



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

Agenda

Regular Meeting

Ford Administration Building

1620 E Elza Avenue

Hazel Park, MI 48030

August 17, 2020

6:30 PM

In accordance with Governor Whitmer's Executive Order 2020-129, the Hazel Park Schools Board of Education will be conducting their Regular Board of Education Meeting via video conference.

Join Zoom Meeting

<https://hazelparkschools.zoom.us/j/85798564621?pwd=U2NyMTUvWThvN3lOS01tMT>

RaQ1dzQT09

Meeting ID: 85798564621 Passcode 941343

Call into the meeting by phone (312) 626-6799 enter 85798564621

You may email your questions or comments to Board President, Laura Adkins

laura.adkins@hazelparkschools.org

CALL TO ORDER

ROLL CALL

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (Action Item)

PUBLIC COMMENT

CONSENT AGENDA (Action Item)

A. Monthly Financial Reports

B. Approval of Minutes

1) Board Meetings

2) Committee Meetings

UNFINISHED BUSINESS

A. Visitor Management System (Action Item)

NEW BUSINESS

A. Personnel Recommendations (Action Item)

B. Administration 2019-2020 Vacation Day Pay Out (Action Item)

C. Board of Education Policies Revisions & Updates - First Reading (Action Item)

D. Oakland County School Boards Association (OCSBA) Proposed Bylaws Amendments
(Action Item)

E. MVCA Contract Amendment No. 2 (Action Item)

F. Front Parking Lot Paving at Ford Administration Building (Action Item)

G. Energy Contract Renewal (Action Item)

H. Grades 9-12 Online Course Software License Renewal (Action Item)

I. iReady Update and Proposal (Action Item)

J. GSRP and Preschool Programs (Action Item)

K. Latchkey for families (Action Item)

L. Fall Sports (Action Item)

M. High School Course Catalog (Informational Item)

N. Superintendent Update

1) Enrollment Update (Informational Item)

2) Book Reading - Chapter 5

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



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

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

FROM: Jason Zirniss
Assistant Superintendent, Business & Operations

RE: Treasurer's Report July, 2020

DATE: August 11, 2020

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

GENERAL FUND (11)		922,080.96	
	<i>Total - General Fund</i>	<u>\$ 922,080.96</u>	
CENTER PROGRAM (22)		79,665.90	
COMMUNITY SERVICE (23)		8,735.71	
FOOD SERVICE FUND (25)		45,987.96	
COMMON DEBT (31-39)		0.00	
CAPITAL PROJECTS (41-49)		54,251.80	
	<i>Total - Special Revenue Funds</i>	<u>\$ 188,641.37</u>	
TRUST FUNDS (51)		0.00	
INTERNAL ACCOUNT FUNDS (29)		721.43	
	<i>Total - Other Funds</i>	<u>\$ 721.43</u>	
TOTAL CHECK DISBURSEMENTS		<u><u>\$ 1,111,443.76</u></u>	\$ 1,111,443.76
ACH DEBITS			1,405,347.05
PAYROLL			1,287,828.58
OUTGOING WIRE TRANSFERS			4,794,320.04
P-CARD PURCHASES			<u>15,802.28</u>
			7,503,297.95
TOTAL DISBURSEMENTS IN PERIOD			<u><u>\$ 8,614,741.71</u></u>

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

Jason Zirniss
Assistant Superintendent, Business & Operations

Monthly Summary of EFT's from HP Bank Accounts

July 2020

<u>Date</u>	<u>Amount</u>	<u>Bank Acct Taken From</u>	<u>Reason</u>
7/2/2020	\$346.50	Gen Funds	Latchkey Fees
7/8/2020	\$366.15	Gen Funds	AFLAC Payment July 2nd Payroll
7/21/2020	\$366.15	Gen Funds	AFLAC Payment July 17th Payroll
7/2/2020	\$3,459.25	Gen Funds	Health Equity Payment July 2nd Payroll
7/17/2020	\$3,769.25	Gen Funds	Health Equity Payment July 17th Payroll
7/16/2020	\$2,574.00	Gen Funds	EduStaff Payment
7/30/2020	\$1,591.20	Gen Funds	EduStaff Payment
7/2/2020	\$16,369.71	Gen Funds	Penserv Payment July 2nd Payroll
7/20/2020	\$16,167.11	Gen Funds	Penserv Payment July 17th Payroll
7/3/2020	\$20,695.24	Tax W/H	Payroll State Tax Withholding July 2nd
7/17/2020	\$20,742.40	Tax W/H	Payroll State Tax Withholding July 17th
7/31/2020	\$21,875.08	Tax W/H	Payroll State Tax Withholding July 31st
7/3/2020	\$93,452.42	Tax W/H	Payroll Federal Tax Withholding July 2nd
7/17/2020	\$93,467.97	Tax W/H	Payroll Federal Tax Withholding July 17th
7/22/2020	\$48,183.08	Tax W/H	Payroll Federal Tax Withholding July 17th
7/31/2020	\$108,791.54	Tax W/H	Payroll Federal Tax Withholding July 31st
7/1/2020	\$261,498.10	Ret W/H	Payroll Retirement Withholding June 19th
7/13/2020	\$45,133.82	Ret W/H	Payroll Retirement Withholding June 19th
7/14/2020	\$224,994.12	Ret W/H	Payroll Retirement Withholding July 2nd
7/15/2020	\$101.30	Ret W/H	Payroll Retirement Withholding July 2nd
7/28/2020	\$219,531.91	Ret W/H	Payroll Retirement Withholding July 17th
7/28/2020	\$201,870.75	UAAL	Payroll UAAL Payment July
<hr/>			
	\$1,405,347.05	Total ACH Debits	

<u>Date</u>	<u>Amount</u>	<u>Payroll</u>
7/2/2020	\$432,605.67	General Payroll on July 2nd
7/17/2020	\$418,084.22	General Payroll on July 17th
7/31/2020	\$437,138.69	General Payroll on July 31st
<hr/>		
	\$1,287,828.58	Total Payroll

<u>Date</u>	<u>Amount</u>	<u>Wires</u>
7/20/2020	\$2,232,579.12	MVCA Wire State Aid June
7/8/2020	\$2,561,740.92	MILAF Transfer
<hr/>		
	\$4,794,320.04	Total Wires

<u>Date</u>	<u>Amount</u>	<u>P-Card Purchases</u>	
7/14/2020	\$2,230.35	General	P-Card charges Comerica Bank
7/7/2020	\$13,571.93	General	P-Card charges Harris Bank
<hr/>			
	\$15,802.28	Total P-Card Purchases	

Hazel Park Schools
Check Register by Fund
Check Date From 7/1/2020 TO 7/31/2020

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
Fund: 110					
07/08/2020	EP 00000195	100703	ANTHROMED LLC		5,305.13
07/08/2020	EP 00000196	100382	METRO BUREAU GROUP SVCS INC		32,901.49
07/08/2020	EP 00000198	100087	TMP ARCHITECTURE INC		50,000.00
07/08/2020	AP 00201334	100550	AMAZON CAPITAL SERVICES INC		1,259.88
07/08/2020	AP 00201335	100350	ASCENSION MICHIGAN AT WORK		108.00
07/08/2020	AP 00201336	100322	CITY HAZEL PARK WATER		1,856.71
07/08/2020	AP 00201337	100031	DEAF COMMUNITY ADVOCACY NETWORK		105.00
07/08/2020	AP 00201338	100375	FERNDALE PUBLIC SCHOOLS		15,465.60
07/08/2020	AP 00201340	100803	KIDS READ NOW INC	P2000454	8,737.50
07/09/2020	EP 00000199	100538	PROJECT LEAD THE WAY INC		4,150.00
07/09/2020	EP 00000200	100504	SET INC.		51,085.36
07/09/2020	AP 00201343	100321	CITY OF HAZEL PARK		33,000.00
07/09/2020	AP 00201344	100574	INSTITUTE FOR EXCELLENCE IN ED		1,500.00
07/09/2020	AP 00201345	100327	MICHIGAN EDUCATION SPECIAL		258,003.93
07/15/2020	EP 00000201	100431	CLARK HILL PLLC		14,605.00
07/15/2020	EP 00000202	100430	JG POLY SALES		8,094.68
07/15/2020	EP 00000203	100444	LIGHTING SUPPLY COMPANY		426.00
07/15/2020	AP 00201346	100391	BALE COMPANY		69.50
07/15/2020	AP 00201347	100462	CENGAGE LEARNING	P2000449	15,880.80
07/15/2020	AP 00201349	100512	CHAPT 13 TRUSTEE-TAMMY L TERRY		196.15
07/15/2020	AP 00201351	100609	DAVID RUSKIN		712.20
07/15/2020	AP 00201352	100387	MISDU		363.68
07/15/2020	AP 00201354	100014	SCHOLASTIC EDUCATION	P2000448	12,746.75
07/16/2020	AP 00201355	100010	STATE OF MICHIGAN		1,200.00
07/21/2020	EP 00000205	100045	A & I ENTERPRISES		134,826.06
07/21/2020	EP 00000206	100427	A SWEET SERVICES LLC		16,930.20
07/21/2020	EP 00000207	100703	ANTHROMED LLC		2,012.94
07/21/2020	EP 00000208	100292	INVEST CENTERS LLC		155,046.48
07/21/2020	AP 00201356	100550	AMAZON CAPITAL SERVICES INC		274.60
07/21/2020	AP 00201357	100544	ASCENSION MICHIGAN AT WORK		76.00

User: MILLERM - Matthew Miller
Report: OSAP5009 - OSAP5009: Check Register by Fund
Selection:

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Current Date: 08/10/2020
Current Time: 14:40:47

OH_DTL.[oh_ck_dt] <= '07/31/2020' AND OH_DTL.[oh_ck_dt] >= '07/01/2020'

Hazel Park Schools
Check Register by Fund
Check Date From 7/1/2020 TO 7/31/2020

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
07/21/2020	AP 00201358	100512	CHAPT 13 TRUSTEE-TAMMY L TERRY		196.15
07/21/2020	AP 00201359	100139	COLLEGE ENTRANCE EXAMINATION BOARD		5,255.00
07/21/2020	AP 00201360	100609	DAVID RUSKIN		712.20
07/21/2020	AP 00201361	100313	DTE ENERGY		12,335.96
07/21/2020	AP 00201363	100387	MISDU		419.34
07/21/2020	AP 00201364	100528	TURNKEY NETWORK SOLUTIONS		368.00
07/21/2020	AP 00201365	100463	WINDSTREAM		944.06
07/22/2020	EP 00000209	100495	C G NEWSPAPERS		2,820.30
07/22/2020	EP 00000210	100810	FOXBRIGHT		4,130.00
07/22/2020	EP 00000211	100319	G N E PAINT & SUPPLY		134.88
07/22/2020	AP 00201366	100553	ARTECH PRINTING INC		209.00
07/22/2020	AP 00201367	100089	MCNAUGHTON-MCKAY ELECTRIC COMP		272.23
07/22/2020	AP 00201369	100535	NEOLA INC		1,225.00
07/22/2020	AP 00201370	100476	QUILL CORPORATION		111.54
07/29/2020	EP 00000213	100382	METRO BUREAU GROUP SVCS INC		35,129.45
07/29/2020	AP 00201371	100801	21C ADVERTISING		561.00
07/29/2020	AP 00201373	100818	ASCENSION MICHIGAN AT WORK		38.00
07/29/2020	AP 00201374	100346	BIG D LOCK & KEY		182.45
07/29/2020	AP 00201375	100347	BILLINGS LAWN EQUIPMENT		600.89
07/29/2020	AP 00201376	100448	CDW-G		20,049.00
07/29/2020	AP 00201378	100488	HOME DEPOT CREDIT SERVICES		148.82
07/29/2020	AP 00201379	100043	MECHANICAL SYSTEMS SERVICESL		2,631.98
07/29/2020	AP 00201380	100102	MICHIGAN ENVIRONMENTAL CONTROLS INC		2,340.00
07/29/2020	AP 00201383	100019	NATIONWIDE CONSTRUCTION GROUP	P2000444	3,493.00
07/29/2020	AP 00201384	100749	SONITROL GREAT LAKES		833.07
				Fund 110 Total:	922,080.96
Fund: 220					
07/08/2020	AP 00201342	100515	STAFF CONNECTIONS LLC		805.00
07/09/2020	EP 00000200	100504	SET INC.		5,706.42
07/09/2020	AP 00201345	100327	MICHIGAN EDUCATION SPECIAL		71,611.51
07/15/2020	AP 00201349	100512	CHAPT 13 TRUSTEE-TAMMY L TERRY		196.15

User: MILLERM - Matthew Miller
Report: OSAP5009 - OSAP5009: Check Register by Fund
Selection:
OH_DTL.[oh_ck_dt] <= '07/31/2020' AND OH_DTL.[oh_ck_dt] >= '07/01/2020'

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Current Date: 08/10/2020
Current Time: 14:40:47

Hazel Park Schools
Check Register by Fund
Check Date From 7/1/2020 TO 7/31/2020

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
07/15/2020	AP 00201351	100609	DAVID RUSKIN		250.58
07/15/2020	AP 00201352	100387	MISDU		383.45
07/21/2020	AP 00201362	100446	FAR THERAPEUTIC & PERFORMING ARTS		385.00
07/21/2020	AP 00201363	100387	MISDU		327.79
				Fund 220 Total:	79,665.90
Fund: 230					
07/08/2020	EP 00000197	100797	SCHOOL OUTFITTERS LLC	P2000447	2,462.35
07/08/2020	AP 00201334	100550	AMAZON CAPITAL SERVICES INC	P2000457	74.73
07/08/2020	AP 00201341	100811	LAKEISHA KOGER ROPER		45.00
07/09/2020	AP 00201345	100327	MICHIGAN EDUCATION SPECIAL		516.28
07/15/2020	EP 00000204	100797	SCHOOL OUTFITTERS LLC		4,856.85
07/15/2020	AP 00201350	100677	CIRRUS GROUP LLC		680.50
07/22/2020	AP 00201368	100815	MKG DETROIT LLC		100.00
				Fund 230 Total:	8,735.71
Fund: 250					
07/29/2020	EP 00000212	100118	CHARTWELLS DINING SERVICES		45,987.96
				Fund 250 Total:	45,987.96
Fund: 290					
07/08/2020	AP 00201339	100244	GREAT LAKES EMBROIDERY & SCREEN		386.00
07/15/2020	AP 00201348	100213	CHALLENGE DAY		85.43
07/15/2020	AP 00201353	100338	QUICK MADE SIGNS & TROPHY SALE		250.00
				Fund 290 Total:	721.43
Fund: 420					
07/08/2020	EP 00000198	100087	TMP ARCHITECTURE INC		2,211.20
07/29/2020	AP 00201371	100801	21C ADVERTISING		2,376.50
				Fund 420 Total:	4,587.70
Fund: 460					
07/08/2020	EP 00000198	100087	TMP ARCHITECTURE INC		3,678.49
07/29/2020	EP 00000214	100233	STONER ADVISORY GROUP LLC		10,686.00
07/29/2020	AP 00201372	100779	ADVANCE CONCRETE PRODUCTS CO	P2000439	13,770.00
07/29/2020	AP 00201377	100795	ESKO ROOFING AND SHEET METAL	P2000445	10,900.00
07/29/2020	AP 00201381	100780	MIRACLE RECREATION EQUIPMENT COMPANY	P2000442	5,629.61

User: MILLERM - Matthew Miller

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Current Date: 08/10/2020

Report: OSAP5009 - OSAP5009: Check Register by Fund

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OH_DTL.[oh_ck_dt] <= '07/31/2020' AND OH_DTL.[oh_ck_dt] >= '07/01/2020'

Hazel Park Schools
Check Register by Fund
Check Date From 7/1/2020 TO 7/31/2020

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
07/29/2020	AP 00201382	100782	MJ CHISHOLM CONSTRUCTION COMPANY	P2000443	5,000.00
				Fund 460 Total:	49,664.10
				Grand Total:	1,111,443.76

End of Report

Comerica Bank
Commercial Card Summary (P-Card)
For Month Ending - July 2020

<u>Date of Trans</u>	<u>Card Holder</u>	<u>Vendor</u>	<u>Amount</u>
07/31/2020	GREG RICHARDSON	TONYS ACE HDWE	40.47
07/31/2020	GREG RICHARDSON	TONYS ACE HDWE	13.28
07/31/2020	LAURA MOHAMED	JOANN STORES #2061	2.13
07/31/2020	LAURA MOHAMED	KROGER #447	21.94
07/30/2020	GREG RICHARDSON	BILLINGS LAWN EQUIPMEN	927.98
07/30/2020	GREG RICHARDSON	DISCOUNT-TIRE-CO MID-1	388.00
07/30/2020	GREG RICHARDSON	TONYS ACE HDWE	1.92
07/30/2020	LAURA MOHAMED	KROGER #447	12.02
07/30/2020	GREG RICHARDSON	TONYS ACE HDWE	91.11
07/29/2020	LAURA MOHAMED	DOLLAR TREASURE 3	4.22
07/29/2020	LAURA MOHAMED	DOLLAR TREE	10.48
07/29/2020	LAURA MOHAMED	KROGER #447	12.43
07/24/2020	GREG RICHARDSON	TONYS ACE HDWE	19.84
07/23/2020	GREG RICHARDSON	TONYS ACE HDWE	6.42
07/23/2020	GREG RICHARDSON	TONYS ACE HDWE	171.62
07/23/2020	GREG RICHARDSON	TONYS ACE HDWE	17.82
07/22/2020	LAURA MOHAMED	KROGER #447	9.16
07/22/2020	GREG RICHARDSON	TONYS ACE HDWE	17.44
07/22/2020	GREG RICHARDSON	TONYS ACE HDWE	0.72
07/21/2020	TRACEY VANDERHAGEN	ACT*YMCA DETROIT	86.00
07/17/2020	GREG RICHARDSON	MENARDS WARREN MI	587.75
07/16/2020	GREG RICHARDSON	EJ USA DETROIT	167.52
07/14/2020	LAURA MOHAMED	KROGER #447	3.99
07/14/2020	JAMIE BUCZKO	MI ASSOC SCH ADM	125.00
07/14/2020	GREG RICHARDSON	TONYS ACE HDWE	70.81
07/14/2020	GREG RICHARDSON	HARBOR FREIGHT TOOLS 4	97.50
07/14/2020	CAROL JACKSON	MI HEALTH FAC LICENSE	500.00
07/14/2020	LAURA MOHAMED	DOLLAR TREE	20.00
07/13/2020	KRISTEN LAMBERT	SOCIALREPORT	25.00
07/10/2020	DEBRA SCOTT	MI ASSOC SCH ADM	1,466.68
07/10/2020	KRISTEN LAMBERT	NSPRA	250.00
07/10/2020	DEBRA SCOTT	MI ASSOC SCH ADM	125.00
07/08/2020	DEBRA SCOTT	SOLUTION TREE INC	44.47
07/08/2020	LAURA MOHAMED	DOLLAR TREE	67.00
07/06/2020	LAURA MOHAMED	LITTLE CAESARS #0134	26.50
07/02/2020	LAURA MOHAMED	KROGER #447	33.38
07/02/2020	EDWARD FISHER	IBT IIS FINGERPRINT CO	64.25
07/02/2020	EDWARD FISHER	IBT IIS FINGERPRINT CO	64.25
07/01/2020	STEPHANIE DULMAGE	AMZN MKTP US*MS4TF0WF2	18.02

5,612.12

Harris Bank
Commercial Card Summary (P-Card)
For Month Ending - July 2020

<u>Date of Trans</u>	<u>Card Holder</u>	<u>Vendor</u>	<u>Amount</u>
07/28/2020	Tameka Singleton	Clear Rate Communicati	1,902.87
07/27/2020	Tameka Singleton	West Interactive Servi	4,107.50
07/27/2020	Tameka Singleton	West Interactive Servi	800.00
07/27/2020	Matthew Miller	Artech Printing	19,704.82
07/24/2020	Matthew Miller	Seesaw Learning	120.00
07/23/2020	Matthew Miller	Government Finance Off	280.00
07/23/2020	Matthew Miller	Mgfoa Membership Dues	120.00
07/20/2020	Tameka Singleton	Cdw Govt #zcx3954	59,200.00
07/20/2020	Matthew Miller	Bestbuycom150	11,239.81
07/17/2020	Tameka Singleton	Republic Services Tras	167.02
07/17/2020	Tameka Singleton	Corrigan Moving System	45.00
07/17/2020	Amy Kruppe	Gfs Store #0950	309.64
07/17/2020	Amy Kruppe	The Home Depot #2731	16.41
07/16/2020	Tameka Singleton	Tmobile Auto Pay	328.92
07/15/2020	Amy Kruppe	Sq D And S Tent Maste	463.68
07/15/2020	Tameka Singleton	Consumers Energy Co	158.32
07/15/2020	Tameka Singleton	Consumers Energy Co	164.96
07/15/2020	Christine Luptak	Paypal Bisonplumbi	1,245.00
07/15/2020	Christine Luptak	Paypal Bisonplumbi	1,035.00
07/15/2020	Christine Luptak	Paypal Bisonplumbi	270.00
07/15/2020	Matthew Miller	Bestbuycom150	2,859.89
07/13/2020	Tameka Singleton	Consumers Energy Co	67.27
07/09/2020	Matthew Miller	Michiganass	5,804.00
07/07/2020	Matthew Miller	Awl Pearson Education	140.00
07/06/2020	Matthew Miller	Msbo	150.00
07/06/2020	Matthew Miller	Cec	36.50
07/06/2020	Matthew Miller	Msbo	150.00
07/06/2020	Matthew Miller	Msbo	150.00
07/06/2020	Matthew Miller	Msbo	150.00
07/06/2020	Matthew Miller	Msbo	150.00
07/06/2020	Matthew Miller	Msbo	150.00
07/06/2020	Matthew Miller	Msbo	150.00
07/06/2020	Matthew Miller	Crisis Prevention	3,175.00
07/06/2020	Tameka Singleton	Ecolab Pest As400	75.00
07/06/2020	Tameka Singleton	Ecolab Pest As400	85.00
07/06/2020	Tameka Singleton	Ecolab Pest As400	98.00
07/06/2020	Tameka Singleton	Ecolab Pest As400	120.00
07/06/2020	Tameka Singleton	Ecolab Pest As400	98.00
07/06/2020	Tameka Singleton	Ecolab Pest As400	85.00
07/06/2020	Tameka Singleton	Ecolab Pest As400	235.00
07/06/2020	Tameka Singleton	Ecolab Pest As400	145.00
07/06/2020	Tameka Singleton	Ecolab Pest As400	120.00
07/06/2020	Tameka Singleton	Ecolab Pest As400	85.00
07/06/2020	Tameka Singleton	Ecolab Pest As400	85.00
07/03/2020	Tameka Singleton	Ecolab Pest Cs	30.00
07/02/2020	Christine Luptak	Vigilante Security Inc	1,124.00
07/01/2020	Christine Luptak	Vigilante Security Inc	1,124.00
06/30/2020	Amy Kruppe	Joann Stores Joann.Com	15.98
06/30/2020	Amy Kruppe	Joann Stores Joann.Com	23.80
06/30/2020	Amy Kruppe	Joann Stores Joann.Com	204.87

118,565.26

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 virtually due to the COVID-19 Health Crisis via Zoom Video Conferencing on July 20, 2020 and was called to order by President Adkins at 6:33p.m.

