



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

Agenda

Committee of the Whole Meeting

Ford Administration Building

1620 E Elza Avenue

Hazel Park, MI 48030

May 13, 2024

3:00 PM

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

CALL TO ORDER

ROLL CALL

APPROVAL OF THE AGENDA (ACTION ITEM)

PUBLIC COMMENT

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

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.

NEW BUSINESS

A. PERSONNEL

- 1) Non-Certified Staff 3
- 2) Central Office Pay 5
- 3) Non-Union Contracts 7
- 4) Handbooks
 - a. Student Handbook

b. Nurse Handbook	14
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B. POLICY	
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E. OTHER	
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REQUESTS FOR FUTURE AGENDA ITEMS

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.

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



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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



To: Dr. Amy Kruppe, Superintendent
From: Kristy Cales, Director of Human Resources
Subject: Central Office and Support Staff Pay Increase
Date: May 1, 2024

We are seeking the approval for a 5% increase in pay for the following Central Office Administration and support staff for the 2024-2025 school year. The increase would be effective July 1, 2024.

Name	Position	2023/2024 Pay		2024/2025 Pay
Jason Zirnig	Assistant Superintendent of Business and Operations	152,794.72	7,639.74	160,434.46
Dr. Stephanie Dulmage	Assistant Superintendent of Teaching and Learning	140,400.00	7,020.00	147,420.00
Dr. Megan Papasian-Broadwell	Executive Director of Student Services	135,200.00	6,760.00	141,960.00
Julia Kennedy	Supervisor of Student Services	105,000.00	5,250.00	110,250.00
Kevin Knoblock	Supervisor of Student Services	105,000.00	5,250.00	110,250.00
Kristy Cales	Director of Human Resources	124,800.00	6,240.00	131,040.00
Bradley Wilkins	Director of Technology	102,129.04	5,106.45	107,235.49
Charles Pleiness	Director of Communications	80,000.00	4,000.00	84,000.00
James Paterson	District Counsel	120,000.00	6,000.00	126,000.00
Karla Graessley	Community Schools Director	119,902.00	5,995.10	125,897.10
Gregory Richardson	Supervisor of Maintenance and Custodial	80,000.00	4,000.00	84,000.00
Thomas Oestrike*	Athletic Director	89,980.00	2,699.40	92,679.40
Gina Brew	Supervisor of Transportation	64,519.52	3,225.98	67,745.50
Jamie Buczko	Administrative Assistant to Superintendent	65,343.20	3,267.16	68,610.36
Nancy Anderson	Administrative Assistant to the Superintendent for HR	50,000.00	2,500.00	52,250.00
Linda Yates	Administrative Assistant to the Assistant Superintendent of Teaching and Learning	50,000.00	2,500.00	52,250.00
Ryann Voss	Administrative Assistant to the Assistant Superintendent of	50,000.00	2,500.00	52,250.00





	Business and Operations			
Julie Drew	Payroll Specialist	64,030.72	3,201.54	67,232.26
Elizabeth Allen	Accounts Payables Specialist	53,352.00	2,667.60	56,019.60

***Received 3%**

Strategic Goal Alignment -

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

Funding Source: General Fund, Grants

Recommendation

That the Board of Education approve pay increases for the central office administrative and support staff for the 2024-2025 school year.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent





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To: Dr. Amy Kruppe, Superintendent
From: Kristy Cales, Director of HR
Subject: Non-Union Contract
Date: May 1, 2024

We are seeking the approval for updates to the contract and increases in pay for the Non-Union Employees for the 2024-2025 school year:

Increase in pay range for GSRP and Preschool Academy Teachers:
2023-2024 pay range \$41,260 to \$49,038 per year
2024-2025 pay range \$43,323 to \$51,489 per year

Increase in pay range for GSRP Associate Teachers:
2023-2024 pay range \$16.75 to \$18.50 per hour
2024-2025 pay range \$17.59 to \$19.43 per hour

2024-2025 pay increase and additional step added for Security Guards:
1st year \$15.90/hour
2nd year \$16.69/hour - adjusted to 5% between steps
3rd year \$17.52/hour - added step (5%)

Added Juneteenth to the holiday schedule for all groups. Employees would only get the holiday if they are scheduled to work.

