



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

Agenda

Regular Meeting

Hazel Park High School Auditorium
23400 Hughes
Hazel Park, MI 48030
December 16, 2024
5:30 PM

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

CALL TO ORDER

ROLL CALL

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (ACTION ITEM)

SPECIAL ORDER OF BUSINESS

- A. Student of the Month
- B. Junior High Representative
- C. High School Representative
- D. Advantage Representative
- E. AP Student Recognition
- F. Athletic Recognition
- G. Jardon Presentation

PUBLIC COMMENT

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

CONSENT AGENDA (Action Items)

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

A. <u>Approval of Minutes</u>	
1) Board Meetings	
a. 11.18.2024 Board Of Education Regular Meeting Unofficial Minutes	4
b. *11.18.2024 Board Of Education Regular Meeting Closed Session Minutes	
B. <u>Monthly Financial Reports</u>	<u>10</u>
C. <u>Personnel Recommendations</u>	<u>24</u>
D. <u>Conference Requests (Under \$500)</u>	<u>25</u>

NEW BUSINESS

A. 31n Grant Funded Social Worker/Counselor (Action Item)	26
B. Hydraulic Shear - High School Welding Class (Action Item)	29
C. Student Services SXI Equipment (Action Item)	31
D. Drawings for Electric/Electric Charges (Action Item)	41
E. Board Training (Action Item)	52
F. African American History Elective Course Proposal (Action Item)	54
G. Elementary Fences (Action Item)	70
H. Athletic Trainer Contract (Action Item)	78
I. Assistant Superintendent of Business & Operations (Action Item)	90
J. Powerschool - MBA Report Creator Plugin Purchase (Action Item)	92
K. Freedom of Information Act (FOIA) (Informational Item)	96
L. Reinstatement of Student (Action Item)	
M. Student Discipline (Action Item)	99

CLOSED SESSION

A. Motion to recess into closed session under Section 8(a) of the Open Meetings Act to consider the dismissal, suspension, or disciplining of a student if the public body is part of the school district, intermediate school district, or institution of higher education that the student is attending, and if the student or the student's parent or guardian requests a closed hearing.

SUPERINTENDENT REPORT

A. Enrollment	100
B. Fundraisers	101

REQUESTS FOR FUTURE AGENDA ITEMS

CALENDAR DATES

- A. Monday, January 6, 2025 - Board of Education Workshop - 5:00pm
- B. Monday, January 13, 2025 - Board of Education Committee of the Whole - 5:00pm
- C. Monday, January 27, 2025 - Board of Education Regular Meeting - 5:30pm

PUBLIC COMMENT

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

**BOARD MEMBER AND ADMINISTRATION COMMENTS
ADJOURNMENT**

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

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

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



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

CALL TO ORDER

The Regular Meeting of the Hazel Park Board of Education was held at the Ford Administration on November 18, 2024 and was called to order by President Nagy at 5:30 PM.

ROLL CALL

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

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (Action Item)

Moved by Fortress, supported by Rattee, that the Board of Education approve the Agenda, with the addition of the Junior High Boiler Room Controller Replacement.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Beaton, Hinton, Nagy

Nays:

Motion carried.

SPECIAL ORDER OF BUSINESS

- A. Student of the Month
- B. Junior High Representative
- C. High School Representative
- D. Advantage Representative

PUBLIC COMMENT

Amanda Canta
Sylvan Learning Centers

Came to provide information to the Board of Education regarding programs available through Sylvan Learning Centers while offering the board to consider a partnership.

Garrett Schaller
Asst Head Football Coach

Wanted to recognize the Athletic Dept for all their hard work and dedication to not only the programs but also the students.

Kim Allen

Stated concerns regarding the job description for Activity Coordinator. Shared the description says all sports including Junior Vikings.

CONSENT AGENDA (Action Items)

- A. Approval of Minutes
 - 1) Board Meetings
 - a. 11.4.24 Special Board Of Education Meeting Unofficial Minutes
 - i. *11.4.24 Board Of Education Special Meeting Closed Session Minutes

2) Committee Meetings

a. 11.11.24 Board Of Education Committee of the Whole Unofficial Minutes

i. *11.11.24 Board Of Education Committee of the Whole Closed Session Minutes

B. Monthly Financial Reports

C. Personnel Recommendations

~~D. Conference Requests (under \$500)~~

~~E. Superintendent Conference~~

Moved by Fortress, supported by Rattee, that the Board of Education approve the consent agenda, to move the Conferences under \$500 and the Superintendent Conference to New Business.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Beaton, Hinton, Nagy

Nays:

Motion carried.

NEW BUSINESS

A. Longfellow RFP (Action Item)

Moved by Fortress, supported by Rattee, that the Board of Education approve the RFP for the Longfellow Community Center, as presented..

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Beaton, Hinton, Nagy

Nays:

Motion carried.

B. Freedom Of Information Act (FOIA) (Informational Item)

C. Door Change Request (Action Item)

Moved by Fortress, supported by Rattee, that the Board of Education approve the change order to meet fire code requirements and proceed with the project in alignment with Fire Marshal guidelines.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Beaton, Hinton, Nagy

Nays:

Motion carried.

D. Basketball Backstop (Action Item)

Moved by Fortress, supported by Rattee, that the Board of Education approve the purchase and installation of two Basketball Backdrops not to exceed \$17,320.00, as presented.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Beaton, Hinton, Nagy

Nays:

Motion carried.

E. Facility Usage Agreement (Action Item)

Moved by Fortress, supported by Rattee, that the Board of Education approve the review of the Facility Usage Agreement and the proposed charge for outside organizations.

Discussion

Roll Call Vote

Yeas: Rattee, Beaton, Hinton, Nagy

Nays: Fortress

Motion carried.

F. Junior High Washington DC Trip (Action Item)

Moved by Fortress, supported by Rattee, that the Board of Education approve the overnight trip for Hazel Park Junior High's 8th grade class, as presented.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Beaton, Hinton, Nagy

Nays:

Motion carried.

G. Business Consultant (Action Item)

Moved by Fortress, supported by Rattee, that the Board of Education approve to hire a Business Consultant at the rate of \$125 an hour for our Business Office operations, as presented.

Discussion

Roll Call Vote

Yeas: Rattee, Beaton, Nagy

Nays: Fortress, Hinton

Motion failed.

H. Additional Part-Time Security Guards (Action Item)

Moved by Fortress, supported by Rattee, that the Board of Education approve the hiring of two additional part time security guards for HPHS & HPJH, as presented.

Discussion

Roll Call Vote

Yeas: Rattee, Beaton, Nagy

Nays: Fortress, Hinton

Motion failed.

I. Board Member Conference Reimbursement (Action Item)

Moved by Fortress, supported by Rattee, that the Board of Education approve the Board Member Reimbursements, as presented.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Beaton, Hinton, Nagy

Nays:

Motion carried.

J. January Board Meeting Times (Action Item)

Moved by Fortress, supported by Rattee, that the Board of Education approve the January meeting times, as presented.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Beaton, Hinton, Nagy

Nays:

Motion carried.

CLOSED SESSION

A. Motion to recess into closed session under Section 8(f) of the Open Meetings Act to review and consider the contents of an application for employment. In compliance with this act, all candidate interviews will be held in an open meeting unless otherwise specified by law.

Moved by Fortress, supported by Rattee, that the Board of Education recess into closed session under Section 8(f) of the Open Meetings Act to review and consider the contents of an application for employment.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Beaton, Hinton, Nagy

Nays:

Motion carried.

Meeting recessed into closed session 6:23 pm

Meeting resumed to open session 6:39 pm

Moved by Fortress, supported by Rattee, that the Board of Education return to open session.

Roll Call Vote

Yeas: Fortress, Rattee, Beaton, Hinton, Nagy

Nays:

Motion carried.

K. Junior High HVAC Repair (Action Item)

Moved by Fortress, supported by Rattee, that the Board of Education approve the Junior High Boiler Room Controller Replacement., as presented.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Beaton, Hinton, Nagy

Nays:

Motion carried.

L. Conference Requests (under \$500) (Action Item)

Moved by Fortress, supported by Rattee, that the Board of Education approve the Conference Requests under \$500, as written.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Beaton, Hinton, Nagy

Nays:

Motion carried.

M. Superintendent Conference (Action Item)

Moved by Fortress, supported by Rattee, that the Board of Education approve the Superintendent to attend the MASA conference in January for \$1,150.00, as written.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Beaton, Hinton, Nagy

Nays:

Motion carried.

N. Basketball Coach (Action Item)

Moved by Fortress, supported by Rattee, that the Board of Education approve the hiring of Thomas Voss for the position of basketball coach, as presented.

Amended motion: Moved by Fortress, supported by Rattee, that the Board of Education approve the hiring of Thomas Voss for the position of basketball coach with a felony from 2009, as presented.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Beaton, Hinton, Nagy

Nays:

Motion carried.

O. December 2, 2024 Board Workshop (Action Item)

Moved by Fortress, supported by Rattee, that the Board of Education approve the cancellation of the December 2, 2024 Board Workshop.

Discussion

Roll Call Vote

Yeas: Fortress, Rattee, Beaton, Hinton, Nagy

Nays:

Motion carried.

SUPERINTENDENT REPORT

- A. Enrollment
- B. Fundraisers
- C. ADK Grant Winners

REQUESTS FOR FUTURE AGENDA ITEMS

CALENDAR DATES

- ~~A. Monday, December 2, 2024 - Board of Education Workshop - 5:00pm~~
- B. Monday, December 9, 2024 - Board of Education Committee of the Whole - 3:00pm
- C. Monday, December 16, 2024 - Board of Education Regular Meeting - 5:30pm

PUBLIC COMMENT

Kim Allen

Stated concerns about employees, a certain Board Member, Paras, Maintenance staff who bully volunteers. Employees need to be held accountable for their actions.

Stefani Reeder

8

Thanked the Board of Education for allowing Mr. Voss to coach.

BOARD MEMBER AND ADMINISTRATION COMMENTS

- Monica Rattee, Treasurer I love seeing all the students of the month! I was excited tonight to have everyone join us, I have no leftover shirts! I'd like to wish all the student good luck at their winter sports tryouts.
- April Beaton, Trustee It was so great to see so many here tonight supporting our student of the month. All the community members and the staff staying here for the meeting is great!
- Heidi Fortress, Trustee Thank you to the people that came up to speak. The Board hears because we do care. We do listen! I hope everyone comes out to the Library Mural this Friday, it's so awesome and I'm excited for it.
- Beverly Hinton, Trustee I just want to say there are lots of opportunity to support students and I appreciate those who come out. Thank you to Jeremiah Kemp for the card. I wore my Joy, Peace and Love shirt because of season but also because everyone should have Joy, Peace and Love. The Grinch has been associated with some negativity but its not negative it's a good story about kindness. If you have a Youth Assistance application be sure to turn it back into the Library. Happy Thanksgiving everyone!
- Amy Kruppe, Superintendent Committee of the Whole questions were reviewed and answered. We have a parent concerned over medical issues at the Junior High. We do have ten diabetic students at the Junior High Currently and we will be looking into addressing this concern and come with a plan for the December meeting.
- Rick Nagy, President Thank you for being here for our Student of the Month. I hope everyone has a Happy Thanksgiving!

Adjournment

Moved and supported that the meeting be adjourned at 6:57pm.

Unanimous Approval.



Hazel Park School District

ALL IN ALL THE TIME

Amy Kruppe, Ed.D.

Superintendent

Ford Administration

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

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

FROM: Crystal Mubarak
Director of Business

RE: Treasurer's Report November, 2024

DATE: December 5, 2024

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

GENERAL FUND (11)		1,344,825.42	
	<i>Total - General Fund</i>	<u>\$ 1,344,825.42</u>	
CENTER PROGRAM (22)		6,462.97	
COMMUNITY SERVICE (23)		104.51	
FOOD SERVICE FUND (25)		1,028,605.37	
COMMON DEBT (31-39)		500.00	
CAPITAL PROJECTS (41-49)		776,117.08	
	<i>Total - Special Revenue Funds</i>	<u>\$ 1,811,789.93</u>	
TRUST FUNDS (51)		0.00	
INTERNAL ACCOUNT FUNDS (29)		34,300.70	
	<i>Total - Other Funds</i>	<u>\$ 34,300.70</u>	
TOTAL CHECK DISBURSEMENTS		<u><u>\$ 3,190,916.05</u></u>	\$ 3,190,916.05
ACH DEBITS			2,822,780.30
PAYROLL			2,497,642.91
OUTGOING WIRE TRANSFERS			2,927,078.56
P-CARD PURCHASES			101,754.47
			<u>8,349,256.24</u>
TOTAL DISBURSEMENTS IN PERIOD			<u><u>\$ 11,540,172.29</u></u>

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

Crystal Mubarak
Director of Business

Monthly Summary of EFT's from HP Bank Accounts

Sep-22

<u>Date</u>	<u>Amount</u>	<u>Bank Acct Taken From</u>	<u>Reason</u>
10/2/2024	\$302.59	Gen Funds	Latchkey Fees
10/7/2024	\$6,096.69	Gen Funds	Health Equity Payment October 4th Payroll
10/23/2024	\$5,673.78	Gen Funds	Health Equity Payment October 18th Payroll
10/3/2024	\$12,569.75	Gen Funds	EduStaff Payment
10/17/2024	\$19,329.47	Gen Funds	EduStaff Payment
10/31/2024	\$17,476.79	Gen Funds	EduStaff Payment
10/8/2024	\$23,271.74	Gen Funds	Penserv Payment October 4th Payroll
10/24/2024	\$22,655.42	Gen Funds	Penserv Payment October 18th Payroll
10/4/2024	\$48,216.68	Tax W/H	Payroll State Tax Withholding October 4th
10/23/2024	\$41,555.19	Tax W/H	Payroll State Tax Withholding October 18th
10/4/2024	\$336,470.92	Tax W/H	Payroll Federal Tax Withholding October 4th
10/22/2024	\$281,921.09	Tax W/H	Payroll Federal Tax Withholding October 18th
10/7/2024	\$427,624.23	Ret W/H	Payroll Retirement Withholding September 20th
10/17/2024	\$531,853.01	Ret W/H	Payroll Retirement Withholding October 4th
10/30/2024	\$514,334.43	MESSA	MESSA Payments

\$2,289,351.78	Total ACH Debits
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<u>Date</u>	<u>Amount</u>	<u>Payroll</u>
10/4/2024	\$908,673.53	General Payroll on October 4th
10/18/2024	\$857,497.04	General Payroll on October 18th

\$1,766,170.57	Total Payroll
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<u>Date</u>	<u>Amount</u>	<u>Wires</u>
10/28/2024	\$2,814,951.69	MVCA Wire State Aid

\$2,814,951.69	Total Wires
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<u>Date</u>	<u>Amount</u>	<u>P-Card Purchases</u>
10/22/2024	\$101,928.37	General P-Card charges Huntington Bank

\$101,928.37	Total P-Card Purchases
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Hazel Park Schools
Budget to Actual by St Revenue and St Function
As of 11/30/2024

St Revenue/Function	Description		Original Budget	Encumbrance	Actual	Balance	Percent
Type: 4 Revenue							
St Revenue: 100	Revenue from Local Sources	Total:	6,310,500.00	0.00	3,925,479.24	1,779,034.76	62.21%
St Revenue: 300	Rev from State Sources	Total:	43,062,068.00	0.00	12,443,962.89	16,463,296.11	28.90%
St Revenue: 400	Rev from Federal Sources	Total:	1,862,829.00	0.00	518,556.35	7,034,530.65	27.84%
St Revenue: 500	Incoming Transfer/Oth Transact	Total:	2,940,000.00	0.00	0.00	2,430,209.40	0.00%
St Revenue: 600	Fund Modifications	Total:	1,687,000.00	0.00	0.00	1,619,040.36	0.00%
Type: 4	RevenueTotal:		55,862,397.00	0.00	16,887,998.48	29,326,111.28	30.23%
Type: 5 Expense							
St. Function:110	Basic Programs	Total:	21,884,914.00	282,944.16	8,508,779.37	13,376,134.63	38.88%
St. Function:120	Added Needs	Total:	11,112,868.00	29,059.79	4,129,454.43	4,496,438.57	37.16%
St. Function:210	Support Services-Pupil	Total:	4,178,712.00	0.00	1,692,172.81	1,252,940.19	40.50%
St. Function:220	Support Services-Instr Staff	Total:	3,741,471.00	35,384.04	1,367,715.25	1,067,700.75	36.56%
St. Function:230	Support Services-General Admin	Total:	793,531.00	1,881.00	434,794.63	298,531.37	54.79%
St. Function:240	Support Services-School Admin	Total:	2,584,742.00	3,105.66	985,465.26	1,099,769.74	38.13%
St. Function:250	Support Services-Business	Total:	810,588.00	0.00	400,445.89	329,274.11	49.40%
St. Function:260	Operations and Maintenance	Total:	5,965,755.00	0.00	2,517,698.97	2,822,386.03	42.20%
St. Function:270	Pupil Transportation Services	Total:	978,544.00	0.00	359,245.06	(39,562.06)	36.71%
St. Function:280	Support Services-Central	Total:	2,185,108.00	0.00	1,116,086.52	361,261.48	51.08%
St. Function:290	Support Services-Other	Total:	813,672.00	73,117.82	234,948.04	281,782.25	28.88%
St. Function:330	Community Activities	Total:	330,297.00	0.00	188,027.04	(169,496.43)	56.93%
St. Function:390	Other Community Services	Total:	393,000.00	0.00	188,194.02	24,028.84	47.89%
St. Function:440	Pymts to Other Govnmt	Total:	293,000.00	0.00	1,058,488.00	(791,823.00)	361.26%
St. Function:510	Debt Services - Long Term Only	Total:	33,000.00	0.00	0.00	33,000.00	0.00%
St. Function:600	Transfers Out	Total:	293,000.00	0.00	11,343.75	280,744.25	3.87%
Type: 5	ExpenseTotal:		56,392,202.00	425,492.47	23,192,859.04	22,561,285.72	41.13%
Grand Total:			-529,806.00		-6,304,860.56	6,764,825.56	

Hazel Park Schools
Check Register by Fund
Check Date From 11/1/2024 TO 11/30/2024

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
Fund: 110					
11/01/2024	EH 00001323	100550	AMAZON CAPITAL SERVICES INC	P2500162	4,722.44
11/01/2024	EH 00001324	100319	G N E PAINT & SUPPLY		145.91
11/01/2024	EH 00001325	100380	OAKLAND SCHOOLS		19,505.70
11/01/2024	EH 00001326	100445	ROCKET ENTERPRISE INC		360.00
11/01/2024	EH 00001327	100515	STAFF CONNECTIONS LLC		6,840.41
11/01/2024	EH 00001328	100357	STAPLES BUSINESS ADVANTGE	P2500170	296.32
11/01/2024	EH 00001329	100349	YOUNG SUPPLY CO		245.60
11/01/2024	HP 00504126	100544	ASCENSION MICHIGAN EMPLOYER SOLUTIONS		128.00
11/01/2024	HP 00504127	101453	COGNIA INC		9,600.00
11/01/2024	HP 00504128	100309	CONSUMERS ENERGY		150.86
11/01/2024	HP 00504129	100438	CONTRACTORS CLOTHING COMPANY		274.01
11/01/2024	HP 00504130	100453	DECKER EQUIPMENT		1,083.49
11/01/2024	HP 00504131	100185	DETROIT NATIVE SUN NEWSPAPER GROUP		2,690.00
11/01/2024	HP 00504132	100361	DOWNRIVER REFRIGERATION SUPPLY		342.25
11/01/2024	HP 00504134	100446	FAR THERAPEUTIC & PERFORMING ARTS		168.75
11/01/2024	HP 00504136	100660	GOFF, CJ		100.00
11/01/2024	HP 00504137	101463	GOLD, JOSEPH		5,700.00
11/01/2024	HP 00504138	100455	GRAINGER		56.41
11/01/2024	HP 00504139	101273	MADISON HEIGHTS PLBG & HTG SUPPLY INC		173.59
11/01/2024	HP 00504140	101020	MASSP		1,669.00
11/01/2024	HP 00504141	100043	MECHANICAL SYSTEMS SERVICES		1,110.00
11/01/2024	HP 00504142	100589	MILLENNIUM BUSINESS SYSTEMS		3,874.55
11/01/2024	HP 00504143	100337	PETERSON GLASS CO		415.95
11/01/2024	HP 00504144	100032	VERIZON WIRELESS		153.69
11/01/2024	HP 00504145	101108	YMCA OF METROPOLITAN DETROIT		125.00
11/04/2024	HP 00504146	100526	CAROLINA BIOLOGICAL SUPPLY CO	P2500030	2,436.40
11/04/2024	HP 00504147	100512	CHAPTER 13 TRUSTEE - T. TERRY		1,115.00
11/04/2024	HP 00504148	100322	CITY HAZEL PARK WATER		7,422.46
11/04/2024	HP 00504149	100609	DAVID RUSKIN		556.58
11/04/2024	HP 00504150	100843	MEA - MEMBERSHIP DEPARTMENT		122.06

Hazel Park Schools
Check Register by Fund
Check Date From 11/1/2024 TO 11/30/2024

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
11/04/2024	HP 00504151	100387	MISDU		390.35
11/04/2024	HP 00504152	101139	SCHEER GREEN AND BURKE CO. LPA		356.73
11/04/2024	HP 00504153	101452	TEAMSTERS LOCAL 214		188.00
11/04/2024	HP 00504154	101439	VELO LAW OFFICE		100.00
11/08/2024	EH 00001333	100351	AIRGAS GREAT LAKES		934.07
11/08/2024	EH 00001334	100550	AMAZON CAPITAL SERVICES INC	P2500173	896.53
11/08/2024	EH 00001335	100430	JG POLY SALES		989.50
11/08/2024	EH 00001336	100380	OAKLAND SCHOOLS		39.70
11/08/2024	EH 00001337	100397	SCHOOL SPECIALTY	P2500167	568.55
11/08/2024	EH 00001338	100357	STAPLES BUSINESS ADVANTGE	P2500181	108.39
11/08/2024	HP 00504155	100090	A G CENTRAL MUSIC	P2500157	1,098.22
11/08/2024	HP 00504156	101104	AMERICAN READING COMPANY INC	P2500003	19,100.00
11/08/2024	HP 00504157	100346	BIG D LOCK & KEY		62.10
11/08/2024	HP 00504158	100309	CONSUMERS ENERGY		3,413.87
11/08/2024	HP 00504159	100313	DTE ENERGY		1,248.04
11/08/2024	HP 00504161	101465	ELIAS, REBECCA		40.00
11/08/2024	HP 00504164	100498	FERRELLGAS		39.00
11/08/2024	HP 00504166	101282	LEWIS TIRE SERVICE		1,280.00
11/08/2024	HP 00504167	100072	MAKEMUSIC INC		2,038.58
11/08/2024	HP 00504168	100966	MIAAA		155.00
11/08/2024	HP 00504169	101412	MICHIGAN ATHLETIC TRAINERS		2,237.50
11/08/2024	HP 00504170	101052	NORTHSTAR MAT SERVICE		696.48
11/08/2024	HP 00504171	100452	NORTHWEST POOLS INC		943.60
11/08/2024	HP 00504172	100202	ORKIN LLC		160.99
11/08/2024	HP 00504173	101259	POWERSCHOOL GROUP LLC		7,200.00
11/08/2024	HP 00504176	100740	SPECTRUM WIRELESS USA INC		302.50
11/08/2024	HP 00504177	100829	TEACHING STRATEGIES LLC	P2500182	2,330.00
11/08/2024	HP 00504180	100556	UNIVERSITY TRANSLATORS SERVICES LLC		282.69
11/11/2024	EH 00001340	100550	AMAZON CAPITAL SERVICES INC	P2500158	46.94
11/11/2024	HP 00504181	100044	HP PROMISE ZONE		463,738.00
11/12/2024	HP 00504182	100700	ANDREW ROSENBERGER		100.00

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Current Date: 12/05/2024

Report: OSAP5009 - OSAP5009: Check Register by Fund

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Current Time: 16:19:10

Selection:

OH_DTL.[oh_ck_dt] <= '11/30/2024' AND OH_DTL.[oh_ck_dt] >= '11/01/2024'

Hazel Park Schools
Check Register by Fund
Check Date From 11/1/2024 TO 11/30/2024

