



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
December 14, 2020
7:00 PM

Due to the COVID-19 Pandemic and in accordance with Public Act 228 of 2020, the Hazel Park Schools Board of Education will hold its Regular Monthly Board of Education meeting December 14, 2020 at 7:00PM via Zoom video conference.

Join Zoom Meeting

<https://hazelparkschools.zoom.us/j/85798564621?pwd=U2NyMTUvWThvN3lOS01tMTRaQ1dzQT09> Meeting ID: 85798564621

Call into the meeting by phone (312) 626-6799 enter 85798564621 941343

You may email your questions or comments to Board President:

laura.adkins@hazelparkschools.org

CALL TO ORDER

ROLL CALL

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (Action Item)

SPECIAL ORDER OF BUSINESS

A. Oakland University - Teacher Education Program

PUBLIC COMMENT

CONSENT AGENDA (Action Items)

A. Approval of Minutes

1) Board Meetings

3

2) Committee Meetings

15

B. Monthly Financial Reports

16

C. Conference Requests

26

D. Notes of Appreciation

27

UNFINISHED BUSINESS

A. Board of Education Policies Updates & Revisions (Action Item)	28
B. Hazel Park Extended COVID-19 Preparedness and Response Plan Review (Action Item)	76
C. Approval of Audited Financial Statements (Action Item)	90
D. HVAC Assessment Update and Repairs (Action Item)	162
NEW BUSINESS	
A. Personnel Recommendations (Action Item)	
B. Hazel Park Education Association Wage Reopener Tentative Agreement (Action Item)	167
C. Superintendent Contract Amendment (Action Item)	172
D. Staff Wellness (Action Item)	174
E. Approval of Open Enrollment (Action Item)	175
F. Superintendent Update	
1) Enrollment Update (Informational Item)	177
2) Attendance Update (Informational Item)	178
3) COVID-19 Mitigation Plan Acceptance Letter (Informational Item)	193
BOARD MEMBER AND ADMINISTRATION COMMENTS	
ADJOURNMENT	

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

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

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

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

CALL TO ORDER

The Regular Meeting of the Hazel Park Board of Education was held virtually due to the COVID-19 Health Crisis via Zoom Video Conferencing on November 16, 2020 and was called to order by President Adkins at 7:01 p.m.

ROLL CALL

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

Members Absent: Hinton (arrived after roll call at 7:03pm)

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

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (Action Item)

Moved by Mrs. Noth, supported by Ms Hammonds, that the Board of Education approve the agenda as written.

Discussion

None

Roll Call Vote

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

Nays: None

PUBLIC COMMENT

Richard Gage, community member, thanked the Hazel Park Schools for the support of the Marigold Project. Also want to thank Megan and her team at Jardon. We were able to raise \$1950 from checks and a matching donation from LinkedIn of approximately \$440 from a member who volunteered to use LinkedIn. The proceeds will be donated to Jardon.

Ian Lloyd, community member, spoke on issues concerning the length of meetings, compliance with the Open Meetings Act, posting agendas out to the public and financial standing of the District.

CONSENT AGENDA (Action Items)

A. Approval of Minutes

1. Board Meetings

a. October 19, 2020 - Regular Meeting

b. November 5, 2020 - Special Meeting

2. Committee Meetings

a. November 9, 2020 - Finance

b. November 9, 2020 - Buildings & Grounds

B. Monthly Financial Reports

C. Conference Requests

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

Roll Call Vote

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

UNFINISHED BUSINESS

A. Board of Education Policies & Revisions ~ 2nd Reading

Motion made by Mrs. Noth, supported by Ms Hammonds, that the Board of Education approve the second reading of the Board of Education policies and revisions, as presented.

Roll Call Vote:

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

B. Extended COVID-19 Preparedness and Response Plan

Motion made by Ms Schlak, supported by Ms Hammonds, that the Board of Education reconfirm the Extended COVID-19 Preparedness and Response Plan with the updates, as presented.

Roll Call Vote:

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

C. Buildings and Grounds Position (Action Item)

Motion made by Ms Schlak, supported by Mrs. Noth, that the Board of Education approve hiring of a Buildings and Grounds person, as presented.

Roll Call Vote:

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

D. HVAC Assessment Update (Informational Item)

Mr. Jason Zirnig, Assistant Superintendent of Business and Operations summarized the report from K & S Ventures for Hoover and United Oaks Schools.

NEW BUSINESS

A. Second Grade Reproductive Health Course (Action Item)

Motion made by Mrs. Noth, supported by Mrs. Hemple, that the Board of Education approve the additional course to the 2nd grade reproductive health program, as presented.

Roll Call Vote:

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

B. Open Meetings Act Resolution (Action Item)

Motion made by Ms Schlak, supported by Mrs. Noth, that the Board of Education approve the Open Meetings Act Resolution, as presented.

Open Meetings Act Resolution

Whereas the Open Meetings Act was recently amended to grant greater latitude with respect to electronic participation by members of the Board of Education and the public in certain circumstances; and

Whereas the Hazel Park Board of Education desires to utilize electronic participation, as necessary and in approved circumstances, in compliance with the law.

NOW THEREFORE, BE IT RESOLVED as follows:

- A. The Board of Education authorizes the Superintendent to create procedures to accommodate electronic participation by Board members who are absent due to a medical condition or due to a statewide or local state of emergency declared pursuant to law or charter by the governor or local official or local governing body that would risk the personal health or safety of members of the public or the public body if the meeting were held in person. In the event of such an emergency, if the meeting location is usually held in an affected area the entire Board may participate electronically, otherwise, only members who reside in the affected area may participate electronically.

For purposes of this paragraph, medical condition means an illness, injury, disability, or other Health-related condition.

Electronically may include video and/or telephonic conferencing.

- B. The procedures must provide for:
1. Two-way communication
 2. For each member of the Board attending the meeting electronically, a public announcement at the outset of the meeting by that member, to be included in the meeting minutes, that the member is, in fact, attending the meeting electronically and, except for members who are participating electronically due to military duty, stating the county, city, township or village and state where the member is located.
 3. A means by which the public is provided notice of the absence of a member and information about how to contact the member sufficiently in advance of the meeting to provide input on any business that will come before the Board.
- C. Through December 31, 2020, the Board may hold its meetings electronically, in whole or in part, for any reason.
- D. The Board further authorizes, from January 1, 2021, through December 31, 2021, electronic participation solely under the circumstances set out in paragraph A of this Resolution, as well as the pre-existing law requiring accommodation due to military duty. After December 31, 2021, only members requiring accommodation due to absence for military duty may participate electronically.
- E. The Board authorizes the use of technology to facilitate typed public comments during the meeting that may be read to or shared with Board members and other participants in satisfaction of the requirement that members of the public be heard by others during the electronic meeting and the requirement that they be permitted to address the Board.
- F. Advance notice of any meetings held electronically, in whole or in part, shall be posted on the District's website either on the homepage or on a separate webpage dedicated to public notices for non-regularly scheduled or electronic public meetings through a prominent and conspicuous link on the homepage. The notice must be posted at least eighteen (18) hours before the meeting begins. Notice of a meeting held electronically must explain as follows:

1. Why the Board is meeting electronically
 2. How members of the public may participate in the meeting electronically, including provision of the specific telephone number, internet address, or both needed to participate.
 3. How members of the public may contact members of the Board to provide input or ask questions on any business that will come before the Board at the meeting
 4. How persons with disabilities may participate in the meeting.
- G. If an agenda exists for an electronic meeting held under this resolution, the Board shall post the agenda on the website at least two (2) hours before the meeting begins. This does not prohibit subsequent amendment of the agenda at the meeting.
- H. Members of the public who are participating electronically or in person shall not be required to register, other than as required by the bylaws to participate in public comment.
- I. Members of the public will not be allowed to participate in any closed sessions during meetings held electronically, in whole or in part, and all prior laws and bylaws relating to closed sessions continue to apply.

NOW, BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Hazel Park Board of Education's approval of this action and of the authority granted herein.

Adopted and approved this 16th day of November, 2020.

(signed) Laura Adkins

Laura Adkins, Adkins, President

on behalf of the Haze Park Board of Education

Date

Roll Call Vote:

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

Nays: None

C. Personnel

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

Motion made by Ms Schlak, supported by Mrs. Noth 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: Schlak, Noth, Hammonds, Hinton

Nays: None

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

2. Hazel Park Education Association (HPEA) Employee Group

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

Roll Call Vote:

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

Nays: None

Abstain: Noth ~ Familial conflicts of interest

4. Unaffiliated Employees (Action Item)

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.

Discussion

Superintendent Dr. Amy Kruppe and Board Members discussed that the Communications Director, Charles Pleiness was on this agenda item and the hiring of that position was also an agenda item farther down in the agenda. The placement order was an error and the Board chose to vote on it and remove the agenda item when it comes up.

Roll Call Vote:

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

Nays: None

D. Wage Opener Tentative Agreements (Action Items)

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

Motion made by Mrs. Noth, supported by Ms Hammonds, that the Board of Education approve the tentative agreement for the AFSCME employee group, as presented.

Roll Call Vote;

Yeas: Noth, Hammonds, Hinton, Schlak

Nays: None

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

2. Hazel Park Paraprofessional Association Employee Group

Motion made by Ms Schlak, supported by Ms Hammonds, that the Board of Education approve the wage opener tentative agreement for the Hazel Park Paraprofessional Association employee group, as presented.

Roll Call Vote;

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

Nays: None

Abstain: Mrs. Noth ~ familial conflict of interest

3. Hazel Park Association of School Administrators Employee Group

Motion made by Mrs. Noth, supported by Ms Schlak, that the Board of Education approve the wage opener tentative agreement for the HPASA employee group, as presented.

Roll Call Vote;

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

4. International Union of Operating Engineers Employee Group

Motion made by Mrs. Noth, supported by Mr. Hemple, that the Board of Education approve the wage opener tentative agreement for the IUOE employee group, as presented.

Roll Call Vote;

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

E. Non-Affiliated Employee Group Wages (Action Item)

Motion made by Mrs. Noth, supported by Ms Schlak, that the Board of Education approve wage increase for the Non-Affiliated employee group, as presented.

Roll Call Vote:

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

F. Communications Director Position (Action Item)

Motion made by Ms Schlak, supported by Mrs. Noth, to remove Item F from the agenda.

Discussion

Board Vice-President, Rachel Noth, clarified that this item was removed due to the fact that it was voted on earlier under the non-affiliated personnel recommendations.

Roll Call Vote:

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

G. Administrative Contracts (Action Item)

Motion made by Mrs. Noth, supported by Ms Hammonds, that the Board of Education approve the Administrative Contracts for Dillard, Dulmage, Miller, Postell, Smith, Wilkins and Zirns, as presented.

Roll Call Vote:

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

H. Health Care Aide for Student (Action Item)

Motion made by Mrs. Hemple, supported by Ms Schlak, that the Board of Education approve the administration's request to hire a health care paraprofessional aide, as recommended.

Roll Call Vote:

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

Nays: None

Abstain: Noth ~ familial conflict of interest

I. Purchase of Electronic Timesheet software (Action Item)

Motion made by Mrs. Hemple, supported by Ms Hammonds, that the Board of Education approve the purchase of electronic timesheet software, as recommended.

Roll Call Vote:

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

Nays: None

J. School Bond Refunding (Action Item)

Motion made by Ms Schlak, supported by Ms Hammonds, that the Board of Education the Resolution for the School Bond Refunding, as presented.

Roll Call Vote:

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

Nays: None

The complete resolution and support documents may be found at the District website, www.hazelparkschools.org under the Board of Education/current meeting documents tab.

K. Auto Shop Purchase Agreement (Action Item)

Motion made by Ms Schlak, supported by Mrs. Noth, that the Board of Education accept the auto shop purchase agreement, as presented.

Roll Call Vote:

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

Nays: None

L. Summer 2021 Bathroom Upgrades (Action Item)

Motion made by Ms Noth, supported by Mr. Hemple, the Board of Education approve the summer 2021 bathroom upgrades, as presented.

Roll Call Vote:

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

Nays: None

M. Purchase of Additional District Radios (Action Item)

Motion made by Mrs. Hemple, supported by Mrs Noth, that the Board of Education approve the purchase of the additional radios for the district, as recommended.

Roll Call Vote:

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

N. Purchase of Adapters for Devices (Action Item)

Motion made by Mrs. Noth, supported by Ms Schlak, that the Board of Education approve the purchase of the additional adapters for electronic devices, as presented.

Roll Call Vote:

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

O. Board of Education Discipline Notice (Informational Item)

Board Trustee, Sue Hemple, thanked Mr. Nugent and Dr. Kruppe for following policy.

P. Superintendent Update

1. December Board/Committee Meetings (Action Item)

Motion made by Mrs. Noth, supported by Mrs. Hemple, that the Board of Education move the December 21, 2020 Regular Board of Education meeting to December 14, 2020 at 7:00pm and cancel the December committee meetings.

Roll Call Vote:

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

2. Direction for Emergency Temporary Telecommuting

Superintendent, Dr. Amy Kruppe and Nick Nugent, Director of Human Resources spoke to the issue about working from home during the COVID-19 pandemic. The recent MIOSHA policies do not include school districts. However, we are having as many staff work from home as possible. Offices are being covered on a regular basis.

The board memos and/or support documents for agenda items P.3, P.4 & P.5 may be found on the District website, www.hazelparkschools.org under the Board of Education/current meeting documents tab.

3. Face Mask Donations from Community (Informational Item)

4. Enrollment Update (Informational Item)

5. Attendance Update (Informational Item)

6. Book Reading - Chapters 7 & 8 (Informational Item)

Board Members discussed the two chapters and hope to finish up the book and discuss the final chapter at the December 7, 2020 Special Board of Education meeting. They also suggested the book be purchased for the 3 newly elected board members.

BOARD MEMBER AND ADMINISTRATION COMMENTS

- Rachel Noth, Vice President Thanks everyone for sticking with us and attending. Importance of masking for protection of not only yourself, but others. Want to go to a spring concert, spring play and see our students walk across the football field for graduation. Let's do what we need to do to beat this. Great meeting. We are blessed to have had only one 4-hour meeting during COVID and most times meeting our goal of 2 hours.
- Chuck Hemple, Secretary Rachel summed it up. Thanks to my wife and Bev to help me get reelected, residents spoke. Have a great night and a great Thanksgiving.
- Beverly Hinton, Trustee Liked listening to Mr. Gage. I did see the photos and what a nice sum of money raised. Attended the conference. Ian Lloyd is a resident who has concerns. Would like to see some resolution. Wishing everyone a wonderful holiday. Mask up, wash your hands.
- Sue Hemple, Trustee Rachel says it best. Great when we can have discussions like we had tonight. I do appreciate the Administrative office.
- Kristy Schlak, Trustee Monthly construction update...9 Mile on and off ramps both open! Want to give a shout out to the teachers for flipping to remote so quickly. Happy Thanksgiving. Thank you to Richard Gage for Marigold Project, truly enjoyed it. Thank you to the voters for reelecting me. Honored to serve the community.
- Dr. Amy Kruppe, Superintendent Food pickup is Thursday. It will not be available next Thursday due to the holiday. Gleaners is Friday. Thanks to teachers. They were dynamite turning on a dime. We made the right choice. Please wear your mask, social distance, stay home as much as you can. We want to get our kids back in school. Thank you Board for moving our district forward with the raises. Happy Thanksgiving.
- Laura Adkins, President Rachel said it best. I want to thank all the staff and teachers for the quick move to remote. Also attended the MASB conference and we will have a discussion about it at the December 7 special meeting. Happy Thanksgiving.

Adjournment

Moved and supported that the meeting be adjourned at 9:09p.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
6:00PM

CALL TO ORDER

Due to the COVID-19 Health Crisis, the Special Meeting of the Hazel Park Board of Education was held virtually via video conference on December 7, 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, Miller, Pleiness, Postell

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:

Public Comment

None

NEW BUSINESS

A. Board of Education Policy Revisions & Updates (Informational Item)

Board members discussed the Neola policy revisions that were presented by the Policy Committee. The policies will be on the December 14, 2020 Regular Board of Education meeting agenda for final approval.

B. Superintendent School Year Review

1. Feedback on programs, services & operations

Due to the COVID-19 Pandemic, evaluations for teachers as well as the Superintendent were suspended by the Michigan Department of Education this year so a review of the Superintendent's school year was discussed. Led by Board President, Laura Adkins, the Board Members presented positives, challenges and suggestions for items to be worked on in the coming school year. *Positives* were the creation "**moving forward committee**" where great planning and great discussions took place to help with the return to school learning plan, repairs on the high school **pool, Camp Hazelwood** improvements, **PBIS** awards and recognition by the State for this program, **staff retention** was also much improved and a "plus" for consistency, the **hours spent for planning on COVID-19 pandemic issues**, the continuing work on all the legislative changes during the pandemic, getting our **staff and students the necessary items to keep the learning environment moving forward; tablets, computers, hotspots, wifi connection, lunches**. Lastly, **getting the district out of deficit!** Board President, Laura Adkins stated this was "huge" and was Dr. Kruppe's target when she came to Hazel Park and deserves recognition for it. *Challenges* were making the **decision to move kids into remote learning**. This decision was made not only by Dr. Kruppe, but by the Board of Education, the **Communication Director** leaving in the middle of the year making communication to the community more difficult, **differentiating and making it clear to parents the difference between remote learning and Viking Virtual Academy**, attendance which is always difficult but even more so this year, **getting students on the computer for learning**, this was challenging for parents as well,

keeping everyone **informed and aware of what was happening**, students struggling with the **Virtual Academy, student learning**, the period from March to June was not what we would have wanted it to be and the **attendance and graduation rate**. *Suggestions* coming from Board Members include letting the new **Communications Director** do the social media posting not the Superintendent, have the **Community Representative** join with the new communications director to help with community resources, we have good people in place now perhaps Dr. Kruppe could step back and *manage* her team, work with Board Members to **establish Board goals, budget**, set aside money in the budget to help kids catch up once they return face to face as the learning gap will be large. Also, **be proactive to close the learning gap** with such things as MTSS, wraparound programs, work on the **graduation process** and informing the Board of Education so it is not a surprise, get a **job description for the Community Representative**, and stay in respective lanes. Another suggestion was although in crisis mode for the testing and learning environment due to the pandemic, make sure the students who are succeeding and flourishing in the remote environment continue to be able to move forward and are not paused in their learning.

Superintendent, Dr. Amy Kruppe, appreciated the comments and stated tutoring is going to be key, a job description for the Community Representative is being worked on, agrees with the budget comments and the need to establish a fund balance. She also stated it is important for a superintendent to touch every area and looks forward to continuing the conversation with the Board of Education.

2. Wage adjustment / contract amendment

Board Members held a discussion on an amendment to the Superintendent's contract. Laura Adkins, Board President will reach out to John Gierak to write up a contract addendum to be voted on at the December 14, 2020 Board meeting.

Dr. Amy Kruppe, Superintendent, wanted to clear up a rumor that her contract was on and then removed from the November agenda. It was not on the agenda until this meeting. Appreciates the feedback, however, when a superintendent gets a successful review but the Board of Education does not do a contract year roll over, that usually is an indication there is a concern with the Superintendent.

C. MASB Annual Conference Reports (Informational Item)

Laura Adkins, Board President and Beverly Hinton, Trustee attended the annual conference in November. Enjoyed it very much even though it was virtual.

D. Book Reading - Chapter 9 (Informational Item)

Board Members completed their reading of "The Governance Core" and discussed the last chapter.

BOARD MEMBERS AND ADMINISTRATION COMMENTS

Beverly Hinton, Trustee	Conversation was good. Good Night.
Rose Mary Hammonds, Treasurer	It's been a wild year and we succeeded. Have a good evening.
Chuck Hemple, Secretary	Good talk, see you all next Monday night.
Sue Hemple, Trustee	Looking forward to the new Board having and holding discussion meetings.
Kristy Schlak, Trustee	Everyone wear Christmas sweaters next week. Construction continues in Hazel Park.
Rachel Noth, Vice President	Great conversation and a great year.

Dr. Amy Kruppe, Superintendent

Very proud of our administration team and staff. Will be bringing the Teachers contract to the board meeting next week. Everyone be safe.

Laura Adkins, President

Attended various meetings with different school board member groups. We are not alone in this, those school boards are facing the same challenges. Will continue to attend those meetings.

Before the meeting adjourned, the Board Members agreed that December 14, 2020 will also be held remotely and hope that in-person meetings can happen in January.

Adjournment

Moved and supported that the meeting be adjourned at 7:25PM.
Unanimous Approval.

Respectfully Submitted,

Charles E. Hemple, Secretary
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
December 1, 2020 - 5:00PM
Virtual Meeting**

Board Members Present: Laura Adkins, Sue Hemple

Board Members Absent: 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 various policies, including the Title IX policy and guidelines. The Title IX policy, as well as the other policies revised during the meeting will go on the December 7 special meeting agenda for discussion to give time to the board members to ask any questions and then will be voted on for approval at the December 14, 2020 regular meeting. A new policy committee will be formed in January at the regular Board of Education organizational meeting.

