiac arrest usually results from an electrical disturbance in your heart that disrupts its pumping action, stopping blood flow to the rest of your body.

Sudden cardiac arrest is a medical emergency. If not treated immediately, it causes sudden cardiac death. With fast, appropriate medical care, survival is possible. Administering cardiopulmonary resuscitation (CPR) — or even just compressions to the chest — can improve the chances of survival until emergency personnel arrive.

A cardiac emergency response plan is required for all schools in the state of Michigan. The cardiac emergency response plan shall address and provide for at least all of the following:

- Use and regular maintenance of automated external defibrillators (AEDs).
- Activation of a cardiac emergency response team during an identified cardiac emergency.
- A plan for effective and efficient communication throughout the school campus.
- Incorporation and integration of the local emergency response system and emergency response agencies within the school's plan.
- An annual review and evaluation of the cardiac emergency response plan.

As determined by the cardiac emergency response plan, trained school personnel will provide emergency care of training level in the event of a sudden cardiac arrest occurring on school grounds. Emergency services and parents/guardians will be notified immediately.

Opioid-Related Overdose

(Administrative Guideline IV-20)

An opioid antagonist is naloxone hydrochloride (Narcan) or any other similarly acting and equally safe drug approved by the U.S. Food and Drug Administration for the treatment of drug overdose.

An opioid-related overdose is a condition, including, but not limited to, extreme physical illness, decreased level of consciousness, respiratory depression, coma, or death that results from the consumption or use of an opioid or another substance with which an opioid was combined or that an individual who has received training approved by a licensed registered nurse in the administration of an opioid antagonist would believe to be an opioid-related overdose that requires medical assistance.

Use of Opioid Antagonists: Each school in the district will possess at least one package of an opioid antagonist on site. Each school will have at least two school personnel trained in the appropriate use and administration of an opioid antagonist. Only appropriately trained school personnel may possess and administer an opioid antagonist. The opioid antagonist may be administered by a trained school personnel to a student or other individual on school grounds who is believed to be having an opioid-related overdose. Any school personnel who have reason

to believe that a student is having an opioid-related overdose will call 911, followed immediately by notification of the parent/guardian.

Do Not Attempt Resuscitation Order

(Michigan Public Act 363 of 2020)

If a parent or legal guardian who is legally authorized to execute a "Do Not Resuscitate" order ("DNR Order") for a student provides school personnel with a copy of a duly executed DNR Order compliant with the law and in substantially the same form as dictated by statute, the district shall proceed as follows:

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

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

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

Medication Administration

(Michigan Department of Education Model Policy and Guidelines for Administering Medication to Pupils at School & Administrative Guideline IV-20)

The district recognizes that for a student's health and well-being, medication may need to be taken during school hours. As defined by district policy, medication includes prescription, non-prescription and herbal medications, and includes those taken by mouth, by inhaler, those that are injectable, and those applied as drops to eyes, nose, or medications applied to the skin. All school personnel authorized to administer medication or treatment will receive training on medication administration on an annual basis by a District Registered Nurse. Per district policy, current guidelines on medication administration provided by the Michigan Department of Education may be followed in addition to what is outlined in this handbook.

When a student's parent and licensed health care provider believe that it is necessary for the student to take medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the student by completing the appropriate [medication authorization form](#) available under the Health Services department on the district website. Medication authorization forms must be renewed each school year. Until the appropriate form is complete and on file with the school, school personnel or District Registered Nurses cannot administer or allow medication to be taken during school hours or during school-related activities. A parent/guardian is permitted to come to school to administer medication during school hours or school-related activities, if necessary.

Medication Administration Guidelines

- Medications must be delivered to the school by a parent or guardian in the original container with a current and complete pharmacy label, if prescribed. Medication will not be accepted in plastic bags or any other homemade container.
- Medications must be unexpired to be administered by school personnel. Expiration dates on medications will be checked by school personnel twice during the school year.
- Medications must come in exact doses to avoid any splitting of medication.
- School personnel will not undo capsules, put into food, crush or grind, tablets without authorization from the licensed health care provider and parent/guardian.
- Medication may be administered within a window of one (1) hour before or one (1) hour after the scheduled administration time. If the student is in need of medication outside of the scheduled window, a parent or guardian is permitted to come to school to administer the medication.
- School personnel will maintain a record for all instances of medication administration while at school or during school-related activities.
- Any errors made in the administration of medications will be reported to the parent/guardian immediately.

- Any unused medication shall be picked up by the parent or guardian at the end of the school year. If this is not done, school personnel will properly dispose of the medication.
- Medication will be stored in a locked cabinet in the front office of the school. Emergency medication will be kept in an easily accessible location.
- When it is necessary for a student to have medication administered while on a school-sponsored field trip or off-site activity, the school personnel designated to administer medication must carry the medication in the original container, and record the necessary information on the medication administration daily log upon return from the trip/activity.

Self-Possession & Self-Administration of Medications

The district recognizes that certain students may be able to self-carry and self-administer medications during school hours and activities. In order for student to self-carry and self-administer medication, the following criteria must be met:

- The medication authorization form, completed by the student’s health care provider and parent/guardian, must indicate that the student is capable of self-carrying and self-administering the medication.
- The medication must be in its original packaging, and properly labeled if it is a prescription medication.

A building administrator or District Registered Nurse may discontinue a student’s right to self-carry and self-administer medication if there is misuse by the student. The denial shall follow a consultation with a parent/guardian.

Health Related Plans

Section 504 of the Rehabilitation Act of 1973

All students with chronic health conditions are eligible under the Section 504 of the American Disabilities Act for a 504 plan. A 504 plan is a written plan created for students with disabilities who require support to be successful in the classroom. When a chronic health condition is reported to the district, the district nurse and the Student Services Department consult together (along with the parent/guardian) to determine if the student requires a 504 plan. For further information on a 504 plan, please contact the Student Services Department.

Individual Health Plans (IHP)

All students with chronic health conditions are eligible for an individual health plan (IHP) that is written by a district nurse. The IHP is a student-centered plan of care that incorporates the student’s health goals and related activities. The IHP is developed by the district nurse to support student academic success and address family needs, concerns, and preferences. The school nurse will review the healthcare provider’s medical plan for the student and meet with the student and/or parent/guardian regarding their healthcare needs. The district nurse will also coordinate with the school personnel regarding the student and their academic and health needs.

An IHP is then created by the district nurse for the student which details the student's medical needs and the student's level of ability to complete medical tasks and their knowledge regarding their chronic health condition. This IHP is reviewed regularly and updated as needed by the district nurse throughout the school year through student observation, parent/guardian discussions and school personnel discussions.

Chronic Health Conditions

Students with chronic health conditions are at risk for high absentee rates, low student engagement, dropping-out of school, exposure to bullying, disruptive behaviors, poor grades, and below-average performance on standardized achievement tests. It is important to establish comprehensive care coordination for students with chronic health conditions. (Forrest, Bevans, Riley, Crespo, & Louis, 2011; Bethell et al., 2012).

The district nurse and designated school personnel, who have been trained by the district nurse or a medical professional, will provide medical support to all students, including those with chronic medical conditions. The school nurse will collaborate with education staff to promote a safe and accommodating school environment for students with chronic medical conditions.

While the district recognizes a student's medical needs may be unique to each student, general expectations and considerations for various medical conditions are summarized below:

Allergies

An allergy occurs when the body's immune system sees a substance as harmful and overreacts to it. Types of allergens include medications, food, latex, insects, mold, pet and pollen. Mild symptoms of an allergic reaction include runny nose, watery eyes, sneezing, hives, or a rash. More serious symptoms can include trouble breathing or swelling in your mouth or throat, which is indicative of an anaphylactic reaction (www.aafa.org). See the Severe Allergic Reaction (Anaphylaxis) section for more details.

If your student has any type of allergy:

- Ensure an [Allergy Action Plan](#) has been completed by you and your student's health care provider. Please provide the completed plan to your student's school as soon as possible.
- If your student has a food allergy, please ensure an [Special Dietary Accommodation Form](#) has been completed by you and your student's health care provider. Please provide the completed form to your student's school as soon as possible.
- If your student will be self-carrying an epinephrine auto-injector to treat a severe allergy, please ensure you and your student's health care provider have completed the [Medication Authorization Form](#) and ensure self-possession is indicated on the form.

Asthma

According to the American Academy of Pediatrics, asthma is a chronic condition that causes airway passages in the lungs to become inflamed from various allergens. The lungs become

swollen and it becomes difficult for the individual to breathe. As the air moves through the narrowed airways, it makes a wheezing sound.

Symptoms can be mild or severe and are triggered by allergens such as pollen, dust, mold, animal dander, smoke, dust mites or sudden change in weather. Common symptoms of asthma include shortness of breath, chest tightness, coughing, or wheezing.

If your student has asthma:

- Ensure an [Asthma Action Plan](#) has been completed by you and your student's health care provider. Please provide the completed plan to your student's school as soon as possible.
- If your student will be self-carrying an inhaler to treat their asthma, please ensure you and your student's health care provider have completed the [Medication Authorization Form](#) and ensure self-possession is indicated on the form.
- Consider obtaining an additional inhaler to be kept at school all times. This is to limit the risk of misplacing the inhaler during transportation and limit the risk of not having an inhaler readily available when needed.
- Consider obtaining a spacer for your child's inhaler. A spacer allows for the student's inhaler to work better by delivering more of the medication into the lungs. For more information about spacers, please visit the American Lung Association's [webpage](#).

Concussion (Traumatic Brain Injury)

Concussion is defined by the Center for Disease Control (CDC) as a type of traumatic brain injury (TBI) caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move rapidly back and forth. This sudden movement can cause the brain to bounce around or twist in the skull, stretching and damaging the brain cells and creating chemical changes in the brain. Mild concussion symptoms include headache, nausea or vomiting, dizziness, fatigue, blurry or double vision, and difficulty concentrating or remembering. Severe concussion symptoms that require emergency medical attention include weakness or numbness, slurred speech, different size pupils, severe headache, or loss of consciousness.

If your student has experienced a concussion (traumatic brain injury):

- Notify your student's building principal as soon as possible.
- Provide written instructions from you and your student's health care provider with any accommodations needed for your student while they recover.
- If your student has more involved needs (such as incontinence management, tube feeding, etc.) due to previous traumatic brain injury, please reach out to the Student Services Department.

Diabetes

Diabetes is a medical condition with no cure that affects the way our bodies produce and use a hormone called insulin. Insulin converts food (sugar) into energy for normal bodily functioning.

There are two types of diabetes: Type 1 and Type 2. Type 1 is an autoimmune disorder where the body doesn't produce insulin due to the body's immune system attacking the pancreas that produces insulin. In Type 2 diabetes, the body produces insulin but it may not produce enough or use it properly to control blood sugar. Type 2 also has a genetic predisposition, but usually requires an "environment" to develop, such as being overweight and lack of physical activity.

If your student has diabetes:

- Ensure a [Diabetes Medical Management Plan](#) has been completed by you and your student's health care provider. Please provide the completed plan to your student's school as soon as possible.
- If your student will be self-managing their diabetes, please ensure you and your student's health care provider has indicated their ability to self-manage in writing on the diabetes medical management plan or other health note.
- If the parent/guardian is authorized to make insulin dosing changes per the Diabetes Medical Management Plan, the parent/guardian must provide a written note to the school before changes can be implemented. The written note must include the student's name, date of birth, the date the note was written, the date the changes will go into effect, the updated insulin dosing, and the parent/guardian's name and signature.
- The parent/guardian is responsible for providing rescue carbohydrates (juice, glucose tabs, etc.) and emergency medication (baqsimi, gvoke, etc.) to the school for school personnel to treat low blood sugar episodes.
- The parent/guardian is responsible for providing ketone testing strips to the school for school personnel to manage high blood sugar episodes.
- The parent/guardian is responsible for providing all blood sugar testing supplies including glucometers, lancet devices, lancets, testing strips, and batteries.
- The parent/guardian is responsible for providing all insulin administration supplies including insulin pens, vials, syringes, antiseptic wipes, etc.
- If your student has an insulin pump, school personnel are not permitted to change settings or troubleshoot any issues with the pump. The parent/guardian is permitted to come to school to make adjustments or troubleshoot insulin pump issues, if necessary.
- If your student has a continuous glucose monitor, school personnel are not permitted to change settings, calibrate or troubleshoot any issues on the glucose monitor. The parent/guardian is permitted to come to school to make adjustments or troubleshoot glucose monitor issues, if necessary.
- Consider obtaining additional supplies to manage your student's diabetes that can be kept at school only. This is to limit the risk of misplacing supplies during transportation and limit the risk of not having supplies readily available when needed.

Seizures (Epilepsy)

Seizures are sudden abnormal events or episodes that occur because of a problem with the way that brain cells communicate through electrical signals. There are several types of seizures that

can occur. Epilepsy is the general term for a variety of neurological conditions characterized by recurrent unprovoked seizures (<https://www.epilepsymichigan.org>).

If your student has seizures:

- Ensure a [Seizure Action Plan](#) has been completed by you and your student's health care provider. Please provide the completed plan to your student's school as soon as possible.
- The parent/guardian is responsible for providing emergency medication (nayzilam, valtoco) to the school to treat a prolonged seizure.
- Consider obtaining an additional dose of emergency medication to treat a prolonged seizure that can be kept at school only. This is to limit the risk of misplacing the medication during transportation and limit the risk of not having the medication readily available when needed.
- If you or your student's health care provider would like school personnel to video record potential seizure activity, please provide written consent for school personnel to record your student, detailing who the recordings may be distributed to.

Communicable Diseases

(Managing Communicable Diseases in Schools, Michigan Department of Education and Michigan Department of Health and Human Services, and Oakland County Health Division)

Schools can play a major role in helping to reduce or prevent the incidence of illness among children and adults in our communities. Encouraging good hand hygiene, following cleaning recommendations, and adhering to the most up-to-date mask requirements and recommendations contribute to a safe and healthy learning environment for children.

Communicable diseases within a school or community can spread in a number of different routes. The most common routes of spreading include:

- Fecal-oral: Contact with human stool; usually ingestion after contact with contaminated food or objects.
- Respiratory: Contact with respiratory particles or droplets from the nose, throat, and mouth.
- Direct skin-to-skin contact: Contact with infected skin.
- Indirect contact: Contact with contaminated objects or surfaces.
- Bloodborne: Contact with blood or body fluids.

The district has a comprehensive health education program, which includes the education of disease prevention and control. Per the Michigan Department of Education and the Michigan Department of Health and Human Services, encouraging good hand hygiene, following cleaning recommendations, and adhering to the most up to date mask requirements and recommendations contribute to a safe and healthy learning environment for children.

Students may be excluded from school if the student is suspected of having a communicable disease or if they have been diagnosed with a communicable disease. Students may also be excluded from school when there is a risk of spreading to the school community that can't be

controlled with appropriate environmental or individual management. The district follows all state and health department guidelines regarding exclusion to provide a safe educational environment for the students and staff.

The district works closely with the local health department when communicable disease outbreaks occur. Outbreaks will be communicated to parents and guardians with a letter via email from the school.

The local health department (Oakland County) requires certain communicable diseases to be reported to the health department.

Conjunctivitis (Pink Eye)

Conjunctivitis (pink eye) is an inflammation or infection of the membrane that lines your inner eyelids and the white parts of your eyes. Conjunctivitis can result from many causes, including viruses, bacteria, allergens, contact lens use, chemicals, fungi, and certain diseases. Symptoms of conjunctivitis include:

- Pink or red in the whites of the eyes
- Swelling of the conjunctiva (membrane lining the white part of the eye or inside of the eyelid) or eyelids
- Increased tears
- Itching, irritation or burning of the eyes
- Discharge coming from the eyes
- Crusting of the eyelids or lashes, especially in the morning

If you suspect your student has conjunctivitis (pink eye), consider keeping them home and seeking medical treatment from a healthcare provider, such as their pediatrician or urgent care. Teach your student good hand hygiene and refraining from touching their irritated eyes. Towels and washcloths should not be shared between family members and pillowcases should be washed frequently.

Per the Oakland County Health Division, students with suspected conjunctivitis (pink eye) will be excluded until one of the following occur:

- The student returns with a note signed by a healthcare provider clearing the student to return to school.
- The student no longer has symptoms of conjunctivitis (pink eye).

Respiratory Virus Guidelines (common cold, RSV, COVID-19, influenza)

A respiratory infection affects the parts of the body that are involved with breathing, such as the lungs and sinuses. A respiratory infection can spread from person to person. Many different viruses cause respiratory infections, but share the same symptoms. Respiratory virus symptoms include:

- a cough - with or without mucus

- sneezing
- a stuffy or runny nose
- a sore throat
- headaches
- breathlessness, tight chest or wheezing
- a fever
- muscle aches
- generally feeling unwell

Per the Oakland County Health Division’s [Respiratory Virus Guidelines](#), students with symptoms of a respiratory virus **and** a fever of 100.4 fahrenheit or higher will be excluded from school. Your student should remain home until they feel well enough to return and are fever-free for 24 hours without using medicine to treat the fever. Students **do not** need to be excluded until all of their respiratory virus symptoms completely resolve. For example, a student recovering from a respiratory virus may return even though they still are experiencing coughing and a runny nose, as long as they are fever-free for 24 hours without medicine and are feeling well enough to attend.

Bed Bugs

Bed bugs are small, brownish, flattened insects that feed on the blood of people while they sleep. Although the bite does not hurt at the time, it may develop into an itchy welt similar to a mosquito bite. Bed bugs do not transmit disease, but they can cause significant itchiness, anxiety, and sleeplessness. Bed bugs usually only come out at night and do not hide on a person. Instead, bed bugs will “hitchhike” from place to place in backpacks, clothing, books, etc. Eradication of bed bugs can be costly and difficult.

If it is determined that your student has bed bugs, the following procedures are recommended:

- Seek out home treatments with a pest management professional. The district is able to provide educational materials to you, if needed.
- Store your student’s freshly laundered clothing in a plastic bag daily and bring these clothes to school. Your student will be allowed a private changing area at school to change clothes prior to entering their classroom each day.
- Leave unnecessary personal items at home. Personal items brought from home, such as backpacks or books, will be stored separately so that any bed bugs will not spread within the classroom.

Pediculosis (Head Lice)

Head lice are small (about the size of a sesame seed), wingless parasitic insects that must live on a person to survive. They survive by piercing the skin to feed on blood and are almost exclusively associated with hair on the neck and scalp. Head lice cannot fly or jump. Head lice are transmitted through person to person direct contact or sharing of bedding or personal items (such as hairbrushes, combs, hats or scarves). Most transmissions occur from direct head to head

contact. As such, it is more common to get head lice from family members, overnight guests, or playmates than in a school setting. **Head lice do not spread disease.**

The district follows the [recommended protocol](#) from the Michigan Department of Health and Human Services and the Michigan Department of Education. The district head lice procedures are as follows:

- Any student with live lice (or nits within one quarter inch of the scalp) may remain in school until the end of the school day.
- The district will notify the parent or guardian immediately if a student is suspected of having a head lice infestation.
- The student will be readmitted to school after treatment and examination. If, upon examination, the school personnel find no live lice and the student does not have any nits within one quarter inch of the scalp, the child may reenter the school.
- Mass screenings (classroom or school-wide checks) will not be conducted.

If your student has a head lice infestation, immediate treatment is recommended before returning your student to school. For more information on how to manage and treat head lice, please see the Oakland County Health Division [webpage](#) or reach out to one of the District Nurses.

Hand, Foot and Mouth Disease

Hand, foot and mouth disease is a common viral illness that can spread easily and primarily affects school-aged children. Symptoms of hand, foot and mouth disease include:

- Fever
- Loss of appetite
- Sore throat
- Drooling
- Feeling of being unwell
- Painful sores in or around the mouth
- A rash or blisters on the palms of hands, soles of feet, elbows, knees, or buttocks, or genital area

Per the Oakland County Health Division, students will be excluded until no new sore appears and other symptoms, such as fever and sore throat, are gone. For more information on hand, foot and mouth disease, please see the Oakland County Health Division's [webpage](#) or reach out to one of the District Nurses.

Strep Throat

Strep throat is an infection in the throat and tonsils caused by a bacteria called group A Streptococcus or group A strep. Anyone can get strep throat, but it is most common in school-age children between 5 and 15 years old. Symptoms of strep throat include:

- Sore throat that may start very quickly
- Pain when swallowing
- Fever
- Red and swollen tonsils, sometimes with white patches or streaks of pus
- Tiny red spots on the back or roof of mouth
- Swollen lymph nodes on the neck
- Headache
- Nausea and vomiting
- Stomach pain

If you suspect your student may have strep throat, consider keeping them home until you seek treatment from a healthcare provider. It is important that strep throat is treated using antibiotics prescribed by a healthcare provider to prevent any long-term health issues.

Per the Oakland County Health Division, students with strep throat will be excluded until they have received at least 2 doses of antibiotics and it has been at least 12 hours since the first dose of antibiotics was administered. For more information on strep throat, please see the Oakland County Health Division's [webpage](#) or reach out to one of the District Nurses.



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

Board Member Expense Reimbursement Form

Submit to the Superintendent, who will include this request in the monthly list of bills presented to the School Board. Please print and attach any receipts for all expenditures.

Name: Deborah Laframboise Title/Office: Trustee

Travel Destination: New Orleans LA Purpose: National Convention

Departure Date: 4-4-24 Return Date: 4-22-24

Receipts attached

Approved expense advancement (voucher) attached, if applicable*

Date	Mileage (reimbursement at \$0.655/mile)		Comm. Travel Expenses	Lodging	Meals			Other		Daily Cost
	Miles	Cost			Brkfst (\$15 max)	Lunch (\$20 max)	Dinner (\$30 max)	Item	Cost	
			1009.65							1009.65
4/6	8					22.04	28.70			50.74
4/7	17					17.08	16.45			33.53
Subtotal										1093.92
Advances										
Total (a negative amount indicates refund due from Board Member)										

Deborah Laframboise
Submitting Board Member's Signature

4-24-24
Date

Superintendent Signature

Date

School Board Action: Approved Denied





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
Date: May 13, 2024
Subject: Recommendation for Approval of 2024 Tax Rate Request

Each year the Board of Education must approve the property tax millage to be levied on the community. We are recommending the following millage rates for the 2024 tax year, which will provide revenue for the 2024/2025 fiscal year:

- 18.0000 mills for General Fund operations
- 7.5000 mills for retirement of principal and interest in the Qualified Debt Service Fund
- 2.5000 mills for retirement of principal and interest in the Unqualified Debt Service Fund
- 2.6447 mills for Capital Projects Sinking Fund

The General Fund levy of 18.000 mills is part of the State Aid funding formula and will be levied on all non-primary residency property and 6.0000 mills on commercial personal property. This operating millage was approved by voters on August 7, 2018 to be levied through the 2037/2038 year. This millage provides the local portion of state aid equivalent to \$4.987 million in property taxes for 2024/2025 General Fund operations.

The Qualified Debt Service tax rate of 7.5 mills will be levied on all classes of property for the purpose of retiring the principal and interest obligations on the 2011, 2012, 2019, and 2020 refunding bonds. The millage in this fund is statutorily required by the Michigan Department of Treasury each year, as the School District participates in the School Loan Revolving Fund for qualified debt. This millage will generate \$4.276 million of property tax revenue for retirement of qualified debt in the 2024/2025 fiscal year.

The Unqualified Debt Service tax rate of 2.5 mills will be levied on all classes of property for retiring the principal and interest obligations on the 2022 refunding bonds. This millage will generate \$1.320 million of property tax revenue for retirement of unqualified debt in the 2024/2025 fiscal year.

The Capital Projects Sinking Fund tax rate of 2.6447 mills will be levied on all classes of property for





**HAZEL PARK
SCHOOLS**

major facility repairs or improvements. The Sinking Fund millage approved by voters in August 2018 to be levied through the 2028/2029 year. This millage will generate \$1.4 million for the Sinking Fund in 2024/2025 fiscal year.

We are recommending that 100% of the taxes be levied during the summer 2024 tax collection period in order to provide cash flows relief for General Fund operations, needed revenue for the Debt Service Funds to make timely debt payments, and needed revenue for facility improvements.

The millage rates will be a subject of the June 2024 Truth in Taxation and Budget Hearing, and will appear in the appropriation resolution to be adopted by the Board of Education for the 2024/2025 fiscal year. The attached Form L-4029, Tax Rate Request details the number of mills to be collected for the 2024 tax year.

Based on this information, we recommend that the Board of Education approves the 2024 Tax Rate Request, as presented.

Approved by the Board of Education on this 15th day of May, 2024.

Written by the Superintendent of Schools, Hazel Park Schools, on this 15th day of May, 2024.

The attached Form L-4029, Tax Rate Request details the number of mills to be collected for the 2024 tax year.

Approved by the Board of Education on this 15th day of May, 2024.

Written by the Superintendent of Schools, Hazel Park Schools, on this 15th day of May, 2024.

The attached Form L-4029, Tax Rate Request details the number of mills to be collected for the 2024 tax year.

Approved by the Board of Education on this 15th day of May, 2024.

Written by the Superintendent of Schools, Hazel Park Schools, on this 15th day of May, 2024.

2024 Tax Rate Request (This form must be completed and submitted on or before September 30, 2024)
 MLLAGE REQUEST REPORT TO COUNTY BOARD OF COMMISSIONERS

Carefully read the instructions on page 2.

This form is issued under authority of MCL Sections 211.24e, 211.34 and 211.34d. Filing is mandatory. Penalty applies.

County(ies) Where the Local Government Unit Levies Taxes: **2024 Taxable Value of ALL Properties in the Unit as of 5-28-2024**
Oakland County **529,834,480**

Local Government Unit Requesting Millage Levy: **277,046,690**
School District of the City of Hazel Park

This form must be completed for each unit of government for which a property tax is levied. Penalty for non-filing is provided under MCL Sec 211.119. The following tax rates have been authorized for levy on the 2024 tax roll.

(1) Source	(2) Purpose of Millage	(3) Date of Election	(4) Original Millage Authorized by Election Charter, etc.	(5)** 2023 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(6) 2024 Current Year "Headlee" Millage Reduction Fraction	(7) 2024 Millage Rate Permanently Reduced by MCL 211.34d "Headlee"	(8) Sec. 211.34 Truth in Assessing or Equalization Millage Rollback Fraction	(9) Maximum Allowable Millage Levy *	(10) Millage Requested to be Levied July 1	(11) Millage Requested to be Levied Dec. 1	(12) Expiration Date of Millage Authorized
Non Pre	Operations	08-07-20	22.0000	20.2520	0.9893	20.0353	1.0000	20.0353	18.0000	0.00000	06-30-38
Debt	Qualified	02-26-02	Unlimited	N/A	1.0000	N/A	1.0000	7.5000	7.5000	0.00000	12-31-31
Debt	Qualified	08-17-12	Unlimited	N/A	1.0000	N/A	1.0000	2.5000	2.5000	0.00000	06-30-32
Extra Voted	Sinking	08-17-18	3.0000	2.6911	0.9811	2.6447	1.0000	2.6447	2.6447	0.00000	06-30-29

Prepared by: **Jason Zirniss** Telephone Number: **(248) 658-5217** Title of Preparer: **Assistant Superintendent** Date: _____

CERTIFICATION: As the representatives for the local government unit named above, we certify that these requested tax levy rates have been reduced, if necessary to comply with the state constitution (Article 9, Section 31), and that the requested levy rates have also been reduced, if necessary, to comply with MCL Sections 211.24e, 211.34 and, for LOCAL school districts which levy a Supplemental (Hold Harmless) Millage, 380.1211(3).

Signature: Clerk **Monica Rattee** Date: _____
 Secretary
 Chairperson **Rick Nagy** Date: _____
 President

* Under Truth in Taxation, MCL Section 211.24e, the governing body may decide to levy a rate which will not exceed the maximum authorized rate allowed in column 9. The requirements of MCL 211.24e must be met prior to levying an operating levy which is larger than the base tax rate but not larger than the rate in column 9.

** **IMPORTANT:** See instructions on page 2 regarding where to find the millage rate used in column (5).

Local School District Use Only. Complete if requesting millage to be levied. See STC Bulletin 2 of 2024 for instructions on completing this section.

Total School District Operating and NH Oper ONLY	Rate
For Principal Residence, Qualified Ag., Qualified Forest and Industrial Personal	0.0
For Commercial Personal	6.0
For all Other	18.0

**Instructions For Completing
Form 614 (L-4029) 2024 Tax Rate Request,
Millage Request Report To County Board Of Commissioners**

These instructions are provided under MCL Sections 211.24e (truth in taxation), 211.34 (truth in county equalization and truth in assessing), 211.34d (Headlee), and 211.36 and 211.37 (apportionment).

Column 1: Source. Enter the source of each millage. For example, allocated millage, separate millage limitations voted, charter, approved extra-voted millage, public act number, etc. Do not include taxes levied on the Industrial Facilities Tax Roll.

Column 2: Purpose of millage. Examples are: operating, debt service, special assessments, school enhancement millage, sinking fund millage, etc. A local school district must separately list operating millages by whether they are levied against ALL PROPERTIES in the school district or against the NON-HOME group of properties. (See State Tax Commission Bulletin 2 of 2024 for more explanation.) A local school district may use the following abbreviations when completing Column 2: "Operating ALL" and "Operating NON-HOME". "Operating ALL" is short for "Operating millage to be levied on ALL PROPERTIES in the local school district" such as Supplemental (Hold Harmless) Millages and Building and Site Sinking Fund Millages. "Operating NON-HOME" is short for "Operating millage to be levied on ALL PROPERTIES EXCLUDING PRINCIPAL RESIDENCE, QUALIFIED AGRICULTURAL, QUALIFIED FOREST AND INDUSTRIAL PERSONAL PROPERTIES in the local school district" such as the 18 mills in a district which does not levy a Supplemental (Hold Harmless) Millage.

Column 3: Date of Election. Enter the month and year of the election for each millage authorized by direct voter approval.

Column 4: Millage Authorized. List the allocated rate, charter aggregate rate, extra-voted authorized before 1979, each separate rate authorized by voters after 1978, debt service rate, etc. (This rate is the rate before any reductions.)

Column 5: 2023 Millage Rate Permanently Reduced by MCL 211.34d ("Headlee") Rollback. Starting with taxes levied in 1994, the "Headlee" rollback permanently reduces the maximum rate or rates authorized by law or charter. The **2023** permanently reduced rate can be found in column 7 of the **2023** Form L-4029. For operating millage approved by the voters after April 30, 2023, enter the millage approved by the voters. For debt service or special assessments not subject to a millage reduction fraction, enter "NA" signifying "not applicable."

Column 6: Current Year Millage Reduction Fraction. List the millage reduction fraction certified by the county treasurer for the current year as calculated on Form 2166 (L-4034), *2024 Millage Reduction Fraction Calculations Worksheet*. The millage reduction fraction shall be rounded to four (4) decimal places. The current year millage reduction fraction shall not exceed 1.0000 for 2024 and future years. This prevents any increase or "roll up" of millage rates. Use

1.0000 for new millage approved by the voters after April 30, 2024. For debt service or special assessments not subject to a millage reduction fraction, enter 1.0000.

Column 7: 2024 Millage Rate Permanently Reduced by MCL 211.34d ("Headlee") Rollback. The number in column 7 is found by multiplying column 5 by column 6 on this 2024 Form L-4029. This rate must be rounded DOWN to 4 decimal places. (See STC Bulletin No. 11 of 1999, Supplemented by Letter of 6/7/2000.) For debt service or special assessments not subject to a millage reduction fraction, enter "NA" signifying "not applicable."

Column 8: Section 211.34 Millage Rollback Fraction (Truth in Assessing or Truth in Equalization). List the millage rollback fraction for 2024 for each millage which is an operating rate. Round this millage rollback fraction to 4 decimal places. Use 1.0000 for school districts, for special assessments and for bonded debt retirement levies. For counties, villages and authorities, enter the Truth in Equalization Rollback Fraction calculated on STC Form L-4034 as TOTAL TAXABLE VALUE BASED ON CEV FOR ALL CLASSES/TOTAL TAXABLE VALUE BASED ON SEV FOR ALL CLASSES. Use 1.0000 for an authority located in more than one county. For further information, see State Tax Commission Bulletin 2 of 2024. For townships and cities, enter the Truth in Assessing Rollback Fraction calculated on STC Form L-4034 as TOTAL TAXABLE VALUE BASED ON ASSESSED VALUE FOR ALL CLASSES/TOTAL TAXABLE VALUE BASED ON SEV FOR ALL CLASSES. The Section 211.34 Millage Rollback Fraction shall not exceed 1.0000.

Column 9: Maximum Allowable Millage Levy. Multiply column 7 (2024 Millage Rate Permanently Reduced by MCL 211.34d) by column 8 (Section 211.34 millage rollback fraction). Round the rate DOWN to 4 decimal places. (See STC Bulletin No. 11 of 1999, Supplemented by Letter of 6/7/2000.) For debt service or special assessments not subject to a millage reduction fraction, enter millage from Column 4.

Column 10/Column 11: Millage Requested to be Levied. Enter the tax rate approved by the unit of local government provided that the rate does not exceed the maximum allowable millage levy (column 9). A millage rate that exceeds the base tax rate (Truth in Taxation) cannot be requested unless the requirements of MCL 211.24e have been met. For further information, see State Tax Commission Bulletin 2 of 2024. A LOCAL School District which levies a Supplemental (Hold Harmless) Millage shall not levy a Supplemental Millage in excess of that allowed by MCL 380.1211(3). Please see the memo to assessors dated October 26, 2004, regarding the change in the collection date of certain county taxes.

Column 12: Expiration Date of Millage. Enter the month and year on which the millage will expire.



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

To: Amy Kruppe, Superintendent
From: Kristy Cales, Director of Human Resources
Subject: Frontline Professional Learning Management
Date: May 16, 2024

In an effort to further streamline the processes of the district, we are seeking the approval to move from KALPA Solutions to Frontline Professional Learning Management for the management of professional development for district employees.

Frontline PLM is a singular, all-encompassing solution for employee professional development and assessment promises benefits not only to the employees but also streamlines district operations. With a unified user management system and access to comprehensive data, the district stands to save valuable time and enhance data-driven decision-making processes, particularly in the realm of professional development.

Advantages:

- Ease of use for employees when submitting PD proof
- Time savings for Curriculum Department when coordinating PD Attendance
- Streamlined District Operations in several departments (HR, Technology, Curriculum)

Cost:

Frontline Professional Learning Management:

- Prorated fee: \$1,976.00
- Annual fee: \$12,883.00
- One time Implementation fee: \$7,395.00 / Historical Migration \$1,500.00

Kalpa Cost \$6,907 annually

Strategic Goal Alignment -

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

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

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





Funding Source: General Fund

Recommendation

That the Board of Education approve switching to Frontline PLM for professional development management for Hazel Park Schools employees.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent



Hazel Park City School District

05/03/2024

Prepared for:

Amy Kruppe

Hazel Park City School District

1620 E. Elza Avenue, Hazel Park, Michigan, 48030-2350



Amy Kruppe
Superintendent
Hazel Park City School District
Hazel Park, Michigan

Dear Amy Kruppe:

Thank you for requesting a proposal and pricing for Professional Growth Solution.

Frontline Education is the leading provider of school administration software, empowering strategic K-12 leaders with the right tools, data and insights to proactively manage human capital, business operations and special education.

Frontline has a proven 20-year track record of supporting districts with secure, reliable software built exclusively for K12 districts. More than 12,000 educational organizations, including over 80,000 schools and millions of educators, administrators and support personnel from all over the United States partner with Frontline.