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
11/12/2024	HP 00504183	101091	BEAN, SARAH ANN		40.00
11/12/2024	HP 00504185	100185	DETROIT NATIVE SUN NEWSPAPER GROUP		200.00
11/12/2024	HP 00504186	101128	MCVA		40.00
11/12/2024	HP 00504187	101128	MCVA		50.00
11/12/2024	HP 00504188	100425	NEFF CO		228.45
11/12/2024	HP 00504189	101123	VALUE CARPET N MORE		5,320.00
11/12/2024	HP 00504190	101200	VS ATHLETICS		3,888.00
11/15/2024	EH 00001341	100351	AIRGAS GREAT LAKES		282.82
11/15/2024	EH 00001342	100550	AMAZON CAPITAL SERVICES INC	P2500045	1,508.35
11/15/2024	EH 00001345	100745	KSS ENTERPRISES		672.93
11/15/2024	EH 00001346	100520	PEDIATRIC HEALTH CONSULTANTS INC		1,773.35
11/15/2024	EH 00001347	100397	SCHOOL SPECIALTY	P2500171	167.59
11/15/2024	EH 00001348	100515	STAFF CONNECTIONS LLC		6,277.41
11/15/2024	EH 00001349	100357	STAPLES BUSINESS ADVANTGE	P2500181	15.38
11/15/2024	HP 00504191	100929	ALLSTAR SERVICES OF MI LLC	P2500192	1,600.00
11/15/2024	HP 00504192	101454	ARDIS MUSIC LLC		90.00
11/15/2024	HP 00504193	100544	ASCENSION MICHIGAN EMPLOYER SOLUTIONS		566.00
11/15/2024	HP 00504194	100462	CENGAGE LEARNING	P2500069	3,389.40
11/15/2024	HP 00504195	100512	CHAPTER 13 TRUSTEE - T. TERRY		1,115.00
11/15/2024	HP 00504196	100321	CITY OF HAZEL PARK		1,700.00
11/15/2024	HP 00504197	100888	CONSTELLATION		1,301.11
11/15/2024	HP 00504198	100609	DAVID RUSKIN		556.58
11/15/2024	HP 00504199	100361	DOWNRIVER REFRIGERATION SUPPLY		273.44
11/15/2024	HP 00504200	100313	DTE ENERGY		20,596.21
11/15/2024	HP 00504202	100640	FIBER LINK INC		58.50
11/15/2024	HP 00504203	100404	HASTINGS AUTO PARTS		59.90
11/15/2024	HP 00504204	100488	HOME DEPOT CREDIT SERVICES		693.48
11/15/2024	HP 00504205	101224	HOPSKIPDRIVE INC		66,515.40
11/15/2024	HP 00504206	100044	HP PROMISE ZONE		594,750.00
11/15/2024	HP 00504208	101365	INSTITUTE FOR EDUCATION LEADERSHIP INC		3,000.00
11/15/2024	HP 00504209	100079	INTEGRITY TESTING & SAFETY ADM		231.00

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Current Date: 12/05/2024

Report: OSAP5009 - OSAP5009: Check Register by Fund

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Current Time: 16:19:10

Selection:

OH_DTL.[oh_ck_dt] <= '11/30/2024' AND OH_DTL.[oh_ck_dt] >= '11/01/2024'

Hazel Park Schools
Check Register by Fund
Check Date From 11/1/2024 TO 11/30/2024

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
11/15/2024	HP 00504210	101466	International Controls & Equipment		3,760.00
11/15/2024	HP 00504211	101282	LEWIS TIRE SERVICE		680.00
11/15/2024	HP 00504212	101419	LIVING ARTS		2,775.00
11/15/2024	HP 00504214	101273	MADISON HEIGHTS PLBG & HTG SUPPLY INC		588.03
11/15/2024	HP 00504215	100089	MCNAUGHTON-MCKAY ELECTRIC COMP		117.16
11/15/2024	HP 00504216	100843	MEA - MEMBERSHIP DEPARTMENT		86.18
11/15/2024	HP 00504217	100387	MISDU		390.35
11/15/2024	HP 00504219	101139	SCHEER GREEN AND BURKE CO. LPA		356.73
11/15/2024	HP 00504220	101240	SCOTTYS POTTIES		250.00
11/15/2024	HP 00504221	100749	SONITROL GREAT LAKES		560.30
11/15/2024	HP 00504222	100740	SPECTRUM WIRELESS USA INC		7,193.50
11/15/2024	HP 00504223	100010	STATE OF MICHIGAN		81.00
11/15/2024	HP 00504224	100028	STATE OF MICHIGAN		329.91
11/15/2024	HP 00504225	100341	SULLIVANS FLEET SERV INC		6,736.05
11/15/2024	HP 00504226	101452	TEAMSTERS LOCAL 214		187.50
11/15/2024	HP 00504227	100046	THE DAVEY TREE EXPERT COMPANY		4,265.00
11/15/2024	HP 00504229	100809	TRANE US INC		50.98
11/15/2024	HP 00504230	101142	UNIVERSAL PLUMBING SUPPLY		182.67
11/15/2024	HP 00504231	101439	VELO LAW OFFICE		100.00
11/15/2024	HP 00504232	101467	WELTMAN, WEINBERG & REIS CO. L.P.A.		275.00
11/25/2024	EH 00001350	100460	MILLER CANFIELD PADDOCK		11,550.00
11/25/2024	HP 00504233	100462	CENGAGE LEARNING	P2500064	3,500.00
11/25/2024	HP 00504234	100352	MICHIGAN SCHOOL BAND AND ORCHESTRA		180.00
11/25/2024	HP 00504235	100010	STATE OF MICHIGAN		1,000.00
			Fund 110	Total:	1,344,825.42
Fund: 220					
11/01/2024	HP 00504133	101132	ENTECH MEDICALL STAFFING		895.38
11/01/2024	HP 00504134	100446	FAR THERAPEUTIC & PERFORMING ARTS		1,856.25
11/01/2024	HP 00504142	100589	MILLENNIUM BUSINESS SYSTEMS		641.38
11/04/2024	EH 00001330	100550	AMAZON CAPITAL SERVICES INC	P2500152	520.34
11/04/2024	EH 00001332	100357	STAPLES BUSINESS ADVANTGE		170.35

Hazel Park Schools
Check Register by Fund
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Check Date	Check#	PE ID	Vendor Name	PO#	Amount
11/08/2024	HP 00504162	101132	ENTECH MEDICALL STAFFING		626.76
11/08/2024	HP 00504163	100446	FAR THERAPEUTIC & PERFORMING ARTS		450.00
11/08/2024	HP 00504170	101052	NORTHSTAR MAT SERVICE		123.15
11/15/2024	EH 00001342	100550	AMAZON CAPITAL SERVICES INC	P2500193	373.52
11/15/2024	HP 00504201	101132	ENTECH MEDICALL STAFFING		805.84
				Fund 220 Total:	6,462.97
Fund: 230					
11/08/2024	HP 00504170	101052	NORTHSTAR MAT SERVICE		104.51
				Fund 230 Total:	104.51
Fund: 250					
11/01/2024	HP 00504142	100589	MILLENNIUM BUSINESS SYSTEMS		79.51
11/04/2024	EH 00001331	100501	STAFFORD SMITH INC	P2500048	4,942.00
11/08/2024	EH 00001339	100087	TMP ARCHITECTURE INC		3,619.56
11/08/2024	HP 00504175	101366	SPARTAN CONSTRUTION GROUP INC		750,000.00
11/15/2024	EH 00001343	100118	CHARTWELLS DINING SERVICES		269,304.30
11/15/2024	HP 00504213	101315	MACOMB SALES & SERVICE LLC		660.00
				Fund 250 Total:	1,028,605.37
Fund: 290					
11/01/2024	EH 00001323	100550	AMAZON CAPITAL SERVICES INC	P2500172	171.63
11/08/2024	HP 00504160	101470	DULONG, CANDICE		100.00
11/08/2024	HP 00504165	101468	GRAY, CHRISTINA		175.00
11/08/2024	HP 00504174	101469	SHAFFER, KIMBERLY		100.00
11/08/2024	HP 00504178	101471	THE UNIVERSITY OF MICHIGAN		22,366.08
11/08/2024	HP 00504179	101445	UKRAINIAN CULTURAL CENTER		7,345.30
11/15/2024	HP 00504228	101211	THE GAZEBO BANQUET CENTER		350.00
11/25/2024	HP 00504236	101461	WEISSMAN THEATRICAL SUPPLIES INC	P2500180	3,692.69
				Fund 290 Total:	34,300.70
Fund: 310					
11/15/2024	HP 00504207	100695	HUNTINGTON NATIONAL BANK		500.00
				Fund 310 Total:	500.00
Fund: 420					
11/01/2024	HP 00504135	100510	FOSTER SPECIALTY FLOORS		49,355.42

Hazel Park Schools
Check Register by Fund
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Check Date	Check#	PE ID	Vendor Name	PO#	Amount
11/08/2024	EH 00001339	100087	TMP ARCHITECTURE INC		275.00
11/08/2024	HP 00504175	101366	SPARTAN CONSTRUTION GROUP INC		715,461.66
11/15/2024	EH 00001344	100948	KINGSCOTT ASSOCIATES INC		7,225.00
11/15/2024	HP 00504218	101103	S&A CONCRETE CONSTRUCTION INC		3,800.00
				Fund 420 Total:	776,117.08
				Grand Total:	3,190,916.05

End of Report

**Huntington Bank
Commercial Card Summary (P-Card)
For Month Ending - November 2024**

<u>Date of Trans</u>	<u>Card Holder</u>	<u>Vendor</u>	<u>Amount</u>
11/14/2024	CARLA BEACH	EDDIES PIZZA	44.00
11/13/2024	CARLA BEACH	FAMILY DOLLAR	53.38
11/01/2024	CARLA BEACH	GFS STORE #1907	95.44
11/22/2024	GINA BREW	SULLIVANS FLEET SERVIC	2,777.89
11/21/2024	JAMIE BUCZKO	IN *STUDENT ACHIEVEMEN	250.00
11/21/2024	JAMIE BUCZKO	OAKLAND SCHOOLS	45.00
11/20/2024	JAMIE BUCZKO	OAKLAND SCHOOLS	45.00
11/17/2024	JAMIE BUCZKO	AMERICAN RED CROSS	40.00
11/14/2024	JAMIE BUCZKO	MICHASSOCSA	550.00
11/08/2024	JAMIE BUCZKO	AMERICAN RED CROSS	40.00
11/30/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/27/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/26/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/21/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/21/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/20/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/20/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/19/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/17/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/13/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/13/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/13/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/12/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/12/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/12/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/12/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/10/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/10/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/08/2024	KRISTY CALES	MDE EDUCATOR LICENSE	50.00
11/08/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/08/2024	KRISTY CALES	MDE EDUCATOR LICENSE	50.00
11/07/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/05/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/05/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/05/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/01/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/01/2024	KRISTY CALES	A 1 FINGERPRINT	75.00
11/30/2024	CORRIE CHANSLER		25.00
11/24/2024	DEBRA DIMAS	AMZN MKTP US*2X59M5ST3	40.49
11/22/2024	DEBRA DIMAS	TST*NEW YORK BAGEL - F	143.00
11/20/2024	DEBRA DIMAS	SAMS CLUB #6659	94.15
11/19/2024	DEBRA DIMAS	AMAZON.COM*UJ2640RN3	28.89
11/17/2024	DEBRA DIMAS	AMAZON RETA* 7D6AT2XR3	11.98
11/15/2024	DEBRA DIMAS	TST*NEW YORK BAGEL - F	143.00
11/14/2024	DEBRA DIMAS	AMAZON RETA* K060206G3	28.89
11/14/2024	DEBRA DIMAS	AMAZON MARK* DC8V409U3	(39.98)
11/12/2024	DEBRA DIMAS	CVS/PHARMACY #08103	5.88
11/10/2024	DEBRA DIMAS	TST*NEW YORK BAGEL - F	143.00
11/08/2024	DEBRA DIMAS	AMAZON RETA* DN2718WI3	24.83
11/08/2024	DEBRA DIMAS	AMAZON RETA* 9Y6SE04Z3	21.84
11/01/2024	DEBRA DIMAS	TST*NEW YORK BAGEL - F	133.00
11/01/2024	DEBRA DIMAS	AMAZON RETA* 060BC7J43	63.18
11/24/2024	KARLA GRAESSLEY	SAMSCLUB.COM	887.13
11/21/2024	KARLA GRAESSLEY	SAMSCLUB.COM	563.96
11/06/2024	KARLA GRAESSLEY	AMAZON MKTPL*RX2GO4SX3	31.79
11/26/2024	KRISTINA HERRON	IN *MY MARK LASER ENGR	75.00
11/26/2024	KRISTINA HERRON	CVS/PHARMACY #08103	22.71
11/25/2024	KRISTINA HERRON	JOANN STORES #690	216.04
11/25/2024	KRISTINA HERRON	JOANN STORES #690	30.80

11/25/2024	KRISTINA HERRON	PARTY CITY BOPIS	258.80
11/22/2024	KRISTINA HERRON	OFFICEMAX/DEPOT 6026	20.12
11/21/2024	KRISTINA HERRON	MHSAA	60.00
11/13/2024	KRISTINA HERRON	CHEERLEADING.COM	390.22
11/13/2024	KRISTINA HERRON	WEISSMAN'S THEATRICAL	76.62
11/08/2024	KRISTINA HERRON	OTC BRANDS *OTC BRAND	43.98
11/05/2024	KRISTINA HERRON	EA GRAPHICS	1,091.00
11/05/2024	KRISTINA HERRON	DAKTRONICS	937.50
11/03/2024	KRISTINA HERRON	JIMMY JOHNS - 2213	349.96
11/01/2024	KRISTINA HERRON	A WISH COME TRUE	514.92
11/10/2024	KEVIN KNOBLOCK	OAKLAND SCHOOLS	60.00
11/10/2024	KEVIN KNOBLOCK	OAKLAND SCHOOLS	60.00
11/08/2024	KEVIN KNOBLOCK	OAKLAND SCHOOLS	20.00
11/05/2024	KEVIN KNOBLOCK	OAKLAND SCHOOLS	60.00
11/27/2024	MICHELLE KRAUSE	AWL*PEARSON EDUCATION	106.46
11/24/2024	MICHELLE KRAUSE	GFS STORE #0240	163.32
11/24/2024	MICHELLE KRAUSE	PEWABIC POTTERY	180.00
11/17/2024	MICHELLE KRAUSE	MICHIGAN THANKSGIVING	50.00
11/12/2024	MICHELLE KRAUSE	FSP*ROYAL OAK GOLF CEN	50.00
11/06/2024	MICHELLE KRAUSE	AWL*PEARSON EDUCATION	375.20
11/03/2024	MICHELLE KRAUSE	PY *BLAKES ORCHARD INC	150.00
11/30/2024	HEIDI KUNZ	AMAZON MKTPL*Z32IK46U2	117.81
11/24/2024	HEIDI KUNZ	AMZN MKTP US*0V5ZX1N33	79.89
11/22/2024	HEIDI KUNZ	AMAZON MKTPL*X12S39073	66.82
11/20/2024	HEIDI KUNZ	SAMS CLUB #6659	65.74
11/18/2024	HEIDI KUNZ	DOLLAR TREE	40.00
11/17/2024	HEIDI KUNZ	AMAZON MARK* LH4M69OI3	28.85
11/15/2024	HEIDI KUNZ	SAMS CLUB #6659	42.02
11/11/2024	HEIDI KUNZ	DOLLARTREE	8.75
11/11/2024	HEIDI KUNZ	WAL-MART #2559	18.86
11/10/2024	HEIDI KUNZ	DOLLAR TREE	12.50
11/05/2024	HEIDI KUNZ	AMZN MKTP US*TK40W5TD3	19.49
11/05/2024	HEIDI KUNZ	AMAZON MKTPL*471457BY3	179.88
11/04/2024	HEIDI KUNZ	MENARDS WARREN MI	32.98
11/01/2024	HEIDI KUNZ	SAMS CLUB #6659	150.42
11/01/2024	HEIDI KUNZ	SAMSCLUB #6659	198.38
11/27/2024	TAMMY MCHENRY	AMAZON MKTPL*Z36E74060	13.52
11/26/2024	TAMMY MCHENRY	AMAZON MKTPL*Z38IM5ZC0	27.99
11/26/2024	TAMMY MCHENRY	AMAZON MKTPL*2T8G391T3	81.60
11/25/2024	TAMMY MCHENRY	AMAZON MKTPL*QM4025Q03	271.10
11/25/2024	TAMMY MCHENRY	GOVEE	(10.56)
11/22/2024	TAMMY MCHENRY	AMAZON MKTPL*ML66K8903	46.59
11/22/2024	TAMMY MCHENRY	AMAZON MKTPL*TK4Y182P3	66.38
11/22/2024	TAMMY MCHENRY	AMAZON MKTPL*ZO1OB9173	12.99
11/22/2024	TAMMY MCHENRY	AMAZON MKTPL*FP38Q6GJ3	23.38
11/22/2024	TAMMY MCHENRY	AMAZON MKTPL*771OJ2513	22.99
11/21/2024	TAMMY MCHENRY	GOVEE	186.54
11/21/2024	TAMMY MCHENRY	SQ *JANTZER STUDIOS LL	100.00
11/19/2024	TAMMY MCHENRY	AMAZON MKTPL*MX8B68773	691.35
11/19/2024	TAMMY MCHENRY	AMZN MKTP US*ON4EM7SQ3	29.58
11/17/2024	TAMMY MCHENRY	AMAZON MKTPL*JS7T593B3	144.70
11/17/2024	TAMMY MCHENRY	AMZN MKTP US*JR3D188H3	115.96
11/12/2024	TAMMY MCHENRY	SAMSCLUB.COM	111.84
11/12/2024	TAMMY MCHENRY	AMAZON MKTPL*SM2DP3OE3	19.99
11/12/2024	TAMMY MCHENRY	HYATT PLACE	2,439.60
11/08/2024	TAMMY MCHENRY	AMAZON MKTPL*M04IE2SS3	75.98
11/08/2024	TAMMY MCHENRY	AMAZON MKTPL*YZ5YD20C3	15.31
11/07/2024	TAMMY MCHENRY	AMAZON MKTPL*AF1B65063	40.07
11/03/2024	TAMMY MCHENRY	AMZN MKTP US*ZH8921CO0	86.95
11/03/2024	TAMMY MCHENRY	AMAZON.COM*8Y8S63VU3	359.99
11/24/2024	CRYSTAL MUBARAK	SQ *CARTER CROMPTON, I	8,876.50
11/26/2024	RICK NAGY	EXPERIENCE COMMUNITY T	499.33
11/25/2024	CORRI NASTASI	AMAZON MKTPL*N95KI5LN3	25.98
11/25/2024	CORRI NASTASI	AMAZON MKTPL*ED26R23W3	40.85
11/21/2024	CORRI NASTASI	TST*NEW YORK BAGEL - F	136.35

11/21/2024	CORRI NASTASI	KROGER #759	74.64
11/19/2024	CORRI NASTASI	SCHOLASTIC BOOK FAIRS	511.87
11/18/2024	CORRI NASTASI	AMAZON MARK* NQ0VE3GB3	57.98
11/17/2024	CORRI NASTASI	SAMSCLUB #6664	19.98
11/17/2024	CORRI NASTASI	SAMS CLUB #6664	20.94
11/14/2024	CORRI NASTASI	TST*NEW YORK BAGEL - F	136.35
11/14/2024	CORRI NASTASI	LITTLE CAESARS #174	72.85
11/14/2024	CORRI NASTASI	SP ACTIONBASEDLEARNI	(483.95)
11/13/2024	CORRI NASTASI	AMAZON MKTPL*167RN7K63	14.22
11/07/2024	CORRI NASTASI	TST*NEW YORK BAGEL - F	136.35
11/01/2024	CORRI NASTASI	SAMSCLUB #6664	45.92
11/01/2024	CORRI NASTASI	AMAZON MKTPL*BV5JG1WD3	424.95
11/20/2024	SHEILA OKANE	AMAZON MKTPL*5F8M116N3	24.37
11/15/2024	SHEILA OKANE	LIBIB.COM	11.00
11/29/2024	ACCOUNTS PAYABLE	2PITNEY BOWES INC.	331.97
11/27/2024	ACCOUNTS PAYABLE	AMAZON MARK* 502R91N03	(41.81)
11/21/2024	ACCOUNTS PAYABLE	ECOLAB INC	274.01
11/21/2024	ACCOUNTS PAYABLE	ECOLAB INC	169.07
11/21/2024	ACCOUNTS PAYABLE	ECOLAB INC	99.11
11/21/2024	ACCOUNTS PAYABLE	ECOLAB INC	99.11
11/21/2024	ACCOUNTS PAYABLE	ECOLAB INC	139.92
11/21/2024	ACCOUNTS PAYABLE	ECOLAB INC	174.90
11/21/2024	ACCOUNTS PAYABLE	ECOLAB INC	87.45
11/21/2024	ACCOUNTS PAYABLE	ECOLAB INC	99.11
11/21/2024	ACCOUNTS PAYABLE	ECOLAB INC	114.27
11/21/2024	ACCOUNTS PAYABLE	ECOLAB INC	99.11
11/17/2024	ACCOUNTS PAYABLE	TMOBILE*AUTO PAY	629.93
11/17/2024	ACCOUNTS PAYABLE	CORRIGAN MOVING SYSTEM	308.68
11/15/2024	ACCOUNTS PAYABLE	REPUBLIC SERVICES TRAS	4,176.47
11/15/2024	ACCOUNTS PAYABLE	REPUBLIC SERVICES TRAS	216.80
11/14/2024	ACCOUNTS PAYABLE	2PITNEY BOWES LEASING	664.80
11/10/2024	ACCOUNTS PAYABLE	ELKAY SALES INC	684.00
11/10/2024	ACCOUNTS PAYABLE	TEE HIVE LLC	3,455.90
11/03/2024	ACCOUNTS PAYABLE	PROCARE SOFTWARE	365.00
11/01/2024	ACCOUNTS PAYABLE	PAYPAL *MICHIGANEDU	1,870.00
11/27/2024	GREG RICHARDSON	TONYS ACE HDWE	17.05
11/26/2024	GREG RICHARDSON	TONYS ACE HDWE	55.08
11/26/2024	GREG RICHARDSON	TONYS ACE HDWE	57.99
11/26/2024	GREG RICHARDSON	TONYS ACE HDWE	13.29
11/24/2024	GREG RICHARDSON	TONYS ACE HDWE	15.19
11/24/2024	GREG RICHARDSON	TONYS ACE HDWE	16.22
11/24/2024	GREG RICHARDSON	TONYS ACE HDWE	41.17
11/22/2024	GREG RICHARDSON	TONYS ACE HDWE	36.82
11/22/2024	GREG RICHARDSON	TONYS ACE HDWE	79.30
11/20/2024	GREG RICHARDSON	TONYS ACE HDWE	27.52
11/20/2024	GREG RICHARDSON	TONYS ACE HDWE	204.82
11/20/2024	GREG RICHARDSON	TONYS ACE HDWE	37.18
11/20/2024	GREG RICHARDSON	TONYS ACE HDWE	62.66
11/17/2024	GREG RICHARDSON	TONYS ACE HDWE	14.03
11/17/2024	GREG RICHARDSON	TONYS ACE HDWE	25.64
11/17/2024	GREG RICHARDSON	TONYS ACE HDWE	9.11
11/15/2024	GREG RICHARDSON	TONYS ACE HDWE	38.53
11/15/2024	GREG RICHARDSON	TONYS ACE HDWE	27.51
11/14/2024	GREG RICHARDSON	TONYS ACE HDWE	32.84
11/14/2024	GREG RICHARDSON	TONYS ACE HDWE	14.22
11/13/2024	GREG RICHARDSON	TONYS ACE HDWE	47.48
11/12/2024	GREG RICHARDSON	TONYS ACE HDWE	25.60
11/11/2024	GREG RICHARDSON	TONYS ACE HDWE	79.91
11/10/2024	GREG RICHARDSON	TONYS ACE HDWE	13.44
11/08/2024	GREG RICHARDSON	TONYS ACE HDWE	22.78
11/08/2024	GREG RICHARDSON	TONYS ACE HDWE	88.85
11/07/2024	GREG RICHARDSON	TONYS ACE HDWE	11.19
11/07/2024	GREG RICHARDSON	TONYS ACE HDWE	14.24
11/07/2024	GREG RICHARDSON	TONYS ACE HDWE	21.84
11/07/2024	GREG RICHARDSON	TONYS ACE HDWE	16.14