The meeting ended at 5:50PM

Minutes prepared and submitted by Debra Scott December 2, 2020

Next meeting date TBD



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

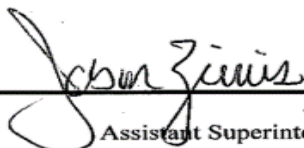
RE: Treasurer's Report November, 2020

DATE: December 4, 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)		1,224,927.04	
	<i>Total - General Fund</i>	<u>\$ 1,224,927.04</u>	
CENTER PROGRAM (22)		14,402.47	
COMMUNITY SERVICE (23)		0.00	
FOOD SERVICE FUND (25)		103,902.34	
COMMON DEBT (31-39)		500.00	
CAPITAL PROJECTS (41-49)		119,330.00	
	<i>Total - Special Revenue Funds</i>	<u>\$ 238,134.81</u>	
TRUST FUNDS (51)		0.00	
INTERNAL ACCOUNT FUNDS (29)		295.00	
	<i>Total - Other Funds</i>	<u>\$ 295.00</u>	
TOTAL CHECK DISBURSEMENTS		<u><u>\$ 1,463,356.85</u></u>	\$ 1,463,356.85
ACH DEBITS			1,506,083.98
PAYROLL			1,092,987.69
OUTGOING WIRE TRANSFERS			2,203,316.91
P-CARD PURCHASES			<u>88,940.06</u>
			4,891,328.64
TOTAL DISBURSEMENTS IN PERIOD			<u><u>\$ 6,354,685.49</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

November 2020

<u>Date</u>	<u>Amount</u>	<u>Bank Acct Taken From</u>	<u>Reason</u>
11/2/2020	\$26.42	Gen Funds	Latchkey Fees
11/10/2020	\$285.65	Gen Funds	AFLAC Payment November 6th Payroll
11/27/2020	\$285.65	Gen Funds	AFLAC Payment November 20th Payroll
11/9/2020	\$2,457.25	Gen Funds	Health Equity Payment November 6th Payroll
11/20/2020	\$2,957.25	Gen Funds	Health Equity Payment November 20th Payroll
11/5/2020	\$5,716.32	Gen Funds	EduStaff Payment
11/9/2020	\$556.49	Gen Funds	EduStaff Payment
11/19/2020	\$58,820.16	Gen Funds	EduStaff Payment
11/25/2020	\$1,037.22	Gen Funds	EduStaff Payment
11/6/2020	\$19,357.70	Gen Funds	Penserv Payment November 6th Payroll
11/20/2020	\$18,549.35	Gen Funds	Penserv Payment November 20th Payroll
11/6/2020	\$26,989.26	Tax W/H	Payroll State Tax Withholding November 6th
11/20/2020	\$26,763.83	Tax W/H	Payroll State Tax Withholding November 20th
11/6/2020	\$129,229.60	Tax W/H	Payroll Federal Tax Withholding November 6th
11/20/2020	\$129,920.13	Tax W/H	Payroll Federal Tax Withholding November 20th
11/4/2020	\$286,226.84	Ret W/H	Payroll Retirement Withholding October 23rd
11/18/2020	\$292,912.08	Ret W/H	Payroll Retirement Withholding November 6th
11/25/2020	\$503,992.78	UAAL	Payroll UAAL Payment November

\$1,506,083.98 Total ACH Debits

<u>Date</u>	<u>Amount</u>	<u>Payroll</u>
11/6/2020	\$544,025.14	General Payroll on November 6th
11/20/2020	\$548,962.55	General Payroll on November 20th

\$1,092,987.69 Total Payroll

<u>Date</u>	<u>Amount</u>	<u>Wires</u>
11/24/2020	\$2,203,316.91	MVCA Wire State Aid November

\$2,213,316.91 Total Wires

<u>Date</u>	<u>Amount</u>	<u>P-Card Purchases</u>
11/16/2020	\$19,714.09	General P-Card charges Comerica Bank
11/5/2020	\$69,225.97	General P-Card charges Harris Bank

\$88,940.06 Total P-Card Purchases

Hazel Park Schools
Check Register by Fund
Check Date From 11/1/2020 TO 11/30/2020

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
Fund: 110					
11/05/2020	EP 00000305	100851	EXECUTIVE ENERGY SERVICES LLC		100.00
11/05/2020	EP 00000306	100402	GEMINI FORMS & SYSTEMS INC		37.80
11/05/2020	EP 00000307	100320	HAMMONDS, ROSE	P2100081	25.00
11/05/2020	EP 00000308	100503	HEMPLE, CHARLES	P2100082	25.00
11/05/2020	EP 00000309	100056	HINTON, BEVERLY	P2100083	25.00
11/05/2020	EP 00000310	100044	HP PROMISE ZONE	P2100084	25.00
11/05/2020	EP 00000311	100292	INVEST CENTERS LLC		20,624.68
11/05/2020	EP 00000312	100430	JG POLY SALES		5,484.10
11/05/2020	EP 00000313	100050	JOHNSTONE SUPPLY	P2100046	472.26
11/05/2020	EP 00000314	100745	KSS ENTERPRISES		3,211.30
11/05/2020	EP 00000315	100125	SCHLAK, KRISTY	P2100086	25.00
11/05/2020	EP 00000316	100397	SCHOOL SPECIALTY	P2100095	93.76
11/05/2020	EP 00000317	100504	SET INC.		57,402.83
11/05/2020	EP 00000318	100037	VANCE-HEMPLE, SUE	P2100085	25.00
11/05/2020	AP 00201639	100600	A C BUILDERS HARDWARE INC	P2100168	2,712.00
11/05/2020	AP 00201640	100458	ACE TRANSPORTATION		1,461.00
11/05/2020	AP 00201641	100550	AMAZON CAPITAL SERVICES INC	P2100144	4,063.77
11/05/2020	AP 00201642	100350	ASCENSION MICHIGAN AT WORK		360.00
11/05/2020	AP 00201643	100544	ASCENSION MICHIGAN AT WORK		174.00
11/05/2020	AP 00201644	100818	ASCENSION MICHIGAN AT WORK		38.00
11/05/2020	AP 00201645	100347	BILLINGS LAWN EQUIPMENT	P2100021	530.89
11/05/2020	AP 00201646	100512	CHAPT 13 TRUSTEE-TAMMY L TERRY		392.30
11/05/2020	AP 00201647	100322	CITY HAZEL PARK WATER		2,171.21
11/05/2020	AP 00201648	100308	COCHRANE SUPPLY		125.77
11/05/2020	AP 00201649	100443	CTS COMPANIES		566.75
11/05/2020	AP 00201650	100852	DANNY KUSKOWSKI		60.00
11/05/2020	AP 00201651	100625	DAVID MAGIERA		250.00
11/05/2020	AP 00201652	100609	DAVID RUSKIN		1,127.58
11/05/2020	AP 00201653	100313	DTE ENERGY		1,015.02
11/05/2020	AP 00201654	100376	DTE ENERGY		290.82

User: MILLERM - Matthew Miller

Page

Current Date: 12/03/2020

Report: OSAP5009 - OSAP5009: Check Register by Fund

1

Current Time: 20:35:53

Selection:

OH_DTL.[oh_ck_dt] <= '11/30/2020' AND OH_DTL.[oh_ck_dt] >= '11/01/2020'

Hazel Park Schools
Check Register by Fund
Check Date From 11/1/2020 TO 11/30/2020

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
11/05/2020	AP 00201655	100375	FERNDALE PUBLIC SCHOOLS		16,548.32
11/05/2020	AP 00201656	100168	G-TEK PROFESSIONAL SERVICES INC		270.00
11/05/2020	AP 00201657	100830	INTERACTIVE ENERGY GROUP LLC		7,200.00
11/05/2020	AP 00201658	100089	MCNAUGHTON-MCKAY ELECTRIC COMP	P2100047	154.74
11/05/2020	AP 00201659	100327	MICHIGAN EDUCATION SPECIAL		348,399.02
11/05/2020	AP 00201660	100073	MICHIGAN GUARANTY AGENCY		107.17
11/05/2020	AP 00201661	100329	MICHIGAN MAINTENANCE SUPPLY		531.65
11/05/2020	AP 00201662	100387	MISDU		932.65
11/05/2020	AP 00201663	100380	OAKLAND SCHOOLS	P2100151	7,501.28
11/05/2020	AP 00201667	100853	SUNDE BUILDING INC		1,250.00
11/05/2020	AP 00201668	100339	THE RIEGLE PRESS INC		340.21
11/05/2020	AP 00201669	100395	WEINGARTZ SUPPLY COMPANY		48.93
11/19/2020	EP 00000319	100045	A & I ENTERPRISES		144,103.89
11/19/2020	EP 00000320	100427	A SWEET SERVICES LLC		14,669.02
11/19/2020	EP 00000321	100439	AERO FILTER INC	P2100041	896.00
11/19/2020	EP 00000322	100567	APPLE INC	P2100119	306,600.00
11/19/2020	EP 00000324	100319	G N E PAINT & SUPPLY	P2100049	17.23
11/19/2020	EP 00000325	100292	INVEST CENTERS LLC		168,428.62
11/19/2020	EP 00000326	100430	JG POLY SALES	P2100023	705.90
11/19/2020	EP 00000327	100745	KSS ENTERPRISES		2,089.49
11/19/2020	EP 00000328	100382	METRO BUREAU GROUP SVCS INC		7,106.27
11/19/2020	EP 00000330	100241	SPINA ELECTRIC	P2100040	120.00
11/19/2020	EP 00000332	100357	STAPLES BUSINESS ADVANTGE	P2100135	-4.10
11/19/2020	AP 00201671	100458	ACE TRANSPORTATION		657.00
11/19/2020	AP 00201672	100550	AMAZON CAPITAL SERVICES INC	P2100195	1,677.77
11/19/2020	AP 00201673	100350	ASCENSION MICHIGAN AT WORK		38.00
11/19/2020	AP 00201674	100340	BEARING SERVICE INC		164.08
11/19/2020	AP 00201675	100346	BIG D LOCK & KEY	P2100039	126.75
11/19/2020	AP 00201676	100347	BILLINGS LAWN EQUIPMENT	P2100021	18.75
11/19/2020	AP 00201677	100735	BURKES SPORT HAVEN		2,395.80
11/19/2020	AP 00201678	100855	CHAD DAVINICH		85.00

User: MILLERM - Matthew Miller
Report: OSAP5009 - OSAP5009: Check Register by Fund
Selection:
OH_DTL.[oh_ck_dt] <= '11/30/2020' AND OH_DTL.[oh_ck_dt] >= '11/01/2020'

Page
2

Current Date: 12/03/2020
Current Time: 20:35:53

Hazel Park Schools
Check Register by Fund
Check Date From 11/1/2020 TO 11/30/2020

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
11/19/2020	AP 00201679	100512	CHAPT 13 TRUSTEE-TAMMY L TERRY		392.30
11/19/2020	AP 00201680	100443	CTS COMPANIES		833.00
11/19/2020	AP 00201681	100625	DAVID MAGIERA		400.00
11/19/2020	AP 00201682	100609	DAVID RUSKIN		1,127.58
11/19/2020	AP 00201683	100523	DICK BLICK	P2100120	2,020.46
11/19/2020	AP 00201684	100313	DTE ENERGY		13,726.19
11/19/2020	AP 00201685	100314	DTE ENERGY		34,429.12
11/19/2020	AP 00201686	100446	FAR THERAPEUTIC & PERFORMING ARTS		184.25
11/19/2020	AP 00201687	100640	FIBER LINK INC		1,046.00
11/19/2020	AP 00201688	100217	GIANT PLUMBING & HEATING SUPPLY	P2100067	123.44
11/19/2020	AP 00201690	100574	INSTITUTE FOR EXCELLENCE IN ED	P2100062	1,500.00
11/19/2020	AP 00201691	100569	INTEGRITY BUSINESS SOLUTIONS LLC	P2100197	625.00
11/19/2020	AP 00201692	100830	INTERACTIVE ENERGY GROUP LLC		6,760.80
11/19/2020	AP 00201694	100089	MCNAUGHTON-MCKAY ELECTRIC COMP	P2100047	469.77
11/19/2020	AP 00201695	100073	MICHIGAN GUARANTY AGENCY		107.17
11/19/2020	AP 00201696	100387	MISDU		932.65
11/19/2020	AP 00201697	100850	MRO BUILT	P2100181	13,100.00
11/19/2020	AP 00201698	100000	OFFICE DEPOT	P2100165	4,499.50
11/19/2020	AP 00201700	100021	PEARSON CLINICAL ASSESSMENT OR		1,697.50
11/19/2020	AP 00201702	100585	PITNEY BOWES		2,099.22
11/19/2020	AP 00201703	100490	PRO-ED		711.70
11/19/2020	AP 00201704	100468	PROGRESSIVE PLUMBING SUPPLY		30.11
11/19/2020	AP 00201707	100582	TWIG EDUCATION INC	P2100059	2,016.00
				Fund 110 Total:	1,224,927.04
Fund: 220					
11/05/2020	EP 00000316	100397	SCHOOL SPECIALTY	P2100139	23.35
11/05/2020	AP 00201641	100550	AMAZON CAPITAL SERVICES INC	P2100163	639.71
11/05/2020	AP 00201664	100000	OFFICE DEPOT	P2100130	61.16
11/05/2020	AP 00201666	100515	STAFF CONNECTIONS LLC		5,193.00
11/19/2020	EP 00000329	100397	SCHOOL SPECIALTY	P2100159	90.51
11/19/2020	EP 00000332	100357	STAPLES BUSINESS ADVANTGE	P2100149	182.91

User: MILLERM - Matthew Miller
Report: OSAP5009 - OSAP5009: Check Register by Fund
Selection:
OH_DTL.[oh_ck_dt] <= '11/30/2020' AND OH_DTL.[oh_ck_dt] >= '11/01/2020'

Page
3

Current Date: 12/03/2020
Current Time: 20:35:53

Hazel Park Schools
Check Register by Fund
Check Date From 11/1/2020 TO 11/30/2020

Check Date	Check#	PE ID	Vendor Name	PO#	Amount
11/19/2020	AP 00201672	100550	AMAZON CAPITAL SERVICES INC	P2100131	25.98
11/19/2020	AP 00201686	100446	FAR THERAPEUTIC & PERFORMING ARTS		2,235.75
11/19/2020	AP 00201698	100000	OFFICE DEPOT	P2100184	328.58
11/19/2020	AP 00201701	100543	PETTY CASH		218.52
11/19/2020	AP 00201705	100515	STAFF CONNECTIONS LLC		4,842.00
11/19/2020	AP 00201706	100848	THERAPRO INC	P2100171	165.00
11/19/2020	AP 00201707	100582	TWIG EDUCATION INC	P2100059	396.00
				Fund 220 Total:	14,402.47
Fund: 250					
11/19/2020	EP 00000323	100118	CHARTWELLS DINING SERVICES		103,838.18
11/19/2020	AP 00201699	100062	PAPAS REFRIGERATION SERVICE C		64.16
				Fund 250 Total:	103,902.34
Fund: 290					
11/05/2020	AP 00201670	100854	YASMIN TAYLOR		100.00
11/19/2020	AP 00201698	100000	OFFICE DEPOT	P2100179	195.00
				Fund 290 Total:	295.00
Fund: 310					
11/19/2020	AP 00201689	100695	HUNTINGTON NATIONAL BANK		500.00
				Fund 310 Total:	500.00
Fund: 420					
11/05/2020	AP 00201665	100428	ROYAL ROOFING	P2100053	91,150.00
11/19/2020	AP 00201693	100511	M L SCHOENHERR CONST INC		18,180.00
				Fund 420 Total:	109,330.00
Fund: 460					
11/19/2020	EP 00000331	100233	STONER ADVISORY GROUP LLC		10,000.00
				Fund 460 Total:	10,000.00
Grand Total:					1,463,356.85

End of Report

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

<u>Date of Trans</u>	<u>Card Holder</u>	<u>Vendor</u>	<u>Amount</u>
11/02/2020	LAURA MOHAMED	DOLLAR TREE	36.04
11/02/2020	LAURA MOHAMED	DOLLAR CASTLE 20	42.40
11/02/2020	LAURA MOHAMED	MICHAELS STORES 1402	97.48
11/02/2020	MEGAN PAPASIANBROADWELL	AMZN MKTP US*288SR0AX0	44.09
11/02/2020	JAMIE BUCZKO	STAPLS7317004349000001	127.93
11/03/2020	DAVID MUYLAERT	RESILITE SPORTS PRODUC	527.14
11/03/2020	DAVID MUYLAERT	SP * SUPLAY.COM	639.80
11/03/2020	CORRI NASTASI	AMZN MKTP US*281T42PT0	50.97
11/04/2020	GREG RICHARDSON	TONYS ACE HDWE	10.23
11/04/2020	DEBRA DIMAS	STAPLS7317183836000001	25.15
11/04/2020	DEBRA DIMAS	MICHAELS STORES 5073	32.28
11/04/2020	DAVID MUYLAERT	THE HOME DEPOT #2702	14.97
11/04/2020	DAVID MUYLAERT	WEISSMAN DESIGNS FOR D	119.97
11/04/2020	DAVID MUYLAERT	WEISSMAN DESIGNS FOR D	374.91
11/04/2020	DAVID MUYLAERT	DICK'SSPORTINGGOODS.CO	101.63
11/04/2020	CORRI NASTASI	WALGREENS #5291	28.92
11/04/2020	CORRI NASTASI	#45 LAKESHORE LEARNING	14.99
11/04/2020	CORRI NASTASI	CVS/PHARMACY #08156	9.24
11/04/2020	CORRI NASTASI	SAMS CLUB #6664	17.82
11/05/2020	GREG RICHARDSON	TONYS ACE HDWE	3.21
11/05/2020	GREG RICHARDSON	TONYS ACE HDWE	28.47
11/05/2020	DAVID MUYLAERT	THE HOME DEPOT #2702	31.92
11/05/2020	ANDREA BRATTON	DOLLAR TREE, INC.	(42.59)
11/05/2020	JAMIE BUCZKO	SASED MIDWEST PBIS	50.00
11/05/2020	MICHELLE KRAUSE	BEANS & CORNBREAD	100.00
11/06/2020	GREG RICHARDSON	TONYS ACE HDWE	7.96
11/06/2020	ANDREA BRATTON	DOLLAR TREE, INC.	156.36
11/06/2020	GREG RICHARDSON	TONYS ACE HDWE	9.49
11/06/2020	CORRI NASTASI	WALGREENS #5291	33.39
11/06/2020	ANDREA BRATTON	IBT IIS FINGERPRINT CO	64.25
11/06/2020	GREG RICHARDSON	TONYS ACE HDWE	8.00
11/09/2020	ANDREA BRATTON	LAKESHORE LEARNING MAT	2,412.50
11/09/2020	MICHELLE KRAUSE	NATGEO KIDS 8006475463	150.00
11/10/2020	GREG RICHARDSON	TONYS ACE HDWE	43.62
11/12/2020	GREG RICHARDSON	TONYS ACE HDWE	13.96
11/12/2020	GREG RICHARDSON	TONYS ACE HDWE	22.79
11/12/2020	GREG RICHARDSON	TONYS ACE HDWE	17.52
11/12/2020	MICHELLE KRAUSE	KAMIHQ.COM	99.00
11/12/2020	MICHELLE KRAUSE	SQ *G-TEK PROFESSIONAL	225.00
11/12/2020	CORRI NASTASI	USPS.COM POSTAL STORE	56.80
11/12/2020	CORRI NASTASI	SAMS CLUB #6659	19.96
11/16/2020	GREG RICHARDSON	TONYS ACE HDWE	18.38
11/17/2020	DAVID MUYLAERT	STERILASERL	1,935.00
11/18/2020	DEBRA DIMAS	SAMS CLUB #6659	38.94
11/18/2020	DAVID MUYLAERT	DICK'S CLOTHING&SPORTI	95.88
11/18/2020	DAVID MUYLAERT	DICK'S CLOTHING&SPORTI	(101.63)
11/19/2020	MEGAN PAPASIANBROADWELL	AMZN MKTP US	(212.74)
11/19/2020	TAMMY SCHOLZ	AMAZON.COM*MR0DE7UQ3 A	23.46
11/20/2020	DEBRA SCOTT	MICHIGANASS	90.00
11/20/2020	DAVID MUYLAERT	TEXTBOOK WAREHOUSE	141.30
11/23/2020	DEBRA SCOTT	ISABEL BLOOM - CATALOG	271.16
11/23/2020	KENNETH MILCH	STARBUCKS STORE 14214	25.00
11/23/2020	DEBRA DIMAS	SAMS CLUB #6659	38.94
11/23/2020	JAMIE BUCZKO	PROJECT LEAD THE WAY,	1,500.00
11/23/2020	GREG RICHARDSON	TONYS ACE HDWE	7.59