This proposal contains descriptions of the applications within Professional Growth Solution and investment estimates including: annual subscription fees, one-time implementation fees, and administrator training with related terms and conditions.

We look forward to partnering with you to implement Professional Growth Solution in support of your district's strategic initiatives.

Sincerely,

Bridget Thomsen

bthomsen@frontlineed.com

REVIEW OF PROFESSIONAL GROWTH

Frontline Professional Growth enables districts to meet each educator's unique needs with individual PD plans and relevant, targeted learning opportunities, provide a space for educators to collaborate, learn together and build a culture of learning, as well as conduct transparent, growth-focused evaluations, and link results back to professional learning plans and goals.

Professional Learning Management enables districts to manage and track personalized professional development plans, as well as align learning to district or state goals and assess impact of PD.

Why Choose Frontline Education?

3 STATS TO CHOOSE FROM:

10,000+
CLIENTS SERVED

OR

8,000+
SCHOOL DISTRICTS
SERVED

OR

60% OF
U.S. PUBLIC SCHOOL
DISTRICTS SERVED



OUR COMMITMENT



Purpose-Built
for K12



Award-Winning
Client Services



Industry-Leading
Security



Commitment to
Integrated Systems



Original K12
Research & Insights



Free Resources for
Education Leaders

AWARDS

EDTECH BREAKTHROUGH AWARDS

Education Administration Solution Provider of the Year 2019

ED TECH DIGEST

Cool Tool Award
5Lab 2021

SUPES' CHOICE

HR/Finance Finalist
HRMS 2021

NEWSWEEK

Best Business Tools - HR: Time Tracking Software 2019

INVESTMENT SUMMARY

(Proposal pricing expires on 03/27/2024)

End User	Description	Start Date	End Date	Amount
Hazel Park City School District	Historical Transcript Migration	7/01/2024	6/30/2025	\$1,500.00
Hazel Park City School District	Frontline Implementation			\$7,392.00
			INITIAL TERM TOTAL	\$8,892.00

End User	Description	Start Date	End Date	Amount
Hazel Park City School District	Framework for Teaching 2022 Edition Annual Subscription	7/01/2024	6/30/2025	\$2,002.39
Hazel Park City School District	Professional Learning Management, unlimited usage for internal employees	7/01/2024	6/30/2025	\$12,883.00
			RECURRING TOTAL	\$14,885.39



Frontline Education

Implementation Services



Contents

Introduction.....	3
Project Governance.....	3
Project Planning	3
Governance Objectives	4
Project Governance Methodology.....	4
Risk & Issue Management	4
Project Team – Roles & Responsibilities	4
Frontline - Executive Sponsor	4
Frontline - Project Manager	4
Frontline - Implementation Consultants.....	5
Frontline – Strategic Consultants.....	5
Client - Executive Sponsor	5
Client - Project Manager	5
Client - Implementation Process Owners.....	6
Client - Functional and Subject Matter Experts	6
Client - System Administrator(s)	6
Client - IT Department.....	7
Scope of Work	7
Overall System Configuration	7
Project Timelines.....	9
Project Scope Changes - Change Orders.....	10
Steps to the Change Order Process: Project Scope Change Request Form	10
Assumptions	10
Completion Criteria.....	11



Introduction

Frontline Education offers a complete customer experience, with professional resources to collaborate with your project team during the implementation. Frontline uses a three-part method to provide a lasting solution that helps Clients achieve their strategic objectives.



Implementation: Frontline will collaborate with the Client leadership and project personnel to grasp the strategic objectives of the project. Client will apply Frontline proven methods for carrying out the solution whenever feasible.

Learning & Capability Building: Frontline provides a mixed learning approach for clients. By combining independent learning and interactive working sessions, Frontline has an effective way of making sure the successful enablement of Clients.

Change Enablement: With all changes, it is necessary to manage that change effectively within your organization. Frontline offers a Change Management plan for their Clients to successfully communicate, manage, and monitor the adoption of the Frontline system.

Project Governance

Project Planning

Frontline understands that effective project planning lays the foundation for a successful implementation and is vital to reducing risk. We develop detailed project plans for every implementation that establish objectives and outcomes with a clear schedule of deliverables for both Frontline and client stakeholders for each stage of the project.



Upon initiation of the project, Frontline will work with the Client project leaders and other key stakeholders to identify and document all key project components and project team members. As detailed below, various stakeholder and work groups will be established and will work collaboratively to refine and finalize project plans for each program component including all timelines and milestones.

Governance Objectives

A strong governance structure overlays roles and responsibilities to the project management plan, providing complete transparency regarding who will do what and when. Frontline has embedded procedures within our implementation methodology, so that defined controls alert the key stakeholders if problems arise or if scheduled targets are missed. Having this risk management capability, at the highest levels of the project, provides assurance that there is a system of checks and balances, and that the teams are meeting expectations.

Project Governance Methodology

Our team will provide ongoing monitor and control activities and deliverables for the duration of the project to keep the project on track. These activities provide a view into the health and progress of the project so that management can take effective, efficient, and timely actions when the project's performance deviates from the plan or when a proactive measure to manage risks is required.

Risk & Issue Management

The Risk and Issue Management Plan processes help to identify risks to the project, how those risks may be responded to and how mitigation plans can be outlined and controlled. Examples of risk include loss of a critical resource, technology changes, dependence on a third party, project sponsorship or management changes.

Project Team – Roles & Responsibilities

A strong Project Team will be integral to the successful management of this project. The team structure will align appropriate levels of Frontline managers and consultants to your management team and staff in a manner proven effective in other large-scale implementation projects.

Frontline's recommended team structure - outlined below - identifies the type of personnel that are commonly involved with the project. It should be anticipated that other personnel will be involved based on the client organizational structure and on an ad-hoc basis to provide specific insights, knowledge or support as the project moves through its different phases.

Frontline - Executive Sponsor

The Client will be assigned an Executive Sponsor – from the Frontline executive leadership team – to liaise with your senior leadership, act as project champion, and drive overall success of the program.

The Executive Sponsor will provide focus and oversight to the project while building the executive relationship between Client and Frontline and will participate in Executive Steering Committee meetings to review project progress, and significant risks and issues as needed.

Frontline - Project Manager

An implementation project management resource will be assigned to coordinate all planning, communication, scheduling, risks, project reporting and ensure project success.

- o Acting as the day-to-day point of contact for the Client project team to ensure on-time delivery of the Frontline project deliverables
- o Managing the implementation project plan and project dashboard for ongoing project status reporting, and conducting recurring Project Status Meetings
- o Partnering with Client project team to track risks, issues, action items, and key project decisions



- Managing and tracking project scope change requests
- Partnering with the Client project team to develop on the training schedule and change management plan

Frontline - Implementation Consultants

Implementation consultants will provide subject matter expertise and will serve as the primary point of contact for all functional and system configuration work, lead consulting and training activities, as well as become the primary means of support during the initial go-live period.

Implementation Consultants responsibilities include:

- Partnering with Client in conducting Discovery and Requirements Gathering sessions
- Conducting configuration, consulting, training, and work sessions as defined by the project plan
- Review data templates with the client and explain expected data.
- Partner with the client and provide consistent and timely validation of the data provided to ensure it meets the minimum requirements for import.
- Provide data errors in an organized format, indicating which data points are non-compliant and require additional review/correction.
- Online training and consultation will be provided to show the client how to maintain data on an ongoing basis after the initial import.
- Partnering with the Client project team to perform unit testing and UAT as defined by the project plan
- Providing support following go-live and transition to Frontline Support through the Support Handoff meeting

Frontline – Strategic Consultants

Strategic Consultants engage in multi-solution implementations. The Strategic Consultant will work with the Client to determine strategic goals for the Frontline solution, review current processes for redundancy and waste, and make strategic process driven recommendations to achieve overall district objectives.

Client - Executive Sponsor

The Executive Sponsor provides focus and oversight to the project while building the executive relationship between Client and Frontline, ideally Superintendent, Assistant Superintendent of HR, CFO, etc.

The Executive Sponsor will work with all relevant parties to expedite and resolve issues that require the highest executive level involvement, such as contract amendments and scope adjustments. The Executive Sponsor will serve as project champions to promote the visibility and credibility of the Program.

- Provides leadership and promotes project goals within organization ensuring necessary resources are available
- Participates in Executive Sponsor meetings with Frontline Executive Sponsor/Steering Committee to review project progress, and significant risks and issues as needed
- Serves as a point of escalation beyond the Client Project Manager, if needed.
- Promotes Organizational Change Management in support of project success

Client - Project Manager

The Client Project Manager will oversee the implementation and execution of all project-related activities, while ensuring the successful completion of each phase and related activities to reach the project milestones successfully.

Additional responsibilities include:

- Acts as the primary project contact responsible for client-side communications, scheduling, deliverable tracking and advancing the project according to plan
- Works collaboratively with Frontline Project Manager to ensure that the project remains on track and risks are identified and mitigated early
- Ensures timely completion of Client project tasks and action items as identified by Project Plan



- Partners with Frontline Project Manager and project teams to track risks, issues, action items, and key project decisions., and works collaboratively with the Frontline Program Director to mitigate risks and resolve issues
- Partners with Frontline Project Manager on Project Change Management Plan, cascading project communications to the Executive Sponsor, Client project team and project stakeholders
- Partners with Frontline Project Manager on training schedule, identifying attendees, availability, and attendance for training sessions

Client - Implementation Process Owners

Working closely with the Frontline Implementation Consultants, the business process experts will be responsible for the following:

- Define organizational policies and answering policy-based questions and or clarifications
- Understands business requirements and can provide guidance about the future direction of the business area
- Responsible for identifying business impacts and deciding on configuration options in a timely manner
- Provides and coordinates functional support after the project go-live

Client - Functional and Subject Matter Experts

Working closely with the Frontline Implementation Consultants the subject matter experts will be responsible for the following:

- Provide specialist business process knowledge
- Responsible for configuration decisions and execution of test scenarios
- Ensure configuration and supports business impacts review
- Responsible for data validation

Client - System Administrator(s)

Working closely with the Frontline Implementation Consultants the system administrators will be responsible for the following:

- Responsible for day-to-day operations, upkeep of system, and user management.
- Create/edit/delete new records, packets, and forms
- Sending/tracking/completing forms
- It is necessary to include functional area system owners (e.g., recruiting, hiring and onboarding, compensation, time and attendance, etc.) who can define current policies, processes, and business needs
- Timely completion of project tasks and action items in support of the project plan and schedule
- Partners with IT Department and Frontline Consultant to verify data imports and data exchange
 - Provide named resource(s) responsible for data extraction.
 - Data must be provided using Frontline's standard templates.
 - The client will extract the data in the format requested, or work with their current vendor to extract the data.
 - If the client cannot generate the data based on the specification, there is no guarantee that Frontline Education staff will be able to import it.
 - It is the responsibility of the client to have reviewed the content of the data before sending to Frontline.
 - The district will work with Frontline Education to map any data that does not match a dropdown/look-up value in Frontline.
 - Any data transformation will be the responsibility of the client. This includes merging data sets, reformatting data, breaking apart or combining fields or removal of duplicate records.
 - Once the data has been imported, the client will review the data as it exists in the system for accuracy. If any discrepancies are found between what was sent and what was imported, Frontline will research and provide resolution or feedback. Once the data imported is deemed accurate, the client will provide sign-off.



Client - IT Department

Working closely with the Frontline Team the Client technical team will system administrators will be responsible for the following:

- o Maintain user access, security, and workflow
- o Ensure Frontline Education domains/IP addresses have been incorporated into any firewalls and/or spam filters
- o Responsible for updating whitelist from Frontline
- o Provide technical support in instances where local network/technology configurations impact usage of our solutions
- o Engage with 3rd party vendor and manage the relationship for data transfers
- o Work with the 3rd party vendor directly to provide Frontline with clearly defined specifications for data files
- o Act as “subject matter expert” for all data content questions from Frontline representatives.
- o Coordinate testing of files with the 3rd party vendor.
- o Provide any SFTP credential information back to the vendor or facilitate the transfer of the data directly to the vendor.
- o Subject Matter Expert for the implementation – including requirements, testing and go-live Support (as needed)

Scope of Work

Overall System Configuration

System configuration is accomplished through a blended approach of pre-configuration, Frontline Education configuration services, and Client configuration activities.

The system is collaboratively designed and built out over the course of multiple configuration calls and follow up actions. Natural spaces are planned in the project cadence for review and acceptance of configuration for individual data elements and pieces of functionality. Reference materials with step-by-step walk throughs are provided to help validate system is functioning to accomplish desired goals. Final User Acceptance Testing materials are provided to help both the Frontline and Client project teams walk through and ensure integrity of system configuration as planned.

Frontline Solution	Configuration Scope	Client to Provide
Frontline Recruiting & Hiring	<p>District Employer Info Page: Frontline will complete the pre-configured page</p> <p>Location List: Frontline will adjust best practices as needed</p> <p>User List: Frontline will configure (1) User List</p> <p>Groups: Frontline will configure up to (2) Groups</p> <p>Email Templates (Auto Replies): Frontline will provide (4) pre-configured and up to (3) custom</p> <p>Job Postings: Frontline will provide up to (3) Job Postings</p> <p>Campaign: Frontline will provide (1) Campaign</p> <p>Filters: Frontline will provide (28) pre-configured and up to (2) custom Filters</p> <p>Admin Views: Frontline will provide (5) pre-configured and up to (3) custom</p> <p>Application Pages: Frontline will provide (21) pre-configured and up to (2) custom</p> <p>Position Categories & Types: Populates from HRMS, Frontline will adjust as needed</p> <p>Position Lists: Frontline will provide (355) pre-configured separate position areas that fall in (38) categories under (3) areas, adjusted as needed</p> <p>Pipelines: Frontline will provide (1) pre-configured with (6) stages, up to (1) custom</p> <p>Forms: Frontline will provide (12) pre-configured, up to (2) additional with workflows</p> <p>Public Forms Library: Frontline will provide (338) pre-configured</p>	<p><input type="checkbox"/> Applicant and New Hire Forms and Packets</p> <p><input type="checkbox"/> Job Postings</p> <p><input type="checkbox"/> Client Specific Application Pages</p> <p><input type="checkbox"/> Establish and Implement End User Training Plan</p>



	<p><u>Forms Packet</u>: Frontline will configure up to (1)</p> <p><u>Job Description Templates</u>: Frontline will provide (73) pre-configured and up to (2) additional configured</p> <p><u>Applicant Certificate Types</u>: Frontline will provide (134) pre-configured</p> <p><u>User Groups & Permissions</u>: Frontline will configure up to (1) User Group & Permissions</p> <p><u>Cross Advertising</u>: Frontline will (6) pre-configured</p> <p><u>EEO Reporting</u>: Frontline has built in reporting functionality to aggregate applicant data anonymously based on position types and date range. Ad-hoc Reporting on applicant, job posting, or forms data to export into an Excel File</p> <p><u>Reports</u>: All tables in Frontline are exportable (Excel or CSV).</p> <p><u>Data Imports</u>: Frontline will complete (1) Initial data import for each conversion file listed below. After each data import, data must be maintained/updated/added manually in Frontline until the system is live (dual maintenance).</p> <ul style="list-style-type: none"> ○ Applicant position list: categories and types ○ Job Posting location / department list ○ Applicant certificate types ○ User list <p>Data excluded:</p> <ul style="list-style-type: none"> ○ Historic data conversion, including inactive employees and past position assignments ○ Loading of digital documents and files to employee records <p><u>Data Transfers</u>: Data Transfer abilities exist within Frontline Education solutions and/or with our Featured Partners that are configured and setup as either a flat file transfer or an export/import into an applicable vendor system. Client can create a report and Frontline will assist with enabling (1) data transfer. Specific examples of configurable Data Transfer types include:</p> <ul style="list-style-type: none"> ○ Standard Data Transfer with Frontline Education Solutions' Absence and Substitute Management and Frontline Central. 	
--	--	--

Frontline Solution	Configuration Scope	Client to Provide
Frontline Recruiting & Hiring – Proactive Recruiting	<p><u>District Employer Info Page</u>: Registration information is pre-configured and Frontline will guide the Client to review and update the District Employer Page</p> <p><u>User List</u>: Up to (5) users will be added by Frontline. Client can add additional users as needed</p> <p><u>Groups</u>: (2) custom groups will be built by Frontline</p> <p><u>Email Templates (Auto Replies)</u>: (4) pre-configured and Frontline will provide guidance for adding (3) additional templates</p> <p><u>Job Postings</u>: Postings occur from enabled Recruiting & Hiring integration</p> <p><u>Campaign</u>: (1) custom email campaign will be built with the District Users during implementation. Guidance on email campaign functionality will be reviewed by Frontline with the Client.</p> <p><u>Filters</u>: (28) pre-configured filters and (1) custom filter will be built by Frontline</p> <p><u>Admin Views</u>: (5) pre-configured and (3) custom Admin Views will be built by Frontline</p>	

Frontline Solution	Configuration Scope	Client to Provide
Frontline Professional Growth – Professional Learning Management	<p><u>User Provisioning</u>: Frontline will provide a template to be completed by the client and returned for uploading. Data points include:</p> <ul style="list-style-type: none"> ○ Standard User List ○ Name ○ Unique Employee ID ○ Email Address 	<input type="checkbox"/> Completed template returned to Frontline for a one-time import. <input type="checkbox"/> Professional Development Forms must be provided at



	<ul style="list-style-type: none"> ○ Username ○ Evaluation Type ○ District Administrator ○ Evaluation Cycle Start and End Date ○ Building ○ Department ○ Grade <p><u>Professional Development Forms</u>: Frontline will configure the following based on package purchased:</p> <ul style="list-style-type: none"> ○ Tier 1: Up to (5) forms ○ Tier 2: Up to (10) forms ○ Tier 3: Up to (15) forms <p>Note: Frontline provides access to a Forms Library to download.</p> <p><u>Form Routing/Approval</u>: Frontline will configure business rules for initially available forms. Implementation Consultant will train client on adding/amending form rules.</p> <p><u>Catalogs</u>: Frontline will configure up to (5) catalogs</p> <p><u>Evaluation/Feedback Forms</u>: Frontline will configure all initially provided forms</p> <p><u>Permissions</u>: Frontline will train client on how to assign permissions.</p> <p><u>Reporting</u>: All tables in Frontline are exportable (Excel or CSV). (30) standard reports included. Client may create additional ad hoc reporting with “Report Writer” utility.</p> <p><u>Data Transfers</u>: Data Transfer abilities exist within Frontline Education solutions that are configured and setup as either a flat file transfer or an export/import into an applicable vendor system. Client can create a report and Frontline will assist with enabling (1) data transfer. Specific examples of configurable Data Transfer types include:</p> <ul style="list-style-type: none"> ○ Employee Data ○ Resource Library made available within Professional Learning Management ○ Web-Reg: integration with regional providers utilizing Frontline Education’s Web-Reg solution ○ “Learning Loop”: Professional Learning Management can integrate with Evaluation to recommend relevant PD ○ Frontline Absence Management 	<p>the beginning of the implementation.</p> <p><input type="checkbox"/> Evaluation / Feedback Forms must be provided at the beginning of the implementation.</p>
--	---	--

Project Timelines

Based on Frontline experience with Implementing the solution, below is a high-level estimated project timeline and order of implementation. After the Kickoff call, the Frontline project team will work with the Client to finalize an agreed upon timeline and order of importance based on Client goals.

Client should be thinking about various scenarios that may impact the timeline and be prepared to share with the Frontline project team during Kickoff. Examples are:

- School vacation weeks – Client project staff unavailable to work on the project
- Planned leave of absences for Client project staff
- Availability of Client project staff during contract renewal season, back-to-school staffing season, etc...
- The availability of resources to work on each solution - is it possible to run them at the same time since there are different project leads for each implementation, or are there project leads who would handle more than one of the implementations

Frontline will kickoff the overall project within seven (7) business days of contract signature.

Phase	Projected Start Date	Projected End Date
Kickoff	Contract + 7	Contract +7
Strategic Goal Setting / Requirements Gathering	Kickoff +14	+3



Frontline Central Kickoff – Go Live	After completion of Goal Setting	8-10 weeks Discovery to Go-live
HRMS Kickoff – Go Live	After FC Go-live	6 months Discovery to Go-Live
Absence Management Kickoff – Go Live	After HRMS Go-live	6-8 weeks Discovery to Go-live
Time & Attendance Kickoff – Go Live	After Absence Go-live	10-14 weeks Discovery to Go-live
Recruiting & Hiring Kickoff – Go Live	After Time & Attendance Go-live	8-10 weeks Discovery to Go-live
Professional Growth Kickoff – Go Live	After T&A Go-live	6-8 weeks Discovery to Go-live
HCA Kickoff – Go Live	After solutions Go-live	1 week from Kickoff to Go-live
3 rd Party Data Transfers	Handled within each solution	Complete within 120 days of Kickoff

Project Scope Changes - Change Orders

Frontline shall perform the services specified in this SOW. Any other services or changes identified by the parties will require a duly executed Change Order. If the parties mutually agree to change this SOW, then, Frontline will create a Change Order documenting the change in Statement of Work, additional (or exchanged) services to be delivered and resources required, any changes to the project plan and/or deliverable dates (if applicable), and additional estimated fees (if applicable).

Both parties must properly execute the Change Order before any resources will be assigned or any additional/changed services will be performed.

Change Orders may be executed based on substantial and material changes including, but not limited to, any of the following areas:

- Request to delay the Planned Go Live, 30 days or more from the original date
- Changes to the requirements once configuration has begun
- Additional requirements identified after signoff on Discovery
- Changes to decisions made by the Client that require rework or otherwise affect deliverables
- Changes to client team leading to the need for a pause in implementation, additional training, rework and/or changes to requirements

Steps to the Change Order Process: Project Scope Change Request Form

- Identify the change of scope
- Document the change
- Analysis of the change
- Submission to Frontline and Client Executive Sponsors
- Executive Sponsor review
- Executive Sponsor approval / denial

Assumptions

- Frontline Education and Client will provide consistent, named resources to fill project roles throughout project timeline.
- Frontline Education have planned timelines based on presumed effort and availability of client resources. Time and effort will vary depending on actual availability and effort required to collect data and complete data entry and validation.
- Frontline Education and Client will use a collaborative approach to ensure implementation success.
- Client will provide subject matter experts familiar with organizational policies and procedures throughout the project.
- Some dual entry will be required during the transition from Legacy system to Frontline system. The amount will depend on decisions made regarding the transition.
- Data will only be loaded once, and delta files will not be used to update existing data
- Client project team will complete online courses, attend instructor-led training, participate in project status calls, and complete project tasks as planned.



Completion Criteria

- Frontline will make deliverables available to the Client for review and acceptance in accordance with the Implementation Plan timeline.
- Client will provide an adequate number of resources to review Deliverables to confirm conformity in all material respects based on mutually agreed upon requirements and specifications
- Client will provide written notice of acceptance or rejection within ten (10) business days of delivery.
- Deliverables which are not rejected by the Client within the above time frame shall be deemed accepted.
- During final sign-off, Client will approve of the work completed and Frontline will make the Production Environment live.





Professional Learning Management Historical Record Import

Standard Project Services

Introduction

Frontline Education provides a comprehensive project methodology and expert resources to partner with the district project team throughout the project. This data import will populate historical data records detailing hours or credits on professional development courses previously taken.

Scope/Deliverables

Prerequisites

An effective delivery of the PLM Historical Record Import project assumes the following prerequisites are understood and addressed by both the Client and Frontline during the Project Kick Off.

- Up to five consecutive years of historical data is uploaded.
- Data encompasses individual historical professional development completed records.
- In accordance with Frontline's data security policies, import data is only accepted via Frontline's secure file transfer protocol.
- The data import must follow the required data fields from Frontline's PLM Historical Import Template.
- The data import scope is applicable to active PLM users. For historical record import matching purposes, it is the responsibility of the client to ensure all users are available within PLM.
 - Note: See Additional Optional Services section for more information.

Data Imports and Reporting

During the project, Frontline will assist with the import of the following data formatted in Frontline's standard templates, where applicable. Frontline's Learning Center and consultation will be provided to show how to access and validate this data on an ongoing basis after the initial import.

Data Imports – Professional Learning Management Historical Record Import

- Standard Import Data Requirements:
 - Start and End Date
 - First and Last Name
 - Employee ID
 - Hours Attended
 - Credits
 - Activity Title
 - Activity Description
 - Provider Name
 - Conference Location
 - Comments

Reporting – Professional Learning Management Historical Record Import

- One standard report via the Report Writer tool referencing PLM Historical Data Import. Additional reporting options are available via Frontline's Learning Center.

Additional Optional Services

The following items are outside the standard scope of services and can be accommodated through a change request and additional services and fees.

- Configuration and Custom Reporting services beyond those identified within this Statement of Work or Featured Partners Page
- Services beyond the implementation timeframe and project close out
- One Time Bulk PLM User Import



Schedule

On average, a typical Professional Learning Management Historical Record Import project runs 4-6 weeks based on *expedited return of data from district*.

Below is an average project activity duration timeline for the Professional Learning Management Historical Record Import project.

Activity	Average Duration
Project Kick Off	1 hour
PLM User Prerequisites	1 week
PLM Data File Completion and Submission	2 weeks
PLM Data File Upload	2 weeks
PLM Data Upload Validation	1 Week
Admin Supporting Resources	1 hour
Project Signoff	1 hour

*Every client is unique and timelines can vary depending on client size, resource availability, and complexity of project. Your Frontline Education will work with your team to plan an implementation based on your specifics.

Client Project Team: Roles & Responsibilities

System Administrators

- System Administrator: e.g. HR Director, Substitute Coordinator, Payroll Clerk, etc.
- The “main” contact(s): responsible for day-to-day operations, upkeep of system, and user management. This includes (but is not limited to):
 - Work with IT Department to extract required data and format to standard file specifications
 - Verify extracted data to verify completeness and data accuracy prior to submitting to Frontline for import
 - Verify historical data within Professional Learning Management to verify completeness and data accuracy following import

IT Department

- Will work with Frontline Education Support teams to:
 - Assist System Administrator in extracting data for historical import and formatting to standard file specifications.
 - Assist by making sure all necessary equipment is available for System Administrators to successfully utilize Frontline’s web-based tools

Frontline Education Project Team: Roles & Responsibilities

Implementation Consultant

- Responsible for consultation meetings and implementation project milestone completion.

Technical Consultant/Client Support

- Responsible for importing data and assisting client team with troubleshooting and resolution triage on imported data.



General Assumptions

- Frontline Education and Client will provide consistent, named resources to fill project roles throughout project timeline.
- Frontline Education and Client will use a collaborative approach to ensure implementation success.
- Client will provide subject matter experts familiar with organizational policies and procedures throughout the project.
- Frontline Education assumes that all data to be imported will be validated as necessary by Client prior to and after data import.

Implementation Policies

- Change Management Process: Should the Client identify additional services as part of this project, Frontline Education will issue a change order identifying impact to project scope, cost, and timeline for Client review and approval.
- Services requested after the Project Close Out will require additional charges and a new services proposal.
- Startup Costs are priced with the assumption that implementation will be completed within 120 days after signing



Frontline Education's Professional Growth



Professional Growth solutions to support the growth of all employees.



254



**HAZEL PARK
SCHOOLS**

Today's Learners, Tomorrow's Leaders

Enhance efficiency and save personnel time by implementing a single Human Capital Management (HCM) solution for the entire district.

Improve employees' user experience and options for personal growth by:

- Providing visibility and access to all employees of their current, past, and future learning
- Easily accessing past



A singular, all-encompassing solution for employee professional development and assessment promises benefits not only to the employees but also streamlines district operations. With a unified user management system and access to comprehensive data, districts stand to save valuable time and enhance data-driven decision-making processes, particularly in the realm of professional development.

The screenshot displays the 'Professional Growth' dashboard for 'Frontline County Schools'. The user is identified as 'D Ausubel'. The main content area is titled 'My Growth Journey' and is divided into three stages: 'Where I've Been' (Completed activities, resources, & evaluations), 'Where I Am Now' (Current activities, resources, & evaluations), and 'Where I'm Going' (Upcoming activities & goals). Below these stages, there is a section for 'In Progress' activities, showing four items with progress bars and 'Dismiss'/'Open' buttons. The 'Attention Required' section lists several observation forms and goal setting forms, each with a status indicator and a 'View' button. The right sidebar contains sections for 'How I Get There' (Recommended activities, shared resources, new opportunities), 'Shared With Me' (Most Recent, Types of Assessment, Summative Assessment: The Basics), 'New Learning Opportunities' (Most Recently Added, Bloodborne Pathogens, Autism Awareness, 2024 Compliance - Certified, Leadership for educators Part 1, Food Service - Onboarding Courses for all New Employees, Grade 3 Science PBL Projects, Out-of-District Workshop - Multiple Participants), and 'Product News' (March 7, 2024: Managing Roles for PLM; March 5, 2024: Getting Started for PLM Index, Understanding PLM Permissions).

Employees can conveniently access all their present, past, and upcoming learning activities and evaluations via a unified, comprehensive dashboard.

The screenshot shows a professional growth dashboard for a user named Susan Walters. The dashboard is organized into several key sections:

- Where I've Been:** Completed activities, resources, & evaluations.
- Where I Am Now:** Current activities, resources, & evaluations.
- Where I'm Going:** Upcoming activities & goals.
- How I Get There:** Recommended activities, shared resources, new opportunities.
- In Progress:** A list of active learning modules with progress bars and 'Dismiss'/'Open' buttons.

Activity	Progress	Dismiss	Open
OPL: CANVAS - Student Emotional Learning (SEL)	0 / 1 Modules	Dismiss	Open
OPL: Compliance Training - All Employees (2023-2024)	0 / 11 Modules	Dismiss	Open
OPL: Microsoft Outlook - Basics	0 / 1 Modules	Dismiss	Open
OPL: Google Classroom Training	0 / 1 Modules	Dismiss	Open
OPL: New Teacher Induction - Promoting Positive Student Engagement (Spring)	2 / 7 Modules	Dismiss	Open
- Attention Required:** A list of tasks that need attention, such as 'New Teacher Survey' and various observation forms (Post-Observation Conference and Reflection Form, Pre-Observation Planning Form).
- My Requests:** A list of professional development requests, including 'Autism Awareness', 'Bloodborne Pathogens', 'New Teacher Induction', and 'Compliance Training - All Employees'.
- My Employee Evaluation:** A section for performance reviews, showing 'Complete' status for 'Observation - Pre-Observation Planning Form' and 'Goal Setting - Goal Setting Form'.
- Shared With Me:** A section for recommended activities and shared resources.
- New Learning Opportunities:** A section for new learning opportunities, including '2024 Compliance - CertiFact', 'Leadership for Educators Part 1', and 'Food Service - Onboarding Courses for all New Employees'.
- Product News:** A section for product news, including 'Managing Roles for PLM', 'Getting Started for PLM Index', and 'Assign Roles Import Guide'.



Goal Setting and Professional Development History

Goals: (07/01/2023 - 06/30/2024)

Please identify your SMART Professional Development Goal.

[Goal Setting Form \(Goal Setting\) - 2/1/2024 Walters, Susan](#)

SMART Goal

Goal Action Items: (07/01/2023 - 06/30/2024)

Please describe the actions you will take to achieve your SMART goal.

[Goal Setting Form \(Goal Setting\) - 2/1/2024 Walters, Susan](#)

ACTIONS

Goal Attainment Summary: (07/01/2023 - 06/30/2024)

NONE

Professional Development History (07/01/2023 - 06/30/2024)

Activity	Form	Hours	Credits	Completed
Maximizing Learning for All Students	PD Request w/Absen...	8	8	02/02/2024
Out-of-District Workshop - Multiple Particip...	PD Request w/Absen...	1	1	10/24/2023
Social Emotional Learning for District New ...	Catalog w/o Absence(s)	3	2	01/17/2024

Professional Practice

Domain 1 Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
FFT 2013 - Component 1a	0 of 2	3	4	1	3	N/A
FFT 2013 - Component 1b	0 of 2	1	4	1	1	N/A
FFT 2013 - Component 1c	0 of 2	3	4	1	3	N/A
FFT 2013 - Component 1d	0 of 2	2	4	1	2	N/A
FFT 2013 - Component 1e	0 of 2	0	0	0	0	N/A
FFT 2013 - Component 1f	0 of 2	0	0	0	0	N/A
TOTAL:		9	16	4	2.25	

Domain 1 Avg. Score

Employees and administrators can effortlessly review and discuss learning experiences and their significance to the evaluation process by integrating a professional development history report into evaluation forms, providing visibility and immediate access.

258





Thank You



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

To: Amy Kruppe, Superintendent
From: Stephanie Dulmage, Assistant Superintendent of Teaching and Learning
Subject: ARC Core Leadership Learning and Building-Based Professional Learning
Date: 5/20/2024

Purpose

To ensure systemic implementation of the ARC core resource and the continued growth of our staff, we are committed to comprehensive professional learning. The proposal brought to the April Board of Education meeting did not cover the costs for all our administrators and coaches to attend the Leadership Learning Series and the onsite coaching for Edison and Advantage teachers. Approval of this request will allow us to provide equitable training opportunities for all schools and administrators and maintain a systemic and systematic implementation.

Cost Breakdown

Leadership Training Series - 5 Seats <ul style="list-style-type: none"> Edison and Advantage Principal - 2 seats Hazel Park High School Principal and Coach - 2 seats Central Office Administrator - 1 seat (complimentary) 	4,000
Edison and Advantage Building Coaching Dates - 4 Days Shared by Schools	12,000
Grand Total	16,000

Funding Source: General Fund/Center Fund/Other Grants

Strategic Goal Alignment

- Curriculum & Instruction: Hazel Park Schools will develop innovative, independent, and persistent learners who think critically, communicate effectively, and positively influence the local and global community.
- Climate and Culture: The Hazel Park School District will provide a unified system of support for all students, embracing diversity, and fostering a positive school climate.
- 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 purchase of ARC Core Leadership Learning and Building-Based Professional Learning in an amount not to exceed \$16,000.

**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: Amy Kruppe, Superintendent
From: Stephanie Dulmage, Assistant Superintendent of Teaching and Learning
Subject: Subject.com Online Course Provider
Date: May 20, 2024

Subject.com offers a wide variety of courses that help us meet the unique needs of all students while preparing them for success after high school. Students have access to both core and non-core courses that allow for a self-paced learning experience. Access to Subject.com online courses provides another avenue for our students to complete required courses toward graduation using a more engaging platform with several key characteristics including:

1. Michigan-certified teachers with diverse backgrounds and areas of expertise
2. High-quality content that aligns with academic standards and materials that are more up-to-date, engaging, and interactive, making learning both effective and enjoyable for students.
3. Adaptive learning technologies that personalize the learning experience for each student based on their strengths, weaknesses, and learning pace. This tailored approach ensures that students receive targeted support and challenges, fostering academic growth and achievement.
4. Interactive learning tools such as videos, simulations, quizzes, and virtual labs.

Schools district are now required to use teacher of records for each online class that are certified in the subject area. The use of Subject.com satisfies the requirement for a teacher of record in each content area. The use of Subject.com will eliminate the need to add additional costs to the district to run a virtual program for students. The cost of a two-year contract, in the amount of 177,000, is 10% less than our current online course provider. Licenses will cover usage for INVEST, Michigan Cyber Academy, Viking Virtual Academy, Hazel Park High School, and Advantage. A portion of the total license fees will be charged to INVEST and Michigan Cyber Academy, based on their yearly usage rates.