A 5% increase would apply to other staff who fall under this agreement (business office administration, technology).

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

Funding Source: General Fund , Grants

Recommendation

That the Board of Education approve pay increases and contract changes for the non-union group for the 2024-2025 school year, as presented.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent





Non-Union Employee Salary & Benefit Summary

2024-2025 School Year

Central Office Staff (Non-Administration)

Vacation Days. Central Office Staff will be provided with paid vacation time according to the following schedule below:

- Vacation requests must be approved in advance by the employee’s immediate supervisor.
- Vacation time is expected to be used by June 30 of each year.
- Central Office Staff may carry over unused vacation days to August 31, upon written approval from the Superintendent. If days are not used by August 31st, they will be removed from the employees vacation bank.
- The Superintendent may waive this maximum vacation carryover for extenuating circumstances on a case by case basis.

Years of Service	# of Days
0 to 4 Years	10 Days
5 to 9 Years	15 Days
10 or More Years	20 Days

Sick Time. Unused sick time for Central Office Staff shall not accumulate above 50 days.

Upon retirement or death, Central Office Staff shall be paid one-half of their unused cumulative sick days up to a maximum of 50 full days of pay (up to 100 unused sick days). The total payment shall not exceed \$5,000.

Employees shall be allocated sick leave days at the beginning of the contract year for the purposes of personal illness or injury, or illness in the immediate family (interpreted as spouse, son or daughter, parents, or other dependents). Employees who terminate before the end of the 2024-2025 school year and have used their allocated sick leave will have their days prorated as appropriate.

Central Office sick leave shall be allocated as follows:

- Employees will be allowed 12 days per year without loss of salary.



- Not more than two (2) sick leave days may be used for personal business; such leave shall be granted upon written request from the employee to his/her supervisor, in advance if possible.
- In the event of an emergency, personal business leave may be approved after the absence of the employee.
- If you are out for three or more days, the employee must return with a Doctor’s note stating that the employee is fit for duty.

Insurance. Non-union Central Office Staff working 30 hours or more per week are eligible for single subscriber, 2-Person, or Full Family Medical, Dental, Vision and ancillary insurance coverage, subject to annual hard cap limits. Medical and ancillary benefit insurance plan carriers and benefit levels may be changed at the discretion of the Board of Education.

Longevity. Central Office Staff will be paid longevity according to the following schedule those receiving longevity before 2017-2018 shall remain on the previous hourly rate of \$1.75 and below is for those after 2018:

Years of Service	Hourly Rate	Annual Hours (2080)
Prior to 2017-18 20 or more years	\$1.75	\$3,640.00
2017-18 and Onward 20 or more years	\$1.50	\$3,120.00

Paid Holidays. Employees shall receive the following paid holidays:

Friday before Labor Day	Christmas Eve	MLK Day*
Labor Day	Christmas Day	Good Friday
Wednesday before Thanksgiving*	New Years Eve	First Day of Spring Break
Thanksgiving Day	New Years Day	Memorial Day
Friday after Thanksgiving		Juneteenth

**If school is not in session.*

In the event that one of the above holidays falls on a Saturday or Sunday, an alternate holiday will be awarded, not to be in conflict with the school calendar.

When July 4 falls on Tuesday, Monday July 3 shall be an additional paid holiday. When July 4 falls on Thursday, Friday, July 5 shall be an additional paid holiday.



GSRP, Preschool Academy, and Associate Teachers

Salary. GSRP Preschool Teachers & GSRP Associate Teachers are employed on an hourly basis as follows:

- GSRP and Preschool Teacher: \$43,323 to \$51,489 per year
- GSRP Associate Teacher: \$17.59 to \$19.43 per hour

Salary placement for GSRP, Preschool Academy, and Associate Teachers shall be determined by the Superintendent at the time of hire and may include consideration for degrees obtained and relevant prior experience.