11/24/2020	DAVID MUYLAERT	DAKTRONICS	(468.75)
11/24/2020	KARLA GRAESSLEY	VISTAPR*VISTAPRINT.COM	39.20
11/24/2020	KENNETH MILCH	PAYPAL *MASCOTONLIN	384.99
11/25/2020	SHEILA OKANE	STATE OF MICHIGAN OCAL	150.00
11/27/2020	CORRI NASTASI	AMAZON.COM*B42LF2MJ3	71.73
11/27/2020	MEGAN PAPASIANBROADWELL	AMZN MKTP US*PX4SC6T63	61.50
11/27/2020	MEGAN PAPASIANBROADWELL	ADOBE *800-833-6687	9.99
11/30/2020	KELSEY DOVICO	WIX.COM, INC.	162.00
11/30/2020	DEBRA DIMAS	AMAZON.COM*4L5O87R53 A	59.99

10,169.50

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

<u>Date of Trans</u>	<u>Card Holder</u>	<u>Vendor</u>	<u>Amount</u>
10/28/2020	Brad Wilkins	Precision Roller	31.06
10/29/2020	Brad Wilkins	Sq Oakland Schools	3,531.00
10/29/2020	Tameka Singleton	Ups 000000r59480430	42.83
10/29/2020	Tameka Singleton	Ricoh Usa, Inc	44.83
10/29/2020	Tameka Singleton	Inclusive Tlc Special	265.00
10/30/2020	Christine Luptak	Signletterdepot.Com	569.06
10/30/2020	Jason Zirnis	Amzn Mktp US 2t22o4y62	5.17
10/30/2020	Jason Zirnis	Amzn Mktp US 2854o4zv1	235.00
11/02/2020	Christine Luptak	Vigilante Security Inc	1,124.00
11/02/2020	Jason Zirnis	Amzn Mktp US 284ds5j30	10.74
11/03/2020	Brad Wilkins	Bestbuycom806361509100	42.62
11/03/2020	Brad Wilkins	Bestbuycom806361509100	64.40
11/03/2020	Brad Wilkins	Bestbuycom806361509100	77.28
11/03/2020	Brad Wilkins	Bestbuycom806361509100	102.14
11/03/2020	Brad Wilkins	Bestbuycom806361509100	115.92
11/03/2020	Brad Wilkins	Bestbuycom806361509100	178.31
11/03/2020	Brad Wilkins	Bestbuycom806361481680	299.75
11/03/2020	Brad Wilkins	Apple.Com/Us	11,175.00
11/03/2020	Brad Wilkins	Apple.Com/Us	20,580.00
11/03/2020	Christine Luptak	Rgp Turf Tenders	325.00
11/04/2020	Brad Wilkins	Bestbuycom806361509100	12.88
11/04/2020	Brad Wilkins	Bestbuycom806361509100	614.46
11/04/2020	Christine Luptak	Signletterdepot.Com	179.97
11/04/2020	Jason Zirnis	Amzn Mktp US 285bx2hz1	285.65
11/05/2020	Brad Wilkins	Apple.Com/Us	67.00
11/05/2020	Brad Wilkins	Apple.Com/Us	5,700.00
11/05/2020	Tameka Singleton	Ups 000000r59480440	20.78
11/05/2020	Tameka Singleton	State Egle Swim Pool	210.00
11/06/2020	Jason Zirnis	Amzn Mktp US 2885q4g22	276.27
11/06/2020	Tameka Singleton	Seesaw For Schools	3,162.50
11/09/2020	Christine Luptak	Swisco.Com Windows	300.16
11/09/2020	Tameka Singleton	Procure Software	285.50
11/10/2020	Christine Luptak	Ferrellgas L P	19.00
11/10/2020	Christine Luptak	Grainger	139.80
11/10/2020	Christine Luptak	Davey Tree Expert Comp	425.60
11/11/2020	Christine Luptak	Vigilante Security Inc	90.00
11/11/2020	Christine Luptak	Vigilante Security Inc	181.50
11/11/2020	Christine Luptak	Vigilante Security Inc	300.00
11/11/2020	Matthew Miller	Sq Oakland Schools	570.00
11/11/2020	Tameka Singleton	Tmobile Auto Pay	2,000.00
11/13/2020	Tameka Singleton	Consumers Energy Co	137.13
11/13/2020	Tameka Singleton	Consumers Energy Co	159.87
11/16/2020	Christine Luptak	Republic Services Tras	3,579.04
11/16/2020	Tameka Singleton	Republic Services Tras	167.02
11/16/2020	Tameka Singleton	Corrigan Moving System	45.00
11/16/2020	Tameka Singleton	Tmobile Auto Pay	328.98
11/17/2020	Christine Luptak	Airgas Usa, Llc	147.64
11/18/2020	Christine Luptak	Grainger	2.22
11/18/2020	Matthew Miller	Keena S Inc	675.00
11/18/2020	Tameka Singleton	Ecolab Pest As400	75.00
11/18/2020	Tameka Singleton	Ecolab Pest As400	85.00
11/18/2020	Tameka Singleton	Ecolab Pest As400	85.00
11/18/2020	Tameka Singleton	Ecolab Pest As400	85.00
11/18/2020	Tameka Singleton	Ecolab Pest As400	85.00
11/18/2020	Tameka Singleton	Ecolab Pest As400	98.00
11/18/2020	Tameka Singleton	Ecolab Pest As400	120.00

11/18/2020	Tameka Singleton	Ecolab Pest As400	145.00
11/18/2020	Tameka Singleton	Ecolab Pest As400	150.00
11/18/2020	Tameka Singleton	Ecolab Pest As400	235.00
11/18/2020	Tameka Singleton	Micro Center #055-Reta	29.99
11/20/2020	Christine Luptak	Downriver Refrig Sup C	86.50
11/24/2020	Christine Luptak	Orkin Llc 002	121.20
11/26/2020	Tameka Singleton	Clear Rate Communicati	1,865.95

62,168.72

NAME	EVENT	DATES OF EVENT	LOCATION	ESTIMATED COST
IN STATE	(Includes Sub)			
Bradley Wilkins	1010 Cybersecurity Virtual Summit	12/10/20 & 12/11/20	Virtual	\$0.00
Sarah Gregory	SLP Community of Practice - Speech Sounds Disorders	1/26/21	Virtual	\$0.00



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

December 7, 2020

Ford Motor Company
One American Road
Dearborn MI 48126

To Whom It May Concern,

On behalf of the Hazel Park Public School District and the Hazel Park Board of Education, I would like to thank you for the recent donation of face masks to our school district. As you know the safety of our students and staff has been on the forefront of work this year. These masks will be distributed to our staff and students throughout the school year and will continue to support our safety efforts.

With Students In Minds,

Amy Y. Kruppe, Ed.D
Superintendent



Book	Policy Manual
Section	2000 Program
Title	Special Update-Title IX Regulations - July 2020 New NONDISCRINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES
Code	po2266
Status	Policy Committee

2266 - STUDENT DISCRIMINATION AND HARASSMENT

STUDENTS

Student Discrimination and Harassment.

The District is committed to maintaining a learning environment in which all individuals are treated with dignity and respect, free from discrimination and harassment. The District shall not discriminate on the basis of race, color, national origin, sex, including sexual orientation or sexual identity, age, religion, height, weight, marital or family status, disability, military status, genetic information, or any other federal or state legally protected category in its programs and activities. Sexual harassment (see specific requirements under Title IX below) is a form of sex discrimination, and shall likewise not be permitted with respect to students or employees. The District shall not retaliate against a person who reports or opposes improper discrimination or retaliation. The District shall fully comply with all applicable federal and state civil rights statutes. Discrimination, retaliation and harassment are prohibited whether occurring at school, on District property, in a District vehicle, or at any District-related activity or event.

The Superintendent shall designate not less than one Compliance Officer responsible for coordinating the District's compliance with applicable federal and state laws and regulations, and for investigating reports of discrimination or harassment. The Superintendent shall ensure that all required notices under the civil rights or other laws are provided to staff members.

A student who believes he or she has been or is the victim of discrimination or harassment should immediately report the situation to a teacher, counselor, social worker, the building principal or assistant principal, or the Superintendent. A staff member who observes, has knowledge of, or learns that a student has been or is the victim of discrimination or harassment shall immediately report the situation to the building principal or assistant principal or the Superintendent. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

The Superintendent shall develop and implement administrative guidelines to enforce this policy.

Sexual Harassment

"Sexual Harassment" is one form of prohibited harassment under District policy. Federal laws and regulations define the type of "sexual harassment" that triggers a duty to respond under a Federal law known as Title IX. Sexual harassment is defined under Title IX as conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (i.e. quid pro quo sexual harassment);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or
3. Sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)(a)(v)), dating violence, domestic violence or stalking (as defined in the Violence Against Women Act, 34 §U.S.C.12291(a)).

Complaints of harassment, not defined as sexual harassment under Title IX, but nevertheless are based on allegations related to sex, gender or other protected classes as identified above are subject to investigation and response under this Policy and/or the Student Code of Conduct.

The District shall not retaliate against a person who reports or ²⁸opposes sexual harassment. The District shall fully comply with Title IX of the Civil Rights Act of 1964 and the accompanying regulations.

The Superintendent shall designate not less than one Title IX Coordinator responsible for coordinating the District's compliance with Title IX and its regulations, and for investigating reports of sexual harassment under Title IX.

A student who believes he or she has been or is the victim of sexual harassment should immediately report the situation to a teacher, counselor, social worker, the building principal or assistant principal, the Superintendent, or a Title IX Coordinator. A District employee who observes, has knowledge of, or learns that a student has been or is the victim of sexual harassment shall immediately report the situation to the building principal or assistant principal, Superintendent or Title IX Coordinator. Complaints against the building principal should be filed with the Superintendent or Title IX Coordinator. Complaints against the Superintendent should be filed with the Board President or Title IX Coordinator.

The Superintendent shall develop and implement as an administrative guideline a Title IX Sexual Harassment Grievance Procedure.

EMPLOYEES

Employee Discrimination and Harassment.

The District shall not discriminate on the basis of race, color, national origin, sex (including sexual orientation or sexual identity), age, religion, height, weight, marital or family status, disability, military status, genetic information, or any other federal or state legally protected category in its programs and activities, including employment. Sexual harassment is a form of sex discrimination, and shall likewise not be permitted with respect to students or employees. The District shall not retaliate against a person who reports or opposes improper discrimination or retaliation. The District shall fully comply with all applicable federal and state civil rights statutes.

The Board shall designate not less than one Compliance Officer responsible for coordinating the District's compliance with applicable federal and state laws and regulations, and for investigating reports of discrimination or harassment. The Superintendent shall ensure that all required notices under the civil rights or other laws are provided to staff members.

A person who believes he or she has been or is the victim of discrimination or harassment should immediately report the situation to a teacher, counselor, social worker, the building principal or assistant principal, or the Superintendent. A staff member who observes, has knowledge of, or learns that a person has been or is the victim of discrimination or harassment shall immediately report the situation to the building principal or assistant principal or the Superintendent. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

The Superintendent shall develop and implement administrative guidelines to enforce this policy.

Sexual Harassment

"Sexual Harassment" is one form of prohibited harassment under District policy. Federal laws and regulations define the type of "sexual harassment" that triggers a duty to respond under a Federal law known as Title IX. Sexual harassment is defined under Title IX as conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (i.e. quid pro quo sexual harassment);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or
3. Sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)(a)(v)), dating violence, domestic violence or stalking (as defined in the Violence Against Women Act, 34 §U.S.C.12291(a)).

Complaints of harassment, not defined as sexual harassment under Title IX, but nevertheless are based on allegations related to sex, gender or other protected classes as identified above are subject to investigation and response under this Policy and/or any relevant Employee Handbook.

The District shall not retaliate against a person who reports or opposes sexual harassment. The District shall fully comply with Title IX of the Civil Rights Act of 1964 and the accompanying regulations.

The Superintendent shall designate not less than one Title IX Coordinator responsible for coordinating the District's compliance with Title IX and its regulations, and for investigating reports of sexual harassment under Title IX.

A person who believes he or she has been or is the victim of sexual harassment should immediately report the situation to the building principal or assistant principal, the Superintendent, or a Title IX Coordinator. A District employee who observes, has knowledge of, or learns that a person has been or is the victim of sexual harassment shall immediately report the situation to the building principal or assistant principal, Superintendent or Title IX

Coordinator. Complaints against the building principal should be filed with the Superintendent or Title IX Coordinator. Complaints against the Superintendent should be filed with the Board President or Title IX Coordinator.

The Superintendent shall develop and implement as an administrative guideline a Title IX Sexual Harassment Grievance Procedure.

ClarkHill\0000\0000\223909839.v1-5/27/20

Last Modified by Debbie Scott on December 2, 2020

HAZEL PARK PUBLIC SCHOOLS

Title IX Grievance Procedure

Title IX Statement

Title IX prohibits discrimination on the basis of sex, including sexual harassment, in any program, service or activity, including but not limited to, educational programs or activities, such as, extracurricular activities, student services, academic counseling, discipline, classroom assignment, grading, athletics, and transportation operated by Hazel Park Schools (“District”), including admission to these programs and activities. Title IX also prohibits sex discrimination in employment.

The District encourages anyone who believes a Title IX violation may have occurred to report their concerns to a District employee or a District Title IX Coordinator who are identified below.

The District’s Title IX Coordinator(s) are:

OFFICE OF HUMAN RESOURCES
1620 E ELZA
HAZELPARK MI 48030
248-658-5241
HUMANRESOURCES@HAZELPARKSCHOOLS.ORG

Definitions

“School community” means students, parents/legal guardians, administrators, professional and support staff, as well as Board of Education members, agents, volunteers, contractors or other persons subject to the control and supervision of the Board.

“Complainant” means the person who is alleged to be the victim of conduct that could constitute sexual harassment.

“Respondent” means the person who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.

“Third parties” include, but are not limited to, guests and/or visitors on district property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with or seeking to do business with the Board of Education (“Board”) and other individuals who come into contact with members of the school community at school-related events/activities (whether on or off district property).

“Sexual Harassment” is defined as conduct on the bases of sex that satisfies one or more of the following:

1. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (*i.e. quid pro quo* sexual harassment);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or
3. Sexual assault (as defined in the Cleary Act, 20 U.S.C. 1092(f)(6)(a)(v)), dating violence, domestic violence or stalking (as defined in the Violence Against Women Act, 34 U.S.C.12291).

“Formal Complaint” is defined as a document filed by the Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation of sexual harassment.

Grievance Procedures

These Grievance Procedures are intended to treat Complainants and Respondents equitably by providing remedies to a Complainant if a Respondent is found responsible, and by following the proscribed grievance process before imposing discipline on a Respondent. The Grievance Procedure seeks to ensure objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence. Individuals involved in the Grievance Procedures – including Title IX Coordinators, investigators, decision-makers, facilitators of informal resolution efforts – must be trained and not have any bias or conflict of interest.

Reporting

Any student or District employee who believes that they have been subjected to sexual harassment by a student, board member, staff, vendor, volunteer, contractor, or other person doing business with the District, should immediately report the behavior or communication to a District employee or the Title IX Coordinator.

All District employees are expected to promptly report actual knowledge of sexual harassment they observe or hear about to a Title IX Coordinator.

Reports can be made orally or in writing and should be as specific as possible. The person making the report should identify the alleged victim/Complainant, perpetrator(s)/Respondent(s) and witness(es), and describe in detail what occurred, including date(s), time(s) and location(s).

A Formal Complaint must be filed by a Complainant prior to the District proceeding with its Title IX Grievance Procedure. A Title IX Coordinator may sign a formal complaint, without the Complainant's consent, but the Grievance Procedures will continue to be applicable to the Complainant throughout the investigation.

Any incidents of sexual harassment that come to the District's attention through means other than a formal complaint will be promptly addressed by the Title IX Coordinator. Supportive measures will be considered and offered to both parties and the Title IX Coordinator shall provide

information to the Complainant about how to file a formal complaint, or if the Title IX Coordinator chooses, he or she can file a formal complaint to begin the Grievance Procedure.

Mandatory and Discretionary Dismissals

The District must dismiss a complaint:

- That does not describe the conduct that meets the definition of sexual harassment;
- That alleges sexual harassment that did not occur in the school's educational program or activity; or
- That alleges the sexual harassment did not occur in the United States at all.

The District may dismiss a complaint:

- If the complainant notifies the Title IX Coordinator in writing that the complainant wishes to withdraw the formal complaint or some of its allegations;
- If the respondent is no longer enrolled or employed by the District; or
- If specific circumstances prevent the District from gathering evidence sufficient to reach a determination about the allegations.

If the District dismisses a complaint, or any allegations, pursuant to the above, it will send a written notice of dismissal and the reason(s) to the parties. Both parties have the right to appeal the District's dismissal as described in more detail below under "Right to Appeal."

Informal Resolution Process

If appropriate as determined by the Title IX Coordinator, the Complainant and the Respondent may voluntarily agree to participate in an informal resolution process that does not involve a full investigation and determination. Prior to the informal resolution process commencing, both parties will receive written notice of the charges and allegations and will be advised of their option to engage in a formal resolution process. The Complainant will not be required to resolve the problem directly with the Respondent, and either party has the right to end the informal process at any time and begin the formal process for investigating the complaint. The District prohibits the informal resolution process for complaints involving an employee and a student. The informal process should be completed on or before **thirty (30) days** after the complaint is filed.

Formal Resolution Process

If the parties choose not to engage in the informal resolution process, or choose to stop the informal resolution process at any time, the District will conduct a prompt and full investigation into any formal Title IX complaint. An investigation will afford both the Complainant and the Respondent a full and fair opportunity to be heard, submit documentation and evidence supporting or rebutting the allegation(s), and identify witnesses. All parties involved in the investigation will be provided with a copy of these Title IX Grievance Procedures.

When the District begins the investigation, written notice will be provided to the parties containing:

- A copy of the District’s Policy and Grievance Procedure under Title IX;
- Whether there is an opportunity to engage in informal resolution;
- The actual allegations and facts that would constitute sexual harassment;
- A statement that the Respondent is presumed innocent;
- A statement that the parties are entitled to an advisor of their choice;
- A statement that the parties can request to inspect and review certain evidence; and
- Information regarding the Code of Conduct and false statements.

Investigations may be conducted by the appropriate Title IX Coordinator or designee, such as a building administrator or other administrator, who has been trained in Title IX procedures and does not have a conflict of interest or bias towards either party. The District reserves the right to obtain or consult with a third party investigator or resource at any time during the Grievance Procedures.

Prior to and during the investigation process, the Title IX Coordinator or designee will meet independently with the Complainant and the Respondent and discuss any supportive measures to be implemented before or during the investigation.

Retaliation Prohibited

At the beginning of the investigation, the Title IX Coordinator or investigator will explain that Title IX includes protections against retaliation and that the District will take steps to prevent retaliation and that the District will strongly react to any retaliatory actions, including any acts of retaliatory harassment, should they occur. No student, parent/guardian, employee, or member of the public shall be retaliated against for filing a complaint or participating in the investigation of the complaint.

Respondent Presumed Innocent

During an investigation, the Respondent is presumed to be innocent.

Investigation Procedure

Investigations must begin promptly, proceed impartially, and treat all parties equitably. This includes providing both parties an opportunity to present witnesses and other evidence. The investigation will be concluded within 30 - 60 calendar days after a complaint is filed, unless there is good cause to continue the investigation beyond 60 days (e.g. law enforcement activities, absence of a party or witness, absence of a party’s advisor of choice or the need to provide language assistance or accommodations of disabilities).

Supportive measures

Upon request of a party, or on its own initiative, the District may implement supportive measures prior to or during the investigation of a formal complaint. Supportive measures are free, individualized services designed to restore or preserve equal access to education, protect safety, or deter sexual harassment. Supportive measures support a student and are not punitive or disciplinary with respect to another student. They do not unreasonably burden any other person.

A party can submit requests for supportive measures, either verbally or in writing, to the investigator and/or to the Title IX Coordinator. (The investigator will notify the Title IX Coordinator of any request for supportive measures and the Title IX Coordinator will be responsible to implement supportive measures.) Supportive measures include, but are not limited to, counseling, extensions of time, modifications of work or class schedules, appropriate emotional and/or academic support, restrictions on contact between the parties, leaves of absences, and increased monitoring and support. In fairly assessing the need for either party to receive interim measures, the district will not rely on fixed rules or any assumptions that favor one party over another. Supportive measures will be made available to both parties, as appropriate. In imposing supportive measures, the Title IX Coordinator or designee will make every effort to avoid depriving any student of his/her education. The District will take steps to ensure that any supportive measure minimizes the burden on the parties, and that the Title IX Coordinator or designee will communicate with the parties to ensure any supportive measures are necessary and effective based on the parties' needs.