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.


Funding Source:

- General Fund

Recommendation

That the Board of Education approved the purchase of two-year contract for Subject.com in the amount of \$177,000.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**



Amy Y. Kruppe, Ed.D., Superintendent



**Hazel Park Schools
Building Rental Guidelines/ Costs**

The Board of Education recognizes the importance of community engagement and permits the reasonable use of its buildings and grounds by responsible community groups. This section outlines the classifications of users, the application process, regulations, fees, and other important details related to the use of District facilities.

The use of District facilities is classified into four categories:

- Class I – School Groups: Groups affiliated with the District's educational mission.
- Class II – Youth Groups: Non-District youth-oriented groups.
- Class III – Other Non-Profit Community Groups: Community-based, non-profit organizations.
- Class IV – Other Groups: Includes profit-making organizations and other groups approved by the Superintendent.

To utilize District facilities, groups must adhere to a straightforward process. Initially, they submit an application for facility use to on the school district website. Following approval, the application advances for final approval to the district. Upon successful review, approved applications result in the issuance of a permit, granting permission for the requested facility use. This systematic approach ensures transparency, accountability, and the efficient allocation of District resources for community engagement.

Fees are determined by the Superintendent and may vary based on the classification of the user group.

Waivers may be eligible for fee waivers or reduced charges at the discretion of the Superintendent.

Permit holders shoulder several critical responsibilities when using District facilities. They must supervise activities diligently to ensure the safety of participants and prevent any potential injuries or damages. Additionally, holders are required to indemnify the District against any liabilities or costs that may arise during the use of the facilities. Obtaining liability insurance coverage as mandated by the District is also a crucial requirement to mitigate risks effectively. Depending on the nature of the event, additional security measures may be necessary, and the associated costs are borne by

the user. Furthermore, understanding the cancellation terms and conditions, including advance notice requirements and specific circumstances, is essential for permit holders. Moreover, any decorations used must receive prior approval and must comply with legal standards to maintain the integrity of District property.

Certain additional guidelines must be strictly adhered to when using District facilities. Proper licensing is mandatory for any food service activities, and the public sale of materials is strictly prohibited on school premises. Furthermore, alcohol consumption and smoking are strictly forbidden to uphold a safe and healthy environment for all. The use of District equipment and supplies is limited and must be approved in advance to ensure responsible utilization. Lastly, facility usage hours are determined based on the school schedule and specific usage hours to align with the District's operational needs and priorities. These guidelines collectively contribute to the safe, organized, and efficient utilization of District facilities.

The costs for renting various District facilities depend on factors such as the classification of the user group and the specific space needed. For detailed information on hourly rates, please refer to the attached rental space chart. This chart provides a comprehensive breakdown of the costs associated with renting different types of facilities within the District, helping users make informed decisions regarding their budget and space requirements.

In addition to facility rental fees, custodial services are available at an extra cost per hour per person. The cost **and need of** custodial services varies based on the classification of the user group. These services ensure that the facilities are maintained in a clean and orderly manner before, during, and after use, contributing to a positive experience for all users.

For requests involving areas not listed in the rental space chart or specific services not mentioned, individuals or groups are encouraged to reach out to the appropriate District representative. These requests will be carefully considered and evaluated for feasibility and approval. Direct communication with District representatives allows for tailored solutions and ensures that all user needs are addressed effectively and efficiently.

The guidelines outlined here govern the use of District facilities, ensuring responsible and productive community engagement. This includes permitting the reasonable use of buildings and grounds by responsible community groups, with the condition that such use does not disrupt daily school activities or jeopardize the condition of District facilities. Approval for rental or use of District facilities must be obtained in advance from the Superintendent or designated authority. Additionally, the Superintendent issues administrative guidelines that further regulate the use and rental processes for District

facilities, prioritizing the District's educational mission and the well-being of its students and staff.

The Board of Education upholds a policy that allows for the reasonable utilization of its buildings and grounds, referred to as "facilities," by well-organized and responsible community groups. While these facilities are primarily intended for educational purposes and are funded by taxpayers for such use, they may also serve the broader community for activities that enhance educational, recreational, cultural, and civic endeavors for children and the community at large. The allocation of facility usage prioritizes the school program as the first priority, with other uses categorized into four classes. Within each class, facilities are made accessible on a non-discriminatory basis, ensuring fair and equitable access for all user groups.

A. Class I — School Groups

This classification includes groups whose membership and sponsor are members of the student body, District staff, community education, parent groups sponsored by the school, and/or recognized bargaining units representing District employees, or which have been approved by the Superintendent as supporting the educational needs of or promoting readiness for students potentially entering the District.

B. Class II — Youth Groups

This classification includes groups not affiliated with or sponsored by the District, but which are youth-oriented and whose membership thus largely consists of District students or youth who reside in the District. Examples include the Boy Scouts and Girl Scouts, the Little League or other youth athletic organizations.

C. Class III — Other Non-Profit Community Groups

This classification includes not-for-profit groups whose membership largely consists of members of the community who are not students of the District or who reside in the District. Examples include civic organizations, local government agencies, and other recreational activities.

D. Class IV - Other Groups

Other groups, including profit-making organizations, will be permitted to use District facilities when the anticipated use is not harmful to the public image of the District, as determined by the Superintendent or designee in his or her discretion, and will not result in misuse, overuse, or abuse of school property.

General Regulations

To maintain a smooth school day and activities, District facilities are open to Classes II, III, and IV groups at least fifteen (15) minutes after school ends or on non-school days like weekends. However, government units can use facilities during school hours for Federal, State, or local elections.

Using District facilities incurs fees set by the Superintendent. Class I or II groups may receive fee waivers or reductions as decided by the Superintendent or designee.

Before conducting any activities in District facilities, groups must submit an application for approval by District representatives. Applications follow a District-provided form which can be accessed on the website facility availability confirmation. Upon availability approval, they proceed to the district for final clearance. **The District retains the right to reject applications from groups with groups for the following reason, including but not limited to a history of property damage, violation of usage permits, regulations or laws. An approved application serves as a permit. However, permit holders can't deviate from permit terms unless:**

1. Unforeseen circumstances require the school to use a permitted facility or maintenance work is needed to continue normal school operations. In such cases, the District may cancel the permit and return fees to the permit holder.
2. An organization with a permit can cancel its use by notifying the District in writing at least ten (10) calendar days before the scheduled time. Fees are refunded if cancellation occurs more than ten (10) days before the scheduled use; otherwise, the permit holder is responsible for the full fees.

The following terms and conditions are incorporated into each application and permit:

1. The permit holder is responsible for supervising the activities of persons using the facility for which it has obtained a permit and shall take reasonable steps to prevent injuries or damage to persons and property.
2. The District shall be fully released from and indemnified against any and all liability and costs whatsoever to persons or property for injuries or damages resulting from the use of the facilities described in the permit or any other use to which the permit holder puts the facility.
3. The permit holder will reimburse the District for the full cost of repairing any damage, over and above ordinary wear, to the facility during the permit holder's use of the facility, including damage caused by any member of the public.
4. Liability insurance coverage, shall be obtained at the user's cost and be in the amount of \$2 million dollars. Such insurance shall be in a form acceptable to District administrators, and a certificate of insurance coverage shall be furnished to the District before use of the facilities. The user shall provide a reasonable security deposit and/or security measures (including, without limitation, security personnel) as directed, at the user's cost.

5. The District shall be fully indemnified and released from any claim asserted by a municipality for reimbursement of additional expense for fire and/or police protection resulting from the use of a facility by an organization or individual.
6. No permit holder shall assign or sublease its permit.
7. Permit holders shall not use a District facility as their mailing address.
8. The permit holder shall indicate in all literature and other promotional materials in connection with the event to which the permit applies that the permit holder is not affiliated with the District and shall not use an image or the name of the District or facility in materials promoting the event to which the permit applies.

Permits granting use of a facility expire with the close of the school year on June 30. Annual, seasonal, and extended time use applications should be submitted at least two (2) months before the proposed starting date of the use. The District reserves the right to use, for any purpose, any portion of a facility not specifically reserved by the permit at the same time the permit is in effect.

A permit holder shall not serve food during an event unless proper licensing has been secured from the Oakland County Department of Health and approved by the district. The public sale of materials, except as incidental to the program for which a permit has been issued, is prohibited on District premises. The District reserves the right to utilize its in house provider for food services

The District representative must approve any decorations erected in connection with a permitted use. Any such decorations must also satisfy any legal requirements of the State of Michigan and local municipalities. Approved decorations must be erected so as not to damage or destroy District property. Decorations shall be removed from the facility by the permit holder before 8:00 a.m. on the day after the use.

With respect to fire prevention and safety, smoking on school property is prohibited. The use of open flames at a District facility, except as part of the school curriculum, is prohibited. Exits and corridors must be kept free of obstructions to ingress and egress.

The possession or use of alcoholic beverages on school property is prohibited.

Permit holders shall not use District supplies or materials. Permit holders' supplies and materials may be stored in a District building only with the permission of the building administrator.

Permit holders may use District equipment only if and to the extent stated in the permit.

Appropriate shoes must be worn by participants using gymnasium floors.

NO animals (unless approved by the administration) shall be allowed on the school ground or in the facilities included by not limited to the athletic stadiums.

No bikes, scooters, skateboards or strollers are allowed on the track or football field.

A use permit is subject to immediate cancellation if these regulations or any other requirements imposed by the District are not followed or if there is a violation of the law while District facilities are being used. Violations of the procedures may lead to an organization forfeiting the ability to rent or use the facilities with the school district in the future.

Those wishing to use Camp Hazelwoods should contact jason.zirnis@myhpsd.org . Discounts for daily or week usage may be available.

<u>Rental Space</u>	<u>Class 1: School Groups</u>	<u>Class II: Youth Groups</u>	<u>Class III Other Non-Profit Groups (Per hour costs)</u>	<u>Class IV: Other Groups: (Per hour costs)</u>	<u>Deposit due one week after permit approval</u>
<u>Classroom</u>	<u>\$0</u>	<u>\$0</u>	<u>\$10</u>	<u>\$20</u>	<u>\$100</u>
<u>Media Center</u>	<u>\$0</u>	<u>\$0</u>	<u>\$15</u>	<u>\$30</u>	<u>\$100</u>
<u>Cafeteria</u>	<u>\$0</u>	<u>\$0</u>	<u>\$15</u>	<u>\$30</u>	<u>\$100</u>
<u>Large Gym (HS)</u>	<u>\$0</u>	<u>\$0</u>	<u>\$40</u>	<u>\$80</u>	<u>\$200</u>
<u>Aux. Gym (HS</u>	<u>\$0</u>	<u>\$0</u>	<u>\$30</u>	<u>\$60</u>	<u>\$200</u>
<u>MS Gym</u>	<u>\$0</u>	<u>\$0</u>	<u>\$30</u>	<u>\$60</u>	<u>\$200</u>
<u>Elementary Gym</u>	<u>\$0</u>	<u>\$0</u>	<u>\$25</u>	<u>\$50</u>	<u>\$200</u>
<u>HS pools w/o lif guards</u>	<u>\$0</u>	<u>\$0</u>	<u>\$40</u>	<u>\$80</u>	<u>\$200</u>
<u>HS pool with life guards</u>	<u>\$0</u>	<u>\$35 per life guards</u>	<u>\$75 with one life guard +\$35 for each guard needed</u>	<u>\$110 with one life guard+\$35 for each after</u>	<u>\$200</u>
<u>Football</u>	<u>\$0</u>	<u>\$0</u>	<u>\$175 an hour</u>	<u>\$250 an hour</u>	<u>\$500</u>

<u>game field</u>					
<u>Turf practice field</u>	<u>\$0</u>	<u>\$0</u>	<u>\$125 an hour</u>	<u>\$200 an hour</u>	<u>\$500</u>
<u>Other fields</u>	<u>\$0</u>	<u>\$0</u>	<u>\$75 a game</u>	<u>\$125 a game</u>	<u>\$200</u>
<u>Board room</u>	<u>\$0</u>	<u>\$0</u>	<u>\$50 an hour</u>	<u>\$75 an hour</u>	<u>\$100</u>
<u>Camp Hazelwood</u>	<u>\$0</u>	<u>\$0</u>	<u>\$75 an hour</u>	<u>\$100 an hour</u>	<u>\$250</u>
<u>Custodial per person</u>	<u>\$0</u>	<u>\$0</u>	<u>\$50 an hour</u>	<u>\$75 an hour</u>	
<u>Other areas upon request</u>					



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

To: Hazel Park Board of Education
From: Jason Zirnig, Assistant Superintendent of Business and Operations
Subject: Door and Lock RFP
Date: May 10, 2024

In conjunction with the COPS grant award an RFP was released for the improvements throughout the HS, JR High, United Oaks and Edison Buildings. We received 4 competitive bids:

Contractor	Base Bid	Alternative #1
Spartan Construction	789,000	138,000
PCG Construction	730,048	97,000
D&S Construction	429,758	88,027
City Construction	646,300	66,120

Based on prebid conversation with D&S Construction it was determined that their schedule of values did not match the RFP and that their bid would have to be withdrawn due to the omissions in the bid which would substantially change their cost estimate.

City Construction bid was validated and their schedule of values met the bid specifications.

Based on the review of the bids received we are recommending that the replacement of doors and hardware be awarded to City Construction in the amount of \$748,041 (based bid with alternate #1 including a 5% contingency for unforeseen items and potential changes to scope of work).

Funding Source: Sinking Fund and COPS Grant Funding

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 replacement of doors and hardware be awarded to City Construction in the amount of \$748,041

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.

270 Superintendent





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

To: Hazel Park Board of Education
From: Jason Zirnis, Assistant Superintendent of Business and Operations
Subject: Cafeteria and Servery
Date: 5/16/2024

Funding:

Food Service and Sinking Fund

In discussion with Chartwells, we have been able to secure an advance of \$250,000 for food service equipment and kitchen improvements that will be repaid over the remaining period of our food service contract. This will reduce the amount of funds required for the project from the sinking fund allowing them to be used for other purposes.

In reviewing the project through a number of walkthroughs with the contractors and architects it was determined that a space is being created between the new Servery and the kitchen which does not serve a specific purpose other than it is residual space remaining from the old servery. My recommendation to the Board is that we remove the wall between the kitchen and the new servery wall and open the space up into the kitchen to increase prep space and floor area. The initial estimates are between \$75,000 and \$100,000 for the renovation and design. The initial approval of the project included a 5% contingency which has been partially utilized by abatement costs.

Funding Source: Sinking Fund and Capital Projects 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.

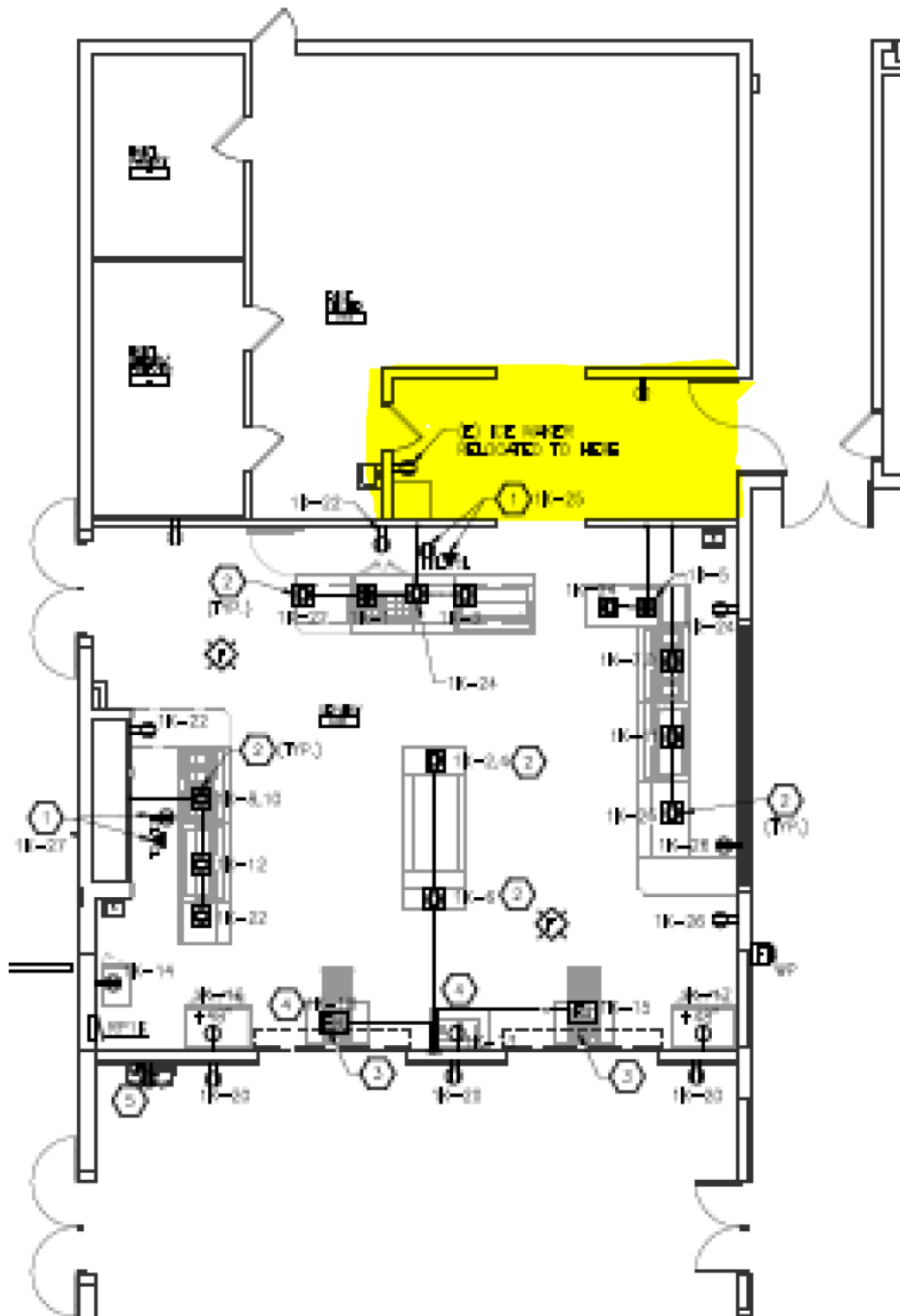
Recommendation

That the Board of Education approves additional scope of work not to exceed \$100,000

**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: Amy Kruppe, Superintendent
From: Thomas Oestrike, Athletic Director
Subject: Fall Sport Purchase
Date: May 17, 2024

As we prepare for the upcoming fall sports season, I am writing to request the Board's approval and funding for essential items needed by our athletic department to ensure the success and safety of our student-athletes. Our fall sports programs, which include volleyball, cross country, boys' soccer, sideline cheer, and football, are critical to fostering student engagement, school spirit, and physical education.

Many of our current uniforms and equipment are outdated and worn, no longer meeting the standards we strive to uphold. Providing our athletes with high-quality uniforms is essential not only for their performance but also for their safety and team unity. Below is a detailed list of the required items and associated costs for each sport:

Volleyball

- New Nets: \$18,171.35
- 8 Varsity Jerseys: $65 * 8 = 520$
- 4 Libero Jerseys: $65 * 4 = 260$
- Total Cost: \$18,951.35

Cross Country

- Uniforms: Not needed

Boys' Soccer

- Soccer Balls (Game): $6 * 45 = 270$
- Soccer Balls (Practice): $6 * 30 = 180$
- Total Cost: \$450





Sideline Cheer

- Uniforms: Not needed

Football

- Jerseys: 26 * \$53 = \$1,378
- Pants: 34 * \$95 = \$3,230
- Practice Pants: 45 * \$40 = \$1,800
- Helmets: 16 * \$350 = \$5,600
- Shoulder Pads: 28 * \$250 = \$7,000
- Knee Pads: 60 * \$6 = \$360
- Footballs: 12 * \$55 = \$660
- Tees: 8 * \$10 = \$80
- Scrimmage Caps: 24 * \$5 = \$120
- Total Cost: \$20,228

Grand Total for All Sports: \$39,629.35

These purchases are crucial for maintaining the high standards of our athletic programs. By investing in new equipment and uniforms, we can ensure that our athletes are well-prepared, safe, and proud to represent our school.

I kindly request the Board's approval and the allocation of funds to cover these expenses. Thank you for considering this request. I am confident that with your support, we can provide our student-athletes with the best possible resources to succeed and thrive in their respective sports.


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

Funding Source: General Fund

Recommendation

That the Board of Education approve the Fall Sports Purchases not to exceed \$40,000, as presented.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**



Amy Y. Kruppe, Ed.D.
Superintendent



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

To: Hazel Park Board of Education
From: Dr. Amy Kruppe, Superintendent
Subject: Oakland Schools ISD Board Election
Date: May 10, 2024

The individuals listed below have filed as candidates for the two 6-year term seats open for the 2024 Oakland Schools Board of Education Biennial Election.

- * Carol Finkelstein
- * Charlie Gandy-Thompson
- * Marc Katz
- * W. Samino Scott

Oakland Schools ISD Board of Education Members are elected by an electoral body composed of one (1) person designated by the Board of Education of each constituent school district. The Revised School Code prescribes that the Board of Education of each constituent school district must designate a representative to this electoral body by adopting a resolution that will:

1. Designate a representative to vote in the election on behalf of the constituent school district Board.
2. Direct the designee as to which candidates the constituent school district Board supports to fill the open seats.
3. Direct the designee to vote for the individuals, at least on the first ballot taken by the electoral body.

Designated electors must cast their ballots in person at the election scheduled to take place between 5:30-7:30 PM on Monday, June 3, 2024, at the Oakland Schools main campus located at 2111 Pontiac Lake Road in Waterford. The revised ISD election law prohibits the acceptance of absentee ballots. Should a tie vote occur, it will be necessary for your District's Designate or Alternate to cast a second and subsequent ballot in person at Oakland Schools. The timeframe to cast a second and subsequent ballot will be open for one hour after the Announcement of the Election Results. It is highly recommended that your District's Designate or Alternate remain present at the Board Election through the Announcement of the Election Results. Please note that only the Districts whose Designate or Alternate appear in person to cast a second vote, and subsequent rounds of voting, will be counted toward the tally of tiebreaking results. A district's ballot from the first round of voting or the supplied Resolution will not count toward a second, or subsequent, round of voting. The re-voting process will continue until the two candidates with the greatest number of votes are elected.





According to the Revised School Code, districts shall consider the resolution at no less than one (1) meeting before adopting the resolution. Districts have interpreted this language differently and historically have used one of the following three options to consider and adopt their resolutions:

- * Consider the Resolution as a discussion item during an open meeting and adopt the Resolution as an action item during another open meeting, with each meeting occurring on a separate date.
- * Consider the Resolution as a discussion item during an open meeting and adopt the Resolution as an action item during a second open meeting immediately following the first open meeting.
- * Consider the Resolution as a discussion item and adopt the Resolution as an action item at the same open meeting. Local school districts selecting this option should seek independent legal counsel confirming a singular open meeting to consider and adopt a resolution is compliant with Revised School Code.

According to the Revised School Code, districts must adopt their Resolution no earlier than twenty-one (21) days prior to the election. After your board has adopted the Resolution on or after May 13, 2024 as prescribed by the Revised School Code, please submit a copy of the Resolution to the Oakland Schools' Superintendent's office via fax (248.209.2206) or email to nicole.christian@oakland.k12.mi.us by 4:00 PM on Friday, May 31, 2024.

On Tuesday evening, May 7, 2024, OCSBA hosted a Candidate Forum for the Oakland School Board of Education Election of 2024. There are four (4) candidates running for two (2) open seats. Three of those candidates responded to the invitation to participate in this forum. The candidates that participated include:

- Carol Finkelstein
- Marc Katz
- Samino Scott

The event was video recorded and is attached to this email. It lasts about 34 minutes. I sincerely hope that you will take the opportunity to get to know these candidates. Your board's vote matters.

<https://vimeo.com/944505611?share=copy>



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

RESOLUTION OF THE HAZEL PARK SCHOOL BOARD OF EDUCATION

(To be adopted on or after May 13, 2024)

WHEREAS, Public Act 419 of 2004 amended the election procedures for Intermediate School Districts that elect board members at a meeting of representatives from constituent district school boards, and

WHEREAS, Public Act 419 of 2004 requires a constituent school board to designate its representative and identify the Intermediate School Board candidate the board supports by a resolution adopted not earlier than 21 days prior to the date of the election, and

WHEREAS, Public Act 419 of 2004 prescribes the method for passage of a resolution including the requirement to consider the resolution at not less than one public meeting before adopting the resolution, and

WHEREAS, the Board previously considered the resolution at an open meeting conducted in a manner prescribed under the Open Meetings Act on Monday, May 20, 2024 at 5:30pm.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Board designates _____ as its representative to serve on the 2024 electoral body responsible for electing members to the Oakland Schools Intermediate School District Board of Education.
2. The Board supports candidate _____ and candidate _____ for the two (2) positions on the Oakland Schools Intermediate School District Board of Education each for a term of six (6) years ending June 30, 2030.
3. The Board directs its representative Heidi Fortress to vote for candidate _____ and candidate _____ at least on the first ballot taken at the June 3, 2024 election.

Ayes: Members Nays: Members None

Motion declared adopted

Secretary, Board of Education



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

Certification

The undersigned duly qualified and acting Secretary of the Board of Education of Hazel Park Schools, Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board at a regular meeting held on May 20, 2024, the original of which resolution is a part of the Board's minutes.



PROPOSAL FOR:

Portrait of a Graduate

**PRESENTED TO: HAZEL PARK SCHOOL DISTRICT,
MI**

Date: March 14, 2024

Battelle
for**Kids**

Realizing the power and
promise of 21st century
learning for every student

TABLE OF CONTENTS

TABLE OF CONTENTS2

EXECUTIVE SUMMARY3

OVERVIEW4

COST OF SERVICES & TRAVEL RESTRICTIONS NOTICE9

ABOUT BATTELLE FOR KIDS10

EXECUTIVE SUMMARY

Every school system is unique, but they are connected by a shared aspiration: that all students have an educational experience preparing them to be effective lifelong learners and contributors.

Now more than ever, that experience must not only provide for the acquisition of rigorous academic content, but it must also be more intentional about fostering critical thinking, communication, collaboration, creativity, and other 21st century skills our young people need to thrive in this complex, rapidly changing world.

Many school systems across the country have engaged the broader community in developing a Portrait of a Graduate that articulates the community's aspirations for its students.

Locally developed, but globally positioned, the Portrait of a Graduate serves as a North Star for system transformation. Providing strategic direction for the redesign of the overall educational experience for students, this collective vision reinvigorates and re-engages students, teachers, and community stakeholders by answering critical questions such as:

- What are the **hopes, aspirations, and dreams** that our community has for our young people?
- What are the **skills and habits of mind** that our children need for success in this rapidly changing and complex world?
- What are the **implications for the learning experiences** we provide in our school systems?

Battelle for Kids' Portrait design process is built around these central inquiries. The following proposal will describe the process to develop the experiences and Portrait design that help to answer these questions.

OVERVIEW

Phase 1: Plan

Since a good beginning predicts a good ending, the Plan work stream is critical to the engagement’s success. The first meeting, the **Project Kickoff Meeting**, a 1-hour virtual meeting, will involve the core district planning team, and will set the stage for goals, expectations, and logistics for the Portrait of a Graduate process. BFK will review district expectations, conditions for success, engagement between BFK and district, key considerations for identifying and recruiting Design Team members, and communications strategies.

Once the stage is set and outstanding questions have been answered about the process, BFK will facilitate the **District Leadership Orientation Meeting**. During this 90-minute virtual meeting, BFK will ask the district leadership team to begin thinking about what will be different within the district as a result of this work. The district will be asked to consider system, leader, and instructional shifts that will need to occur, as well as a theory of action for implementation and acceleration.

The District Leadership Team will be responsible for shepherding the Portrait to success. With these leaders, we will review and commit to the district’s expectations for success and develop an understanding of the conditions needed to get there.

During this part of the process, BFK will share an outline of the communications tools and supports provided to the district throughout the portrait and/or strategic planning process. BFK will provide an in-depth review of the **Communication Toolkit**, including invitation letters for Design Team members, website, and social media messaging, and talking points for the District Leadership Team for use with board, Design Team, and other community members.

Additionally, this phase initiates a series of **Coaching and Capacity Building** calls that will run through the duration of our engagement, to ensure status alignment and build capacity of district leaders to guide the planning process through to ultimate success. Depending on the timeline of the engagement, this could be bi-weekly or monthly, but should include at least one call before and between each design team meeting.

Milestone/ Deliverable	Description	Est. Timeline
Project Kickoff Meeting	A virtual meeting designed to prepare the core project team to begin the prepare phase including goals, process, timing, composing the design team, decision points and other project considerations.	August 2024
District Leadership Orientation Meeting	A virtual meeting designed to provide a thorough understanding of the portrait process and implications for the system and stakeholders to the District Leadership Team.	August 2024

Milestone/ Deliverable	Description	Est. Timeline
Communications Toolkit	Talking points, invitation to Design Team members, meeting reminders, community vetting survey questions, thank you emails, and sample messaging for board members and district staff.	Ongoing
Coaching and Capacity Building	Ongoing virtual meetings with BFK and the district to review the overall strategic direction of the engagement and build district capacity. [Starting after the Leadership Orientation and continuing throughout the engagement.]	Ongoing - one meeting between each deliverable.

Note: All timelines can shift based on actual start date and ground-level realities.

Phase 2: Activate

The Portrait design process involves a sustained community conversation leading to shared agreement on a unique community-owned picture of what graduates need for success. While every community and its school system are unique, the proposed four-meeting process below will guide this phase of developing your Portrait of a Graduate.

Portrait Design Team Meeting #1: BFK will orient the Design Team through an overview of the Portrait process. During this meeting, Design Team members will discuss the overarching questions that guide the work. BFK will facilitate an in-depth examination on the landscape shifts that necessitate educational transformation.

Milestone/ Deliverable	Description	Est. Timeline
Portrait Design Team Meeting #1 [Possible Onsite]	Facilitation of a two and a half hour meeting to kick off the Design Team work.	September 2024

Phase 3: Create

The Create work stream involves three meetings in which the Portrait Design Team will initiate, design, and develop their desired Portrait.

Portrait Design Team Meeting #2: BFK will facilitate discussion around what skills and mindsets our children need for success in this rapidly changing and complex world to address the shifts identified in Design Team Meeting #1 and support the district in prioritizing these for the district's unique local context. Through a series of individual and group activities, the Design Team will begin to identify competencies for their Portrait. Design Team members will also share their creative inspiration to inform the graphic design of their Portrait visual.

Portrait Design Team Meeting #3: The third meeting focuses on converging on a set of Portrait competencies and contextualizing competency descriptions. Design Team members will also share their creative inspiration to inform the graphic design of their Portrait visual.

Leadership Action Planning Meeting: During this meeting, BFK will facilitate discussion with the district leadership team around next steps, including change management, communication, and support needs for the launch and implementation of their Portrait. The team will make final decisions about the Portrait components, and BFK will help prepare the leadership team to lead the final design team meeting.

During the district-led Portrait Design Team Meeting #4, the leadership team will present a draft designed Portrait with competencies and description statements. District Leadership will share any community feedback to augment the important work of the Portrait Design Team and to assist the team in finalizing the Portrait. The Design Team will discuss—through an activity facilitated by BFK—how to implement their Portrait and identify what success looks like.

Milestone/ Deliverable	Description	Est. Timeline
Portrait Design Team Meeting #2 [Possible Onsite]	Facilitation of a two-hour meeting around necessary competencies and visual inspiration.	October 2024
Portrait Design Team Meeting #3 [Possible Onsite]	Facilitation of a two-hour meeting to reach consensus on competencies and description statements.	November 2024
Leadership Action Planning Meeting	Facilitation of a virtual meeting to finalize the recommended Portrait, prepare the district leadership team to lead Portrait Design Team Meeting #4, and revisit the conversation started in the first leadership team meeting regarding implementation implications for the system and stakeholders	November 2024

Phase 4: Adopt

The Adopt work stream culminates the district’s efforts and moves the Portrait into implementation success. Following the final design team meeting, BFK will develop a **Graphically Designed Portrait Visual**. Battelle for Kids will present 2-3 sketch visuals designed with community input and 2 rounds of adaptations. Additional rounds of edits will be charged at an hourly rate.

Once the Portrait Design Team has completed their work, BFK will provide a **Portrait Summary Report** which will help the district in documenting roles involved and capturing the process, outcomes, landscape shifts results, any community feedback results, and next steps for successful implementation.

To finalize the engagement, BFK will facilitate a **District Leadership Team Portrait Process Close Out**. During this meeting BFK will prepare the District Leadership Team for next steps (e.g., board approval) and considerations for how to align the district’s strategic priorities to the Portrait of the Graduate.

Milestone/Deliverable	Description	Est. Timeline
Portrait Summary Report	Portrait Summary Report Includes key process, outcome, landscape shift, and community feedback results, as well as next steps.	November 2024
Graphic Design Support of your Portrait	Battelle for Kids will present 2-3 sketch visuals designed with community input and 2 rounds of adaptations. Additional revisions will be billed at an hourly rate of \$200/hour.	October - November 2024
Portrait Process Close Out	Facilitation of a virtual session with the District Leadership Team to close out the engagement and prepare for success	November 2024

Phase 5: Succeed

The successful Portrait requires successful implementation. BFK will schedule a virtual status check six months after the launch to review successes and challenges and further support the district leadership’s success in putting the Portrait into action.

These status checks are recommended on an annual basis. Should the district wish additional support, BFK would be available.

Milestone/Deliverable	Description	Est. Timeline
Status Check	Virtual session with District Leadership to discuss updates on activities to support the Portrait	6 months after completion

Optional: EdLeader21 Membership

EdLeader21 is Battelle for Kids’ network of innovative school systems committed to the transformation of education, anchored in a renewed vision for student success in the 21st century—Portrait of a Graduate. Members have a shared vision: that each child experiences an education that purposefully integrates rigorous academic content with the skills and mindsets that empower students as lifelong learners and contributors in our ever-changing world.

Member Experience Includes:

- Access to the Member-Only Annual Event
- Superintendent Roundtables
- Capacity Building
 - Guides for Education Leaders
 - Leadership Roundtables
 - Spotlight Sessions
 - Virtual Site Visits
 - Study Groups
- Collaboration & Connection through our Member-Only Collaboration Platform & Mobile App.

COST OF SERVICES

Following are cost estimates for the services and solutions to support this engagement. Estimates are subject to change should the scope be modified.