Sick Time. GSRP, Preschool Academy, and Associate Teachers shall be given employees 10 days each year without loss of salary.

- Not more than two (2) sick leave days may be used for personal business; such leave shall be granted upon written request from the employee to his/her supervisor, in advance if possible.
- In the event of an emergency, personal business leave may be approved after the absence of the employee.
- If you are out for three or more days, the employee must return with a Doctor’s note stating that the employee is fit for duty.
- Unused sick leave time shall accumulate in an employee’s sick leave bank up to a maximum of 50 days. Upon retirement an employee shall receive a payment equivalent to \$20 per day for up to 50 days, with a maximum payment of \$1,000.
- Employees shall be allocated sick leave days at the beginning of the contract year for the purposes of personal illness or injury, or illness in the immediate family (interpreted as spouse, son or daughter, parents, or other dependents). Employees who terminate before the end of the 2024-2025 school year and have used their allocated sick leave will have their days prorated as appropriate. Immediate family is interpreted as spouse, son or daughter, parents, or other dependents.

Calendar: Employees should follow the Early Childhood Calendar including professional development days.

GSRP Associate Teachers shall receive the following holidays:

Friday before Labor Day	Friday after Thanksgiving	MLK Day*
Labor Day	Christmas Eve	Good Friday



Wednesday before Thanksgiving*	Christmas Day	First Day of Spring Break
Thanksgiving Day	New Years Eve	Memorial Day
	New Years Day	Juneteenth**

***if school is in session*

**if school is not in session*

Insurance: Staff working 30 hours or more per week are eligible for single subscriber, 2-Person, or Full Family Medical, Dental, Vision and ancillary insurance coverage, subject to annual hard cap limits. Medical and ancillary benefit insurance plan carriers and benefit levels may be changed at the discretion of the Board of Education.

Vendor Alternative Education Staff

Salary/Rate. The hourly pay rate for employees working at vendor alternative education programs is \$21.13 per hour.

Sick Time. Vendor Alternative Education Teachers shall be considered as 10-month employees and authorized 10 days each year without loss of salary.

- Not more than two (2) sick leave days may be used for personal business; such leave shall be granted upon written request from the employee to his/her supervisor, in advance if possible.
- In the event of an emergency, personal business leave may be approved after the absence of the employee.
- If you are out for three or more days, the employee must return with a Doctor’s note stating that the employee is fit for duty.
- Unused sick leave time shall accumulate in an employee’s sick leave bank up to a maximum of 50 days. Upon retirement an employee shall receive a payment equivalent to \$20 per day for up to 50 days, with a maximum payment of \$1,000.
- Employees shall be allocated sick leave days at the beginning of the contract year for the purposes of personal illness or injury, or illness in the immediate family (interpreted as spouse, son or daughter, parents, or other dependents). Employees who terminate before the end of the 2024-2025 school year and have used their allocated sick leave will have their days prorated as appropriate.

Insurance: Staff working 30 hours or more per week are eligible for single subscriber, 2-Person, or Full Family Medical, Dental, Vision and ancillary insurance coverage, subject to annual hard cap limits. Medical and ancillary benefit insurance plan carriers and benefit levels may be changed at the discretion of the Board of Education.



Paid Holidays. Employees shall receive the following paid holidays:

Friday before Labor Day	Friday after Thanksgiving	MLK Day*
Labor Day	Christmas Eve	Good Friday
Wednesday before Thanksgiving*	Christmas Day	First Day of Spring Break
Thanksgiving Day	New Years Eve	Memorial Day
	New Years Day	Juneteenth**

**If school is not in session*

***if school is in session*

Security Staff

Salary. Security personnel are employed on an hourly basis as follows:

1st year	\$15.90/hour
2nd year	\$16.69/hour
3rd Year	\$17.52/hour

Sick Time. Security personnel shall be considered as 10-month employees and authorized 10 days each year without loss of salary.