11/06/2024	GREG RICHARDSON	TONYS ACE HDWE	10.62
11/06/2024	GREG RICHARDSON	TONYS ACE HDWE	79.95
11/05/2024	GREG RICHARDSON	SQ *KIMBERLY FENCE & S	58.00
11/05/2024	GREG RICHARDSON	TONYS ACE HDWE	18.65
11/03/2024	GREG RICHARDSON	TONYS ACE HDWE	453.80
11/01/2024	GREG RICHARDSON	TONYS ACE HDWE	1.34
11/01/2024	GREG RICHARDSON	TONYS ACE HDWE	13.08
11/25/2024	ROCHELLE TASSIE	AMAZON MARK* UJ8G59693	376.89
11/21/2024	ROCHELLE TASSIE	AWL*PEARSON EDUCATION	395.38
11/20/2024	ROCHELLE TASSIE	AMAZON MARK* MB2K50E13	30.01
11/20/2024	ROCHELLE TASSIE	AMAZON MARK* ZI9QD7YF3	317.96
11/15/2024	ROCHELLE TASSIE	AMAZON RETA* B50EL3F23	12.98
11/13/2024	ROCHELLE TASSIE	AMAZON MARK* 922KB6CG3	159.63
11/12/2024	ROCHELLE TASSIE	AMAZON MARK* LZ9JK87X3	266.92
11/11/2024	ROCHELLE TASSIE	AMAZON MARK* YX5EV4OR3	114.49
11/08/2024	ROCHELLE TASSIE	AWL*PEARSON EDUCATION	238.73
11/06/2024	ROCHELLE TASSIE	AMAZON MARK* FK1V00J63	109.48
11/03/2024	ROCHELLE TASSIE	AMAZON MARK* SU0OC2YL3	19.99
11/03/2024	ROCHELLE TASSIE	AMZN MKTP US*YR5ZO9HU3	44.47
11/01/2024	ROCHELLE TASSIE	SP MHS: MULTI HEALTH	475.00
11/01/2024	ROCHELLE TASSIE	AMAZON RETA* L83KC9ZN3	30.07
11/03/2024	JR VIKINGS	PAYPAL *TENFOURTEEN	100.00
11/03/2024	JR VIKINGS	DOLLAR TREE	9.28
11/01/2024	JR VIKINGS	SAVERS WHOLESale PRINT	336.96
11/01/2024	JR VIKINGS	QUICK MADE TROPHY SALE	1,816.50
11/01/2024	JR VIKINGS	MEMBERSHIPWRESTLING	83.56
11/30/2024	RYANN VOSS	SQ *ALLSTAR CREATIONZ	1,326.00
11/28/2024	RYANN VOSS	DECKER EQUIP SCHOOL FI	499.61
11/27/2024	RYANN VOSS	AMAZON MKTPL*Z38AX8ND2	153.35
11/22/2024	RYANN VOSS	OFFICEMAX/DEPOT 6026	82.66
11/17/2024	RYANN VOSS	OFFICEMAX/DEPOT 6026	140.45
11/17/2024	RYANN VOSS	TIMES SQUARE STAGE LIG	197.75
11/15/2024	RYANN VOSS	IN *TAYLOR BROTHERS DO	891.90
11/14/2024	RYANN VOSS	MCMaster-CARR	946.55
11/13/2024	RYANN VOSS	HOMEDepOT.COM	299.00
11/12/2024	RYANN VOSS	SP ADVMA 8007276553	155.80
11/12/2024	RYANN VOSS	AMAZON MKTPL*G143G1XB3	119.89
11/10/2024	RYANN VOSS	AMZN MKTP US*U201I9243	79.80
11/10/2024	RYANN VOSS	BMI SUPPLY	79.08
11/10/2024	RYANN VOSS	AMZN MKTP US*EB9V02BN3	219.78
11/10/2024	RYANN VOSS	PAYPAL *LEEWAY	460.00
11/10/2024	RYANN VOSS	AMZN MKTP US*TB5FI9MS3	74.02
11/05/2024	RYANN VOSS	DECKER EQUIP SCHOOL FI	42.80
11/03/2024	RYANN VOSS	AMZN MKTP US*9O22K9453	48.99
11/03/2024	RYANN VOSS	AMAZON MKTPL*UR60B0623	187.63
11/03/2024	RYANN VOSS	AMZN MKTP US*M86538CJ3	145.68
11/29/2024	BRADLEY WILKINS	APPLE.COM/US	699.00
11/29/2024	BRADLEY WILKINS	APPLE.COM/US	580.00
11/29/2024	BRADLEY WILKINS	APPLE.COM/US	5,880.00
11/26/2024	BRADLEY WILKINS	ALOHI * FAXPLUS	199.79
11/24/2024	BRADLEY WILKINS	AMZN MKTP US*TV0PO3283	720.00
11/24/2024	BRADLEY WILKINS	AMAZON MARK* VF1AE45J3	75.61
11/22/2024	BRADLEY WILKINS	B&H PHOTO 800-606-696	242.12
11/17/2024	BRADLEY WILKINS	B&H PHOTO 800-606-696	342.97
11/17/2024	BRADLEY WILKINS	B&H PHOTO 800-606-696	4,854.60
11/17/2024	BRADLEY WILKINS	AMAZON MKTPL*4H3DH3A03	97.49
11/14/2024	BRADLEY WILKINS	AMAZON MARK* J12724AK3	94.27
11/07/2024	BRADLEY WILKINS	AMZN MKTP US*UU31A8PP3	669.98
11/07/2024	BRADLEY WILKINS	NOTION LABS, INC.	23.60
11/06/2024	BRADLEY WILKINS	AMAZON MARK* 2N8TF1MH3	119.98
11/05/2024	BRADLEY WILKINS	SWANK MOTION PICTURES	3,757.00
11/05/2024	BRADLEY WILKINS	TOBII DYNAVox SYSTEMS	3,582.00
11/03/2024	BRADLEY WILKINS	MICRO CENTER #055-RETA	984.89
11/03/2024	BRADLEY WILKINS	VOXTELESYS LLC	1,562.72
11/03/2024	BRADLEY WILKINS	GOOGLE *CLOUD MQG3ZW	1.61

11/01/2024	BRADLEY WILKINS	DNH*GODADDY#3385346346	46.34
11/20/2024	SHANA WILLIAMS	TIM HORTONS #911247	38.32
11/27/2024	LINDA YATES	FIRST FOR INSPIRATION	2,378.00
11/26/2024	LINDA YATES	SQ *DECA INC.	17.00
11/26/2024	LINDA YATES	KROGER #447	150.00
11/26/2024	LINDA YATES	EMU WEB PURCHASE	565.50
11/22/2024	LINDA YATES	SQ *DECA INC.	68.00
11/20/2024	LINDA YATES	SQ *DECA INC.	17.00
11/15/2024	LINDA YATES	RAMADA INNS	97.44
11/14/2024	LINDA YATES	SQ *DECA INC.	17.00
11/12/2024	LINDA YATES	SCIENCE TAKE-OUT	3,281.50
11/10/2024	LINDA YATES	OAKLAND SCHOOLS	(20.00)
11/10/2024	LINDA YATES	OAKLAND SCHOOLS	(60.00)
11/06/2024	LINDA YATES	NYTIMES DISC*	4.00
11/06/2024	LINDA YATES	SQ *DECA INC.	170.00
11/05/2024	LINDA YATES	KROGER #602	100.00
		CARD REFUND	(25.00)

88,553.75



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

To: Hazel Park Board of Education
From: Dr. Amy Kruppe, Superintendent
Subject: Personnel Recommendations Report
Date: December 16, 2024

Please see the personnel actions as indicated on the *Hazel Park Board of Education Personnel Recommendations* report for the December 16, 2024 Board of Education regular meeting. The packet also includes supporting documentation.

Goal Statement - Resources

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

Recommendation

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

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent



Attendee	EVENT	DATES OF EVENT	Location	ESTIMATED COST
Battice, Sarah	Oakland Schools AAC Palooza	2/7/2002	Oakland Schools	\$0.00
Benedetto, Chris	2024 National Apprenticeship Week Educator Open House	11/18/24	Howell, MI	\$0.00
Cain, Martha	10 Steps to Create a Trauma-Informed School	11/12/24-11/13/24	Oakland Schools	\$60.00
Darawi, Jennifer	Early On Community of Practice	12/6/24	Oakland Schools	\$0.00
Hoffman, Sarah	Oakland Schools AAC Palooza	2/7/25	Oakland Schools	\$20.00
Miller, Gabriel	Training of Trainers RP&C	12/10/24 - 12/12/24	EMU Student Center	
Shirley, Adam	2024 National Apprenticeship Week Educators Open House	11/18/24	Howell, MI	\$0.00
Tylenda, Karen	Dyslexia Summit	1/17/25	Virtual	\$0.00
Williams, Nancy	Restorative Practices: Intro to Restorative Practice	12/10/24-12/12/24, 2/26/25, 2/27/25	EMU Student Center	
Darawi, Jennifer	Navigating Early Intervention	12/12/24	Virtual	\$0.00
Bean, Sarah	PowerSchool User Group	12/12/24	Oakland County	\$0.00
Manson, Marc	Integrating SEL into Culturally Responsive Classrooms	11/23/24-11/24/24	Virtual	\$0.00
Smith, Danielle	PowerSchool User Group	12/12/24	Oakland County	\$0.00
Williams, Sheron	Using the CETA to Promote Evidence-based Classroom Practice	1/27/25, 2/10/25, 2/24/25, 3/10/25, 3/10/25, 4/14/25, 5/12/25	Zoom	\$0.00



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www.hazelparkschools.org

To: Dr. Amy Kruppe, Superintendent
From: Dr. Megan Papasian-Broadwell, Executive Director of Student Services
Subject: 31n Grant Funded Social Worker/Counselor
Date: 12-16-2024

Purpose:

To provide Hazel Park Schools with expanded social-emotional and early intervention services

Supporting Data:

Staffing and Service Plan for Expanded Social-Emotional and Early Intervention Services

To address the growing needs of K-5 students in the targeted elementary building(s), the proposed staffing and service plan includes the addition of a full-time school social worker/school counselor. This plan will focus on expanding social-emotional support services, early intervention, and community resource coordination, with an emphasis on proactive and preventive strategies to ensure all students in collaboration with their families have access to the resources they need to succeed.

1. Staffing Plan

- **Additional Mental Health Professional:**
The primary staffing change is the addition of one full-time school social worker dedicated to the elementary level. This position will be focused on providing comprehensive support for students' social-emotional well-being, early intervention, and strengthening connections between school and community resources. The social worker will play a key role in:
 - **Social/Emotional Groups:** Leading small group sessions to address social skills, emotional regulation, conflict resolution, and peer relationships. These groups will be tailored to specific grade levels and needs.
 - **Parent Groups:** Facilitating parent education groups and workshops aimed at supporting families in building emotional resilience, managing stress, and addressing social-emotional challenges at home.
 - **At-Risk Student Identification:** Proactively identifying students who may be struggling emotionally, socially, or behaviorally, and working with teachers and other school staff to develop interventions and supports.
 - **Early Intervention:** Working closely with teachers to identify students who may need early support in developing social-emotional skills, offering targeted interventions, and connecting students and families with outside resources when necessary.
 - **Community Liaison:** Acting as a liaison between the school and community-based resources, such as mental health agencies, family support services, and other local organizations that can offer additional assistance to students and families.

2. Service Delivery Models





- **Social-Emotional Learning (SEL) Programs:**
The social worker will help implement and oversee school-wide SEL programs that promote positive behavior, emotional well-being, and conflict resolution skills. These programs will be integrated into the daily classroom routine, helping students build resilience and empathy while improving their overall social skills.
- **Small Group Counseling and Intervention:**
Small group counseling sessions will be available for students who need additional emotional or behavioral support. These groups will focus directly on the HPS SEL Curriculum TRAILS and will be focused on the following concepts: self-awareness, self-management, social awareness, relationship skills and responsible decision making.
- **The school social worker will coordinate with school leadership to offer workshops and parent education groups that provide families with tools to support their child’s emotional and social development. Topics may include managing stress, supporting children through transitions, and fostering healthy communication skills.**
- **Collaboration with Teachers and Staff:**
The social worker will collaborate regularly with classroom teachers to identify students who may benefit from social-emotional support. By reviewing SAEBERS results as well as classroom behaviors, academic performance, and attendance data, the social worker can help determine which students require additional interventions and work with teachers to create tailored support plans.

3. Community Resource Coordination

- **Referral System:**
The social worker will develop a streamlined referral process for connecting students and families with external community services, such as mental health counseling, housing assistance, food programs, or family counseling services. This will ensure that students and families have access to the right support at the right time.
- **Community Partnerships:**
By developing and maintaining strong relationships with local service providers, the social worker will be able to effectively link families to resources that may help address the root causes of academic or behavioral challenges. These partnerships will include connections to nonprofit organizations, local clinics, and mental health providers.
- **Collaboration with Local Agencies:**
The social worker will serve as a point of contact between the school and external mental health agencies or social services, helping to coordinate care and ensure that students receive the appropriate level of intervention and support.

4. Monitoring and Evaluation

- **Data Collection and Progress Monitoring:**
The social worker will regularly collect and track data on the students receiving services, including attendance in counseling groups, behavioral changes, and academic progress. This data will be used to monitor the effectiveness of interventions and adjust services as needed to meet student needs.
- **Feedback from Students and Families:**
Feedback from students and families will be actively sought through surveys, informal check-ins, and focus groups to assess the impact of social-emotional services and make adjustments where necessary. This ensures that the services are responsive and meet the evolving needs of students and families.



- Collaborative Meetings:
The social worker will participate in regular meetings with teachers, administrators, and other staff members to discuss student progress, share insights, and collaborate on strategies to address emerging challenges. These meetings will ensure that the services provided are holistic and integrated across the school environment.

5. Long-Term Sustainability

- Professional Development:
The social worker will receive ongoing training in best practices for school-based mental health services, trauma-informed care, and the latest research on social-emotional learning. This will ensure that the services provided are evidence-based and up-to-date.
- Building Capacity within the School:
As the social worker establishes effective programs, there will be opportunities for teachers and staff to receive professional development on how to support students' social-emotional needs, thereby building the school's capacity to sustain these efforts in the long term.

This staffing and service plan, centered around the addition of a dedicated school social worker, will significantly enhance the ability to provide early intervention, foster social-emotional development, and connect students and families with critical resources at the elementary level. By proactively addressing the social-emotional needs of elementary students, we can create a positive, supportive learning environment that promotes academic success, emotional resilience, and overall well-being.

Funding Source:

OS 31n (6) - Grant Funded

Strategic Goal Alignment:

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

Recommendation : The Board of Education approve the hiring of an additional social worker/counselor to be placed at the elementary level.

**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: Board of Education
From: Dr. Amy Kruppe, Superintendent
Subject: High School Welding
Date: December 16, 2024

We are requesting the purchase of a **National 52-inch Hydraulic Shear Model NH5210**, 10-gauge, 220V, 3 Phase, along with an accessory for the shear—a **57" Squaring Arm**. This equipment is essential for enhancing our metalworking capabilities, improving operational efficiency, and providing students with valuable hands-on training in metal cutting. Below is a breakdown of the product specifications, accessory, and a comparison of quotes from different suppliers.

Product Overview

1. National 52-Inch Hydraulic Shear Model NH5210

- **Specifications:**
 - 52-inch cutting capacity
 - 10-gauge capacity
 - Hydraulic operation
 - 220V, 3 Phase power
- **Purpose:** This shear will be used for cutting metal sheets precisely and efficiently. It will significantly streamline our production process and allow us to handle larger projects in-house.
- **Link for Purchase:** [National 52-Inch Hydraulic Shear NH5210](#)

2. Accessory: 57" Squaring Arm for 52-Inch Hydraulic Shear

- **Purpose:** This accessory will aid in the precise alignment and squaring of material before cutting, ensuring better accuracy and reducing setup time.
- **Link for Purchase:** [57" Squaring Arm for NH5210](#)

Impact on Operations and Training

Currently, we outsource the cutting of metal to external vendors, which adds time and additional costs to the district. By purchasing this shear, we will be able to eliminate outsourcing and cut metal in-house, significantly improving project time for our students and providing a more efficient flow. More importantly we will be giving the students continued learning on metalworking and fabrication.

This shear will be used in training our students in the correct and safe methods of cutting metal. One of the key lessons in welding education is learning how to handle and manipulate metal, and mastering the proper cutting techniques is essential for their success. With the shear, students will gain hands-on experience with industrial-grade equipment, better preparing them for real-world welding environments. It will also ensure they learn the correct techniques, which is crucial for their future careers.



Comparison Quotes

We have received several quotes for the shear from different suppliers to ensure we are making the most cost-effective and reliable choice. The quotes are as follows:

1. Bright Steel Solutions

- **Product:** National 52-Inch x 10-Gauge Hydraulic Shear NH5210
- **Link for Quote:** [Bright Steel Solutions Quote](#)
- **Price:** [Price Details from Site]
- **Lead Time:** [Lead Time from Supplier]
- **Warranty:** [Warranty Details]

2. Vanderziel Machinery

- **Product:** National 52-Inch x 10-Gauge Hydraulic Shear NH5210
- **Link for Quote:** [Vanderziel Machinery Quote](#)
- **Price:** [Price Details from Site]
- **Lead Time:** [Lead Time from Supplier]
- **Warranty:** [Warranty Details]

<u>Qty</u>	<u>Item</u>	<u>Cost</u>
1	National 52-Inch Hydraulic Shear Model NH5210	\$14,801.00
1	Accessory: 57" Squaring Arm for 52-Inch Hydraulic Shear	\$880.00
	<u>Estimated Total</u>	<u>\$15,681.00</u>

Funding Sources: General Fund

Strategic Goal Alignment:

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

Recommendation

That the Board of Education approve the purchase and delivery of the hydraulic shear and arm at a cost not to exceed \$17,000, as presented.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent





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

To: Dr. Amy Kruppe, Superintendent
From: Dr. Megan Papsian-Broadwell, Executive Director of Student Services
Subject: SXI Equipment
Date: 12-16-2024

Purpose:

To provide Hazel Park School center-based SXI students with appropriately fitted classroom equipment.

Supporting Data:

The following equipment is needed to support our center-based SXI students. The following equipment has been recommended by the district physical therapist in order to support student IEP goals and objectives in the following areas: academic, social/emotional, speech/language, occupational therapy, physical therapy:

- Rifton Hi/Lo Activity Chair (large)
- Rifton Hi/Lo Activity Chair (small)
- Rifton Stander (size 2)
- Rifton Stander (size 3)

Funding Source:

Center Program Contingency Fund

Strategic Goal Alignment:

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

Recommendation : The Board of Education approve the purchase of SXI Equipment at a cost not to exceed \$27,000.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent



SXI Equipment Request				
Rifton Large Hi/lo Activity Chair				
Rifton Small hi/lo Activity Chair				
Rifton Size 3 Stander				
Rifton Size 2 Stander				

Megan

Center Room ?

5,795

ACTIVITY CHAIR

2024 order form for small

Use dimension chart to select appropriate size.



To order or get a quote:
 Go online: <https://www.rifton.com/activity-sizing>
 Email: sales@rifton.com
 Call: 800.571.8198



		Standard R820 small		Hi/lo R830 small
* Seat and back includes seatbelt (Hi/lo includes footboard and push handles)	CHOOSE	Adjustable	R821 \$650 <input type="checkbox"/>	R831 \$1,330 <input type="checkbox"/>
		Adjustable w/ back spring	R822 \$745 <input type="checkbox"/>	R832 \$1,450 <input checked="" type="checkbox"/>
* Base	CHOOSE	Without spring	R823 \$380 <input type="checkbox"/>	R833 \$2,270 <input checked="" type="checkbox"/>
		With spring	R824 \$450 <input type="checkbox"/>	N/A
* Arm supports (pair)	CHOOSE	Armrests	R827 \$265 <input type="checkbox"/>	R827 \$265 <input checked="" type="checkbox"/>
		Forearm prompts	R809 \$650 <input type="checkbox"/>	R809 \$650 <input type="checkbox"/>
* Adjustable legs	CHOOSE	Short	R803 \$55 <input type="checkbox"/>	N/A
		Long	R894 \$85 <input type="checkbox"/>	N/A
		Short with casters	R805 \$325 <input type="checkbox"/>	N/A
		Long with casters	R896 \$360 <input type="checkbox"/>	N/A
* Pads	CHOOSE	Tan	R815 \$270 <input type="checkbox"/>	R815 \$270 <input type="checkbox"/>
		Blue	R816 \$270 <input type="checkbox"/>	R816 \$270 <input checked="" type="checkbox"/>
		Red	R817 \$270 <input type="checkbox"/>	R817 \$270 <input type="checkbox"/>
		Pink	R971 \$270 <input type="checkbox"/>	R971 \$270 <input type="checkbox"/>
		Purple	R972 \$270 <input type="checkbox"/>	R972 \$270 <input type="checkbox"/>
		Green	R973 \$270 <input type="checkbox"/>	R973 \$270 <input type="checkbox"/>
Headrest	CHOOSE	Contoured	R897 \$260 <input type="checkbox"/>	R897 \$260 <input type="checkbox"/>
		Flat	R898 \$260 <input type="checkbox"/>	R898 \$260 <input type="checkbox"/>
		Adjustable winged	R881 \$290 <input type="checkbox"/>	R881 \$290 <input checked="" type="checkbox"/>
Laterals (pair)	CHOOSE	Small	R828 \$220 <input type="checkbox"/>	R828 \$220 <input checked="" type="checkbox"/>
		Small with chest strap	R819 \$265 <input type="checkbox"/>	R819 \$265 <input type="checkbox"/>
Push handles (recommended for all chairs with wheels)		R878 \$166 <input type="checkbox"/>	Included	
Tray (requires armrests)		R667 \$265 <input type="checkbox"/>	R667 \$265 <input checked="" type="checkbox"/>	
Handhold		R649 \$31 <input type="checkbox"/>	R649 \$31 <input type="checkbox"/>	
Chest strap (wide)		R802 \$95 <input type="checkbox"/>	R802 \$95 <input type="checkbox"/>	
Butterfly harness		R834 \$130 <input type="checkbox"/>	R834 \$130 <input checked="" type="checkbox"/>	
Thigh belt		R811 \$100 <input type="checkbox"/>	R811 \$100 <input type="checkbox"/>	
Pelvic harness		R845 \$170 <input type="checkbox"/>	R845 \$170 <input checked="" type="checkbox"/>	
Hip guides (pair)		R814 \$225 <input type="checkbox"/>	R814 \$225 <input checked="" type="checkbox"/>	
Abductor		R884 \$140 <input type="checkbox"/>	R884 \$140 <input checked="" type="checkbox"/>	
Adductors (pair)		R892 \$220 <input type="checkbox"/>	R892 \$220 <input type="checkbox"/>	
Leg prompt		R854 \$235 <input type="checkbox"/>	R854 \$235 <input type="checkbox"/>	
Footboard (recommended for chairs with long legs)		R847 \$515 <input type="checkbox"/>	Included	
Mini kit (backrest insert and trunk support)		R812 \$140 <input type="checkbox"/>	R812 \$140 <input type="checkbox"/>	
Ankle straps (pair)		R899 \$100 <input type="checkbox"/>	R899 \$100 <input checked="" type="checkbox"/>	
Sandals (pair)		R944 \$100 <input type="checkbox"/>	R944 \$100 <input type="checkbox"/>	
Wedges (pair, require sandals)		R697 \$74 <input type="checkbox"/>	R697 \$74 <input type="checkbox"/>	
Lumbar and seat support kit		R886 \$73 <input type="checkbox"/>	R886 \$73 <input type="checkbox"/>	
Backrest filler pad		R849 \$135 <input type="checkbox"/>	R849 \$135 <input type="checkbox"/>	
Whitmyer headrest adapter		R804 \$63 <input type="checkbox"/>	R804 \$63 <input type="checkbox"/>	

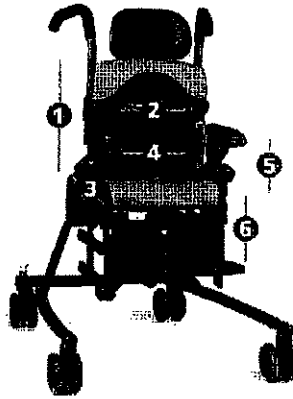
* Required



Room to grow

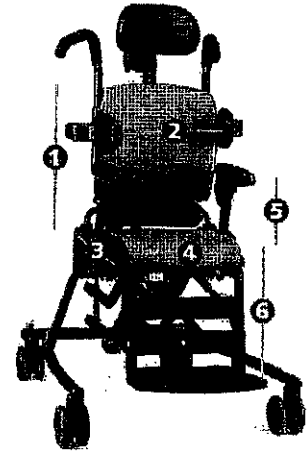
Small chair with mini kit at its smallest dimensions

- 1 Backrest height 12½"
- 2 Trunk support width 5½"
- 3 Seat depth 7"
- 4 Seat width 7"
- 5 Armrest height above seat 5"
- 6 Seat height above footboard 7"




Small chair at its largest dimensions

- 1 Backrest height 15½"
- 2 Distance between laterals 11½"
- 3 Seat depth 12"
- 4 Seat width 12"
- 5 Armrest height above seat 7½"
- 6 Seat height above footboard 12"




Small standard base
R820 Rifton Activity Chair

User dimensions (inches)	
Height with mini kit	32-48 28-38
 Key user dimension: height	The user's overall height is a general guide to help you select the appropriate chair. Choose the model that allows for growth.
Important:	Make sure that seat width, depth and height are adequate for each individual user, and that the user's weight does not exceed the maximum working load.
Key dimensions (inches)	
Frame width	short legs: 21 long legs: 23 short legs w/ casters: 22½ long legs w/ casters: 23½
Seat height above floor	short legs: 9½ - 12½ long legs: 18½ - 21½ short legs w/ casters: 13½ - 16½ long legs w/ casters: 18½ - 21½
Seat angle (tilt-in-space) - degrees	15° forward, 15° back
Backrest angle - degrees	5° forward, 20° back
Footboard knee angle - degrees	45° - 110°
Seat height above footboard	7 - 12
Seat width with hip guides	7 - 9
without hip guides	12
Seat depth	8 - 12
with mini kit	7 - 11
Armrest height above seat	5 - 7½
Trunk support width	5½ - 11½
Backrest height	12½ - 15½
Headrest height above seat	14½ - 21
Max. working load (lb)	75



Small hi/lo base
R830 Rifton Activity Chair

User dimensions (inches)	
Height with mini kit	32-48 28-38
 Key user dimension: height	The user's overall height is a general guide to help you select the appropriate chair. Choose the model that allows for growth.
Important:	Make sure that seat width, depth and height are adequate for each individual user, and that the user's weight does not exceed the maximum working load.
Key dimensions (inches)	
Frame width	26
Seat height above floor	10 - 25
Seat angle (tilt-in-space) - degrees	15° forward, 25° back
Backrest angle - degrees	5° forward, 20° back
Footboard knee angle - degrees	45° - 110°
Seat height above footboard	7 - 12
Seat width with hip guides	7 - 9
without hip guides	12
Seat depth	8 - 12
with mini kit	7 - 11
Armrest height above seat	5 - 7½
Trunk support width	5½ - 11½
Backrest height	12½ - 15½
Headrest height above seat	14½ - 21
Max. working load (lb)	75

6,875

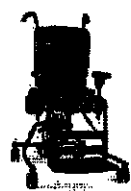
ACTIVITY CHAIR

2024 order form for large

Use dimension chart to select appropriate size.