Portrait of a Graduate **Full Facilitation**

Total:	Onsite (where indicated)	Virtual
Non-Member Pricing	\$37,500	\$32,500
Member Pricing (Member pricing is for EL21 Members)	\$33,800	\$29,400
EdLeader21 Membership	\$ 4,000	\$4,000
TOTAL (Member Price)	\$37,800	\$33,400

TRAVEL RESTRICTIONS NOTICE

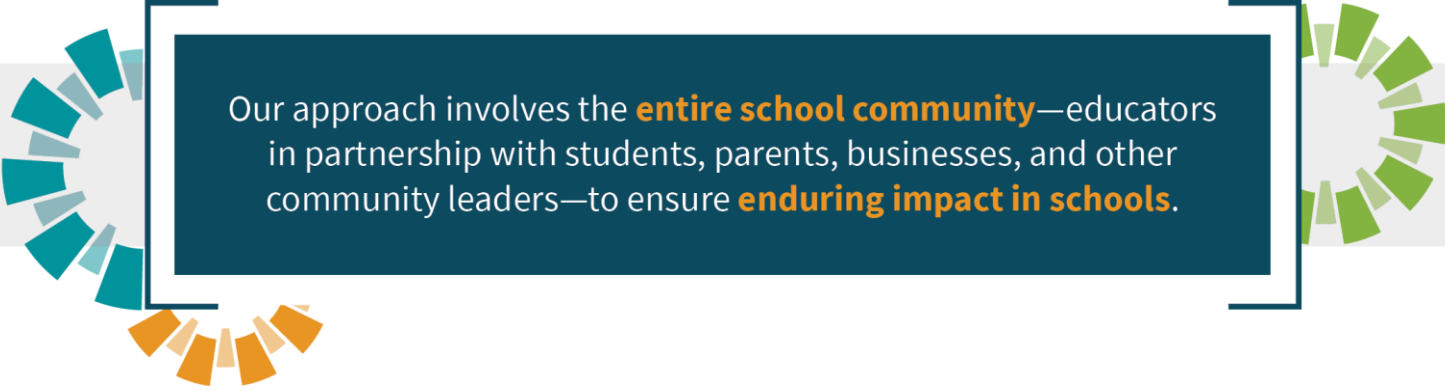
Battelle for Kids continues to closely monitor the COVID-19 pandemic and will continue to make decisions regarding staff travel based on the recommendations and guidelines from the Centers for Disease Control and Prevention (CDC), and other city, state and federal agencies. BFK will continue to keep you updated regarding any relevant changes to our policies regarding staff travel that may affect this engagement.

ABOUT BATTELLE FOR KIDS

Battelle for Kids (BFK) is a not-for-profit organization committed to collaborating with school systems and communities to **realize the power and promise of 21st century learning for every student.**

Our team of experienced educators alongside communications, technology, and business professionals **innovates and partners with school systems** to offer an educational experience that prepares all students with the knowledge, skills, and dispositions necessary to succeed in college, careers, and life.

We advance our mission by strengthening the **coherence, capacity, and connections** school systems and communities need to redefine learner success and accelerate the design and implementation of 21st century learning systems for all students. A systems approach ensures equitable access to rigorous 21st century learning systems for every student, regardless of where they live, what school they attend, or to which classroom they are assigned.



Our approach involves the **entire school community**—educators in partnership with students, parents, businesses, and other community leaders—to ensure **enduring impact in schools.**

From: James Paterson [james.paterson@myhpsd.org]
To: Jamie Buczko [jamie.buczko@myhpsd.org]
Subject: Fwd: FOIA Request- Printer/Copier/Scanner Information
Sent: Thu 5/16/2024 6:31 AM GMT-05:00
Importance: Normal

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

From: Alexander Rossi <arossi@csa.canon.com>
Date: Thu, Apr 25, 2024 at 11:30 AM
Subject: FOIA Request- Printer/Copier/Scanner Information
To: james.paterson@myhpsd.org <james.paterson@myhpsd.org>

Alexander Rossi

39555 Orchard Hill Pl Suite 190

Novi, MI 48375

arossi@csa.canon.com

248-916-7357

April 25, 2024

Hazel Park Schools

Attn: FOIA Coordinator

Dear Hazel Park Schools,

I hope this letter finds you well. I am writing to request access to public records under the Michigan Freedom of Information Act (FOIA), specifically pertaining to the procurement and management of printing equipment and services within Hazel Park Schools.

As a Senior Account Executive at Canon Solutions America in Novi, MI, specializing in providing printing solutions to educational institutions, I am seeking the following information for research and business purposes:

1. **Lease or Purchase Documents (Signed Document and Terms): Any agreements, contracts, or documents related to the leasing or purchasing of printers, copiers, scanners, or related equipment within Hazel Park Schools. Please include all signed documents and associated terms and conditions.**

2. **Maintenance Documents (Signed Document and Terms): Any contracts, agreements, or documentation pertaining to maintenance services for printing equipment utilized within Hazel Park Schools. Please provide signed documents and relevant terms.**

3. **Printer Documents (Signed Document and Terms): Any agreements, contracts, or documentation related to specific printers, copiers, scanners, or related equipment purchased or leased by Hazel Park Schools. Please include signed documents and associated terms.**

4. **Print Management Software (Signed Document and Terms): Any agreements, contracts, or documentation regarding print management software utilized within Hazel Park Schools. Please provide signed documents and relevant terms.**

5. **Six Months of Invoices from Current Vendor(s): Copies of invoices for printing equipment, maintenance services, and print management software from the current vendor(s) used by Hazel Park Schools for the past six months.**

I understand that under the Michigan FOIA, I am entitled to access these public records. I am willing to pay reasonable fees associated with processing this request, as permitted under the law. If there are any fees, please inform me in advance.

Please process this request at your earliest convenience. If you require any clarification or additional information to fulfill this request, please do not hesitate to contact me.

I look forward to your prompt response and thank you in advance for your assistance in this matter.

Sincerely,

Alexander Rossi

--

James Paterson
General Counsel - Hazel Park Schools
Office (248) 658-5225
www.hazelparkschools.org
Today's Learners, Tomorrow's Leaders



Hazel Park Schools • Today's Learners, Tomorrow's Leaders.
The Cornerstone of Oakland, Macomb and Wayne Counties.

District Communication's Protocol:

RR = Response Required Within One Working Business Day

NRN = No Reply Necessary

CC or BCC: No Reply Necessary

Electronic Privacy Notice. This e-mail and any attachment contain information that is, or may be, covered by electronic communications privacy laws, and is also confidential and proprietary in nature. If you are not the intended recipient, please be advised that you are legally prohibited from retaining, using, copying, distributing, or otherwise disclosing this information in any manner. Instead, please reply to the sender that you have received this communication in error, and then immediately delete it. Thank you in advance for your cooperation.

BOARD MEMBER ALERT: This email is not for interactive discussion purposes. The recipient should not forward it to any other individual or copy a reply to other board members.

COST PER IMAGE AGREEMENT



33140 Industrial Road
Livonia, MI 48150
Phone: 734-591-3100
Fax: 734-591-9120
www.2millennium.com

AGREEMENT NO.: 1461520

CUSTOMER ("YOU" OR "YOUR")

FULL LEGAL NAME: Hazel Park Public School District FEDERAL TAX ID #:
ADDRESS: 1620 E. Elza Hazel Park, MI 48030 PHONE NUMBER: (248) 658-5200

EQUIPMENT AND PAYMENT TERMS SEE ATTACHED SCHEDULE

TYPE, MAKE, MODEL NUMBER, SERIAL NUMBER, AND INCLUDED ACCESSORIES	BEGINNING METER READING		MONTHLY IMAGE ALLOWANCE PER MACHINE (IF NOT CONSOLIDATED)		EXCESS PER IMAGE CHARGE (PLUS TAX)	
	B&W	COLOR	B&W	COLOR	B&W	COLOR
<u>15</u> <u>18</u> TOSHIBA E-STUDIO 6518A						
<u>2</u> TOSHIBA E-STUDIO 3518A						
<u>1</u> TOSHIBA E-STUDIO 5506ACT						
<u>4</u> TOSHIBA E-STUDIO 8518A						
TOTAL CONSOLIDATED MONTHLY IMAGE ALLOWANCE (IF CONSOLIDATED)			<u>0</u>	<u>0</u>	<u>\$0.003</u>	<u>\$0.03</u>

EQUIPMENT LOCATION: As Stated Above METER FREQUENCY: Monthly
TERM IN MONTHS: 63 MONTHLY BASE PAYMENT AMOUNT: \$2273.76 (*PLUS TAX)
SECURITY DEPOSIT: \$/na

CONTRACT

THIS AGREEMENT IS NON-CANCELABLE AND IRREVOCABLE. IT CANNOT BE TERMINATED. PLEASE READ CAREFULLY BEFORE SIGNING. YOU AGREE THAT THIS AGREEMENT AND ANY CLAIM RELATED TO THIS AGREEMENT SHALL BE GOVERNED BY THE INTERNAL LAWS OF THE STATE IN WHICH OUR (OR, IF WE ASSIGN THIS AGREEMENT, OUR ASSIGNEE'S) PRINCIPAL PLACE OF BUSINESS IS LOCATED AND ANY DISPUTE CONCERNING THIS AGREEMENT WILL BE ADJUDICATED IN A FEDERAL OR STATE COURT IN SUCH STATE. YOU HEREBY CONSENT TO PERSONAL JURISDICTION AND VENUE IN SUCH COURTS AND WAIVE TRANSFER OF VENUE. EACH PARTY WAIVES ANY RIGHT TO A JURY TRIAL.

CUSTOMER'S AUTHORIZED SIGNATURE/CERTIFICATE OF DELIVERY & ACCEPTANCE

BY SIGNING THIS PAGE, YOU REPRESENT TO US THAT YOU HAVE RECEIVED AND READ THE ADDITIONAL TERMS AND CONDITIONS APPEARING ON THE SECOND PAGE OF THIS TWO-PAGE AGREEMENT. YOU HEREBY CERTIFY THAT ALL THE EQUIPMENT: 1) HAS BEEN RECEIVED, INSTALLED, AND INSPECTED, AND 2) IS FULLY OPERATIONAL AND UNCONDITIONALLY ACCEPTED. UPON SIGNING BELOW, YOUR PROMISES HEREIN WILL BE IRREVOCABLE AND UNCONDITIONAL IN ALL RESPECTS. THIS AGREEMENT IS BINDING UPON OUR ACCEPTANCE HEREOF.

(As Stated Above) [Signature] JASON E. RMI
CUSTOMER SIGNATURE ASSISTANT SUPERINTENDENT DATE: 6/27/19

OWNER ("WE" "US" "OUR")
Millennium Business Systems, LLC
OWNER SIGNATURE [Signature] PRINT NAME & TITLE DATE: 7/31/19

UNCONDITIONAL GUARANTY

The undersigned, jointly and severally if more than one, unconditionally guarantee(s) that the Customer will timely perform all obligations under the Agreement. The undersigned also waive(s) any notification if the Customer is in default and consent(s) to any extensions or modifications granted to the Customer. In the event of default, the undersigned will immediately pay all sums due under the terms of the Agreement without requiring us or our assignee to proceed against Customer or any other party or exercise any rights in the Equipment. Within 30 days after our request, you will deliver all requested information (including tax returns) which we deem reasonably necessary to determine your current financial condition and faithful performance of the terms hereof. The undersigned authorizes us or our assignee to obtain credit bureau reports for credit and collection purposes and to share them with our affiliates and agents. THE UNDERSIGNED, AS TO THIS GUARANTY, AGREE(S) TO THE DESIGNATED FORUM AND CONSENT(S) TO PERSONAL JURISDICTION, VENUE, AND CHOICE OF LAW AS STATED IN THE AGREEMENT, AGREE(S) TO PAY ALL COSTS AND EXPENSES, INCLUDING ATTORNEY FEES, INCURRED BY US OR OUR ASSIGNEE RELATED TO THIS GUARANTY AND THE AGREEMENT, WAIVE(S) A JURY TRIAL AND TRANSFER OF VENUE.

SIGNATURE: X INDIVIDUAL: _____ DATE: _____
SIGNATURE: X INDIVIDUAL: _____ DATE: _____

ADDITIONAL TERMS AND CONDITIONS

1. **AGREEMENT.** You want us to provide you the equipment referenced herein, together with all replacements, parts, repairs, additions and accessories incorporated therein or attached thereto ("Equipment") and you agree to pay us the amounts payable under the terms of this agreement ("Agreement") each period by the due date. This Agreement is binding upon our acceptance hereof. In order to facilitate an orderly transition, including installation and training, and to provide a uniform billing cycle, the start date of this Agreement (the "Effective Date") will be a date after the certificate of acceptance of the Equipment, as shown on the first invoice. You agree to pay a prorated amount for the period between the installation date and the Effective Date. This payment for the transition period will be based on the periodic payment due under this Agreement, prorated on a 30 day calendar month and will be added to your first invoice. We may charge you a reasonable fee to cover origination and investigation costs. If any amount payable to us is not paid when due, you will pay a late charge equal to: 1) the greater of ten (10) cents for each dollar overdue or twenty-six dollars (\$26.00); or 2) the highest lawful charge, if less. Any security deposit will be commingled with our assets, will not earn interest, and will be returned at the end of the term, provided you are not in default. We may charge you a fee for filing, searching and/or titling costs required under the Uniform Commercial Code (UCC) or other laws. If for any reason your check is returned for nonpayment, you will pay us a bad check charge of \$30 or, if less, the maximum charge allowed by law.
2. **NET AGREEMENT. THIS AGREEMENT IS NON-CANCELABLE FOR THE ENTIRE AGREEMENT TERM. YOU AGREE THAT YOU ARE UNCONDITIONALLY OBLIGATED TO PAY ALL AMOUNTS DUE UNDER THIS AGREEMENT FOR THE ENTIRE TERM. YOU ARE NOT ENTITLED TO REDUCE OR SET-OFF AGAINST AMOUNTS DUE UNDER THIS AGREEMENT FOR ANY REASON.**
3. **IMAGE CHARGES AND OVERRAGES.** You are entitled to make the total number of images shown under Image Allowance Per Machine (or Total Consolidated Image Allowance, if applicable) each period during the term of this Agreement. If you make more than the allowed images in any period, you will pay us an additional amount equal to the number of the excess images made during such period multiplied by the applicable Excess Per Image Charge. Regardless of the number of images made in any period, you will never pay less than the Base Payment Amount. We will install automatic meter reading ("AMR") collection software on the Equipment. If you choose not to have this AMR software installed, you agree to pay us a \$5.00 monthly meter collection fee and provide us with the actual meter readings on any business day as designated by us, provided that we may estimate the number of images used if such meter readings are not received within five days after being requested. We will adjust the estimated charge for excess images upon receipt of actual meter readings for an administrative fee of \$25.00 per occurrence. You agree that the Base Payment Amount and the Excess Per Image Charges may be proportionately increased at any time if our estimated average page coverage is exceeded. After the end of the first year of this Agreement and not more than once each successive twelve-month period thereafter, the Base Payment Amount and the Excess Per Image Charges (and, at our election, the Base Payment Amount and Excess Per Image Charges under any subsequent agreements between you and us that incorporate the terms hereof) may be increased by a maximum of 25% of the then existing payment or charge.
4. **EQUIPMENT USE.** You will keep the Equipment in good working order, free and clear of all liens and claims, use it for business purposes only and not modify or move it from its initial location without our consent. You agree that you will not take the Equipment out of service and have a third party pay (or provide funds to pay) the amounts due hereunder. You will comply with all laws, ordinances, regulations, requirements and rules relating to the use and operation of the Equipment. We will have the right, at any reasonable time, to inspect the Equipment and any documents relating to its use, maintenance and repair.
5. **SERVICES/SUPPLIES.** In addition to amounts owed for use of the designated Equipment and accessories, payments under this Agreement may include amounts owed for services detailed in this section, all of which may be invoiced as one payment for your convenience. You agree that you will look solely to us for performance of any such services and for the delivery of any applicable supplies. We will provide maintenance (during normal business hours); inspection, adjustment, parts replacement, drums and cleaning material required for the proper operation, as well as black toner and developer. Maintenance and supplies for printers and fax machines are not included. All other maintenance and supplies are specifically excluded. Paper, staples, color toner, freight, fuel, and trip charges are additional charges. If necessary, the service and supply portion of this Agreement may be assigned. At the end of each billing cycle, you may be billed for any toner used in excess of the manufacturer's stated yield. The manufacturer's stated yields are based on standard "letter size" copies with 6% coverage. Any and all parts that are discontinued by the manufacturers are not covered. Electronic circuit boards and networking are NOT our responsibility. Improper usage of the Equipment will immediately void our obligations to provide maintenance and you will be required to pay for all maintenance and repairs at our customary service and parts rates in addition to the Agreement payments. Improper usage includes, but is not limited to: 1) Failure to comply with the Equipment manufacturer's operating instructions 2) Service of the Equipment of anyone other than our authorized service technicians 3) Use of supplies or parts not obtained from us 4) Damage caused by any act of you, your agents or your employees 5) Failure to comply with the Equipment manufacturer's electrical requirements. We may, at our option, and at times, at our own expense, find it necessary to install protective devices, such as surge protectors, for the Equipment. These protective devices will remain our property and must be returned promptly upon termination of the Agreement. If not returned to us within fifteen (15) days, and upon receipt of an invoice from us, you agree to purchase any installed protective devices at fair market value.
6. **SOFTWARE/DATA.** Except as provided in this paragraph, references to "Equipment" include any software referenced above or installed on the Equipment. We do not own the software and cannot transfer any interest in it to you. We are not responsible for the software or the obligations of you or the licensor under any license agreement. You are solely responsible for protecting and removing any confidential data/images stored on the Equipment prior to its return for any reason. We will provide operation software with the purchase of print or scan options. If you cannot produce the software upon service request, you will be charged for service call replacement software at fair market value. We will not be responsible for any setoffs due to downtime for service or software needs.
7. **LIMITATION OF WARRANTIES. EXCEPT TO THE EXTENT THAT WE HAVE PROVIDED YOU A WARRANTY IN WRITING, WE MAKE NO WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. YOU CHOSE ANY/ALL THIRD-PARTY SERVICE PROVIDERS BASED ON YOUR JUDGMENT. YOU MAY CONTACT US OR THE MANUFACTURER FOR A STATEMENT OF THE WARRANTIES, IF ANY, THAT THE MANUFACTURER IS PROVIDING. WE ASSIGN TO YOU ANY WARRANTIES GIVEN TO US.**
8. **ASSIGNMENT.** You may not sell, assign, or sublease the Equipment or this Agreement without our written consent. We may sell or assign this Agreement and our rights in the Equipment, in whole or in part, to a third party without notice to you. You agree that if we do so, our assignee will have our assigned rights under this Agreement but none of our obligations and will not be subject to any claim, defense, or set-off that may be assertable against us or anyone else.
9. **LOSS OR DAMAGE.** You are responsible for any damage to or loss of the Equipment. No such loss or damage will relieve you from your payment obligations hereunder. Any insurance proceeds received relating to insurance you obtain will be applied, at our option, to repair or replace the Equipment, or to pay us the remaining payments due or to become due under this Agreement, plus our booked residual, both discounted at 2% per annum. Except for claims, losses, or damages caused by our gross negligence or willful misconduct, you agree to indemnify us and our assignee, if applicable, against any claims, losses, or damages, including attorney fees, in any way relating to the Equipment. In no event will we be liable for any consequential or indirect damages.
10. **INSURANCE.** You agree to maintain comprehensive liability insurance acceptable to us and to include us as an additional insured on the policy. You also agree to: 1) keep the Equipment fully insured against loss at its replacement cost, with us named as lender's loss payee; and 2) provide proof of insurance satisfactory to us no later than 30 days following the commencement of this Agreement, and thereafter upon our written request. If you fail to maintain property loss insurance satisfactory to us and/or you fail to timely provide proof of such insurance, we have the option, but not the obligation, to do so as provided in either (A) or (B) as follows, as determined in our discretion: (A) We may secure property loss insurance on the Equipment from a carrier of our choosing in such forms and amounts as we deem reasonable to protect our interests. If we secure insurance on the Equipment, we will not name you as an insured party, your interests may not be fully protected, and you will reimburse us the premium which may be higher than the premium you would pay if you obtained insurance, and which may result in a profit to us through an investment in reinsurance. If you are current in all of your obligations under the Agreement at the time of loss, any insurance proceeds received relating to insurance we obtain pursuant to this subsection (A) will be applied, at our option, to repair or replace the Equipment, or to pay us the remaining payments due or to become due under this Agreement, plus our booked residual, both discounted at 2% per annum. (B) We may charge you a monthly property damage surcharge of up to .0035 of the Equipment cost as a result of our credit risk administrative costs or other costs, as would be further described on a letter from us to you. We may make a profit on this program. NOTHING IN THIS SECTION WILL RELIEVE YOU OF YOUR RESPONSIBILITY FOR LIABILITY INSURANCE ON THE EQUIPMENT. You authorize us to sign on your behalf and appoint us as your attorney-in-fact to endorse in your name any insurance drafts or checks issued due to loss or damage to the Equipment.
11. **TAXES.** We own the Equipment. You will pay when due, either directly or by reimbursing us, all taxes and fees relating to the Equipment and this Agreement. If we pay any taxes or other expenses that you owe hereunder, you agree to reimburse us when we request and to pay us a processing fee for each expense or charge we pay on your behalf. Sales or use tax due upfront will be payable over the term with a finance charge. If this Agreement is deemed to be a secured transaction, you hereby grant us a security interest in the Equipment to secure all amounts you owe us under any agreement with us, to be released at the end of the term provided you have performed all of your obligations under this Agreement.
12. **END OF TERM.** At the end of the term of this Agreement (or any renewal term) (the "End Date"), this Agreement will renew for an additional one-year period under the same terms unless a) you provide us written notice, between 90 and 150 days prior to the End Date, of your intent to return the Equipment, and b) you timely return the Equipment to the location designated by us, within 30 days of the End Date, at your expense. If the returned Equipment is not immediately available for use by another without need of repair, you will reimburse us for all repair costs. You cannot pay off this Agreement or return the Equipment prior to the End Date without our consent. If we consent, we may charge you, in addition to other amounts owed, an early termination fee equal to 5% of the price of the Equipment.
13. **DEFAULT AND REMEDIES.** You will be in default if: (a) you do not pay any payment or other sum due to us or any other person when due or if you fail to perform in accordance with the covenants, terms and conditions of this Agreement or any other agreement with us or any of our affiliates or any material agreement with any other entity, (b) you make or have made any false statement or misrepresentation to us, (c) you or any guarantor dies, dissolves or terminates existence, (d) there has been a material adverse change in your or any guarantor's financial, business or operating condition, or (e) any guarantor defaults under any guaranty for this Agreement. If you are ever in default, at our option, we can terminate this Agreement and we may require that you return the Equipment to us at your expense and pay us: 1) all past due amounts and 2) all remaining payments for the unexpired term, plus our booked residual, both discounted at 2% per annum. We may also use all other legal remedies available to us, including disabling or repossessing the Equipment, and may require you to stop using any software. You agree to pay all our costs and expenses, including reasonable attorney fees and repossession costs, incurred in enforcing this Agreement. You also agree to pay interest on all past due amounts, from the due date, at 1.5% per month. Any delay or failure to enforce our rights under this Agreement will not prevent us from enforcing any rights at a later time. If interest is charged or collected in excess of the maximum lawful rate, we will refund such excess to you, which will be your sole remedy.
14. **UCC.** If we assign rights in this Agreement for financing purposes, you agree that this Agreement, in the hands of our assignee, is, or shall be treated as, a "Finance Lease" as that term is defined in Article 2A of the Uniform Commercial Code ("UCC"). You agree to forgo the rights and remedies provided under sections 507-522 of Article 2A of the UCC.
15. **LIMITATION ON CHARGES.** This section controls over every other part of this Agreement and over all documents now or later pertaining to the Agreement. We both intend to comply with all applicable laws. In no event will we charge or collect any amounts in excess of those allowed by applicable law. Any part of this Agreement that could, but for this section, be read under any circumstance to allow for a charge higher than that allowable under applicable legal limit, is limited and modified by this section to limit the amounts chargeable under the Agreement to the maximum amount allowed under the legal limit. If in any circumstance, any amount in excess of that allowed by law is charged or received, any such charge will be deemed limited by the amount legally allowed and any amount received by us in excess of that legally allowed will be applied by us to the payment of amounts legally owed under the Agreement, or refunded to you.
16. **USA PATRIOT ACT NOTICE AND MISCELLANEOUS.** To help the government fight the funding of terrorism and money laundering activities, federal law requires all financial institutions to obtain, verify, and record information that identifies each customer who opens an account. When you enter into a transaction with us, we ask for your business name, address and other information that will allow us to identify you. We may also ask to see other documents that substantiate your business identity. This Agreement is the entire agreement between you and us relating to our providing and your use of the Equipment and supersedes any prior representations or agreements, including any purchase orders. Amounts payable under this Agreement may include a profit to us. The original of this Agreement shall be that copy which bears your facsimile or original signature, and which bears our original signature. If a court finds any provision of this Agreement unenforceable, the remaining terms of this Agreement shall remain in effect. You authorize us to either insert or correct the Agreement number, serial numbers, model numbers, beginning date, and signature date. All other modifications to the Agreement must be in writing signed by each party. Within 30 days after our request, you will deliver all requested information (including tax returns) which we deem reasonably necessary to determine your current financial condition and faithful performance of the terms hereof.

Millennium Business Systems

Millennium Business Systems
 PO Box 660831
 Dallas, TX 75266-0831

Invoice Number: 36362329
 Agreement Number: 025-1461520-001
 Invoice Print Date: 04/15/2024
Due Date: 05/13/2024
Total Due: \$3,777.48

FORWARDING SERVICE REQUESTED

See reverse side for change of address

Use enclosed envelope and make check payable to:

ATTN: ACCOUNTS PAYABLE
 SCHOOL DISTRICT OF THE CITY OF HAZEL PARK
 1620 E ELZA AVE
 HAZEL PARK MI 48030-2358

Millennium Business Systems
 PO Box 660831
 Dallas, TX 75266-0831



000025146152000100000003636232900000000003777485

Keep lower portion for your records - Please return upper portion with your payment

Millennium Business Systems

Millennium Business Systems
 PO Box 660831
 Dallas, TX 75266-0831

Invoice Number: 36362329
Due Date: 05/13/2024
Total Due: \$3,777.48

Important Messages

We appreciate your business!

Please remove the remittance portion of this invoice and include it with your payment.

Invoice Detail

Agreement 025-1461520-000: Various Toshiba Copiers		Amount	Tax	Total
Ref./PO # PO2200010	1 Standard Payment	2,273.76	0.00	2,273.76
	2 Usage For Black Images	1,095.28	0.00	1,095.28
	3 Usage For Color Images	329.61	0.00	329.61
				\$3,698.65
Agreement 025-1461520-001: Toshiba e-STUDIO4515AC Copier		Amount	Tax	Total
Ref./PO # PO2200010	4 Standard Payment	78.83	0.00	78.83
				\$78.83

To pay online, visit www.accountservicing.com/payment

- For more information about your invoice, please:
- Email us at customersupport-05@accountservicing.com
 - Visit www.accountservicing.com
 - Call us at 866-803-2665



Total Due

\$3,777.48

Dishonored Checks, Drafts Or Orders Shall Be Subject To A Surcharge Of \$20

Visit www.accountservicing.com or scan/click the appropriate QR code below to change your address, enroll into paperless billing or to make a payment. Thank You!!



Pay Online



Paperless Billing



Change of Address

ADDITIONAL INFORMATION

- Please allow 7-10 days for your payment to be received by our office.
- Include the Remittance Section slip and payment referencing your agreement number and account name; failure to do so may result in a processing delay.

Usage Detail

Usage Report #1								
Black Images - 03/13/2024 - 04/12/2024 - 244756								
Serial Machine ID	Description Model	Reference Location	Begin	End	Adj/Cr	Usage %	Usage	
1 C1EJ15459 12598	Toshiba Copier (025-1461520-000) e-STUDIO5516 ACT		99,813	101,617	(0)	.49%	1,804	
2 C2EJ16342 12563	Toshiba Copier (025-1461520-000) e-STUDIO8518 A		434,491	437,773	(0)	.90%	3,282	
3 C2EJ16380 12564	Toshiba Copier (025-1461520-000) e-STUDIO8518 A		1,328,246	1,351,095	(0)	6.26%	22,849	
4 C2EJ16387 12565	Toshiba Copier (025-1461520-000) e-STUDIO8518 A		1,044,470	1,073,990	(0)	8.09%	29,520	
5 C2EJ16551 12577	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		444,914	458,556	(0)	3.74%	13,642	
6 C2EJ16552 12578	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		515,304	522,853	(0)	2.07%	7,549	
7 C2EJ16555 12579	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		1,110,355	1,138,272	(0)	7.65%	27,917	
8 C2EJ16556 12580	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		1,278,633	1,305,739	(0)	7.42%	27,106	
9 C2EJ16557 12581	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		540,729	551,746	(0)	3.02%	11,017	
10 C2EJ16558 12582	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		752,531	761,721	(0)	2.52%	9,190	

Usage Report #1

Black Images - 03/13/2024 - 04/12/2024 - 244756									
Serial Machine ID	Description Model	Reference Location	Begin	End	Adj/Cr	Usage %	Usage		
11 C2EJ16560 12583	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		579,552	590,409	(0)	2.97%	10,857		
12 C2EJ16561 12584	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		621,362	640,757	(0)	5.31%	19,395		
13 C2EJ16567 12585	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		953,720	976,370	(0)	6.20%	22,650		
14 C2EJ16570 12586	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		581,182	590,213	(0)	2.47%	9,031		
15 C2EJ16571 12587	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		1,284,179	1,309,295	(0)	6.88%	25,116		
16 C2EJ16574 12588	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		863,653	891,336	(0)	7.58%	27,683		
17 C2KH11665 12600	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		520,837	537,217	(0)	4.49%	16,380		
18 C2KH11732 12595	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		1,328,122	1,354,820	(0)	7.31%	26,698		
19 C2KH11751 12596	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		912,078	935,494	(0)	6.41%	23,416		
20 C2LH12707 12217	Toshiba Copier (025-1461520-000) e-STUDIO8518 A		1,175,673	1,198,271	(0)	6.19%	22,598		
21 CNHJ67688	Toshiba Copier (025-1461520-001) e-STUDIO4515 AC		155,004	155,059	(0)	.02%	55		
22 CZDJ50312 12599	Toshiba Copier (025-1461520-000) e-STUDIO3518 A		290,582	297,027	(0)	1.77%	6,445		
23 CZDJ50414 12597	Toshiba Copier (025-1461520-000) e-STUDIO3518 A		240,584	241,477	(0)	.24%	893		
Total Usage							365,093		

Allowance	Excess Usage	Rate	Charge
0	365,093	0.003000000	1,095.28
Total:			\$1,095.28

Usage Report #2

Color Images - 03/13/2024 - 04/12/2024 - 244757									
Serial Machine ID	Description Model	Reference Location	Begin	End	Adj/Cr	Usage %	Usage		
24 C1EJ15459 12598	Toshiba Copier (025-1461520-000) e-STUDIO5516 ACT		152,295	160,724	(0)	76.72%	8,429		
25 CNHJ67688	Toshiba Copier (025-1461520-001) e-STUDIO4515 AC		81,639	84,197	(0)	23.28%	2,558		
Total Usage							10,987		

Allowance	Excess Usage	Rate	Charge
0	10,987	0.030000000	329.61
Total:			\$329.61

Millennium Business Systems

Millennium Business Systems
PO Box 660831
Dallas, TX 75266-0831

Invoice Number: 35943417
Agreement Number: 025-1461520-001
Invoice Print Date: 02/14/2024
Due Date: 03/13/2024
Total Due: \$4,046.61

FORWARDING SERVICE REQUESTED

See reverse side for change of address

Use enclosed envelope and make check payable to:

ATTN: ACCOUNTS PAYABLE
SCHOOL DISTRICT OF THE CITY OF HAZEL PARK
1620 E ELZA AVE
HAZEL PARK MI 48030-2358

Millennium Business Systems
PO Box 660831
Dallas, TX 75266-0831



000025146152000100000003594341700000000004046610

Keep lower portion for your records - Please return upper portion with your payment

Millennium Business Systems

Millennium Business Systems
PO Box 660831
Dallas, TX 75266-0831

Invoice Number: 35943417
Due Date: 03/13/2024
Total Due: \$4,046.61

Important Messages

We appreciate your business!

Please remove the remittance portion of this invoice and include it with your payment.

Invoice Detail

Agreement 025-1461520-000: Various Toshiba Copiers		Amount	Tax	Total
Ref./PO # PO2200010	1 Standard Payment	2,273.76	0.00	2,273.76
	2 Usage For Black Images	1,228.11	0.00	1,228.11
	3 Usage For Color Images	465.90	0.00	465.90
				\$3,967.77
Agreement 025-1461520-001: Toshiba e-STUDIO4515AC Copier		Amount	Tax	Total
Ref./PO # PO2200010	4 Standard Payment	78.84	0.00	78.84
				\$78.84

To pay online, visit www.accountservicing.com/payment

- For more information about your invoice, please:
- Email us at customersupport-05@accountservicing.com
 - Visit www.accountservicing.com
 - Call us at 866-803-2665



Total Due

\$4,046.61

Dishonored Checks, Drafts Or Orders Shall Be Subject To A Surcharge Of \$20

Visit www.accountservicing.com or scan/click the appropriate QR code below to change your address, enroll into paperless billing or to make a payment. Thank You!!



Pay Online



Paperless Billing



Change of Address

ADDITIONAL INFORMATION

- Please allow 7-10 days for your payment to be received by our office.
- Include the Remittance Section slip and payment referencing your agreement number and account name; failure to do so may result in a processing delay.

Usage Detail

Usage Report #1								
Black Images - 01/13/2024 - 02/12/2024 - 244756								
Serial Machine ID	Description Model	Reference Location	Begin	End	Adj/Cr	Usage %	Usage	
1 C1EJ15459 12598	Toshiba Copier (025-1461520-000) e-STUDIO5516 ACT		97,697	99,260	(0)	.38%	1,563	
2 C2EJ16342 12563	Toshiba Copier (025-1461520-000) e-STUDIO8518 A		421,990	429,184	(0)	1.76%	7,194	
3 C2EJ16380 12564	Toshiba Copier (025-1461520-000) e-STUDIO8518 A		1,272,033	1,302,507	(0)	7.44%	30,474	
4 C2EJ16387 12565	Toshiba Copier (025-1461520-000) e-STUDIO8518 A		979,935	1,020,581	(0)	9.93%	40,646	
5 C2EJ16551 12577	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		417,313	432,842	(0)	3.79%	15,529	
6 C2EJ16552 12578	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		493,286	507,213	(0)	3.40%	13,927	
7 C2EJ16555 12579	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		1,043,943	1,080,788	(0)	9.00%	36,845	
8 C2EJ16556 12580	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		1,222,317	1,252,946	(0)	7.48%	30,629	
9 C2EJ16557 12581	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		519,760	531,058	(0)	2.76%	11,298	
10 C2EJ16558 12582	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		734,543	742,340	(0)	1.90%	7,797	

Usage Report #1

Black Images - 01/13/2024 - 02/12/2024 - 244756									
Serial Machine ID	Description Model	Reference Location	Begin	End	Adj/Cr	Usage %	Usage		
11 C2EJ16560 12583	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		550,729	566,501	(0)	3.85%	15,772		
12 C2EJ16561 12584	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		579,570	602,214	(0)	5.53%	22,644		
13 C2EJ16567 12585	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		915,733	937,844	(0)	5.40%	22,111		
14 C2EJ16570 12586	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		562,396	573,814	(0)	2.79%	11,418		
15 C2EJ16571 12587	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		1,217,761	1,244,816	(0)	6.61%	27,055		
16 C2EJ16574 12588	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		809,659	842,556	(0)	8.04%	32,897		
17 C2KH11665 12600	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		491,325	508,523	(0)	4.20%	17,198		
18 C2KH11732 12595	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		1,252,998	1,291,612	(0)	9.43%	38,614		
19 C2KH11751 12596	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		867,376	890,370	(0)	5.62%	22,994		
20 C2LH12707 12217	Toshiba Copier (025-1461520-000) e-STUDIO8518 A		1,169,125	1,169,125	(0)	0.00%	0		
21 CNHJ67688	Toshiba Copier (025-1461520-001) e-STUDIO4515 AC		154,378	154,760	(0)	.09%	382		
22 CZDJ50312 12599	Toshiba Copier (025-1461520-000) e-STUDIO3518 A		286,649	287,144	(0)	.12%	495		
23 CZDJ50414 12597	Toshiba Copier (025-1461520-000) e-STUDIO3518 A		237,164	239,053	(0)	.46%	1,889		
Total Usage							409,371		

Allowance	Excess Usage	Rate	Charge
0	409,371	0.003000000	1,228.11
Total:			\$1,228.11

Usage Report #2

Color Images - 01/13/2024 - 02/12/2024 - 244757									
Serial Machine ID	Description Model	Reference Location	Begin	End	Adj/Cr	Usage %	Usage		
24 C1EJ15459 12598	Toshiba Copier (025-1461520-000) e-STUDIO5516 ACT		136,629	145,429	(0)	56.66%	8,800		
25 CNHJ67688	Toshiba Copier (025-1461520-001) e-STUDIO4515 AC		71,930	78,660	(0)	43.34%	6,730		
Total Usage							15,530		

Allowance	Excess Usage	Rate	Charge
0	15,530	0.030000000	465.90
Total:			\$465.90

Millennium Business Systems

Millennium Business Systems
PO Box 660831
Dallas, TX 75266-0831

Invoice Number: 35528556
Agreement Number: 025-1461520-001
Invoice Print Date: 12/18/2023
Due Date: 01/13/2024
Total Due: \$4,029.13

FORWARDING SERVICE REQUESTED

See reverse side for change of address

Use enclosed envelope and make check payable to:

ATTN: ACCOUNTS PAYABLE
SCHOOL DISTRICT OF THE CITY OF HAZEL PARK
1620 E ELZA AVE
HAZEL PARK MI 48030-2358

Millennium Business Systems
PO Box 660831
Dallas, TX 75266-0831



00002514615200010000000355285560000000004029135

Keep lower portion for your records - Please return upper portion with your payment

Millennium Business Systems

Millennium Business Systems
PO Box 660831
Dallas, TX 75266-0831

Invoice Number: 35528556
Due Date: 01/13/2024
Total Due: \$4,029.13

Important Messages

We appreciate your business!