ROLL CALL

Members Present: Adkins, Noth, Mr. Hemple, Hammonds, Mrs. Hemple, Hinton, Schlak

Members Absent: None

Others Present: Kruppe, Zirmis, Dillard, Dulmage, Fisher, Lambert, Miller, Postell, Wilkins

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (Action Item)

Moved by Mrs. Hemple, supported by Mrs. Noth, that the Board of Education approve the agenda with the revision of changing *Item K: COVID-19 Preparedness and Response Plan* to an informational item.

Discussion

None

Roll Call Vote

Yeas: Mrs. Hemple, Noth, Mr. Hemple, Hammonds, Hinton, Schlak, Adkins

Nays: None

PUBLIC COMMENT

Richard Gage, a member of the West End Business Coalition presented a check for \$700 to Jardon School from the Spring Tool Sharpening event. Mr. Gage wanted to recognize two particular donors who were very generous, Darrin of Ideation Orange in Hazel Park and David Shone from Detroit.

CONSENT AGENDA (Action Items)

A. Approval of Minutes

1. Board Meetings

a. June 15, 2020 - Regular Meeting

b. June 29, 2020 - Special Meeting

2. Committee Meetings

a. June 22, 2020 - Finance

b. July 11, 2020 - Finance

c. July 11, 2020 - Buildings & Grounds

B. Monthly Financial Reports

C. Annual Dues/Memberships Renewals

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

Roll Call Vote

Yeas: Noth, Hinton, Mr. Hemple, Hammonds, Mrs. Hemple, Schlak, Adkins

Nays: None

UNFINISHED BUSINESS

A. Budget Update (Informational Item)

Mr. Jason Zirnis, Assistant Superintendent of Business & Operations, presented an update to the 2019/2020 Final Budget. Things are changing at the State level daily due to the pandemic but it does look like there may be an increase in revenues increasing the estimated ending fund balance for 2019/2020 from \$374,186 to \$1,742,911.

B. COVID-19 Cost Update (Action Item)

Mr. Jason Zirnis, Assistant Superintendent of Business & Operations, stated that the columns on the memo were reversed. The FEMA requested amount is \$34,6569.54, which represents 75% of the total amount of \$46,092.72 and the Fund 100 amount is \$11,523.18

Motion made by Mrs. Noth, supported by Mr. Hemple , that the Board of Education approve the COVID-19 Cost update, as presented.

Roll Call Vote:

Yeas: Noth, Mr. Hemple, Hammonds, Mrs. Hemple, Hinton, Schlak, Adkins

Nays: None

NEW BUSINESS

A. Personnel Recommendations (Action Item)

1. American Federation of State, County and Municipal Employees (AFSCME)

Motion made by Mrs. Noth, supported by Ms Hammonds, that the Board of Education approve the personnel recommendations for the (AFSCME) American Federation of State, County and Municipal Employees as presented.

Roll Call Vote;

Yeas: Noth, Hammonds, Hinton, Schlak

Nays: None

Abstain: Adkins, Mr. Hemple, Mrs. Hemple ~ familial conflicts of interest

2. Hazel Park Education Association (HPEA) Employee Group

Motion made by Mrs. Noth, supported by Mr. Hemple, that the Board of Education approve the personnel recommendations for the (HPEA) Hazel Park Education Association employee group, as presented.

Roll Call Vote:

Yeas: Noth, Mr. Hemple, Hammonds, Mrs. Hemple, Hinton, Schlak, Adkins

Nays: None

3. Hazel Park Paraprofessional Association (HPPA) Employee Group

Motion made by Ms Schlak, supported by Mrs. Hinton, that the Board of Education approve the personnel recommendation for the (HPPA) Hazel Park Paraprofessional Association employee group, as presented.

Roll Call Vote:

Yeas: Schlak, Hinton, Hammonds, Adkins

Nays: None

Abstain: Noth, Mr. Hemple, Mrs. Hemple ~ Familial conflicts of interest

4. International Union of Operating Engineers

Motion made by Mrs. Noth, supported by Ms Schlak, that the Board of Education approve the personnel recommendation for the (IUOE) International Union of Operating Engineers employee group, as presented.

Roll Call Vote:

Yeas: Noth, Schlak, Mr. Hemple, Hammonds, Mrs. Hemple, Hinton

Nays: None

Abstain: Adkins ~ familial conflict of interest

5. Unaffiliated Employees

Motion made by Mrs. Noth, supported by Mrs. Hemple, that the Board of Education approve the personnel recommendation for the Unaffiliated employee group, as presented.

Roll Call Vote:

Yeas: Noth, Mr. Hemple, Hammonds, Mrs. Hemple, Hinton, Schlak, Adkins

Nays: None

B. K-12 Viking Virtual Supervisor Action Item)

Motion made by Mrs. Noth, supported by Mrs. Hemple, that the Board of Education approve the Administration's request to hire a K-12 Viking Virtual Supervisor, as presented.

Roll Call Vote:

Yeas: Noth, Mrs. Hemple, Mr. Hemple, Hammonds, Hinton, Schlak, Adkins

Nays: None

C. Online Learning Platforms (Action Item)

Motion made by Mrs. Noth, supported by Ms Hammonds, that the Board of Education approve the Administration's recommendation to purchase K12 for the Viking Virtual Academy K-8 program.

Roll Call Vote:

Yeas: Noth, Hammonds, Mr. Hemple, Mrs. Hemple, Hinton, Schlak, Adkins

Nays: None

D. Hazel Park Student Code of Conduct Handbook (Action Item)

Motion made by Ms Schlak, supported by Mr. Hemple, that the Board of Education approve the 2020-2021 Hazel Park Student Code of Conduct Handbook, as presented.

Roll Call Vote:

Yeas: Schlak, Mr. Hemple, Noth, Hammonds, Mrs. Hemple, Hinton, Adkins
Nays: None

E. Plante & Moran Pre-Audit Communication (Informational Item)

Assistant Superintendent of Business & Operations, Mr. Jason Zirnis, updated the Board of Education on the upcoming audit being conducted by Plante & Moran. The letter outlines the roles and responsibilities of the auditors, Administration and the Board.

F. Sinking Fund Projects

1. High School Bathrooms

Motion made by Mr. Hemple, supported by Ms Hammonds, that the Board of Education approve the High School Bathroom renovations, as presented.

Roll Call Vote:

Yeas: Mr. Hemple, Hammonds, Noth, Mrs. Hemple, Hinton, Schlak, Adkins
Nays: None

2. High School Auditorium Roof

Motion made by Mrs. Noth, supported by Ms Hammonds, that the Board of Education approve the Administration's recommendation for the repairs to the High School auditorium roof, as presented.

Roll Call Vote:

Yeas: Noth, Hammonds, Schlak, Adkins
Nays: Mr. Hemple, Mrs. Hemple, Hinton

3. Pool Deck Improvements

Motion made by Ms Schlak, supported by Mr. Hemple, that the Board of Education approve the Administration's recommendation for the pool area renovations, as presented.

Roll Call Vote:

Yeas: Schlak, Mr. Hemple, Noth, Hammonds, Mrs. Hemple, Hinton, Adkins
Nays: None

4. Parking Lot Work

Motion made by Ms Schlak, supported by Mr. Hemple, that the Board of Education approve the Administration's recommendation to use Best Asphalt for the paving and concrete repairs throughout the District, as presented.

Discussion

Board Trustee, Beverly Hinton, said that a few years ago, there was a Safe Routes to School Grant and the District utilized it and was inquiring if it is possible to write for this grant again? Mr. Jason Zirnig, Assistant Superintendent of Business and Operations said he would definitely look into it and thanked Mrs. Hinton for the information.

Roll Call Vote:

Yeas: Schlak, Mr. Hemple, Noth, Hammonds, Mrs. Hemple, Hinton, Adkins
Nays: None

G. Approval to move money from the General Fund to the Sinking Fund (Action Item)

Motion made by Mrs. Noth, supported by Ms Hammonds, that the Board of Education approve the Administration's request to move money to the Sinking Fund from the General Fund in amount not to exceed \$18,249.41 to close out the MSP Grant.

Discussion

There was a brief discussion regarding the actual amount. Mrs. Noth amended the motion with Ms Hammonds supporting, to increase the amount to \$18,279.41.

Roll Call Vote:

Yeas: Noth, Hammonds, Mr. Hemple, Mrs. Hemple, Hinton, Schlak, Adkins
Nays: None

H. Hiring additional temporary part-time custodians (Action Item)

Motion made by Mrs. Noth, supported by Ms Hammonds, that the Board of Education approve the Administration's request to hire additional part-time custodians, as presented.

Roll Call Vote:

Yeas: Noth, Hammonds, Hinton, Schlak,
Nays: None
Abstain: Adkins, Mr. Hemple, Mrs. Hemple ~ familial conflicts of interest

I. Thermal Imaging Cameras (Action Item)

Motion made by Ms Schlak, supported by Ms Hammonds, that the Board of Education approve the purchase of a Thermal Imaging Cameras, as presented.

Roll Call Vote:

Yeas: Schlak, Hammonds, Noth, Mr. Hemple, Mrs. Hemple, Hinton, Adkins
Nays: None

J. OCSBA Diversity, Equity & Inclusion (DEI) Committee

Motion made by Mrs. Hemple, supported by Ms Hammonds, that the Board of Education appoint Chuck Hemple, to the OCSBA Diversity, Equity & Inclusion Committee.

Roll Call Vote:

Yeas: Mrs. Hemple, Noth, Mr. Hemple, Mrs. Hemple, Hinton, Schlak, Adkins
Nays: None

K. COVID-19 Preparedness and Response Plan (Action Informational Item)

Dr. Amy Kruppe, Superintendent and members of her Cabinet went through the *Hazel Park Schools Return to Learn* Powerpoint presentation. The information presented was gathered through the weekly meetings of the “Moving Forward Committee”, consisting of teachers, ancillary staff, administrators, secretaries, custodians, paraprofessionals, Board Members and community stakeholders. Board Members asked a number of questions. After the Return to Learn presentation, Dr. Kruppe went through the Preparedness and Response Plan. Once approved by the Board of Education, the plan must be sent to the ISD and submitted to the State for approval. This needs to be done no less than 10 days before school starts. The Return to Learn Plan and the Preparedness and Response Plan may be found on the District website under the Board of Education/current meetings tab.

L. Superintendent Update

1. Enrollment Update

Enrollment is changing daily. We are currently down about 130 students. Right now there are not enough students in the Young 5s at Hoover so they would move to United Oaks. The Enrollment Office staff is calling families daily.

2. Graduation Update

Superintendent Dr. Amy Kruppe updated the Board and community on the 2020 Graduation plans. The graduation will be held Thursday, August 6 at the High School. Due to COVID-19 there is still an Executive Order restricting the number of people that can gather so the final details of how many students can graduate in each group still have to be worked out. High School secretaries will be calling students and parents to see if they will be attending the graduation ceremony and how many guests will be attending. They can each have a maximum of 4 people. Once that is determined, the final communication will go out to the parents from the Administration at the High School.

3. Book Reading - Chapter 4

The Board of Education continued their reading of the “The Governance Core” and did a roundtable discussion on Chapter 4.

Board Members and Administration Comments

All Board Members	Thanked everyone for staying during the long meeting. They also thanked Mr. Fisher for his service and wished him and his family well on their move to Florida.
Kristy Schlak, Trustee	Thanked Mr. Gage for the Jardon donation. Appreciate and wants to thank everyone that worked on tonight’s presentations and the Moving Forward Committee for the work they are doing.
Sue Hemple, Trustee	It was a long night but good conversation.
Chuck Hemple, Secretary	Appreciates all the hard work everyone is doing.
Rose Mary Hammonds, Treasurer	Thank you to everyone who has been working on the return plans.
Dr. Amy Kruppe, Superintendent	Thanks to the committee for the work. Thank you to all the volunteers working on the Produce Box and Gleaners distribution. To Jason for all the presentations at tonight’s meeting.

Laura Adkins, President

Had an opportunity to work with the recent food distributions. It was a great opportunity to see how it all is put together and hopes to be able to do it again. Need to work out the Boardbook concerns and issues.

Adjournment

Moved and supported that the meeting be adjourned at 10:30p.m.
Unanimous Approval.

Respectfully Submitted,

Charles E. Hemple, Secretary
Hazel Park Board of Education

SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MICHIGAN
SPECIAL MEETING
6:30PM

CALL TO ORDER

The Special Meeting of the Hazel Park Board of Education was held virtually via video conference on July 29, 2020 and was called to order by President Adkins at 6:30PM

Roll Call Vote:

Members Present: Adkins, Mr. Hemple, Hammonds, Mrs. Hemple, Hinton, Schlak
Members Absent: Noth
Others Present: Kruppe

Approval of the Agenda (Action Item)

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

Discussion

None

Roll Call Vote:

Yeas: Schlak, Mrs. Hemple, Mr. Hemple, Hammonds, Hinton, Adkins
Nays: None

Public Comment

- A. Andrea Gierak, Hazel Park Teacher. Sent the following questions via email.
If students are required to wear a mask in 6-12 to help prevent the spread, where are the student's eating breakfast and lunch, as they do not have to wear a mask at that time? If in the classrooms how will this help mitigate the spread if they are not masked? Is there an option for outside eating especially at the beginning of the school year?

UNFINISHED BUSINESS

- A. COVID-19 Preparedness and Response Plan (Action Item)

Motion made by Ms Schlak, supported by Ms Hammonds, the Board of Education approve the COVID-19 Preparedness and Response Plan, as presented.

Discussion

Superintendent Dr. Amy Kruppe presented the COVID-19 Preparedness and Response Plan to the Board of Education and public. The plan is available for viewing on the District's website, www.hazelparkschools.org, under the Board of Education/Current Meetings tabs.

She also stated she will be having staff meetings via Zoom on Friday and Monday so staff can view the plan and ask questions. Parents are reaching out and asking questions.

Roll Call Vote:

Yeas: Schlak, Hammonds, Mr. Hemple, Mrs. Hemple, Hinton, Adkins

Nays: None

NEW BUSINESS

A. None

Board Members and Administration Comments

Rose Mary Hammonds, Treasure	Appreciates all the work.
Beverly Hinton, Trustee	Deeply appreciative of the time put in on the plan.
Kristy Schlak, Trustee	It's hard work. Fingers crossed things improve.
Sue Hemple, Trustee	Asked when it will be on the website
Chuck Hemple, Secretary	Believes the Board should begin to meet in person with proper social distancing
Dr. Amy Kruppe, Superintendent	Wants to thank the Moving Forward Committee for the work they have put into this plan. The work is not done!
Laura Adkins, President	Great conversation tonight. Appreciate the continued collaboration.

Adjournment

Moved and supported that the meeting be adjourned at 7:06PM.

Unanimous Approval.

Respectfully Submitted,

Charles E. Hemple, Secretary
Hazel Park Board of Education

SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MICHIGAN
SPECIAL MEETING
6:00PM

CALL TO ORDER

The Special Meeting of the Hazel Park Board of Education was held virtually via video conference on August 3, 2020 and was called to order by President Adkins at 6:01PM

Roll Call Vote:

Members Present: Adkins, Noth, Mr. Hemple, Hammonds, Mrs. Hemple, Hinton, Schlak

Members Absent: None

Others Present: Kruppe, Zirnig, Dillard, Dulmage, Miller, Postell, Wilkins

Approval of the Agenda (Action Item)

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

Discussion

None

Roll Call Vote:

Yeas: Schlak, Hammonds, Noth, Mr. Hemple, Mrs. Hemple, Hinton, Adkins

Nays: None

Public Comment

A. Beverly Blair, HPEA Teacher

Read a statement on behalf of the Hazel Park Education Association.

UNFINISHED BUSINESS

A. COVID-19 Preparedness and Response Plan (Informational Item)

Superintendent Dr. Amy Kruppe stated at this time the District has resumed discussions with the Teachers Union so there is no update to report.

NEW BUSINESS

A. Viking Virtual Staffing (Action Item)

Motion made by Ms Schlak, supported by Ms Hammonds, that the Board of Education approve the Viking Virtual staffing, as presented.

Roll Call Vote:

Yeas: Schlak, Hammonds, Noth, Mr. Hemple, Mrs. Hemple, Hinton, Adkins

Nays: None

B. Paraprofessional Staffing (Action Item)

Motion made by Ms Schlak, supported by Ms Hammonds, that the Board of Education approve the additional paraprofessional staffing, as presented.

Roll Call Vote:

Yeas: Schlak, Hammonds, Hinton, Adkins
Nays: None
Abstain: Noth, Mr. Hemple, Mrs. Hemple ~ familial conflicts of interest

C. Interim Communications Department (Action Item)

Motion made by Ms Schlak, supported by Ms Noth, that the Board of Education approve the District's recommendation on the Interim Communications Department.

Roll Call Vote:

Yeas: Schlak, Noth, Mr. Hemple, Hammonds, Adkins
Nays: Mrs. Hemple, Hinton

D. Latchkey Option for Hazel Park Staff (Action Item)

Motion made by Mrs. Hemple, supported by Ms Schlak, that the Board of Education approve the Administration's recommendation for latchkey services.

Roll Call Vote:

Yeas: Mrs. Hemple, Schlak, Noth, Mr. Hemple, Hammonds, Hinton, Adkins
Nays: None

E. Staff Stipends for Curriculum Packets (Action Item)

Motion made by Mrs. Noth, supported by Ms Schlak, that the Board of Education approve the Administration's recommendation for staff stipends for the curriculum packets, as presented.

Roll Call Vote:

Yeas: Noth, Schlak, Mr. Hemple, Hammonds, Mrs. Hemple, Hinton, Adkins
Nays: None

F. Desk Plexiglass Purchase (Action Item)

Motion made by Ms Schlak, supported by Ms Hammonds, that the Board of Education approve the purchase plexiglass protectors for the elementary students, as presented.

Roll Call Vote:

Yeas: Schlak, Hammonds, Mr. Hemple, Adkins
Nays: Noth, Mrs. Hemple, Hinton

G. LCD Screen Rental (Action Item)

Motion made by Ms Schlak, supported by Mr. Hemple, that the Board of Education approve the rental of an LCD Screen for the High School Graduation.

Roll Call Vote:

Yeas: Schlak, Mr. Hemple, Noth, Hammonds, Mrs. Hemple, Hinton, Adkins
Nays: None

H. WiFi Hotspots (Action Item)

Motion made by Ms Schlak, supported by Ms Hammonds, that the Board of Education approve the Administration's request for the wifi hotspots.

Discussion

Brad Wilkins, Director of Technology, indicated that the amount in the memo was incorrect. The correct amount for 100 wifi hotspots is \$24,000 for the 1-year subscription.

Roll Call Vote:

Yeas: Schlak, Hammonds, Noth, Mr. Hemple, Hinton, Adkins

Nays: Mrs. Hemple

I. Visitor Management System (Action Item)

Motion made by Ms Schlak, supported by Hammonds, that the Board of Education approve the Administration's recommendation for the purchase of the visitor management system, as presented.

Discussion

The Board of Education asked if this could be covered under FEMA and if there were any programs out there at a lower cost. Board Trustee, Beverly Hinton, said Lake Orion just implemented the "CheckIn" app.