To order or get a quote:
 Go online: <https://www.rifton.com/activity-sizing>
 Email: sales@rifton.com
 Call: 800.571.8198



		Standard R860 large	Hi/lo R870 large
* Seat and back includes seatbelt (Hi/lo includes footboard and push handles)	CHOOSE	Adjustable R861 \$760 <input type="checkbox"/>	R871 \$1,450 <input checked="" type="checkbox"/>
		Adjustable w/ back spring R862 \$880 <input type="checkbox"/>	R872 \$1,570 <input checked="" type="checkbox"/>
* Base	CHOOSE	Without spring R873 \$465 <input type="checkbox"/>	R883 \$3,140 <input checked="" type="checkbox"/>
		With spring R874 \$560 <input type="checkbox"/>	N/A
* Arm supports (pair)	CHOOSE	Armrests R868 \$270 <input type="checkbox"/>	R868 \$270 <input checked="" type="checkbox"/>
		Forearm prompts R879 \$700 <input type="checkbox"/>	R879 \$700 <input type="checkbox"/>
* Adjustable legs	CHOOSE	Short R808 \$75 <input type="checkbox"/>	N/A
		Long R894 \$85 <input type="checkbox"/>	N/A
		Short with casters R895 \$330 <input type="checkbox"/>	N/A
		Long with casters R896 \$360 <input type="checkbox"/>	N/A
* Pads	CHOOSE	Tan R875 \$285 <input type="checkbox"/>	R875 \$285 <input type="checkbox"/>
		Blue R876 \$285 <input type="checkbox"/>	R876 \$285 <input checked="" type="checkbox"/>
		Red R877 \$285 <input type="checkbox"/>	R877 \$285 <input type="checkbox"/>
		Pink R977 \$285 <input type="checkbox"/>	R977 \$285 <input type="checkbox"/>
		Purple R978 \$285 <input type="checkbox"/>	R978 \$285 <input type="checkbox"/>
		Green R979 \$285 <input type="checkbox"/>	R979 \$285 <input type="checkbox"/>
Headrest	CHOOSE	Contoured R897 \$260 <input type="checkbox"/>	R897 \$260 <input type="checkbox"/>
		Flat R898 \$260 <input type="checkbox"/>	R898 \$260 <input type="checkbox"/>
		Adjustable winged R881 \$290 <input type="checkbox"/>	R881 \$290 <input checked="" type="checkbox"/>
Laterals (pair)	CHOOSE	Small R828 \$220 <input type="checkbox"/>	R828 \$220 <input type="checkbox"/>
		Large R838 \$235 <input type="checkbox"/>	R838 \$235 <input checked="" type="checkbox"/>
		Large with chest strap R839 \$285 <input type="checkbox"/>	R839 \$285 <input type="checkbox"/>
Push handles (recommended for all chairs with wheels)		R878 \$166 <input type="checkbox"/>	Included
Tray (requires armrests)		R669 \$320 <input type="checkbox"/>	R669 \$320 <input checked="" type="checkbox"/>
Handhold		R649 \$31 <input type="checkbox"/>	R649 \$31 <input type="checkbox"/>
Chest strap (wide)		R807 \$105 <input type="checkbox"/>	R807 \$105 <input type="checkbox"/>
Butterfly harness	CHOOSE	Regular R889 \$165 <input type="checkbox"/>	R889 \$165 <input checked="" type="checkbox"/>
		Slim cut R826 \$165 <input type="checkbox"/>	R826 \$165 <input type="checkbox"/>
Thigh belt		R813 \$110 <input type="checkbox"/>	R813 \$110 <input type="checkbox"/>
Pelvic harness		R846 \$210 <input type="checkbox"/>	R846 \$210 <input checked="" type="checkbox"/>
Hip guides (pair)		R867 \$230 <input type="checkbox"/>	R867 \$230 <input checked="" type="checkbox"/>
Abductor	CHOOSE	Small R884 \$140 <input type="checkbox"/>	R884 \$140 <input type="checkbox"/>
		Large R891 \$160 <input type="checkbox"/>	R891 \$160 <input checked="" type="checkbox"/>
Adductors (pair)		R892 \$220 <input type="checkbox"/>	R892 \$220 <input type="checkbox"/>
Leg prompt		R859 \$260 <input type="checkbox"/>	R859 \$260 <input type="checkbox"/>
Footboard (recommended for chairs with long legs)		R857 \$540 <input type="checkbox"/>	Included
Ankle straps (pair)		R855 \$105 <input type="checkbox"/>	R855 \$105 <input checked="" type="checkbox"/>
Sandals (pair)		R964 \$120 <input type="checkbox"/>	R964 \$120 <input type="checkbox"/>
Wedges (pair, require sandals)		R699 \$85 <input type="checkbox"/>	R699 \$85 <input type="checkbox"/>
Lumbar and seat support kit		R888 \$99 <input type="checkbox"/>	R888 \$99 <input type="checkbox"/>
Backrest filler pad		R856 \$135 <input type="checkbox"/>	R856 \$135 <input type="checkbox"/>
Whitmyer headrest adapter		R804 \$63 <input type="checkbox"/>	R804 \$63 <input type="checkbox"/>
Directional Assist Wheel retrofit kit		N/A	R965 \$250 <input type="checkbox"/> R966 (5 kits) \$1400 <input type="checkbox"/>

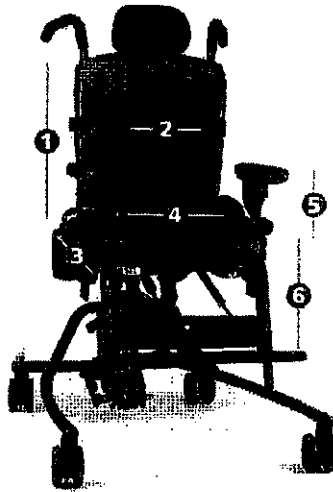
* Required



Room to grow

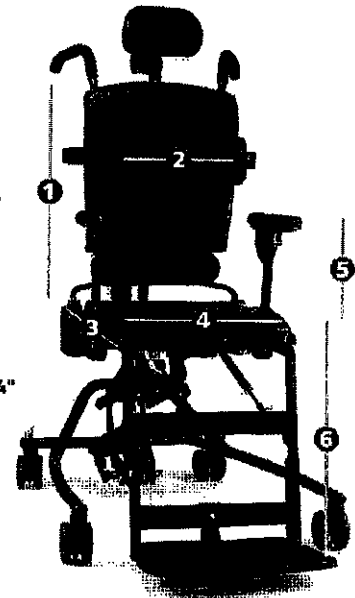
Large chair at its smallest dimensions

- 1 Backrest height 19"
- 2 Distance between laterals 9½"
- 3 Seat depth 15"
- 4 Seat width 11"
- 5 Armrest height above seat 7"
- 6 Seat height above footboard 11¼"



Large chair at its largest dimensions


- 1 Backrest height 24"
- 2 Distance between laterals 14"
- 3 Seat depth 20"
- 4 Seat width 17"
- 5 Armrest height above seat 10½"
- 6 Seat height above footboard 21¼"




Large standard base
R860 Rifton Activity Chair



Large hi/lo base
R870 Rifton Activity Chair

User dimensions (inches)	
Height	50-74
 <p>Key user dimension: height The user's overall height is a general guide to help you select the appropriate chair. Choose the model that allows for growth.</p> <p>Important: Make sure that seat width, depth and height are adequate for each individual user, and that the user's weight does not exceed the maximum working load.</p>	
Item dimensions (inches)	
Frame width	short legs: 26¾
	long legs: 26¾
Seat height above floor	short legs w/ casters: 27¾
	long legs w/ casters: 27¾
Seat height above footboard	short legs: 16½-20½
	long legs: 20-24
Seat angle (tilt-in-space)-degrees	short legs w/ casters: 16½-20½
	long legs w/ casters: 20-24
Backrest angle-degrees	15° forward, 15° back
Footboard knee angle-degrees	5° forward, 20° back
Seat height above footboard	45°-110°
Seat width with hip guides	11-14
without hip guides	17
Seat depth	15-20
Armrest height above seat	7-10½
Distance between laterals	9½-14
Backrest height	19-24
Headrest height above seat	19½-29½
Max. working load (lb)	250

User dimensions (inches)	
Height	50-74
 <p>Key user dimension: height The user's overall height is a general guide to help you select the appropriate chair. Choose the model that allows for growth.</p> <p>Important: Make sure that seat width, depth and height are adequate for each individual user, and that the user's weight does not exceed the maximum working load.</p>	
Item dimensions (inches)	
Frame width	29¾
Seat height above floor	16-24
Seat angle (tilt-in-space)-degrees	15° forward, 25° back
Backrest angle-degrees	5° forward, 20° back
Footboard knee angle-degrees	45°-110°
Seat height above footboard	11¼-21¼
Seat width with hip guides	11-14
without hip guides	17
Seat depth	15-20
Armrest height above seat	7-10½
Distance between laterals	9½-14
Backrest height	19-24
Headrest height above seat	19½-29½
Max. working load (lb)	250

6,330.00

STANDER

2024 order form

Use dimension chart to select appropriate size.

Scan for sizing and pricing:
<https://www.rifton.com/standers>




		\$410 size 1	\$420 size 2	\$430 size 3
* Frame		S411 \$1,940 <input type="checkbox"/>	S421 \$2,550 <input checked="" type="checkbox"/>	S431 \$3,160 <input type="checkbox"/>
* Color		Blue <input type="checkbox"/> Red <input type="checkbox"/>	Blue <input type="checkbox"/> Red <input checked="" type="checkbox"/>	Blue <input type="checkbox"/> Red <input type="checkbox"/>
* CHOOSE CONFIGURATION	Prone (with pelvic harness) HCPCS code: E0638	S412 \$305 <input type="checkbox"/>	S422 \$315 <input type="checkbox"/>	S432 \$325 <input type="checkbox"/>
	New! Prone upper trunk support (recommended)	N/A	N/A	S408 \$250 <input type="checkbox"/>
	Prone knee cuffs (pair)	S485 \$205 <input type="checkbox"/>	S485 \$205 <input type="checkbox"/>	S486 \$225 <input type="checkbox"/>
	Supine (with upper trunk support) HCPCS code: E0638	S413 \$355 <input type="checkbox"/>	S423 \$365 <input type="checkbox"/>	S433 \$375 <input type="checkbox"/>
	Head laterals (pair) CHOOSE	Small S497 \$205 <input type="checkbox"/> Large N/A	S497 \$205 <input type="checkbox"/> S483 \$215 <input type="checkbox"/>	N/A S483 \$215 <input type="checkbox"/>
	Butterfly harness CHOOSE	Standard S456 \$305 <input type="checkbox"/> Slim-cut N/A	S457 \$315 <input type="checkbox"/> N/A	S458 \$325 <input type="checkbox"/> S459 \$325 <input type="checkbox"/>
	* Hip strap CHOOSE	Standard S472 \$305 <input type="checkbox"/> Rotation control S476 \$305 <input type="checkbox"/>	S473 \$315 <input type="checkbox"/> S477 \$315 <input type="checkbox"/>	S474 \$325 <input type="checkbox"/> S478 \$325 <input type="checkbox"/>
	* Knee supports CHOOSE	Soft straps (pair) S401 \$205 <input type="checkbox"/> Split supports (pair) N/A	S402 \$215 <input type="checkbox"/> S487 \$435 <input type="checkbox"/>	S403 \$225 <input type="checkbox"/> S488 \$460 <input type="checkbox"/>
	Multi-Position (with head support, pelvic harness) HCPCS code: E0641	S414 \$665 <input type="checkbox"/>	S424 \$685 <input checked="" type="checkbox"/>	S434 \$705 <input type="checkbox"/>
	Head laterals CHOOSE	Small S497 \$205 <input type="checkbox"/> Large N/A	S497 \$205 <input checked="" type="checkbox"/> S483 \$215 <input type="checkbox"/>	N/A S483 \$215 <input type="checkbox"/>
	Butterfly harness CHOOSE	Standard S456 \$305 <input type="checkbox"/> Slim-cut N/A	S457 \$315 <input checked="" type="checkbox"/> N/A	S458 \$325 <input type="checkbox"/> S459 \$325 <input type="checkbox"/>
	* Hip strap CHOOSE	Standard S472 \$305 <input type="checkbox"/> Rotation control S476 \$305 <input type="checkbox"/>	S473 \$315 <input checked="" type="checkbox"/> S477 \$315 <input type="checkbox"/>	S474 \$325 <input type="checkbox"/> S478 \$325 <input type="checkbox"/>
	* Knee supports CHOOSE	Soft straps (pair) S401 \$205 <input type="checkbox"/> Split supports (pair) N/A	S402 \$215 <input checked="" type="checkbox"/> S487 \$435 <input type="checkbox"/>	S403 \$225 <input type="checkbox"/> S488 \$460 <input type="checkbox"/>
	New! Prone upper trunk support (recommended)	N/A	N/A	S408 \$250 <input type="checkbox"/>
	Prone knee cuffs (pair)	S485 \$205 <input type="checkbox"/>	S485 \$205 <input type="checkbox"/>	S486 \$225 <input type="checkbox"/>
	* Trunk laterals CHOOSE	Small S494 \$205 <input type="checkbox"/> Large N/A	S494 \$205 <input checked="" type="checkbox"/> S495 \$215 <input type="checkbox"/>	N/A S495 \$215 <input type="checkbox"/>
	* Trunk strap CHOOSE	Standard S462 \$305 <input type="checkbox"/> Rotation control S466 \$305 <input type="checkbox"/>	S463 \$315 <input checked="" type="checkbox"/> S467 \$315 <input type="checkbox"/>	S464 \$325 <input type="checkbox"/> S468 \$325 <input type="checkbox"/>
	* Leg type CHOOSE	Standard S415 \$665 <input type="checkbox"/> Advanced N/A	S425 \$685 <input checked="" type="checkbox"/> S426 \$990 <input type="checkbox"/>	S435 \$705 <input type="checkbox"/> S436 \$1,010 <input type="checkbox"/>
	Tray	S491 \$560 <input type="checkbox"/>	S491 \$560 <input checked="" type="checkbox"/>	S491 \$560 <input type="checkbox"/>
	Additional trunk laterals CHOOSE	Small S494 \$205 <input type="checkbox"/> Large N/A	S494 \$205 <input type="checkbox"/> S495 \$215 <input type="checkbox"/>	N/A S495 \$215 <input type="checkbox"/>
Medial/lateral thigh supports (pair) CHOOSE	Small S482 \$205 <input type="checkbox"/> Large N/A	S482 \$205 <input checked="" type="checkbox"/> S483 \$215 <input type="checkbox"/>	N/A S483 \$215 <input type="checkbox"/>	
Additional medial/lateral thigh supports (pair) CHOOSE	Small S482 \$205 <input type="checkbox"/> Large N/A	S482 \$205 <input type="checkbox"/> S483 \$215 <input type="checkbox"/>	N/A S483 \$215 <input type="checkbox"/>	
Size 1 sandal lift kit	S409 \$55 <input type="checkbox"/>	NA	NA	
Headrest adapter plate kit	N/A	S427 \$255 <input type="checkbox"/>	S427 \$255 <input type="checkbox"/>	

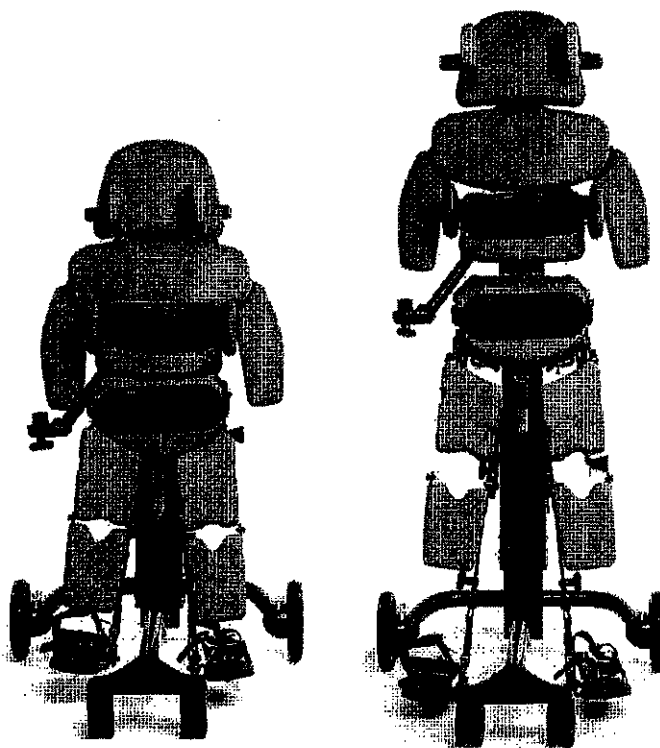
*** Required**

The HCPCS codes indicated above are suggestions only, based on knowledge of our products and the HCPCS definitions established by CMS. It is the responsibility of the CRT provider to determine the HCPCS code most appropriate for each circumstance. Actual coding and coverage varies by payer; some may accept or require alternative HCPCS codes, including miscellaneous codes, to ensure access for their beneficiaries.



Stander dimensions

User dimensions (inches)	S410 Size 1	S420 Size 2	S430 Size 3
Height	28-42*	38-58	48-65
 <p>Key user dimension: height Select the appropriate stander by the user's overall height. Choose the model that allows for growth. *The smallest users may require the S409 Sandal lift kit for best positioning.</p> <p>Important: User's weight must not exceed the maximum working load.</p>			
	Item dimensions (inches)	S410 Size 1	S420 Size 2
Base length x width	32½ x 21½	39 x 27	43 x 29
Height of horizontal body support above floor	22-28	22½-36½	23½-38
Sandal to knee height	6¾-11	10-15¼	12¼-19
Knee to hip height	6¾-10½	8½-13½	12-17¼
Sandal to top of headrest	31½-43	41-55	49-66½
Width between trunk laterals	5½-10	7-11½	9-14
Width between medial/lateral thigh supports	2½-4	3¼-5	4-5½
Basic item weight PRONE (lb)	47	72	104
Basic item weight SUPINE (lb)	52	78	115
Max. working load (lb)	75	100	185



New! Size 3 Stander at its smallest and largest settings

7,275

STANDER

2024 order form

Use dimension chart to select appropriate size.

Scan for sizing and pricing:
<https://www.rifton.com/standers>




		S410 size 1	S420 size 2	S430 size 3	
* Frame		S411 \$1,940 <input type="checkbox"/>	S421 \$2,550 <input type="checkbox"/>	S431 \$3,160 <input checked="" type="checkbox"/>	
* Color		Blue <input type="checkbox"/>	Blue <input type="checkbox"/>	Blue <input checked="" type="checkbox"/>	
		Red <input type="checkbox"/>	Red <input type="checkbox"/>	Red <input type="checkbox"/>	
* CHOOSE CONFIGURATION	Prone (with pelvic harness) HCPCS code: E0638	S412 \$305 <input type="checkbox"/>	S422 \$315 <input type="checkbox"/>	S432 \$325 <input type="checkbox"/>	
	New! Prone upper trunk support (recommended)	N/A	N/A	\$408 \$250 <input type="checkbox"/>	
	Prone knee cuffs (pair)	S485 \$205 <input type="checkbox"/>	S485 \$205 <input type="checkbox"/>	S486 \$225 <input type="checkbox"/>	
	Supine (with upper trunk support) HCPCS code: E0638	S413 \$355 <input type="checkbox"/>	S423 \$365 <input type="checkbox"/>	S433 \$375 <input type="checkbox"/>	
	Head laterals (pair)	Small	S497 \$205 <input type="checkbox"/>	S497 \$205 <input type="checkbox"/>	N/A
		Large	N/A	S483 \$215 <input type="checkbox"/>	S483 \$215 <input type="checkbox"/>
	Butterfly harness	Standard	S456 \$305 <input type="checkbox"/>	S457 \$315 <input type="checkbox"/>	S458 \$325 <input type="checkbox"/>
		Slim-cut	N/A	N/A	S459 \$325 <input type="checkbox"/>
	* Hip strap	Standard	S472 \$305 <input type="checkbox"/>	S473 \$315 <input type="checkbox"/>	S474 \$325 <input type="checkbox"/>
		Rotation control	S476 \$305 <input type="checkbox"/>	S477 \$315 <input type="checkbox"/>	S478 \$325 <input type="checkbox"/>
	* Knee supports	Soft straps (pair)	S401 \$205 <input type="checkbox"/>	S402 \$215 <input type="checkbox"/>	S403 \$225 <input type="checkbox"/>
		Split supports (pair)	N/A	S487 \$435 <input type="checkbox"/>	S488 \$460 <input type="checkbox"/>
	Multi-Position (with head support, pelvic harness) HCPCS code: E0641	S414 \$665 <input type="checkbox"/>	S424 \$685 <input type="checkbox"/>	S434 \$705 <input checked="" type="checkbox"/>	
	Head laterals	Small	S497 \$205 <input type="checkbox"/>	S497 \$205 <input type="checkbox"/>	N/A
		Large	N/A	S483 \$215 <input type="checkbox"/>	S483 \$215 <input checked="" type="checkbox"/>
Butterfly harness	Standard	S456 \$305 <input type="checkbox"/>	S457 \$315 <input type="checkbox"/>	S458 \$325 <input checked="" type="checkbox"/>	
	Slim-cut	N/A	N/A	S459 \$325 <input type="checkbox"/>	
* Hip strap	Standard	S472 \$305 <input type="checkbox"/>	S473 \$315 <input type="checkbox"/>	S474 \$325 <input checked="" type="checkbox"/>	
	Rotation control	S476 \$305 <input type="checkbox"/>	S477 \$315 <input type="checkbox"/>	S478 \$325 <input type="checkbox"/>	
* Knee supports	Soft straps (pair)	S401 \$205 <input type="checkbox"/>	S402 \$215 <input type="checkbox"/>	S403 \$225 <input checked="" type="checkbox"/>	
	Split supports (pair)	N/A	S487 \$435 <input type="checkbox"/>	S488 \$460 <input type="checkbox"/>	
New! Prone upper trunk support (recommended)	N/A	N/A	\$408 \$250 <input checked="" type="checkbox"/>		
Prone knee cuffs (pair)	S485 \$205 <input type="checkbox"/>	S485 \$205 <input type="checkbox"/>	S486 \$225 <input type="checkbox"/>		
* Trunk laterals	Small	S494 \$205 <input type="checkbox"/>	S494 \$205 <input type="checkbox"/>	N/A	
	Large	N/A	S495 \$215 <input type="checkbox"/>	S495 \$215 <input checked="" type="checkbox"/>	
* Trunk strap	Standard	S462 \$305 <input type="checkbox"/>	S463 \$315 <input type="checkbox"/>	S464 \$325 <input checked="" type="checkbox"/>	
	Rotation control	S466 \$305 <input type="checkbox"/>	S467 \$315 <input type="checkbox"/>	S468 \$325 <input type="checkbox"/>	
* Leg type	Standard	S415 \$665 <input type="checkbox"/>	S425 \$685 <input type="checkbox"/>	S435 \$705 <input checked="" type="checkbox"/>	
	Advanced	N/A	S426 \$990 <input type="checkbox"/>	S436 \$1,010 <input type="checkbox"/>	
Tray	S491 \$560 <input type="checkbox"/>	S491 \$560 <input type="checkbox"/>	S491 \$560 <input checked="" type="checkbox"/>		
Additional trunk laterals	Small	S494 \$205 <input type="checkbox"/>	S494 \$205 <input type="checkbox"/>	N/A	
	Large	N/A	S495 \$215 <input type="checkbox"/>	S495 \$215 <input type="checkbox"/>	
Medial/lateral thigh supports (pair)	Small	S482 \$205 <input type="checkbox"/>	S482 \$205 <input type="checkbox"/>	N/A	
	Large	N/A	S483 \$215 <input type="checkbox"/>	S483 \$215 <input checked="" type="checkbox"/>	
Additional medial/lateral thigh supports (pair)	Small	S482 \$205 <input type="checkbox"/>	S482 \$205 <input type="checkbox"/>	N/A	
	Large	N/A	S483 \$215 <input type="checkbox"/>	S483 \$215 <input type="checkbox"/>	
Size 1 sandal lift kit	S409 \$55 <input type="checkbox"/>	NA	NA		
Headrest adapter plate kit	N/A	S427 \$255 <input type="checkbox"/>	S427 \$255 <input type="checkbox"/>		

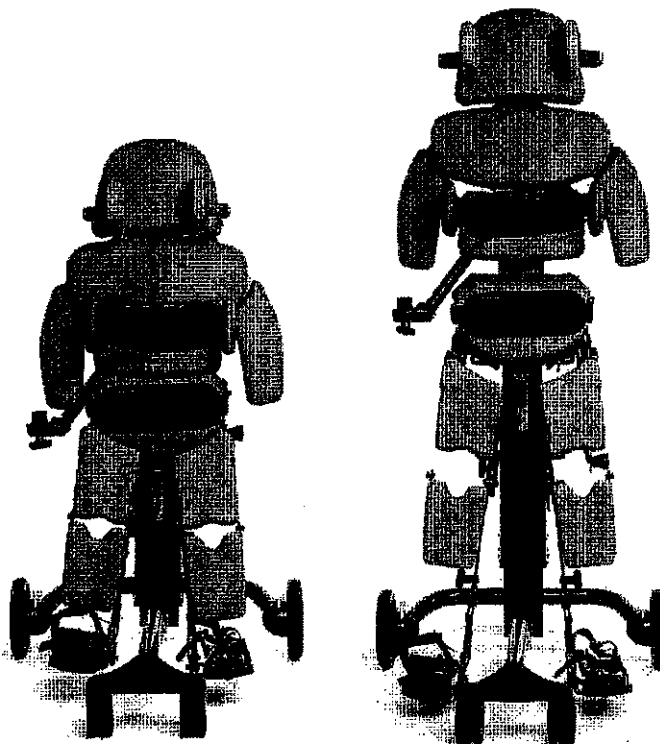
*** Required**

The HCPCS codes indicated above are suggestions only, based on knowledge of our products and the HCPCS definitions established by CMS. It is the responsibility of the CRT provider to determine the HCPCS code most appropriate for each circumstance. Actual coding and coverage varies by payer; some may accept or require alternative HCPCS codes, including miscellaneous codes, to ensure access for their beneficiaries.