Please remove the remittance portion of this invoice and include it with your payment.

Invoice Detail

Agreement 025-1461520-000: Various Toshiba Copiers		Amount	Tax	Total
Ref./PO # PO2200010	1 Standard Payment	2,273.76	0.00	2,273.76
	2 Usage For Color Images	254.01	0.00	254.01
	3 Usage For Black Images	1,422.52	0.00	1,422.52
				\$3,950.29
Agreement 025-1461520-001: Toshiba e-STUDIO4515AC Copier		Amount	Tax	Total
Ref./PO # PO2200010	4 Standard Payment	78.84	0.00	78.84
				\$78.84

To pay online, visit www.accountservicing.com/payment

- For more information about your invoice, please:
- Email us at customersupport-05@accountservicing.com
 - Visit www.accountservicing.com
 - Call us at 866-803-2665



Total Due

\$4,029.13

Dishonored Checks, Drafts Or Orders Shall Be Subject To A Surcharge Of \$20

Visit www.accountservicing.com or scan/click the appropriate QR code below to change your address, enroll into paperless billing or to make a payment. Thank You!!



Pay Online



Paperless Billing



Change of Address

ADDITIONAL INFORMATION

- Please allow 7-10 days for your payment to be received by our office.
- Include the Remittance Section slip and payment referencing your agreement number and account name; failure to do so may result in a processing delay.

Usage Detail

Usage Report #1									
Color Images - 11/13/2023 - 12/12/2023 - 244757									
Serial Machine ID	Description Model	Reference Location	Begin	End	Adj/Cr	Usage %	Usage		
1 C1EJ15459 12598	Toshiba Copier (025-1461520-000) e-STUDIO5516 ACT		129,093	134,558	(0)	64.54%	5,465		
2 CNHJ67688	Toshiba Copier (025-1461520-001) e-STUDIO4515 AC		67,439	70,441	(0)	35.46%	3,002		
						Total Usage	8,467		
						Allowance	Excess Usage	Rate	Charge
						0	8,467	0.030000000	254.01
						Total:		\$254.01	

Usage Report #2								
Black Images - 11/13/2023 - 12/12/2023 - 244756								
Serial Machine ID	Description Model	Reference Location	Begin	End	Adj/Cr	Usage %	Usage	
3 C1EJ15459 12598	Toshiba Copier (025-1461520-000) e-STUDIO5516 ACT		88,940	96,373	(0)	1.57%	7,433	
4 C2EJ16342 12563	Toshiba Copier (025-1461520-000) e-STUDIO8518 A		414,711	419,921	(0)	1.10%	5,210	
5 C2EJ16380 12564	Toshiba Copier (025-1461520-000) e-STUDIO8518 A		1,220,199	1,253,385	(0)	7.00%	33,186	
6 C2EJ16387 12565	Toshiba Copier (025-1461520-000) e-STUDIO8518 A		916,293	949,340	(0)	6.97%	33,047	

Usage Report #2

Black Images - 11/13/2023 - 12/12/2023 - 244756

Serial Machine ID	Description Model	Reference Location	Begin	End	Adj/Cr	Usage %	Usage
7 C2EJ16551 12577	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		387,625	407,671	(0)	4.23%	20,046
8 C2EJ16552 12578	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		478,669	489,133	(0)	2.21%	10,464
9 C2EJ16555 12579	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		984,246	1,019,983	(0)	7.54%	35,737
10 C2EJ16556 12580	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		1,174,666	1,210,630	(0)	7.58%	35,964
11 C2EJ16557 12581	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		503,670	514,195	(0)	2.22%	10,525
12 C2EJ16558 12582	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		717,631	729,352	(0)	2.47%	11,721
13 C2EJ16560 12583	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		525,013	542,164	(0)	3.62%	17,151
14 C2EJ16561 12584	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		539,248	567,412	(0)	5.94%	28,164
15 C2EJ16567 12585	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		877,628	898,807	(0)	4.47%	21,179
16 C2EJ16570 12586	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		547,218	557,013	(0)	2.07%	9,795
17 C2EJ16571 12587	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		1,153,590	1,194,350	(0)	8.60%	40,760
18 C2EJ16574 12588	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		765,505	793,831	(0)	5.97%	28,326
19 C2KH11665 12600	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		457,993	480,741	(0)	4.80%	22,748
20 C2KH11732 12595	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		1,180,377	1,233,657	(0)	11.24%	53,280
21 C2KH11751 12596	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		831,343	856,681	(0)	5.34%	25,338
22 C2LH12707 12217	Toshiba Copier (025-1461520-000) e-STUDIO8518 A		1,117,583	1,135,503	(0)	3.78%	17,920
23 CNHJ67688	Toshiba Copier (025-1461520-001) e-STUDIO4515 AC		154,107	154,241	(0)	.03%	134
24 CZDJ50312 12599	Toshiba Copier (025-1461520-000) e-STUDIO3518 A		277,751	282,299	(0)	.96%	4,548
25 CZDJ50414 12597	Toshiba Copier (025-1461520-000) e-STUDIO3518 A		235,362	236,859	(0)	.32%	1,497

Total Usage 474,173

Allowance	Excess Usage	Rate	Charge
0	474,173	0.003000000	1,422.52
Total:			\$1,422.52

Millennium Business Systems

Millennium Business Systems
PO Box 660831
Dallas, TX 75266-0831

Remittance Section

110

Invoice Number: 35312268
 Agreement Number: 025-1461520-001
 Invoice Print Date: 11/15/2023
Due Date: 12/13/2023
 Current Charges: \$4,487.20
 Past Due Amount: \$0.01
Total Due: \$4,487.21

FORWARDING SERVICE REQUESTED

See reverse side for change of address

Use enclosed envelope and make check payable to:

ATTN: ACCOUNTS PAYABLE
 SCHOOL DISTRICT OF THE CITY OF HAZEL PARK
 1620 E ELZA AVE
 HAZEL PARK MI 48030-2358

Millennium Business Systems
 PO Box 660831
 Dallas, TX 75266-0831



000025146152000100000003531226800000000004487210

Keep lower portion for your records - Please return upper portion with your payment

Millennium Business Systems

Millennium Business Systems
PO Box 660831
Dallas, TX 75266-0831

Invoice Number: 35312268
Due Date: 12/13/2023
Total Due: \$4,487.21

Important Messages

We appreciate your business!

Please remove the remittance portion of this invoice and include it with your payment.

Invoice Detail

Agreement 025-1461520-000: Various Toshiba Copiers		Amount	Tax	Total
Ref./PO # PO2200010	1 Standard Payment	2,273.76	0.00	2,273.76
	2 Usage For Black Images	1,724.83	0.00	1,724.83
	3 Usage For Color Images	409.77	0.00	409.77
				\$4,408.36

Agreement 025-1461520-001: Toshiba e-STUDIO4515AC Copier		Amount	Tax	Total
Ref./PO # PO2200010	4 Standard Payment	78.84	0.00	78.84
				\$78.84

Summary of Past Due Charges		
Invoice 35099317 - Due 11/13/2023		0.01

Subtotal of Past Due Charges \$0.01

To pay online, visit www.accountservicing.com/payment

- For more information about your invoice, please:
- Email us at customersupport-05@accountservicing.com
 - Visit www.accountservicing.com
 - Call us at 866-803-2665



Total Due \$4,487.21

Dishonored Checks, Drafts Or Orders Shall Be Subject To A Surcharge Of \$20

Visit www.accountservicing.com or scan/click the appropriate QR code below to change your address, enroll into paperless billing or to make a payment. Thank You!!



Pay Online



Paperless Billing



Change of Address

ADDITIONAL INFORMATION

- Please allow 7-10 days for your payment to be received by our office.
- Include the Remittance Section slip and payment referencing your agreement number and account name; failure to do so may result in a processing delay.

Usage Detail

Usage Report #1		Black Images - 10/13/2023 - 11/12/2023 - 244756						
Serial Machine ID	Description Model	Reference Location	Begin	End	Adj/Cr	Usage %	Usage	
1 C1EJ15459 12598	Toshiba Copier (025-1461520-000) e-STUDIO5516 ACT		82,293	88,940	(0)	1.16%	6,647	
2 C2EJ16342 12563	Toshiba Copier (025-1461520-000) e-STUDIO8518 A		406,890	414,711	(0)	1.36%	7,821	
3 C2EJ16380 12564	Toshiba Copier (025-1461520-000) e-STUDIO8518 A		1,176,202	1,220,199	(0)	7.65%	43,997	
4 C2EJ16387 12565	Toshiba Copier (025-1461520-000) e-STUDIO8518 A		882,848	916,293	(0)	5.82%	33,445	
5 C2EJ16551 12577	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		363,875	387,625	(0)	4.13%	23,750	
6 C2EJ16552 12578	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		461,987	478,669	(0)	2.90%	16,682	
7 C2EJ16555 12579	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		929,766	984,246	(0)	9.48%	54,480	
8 C2EJ16556 12580	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		1,137,893	1,174,666	(0)	6.40%	36,773	
9 C2EJ16557 12581	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		490,117	503,670	(0)	2.36%	13,553	
10 C2EJ16558 12582	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		704,956	717,631	(0)	2.20%	12,675	

Usage Report #1

Black Images - 10/13/2023 - 11/12/2023 - 244756								
Serial Machine ID	Description Model	Reference Location	Begin	End	Adj/Cr	Usage %	Usage	
11 C2EJ16560 12583	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		510,702	525,013	(0)	2.49%	14,311	
12 C2EJ16561 12584	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		509,671	539,248	(0)	5.14%	29,577	
13 C2EJ16567 12585	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		853,070	877,628	(0)	4.27%	24,558	
14 C2EJ16570 12586	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		532,804	547,218	(0)	2.51%	14,414	
15 C2EJ16571 12587	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		1,115,569	1,153,590	(0)	6.61%	38,021	
16 C2EJ16574 12588	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		722,432	765,505	(0)	7.49%	43,073	
17 C2KH11665 12600	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		430,117	457,993	(0)	4.85%	27,876	
18 C2KH11732 12595	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		1,130,574	1,180,377	(0)	8.66%	49,803	
19 C2KH11751 12596	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		798,909	831,343	(0)	5.64%	32,434	
20 C2LH12707 12217	Toshiba Copier (025-1461520-000) e-STUDIO8518 A		1,074,943	1,117,583	(0)	7.42%	42,640	
21 CNHJ67688	Toshiba Copier (025-1461520-001) e-STUDIO4515 AC		153,551	154,107	(0)	.10%	556	
22 CZDJ50312 12599	Toshiba Copier (025-1461520-000) e-STUDIO3518 A		271,443	277,751	(0)	1.10%	6,308	
23 CZDJ50414 12597	Toshiba Copier (025-1461520-000) e-STUDIO3518 A		233,812	235,362	(0)	.27%	1,550	
Total Usage							574,944	

Allowance	Excess Usage	Rate	Charge
0	574,944	0.003000000	1,724.83
Total:			\$1,724.83

Usage Report #2

Color Images - 10/13/2023 - 11/12/2023 - 244757								
Serial Machine ID	Description Model	Reference Location	Begin	End	Adj/Cr	Usage %	Usage	
24 C1EJ15459 12598	Toshiba Copier (025-1461520-000) e-STUDIO5516 ACT		118,841	129,093	(0)	75.06%	10,252	
25 CNHJ67688	Toshiba Copier (025-1461520-001) e-STUDIO4515 AC		64,032	67,439	(0)	24.94%	3,407	
Total Usage							13,659	

Allowance	Excess Usage	Rate	Charge
0	13,659	0.030000000	409.77
Total:			\$409.77

Millennium Business Systems

Millennium Business Systems
PO Box 660831
Dallas, TX 75266-0831

Invoice Number: 35733751
Agreement Number: 025-1461520-001
Invoice Print Date: 01/16/2024
Due Date: 02/13/2024
Total Due: \$3,281.82

FORWARDING SERVICE REQUESTED

See reverse side for change of address

Use enclosed envelope and make check payable to:

ATTN: ACCOUNTS PAYABLE
SCHOOL DISTRICT OF THE CITY OF HAZEL PARK
1620 E ELZA AVE
HAZEL PARK MI 48030-2358

Millennium Business Systems
PO Box 660831
Dallas, TX 75266-0831



000025146152000100000003573375100000000003281826

Keep lower portion for your records - Please return upper portion with your payment

Millennium Business Systems

Millennium Business Systems
PO Box 660831
Dallas, TX 75266-0831

Invoice Number: 35733751
Due Date: 02/13/2024
Total Due: \$3,281.82

Important Messages

We appreciate your business!

Please remove the remittance portion of this invoice and include it with your payment.

Invoice Detail

Agreement 025-1461520-000: Various Toshiba Copiers		Amount	Tax	Total
Ref./PO # PO2200010	1 Standard Payment	2,273.76	0.00	2,273.76
	2 Usage For Black Images	822.42	0.00	822.42
	3 Usage For Color Images	106.80	0.00	106.80
				\$3,202.98
Agreement 025-1461520-001: Toshiba e-STUDIO4515AC Copier		Amount	Tax	Total
Ref./PO # PO2200010	4 Standard Payment	78.84	0.00	78.84
				\$78.84

To pay online, visit www.accountservicing.com/payment

- For more information about your invoice, please:
- Email us at customersupport-05@accountservicing.com
 - Visit www.accountservicing.com
 - Call us at 866-803-2665



Total Due

\$3,281.82

Dishonored Checks, Drafts Or Orders Shall Be Subject To A Surcharge Of \$20

Visit www.accountservicing.com or scan/click the appropriate QR code below to change your address, enroll into paperless billing or to make a payment. Thank You!!



Pay Online



Paperless Billing



Change of Address

ADDITIONAL INFORMATION

- Please allow 7-10 days for your payment to be received by our office.
- Include the Remittance Section slip and payment referencing your agreement number and account name; failure to do so may result in a processing delay.

Usage Detail

Usage Report #1								
Black Images - 12/13/2023 - 01/12/2024 - 244756								
Serial Machine ID	Description Model	Reference Location	Begin	End	Adj/Cr	Usage %	Usage	
1 C1EJ15459 12598	Toshiba Copier (025-1461520-000) e-STUDIO5516 ACT		96,373	97,697	(0)	.48%	1,324	
2 C2EJ16342 12563	Toshiba Copier (025-1461520-000) e-STUDIO8518 A		419,921	421,990	(0)	.75%	2,069	
3 C2EJ16380 12564	Toshiba Copier (025-1461520-000) e-STUDIO8518 A		1,253,385	1,272,033	(0)	6.80%	18,648	
4 C2EJ16387 12565	Toshiba Copier (025-1461520-000) e-STUDIO8518 A		949,340	979,935	(0)	11.16%	30,595	
5 C2EJ16551 12577	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		407,671	417,313	(0)	3.52%	9,642	
6 C2EJ16552 12578	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		489,133	493,286	(0)	1.51%	4,153	
7 C2EJ16555 12579	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		1,019,983	1,043,943	(0)	8.74%	23,960	
8 C2EJ16556 12580	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		1,210,630	1,222,317	(0)	4.26%	11,687	
9 C2EJ16557 12581	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		514,195	519,760	(0)	2.03%	5,565	
10 C2EJ16558 12582	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		729,352	734,543	(0)	1.89%	5,191	

Usage Report #1

Black Images - 12/13/2023 - 01/12/2024 - 244756									
Serial Machine ID	Description Model	Reference Location	Begin	End	Adj/Cr	Usage %	Usage		
11 C2EJ16560 12583	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		542,164	550,729	(0)	3.12%	8,565		
12 C2EJ16561 12584	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		567,412	579,570	(0)	4.43%	12,158		
13 C2EJ16567 12585	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		898,807	915,733	(0)	6.17%	16,926		
14 C2EJ16570 12586	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		557,013	562,396	(0)	1.96%	5,383		
15 C2EJ16571 12587	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		1,194,350	1,217,761	(0)	8.54%	23,411		
16 C2EJ16574 12588	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		793,831	809,659	(0)	5.77%	15,828		
17 C2KH11665 12600	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		480,741	491,325	(0)	3.86%	10,584		
18 C2KH11732 12595	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		1,233,657	1,252,998	(0)	7.06%	19,341		
19 C2KH11751 12596	Toshiba Copier (025-1461520-000) e-STUDIO6518 A		856,681	867,376	(0)	3.90%	10,695		
20 C2LH12707 12217	Toshiba Copier (025-1461520-000) e-STUDIO8518 A		1,135,503	1,169,125	(0)	12.26%	33,622		
21 CNHJ67688	Toshiba Copier (025-1461520-001) e-STUDIO4515 AC		154,241	154,378	(0)	.05%	137		
22 CZDJ50312 12599	Toshiba Copier (025-1461520-000) e-STUDIO3518 A		282,299	286,649	(0)	1.59%	4,350		
23 CZDJ50414 12597	Toshiba Copier (025-1461520-000) e-STUDIO3518 A		236,859	237,164	(0)	.11%	305		
Total Usage							274,139		

Allowance	Excess Usage	Rate	Charge
0	274,139	0.003000000	822.42
Total:			\$822.42

Usage Report #2

Color Images - 12/13/2023 - 01/12/2024 - 244757									
Serial Machine ID	Description Model	Reference Location	Begin	End	Adj/Cr	Usage %	Usage		
24 C1EJ15459 12598	Toshiba Copier (025-1461520-000) e-STUDIO5516 ACT		134,558	136,629	(0)	58.17%	2,071		
25 CNHJ67688	Toshiba Copier (025-1461520-001) e-STUDIO4515 AC		70,441	71,930	(0)	41.83%	1,489		
Total Usage							3,560		

Allowance	Excess Usage	Rate	Charge
0	3,560	0.030000000	106.80
Total:			\$106.80



**HAZEL PARK
SCHOOLS**

Date: 5/14/2024

To: Leann Little

From: James Paterson, District Counsel/FOIA Coordinator

RE: Email dated 5/1/2024

Dear Ms. Little,

I am writing in response to your FOIA request that was sent via email on May 1, 2024 and directed to Dr. Kruppe. Pursuant to the first part of your request a copy of the video has been preserved, therefore that portion of your FOIA request is granted. It will be preserved for the three years you seek.

However, the second portion of your FOIA request regarding the provision of a hard copy is Denied. The video contains images that are directly related to another student and these images cannot be segregated and redacted without destroying its meaning therefore, pursuant to the Family Educational Rights and Privacy Act of 1974, the provision of a "hard copy" of this educational record must be denied.

Although you had previously stated that you no longer wish to review the video, it will remain available for your inspection at any time that can be mutually agreed upon.

Since the FOIA request is partially denied I am informing you of the right to appeal this partial denial decision.

If you have any further questions or concerns, please do not hesitate to reach out.

James Paterson
District Counsel
248-658-5225

Cc:

Dr. Amy Kruppe, Superintendent

Dr. Megan Papsian-Broadwell, Executive Director of Student Services





HAZEL PARK
SCHOOLS



From: **Leanne Little** <lealittle2@yahoo.com>
Date: Wed, May 1, 2024 at 10:37 AM
Subject: FREEDOM OF INFORMATION ACT REQUEST FOR HPJH SCHOOL VIDEO OF MY SON CLAYTON ROBBINS: DATE 05/01/24
To: Megan Papasian-Broadwell <megan.papasian-broadwell@myhpsd.org>, amy.kruppe@myhpsd.org <amy.kruppe@myhpsd.org>
Cc: Amanda Crum <acrum@eastersealsmorc.org>, Krista Byrd <kbyrd@eastersealsmorc.org>, Quinn Ousley <qousley@eastersealsmorc.org>, Leanne Little <lealittle2@yahoo.com>

Date: 05/01/2024
Amy Kruppe Hazel Park School District Superintendent:
1620 East Elza Ave. Hazel Park, Michigan 48030

Dear Hazel Park School District Freedom of Information Act School District Officer,

Please accept this formal freedom of information request for the video of incident involving my son Clayton Robbins that occurred on 04/10/2024 at the Hazel Park Junior High School [22770 Highland Ave, Hazel Park, Mi 48030] .

Please accept this notice to preserve the integrity of the video evidence subject to FOIA for an indefinite period no less than 3 calendar years and safeguard from any type of deletion of the electronic data by the School District of the City of Hazel Park.

Please send the hard copy of the video evidence of my son to be archived and preserved in entirety to 116 East Elza, Hazel Park, Mi 48030.

Sincerely,

Leanne Little
116 West Elza
Hazel Park, Mi
48030



MEEA

Michigan Education Association
7-A/South Oakland Districts Association

17500 W Eleven Mile Rd ▪ Lathrup Village, MI 48076 ▪ Phone: (248)559-9725 ▪ Fax: (248)559-9730

April 19, 2024

**RE: Public Employment Relations Act and Michigan Freedom of Information Act;
Request for Information/Hazel Park Public Schools**

Dear Mr. Patterson and Ms. Cales:

The following request for information is made on behalf of the Hazel Park Education Association (“Association”), pursuant to the Public Employment Relations Act, MCL 423.201, *et seq.* and the Michigan Freedom of Information Act, MCL 15.231, *et seq.*

For the purposes of this request: the “Employer” means Hazel Park Public Schools, “employee” means teacher, Jennifer Lentz and “documents” means any and all writing of any kind, including notes, statements, memoranda, communications, reports, electronically stored information, contracts, employment records, payroll records, attendance records, calendars, schedules, manuals, and all other writings (regardless of form).

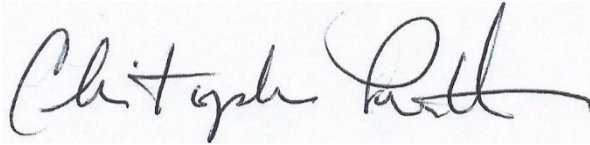
To carry out its duties as collective bargaining representative to Association members employed by the Employer, it is necessary for the Association to obtain the following information and copies thereof as stated immediately below:

1. Documents including, but not limited to, individual contracts, schedules, calendars, and payroll records, since September 1, 2018 for employee, which sets forth their dates and hours scheduled, days, dates and hours worked, and any meal and break time periods.
2. Documents, including, but not limited to the Employer’s job postings and job descriptions, covering the position of the employee or predecessors since September 1, 2016.
3. Documents which reflect job transfers, since September 1, 2018, between any of the job classifications relating to employee or employee’s position. As to each transfer, provide documents which indicate the date(s) duration, job assignment, location, classification, and immediate supervisor of the transferees.
4. Documents which reflect the development of a vision statement between Employer, Employee and the Association, since September 1, 2020 for the performing arts programs and athletic programs in Hazel Park Schools.

The Association recognizes that it owes a duty of fair representation to its members employed by Hazel Park Public Schools. It is well established that in order to satisfy its bargaining obligation

under Section 10(1)(e) of PERA, an employer must supply in a timely manner information requested by the union which will permit it to engage in collective bargaining and police the administration of its collective bargaining agreement. Information relating to terms and conditions of employment, such as wages, job descriptions, and other information, is presumptively relevant and will be ordered disclosed.

Respectfully,

A handwritten signature in black ink, appearing to read "Christopher Pratt". The signature is written in a cursive style with a long, sweeping tail on the final letter.

Christopher Pratt, Executive Director
Hazel Park Education Association/
South Oakland Districts Association
17500 W Eleven Mile Road
Lathrup Village, MI 48076
248-559-9725
cpratt@mea.org

cc: Monica Gregory
Mary Blair
Dan Zarimba
Jennifer Lentz



**HAZEL PARK
SCHOOLS**

Date: 5/10/2024

To: Chris Pratt/MEA/HPEA

From: James Paterson, District Counsel

RE: Email dated 5/10/2024

Dear Mr. Pratt,

In response to your FOIA request for information and records pertaining to employee Jennifer Lentz pursuant to FOIA and PERA I have attached all responsive materials. The entirety of her employee file is open for your review at any mutually convenient time if you wish, but the documents that were responsive to your request are included in this disclosure.

If you have any further questions or concerns, please do not hesitate to reach out. We are here to support you and your son every step of the way.

James Paterson.
District Counsel
248-658-5225

Cc:
Monica Gregory, HPEA President
Dr. Amy Kruppe, Superintendent
Kristy Cales, Human Resources Director

Enc:
Responsive FOIA documents



From: Amy Kruppe [amy.kruppe@myhpsd.org]
To: Jamie Buczko [jamie.buczko@myhpsd.org]
Cc: Board [board@myhpsd.org], James Paterson [james.paterson@myhpsd.org]
Subject: Fwd: FOIA REQUEST
Sent: Fri 4/26/2024 10:46 AM GMT-05:00
Importance: Normal

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

From: **Beverly Hinton** <beverlyhinton5@yahoo.com>
Date: Fri, Apr 26, 2024 at 11:02 AM
Subject: FOIA REQUEST
To: amy.kruppe@myhpsd.org <amy.kruppe@myhpsd.org>

I would like a copy of the Out of School Time Grant application you submitted and the award letter.

I will be looking forward to receiving these.

Thanks,

Bev



**Hazel Park Schools • Today's Learners, Tomorrow's Leaders.
The Cornerstone of Oakland, Macomb and Wayne Counties.**

District Communication's Protocol:

RR = Response Required Within One Working Business Day

NRN = No Reply Necessary

CC or BCC: No Reply Necessary

Electronic Privacy Notice. This e-mail and any attachment contain information that is, or may be, covered by electronic communications privacy laws, and is also confidential and proprietary in nature. If you are not the intended recipient, please be advised that you are legally prohibited from retaining, using, copying, distributing, or otherwise disclosing this information in any manner. Instead, please reply to the sender that you have received this communication in error, and then immediately delete it. Thank you in advance for your cooperation.

***BOARD MEMBER ALERT:** This email is not for interactive discussion purposes. The recipient should not forward it to any other individual or copy a reply to other board members.*



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

April 30, 2024

Beverly Hinton
53 E. Annabelle
Hazel Park, MI 48030

Dear Ms. Hinton,

The FOIA request dated April 26, 2024 is granted.

Please find enclosed a copy of the "Out of School Time Grant application you submitted", as requested in the FOIA request dated April 26, 2024. You also requested a copy of the "award letter" however that is not in our possession nor are we aware if any such document was created.

Please contact me at james.paterson@myhpsd.org or (248) 658-5225 if you would like to discuss the FOIA request further.

Respectfully,

James Paterson
District Counsel
FOIA Coordinator

By: Email

cc. Dr. Amy Kruppe

Application: 3905500519

Hazel Park School District
Oakland County Out of School Time Learning Supports

Summary

ID: 3905500519

Last submitted: Apr 12 2024 11:14 PM (EDT)

OC: Eligibility Questionnaire

Completed - Oct 15 2022

OC: Eligibility Pre-Questionnaire

Eligibility Questionnaire

For references throughout the application please follow this link to find the [Resource List](#).

Does your organization serve youth in Oakland County?

Please Note: Any virtual programming components supported with this grant funding must strictly serve participants living in Oakland County.

If you are applying to expand your programming into Oakland County through this funding opportunity, please mark YES as your response.

Yes

Does your organization serve youth ages 0-18, or will you only serve youth ages 0-18 with this grant funding?

Yes

Do you track any demographic data such as the ages, races, gender distribution and zip code of those served by your organization?

Yes

Please select your organization type:

School District, Individual School, or Public School Academy

As a school, do you intend on implementing NEW programming with this grant?

Yes

Match Fund Attestation

Responses Selected:

If awarded, {{ submission.organization_field__111327 }}, understands that it is our responsibility to match 100% of funding request. {{ submission.organization_field__111327 }} can verify the funds are readily available to match funding request and understands that United Way for Southeastern Michigan may request additional documentation in order to verify the ability to match fund request.

Select the tier of funding you are applying for.

- Award Type 1: Restarting or Supporting established programming

Funding Range: \$30,000 to \$100,000

Award Description: Operational grants may be awarded to nonprofit organizations, school districts, or CVTs that meet basic eligibility criteria and need funds to maintain or enhance out of school time learning supports for youth experiencing learning loss due to the COVID-19 pandemic. This award may also be used to restart out of school time learning supports for youth that halted due to the COVID-19 pandemic.

- Award Type 2: Operational Support to Existing Programming

Funding Range: \$30,000 to \$100,000

Award Description: Funding that exclusively supports operating costs can include gap funding for services, such as transportation to and from out of school time programming, but request must be explicitly connected to the services provided to children and the academic or social emotional outcomes those children will achieve. Operational support can be included in other types of awards.

- Award Type 3: Expansion Grant

Funding Range: \$100,001 to \$250,000

Award Description: Expansion grants from \$100,001 and up to \$250,000 may be awarded to nonprofit organizations, school districts, public academies, or CVTs that meet basic eligibility criteria and need funds to expand to include more youth in out of school time learning and social emotional support services for youth because of increased demand due to the COVID-19 pandemic.

- Award Type 4: Community Grant

Funding Range: \$250,001 to \$400,000

Award Description: Community grants of \$250,001 and up to \$400,000 may be awarded to nonprofit organizations, school districts, public academies, and CVTs that meet basic eligibility criteria and need funds to implement out of school time learning and social emotional support services for learning recover due to the COVID-19 pandemic in new communities.

- To be considered, organizations applying for this award type must have an annual operating budget of at least \$4,000,000, recorded in the most recently approved organizational budget.
- Organizations applying for this award type must also have a large service footprint that reaches clients throughout communities in Oakland County or reaches a large percentage of youth in a specific, localized Oakland County community.
- Organizations will be expected to demonstrate their ability to deploy the larger amount of funds requested within the spending period through budget allocations and narrative details.
- For this award type, the minimum number of youth served must be at least 250 youth.

Please Note: School Districts and Public-School Academies may apply to implement new programming but will be required to provide match funding. Evidence of match funding will be required.

Award Type 3: Expansion Grant (\$100,001 to \$250,000)

What is your operational budget?

Please enter your organization's operation budget in numerals (numbers only). Do not include dollar signs (\$), commas (,), or decimals (.).

4000000

What is the exact amount of your funding request?

Please enter your organization's operation budget in numerals (numbers only). Do not include dollar signs (\$), commas (,), or decimals (.).

Please note: funding request CANNOT exceed 20% of your current annual operating budget, or 10% of the prior fiscal year audited or CPA reviewed financials, whichever is greater. If you are using a fiduciary, the same guidelines apply to the fiduciary's financial statements.

250000

Review Organizational Information

Completed - Oct 18 2022

Review your organizational information Instructions

Please review the organizational information on the following pages for accuracy.

If you need to make any updates, you must make those updates in the [Organizational & Financial Information Program](#) and mark that task as complete. Then return to this program to review your information.

Once you have reviewed your information and verified its accuracy, check off on the acknowledgement and click "Mark as Complete" at the end. Then use the left-hand navigation bar to move on to the next task.

Note for first-time applicants

If this is your first time applying to a United Way grant opportunity through Survey Monkey Apply and you have not already done so, you must FIRST fill out the [Organizational & Financial Information Program](#). Then return to this task to review the information.

Note for Organizations Using Fiduciaries

If an organization is applying using a fiduciary, the Survey Monkey Account must be registered in the Fiduciary Organization's name and the Organizational Profile must be filled out from the Fiduciary Organization's perspective. The Contact Information task will include contact information for both the fiduciary and implementing organization.

General partner Information

Organization Name

Hazel Park School District

Website Link**Primary Address**

Street: 1620 E. Elza Dr.

Apt/Suite:

City: Hazel Park

State: Michigan

County: United States

ZIP: 48030

General Information Phone Number

248-658-5200

Mission Statement

The Hazel Park School District in collaboration with all stakeholders prepares and supports students for the future.

Vision Statement

Inspire and empower all learners.

Description of Organization/Service

K-12 Public School serving 3000 students

What are the focus areas of your organization?

Education (K-12), Early Childhood Education

Please indicate the county or counties that your organization provides service in

Oakland

Does your organization have a diversity, equity and inclusion policy?

Yes

Agency Contact Information

CEO/Executive Director

First Name: Amy

Last Name: Kruppe

Title: Executive Director

Email: amy.kruppe@hazelparkschools.org

Phone Number: 224-629-6435

Chief Financial Officer/Director

First Name: Jason

Last Name: Zirniss

Title: Chief Financial Officer

Email: jason.zirniss@hazelparkschools.org

Phone Number: 248-658-5221

Budget, Tax & Audit Information

Federal Tax ID

38-6003088

How is your organization incorporated under the laws of the State of Michigan?

School District or School

What is the end date of your organization's Fiscal Year?

Month: June

Day: 30

Does your organization have an annual audit prepared by an independent Certified Public Accountant?

Yes

Total Operating Budget

40,317,161

Include your top three revenue sources along with amounts

Revenue Source	Amount
state aide	\$29,169,643.05
property taxes	\$3,350,000.00
isd PA 18	\$2,341,330.00

Volunteerism

Does your organization engage volunteers

Yes

What role(s) do volunteers serve in your organization?

delivering food to people in the community. Helping getting school supplies, helping to run community functions when they are available.

Approximately how many volunteers do you engage annually?

20

Are you registered on United Way's volunteer portal?

Yes

United Way Fund-Raising Campaign

Is your organization interested in conducting a United Way Fund-Raising Campaign?

Yes, our agency chooses to conduct an annual United Way fund-raising campaign among our employees each year throughout the grant cycle.

Certification

Please certify that your organization's information is correct. If you need to make changes, please make the updates in the Organizational & Financial Information Program, then return to this task and check the box below.

Responses Selected:

I certify that I have reviewed my organization's information and it is correct.

OC: Contact Information

Completed - Oct 15 2022

OC: Contact Information

If awarded, is your organization utilizing a fiduciary organization/group to receive funds?