Determination of Investigation

- The District shall take reasonable, timely, age-appropriate and effective corrective action based upon the situation and nature of the complaint. Appropriate corrective action may include, but is not limited to, classroom reassignment, increased staff supervision, counseling, academic support services, additional training for students and staff, and reporting procedures, safety plan, behavioral support plan and/or disciplinary action under the Student Code of Conduct or under the District's policies and procedures which include suspension to up to permanent expulsion or discipline up to and including termination. Restorative practices will also be considered in any circumstance involving student disciplinary action.
- The investigator's findings will be documented in a preliminary report and shared with the Complainant, Respondent and their advisors, if any. The parties will have at least 10 calendar days to review the preliminary report and submit a response in writing. Prior to finalizing the report, the investigator shall consider the parties written responses to the preliminary report, if any. The investigation report is then finalized and forwarded to the decision-maker, the parties and their advisors, if any. The decision-maker cannot be the investigator, Title IX Coordinator or have any conflict of interest or bias with either party.
- The decision-maker, prior to any final decision, shall afford the parties an additional 10 calendar days to submit relevant, written questions to the opposing party or any witnesses. The decision-maker shall ask any relevant questions, record the response(s) and provide the responses to the parties (and their advisors, if any) prior to making a final determination. If the decision-maker deems a question irrelevant, he/she shall state in writing why the question is not relevant and provide the reason(s) to the parties (and advisors, if any) before the final decision is made.
- The decision-maker shall issue a written decision and deliver it simultaneously to both parties. The written decision must include:
 - The portion of the District's policies that was violated;

- A description of the procedural steps that were taken by the school on the way to getting to the decision;
- A findings of fact section;
- A section that draws conclusions after applying the facts to the portion of the District's policy that applies;
- A statement and rationale for the ultimate determination of responsibility;
- Any disciplinary sanctions that the District will impose on the respondent, and state whether the District will provide remedies to the Complainant;
- A statement and rationale for any remedies for the Complainant, addressing how those remedies will restore or preserve equal access; and
- A Statement of the District's procedures, a statement that the parties have a right to appeal the initial determination regarding responsibly and the permissible basis for the appeal.

Right to Appeal

Both parties shall be provided notice of right to appeal the final determination based on: (1) a procedural irregularity affected the outcome of the matter; (2) new evidence has been discovered that was not reasonably available at the time of the determination on responsibility or dismissal; or (3) a conflict of interest on the part of the Title IX Coordinator, an investigator who compiled evidence, or a decision-maker, and the conflict of interest affected the outcome.

If a party intends to file an appeal, they must submit the appeal in writing to the Board of Education no later than five (5) calendar days following the date of the final decision.

The opposing party shall be provided with a copy of the written appeal and given an opportunity to submit a response, no later than five (5) calendar days following the receipt of the appeal, which will be provided to the Board of Education.

The Board of Education, or a committee selected by the Board, shall review the written appeal and any response and issue a written determination within ten (10) calendar days of the receipt of the appeal, which will be delivered to both parties.

The Board of Education's decision shall be final.

Training

Individuals involved in the Grievance Procedure – Title IX Coordinator, investigators, decision-makers, appeal or facilitators of informal, voluntary resolution efforts must be trained.

The training materials cannot rely on sex stereotypes, must promote impartial investigations and adjudications and must be posted on the District's website.

All other District employees shall be trained on how to identify and report sexual harassment.

Privileges

No information protected by a legal privilege, such as the attorney-client privilege or the doctor-patient privilege, can be used during an investigation unless the person holding that privilege has waived it.

Neither a party or the District is allowed to seek, permit questions about, or allow the introduction of evidence that is protected by a recognized privilege.

Changes to Grievance Procedure

The District reserves the right to change, modify, amend or repeal all or any part of these Grievance Procedures.

Adopted _____, 2020

HAZEL PARK PUBLIC SCHOOLS

Title IX Formal Complaint Form

TITLE IX FORMAL COMPLAINT

Complainant: _____

Employee _____ Student _____ School Enrolled _____ Other _____

Address: _____

Phone: _____ Cell: _____

Respondent: _____

Employee _____ Student _____ School Enrolled _____ Other _____

Address: _____

Phone: _____ Cell: _____

Date of Alleged Incident: _____

Where the Incident Occurred: _____

Description of Formal Complaint [Attach a more detailed statement if necessary]: _____

Date: _____

Signature of Complainant/Title IX Coordinator

NOTE: In order for a Title IX complaint to be investigated under the District's Title IX Grievance Procedures, a Formal Complaint must be submitted and signed by a Complainant or Title IX Coordinator.

****Remainder for Internal District Use****

Date Title IX Coordinator received Formal Complaint: _____

Describe method of conveyance to Title IX Coordinator (i.e., phone, email, in person):

I. DOCUMENTATION OF INVESTIGATION

Name of Administrator/Title IX Coordinator assigned to investigate: _____

Date of Initial Notice to Parties: _____

Date investigation began: _____

- a. Date of Complainant's statement/interview: _____
Complainant's Advisor (if any): _____

- b. Date of Respondent's statement/interview: _____
Respondent's Advisor (if any): _____

- c. Witnesses interviewed (name, age, contact information, date of interview and whether the witness has any special needs):

- d. Documents reviewed: _____

- e. Video recordings: Yes / No If Yes, identify location and custody:

- f. Other recordings: Yes / No If Yes, identify location and custody:

- g. Complainant statements: Yes / No Attach.

- h. Respondent party statements: Yes / No Attach.

i. Witness statements: Yes / No Attach.

j. Other information considered: _____

Supportive measures: Offered/Considered – such as counseling, extensions of time, modifications of work or class schedules, appropriate emotional and/or academic support, restrictions on contact between parties, leaves of absences, increased monitoring support, transfers, separation of the parties.

Supportive measures implemented: (Identify the measures and date implemented)

Documentation of notice of supportive measures to the parties and to appropriate staff (such as letters and emails):

Notice of Title IX Policy and Grievance Procedure provided to parties (Date): _____

Estimated length of investigation: _____

Whether Law enforcement notified (when, who, contact person and name of department and telephone number):

Detail each contact with law enforcement (when, who, name of department and telephone number):

Detail actions taken by law enforcement, if known.

II. INVESTIGATION REPORT

Date of Preliminary Investigation Report:

Date sent to Parties and Advisors (if any) for written response:

Date Report Finalized and sent to Decision-Maker/Parties:

III. FINAL DETERMINATION

Decision-Maker:

Dates for Parties Submission of Relevant, Written Questions:

Date of Final Determination: _____

Summary of Final Determination including Corrective Action, if any: _____

Final Determination Letter sent to:

1. Complainant and advisor (if any) (Date): _____
2. Respondent and advisor (if any) (Date): _____

IV. FOLLOW UP

Follow-up: The Title IX Coordinator should periodically check in with the parties to ensure no additional acts of discrimination or harassment have occurred and supportive measures are working – document all follow-up actions, and document date and time of when the follow-up will occur.

Document all follow-up actions and contacts with the Complainant and Respondent including the date and time of action or contact.

TITLE IX: INITIAL NOTICE TO PARTIES

Before a school begins an investigation, it must give written notice of specific information to the parties. This notice must be sent after a formal complaint is filed and give “sufficient” time to allow the Respondent to prepare a response before any initial interview. (Sufficient is not defined by the Final Rule and is left up to the school to decide. We recommend 24-48 hours, depending on the severity of the allegations).

Below is a sample letter/email template for written notice to both parties. Under the Final Rule, the initial notice must:

- *Give notice to the parties of the school’s grievance procedure;*
- *Include whether there is an opportunity to engage in informal resolution;*
- *Include the actual allegations and facts that would constitute sexual harassment (including name of parties, conduct alleged, date/time of alleged conduct, location of alleged conduct);*
- *Include a statement re: the presumption of innocence;*
- *Include a statement that the parties are entitled to an advisor of their choice;*
- *Include a statement that the parties can request to inspect and review certain evidence; and*
- *Include information regarding the code of conduct and false statements.*

This template letter/email will also satisfy the additional requirement that a school must send written notice of any investigatory interviews.

Dear *COMPLAINANT/RESPONDENT*:

Please let this *LETTER/EMAIL* serve as written notice that a formal Title IX complaint has been received by the District identifying you as the *COMPLAINANT/RESPONDENT*. The District will be investigating the complaint pursuant to its Grievance Procedure, a copy of which is **attached** to this letter/email along with the District’s Board Policy prohibiting sexual harassment.

Prior to engaging in an investigation, you have the option to request to participate in an informal resolution process (*e.g.* Mediation or Restorative Justice) to resolve the complaint. Please note, both parties must voluntarily agree to the informal process. If both parties do not agree, the Title IX investigation will proceed.

The allegations and facts of the Title IX complaint alleging sexual harassment are: *DISTRICT DESCRIBES THE ACTUAL ALLEGATIONS AND FACTS THAT COULD CONSTITUTE SEXUAL HARASSMENT HERE. (including name of parties, conduct alleged, date/time of alleged conduct, location of alleged conduct).*

The Respondent is presumed to be innocent during the investigation until a final determination is made by *DISTRICT OFFICIAL*, who will not be involved at the investigation level. You are entitled to an advisor of your choice during the investigation. You, and your advisor, are entitled to request to inspect and review certain evidence the District receives during the investigation.

Please note, per Board Policy XX and the Student Code of Conduct (*ADD RELEVANT SECTION/PAGE*), false statements during an investigation or intentionally filing a false report may lead to discipline up to and including permanent expulsion.

Your investigatory interview is scheduled for *DATE/TIME*. If you would like to request informal resolution, please contact me by *DATE/TIME*. Otherwise, please forward the name and contact information of your advisor if you chose to have one.

Thank you for your anticipated cooperation. If you have any questions, please contact me.

Sincerely,

INVESTIGATOR

NOTE: This notice must be supplemented if new allegations are reported during the investigation.

TITLE IX: INVESTIGATION REPORT OUTLINE

Under the Title IX New Rule, a written investigation report is required. A school must give the parties at least 10 days to respond to the evidence contained in the preliminary investigation report in writing. If a written response is submitted, the investigator must consider the response before finalizing the investigation report. Once the report is finalized, it is delivered to the person responsible for making the final determination (cannot be Title IX Coordinator) and must be re-circulated to the parties, and their advisors (if any).

TITLE IX INVESTIGATION REPORT OUTLINE

I. SUMMARY OF ALLEGATIONS

Include a summary of the allegations from the formal complaint. This can be copied from the initial notice to the parties. Any additional allegations received after the formal complaint should likewise be included.

II. SCOPE OF THE INVESTIGATION

Include a list of the witnesses interviewed as well as a list of the documents/evidence reviewed during the investigation.

III. SUMMARY OF EVIDENCE/TESTIMONY

Include for each witness, a summary of testimony provided. Include the date/times of interviews and who was present for each interview.

Include a summary of the evidence reviewed and who presented the evidence. Within the summaries, include a brief description of why the evidence was deemed relevant to the allegations, as appropriate.

IV. CONCLUSION(S)/FINDING(S)

Based on the evidence and testimony obtained, come to a conclusion as to whether the formal complaint substantiates a violation of Title IX and BOE policy. Use and

reference that the conclusion was based on a totality of circumstances and preponderance of the evidence.

Include relevant BOE policy/code of conduct provisions or language (including the definition of sexual harassment) and list the facts/evidence to support/not support a violation.

Other Considerations for Investigation Report

- Date the investigation report, as well as note what date it was provided to the parties to review and submit written responses, and the date it was finalized.
- Identify when and how any written responses were reviewed and considered prior to finalizing the report and submitting it to the parties and decision-maker.
- Note any refusals to participate in the investigation or provide evidence by a party or witness, but do not let any refusal to participate affect the conclusion/findings of the investigation.
- Before sending the preliminary report to the parties, have another Admin/legal counsel review the preliminary report for another set of eyes.
- Keep opinions, bias or stereotypes out of the report as investigator shall be neutral and unbiased.

TITLE IX: DETERMINATION LETTER

Under the Title IX Final Rule, after the evidence has been weighed, and the investigation report is final, the determination has to be written (by someone other than the investigator and Title IX Coordinator) and include:

- *The portion of the school’s policies that was violated;*
- *A description of the procedural steps that were taken by the school on the way to getting to the determination;*
- *A findings of fact section;*
- *A section that draws conclusions after applying the facts to the portion of the school’s policy that applies;*
- *A statement and rationale for the ultimate determination of responsibility;*
- *Any disciplinary sanctions that the school will impose on the respondent, and state whether the school will provide remedies to the complainant;*
- *A statement and rationale for any remedies for the complainant, addressing how those remedies will restore or preserve equal access; and*
- *A statement of the District’s procedures, a statement that the parties have a right to appeal the initial determination regarding responsibility and the permissible basis for the appeal.*

[IF NO LIVE HEARING IS OFFERED]: The decision-maker, prior to any final decision, shall afford the parties calendar days to submit relevant, written questions to the opposing party or any witnesses. The decision-maker shall ask any relevant questions, record the response(s) and provide the responses to the parties (and their advisors, if any) prior to making a final determination. If the decision-maker deems a question irrelevant, he/she shall state in writing why the question is not relevant and provide the reason(s) to the parties (and advisors, if any) before the final decision is made.

SAMPLE TEMPLATE FOR FINAL DETERMINATION LETTER

Sample for Complainant. To be adjusted accordingly for Respondent.

[District Letterhead]

DATE

PARENT(S)/STUDENT

[Address]

Re: Final Determination of Title IX Investigation

Dear Mr. and Ms. XXX and STUDENT:

Thank you for your patience and cooperation as the XXX Public Schools (“the District”) conducted a Title IX investigation into the formal complaint it received on XXX, alleging sexual harassment involving your son/daughter, XXX, and a female/male student (“Respondent”). The formal complaint allegations related to an incident which occurred at XXX on XXX. The District has reviewed the formal complaint, conducted an investigation pursuant to its Title IX Grievance

Procedure, and made a determination based on the preponderance of the evidence (*i.e.* more likely than not), that the Respondent engaged in conduct in violation of Board Policy XXX.

After review of [ADMINISTRATOR/TITLE IX COORDINATOR]'s final investigation report, this correspondence serves to confirm the District's Title IX investigation and determination. During the investigation, the following procedural steps were taken: *[LIST INVESTIGATION STEPS, EVIDENCE REVIEWED, ETC]*

Based on the available evidence and the totality of the circumstances, there was **in/sufficient** evidence to conclude, by a preponderance of the evidence, a violation of Policy XXX. The following facts/evidence supports the decision: *[FINDINGS OF FACT SECTION – LIST RELEVANT FACTS/EVIDENCE, OR LACK THEREOF, TO SUPPORT FINAL DETERMINATION AS WELL AS DRAW CONCLUSIONS AFTER APPLYING THE FACTS TO THE POLICY PROHIBITING SEXUAL HARASSMENT]*. Based on the above, the identified evidence and facts supports the ultimate determination of responsibility.

[SUPPORTIVE MEASURES] During the investigation, the following supportive measures were taken to assure equal educational access for the parties as well as their safety and well-being. [ADD SUPPORTIVE MEASURES TAKEN HERE]

Based on the findings of the investigation, additional supportive measures and/or disciplinary action will be implemented. The additional supportive measures and/or disciplinary action will be implemented are: *[LIST ANY OTHER SUPPORTIVE/DISCIPLINARY ACTIONS IF ANY, FOR RESPONDENT]*. It is the District's goal that the remedies provided will restore or preserve equal educational access for COMPLAINANT.

COMPLAINANT did the right thing, by bringing his/her concerns to the attention of her parents and/or the District. The District encourages him/her to notify the District whenever he/she believes there has been a violation of our Title IX sexual harassment policy. The District pledges to take prompt action to investigate pursuant to its Grievance Procedure, to consider and take appropriate supportive measures, and to make decisions based on a preponderance of the available evidence. Our goal is to assure that all students feels safe and secure at school and are able to fully participate in all school activities. If any party believes they have been subjected to retaliation as a result of the Title IX investigation, please contact ADMINISTRATOR, Title IX Coordinator.

If you are dissatisfied with this final decision, you may appeal through a signed written statement to the **[Board of Education]** within XXX business days of your receipt of this decision, as outlined in the Title IX Grievance Procedures. The permissible basis for an appeal include: (1) a procedural irregularity affected the outcome of the matter; (2) new evidence has been discovered that was not reasonably available at the time of the determination or responsibility; or (3) A conflict of interest on the part of a Title IX Coordinator, an investigator, or a decision-maker, and the conflict of interest affected the outcome.

We thank you for your cooperation during the investigative period. If you have any questions or concerns, please contact my office immediately. Thank you.

Sincerely,

XXXX
Final Determination Administrator

Enclosures: Title IX Board Policy and Title IX Grievance Procedure
cc: TITLE IX COORDINATOR
INVESTIGATOR



Book Policy Manual
 Section 1000 Administration
 Title Copy of USE OF TOBACCO BY ADMINISTRATORS
 Code po1615
 Status

1615 - USE OF TOBACCO BY ADMINISTRATORS

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use ~~(-)~~ ~~or possession~~ **[END OF OPTION]** of a tobacco product by administrators in District buildings, on District property (owned or leased), on District buses, and at any District-related event at all times

~~(-) (twenty-four (24) hours a day, seven (7) days a week)~~

within any enclosed facility owned or leased or contracted for by the Board, and in the areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to

- school grounds,
- athletic facilities,
- any school-related event, and
- on or off Board premises

~~(-) with the exception that tobacco may be used in designated outdoor areas on school property on Saturdays, Sundays, and after 6 p.m. on days during which there are regularly scheduled school hours.~~

For purposes of this policy:

- A. "tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;
- B. "use of a tobacco product" means any of the following:
 1. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;
 2. the inhaling or chewing of a tobacco product;
 3. the placing of a tobacco product within a person's mouth;
 4. the use or smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to "JUUL's"), but does not include any cessation product

approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.

The Superintendent shall require the posting of signs as required.

[X] Advertising/Promotion

In accordance with Policy 9700.01, tobacco advertising is prohibited on school grounds, in all school-sponsored publications, and at all school-sponsored events.

[X] Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters, and other personal articles are not permitted on school grounds, in school vehicles, or at school-sponsored events.

Employees who violate this policy shall be subject to disciplinary action in accordance with the applicable Collective Bargaining Agreement and/or in accordance with policies of the Board. ~~[] Employees subject to such action may also be referred for smoking cessation treatment, support, and education services.~~

© Neola 2019

Legal M.C.L. 333.12601 et seq.
 M.C.L. 750.473

Last Modified by Debbie Scott on December 3, 2020



Book Policy Manual
 Section 2000 Program
 Title Copy of PROHIBITION OF REFERRAL OR ASSISTANCE
 Code po2410
 Status
 Adopted September 17, 2018

2410 - PROHIBITION OF REFERRAL OR ASSISTANCE

~~In accordance with Michigan statute, any officer, agent, or employee of the Board of Education is prohibited from referring a student for an abortion or assisting a student in obtaining an abortion.~~

~~Whenever it becomes necessary to discipline a member of the staff for violation of this policy, the Superintendent shall utilize related procedures described in the Staff Discipline Policy 1439, Policy 3139, and Policy 4139 or the current negotiated agreement, if applicable.~~

~~Using due process procedures, the Superintendent shall conduct an investigation, as appropriate to the situation, including providing the employee with reasonable notice and the opportunity to respond.~~

~~If it is determined that any officer, agent, or employee of the Board has violated this policy, the Board shall apply a financial penalty against such individual that is equivalent to not less than three percent (3%) of that individual's annual compensation. The District shall refund to the State School Aid fund an amount of money equal to the amount of the penalty or fine.~~

In accordance with Michigan statute, any school official, member of the Board of Education, 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. Any school official, member of the Board, or employee of the Board who violates this policy is subject to disciplinary action.

Any alleged violation of this policy shall be reported to the Superintendent, who shall follow the procedures set out in Policy 1439, Policy 3139, Policy 4139 or the current negotiated bargaining agreement, whichever is applicable, to investigate the allegation. If the allegation relates to a school official, member of the Board, or employee of the Board to whom Policy 1439, Policy 3139, Policy 4139 or a current negotiated bargaining agreement does not apply, the Superintendent shall conduct an investigation, as appropriate to the situation, including providing the person with reasonable notice and the opportunity to respond. All disciplinary measures available under Board Policy 1439, Policy 3139 or Policy 4139 may be utilized, as appropriate, if the Superintendent determines that a violation of this policy occurred.

© Neola ~~2017~~20

Legal M.C.L. 388.1766

Last Modified by Debbie Scott on December 3, 2020



Book	Policy Manual
Section	2000 Program
Title	Copy of SEX EDUCATION
Code	po2418
Status	
Adopted	September 17, 2018

2418 - **SEX EDUCATION**

In accordance with Michigan statute, the Board of Education authorizes instruction in sex education. Such instruction may include family planning, human sexuality, and the emotional, physical, psychological, hygienic, economic, and social aspects of family life. Instruction may also include the subjects of reproductive health and the recognition, prevention, and treatment of sexually transmitted disease.