- Not more than two (2) sick leave days may be used for personal business; such leave shall be granted upon written request from the employee to his/her supervisor, in advance if possible.
- In the event of an emergency, personal business leave may be approved after the absence of the employee.
- If you are out for three or more days, the employee must return with a Doctor’s Note that they are fit for duty.
- Unused sick leave time shall accumulate in an employee’s sick leave bank up to a maximum of 50 days. Upon retirement or death an employee shall receive a payment equivalent to \$20 per day for up to 50 days, with a maximum payment of \$1,000.
- Employees shall be allocated sick leave days at the beginning of the contract year for the purposes of personal illness or injury, or illness in the immediate family (interpreted as spouse, son or daughter, parents, or other dependents). Employees who terminate before the end of the 2024-2025 school year and have used their allocated sick leave will have their days prorated as appropriate.



Insurance: Staff working 30 hours or more per week are eligible for single subscriber, 2-Person, or Full Family Medical, Dental, Vision and ancillary insurance coverage, subject to annual hard cap limits. Medical and ancillary benefit insurance plan carriers and benefit levels may be changed at the discretion of the Board of Education.

Paid Holidays. Employees shall receive the following paid holidays:

Friday before Labor Day	Friday after Thanksgiving	MLK Day*
Labor Day	Christmas Day	Good Friday
Wednesday before Thanksgiving*	New Years Eve	First Day of Spring Break
Thanksgiving Day	New Years Day	Memorial Day
Juneteenth**		

**If school is not in session*

***if school is in session*

In the event that one of the above holidays falls on a Saturday or Sunday, an alternate holiday will be awarded, not to be in conflict with the school calendar.



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 Zirnig 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

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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: 248-544-5223
www.hazelparkschools.org

To: Amy Kruppe, Superintendent
From: Jason Zirnis, Assistant Superintendent of Business and Operations
Subject: Assistant Superintendent Training Stipend
Date: May 1, 2024

We have extended an offer to a past employee to replace the Director of Business. Crystal Mubarak previously the Districts payroll specialist has accepted the position. Ms Mubarak has been working with the Michigan Court System performing payroll and other duties assigned while completing her Masters. There will be a transition period where a lot of learning will take place to bring her up to speed on the new systems, general ledger accounting, grants accounting and management, reconciliations and the new software. I have the utmost confidence that Mrs. Mubarak will rise to the challenge. Due to the inexperience at the position we have made an offer of \$87,000 with goals over the next three years that through internal experience, mentoring as well as external education will bring her experience and knowledge up to that of the Director of Business.

In the meantime there is a significant amount of work to be undertaken at the position since the departure of the previous Business Director, we reviewed the current contracted rates for external help, those rates were between \$125 to \$150 an hour. With any contracted person there is a significant amount of time that needs to be spent with them understanding the District and teaching them our systems. The past month I have been working to maintain the Business Office functions which have taken up most of my free time outside of work.

I am recommending that in Lieu of a contractor, I be provided a stipend for \$1,000 a week (effective Feb 12, 2024) to undertake the additional work of the Business Director in the interim, updating and reviewing our current systems and training Ms Mubarak. As Ms Mubarak gains in proficiency the stipend will be evaluated by the Superintendent on June 30, 2024. The costs of the stipend would roughly equate to less than 10 hours a week of a contractor. The amount of work a contractor would be able to do in 10 hours is nominal given that the first few months I will still have to review and direct any work done. If possible, I would rather work with Ms Mubarak and my staff to refine systems and the accounting procedures and work the additional time as opposed to rely on outside parties.



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 Stipend to the Assistant Superintendent of Business and Operations, 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: 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.
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



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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.

- Acting as the day-to-day point of contact for the Client project team to ensure on-time delivery of the Frontline project deliverables
- Managing the implementation project plan and project dashboard for ongoing project status reporting, and conducting recurring Project Status Meetings
- 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:

- Maintain user access, security, and workflow
- Ensure Frontline Education domains/IP addresses have been incorporated into any firewalls and/or spam filters
- Responsible for updating whitelist from Frontline
- Provide technical support in instances where local network/technology configurations impact usage of our solutions
- Engage with 3rd party vendor and manage the relationship for data transfers
- Work with the 3rd party vendor directly to provide Frontline with clearly defined specifications for data files
- Act as “subject matter expert” for all data content questions from Frontline representatives.
- Coordinate testing of files with the 3rd party vendor.
- Provide any SFTP credential information back to the vendor or facilitate the transfer of the data directly to the vendor.
- 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. 	
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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 	<p><input type="checkbox"/> Completed template returned to Frontline for a one-time import.</p> <p><input type="checkbox"/> Professional Development Forms must be provided at</p>



	<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>
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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.