After the discussion, Board members requested more information and for this item to be tabled until the next meeting to look at other programs and directed Assistant Superintendent Jason Zirnig to find out if this would be a covered FEMA expense. Ms Schlak withdrew her motion.

Board Secretary, Chuck Hemple made a motion to table the item until the Board Of Education receives more information per the discussion, Ms Schlak, supported the motion.

Roll Call Vote:

Yeas: Mr. Hemple, Schlak, Noth, Hammonds, Mrs. Hemple, Hinton, Adkins

Nays: None

J. Board Goals (Informational Item)

The Board of Education and Superintendent Dr. Amy Kruppe reviewed the current Board Goals. Board Treasurer, Rose Mary Hammonds, suggested that the Board Members wait to review them again until late September or October. The consensus of the Board Members was that they will look at them again, perhaps at a Board Workshop, once school is up and running.

Board Members and Administration Comments

All Board Members Looking forward to graduation Thursday night.

Rachel Noth, Vice President Will not be able to attend graduation due to prior commitment but congratulates all the graduates. Construction at Webster is moving along, she hears it every morning around 7:15am.

Dr. Amy Kruppe
Superintendent

Thanks everyone for their continued hard work. No one expected to have to be a guardian of students' safety or have the knowledge of medical professionals during a Pandemic, but everyone will continue to work hard and do the best we can in these difficult times.

Adjournment

Moved and supported that the meeting be adjourned at 7:53PM.
Unanimous Approval.

Respectfully Submitted,

Charles E. Hemple, Secretary
Hazel Park Board of Education

SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MICHIGAN
SPECIAL MEETING
6:00PM

CALL TO ORDER

The Special Meeting of the Hazel Park Board of Education was held virtually via video conference on August 12, 2020 and was called to order by President Adkins at 6:00PM

Roll Call Vote:

Members Present: Adkins, Noth, Mr. Hemple, Hammonds, Mrs. Hemple, Hinton, Schlak

Members Absent: None

Others Present: Kruppe, Zirnis, Dillard, Dulmage, Postell, Wilkins

Approval of the Agenda (Action Item)

Moved by Mrs. Noth, supported by Ms Hammonds, that the Agenda be approved as written.

Discussion

None

Roll Call Vote:

Yeas: Noth, Hammonds, Mr. Hemple, Mrs. Hemple, Hinton, Schlak, Adkins

Nays: None

Public Comment:

Board President, Laura Adkins, read an email received from Tracy Steen, GSRP Teacher regarding the GSRP program and returning to work in the fall.

UNFINISHED BUSINESS

A. COVID-19 Preparedness and Response Plan Update (Action Item)

Motion made by Mrs. Hemple, supported by Ms Noth, that the Board of Education approve the updated COVID-19 Preparedness and Response Plan, as presented.

Discussion

Superintendent Dr. Amy Kruppe, along with Dr. Stephanie Dulmage, Director of 21st Century Learning and Dr. Carla Postell, Director of Curriculum Integration and Instruction, presented the updated COVID-19 Preparedness and Response Plan. The revised plan will have students K-5 beginning with remote instruction for the first four weeks with consideration of returning as of October 1st, the 6-12 students would return at the first marking period (6 Weeks for High School, ten weeks for the Junior High). Dr. Dulmage and Dr. Postell presented examples of what student schedules would like during the remote learning phase. There is no change in the K12 Viking Virtual Online option from the original plan. The Board of Education asked questions and held a discussion before voting on the revised plan. The complete presentation will be available on the District website.

Roll Call Vote:

Yeas: Mrs. Hemple, Noth, Mr. Hemple, Hammonds, Hinton, Schlak, Adkins

Nays: None

NEW BUSINESS

A. GSRP and Pre School Programs (Informational Item)

Dr. Stephanie Dulmage, Director of 21st Century Learning and Mrs. Andrea Bratton, Webster Early Childhood Center Supervisor presented and discussed with the Board of Education the opening of the GSRP and Preschool programs with face to face learning for students. Mrs. Bratton presented information on the feedback she is receiving from parents who are enrolled in the programs and what protocols and procedures the staff will be following in order to make the program as safe as possible. The Board of Education will vote on this item at the August 17, 2020 Regular Board of Education meeting.

B. Latchkey (Informational Item)

The Board of Education held a discussion with Superintendent Dr. Amy Kruppe and Dr. Stephanie Dulmage, Director of 21st Century Learning about the possibility of offering full day latchkey to families during the remote learning phase of our return to school program. The Board of Education will vote on this item at the August 17, 2020 Regular Board of Education meeting.

C. Sports (Informational Item)

Board of Education members had a discussion with Superintendent Dr. Amy Kruppe and Dr. David Muylaert, Director of Athletics on the status of fall sports. Dr. Muylaert said the MHSAA will be making a decision on or before August 20, 2020.

BOARD MEMBER AND ADMINISTRATION COMMENTS:

Board of Education Members	All trustees thanked everyone who attended the meeting and agreed it was an informative meeting and the decisions that have to be made are not easy ones. They also thanked everyone who has worked hard on the response plan, as well as bringing the information to them for the discussion items tonight. The opportunity for conversation is appreciated.
Sue Hemple, Trustee	Asked about the possibility of holding a meeting outside. She also asked if it is possible for the chat to be turned off at some point during the meeting as it is very distracting.
Dr. Amy Kruppe, Superintendent	These are difficult times. There are no easy answers for parents. Once again, wants to thank everyone for working so hard on the reopening of the schools.
Laura Adkins, President	This is a difficult situation and difficult, hard decisions to make.

Adjournment

Moved and supported that the meeting be adjourned at 8:53PM.
Unanimous Approval.

Respectfully Submitted,

Charles E. Hemple, Secretary
Hazel Park Board of Education



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

**The School District of the City of Hazel Park Schools
Board Committee Meeting
Policy Committee
July 21, 2020 - 5PM
Virtual Meeting**

Board Members Present: Laura Adkins, Sue Hemple, Beverly Hinton

Administrators Present: Dr. Amy Kruppe

Meeting Minutes

Policy Committee members, along with Dr. Amy Kruppe, Superintendent, continued their review and made revisions and updates to policies. Those policies reviewed will go before the Board of Education for the *first reading* at the August 2020 Regular Board of Education meeting. The committee also asked Dr. Kruppe to work with the teachers that met with the committee in June to look over and perhaps “tweak” the current guidelines for the cell phone policy and bring suggested changes back to the committee for review.

The Policy Committee will continue to meet and work on updates as they are available for review.

The meeting ended at 6:00PM

Minutes prepared and submitted by Debra Scott July 22, 2020

Next meeting date TBD



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

Building and Ground Committee
August 10, 2020
Meeting Minutes

Board Members Present: Chuck Hemple, Rose Mary Hammonds and Kristy Schlak
Absent: None

Administrators: Amy Kruppe, Superintendent
Greg Richardson, Maintenance and Custodial Supervisor
Jason Zirnis, Assistant Superintendent of Business and Operations

Meeting start time - 6:05 pm

A. Sinking Fund Project Update

- a. High School Bathrooms
 - Working with contractor to finalize work and timing.
- b. Auditorium Roof
 - Coordinating dates for start of work.
- c. Pool Deck Improvements
 - Coordinating dates for start of work
- d. District Parking Lot Improvements
 - Over half way completed with the project, Remaining work is at Ford Administration, Longfellow and the High School.

B. Asbestos Remediation

While reviewing the buildings it was noted that several locations had tiles that were deteriorating. In consultation with our remediation company it was time to remove the tiles. The company came in to complete the work and the costs were originally slated for general fund expenses. The costs are eligible for Sinking Fund and we are requesting charging the costs there and relieving the general fund of the obligation.

- C. St. Johns Health Clinic Update - work is progressing well, we are only waiting on the compilation of the cabinetry in the lab and air balancing to be completed and we can wrap up the project.
- D. Covid Costs - The committee discussed the current expenditures that have been (or going to be) incurred. The items included, student sneeze barriers, cafeteria plexiglass, totes for elementary students storage, back



of chair storage for elementary students, Badger Face Shields, additional tables and chairs for cafeterias and sneeze shields for secretaries.

- E. Facility Use of Longfellow - Based on the current Return to School plan, Longfellow is not currently required. Invest has approached the District to utilize the space for its Food Service Operations as well as running Michigan Works programs from the location. We will be negotiating the terms of the agreement in the coming weeks.
- F. Auto Shop Sale Offer - A local businessman has approached the District if the building was for sale. At the request of the committee administration will be reaching out to the individual to formalize the offer and provide it to the Board for consideration.
- G. Camp Hazelwood Sale inquiry - A Board member received a question on whether the Board was entertaining offers on the property. The committee indicated that the District is not entertaining offers on the property.

Meeting end time - 6:35 pm

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



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

Finance Committee
August 10, 2020
Meeting Minutes

Board Members Present: Sue Hemple, Laura Atkins and Rose Mary Hammonds
Absent: None

Administrators: Amy Kruppe, Superintendent
Brad Wilkins, Director of Technology
Jason Zirnis, Assistant Superintendent of Business and Operations

Meeting start time - 5:00 pm

- A. Energy Contract - Our current energy contract to supply gas to the District Expires on October 1, 2020. The Business Office obtained three quotes for the services and are recommending Executive Energy to supply gas to the District through a three year contract.
- B. Covid Costs - The committee discussed the current expenditures that have been (or going to be) incurred. The items included, student sneeze barriers, cafeteria plexiglass, totes for elementary students storage, back of chair storage for elementary students, Badger Face Shields, additional tables and chairs for cafeterias and sneeze shields for secretaries.
- C. Budget Update - At this time there is nothing new to report regarding any movement from the State regarding the final State Aid payment for August or any budget update for 20/21 fiscal year.
- D. Latchkey and Child Care - The Committee discussed extended day Latchkey to parents in Phases 1-3 and anytime the District is offering remote learning. It was also discussed offering Child care for District staff reporting to work.
- E. Facility Use of Longfellow - Based on the current Return to School plan, Longfellow is not currently required. Invest has approached the District to utilize the space for its Food Service Operations as well as running Michigan Works programs from the location. We will be negotiating the terms of the agreement in the coming weeks.
- F. Auto Shop Sale Offer - A local businessman has approached the District if the building was for sale. At the request of the committee, administration will be reaching out to the individual to formalize the offer and provide it to the Board for consideration.

Meeting end time - 6:00 pm

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



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: August 17, 2020
Re: Visitor Management System

We are seeking approval for implementing a Visitor Management System at all of our school buildings. The initial implementation will not exceed \$21,360.

A Visitor Management System will provide us with accurate and reliable visitor details and sign-in history (no more pen and paper), which are recorded and maintained for every visitor who enters our schools. We can easily run reports for each building or the district as a whole. This will keep all visitor records in one central location versus having sign in/out books at every building.

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.

Strategic Plan: Goal Statement - Climate and Culture

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

We respectfully request the approval of a Visitor Management System not to exceed \$21,360.





Ford Administration
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To: Hazel Park Board of Education
From: Dr. Amy Kruppe, Superintendent
Subject: 2019-2020 Administration Vacation Day Pay Out
Date: August 12, 2020

The summer of 2020 has certainly been a challenging time for everyone. The central office administrative team has been working diligently to determine the next steps in providing a safe environment for everyone. Because of this situation vacation and days off have been missed. We are respectfully requesting to compensate the central office cabinet for their unused vacation days. This would be a one time occurrence due to the pandemic and the amount of work that has had to be completed over the summer. Please see the chart below for the cost per person with a total cost of wages only not including benefits.

	20/21-New Accrual	19/20 -Rollover	Hours to cancel out end of Sept if not used	Daily Rate	Pay out
Brad Wilkins	160	120	110	\$ 324.89	\$4,467.24
Carla Postell	160	59	24	\$ 446.73	\$1,340.19
Jason Zirnis	160	100	92	\$ 512.15	\$5,889.73
Stephanie Dulmage	160	60	52	\$ 435.78	\$2,832.57
Tamaran Dillard	160	64	24	\$ 420.12	\$1,260.36
					\$15,790.08

We are respectfully requesting the approval of reimbursement for the vacation days of administration for the cabinet in this one time payment.





Book Policy Manual
Section Policies for the board
Title Vol. 33, No.1 - September 2018 New CANCELLATION
Code po0165.6
Status

0165.6 - **CANCELLATION**

Any meeting of the Board may be cancelled for appropriate purposes, which shall include, but not be limited to, inclement weather, lack of a quorum, or conflict with a special event relating to the District. If the cancelled meeting is a regular meeting it must be re-scheduled following all notice requirements set forth above.

M.C.L. 15.265, 380.1201(3)(4)

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Legal M.C.L. 15.265, 380.1201(3)(4)

Last Modified by Debbie Scott on May 11, 2020



Book Policy Manual
Section Policies for the board
Title Vol. 33, No. 1 - September 2018 Revised AGENDA
Code po0166
Status
Adopted May 15, 2017

0166 - **AGENDA**

The Superintendent and Board President shall prepare and submit to each Board member a written agenda prior to each regular meeting and each special meeting, unless otherwise directed by the Board. The agenda shall list the various matters to come before the Board and shall serve as a guide for the order of procedure for the meeting. Individual Board members may include items on the agenda upon the concurrence of the Board President.

The agenda of the regular monthly meeting or special meetings shall be accompanied by a report from the Superintendent on information relating to the District with such recommendations as s/he shall make.

Each agenda shall contain the following statement:

"This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting, ~~as indicated in agenda item _____.~~"

[X.] Any person or group wishing to place an item on the agenda shall register their intent with the Superintendent no later than 10 days prior to the meeting and include:

- A. (x.) name and address of the participant;
- B. (x.) group affiliation, if and when appropriate;
- C. (x.) topic to be addressed.

Such requests shall be subject to the approval of the Superintendent and the Board President.

Denial of the opportunity to have an item placed on the agenda will not preclude an individual or group from the opportunity to speak during the public participation portion of the meeting.

The agenda for each regular meeting shall be emailed or delivered to each Board member so as to provide proper time for the member to study the agenda. Generally, the agenda should be emailed no later than 7 days prior to the meeting, or delivered so as to provide time for the study of the agenda by the member. The agenda for a special meeting shall be delivered at least twenty-four (24) hours before the meeting, consistent with provisions calling for special meetings.

The Board shall transact business according to the agenda prepared by the Superintendent and submitted to all Board members in advance of the meeting. The order of business may be altered and items added at any meeting by a majority vote of the members present.

Last Modified by Debbie Scott on July 22, 2020



Book	Policy Manual
Section	Policies for the board
Title	Vol. 33, No. 1 - September 2018 Revised VOTING
Code	po0167.1
Status	
Adopted	May 15, 2017

0167.1 - **VOTING**

All regular and those special meetings of the Board at which the Board is authorized to perform business shall be conducted in public. No act shall be valid unless approved at a meeting of the Board by a majority vote of the members elected or appointed to and serving on the Board who are authorized to vote (see Voting as defined in Bylaw 0100) and a proper record made of the vote. Meetings of the Board shall be public and no person shall be excluded therefrom. M.C.L. 380.1201

Unless specifically authorized by Michigan conflict of interest laws, any Board member's decision to abstain shall be recorded and be deemed to acquiesce in the action taken by the majority. Failure to vote, absent a statutory exception or other reasonable ethical basis, constitutes a breach of the Board member's duty as a public official. In situations in which a specified number of affirmative votes is required and abstentions have been noted, the motion shall fail if the specified number of affirmative votes have not been cast. In situations in which there is a tie vote and the abstention represents the deciding vote, the motion shall fail for lack of a majority. 184 Mich App 681, 684 (1990)

All actions requiring a vote

shall be conducted by roll call

may be conducted by voice, show of hands, or roll call

provided that the vote of each member be recorded. Proxy voting shall not be permitted. If a vote is not conducted by roll call,
~~a~~Any member may request a roll call vote.~~that the Board be polled.~~

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Last Modified by Debbie Scott on May 11, 2020



Book	Policy Manual
Section	Policies for the board
Title	Vol. 33, No. 2 - February 2019 Revised CLOSED SESSION
Code	po0167.2
Status	
Adopted	May 15, 2017

0167.2 - **CLOSED SESSION**

The Board may () by means of a roll call vote [**END OF CHOICE**] meet in a closed session, one closed to the public, for the following purposes:

- A. to consider the dismissal, suspension, or disciplining of, or to hear complaints or charges brought against, or to consider a periodic personnel evaluation of, a public officer, staff member, or individual agent, if the named person requests a closed hearing (**a majority vote is required**)
- B. to consider the dismissal, suspension, or disciplining of a student only if the student or student's parents request a closed hearing (**a majority vote is required**) (Also see Bylaw 0169, Student Disciplinary Hearings)
- C. for strategy and negotiation sessions connected with the negotiation of a collectively-bargained agreement if either negotiating party requests a closed hearing (**a majority vote is required**)
- D. to consider the purchase or lease of real property up to the time an option to purchase or lease that real property is obtained (**a two- thirds (2/3's) vote is required**)
- E. to consult with its attorney regarding trial or settlement strategy in connection with specific pending litigation, but only if an open meeting would have a detrimental financial effect on the litigating or settlement position of the public body (**a two-thirds (2/3's) vote is required**)
- F. to consider materials exempt from discussion or disclosure under State or Federal statute, including by way of example only, written opinions of legal counsel, and school safety plans (**a two- thirds (2/3's) vote is required**)
- G. to review the specific contents of an application for employment or appointment if the candidate requests that the application remain confidential (**a two-thirds (2/3's) vote is required**)

However, all interviews for employment or appointment of the Superintendent shall be held in an open meeting of the Board.

- H. to consider security planning to address existing threats or prevent potential threats to the safety of the students or staff (**a majority vote is required**)

In keeping with the confidential nature of closed sessions, no member of the Board shall disclose the content of discussions that take place during such sessions. The only exceptions will be discussions with the District's legal counsel or as directed by an order of a court with proper jurisdiction.

It is expected that Board members shall not record nor communicate by any means, electronic or otherwise, with party or parties outside such meetings regarding the substance of such meetings either during or after the course of such meetings.

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Last Modified by Debbie Scott on May 11, 2020



Book	Policy Manual
Section	Policies for the board
Title	Copy of PUBLIC PARTICIPATION AT BOARD MEETINGS
Code	po0167.3
Status	
Adopted	May 15, 2017

0167.3 - PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board of Education recognizes the value of public comment on educational issues and the importance of allowing members of the public to express themselves on District matters.

~~Any person or group wishing to place an item on the agenda shall register their intent with the Superintendent no later than ten (10) days prior to the meeting and include:~~

- ~~A. name and address of the participant;~~
- ~~B. group affiliation, if and when appropriate;~~
- ~~C. topic to be addressed.~~

~~Such requests shall be subject to the approval of the Superintendent and the Board President.~~

~~Denial of the opportunity to have an item placed on the agenda will not preclude an individual or group from the opportunity to speak during the public participation portion of the meeting.~~

~~To permit fair and orderly public expression, the Board shall provide a period for public participation at public meetings of the Board and publish rules to govern such participation in Board meetings and in Board committee meetings.~~

To permit fair and orderly public expression, the Board shall provide a period for public participation at public meetings of the Board and publish rules to govern such participation in Board meetings and in Board committee meetings. The rules shall be administered and enforced by the presiding officer of the meeting.

~~The presiding officer of each Board meeting at which public participation is permitted shall administer the rules of the Board for its conduct.~~

The presiding officer shall be guided by the following rules:

- A. Public participation shall be permitted as indicated on the order of business.
- B. Anyone with concerns related to the operation of the schools or to matters within the authority of the Board may participate during the public portion of a meeting.
- C. Attendees must register their intention to participate in the public portion of the meeting upon their arrival at the meeting.
- D. Participants must be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name; address; group affiliation, if and when appropriate.
- E. Each statement made by a participant shall be limited to three (3) minutes duration.

- F. No participant may speak more than once on the same topic ~~unless all others who wish to speak on that topic have been heard.~~
- G. Participants shall direct all comments to the Board and not to staff or other participants.
- H. ~~All statements shall be directed to the presiding officer; no person may address or question Board members individually.~~
- I. The presiding officer may:
1. prohibit public comments which are frivolous, repetitive, or harassing;
 2. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
 3. request any individual to leave the meeting when that person behaves in a manner that is disruptive of the orderly conduct of the meeting;
 4. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
 5. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action.
 6. (x) waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business
- J. (x) The portion of the meeting during which the participation of the public is invited shall be limited to 3 minutes, but the timeframe will be extended, if necessary, so that no one's right to address the Board will be denied.

A. Tape or video recordings are permitted subject to the following conditions:

1. No obstructions are created between the Board and the audience.
2. No interviews are conducted in the meeting room while the Board is in session.
3. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience while the Board is in session.

The person operating the recorder should contact the Superintendent prior to the Board meeting to review possible placement of the equipment.

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Legal M.C.L. 15.263(4)(5)(6), 380.1808

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Book	Policy Manual
Section	Policies for the board
Title	Copy of SCHOOL ADMINISTRATOR EVALUATION
Code	po1420
Status	
Adopted	May 15, 2017

1420 - **SCHOOL ADMINISTRATOR EVALUATION**

The Board of Education, through the powers derived from the School Code and other relevant statutes, is responsible for the employment and discharge of all personnel. To carry out this responsibility, with the involvement of school administrators, it delegates to the Superintendent, the function of establishing and implementing a rigorous, transparent, and fair performance evaluation system that does all of the following:

- A. Evaluates the school administrator's job performance at least annually in a year-end evaluation, while providing timely and constructive feedback.