The instruction described in this policy shall stress that abstinence from sex is a responsible and effective method of preventing unplanned or out-of-wedlock pregnancy and sexually transmitted disease and is a positive lifestyle for unmarried young people.

Such instruction shall be elective and not a requirement for graduation.

A student shall not be enrolled in a class in which the subjects of family planning or reproductive health are discussed unless the student's parent or guardian is notified in advance of the course and the content of the course, is given a prior opportunity to review the materials to be used in the course and is notified in advance of his or her right to have the student excused from the class. The Michigan Board of Education shall determine the form and content of the notice required in this policy.

Upon the written request of a student or the student's parent or legal guardian, the student shall be excused, without penalty or loss of academic credit, from attending a class described in this policy. If a parent or guardian submits a continuing written notice, the student will not be enrolled in a class described in this policy unless the parent or guardian submits a written authorization for that enrollment.

The District shall provide the instruction by teachers qualified to teach health education. The Board shall establish a sex education advisory board and shall determine terms of service for the sex education advisory board, the number of members to serve on the advisory board, and a membership selection process that reasonably reflects the District's population. The Board shall appoint two (2) co-chairs for the advisory board, at least one (1) of whom is a parent of a child attending a District school. At least one-half (1/2) of the members of the sex education advisory board shall be parents who have a child attending a District school, and a majority of these parent members shall be individuals who are not employed by a District. The sex education advisory board shall include students of the District, educators, local clergy, and community health professionals. Written or electronic notice of a sex education advisory board meeting shall be sent to each member at least two (2) weeks before the date of the meeting.

The sex education advisory board shall:

- A. Establish program goals and objectives for student knowledge and skills that are likely to reduce the rates of sex, pregnancy, and sexually transmitted diseases. Additional program goals and objectives may be established by the sex education advisory board that are not contrary to Michigan law.
- B. Review the materials and methods of instruction used and make recommendations to the Board for implementation. The advisory board shall take into consideration the District's needs, demographics, and trends, including, but not limited to, teenage pregnancy rates, sexually transmitted disease rates, and incidents of student sexual violence and harassment.
- C. At least once every two (2) years, evaluate, measure, and report the attainment of program goals and objectives established by the advisory board. The Board shall make the resulting report available to parents in the District.

Before adopting any revisions in the materials or methods used in instruction under this policy, including, but not limited to, revisions to provide for the teaching of abstinence from sex as a method of preventing unplanned or out-of-wedlock pregnancy and sexually transmitted disease, 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. 380.1169.

Each person who provides instruction to K to 12 students in accordance with this policy shall receive training based on District approved standards and in accordance with training requirements of the Michigan Department of Education (MDE) and the Michigan Department of Health and Human Services (MDHHS).

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

For purposes of this policy, "family planning" means the use of a range of methods of fertility regulation to help individuals or couples avoid unplanned pregnancies; bring about wanted births; regulate the intervals between pregnancies; and plan the time at which births occur in relation to the age of parents. It may include the study of fetology. It may include marital and genetic information. Clinical abortion shall not be considered a method of family planning, nor shall abortion be taught as a method of reproductive health.

© Neola 201719

Legal M.C.L 380.1507. 380.1169. 388.1766

Last Modified by Debbie Scott on December 3, 2020



Book	Policy Manual
Section	3000 Professional Staff
Title	copy of USE OF TOBACCO BY PROFESSIONAL STAFF
Code	po3215
Status	
Adopted	May 15, 2017

3215 - USE OF TOBACCO BY PROFESSIONAL STAFF

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use ~~() or possession [END OF OPTION]~~ of tobacco product by professional staff members in District buildings, on District property (owned or leased), on District buses, and at any District-related event at all times

~~(twenty four (24) hours a day, seven (7) days a week))~~

within any enclosed facility owned or leased or contracted for by the Board, and in the areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to

(X.) school grounds,

(X.) athletic facilities,

(X.) any school-related event, and

(.) on or off Board premises

~~() with the exception that tobacco may be used in designated outdoor areas on school property on Saturdays, Sundays, and after 6 p.m. on days during which there are regularly scheduled school hours.~~

For purposes of this policy:

A. "tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;

B. "use of a tobacco product" means any of the following:

1. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;
2. the inhaling or chewing of a tobacco product;
3. the placing of a tobacco product within a person's mouth;
4. **(X)** the use or smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to "JUUL's"), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.

The Superintendent shall require the posting of signs as required.

Advertising/Promotion

In accordance with Policy 9700.01, tobacco advertising is prohibited on school grounds, in all school-sponsored publications, and at all school-sponsored events.

Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters, and other personal articles are not permitted on school grounds, in school vehicles, or at school-sponsored events.

Employees who violate this policy shall be subject to disciplinary action in accordance with the applicable Collective Bargaining Agreement and/or in accordance with policies of the Board. ~~Employees subject to such action may also be referred for smoking cessation treatment, support, and education services.~~

© Neola ~~2011~~2019

Legal M.C.L. 333.12601 et seq.
M.C.L. 750.473

Last Modified by Debbie Scott on December 3, 2020



Book	Policy Manual
Section	3000 Professional Staff
Title	Copy of THREATENING BEHAVIOR TOWARD STAFF MEMBERS
Code	po3362.01
Status	
Adopted	May 15, 2017

3362.01 - **THREATENING BEHAVIOR TOWARD STAFF MEMBERS**

The Board of Education believes that a staff member should be able to work in an environment free of threatening speech or actions.

Threatening behavior consisting of any words or deeds that intimidate a staff member or reasonable cause ~~anxiety~~ concerning ~~ing~~ for his/her physical and/or psychological well-being is strictly forbidden. Examples of such behavior include: threats to cause bodily harm; stalking; bullying; threats to damage real or personal property at the workplace; unusual behavior that a reasonable person would consider threatening. Any student, parent, visitor, staff member, or agent of this Board who is found to have threatened a member of the staff will be subject to discipline or reported to the authorities.

The Superintendent shall implement guidelines whereby students and employees understand this policy and appropriate procedures are established for prompt and effective action on any reported incidents.

© Neola ~~2009~~2020

Last Modified by Debbie Scott on December 11, 2020



Book	Policy Manual
Section	4000 Support Staff
Title	Copy of USE OF TOBACCO BY SUPPORT STAFF
Code	po4215
Status	
Adopted	May 15, 2017

4215 - USE OF TOBACCO BY SUPPORT STAFF

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use ~~(-)~~ **or possession** of tobacco product by support staff members in District buildings, on District property (owned or leased), on District buses, and at any District-related event at all times

~~(twenty four (24) hours a day, seven (7) days a week))~~

within any enclosed facility owned or leased or contracted for by the Board, and in the areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to

(X.) school grounds,

(X.) athletic facilities,

(X.) any school-related event, and

(.) on or off Board premises

~~(-) with the exception that tobacco may be used in designated outdoor areas on school property on Saturdays, Sundays, and after 6 p.m. on days during which there are regularly scheduled school hours.~~

For purposes of this policy:

- A. "tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;
- B. "use of a tobacco product" means any of the following:
 1. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;
 2. the inhaling or chewing of a tobacco product;
 3. the placing of a tobacco product within a person's mouth;
 4. **(X)** the use or smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

[X.] The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to "JUUL's"), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.

The Superintendent shall require the posting of signs as required.

[X.] Advertising/Promotion

In accordance with Policy 9700.01, tobacco advertising is prohibited on school grounds, in all school-sponsored publications, and at all school-sponsored events.

[X.] Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters, and other personal articles are not permitted on school grounds, in school vehicles, or at school-sponsored events.

Employees who violate this policy shall be subject to disciplinary action in accordance with the applicable Collective Bargaining Agreement and/or in accordance with policies of the Board. ~~Employees subject to such action may also be referred for smoking cessation treatment, support, and education services.[]~~

© Neola ~~2011~~2019

Legal M.C.L. 333.12601 et seq.
M.C.L. 750.473

Last Modified by Debbie Scott on December 3, 2020



Book	Policy Manual
Section	4000 Support Staff
Title	Copy of THREATENING BEHAVIOR TOWARD STAFF MEMBERS
Code	po4362.01
Status	
Adopted	May 15, 2017

4362.01 - **THREATENING BEHAVIOR TOWARD STAFF MEMBERS**

The Board of Education believes that a staff member should be able to work in an environment free of threatening speech or actions.

Threatening behavior consisting of any words or deeds that intimidate a staff member or reasonably cause anxiety concerning for his/her physical and/or psychological well-being is strictly forbidden. Examples of such behavior include threats to cause bodily harm; stalking; bullying; threats to damage real or personal property at the workplace; unusual behavior that a reasonable person would consider threatening. Any student, parent, visitor, staff member, or agent of this Board who is found to have threatened a member of the staff will be subject to discipline or reported to the authorities.

The Superintendent shall implement guidelines whereby students and employees understand this policy and appropriate procedures are established for prompt and effective action on any reported incidents.

© Neola 2020

Last Modified by Debbie Scott on December 3, 2020

Book Policy Manual

Section 5000 Students

Title Copy of ATTENDANCE

Code po5200

Status

Adopted May 15, 2017

5200 - **ATTENDANCE**

The Board of Education as an agency of the State is required to enforce the regular attendance of students. The Board recognizes that the presence in the classroom enables the student to participate in instruction, class discussions, and other related activities. As such, regular attendance and classroom participation are integral to instilling incentives for the student to excel.

Attendance shall be required of all District students, except those exempted under Policy 5223 or by other provisions of State law, during the days and hours that the school is in session or during the attendance sessions to which s/he has been assigned.

A student may be considered a full-time equivalent student provided the student is enrolled in at least 6 (x) units of instruction (courses), as defined by State law, per school year.

[X] A student enrolled in the District's alternative education program may be considered a full-time student provided the student is enrolled in at least 6 (x) units of instruction (courses), as defined by State law, per school year in the alternative education environment

~~The Superintendent shall require, from the parent of each student or from an adult student who has been absent for any reason, a confirmation of the cause for such absence.~~

The Superintendent shall require, from the parent of each student or from an adult student who has been absent for any reason, a (X) written statement () and/or confirmation of the cause for such absence. The Board reserves the right to verify such statements and to investigate the cause of each:

- A. () single absence;
- B. (X) prolonged absence;

- C. (X) absence of more than 5 days duration;
- D. (X) repeated unexplained absence and tardiness.
- E. (X) single absences after three (3) accumulated absences.

The Board may report to the Intermediate School District infractions of the law regarding the attendance of students below the age of ~~sixteen (16)~~ eighteen (18). Repeated infractions of Board policy requiring the attendance of enrolled students may result in the suspension or expulsion of the student from the District program.

The Board considers the following factors to be reasonable excuses for time missed at school:

- A. illness
- B. recovery from accident
- C. required court attendance
- D. professional appointments
- E. death in the immediate family
- F. observation or celebration of a bona fide religious holiday
- G. such other good cause as may be acceptable to the Superintendent

Attendance need not always be within the school facilities, but a student will be considered to be in attendance if present at any place where school is in session by authority of the Board.

The Board shall consider each student assigned to a program of other guided learning experiences, authorized under Policy 2370, to be in regular attendance for the program provided that s/he reports daily to such staff member s/he is assigned for guidance at the place in which s/he is conducting study, and regularly demonstrates progress toward the objectives of the course of study.

[] The Board authorizes, but does not encourage the Superintendent, to suspend a student from a particular class or from school if sincere efforts by the staff and parents cannot rectify the pattern of absence. In keeping with its philosophy, the Board supports efforts to provide for out-of-school alternative educational opportunities for truant students rather than to heighten the effects of absence through suspension.

The Superintendent shall develop procedures for the attendance of students which:

- A. ensure a school session which is in conformity with the requirements of the law;
- B. ensure that students absent for any excusable reason have an opportunity to make up work they missed;
- C. ensure the student is not given a failing grade or his/her credit is not unconditionally revoked where lack of attendance is the sole or primary determining factor, but which allow reduction in

grade or denial of credit, if the student does not make appropriate use of make-up sessions provided by the instructor or administrator;

- D. govern the keeping of attendance records in accordance with the rules of the State Board and the Michigan Department of Education Pupil Accounting Manual, including a written electronic attendance procedure, if applicable;
- E. identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests;
- F. ensure that any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

Such guidelines should provide that a student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the attendance or other rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned.

© Neola ~~2012~~2020

Legal M.C.L. 380.1561, 380.1561(3a-3c), 380.1586(3)

Cross References Reference: Pupil Accounting Manual 2019-2020, Michigan Department of Education

Last Modified by Debbie Scott on December 4, 2020



Book	Policy Manual
Section	5000 Students
Title	Copy of USE OF TOBACCO/ELECTRONIC VAPOR BY STUDENTS
Code	po5512
Status	
Adopted	May 15, 2017

5512 - USE OF TOBACCO BY STUDENTS

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use or possession of tobacco product by students in District buildings, on District property (owned or leased), on District buses, and at any District-related event.

For purposes of this policy:

- A. "tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;
- B. "use of a tobacco product" means any of the following:
 1. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;
 2. the inhaling or chewing of a tobacco product;
 3. the placing of a tobacco product within a person's mouth;
 4. **(X)** the smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

[X.] The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to "JUUL's"), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.

In order to protect students and staff who choose not to use tobacco from an environment noxious to them, the Board prohibits the possession, consumption, purchase or attempt to purchase and/or use of tobacco or tobacco substitute products by students at all times

~~twenty four (24) hours a day, seven (7) days a week))((~~

on Board premises, in Board-owned vehicles, within any indoor facility owned or leased or contracted for by the Board, and/or used to provide education or library services to children, and at all Board-sponsored events.

[X.] This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to:

(X.) school grounds,

athletic facilities,

any school-related event, and

on or off Board premises.

[X] Advertising/Promotion

In accordance with Policy 9700.01, tobacco advertising is prohibited on school grounds, in all school-sponsored publications, and at all school-sponsored events.

[X] Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters, and other personal articles are not permitted on school grounds, in school vehicles, or at school-sponsored events.

[X] Notification

"No Tobacco" signs will be posted throughout the District. Students will be provided notice of this policy through student handbooks.

[X] District vehicles will display the international "No Smoking" insignia.

[X] Announcements will be made during home athletic events both before the event and during intermission, as well as at all school functions where deemed appropriate.

[X] School programs will include a written reminder of the tobacco-free policy.

[X] Educational Programming

Tobacco-use prevention education shall be coordinated with the other components of the school health program. Staff responsible for teaching tobacco-use prevention education shall have adequate pre-service training and participate in ongoing professional development activities to effectively deliver education programming. Preparation and professional development activities shall provide basic knowledge about the effects of tobacco use and effects of peer pressure on tobacco use combined with effective instructional techniques and strategies and program-specific activities.

Students who violate this policy shall be subject to disciplinary action in accordance with the Student Code of Conduct/Student Discipline Code and in accordance with policies of the Board. ~~Students subject to such action may also be referred for smoking cessation treatment, support, and education services.[-]~~

© Neola ~~2011~~**2019**

Legal M.C.L. 333.12601 et seq.
M.C.L. 750.473

Last Modified by Debbie Scott on December 3, 2020



Book	Policy Manual
Section	5000 Students
Title	Copy of DUE PROCESS RIGHTS
Code	po5611
Status	
Adopted	May 15, 2017

5611 - DUE PROCESS RIGHTS

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

To better ensure appropriate due-process is provided a student, the Board establishes the following guidelines which District Administrators shall use when dealing with students:

A. Students subject to short-term suspension:

Except when emergency removal is warranted, a student must be given oral or written notice of the charges against him/her and the opportunity to respond prior to the implementation of a suspension. When emergency removal has been implemented, notice and opportunity to respond shall occur as soon as reasonably possible. The principal or other designated administrator shall provide the opportunity to be heard and shall be responsible for making the suspension decision. An appeal may be addressed to the Superintendent whose decision will be final.

B. Students subject to long-term suspension and expulsion:

A student and his/her parent or guardian must be given written notice of the intention to suspend or expel and the reasons therefor, and an opportunity to appear with a representative before the **() Board (x) Superintendent** to answer the charges. The student and/or his/her guardian must also be provided a brief description of the student's rights and of the hearing procedure, a list of the witnesses who will provide testimony to the **() Board (x) Superintendent**, and a summary of the facts to which the witnesses will testify. At the student's request, the hearing may be private; **[SELECT ONLY IF HEARING IS BY THE BOARD] (.)** but the ~~() Board () Superintendent~~ must act publicly. The Board shall act on any appeal, which must be submitted in writing, to an expulsion, to a request for reinstatement, or to a request for admission after being permanently expelled from another district (Policy 5610).

In determining whether disciplinary action set forth in this policy is to be implemented, District Administrators shall use a preponderance of evidence standard. Further, any individual charged with making a disciplinary determination under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315 - Information Management (i.e. "Litigation Hold")) created and/or received as part of an investigation.

The documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law (e.g., R.C. 3319.321) – e.g., student records and confidential medical records.

The documents, ESI, and electronic media (as defined in Policy 8315) shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

~~The Superintendent shall establish procedures so that all members of the staff use the above guidelines when dealing with students. In addition, this statement of due process rights is to be placed in all student handbooks in a manner that will facilitate understanding by students and their parents.~~

Last Modified by Debbie Scott on December 3, 2020



Book	Policy Manual
Section	7000 Property
Title	Copy of USE OF TOBACCO ON SCHOOL PREMISES
Code	po7434
Status	
Adopted	May 15, 2017

7434 - USE OF TOBACCO ON SCHOOL PREMISES

The Board of Education believes that the right of persons to use tobacco must be balanced against the right of those who do not use tobacco to breathe air untainted by tobacco.

In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco products on District premises (owned or leased), in District vehicles, at all school sponsored events and in all school buildings owned and/or operated by the District.

For purposes of this policy:

- A. "tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;
- B. "use of a tobacco product" means any of the following:
 1. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;
 2. the inhaling or chewing of a tobacco product;
 3. the placing of a tobacco product within a person's mouth;
 4. the use of smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

[x.] The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to "JUUL's"), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.

In order to protect students and staff who choose not to use tobacco from an environment noxious to them, and because the Board does not condone smoking and/or the use of tobacco, the Board prohibits the use of tobacco or tobacco substitute products at all times within any enclosed facility owned or leased or contracted for by the Board, and in the areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to:

- (x.) school grounds,
- (x.) athletic facilities,
- (x.) any school-related event,

(.) on or off Board premises,

(x) except at designated times, and

(x) in designated areas as defined in statute.

Tobacco may not be advertised or promoted on school property or at school controlled events. Therefore, signs, clothing, bags, accessories, and other items promoting tobacco or containing tobacco branding are prohibited on school property and at school controlled events.

Tobacco companies/products may not sponsor any school activity or project.

[x.] Violations of this policy may result in removal from school property or the school activity in accordance with Policy 9150 – School Visitors.

The Superintendent shall designate the individuals and the methods to monitor compliance with this policy.

© Neola ~~2012~~19

Legal	M.C.L. 333.12601 et seq.
	M.C.L. 380.1170
	M.C.L. 750.473
	20 U.S.C. 6081 et seq.
	U.S.D.O.E. Memorandum, 1995
	MDE Board Policy on 24/7 Tobacco-Free Schools

Last Modified by Debbie Scott on December 3, 2020



Book	Policy Manual
Section	7000 Property
Title	Copy of FACILITY SECURITY
Code	po7440
Status	
Adopted	May 15, 2017

7440 - **FACILITY SECURITY**

Buildings constitute the greatest financial investment of the District. It is in the best interest of the Board of Education to protect the District's investment adequately. The buildings and equipment owned by the Board shall be protected from theft and vandalism in order to maintain the optimum conditions for carrying out the educational programs.

The Superintendent shall develop and supervise a program for the security of the District's students, staff, visitors, school buildings, school grounds, and school equipment in compliance with State and Federal law. Such a program may include the use of video surveillance and electronic monitoring equipment in appropriate public areas in and around the schools and other District facilities, and on school buses.

Every effort shall be made to apprehend those who knowingly cause serious physical harm to students, staff, visitors and Board property and may require prosecution of those who bring harm to persons and/or property. The Board will seek repair to rectify the damage or payment of a fee to cover the cost of repair or replacement from the person(s) responsible. A reward may be offered for apprehending such persons.

Appropriate authorities may be contacted in the case of serious offenses.

The Superintendent is authorized to install video surveillance/electronic monitoring equipment on school property in order to protect the health, welfare, and safety of students, staff, visitors and Board property, and other security devices that would assist in the detection of guns and dangerous weapons:

- A. in school buildings;
- B. on District property;
- C. at Board-sponsored/controlled events.

[.] The Superintendent is authorized to install temporary door locking devices as permitted by law in order to protect the health, welfare, and safety of students, staff, visitors and Board property. Notification of the local fire department and law enforcement agency and required inspection in accordance with M.C.L. 388.851d shall be provided before use of the device or system. Training of staff working in the building on the use of the device or system shall be provided and documented.

The Superintendent shall report to the Board, no later than the next Board meeting, any significant incident involving vandalism, theft, personal safety or other security risk and the measures being taken to address the situation.