Stander dimensions

User dimensions (inches)	S410 Size 1	S420 Size 2	S430 Size 3
Height	28-42*	38-53	48-65
 <p>Key user dimension: height Select the appropriate stander by the user's overall height. Choose the model that allows for growth. *The smallest users may require the S409 Sandal lift kit for best positioning.</p>	<p>Important: User's weight must not exceed the maximum working load.</p>		
	Item dimensions (inches)	S410 Size 1	S420 Size 2
Base length x width	32½ x 21½	39 x 27	43 x 29
Height of horizontal body support above floor	22-28	22½-36½	23½-38
Sandal to knee height	6¼-11	10-15¼	12¼-19
Knee to hip height	6¼-10¼	8½-13½	12-17¼
Sandal to top of headrest	31½-43	41-55	49-66½
Width between trunk laterals	5½-10	7-11¼	9-14
Width between medial/lateral thigh supports	2½-4	3¼-5	4-5½
Basic item weight PRONE (lb)	47	72	104
Basic item weight SUPINE (lb)	52	78	115
Max. working load (lb)	75	100	185



New! Size 3 Stander at its smallest and largest settings



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

To: Board of Education
From: Dr. Amy Kruppe, Superintendent
Subject: Design of Electric Charging Stations support for Buses
Date: December 9, 2024

The district is requesting board approval to engage Kingscott Architectural Design for architectural support in the installation of charging stations for newly acquired electric buses. These stations are a key component of the grant funding requirements for the electric bus initiative.

Kingscott will provide expertise in developing site-specific designs, overseeing construction, and ensuring compliance with safety and grant specifications. The cost for these services is covered within the allocated grant budget, with no additional expense to the district's general fund. Approval of this partnership will ensure the successful implementation of this critical infrastructure.

Funding Sources: Sinking Fund/ Grant/ Possible DTE grant

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.

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

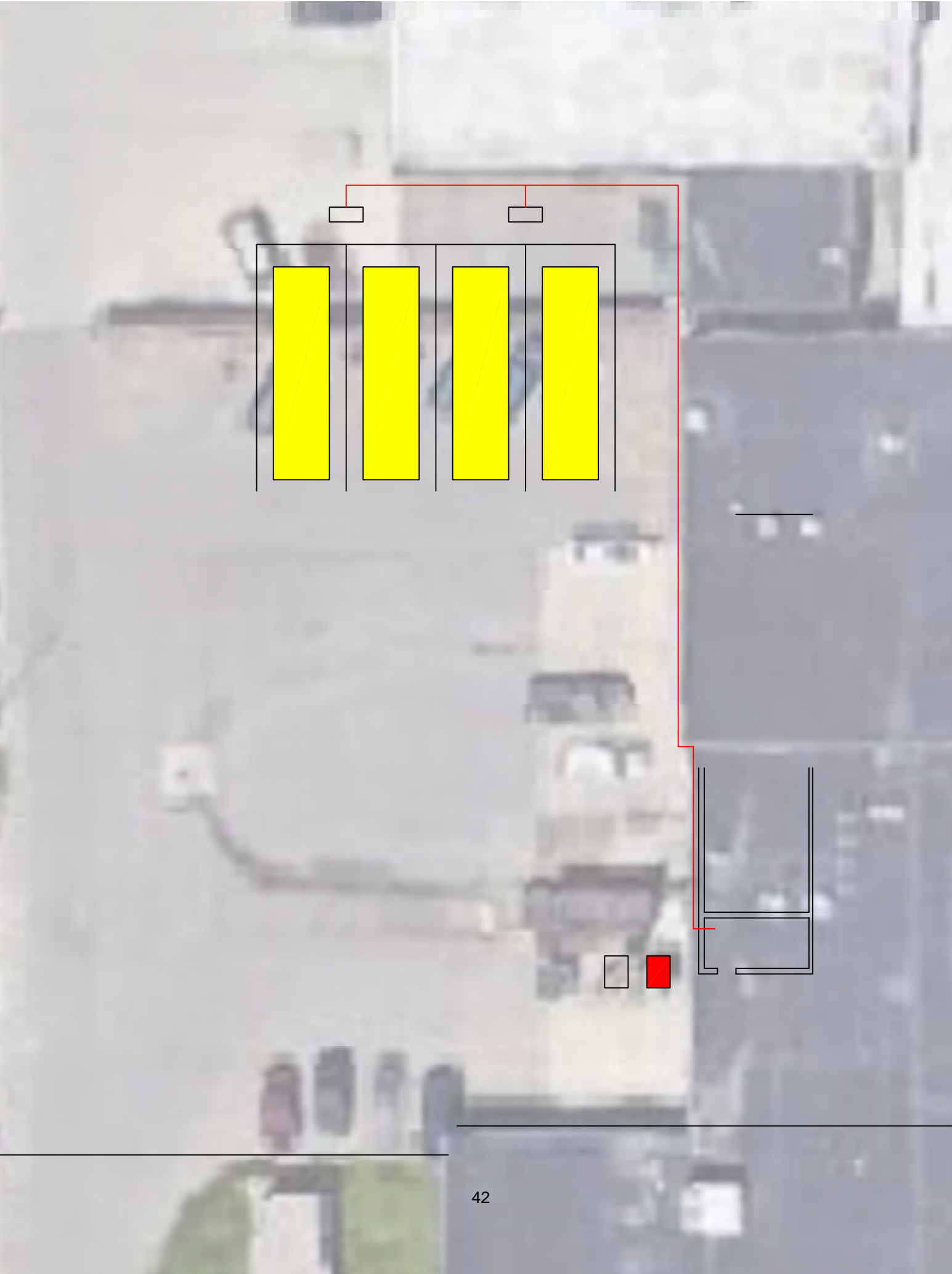
Recommendation

That the Board of Education approve the design of the electric system for charging stations not to exceed \$30,000, as presented.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent





November 25, 2024

Ms. Amy Kruppe, Superintendent
Hazel Park Schools
1620 E. Elza
Hazel Park, MI 48030

Re: **Proposal for Architectural Engineering Services
Hazel Park Public Schools
Bus Charging Facility at Jardon/Webb site**

Dear Ms. Kruppe,

Thank you for the opportunity to manage and design the installation of bus charging stations at the Jardon/Webb site.

Project Understanding:

The following represents our understanding of your wishes for the project from our conversations held during the previous several weeks. Kingscott Associates will manage the engineering work to be completed by SES Engineering. Ryan Alm and John Davids will be assigned to these efforts. We will assist you in understanding all aspects of the projects from initial design through construction and implementation. We will be available for any Board of Education meetings required to update the Board.

Attached is the proposal from SES to complete the engineering for the project. SES and Kingscott will work together to complete the project, including site observation services during construction.

FEE FOR PROFESSIONAL SERVICES

Kingscott Associates offers the professional services described in Scope of Services for a stipulated Fee as follows:

Proposed Lump Sum Fee for completion of the project\$26,200.00 (including the fees of \$22,000 from
SES Engineering)

ENDORSEMENT OF PROPOSAL

To accept this proposal, please sign on the appropriate line below. Acceptance and endorsement of this proposal will serve as notice for KAI to proceed. KAI appreciates the opportunity to provide professional services for this project. Please do not hesitate to call with questions or concerns.

Signature

Name

Title

Date

Please feel free to contact me with any questions you have regarding this proposal or if additional information is required. Kingscott wants to work with you in the planning and development of this facility. We look forward to talking with you soon and beginning your project.

Sincerely,
KINGSCOTT ASSOCIATES



Brendon Poilard, AIA, REFP
Principal, Project Director

*Kingscott Associates Inc
Terms and Conditions
Revised 01-2017*

The services and compensation of Kingscott Associates Inc (hereinafter KAI) are based on the following conditions unless otherwise noted in the accompanying proposal:

1. Basis of Agreement

1.1 This proposal is incorporated by reference, to AIA Document B141 CMA -2002, Standard Form of Agreement Between Architect and Owner previously executed between MPS and Kingscott.

1.2 The general conditions of the contract will be defined in AIA Document A201-2007, General Conditions of the Contract for Construction.

2. Scope of Services

2.1 Services offered are limited to those services described in the proposal. No other services are offered or implied unless specifically addressed in the proposal.

3. Expiration

3.1 The attached proposal is considered valid for a period of ninety (90) days from the date of the proposal or its last revision date, if any. Proposals older than ninety (90) days are expired, unless reissued by KAI with a reissue date.

4. Payment

4.1 Invoices will be issued monthly and are payable within thirty (30) days of date of invoice.

4.2 KAI will invoice professional fees monthly, on a percent complete basis, throughout the project term.

5. Hourly Charges/Additional Services

5.1 KAI personnel will be charged at the following rates:

CLASSIFICATION HOURLY BILLING RATE

Principal \$150.00

Project Director/Planner \$135.00

Architect \$110.00

Interior Designer \$75.00

Engineer \$130.00

Civil Engineer \$100.00

Designer \$85.00

Construction Admin. \$100.00

CAD Operator \$65.00

Clerical \$50.00

5.2 These rates are valid for a period of twelve (12) months from date of an accepted proposal. These rates are not valid for work involving claims settlement, expert witness or litigation work.

5.3 Additional services, if requested by Client, will be performed on a stipulated sum or hourly basis, as agreed to in writing by both parties prior to initiating the additional services.

6. Reimbursable Expenses

6.1 Expenses and services not directly provided by KAI will be invoiced at one and 10/100 (1.10) times cost. Reimbursable expenses include printing of drawings and/or specifications and expedited delivery service. These costs are not included in KAI's fee unless specifically noted as included in our proposal.

7. Additional Project Related Costs

7.1 The following costs are not included in our proposal and should be anticipated in the Owner's budgeting.

- .1 Geotechnical services and reports
- .2 Topographic and boundary surveys (site surveys)
- .3 Testing
- .4 Project related insurance, legal and safety consultant services
- .5 Permits and fees
- .6 Phase One Environmental Assessments

8. Project Requirements

8.1 Not Used.

9. Standard of Care

9.1 Services provided by KAI under this Agreement will be performed in a manner consistent with that degree of skill and care ordinarily exercised by members of the same profession currently practicing under similar circumstances and in accordance with the governing codes and regulations adopted at the time of the execution of this Agreement. No other warranty or representation, either expressed or implied, is included or intended in our proposals, contracts, plans and specifications or reports.

10. Risk Allocation

10.1 Client agrees that to the fullest extent permitted by law, KAI's total liability to Client for any and all injuries, claims, losses, expenses, damages or claims expenses arising out of this Agreement from any cause or causes, shall not exceed the total amount of fees for services for this project.

11. Governance

11.1 This Agreement shall be governed by the laws of the State of Michigan.

12. Insurance

12.1 Notwithstanding any other provisions in this Agreement, nothing shall be construed so as to void, vitiate, adversely affect or in any other way impair any insurance coverage held by either party to this Agreement.

12.2 During the term of this agreement, KAI agrees to provide evidence of insurance coverage as shown in the example Insurance Certificate attached hereto. In addition, KAI will attempt to maintain continuous professional liability coverage for the period of design and construction of this project, and for a period of three (3) years following substantial completion, if such coverage is reasonably available at commercially affordable premiums. For the purposes of this agreement, "reasonably available" and "commercially affordable" shall mean that more than half the design professionals practicing in this state in this discipline are able to obtain such coverage.

12.3 Owner will require that any party hired for the construction of the project, including but not limited to the general contractor, construction manager, and subcontractors will include, in addition to the Owner, Kingscott Associates, Inc. and its consultants as additional insured for all policies related to the project.

12.4 Standard insurance carried by KAI is as follows:

General Liability (Occurrence) \$1.0 Million

General Aggregate (Project) \$2.0 Million

Automobile \$500,000

Workers Compensation Statutory

Costs for additional coverage limits, if requested, will be paid for by Client.

13. Photography

13.1 Not Used.

14. Client Services

14.1 As part of KAI's quality assurance program, KAI will contact the Owner regarding services provided by KAI.

15. Miscellaneous Provisions

15.1 Dispute Resolution

.1 In an effort to resolve any conflicts that arise during the design or construction of the project or following the completion of the project, Client and KAI agree that all disputes between them arising out of or relating to this agreement shall be submitted to nonbinding mediation unless the parties mutually agree otherwise.

.2 Client and KAI further agree to include a similar mediation provision in all agreements with independent contractors and consultants retained for the project and to require all independent contractors and consultants also to include a similar mediation provision in all agreements with subcontractors, subconsultants, suppliers or fabricators so retained, thereby providing all mediation as the primary method for dispute resolution, between the parties to those agreements.

.3 No mediation arising out of or relating to this agreement shall include, by consolidation, joinder or in any other manner, an additional person or entity not a party to this agreement, except by written consent containing a specific reference to this agreement signed by Client, KAI and any other person or entity sought to be joined. Consent to mediation involving an additional person or entity duly consented to by the parties to this agreement shall be specifically enforceable in accordance with applicable law in any court having jurisdiction thereof.

15.2 Hazardous Materials

.1 Client represents to KAI that to the best of Client's knowledge no hazardous or toxic substances within the meaning of any applicable statute or regulation are presently stored, or otherwise located, on the project site or adjacent thereto.

15.3 Existing Conditions

.1 Inasmuch as the remodeling and/or rehabilitation of an existing site/structure requires that certain assumptions be made regarding existing conditions, and because some of these assumptions may not be verifiable without expending additional sums of money or destroying otherwise adequate or serviceable portions of the building, Client agrees, to fullest extent permitted by law, to indemnify and hold the design professional harmless from any claim, liability or cost (including reasonable attorney's fees and costs of defense) for injury or economic loss arising or allegedly arising out of

the professional services provided under this agreement, excepting only those damages, liabilities or costs attributable to the sole negligence or willful misconduct of the design professional.

15.4 Termination

.1 Either party may terminate the agreement for convenience after seven (7) days written notice of intent to terminate. Client shall be responsible for all costs and charges incurred up to the date of termination, including reasonable costs for KAI to close the work and organize files. KAI agrees not to charge for lost or anticipated profits on the work not completed and will provide copies of work files to Client upon receipt of final payment.

PORTAGE
950 Trade Centre Way, Suite 130
Portage, MI 49002
T: 800.632.7815

GRAND RAPIDS
801 Broadway NW, Suite 306
Grand Rapids, MI 49504
T: 800.632.7815

CHELSEA
300 N. Main Street, Suite 204
Chelsea, MI 48118
T: 800.632.7815

ROYAL OAK
818 W. Eleven Mile Road
Royal Oak, MI 48067
T: 800.632.7815



November 11, 2024

Ryan Alm, AIA, NCARB
Kingscott
950 Trade Centre Way, Suite 130
Portage, MI 49002

SUBJECT

In response to your request, Strategic Energy Solutions, Inc. (SES) is pleased to offer our services to Kingscott for Jardon Vocational School eV bus chargers located in Hazel Park, MI. This proposal is based on the correspondence between yourself and Michael Callahan. The following is our understanding of the project and services to be provided.

PROJECT DESCRIPTION

This project involves engineering for electrical systems for the addition of four (4) electric bus charging stations. The modification to the existing electric service to supply the new chargers for the buses. This proposal is based on the data collected at an on-site meeting on Friday, November 8, 2024.

SCOPE OF WORK

The scope of work shall be to provide electrical construction documents including specifications for permitting, bidding, and construction. Construction administration services are part of this proposal and are listed below.

SCOPE OF SERVICES INCLUDED

General

1. Field visit to review existing conditions and collect data (as required).
2. Consulting to the owner on recommendation on eV charging size and type.
3. Design coordination with DTE Energy for service size modifications, size and location.
4. Creation of Electrical One Line Diagram
5. Design of conduit and pathways for the implementation of four (4) new eV charging stations (Charging station specification by others).
6. Electrical calculations for service equipment and eV charging stations.
7. Create electrical plans and specifications for the implementation of eV charging stations.
8. Coordination with equipment suppliers for electrical equipment lead times.
9. Consultation with Hazel Park schools for utility incentives.
10. It is assumed the owner can provide the latest 12 month of utility bills that indicated the electrical demand and no demand meter will be required by a third party.

SCOPE OF SERVICES NOT INCLUDED

General

1. As-built documentation of the electrical systems within adjacent properties.
2. Engineering design associated with mechanical, plumbing or fire protection systems.
3. Completion of paperwork for utility incentives.
4. Metering of the existing service for 30 days to establish the peak demand.

WORK PROVIDED BY OTHERS

Architectural CAD files compatible with AutoCAD and/or Autodesk Revit shall be made available for use by SES. CAD files shall show all necessary building and site components required by SES to perform their work.

SES will require a scaled site plan from Kingscott to show electrical service work and location of exterior eV charging stations.

LEVEL OF DEVELOPMENT

SES subscribes to the AIA Document E202™ -2008 Building Information Modeling Protocol consistent with the descriptions and summary below. For this project, SES will work with Kingscott and develop documents to LOD 300.

LOD 300

The Model Element is graphically represented within the Model as a specific system, object or assembly in terms of quantity, size, shape, location, and orientation. Non-graphic information may also be attached to the Model Element.

FEE

Our lump sum fee for this project is twenty-two thousand dollars (\$22,000).

REIMBURSABLE EXPENSES

We do not anticipate any reimbursable expenses in association with this project. We have included reproduction, postage, shipping, and travel costs in our lump sum fee.

ADDITIONAL SERVICES

SES will provide a separate proposal for requested additional services beyond the scope of this proposal.

SCHEDULE

It is understood the new electric school buses will be delivered August of 2025,

SES will work in a diligent manner to design the system so it can be bid and constructed on time for the buses.

PAYMENT

The fee, plus reimbursable expenses and any additional services as requested will be invoiced on a monthly basis based on the percentage of work complete. Payment is due net 30 days of invoicing.

Failure to receive payment in accordance with this proposal shall be considered substantial nonperformance and affords SES the right to terminate or suspend services without liability from delay or other damages.

LIMITATION OF LIABILITY

To the maximum extent permitted by law, the Client agrees to limit the Consultant's liability for the Client's damages to the Consultant's fee. This limitation shall apply regardless of the cause of action or legal theory pled or asserted.

TERMINATION OF AGREEMENT

In the event this project is cancelled, or this agreement terminated, we require written notice from Kingscott before the termination date becomes effective.

It is agreed that SES will be reimbursed for all services performed and reimbursable costs incurred up to the termination date.

PROPOSAL ACCEPTANCE

We have executed this copy of our proposal. If this meets your approval, please confirm your agreement with our proposal as outlined above with your countersignature on a copy of this proposal and return it to Strategic Energy Solutions, Inc. via email and/or US mail.

This proposal is valid until November 30, 2024. Should this proposal not be accepted by this date, SES reserves the right to review and update this proposal.

Strategic Energy Solutions, Inc. has the experience and resources to successfully complete this project and we appreciate the opportunity to be of service. Should you have questions regarding this proposal, please contact Michael Callahan at 248-240-1315.

Sincerely,



J. Michael Callahan, LC, LEED AP
Vice President
Strategic Energy Solutions, Inc.

Accepted by:
Kingscott



By: _____

Date: 11-25-24



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

To: Hazel Park Board of Education
From: Dr. Amy Kruppe, Superintendent
Subject: Board Member Training
Date: December 16, 2024

Attached, you will find a spreadsheet detailing the training requests that have been submitted by our board members. These training sessions are highly encouraged as they will assist our members in navigating their roles more effectively and contribute to the overall governance and leadership of our district.

Funding Source: General Fund

Goal Statement-Resources:

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 Board Member Training requests, as presented..

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent



Attendee/Title	Event	Dates of Event	Location	Cost	Mileage	Notes
Darrin Fox	CBA 101: Fundamentals of School Board Service @ OCSBA	01/17/2025	Oakland Schools	\$198.00	No	
Nate Becker	CBA 101: Fundamentals of School Board Service @ OCSBA	01/17/2025	Oakland Schools	\$198.00	No	
Monica Rattee	CBA 341: Data Foundations	Virtual	Online	\$99.00	No	
Monica Rattee	CBA 343: Teacher Effectiveness and Student Achievement	Virtual	Online	\$99.00	No	
Heidi Fortress	CBA 330: Legal Issues In Interscholastic Athletics	12/11/2024	Live Virtual	\$99.00	No	
Heidi Fortress	CBA 309: Current Trends in K-12 Technology	01/07/2024	Live Virtual	\$99.00	No	



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

To: Amy Kruppe, Superintendent
From: Stephanie Dulmage, Assistant Superintendent of Teaching & Learning
Subject: Course Approval: African American History Elective
Date: December 16, 2024

Proposed Implementation: 2025-2026 School Year

This memo seeks approval to introduce a new high school social studies elective, African American History, for implementation during the 2025-2026 school year. This one-semester course will offer 0.5 elective credit and aims to enhance our curriculum's inclusivity, cultural competency, and representation of the diverse experiences and contributions of African Americans to American history and society. The approval of this course allows us to accomplish one of the actions in the Teaching Diverse Histories Grant. The grant will fund all course-related implementation expenses including teacher professional development, staff compensation for writing the curriculum, and purchase of course materials. This course will be modeled after the AP African American Studies course to provide a robust learning experience and a foundation for the introduction of the AP course during the 2026-2027 school year.

Rationale for the Course: Curricular Inclusivity and Cultural Competency

- This course will address the need for a curriculum that reflects the cultural, social, and historical diversity of the United States and our students, addressing one of the district's core belief statements: A culture that celebrates diversity and promotes equity.
- It will foster tolerance, empathy, and respect for different perspectives by examining African American history within the broader context of world history.
- Additionally, the course will foster a more inclusive learning environment by celebrating the achievements of African Americans in literature, music, science, politics, and the arts.
- The introduction of this course will provide a solid foundation for the future implementation of an AP African American History course.

Course Benefits:

- **Global Perspective:** Understanding African American history within a global context emphasizes the interconnectedness of historical events and cultures.
- **Skill Development:** Students will develop critical thinking, research, and analytical skills while engaging in open dialogue and discussions.
- **Diversity in Curriculum:** Introducing this course aligns with district goals to create a curriculum that reflects our diverse student population and prepares students for a multicultural world.

Implementation Actions:

- Participation in the College Board AP Summer Institute for African American Studies.
- Staff compensation to write the African American Studies curriculum.





- Purchase of resources and materials to support course implementation.