The Superintendent or designee shall perform administrators' evaluations. Administrators rated highly effective on three (3) consecutive year-end evaluations may be evaluated every other year, at the District's discretion.

- B. Establishes clear approaches to measuring student growth and provides school administrators with relevant data on student growth.

Note: The School District will comply with all statutory and regulatory requirements as adopted by the State Legislature and the Michigan Department of Education.

- C. Evaluates a school administrator's job performance as highly effective, effective, minimally effective or ineffective, using multiple rating categories that take into account student growth and assessment data. For the 2018-2019 school year~~2016—2017 and 2017—2018 school years~~ twenty-five percent (25%) of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the ~~2018—2019-2020~~ school year, forty percent (40%) of the annual year-end evaluation shall be based on student growth and assessment data.

For building level administrators, the data to be used is the aggregate student growth and assessment data that are used in teacher annual year- end evaluations in each school in which the school administrator works as an administrator. For a central-office-level administrator, the pertinent data is that of the entire School District.

- D. Uses the evaluations, at a minimum, to inform decisions regarding all of the following:

1. The effectiveness of school administrators, so that they are given ample opportunities for improvement.

2. Promotion, retention, and development of school administrators, including providing relevant coaching, instruction support, or professional development.
3. Removing ineffective school administrators after they have had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

E.

The portion of the annual year-end evaluation that is not based on student growth and assessment data shall be based on at least the following for the school in which the school administrator works as an administrator:

1. The school administrators' training and proficiency in conducting teacher performance evaluations if s/he does so or his/her designee's proficiency and training if the administrator designates such duties.
2. The progress made by the school or District in meeting the goals established in the school/District improvement plan.
3. Student attendance.
4. Student, parent and teacher feedback and other information considered pertinent by the Board.

F. For the purposes of conducting annual year-end evaluations under the performance evaluation system, the District shall adopt and implement one (1) or more of the evaluation tools for teachers or administrators, if available, that are included on the list established and maintained by the Michigan Department of Education ("MDE"). However, if the District has one (1) or more local evaluation tools for administrators or modifications of an evaluation tool on the list, and the District complies with G., below, the District may conduct annual year-end evaluations for administrators using one (1) or more local evaluation tools or modifications. The evaluation tools shall be used consistently among the schools operated by the District so that all similarly situated school administrators are evaluated using the same measures.

G. The District shall post on its public website all of the following information about the measures it uses for its performance evaluation system for school administrators:

1. The research base for the evaluation framework, instrument, and process or, if the District adapts or modifies an evaluation tool from the MDE list, the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.
2. The identity and qualifications of the author or authors or, if the District adapts or modifies an evaluation tool from the MDE list, the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.
3. Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the District adapts or modifies an evaluation tool from the MDE list, an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.
4. The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.
5. A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.

6. A description of the plan for providing evaluators and observers with training.

H. The District shall also:

1. Provide training to school administrators on the measures used by the District in its performance evaluation system and on how each of the measures is used. This training may be provided by a District or consortium of two (2) or more districts, the intermediate school district or a public school academy.

2. Ensure that training is provided to all evaluators and observers. The training shall be provided by an individual who has expertise in the evaluation tool or tools used by the District, which may include either a consultant on that evaluation tool or framework or an individual who has been trained to train others in the use of the evaluation tool or tools. The District may provide the training in the use of the evaluation tool or tools if the trainer has expertise in the evaluation tool or tools.

The evaluation system shall ensure that if the administrator is rated as minimally effective or ineffective, the person(s) conducting the evaluation shall develop and require the school administrator to implement an improvement plan to correct the deficiencies. The improvement plan shall recommend professional development opportunities and other measures designed to improve the rating of the administrator on his/her next annual year-end evaluation. An administrator rated as "ineffective" on three (3) consecutive year-end evaluations must be dismissed from employment with the District.

The evaluation program shall aim at the early identification of specific areas in which the individual administrator needs help so that appropriate assistance may be provided or arranged for. A supervisor offering suggestions for improvement to an administrator shall not release that professional staff member from the responsibility to improve. If an administrator, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. In such an instance, all relevant evaluation documents may be used in the proceedings.

Evaluations shall be conducted of each administrator as stipulated in the revised School Code, the employment contract, the Superintendent's administrative guidelines and as directed by the Michigan Department of Education. An administrator shall be given a copy of any documents relating to his/her performance which are to be placed in the personnel file.

This policy shall not deprive an administrator of any rights provided by State law or any contractual rights consistent with State law.

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M.C.L. 380.1249

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Book Policy Manual
 Section Policies for the board
 Title Vol. 33, No. 2 - February 2019 New DRUG-FREE WORKPLACE
 Code po1422.01
 Status

1422.01 - **DRUG-FREE WORKPLACE**

The Board of Education believes that quality education is not possible in an environment affected by drugs. It will seek, therefore, to establish and maintain an educational setting which

[OPTION #1 (needed only if Federal funds come directly from Washington)]

meets the requirements in the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act.

In compliance with the Act, the Board prohibits the manufacture, possession, use, distribution, or dispensing of any controlled substance, including alcohol, by any member of the District's administration at any time while on District property or while involved in any District-related activity or event. Any administrator who violates this policy shall be subject to disciplinary action in accordance with District guidelines.

The Superintendent shall establish whatever programs and procedures are necessary to meet the Federal certification requirements.

[OPTION #2 (applies to most schools)]

is not tainted by the use or evidence of use of any controlled substance.

The Board shall not permit the manufacture, possession, use, distribution, or dispensing of any controlled substance, alcohol, and any drug paraphernalia, by any member of the District's administration at any time while on District property or while involved in any District-related activity or event. Any administrator who violates this policy shall be subject to disciplinary action in accordance with District guidelines.

The Superintendent shall establish guidelines that ensure compliance with this policy and that each administrator is given a copy of the standards regarding unlawful possession, use, or distribution of illicit drugs and alcohol and informed that compliance with this requirement is mandatory. Such guidelines shall provide for appropriate disciplinary actions, if and when needed.

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Legal P.L. 101-126
 Drug-Free Workplace Act of 1988, 41 U.S.C. 701, et seq.
 20 U.S.C. 3224A

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Book	Policy Manual
Section	Policies for the board
Title	Copy of CURRICULUM DEVELOPMENT
Code	po2210
Status	
Adopted	May 15, 2017
Last Revised	May 15, 2017

2210 - **CURRICULUM DEVELOPMENT-APPROVED COURSES**

The Board of Education recognizes its responsibility for the quality of the educational program of the schools. To this end, the curriculum shall be developed, evaluated, and adopted on a continuing basis and in accordance with a plan for curriculum growth established by the Superintendent.

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined as all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group, necessary to accomplish the educational goals of the District.

The Board directs that the curriculum of this District:

- A. provide grade-appropriate instruction on career development in each grade level from kindergarten through 12th; [DRAFTING NOTE: THIS LANGUAGE IS NOT OPTIONAL AND MUST BE ADOPTED TO COMPLY WITH CURRENT LAW.]
- B. provides instruction in courses required by statute and State Department of Education regulations;
- C. ensures, to the extent feasible, that special learning needs of students are provided for in the context of the regular program or classroom and provides for effective coordination with programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom;
- D. be consistent with the District's philosophy and goals and ensure the possibility of their achievement;
- E. utilizes a variety of learning resources to accomplish the educational goals;
- F. encourages students to utilize guidance and counseling services in their academic and career planning;

As educational leader of the District, the Superintendent shall be responsible to the Board for the development and evaluation of curriculum and the preparation of courses of study.

The Superintendent shall make progress reports to the Board periodically.

The Superintendent may conduct such innovative programs as are deemed to be necessary to the continuing growth of the instructional program and to better ensure accomplishment of the District's educational goals.

The Superintendent shall report each such innovative program to the Board along with its objectives, evaluative criteria, and costs.

Approved Courses

The Board shall adopt a list of the individual courses that have been approved. The list shall include courses offered by the District for credit or grade promotion and shall be used when determining which courses may be included in membership

for State aid purposes and for auditing purposes when examining the membership counted for State school aid on the count days. The list of approved courses shall include traditional offerings and courses offered through other means, such as experiential learning courses, online courses, and all courses offered in shared time programs under appropriate provisions of the State School Aid Act. (M.C.L. 388.1766b). The list of approved courses shall include all extended learning opportunities associated with each course and a description of each such opportunity. The list shall also include a description of the content of each approved course and documentation related to course approval (including the list of approved courses for membership purposes).

Unless the Board disapproves, the Superintendent may proceed to conduct the program.

The Board encourages, where it is feasible and in the best interests of the District, participation in programs of educational research.

The Board directs the Superintendent to pursue actively State and Federal aid in support of the District's innovative activities.

[M.C.L. 380.1282, 380.1166a](#)

[Reference: Pupil Accounting Manual 2019-2020, Michigan Department of Education](#)

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M.C.L. 380.1282

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Book	Policy Manual
Section	Policies for the board
Title	Copy of PARENT PARTICIPATION IN TITLE I PROGRAMS
Code	po2261.01
Status	
Adopted	May 15, 2017

2261.01 - PARENT PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be planned ~~designed~~ and implemented in meaningful consultation with parents of the students being served.

~~The Superintendent shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:~~

- ~~A. the District expects the parents to be involved in the program, including their participation in the development of the plan;~~
- ~~B. meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;~~
- ~~C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;~~
- ~~D. opportunities will be provided for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision making about the program and revisions in the plan;~~
- ~~E. parents will be involved in the planning, review, and improvement of the Title I program;~~
- ~~F. information concerning school performance profiles and their child's individual performance will be communicated to parents;~~
- ~~G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;~~
- ~~H. timely responses will be given to parental questions, concerns, and recommendations;~~
- ~~I. the District will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement;~~
- ~~J. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;~~
- ~~K. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;~~
- ~~L. other activities will be conducted as appropriate to the plan and State or Federal requirements.~~

Each year the Superintendent shall work with parents⁴⁶ and family members of children served in Title I Programs in order to jointly develop and agree upon a proposed written parent and family engagement

policy to establish expectations for the involvement of such parents and family members in the education of their children. The proposed policy shall be reviewed and approved annually by the Board of Education and distributed to parents and family members of children receiving Title I services. The proposed policy must establish the District's expectation and objectives for meaningful parent and family involvement, and describe how the School District will:

- A. involve parents and family members in the development of the School District's Title I plans and any State-mandated comprehensive support and improvement plans;
- B. provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent involvement activities to improve student achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other Federal, State, and local laws and programs;
- D. with meaningful involvement of parents and family members, annually evaluate the content and effectiveness of the parent and family engagement policy in improving the academic quality of schools, including:
 - 1. identifying barriers to greater parent participation (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - 2. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - 3. strategies to support successful school and family interactions.
- E. use the findings of the above-referenced evaluation to:
 - 1. design evidence-based strategies for more effective parental involvement; and,
 - 2. revise the parent and family engagement policy, if necessary;
- F. involve parents in the activities of the District's Title I schools, which may include establishing a parent advisory board that may be charged with developing, revising and reviewing the parent and family engagement policy;
- G. provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency and/or disabilities, and parents and family members of migratory children), including providing information and school reports in a format, and to the extent practicable in a language, such parents can understand;
- H. conduct meetings with parents including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;
- I. develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;
- J. provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;

- K. involve parents in the planning, review, and improvement of the Title I program;
- L. communicate information concerning school performance profiles and their child's individual performance to parents;
- M. assist parents in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;
- N. provide timely responses to parental questions, concerns, and recommendations;
- O. coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic achievement;
- P. conduct other activities as appropriate to the Title I plan and State and Federal requirements.

The Board will reserve the requisite percent of its allocation of Federal Title I funds to carry out the above-described activities. Parents and family members of children receiving Title I services shall be involved in the decisions regarding how the reserved funds are allotted for parent involvement activities. Reserved funds shall be used to carry out activities and strategies consistent with the Board's parent and family engagement policy (Policy 2111), including at least one (1) of the following:

- A. Supporting schools and nonprofit organizations in providing professional development for the District and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- B. Supporting programs that reach parents and family members at home, in the community, and at school.
- C. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- D. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- E. Engaging in any other activities and strategies that the Board determines are appropriate and consistent with its parent and family engagement policy.

~~The Superintendent shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:~~

- A. ~~convenes an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the parents' rights to be involved and the schools obligations to develop an involvement plan;~~
- B. ~~will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;~~
- C. ~~will involve parents in an organized, on going and timely way in the development, review and improvement of parent involvement activities;~~
- D. ~~will provide participating students' parents with:~~
 - 1. ~~timely information about the Title I programs;~~
 - 2. ~~an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;~~
 - 3. ~~regular meetings, upon request, to make suggestions and receive response regarding their student's education;~~

- E. ~~develops jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including:~~
1. ~~the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;~~
 2. ~~parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;~~
 3. ~~the importance of parent teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.~~

The Superintendent must also assure that each Title I participating school develops a specific written plan, with parental involvement and agreement, which includes provisions regarding the following:

- A. Each principal must convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parent and family engagement policy.
- B. Meetings with parents of children receiving Title I services must be scheduled at flexible times with assistance such as child care, transportation, home visits, or similar aid offered to parents to encourage their involvement.
- C. Parents must be involved in an organized, on-going and timely way in the development, review, and improvement of parent involvement activities, including the planning, review and improvement of the school parent and family engagement policy, and the joint development of the schoolwide program plan, if appropriate.
- D. Parents of participating students must be provided with:
1. timely information about the Title I program and the school's parent and family engagement policy;
 2. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels expected;
 3. regular meetings, upon request, for parents to make suggestions, and to participate as appropriate, in decisions relating to the education of their children, and receive responses regarding the parents' suggestions about their student's education as soon as practicably possible.
- E. If the written plan is not satisfactory to the parents of participating children, the school must submit any parents' comments when it presents the plan to the Superintendent.
- F. As a component of the school-level parent and family engagement policy, the principal for each school shall coordinate the development of a school-parent compact jointly with parents of children served under Title I which outlines how the school staff, the parents, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State's high standards. The compact must:
- A. describe the school's responsibility to provide a high quality curriculum and instruction in a supportive, effective learning environment;
 - B. describe the ways in which each parent is responsible for supporting their child's learning environment such as monitoring attendance, homework, extra-curricular activities and

excessive television watching; volunteering in the classroom; and participating, as appropriate, in decisions relating to the education of their children and their positive use of extra-curricular time;

-
- C. address the importance of parent/teacher communication on an on-going basis through at least annual parent teacher conferences to discuss the child's achievement and the compact; frequent progress reports to the parents on their child's progress; reasonable access to the staff and to observe and participate in classroom activities and regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
-
- G. Parents of children receiving Title I services must be notified about their school's parent and family engagement policy in an understandable and uniform format, and, to the extent practicable, in a language the parents can understand. These policies must also be made available to the community.
-
- H. School-level parent and family engagement policies must be updated periodically to meet the changing needs of parents and the schools.

In order to involve parents in the education of their children and to support a partnership among the school, parents and the community for improving student academic achievement, the Superintendent and building principals must include provisions in the School District and school-level parent and family engagement policies regarding:

- A. assisting parents of children served under Title I in understanding such topics as the State academic standards, State and local academic assessments, Title I, and how to monitor their child's progress and how to work with educators to improve their child's achievement;
-
- B. providing materials and training to help parents work with their children to improve achievement, such as literacy training and using technology (including education about the harms of copyright privacy).;
-
- C. educating teachers, specialized instructional support personnel, school leaders (including principals), and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school;
-
- D. to the extent feasible and appropriate, coordination and integration of parent involvement programs and activities with other Federal, State and local programs (including public preschool programs), and conducting other activities that encourage and support parents more fully participating in the education of their children (e.g., parent resource centers).;
-
- E. providing information related to school and parent programs, meetings, and other activities to parents of participating children in a format, and, to the extent practicable, in a language the parents can understand;
-
- F. providing such reasonable support for parent involvement activities as parents may request.

In order to build the School District's capacity for parent involvement, the Superintendent and building principals may also:

1. involve parents in the development of training for teachers and administrators and other educators to improve the effectiveness of such training;
-
2. provide necessary literacy training from Title I funds if the District has exhausted all other reasonably available sources of funding for such training;

3. pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions, including transportation and child care costs;
4. train parents to enhance the involvement of other parents;
5. arrange school meetings at a variety of times, or conduct in-house conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
6. adopt and implement model approaches to improving parental involvement;
7. establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs;
8. develop appropriate roles for community-based organizations and businesses in parental involvement activities.

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Legal 20 U.S.C. 6318, Elementary and Secondary Education Act of 1965
 34 C.F.R. Part 200 et seq.

Last Modified by Debbie Scott on July 13, 2020



Book Policy Manual
Section Policies for the board
Title Copy of Vol. 34, No. 1 - September 2019 New CHILD CARE CENTER STAFF AND VOLUNTEERS
Code po2265
Status

2265 - **CHILD CARE CENTER STAFF AND VOLUNTEERS**

Background Checks

All staff members employed by the District whose job responsibilities include working with children in the District's

[DRAFTING NOTE: YOU MUST SELECT ALL CATEGORIES THAT ARE PROVIDED IN YOUR DISTRICT THAT ARE COVERED BY THE CHILD CARE ORGANIZATIONS ACT]

- pre-school programs,
- before or after school programs,
- early childhood development programs,
- child or day care center,
- drop-in program, and/or
- _____

and all other persons 18 years or older who provide unsupervised care or have unsupervised access to the children in the program(s) **OPTION] [X-]**, including volunteers, **[END OF OPTION]** must consent to and complete a comprehensive background check compliant with the requirements of the Child Care Organizations Act.

[DRAFTING NOTE: SELECT THE ABOVE OPTION ONLY IF YOU DO NOT SELECT THE OPTION BELOW PROHIBITING VOLUNTEERS FROM UNSUPERVISED ACCESS.]

[OPTION] [X] Volunteers shall not engage in unsupervised care or supervision of the children or be provided unsupervised access to the children in the program(s). **[END OF OPTION]**

All staff members and any volunteers who have contact with children in the program(s) at least four (4) hours per week for more than two (2) consecutive weeks must have test results on file with the District indicating that they are free from communicable tuberculosis. The test results must have been verified within one (1) year before employment or volunteering.

Supervision of Volunteers

All persons who volunteer in the program(s), including the ⁵²parents or guardians of a child receiving care or services, will be supervised by the District staff member(s) who are working in the program(s). District staff

members will be informed of their supervisory roles **[OPTION] (X-)** including the requirement that volunteers shall not engage in unsupervised care or supervision of the children or be provided unsupervised access to the children in the program(s). **[END OF OPTION]**

[DRAFTING NOTE: SELECT THIS OPTION IF YOU SELECTED THE OPTION ABOVE.]

District staff members must report any issues or concerns of any nature relating to volunteers to the **[PICK ONE] [X] building principal [] Superintendent [] _____ [END OF OPTIONS]** at the first available opportunity. The Building Principal _____ **[insert selection from preceding sentence]** will promptly address all issues or concerns and determine whether any instruction, changes, corrective action or other remedies should be implemented.

All volunteers must comply with Board policies and District guidelines while acting as a volunteer and are subject to removal or prohibition from participating as a volunteer in the program(s).

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Legal M.C.L. 722.111, et seq.

Last Modified by Debbie Scott on July 22, 2020



Book	Policy Manual
Section	Policies for the board
Title	Copy of REPRODUCTIVE HEALTH AND FAMILY PLANNING
Code	po2414
Status	
Adopted	May 15, 2017
Last Revised	September 17, 2018

2414 - **REPRODUCTIVE HEALTH AND FAMILY PLANNING**

The Board of Education directs that instruction be provided on the principal modes by which dangerous communicable diseases, including HIV and AIDS, are spread and the best methods for the restriction and prevention of these diseases. The instruction shall stress that abstinence from sex is the only protection that is 100% effective against unplanned pregnancy and sexually transmitted diseases, including HIV and AIDS, and that abstinence is a positive lifestyle for unmarried young people.

No person shall dispense or otherwise distribute in a District school or on District school property a family planning drug or device. Additionally, any official, member of the Board, or employee of the Board who is not the parent or the legal guardian of the student involved is prohibited from referring a student for an abortion or assisting a student in obtaining an abortion.

~~The Board accepts as policy the guidelines entitled "Sex Education Guidelines including Reproductive Health and Family Planning" established by the Michigan Department of Education. A copy shall be available for inspection in the Board office.~~

Each person who teaches K to 12 students about human immunodeficiency virus infection and acquired immunodeficiency syndrome shall have training in human immunodeficiency virus infection and acquired immunodeficiency syndrome education for young people. Licensed health care professionals who have received training on human immunodeficiency virus infection and acquired immunodeficiency syndrome are exempt from this requirement.

The District shall notify the parents, in advance of the instruction and about the content of the instruction, give the parents an opportunity, prior to instruction, to review the materials to be used (other than tests), as well as the opportunity to observe the instruction, and advise the parents of their right to have their child excused from the instruction.