© Neola ~~2009~~ **2020**

Last Modified by Debbie Scott on December 3, 2020



Book	Policy Manual
Section	8000 Operations
Title	Copy of Vol. 35, No. 1 - August 2020 New PROTECTIVE FACIAL COVERINGS DURING PANDEMIC/EPIDEMIC EVENTS
Code	po8450.01
Status	

8450.01 - **PROTECTIVE FACIAL COVERINGS DURING PANDEMIC/EPIDEMIC EVENTS**

During times of elevated communicable disease community spread (pandemic or epidemic), the Superintendent will issue periodic guidance through Board of Education plans/resolution(s) in alignment with public health officials and/or in accordance with government edicts and including any Pandemic Plan developed by the District's Pandemic Response Team.

School settings can be a source of community spread. Wearing face masks/coverings is especially important during these times and can help mitigate the risk of exposure from person to person.

As such, during times of elevated communicable disease community spread, the Superintendent may activate this policy by notifying the school community, requiring all school staff, volunteers and visitors (including vendors) to wear appropriate face masks/coverings on school grounds unless it is unsafe to do so or where doing so would significantly interfere with the District's educational or operational processes.

[] Face masks/shields will be provided by the District to employees. Alternatively, employees may elect to wear their own face coverings if they meet the requirements of this policy as well as any requirements issued by State or local health departments.

In addition, the Board may require that

() students in ___ grade and higher shall wear a face mask unless they are unable to do so for a health or developmental reason. Efforts will be made to reduce any social stigma for a student who, for medical or developmental reasons, cannot and should not wear a mask.

OR

() students shall wear a face mask unless they are unable to do so for a health or developmental reason. Efforts will be made to reduce any social stigma for a student who, for medical or developmental reasons, cannot and should not wear a mask.

If face masks/coverings are required, and no exception is applicable, students shall be subject to disciplinary action in accordance with the Student Code of Conduct/Student Discipline Code, and in accordance with policies of the Board

() and/or may be reassigned by the Superintendent to an online/virtual learning environment if the Superintendent determines that reassignment is necessary to protect the health and safety of the student or others. **[DRAFTING NOTE: Districts should consult with legal counsel before reassigning a student with a disability to a virtual learning format. This might constitute a change in placement in violation of state and federal law.]**

[] During times of elevated communicable disease community spread as determined by the Board in consultation with health professionals, all students are required to wear masks while being transported on District school buses or other modes of school transportation.

[DRAFTING NOTE: The majority opinion among medical experts appears to be that children kindergarten through 5th grade can wear masks as long as consideration is given for the age and developmental level of the child and the physical situation the child is in at that moment.]

Use of Mask/Face Covering

71

Cloth face coverings/masks should:

- A. fully cover the mouth, nose, and chin;
- B. fit snugly against the side of the face so there are no gaps;
- C. not create difficulty breathing while worn; and
- D. be held securely through either a tie, elastic, etc. to prevent slipping.

Facial masks/coverings generally should not include surgical masks or respirators unless medically indicated (as those should be reserved for healthcare workers) or masks designed to be worn for costume purposes.

All employee facial masks/coverings shall meet the requirements of the appropriate dress/staff grooming policies (Policy 3216/4216). All student facial masks/coverings shall meet the requirements of the appropriate Student Code of Conduct/Student Discipline Code [x] and Policy 5511 Dress and Grooming.

Any person may be required to temporarily remove a face mask or covering when instructed to do so for identification or security purposes. Failure to comply with such a request violates this policy and may lead to disciplinary or other action.

Exceptions to the use of masks/face coverings include when:

- A. facial masks/coverings in the school setting are prohibited by law or regulation;
- B. facial masks/coverings are in violation of documented industry standards;
- C. facial masks/coverings are not advisable for health reasons;
- D. facial masks/coverings are in violation of the school's documented safety policies;
- E. facial masks/coverings are not required when the staff works alone in an assigned work area;
- F. there is a functional (practical) reason for a staff member or volunteer not to wear a facial mask/covering in the workplace;
- G. settings where cloth masks might present a safety hazard (i.e. science labs);
- H. for individuals who have difficulty wearing a cloth face covering; or
- I. to assist with communication for hearing impaired students.

The Board may be required to provide written justification to the local health officials upon request explaining why a staff member is not required to wear a facial covering in the school. Therefore, if any exceptions are made to the requirement for facial coverings, the request for such exception must be submitted in writing to the individual's supervisor with appropriate documentation provided. A decision on the request will be provided in writing.

Use of Face Shields

Face shields that wrap around the face and extend below the chin may be permitted as an alternative to cloth face masks/coverings with permission of the Superintendent as the Board recognizes that face shields may be useful in some situations, including:

- A. when interacting with students, such as those with disabilities, where communication could be impacted;
- B. when interacting with English-language learners or when teaching a foreign language;
- C. settings where cloth masks might present a safety hazard (i.e. science labs); or
- D. for individuals who have difficulty wearing a cloth face covering.

If employees receive approval from the District administration after discussing their request not to wear a face mask/covering/shield due to a physical, mental or developmental health condition, and/or if wearing a mask/covering/shield would lead to a medical emergency or would introduce significant safety concerns, the District administration may also discuss other possible accommodations for the staff member. Such discussion shall follow Board policies and guidelines under the ADA.

School nurses or staff who care for individuals with symptoms consistent with those of a communicable disease must use appropriate personal protective equipment (PPE), provided by the school, in accordance with OSHA standards.

When facial masks/coverings are required by the Board, and no exception has been applied, staff members who violate this policy shall be subject to disciplinary action in accordance with policies of the Board.

© **Neola 2020**

Last Modified by Debbie Scott on December 3, 2020



Book	Policy Manual
Section	8000 Operations
Title	Copy of STUDENT ABUSE AND NEGLECT
Code	po8462
Status	
Adopted	May 15, 2017

8462 - **STUDENT ABUSE AND NEGLECT**

The Board of Education is concerned with the physical and mental well-being of the students of this District and will cooperate in the identification and reporting of cases of child abuse or neglect in accordance with law.

Each professional staff member employed by this District and all other persons employed by this District who are mandatory reporters under the law who has reasonable cause to suspect child abuse or neglect shall be responsible for reporting immediately every case, whether ascertained or suspected, of abuse or neglect resulting in physical or mental injury to a student by other than accidental means.

The professional staff member or other mandatory reporter or appropriate administrator in the presence of the staff member shall ~~immediately call the local office of the Department of Health and Human Services and shall secure prompt medical attention for any such injuries reported;~~ notify the local office of the Central Registry of the Michigan Department of Health and Human Services (MDHHS), by telephone, or, if available, through the online reporting system, of the suspected child abuse or child neglect. If an oral report is made by telephone, the reporting person shall file a written report within seventy-two (72) hours of making the oral report as required by the Child Protection Law.

S/He shall also notify the appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect.

Any support staff member who has reasonable cause to suspect child abuse or neglect shall immediately report any such case to the principal ~~and/or his/her supervisor~~ who shall, in turn, immediately notify the ~~Department of Health and Human Services; Central Registry of the Michigan Department of Health and Human Services (MDHHS) by telephone, or, if available, through the online reporting system of the suspected child abuse or child neglect. If an oral report is made by telephone, the reporting person shall file a written report within seventy-two (72) hours of making the oral report as required by the Child Protection Law.~~

S/He shall also notify the appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect.

The identity of the reporting person shall be confidential, subject only to disclosure by consent or court order. A reporting staff member shall not be dismissed or otherwise penalized for making a report of child abuse or neglect.

Information concerning alleged child abuse is confidential. Any unauthorized disclosure by an official or employee of the District is a violation of the law and subjects the disseminator to civil liability for resulting damages.

Each principal should be mindful of the possibility of physical or mental abuse being inflicted on a student by a staff member. Any such instances, whether real or alleged, should be dealt with in accordance with the administrative guidelines established by the Superintendent.

[x] The Board authorizes the Superintendent to develop a protocol that addresses the prevention of sexual abuse of children. ~~The protocol shall include at least the:~~

- age-appropriate, evidence-based curriculum and instruction for students in grades pre-K to 5 concerning child sexual abuse awareness and prevention;

2. () training for school personnel on child sexual abuse, including, but not limited to, training on supportive, appropriate response to disclosure of abuse;
3. () providing educational information to parents or guardians on the warning signs of a child being sexually abused and information on needed assistance, referral, or resources:

This information may be provided in the student handbook that is distributed to students, parents, and guardians.

4. () available counseling and resources for students affected by sexual abuse;
5. () emotional and educational support for a student affected by sexual abuse to allow the student to continue to be successful in school;
6. () a review of the system that is in place in the District to education and support personnel who are required to report child abuse or neglect under Section 3 of the Child Protection Law, 1975 PA 238, M.C.L. 722.6223, and the process in place for making those mandatory reports.

This review should include an analysis of the level of compliance with the mandatory reporting requirements and suggestions to improve compliance.

M.C.L. 380.1505, 722.621 et seq.

© **Neola 2020**

Legal

M.C.L. 722.621 et seq.

Last Modified by Debbie Scott on December 3, 2020



Hazel Park Schools

Extended COVID-19 Learning Plan

as described in Public Act 149, Section 98a

[September 3, 2020 Clarifications](#)

On August 20, 2020, Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the District’s/PSA’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020, and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020, for approval. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.

Hazel Park Schools District Extended COVID-19 Learning Plan

Address of School District/PSA: 1620 East Elza , Hazel Park

District/PSA Code Number: 63130

District/PSA Website Address: www.hazelparkschools.org

District/PSA Contact and Title: Dr. Amy Kruppe, Superintendent

District/PSA Contact Email Address: amy.kruppe@hazelparkschools.org

Name of Intermediate School District/PSA: Oakland Schools

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

Assurances

1. Hazel Park Schools will make Oakland Schools their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. Hazel Park Schools will create and make available on its transparency reporting link located on the Hazel Park Schools' website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan no later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals Hazel Park Schools expected would be achieved by the end of the school year.
3. Benchmark Assessments: Hazel Park Schools will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the 2020-2021 school year.
4. If delivering pupil instruction virtually, Hazel Park Schools will
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as Hazel Park Schools had planned for that exposure to occur for in-person instruction.
5. Hazel Park Schools, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that is based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the Hazel Park School Board's discretion. Key metrics that the Hazel Park Schools will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19

6. If the Hazel Park School District determines that it is safe to provide in-person instruction to pupils, Hazel Park Schools will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the Hazel Park Schools.
7. The Hazel Park Schools assures that
 - instruction will be delivered as described in this plan and re-confirmed by the Hazel Park School Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - Hazel Park Schools will reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
8. Hazel Park Schools will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations.
9. Hazel Park Schools will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

Hazel Park Superintendent or President of the Board of Education/Directors

Date

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

The COVID-19 global pandemic is impacting Hazel Park Schools in a number of ways: we are experiencing a traumatic event for our students and our staff, many students may have significant gaps in their learning due to loss of educational access, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our Hazel Park Schools community. Because of the wide range of experiences, including the number of students who did not attend during the remote learning portion of the 2019-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider loss of learning and larger than normal competencies as it relates to learning. We expect an increase in the number of students who will be behind and need opportunities to catch up. These students will benefit from intervention and reteaching. Teachers will need opportunities to collaborate, reteach and provide a flexible curriculum as they examine student work and determine what comes next in the learning for each student.

Since Hazel Park Schools is starting the school year in a remote learning environment, we will need to ensure that there are structures in place to address student engagement, equity, and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that was administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

The Hazel Park School District believes that benchmark assessment evidence can be one measure used to monitor and evaluate patterns and trends in school/district academic performance and to identify and support effective instructional programs. We believe, if used appropriately, it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Hazel Park Schools will continue the use (and professional learning around the use of) the formative assessment process, as embedded in the Hazel Park Schools curriculum, as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction. Our most powerful tool is our teachers and their day to day instruction and adjustment of their classrooms instruction that gives us the most information on their students' learning.

Hazel Park Schools believes the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals

The I-Ready assessments in reading and mathematics will be administered to all students twice: once in the first nine weeks of the school year, and again prior to the last day of school. I-Ready growth monitoring or Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the growth monitoring and formative assessment process.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on I-Ready results.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by I-Ready .

- All teachers will use the growth monitoring and formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Goal 2 - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by I-Ready .

- All teachers will use the growth monitoring and formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Note: The Hazel Park School District full instructional plan can be found in the [Hazel Park Ready to Learn Website](#).

Mode of Instruction

In phase 4 of the Michigan Safe Start Plan, Hazel Park Schools began the school year with remote learning as indicated in Phase 1-3 of the Michigan Safe Start Plan. Students who are K-5 will be beginning with remote instruction. There will be consideration of returning for Early 5/ K-1 and 2nd grade and Jardon on October 5, 2020. Additionally Edison will return on October 5th on MWF. On October 19th, 2020, there will be consideration of 3rd, 4th and 5th grade starting and the remaining of Edison. This consideration will be based upon the agreement that the district will continue to review HVAC for concerns and resolve concerns found by pursuing mitigating factors in rooms as found in the reports. The current system shows 10% air being pushed from outside as shown by the building and grounds department. The HVAC will be continuously assessed throughout the year per maintenance guidelines and updates will be brought to the board. The HPEA and the Administration will meet on October 19th to review the current phase of the state to discuss the 6-12 students return to school. The Board of Education will provide guidance and support as when an agreement to return could be decided for the Alternatives Schools or the GSRP programs based upon safety precautions and protocols. In Phase 4, pods of students may come to school for support in learning or for special education evaluations or services. Hazel Park Schools will use the Oakland Health Department for guidance on when to close, go remote and open based upon possible spikes in Oakland, Macomb and Wayne County.

UPDATED November : Given the high counts in Oakland County and in the State of Michigan as of November 11, 2020, Hazel Park Schools returned to remote learning for the entire district. Pod learning will not return until the county returns to a level C. Additionally the Board of Education has tentatively approved a date of Jan. 19, 2021 for the Junior High, Early Childhood and Elementary to return to in person instruction, providing that the numbers return levels that are safe for students instruction as agreed upon at a Board of Education meeting. The high school is still scheduled to return at the semester break on February 2, again providing that the numbers are safe for the students and the staff to return as agreed upon by the Board of Education .

Hazel Park Schools will increase our synchronous learning experiences during Phase 1, 2 and 3 **and 4 (when students are remote)** by continuing to offer students access to standard aligned curriculum and high quality learning materials. These materials will be offered in both digital access and paper format as our Spring 2020 experience revealed that not all parents want their student to access remote online learning even though the district provided iPads and Chromebooks to students. New students who do not have access to electronic devices in their home will be given devices for use in their home. Parents will be supported with directions on how to access low-cost internet services. If low-cost internet can not be accessed then the district will support the families in finding other options for internet services. Students will not be penalized for inability to fully participate provided families stay engaged with school personnel in developing personalized and realistic education plans for their child. Hazel Park Schools will do everything we can to meet student/family needs and encourage full participation.

For students who do not have internet access or whose parents choose not to have them participate in

online learning, teachers and other support staff will make weekly contact and have two-way communication. This may be done through the use of technology (i.e. virtual meeting, email, Remind) or through weekly phone calls. For students with technology access, teachers will provide instruction on a daily basis through an instructional platform (i.e. Google Classroom, SeeSaw, Zoom), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will provide instructional packets that focus on essential content, building relationships, and maintaining connections. We will encourage relationships between students through technology (i.e., virtual meeting, email, by phone or Remind.)

Students in K-2 will utilize iPads and participate in teaching and learning experience through the Seesaw platform. Students in grades 3-12 will utilize Chromebooks and participate in teaching and learning experience through the Google Classroom platform. Synchronous instruction will be provided through Zoom class meetings.

Hazel Park Schools also offers a 100% K-12 virtual learning option which is available to any student who wants to learn remotely. This program is supported by Hazel Park Schools' teachers with computer-supported instruction and online course content. This virtual learning opportunity will remain in place regardless of the phase in which our region and state are operating. **Students who attend virtual schools may change back to brick and mortar school at grading periods after meeting with central office administration. Changes back to the classroom or virtual programming can only happen once.**

For students with technology access, teachers will monitor student access and assignment completion on a regular basis within the instructional platform (Seesaw, Google Classroom, Zoom). Teachers will provide feedback to students on assignments through the instructional platform as they are completed. Teachers will differentiate instruction within the platform to meet each student's needs. For students without technology access, instructional packets will be collected each week. Teachers will review the instructional packet and provide feedback to the student during their weekly communication (phone call, virtual meeting, or email). Feedback from the teacher will include differentiated work as needed, along with examples to support student learning.

The plan will be communicated through our School Messenger communication platform, according to the preferences our parents/guardians have chosen in that system. Parents will receive an email with the plan attached, and/or a voice message and/or text message directing them to our district website where they can access the plan. The plan will be posted in a prominent location on our district website, and a link will also be posted on our district social media pages.

Students will take iReady assessment **remotely** in order for the school to assess current level of functioning for K-8 students. The instructional curriculum has formative assessments that can be conducted virtually to assess the ongoing process before the spring I-Ready is given. Final results will be shared to measure progress for the 2020-2021 school year.

Special Education students will have their IEPs, IFSPs and the 504 plans reviewed to assess for any needs and/or accommodations due to regression or loss of services in the 2019-2020 school year. Reflection on their needs for the current year if we are in Phase 1-3, **or Phase 4 (remote as agreed upon)** will take place. Service providers will deliver services through an online platform as appropriate with support of paraprofessionals as appropriate through IEP or 504 plans.

If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement and completion of assignments. They will also keep a log of communication with students and families. If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets. They will also need to keep a log of all communication with students and families. Inconsistent completion and/or communication with a parent

or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be utilized to make these connections (P2P, Clinic, Youth Assistance, DHHS, ISD supports etc.)

The district will survey all parents to determine current mental health needs and provide an online form for parents/students to request support. Based on the survey results or form requests, Social Workers, School Psychologists (social workers, school psychologists, P2P, ISD supports) will reach out to individual students and families to determine what they may need. The support services will help connect the family to outside agencies, if needed, to help meet their needs. Teachers will monitor and assess the needs of students and families through their daily or weekly communications. If a need is identified, the teacher will elevate that need to the principal or support services to make the necessary follow-up. Teachers and other key staff will identify any additional students or families in need and convey pertinent information each week to their building principal.

Please refer to [Continuity of Learning and COVID-19 Response Plan](#). This is a work in progress that Hazel Park Schools will continually update as the district works together to create the highest quality standards possible for each individual student's needs.

NOTE: This District Plan was developed in conjunction with Oakland County Health Department safety protocols, CDC guidelines, recommendations from the Oakland County Return to School Taskforce, Governor Gretchen Whitmer's Return to School Advisory Council and the COVID-19 Task Force on Education. The critical science surrounding the COVID-19 pandemic continues to provide new information daily and requires fluidity throughout the development process. The District Plan presented to you today is based on current scientific data. If additional information or safety protocols become available prior to the start of school, this District Plan will be modified accordingly.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

Note: The Hazel Park School Districts full instructional plan can be found in the [Hazel Park Return to school website](#).

Curriculum and Instruction: Academic Standards

The Hazel Park School District curriculum for core academic areas is aligned to state standards and housed in the Hazel Park Curriculum Drive. As teachers navigate the wider than usual range of competencies expected this fall, they can use these [Curriculum, Instruction, and Assessment Toolkits](#) to provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. The CIA Toolkits in conjunction with district developed K-12 ELA & Math guidance documents created as a Priority Standards document identifying the critical standards needed for grades K-12 in ELA & Math This document will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas

in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

As our elective teachers work to engage students remotely, they will use [Best Practices for Remote Learning](#):

- Remember Maslow
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

Assessment and Grading

Hazel Park Schools bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative and interim assessments. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

We make available to our 6-12 grade parents and legal guardians a web-based system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period.

Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

Technology

Hazel Park Schools ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. The Hazel Park School District system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again on our [Hazel Park Return to School Website](#).

- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations.

Students with identified special needs

When school starts, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

For students from birth to five, those with identified special needs, and those attending CTE programming, intervention and support services will be integrated into the student's program immediately upon the start of school.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

Resources to consider: Alt+Shift consultation or web resources at -

<https://www.altshift.education/resources/remote-learning-resources>

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation. Please review our special services page on our [return to school website for more comprehensive information](#).

- **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.

- 2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment, and Advanced Placement as applicable within the District/PSA.

Hazel Park Schools full instructional plan addresses ways all learners are supported and can be found in the [MI Safe Schools Roadmap--Sample District Preparedness Plan](#).

CTE, Early-Middle College, Dual Enrollment, and Advanced Placement, are available options to remote and virtual students when applicable. Students that have elected to take these courses and/or enroll in these programs will have the courses and/or programs added to their daily course schedule to the best of our scheduling ability,

Early Childhood enrollment will continue to be made available to families based on financial need.