65



**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' interface for 'Frontline County Schools'. The user is identified as 'D Ausubel'. The main navigation menu includes: Insights, My Info, Learning Plan, Activity Catalogs, Forms, My Staff Profile, and Resource Library.

The 'My Growth Journey' section is divided into three stages:

- Where I've Been:** Completed activities, resources, & evaluations >
- Where I Am Now:** Current activities, resources, & evaluations >
- Where I'm Going:** Upcoming activities & goals >

The 'In Progress' section (indicated by a '4' in a green circle) shows the following activities:

- OLP: Compliance Training - All Employees (2023-2024):** 0 / 11 Modules (Progress bar: 0%)
- OLP: Microsoft Outlook - Basics:** 0 / 1 Modules (Progress bar: 0%)
- OLP: New Teacher Induction - Promoting Positive Student Engagement (Spring):** 0 / 7 Modules (Progress bar: 0%)
- COURSE: Homeless Students:** 0% (Progress bar: 0%)

The 'Attention Required' section lists items that need immediate focus:

- Observation - Observation Form:** Submitted 01/17/2024. Status: **Awaiting Acknowledgment**. Action: [View](#)
- Observation - Post-Observation Conference and Reflection Form:** Status: **Incomplete**. Action: [View](#)
- Observation - Pre-Observation Planning Form:** Status: **Incomplete**. Action: [View](#)
- Goal Setting - Goal Setting Form:** Status: **Incomplete**. Action: [View](#)

Additional sections on the right include:

- 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 (Once each school year), Autism Awareness (One time every three years), 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
- 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 displays 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.
- In Progress:** A list of ongoing activities 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). Each item has an 'Incomplete' status and a 'View' button.
- My Requests:** A section for pending professional development requests, including 'Autism Awareness', 'Bloodborne Pathogens', 'New Teacher Induction', and 'Compliance Training'. Each request shows its status (e.g., 'In Progress') and a 'Manage' button.
- My Employee Evaluation:** A section showing completed evaluations, such as 'Observation - Pre-Observation Planning Form' and 'Goal Setting - Goal Setting Form', both marked as 'Complete'.
- How I Get There:** Recommended activities, shared resources, and new opportunities.
- Shared With Me:** A list of resources shared with the user, including 'Bloodborne Pathogens' and 'TESS Tips Questioning'.
- New Learning Opportunities:** A list of activities and resources available for learning, such as '2024 Compliance - CertiFact' and 'Leadership for Educators Part 1'.
- Product News:** A section for news updates, including 'Managing Roles for PLM' and 'Getting Started for PLM Index'.



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.