Before any revisions to the curriculum on the subjects taught pursuant to M.C.L. 380.1169 are implemented, the Board shall hold at least two (2) public hearings on the proposed revisions. The hearings shall be held at least one (1) week apart and public notice of the hearings shall be given in the manner required for board meetings. A public hearing held pursuant to this section may be held in conjunction with a public hearing held pursuant to M.C.L. 380.1507.

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Legal	M.C.L. 380.1169, 380.1507, 388.1766 A.C. Rule 388.273 et seq.
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Last Modified by Debbie Scott on May 11, 2020



Book Policy Manual
Section Policies for the board
Title Copy of ADULT EDUCATION
Code po2450
Status
Adopted May 15, 2017

2450 - **COMMUNITY AND ADULT EDUCATION**

The Board of Education believes that education is a continuous process throughout life and supports the position that the District should cooperate with other community agencies in providing educational, cultural, and recreational opportunities for all of its citizens. The school, in this setting, becomes a force for community service and improvement; and the values the community seeks for children in the regular school program are, thus, available for all citizens through the community and/or adult program.

With regard to community education, the Board shall provide programs

in the evening

and day

for the purpose of meeting the

avocational,

recreational,

cultural

interests of the community.

as well as the vocational/technical training and retraining needs of local workers.

With regard to adult education, the Board also shall provide a basic high school continuation program for anyone over the age of ~~sixteen (16)~~ ~~eighteen (18)~~ seventeen (17) who is not attending high school (X) in the schools of this District as an opportunity to complete the requirements for a high school diploma.

[.] Veterans Benefits and Transition Act

The Board shall permit for GI Bill and Vocational Rehabilitation and Employment Program beneficiaries to attend a course of education or training for up to ninety (90) days pending payment from the Veterans Administration (VA) for the course. To be eligible, the beneficiary must provide a certificate of eligibility for entitlement to educational assistance (valid/current VAF 28-1905) and a written request to use the

entitlement. Documentation must be submitted no later than the first day the course or training commences. The ninety (90) day period starts on the date when the District certifies tuition and fees following receipt of the required documents.

The District shall not impose a penalty, deny access to classes or facilities, or require the beneficiary to borrow additional funds to cover tuition and fees due to late payments from the VA. The State Approving Agency (SAA) or the VA may act to approve or disapprove certain courses of education, which may be subject to a waiver by the VA

The Board shall also maintain an Americanization program of instruction for the benefit of foreign-born residents of the District. The Superintendent shall develop and implement administrative guidelines whereby the schools are available to residents of the

District for the above-stated purposes and such programs have equal access to the District's facilities and its instructional equipment, materials, and supplies.

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Legal A.C. Rule 388.281 et seq.

Last Modified by Debbie Scott on June 23, 2020



Book	Policy Manual
Section	Policies for the board
Title	Copy of STATE AID INCENTIVES
Code	po2628
Status	
Adopted	May 15, 2017

2628 - **STATE AID INCENTIVES**

The Board of Education, in its efforts to provide a quality education for the students of this District, shall review annually the State School Aid Act to determine any programs or incentives that offer additional revenues.

The Superintendent shall examine the requirements for each of the programs or incentives to determine which are feasible for this District and provide the Board with the necessary resolutions for those selected.

At Risk Funding

The State School Aid Act provides Section 31a funding for instructional and student support services who meet the at-risk identification characteristics specified [in Section 31a\(20\)](#).

At-risk characteristics include low achievement on State- or local-administered assessments in mathematics, English language arts, social studies or science; failure to meet proficiency standards in reading by the end of 3rd grade or career and college readiness for high school students at the end of 12th grade; a victim of child abuse or neglect; is a pregnant teenager or teenage parent; has a family history of school failure, incarceration or substance abuse; is [economically disadvantaged; is an English learner \(EL\); is chronically absent as defined and reported to the Center for Education Performance and Information \(CEPI\); is an immigrant who has immigrated within the immediately preceding three \(3\) years](#) ~~a student in a priority or priority successor school~~; and in the absence of State or local assessment data, meets at least two or more identified risk factors.

Section 31a funds are limited to instructional services, and direct non-instructional services to students. They may not be used for administration or other related costs. The District shall implement multi-tiered systems of support, as required, in order to access such funding.

Annually, the Superintendent shall allocate such funding to appropriate programs and services based on District priorities. Section 31a funds may be used to provide an anti-bullying or crisis intervention program.

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Legal State School-Aid Act

Last Modified by Debbie Scott on June 23, 2020

Book	Policy Manual
Section	Policies for the board
Title	Copy of STAFF ETHICS
Code	po3210
Status	
Adopted	May 15, 2017

3210 - **STAFF ETHICS**

An effective educational program requires the services of men and women of integrity, high ideals, and human understanding. To maintain and promote these essentials, the Board of Education expects all professional staff members to maintain high standards in their working relationships, and in the performance of their professional duties, to:

- A. ~~recognize basic dignities of all individuals with whom they interact in the performance of duties;~~ Responsibility to the Profession
 -
 - 1. demonstrate responsibility for oneself as an ethical professional;
 - 2. acknowledge, address and attempt to resolve ethical issues in an appropriate manner;
 - 3. promote and advance the profession within and beyond the school community;
- B. ~~represent accurately their qualifications;~~ Responsibility to Professional Competence
 - 1. demonstrate commitment to high standards of practice;
 - 2. demonstrate responsible use of data, materials, research and assessment;
 - 3. act in the best interest of all students;
- C. ~~exercise due care to protect the mental and physical safety of students, colleagues, and subordinates;~~ Responsibility to Students
 - 1. respect the rights and dignity of students;
 - 2. demonstrate an ethic of care for students;
 - 3. maintain student trust and confidentiality in a developmentally appropriate manner and within appropriate limits;

- D. ~~seek and apply the knowledge and skills appropriate to assigned responsibilities;~~ Responsibility to the School Community
1. promote effective and appropriate relationships with parents/guardians;
 2. promote effective and appropriate relationships with colleagues;
 3. promote effective and appropriate relationships with the community and other stakeholders;
 4. promote effective and appropriate relationships with employers;
 5. understand the problematic nature of dual or multiple relationships;
- E. ~~keep in confidence legally confidential information as they may secure;~~ Responsible and Ethical Use of Technology
1. use technology in a responsible manner;
 2. ensure student safety and well-being when using technology;
 3. maintain confidentiality in the use of technology;
 4. promote the appropriate use of technology in educational settings;
- F. ~~ensure that their actions or those of another on their behalf are not made with specific intent of advancing private economic interests;~~ (X) recognize basic dignities of all individuals with whom they interact in the performance of duties;
- G. ~~avoid accepting anything of value offered by another for the purpose of influencing judgment;~~ (X) represent accurately their qualifications;
- H. ~~refrain from using position or public property, or permitting another person to use an employee's position or public property for partisan political or religious purposes. This will in no way limit constitutionally or legally protected rights as a citizen.~~ (X) exercise due care to protect the mental and physical safety of students, colleagues, and subordinates;
- I. (X) seek and apply the knowledge and skills appropriate to assigned responsibilities;
- J. (X) keep in confidence legally confidential information as they may secure;
- K. (X) ensure that their actions or those of another on their behalf are not made with specific intent of advancing private economic interests;
- L. (X) avoid accepting anything of value offered by another for the purpose of influencing judgment;
- M. (X) refrain from using position or public property, or permitting another person to use an employee's position or public property for partisan political or religious purposes. This will not be implemented in a manner that limits constitutionally or legally protected rights as a citizen.

In keeping with the ethical responsibilities of the professional staff, the Board of Education prohibits staff from engaging in a ~~requires that staff not engage in any~~ romantic or sexual relationship of any kind with students of this District, regardless of their student's age. Professional staff should not provide alcohol, drugs, cigarettes, or any other contraband to a student.

**Member District Ballot
Proposal to Amend the Bylaws**



INTRODUCTION: The Oakland County School Boards Association (OCSBA) Resolutions and Bylaws Committee reviews and recommends amendments to the Association’s bylaws annually. The OCSBA Board of Directors has reviewed the proposed changes and recommends approval of all bylaws amendments as presented. Every Member District Board of Education has been provided with the proposed amendments and the rationale for each change.

ELIGIBILITY TO VOTE: Each Member District receives one (1) vote on proposed changes to the bylaws.

VOTING PERIOD: The designated voting period opens on August 1, 2020 and closes at 5:00 PM on Friday, September 11, 2020.

**DOES THE BOARD OF EDUCATION APPROVE ALL PROPOSED
AMENDMENTS TO THE OCSBA BYLAWS AS PRESENTED?**

The vote of the _____ School District
Insert District Name

Board of Education on _____, 2020
Insert Meeting Date

(check one)

YES. The Board approves all bylaws amendments as presented.

NO. The Board does not approve all bylaws amendments as presented.

I **HEREBY CERTIFY** that the foregoing is a true and correct record of a vote of the Board of Education.

Printed Name

Secretary, Board of Education

Signature

**Ballots must be received by OSCBA Resolutions & Bylaws Committee Chair
Marc Katz no later than 5:00 PM on Friday, September 11, 2020
Email completed & signed ballot to: marcgoBLUE1@gmail.com**

Adopted by Board of Directors: 11/15/2017
Adopted by General Membership: 01/24/2018
Adopted by General Membership: 10/18/2018

BYLAWS
OF THE
OAKLAND COUNTY SCHOOL BOARDS ASSOCIATION

ARTICLE I
OFFICES

Section 1: Principal Office. The principal office of the Oakland County School Boards Association (the “Association”) in the State of Michigan will be located at 2111 Pontiac Lake Road, Waterford Township, County of Oakland. The Association may have such other offices, either within or without the State of Michigan, as the Board of Directors of the Association may determine or as the affairs of the Association may require from time to time.

Section 2: Registered Office. The Association will have and continuously maintain a registered office and a registered agent whose office is identical with the registered office. The registered office may be, but need not be, identical with the principal office, and the address of the registered office may be changed from time to time by the Board of Directors of the Association.

ARTICLE II
PURPOSE

Section 1: Purpose. The purpose of the Association shall be:

- (a) To advance the quality of public education in Oakland County through the cooperative efforts of locally-elected boards of education.
- (b) To promote high standards in providing educational programs and services to meet the needs of all students.
- (c) To make available to school board members information concerning educational issues.
- (d) To conduct and sponsor meetings and programs about various aspects of education in partnership with Oakland Schools.

- (e) To promote public understanding about the role of school boards in our educational system and the need for citizen involvement in maintaining and improving our schools.
- (f) To enhance cooperation and communication among boards of education in Oakland County.
- (g) To present a strong force representing the views of school boards in Oakland County to the political representatives serving the area.
- (h) To advocate for county, state, and national legislation and governance that promotes and supports public education serviced by locally elected boards of education.

ARTICLE III MEMBERSHIP

Section 1: Members. The Association shall be organized upon a membership basis. Any publicly elected Board of Education member of a school district located in Oakland County or any elected Oakland ISD Board of Education member (referred to herein as “Member School Districts”), that is also a member in good standing in the Michigan Association of School Boards (“MASB”), is an eligible general member of this Association (referred to herein as a “Member” or collectively the “Members”).

Section 2: Voting Rights. Each Member is entitled to one vote on each matter submitted to a vote of the Members, with specific exceptions as outlined in this section. All rights to vote on business or election before the Members will be done in person.

Exceptions: Each Member School District shall have one (1) vote on any proposal to select a committee chair or vote on resolutions (as outlined in Article IX) or to amend these Bylaws (as outlined in Article XVI). Member School District votes shall be recorded upon receipt of the completed resolution or ballot indicating the vote of the Member School District’s Trustees. Member School District votes must be received prior to the deadline indicated on the ballot or resolution. Results of such Member School District voting shall be provided to all Member Districts not later than the next general membership meeting.

Section 3: Electronic Voting - Electronic voting rights are granted to the Board of Directors only to conduct emergency business. All Electronic Vote(s) will be reaffirmed at the next meeting of the Board of Directors.

Section 4: Transfer of Membership. Membership in this Association is not transferable or assignable.

ARTICLE IV – DUES

The Association shall be financed by an annual MASB grant to its County Area School Boards Association (CASBA) members, Intermediate School District membership dues in an amount not to exceed the MASB CASBA grant, and by contributions and gifts accepted by the Association.

ARTICLE V MEETING OF MEMBERS

Section 1: Annual and Regular Meetings. There shall be an annual meeting of the Members and not less than three additional, regular membership meetings each year for the purpose of appointing the Board of Directors and for the transaction of such other business as may come before the meeting. The annual meeting shall be the first Regular Meeting after July 1. The date, time, and place of all meetings shall be determined by the Board of Directors.

Section 2: Special Meetings. Special meetings of the ~~Board or~~ Members may be called by voice or email by the President or by two or more members of the Board of Directors with 30 days' notice.

Section 3: Place of Meeting. The Board of Directors may designate the place of meeting for any annual or regular meeting or for any special meeting. If no designation is made, or if a special meeting is otherwise called, the place of the meeting will be the registered office of the Association; but if all of the Members meet at any time and place and consent to the holding of a meeting, such meeting will be valid without call or notice, and at such meeting any corporate action may be taken.

Section 4: Notice of Meetings. Written notice stating the place, day and hour of any meeting of Members will be delivered, either personally or by email, to each Member entitled to vote at such meeting, not less than ten nor more than fifty days before the date of the meeting by the Secretary. In case of a special meeting, or when required by statute or by these Bylaws, the purpose or purposes for which the meeting is called will be stated in the notice. If mailed, the notice of a meeting will be deemed to be delivered when deposited in the United States mail addressed to the Member at his or her address as it appears on the records of the Association, with postage thereon prepaid.

Section 5: Informal Action by Members. Any action required by law to be taken at a meeting of the Members, or any action which may be taken at a meeting of the Members, may be taken without a meeting if a consent in writing, setting forth

the action so taken, will be signed by all of the Members entitled to vote with respect to the subject matter thereof.

Section 6: Quorum. The presence of at least one Member from twenty-five (25%) percent of the Member School Districts will constitute a quorum at such meeting. If a quorum is not present at any meeting of Members, a majority of the Members present may adjourn the meeting without further notice.

Section 7: Involvement of Member School District Administrators. Superintendents and Administrators of Member School Districts are encouraged to participate in the Member meetings and other Association activities.

ARTICLE VI ELECTION OF BOARD OF DIRECTORS

Section 1: Eligibility. Any Member is eligible to be elected to the Association's Board of Directors. Only one Member from each Member School District is allowed to serve on the Board at any given time.

Section 2: Term. The term of office for each Director shall be for three (3) years and shall continue until his or her successor has been elected and qualified.

Section 3: Board Nominations/Election. By May 1st yearly, the Board shall ~~create~~ ~~convene~~ an Election Committee ~~comprised of the three most recently elected Members of the Board of Directors from different Member School Districts.~~ The Election Committee shall seek candidates who will create a Board with a geographical balance from throughout Oakland County. Board ~~Nomination Candidate Application~~ Forms will also be sent to all Member School Districts to be delivered to their board members for self-nominating. ~~Additional nominations may be made from the floor at the Member's June meeting.~~ ~~Candidates must submit a completed application to the Election Committee prior the deadline specified on the form. Nominations cannot be made from the floor during the meeting at which the election occurs.~~ Election of candidates from Member School Districts shall take place at the June meeting. If there are more ~~Board nominations candidates~~ than ~~offices vacancies~~ to be filled, the Member vote shall be by written ballot. ~~If there are less candidates than vacancies to be filled, the Board of Directors shall appoint a member to fill the vacancy at its next meeting. The appointee shall serve until the next scheduled election. At the next election, the Election Committee will seek candidates to fill the remainder of the three year term.~~

Section 4: Resignation/Removal. Any Director may resign by written notice to the Association. Any Director may be removed by the Members or the Board at any meeting of the Members or the Board, ~~either with or without cause,~~ by the affirmative vote of a majority of the Members or the Directors then in office (excluding the Director who is the subject of such action).

Section 5: Vacancy. If a vacancy shall occur among the Board of Directors as a result of death, resignation, removal or otherwise, the President will notify the Members of the vacancy and each Member School District shall be sent a Board **Nomination Candidate Application** Form. The Board of Directors shall appoint a member to fill the vacancy at its next meeting. The appointee shall serve for the remainder of the vacated term.

Section 6: Attendance. Failure to attend three (3) consecutive Board meetings shall constitute a resignation; however, a Director be granted an excused absence by action of the Board.

ARTICLE VII BOARD OF DIRECTORS

Section 1: General Powers. It shall be the responsibility of the Board of Directors to carry out the purposes of the Association as specified in Article II of the Articles of Incorporation.

Section 2: Regular Meetings. A regular annual meeting of the Board of Directors will be held without other notice than these Bylaws. The date and time of the annual meeting shall be determined by the Board of Directors. The Board of Directors may provide by resolution the time and place for holding of additional regular meetings of the Board without other notice than such resolution.

Section 3: Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any two Directors. The person or persons authorized to call special meetings of the Board may fix any place as the place for holding any special meeting of the Board called by them.

Section 4: Notice. Notice of any special meeting of the Board of Directors will be given at least two days by written notice delivered personally, phone, fax or E-mail to each Director's contact information as shown by the records of the Association or five days' notice by mail. If mailed, such notice will be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. Any Director may waive notice of any meeting. The attendance of a Director at any meeting will constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these Bylaws.

Section 5: Quorum. A majority of the Board of Directors will constitute a quorum for the transaction of business at any meeting of the Board; but if less than

a majority of the Directors are present at said meeting, a majority of the Directors present may adjourn the meeting without further notice.

Section 6: Manner of Acting. The act of a majority of the Directors present serving (whether elected or appointed), at a meeting at which a quorum is present will be the act of the Board of Directors, unless the act of a greater number is required by law or by these Bylaws.

Section 7: Compensation. Directors as such will not receive any stated salaries for their services, but by resolution of the Board of Directors a fixed sum and expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; but nothing herein contained will be construed to preclude any Director from serving the Association in any other capacity and receiving compensation therefor.

Section 8: Informal Action by Directors. Any action required by law to be taken at a meeting of Directors, or any action which may be taken at a meeting of Directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, is signed by all the Directors.

Section 9: Confidentiality. The records and business of all Board of Directors proceedings shall be confidential and shall not be subject to disclosure without the Board of Directors' authorization in advance of disclosure.

ARTICLE VIII OFFICERS

Section 1: Election or Appointment. The Board of Directors, as soon as may be practical after the annual appointment of Directors in each year, shall elect from the current Board of Directors, a President, a Vice-President, a Secretary and a Treasurer of the Association.

Section 2: Term of Office. The term of office of all officers shall commence upon their election or appointment and shall continue until the next annual meeting of the Association and thereafter until their respective successors are chosen or until their resignation or removal. Any officer may be removed from office at any meeting of the Directors, with or without cause, by the affirmative vote of a majority of the Directors, whenever in their judgment the best interests of the Association will be served thereby. An officer may resign by written notice to the Association. The resignation shall be effective upon its receipt by the Association or at a subsequent time specified in the notice of resignation. The Directors shall have power to fill any vacancies in any offices occurring for whatever reason.

Section 3: Compensation. Officers as such will not receive any stated salaries for their services, but by resolution of the Board of Directors a fixed sum and expenses

of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; but nothing herein contained will be construed to preclude any Officer from serving the Association in any other capacity and receiving compensation therefor.

Section 4: The President. The President shall be the Chief Executive Officer of the Association and shall have general and active management of the activities of the Association and shall see that all orders and resolutions of the Board of Directors are carried into effect. He or she shall execute all authorized conveyances, contracts or other obligations in the name of the Association, except where required by law to be otherwise signed and executed, and except where the signing and execution thereof shall be expressly delegated by the Directors to some other officer or agent of the Association. He or she shall preside at all meetings of the Directors. ~~In his or her absence, the Directors present thereat shall designate another presiding officer.~~

Section 5: Vice-President. The Vice-President in the order designated by the Board of Directors or, lacking such designation, by the President shall, in the absence or disability of the President, perform the duties and exercise the powers of the President and shall perform such other duties as the Board of Directors shall prescribe.

~~In the absence of both the President and Vice President, the Directors present thereat shall designate another presiding officer.~~

Section 6: The Secretary. The Secretary shall attend all meetings of the Board of Directors and record all votes and the minutes of all proceedings in a book to be kept for that purpose. He or she shall give, or cause to be given, notice of all meetings of the Directors for which notice may be required, and shall perform such other duties as may be prescribed by the Directors. He or she shall have the authority to execute with the President all authorized conveyances, contracts or other obligations in the name of the Association, except as otherwise directed by the Directors.

Section 7: The Treasurer. The Treasurer shall have custody of the funds and securities of the Association and shall keep full and accurate accounts of receipts and disbursements in books belonging to the Association and shall deposit all moneys and other valuable effects in the name and to the credit of the Association in such depositories as may be designated by the Directors. He or she shall disburse the funds of the Association as may be ordered by the Directors, taking proper vouchers for such disbursements, and shall render to the President and Directors, at the regular meetings of the Directors, or whenever they may require it, an account of all his or her transactions as Treasurer and of the financial condition of the Association. If required by the Directors, he or she shall give the Association a bond in such sum and with such surety or sureties as shall be satisfactory to the Directors for the faithful performance of the duties of his or her office and for the restoration to the Association (in case of his or her death, resignation or removal from office) of all

books, papers, vouchers, money and other property of whatever kind in his or her possession or under his or her control belonging to the Association.