No

Are you a fiduciary organization applying on behalf of another organization?

No

Organization Information

Organization Name	Hazel Park Schools
Address	1620 East Elza
City	Hazel Park
State	Michigan
Zip Code	48030

Please provide your organization's School ID or District ID Number.

Hazel Park Schools 38-60003088

Organization Leadership Information

CEO/Executive Director Name (First & Last)	Amy Kruppe
Title	Superintendent
Email Address	amy.kruppe@myhpsd.org
Phone Number	224-629-6435
Preferred Pronoun	She/Her/Hers/Herself

Grant Contact

Please be advised that UWSEM suggests that individuals listed as grant contacts are added as collaborators to this application. This ensures that they receive email notifications pertinent to this program.

For guidance on how to add an applicant collaborator please see the [SurveyMonkey Apply Manual](#).

First Name & Last Name	jason Zimis
Title	Assistant Superintendent for Business
Email	amy.kruppe@hazelparkschools.org
Phone	248-658-5000
Preferred Pronouns	He/Him/His/Himself
Add Another Contact?	✖

OC: Program Information

Completed - Oct 18 2022

OC: Program Information

For references throughout the application please follow this link to find the [Resource List](#).

Award Type Justification

How was your programming affected by COVID-19?

Due to the expanded needs of our students, we have had to shift funding toward additional staff such as social workers, district nurses, an additional school resource officer and counselor, and staff dedicated to ABA (Applied Behavioral Analysis) specialists. While these are necessary changes, this has impacted our ability to expand before and after school programming. In the past, an EC-5 after-school program was sufficient. We are finding a need for quality out-of-school time experiences for students in grades 6-12.

During the past few years, funding has been allocated to after-school tutoring in grades K-12, which has positively impacted our students. While more tutoring is in place, the current opportunities are not sufficient to cover all student needs, especially in the area of experiential learning or exposure opportunities. These types of experiences offer another avenue for interactions with caring adults in a safe, interest-based environment. Experiential and interest-based activities can provide students with a sense of community and the opportunity to re-engage with their interests, thus improving overall well-being, sense of belonging, and connectedness.

We were fortunate to receive a community school grant for United Oaks Elementary through United Way. Funds from this grant allowed the school to invest deeply in family engagement events and expanded wraparound supports. These included home visits, food support for families, vehicle repair, transportation for extended day experiences, and learning-based family events. As a result of these efforts, the sense of community and engagement with the school has increased significantly. Based on these successes Hazel Park School District is looking for ways to expand opportunities for both students and families in grades 6-12 to be deeply connected with the schools, based on their communicated needs and areas of interest.

During the pandemic, families in need of food support increased significantly and still exist throughout the school community. Since 2016, Gleaners has been delivering food boxes, on a monthly basis, to be distributed to families in need. Through the United Way Community School grant, an additional program was developed in which families received food boxes, with both perishable and non-perishable items, delivered to their homes, on a bi-monthly basis.

In some of our schools, regular after-school tutoring was shown to reduce the amount of unfinished learning, increase academic growth, and expand the number of students who graduated. We saw a significant reduction in the percentage of students scoring three or more grade levels below on the i-Ready diagnostic, among students who participated in after-school tutoring. While we have anecdotal evidence that students who participated in after-school or evening tutoring had improved grades, organized data was not kept at the secondary level.

We have also seen that when we act as a community the students can grow such as family events open at United Oaks where parents can come and be with their children inside of school. Hazel Park Schools' families need assistance with learning, food, travel, programming, and after-school activities.

What effects of COVID-19 have you mitigated in your work and how?

We were fortunate to receive a community school grant for United Oaks Elementary through United Way. Funds from this grant allowed the school to invest deeply in family engagement events and expanded wraparound supports. These included home visits, food support for families, vehicle repair, transportation for extended day experiences, and learning-based family events. As a result of these efforts, the sense of community and engagement with the school has increased significantly. Based on these successes Hazel Park School District is looking for ways to expand opportunities for both students and families in grades 6-12 to be deeply connected with the schools, based on their communicated needs and areas of interest.

During the pandemic, families in need of food support increased significantly and still exist throughout the school community. Since 2016, Gleaners has been delivering food boxes, on a monthly basis, to be distributed to families in need. Through the United Way Community School grant, an additional program was developed in which families received food boxes, with both perishable and non-perishable items, delivered to their homes, on a bi-monthly basis.

In some of our schools, regular after-school tutoring was shown to reduce the amount of unfinished learning, increase academic growth, and expand the number of students who graduated. We saw a significant reduction in the percentage of students scoring three or more grade levels below on the i-Ready reading and math diagnostic, among students who participated in after-school tutoring. While we have anecdotal evidence that students who participated in after-school or evening tutoring had improved grades, organized data was not kept at the secondary level since was run as a drop-in program last year.

We have also seen that when we act as a community the students can grow such as family events open at United Oaks where parents can come and be with their children inside of school. Hazel Park Schools' families need assistance with learning, food, travel, programming, and after-school activities.

What effects of COVID-19 are still lingering in your work?

These can be positive or negative effects and can span the breadth of your organization's programming.

According to the National Center for Education Statistics (NCES), eighty-seven percent of public schools reported that the COVID-19 pandemic has negatively impacted student socio-emotional development during the 2021–22 school year. Additionally, 84 percent of public schools agreed or strongly agreed that students' behavioral development has also been negatively impacted. Hazel Park School District is experiencing these same trends, especially with students in grades 6-8. In particular, students do not have appropriate skills for communication, managing anger, self care, and relationships.

We have significant behavior and need to work with our families and students on how to close these gaps at home and after school. In the early grades, students are coming to school with a lack of basic skills such as toileting, speech and language, and an understanding of how to engage in appropriate social interactions. At the secondary level, we are seeing increases in depression and suicidal ideation, anxiety, negative coping mechanisms, and an inability to appropriately interact and solve problems. These behavioral and social-emotional delays are not only impacting overall mental health, but also contribute to the lack of academic success and growth, and engagement in learning.

Academically, many of our students are still showing the impacts of interrupted, pandemic learning. As one would expect, the areas of unfinished learning in grades 6-12 are far greater. In grades 6-8 we have a large number of students who are three or more grade levels below in reading (53%) and math (54%) and our high school students demonstrated a significant decline on the PSAT 9, PSAT 10, and SAT, when compared to the pre-pandemic scores from 2019.

Through our initial community school work we have seen that when we act as a community, and proactively engage and support our families, students thrive. Intentional wraparound supports, driven by relationships and trust, are key drivers of the work that needs to be done. While we have made some inroads during the last few years, coordinated and comprehensive wraparound supports are still needed. Students and families are in need of food, clothing, shelter, access to medical and mental health care, job opportunities, and financial stability.

Given the instability of the economy and significant inflation, parents/guardians are struggling financially and must work, or may be attending school/training. Because of this, access to before and after-school care or access to a safe space is critical, even for students in grades 6-12. Through survey data and informal feedback, over the past several years families have requested increased after-school programming across all grades. We know that many of our students spend time in the community when waiting to be picked up, which can result in negative and/or inappropriate behavior.

In addition to the availability of quality out-of-school programming, we must also address transportation. Transportation continues to be an area of need for a portion of our student population. The related issues may range from no transportation to a lack of flexible transportation. Transportation barriers often impact school attendance and students' ability to participate in before and after school offerings, limiting access to available supports and services, and connectedness to the school community.

How will you use this funding to support youth, ages 0-18, in expanded learning opportunities through academic or social-emotional learning to decrease the effects of learning loss due to COVID-19?

Based on the identified needs, along with feedback from students and families, funding from this grant will be used to expand the current out-of-school time program offerings. Expansion plans will include more access to academic tutoring, but will primarily focus on non-academic, opportunity-based experiences for students in grades 6-12, and physical and mental health.

We will work with outside vendors or experts in the field to provide engaging after-school programs in areas such as stem, coding, sports, and opportunity-based experiences. We will also work to provide experiences that work on daily living and relationship skills so our student not only reduces their behavior but develop the lifelong skills that they need to become independent adults.

Do you offer free, or low-cost programming to all, some, or no program participants?

All

How do you meet or host programming with youth participants?

In Person

Program Overview

What age level of youth will you serve through this funding opportunity?

Please select all that apply.

Responses Selected:

Middle School, 6th to 8th Grade

High School, 9th to 12th Grade

What time of year do you intend on implementing programming supported through this funding opportunity?

Please select all that apply.

Responses Selected:

School Year Programming

Episodic Programming (One Time Experiences, Drop In)

Where will the proposed programming occur?

Both

Please identify each site that your organization intends on offering the proposed programming.

Site Name	Hazel Park Junior High
Address	22770 Highland Ave #1803
City	Hazel Park
State	MI
Zip Code	48030
Phone Number	248 658-2300
Anticipated # of Students Served at this Site	110
Add another location?	<input checked="" type="checkbox"/>

Please identify each site that your organization intends on offering the proposed programming.

Site Name	Hazel Park High School
Address	23400 Hughes Ave
City	Hazel Park
State	MI
Zip Code	48030
Phone Number	248 658-5100
Anticipated # of Students Served at this Site	150
Add another location?	<input checked="" type="checkbox"/>

What is the total number of youth seats available for this program?

260

Is this a drop-in program or do students register for a set number of hours and days?

Both

What percentage of students are registered for recurring programming?

10

What percentage of students drop-in to your programming?

10

How many days per year will the program operate?

4

How many hours per day will the program operate?

2

Please provide a comprehensive overview of the programming that you propose to support with this funding.

- Detail who you will serve
- How you will identify participants
- High level overview of the programming activities and outcomes

Hazel Park School District seeks to expand current out-of-school time opportunities to support academic growth and achievement, social-emotional learning, health, and wellness. These opportunities will be available to all students in grades 6-12 at Hazel Park Junior High and Hazel Park High School, with an emphasis on monitoring student participation among the following student groups (gender, ethnicity/race, general and special education, and ESL). A throughline of our mission and core beliefs is to ensure equitable and inclusive participation and access among all students. Data on student participation will be collected and monitored on a quarterly basis, with actions taken to address the under-representation of any student group.

Our plan is guided by the Michigan Standards for Quality After School Programming. As a school district, we have clear guidance for school staff and external staff who work with our students. An individual working with our students must have a background check on file, along with following the Board Policy on safe, ethical, and positive student interactions. If this is not occurring, processes and procedures exist to address the situation or remove the adult from the interaction. One of the main drivers of this full plan is to develop a welcoming, relaxed environment in the media center at Hazel Park High School. Grant funds will allow us to redesign the high school media center to become a hub for learning and making connections with their peers and caring adults. We look forward to having student input on the redesign and the selected furniture.

As we build out programming options, our program coordinator will develop a student leadership team, with the representation of varied students' voices. Often, school student leadership teams represent a narrow or limited lens which may lead to a lack of participation. In this model, there will be a concerted effort to represent all students and encourage those whose voices may have been marginalized in the past. This team will act as an advisory group to inform the types of programs offered and assist with the redesign of the high school media center. A student leadership team will be convened at both the junior high and high school levels.

Academic Supports

As noted, we currently have after-school and evening options for tutoring, both in-person and virtual. The additional grant funds will allow us to offer before-school academic tutoring, four days/week, for students in grades 6-12. Varied options for tutoring will remove transportation and access barriers, and honor the individuality of our students, and their peak time for learning. Research indicates that tutoring, conducted by a consistent, trained teacher either directly before or after school, has a positive outcome on students (National Student Support Accelerator, para 8).

Social-Emotional Support

According to the Afterschool Alliance, quality afterschool programs foster social and emotional skills, support the development of healthy relationships with peers and adults, and provide a safe space where students build confidence and a sense of belonging (After School Alliance, June 2021). The overarching goal will be to build highly engaging, well-rounded out-of-school time programming that meets the needs and interests of our students.

In grades 6-8, the grant funds will allow us to build a zero-hour physical fitness and training opportunity that mimics a health club experience. A dedicated space will house exercise bikes, yoga equipment, and other physical fitness tools such as bands, balance boards, and step boards). Teachers will facilitate a lightly structured experience for any students who would like to participate, within the limits of the

space and equipment.

One of the highlights of this opportunity is access to exercise or spin bikes in which students will be able to monitor and track heart rate and other fitness markers. Along with this experience, we will purchase high-speed blenders to make healthy smoothies, that feature fruits and vegetables. Staff will be on-site to run lightly structured sessions, and assist students as they select healthy ingredients and blend the smoothies into a delicious, vitamin-packed drink to start the day.

In grades 9-12, after-school programming will also include expanded access to experiential and opportunity-based programming. Offerings will be interest-based and facilitated by experts in the field or third-party vendors that can deepen and broaden the experience. One of the highlights of this plan is to develop a Connections Club that focuses on opportunities to broaden the worldview of our students and provide them with training in life skills and etiquette. For example, students may have the opportunity to participate in a trip to the theatre that incorporates training on appropriate social interactions and dress. The connections club would be run by a caring, dedicated staff member but informed by student interest and involvement.

Why is your organization uniquely positioned to offer this program?

Hazel Park School District has a strong history of commitment to wraparound services, leveraging internal and external partnerships, seeking all avenues to support our students, and providing opportunities that may not be readily available to our students. Our school district and Board of Education have demonstrated a commitment to funding out-of-school time opportunities, even during a time when the need to add staff, to support significant student needs, has impacted the budget.

Our work and dedication to students are guided by the district's mission and core beliefs, which addresses our commitment to equity, inclusion, and access. These throughlines are also present in our strategic and district improvement plan. We are committed to supporting accessibility for all students, which positions us well for implementing the plan outlined in the budget narrative.

Expansion – Growing a Program to Include More Students and/or Offerings in More Locations

Please describe your plan to engage more student through program expansion:

Please select all that apply.

Responses Selected:

Expanding program offering locations

Advertising through parent and student resources

Hire new staff for program facilitation

Based on the selections above, please expand on how you will expand programming to engage more students.

Transportation services are built into the grant for in-district and offsite experiential and opportunity-based offerings. Additionally, we have allocated funds in the grant to provide gas cards, pay for mileage, or third-party transportation service. Additionally, the main goal of the outlined budget is to expand the depth and breadth of non-academic experiences. To ensure that the grant actions and the proposed programming are organized, coherent, and implemented with fidelity, a program coordinator has been built into the grant.

We have a strong process for building and district-level communication. Depending on the event, information may be sent home in hard copy format, through the district school messenger application, and through a variety of social media outlets.

What is your strategy for expansion within your staff and operations to ensure youth are provided with quality, consistent programming?

Well-designed after-school programs depend on high-quality staff. The grant budget includes compensation for teachers, a program coordinator, and fees for outside experts or 3rd party vendors. Adequate compensation is a key driver to securing high-quality staff and external partners.

Do you expect to maintain this expansion and create sustainability beyond the two-year grant period?

Yes

How will you do this?

Hazel Park School District consistently seeks grant opportunities to fund these types of opportunities for our students. The superintendent has strong relationships with a variety of non-profit organizations that support schools and would also advocate at the Board level to continue these programming options if positive outcomes are realized for students

How many NEW Children do you plan to enroll in programming?

260

How will you recruit new students/families in a new community?

Our school district draws students from a variety of surrounding communities in Oakland County.

How do you plan to market your services to intended recipients?

Please select all that apply.

Responses Selected:

Local Newsletters

Word of Mouth

School District Partnerships

Other - Please Specify: Social Media

Expand on your marketing plan, based on your selections above.

Following notification of grant funds, a full communications and marketing plan will be developed with the Director of Communications. This plan will include the development of marketing materials, an implementation timeline, and plans for advertisement at the building and district levels. Additionally, a plan will be developed with the Director of Human Services to interview and secure staff for the teacher-based positions.

What areas of youth academic and social emotional development do you expect to be measurably impacted by the activities of this program?

Each competency contains sub-competencies that will appear when selected. You can check and un-check selections as needed.

Please select all that apply.

For reference:

- **Interpersonal** - How the Student Engages with Other Students
- **Intrapersonal** -How the Student engages with their own thoughts and feelings

Responses Selected:

Academic Competencies

Intrapersonal Competencies

Interpersonal Competencies

Please provide the sub-competencies associated with this Academic Competencies.

Responses Selected:

Literacy

Numeracy

Critical Thinking

Please describe the ACADEMIC SUB-COMPETENCIES developed in youth through this programming based on the academic competencies selected above.

In the area of reading, the focus will be on foundational skills, vocabulary development, and comprehension. The impact will be measured through the i-Ready diagnostic, College Board PSAT and SAT assessments, M-STEP, and the IRLA baseline and formative assessment tool.

In the area of math, the target will be an overall increase in proficiency, with a focus on Numbers and Operations and Algebra and Algebraic Thinking. The impact will be measured through the i-Ready diagnostic, M-STEP, College Board PSAT and SAT assessments and local unit math assessments

Please provide the sub-competencies associated with Intrapersonal Competencies selection.

Responses Selected:

Initiative

Flexibility

Emotional Regulation

Grit/Resilience

Other - Please Specify: Social interaction and communication

Please describe the INTRAPERSONAL SUB-COMPETENCIES developed in youth through this programming based on the academic competencies selected above.

When students are successful academically, they will become more confident and feel a sense of value. In turn, this will provide a foundation for taking initiative, applying persistence, and being flexible in their thinking. As they work through academic challenges, students will become more resilient.

Please provide the sub-competencies associated with Interpersonal Competencies selection.

Responses Selected:

Communication

Collaboration

Leadership

Please describe the INTERPERSONAL SUB-COMPETENCIES developed in youth through this programming based on the academic competencies selected above.

A major component of the plan is to provide experiential and opportunity-based clubs and experiences. Through these experiences, students will have an opportunity to learn from and interact with experts in various fields or specialized 3rd party vendors(artists, engineers, chefs, etc). Students will also have an opportunity to participate in the Connections Club. The Connections Club will offer immersive off-site experiences designed to broaden our students' worldviews, develop life skills, and learn to interact in various social situations or venues. Through opportunities to participate in a leadership team, as part of the Connections Club, students will gain valuable leadership and collaboration skills.

Please select the physical safety controls you have in place for this program.

Please select all that apply.

Responses Selected:

Written Safety Policies

Training for Staff in Emergency Situations

Established and Adhered to Transportation Rules

Allergy List and Other Aversions Considered in Food and Drink Provisions

ADA Compliance

Please expand on each of the safety controls you have selected in the question above.

Comprehensive safety information is in place for all staff members who interact with our students. Internal staff members are guided by the Board policies, procedures, and the employee handbook. External vendors or consultants are carefully vetted, made aware of the expectations, and in all cases are overseen by Hazel Park staff members. Our buildings are ADA-compliant and all medical information is available through our student information system. Additionally, Hazel Park School District has a team of nurses who develop student medical plans and provide training and support. All schools are equipped with AED machines and other required safety items.

What is the youth to staff ratio you anticipate having?

Organization Doesn't Know

Please select the aspects of a quality program environment, fostered by your program:

Please select all that apply.

Responses Selected:

Safe, clean, and developmentally appropriate setting for youth.

Outdoor programming with safe, ability appropriate spaces.

Introduces and reflects diversity represented in participants, families, and community.

Please expand on each of the selected program environment quality standards you selected in the question above.

The onsite events will be held in our schools. The school-based environment, indoors and outdoors, is safe, clean, and appropriate for students. All offsite events would be carefully vetted by staff. As a school district, we have a number of guiding documents, including the strategic plan, that focuses on fostering equitable and inclusive environments. This is a high priority for the district. To support this goal, the after-school program coordinator will actively monitor program participation for various student groups, communicate this information to school leadership, and develop a plan to increase participation.

Identifying Type of Evidence Based Programming

Instructions: Evidence based programming utilizes curriculum that is researched and undergoes continuous improvement.

Interventions are generally categorized into four tiers, based on the rigor of research and testing. For the purposes of this funding opportunity, programs may fall into any of the following tiers of evidence-based programming.

- **Tier 1** – Rigorous testing, includes randomized controlled trials to evaluate the effectiveness of the intervention
- **Tier 2** – Evidence comes from rigorous quasi-experimental research, by identifying a comparison group similar to the intervention group participants on observed preintervention characteristics (e.g. test scores)
- **Tier 3** – Evidence includes a comparison group that did not receive the intervention, yet comparison group participants are not as rigorously matched to intervention group participants as required for Tier 2. Statistical techniques are used to reduce bias or account for differences using statistical controls for student's gender, race, prior test scores, or parent education level.
- **Tier 4** – Varies greatly from 1-3. Does not require existing empirical evidence. Lack empirical research yet meet local needs. To demonstrate a rationale, an intervention should include a "well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes". Many interventions fall under this tier, so it is critical that your logic model is demonstrated through the answers to questions below.

Please select the tier that best describes your programming.

Tier 1

Explain how your program fits within the tier selected.

Tutoring will be facilitated by training teachers who on a daily basis provide Tier 1 instruction and interventions that are evidence and research-based.

Quality of Programming

Does your organization collect program feedback from participants?

Yes

Select the form(s) of feedback your organization uses.

Please select all that apply.

Responses Selected:

Surveys

Direct Feedback at Programming

Who do you collect feedback from?

Responses Selected:

Parents/Caregivers

Youth

Educators/Facilitators

How often does your organization collect feedback?

Responses Selected:

Other-Please Specify: Feedback is provided in an ongoing manner during or after out of school time offerings

Based on your responses above, how does your organization know this programming was positively received by participants in the past?

While we did not conduct formal feedback, Hazel Park School District routinely receives positive feedback about the after-school/evening tutoring and non-academic programming which is currently offered. The feedback is generally positive, but our students and families routinely request more options for students to engage in both academic and non-academic after-school experiences.

Addressing a Need

How did you identify the need for this programming for Oakland County youth ages 0 to 18?

Please select all that apply.

Responses Selected:

Community Feedback

History of Programming

Request from Parents/Caregivers

Request from Students

Other-Please Specify: Academic and Behavioral Data

Expand on how you use all the of options selected above to determine service need(s) for Oakland County youth, ages 0-18.

The items outlined in the grant are in direct response to the identified areas of need from students, parents/guardians, and staff. Regular feedback from all stakeholders indicated a need for more tutoring, a safe and caring after-school environment, access to more opportunities, and experiential programming. If awarded this grant, we have plans to develop a plan to collect regular feedback from our students and families and track participation rates to ensure that we are providing an equitable and inclusive after-school experience.

What research supports the connection between this specific curriculum or program supports, and the needs identified for Oakland County youth ages 0-18?

The research or studies outlined below provide evidence for the programming outlined in the grant which includes high-quality tutoring, the benefits of before and after-school physical activity, the role of outside-of-school time experiences to support access and equity, and expanded learning time to mitigate the impact of the covid-19 pandemic:

Key Principles for Expanding Learning to Support Student Re-Engagement

http://afterschoolalliance.org/documents/ExpandedLearning_SupportStudentReEngagement_Mar2021_1pager.pdf

After School Alliance 21st Century Community Learning Center - Inspiring Learning, Supporting Families and Earning Results

<https://afterschoolalliance.org/documents/21stCCLC-Overview-2018.pdf>

Using the American Rescue Plan Act Funding For High-Impact Tutoring

<https://studentsupportaccelerator.com/briefs/using-american-rescue-plan>

Afterschool Programs: Serving as Centers for Support, Access, and Equity

<https://www.gettingsmart.com/2021/12/03/afterschool-programs-serving-as-centers-for-support-access-and-equity/>

CDC Ideas for Parents: Before and After School Physical Activity

https://www.cdc.gov/healthyschools/parentengagement/pdf/P4HS_BeforeAfterPA.pdf

Data Brief: Provide Physical Activity Before and After School

<https://schoolspringboard.org/resources/data-brief-provide-physical-activity-before-and-after-school/>

Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development Are Effective

https://www.expandinglearning.org/docs/Durlak&Weissberg_Final.pdf

Please select the ways in which your program accounts for your surrounding community in the options below.

Please select all that apply.

Responses Selected:

Collaborations Offering Wraparound Supports to Participants.

Partnerships to Improve Programming or Curriculum

Local/Lived Experience Hiring Practices

Based on your answers above, please expand on the ways in which your program accounts for your surrounding community.

Hazel Park School District has a history of providing wraparound support that includes food, clothing, and emergency support through community partners (local government, business, city) and a variety of non-profit (For example, Gleaners, United Way, and Ballmer Group, Ascension) organizations. Many members of the community are valued employees or board members. Additionally, we have already reached out to community members to provide experiential and opportunity-based programming for our students, if we are awarded this grant.

Program Activities & Outcomes

How do youth express choice, planning and leadership in your program?

Please select all that apply.

Responses Selected:

Direct Feedback to Facilitators

Students Participate and are Welcomed at their Comfort Level

Other - Please Specify: Connections Club Student Advisory Team

Please expand on the options selected above and how you encourage youth to express choice, planning, and leadership in your program.

As noted in a previous response, a more formal process for collecting feedback from students will be put into place and monitored by the after-school program coordinator. Through this process, students will be encouraged to provide feedback and input on the out-of-school time offerings. Through the Connections Club, a student advisory team will provide input on the activities, speakers, and experiences that students will take part in.

Family Engagement

How are families invited to participate in your organization's programming?

Please select all that apply.

Responses Selected:

Family Activities Within Programming

Information Provided to Families (i.e. Printed, Email, Website, Social Media)

Volunteer Opportunities

Based on your selections above, please expand on how families are invited to participate in your organization's programming.

Families will have opportunities to participate in offsite events, offer their expertise for an experiential or opportunity-based program, and provide feedback about program satisfaction. Programming, outreach, and participation opportunities will be shared throughout the communications department in a variety of formats, including social media.

Training, Monitoring, and Modification of Evidence Based Programming

How do you foster a positive and safe emotional climate for youth?

Please select all that apply.

Responses Selected:

Fostering authentic relationships between adults and youth

Staff are qualified and adhere to best practices in programming

Following Michigan Out of School Time Quality Standards

Please expand on how you create a positive and safe emotional environment for youth, based on the selected answers above.

Hazel Park School District is guided by a set of policies, procedures, and practices to ensure that students are engaging with adults in a safe and positive environment. The main driver of a positive and safe emotional climate is the quality of the individuals interacting with students. The after-school program coordinator will be responsible for hiring and selecting staff members who are qualified, caring, and reflect the values of equity and inclusiveness. The program coordinator will be directed to utilize the Michigan Out of School Time Quality Standards to design student experiences and monitor program implementation and effectiveness.

How do you identify the need for programming modifications?

Please select all that apply.

Responses Selected:

Data Collection (Academic Progress, Behavior Improvements)

Participant Feedback Analysis

Adherence to Michigan Out of School Time Quality Standards

In the past, how have you implemented changes you've identified as necessary while maintaining the fidelity of the evidence-based program curriculum?

Hazel Park School District utilizes quantitative and qualitative data to make decisions and take action. We consistently work toward implementing evidence and research-based practice throughout our organizations. If data and other sources of information indicate that we are not achieving the desired outcomes, we implement a data collection and analysis process, determine needed modifications, and implement a process for short and long-term change.

Conflict of Interest Policy

Does your organization have a conflict-of-interest policy in place?

Yes

If available, please upload your organization's conflict-of-interest policy here:

[conflict of interest.pdf](#)

Filename: conflict of interest.pdf Size: 107.5 kB

OC: Outcomes & Impacts

Completed - Oct 18 2022

OC: Outcomes & Impacts

Measuring Program Success

Which areas do you expect to see measurable impact to the youth you serve?

Please select all that apply.

Responses Selected:

Long Term Tracking of Student Success

Behavioral Markers

Academic Performance

Social Emotional Development

Which areas do you expect to see measurable impact to the youth you serve in the area of Long-Term Tracking of Student Success?

Please select all that apply.

Responses Selected:

High School Graduation Rates

Which areas do you expect to see measurable impact to the youth you serve in the area of Behavioral Markers?

Please select all that apply.

Responses Selected:

Reduced Suspensions or Detentions Over Time

Fewer Visits to the Office for Behavioral Reasons

Improved Attendance

Which areas do you expect to see measurable impact to the youth you serve in the area of Academic Performance?

Please select all that apply.

Responses Selected:

Performance Assessments

Grade Point Average

Subject Proficiency

Please expand on the type of Performance Assessments your organization intends on utilizing to measure impact.

Please select all that apply.

Responses Selected:

Internal Assessments

Standardized Assessments

Which areas do you expect to see measurable impact to the youth you serve in the area of Social Emotional Development?

Please select all that apply.

Responses Selected:

Academic Confidence

Social Confidence

Confidence Interacting with Peers

Confidence in Communicating with Teachers and Other Adults

Able to Evaluate and Address Conflicts

Please expand on how your program offerings create the impact selected above.

Student success depends on a balance between academic success, social-emotional well-being, and physical and mental health. The program offerings were designed to target all areas of social-emotional development, with opportunities for high levels of communication, collaboration, and interaction with peers and adults. While academic achievement is important, we believe the non-academic experiences are at least, if not more important to the current needs of our students. These experiences are focused on developing well-round students, who feel a sense of belonging and voice, so they feel confident accepted, and empowered. When students feel valued and a part of something meaningful to them, their social-emotional health increases.

Outcomes and Impacts

Based on your selections of measurable impact above, please provide 1-2 expected outcomes. These outcomes should be specific, measurable, concrete, occur within the timeframe of the grant award, and be grounded in the impact selected above.

*For Example, if you selected **Academic Performance** and suggested that students would receive math interventions, you might establish an outcome such as: 80% of the 180 students enrolled in math interventions will improve their math proficiency by three grade levels. These outcomes will be measured at each report, and in the final report.*

Outcomes and Impacts - Long Term Tracking of Student Success

Based on your responses of predicted impact Long Term Student Success, please share 1-2 (1 required, 1 optional) predicted outcomes to better illustrate how you will reach that impact through youth activities. Outcomes should illustrate the change you expect your program to make.

Outcome Statement 1

90% of students enrolled in the academic or experience/opportunity-based programming will graduate on time in by June 2024.

Outcome Statement 2 (Optional)

(No response)

Outcomes and Impacts - Behavioral Markers

Based on your responses of predicted impact Behavioral Markers, please share 1-2 (1 required, 1 optional) predicted outcomes to better illustrate how you will reach that impact through youth activities. Outcomes should illustrate the change you expect your program to make.

Outcome Statement 1

Among enrolled students, no more than 5% will have a major discipline referral or suspension, as indicated by SWIS and MiSTAR data.

Outcome Statement 2 (Optional)

80% of students enrolled in the out-of-school time programming options, will have a 96% attendance rate.

Outcomes and Impacts - Academic Performance

Based on your responses of predicted impact Academic Performance, please share 1-2 (1 required, 1 optional) predicted outcomes to better illustrate how you will reach that impact through youth activities. Outcomes should illustrate the change you expect your program to make.

Outcome Statement 1

The number of students meeting EBRW and Math benchmarks on the PSAT and SAT will increase by 20% for all student populations by December 2024.

Outcome Statement 2 (Optional)

The percentage of students in grades 6-8 scoring in Tier 1 on the i-Ready reading and math diagnostic will increase by 20% for all student populations by December 2024.

Outcomes and Impacts - Social Emotional Development

Based on your responses of predicted impact Social Emotional Development, please share 1-2 (1 required, 1 optional) predicted outcomes to better illustrate how you will reach that impact through youth activities. Outcomes should illustrate the change you expect your program to make.

Outcome Statement 1

85% of students enrolled in out-of-school time programming will score in the low-risk category on the SAEBRs social-emotional screener by November 2024.

Outcome Statement 2 (Optional)

(No response)

OC: Demographics and Service Scope

Completed - Oct 18 2022

OC: Demographics and Service Scope

Demographics and Service Scope

How does your organization determine who is eligible for your programming?

Please select all that apply.

Responses Selected:

Interest in Program/Self Selection

Current Academic Standing

Other- Please Specify: academic need

Based on your selections above, how does your organization ensure that you are targeting and serving vulnerable populations?

Hazel Park School District is a CACFP district which means that all students are eligible to receive free meals. We have high levels of poverty and students with known risk factors. Many of our families struggle with meeting basic needs, which impacts our students' ability to have access to a broad variety of experiences and opportunities.

What municipalities does your organization currently provide services to?

Please select all that apply.

Responses Selected:

Ferndale City

Hazel Park City

How long has your organization been providing youth services in Oakland County?

10+ Years - Please Specify: school district

How many unique, unduplicated youth, ages 0 to 18 years in Oakland County will you serve through this funding opportunity?

- *Enter response using numerals only - do not include commas(,).*

260

Please estimate the number of youth your organization serves in each municipality in Oakland County, specific to the program and/or services you are applying for.

Addison Township	0
Auburn Hills City	0
Berkley City	0
Beverly Hills Village	0
Bingham Farms Village	0
Birmingham City	0
Bloomfield Charter Township	0
Bloomfield Hills City	0
Brandon Charter Township	0
Clawson City	0
Commerce Charter Township	0
Farmington	0
Farmington Hills City	0
Ferdale City	50
Franklin Village	0
Groveland Township	0
Hazel Park City	210
Highland Charter Township	0
Holly Township	0
Holly Village	0
Huntington Woods City	0
Independence Charter Township	0
Keego Harbor City	0
Lake Angelus City	0
Lake Orion Village	0
Lathrup Village City	0
Leonard Village	360

Lyon Charter Township	0
Madison Heights City	0
Milford Village	0
Milford Charter Township	0
Northville City	0
Novi City	0
Novi Township	0
Oak Park City	0
Orchard Lake Village City	0
Orion Charter Township	0
Ortonville Village	0
Oxford Village	0
Oxford Charter Township	0
Pleasant Ridge City	0
Pontiac City	0
Rochester City	0
Rochester Hills City	0
Rose Township	0
Royal Oak City	0
Royal Oak Charter Township	0
Southfield City	0
Southfield Township	0
Springfield Charter Township	0
Sylvan Lake City	0
Troy City	0
Village of Clarkston City	0
Walled Lake City	0
Waterford Charter Township	0
	361

West Bloomfield Charter Township	0
White Lake Charter Township	0
Wixom City	0
Wolverine Lake Village	0

Please estimate the number of individuals by gender identity that your organization will serve (specific to program and/or services which you are seeking funds).

All line items require a response. If you do not anticipate provide services to a particular demographic, please enter 0 as a response.

If your organization does not track this particular demographic data, make sure to enter 0 in all corresponding line items and mark "Organization does not capture this data".

Female	125
Male	135
Non-Binary	0
Other	0
Organization Does Not Capture This Data	<input checked="" type="checkbox"/>

Please explain what data your organization will use to report on gender demographic details in your quarterly reports.

Hazel Park School District utilizes a comprehensive student information system that tracks all student demographics, including gender.

Please estimate the number of individuals by race/ethnicity that your organization will serve (specific to the program and/or services which you are seeking funds).

All line items require a response. If you do not anticipate provide services to a particular demographic, please enter 0 as a response.

If your organization does not track this particular demographic data, make sure to enter 0 in all corresponding line items and mark "Organization does not capture this data".

Black or African American	125
White	117
Hispanic or Latino	13
Asian	2
American Indian or Alaska Native	3
Native Hawaiian or Other Pacific Islander	0
Two or More Races	0
Other	0
Organization Does Not Capture This Data	✘

Please explain what data your organization will use to report on race/ethnicity demographic details in your quarterly reports.

Hazel Park School District utilizes a comprehensive student information system that tracks all student demographics, including race/ethnicity.

Please estimate the number of individuals by age brackets that your organization will serve (specific to the program and/or services which you are seeking funds).