Thank You

Final Report or Reimbursement Submitted	Grant	Type	Grant Portal	Grant New Funds	Grant Carryover	Total Accepted	Summary of Expenditures to be Applied	Allocated Amount	Grant Start Date	Grant End Date	Budget to be Submitted (prior to disbursement of funds)	Reimbursement Request Due	Grant Report Due Dates	Date (s) Report Submitted	Date Reimbursement Request Submitted	Grant Application Responsibility	Reporting and/or Reimbursement Responsibility	Notes 1	Notes 2	
<input type="checkbox"/>	Title I, Part A - Improving Basic Programs	Federal	NexSys	\$644,749	\$0	\$644,749	Parent and Family Engagement Students Experiencing Homelessness New Allocation - Used for Indirect Carryover Reallocated to Title I Schools Total Amount to be Allocated to Schools	\$7,209 \$40,000 \$10,000 \$2 \$663,664											Advantage Title I - \$72,703 DIVERSITY Title I - \$113,950; PFE - \$1443 United Oaks Title - \$129,860; PFE - \$1443 Hoover Title I - \$92,450; PFE - \$1443 HPJH Title I - \$144,480; PFE - \$1443 Webb Title I - \$109,220; PFE - \$1443	
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction	Federal	NexSys	\$77,061	\$1		Salary & Benefits - Robert Bientock; MTSS	\$77,062												
<input type="checkbox"/>	Title III, Part A - Language Instruction for English Learners	Federal	NexSys	28,448	\$20,065	\$59,971	Salary & Benefits - EL Teacher; Leah Grad	\$59,971												
<input checked="" type="checkbox"/>	Title I, Title II, and Title III, Part A Total	Federal				\$781,781														
<input type="checkbox"/>	Title III, Part A - Language Instruction for Immigrants	Federal	NexSys	\$22,988	\$0	\$22,988														
<input type="checkbox"/>	Title IV, Part A - Student Support and Academic Enrichment	Federal	NexSys	\$44,578	\$62,682	\$107,260	Salary Support Services	\$44,578 \$54,920												
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Final Report or Reimbursement Submitted	Grant	Type	BPLUS - PROG #	Grant Portal	Grant Amount	Grant Start Date	Grant End Date
<input type="checkbox"/>	LEO Coach	ISD 35a(4)		Submit to ISD	\$112,500	7/1/2023	6/30/24
<input checked="" type="checkbox"/>	EWIMS	State - MDE		N/A	\$2,500	8/1/2023	9/30/2023
<input type="checkbox"/>	Community School Grant	United Way	9030	SMA	150,000	7/1/2023	6/30/2024
<input type="checkbox"/>	Out of School Time Grant	United Way/Oakland County	9020	SMA	250,000	1/1/2023	12/30/2024
<input type="checkbox"/>	Michigan Stage Youth Theater	Community Foundation for Southeast Michigan		N/A	55,000	9/21/2023	6/28/2024
<input type="checkbox"/>	DFC Grant	Federal Grant		DFC CARA ME	125,000	9/30/2023	9/29/2028
<input type="checkbox"/>	DFC Grant - Year 2; Submitted on 3/13/24	Federal Grant		DFC CARA ME		9/30/2024	
<input type="checkbox"/>	NAF Grant	State - MDE	4520	?	12,000	10/1/2023	9/30/23
<input type="checkbox"/>	Early Middle College Grant	Jamie and Jacob Foundation Grant		Foundation Portal	50,000/2 years	Award Notification 9/2023	Unknown
<input type="checkbox"/>	Grow Your Own	State - MDE; Section 27b	4450	GEMS/MARS	503,671	3/3/2021 12/31/2024	12/31/2026

Final Report or Reimbursement Submitted	Grant	Type	BPLUS - PROG #	Grant Portal	Grant Amount	Grant Start Date	Grant End Date
<input type="checkbox"/>	Kids Back on Track	Section 23g - State		NexSys	372,901	10/1/2023	9/30/2025
<input type="checkbox"/>	NBC Award	Section 27m - State		NexSys	\$10,000.00	10/2/2023	9/30/2024
<input type="checkbox"/>	Additional Instructional Time and Interventions	Section 35a(5)		GEMS/MARS	\$34,382	10/1/2023	9/30/2024
<input type="checkbox"/>	Bilingual Funds	Section 41 - State		NexSys	\$199,129	Application by 1/15/23 Amendments by 3/15/23	6/30/2024
<input type="checkbox"/>	CTE	Section 61a(1) - State		GEMS/MARS	\$12,445.88	10/1/2023	9/30/2024
<input type="checkbox"/>	Section 61d CTE High Quality Degrees or Credentials	Section 61d - State		GEMS/MARS	\$15,106.17	10/1/2023	9/30/2024
<input type="checkbox"/>	Federal Student Aid (FAFSA) Completion Challenge -	Section 67f - State		GEMS/MARS	\$6,800	10/1/2023	9/30/2024
<input type="checkbox"/>	MACC (Michigan Arts and Culture Council)	FY24 MACC		SmartSimple	\$5,175	3/1/2024	6/30/2024
<input type="checkbox"/>	Early Warning and Intervention Tools	97J		NexSys	\$13,705.00		
<input type="checkbox"/>	FIRST Robotics	99h		NexSys	Webster - 3952 HPHS - 5700		
<input type="checkbox"/>	Imagine Math	99u		GEMS/MARS	Not Awarded - See Note	4/3/24	10/30/24
<input type="checkbox"/>	Benchmark Assessment Funding	104i		NexSys	\$17,637.50	7/1/23	6/30/24
<input type="checkbox"/>	LEO innovation funds	ISD		Submit to ISD	Up to 29,000		6/30/24
<input type="checkbox"/>	Professional Development, Curriculum, and Supports - Due 2/23/24; Budget Due 4/5	Section 35j - State		NexSys			