Section 8: Bonding of Officers. All officers of the Association, if required to do so by the Board of Directors, shall furnish bonds to the Association for the faithful performance of their duties, in such amounts and with such conditions and security as the Board shall require. The Association shall assume the cost of providing any bond required hereunder.

ARTICLE IX COMMITTEES

Section 1: General. The Board of Directors may designate standing **and ad hoc** committees with such duties and powers as it may provide in order to carry out the program and purposes of the Association.

Section 2: The Government Relations Committee. The Government Relations Committee shall be a standing committee. The committee's purpose is to receive information on legislative matters for the purpose of sharing said information with the Member School Districts to advocate for, and increase awareness of, issues facing public education. The committee will meet at least 6 times per year.

Committee Membership/Leadership. At each Member School District's annual organizational meeting, a Member should be appointed to represent their Member School District at the Government Relations Committee.

A Committee Chairperson will be elected annually from the appointed Members at the first committee meeting after January 31st. Each Member School District in attendance shall have one (1) vote, which shall be cast by the Member School District's appointed representative.

Legislative Priorities. The Government Relations Committee will review/revise their Legislative Priorities annually. Revised Legislative Priorities will be submitted to the Board of Directors for approval by June 15th. Once approved by the Board, Legislative priorities will be provided to the Resolutions and Bylaws Committee and Member School Districts.

Section 3: Resolutions and Bylaws Committee. The Resolutions and Bylaws Committee shall be a standing committee and shall exercise the powers prescribed in this section. The committee's purpose is to develop and manage the resolutions and bylaws process. The committee shall meet at least **twice once** per year.

Committee Membership/Leadership. **At least three** Committee members will be appointed by the Board of Directors annually **in June**. Committee members may be reappointed for additional terms. The appointed Committee members

will elect a Committee Chairperson at the first committee meeting after appointment.

Initiation of Resolutions and Bylaws Revisions. Resolutions or bylaws revisions may be initiated by a Member School District Board, the Board of Directors, the Government Relations Committee or the Resolutions and Bylaws Committee. Once approved by the OCSBA Board of Directors, the Legislative Priorities shall be included in the resolutions drafted by the Resolutions and Bylaws Committee. All proposed resolutions and/or bylaws revisions shall be submitted in writing to the Board of Directors or Resolutions and Bylaws Committee and shall be addressed by the Resolutions and Bylaws Committee at their next meeting.

Submission to Vote. The Board of Directors shall review all proposed resolutions and bylaws amendments prior to submission to the Member School Districts.

Once reviewed by the Board of Directors, proposed resolutions and bylaws amendments shall be sent to the Member School Districts for voting. Member School Districts will be asked to vote at their next meeting. The window for Member School District voting shall be at least forty (40) calendar days and the voting deadline shall be specified on the ballot or resolution.

Resolution Adoption. Resolutions that are approved by at least nineteen (19) Member School Districts shall be the official position of the Association as interpreted and pursued by its Board of Directors.

ARTICLE X DISSOLUTION

Section 1: General. In the event of dissolution of the Association, all of the Association's assets, real and personal, shall be distributed as provided in Article VIII of the Association's Articles of Incorporation

Section 2: No Inurement. No part of the net earnings of the Association shall be distributed to or inure to the benefit of any Member, Director or Officer of the Association, as prohibited by Section 501(c)(4) of the Internal Revenue Code of 1986, as amended (or corresponding provisions of subsequent federal tax laws), or the Michigan General Sales Tax Act or the Michigan Use Tax Act.

ARTICLE XI FIDUCIARY AND FINANCIAL RESPONSIBILITIES

Section 1: Financial Expenditures. All financial expenditures of the Association shall not exceed those within the parameters of the approved annual budget. No committee has the power to create any financial liability for the Association, unless specifically authorized by the majority of the Members. The Board of Directors approval and signatory by both the President and Treasurer are required for any expenditure exceeding \$2,500. Expenditures up to \$2,500 must be approved by either the Board President or the Treasurer. **In the event that the President and/or Treasurer are absent or disabled, the Vice President may approve expenditures.**

Section 2: Financial Reports. The Treasurer shall maintain all financial statements, reports, and budgets as follows:

- (a) Reports shall be completed on a timely basis and distributed to all Board members on a quarterly basis or upon request.
- (b) The Treasurer shall present for approval by the Board of Directors an annual budget (July 1 to June 30) by June 30th along with an annual actual income and expense report by August 30th following the end of the fiscal year.
- (c) The approved budget and annual report of income and expenditures will be presented at the first fall Member Meeting.
- (d) Annually the accounting records of the Association will be closed in preparation for any necessary IRS filings.

Section 3: Review of Financial Records.

- (a) Internal – Board of Directors. **Annually, the Association shall perform certain agreed upon procedures related to the financial records of the Association.** The year-end report and supporting documentation shall be available for review by the Board of Directors prior to the annual Board of Directors and Member meetings.
- (b) External. ~~Annually, the Association shall engage a third party to perform certain agreed upon procedures related to the financial records of the Association.~~ An audit will only be conducted in place of the agreed upon procedures if required by law or a third party.

Section 4: Fiduciary Agreement. The Board of Directors may enter into an Administrative and Financial Services Agreement with Oakland Schools to support

management of the Association. The Treasurer shall monitor the work performed by Oakland Schools under this agreement.

ARTICLE XII
INDEMNIFICATION OF OFFICERS,
DIRECTORS, EMPLOYEES AND AGENTS

Section 1: Indemnification of Directors and Officers: Claims Brought by Third Parties. The Association shall, to the fullest extent authorized or permitted by the Michigan Nonprofit Association Act or other applicable law, as the same presently exists or may hereafter be amended (the "Act"), indemnify a director or officer (the "Indemnitee") who was or is a party or is threatened to be made a party to a threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative and whether formal or informal, other than an action by or in the right of the Association, by reason of the fact that he or she is or was a director, officer, employee or agent of the Association, or is or was serving at the request of the Association as a director, officer, partner, trustee, employee or agent of another foreign or domestic Association, business Association, partnership, joint venture, trust, or other enterprise, whether for profit or not for profit, against expenses, including attorneys' fees, judgments, penalties, fines, and amounts paid in settlement actually and reasonably incurred by the Indemnitee in connection with the action, suit, or proceeding, if the Indemnitee acted in good faith and in a manner the Indemnitee reasonably believed to be in or not opposed to the best interests of the Association, and with respect to any criminal action or proceeding, if the Indemnitee had no reasonable cause to believe the conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, does not, of itself, create a presumption that the Indemnitee did not act in good faith and in a manner which the Indemnitee reasonably believed to be in or not opposed to the best interests of the Association, and, with respect to any criminal action or proceeding, had reasonable cause to believe that the conduct was unlawful.

Section 2: Indemnification of Directors and Officers: Claims Brought by or in the Right of the Association. The Association shall, to the fullest extent authorized or permitted by the Act or other applicable law, as the same presently exists or may hereafter be amended, indemnify a director or officer who was or is a party to or is threatened to be made a party to a threatened, pending, or completed action or suit by or in the right of the Association to procure a judgment in its favor by reason of the fact that the Indemnitee is or was a director, officer, employee or agent of the Association, or is or was serving at the request of the Association as a director, officer, partner, trustee, employee or agent of another foreign or domestic Association, business Association, partnership, joint venture, trust, or other enterprise, whether for profit or not, against expenses, including actual and reasonable attorneys' fees, and amounts paid in settlement incurred by the person in connection with the action of suit, if the Indemnitee acted in good faith and in a manner the Indemnitee

reasonably believed to be in or not opposed to the best interests of the Association. However, indemnification under this Section shall not be made for a claim, issue, or matter in which the Indemnatee has been found liable to the Association unless and only to the extent that the court in which the action or suit was brought has determined upon application that, despite the adjudication of liability but in view of all circumstances of the case, the Indemnatee is fairly and reasonably entitled to indemnification for the expenses which the court considers proper.

Section 3: Actions Brought by the Indemnatee. Notwithstanding the provisions of Sections 1 and 2 of this Article, the Association shall not indemnify an Indemnatee in connection with any action, suit, proceeding or claim (or part thereof) brought or made by such Indemnatee; unless such action, suit, proceeding or claim (or part thereof) (i) was authorized by the Board of Directors of the Association, or (ii) was brought or made to enforce this Article and such Indemnatee has been successful in such action, suit, proceeding or claim (or part thereof).

Section 4: Approval of Indemnification. An indemnification under Sections 1 or 3 of this Article, unless ordered by a court, shall be made by the Association only as authorized in the specific case upon a determination that indemnification of the Indemnatee is proper in the circumstances because the Indemnatee has met the applicable standard of conduct set forth in Sections 1 and 3 of this Article. This determination shall be made promptly in any of the following ways:

- (a) By a majority vote of a quorum of the Board consisting of directors who were not parties to the action, suit, or proceeding.
- (b) If the quorum described in subdivision (A) is not obtainable, then by a majority vote of a committee of directors who are not parties to the action. The committee shall consist of not less than two (2) disinterested directors.
- (c) By independent legal counsel in a written opinion.

Section 5: Advancement of Expenses. Expenses incurred in defending a civil or criminal action, suit, or proceeding described in Sections 1 or 3 of this Article shall be paid promptly by the Association in advance of the final disposition of the action, suit, or proceeding upon receipt of any undertaking by or on behalf of the Indemnatee to repay the expenses if it is ultimately determined that the Indemnatee is not entitled to be indemnified by the Association. The undertaking shall be by unlimited general obligation of the person on whose behalf advances are made but need not be secured.

Section 6: Partial Indemnification. If an Indemnatee is entitled to indemnification under Sections 1 or 3 of this Article for a portion of expenses including attorneys' fees, judgments, penalties, fines, and amounts paid in settlement, but not for the total amount thereof, the Association shall indemnify the

Indemnatee for the portion of the expenses, judgments, penalties, fines, or amounts paid in settlement for which the Indemnatee is entitled to be indemnified.

Section 7: Indemnification of Employees and Agents. Any person who is not covered by the foregoing provisions of this Article and who is or was an employee or agent of the Association, or is or was serving at the request of the Association as a director, officer, employee or agent of another foreign or domestic Association, business Association, partnership, joint venture, trust, or other enterprise, whether for profit or not for profit, may be indemnified to the fullest extent authorized or permitted by the Act or other applicable law, as the same exist or may hereafter be amended, but in the case of any such amendment, only to the extent such amendment permits the Association to provide broader indemnification rights than before such amendment, but in any event only to the extent authorized at any time or from time to time by the Board of Directors.

Section 8: Other Rights of Indemnification. The indemnification or advancement of expenses provided under Sections 1 to 7 of this Article is not exclusive of other rights to which a person seeking indemnification or advancement of expenses may be entitled under the articles of incorporation, bylaws, or a contractual agreement. However, the total amount of expenses advanced or indemnified from all sources combined shall not exceed the amount of actual expenses incurred by the person seeking indemnification or advancement or expenses. The indemnification provided for in Sections 1 to 5 of this Article continues as to a person who ceases to be a director, officer, employee, or agent and shall inure to the benefit of the heirs, executors, and administrators of the person.

Section 9: Liability Insurance. The Association shall have the power to purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Association, or is or was serving at the request of the Association as a director, officer, employee or agent of another Association, business Association, partnership, joint venture, trust or other enterprise against any liability asserted against the person and incurred by the person in any such capacity or arising out of the person's status as such, whether or not the Association would have the power to indemnify the person against such liability under the provisions of the Act.

Section 10: Severability. Each and every paragraph, sentence, term and provision of this Article shall be considered severable in that, in the event a court finds any paragraph, sentence, term or provision to be invalid or unenforceable, the validity and enforceability, operation, or effect of the remaining paragraphs, sentences, terms, or provisions shall not be affected, and this Article shall be construed in all respects as if the invalid or unenforceable matter had been omitted.

Section 11: Definitions. "Other enterprises" shall include employee benefit plans; "fines" shall include any excise taxes assessed on a person with respect to an employee benefit plan; and "serving at the request of the Association" shall include

any service as a director, officer, employee, or agent of the Association which imposes duties on, or involves services by, the director, officer, employee, or agent with respect to an employee benefit plan, its participants or beneficiaries; and a person who acted in good faith and in a manner he or she reasonably believed to be in the interest of the participants and beneficiaries of an employee benefit plan shall be considered to have acted in a manner "not opposed to the best interests of the Association as referred to in Sections 1 and 2."

ARTICLE XIII FISCAL YEAR

Section 1: Fiscal Year. The fiscal year of the Association shall be determined by the Board of Directors.

ARTICLE XIV CONFLICTS

Section 1: Statement of Policy. It is the policy of the Association that all officers, directors, committee members and employees of the Association shall avoid any conflict between their own respective individual interests and the interests of the Association, in any and all actions taken by them on behalf of the Association in their respective capacities.

Section 2: Dealing with the Association. A contract or other transaction between the Association and one or more of its directors or officers, or between the Association and a domestic or foreign corporation, firm or association of any type or kind in which one or more of the Association's directors or officers are trustees or officers, or are otherwise interested, is not void or voidable solely because of such common trusteeship, officership or interest, or solely because such directors are present at the meeting of the Board of Directors or committee thereof at which such contract or transaction is acted upon, or solely because their votes are counted for such purpose, if any of the following conditions is satisfied:

- (a) The contract or other transaction is fair and reasonable to the Association when it is authorized, approved or ratified;
or
- (b) The material facts as to such trustee's relationship or interest and as to the contract or transaction are disclosed or known to the Board of Directors or committee thereof and the Board of Directors or committee thereof authorizes, approves or ratifies the contract or transaction by a vote sufficient for the purpose without counting the vote of any common or interested director.

Section 3: Procedure in Event of Potential Conflict of Interest. In the event that any officer, trustee, committee member or employee of the Association shall have any direct or indirect interest in, or relationship with, any individual or organization which proposes to enter into any transaction with the Association, such officer, director, committee member or employee shall give the Board of Directors notice of such interest or relationship and shall thereafter refrain from voting or otherwise attempting to exert any influence on the Association, its Board of Directors, or its committees, to affect its decision to participate or not to participate in such transaction.

Section 4: Special Voting Rules. Any member of the Board of Directors who has a conflict of interest on any matter involving the Association shall not be counted in determining the quorum for the meeting at which the matter is to be acted upon, even when permitted by law. The minutes of the meeting shall reflect that a disclosure was made, the abstention from voting, and the quorum situation.

ARTICLE XV MISCELLANEOUS PROVISIONS

Section 1: Contracts, Conveyances, Etc. All conveyances, contracts and instruments of transfer and assignment shall be approved as provided by a resolution of the Board of Directors.

Section 2: Execution of Instruments. Except as otherwise provided for herein, all Association instruments and documents, including, but not limited to, checks, drafts, bills or exchange, acceptances, notes or other obligations or orders for the payment of money, shall be signed as provided by a resolution of the Board of Directors.

Section 3: Borrowing. Loans and renewals of loans shall be contracted on behalf of the Association as provided by a resolution of the Board of Directors.

Section 4: Adjourned Meetings. A majority of the Directors present, whether or not a quorum, may adjourn any meeting to another time and place. Notice of such adjourned meeting shall be given even though the time and place thereof are announced at the meeting at which the adjournment is taken.

Section 5: Method of Giving Notices. Any notice required by statute or by these Bylaws to be given to the directors, or to any officers of the Association unless otherwise provided herein or in any statute, shall be given by mailing to such director or officer at his or her last address as the same appears on the records of the Association, and such notice shall be deemed to have been given at the time of such mailing.

Section 6: Action By Written Consent. Action required or permitted to be taken pursuant to authorized vote at any meeting of the Board of Directors or a committee thereof, may be taken without a meeting if, before or after the action, all Members of the Board of Directors or the committee consent thereto in writing. Written consent shall be filed with the minutes of the proceedings of the Board or committee. Such consent shall have the same effect as the vote of the Board or committee for all purposes.

Section 7: Participation in Meeting by Telephone. By oral or written permission of a majority of the Board of Directors, a Member of the Board of Directors or of a committee designated by the Board may participate in a meeting by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this Section 7 constitutes presence in person at the meeting.

Section 8: Corporate Seal. If the Association has a corporate seal, it shall have inscribed thereon the name of the Association and the words "Corporate Seal" and "Michigan." The seal may be used by causing it or a facsimile to be affixed, impressed or reproduced in any other manner.

ARTICLE XVI AMENDMENTS AND ADDITIONS

Section 1: Amendments. These Bylaws may be altered or amended by the vote of the Member School Districts. The Board of Directors will provide written ballot with the proposed amendment(s) to each Member School District giving at least a forty (40) day period in which to vote. Each Member School District will have one vote.

Section 2: Rules and Regulations. The Board of Directors may adopt additional rules and regulations, general or specific, for the conduct of their meetings, and additional rules and regulations, general or specific, for the conduct of the affairs of the Association; provided, however, **unless a local, state or national emergency has been declared**, no such additional rule or regulation shall be inconsistent with or in contravention of any provision of the Articles of Incorporation or these Bylaws.

Section 3: Rules and Regulations During a Declared Emergency In the event of a declared local, state or national emergency, the Board of Directors may set aside rules and regulations within these bylaws, general or specific, regarding the conduct of their meetings and election and to conduct of the affairs of the Association.

SUMMARY OF THE PROPOSED 2020 BYLAWS AMENDMENTS

As Recommended by the Resolutions and Bylaws Committee and Board of Directors



Article	Section	Page	Proposed Revision	Rationale
V	2	3	Remove “Board or”	Special meetings of the Board are addressed elsewhere (see Article VII Board of Directors Section 3).
VI	3	4	<ol style="list-style-type: none"> 1. Remove all language about nominations; change “nomination” forms to “candidate application” forms. 2. Describe members of the Election Committee as the three (3) most recently BOD members. 3. Remove nominations from the floor. 4. Add a process to fill open seats if there are fewer candidates than vacancies. 	<ol style="list-style-type: none"> 1. Candidates are not nominated, they apply and run for a seat on the Board of Directors (BOD). 2. The three most recently elected BOD members always serve on the Election Committee. 3. Interested candidates have adequate time to apply before the deadline. Not accepting nominations from the floor during an election will eliminate need to create paper ballots (solely to address floor nominations) that have never been used. Added due to COVID-19 The need for a paper ballot was a concern during online election conducted during the pandemic. 4. Board should seek candidates and appoint for one year if there are fewer candidates than vacancies.
VI	4	4	Remove “either” and “or without”	Once a member of the BOD has been elected by the members, there should be cause to remove them.
VI	5	5	Change “Nomination” to “Candidate Application” Form	Consistent language throughout document
VI	6	5	Add: ...a Director may request that an absence be excused by action of the Board. Such a request shall be made in writing to the Board President within thirty (30) days of the missed meeting.	Describe the process to seek an excused absence (previously undefined). Place responsibility on the absent BOD member.
VII	6	6	Change “present” to “serving (whether elected or appointed)”	Actions of the BOD should require a majority of the whole BOD (i.e. 5 of 9 BOD members) - the same as school boards – rather than a majority of BOD members present (i.e. 5 BOD members are needed for quorum, so as few as 3 BOD members if only 5 are present).
VIII	2	6	Remove “or without”	Once elected, officers should only be removed for cause.
VIII	4	7	Remove last sentence (In his or her absence, the Directors present thereat shall designate another presiding officer.)	The last sentence conflicts with Section 5. In the absence of the President, the Vice President assumes the duties of the President
VIII	5	7	Add 2 nd Paragraph: In the absence of both the President and VP, the Directors present thereat shall designate another presiding officer.	Describes an appropriate chain of command.

SUMMARY OF THE PROPOSED 2020 BYLAWS AMENDMENTS

As Recommended by the Resolutions and Bylaws Committee and Board of Directors



Article	Section	Page	Proposed Revision	Rationale
IX	1	8	Add “and ad hoc”	Specifically address ad hoc committees, which are not Currently described in the bylaws language.
IX	3	8	Change “twice” to “once”. Remove “At least three” and “in June”	Least restrictive language.
XI	1	10	Add 3 rd signatory “In the event that the President and/or Treasurer are absent or disabled, the Vice President may serve as signatory and approve expenditures.”	Added due to COVID-19. The organization needs a 3 rd person that can sign documents/checks, in the event that President and/or Treasurer are absent or disabled.
XI	3a 3b	10	Revise as follows: (a) Internal – Board of Directors. Annually, the association shall perform certain agreed upon procedures related to the financial records of the Association. The year-end report and supporting documentation shall be available for review by the Board of Directors prior to the annual Board of Directors and Member meetings. (b) External. An audit will only be conducted in place of the agreed upon procedures if required by law or a third party.	Accurately describe that we perform an internal financial review annually. We do not use a 3 rd party; our review is conducted by the Association Vice President, Oakland Schools Controller, and the OCSBA Treasurers (incoming and outgoing).
XVI	2	16	Add: “unless a local, state or national emergency has been declared”	Added due to COVID-19
XVI	3	16	Add “ <u>Section 3: Rules and Regulations During a Declared Emergency.</u> In the event of a declared local, state or national emergency, the Board of Directors may set aside rules and regulations within these bylaws, general or specific, regarding the conduct of their meetings and election and to conduct of the affairs of the Association.”	Added due to COVID-19 Due to specific language in our current bylaws, we were required to hold a 4 th meeting and an election (via Zoom) in June during the pandemic. The Association should have flexibility to set aside certain rules and regulations during a declared emergency.