Strategic Goal Alignment

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

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

Funding Source: Teaching Diverse History Grant Funded

Recommendation: It is recommended that the Board of Education approve the African American History course for implementation in the 2025-2026 academic year.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent



2023-2024 Teaching Diverse Histories Grant Request for Applications

Project Proposal Narrative

A description of needs, as related to the district(s) and/or school(s) that justifies the cultural shifts and understandings of the grant activities, aim to impact. The description should include both qualitative data, such as teacher, student, and community surveys, and quantitative data, including demographic and assessment data.

The call for more inclusive and equitable educational environments is recognized as a pressing need across educational institutions nationwide. This imperative resonates strongly within Hazel Park School District, as evidenced by an equity and school climate survey conducted during the 2022-2023 school year by Hanover Research. The findings of this survey, representing various stakeholder groups including parents/guardians, staff, and students, revealed disparities and opportunities for improvement in the district's educational framework concerning school climate, equity, and inclusion.

One glaring concern is the lack of understanding and empathy among students and staff toward individuals from diverse backgrounds. Only 38% of respondents agreed or strongly agreed that students at HPS treat others from different backgrounds with respect or fairness. This finding highlights the need for shifts aimed at fostering a more inclusive and empathetic school environment. According to the survey results, topics related to DEI are infrequently discussed in class, and students are not regularly learning about different cultures. The infrequency of DEI in instruction is potentially creating an environment where diverse students and staff do not feel welcome in their schools or have confidence in their teachers to understand them and help them succeed. Based on this result, Hazel Park School District must provide quality DEI professional learning for staff members to create a more welcoming and inclusive school community.

There's a significant discrepancy in the representation of racial and ethnic identities within the district's teaching staff compared to its student body. 50% of the student population identifies as White and 43% as Black or African American. The teaching staff remains predominantly White (80%), failing to mirror the racial and ethnic composition of its students. This misalignment not only undermines the principle of representation but highlights the importance of an intentional revision of the district's curriculum, renewal of instructional resources, introduction of new courses, and cultural competency training to elevate the voices and histories of all students. This data point also suggests a potential gap in understanding and relating to the experiences of students from marginalized communities.

Academic performance data further underscores the urgency of addressing these disparities, particularly in the realm of social studies education. Low proficiency rates, especially in social studies (11%), highlight deficiencies in the existing curriculum and instructional approaches. It is evident that the existing curriculum fails to engage students and adequately represent their diverse experiences and histories. Compounded by outdated textbooks and curricular materials, which fail to adequately represent diverse historical narratives and marginalized communities, it is imperative to revise and update the district's social studies curriculum and access to equitable and inclusive resources.

To address these multifaceted challenges, Hazel Park School District must invest in a comprehensive journey toward equity and inclusion. In addition to researching to determine the root causes of existing disparities, the district must provide robust professional development focused on diversity, equity, and inclusion. Additionally, curricular revisions and textbook updates must prioritize histories of communities of color, marginalized communities, and local histories

that have often been overlooked or marginalized in traditional curricula. This work must draw from the foundation of a tool, such as Midwest Equities, Assessing Bias in Curriculum and Standards, framework, to ensure depth of understanding and true change. Through deliberate action and a commitment to diversity and inclusion, the district can better prepare students to navigate an increasingly diverse and interconnected world.

The proposal includes a description of the expertise that will be supporting this work. This may consist of experts from higher education, specific community partners, and/or representation from capacity communities that have been historically marginalized. There is also a description of the capacity within the applying district to manage this grant, including central office expertise. Evidence of expertise is provided with resumes or vitae.

The implementation of the grant activities will be supported by building and district-level staff members, key partners from Oakland University's School of Education, and other experts in the surrounding community. We will leverage district leaders to provide support and oversight to ensure grant activities are implemented and budget allocations are aligned with the application. For the activities outlined in the grant application to have a positive impact on our students and school community, teachers must be a part of this work and have opportunities to participate in comprehensive and immersive professional learning concerning the teaching of the fullness of American history and cultural competency. Hazel Park School District has a strong partnership with Oakland University's School of Education. Dr. Robert Marting, Dr. Albert Hodge, and members of the Social Studies Department at Oakland University are committed to supporting the grant activities and working with our teams as thought partners.

Dr. Stephanie Dulmage, Assistant Superintendent of Teaching and Learning

- An educational leader with 38 years of service, deeply committed to fostering educational change, prioritizing student-centered approaches, and cultivating culturally responsive learning environments.
- Assistant Superintendent of Teaching and Learning facilitating the development and implementation of comprehensive curriculum, instruction, and assessments rooted in equitable, inclusive opportunities for PK-12 students.
- Provide leadership and strategic visioning as a member of the Executive Council and supervision of the district Teaching and Learning Department
- Grant support includes the following:
 - District Level Grant Management and Budgeting
 - Expertise in Curriculum Writing
 - Supervision of Teaching and Learning Environments, Curriculum Writing and Revision, and Selection of Curricular Resources
 - Networking Partner with Oakland University
 - District-level support for sustained implementation of grant strategies and activities beyond the life of the grant

Dr. Carla Postell, Executive Director of Teaching, Learning, and Equity

- Over 25 years in education: teacher, district ELA consultant, building administrator, central office administrator and adjunct faculty
- Dissertation Research Topic: *African American Students' Experiences, Achievement and Outcomes; Examined through the Lenses of Teacher Expectations, Racial Congruence and Stereotype Threat*
- Urban and suburban public school district experience
- Knowledgeable of external diversity and inclusion initiatives,
- Trained and certified in diversity, equity and inclusion in the workplace
- Experience in curriculum development, leadership development and professional development
- Facilitation of focus groups for parents, staff and students
- Presented at national conferences on topics: Diversity, Equity, Inclusion, Best Practices, African

- American students and Teacher Expectations, Leading While Black
- Grant support for this project will reflect in the following based on my skills and experience:
 - Diversity, Equity & Inclusion expertise
 - Curriculum development experience
 - Selection of equitable curricular resources
 - Identification of student and staff learning opportunities and experiences
 - Focus Group facilitation

Samantha Geldhof

- Over 15 years of experience teaching, coaching, and leading professional development in urban settings
- Experience in curriculum writing, state standard development, and assessment creation to remove bias and prioritize the histories of marginalized communities
- Extensive pedagogical and content knowledge in secondary social studies having taught 3 AP courses, standard civics & government, world & U.S. history, psychology, and middle school geography.
- Considerable experience teaching culturally and academically diverse students ranging from gifted to beginner ESL, and including students with severe cognitive disabilities in both high achieving and underperforming urban schools.
- Background in leading and creating professional development sessions in the areas of equity, restorative justice, trauma-informed teaching, classroom management, and technology use best practices
- Grant support includes the following:
 - Rewriting the secondary curriculum to include primary and secondary sources, performance tasks, field trips, guest speakers, culminating events, etc. that better reflect Hazel Park's student population and represents diverse historical narratives and marginalized communities

Dr. Robert Martin

Robert A. Martin taught middle and high school in private and public schools for 25 years and served as a building and central administrator for 15 years in the metropolitan Detroit area. He is currently in his 8th year on faculty at Oakland University as the coordinator for the Masters of Education in Educational Leadership. His research areas are Social Justice and Equity challenges, Leadership, and Student Engagement. Robert has facilitated student and parent Focus Groups for MDE and throughout Oakland and Macomb counties.

Grant support includes the following:

- Collaborating with the district in evaluating and selecting textbooks and supplemental instructional material,
- Participate in district social studies department curriculum development, project learning development, and designing student-led instructional activities and topic options, and
- Participate in district curriculum department assessment and evaluation development process and cross-curriculum planning, among other things.
- Facilitating connections with the Oakland University staff and other experts

Dr. Albert Hodge

- 38 years in education (31 years of Pk-12 education teaching all levels; 7 years in higher education) 4 years of Pk-6 building administration; 14 years in school business management as school director and business manager.
- Professional development organization for vertical curriculum development, alignment, assessment, and evaluation; District curriculum coordination between seven K- 6 district schools; ELA department curriculum coordination among 5 junior high schools and 5th 12th-grade music program.

- Developed and implemented a vision, mission, and strategic plan that provided an education program to 33 schools in six counties and five colleges (39 building locations) in Southeast Michigan; Supervised district departmental staff for 25 schools (servicing 15,000 students)
- Dr. Hodge will contribute to the development, implementation, and sustainability assessment of the program by
 - Contacting, communicating, and gaining & relaying guidance from local and national experts in African American Diaspora history,
 - Collaborating with the district in evaluating and selecting textbooks and supplemental instructional material,
 - Participate in district social studies department curriculum development, project learning development, and designing student-led instructional activities and topic options, and
 - Participate in district curriculum department assessment and evaluation development process and cross-curriculum planning, among other things.

A description of the activities and implementation process that supports teaching the fullness of American history. The description must include activities focused on high-quality professional learning to be delivered at the school level to support teachers’ implementation of best practice social studies instruction and the cultural shifts and understandings outlined in the needs analysis.

Strategy 1: High-Quality Professional Learning.

The Hazel Park School District is committed to providing high-quality professional learning opportunities to support teachers in implementing best practices for social studies instruction and fostering a deeper understanding of American history. To achieve this, the district has devised a multi-layered plan that targets teachers and administrators, with a specific focus on social studies teachers and the curriculum writing team. To deepen culturally responsive teaching practices, the district will support a series of book studies on texts such as Cultivating Responsive Teaching and the Brain, Cultivating Genius, Social Studies for a Better World: An Anti-oppressive Approach for Elementary Educators, and The Civically Engaged Classroom. We will also partner with local and/or national experts to provide professional learning for staff and other stakeholders (local community, parents/guardians, Board of Education). To increase the depth and fidelity of the high school course offerings, we are requesting funds for teachers to take a graduate-level African American History course and the College Board AP Summer Institute for the AP African American Studies course.

Activities

1. Training on Midwest Equity’s Assessing Bias in Curriculum and Standards rubric for the curriculum writing team
2. Book Studies on the following texts:
 - a. Social Studies for a Better World: An Anti-oppressive Approach for Elementary Educators (Equity and Social Justice in Education)
 - b. The Civically Engaged Classroom
 - c. Cultivating Responsive Teaching and the Brain
 - d. Cultivating Genius
3. Speaker series with local history experts to present to the community, staff, and/or students
4. Presentations/Professional learning facilitated by local history experts/professors to guide the curriculum writing team

5. Consultation fees for local experts or professors to provide background knowledge in the history of the community and surrounding areas and/or to develop inquiry, project-based units of study

Comprehensive and intentional professional learning will provide the foundation for the development of curriculum and selection of resources that center communities of color and local histories that have been overlooked or marginalized in traditional curricula. These activities focus on course offerings, curriculum revisions, and the selection of resources.

Strategy 2: Expand Course Offerings: African American History and AP African American Studies Courses

Introducing an African American history and AP African American Studies course at the high school level offers many opportunities to enhance our cultural competency and ensure that our curriculum is inclusive and representative of the diverse experiences and significant contributions of African Americans to American history and society. These courses will foster a deeper understanding of the diverse cultural, social, and historical experiences within the United States, promoting tolerance, empathy, and respect for different perspectives. Understanding African American history within the broader context of world history also provides students with a more global perspective and encourages them to recognize the interconnectedness of different historical events and cultures. The introduction of the AP African American Studies course will prepare students with college-level coursework and expose them to fields of study, such as African American studies, history, sociology, and ethnic studies, that they may pursue in higher education.

By providing students with accurate and nuanced information about African American history, culture, and contributions, the course will combat stereotypes and prejudice, and encourage open dialogue, empathy, and understanding among students from diverse backgrounds, fostering a more inclusive and equitable learning environment. This course provides an opportunity to celebrate the achievements, innovations, and contributions of African Americans to various fields, including literature, music, science, politics, and the arts. Most importantly, this learning experience will empower African American students by validating their cultural heritage and providing them with positive role models from history, which can contribute to a stronger sense of identity and self-esteem.

Description of Activities

1. Completion of a graduate level course in African American History
2. Curriculum writing for the African American History and AP African American Studies courses
3. Participation in the College Board AP Summer Institute for African American Studies
4. Purchase of the text book for From Slavery to Freedom and Freedom on My Mind, A History of African Americans
5. Purchase of Supplemental texts such as Caste: The Origins of Discontent and the New Jim Crow

Strategy 3: K-12 social studies curriculum revisions to include 2-3 week mini units showcasing the role of women, people of color, and local history.

Creating 2-3 week mini units in targeted K-12 social studies courses that focus on communities of color and marginalized groups in our local history. This approach is grounded in the belief that students deserve to learn about and share their own stories and histories and that doing so will support them in becoming leaders and thinkers in their schools and communities. The project ultimately hopes to foster the historian, storyteller, advocate, and leader of each young person in the Hazel Park/Ferndale/Detroit area. Similar curriculums have been developed across the country and have been deemed very impactful. In 2019, Baltimore City Public Schools implemented a new social studies

curriculum, [BMore Me](#). The curriculum, focused on grades 6-12, is grounded in the idea that leaning into young people's sense of who they are and where they are from is key to their growth. [Outcome data](#) indicates that these experiences had a positive impact on students. Based on these outcomes, Hazel Park will draw inspiration from this project, and the Michigan Standards to develop and embed inquiry-based units of study in K-12 social studies curriculum. Following the development of these units of study, we will engage in a case study that includes qualitative and quantitative student and parent/guardian feedback. This information will be shared at the county level through the social studies network meetings. Hazel Park has elementary and secondary representation on these committees.

1. Developing Questions and Planning Inquiries
2. Applying Disciplinary Concepts and Tools
3. Evaluating Sources and Using Evidence
4. Communicating Conclusions and Taking Informed Action

Important Note: Hazel Park School District understands that the focus of the grant is middle school and high school students. 6-12. However, we will be writing the curriculum and reviewing resources in grades K-12 so we can build capacity and a strong foundation of inclusive experiences for our students district-wide.

Hazel Park School District utilizes the UbD Curriculum Writing format to ensure that the curriculum is standards-aligned, driven by transfer goals and overarching essential questions. The district is in the process of revising all K-12 social studies curricula driven by the following long-term transfer goals:

- T1: Apply knowledge of political, economic, and social systems to solve complex problems, take informed action, and actively participate as a global citizen.
- T2: Use knowledge of patterns of history and geography to gain multiple perspectives about the present and prepare for the future.
- T3: Develop global awareness by analyzing past and present issues from diverse perspectives and points of view to effectively collaborate respectfully.
- T4: Use critical thinking skills to evaluate information from varied sources to communicate findings and make informed decisions.

Michigan K-12 Standards Social Studies Alignment

We will prioritize standards that address teaching of the fullness of American history, including, but not limited to, the teaching of the history of communities of color and other marginalized communities, the teaching of local history, and the teaching of cultural competency. However, we believe this will also help our students deepen their understanding in the areas of Civics, Economics, and World History as they engage deeply with content and participate in robust, student-led inquiry.

Kindergarten

- K – C2.0.3 Describe fair ways for groups to make decisions.

1st Grade

- 1-H2.0.2 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family.
- 1-H2.0.3 Use historical sources to draw possible conclusions about family or school life in the past.
- 1-H2.0.4 Compare life today with life in the past using the criteria of a family, school, jobs or communication.

- 1-H2.0.5 Identify the events or people celebrated during U.S. national holidays and why we celebrate them.

2nd Grade

- G2.0.1 Compare the physical and human characteristics of the local community with those of another community.
- G2.0.2 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).
- G4.0.1 Describe land use in the community (e.g., where people live, where services are provided, where products are made).
- G4.0.2 Describe the means people create for moving people, goods, and ideas within the local Community.
- G4.0.3 Use components of culture to describe diversity in the local community. Examples may include but are not limited to: foods, language, religion, traditions.
- G5.0.1 Suggest ways people can responsibly interact with the environment in the local community.
- G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.

3rd Grade

- 3–H3.0.6 Use a variety of sources to describe interactions that occurred between Indigenous Peoples and the first European explorers and settlers in Michigan.
- 3–H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan (pre-statehood).
- 3–H3.0.4 Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories.
- 3–H3.0.5 Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, used, and/or modified their environments.
- 3–H3.0.10 Create a timeline to sequence and describe major eras and events in early Michigan history.
- 3–G4.0.2 Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors).
- 3–G4.0.4 Use data and current information about the Anishinaabek and other Indigenous Peoples living in Michigan today to describe the cultural aspects of modern life

4th Grade

- 4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.
- 4 – H3.0.3 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.
- 4 – H3.0.4 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continue to affect the location and growth of Michigan cities.
- 4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same activity or a related activity in the past.
- 4 – H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.

5th Grade

- 5 – U1.1.1 Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains.
- 5 – U1.1.2 Compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment.
- 5 – U1.1.3 Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.
- 5 – U1.4.1 Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.62

- 5 – U1.4.2 Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.
- 5 – U1.4.3 Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples.
- 5 – U1.4.4 Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans.

6th Grade Geography

- 6 – G1.2.6 Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population.
- 6 – G2.2.4 Interpret population pyramids from different countries including birth rates, death rates, male-female differences, and the causes and consequences of the age structure of the population.
- 6 – G2.2.5 Generalize about how human and natural factors have influenced how people make a living and perform other activities in a place.
- 6 – G4.4.1 Identify factors that contribute to cooperation and conflict between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
- 6 – G4.4.2 Evaluate examples of cooperation and conflict within the region under study from different perspectives.

7th Grade World History and Geography

- 7 – W4.1.3 North America to 1500 CE – use a case study to describe the culture and economy of Indigenous Peoples in North America prior to 1500.

8th Grade U.S. History

- U6.1.1 America at Century’s End – compare and contrast the United States in 1800 with the United States in 1898, focusing on similarities and differences in:
 - territory.
 - population.
 - systems of transportation.
 - governmental policies promoting economic development.
 - economic change.
 - the treatment of African-Americans.
 - the policies toward Indigenous Peoples
- U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.
- U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement.

H.S. U.S. History

- 6.1.1 Factors in the American Second Industrial Revolution – analyze the factors that enabled the United States to become a major industrial power, including
 - the organizational revolution.
 - the economic policies of government and industrial leaders.
 - the advantages of physical geography.
 - the increase in labor through immigration and migration.
 - the growing importance of the automobile industry.
- 6.1.2 Labor’s Response to Industrial Growth – evaluate the different responses of labor to industrial change, including the development of organized labor and the growth of populism and the populist movement.
- 6.1.3 Urbanization – explain the causes and consequences of urbanization, including

- the location and expansion of major urban centers and their link to industry and trade.
- internal migration, including the Great Migration.
- the development of cities divided by race, ethnicity, and class, as well as the resulting tensions among and within groups.
- different perspectives about the immigrant experience.
- 6.3.1 Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform.
- 7.2.3 Impact of World War II on American Life – analyze the changes in American life brought about by U.S. participation in World War II, including:
 - the mobilization of economic, military, and social resources.
 - the role of women, African Americans, and ethnic minority groups in the war effort, including the work of A. Philip Randolph and the integration of U.S. military forces.
 - the role of the home front in supporting the war effort.
 - the conflict and consequences around the internment of Japanese-Americans.
- 8.3.1 Civil Rights Movement – analyze key events, ideals, documents, and organizations in the struggle for African-American civil rights including
 - the impact of World War II and the Cold War.
 - Responses to Supreme Court decisions and governmental actions.
 - the Civil Rights Act (1964).
 - protest movements.
 - rights.
 - organizations.
 - civil actions.
- 8.3.5 Tensions and Reactions to Poverty and Civil Rights – analyze the causes and consequences of the civil unrest that occurred in American cities, by comparing civil unrest in Detroit with at least one other American city.

H.S. Civics

- C – 4.2.2 Explain how significant historical events, including but not limited to the suffrage movements and the civil rights movements, resulted in changes to the interpretation of and Amendments to the U.S. Constitution.
- C – 6.4.1 Explain and evaluate how people, individually or collectively, seek to bring the United States closer to its Democratic Values.
- C – 6.4.2 Identify, discuss, and analyze methods individuals and/or groups have chosen to attempt social and legal change. Assess the effects of civil disobedience, social movements, demonstrations, protests on society and law.
- C – 6.4.3 Identify and describe a local, state, national, or international public policy issue; research and evaluate multiple solutions; analyze the consequences of each solution and propose, defend, and take relevant action to address or resolve the issue.

H.S. World History

- 6.2.3 Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts.
- 6.1.2 Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.
- 6.1.3 Increasing Global Interconnections – describe the increasing global interconnections and new global networks that resulted in the spread of major innovations in governance, economic systems, cultural traits, technologies, and commodities.

H.S. Economics

- 1.1 Individual, Business, and Government Decision Making Individually and collaboratively, students will

engage in planned inquiries to explain and demonstrate how individuals confront scarcity, and how market forces influence how they organize, produce, use, and allocate resources in its presence

The curriculum writing team will draw on a variety of resources to accomplish this work, including the following:

- Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standard
- Teaching the College, Career, and Civic Life (C3) Framework, Part 2
- Social Studies for a Better World: An Anti-oppressive Approach for Elementary Educators (Equity and Social Justice in Education)
- The Civically Engaged Classroom
- Teaching Comprehensive History Learning series
- Michigan Social Studies Hub - content-based inquiries
- Community in Context: Using local history to develop teachers' historical inquiry skills (Halvorsen, et.al., 2019)

Description of Activities

1. Development of 2-3 inquiry-based units of study to embed in K-12 social studies curriculum
2. Presentations and/or professional learning by local history experts/professors to guide the curriculum writing team
3. Consultation fees for local experts to provide background knowledge in the history of the community and surrounding areas and/or to develop inquiry, project-based units of study
4. Engagement through onsite visits to the Charles H Wright Museum experts for research and access to resources for the curriculum writing team
5. Students taking the African American History and AP African American Studies with participate in a field trip to the Charles H Wright Museum
6. Purchase of Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standard and Teaching the College, Career, and Civic Life (C3) Framework to support the development of high-quality K-12 curriculum.

Strategy 4: Purchasing new texts for updated ELA and social studies curriculums to promote inclusivity and multicultural understanding

Our current high school social studies textbooks were published in the early 2000s and are falling apart. In addition to being in bad shape physically and missing 20 years of historical events, they do not accurately reflect current-day cultural competencies, nor the historical revisionism that has occurred in the last 10-15 years.

For example, The [Glencoe World History textbook](#) we currently use was published in 2007. It is glaringly Eurocentric, with a disproportionate amount of the units/pages spent on European events vs time spent on other continents. It also intentionally misrepresents controversial historical events involving people of color. For example, we have to teach a lesson in high school world history where students rewrite a page from the Glencoe textbook to accurately reflect the atrocities committed by Belgium in the Congo. [Click](#) for further details. Updated textbooks are necessary to prioritize histories of communities of color and marginalized communities for the following reasons:

- Inclusion of Diverse Perspectives: New textbooks often include diverse perspectives, voices,

and experiences that may have been previously marginalized or overlooked in older textbooks, promoting inclusivity and multicultural understanding.

- Updated Content: New textbooks incorporate the latest historical research, events, and interpretations, ensuring that students receive accurate and relevant information.
- Relevance to Contemporary Issues: New textbooks explore contemporary issues, debates, and challenges facing society, empowering students to understand the relevance of social studies in their lives and communities.
- Cultural and Global Awareness: New textbooks foster cultural awareness, global perspectives, and civic responsibility, helping students develop empathy, respect, and appreciation for diverse cultures and societies around the world.

As discussed, this work must start with building the capacity and culturally responsive teaching skills of the adults in our system. We have not included a list of student resources (textbooks, supplementary texts, other primary sources) because we are committed to using a comprehensive, research-based process for selecting resources that are bias-free, and represents American history that reflects the diversity of the state, communities of color, and our local community. The process will include Midwest Equity's Assessing Bias in Standard and Curriculum and engagement with local and national experts.

Hazel Park School District has prioritized the purchase of both informational and narrative text that increases access to diverse reading materials so all students have access to educational materials that positively reflect learners' identities and lived experiences. Our goal is to promote inclusivity, respect for other perspectives, and elevate the voice of all students and our full school community. This has been accomplished through the expansion of classroom libraries at all levels and the implementation of the American Reading Company Core reading program. ARC Core was selected because of its commitment to using authentic texts that are diverse in terms of perspective, culture, topic, genre, and time period. If awarded this grant, we will continue to expand and diversify classroom libraries throughout the district.

Strategy 5: Future Teacher Club

Hazel Park has experienced persistent staffing shortages for the past 3-5 years with steady increases in turnover rates. We need to foster a culture that supports future education. For that reason, Hazel Park will be starting a Future Teacher Club through The EXPLORE grant program. The Future Teacher Club will allow Hazel Park to grow and diversify the educator workforce and reduce educator shortages within our district and the state. The teachers identified to lead the course for this program will be interviewed and accepted based on their desire, knowledge, and interest in supporting the growth of future educators. Future Teacher Club students will be offered the opportunity to attend Future Educator conferences, be trained in the Explore teacher curriculum, participate in summer and fall clubs, and work as classroom aids in our Summer School. We will include our traditional and alternative high school students to help grow and diversify the educator workforce. We will develop outreach strategies to reach students from underrepresented communities, first-generation, and economically disadvantaged.