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

To: Dr. Amy Kruppe, Superintendent

From: Jason Zirniss
Assistant Superintendent of Business and Operations

Date: December 10, 2020

Re: Audit Report Recommendation

We have completed our annual fiscal audit required by the State of Michigan. The audit completed by Plante & Moran PLLC, offers an unmodified or clean opinion as presented on October 19, 2020. In auditor terms, the financial statements for the year ended June 3, 2019 are presented fairly, in all material effects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information in accordance with generally accepted accounting principles.

I recommend to the Board that the audit of the financial statements as presented are accepted and filed. I would like to thank all those involved in the audit process and Plante & Moran for their services.

At this time the Single Audit report is still outstanding as the Compliance Supplement for Federal Program Testing has not been released yet. The Compliance Supplement outlines the testing to be undertaken for Federal Programs, In our case specifically the CARES Act funding. The auditors followed their best judgement in testing the program and are awaiting confirmation that their procedures were adequate prior to finalizing the Single Audit Report.

School District of the City of Hazel Park

**Financial Report
with Supplemental Information
June 30, 2020**

Independent Auditor's Report	1-2
Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards	3-4
Management's Discussion and Analysis	5-10
Basic Financial Statements	
Government-wide Financial Statements:	
Statement of Net Position	11
Statement of Activities	12
Fund Financial Statements:	
Governmental Funds:	
Balance Sheet	13
Reconciliation of the Balance Sheet of Governmental Funds to the Statement of Net Position	14
Statement of Revenue, Expenditures, and Changes in Fund Balances	15
Reconciliation of the Statement of Revenue, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities	16
Notes to Financial Statements	17-37
Required Supplemental Information	38
Budgetary Comparison Schedule - General Fund	39
Budgetary Comparison Schedule - Major Special Revenue Fund	40
Schedule of Proportionate Share of the Net Pension Liability	41
Schedule of Pension Contributions	42
Schedule of Proportionate Share of the Net OPEB Liability	43
Schedule of OPEB Contributions	44
Notes to Required Supplemental Information	45
Other Supplemental Information	46
Nonmajor Governmental Funds:	
Combining Balance Sheet	47-48
Combining Statement of Revenue, Expenditures, and Changes in Fund Balances	49-50
Schedule of Bonded Indebtedness	51

Independent Auditor's Report

To the Board of Education
School District of the City of Hazel Park

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the School District of the City of Hazel Park (the "School District") as of and for the year ended June 30, 2020 and the related notes to the financial statements, which collectively comprise the School District of the City of Hazel Park's basic financial statements, as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the School District of the City of Hazel Park as of June 30, 2020 and the respective changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As described in Note 2 to the basic financial statements, as of July 1, 2019, the School District adopted the provisions of Governmental Accounting Standards Board (GASB) Statement No. 84, *Fiduciary Activities*. Our opinion is not modified with respect to this matter.

To the Board of Education
School District of the City of Hazel Park

Required Supplemental Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and other required supplemental information, as identified in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, which considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplemental information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Supplemental Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School District of the City of Hazel Park's basic financial statements. The other supplemental information, as identified in the table of contents, is presented for the purpose of additional analysis and is not a required part of the basic financial statements.

The other supplemental information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the other supplemental information is fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 25, 2020 on our consideration of the School District of the City of Hazel Park's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School District of the City of Hazel Park's internal control over financial reporting and compliance.



November 25, 2020

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of
Financial Statements Performed in Accordance with *Government Auditing Standards*

Independent Auditor's Report

To Management and the Board of Education
School District of the City of Hazel Park

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of School District of the City of Hazel Park (the "School District") as of and for the year ended June 30, 2020 and the related notes to the financial statements, which collectively comprise the School District's basic financial statements and have issued our report thereon dated November 25, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School District's internal control. Accordingly, we do not express an opinion on the effectiveness of the School District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School District's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

To Management and the Board of Education
School District of the City of Hazel Park

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Plante & Moran, PLLC

November 25, 2020

This section of the School District of the City of Hazel Park's (the "School District") annual financial report presents our discussion and analysis of the School District's financial performance during the year ended June 30, 2020. Please read it in conjunction with the School District's financial statements, which immediately follow this section.

Using This Annual Report

This annual report consists of a series of financial statements and notes to those financial statements. These statements are organized so the reader can understand the School District of the City of Hazel Park financially as a whole. The government-wide financial statements provide information about the activities of the whole School District, presenting both an aggregate view of the School District's finances and a longer-term view of those finances. The fund financial statements provide the next level of detail. For governmental activities, these statements tell how services were financed in the short term, as well as what remains for future spending. The fund financial statements look at the School District's operations in more detail than the government-wide financial statements by providing information about the School District's most significant funds - the General Fund, Special Education Center Programs Fund, and Edison Capital Projects Fund - with all other funds presented in one column as nonmajor funds. This report is composed of the following elements:

Management's Discussion and Analysis (MD&A) (Required Supplemental Information)

Basic Financial Statements

Government-wide Financial Statements

Fund Financial Statements

Notes to Financial Statements

Required Supplemental Information

Budgetary Information for Major Funds

Schedule of Proportionate Share of the Net Pension Liability

Schedule of Pension Contributions

Schedule of Proportionate Share of the Net OPEB Liability

Schedule of OPEB Contributions

Other Supplemental Information

Reporting the School District as a Whole - Government-wide Financial Statements

One of the most important questions asked about the School District is, "As a whole, what is the School District's financial condition as a result of the year's activities?" The statement of net position and the statement of activities, which appear first in the School District's financial statements, report information on the School District as a whole and its activities in a way that helps you answer this question. We prepare these statements to include all assets, deferred outflows of resources, liabilities, and deferred inflows of resources using the accrual basis of accounting, which is similar to the accounting used by most private sector companies. All of the current year's revenue and expenses are taken into account, regardless of when cash is received or paid.

These two statements report the School District's net position - the difference between assets plus deferred outflows of resources and liabilities plus deferred inflows of resources, as reported in the statement of net position, as one way to measure the School District's financial health or financial position. Over time, increases or decreases in the School District's net position, as reported in the statement of activities, are indicators of whether its financial health is improving or deteriorating. The relationship between revenue and expenses is the School District's operating results. However, the School District's goal is to provide services to our students, not to generate profits as commercial entities do. One must consider many other nonfinancial factors, such as the quality of the education provided and the safety of the schools, to assess the overall health of the School District.

School District of the City of Hazel Park

Management's Discussion and Analysis (Continued)

The statement of net position and the statement of activities report the governmental activities for the School District, which encompass all of the School District's services, including instruction, support services, community services, child care, athletics, and food services. Property taxes, unrestricted state aid (foundation allowance revenue), and state and federal grants finance most of these activities.

Reporting the School District's Most Significant Funds - Fund Financial Statements

The School District's fund financial statements provide detailed information about the most significant funds, not the School District as a whole. Some funds are required to be established by state law and by bond covenants. However, the School District establishes many other funds to help it control and manage money for particular purposes (the Food Services, Student Activities, and Special Education Center Programs funds are examples) or to show that it is meeting legal responsibilities for using certain taxes, grants, and other money (such as bond-funded construction funds used for voter-approved capital projects).

Governmental Funds

Governmental fund reporting focuses on showing how money flows into and out of funds and the balances left at year end that are available for spending. They are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the operations of the School District and the services it provides. Governmental fund information helps determine whether there are more or fewer financial resources that can be spent in the near future to finance the School District's programs. We describe the relationship (or differences) between governmental activities (reported in the statement of net position and the statement of activities) and governmental funds in a reconciliation.

The School District as a Whole

Recall that the statement of net position provides the perspective of the School District as a whole. The following table provides a summary of the School District's net position as of June 30, 2020 and 2019:

	Governmental Activities	
	2020	2019
	(In Millions)	
Assets		
Current and other assets	\$ 16.4	\$ 18.1
Capital assets	60.1	56.1
Total assets	76.5	74.2
Deferred Outflows of Resources	23.1	23.7
Liabilities		
Current liabilities	11.7	16.3
Noncurrent liabilities	57.2	59.8
Net pension liability	69.1	67.8
Net OPEB liability	14.4	17.5
Total liabilities	152.4	161.4
Deferred Inflows of Resources	18.0	16.9
Net Position (Deficit)		
Net investment in capital assets	9.8	13.3
Restricted:		
Debt service	0.7	0.2
Capital projects	1.0	1.2
Food services	0.4	0.3
Student activities	0.3	-
Unrestricted deficit	(83.0)	(95.4)
98		
Total net position (deficit)	\$ (70.8)	\$ (80.4)

School District of the City of Hazel Park

Management's Discussion and Analysis (Continued)

The above analysis focuses on net position. The change in net position of the School District's governmental activities is discussed below. The School District's net position was \$(70.8) million at June 30, 2020. Net investment in capital assets totaling \$9.8 million compares the original cost, less depreciation of the School District's capital assets, to long-term debt used to finance the acquisition of those assets. Most of the debt will be repaid from voter-approved property taxes collected as the debt service comes due. Restricted net position is reported separately to show legal constraints from debt covenants and enabling legislation that limit the School District's ability to use that net position for day-to-day operations. The remaining amount of net position (\$(83.0) million) was unrestricted.

The \$(83.0) million in unrestricted net position of governmental activities represents the accumulated results of all past years' operations. The operating results of the General Fund will have a significant impact on the change in unrestricted net position from year to year. The negative unrestricted net position balance is attributed to the net pension and OPEB liabilities arising from the underfunded MPERS obligations.

As required by the Governmental Accounting Standards Board (GASB), the School District adopted GASB Statement No. 84, *Fiduciary Activities*, as of July 1, 2019. This standard provides guidance on the identification and reporting of fiduciary activities and required the School District to evaluate activities to determine if they were fiduciary in nature. The standard also changed the reporting and presentation requirements of fiduciary activities. The effect of the adoption on the governmental activities was to increase July 1, 2019 beginning net position by approximately \$300,000, which represents the activities that used to be reported as fiduciary but are now reported as governmental under GASB 84. The governmental statement of net position at June 30, 2020 and statement of activities for the year ended June 30, 2020 include all the balances and transactions for those activities that used to be reported as fiduciary but that are now reported as governmental. All school districts were required to adopt this new standard unless they elected to defer for one year as allowed for under GASB Statement No. 95.

The results of this year's operations for the School District as a whole are reported in the condensed statement of activities below, which shows the changes in net position for the years ended June 30, 2020 and 2019:

	Governmental Activities	
	2020	2019
	(In Millions)	
Revenue		
Program revenue:		
Charges for services	\$ 0.5	\$ 0.5
Operating grants	25.7	27.7
General revenue:		
Taxes	9.0	8.1
State aid not restricted to specific purposes	20.1	21.6
Other	1.7	0.9
Total revenue	57.0	58.8
Expenses		
Instruction	27.7	25.2
Support services	15.6	13.8
Athletics	0.5	0.4
Food services	1.4	1.5
Community services	0.3	0.3
Payments to subgrantee	0.1	0.1
Debt service	2.1	2.3
Total expenses	47.7	43.6
Change in Net Position	9.3	15.2
Net Position (Deficit) - Beginning of year (as restated) (Note 2)	(80.1)	(95.6)
99	\$ (70.8)	\$ (80.4)
Net Position (Deficit) - End of year		

School District of the City of Hazel Park

Management's Discussion and Analysis (Continued)

As reported in the statement of activities, the cost of all of our governmental activities this year was \$47.7 million. Certain activities were partially funded from those who benefited from the programs (\$0.5 million) or by other governments and organizations that subsidized certain programs with grants and contributions (\$25.7 million). We paid for the remaining "public benefit" portion of our governmental activities with \$9.0 million in taxes, \$20.1 million in state foundation allowance, and with our other revenue (i.e., interest and general entitlements).

The School District experienced an increase in net position of \$9.3 million. Key reasons for the change in net position were due to the General Fund operating surpluses and capital additions related to the Edison Building.

As discussed above, the net cost shows the financial burden that was placed on the State and the School District's taxpayers by each of these functions. Since property taxes for operations and unrestricted state aid constitute the vast majority of district operating revenue sources, the Board of Education and administration must annually evaluate the needs of the School District and balance those needs with state-prescribed available unrestricted resources.

The School District's Funds

As we noted earlier, the School District uses funds to help it control and manage money for particular purposes. Looking at funds helps the reader consider whether the School District is being accountable for the resources taxpayers and others provide to it and may provide more insight into the School District's overall financial health.

As the School District completed this year, the governmental funds reported a combined fund balance of \$4.6 million, which represents an increase from the prior year of \$3.1 million.

In the General Fund, our principal operating fund, the fund balance increased \$2.2 million, thus increasing the fund balance to \$1.6 million. This is the first time in 13 years the School District has had a positive fund balance in the General Fund. The change is mainly due to sustaining operating costs at a manageable level, additional oversight fees from the agreement with Michigan Virtual Charter Academy, and a reduction of debt obligations.

The Special Education Center Programs Fund remained at \$0.5 million. This fund manages several special education programs for Oakland Schools and the districts within Oakland County. The School District maintains a fund balance in this fund in compliance with its PA 18 Agreement with Oakland Schools.

Combined, the fund balance of our debt service funds increased \$0.5 million. Millage rates continued to be 15.0 mills in 2020 to provide sufficient funds to meet bonded debt requirements. Millage rates are determined annually to ensure that the School District accumulates sufficient resources to pay annual bond issue related debt service. Debt service funds fund balances are restricted since they can only be used to pay debt service obligations.

Combined, the fund balance of our capital project funds increased \$0.3 million. The change is due to an increase of the sinking fund expenses incurred during the summer of 2019 offset by the change in financial position at year end in the Edison Capital Projects Fund, which receives Oakland Schools PA 18 funding.

With the adoption of GASB 84, the School District created the Student Activities special revenue fund to account for activities previously reported as fiduciary funds. The effect of the adoption was to increase July 1, 2019 beginning fund balance by approximately \$300,000. Fund balance in the Student Activities Fund increased during 2020 by approximately \$10,000.

Budgetary Highlights

Over the course of the year, the School District revises its budget as it attempts to deal with unexpected changes in revenue and expenditures. State law requires that the budget be amended to ensure that expenditures do not exceed appropriations. The final amendment to the budget was adopted in June 2020. A schedule showing the School District's original and final budget amounts compared with amounts actually paid and received is provided in required supplemental information of these financial statements.

School District of the City of Hazel Park

Management's Discussion and Analysis (Continued)

There were significant revisions made to the 2019-2020 General Fund original budget. Budgeted revenue decreased \$2.0 million due to the use of estimates when preparing the original budget. It was noted the School District incorporated expected funding cuts of \$700 per student related to the onset of the COVID-19 pandemic and its estimated negative impact on the School Aid Fund. The financial impacts became known after the budget was adopted resulting in a \$175 per pupil reduction in State Aid. The variance in state source revenue is a direct result as noted in the General Fund's budgetary comparison schedule. It also impacted payments to contract providers, as noted in the budget variance to instructional costs.

Budgeted expenditures were also decreased \$0.8 million primarily due to the delays in filling vacancies experienced throughout the year, reduced overtime after buildings were closed due to COVID-19, and overall effort to reduce operating costs to improve the overall financial health of the School District.

Capital Assets and Debt Administration

Capital Assets

As of June 30, 2020, the School District had \$60.1 million invested in a broad range of capital assets, including land, buildings, vehicles, furniture, and equipment. This amount represents a net increase (including additions, disposals, and depreciation) of approximately \$4.0 million, or 7.1 percent, from last year.

	Governmental Activities	
	2020	2019
Land	\$ 165,000	\$ 165,000
Construction in progress	12,818,593	7,844,806
Buildings and improvements	45,196,802	46,027,504
Furniture and equipment	1,624,509	1,754,231
Buses and other vehicles	298,657	334,462
Total capital assets - Net of accumulated depreciation	\$ 60,103,561	\$ 56,126,003

This year's additions of \$5.7 million included the renovation of the Edison and Longfellow buildings totaling \$5.0 million. Other significant additions included several projects at Hazel Park High School - most notably, the renovations of two sets of bathrooms. We present more detailed information about our capital assets in the notes to the financial statements.

Debt

At the end of this year, the School District had \$55.9 million in debt obligations outstanding (excluding compensated absences) versus \$58.3 million in the previous year - a change of 4.2 percent. Those bonds consisted of the following:

	2020	2019
General obligation bonds	\$ 55,740,000	\$ 37,795,000
School Bond Loan Fund	-	7,167,315
School Loan Revolving Fund	-	13,179,809
City of Hazel Park, Michigan installment payment	132,000	165,000
Compensated absences	1,347,113	1,524,351
Total	\$ 57,219,113	\$ 59,831,475

The State limits the amount of general obligation debt that schools can issue to 15 percent of the assessed value of all taxable property within the School District's boundaries. If the School District issues "qualified debt" (i.e., debt backed by the State of Michigan), such obligations are not subject to this debt limit. The School District's outstanding unqualified general obligation debt is significantly below this statutorily imposed limit.

Other obligations include employee compensated absences and an installment note. We present more detailed information about our long-term liabilities in the notes to the financial statements.

Economic Factors and Next Year's Budgets and Rates

Our elected officials and administration consider many factors when setting the School District's 2020-2021 fiscal year budget. One of the most important factors affecting the budget is our student count. The state foundation revenue is determined by multiplying the blended student count by the foundation allowance per pupil. The 2020-2021 budget was adopted in June 2020 based on an estimate of students who will enroll in September 2020. A significant percentage of total General Fund revenue is derived from the foundation allowance. The State of Michigan did not approve a budget, and an estimated decrease was used in the original budget. Under state law, the School District cannot access additional property tax revenue for general operations. As a result, district funding is heavily dependent on the State's ability to fund local school operations. Based on early enrollment data for the 2020-2021 school year, we anticipated that the fall student count will be lower than estimates used in creating the 2020-2021 budget. Once the final student count and related per pupil funding is validated, state law requires the School District to amend the budget if actual district resources are not sufficient to fund original appropriations.

Since the School District's revenue is heavily dependent on state funding and the health of the State's School Aid Fund, the actual revenue received depends on the State's ability to collect revenue to fund its appropriation to the School District. The State periodically holds a revenue-estimating conference to estimate revenue. Based on the results of the most recent conference in August and the adopted budget from the State, there appears to be enough funding to maintain the current foundation allowance levels with the potential for a slight increase. The School District has benefitted from various COVID-19 funding programs with expectations for over \$2.5 million to be received and offset costs in the School District. These additional funding sources have come from federal, state, and local governments to offset personal protective equipment and other COVID-19-related costs, which would have been otherwise incurred against existing funding. The School District's original budget was based on information available at the time it was passed in June 2020. A revised budget is expected in December 2020 as a result of the state budget recently passed, actual enrollment numbers, and grant fund funding amounts as the information becomes available. Management's budget will most likely have material changes as events unfold. Budgeted revenue and expenditures are constantly being reviewed as more information is made available.

Contacting the School District's Management

This financial report is intended to provide our taxpayers, parents, and investors with a general overview of the School District's finances and to show the School District's accountability for the money it receives. If you have any questions about this report or need additional information, we welcome you to contact the business office.