All line items require a response. If you do not anticipate provide services to a particular demographic, please enter 0 as a response.

If your organization does not track this particular demographic data, make sure to enter 0 in all corresponding line items and mark "Organization does not capture this data".

0-4 Years	0
5-10 Years	0
11-13 Years	110
14-18 Years	150
Organization Does Not Capture This Data	<input checked="" type="checkbox"/>

Please explain what data your organization will use to report on age demographic details in your quarterly reports.

Hazel Park School District utilizes a comprehensive student information system that tracks all student demographics, including age.

Please estimate the number of individuals by household income that your organization will serve (specific to the program and/or services which you are seeking funds).

All line items require a response. If you do not anticipate provide services to a particular demographic, please enter 0 as a response.

If your organization does not track this particular demographic data, make sure to enter 0 in all corresponding line items and mark "Organization does not capture this data".

Less than \$25,000	0
\$25,000 to \$34,999	0
\$35,000 to \$44,999	0
\$45,000 to \$74,999	0
More than \$75,000	0
Organization Does Not Capture This Data	<input checked="" type="checkbox"/>

Please explain what data your organization will use to report on income demographic details in your quarterly reports.

N/A

OC: Budget

Completed - Oct 18 2022

OC: Budget

Budget

Instructions

You have previously indicated that you are requesting \$ 250000.

Please complete the below budget to reflect the exact amount previously requested.

For guidance on the definitions of the line item categories and what to include in the narrative, please consult [this guide](#). You can also use this [Excel template](#) to build your budget before inputting the numbers.

IMPORTANT ENTRY NOTES:

- A response is required for each line item. If a line item does not apply, enter zero (0) for that amount and N/A for the associated Line Item Narrative.
- If you make an edit to any of the line items that prompt an itemized breakdown, please ensure that edits are made in the breakdown as well.
- Do not include dollar signs (\$), commas(,), decimal points/periods (.)
- Enter dollar values in numerical format only (do not include commas)
- Round up line item value to nearest whole number.
- **Total Spending must match the amount you indicated your organization is applying for in the Eligibility Questionnaire.**

	Grant Budget (\$)	Line Item Narrative
Personnel	73000	Staff compensation for after-school program coordinator, staff compensation for tutoring, or compensation for external experts or vendors.

Please provide additional itemized details on the PERSONNEL funded by this grant.

Your total requested amount for the Personnel line item is \$73000.

For the % FTE column, please indicate the percentage of time dedicated to this program.

Please enter dollar values as numbers only, without commas, dollar signs, or periods.

Position Title and Name	% FTE	Requested Grant Funding (\$)
Program Coordinator	1.0	40000
Staff Compensation	1.0	28000
Connections Club Coordinator	1.0	5000

Total

73000.0

Grant Budget (\$)

Line Item Narrative

Fringe Benefits

13600

Fringe benefits for tutoring or non-academic, opportunity based offerings.

Grant Budget (\$)

Line Item Narrative

Contractual Services

85000

Compensation for food service provider, outside expert or vendor, consultants and speakers, third party transportation vendors.

Please provide additional itemized details on the CONTRACTUAL SERVICES funded by this grant.

Your total requested amount for the contractual services line item is \$85000. Please enter dollar values as numbers only, without commas, dollar signs, or periods.

Contractual Services Line Item Description	Requested Grant Funding (\$)	Narrative
Food Service Vendor	11000	Funds allocated to provide evening meals and snacks for students participating in after school programming.
External Experts or Vendors	64000	Compensation for external experts or vendors to provide opportunity-based short and long term experiences.
Consultant and Speakers	5000	Consultants and speakers for the Connections Club Fees.
Counseling/Therapy Services	2000	Compensation for counselor or therapist to provide onsite services.
Transportation	3000	Fees for third party transportation services to bring students to school or take them home after out of school time events.
Total	85000.0	

Grant Budget (\$)	Line Item Narrative
Wrap Around Support to Participants 1500	Direct Client Support

Please provide additional itemized on the WRAP AROUND SUPPORT TO PARTICIPANTS line item funded by this grant.

Your total requested amount for the Wrap Around Support to Participants line item is \$1500.

Please enter dollar values as numbers only, without commas, dollar signs, or periods.

Wrap Around Support to Participants Description	Requested Grant Funding (\$)	Narrative
Gas cards or mileage reimbursement	1500	Direct client support for transportation to and from school.

Total 1500.0

	Grant Budget (\$)	Line Item Narrative
Travel	0	0
	Grant Budget (\$)	Line Item Narrative
Equipment	40000	Furniture for the high school media center, exercise bikes, physical fitness equipment and high speed blenders
	Grant Budget (\$)	Line Item Narrative
Supplies	4618	physical fitness and miscellaneous supplies
	Grant Budget (\$)	Line Item Narrative
Occupancy	0	N/A
	Grant Budget (\$)	Line Item Narrative
Utilities	0	N/A
	Grant Budget (\$)	Line Item Narrative
Evaluation	0	N/A
	Grant Budget (\$)	Line Item Narrative
Professional Development and Training	0	N/A
	Grant Budget (\$)	Line Item Narrative
Other Program Costs	25000	Fees for off site event, food, and other miscellaneous costs

Please provide additional itemized on the OTHER PROGRAM COSTS line item funded by this grant.

Your total requested amount for the Other Program Costs line item is \$25000. Please enter dollar values as numbers only, without commas, dollar signs, or periods.

Other Program Costs Description	Requested Grant Funding (\$)	Narrative
Food	5000	Food for eventing tutoring or clubs.
Fees	20000	Fees for off site events
Total	25000.0	

Grant Budget (\$)	Line Item Narrative
Indirect/Administrative Costs 7282	Administrative support for the grant implementation

Budget Grand Total

Budget Grand Total (\$)	250000
-------------------------	--------

Budget Narrative

The budget is reflective of the grant details outlined in the program overview, aligned to the needs of our students and families, and reflective of the Michigan Out-of-School Time Standards of Quality.

Budget Narrative Upload

OC: Report Feedback for Partners

Completed - Jan 3 2023

OC: Application Feedback for Partners

Instructions

United Way staff have reviewed your initial application have some additional comments and or. Please review the comments below, make adjustments as necessary, and resubmit.

UWSEM Feedback:

•

If you have any questions, please contact:

Sara Sanders

Manager, Expanded Learning Time

educationpartners@unitedwaysem.org

UWSEM staff will review your updated submission and either approve your grant report or provide feedback for additional adjustments.

SMA Instructions: To edit a form that you have already completed, click into the task and click the ellipsis icon at the top right and choose edit. When you are finished, click submit on the left-hand navigation pane. (If you do not see the "submit" button, ask your organization's primary administrator to log on and submit for you.)

OC: Outcomes & Impacts

Completed - Mar 13 2024

OC: Outcomes & Impacts

Measuring Program Success

Which areas do you expect to see measurable impact to the youth you serve?

Please select all that apply.

Responses Selected:

Long Term Tracking of Student Success

Behavioral Markers

Academic Performance

Social Emotional Development

Which areas do you expect to see measurable impact to the youth you serve in the area of Long-Term Tracking of Student Success?

Please select all that apply.

Responses Selected:

High School Graduation Rates

Which areas do you expect to see measurable impact to the youth you serve in the area of Behavioral Markers?

Please select all that apply.

Responses Selected:

Reduced Suspensions or Detentions Over Time

Fewer Visits to the Office for Behavioral Reasons

Improved Attendance

Which areas do you expect to see measurable impact to the youth you serve in the area of Academic Performance?

Please select all that apply.

Responses Selected:

Performance Assessments

Grade Point Average

Subject Proficiency

Please expand on the type of Performance Assessments your organization intends on utilizing to measure impact.

Please select all that apply.

Responses Selected:

Internal Assessments

Standardized Assessments

Which areas do you expect to see measurable impact to the youth you serve in the area of Social Emotional Development?

Please select all that apply.

Responses Selected:

Academic Confidence

Social Confidence

Confidence Interacting with Peers

Confidence in Communicating with Teachers and Other Adults

Able to Evaluate and Address Conflicts

Please expand on how your program offerings create the impact selected above.

Student success depends on a balance between academic success, social-emotional well-being, and physical and mental health. The program offerings were designed to target all areas of social-emotional development, with opportunities for high levels of communication, collaboration, and interaction with peers and adults. While academic achievement is important, we believe the non-academic experiences are at least, if not more important to the current needs of our students. These experiences are focused on developing well-round students, who feel a sense of belonging and voice, so they feel confident accepted, and empowered. When students feel valued and a part of something meaningful to them, their social-emotional health increases.

Outcomes and Impacts

Based on your selections of measurable impact above, please provide 1-2 expected outcomes. These outcomes should be specific, measurable, concrete, occur within the timeframe of the grant award, and be grounded in the impact selected above.

*For Example, if you selected **Academic Performance** and suggested that students would receive math interventions, you might establish an outcome such as: 80% of the 180 students enrolled in math interventions will improve their math proficiency by three grade levels. These outcomes will be measured at each report, and in the final report.*

Outcomes and Impacts - Long Term Tracking of Student Success

Based on your responses of predicted impact Long Term Student Success, please share 1-2 (1 required, 1 optional) predicted outcomes to better illustrate how you will reach that impact through youth activities. Outcomes should illustrate the change you expect your program to make.

Outcome Statement 1	90% of students enrolled in the academic or experience/opportunity-based programming will graduate on time in by June 2024.
Outcome Statement 2 (Optional)	(No response)

Outcomes and Impacts - Behavioral Markers

Based on your responses of predicted impact Behavioral Markers, please share 1-2 (1 required, 1 optional) predicted outcomes to better illustrate how you will reach that impact through youth activities. Outcomes should illustrate the change you expect your program to make.

Outcome Statement 1	Among enrolled students, no more than 5% will have a major discipline referral or suspension, as indicated by SWIS and MiSTAR data.
Outcome Statement 2 (Optional)	80% of students enrolled in the out-of-school time programming options, will have a 96% attendance rate.

Outcomes and Impacts - Academic Performance

Based on your responses of predicted impact Academic Performance, please share 1-2 (1 required, 1 optional) predicted outcomes to better illustrate how you will reach that impact through youth activities. Outcomes should illustrate the change you expect your program to make.

Outcome Statement 1	The number of students meeting EBRW and Math benchmarks on the PSAT and SAT will increase by 10% for all student populations by December 2024.
Outcome Statement 2 (Optional)	The percentage of students in grades 6-8 scoring in Tier 1 on the i-Ready reading and math diagnostic will increase by 20% for all student populations by December 2024.

Outcomes and Impacts - Social Emotional Development

Based on your responses of predicted impact Social Emotional Development, please share 1-2 (1 required, 1 optional) predicted outcomes to better illustrate how you will reach that impact through youth activities. Outcomes should illustrate the change you expect your program to make.

Outcome Statement 1

85% of students enrolled in out-of-school time programming will score in the low-risk category on the SAEBRs social-emotional screener by November 2024.

Outcome Statement 2 (Optional)

(No response)

OC: Demographics and Service Scope

Completed - Jan 3 2023

OC: Demographics and Service Scope

Demographics and Service Scope

How does your organization determine who is eligible for your programming?

Please select all that apply.

Responses Selected:

Interest in Program/Self Selection

Current Academic Standing

Other- Please Specify: academic need

Based on your selections above, how does your organization ensure that you are targeting and serving vulnerable populations?

Hazel Park School District is a CACFP district which means that all students are eligible to receive free meals. We have high levels of poverty and students with known risk factors. Many of our families struggle with meeting basic needs, which impacts our students' ability to have access to a broad variety of experiences and opportunities.

What municipalities does your organization currently provide services to?

Please select all that apply.

Responses Selected:

Ferndale City

Hazel Park City

How long has your organization been providing youth services in Oakland County?

10+ Years - Please Specify: school district

How many unique, unduplicated youth, ages 0 to 18 years in Oakland County will you serve through this funding opportunity?

- *Enter response using numerals only - do not include commas(,).*

260

Please estimate the number of youth your organization serves in each municipality in Oakland County, specific to the program and/or services you are applying for.

Addison Township	0
Auburn Hills City	0
Berkley City	0
Beverly Hills Village	0
Bingham Farms Village	0
Birmingham City	0
Bloomfield Charter Township	0
Bloomfield Hills City	0
Brandon Charter Township	0
Clawson City	0
Commerce Charter Township	0
Farmington	0
Farmington Hills City	0
Ferndale City	50
Franklin Village	0
Groveland Township	0
Hazel Park City	210
Highland Charter Township	0
Holly Township	0
Holly Village	0
Huntington Woods City	0
Independence Charter Township	0
Keego Harbor City	0
Lake Angelus City	0
Lake Orion Village	0
Lathrup Village City	0
Leonard Village	378

Lyon Charter Township	0
Madison Heights City	0
Milford Village	0
Milford Charter Township	0
Northville City	0
Novi City	0
Novi Township	0
Oak Park City	0
Orchard Lake Village City	0
Orion Charter Township	0
Ortonville Village	0
Oxford Village	0
Oxford Charter Township	0
Pleasant Ridge City	0
Pontiac City	0
Rochester City	0
Rochester Hills City	0
Rose Township	0
Royal Oak City	0
Royal Oak Charter Township	0
Southfield City	0
Southfield Township	0
Springfield Charter Township	0
Sylvan Lake City	0
Troy City	0
Village of Clarkston City	0
Walled Lake City	0
Waterford Charter Township	0
	379

West Bloomfield Charter Township	0
White Lake Charter Township	0
Wixom City	0
Wolverine Lake Village	0

Please estimate the number of individuals by gender identity that your organization will serve (specific to program and/or services which you are seeking funds).

All line items require a response. If you do not anticipate provide services to a particular demographic, please enter 0 as a response.

If your organization does not track this particular demographic data, make sure to enter 0 in all corresponding line items and mark "Organization does not capture this data".

Female	125
Male	135
Non-Binary	0
Other	0
Organization Does Not Capture This Data	<input checked="" type="checkbox"/>

Please explain what data your organization will use to report on gender demographic details in your quarterly reports.

Hazel Park School District utilizes a comprehensive student information system that tracks all student demographics, including gender.

Please estimate the number of individuals by race/ethnicity that your organization will serve (specific to the program and/or services which you are seeking funds).

All line items require a response. If you do not anticipate provide services to a particular demographic, please enter 0 as a response.

If your organization does not track this particular demographic data, make sure to enter 0 in all corresponding line items and mark "Organization does not capture this data".

Black or African American	125
White	117
Hispanic or Latino	13
Asian	2
American Indian or Alaska Native	3
Native Hawaiian or Other Pacific Islander	0
Two or More Races	0
Other	0
Organization Does Not Capture This Data	✘

Please explain what data your organization will use to report on race/ethnicity demographic details in your quarterly reports.

Hazel Park School District utilizes a comprehensive student information system that tracks all student demographics, including race/ethnicity.

Please estimate the number of individuals by age brackets that your organization will serve (specific to the program and/or services which you are seeking funds).

All line items require a response. If you do not anticipate provide services to a particular demographic, please enter 0 as a response.

If your organization does not track this particular demographic data, make sure to enter 0 in all corresponding line items and mark "Organization does not capture this data".

0-4 Years	0
5-10 Years	0
11-13 Years	110
14-18 Years	150
Organization Does Not Capture This Data	X

Please explain what data your organization will use to report on age demographic details in your quarterly reports.

Hazel Park School District utilizes a comprehensive student information system that tracks all student demographics, including age.

Please estimate the number of individuals by household income that your organization will serve (specific to the program and/or services which you are seeking funds).

All line items require a response. If you do not anticipate provide services to a particular demographic, please enter 0 as a response.

If your organization does not track this particular demographic data, make sure to enter 0 in all corresponding line items and mark "Organization does not capture this data".

Less than \$25,000	0
\$25,000 to \$34,999	0
\$35,000 to \$44,999	0
\$45,000 to \$74,999	0
More than \$75,000	0
Organization Does Not Capture This Data	✓

Please explain what data your organization will use to report on income demographic details in your quarterly reports.

N/A

OC: Budget

Completed - Jan 3 2023

OC: Budget

Budget

Instructions

Congratulations! You have been awarded \$ 250,000. This award amount differs from your initially requested amount, please make edits to your budget below to reflect your awarded amount.

Please complete the below budget to reflect the exact amount awarded.

For guidance on the definitions of the line item categories and what to include in the narrative, please consult [this guide](#). You can also use this [Excel template](#) to build your budget before inputting the numbers.

IMPORTANT ENTRY NOTES:

- A response is required for each line item. If a line item does not apply, enter zero (0) for that amount and N/A for the associated Line Item Narrative.
- If you make an edit to any of the line items that prompt an itemized breakdown, please ensure that edits are made in the breakdown as well.
- Do not include dollar signs (\$), commas(,), decimal points/periods (.)
- Enter dollar values in numerical format only (do not include commas)
- Round up line item value to nearest whole number.
- Total Spending cannot exceed the amount awarded to your organization.

	Grant Budget (\$)	Line Item Narrative
Personnel	73000	Staff compensation for after-school program coordinator, staff compensation for tutoring, or compensation for external experts or vendors.

Please provide additional itemized details on the PERSONNEL funded by this grant.

Your total requested amount for the Personnel line item is \$73000.

For the % FTE column, please indicate the percentage of time dedicated to this program.

Please enter dollar values as numbers only, without commas, dollar signs, or periods.

Position Title and Name	% FTE	Requested Grant Funding (\$)
Program Coordinator	1.0	40000
Staff Compensation	1.0	28000
Connections Club Coordinator	1.0	5000
Total		73000.0

	Grant Budget (\$)	Line Item Narrative
Fringe Benefits	13600	Fringe benefits for tutoring or non-academic, opportunity based offerings.
	Grant Budget (\$)	Line Item Narrative
Contractual Services	85000	Compensation for food service provider, outside expert or vendor, consultants and speakers, third party transportation vendors.

Please provide additional itemized details on the CONTRACTUAL SERVICES funded by this grant.

Your total requested amount for the contractual services line item is \$85000. Please enter dollar values as numbers only, without commas, dollar signs, or periods.

Contractual Services Line Item Description	Requested Grant Funding (\$)	Narrative
Food Service Vendor	11000	Funds allocated to provide evening meals and snacks for students participating in after school programming.
External Experts or Vendors	64000	Compensation for external experts or vendors to provide opportunity-based short and long term experiences.
Consultant and Speakers	5000	Consultants and speakers for the Connections Club Fees.
Counseling/Therapy Services	2000	Compensation for counselor or therapist to provide onsite services.
Transportation	3000	Fees for third party transportation services to bring students to school or take them home after out of school time events.
Total	85000.0	

Grant Budget (\$)	Line Item Narrative
Wrap Around Support to Participants 1500	Direct Client Support

Please provide additional itemized on the WRAP AROUND SUPPORT TO PARTICIPANTS line item funded by this grant.

Your total requested amount for the Wrap Around Support to Participants line item is \$1500.

Please enter dollar values as numbers only, without commas, dollar signs, or periods.

Wrap Around Support to Participants Description	Requested Grant Funding (\$)	Narrative
Gas cards or mileage reimbursement	1500	Direct client support for transportation to and from school.

Total 1500.0

	Grant Budget (\$)	Line Item Narrative
Travel	0	0
Equipment	40000	Furniture for the high school media center, exercise bikes, physical fitness equipment and high speed blenders
Supplies	4618	physical fitness and miscellaneous supplies
Occupancy	0	N/A
Utilites	0	N/A
Evaluation	0	N/A
Professional Development and Training	0	N/A
Other Program Costs	25000	Fees for off site event, food, and other miscellaneous costs

Please provide additional itemized on the OTHER PROGRAM COSTS line item funded by this grant.

Your total requested amount for the Other Program Costs line item is \$25000. Please enter dollar values as numbers only, without commas, dollar signs, or periods.

Other Program Costs Description	Requested Grant Funding (\$)	Narrative
Food	5000	Food for eventing tutoring or clubs.
Fees	20000	Fees for off site events
Total	25000.0	

Grant Budget (\$)	Line Item Narrative
Indirect/Administrative Costs 7282	Administrative support for the grant implementation

Budget Grand Total

Budget Grand Total (\$)	250000
-------------------------	--------

Budget Narrative

The budget is reflective of the grant details outlined in the program overview, aligned to the needs of our students and families, and reflective of the Michigan Out-of-School Time Standards of Quality.

Budget Narrative Upload

UWSEM Master Grant Agreement 2022-2023

Completed - Apr 20 2023

UWSEM Master Grant Agreement 2022-2023

This Master Grant Agreement ("Agreement") is between United Way for Southeastern Michigan ("UWSEM"), a Michigan non-profit corporation at 3011 W. Grand Blvd., Suite 500, Detroit, Michigan 48202 and:

Partner Name: Hazel Park School District

Partner Business Address: 1620 E. Elza Dr. Hazel Park, Michigan 48030

1. Master Agreement Period

The effective period of this Master Grant Agreement is based upon UWSEM's funding year effective July 1, 2022, and ends on June 30, 2023 unless terminated sooner in accordance with the provisions of the Termination Options. Any Statement of Work ("SOW") entered into before the Master Grant Agreement End Date that contains a termination date after the Master Grant Agreement End Date may continue in effect until the termination date of the SOW, and the applicable provisions of this Agreement shall be automatically incorporated into and govern that SOW for the entire term of that SOW.

2. Grant Activities/Use of funds

Partner will use Grant Funds to improve the overall quality of life for people of Southeastern Michigan. Partner will use the grant for the project described. Under sections 501 and 4945 of the Internal Revenue Code (the "Code"), the grant may not be used to carry on propaganda, to attempt to influence legislation, or participate in, intervene in, or attempt to influence the outcome of, political campaigns or elections. Additionally, under the applicable provisions of the Code, the grant funds may be used in furtherance of the Partner's charitable purposes. The Partner agrees to:

1. Not use the Grant for purposes prohibited by the preceding two sentences,
2. Use the Grant in furtherance of the Partner's charitable purposes (as set for in its Articles of Incorporation and Application For Recognition of Exemption to the IRS) and
3. Promptly reimburse the UWSEM any Grant amounts not used to further its charitable purposes.

3. Grant Contingencies

Contingencies may be issued at any point during the Grant Period, the application or after the Grant has been awarded. Contingencies are defined as issues or concerns that arise during the master agreement period and was an unforeseen event period with written notification to the other party of the event or circumstance. Mutually, it will be determined if any contingencies arise that will need to be resolved before the agreement is able to continue with payment and deliverables outlined in this grant agreement.

4. Conditions

The Grant is made, and all proceeds of the Grant must be used, in accordance with all applicable procedures, including, without limitation the following stipulations. **Please read the following carefully:**

1. Type of Investment

The Grant is issued through the Community Investment Fund, which allows for funding to an agency, program, strategy, or collaborative that responds to UWSEM's mission to serve and create stronger communities. The total amount of funding available for each year is based on funds available from UWSEM'S Campaign funds that were raised the previous campaign year.

2. Governance

Partner agrees to maintain a responsible governing board or local advisory group whose members serve without pay, are representative of the community and meet at regular intervals. Information regarding governance and management of the organization (articles of incorporation, and written policies and procedures) will be made available to UWSEM upon request.

Partner agrees to comply with all Federal and State Statutes, and local laws relating to non-discrimination. Partner agrees to equitably offer opportunities for participation in programs, services, policy formulation, and staff employment to persons, notwithstanding, race, color, religion, age, sex, sexual orientation, gender identity, economic status, cultural heritage, national origin, and health or ability status.

3. Outcomes Based Funding

UWSEM's mission and business model reflect a focus on measuring outcomes for funded programs and strategies. Details regarding outcome alignment, revisions of outcomes, indicators and related data, and use of on-line data reporting tools are outlined in the SOW.

4. Termination Options

UWSEM reserves the right to terminate this Grant Agreement at any time in the event that UWSEM determines that the Partner has not performed in accordance with this Grant Agreement or satisfied the specific contingencies of the approved program, including in the event that, based on UWSEM's determination, in its sole discretion, that:

- 501 (c)(3) Partner loses its exemption from federal income taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended
- Partner is non-compliant with any federal, state or local laws and regulations; or
- Partner ceases program operations.

Partners may terminate this Grant Agreement by providing reasonable notice of their intent and rationale for doing so to UWSEM staff in writing.

In the event of a termination of this Grant Agreement, any funds that have not yet been paid to the Partner will be immediately forfeited.

5. Severability and Governing Law

In the event that any provision or any part of a provision of this Grant Agreement is finally determined to be superseded, invalid, illegal, or otherwise unenforceable pursuant to applicable laws by an authority having jurisdiction, such a determination shall not affect the legality or enforceability of the remaining provisions or parts of provisions, which shall remain in full force a defect as if the unenforceable provision or part were deleted. This Grant Agreement is governed by the laws of the State of Michigan.

6. Indemnification

To the extent permitted by law, Partner hereby agrees to indemnify, defend and hold harmless UWSEM, its trustees, officers, and employees, from and against, and in respect to, any and all losses, expenses, costs, obligations, liabilities and damages, including interest, penalties and reasonable attorney's fees and expenses, that may arise as a result of any negligent or willful acts or omissions of Partner or any of its agents or employees.

7. Scope of Work Changes

In the event that the Partner deems a change necessary to the requirements as set forth in the Master Grant Agreement or SOW, the Partner will consult with UWSEM regarding these changes in advance. Any proposed changes will be assessed to determine the reason(s) behind the need for a change and the potential impact to the project. No change to the Scope of Work will be made without explicit consent from UWSEM in the form of an amendment to this Grant Agreement.

8. Change Requests

UWSEM reserves the right to request any changes to the requirements and specifications of this Grant Agreement and the Scope of Work to be performed by the Partner under this Grant Agreement. During the course of ordinary business, it may become necessary for UWSEM to discontinue certain business practices or create additional services/deliverables covered by this Agreement.

9. Ownership of Deliverables and Data

All deliverables created by the Partner and delivered to in connection with this Grant Agreement (the "Deliverables") shall be owned by UWSEM and shall be considered works made for hire by the Partner for UWSEM under United States Copyright law. UWSEM shall own all United States and international copyrights, trademarks, patents, or other proprietary rights in the Deliverables. All data submitted to UWSEM in connection with this Grant Agreement ("the Data") is considered property of UWSEM. Individual client confidentiality is protected and UWSEM will never disclose a clients' name or photo without prior consent and approval. Partner shall, in a timely manner, secure such consent and approval upon UWSEM's request. Partner agrees to execute and deliver any additional documents reasonably required to effectuate the intent of the parties with respect to the ownership of the Deliverables and/or the Data upon UWSEM's request.

10. Publicity and Marketing

Marketing

- All printed promotional materials including but not limited to brochures, programs, newsletters, press releases, educational materials, and announcements, which reference the funded program(s) must include mention of United Way for Southeastern Michigan as a funder and include the United Way for Southeastern Michigan logo. *Sample Credit Line:* "*(Name of program) is made possible with grant funding from United Way for Southeastern Michigan.*"
 - *Logo and reference use approval must be obtained by UWSEM prior to printing. Please email creative to marketingrequests@liveunitedsem.org to obtain approval. Please include project name and creative type to be approved. UWSEM logos can be downloaded from <https://unitedwaysem.org/about-us/workplace-campaign/campaign-toolkit-resources/>*
- The use of the brand name United Way for Southeastern Michigan via digital (i.e. website, blogs, electronically distributed releases and social media) must hyperlink back to the website, www.unitedwaysem.org.
- Prior approval is required from UWSEM to develop branding campaigns that promote any funded program. Please email marketingrequests@liveunitedsem.org and include detail of the request. Please submit a request at least two weeks prior to your deadline. UWSEM staff will reply within two business days.
- A United Way-branded decal should be prominently placed in the designated space of the funded program. The decal will be mailed to your organization.
- Should you have questions please send an email to MarketingRequests@liveunitedsem.org.

Public Relations

- All media-related communication that recognizes other funding sources must also recognize United Way for Southeastern Michigan as a funding source of the grant project.
- Acknowledgement of the funded partnership may be facilitated with the use of a credit line or United Way logo. (Logos may not be altered.) *Sample Credit Line: "(Name of program) is made possible with grant funding from United Way for Southeastern Michigan."*
- Should you have questions please send an email to MarketingRequests@liveunitedsem.org and UWSEM staff will reply within two business days.

Social Media

- United Way should be tagged in any mention of United Way-funded programs via social media (FB, Twitter, etc.) using the following social media handles:
 - **Facebook:** United Way for Southeastern Michigan
 - **Twitter:** @UnitedWaySEM
 - **LinkedIn:** United Way for Southeastern Michigan
 - **Instagram:** @UnitedWaySEM
- To uplift the partnership via social media, please share your social media handles and relevant hashtags with United Way by emailing MarketingRequests@liveunitedsem.org.
- For questions, contact MarketingRequests@liveunitedsem.org.

Crediting United Way for Southeastern Michigan

Acknowledgement of the United Way partnership may be facilitated by using the United Way for Southeastern Michigan logo and/or credit line.

- The logos provided to you must be produced as a unit without alteration.
- In addition to the use of the United Way for Southeastern Michigan logo, funding recipients may also use the following line of text (or reasonably similar wording) to credit United Way: *"This program is supported in part by a grant from United Way for Southeastern Michigan."*

12. Acceptance of Grant

Signing this Grant Agreement indicates acknowledgement and acceptance of the terms outlined above and in all appendices.

13. Counterparts

This Grant Agreement may be executed simultaneously in counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. In addition, signatures transmitted by facsimile or other electronic means shall be deemed the same as originals and shall be effective upon receipt.

As evidence of the Parties' mutual understand of and agreement with the terms herein, they have signed this Master Grant Agreement as the Issue Date of the Grant set forth above.

Acknowledgement

Responses Selected:

The parties agree that this agreement may be electronically signed. The parties agree that the electronic signatures appearing on this agreement are the same as handwritten signature for the purposes of validity, enforceability, and admissibility.

Partner Signatory

Name of Partner Signatory	Amy Kruppe
Title of Partner Signatory	Superintendent
Date of Signature	9/26/2022

UWSEM Signatory



Name of UWSEM Signatory	Steven Schwartz
Title of UWSEM Signatory	Chief Financial Officer
Date of Signature	09/27/2022

UWSEM Acknowledgments 2022-2023

Completed - Apr 20 2023

UWSEM Acknowledgments 2022-2023

Evaluation Philosophy

At United Way for Southeastern Michigan ("UWSEM"), we believe that evaluation and analysis is a method for not only measuring the impact we have on the community, but also for learning how we can improve our efforts.

All Community Investment Fund partners are expected to:

- a) Conduct strategy and program-level evaluation that examines the services provided and the impact of those services on participants.
- b) Summarize and analyze evaluation data and use it for improving program quality, service delivery and results for participants.
- c) Participate in third party evaluations upon request from UWSEM.

Evaluation and reporting criteria for other Community Investment funding awards will be outlined as part of those grant agreements.

Survey Monkey Apply ("SMA")

- All partners agree to have staff trained to use UWSEM's Survey Monkey Apply (SMA) grant management system for data entry.
- UWSEM will support periodic training and technical assistance for SMA system data entry.

Outcome Alignment

UWSEM's funding is contingent on the Partner's ability to demonstrate that it has implemented the programs and services described in the application in order to achieve program outcomes, which align with UWSEM's broad community objectives.

1. Revisions and Changes

A. Changes Requiring UWSEM Approval

1. Proposed revisions and/or changes to the outcome or indicators presented in the SOW will be accepted for review at defined points during the grant period. All requests for these changes must be submitted with justification through the UWSEM staff liaison.
2. Any budget line-item shift of greater than 10% or \$1,000, whatever is higher.
3. Failure to obtain UWSEM approval for these conditions and significant alterations could jeopardize future funding.

B. Changes **NOT** Requiring UWSEM Approval

1. Revisions in programmatic activities or strategies that do not alter the original program design.
2. Any budget line-item shift less than 10% or \$10,000, whatever is higher, of the specific line item.

2. Accountability

Partner is held accountable for the targets projected and agreed upon in the application. It is expected that targets be projected with full supporting information. Progress towards targets may be evaluated at various points of the year, dependent upon strategy.

Partner is responsible to maintain backup copies of all data submitted to UWSEM.

3. Client Confidentiality and Data Sharing

1. UWSEM has full rights to use data to evaluate the impact of our investments and inform community planning.
2. All data submitted to UWSEM through the application process and grant reports are considered the property of UWSEM. As such, UWSEM reserves the right to use data submitted by partners to understand and communicate the impact of our investments, including as part of analytics and visualization efforts across the organization for communication materials, for public presentations and consumption, and for developing "best practices" materials that can be shared with other organizations.
3. Individual client confidentiality is protected and UWSEM will NEVER disclose a clients' name or photo without prior consent and approval client.

4. Reporting Deadlines

1. UWSEM will provide agencies with a schedule of reporting deadline(s).
2. **No extensions of the deadline(s) will be granted**
 - Agencies that do not have their report(s) completed by 5 p.m. on the due date may have their allocation withheld for that month.
 - If the report is more than 2 weeks late, the partner may forfeit its remaining allocation for the grant period.
3. Funding may be terminated for any partner who is three (3) months delinquent with reporting.

5. Reporting Requirements

- Programmatic reporting requirements will be available based on the Statement of Work ("SOW").

Responses Selected:

I acknowledge I have read and understand the United Way for Southeastern Michigan's Reporting and Evaluation Requirements.

Acknowledgements 2022-2023

Financial & Audit Requirements

United Way for Southeastern Michigan ("UWSEM") has a particular responsibility to be a good steward of the dollars donated to UWSEM. Financial Reporting Requirements are based on the size of Partner's overall budget. The following requirements and issues are relevant to all organizations: Partner agrees to keep comprehensive and accurate financial records that conform to basic accounting and financial reporting requirements and to have these records audited annually by an independent auditing firm. Further, Partner should retain the underlying records of reported expenses to UWSEM for at least five (5) years. Described below are the three different categories and the related requirements.

	Category A	Category B	Category C
	Annual Revenue less than or equal to \$250,000	Annual Revenue greater than \$250,000 but less than \$750,000	Annual Revenue greater than or equal to \$750,000
Required Materials:	<ul style="list-style-type: none"> • Compilation prepared by a CPA • Form 990 (in electronic format) 	<ul style="list-style-type: none"> • Review prepared by a CPA • Form 990 (in electronic format) 	<ul style="list-style-type: none"> • CPA prepared independent audit • Management letter • Form 990 (in electronic format)

Audit Policy

United Way for Southeastern Michigan and its agency partners share a responsibility for rendering a complete and proper accounting of funds contributed by the community. As such, UWSEM has the overall responsibility to ensure the fiscal soundness of the funded partner organizations. Further, that responsibility is expanded to ensure that partner practices are consistent with those of generally accepted management practices and procedures.

Partner Audits should have the following:

1. CPA must be licensed and in good standing in the state of Michigan, or primary state in which the Partner conducts business.
2. All financial statements must show evidence of accounting principles in accordance with Generally Accepted Accounting Procedures and include full disclosures and appropriate notes for such things as leases, loans, investments, affiliated party transactions, etc.
3. Revenue includes cash and non-cash items.

Reporting Deadlines

Standard Audits

1. Financial documents will be submitted to UWSEM as required by the Grant Agreement no later than six (6) months after the partner agency's fiscal year end.
2. Funding may be suspended, and future funding denied for any partner who does not have the most current financial documents on file.

The burden is on the organization to notify UWSEM and request an extension if there will be a delay in submitting the required materials. UWSEM will determine if an extension will be granted.