A description of the experts who will collaborate with the district to develop the professional development to support teachers' implementation of best practice social studies instruction and the cultural shifts and understandings outlined in the needs analysis.

In addition to the experts included in the grant application, our partnership with Oakland University will provide access and make connections with a variety of local and national experts.

Hazel Park will seek, consult, and employ the knowledge and resources of local experts from:

- Oakland University’s Department of History, including, but not limited to Dr. Linda Doornbos, Assistant Professor, and co-author of *Community in Context: Using Local History to Develop teachers’ historical inquiry skills*. (2018)
- Oakland County Intermediate School district, including, but not limited to Cornelius Godfrey, Oakland Schools Diversity Consultant to 28 school districts and 106 schools. The Detroit Historical Museum, including but not limited to Tracy Irwin, Chief Exhibitions Enrichment Officer
- Oakland County government’s Chief Diversity, Equity & Inclusion Officer, Harry Weaver III, who is also a former school district Education Director, DEI Trainer, and current county Equity Council Leader.
- The Charles H. Wright Museum of African American History, including, but not limited to Education Specialist, Kyle Sammy and four museum educators.

Hazel Park will also contact, seek, consult, and employ the knowledge and input of leading national experts from:

- Harvard University’s African & African American Studies department’s dean Dr. Lawrence Bobo lawrence_bobo@harvard.edu
- Dr. Myisha S. Eatmon myishaeatmon@fas.harvard.edu and
- Dr. William Julius Wilson https://scholar.harvard.edu/wwilson/contact_owner
- Columbia University’s African American and African Diaspora Studies Department chair, Farah Jasmine Griffin fjg8@columbia.edu
- Howard University’s Afro-American Studies, Department Chair Dr. Michael Ralph michael.ralph@howard.edu
- The Center of Excellence for Educator Preparation and Innovation (EPI) from Voorhees University’s <https://epipathways.org/>

An evaluation plan that details the activities funded with the grant dollars, lessons learned, and recommendations for future work and describes qualitatively and quantitatively the impact on teachers and students. The evaluation plan must also describe how this information will be compiled into a report to be shared with MDE and with social studies leaders, educators, representatives from communities that have been historically marginalized, and other interested stakeholders.

The evaluation plan will utilize both qualitative and quantitative sources of information to provide a comprehensive suite of results that includes meaningful student-level data. This information will target the following goals and all actions outlined in the grant application. Following the aggregation of the data, in collaboration with the district’s Director of Communication, members of the Teaching and Learning Department and the Social Studies Department will develop a comprehensive report to be submitted to the MDE, our school community, and the Board of Education. Our district plans on centering student voices in the report by sharing direct feedback and partnering to create the final report. If we are to elevate the voices and histories of students of color and marginalized communities, we must allow them to be a part of telling our story.

<u>Data Source</u>	<u>Type</u>	<u>Audience</u>	<u>Collection Date</u>
School Climate Survey	Qualitative	Students	Fall and Spring 2025
Student Belonging Survey	Qualitative	Students and Parents	Spring 2024 and 2025
Student Focus Groups	Qualitative	Students	Fall 2024 and Spring 2025

Number of Courses - Teaching Diverse Histories	Quantitative	Students	Spring 2025
Course Enrollment	Quantitative	Students	Semester 1 and Semester 2 2024-2025 School Year
Course Feedback Survey	Qualitative	Students	Semester 1 and Semester 2 2024-2025 School Year
Number of Equity-Focused Staff Training	Quantitative	Staff	May 2025
Student Focus Curriculum Embedded Inquiry-Based Units	Qualitative and Qualitative	Students	Conclusion of the Unit of Study 2024-2025 School Year



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

To: Board of Education
From: Dr. Amy Kruppe, Superintendent
Subject: Fence and Gate Installations at Elementary Schools
Date: December 16, 2024

We are requesting approval for the installation of fences and standard gates at our elementary schools. This project is crucial for improving the security and safety of our students, staff, and assets. We have identified a growing need for additional physical barriers to protect against elopers (students who may wander off) at the schools and to ensure the security of our buses and maintenance vehicles at the transportation garage.

The total estimated cost has been broken down by building and location. Below are the key details of the project:

Project Overview

1. Elementary Schools

- **Purpose:** The installation of secure fencing and gates around the school perimeters will prevent students from leaving the school grounds without proper supervision. This will be particularly beneficial this year as we have several cases of students eloping from the buildings.
- **Scope:** Fences will be installed at each elementary school to create a secure boundary, with standard gates for controlled access.

Location	Cost
Hoover	\$ 6,400
United Oaks	\$ 4,900
Total	\$11,300

- **Locations:** Fencing will be placed at each of our elementary schools where it is deemed necessary for safety.
- **Benefit:** This project will significantly enhance the safety of our students and allow staff to manage entrances and exits more effectively.





Total Project Estimate: \$11,3000.00

Funding Sources: General Fund

Strategic Goal Alignment:

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

Recommendation

That the Board of Education approve the installation of the fence and standard gates, at a cost not to exceed \$11,300.00, as presented.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent

AMERICAN FENCE & SUPPLY CO., INC.

Quote No. 24-1495

Greg Richardson
Hazel Park Schools
1620 E. Elza
Hazel Park, MI 48030
Phone: (248) 658-5200
Fax: (248) 544-5443
Cell:
Email: greg.richardson@mvhpsd.org

Date: Wednesday, November 20, 2024
Estimator: Giles Crouch
Estimator Email: gcrouch@amerifence.com
Expiration Date: Saturday, November 30, 2024
Terms: Net 30; 1.5% per month on past due invoices.

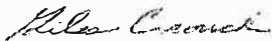
Project Name:		UNITED OAKS ELEMENTARY SCHOOL		
We Propose to furnish all labor and material necessary to perform the following work:				
QTY	UNIT	Description	Unit Price	Total
55	LN/FT	Furnish & install 5'H galvanized chain link fence		
1	EACH	Furnish & install 5'H x 5'W galvanized chain link gate		
2	EACH	Furnish & install 5'H x 12'W galvanized chain link gate		
				58,510.00
<p><i>Due to the interruption in material distribution, and manufacturing supply chains, goods and services may be delayed without notice.</i></p> <p><i>Escalation clause to be included in contract verbiage, and the ability to bill for stored materials.</i></p> <p><i>All payments made to AFS using a credit card will incur a 3.5% processing fee.</i></p> <p><i>Unforeseen digging conditions will incur additional charges</i></p> <p><i>Repairing, or replacing unmarked under drains will not be the responsibility of AFS</i></p> <p><i>Retention excluded when invoicing for stored materials.</i></p>				
			Total . . .	\$8,510.00

Terms and Conditions

- All contracts shall reference these terms and conditions as part of the contract.
- All field employees are 10 hour OSHA trained and certified.
- All work shall be performed using Non-Union / Non-Davis Bacon / Non-Prevailing Wage Rates Labor.
- American Fence shall notify 811 one call utility locating system prior to digging.
- An approved shop drawing must be received prior to fabrication.
- All posts set prior to concrete flat work. coring is additional.
- All posts shall be set in concrete footings.
- American Fence holds no responsibility for any privately owned lines which are not marked.
- All access controls by others, or additional upon request.
- All electric, control wiring, and conduit runs by others.
- Locating, layout and staking of fence lines are by others.
- Grounding by others.
- Clean up of excavated dirt included, all dirt spoils shall remain on site.
- Bonds excluded.
- Local building permits excluded.
- Price excludes everything associated with traffic management.
- Due to the volatility in the construction materials market, our prices contained herein remain firm for a period of 10 days from our proposal date.

Thank you for the opportunity to earn your continued business and remain as your single source for all your fencing needs. Please feel free to contact me with any questions or requests.

Respectfully submitted,



Giles Crouch

AMERICAN FENCE & SUPPLY CO., INC.

Quote No. 24-1493

Greg Richardson
Hazel Park Schools
1620 E. Elza
Hazel Park, MI 48030
Phone: (248) 658-5200
Fax: (248) 544-5443
Cell:
Email: greg.richardson@mvhpsd.org

Date: Wednesday, November 20, 2024
Estimator: Giles Crouch
Estimator Email: gcrouch@amerifence.com
Expiration Date: Saturday, November 30, 2024
Terms: Net 30; 1.5% per month on past due invoices.

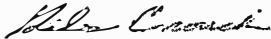
Project Name:		HOOVER ELEMENTARY SCHOOL		
We Propose to furnish all labor and material necessary to perform the following work:				
QTY	UNIT	Description	Unit Price	Total
5	LN/FT	Furnish & install 5'H galvanized chain link fence		
1	EACH	Furnish & install 5'H x 5'W galvanized chain link gate		
1	EACH	Furnish & install 5'H x 12'W galvanized chain link gate		
1	EACH	Furnish & install 5'H x 12'W galvanized chain link gate		
1	EACH	Furnish & install 5'H x 12'W galvanized chain link gate		
				\$6,980.00
<p><i>Due to the interruption in material distribution, and manufacturing supply chains, goods and services may be delayed without notice.</i></p> <p><i>Escalation clause to be included in contract verbiage, and the ability to bill for stored materials.</i></p> <p><i>All payments made to AFS using a credit card will incur a 3.5% processing fee.</i></p> <p><i>Unforeseen digging conditions will incur additional charges</i></p> <p><i>Repairing, or replacing unmarked under drains will not be the responsibility of AFS</i></p> <p><i>Retention excluded when invoicing for stored materials.</i></p>				
			Total . . .	\$6,980.00

Terms and Conditions

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- All work shall be performed using Non-Union / Non-Davis Bacon / Non-Prevailing Wage Rates Labor.
- American Fence shall notify 811 one call utility locating system prior to digging.
- An approved shop drawing must be received prior to fabrication.
- All posts set prior to concrete flat work, coring is additional.
- All posts shall be set in concrete footings.
- American Fence holds no responsibility for any privately owned lines which are not marked.
- All access controls by others, or additional upon request.
- All electric, control wiring, and conduit runs by others.
- Locating, layout and staking of fence lines are by others.
- Grounding by others.
- Clean up of excavated dirt included, all dirt spoils shall remain on site.
- Bonds excluded.
- Local building permits excluded.
- Price excludes everything associated with traffic management.
- Due to the volatility in the construction materials market, our prices contained herein remain firm for a period of 10 days from our proposal date.

Thank you for the opportunity to earn your continued business and remain as your single source for all your fencing needs. Please feel free to contact me with any questions or requests.

Respectfully submitted,



Giles Crouch

8-Wood Fence

248-298-9362

Hazel Park Schools
United Oaks

1-fabricated commercial double gate 5' tall- 13' opening	\$1800.00
1- fabricated commercial double gate 5' tall - 10' opening	\$1600.00
1- fabricated commercial single gate 5'tall- 5' opening	\$800.00
7- 3" posts	\$500
Top rail and fittings	\$200
Total	\$4900.00

Price includes Labor, Materials, and Fabrication
Please make check payable to Joe Gold

8-Wood Fence

248-298-9362

Hazel Park Schools
Hoover Elementary

1- Fabricated commercial double gate 5' tall - 12' opening	\$1600.00
1-Fabricated Commercial double gate 5' tall -18' opening	\$2200.00
1- Fabricated commercial double gate 5' tall - 15' opening	\$1800.00
1-Fabricated Commercial Single gate 5' tall -5' opening	\$800.00
Total	\$6400.00

Price includes Labor, Materials, and Fabrication, and post replacement
Please make check payable to Joe Gold



United Oaks
Elementary School

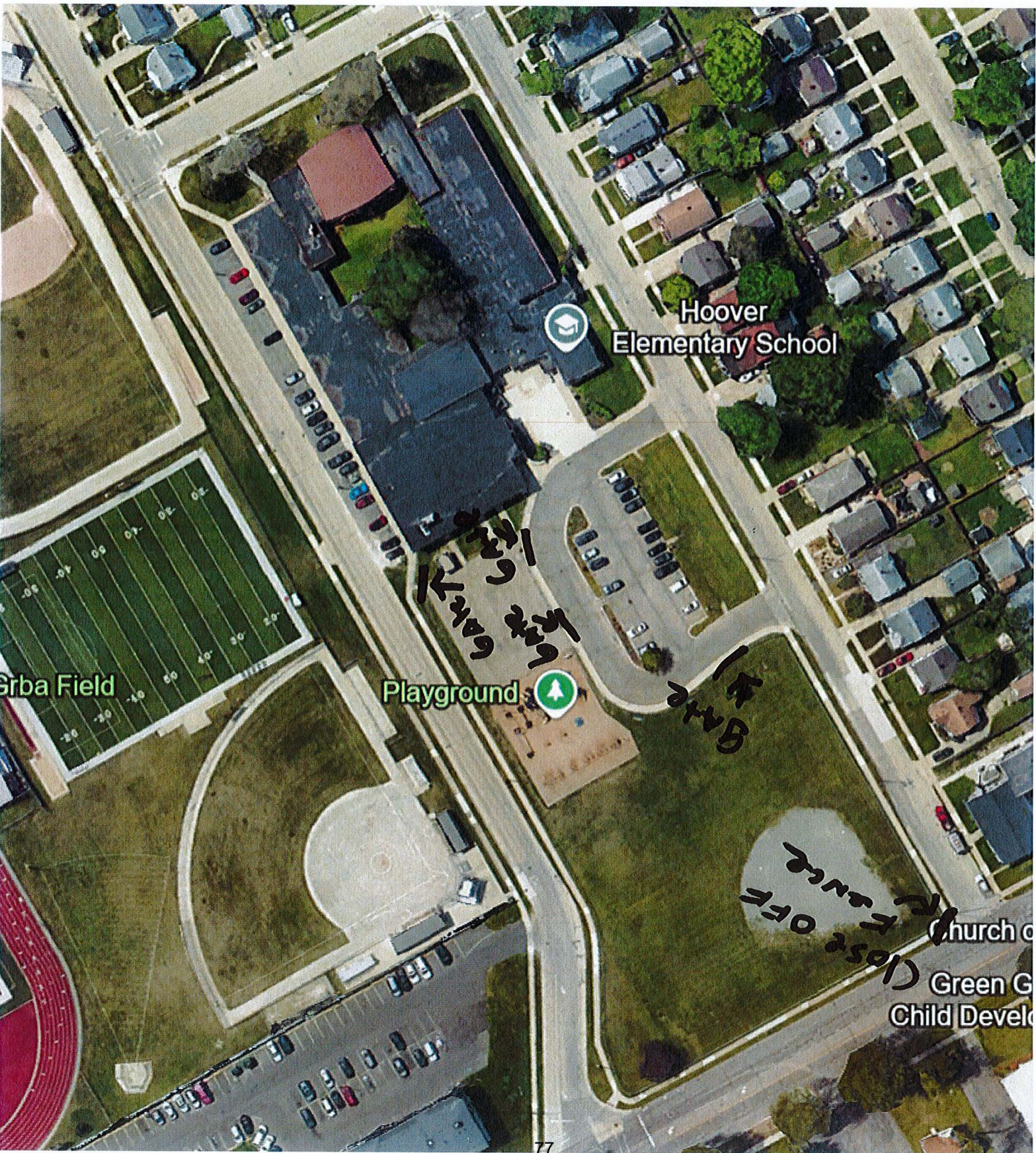
Gate

Fence

Fence

Fence
GATE

GATE



Hoover
Elementary School

Grba Field

Playground

Church of
Green G
Child Develo



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

To: Board of Education
From: Dr. Amy Kruppe, Superintendent
Subject: Athletic Trainer Contract for 2024-2025
Date: December 16, 2024

We are seeking approval for the renewal of the athletic trainer contract for the 2024-2025 school year. This contract ensures the continuation of vital athletic training services for high school and junior high sporting events, providing essential support in injury prevention, on-site care, and rehabilitation for student-athletes. The athletic trainer plays a critical role in promoting the health and safety of our student-athletes, contributing to the success of our athletic programs.

The district has an ongoing need for professional athletic training services to ensure the safety and well-being of student-athletes during practices and competitions. This contract renewal continues the relationship with Michigan Athletic Trainers, who has successfully provided these services this fall. We also continue to have posted and are looking for a full time athletic trainer for the school. Michigan Athletic Trainers has demonstrated expertise in injury prevention, on-field assessment, and rehabilitation, contributing to the success of our athletic programs.

Key Terms of the Contract

- Duration: The contract covers the 2024-2025 school year.
- Scope of Services:
 - Injury prevention and assessment.
 - On-site support during high school and junior high practices and games.
 - Development and monitoring of rehabilitation programs for injured athletes.
- Compensation: The cost breakdown is outlined in the attached contract.

Funding Sources: General Fund

Strategic Goal Alignment:

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

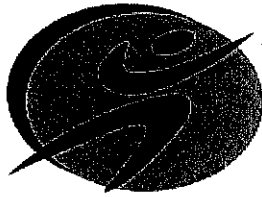
Recommendation

That the Board of Education approve the contract with Michigan Athletic Trainers for the 2024-25 school year, at a cost not to exceed \$7,910.00, as presented.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent





MICHIGAN ATHLETIC TRAINERS

2024-2025 Hazel Park High School Athletic Training Winter
Contract/Estimate

Please note this Contract/Estimate is valid for 2 days. Terms and conditions may change if the document is not received prior to 11/26/2024 at 5 P.M.

This Athletic Training Competitive Event Contract ("Agreement") is made as of 11/23/2024 ("Effective Date") by **Hazel Park High School**, of 23400 Hughes Ave., MI 48030 ("Facility") and **Michigan Athletic Trainers**, of 20059 Pollyanna Drive, Livonia, MI 48152 ("Agency"). The purpose of this Agreement is to set forth the terms and conditions that govern the provision of staffing services between Facility and Agency.

Now, therefore, in consideration of the mutual covenants contained in this Agreement, Facility and Agency agree as follows:

1. Definitions

"Principal Contact" means the Agency point of contact with whom the Facility communicates regarding this Agreement, as may be changed by Agency upon notice to Facility.

"Confirmation" means the written communication sent by the Agency to Facility to confirm the position to be placed, the location at which the services will be rendered, the type of facility where the services will be rendered, the time period for the placement, the services to be rendered and the principal contact for Agency.

"Contractor" means the individual that performs the services pursuant to the Confirmation and the rate schedule set forth in this Agreement. Contractor will be licensed in the State of Michigan and, if required due to the nature of the services to be rendered, will be certified through the National Athletic Trainers' Board of Certification (NATABOC).

"Position" means the position identified in the Confirmation, such as Certified Athletic Trainer.

"Competitive Event Day" refers to the actual day and time for the scheduled sporting or competitive event.

"Rate" means the applicable hourly rate for each Contractor as set forth in the Rate Schedule attached to this Agreement.

"Services" are those services to be performed by the Contractor based on the type of Position and as set forth in the Confirmation or as modified by written agreement by Facility and Agency.

"Service Facility" is the type of facility at which Services are to be performed, as identified in the Confirmation.

“Emergency Medical Procedures” refers to the steps of action needed during an emergency. “Service Location” is the physical location at which Contractor is to provide Services, as set forth in the applicable Confirmation.

“Rate Schedule” is the attachment to this Agreement which is incorporated by reference herein and made a part hereof, executed by the Facility and the Agency, which sets forth the rates to be paid by the Facility to Agency for Services rendered pursuant to this Agreement.

2. Provision of Contractor. In response to a request for staff by Facility, Agency will submit one or more names of prospective Contractors along with their qualifications for the Position.

3. Provision of Services. All Services shall be performed by Contractor in accordance with the Confirmation agreed upon in writing by Facility and Agency. The Contractor shall perform the Services at the Service Location, provided, however, Agency may be asked by Facility, with reasonable notice to the Contractor, to occasionally provide Services at an alternate location.

4. Payment Terms

4.1 Payment Terms

Facility shall pay Agency one half the total amount of the season prior to services being provided and the remaining one half total after the final scheduled event. Final payment must be received within ten (10) business days after the last scheduled competitive event. An additional ten (10) percent of the total contract will be administered to the final bill if payment isn't received after thirty (30) days.

4.2 Cancellation Fees. Written communication of cancellation of Competitive Event Day Services by Facility must be received by Agency at least 24 hours before the scheduled event. If a timely written communication of cancellation is not received by the Agency from the Facility, the Facility shall pay to Agency a eighty dollar (\$80.00) late fee.

4.3 General. Facility shall pay one half the season fees owed to Agency in U.S. dollars via mail to Agency prior to the first scheduled event. Final payment for services rendered will be invoiced after the last scheduled event. Facility will have ten (10) business days to issue final payments. Overdue payments (10 days past due) owed to Agency shall bear interest at the rate of ten percent (10%) per month or the maximum rate allowed under applicable law, whichever is greater. Facility shall indemnify Agency for all costs, including expenses and attorney's fees, incurred by Agency in the collection of overdue payments.

5. Agency Duties and Responsibilities. Agency shall:

- a.** Require that each Contractor abide by Facility procedures and policies of which Facility has informed Contractor.
- b.** Require that each Contractor maintain at least One Million Dollars (\$1,000,000.00) per medical incident and Three Million Dollars (\$3,000,000.00) aggregate occurrence based professional liability insurance. The City of Hazel Park School District (District) shall be a named insured in any Liability Insurance policy or rider obtained by either Michigan Athletic Trainers and any Contractor provided by Michigan Athletic Trainers. The District shall remain a named insured on any policy during the term of this agreement.
- c.** Supply all necessary Contractor credentialing documentation to the Facility. Agency will provide state license and proof of liability insurance when requested for each contractor that will provide services for event coverage.

- d. Have the right to replace a Contractor with another qualified person upon reasonable notice to Facility.
- e. Provide athletic training coverage for all home competitive events for specified events listed in the Schedule of Events.
- f. Provide all Services for the Position, which Services incorporate the National Athletic Trainers' Board of Certification Standards of Professional Practice and include emergency and medical referrals when necessary.
- g. Provide basic first aid supplies, including tape. (Agency is **NOT** responsible for providing Automated External Defibrillator (AED), vacuum splints, or durable medical supplies including crutches, immobilizers, wheelchairs, cervical collars, or spine boards or other similar devices).
- h. Inform the coaches, parents and athletes of injury assessments, risks of injuries, procedures, and course of action following an injury. Emergency Medical Procedures will be administered by the Contractor if the athlete is unable to move of his/her own free will or the Contractor determines that Emergency Medical Services (EMS) is required. When EMS personnel arrive, Contractor will inform EMS of injury and condition of athlete. It is the responsibility of the Facility, by its contact person at the event, to call and request EMS services. Facility and its Contractors **are not** responsible for and shall not be held liable for injuries or damages sustained by an athlete who re-enters an athletic event following an injury addressed by the Contractor.

6. Facility Duties and Responsibilities. Facility shall:

- a. Schedule the hours to be worked by the Contractor and supervise the Contractor on the Competitive Event Day(s). (Agency **shall not** control, direct, or assume any responsibility for Contractor's activities and **is not** responsible for Contractor's tax withholding, FICA, SUTA, FUTA, worker's compensation, benefits or any other kind of withholding required by law). Facility shall not entrust Contractor with cash, keys, credit cards, or any other valuables. Facility must provide the Service Facility and access to the Service Facility for each competitive event.
- b. Not, acting alone or in conjunction with others, including but not limited to its employees, agents or representatives, directly or indirectly, solicit or offer employment to or hire or contract with any Contractor during the term of this Agreement and/or for a period of one (1) year after the last day of Services provided by such Contractor pursuant to this Agreement. Notwithstanding the above, Facility may solicit, offer employment to, hire or contract with any Contractor, provided (i) prior to soliciting, offering employment to, hiring or contracting with any such Contractor, Facility notifies Agency in writing of its desire to solicit, offer employment to, hire or contract with such Contractor, such notice to be given no less than fourteen (14) days prior to any such contact with Contractor, and (ii) prior to the hire or contract date for such Contractor, Facility: (a) executes an amendment with Agency pursuant to which the applicable Rate Schedule is terminated and Facility agrees to pay Agency a placement fee of twenty percent (20%) of the gross annual compensation accepted by the Contractor ("Permanent Placement Fee"); and (b) Agency receives payment from Facility of the Permanent Placement Fee for the Contractor.
- c. Call and request EMS when necessary.
- d. Contact parents/guardians regarding all injuries to an athlete.

- e. Determine, with the input of a licensed physician, the athlete's return to competition.
- f. Contact the Agency's Principal Contact with any questions or concerns.
- g. For purposes of this Section, "Restrictive Period" shall mean a period of commencing from the date of execution of this Agreement and ending upon the expiration of two (2) years from the date of termination of this Agreement for any reason whatsoever. Agency covenants, warrants and agrees, for the benefit of the Facility, and their respective successors and assigns, that neither:
 - (1) For the Restrictive Period, Agency shall not directly or indirectly divert, or by aid to others, do anything which would tend to divert, any business from the Facility.
 - (2) For the Restrictive Period, Agency shall not, directly or indirectly employ or solicit for employment, or advise or recommend to any other school, business, firm, partnership, individual, or corporation that it employs or solicits for employment any other employee of the Facility who was employed by the Facility during any of the time of Agency's contract with the Facility.