HAZEL PARK SCHOOL DISTRICT

**RESOLUTION AUTHORIZING CHANGES IN PUPIL-ENROLLMENT MAXIMUMS AT
MICHIGAN VIRTUAL CHARTER ACADEMY (MVCA)**

A regular meeting of the Board of Education of the School District was held in the School District, on the 17th day of August, 2020, at 7 p.m.

The meeting was called to order at 7 p.m. by _____, President.

Present: Members _____

Absent: Members _____

The following preamble and resolution were offered by Member _____ and supported by Member _____:

WHEREAS, the Hazel Park School District is the authorizer of the Michigan Virtual Charter Academy (MVCA), a School of Excellence that is a cyber school;

WHEREAS, the charter contract between the District and MVCA permits the Board of Directors of MVCA to adjust the maximum pupil enrollment in MVCA annually or as otherwise needed to best service the students it serves; and

WHEREAS, the Academy Board had approved a board resolution increasing student enrollment for the 2020-2021 school year to 3,200 students in May 18, 2020, but in light of developments recently voted to change the grade level and grade band caps to better accommodate anticipated student enrollment needs occasioned by the current pandemic;

NOW THEREFORE BE IT RESOLVED:

1. A maximum pupil enrollment of 3,200 students in MVCA for the 2020-21 school year is approved, including the new grade level and grade band caps as reflected in the attached Exhibit A;
2. The Superintendent or her designee are hereby authorized to take whatever action is necessary to effectuate this change, including an amendment to the charter contract as may be appropriate.

yes: Members _____

Nays: Members _____

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of the School District of the City of Hazel Park, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board at a special meeting held on August 17, 2020, the original of which is a part of the Board's minutes and further certifies that notice of the meeting was given to the public pursuant to the provisions of the Open Meetings Act, 1976 PA 267, as amended.

Secretary, Board of Education

EXHIBIT A

MICHIGAN VIRTUAL CHARTER ACADEMY ENROLLMENT GRADES/BANDS
CAP TABLE FOR 2020-2021 SCHOOL YEAR

Grade/Bands	Cap
K-2	400
K	125
1	135
2	140
3-5	550
3	150
4	170
5	230
6-8	750
6	230
7	230
8	270
9-12	1500
9	370
10	430
11	365
12	335



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: Michigan Virtual Charter Academy (MVCA) Contract Amendment No. 2
Date: August 12, 2020

Given the change in the Virtual environment that we are all experiencing, MVCA has decided to change their banding for the 2020-2021 school year which will allow them to support students based upon the parent need that they are being faced with at this time. We are asking you to give them the support their schools need to enroll students. This does not change the 3200 student enrollment limit that you approved in May.

We respectfully request your approval of the new student enrollment configuration for the 2020-2021 school year.

Schedule 13-Age and Grade Range of Pupils:

8-4-2020

5-18-2020

Grade/Bands		Cap
K-2	400	303
K	125	70
1	135	106
2	140	127
3-5	550	517
3	150	127
4	170	195
5	230	195
6-8	750	830
6	230	189
7	230	250
8	270	400
9-12	1500	1550
9	370	538
10	430	438
11	365	327
12	335	247
Total Enrollment		3200



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

To: Dr. Amy Kruppe, Superintendent
From: Jason Zirnis
Assistant Superintendent of Business and Operations
Date: August 12, 2020
Re: Ford Parking Lot Improvements

During the parking lot improvement project at Ford Administration building it was discovered that the existing parking lot sections that were not slated to be replaced were in a state of significant disrepair. In consulting with the paving company there were serious concerns with tying in the old and new asphalt as well as the significant rate of deterioration that was occurring. We are recommending to the Board that the remaining parking lot asphalt be removed and replaced. The additional cost of the project will be \$68,000 and is priced at the average costs per square foot the original bid by Best Asphalt was based on. This repair will be charged to the sinking fund. The Building and Grounds Committee reviewed the project and is recommending it to the whole Board for consideration.

Funding Sources:

Sinking Fund

Financial Impact:

Not to exceed \$68,000

We are recommending the approval of the items to address the areas of the strategic plan listed below:

Strategic Plan: Goal Statement - Resources

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





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

To: Dr. Amy Kruppe, Superintendent
From: Jason Zirnis
Assistant Superintendent of Business and Operations
Date: July 28, 2020
Re: Energy Services

We are seeking Board approval for contracting with Executive Energy. This is a 3-year contract which will save the district money on utilities. Executive Energy proposed a plan to monitor and reduce costs by hedging gas and electric costs and procuring product while timing the market. The district will save on management costs and carrying the appropriate size of storage. The District solicited three bids from Executive Energy, MISEC and Metro Bureau. Prices are for gas and per MMBtu. Executive Energy provided the best quality of product with the lowest management and oversight costs. Executive Energy did realign the program, in a previous school year, that netted the District a savings of \$22,000. November through March of this past school year the District used 297,270 MMBtu.

Company	2020-2021	2021-2022	2022-2023
Metro Bureau	\$2.847	\$2.829	\$2.855
Executive Energy	\$2.70	\$2.70	\$2.70
MISEC	\$2.75	\$2.73	\$2.68

Funding Sources:

General Fund

Financial Impact:

General Fund will significant impact that could save the district \$20,000 or more per year. Moving to a new energy management company is a savings with no cost to the district.

Strategic Plan: Goal Statement - Resources

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





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
Dr. Stephanie Dulmage, Director of 21st Century Learning
Subject: Edgenuity Renewal
Date: August 17, 2020

We are seeking approval from the Board of Education to renew licenses for Edgenuity, one of the current online course platforms. The renewal will run from 9/1/2020 - 8/31/2021 and cover the following schools:

- INVEST
- Michigan Cyber Academy
- Access Alternative
- Viking Virtual Academy
- Hazel Park High School
- Advantage

In an effort to streamline the number of online course platforms, we will begin to make a transition to Edgenuity as the main platform for the majority of our sites. To accommodate for this transition, and the increased numbers of students who will be utilizing online courses, we have increased the renewal to 85 licenses. A portion of the license will be charged to The fees for INVEST, Michigan Cyber Academy, and Access.

Fiscal Impact: 38,568.05

Total Licenses	Professional Development Fee	Total
\$36,085.05	\$2,500.00	\$38,568.05

Funding Sources:

- General Fund

Strategic Plan Alignment

We are recommending the approval of the Edgenuity licenses to address the following area of the strategic plan:

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





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
Dr. Stephanie Dulmage, Director of 21st Century Learning
Subject: iReady Pilot and Adoption Proposal
Date: August 17, 2020

Recommendation

We recommend that the Board of Education consider the adoption of the iReady Assessment and Personalized Instruction platform in place of the current assessment platforms, NWEA MAP and aimswebPlus. Utilizing one platform, which accomplishes all of our diagnostic and benchmarking needs, will streamline the assessment process for students, staff, and families. Access to the online lessons in Math and ELA will also position us to reduce and consolidate some of our online learning resources.

We know this is a transition away from the established district assessment plan but based on the impact of the recent pilot, we believe the iReady platform will provide in-depth information about our students and access to strong online learning experiences in the area of math and ELA. Having a consistent assessment tool, which is tightly linked to student-specific online lessons, is essential as we transition into the unique environment of the 2020-2021 school year.

iReady combines a valid and reliable assessment suite with instructional resources targeted to each child's specific academic needs whether they are struggling, on-grade, or above grade level. Decision-making at the student/group, class, school, and district level is explicitly driven by comprehensive, actionable reports—helping educators assess less and know more. The comprehensive, yet easy to use reports provide real-time information along with data on how students are progressing in reading and mathematics over time.

Additional information on iReady, the results of the pilot, and the transition to one assessment platform will be included in the Board packet for your review. This information will be also presented at the August 17 Board of Education meeting.

Funding Source: General Fund & Center Fund

Financial Impact: \$76,192.00 (bulk discount applied to total of \$85,160.00; does not include INVEST assessment or PD fees)

Buildings	Assessment & Instruction	Professional Learning
Hoover, United Oaks, and Webb	\$48,612	\$ 13,500.00
*Hazel Park Junior High	\$24,070	\$ 4,500
Advantage & Edison	\$ 3,420	NA
INVEST	\$3,120 (Assessment Only)	NA

*iReady has agreed to provide free access to the teacher tool box which provides teaching strategies and support materials

*May be reduced dues to student numbers

Strategic Plan Goal Alignment

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



iReady Pilot Summer 2020



iReady Pilot - 7 Week Pilot

Pilot Overview

- Approximately 130 - 140 Students Participated (On a Regular Basis)
- Supported by District Teachers
- Targeted Students Receiving Tier 2 and Tier 3 Interventions
- In-Home Assessment and Completion of Online Reading and Math

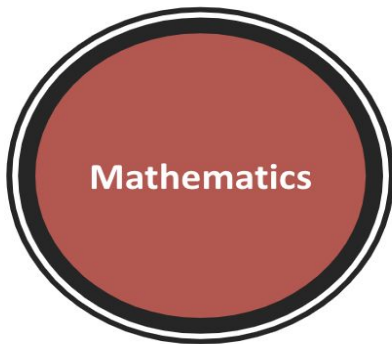
Feedback

- Positive student, staff, and parent/guardian feedback
- Overall positive student engagement & response to online lessons
- Strong staff support for the continued use of iReady as a key assessment and instruction tool

Overall Impact

- Increase in 5/9 grades in math
- Increase in 8/9 grades in reading
- Growth noted, some significant, in a less than typical timespan





Grade	# of Students	Diag 1	Diag 2	AVG Weeks Between	AVG Lesson Time	AVG Lessons Passed	AVG lessons	Positive Scale Score Change
K	16	378	386	7	68	3	4	Yes
1	14	399	393	7	73	4	4	No
2	15	413	416	7	90	4	4	Yes
3	24	430	419	7	88	3	3	No
4	11	429	428	7	87	3	4	No
5	15	447	441	7	76	2	3	No
6	7	457	460	7	103	3	4	Yes
7	9	446	450	7	78	3	3	Yes
8	6	442	443	7	52	2	2	Yes

- 5 out of 9 grades saw an increase average scale scores
- 45% of students engaged LESS on the second test that the first which may have led to decline in average scale scores.
- 117 out of 161 students took 2 diagnostics

Spotlight Growth: 8th Grade Math

Students Assessed/Total: 7/8

Progress to Annual Typical Growth (Median)

[Learn more about growth](#)

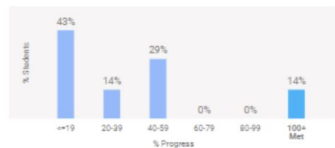


The median percent progress towards Typical Growth for this school is 67%. Typical growth is the average annual growth for a student at their grade and placement level.

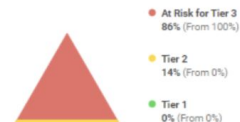
Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



Current Placement Distribution



Show Results By

Initial Placement

[View All Students](#)

Initial Placement	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress	Median	Progress	Median		
Three or More Grade Levels Below	67%	43%	26%	14%	57%	7/8

Year-to-Date Growth

Progress to Annual Typical Growth

Scale Points: 32/32



This student has made 100% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and initial placement level.

Progress to Annual Stretch Growth

Scale Points: 32/39

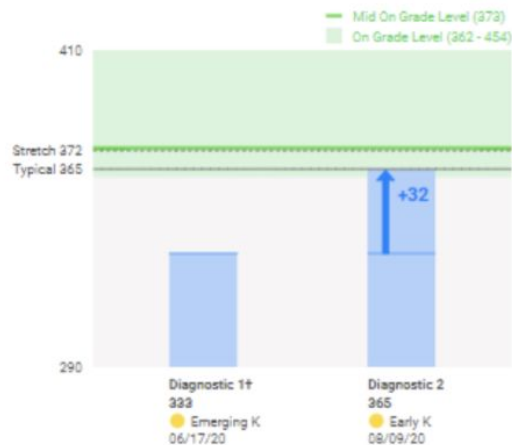


This student has made 82% progress toward Stretch Growth. Stretch Growth is an ambitious, but attainable, level of annual growth that puts students who are not yet proficient (Mid On Grade Level or above) on their initial Diagnostic on a path to proficiency and helps students who are already on track for proficiency to achieve or maintain advanced proficiency levels.

This student will likely need to meet or exceed their Annual Stretch Growth target for at least 1 year to achieve their proficiency goals. This is based on students who placed like them and eventually achieved proficiency or maintained/achieved a Late On-Grade Level placement or above.

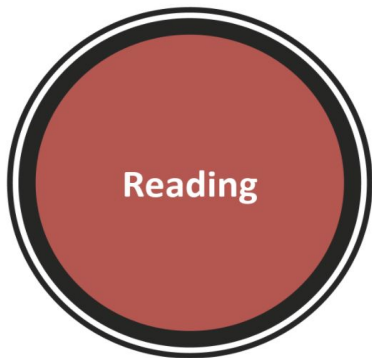
[Learn More About Growth](#)

Overall Diagnostic Growth



+This Diagnostic used to establish Growth Measures.

7 Week Reading Pilot Results

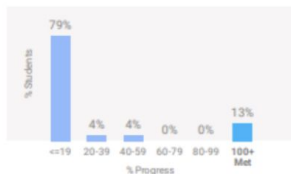


Grade	# of Students	Diag 1	Diag 2	AVG Weeks Between	AVG Lesson Time	AVG Lessons Passed	AVG lessons	Positive Scale Score Change
K	15	423	416	7	70	4	5	No
1	14	432	437	7	75	3	4	Yes
2	14	452	470	7	95	4	5	Yes
3	23	477	489	7	95	3	4	Yes
4	9	486	507	7	114	3	4	Yes
5	15	497	518	7	72	2	3	Yes
6	7	533	556	7	105	3	4	Yes
7	9	544	553	7	84	2	2	Yes
8	6	508	516	7	50	1	2	Yes

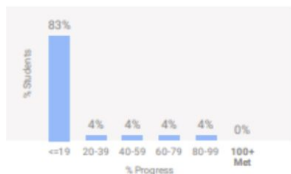
- The average Scale Score improved for 7 out of 8 grades
- The average Lessons per students correct is less than 1 per week, so students did not get into the “areas of need” but still had a positive result.
- 112 out of 163 students took 2 diagnostics

Spotlight Growth: 3rd Grade Reading

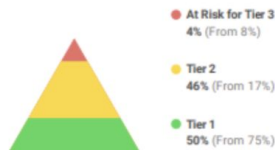
Distribution of Progress to Annual
Typical Growth



Distribution of Progress to Annual
Stretch Growth



Current Placement Distribution



Show Results By

Initial Placement

Initial Placement	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	0%	0%	0%	0%	0%	2/5
Early On Grade Level	0%	14%	0%	0%	14%	7/10
One Grade Level Below	0%	11%	0%	0%	22%	9/12
Two Grade Levels Below	3%	0%	2%	0%	0%	4/4
Three or More Grade Levels Below	81%	50%	37%	0%	50%	2/3

Year-to-Date Growth

Progress to Annual Typical Growth

Scale Points: 17/17



This student has made 100% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and initial placement level.

Progress to Annual Stretch Growth

Scale Points: 17/50



This student has made 34% progress toward Stretch Growth. For students who are below grade level on their initial Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path to proficiency.

This student will likely need to meet or exceed their Annual Stretch Growth target for at least 2 years to be proficient if the student is not proficient already. This is based on students with the same initial placement who eventually achieved proficiency. Proficient for Grade 7 is a Mid On-Grade Level scale score of 632.

[Learn More About Growth](#)

Overall Diagnostic Growth



+This Diagnostic used to establish Growth Measures.

iReady Assessment and Instruction Features

- Valid and reliable assessment suite with instructional resources targeted to each child's specific academic needs
- Online lessons that provide support for students at all levels - below, on, or above grade level
- Comprehensive, actionable reports that helping educators assess less and know more
- Easy to use reports providing real-time information along with data on how students are progressing in reading and mathematics over time
- Ability to generate standard reports to inform instruction and provide overall data for building and district level decisions on the impact of curriculum and instruction, resources, and professional development
- Continuous cycle of assessment linked to instruction
- Data-driven instructional paths, offering the holistic ability to address major assessment needs through formative assessment, growth monitoring, and standards mastery.
- Multiple instructional paths—teacher-led, student-driven, online, print-based

Benefits - Transition to iReady

- All in one computer adaptive assessment and student-specific lessons in reading and math
- Streamlined, easy to use platform for staff, students, and parents/guardians
- Uniquely suited to support in-person and remote learning as well as the transition between the two teaching and learning environments
- No need for multiple assessments thus reducing the impact on teaching, learning, and student engagement
- Strong customer support for educators and parents/guardians
- Award winning and proven online instruction in math and reading





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
Dr. Stephanie Dulmage, Director of 21st Century Learning
Subject: Pre-school and GSRP In-Person & Remote Instruction
Date: August 17, 2020

Recommendation

We are recommending a phased approach to reopening Webster Early Childhood Center for in-person instruction with a remote learning option for GSRP. The 3-Year Old Preschool Academy class would open on September 1, 2020 and the 4-Year Old GSRP program would open as a blend of in-person and remote learning on September 14, 2020. Our recommendation is to open 6 in person GSRP classes and 1 remote class.

The majority of the Webster Early Childhood staff (teachers, custodian, secretary) are in support of in-person instruction with the numbers as follows: 72.2% support in-person, 22.2% support remote instruction, and 5.6% no response. Additionally, the majority of our families have expressed interest with "in-person" instruction but we also have a small percentage of families who would like a remote learning option. The current information (as of 8/13) indicates the following:

Family Requests	3 Year Old Preschool Academy	4 Year Old GSRP Program
In-Person Instruction	63%	68%
Remote Instruction	0%	3%
Undecided	13%	3%
Declined	0%	14%
*No Response	25%	13%

*Unable to contact (Not abnormal during the summer, enrollment always increase in late August and early September)

The reopening plan addresses all requirements outlined in the MI Safe Schools roadmap, Hazel Park School District's Preparedness and Response Plan, and LARA (Licensing and Regulatory Agency) for social distancing, cohort grouping, increased hygiene and cleaning protocols, and the appropriate PPE . The processes and protocols, along with the increased custodial staff are more than adequate to maintain a clean, safe environment, while offering a meaningful preschool experience.

We have included additional information in the Board packet for you to review. We believe this information responds to questions posed by the Board of Education during the August 14 Special Board meeting and reviews the relevant information about the measures for student and staff safety.

Funding Source: Great Start Readiness Program (GSRP) State Funded Grant

Strategic Plan Goal Alignment

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





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
Dr. Stephanie Dulmage, Director of 21st Century Learning
Subject: Full Day Latchkey During Remote Learning
Date: August 17, 2020

Recommendation

Latchkey is an essential service that Hazel Park has consistently provided for our families. Our families routinely take advantage of before and after school programs as well as Winter, Spring, and Summer latchkey camps. We know that child care was a great challenge for many of our families during the school shutdown this past Spring which negatively impacted their ability to work and in some cases, retain their jobs. As you know, the reopening of child care was highly encouraged by the state of Michigan.

In late June, we reopened the latchkey program and ran a summer camp with a limited number of students. A comprehensive Preparedness and Response plan was developed to safely open this program. The plan included cohort groups, social distancing, increased hygiene practices, temperature checks, and the wearing of masks by the staff and students in the classroom and common areas. The program successfully ran for a period of 8 weeks with no incidences of COVID-19 among staff and students.

To ensure that a strong cohort model was in place and all cleaning practices were enacted, an additional latchkey paraprofessional was added to the program. During the summer months, the cost for the additional staff member was offset by Child Care Relief Funds. At this time, we have not received word that the Child Care Relief Funds will be extended into the school year. Therefore, we are proposing a slight increase in the latchkey fees for the 2020-2021 school year. The suggested fee increase can be found in the following document: [New 2020 - 2021 Latchkey Fee Structure Fee](#).

We have already received feedback from parents/guardians about the need for full day latchkey during phase 4 remote learning. We are requesting the opening of a limited number of rooms for no more than 20 students at Webster Early Childhood Center Monday - Friday between the hours of 6:30 and 6:00 pm. If interest is high, we would like the option of opening 1-2 rooms at Advantage (elementary side).

Funding Source: Child Care Fund





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: Hazel Park Course Description 2020-2021
Date: August 17, 2020

Hazel Park High School Course Handbook has been made available to parents, students, staff and community for the past few years. Please find the attached 2020-2021 Course Description Handbook that reflects new courses for the year.

HAZEL PARK HIGH SCHOOL



COURSE SELECTION BOOK

2020-2021



Hazel Park High School

Kenneth Milch, Principal • Latoya Hall-King, Assistant Principal • Dr. David Muylaert, Athletic Director
23400 Hughes, Hazel Park, MI 48030 | 248-658-5100 | F: 248-544-5389
www.hazelparkschools.org

Dear Hazel Park High School Students and Families,

Our school is fortunate to offer multiple pathways for your Viking Voyage. One of the aspects distinguishing our school from other places is the multitude of academic opportunities offered for our students, regardless of their future ambitions. Whether our students are interested in working in a skilled trade, attending a two or four year university, or joining the workforce immediately after graduation, we offer options for our students on their individual journey.