UWSEM's Audit Review Procedure

1. The audit may be reviewed in house or sent to the assigned volunteer CPA.
2. The results of the review will be documented within our Survey Monkey Apply grant management system.
3. If there are no "concerns," it will be noted in a report in the partner's file.
4. If concerns are raised, the process for addressing "Audits with Exceptions" will be initiated.

Audits with Exceptions:

1. If the exception is of a serious nature, the assigned UWSEM staff will communicate with the partner's CEO, CFO and Program Contact that a concern has been raised and will request a response to address the concern raised by the auditor and review. If the concerns indicate a material weakness, a corrective action plan must be submitted to UWSEM for review to ensure continued compliance with the Grant Agreement.
2. If the partner's responses are satisfactory, the discussion will be documented in the agency's file and reported to the volunteer CPA, as needed, and the matter will be considered resolved.
3. If the partner's responses are unsatisfactory, a UWSEM taskforce (including volunteers) may be formed to review and establish compliance protocols to be followed.

Responses Selected:

I acknowledge I have read and understand the United Way for Southeastern Michigan Financial and Audit requirements.

Change in Funding Status

Policy

With cause, United Way for Southeastern Michigan ("UWSEM") or any partner receiving UWSEM funding may terminate the funding relationship between the two entities. The UWSEM staff leadership team will afford due process to a funded partner. The following procedures will be followed. In cases where a partner receiving UWSEM funding has been determined to be involved in grossly illegal activities, UWSEM reserves the right to terminate the funding relationship between the two entities immediately.

Procedures

1. Termination by a Funded Partner Agency

1. A letter of intent should be submitted to UWSEM staff no less than 30 days in advance of the date the termination is effective.
2. All funding will be withheld, effective immediately, when UWSEM receives written notice of this request and until final decisions are approved.

2. Termination of Funding Relationship by UWSEM for Cause

Causes for UWSEM to terminate a funding relationship may include, but are not limited to, the following:

1. A partner in good standing no longer aligns with funding priorities.
2. A partner fails to meet responsibilities outlined in the Master Service Agreement, Scope or Work and other fund distribution policies and procedures.
3. Funded partner ceases operations or the program for which a partner is receiving funding is no longer in operation.
4. There is a breach of federal, state, or local law.
5. Significant changes are made to a program that affects the scope of work, program design, and/or quality of services provided.

3. Steps to End Funding Affiliation

Exit Strategy

1. If a funded partner is unable to resolve monitoring and support issues, then, a team will make a formal recommendation to the UWSEM staff leadership team that outlines the circumstances and all actions taken to resolve the matter.
2. The recommendation to terminate the relationship must be approved by the UWSEM staff leadership team before any action is taken.
3. A copy of this recommendation will be mailed to the partner's Executive Director and Chair, of the Partner's Board of Directors.
4. When the UWSEM staff leadership team approves the exit strategy of a partner, UWSEM will notify the partner's Executive Director and the Chair, of the Partner's Board of Directors in writing through certified mail. Effective immediately, all allocations will cease to exist. And the partner will cease to be listed on UWSEM campaign materials. Once de-funded, implied endorsement or use of the United Way for Southern Michigan logo or other labeling is not permitted.

4. Forfeited funds may be reallocated among other agencies or programs as determined by UWSEM's sole discretion.

Responses Selected:

I acknowledge I have read and understand United Way for Southeastern Michigan's Change in Funding Status policy.

Strategic Alliances & Mergers

Policy

United Way for Southeastern Michigan ("UWSEM") will support mergers and strategic alliances between funded partner organizations that demonstrate relevancy to UWSEM funding priorities at the time of an alliance, merger and/or program acquisition. UWSEM may provide technical assistance for the funded partner organizations that are interested in forming/entertaining a strategic alliance/merger. Technical assistance may be provided to alliance partners to facilitate the timely, efficient and amicable implementation of the alliance plan. Strategic restructuring efforts should also result in services that improve the lives of individuals and communities in accordance with the mission of UWSEM.

The UWSEM staff leadership team and task force(s) reserve the right to reevaluate the funding for each entity as a result of a merger. Final funding decisions will be made once the consolidation is complete and UWSEM has received the required documentation.

Mergers between funded and non-funded organizations in the region will be considered on a case-by-case basis, but all funding should continue to support individuals and families living in southeastern Michigan.

Procedures

1. Interest in Discussing a Strategic Alliance or Merger

Funded partner organizations should notify UWSEM if two or more agencies are interested in exploring a formalized alliance and request UWSEM technical assistance, which is dependent upon available resources. Funded partner organizations that choose to independently meet to explore opportunities for strategic restructurings other than mergers are not required to involve UWSEM in their discussions or report this to UWSEM.

2. Notice of a Merger

If organizational discussions result in a merger, funded partner organizations should notify UWSEM of the planned changes in writing as soon as possible, but no later than three months before the merger is completed and formally recognized by the State. At this time, UWSEM may hold the allocation for the agencies involved until information has been submitted regarding the details of the merger.

In addition, the partner must submit information describing:

1. The effect on service delivery, including information on what programs, if any, will be eliminated as a result of the merger.
2. The effect on governance, management, administrative costs and the overall financial stability of the organization.

3. Required Documentation to be submitted to UWSEM

After the transaction is complete, the Board of Directors of the entity assuming legal and fiscal responsibility of UWSEM funding for this program shall provide UWSEM with the following information in writing:

Official date of merger and/or acquisition

1. Date this change is to be effective (if different than the date of the merger and/or acquisition).

2. A copy of the letter submitted to the Charitable Trust Section of the State of Michigan. This letter should address the following:
 - An explanation of the transaction
 - A copy of the merger agreement
 - A copy of the plan of merger
 - Articles of Incorporation of the non-survivor agency
 - IRS returns and audited financial statements for the last 3 years
 - Information on the survivor agency
 - Articles of Incorporation of the survivor agency
 - IRS returns and audited financial statements for the last 3 years on the survivor agency
3. Letter from the Attorney General that recognizes the dissolution of the acquired organization.
4. Updated roster of the Board of Directors.
5. Other information as requested.

4. Funding Notification

After the merger and/or acquisition is complete and the agency has submitted all required documents to UWSEM, a final decision about the funding relationship will be made and the agency will be notified in writing of the decision.

1. Notice to Continue Funding

If a decision to continue the funding relationship is made, the entity assuming legal and fiscal responsibility of UWSEM funding will receive a revised Grant Agreement to be signed and returned to UWSEM within 30 days of receipt.

2. Notice to Terminate Funding

UWSEM reserves the right to terminate a funding relationship if changes resulting from merger and/or acquisition negatively impact the services provided by UWSEM funding or if services planned following the consolidation are no longer aligned with UWSEM funding priorities or needs at the time of the merger and/or acquisition. In this case, UWSEM will utilize procedures outlined in the Affiliation Exit Strategy Policy.

Responses Selected:

I acknowledge I have read and understand United Way for Southeastern Michigan's Strategic Alliances and Mergers policy.

Standards of Eligibility for Non-Profit Organizations

All partners must adhere to the standards outlined below. If Partner experiences a change and is no longer compliant with the Standards of Eligibility, it is Partner's responsibility to notify United Way for Southeastern Michigan ("UWSEM") with both information on the standards no longer being met and the plan to return Partner to compliance.

Legal

Standard #1

The organization is incorporated as a nonprofit organization under the laws of the State of Michigan and has had tax-exempt status under Section 501(c)(3) of the Internal Revenue Service Code for at least 3 years.

Standard #2

The organization has bylaws that state the purpose of the organization, make provisions for the size of Board of Directors and provide rules for membership (if organization has members), selection and tenure of board members, the number of officers and committees, financial and legal procedures, and quorum requirements.

Standard #3

The organization has proof of current directors' and officers' liability insurance.

Standard #4

The organization maintains compliance with all applicable legal and licensing requirements and maintains appropriate insurance coverage.

Board of Directors

Standard #5

A Board of Directors governs the organization and is responsible for developing its mission, determining the strategic direction and providing oversight that ensures policy development, evaluation, public and community relations, personnel, resource development and finance.

Standard #6

The Board of Directors has a minimum number of members required by its bylaws, does not receive financial remuneration for serving in this capacity, and reflects the diversity of the population served by the partner.

Standard #7

The organization maintains written general board policies and procedures including those governing conflicts of interest and self-dealing transactions. These policies and procedures are periodically reviewed and revised as necessary.

Standard #8

The Board of Directors is responsible for ensuring that sufficient funds are available for the organization to meet its objectives.

Standard #9

The Board of Directors meets at least four (4) times a year and maintains written minutes for each Board meeting that document attendance, deliberations, and decisions of the Board.

Finance

Standard #10

The organization must submit a compilation (less than or equal to \$250,000); or an independent review (\$250,000, but less than \$750,000); or an annual audit (greater than \$750,000) prepared by an independent Certified Public Accountant (CPA) in compliance with generally accepted auditing standards as applied to nonprofit organizations. The audit must be completed and submitted within 6 months of the partner agency's fiscal year-end and should include a Management Letter. All requests for extension must be approved by UWSEM prior to the end of the 6-month period.

Financial Reporting Requirements are based on the size of the Partner's overall budget.

Described below are the three different categories and the related requirements.

Category A: Annual Revenue less than \$250,000

- Compilation prepared by a CPA.
- 990

Category B: Annual Revenue greater than \$250,000 but less than \$750,000

- Review prepared by a CPA.
- 990

Category C: Annual Revenue greater than \$750,000

- CPA prepared independent audit.
- Management letter
- 990

Standard #11

The Board of Directors has inspected and approved the annual audit, review, and accompanying Management Letter.

Standard #12

The organization has and maintains a balanced budget or has an agreed upon plan for meeting all deficits.

Standard #13

The organization has written personnel policies and procedures that are in compliance with federal, state and local laws governing employment and working conditions.

Standard #14

The organization has a written non-discrimination policy and agrees to fully comply with and support all applicable laws concerning non-discrimination.

Standard #15

The organization has a strategic plan that is regularly reviewed, updated, and approved by the Board of Directors.

Program Quality

Standard #16

The organization has been identified as having programs that fall within one or more of UWSEM's Impact Areas. These areas include Stable Households, Thriving Children and Equitable Communities.

Standard #17

The organization has the mechanisms and capacity for reporting measurable, qualitative and quantitative outcomes.

Standard #18

The organization agrees to provide UWSEM funded-program documentation and reports by established deadlines.

Responses Selected:

I certify the above information is correct.

Electronic Payment Information 2022-2023

Completed - Apr 22 2023

Electronic Payment Information 2022-2023

If this is the first time during the current fiscal year (July 1, 2022 to June 30, 2023) you are applying to United Way for Southeastern Michigan for funding through the Survey Monkey Apply system, or if you need to make updates to your payment information, please download the [electronic payment form](#) and upload your electronic payment information below.

Please download a blank copy of the Electronic Payment form [here](#). Fill in the form and upload the completed form.

[ACHAuth Form - UW.pdf](#)

Filename: ACHAuth Form - UW.pdf Size: 47.8 kB

OC: Statement of Work

Completed - Apr 24 2023

OC: Statement of Work

Hazel Park School District Statement of Work

Contract ID: 3905500519

United Way for Southeastern Michigan ("UWSEM") has approved a Oakland County Out of School Time Learning Supports grant in the amount of \$ 250,000 ("Grant") to Hazel Park School District of 1620 E. Elza Dr. Hazel Park, Michigan 48030 ("Partner"). This Statement of Work ("SOW") is subject to the Master Grant Agreement ("Agreement") by and between UWSEM and partner in effect at the beginning of the spending period, as defined in section 2. Term of SOW. In the event of any inconsistency between the terms and conditions of the Agreement and the terms and conditions of this SOW, the Agreement will control. Partner shall provide the outcomes and Deliverables in accordance with the terms and provisions contained in this SOW and the Agreement. In consideration of the mutual promises contained herein, and for other good and valuable consideration, the parties hereto agree as follows:

1. Type of Investment

On March 11, 2021, the President of the United States signed the American Rescue Plan Act of 2021 ("ARPA") into law. Section 9901 of ARPA amended Title VI of the Social Security Act to add section 603, which establishes the Coronavirus Local Fiscal Recovery Fund ("LFRF").

These funds are made available from the Oakland County LFRF (Federal Award Identification Number or FAIN: SLFRP2640) and are considered federal financial assistance and have been assigned a Catalog of Federal Domestic Assistance (CFDA) or Assistance Listing Number of 21.027. Fund payments are considered to be federal financial assistance subject to the Single Audit Act (31 U.S.C. Sections 7501 – 7507) and the related provisions of the Uniform Guidance, 2 Code of Federal Regulations (CFR) Section 200.303 regarding internal controls, Section 200.330 – 200.332 regarding subrecipient monitoring and management, and subpart F regarding audit requirements.

Partner shall provide \$250,000 from its own resources, which shall be matched with Hazel Park School District grant award of \$250,000.

2. Term of SOW

All funds received under this grant must be spent within the spending period of January 1, 2023 – December 31, 2024 . No extensions to the spending period will be granted.

3. Description of Services

As a result of missed learning opportunities for youth stemming from the COVID-19 pandemic, the Oakland County Executive and Board of Commissioners have allocated \$5 million in American Rescue Plan Act Local Fiscal Recovery Funds to establish the Out of School Time Learning Supports Grant Program. This program will offer grants to Oakland County non-profit organizations, school districts, public-school academies, and county, village, and township entities delivering out of school time learning supports and services with a goal of supporting Out of school time providers to continue programming and increase seats in expanded learning opportunities.

Funds through this award are being made available to help nonprofit organizations scale capacity to deliver learning support services to individuals impacted by the COVID-19 pandemic and to ensure operational continuity and expansion to meet growing demand for learning support services throughout the county. Oakland County recognizes the incredible strain the COVID-19 pandemic has put on both individual county residents as well as out of school time program providers. The funds allocated for this grant program are to be used expressly for the purpose of delivering out of school time learning support services to residents of Oakland County.

4. Outcomes and Deliverables

Hazel Park School District is responsible for adhering to the program design, outputs and budget narrative provided in the application (which funding is contingent on), including, but not limited to, the outputs below.

- Total Participants Served: 260

Outcome & Impact

Area of Impact: Long Term Tracking of Student of Success
90% of students enrolled in the academic or experience/opportunity-based programming will graduate on time in by June 2024.

Outcome Statement 1

Outcome Statement 2

Area of Impact: Behavioral Markers
Among enrolled students, no more than 5% will have a major discipline referral or suspension, as indicated by SWIS and MiSTAR data.

Outcome Statement 1

80% of students enrolled in the out-of-school time programming options, will have a 96% attendance rate.

Outcome Statement 2

Area of Impact: Developmental Markers
social emotional (sensory and motor)
cognitive development

Outcome Statement 1

Outcome Statement 2

Area of Impact: Interest in Special Topics

Outcome Statement 1

Outcome Statement 2

Area of Impact: Career Readiness

Outcome Statement 1

Outcome Statement 2

Area of Impact: Family Participant
increase home support to school and child

Outcome Statement 1

Outcome Statement 2

Area of Impact	Academic Performance
Outcome Statement 1	The number of students meeting EBRW and Math benchmarks on the PSAT and SAT will increase by 10% for all student populations by December 2024.
Outcome Statement 2	The percentage of students in grades 6-8 scoring in Tier 1 on the i-Ready reading and math diagnostic will increase by 20% for all student populations by December 2024.
Area of Impact	Social Emotional Development
Outcome Statement 1	85% of students enrolled in out-of-school time programming will score in the low-risk category on the SAEBRs social-emotional screener by November 2024.
Outcome Statement 2	
Area of Impact	Other
Outcome Statement 1	N/A
Outcome Statement 2	

5. Parties Responsibilities

A. Partner will be responsible for:

a. Partner Affirmations:

- i. Partner affirms that any and all representations made to UWSEM in connection with this grant were accurate, truthful and complete and remain so. Partner acknowledges that all representations and information provided have been relied on by the UWSEM to provide funding under this Agreement. Partner shall promptly notify UWSEM, in writing, of the occurrence of any event or any material change in circumstances which would make any Partner representation or information untrue or incorrect or otherwise impair Partner's ability to fulfill its obligations under this Agreement.
- ii. Partner will comply with any federal, state, or local public health orders or mitigation recommendations regarding the COVID-19 pandemic which are in effect as of the date this Agreement is signed by both Parties.
- iii. Partner may not use grant funds for expenses for which the Partner has received any other federal funds or emergency COVID-19 supplemental funding, whether it be state, federal, or private in nature, for the same expense. No portion of grant funds may be used for the purpose of obtaining additional Federal funds under any other law of the United States, except if authorized by law. Partner shall promptly notify UWSEM if it receives insurance proceeds or other disaster assistance (public or private) that duplicates the funding received under this Agreement. Grant funds may not be used to cover expenses that were reimbursed by insurance.
- iv. Partner shall not carry out any activities under this Agreement that results in a prohibited duplication of benefits as defined by Section 312 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5155) and in

accordance with Section 1210 of the Disaster Recovery Reform Act of 2018 (division D of Public Law 115-254; 132 Stat. 3442), which amended Section 312 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5155). If the Partner receives duplicate benefits from another source for projects related to this disaster, the Partner must refund the benefits provided by UWSEM to UWSEM. Duplication of benefits occurs when Federal financial assistance is provided to a person or entity through a program to address losses resulting from a Federally-declared emergency or disaster, and the person or entity has received (or would receive, by acting reasonably to obtain available assistance) financial assistance for the same costs from any other source (including insurance), and the total amount received exceeds the total need for those costs.

v. Partner understands that the grant funds it receives under this Agreement are a subaward of County's LFRF funds, and that UWSEM is required to manage and monitor any subrecipient of LFRF funds. Therefore, Partner agrees to comply with any subrecipient monitoring requirements established by UWSEM or by Federal law.

vi. Partner affirms they have not received other material federal, state, county, foundation or philanthropic support sufficient to provide the same proposed Out of School Time programming in the community that are being funded under their agreement with United Way. In accordance with 2 CFR 200.307, ordinarily program income must be deducted from total allowable costs to determine the net allowable costs. Program income must be used for current costs unless the Federal awarding agency authorizes otherwise. Program income that the non-Federal entity did not anticipate at the time of the Federal award must be used to reduce the Federal award and non-Federal entity contributions rather than to increase the funds committed to the project.

vii. Partner affirms that above mentioned, funded services have not been otherwise paid for or reimbursed through other federal, state, county, foundation or philanthropic funding.

viii. Partner affirms they shall collect and pay its local, state, and federal taxes, including but not limited to, all employment taxes, sales taxes, personal property taxes, and real property taxes. Oakland County or UWSEM shall not be liable or required to reimburse Partner for any local, state, or federal tax of any kind.

b. Repayment/Remedies. Partner is subject to repayment to the UWSEM of an amount equal to the grant funds received by Partner in the event Partner has made material misrepresentations to the UWSEM in its Application, voluntary bankruptcy or insolvency proceeding are commenced against the Partner and not set aside within sixty (60) days, or the Partner fails to otherwise comply with the requirements of this Agreement. In the event UWSEM later determines the information Partner provided in conjunction with this Agreement, or that Partner was ineligible for the grant funds, or that Partner's use of the grant funds following receipt was contrary to this Agreement, Partner agrees to repay the grant funds to UWSEM in full. UWSEM further retains all rights and remedies allowed in law or equity, including seeking payment of its reasonable costs and expenses incurred enforcing its rights and remedies.

c. Tax Liability. UWSEM and Partner agree that to the extent that any part of the aforementioned funds are deemed to be taxable, that Partner agrees to be fully responsible for the payment of any taxes, including withholding payments, social security, or other funds which are required to be withheld. Partner agrees to provide UWSEM with all information and cooperation necessary to execute a completed 1099-G (attached to this exhibit); which UWSEM will file with the United States Internal Revenue Service. Partner acknowledges that Partner will consult with a tax professional regarding the tax implications, if any, of the grant funds, and/or hereby waives the option to do so.

d. Conflict of Interest. Pursuant to Public Act 317 and 318 of 1968, as amended (MCL 15.301, et seq. and MCL 15.321, et seq.), to avoid any real or perceived conflict of interest, Partner shall disclose to UWSEM the identity of all Partner Employees

and all relatives of Partner Employees who: a) are employed by UWSEM or are elected or appointed officials of UWSEM, on the date this Agreement is executed; and b) becomes employed or appointed by UWSEM or becomes an elected official of County during the term of the Agreement.

e. Access to Records and Audit. Payments from ARPA funds are subject to 2 C.F.R. 200.303 regarding internal controls, 2 C.F.R. 200.331-333 regarding subrecipient monitoring and management, and 2 C.F.R. Part 200 Subpart F regarding audit requirements. Where applicable, these requirements are considered legally binding and enforceable under this Agreement. UWSEM reserves the right to use any legal remedy at its disposal including, but not limited to, disallowance of costs, withholding of funds or recoupment as may be necessary to satisfy requirements. Subawards or subcontracts, if any, shall contain a provision making them subject to all of the provisions in this exhibit. Partner shall maintain all records pertinent to the Agreement and any Amendments, including backup copies, for a period of five (5) years. The records shall be kept in accordance with generally accepted accounting practices, utilize adequate internal controls and shall maintain necessary documentation for all costs incurred, including documentation and an inventory of all equipment purchased with grant funds. These internal controls should be in compliance with guidance in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States or the "Internal Control Integrated Framework", issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

In addition to UWSEM, Oakland County, the U.S. Department of Treasury, or their authorized representatives, shall be provided the right to audit all records pertaining to the expenditure and use of grant funds. All records with respect to any matters covered by this Agreement shall be made available to UWSEM, Oakland County, the Federal awarding agency, and the Comptroller General of the United States or any of their authorized representatives, at any time during normal business hours, as often as deemed necessary, to audit, examine, and make excerpts or transcripts of all relevant data. Any deficiencies noted in audit reports must be fully cleared by Partner within 30 days after receipt by the Partner. Failure of Partner to comply with the audit requirements will constitute a violation of this Agreement.

Fund payments are considered "other federal financial assistance" under Title 2 C.F.R. 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ("Uniform Guidance") and are subject to the Single Audit Act Amendments of 1996 (31 U.S.C. 7501-7507 or program specific audit pursuant to 2 C.F.R. 200.501(a) when Partner spends \$750,000 or more in federal awards during their fiscal year.

Fund payments are subject to 2 C.F.R. 200.303 regarding internal controls. Subrecipient must establish and maintain effective internal control over the Federal award that provides reasonable assurance that the Subrecipient is managing the award in compliance with Federal statutes, regulations, and the terms and conditions of the award.

Fund payments are subject to 2 C.F.R. 200.330 through 200.332 regarding Partner monitoring and management. Fund payments are subject to Subpart F regarding audit requirements. Failure of Partner to comply with the audit requirements will constitute a violation of this Agreement. Partner may be required to submit a copy of that audit UWSEM in accordance with the Uniform Guidance.

f. Compliance with Laws. Partner shall comply with all federal, state, and local laws, statutes, ordinances, regulations, and all requirements applicable to its activities under the Agreement and grant. This includes the following:

- i. Partner must comply with 2 C.F.R. 200.303(e) and take reasonable measures to safeguard protected personally identifiable information, as defined in 2 C.F.R. 200.82, and other information UWSEM designates as sensitive or the Partner considers sensitive consistent with applicable Federal, state, and local laws regarding privacy and obligations of confidentiality.
- ii. Partner must comply with 31 U.S.C. Chapter 38, Administrative Remedies for False Claims and Statements. Partner will not pass-through grant funds to an entity listed in the SAM Exclusions. SAM Exclusions is the list maintained by the General

Services Administration that contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549. SAM exclusions can be accessed at www.sam.gov.

iii. Partner must register at sam.gov.

iv. Partner must comply with Title VI of the Civil Rights Act of 1964, and any implementing regulations, which prohibits entities receiving Federal financial assistance from excluding from a program or activity, denying benefits or services, or otherwise discriminating against a person on the basis of race, color, national origin (including limited English proficiency), disability, age, or sex (including sexual orientation and gender identity). All applicable U.S. Department of Treasury Title VI regulations are incorporated into this Agreement and made a part of this Agreement.

B. UWSEM will be responsible for:

- i. Providing access to reasonable support from UWSEM staff to assist with applying for grants, outcome measurement, building partnerships, training opportunities and other types of technical assistance.
- ii. Respecting Partner's autonomy to determine its policies of operation and to administer its own internal affairs.
- iii. Utilizing trained volunteers and staff who sign both a conflict of interest and confidentiality statement in matters regarding the making of Community Investment funding decisions.

6. Reporting/Schedule (Performance Standards)

Data Collection: United Way for Southeastern Michigan will collect information through Survey Monkey Apply (SMA) on output and budget. At each reporting period, Partner must also provide a budget update of the match spending.

Reporting Dates Include:

- April 14, 2023
- July 14, 2023
- October 13, 2023
- January 12, 2024
- April 12, 2024
- July 12, 2024
- October 11, 2024
- January 17, 2025

All information and reports requested must be provided to UWSEM by the dates specified. Failure to provide timely information may result in payments being held.

Failure to meet deliverables or contingencies may result in an immediate hold on the partner allocation and forfeiture of the award for the remainder of the grant cycle.

Partners may be invited to participate in a collection of additional data collection efforts.

7. Payment Schedule and Budget

In an effort to expedite the transfer of funds to all partners, you are required to provide us with a completed copy of the Electronic Payment Authorization Form to expedite payments. All funds will be disbursed electronically to the financial institution of choice, payable to the Partner. Any unused funds for the program year must be returned to UWSEM unless a special approval for extension has been authorized in writing from UWSEM.

United Way for Southeastern Michigan will distribute equal, quarterly payments (12.5% of total award) to partner following satisfactory review of required reporting, with the first payment being disbursed within 30 days of fully executed contract.

Budget

Budget Categories	Projected Expenses (\$)	Project Expenses Narrative
Personnel	\$ 73000	Staff compensation for after-school program coordinator, staff compensation for tutoring, or compensation for external experts or vendors.
Fringe Benefits	\$13600	Fringe benefits for tutoring or non-academic, opportunity based offerings.
Contractual Services	\$ 85000	Compensation for food service provider, outside expert or vendor, consultants and speakers, third party transportation vendors.
Wrap Around Services to Participants	\$ 1500	Direct Client Support
Travel	\$0	0
Equipment	\$40000	Furniture for the high school media center, exercise bikes, physical fitness equipment and high speed blenders
Supplies	\$4618	physical fitness and miscellaneous supplies
Occupancy	\$0	N/A
Utilities	\$ 0	N/A
Evaluation	\$ 0	N/A
Professional Development and Training	\$0	N/A
Other Program Costs	\$ 25000	Fees for off site event, food, and other miscellaneous costs
Indirect/Administrative Costs	\$ 7282	Administrative support for the grant implementation
Total Award Amount	\$250,000	

8. UWSEM Contact

Any notifications related to this Grant Agreement should be sent in writing to the following:

Contract Administration:

Steven Schwartz

Chief Financial Officer
United Way for Southeastern Michigan
3011 W. Grand Blvd., Suite 500
Detroit, MI 48202
Community.impact@liveunitedsem.org

Program Administration:

Sara Sanders
Manager, Expanded Learning Time
United Way for Southeastern Michigan
3011 W. Grand Blvd., Suite 500
Detroit, MI 48202
educationpartners@unitedwaysem.org

THIS SOW IS MADE AND ENTERED INTO BY BOTH PARTIES AS OF THE SOW Effective Date.

Acknowledgement of Electronic Signatures

Please select the box below.

Responses Selected:

The parties agree that this agreement may be electronically signed. The parties agree that the electronic signatures appearing on this agreement are the same as handwritten signatures for the purposes of validity, enforceability, and admissibility.

Partner Signatory

Name of Partner Signatory	Amy Kruppe
Title of Partner Signatory	Superintendent
Date of Signature	04/20/2023

United Way for Southeastern Michigan Signatory





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

To: Hazel Park Board of Education
From: Dr. Amy Kruppe, Superintendent
Subject: Student Discipline
Date: May 20, 2024

We are presenting this information as part of the expulsion process in accordance with the policy 5610:
The Superintendent will exercise discretion over whether or not to suspend or expel a student for persistent disobedience or gross misconduct. In exercising that discretion for a suspension of more than ten (10) days or expulsion, there is a rebuttable presumption that a suspension or expulsion is not justified unless the Superintendent can demonstrate that it considered each of the factors listed above. For a suspension of ten (10) days or fewer, there is no rebuttable presumption, but the Superintendent will still consider these factors in making the determination.

Students are afforded due process per policy 5610:
The Board recognizes exclusion from the educational programs of the District, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and is one that cannot be imposed without appropriate due process, since exclusion deprives a child of the right to an education. The Board also recognizes that it may be necessary for a teacher to remove a student from class for conduct disruptive to the learning environment, and that such removals are not subject to a prior hearing, provided the removal is for a period of less than twenty-four (24) hours.

Per the policy Student 2024024, Student 2024025 and Student 2024026 have been recommended for expulsion and as outlined in the letters have been provided with further required documentation to petition for reinstatement back into the school.

Funding Source: Not Applicable

Strategic Goal Alignment:

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

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent



Sponsors Name	Organization	Type of Fundraiser	Purpose	Beginning Date	Principal/Athletic Director Approved	Superintendent Approved	Board Shared	Notes
Kris Herron	Hazel Park Senior Class 20	Brohl's Greenhouse - Flowers	Raise money for the senior cedar pointtrip	4/5/2024	Yes	Yes	5/20/2024	
Hazel Park Junior Vikings	Hazel Park Junior Vikings	Texas Roadhouse	Raise money for junior vikings	4/29/2024	Yes	Yes	5/20/2024	
Varsity Basketball Program	Varsity Basketball Program	Teamfi Email Fundraiser	To raise money for our summer team camps, fall league and new equipment	4/19/2024	Yes	Yes	5/20/2024	
Kris Herron	Hazel Park Senior Class 20	Hershey Kisses Sales	Help raise money for seniors to	4/23/2024	Yes	Yes	5/20/2024	
Haimanti Basu	UO PTA	Rummage Sale	Raise funds for Carnival, Trips & other events	05/04/2024	Yes	Yes	5/20/2024	
Haimanti Basu	UO PTA	Selling t-shirts/hoodies	Raise money for events & otger school related activities/resources	4/25/2024	Yes	Yes	5/20/2024	
Haimanti Basu	UO PTA	Carnival	Annual fundraising event	5/31/2024	Yes	Yes	5/20/2024	
Hazel Park Junior Vikings	Hazel Park Junior Vikings	Warzone Tournament	Fundraiser for Hazel Park Junior Vikings Wrestling - baked goods sell table & wrestling tournament at Junior High	5/19/2024	Yes	Yes	5/20/2024	

Sponsors Name	Organization	Type of Fundraiser	Purpose	Beginning Date	Principal/Athletic Director Approved	Superintendent Approved	Board Shared	Notes
Zivojovity, Rachel	Hazel Park Dance Booster	Garden Fresh (Individual)	Dance Payments to help fund team bonding, pay for competition supplies to help with team account entry fee's, association fees and costumes.	TBD	Yes	Yes	5/20/24	
Zivojovity, Rachel	Hazel Park Dance Booster	Carwash (Team)	Help pay toward the 24-25 danc season fee's, Booster and team fundraiser help pay entry fee's, costumes, makeup and hair needs.	Jun 30th	Yes	Yes	5/20/24	
Zivojovity, Rachel	Hazel Park Dance Booster	Carwash (Team)	Help pay toward the 24-25 danc season fee's, Booster and team fundraiser help pay entry fee's, costumes, makeup and hair needs.	Jul 28th	Yes	Yes	5/20/24	
Zivojovity, Rachel	Hazel Park Dance Booster	Carwash (Team)	Help pay toward the 24-25 danc season fee's, Booster and team fundraiser help pay entry fee's, costumes, makeup and hair needs.	Aug 11th	Yes	Yes	5/20/24	
Zivojovity, Rachel	Hazel Park Dance Booster	Teamify (Team)	Help pay toward the 24-25 danc season fee's, Booster and team fundraiser help pay entry fee's, costumes, makeup and hair needs.	Jul 13-7	Yes	Yes	5/20/24	
Zivojovity, Rachel	Hazel Park Dance Booster	Casino Bus Trip (Team)	Help pay toward the 24-25 danc season fee's, Booster and team fundraiser help pay entry fee's, costumes, makeup and hair needs.	Aug 10th	Yes	Yes	5/20/24	
Zivojovity, Rachel	Hazel Park Dance Booster	Golf Fundraiser (Team)	Help pay toward the 24-25 danc season fee's, Booster and team fundraiser help pay entry fee's, costumes, makeup and hair needs.	Sept 15th	Yes	Yes	5/20/24	
Zivojovity, Rachel	Hazel Park Dance Booster	Cornhole (Team)	Help pay toward the 24-25 danc season fee's, Booster and team fundraiser help pay entry fee's, costumes, makeup and hair needs.	Oct 13th	Yes	Yes	5/20/24	
Zivojovity, Rachel	Hazel Park Dance Booster	Balloon & Flower / Vendor tables (Team)	Help pay toward the 24-25 danc season fee's, Booster and team fundraiser help pay entry fee's, costumes, makeup and hair needs.	Dec - Mar	Yes	Yes	5/20/24	
Zivojovity, Rachel	Hazel Park Dance Booster	Prom - Max Duggans (Team)	Help pay toward the 24-25 danc season fee's, Booster and team fundraiser help pay entry fee's, costumes, makeup and hair needs.	Feb	Yes	Yes	5/20/24	

Sponsors Name	Organization	Type of Fundraiser	Purpose	Beginning Date	Principal/ Athletic Director Approved	Superintende nt Approved	Board Shared	Notes
Zivojovity, Rachel	Hazel Park Dance Booster	Movie Night (Team)	Help pay toward the 24-25 danc season fee's, Booster and team fundraiser help pay entry fee's, costumes, makeup and hair needs.	Nov, Feb, Mar	Yes	Yes	5/20/24	
Zivojovity, Rachel	Hazel Park Dance Booster	Restaurant Nights (Team)	Help pay toward the 24-25 danc season fee's, Booster and team fundraiser help pay entry fee's, costumes, makeup and hair needs.	semi monthly	Yes	Yes	5/20/24	
Zivojovity, Rachel	Hazel Park Dance Booster	Ferndale Nutrition (Team)	Help pay toward the 24-25 danc season fee's, Booster and team fundraiser help pay entry fee's, costumes, makeup and hair needs.	semi monthly	Yes	Yes	5/20/24	
Zivojovity, Rachel	Hazel Park Dance Booster	Chipotle (Team)	Help pay toward the 24-25 danc season fee's, Booster and team fundraiser help pay entry fee's, costumes, makeup and hair needs.	semi monthly	Yes	Yes	5/20/24	
Zivojovity, Rachel	Hazel Park Dance Booster	Classic Coney Grill (Team)	Help pay toward the 24-25 danc season fee's, Booster and team fundraiser help pay entry fee's, costumes, makeup and hair needs.	semi monthly	Yes	Yes	5/20/24	
Zivojovity, Rachel	Hazel Park Dance Booster	Texas Roadhouse (Team)	Help pay toward the 24-25 danc season fee's, Booster and team fundraiser help pay entry fee's, costumes, makeup and hair needs.	semi monthly	Yes	Yes	5/20/24	
Zivojovity, Rachel	Hazel Park Dance Booster	Country Boy (Team)	Help pay toward the 24-25 danc season fee's, Booster and team fundraiser help pay entry fee's, costumes, makeup and hair needs.	semi monthly	Yes	Yes	5/20/24	