7. Term, Termination and Renewal. The term of this Agreement commences on the Effective Date and continues for a period of one (1) year with automatic consecutive one (1) year renewals, unless earlier terminated by one of the parties, with or without cause, upon thirty (30) days prior written notice.

8. Scheduled Events. Facility will provide Agency with a Schedule of Events that reflect the Competitive Event Days. The Schedule of Events operates as an addendum to this Agreement. Agency agrees to provide Contractor(s) for the Competitive Event Days set forth in the Schedule.

9. Relationship of Facility and Agency. In the performance of the Services to be rendered pursuant to this Agreement, it is mutually understood and agreed that Agency and its employees, agents and Contractors shall be, and at all times are, acting and performing as independent contractors as to Facility. As such, Agency and its employees, agents and Contractors shall not be deemed an agent, joint venturer, partner, employee or servant of Facility.

10. Confidentiality. Facility acknowledges and agrees that the terms of this Agreement, the Rates, the Rate Schedule and the practices of Agency are confidential and proprietary and Facility shall not divulge any information relating to these matters to any person or entity except (i) to those Facility employees that have a need to know and (ii) to the extent required by applicable law or court order, provided Facility notifies Agency in writing of the demand for disclosure so that Agency can respond prior to the date and time of the requested disclosure.

(1) Except as otherwise provided in this Agreement, or as the Facility may otherwise consent to in writing., Agency shall keep confidential and not disclose, or make any use of, except for the Facility's benefit, at any time, either during or subsequent to the termination of this Agreement, any trade secrets, formulae, methods, techniques, computations, knowledge, data or other information of the Facility relating to products, processes, know-how, marketing, teaching, selling ideas, selling concepts, equipping processes, customer lists, student names or

addresses, student parents' names and addresses, forecasts, marketing plans, strategies, pricing strategies, computer programs and copyrightable or patentable materials, or other confidential information or subject matter pertaining to the Facility's business, or any of its clients, customers, students, student parents, Agencies, which an Agency may produce, use, view, or otherwise acquire during while engaged pursuant to this Agreement ("Proprietary Information")

(2) Agency acknowledges and agrees that Proprietary Information has been or may or will be given to Agency in confidence, solely to permit such Agency to fulfill its/his/her obligations to the Facility under this Agreement, and that such information derives actual or potential economic value by virtue of its confidentiality and nondisclosure to the public or other persons who could obtain economic value from their disclosure or use. The Agency also consents to and agrees that all previously completed work with the Agency shall not, under any circumstance, deliver, reproduce or allow any Proprietary Information, or any documentation relating thereto, to be delivered to, or used by, any person or entity whatsoever without specific written consent of a duly authorized representative of the Facility. Agency will not reveal the names of the Facility's personnel to any competitor, or representative of a competitor.

11. Limitation of Liability. The liability, if any, of Agency and its employees, agents and Contractors with regard to this Agreement for any claims, costs, damages, losses and expenses for which they are or may be legally liable, whether arising in negligence or other tort, contract, or otherwise, shall not exceed in the aggregate the amount due Agency from Facility under this Agreement. In no event shall Agency, its employees, agents and Contractors be liable for indirect, special or consequential damages.

12. Indemnification. Facility agrees to indemnify, hold harmless and defend Agency, its employees, agents and Contractors from and against any and all claims, suits, damages, fines, penalties, liabilities, and expense (including attorney's fees and costs) arising from (i) any breach of this Agreement and/or (ii) any act or omission by Facility, its employees and agents relating to an injury to an athlete who obtained Services under this Agreement. However this indemnification does not include the rights given to the Agency in section 4.3. Facility and Agency agree to indemnify and hold harmless the other party. The Agency and Facility shall each be responsible for their own claims, suits, damages, fines, penalties, liabilities, and expenses (including attorney's fees and costs) arising from negligence or other tort, contract or otherwise.

13. General.

13.1 This Agreement is made in and shall be governed by and controlled by the laws of the state of Michigan as to interpretation, enforcement, validity, construction, and effect and in all other respects.

13.2 Facility may not assign this Agreement (by operation of law or otherwise) without the prior written consent of Agency, and any prohibited assignment shall be null and void.

13.3 If any provision of this Agreement is held to be invalid or unenforceable, the remaining provisions of this Agreement shall remain in full force and effect.

- 13.4 The failure by a party to exercise any right hereunder shall not operate as a waiver of such party's right to exercise such right or any other right in the future.
- 13.5 Neither party shall discriminate based on religion, race, creed, national origin, age, sex, or handicap.
- 13.6 All notices required or permitted under this Agreement shall be in writing and sent to the addresses reflected above.
- 13.7 This Agreement, the Confirmation, the Rate Schedule and the Schedule of Events constitute the entire agreement between the parties concerning the subject matter herein. This Agreement replaces and supersedes any prior verbal or written understandings, communications, and representations between the parties. This Agreement may be amended only by a written document executed by a duly authorized representative of each of the parties.
- 13.8 This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original, and all counterparts, when taken together, will constitute one same Agreement. The parties agree that signatures on this Agreement may be delivered by facsimile or electronically in lieu of an original signature and agree to treat facsimile or electronic signatures as original signatures that bind them to this Agreement.
- 13.9 The parties (i) irrevocably submit to the jurisdiction of any Michigan or federal court sitting in Detroit, Michigan, in any action arising out of this Agreement, (ii) agree that all claims in any action may be decided in either court, and (iii) waive, to the fullest extent that they may effectively do so, the defense of an inconvenient forum.
- 13.10 The parties, after consulting or having had the opportunity to consult with counsel, knowingly, voluntarily and intentionally waive any right either of them may have to a trial by jury in any litigation based upon or arising out of this Agreement or any of the transactions contemplated by this Agreement. Neither party will seek to consolidate, by counterclaim nor otherwise, any action in which a jury trial has been waived with any other action in which a jury trial cannot be or has not been waived.
- 13.11 The terms of this Agreement shall survive termination of this Agreement.
- 13.12 **For Municipalities and School Districts Only** – Facility covenants and warrants that (i) it has, in accordance with the requirements of law, fully budgeted and appropriated sufficient funds for the current budget year to make the payments to Agency scheduled to come due and to meet its other obligations under this Agreement; and (ii) that there is no action, suit, proceeding or investigation pending, or threatened in any court or other tribunal or competent jurisdiction, state or federal or before any public board or body, which in any way would restrain or enjoin the delivery of this Agreement or affect the authority for the execution or delivery of, or the validity of the Agreement. The signor for the Facility warrants that he/she has the full power and authorization to bind the Facility. Signor for Facility further warrants that its governing body has taken the necessary steps under any applicable law to approve this Agreement.

13.13The parties do not intend to confer any benefits on any person, firm or corporation other than Facility or Agency.

The Parties have executed this Agreement on the Effective Date.

FACILITY
Hazel Park High School

AGENCY
Michigan Athletic Trainers

By:

By: Ray Maleyko MA, ATC

Its:

Its: Owner

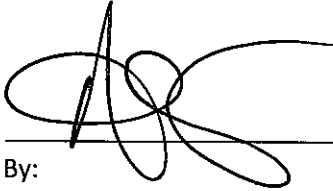
Fall Rate Schedule for 2024-2025 Hazel Park High School

Competitive Home Event	Event Year	Competitive Event Rate
Home Basketball Game	2024-2025	\$200/game
Wrestling Meets	2024-2025	\$85/hour

The Parties have executed this Agreement on the Effective Date.

FACILITY

Hazel Park High School



By:

Its:

AGENCY

Michigan Athletic Trainers

By: Ray Maleyko MA, ATC

Its: Owner

Addendum

Schedule of Events

2024-2025 Hazel Park High School

Date	Location	Schedule Event	Competitive Event Rate	
Boys' Basketball				
11/26/2024	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	JV/Varsity BB 5:30/7 P.M.	\$200/gamex2=\$400	
12/3/2024	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	JV/Varsity BB 5:30/7 P.M.	\$200/gamex2=\$400	
12/6/2024	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	JV/Varsity BB 5:30/7 P.M.	\$200/gamex2=\$400	
12/10/2024	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	JV/Varsity BB 4:30/6 P.M.	\$200/gamex2=\$400	
12/20/2024	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	JV/Varsity BB 5:30/7 P.M.	\$200/gamex2=\$400	
1/7/2025	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	JV/Varsity BB 5:30/7 P.M.	\$200/gamex2=\$400	
1/8/2025	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	JV/Varsity BB 5:30/7 P.M.	\$200/gamex2=\$400	
1/9/2025	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	JV/Varsity BB 5/6:30 P.M.	\$200/gamex2=\$400	
1/17/2025	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	Varsity BB 5:30	\$200/game	
1/31/2025	Hazel Park High School 23400 Hughes Ave.	JV/Varsity BB 5:30/7 P.M.	\$200/gamex2=\$400	

	Hazel Park, MI 48303			
2/4/2025	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	JV/Varsity BB 5:30/7 P.M.	\$200/gamex2=\$400	
		Subtotal	\$4200	
		Total	\$4200	
Girls' BB				
12/5/2024	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	JV/Varsity BB 5:30/7 P.M.	\$200/gamex2=\$400	
12/13/2024	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	JV/Varsity BB 5:30/7 P.M.	\$200/gamex2=\$400	
12/17/2024	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	JV/Varsity BB 5:30/7 P.M.	\$200/gamex2=\$400	
12/19/2024	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	JV/Varsity BB 5:30/7 P.M.	\$200/gamex2=\$400	
1/14/2025	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	JV/Varsity BB 5:30/7 P.M.	\$200/gamex2=\$400	
1/16/2025	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	JV/Varsity BB 5:30/7 P.M.	\$200/gamex2=\$400	
1/22/2025	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	Varsity BB 6:30 P.M.	\$200/game	
1/28/2025	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	Varsity BB 5:30 P.M.	\$200/game	
2/7/2025	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	JV BB 5:30	\$200/game	
2/13/2025	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	Varsity BB 5:30 P.M.	\$200/game	

		Subtotal	\$3200	
		Total	\$3200	
Wrestling				
1/15/2025	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	Wrestling 4:30 P.M.-7:30 P.M. estimated	\$85/hourx3=\$255	
1/18/2025	Hazel Park High School 23400 Hughes Ave. Hazel Park, MI 48303	Wrestling 9 A.M.-12 P.M. estimated**	\$85/hourx3=\$255**	
***Additional hours will be billed accordingly		Subtotal	\$510	
		Total	\$510	
		Winter Total	\$7910.00	
		½ deposit	\$3955.00	

All payments will be issued to **Michigan Athletic Trainers** and provided after services have been rendered.

Michigan Athletic Trainers
20059 Pollyanna Drive
Livonia, MI 48152

The Parties have executed this Agreement on the Effective Date.

FACILITY

Hazel Park High School

AGENCY

Michigan Athletic Trainers

By:

By: Ray Maleyko MA, ATC

Its:

Its: Owner



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

To: Hazel Park Board of Education
From: Amy Kruppe, Superintendent
Subject: Hiring Recommendation - Assistant Superintendent of Business & Operations
Date: December 16, 2024

I am pleased to recommend Monica Papasian for the position of Assistant Superintendent of Business and Operations at Hazel Park Schools. Mrs. Papasian brings an impressive combination of experience, expertise, and a strong commitment to excellence that makes her an exceptional candidate for this critical role.

With a Master of Science in Finance and a Bachelor of Science in Accounting, Mrs. Papasian has built a career spanning over 20 years, demonstrating exceptional leadership in financial management and operational oversight. Her professional achievements include significant contributions at Troy School District, where she successfully restructured budgeting processes, ensured compliance with regulatory requirements, and led financial audits with zero findings. Her innovative approach to fiscal management resulted in enhanced transparency and improved resource allocation, a testament to her ability to manage complex financial systems effectively.

At Karmanos Cancer Institute, Mrs. Papasian streamlined financial processes, implemented improved forecasting models, and enhanced operational efficiencies. Her experience managing multimillion-dollar budgets, coupled with her capacity to mentor and lead accounting teams, highlights her strategic vision and collaborative leadership style.

Mrs. Papasian's ability to integrate her technical expertise with her commitment to community-focused initiatives further sets her apart. She has demonstrated her passion for creating inclusive and equitable environments through her leadership in nonprofit organizations, including her founding of a diversity-focused library and organizing community events.

Her leadership philosophy, grounded in fostering teamwork and driving operational excellence, aligns seamlessly with Hazel Park Schools' mission to prioritize fiscal responsibility while advancing educational opportunities. Mrs. Papasian's ability to identify innovative solutions, coupled with her unwavering integrity and professionalism, will undoubtedly make her an asset to the district.

Mrs. Papasian will have a salary of \$147,420/year.

Strategic Goal Alignment

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

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





**HAZEL PARK
SCHOOLS**

Funding Source: General Fund

Recommendation

That the Board of Education approve the hiring of Monica Papasian for the position of Assistant Superintendent of Business & Operations.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent



Ford Administration
Bradley Wilkins, Director of Technology
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5231 | F: 248-544-5443
www.hazelparkschools.org

To: Dr. Amy Kruppe, Superintendent
From: Bradley Wilkins, Director of Technology
Date: December 16, 2024
Re: MBA Report Creator Plugin Purchase

We are seeking Board approval for the purchase of the MBA Report Creator Plugin for PowerSchool. This will allow us to generate reports such as, report cards, progress reports, attendance letters and other reports/letters that we use as a district.

Total Cost **\$6,920**

We are recommending the approval of the MBA Report Creator Plugin.

Funding Sources: General Fund

Strategic Plan: Goal Statement:

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

Recommendation
That the Board of Education approve the purchase of the MBA Report Creator Plugin for PowerSchool.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent





Marcia Brenner Associates

1200 John Q. Hammons Drive, Suite 503
Madison, Wisconsin 53717-2199
P: 608-836-4000
E: accounting@mba-link.com

QUOTE

Bill To
Hazel Park Schools
1620 E. Elza Avenue
Hazel Park, MI 48030
United States

Quote#
QTE-30157

Quote Date	Expiry Date	Reference#	Sales person
11/19/2024	12/23/2024	Report Creator - District	Dan Yenchar

#	Item & Description	Qty	Rate	Discount	Amount
1	Report Creator Plugin for PowerSchool SIS Year 1, Plugin Subscription Fee \$2/student. Recurring Annual Subscription \$1/student. The subscription fee provides the customer with support and maintenance for the plugin, including new enhancements and modifications to remain compliant with all PowerSchool SIS updates. At the end of 12 months, the Recurring Annual Subscription must be paid to continue using the plugin. MBA 40th Anniversary 20% discount expires December 23, 2024.	3,200	2.00	20.00%	5,120.00
2	Report Creator Plugin for PowerSchool - Training and Implementation Services include plugin installation, configuration setup, one required implementation training webinar and 2 optional trainings with a live instructor (recorded and provided to the district), and one private follow-up session for the plugin. (One-time Fee)	1	1,800.00	0.00	1,800.00

Thank you for the opportunity to do business with your school district.

Total \$6,920.00

Terms & Conditions

1. All conversion, installation, and other services by MBA are performed remotely. If onsite services are requested, the district must pay an additional fee and travel expenses incurred by MBA.
2. All training services assume a 'Train the Trainer' model.
3. All Plugins work on a supported version of PowerSchool SIS.
4. Custom Page Management must be enabled to use plugins.
5. MBA requires a temporary user id and password to PowerSchool SIS during implementation services.
6. MBA requires that the customer accepts an End User License Agreement before the start of implementation.
7. MBA reserves the right to increase the annual support fee.



Report Creator

Effortlessly create, customize, and streamline reporting



Core Product Functionality

- ✓ Standards based report cards
- ✓ Traditional report cards
- ✓ Transcripts
- ✓ Shareable templates
- ✓ Generate reports in any language
- ✓ Standards Transcripts
- ✓ Student Enrollment History Report
- ✓ Create and electronically deliver letters
- ✓ Easy customization (Javascript)
- ✓ Colors, shading, logos, metered grading, customizable presentation
- ✓ Display data based upon conditional results
- ✓ Electronic document delivery (included with core product)



Report Creator Toolbox

- ✓ Contacts
- ✓ Attendance
- ✓ Attendance History
- ✓ Grades
- ✓ Grade History
- ✓ Comments (Standards and Stored)
- ✓ Test Scores
- ✓ Log Entries
- ✓ Course Requests
- ✓ Health immunizations and concerns
- ✓ Teacher assignment scores with category summaries
- ✓ Current and future student schedules
- ✓ Standards History
- ✓ Enrollment History



Additional Features

- ✓ Archiving reports
- ✓ Collect Digital Signatures
- ✓ Public portal access for live and archived reports
- ✓ Teachers can run and print reports for assigned students
- ✓ Public portal access audit report – administrators can see who has/has not viewed/signed reports
- ✓ Student Modules: track historical activities, awards, certifications, volunteer hours, etc



Report Creator

Effortlessly create, customize, and streamline reporting



★ How Report Creator Empowers You

- ✓ Save time and money on paper, ink, equipment, mailing costs, labor to run/process/maintain reports
- ✓ Generate reports in multiple languages; course names, text, and standard translations can be defined
- ✓ Run reports to email, print, or archive in your preferred selection order (homeroom, grade level, current selection, etc.)
- ✓ Consistent, timely delivery of reports to parents
- ✓ Easily set a preferred language for each student
- ✓ Define translations for words or phrases, making multi-lingual report creation easy
- ✓ Easy access to custom fields (Javascript)
- ✓ Historical student records in student modules
- ✓ Historical access to reports for admins and parents
- ✓ Go from progress reports (current grades) to report cards (stored grades) in one click
- ✓ Create/edit reports without needing developers or additional vendor cost
- ✓ Look your best with customized logos, colors, styles & images



The MBA Impact

- Report Creator resides inside the PowerSchool Application
- MBA is a PowerSchool ISV Partner
- We maintain Report Creator for all supported PowerSchool releases
- Report Creator regularly receives updates and enhancements
- We make implementation easy with a live guided workshop
- We ensure success with post implementation follow up meetings at 30, 60, and 90 days
- We provide free plugin professional development training opportunities
- Plugin documentation and how-to videos are easily accessed inside PowerSchool
- We've provided technology services to K-12 districts worldwide for over 40 years
- Making support requests is fast and easy

Fwd: FOIA Request

1 message

James Paterson <james.paterson@myhpsd.org>

Fri, Nov 22, 2024 at 3:18 PM

To: Jamie Buczko <jamie.buczko@myhpsd.org>

fyi

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

From: **Hunter Harris** <hunterharris108@gmail.com>

Date: Tue, Nov 19, 2024 at 12:48 PM

Subject: FOIA Request

To: james.paterson@myhpsd.org <james.paterson@myhpsd.org>

Jimmy,

I am submitting a Freedom of Information Act (FOIA) request to obtain demographic information regarding the Hazel Park School District. Specifically, I am requesting the following:

1. The total number of African-American staff members employed by the Hazel Park School District.
2. The total number of African-American students currently enrolled in the Hazel Park School District.
3. If available, the percentage of African-American students relative to the total student population in the district.

Please let me know if any fees are associated with fulfilling this request before proceeding. I am happy to clarify or modify this request if needed to streamline the process.

Thank you for your time and assistance. I look forward to your response.

--
Hunter J. Harris



Hazel Park Schools • Today's Learners, Tomorrow's Leaders.
The Cornerstone of Oakland, Macomb and Wayne Counties.

District Communication's Protocol:

RR = Response Required Within One Working Business Day

NRN = No Reply Necessary

CC or BCC: No Reply Necessary

Electronic Privacy Notice: This e-mail and any attachment contain information that is, or may be, covered by electronic communications privacy laws, and is also confidential and proprietary in nature. If you are not the intended recipient, please be advised that you are legally prohibited from retaining, using, copying, distributing, or otherwise disclosing this information in any manner. Instead, please reply to the sender that you have received this communication in error, and then immediately delete it. Thank you in advance for your cooperation.

BOARD MEMBER ALERT: This email is not for interactive discussion purposes. The recipient should not forward it to any other individual or copy a reply to other board members.

From: Hunter Harris hunterharris108@gmail.com
Subject: Re: FOIA Request
Date: November 19, 2024 at 2:17 PM
To: james.paterson@myhpsd.org

Jimmy,

I am submitting an additional Freedom of Information Act (FOIA) request to supplement my prior inquiry regarding demographic information for the Hazel Park School District. Specifically, I am requesting the following:

- A detailed breakdown of the positions held by African-American staff members within the Hazel Park School District. This includes roles such as administration, full-time teachers, paraprofessionals, and any other employment categories.

Please let me know if any fees are associated with fulfilling this request before proceeding. If you require clarification or modifications to process this request, I would be happy to provide additional details.

Thank you for your continued assistance. I look forward to your response.

Sincerely,

Hunter J. Harris

On Tue, Nov 19, 2024 at 12:48 PM Hunter Harris <hunterharris108@gmail.com> wrote:

Jimmy,

I am submitting a Freedom of Information Act (FOIA) request to obtain demographic information regarding the Hazel Park School District. Specifically, I am requesting the following:

1. The total number of African-American staff members employed by the Hazel Park School District.
2. The total number of African-American students currently enrolled in the Hazel Park School District.
3. If available, the percentage of African-American students relative to the total student population in the district.

Please let me know if any fees are associated with fulfilling this request before proceeding. I am happy to clarify or modify this request if needed to streamline the process.

Thank you for your time and assistance. I look forward to your response.

--

Hunter J. Harris

--

Hunter J. Tremmelle Harris
Detroit Loyola High School

E-mail: hunterharris108@gmail.com

Twitter: [@Hunter_Harris8](https://twitter.com/Hunter_Harris8)

website: www.hunterjharris.com



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

To: Hazel Park Board of Education
From: Dr. Amy Kruppe, Superintendent
Subject: Student Discipline
Date: December 16, 2024

We are presenting this information as part of the expulsion process:

The Superintendent will exercise discretion over whether or not to suspend or expel a student for persistent disobedience or gross misconduct. In exercising that discretion for a suspension of more than ten (10) days or expulsion, there is a rebuttable presumption that a suspension or expulsion is not justified unless the Superintendent can demonstrate that it considered each of the factors listed above. For a suspension of ten (10) days or fewer, there is no rebuttable presumption, but the Superintendent will still consider these factors in making the determination.

Students are afforded due process:

The Board recognizes exclusion from the educational programs of the District, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and is one that cannot be imposed without appropriate due process, since exclusion deprives a child of the right to an education. The Board also recognizes that it may be necessary for a teacher to remove a student from class for conduct disruptive to the learning environment, and that such removals are not subject to a prior hearing, provided the removal is for a period of less than twenty-four (24) hours.

Per the policy Student 202400002, Student 20240003, Student 20240004, Student 20240005, Student 20240006 and Student 20240007 have been recommended for expulsion and as outlined in the letters have been provided with further required documentation to petition for reinstatement back into the school.

Funding Source: Not Applicable

Strategic Goal Alignment:

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

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Amy Y. Kruppe, Ed.D.
Superintendent



242	Hoover		United Oaks		Webb		Webster			
Grade	2023-2024 December	2024-2025 December	2023-2024 December	2024-2025 December	2023-2024 December	2024-2025 December	2023-2024 December	2024-2025 December	Total 2023- 2024	Total 2024-2025
E'5	0	0	0	0	0	0	187	156		
K	37	48	57	70	66	47				
1	44	35	52	44	47	54				
2	52	48	69	62	60	44				
3	42	55	53	71	59	62				
4	42	44	62	65	59	60				
5	42	52	44	62	39	61				
	259	282	337	374	330	328	187	156	1113	1140
Change		23		37		-2		-31		27
	Junior High		High School		Viking Virtual		Advantage			
Grade	2023-2024 December	2024-2025 December	2023-2024 December	2024-2025 December	2023-2024 December	2024-2025 December	2023-2024 December	2024-2025 December	2023-2024 total	2024-2025 total
6	147	129					11	2		
7	144	144					6	3		
8	138	144					7	10		
9			147	157	2	0	25	21		100
10			137	137	8	7	30	36		
11			125	146	15	11	43	37		
12			129	123	32	23	97	73		
	429	417	538	563	57	41	219	180	1243	1201
		-12		25		-16		-39		-42
	Invest		MCA		Edison		Jardon			
Grade	2023-2024 December	2024-2025 December	2023-2024 December	2024-2025 December	2023-2024 December	2024-2025 December	2023-2024 December	2024-2025 December	2023-2024 total	2024-2025 total
	313	312	318	313	72	62	71	64		
	313	312	318	313	72	62	71	64	774	751
		-1		-5		-10		-7		-23
	total 2023-2024 December	3130								
	total 2024-2025 December	3092								
		-38								
		227 from October								

Sponsors Name	Organization	Type of Fundraiser	Purpose	Beginning Date	Principal/ Athletic Director Approved	Superintende nt Approved	Board Shared	Notes
Kristin Dysarz	Hazel Park High School	Christmas Candy Grams (10th grade class)	Fundriasing for the 10th grade class	December 9th	Yes	Yes	12/16/24	