Each voyage begins with planning. The Course Description Guide is developed to inform you of academic offerings while at HPHS. In collaborating with your school counselor, your family, and your teachers, you will be able to select the pathway best matching your future aspirations and align your classes accordingly. While thinking about what your future looks like can be intimidating, you are not alone on your travels. This book is developed to share with you the courses we offer and based on scheduling requests, will be able to incorporate into next year's school schedule.

As always, if you have any questions regarding your academic planning, please reach out to your school counselor by scheduling an appointment with our Counseling Secretary at (248) 658-5109. Planning today is a key aspect of ensuring success in the future.

We appreciate the time you will invest looking into our course options. Thank you for making Hazel Park High School a part of your Viking Voyage.

With students in mind,

Kenneth Milch

LaToya Hall-King

Dr. David Muylaert

LANGUAGE ARTS

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

English 9A (1st semester)

English 9A is a required basic course, which focuses on the fundamentals of various types of literature and composition. The major literary emphasis will be on epic poetry, but other genres will be covered in the semester, including short stories, nonfiction excerpts, and informational text. The analytical writing process will also be emphasized, and students

will be expected to demonstrate proficiency in a variety of writing styles. In addition, instruction in standardized test preparation will be implemented for the PSAT 9 state assessment.

English 9B (2nd semester)

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

Pre-AP English 9A (1st semester)

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

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

Pre-AP English 9B (2nd semester)

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

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

English 10A (1st semester)

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

English 10B (2nd semester)

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

Pre-AP English 10A (1st semester)

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

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

Pre-AP English 10B (2nd semester)

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

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

English 11A (1st semester)

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

English 11B (2nd semester)

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

AP English 11A (1st semester)

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

challenging, and the performance expectations are high. The course has been prepared to fulfill the guidelines set forth in the College Board AP English Language and Composition Course Description.

AP English 11B (2nd semester)

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

English 12A (1st semester)

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

English 12B (2nd semester)

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

AP English 12A (1st semester)

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

AP English 12B (2nd semester)

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

MATHEMATICS

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

OR				
4330	AP Statistics A	11th & 12th	0.5	Algebra 1A, Algebra 1B, Geometry A, Geometry B, Algebra 2A, Algebra 2B, and Teacher Recommendation
4330	AP Statistics B	11th & 12th	0.5	AP Statistics A

Algebra IA (1st semester)

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

Algebra IB (2nd semester)

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

Geometry A (1st semester)

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

Geometry B (2nd semester)

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

Algebra IIA (1st semester)

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

Algebra IIB (2nd semester)

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

Math 12 A (Trigonometry, 1st semester)

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

Math 12B (Statistics, 2nd semester)

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

Pre-Calc A (1st semester)

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

Pre-Calc B (2nd semester)

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

AP Statistics A (1st semester)

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

AP Statistics B (2nd semester)

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

AP Calculus AB (1st and 2nd semester)

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

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

SCIENCE

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
6250	Biology A	9th	0.5	None
6255	Biology B	9th	0.5	None
6400	Chemistry A	10th	0.5	Biology A & Biology B
6405	Chemistry B	10th	0.5	Biology A & Biology B
6700	Physics A	11th & 12th	0.5	Biology A, Biology B, Chemistry A, Chemistry B
6405	Physics B	11th & 12th	0.5	Biology A, Biology B, Chemistry A, Chemistry B
OR				
6200	AP Biology A	11th & 12th	0.5	Biology A, Biology B, Chemistry A, Chemistry B, and Teacher Recommendation
6205	AP Biology A	11th & 12th	0.5	AP Biology A
6900	Robotics A	9th, 10th, 11th, & 12th	0.5	None
6901	Robotics B	9th, 10th, 11th, & 12th	0.5	Robotics A

Biology A (1st semester)

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

Biology B (2nd semester)

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

Chemistry A (1st semester)

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

Chemistry B (2nd semester)

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

Physics A (1st semester)

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

Physics B (2nd semester)

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

AP Biology A (1st semester)

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

AP Biology B (2nd semester)

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

Robotics A (1st semester)

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

Robotics B (2nd semester)

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

COURSE NOTE: Prerequisite - Robotics A

SOCIAL STUDIES

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
7000	U.S. History A	9th	0.5	None
7005	U.S. History B	9th	0.5	None
	AP U.S. History	9th - 12th	0.5	None

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

US History A (1st semester)

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

US History B (2nd semester)

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

AP U.S. History

This course investigates significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

World History A (1st semester)

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

World History B (2nd semester)

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

AP World History A and B

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

Civics (1 semester)

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

Economics (1 semester)

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

AP Government A and B

The main objective of AP US Government & Politics is to provide every student the opportunity to take, and pass, the AP U.S. Government & Politics test on. Students are highly encouraged to take the test. Areas of study include: Constitutional Underpinnings of United States Government, Political Beliefs and Behaviors, Political Parties, Interests Groups, and Mass Media, Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts, Public Policy, Civil Rights and Civil Liberties.

AP Psychology A and B

The purpose of this course is “to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods

psychologists use in their science and practice.” (From the 2014 College Board® Psychology Course Description, p. 4. See <https://apcentral.collegeboard.org/pdf/ap-psychology-course-description.pdf?course=ap-psychology>). The aim of AP® Psychology is to provide students with a learning experience equivalent to that obtained in an introductory college psychology course, prepare them for the AP® Examination in May, and achieve a high enough score to receive advanced placement or college credit in Psychology.

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

Current Issues

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

World Cultures & Geography

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

MUSIC

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
5000	Concert Band A	9th, 10th, 11th, & 12th	0.5	15 weeks of private lessons OR previous experience in Middle School
5005	Concert Band B	9th, 10th, 11th, & 12th	0.5	15 weeks of private lessons OR previous experience in Middle School
OR				
5200	Symphonic Winds A	9th, 10th, 11th, & 12th	0.5	Audition and Placement by Directors
5205	Symphonic Winds B	9th, 10th, 11th, & 12th	0.5	Symphonic Winds A/Audition and Placement by Directors
5410	Varsity Choir A	9th, 10th, 11th, & 12th	0.5	None
5415	Varsity Choir B	9th, 10th, 11th, & 12th	0.5	None
OR				
5500	Chorale A	9th, 10th, 11th, & 12th	0.5	Audition and/or Placement by Directors
5505	Chorale B	9th, 10th, 11th, & 12th	0.5	Audition and/or Placement by Directors
0006	History of Rock and Roll	9th, 10th, 11th, & 12th	0.5	None

0007	History of Hip Hop	9th, 10th, 11th, & 12th	0.5	None
5300	Viking Jazz Band	9th, 10th, 11th, & 12th	0.5	Teacher Recommendation
5320	Marching Band	9th, 10th, 11th, & 12th	0.5	Audition and Placement by Directors

Concert Band

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

Symphonic Winds

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

Varsity Choir A and B

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

Chorale A and B

Chorale is the top vocal music ensemble at Hazel Park High School. This small select group performs ten (10) to fifteen (15) times per year at a variety of community and area functions. The student is required to attend all rehearsals and performances including two formal concerts at Hazel Park High School. Chorale performs a variety of musical styles ranging from classical to contemporary literature including sacred and secular works in a variety of voicings.

SPECIAL REQUIREMENTS:

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

History of Rock and Roll

This course is an introduction to American Popular Music since about 1950 (or what is commonly called "Rock Music") through about the early 2000s. No music skills of any kind are expected or assumed. Topics for study and discussion will include (1) musical instruments and performance techniques, (2) singing styles and related vocal techniques, (3) genres

and forms, and (4) aspects of culture, society, history and geography as they relate to the music of the United States (and parts of Western Europe) from about 1950 to the 2000s and beyond. In addition to learning about the history of this music and its stylistic traits, you will also improve your critical listening skills and acquire a basic vocabulary for describing music. Approved for Fine and Performing Arts Credit. All assignments are submitted through Google Classroom.

History of Hip Hop

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

Jazz Band

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

Marching Band (Fall Only)

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

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

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

ART

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
0100	Studio Art 1A	9th, 10th, 11th, & 12th	0.5	None
0105	Studio Art 1B	9th, 10th, 11th, & 12th	0.5	Studio Art 1A



0210	Ceramics I	10th, 11th, & 12th	0.5	None
0215	Ceramics II	10th, 11th, & 12th	0.5	Ceramics I
0220	Sculpture A	10th, 11th, & 12th	0.5	None
0600	Advanced Studio Art/ Portfolio A	10th, 11th, & 12th	0.5	Studio A and B, Teacher Recommendation
0601	Advanced Studio Art/ Portfolio B	10th, 11th, & 12th	0.5	Studio A and B, Teacher Recommendation
0137	AP Studio Art: 3D Design A	10th, 11th, & 12th	0.5	Ceramics I, Sculpture and teacher recommendation
0137	AP Studio Art: 3D Design B	10th, 11th, & 12th	0.5	AP Studio Art: 3D A

Two- Dimensional Art Courses

Studio Art A (1st semester)

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

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

Studio Art B (2nd semester)

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

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

Advanced Placement 2D Design and Portfolio

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

Building on the foundation of Studio Art A and B courses, AP 2D allows students to explore and create more in-depth projects. Students will investigate the use of media of their choosing and add to their foundation by adding acrylic painting and printmaking, while building on their prior knowledge. Students will work on a concentration and develop their voice; practice, revision and refine their style. Students must be able to work independently as the portfolio is student

driven and must be their voice and not made up of teacher driven assignments. It is required to photograph all work and create a portfolio with an artist statement. Students must submit at least one artwork into scholastic art awards. All work must be exhibited at the May art exhibit.

Three - Dimensional Art Courses

Ceramics 1

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

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

Ceramics 2

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

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

Sculpture

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

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

Pre -Advanced Placement 3D Design

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

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

Advanced Placement 3D Design

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

Building on the foundation of ceramic and sculpture courses, AP 3D allows students to explore and create more in-depth projects. Students will explore the use of different forms to effectively solve an art problem in the construction of a 3D piece, building on their prior knowledge. Students will work on a concentration and develop their voice; practice, revision and refine their style. Students must be able to work independently as the portfolio is student driven and must be their voice and not made up of teacher driven assignments. It is required to photograph all work and create a portfolio with an artist statement. Students must submit at least one artwork into scholastic art awards. All work must be exhibited at the May art exhibit.

WORLD LANGUAGE

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
2950	Spanish IA	9th, 10th, 11th, & 12th	0.5	None
2955	Spanish IB	9th, 10th, 11th, & 12th	0.5	Spanish IA
2960	Spanish IIA	10th, 11th, and 12th	0.5	Spanish IA and Spanish IB
2965	Spanish IIB	10th, 11th, and 12th	0.5	Spanish IA and Spanish IB
2970	Spanish IIIA	11th, 12th	0.5	Spanish IA, IB, IIA, IIB
2975	Spanish IIIB	11th, 12th	0.5	Spanish IA, IB, IIA, IIB, IIIA
OR				
2900	French IA	9th, 10th, 11th, & 12th	0.5	None
2905	French IB	9th, 10th, 11th, & 12th	0.5	French IA
2910	French IIA	10th, 11th, and 12th	0.5	French IA and French IB
2915	French IIB	10th, 11th, and 12th	0.5	French IA, French IB, French IIA
2920	French IIIA	11th, 12th	0.5	French IA, IB, IIA, IIB
2925	French IIIB	11th, 12th	0.5	French IA, IB, IIA, IIB, IIIA

Spanish IA (1st semester)

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

Spanish IB (2nd semester)

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

Spanish IIA (1st semester)

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

Spanish IIB (2nd semester)

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

Spanish IIIA (1st semester)

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

Spanish IIIB (2nd semester)

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

French IA (1st semester)

This introductory course offers the student the opportunity to acquire listening, speaking, reading, and writing skills in the French language. Throughout the course, students will engage in simple conversations and other activities to increase their proficiency in French. Students will have experiences in the course that will help them discover and appreciate French-speaking cultures.

French IB (2nd semester)

This introductory course offers the student the opportunity to acquire listening, speaking, reading, and writing skills in the French language. Throughout the course, students will engage in simple conversations and other activities to increase their proficiency in French. Students will have experiences in the course that will help them discover and appreciate French-speaking cultures.

French IIA (1st semester)

French II is a continuation of French I. The student continues to work on grammatical structures and vocabulary through a variety of methods. Conversation continues to be a vital part of the course as well as listening and other activities. Students will remain active participants in the course and will continue to be offered a variety of experiences to increase their knowledge of Francophone cultures.

French IIB (2nd semester)

French II is a continuation of French I. The student continues to work on grammatical structures and vocabulary through a variety of methods. Conversation continues to be a vital part of the course as well as listening and other activities.

Students will remain active participants in the course and will continue to be offered a variety of experiences to increase their knowledge of Francophone cultures.

French IIIA (1st semester)

In French III, the students will increase their knowledge of the language and other cultures in a variety of mediums. In addition to ongoing listening and other activities, students will read some authentic literature and materials to increase their proficiency in French. Conversation will continue to be a focal point of the curriculum.

French IIIB (2nd semester)

French IIIB (2925): In French III, the students will increase their knowledge of the language and other cultures in a variety of mediums. In addition to ongoing listening and other activities, students will read some authentic literature and materials to increase their proficiency in French. Conversation will continue to be a focal point of the curriculum.

PHYSICAL EDUCATION (PE)

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

Intro to Physical Activities

This course is a one semester class required for graduation. The importance of physical activity will be taught. Will contain components of physical fitness, individual and team sports such as: softball, basketball, aerobics, fitness training, track and field, jogging, badminton, volleyball, tennis, soccer, football, etc., as appropriate.

Health

This class is required for graduation. Health is designed to help the student develop an awareness of the importance of being physically, mentally, emotionally and socially fit. So that the student may have a better understanding of all the parts of health, the topics covered in class may include, but are not limited to the following: physical well-being, self-esteem, self concept, values identification, responsible reproductive health, and alcohol and substance abuse. Life long health decisions such as adult and family healthcare may also be covered.

Strength and Conditioning

This course will offer the student wishing to achieve optimum cardiovascular fitness through strength and flexibility exercise. Class emphasis will focus on group aerobic activities including walking, jumping rope, jogging running stair climbing, and stationary biking. The course may also include circuit strength training and fitness testing. This course is not recommended for students with medical limitations.

Team Sports

This course is offered to students who enjoy competition in team sports. Students will have the opportunity to practice and acquire skills, learn rules, safety and strategy in team sports. Areas of concentration may include: Basketball, floor hockey, football, pickleball, softball, soccer, speedball, volleyball, aerobics and physical fitness.

CTE (Career and Technical Education)

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
1000	Digital Computer Applications	9th, 10th, 11th, 12th	0.5	None
1120	Business Dynamics	10th, 11th, & 12th	0.5	Digital Computer Applications
01521901	Business Tech	10th, 11th, & 12th	0.5	Business Dynamics
1738901	Web Page Design	10th, 11th, 12th	0.5	Digital Computer Applications
8360	Wood Tech I	9th, 10th, 11th	0.5	None
8361	Wood Tech II	10th, 11th	0.5	Wood Tech 1A, 1B
9741	Chrysler Program Yr 1	11th, 12th	0.5	Interview Process
9741	Chrysler Program Yr 2	11th, 12th	0.5	Chrysler Program Yr 1

Digital Computer Applications

In this course, students create business documents using current industry standard software programs. Students develop proficiency in word processing, creating spreadsheets, database management, multimedia presentations, and using multimedia software. Students will be introduced to basic Information Technology concepts and taught how to be proficient in a safe working environment. Students will have an opportunity to become certified in MS OFFICE as well as leadership opportunities through Business Professionals of America.

Business Dynamics and Business Tech (year long program)

This course is designed for advanced students who wish to prepare themselves to plan, manage, supervise and market business operations, products and services. Business administration, Internet practices, personnel management, etc. will be pursued. During part of second semester, students will use their skills to run a model office.

Web Page Design

Web Development & Design combines artistic, creative vision with technical knowledge to produce informative, appealing, and easy to use web sites. This class is an activity-oriented course in which students will explore strategies to effectively communicate using the Internet. Students will learn about site layout and content and will become proficient using web development languages and graphical user interface tools to achieve their design objectives. The curriculum and instruction of this course may be differentiated to include accelerated pacing and extension and/or challenge activities. Students will have an opportunity to develop leadership opportunities through Business Professionals of America.

Wood Tech I & II

The Wood Technology program is a two year career readiness program designed to prepare students for a career as a finished carpenter or cabinet maker. The curriculum has been designed by a team of educators, industry professionals, and community members to meet the needs of today's woodworking employers and employees. Much of the demand today includes soft skills not specific to the woodworking industry. Such skills include: effective communication, problem solving, conflict resolution, health and wellness, lean manufacturing, work ethic, and integrity. Specific to woodworking, students will learn how to make accurate plans and layout drawings, select and process raw lumber into finished goods, and apply proper finish on wood products. Students will be provided with information and hands on experience in the correct and safest way to use a variety of both hand and power woodworking tools, which are commonly found in industry and home.

Chrysler School-to-Work Two Year Program

The School to work (STW) Program will allow students to spend half of the day at their High School and half of the day at the World Class Manufacturing Academy. The STW Program will allow students to gain both the critical skills and the hands-on experience needed to be successful in the Manufacturing Industry. Students will also be introduced to the various skilled trades careers. Sophomores tour in the Spring and interested students should complete the application, and prepare for an interview.

PROJECT LEAD THE WAY

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
10405	Foundations of Technology A	9th, 10th, 11th, 12th	0.5	None
10405	Foundations of Technology B	9th, 10th, 11th, 12th	0.5	Foundations of Tech A
10505	Intro to Engineering Design A	9th, 10th, 11th, 12th	0.5	None
10505	Intro to Engineering Design B	9th, 10th, 11th, 12th	0.5	Intro to Engineering Design A
	Principles of Engineering A	10th, 11th, 12th	0.5	Intro to Engineering Design A & B OR Algebra I

	Principles of Engineering B	10th, 11th, 12th	0.5	Principles of Engineering A
	Lean Fundamentals	11th, 12th	0.5	None

Foundations of Technology A and B

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

Intro to Engineering Design A and B

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

Principles of Engineering A and B

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

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

Lean Fundamentals

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

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

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

ELECTIVES

COURSE NUMBER	TITLE	GRADE LEVEL	CREDIT	PREREQUISITE
2850	Viking Yearbook	9th, 10th, 11th, 12th	0.5	None
9405	Integrated Studies (SAT Prep)	11th	0.5	Juniors Only
9105	Post Secondary Advising - Fall Only	12th	0.5	Seniors Only
2235	Read 180 A	9th, 10th		Assigned
2445	Read 180 B	9th, 10th		Assigned
4800	Math 180 A	9th, 10th		Assigned
4800	Math 180 B	9th, 10th		Assigned

Viking Yearbook

The work in this class includes all phases of producing a quality yearbook. This includes such responsibilities as designing layouts for various organizations, events, people, and meeting deadlines. It includes scheduling pictures, creating picture ideas, and advertising. Students will learn and use Yearbook Avenue, Word Processing, PhotoShop, and digital photography for production. The student who is and likes to be creative is best suited for this type of work. A basic writing skill is also necessary in writing captions for pictures as well as writing descriptions of events, which happened during the school year.

Integrated Studies

This full year course prepares junior students for the required state testing administered in April, with emphasis on the different parts of the SAT. Students will practice using official testing materials and learn strategies that can help improve test scores. The class is presented in a rotation basis with enrichment in both English/Language Arts areas and Math. Currently this course is only offered to Junior students.

Postsecondary Advising

This course is open to Seniors who plan to pursue educational opportunities beyond their High School years. Minimum G.P.A required for the course is a 2.5. Students enrolled in the course will focus on career plans and research, college applications including essay writing and letters of recommendation, financial aid opportunities, and scholarship opportunities. The goal for this class is to have students make sound educational and financial decisions, that best fit their needs, before enrolling into their Postsecondary institution. Students in this class will also be provided with many opportunities to explore local and state college campuses, while engaging with current students and admission counselors. This class is offered only during the 1st semester.

READ 180

This course is designed for the freshmen student who is struggling to read at grade level. Using the Read 180 program in a specially-designed classroom, students will enhance their reading skills at a pace that is suitable to each individual. The program-trained teacher will instruct students in a whole group and small group setting, and students will also be expected to work independently to meet growth goals using lexile-appropriate reading materials.

COURSE NOTE: Students who perform below an identified standard on the Reading portion of the PSAT 8 assessment or other related assessment such as NWEA will be recommended for this course.

MATH 180

This course is designed for the freshmen student who is struggling with math at grade level. Using the Math 180 program in a specially-designed classroom, students will enhance their math skills at a pace that is suitable to each individual. The program-trained teacher will instruct students in a whole group and small group setting, and students will also be expected to work independently to meet growth goals using lexile-appropriate math materials.

COURSE NOTE: Students who perform below an identified standard on the Math portion of the PSAT 8 assessment or other related assessment such as NWEA will be recommended for this course.