Final Report or Reimbursement Submitted	Grant	Type	BPLUS - PROG #	Grant Portal	Grant Amount	Grant Start Date	Grant End Date
<input type="checkbox"/>	Summer Learning Grant - Due 2/20	United Way/Ballmer		Summer Learning Site	HPJH - \$248,000 United Oaks -		
<input type="checkbox"/>	EXPLORE Grant						
<input type="checkbox"/>							
	Applied Awaiting Notification						
<input type="checkbox"/>	Mental Health & Safety - Due 1/7/24	31aa		NexSys			
<input type="checkbox"/>	Teaching Diverse History Grant - 3/6/24	Section 99d - State		NexSys			
<input type="checkbox"/>	Recognition of NB and NB First Time Candidates	Section 27m -State		GEMS/MARS	Recognition: Up to 10,000 First Time Candidates: 2125	Recognition: 2/28/24 Intial Certification: 3/13/24	
<input type="checkbox"/>	EXPLORE Grant	504					
<input type="checkbox"/>	Adult Education	Section 107					74



Ford Administration
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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>



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

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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

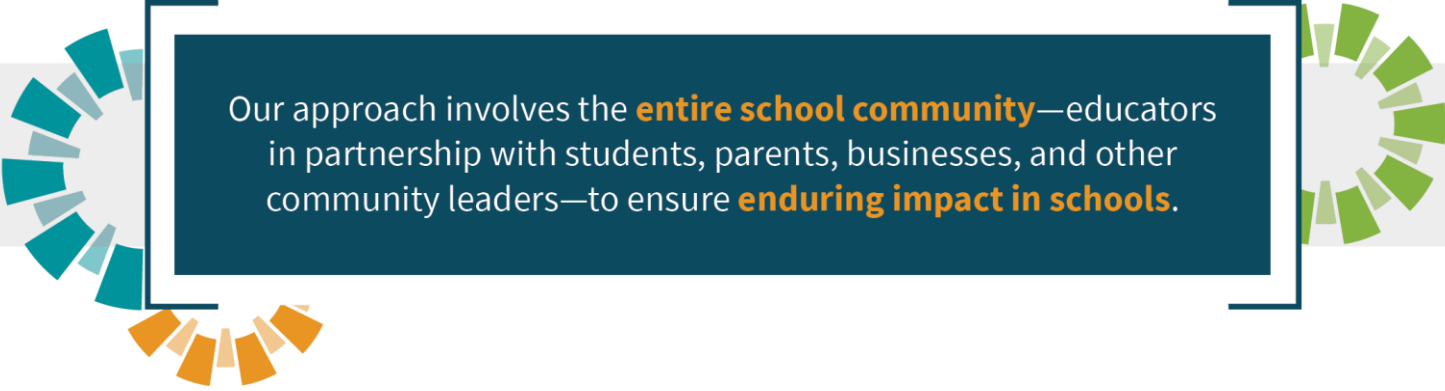
Battelle for Kids continues to closely monitor the COVID-19 pandemic and will continue to make decisions regarding staff travel based on the recommendations and guidelines from the Centers for Disease Control and Prevention (CDC), and other city, state and federal agencies. BFK will continue to keep 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.**