School District of the City of Hazel Park

Statement of Net Position

June 30, 2020

	Governmental Activities
	<u> </u>
Assets	
Cash and investments (Note 4)	\$ 7,453,015
Receivables:	
Property taxes receivable	28,198
Accounts receivable	377,444
Due from other governmental units	5,987,229
Inventories	40,022
Prepaid costs	71,456
Restricted assets (Note 2)	2,425,361
Capital assets - Net (Note 6)	<u>60,103,561</u>
Total assets	76,486,286
Deferred Outflows of Resources	
Deferred charges on bond refunding (Note 8)	71,025
Deferred pension costs (Note 10)	18,740,903
Deferred OPEB costs (Note 10)	<u>4,258,182</u>
Total deferred outflows of resources	23,070,110
Liabilities	
Accounts payable	1,627,473
Accrued payroll-related liabilities and other	4,731,328
State aid anticipation note (Note 11)	5,000,000
Unearned revenue (Note 5)	245,022
Noncurrent liabilities:	
Due within one year (Note 8)	3,683,000
Due in more than one year (Note 8)	53,536,113
Net pension liability (Note 10)	69,052,031
Net OPEB liability (Note 10)	<u>14,418,518</u>
Total liabilities	152,293,485
Deferred Inflows of Resources	
Revenue in support of pension contributions made subsequent to the measurement date (Note 10)	2,220,800
Deferred pension cost reductions (Note 10)	8,121,016
Deferred OPEB cost reductions (Note 10)	<u>7,678,791</u>
Total deferred inflows of resources	<u>18,020,607</u>
Net Position (Deficit)	
Net investment in capital assets	9,759,586
Restricted:	
Debt service	767,889
Capital projects	1,043,705
Food service	403,131
Student activities	299,587
Unassigned	<u>(83,031,594)</u>
Total net position (deficit)	<u><u>\$ (70,757,696)</u></u>

School District of the City of Hazel Park

Statement of Activities

Year Ended June 30, 2020

Functions/Programs	Program Revenue			Governmental
	Expenses	Charges for Services	Operating Grants and Contributions	Activities
				Net (Expense) Revenue and Changes in Net Position
Primary government - Governmental activities:				
Instruction	\$ 27,716,786	\$ -	\$ 17,474,450	\$ (10,242,336)
Support services	15,607,531	-	6,783,701	(8,823,830)
Athletics	501,475	17,191	-	(484,284)
Food services	1,365,428	37,893	1,426,952	99,417
Community services	326,392	461,603	-	135,211
Payments to subgrantee	140,071	-	-	(140,071)
Interest	2,004,904	-	-	(2,004,904)
Other debt costs	115,820	-	-	(115,820)
Total primary government	\$ 47,778,407	\$ 516,687	\$ 25,685,103	(21,576,617)
General revenue:				
Taxes:				
Property taxes, levied for general purposes				3,150,439
Property taxes, levied for debt service				4,957,374
Property taxes, levied for capital projects				941,374
State aid not restricted to specific purposes				20,103,835
Student activities revenues				209,755
Interest and investment earnings				153,789
Penalties, interest, and other taxes				42,051
Oversight fees (Note 12)				696,419
Other				643,190
Total general revenue				30,898,226
Change in Net Position				9,321,609
Net Position (Deficit) - Beginning of year, as restated (Note 2)				(80,079,305)
Net Position (Deficit) - End of year				\$ (70,757,696)

School District of the City of Hazel Park

Governmental Funds Balance Sheet

June 30, 2020

	General Fund	Special Education Center Programs Fund	Edison Capital Projects Fund	Nonmajor Funds	Total Governmental Funds
Assets					
Cash and investments (Note 4)	\$ 5,297,921	\$ 1,618,228	\$ -	\$ 536,866	\$ 7,453,015
Receivables:					
Property taxes receivable	28,198	-	-	-	28,198
Accounts receivable	377,444	-	-	-	377,444
Due from other governmental units	5,400,756	208,079	333,697	44,697	5,987,229
Due from other funds (Note 7)	608,779	-	-	-	608,779
Inventories	-	-	-	40,022	40,022
Prepaid costs	71,456	-	-	-	71,456
Restricted assets (Note 2)	-	-	-	2,425,361	2,425,361
	<u>\$ 11,784,554</u>	<u>\$ 1,826,307</u>	<u>\$ 333,697</u>	<u>\$ 3,046,946</u>	<u>\$ 16,991,504</u>
Total assets					
Liabilities					
Accounts payable	\$ 1,179,543	\$ 5,806	\$ 248,303	\$ 193,821	\$ 1,627,473
Due to other funds (Note 7)	-	523,385	85,394	-	608,779
Accrued payroll-related liabilities and other	3,744,550	780,539	-	4,754	4,529,843
State aid anticipation note (Note 11)	5,000,000	-	-	-	5,000,000
Unearned revenue (Note 5)	245,022	-	-	-	245,022
	<u>10,169,115</u>	<u>1,309,730</u>	<u>333,697</u>	<u>198,575</u>	<u>12,011,117</u>
Total liabilities					
Deferred Inflows of Resources -					
Unavailable revenue (Note 5)	-	-	333,697	-	333,697
	<u>-</u>	<u>-</u>	<u>333,697</u>	<u>-</u>	<u>333,697</u>
Total liabilities and deferred inflows of resources	10,169,115	1,309,730	667,394	198,575	12,344,814
Fund Balances (Deficit)					
Nonspendable:					
Inventory	-	-	-	40,022	40,022
Prepaid costs	71,456	-	-	-	71,456
Restricted:					
Debt service	-	-	-	969,374	969,374
Capital projects	-	-	-	1,144,865	1,144,865
Special education	-	516,577	-	-	516,577
Food service	-	-	-	363,109	363,109
Committed - Student activities	-	-	-	299,587	299,587
Assigned - Capital projects	-	-	-	1,208	1,208
Unassigned	1,543,983	-	(333,697)	30,206	1,240,492
	<u>1,615,439</u>	<u>516,577</u>	<u>(333,697)</u>	<u>2,848,371</u>	<u>4,646,690</u>
Total fund balances (deficit)					
Total liabilities, deferred inflows of resources, and fund balances (deficit)	<u>\$ 11,784,554</u>	<u>\$ 1,826,307</u>	<u>\$ 333,697</u>	<u>\$ 3,046,946</u>	<u>\$ 16,991,504</u>

School District of the City of Hazel Park

Governmental Funds
Reconciliation of the Balance Sheet of Governmental Funds to the
Statement of Net Position

	June 30, 2020
Fund Balances Reported in Governmental Funds	\$ 4,646,690
Amounts reported for governmental activities in the statement of net position are different because:	
Capital assets used in governmental activities are not financial resources and are not reported in the funds:	
Cost of capital assets	95,029,484
Accumulated depreciation	<u>(34,925,923)</u>
Net capital assets used in governmental activities	60,103,561
Receivables that are not collected soon after year end are not available to pay for current period expenditures and, therefore, are reported as unavailable revenue in the funds	333,697
Deferred inflows and outflows related to bond refundings are not reported in the funds	71,025
Bonds payable and installment payments are not due and payable in the current period and are not reported in the funds	(55,872,000)
Accrued interest is not due and payable in the current period and is not reported in the funds	(201,485)
Some employee fringe benefits are payable over a long period of years and do not represent a claim on current financial resources; therefore, they are not reported as fund liabilities:	
Compensated absences	(1,347,113)
Net pension liability and related deferred inflows and outflows	(58,432,144)
Net OPEB liability and related deferred inflows and outflows	(17,839,127)
Revenue in support of pension contributions made subsequent to the measurement date is reported as a deferred inflow of resources in the statement of net position and is not reported in the funds	<u>(2,220,800)</u>
Net Position of Governmental Activities	<u><u>\$ (70,757,696)</u></u>

School District of the City of Hazel Park

Governmental Funds

Statement of Revenue, Expenditures, and Changes in Fund Balances

Year Ended June 30, 2020

	General Fund	Special Education Center Programs Fund	Edison Capital Projects Fund	Nonmajor Funds	Total Governmental Funds
Revenue					
Local sources	\$ 4,982,510	\$ -	\$ -	\$ 6,328,568	\$ 11,311,078
State sources	26,950,370	2,782,530	-	112,736	29,845,636
Federal sources	2,182,951	-	-	1,426,952	3,609,903
Intergovernmental	1,662,776	5,586,434	5,330,757	-	12,579,967
Total revenue	35,778,607	8,368,964	5,330,757	7,868,256	57,346,584
Expenditures					
Current:					
Instruction	22,373,173	3,850,225	-	-	26,223,398
Support services	11,562,673	2,933,161	200	203,714	14,699,748
Athletics	499,423	-	-	-	499,423
Food services	-	-	-	1,314,121	1,314,121
Community services	101,941	-	-	154,600	256,541
Debt service:					
Principal	33,000	-	-	2,555,000	2,588,000
Interest	-	-	-	1,743,586	1,743,586
Other debt costs	-	-	-	186,845	186,845
Capital outlay	320,439	-	4,876,233	1,275,782	6,472,454
Payments to subgrantee	140,071	-	-	-	140,071
Total expenditures	35,030,720	6,783,386	4,876,433	7,433,648	54,124,187
Excess of Revenue Over Expenditures	747,887	1,585,578	454,324	434,608	3,222,397
Other Financing Sources (Uses)					
Face value of debt issued (Note 8)	-	-	-	20,500,000	20,500,000
Payment to bond refunding escrow agent (Note 8)	-	-	-	(20,620,400)	(20,620,400)
Transfers in (Note 7)	1,548,365	-	-	292,661	1,841,026
Transfers out (Note 7)	(74,438)	(1,548,365)	-	(218,223)	(1,841,026)
Total other financing sources (uses)	1,473,927	(1,548,365)	-	(45,962)	(120,400)
Net Change in Fund Balances	2,221,814	37,213	454,324	388,646	3,101,997
Fund Balances (Deficit) - Beginning of year, as restated (Note 2)	(606,375)	479,364	(788,021)	2,459,725	1,544,693
Fund Balances (Deficit) - End of year	<u>\$ 1,615,439</u>	<u>\$ 516,577</u>	<u>\$ (333,697)</u>	<u>\$ 2,848,371</u>	<u>\$ 4,646,690</u>

School District of the City of Hazel Park

Governmental Funds

**Reconciliation of the Statement of Revenue, Expenditures, and Changes in
Fund Balances of Governmental Funds to the Statement of Activities**

Year Ended June 30, 2020

Net Change in Fund Balances Reported in Governmental Funds	\$ 3,101,997
Amounts reported for governmental activities in the statement of activities are different because:	
Governmental funds report capital outlays as expenditures; however, in the statement of activities, these costs are allocated over their estimated useful lives as depreciation:	
Capitalized capital outlay	5,687,792
Depreciation expense	<u>(1,710,234)</u>
Total	3,977,558
Revenue in the statement of activities that does not provide current financial resources is not reported as revenue in the funds until it is available	(454,325)
Revenue in support of pension contributions made subsequent to the measurement date	207,757
Issuing debt, net of premiums and discounts, provides current financial resources to governmental funds but increases long-term liabilities in the statement of net position	(20,500,000)
Repayment of bond principal is an expenditure in the governmental funds, but not in the statement of activities (where it reduces long-term debt); amortization of discounts and outflows related to bond refundings are not expenses in the governmental funds	23,006,149
Interest expense is recognized in the government-wide statements as it accrues	11,958
Some employee costs (pension, OPEB, and compensated absences) do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds	<u>(29,485)</u>
Change in Net Position of Governmental Activities	<u><u>\$ 9,321,609</u></u>

June 30, 2020

Note 1 - Nature of Business

The School District of the City of Hazel Park (the "School District") is a school district in the state of Michigan that provides educational services to students.

Note 2 - Significant Accounting Policies

Accounting and Reporting Principles

The School District of the City of Hazel Park (the "School District") follows accounting principles generally accepted in the United States of America (GAAP), as applicable to governmental units. Accounting and financial reporting pronouncements are promulgated by the Governmental Accounting Standards Board (GASB).

Reporting Entity

The School District is governed by an elected seven-member Board of Education. In accordance with governmental accounting principles, no component units are required to be reported within these financial statements.

Report Presentation

Governmental accounting principles require that financial reports include two different perspectives - the government-wide perspective and the fund-based perspective. The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all of the nonfiduciary activities of the primary government and its component units, as applicable. The government-wide financial statements are presented on the economic resources measurement focus and the full accrual basis of accounting. Property taxes are recognized as revenue in the year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met. The statements also present a schedule reconciling these amounts to the modified accrual-based presentation found in the fund-based statements.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segment are offset by program revenue. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenue includes: (1) charges to customers or applicants for goods, services, or privileges provided; (2) operating grants and contributions; and (3) capital grants and contributions, including special assessments. Taxes, unrestricted intergovernmental receipts, and other items not properly included among program revenue are reported instead as general revenue.

As a general rule, the effect of interfund activity has been removed from the government-wide financial statements. Eliminations of these charges would distort the direct costs and program revenue reported for the various functions concerned.

Separate financial statements are provided for governmental funds. Major individual governmental funds are reported as separate columns in the fund financial statements.

Fund Accounting

The School District accounts for its various activities in several different funds in order to demonstrate accountability for how it spends certain resources; separate funds allow the School District to show the particular expenditures for which specific revenue is used.

Governmental Funds

Governmental funds include all activities that provide general governmental services that are not business-type activities. This includes the General Fund, special revenue funds, debt service funds, and capital project funds. The School District reports the following funds as major governmental funds:

- The General Fund is the primary operating fund. It accounts for all financial resources of the School District other than those specifically assigned to another fund.

June 30, 2020

Note 2 - Significant Accounting Policies (Continued)

- The Special Education Center Programs Fund is used to record special education millage revenue from the intermediate school district, state revenue related to special education, and disbursements associated with special education center programs administered by the School District on behalf of the intermediate school district.
- The Edison Capital Projects Fund is used to record proceeds from intergovernmental sources and disbursements of money specifically designated for major remodeling and repairs of building serving center-based program.

Additionally, the School District reports the following nonmajor governmental fund types:

- *Special Revenue Funds* - Special revenue funds are used to account for the proceeds of specific revenue sources that are restricted to expenditure for specified purposes. The School District's nonmajor special revenue funds include the Food Services, Community Services - Child Care, and Student Activities funds. Revenue sources for the Food Services Fund include sales to customers and dedicated grants from state and federal sources. Revenue for the Child Care, program consists primarily of tuition charged to users. Revenue from the Student Activities Fund includes fundraising revenue and donations earned and received by student groups. Any operating deficit generated by these activities is the responsibility of the General Fund.
- *Capital Projects Funds* - The Sinking, 2012 Building and Site Project, and General Operations funds are used to record the bond proceeds and other revenue, the disbursement of money specifically designated for acquiring or constructing new school sites, buildings, equipment, and for major remodeling and repairs.
- *Debt Service General Fund Obligation Fund* - The fund is for limited tax bonds and is used to account for the accumulation of resources for, and the payment of, general long-term debt principal, interest, and related costs.
- *Debt Service Funds* - The Qualified Debt and Unqualified Debt funds are used to record tax, interest, and other revenue for payment of interest, principal, and other expenditures on bonds outstanding.

Interfund Activity

During the course of operations, the School District has activity between funds for various purposes. Any residual balances outstanding at year end are reported as due from/to other funds and advances to/from other funds. While these balances are reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Balances between the funds included in governmental activities (i.e., the governmental and internal service funds) are eliminated so that only the net amount is included as internal balances in the governmental activities column.

Furthermore, certain activity occurs during the year involving transfers of resources between funds. In fund financial statements, these amounts are reported at gross amounts as transfers in/out. While reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Transfers between the funds included in governmental activities are eliminated so that only the net amount is included as transfers in the governmental activities column.

Basis of Accounting

The governmental funds use the current financial resources measurement focus and the modified accrual basis of accounting. This basis of accounting is intended to better demonstrate accountability for how the government has spent its resources.

June 30, 2020

Note 2 - Significant Accounting Policies (Continued)

Expenditures are reported when the goods are received or the services are rendered. Capital outlays are reported as expenditures (rather than as capital assets) because they reduce the ability to spend resources in the future; conversely, employee benefit costs that will be funded in the future (such as pension and retiree health care-related costs or sick and vacation pay) are not counted until they come due for payment. In addition, debt service expenditures, claims, and judgments are recorded only when payment is due.

Revenue is recognized as soon as it is both measurable and available. Revenue is considered to be available if it is collected within the current period or soon enough thereafter to pay liabilities of the current period. Revenue not meeting this definition is classified as a deferred inflow of resources. For this purpose, the School District considers revenue to be available if it is collected within 60 days of the end of the current fiscal period.

Specific Balances and Transactions

Cash and Investments

Cash and investments include cash on hand, demand deposits, and short-term investments with a maturity of three months or less when acquired. Investments are stated at fair value.

Pooled investment income from the General Fund, debt service funds, capital projects funds, and special revenue funds is generally allocated to each fund using a weighted average of balance for the principal invested.

Receivables and Payables

In general, outstanding balances between funds are reported as due to/from other funds. Activities between funds that are representative of lending/borrowing arrangements outstanding at the end of the fiscal year are referred to as advances to/from other funds.

All trade and property tax receivables are shown net of an allowance for uncollectible amounts. The School District considers all receivables to be fully collectible; accordingly, no allowance for uncollectible amounts is recorded. Property taxes are assessed as of December 31, and the related property taxes become a lien on July 1 of the following year. The taxes are payable without interest on or before September 14 and without penalty on or before the following February 14. Taxes become delinquent on the March 1 following the date of levy. Delinquent property taxes are collected by the county.

The School District receives reduced property tax revenue as a result of industrial facilities tax exemptions (PA 198 of 1974) and brownfield redevelopment agreements (PA 381 of 1996) granted by cities within the boundaries of the School District. Industrial facility exemptions are intended to promote construction of new industrial facilities or to rehabilitate historical facilities. Brownfield redevelopment agreements are intended to reimburse taxpayers that remediate environmental contamination on their properties. For the fiscal year ended June 30, 2020, the School District's property tax revenue under these programs was minimal.

Inventories

Inventories are valued at cost, on a first-in, first-out basis. Inventories of governmental funds are recorded as expenditures when purchased. United States Department of Agriculture Commodities inventory received by the Food Services Fund is recorded as inventory and deferred revenue until used.

Note 2 - Significant Accounting Policies (Continued)

Restricted Assets

The unspent bond proceeds and related interest of the capital projects funds require amounts to be set aside for construction and fixed asset acquisition of conservation improvements. The property taxes levied in the debt service funds are required to be set aside for future principal and interest payments on bonded debt. The property taxes levied in the Sinking Fund are required to be set aside for allowable expenditures. The student activities funds are required to be set aside for specific purposes. These amounts have been classified as restricted assets.

Capital Assets

Capital assets, which include land, buildings, furniture and equipment, and vehicles, are reported in the applicable governmental column in the government-wide financial statements. Capital assets are defined by the School District as assets with an initial individual cost of more than \$5,000 and an estimated useful life in excess of five years. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at acquisition value at the date of donation. Costs of normal repair and maintenance that do not add to the value or materially extend asset life are not capitalized. The School District does not have infrastructure-type assets.

Capital assets are depreciated using the straight-line method over the following useful lives:

	<u>Depreciable Life - Years</u>
Buildings and improvements	20 to 50
Buses and other vehicles	5 to 10
Furniture and other equipment	5 to 20

Long-term Obligations

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the statement of net position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the effective interest method; bonds payable are reported net of the applicable bond premium or discount. Bond issuance costs are expensed at the time they are incurred. In the fund financial statements, governmental fund types recognize bond issuances as other financing sources, as well as bond premiums and discounts. The debt service funds are generally used to liquidate governmental long-term debt.

Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to future periods and will not be recognized as an outflow of resources (expense/expenditure) until then. The School District only has two items that qualify for reporting in this category, which are the deferred outflows related to the pension and OPEB costs and the deferred outflow related to deferred charges on bond refunding.

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time.

Note 2 - Significant Accounting Policies (Continued)

The School District reports various types of deferred inflows. The first arises only under a modified accrual basis of accounting and, therefore, is only reported in the governmental funds balance sheet. The governmental funds report unavailable revenue from intergovernmental sources for capital project reimbursements that are not collected during the period of availability. These amounts are deferred and recognized as an inflow of resources in the period that the amounts become available. The other types of deferred inflows of resources reported only in the statement of net position relate to revenue in support of pension contributions made subsequent to the measurement date and deferred pension and OPEB plan cost reductions.

Net Position

Net position of the School District is classified in three components. Net investment in capital assets consists of capital assets, net of accumulated depreciation, and is reduced by the current balances of any outstanding borrowings used to finance the purchase or construction of those assets. The restricted component of net position consists of restricted assets reduced by liabilities and deferred inflows of resources related to those assets. Unrestricted net position is the remaining net position that does not meet the definition of invested in capital or restricted.

Net Position Flow Assumption

Sometimes, the School District will fund outlays for a particular purpose from both restricted and unrestricted resources. In order to calculate the amounts to report as restricted net position and unrestricted net position in the government-wide financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the School District's policy to consider restricted net position to have been depleted before unrestricted net position is applied.

Fund Balance Flow Assumptions

Sometimes, the School District will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance). In order to calculate the amounts to report as restricted, committed, assigned, and unassigned fund balance in the governmental fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the School District's policy to consider restricted fund balance to have been depleted before using any of the components of unrestricted fund balance. Furthermore, when the components of unrestricted fund balance can be used for the same purpose, committed fund balance is depleted first, followed by assigned fund balance. Unassigned fund balance is applied last.

Fund Balance Policies

Fund balance of governmental funds is reported in various categories based on the nature of any limitations requiring the use of resources for specific purposes. The government itself can establish limitations on the use of resources through either a commitment (committed fund balance) or an assignment (assigned fund balance).

The committed fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the government's highest level of decision-making authority. The Board of Education is the highest level of decision-making authority for the School District that can commit fund balance by passing a resolution. Once passed, the limitation imposed by the resolution remains in place until a similar action is taken (the passing of another resolution) to remove or revise the limitation.

June 30, 2020

Note 2 - Significant Accounting Policies (Continued)

Amounts in the assigned fund balance classification are intended to be used by the government for specific purposes but do not meet the criteria to be classified as committed. The School District has, by resolution, authorized the Board of Education or superintendent to assign fund balance. The superintendent may also assign fund balance to cover a gap between estimated revenue and expenditures in the subsequent year's appropriated budget. Unlike commitments, assignments generally only exist temporarily. In other words, an additional action does not normally have to be taken for the removal of an assignment. Conversely, as discussed above, an additional action is essential to either remove or revise a commitment.

Nonspendable fund balance amounts are not in spendable form or are legally or contractually required to be maintained intact.

Pension and Other Postemployment Benefit (OPEB) Plans

For the purpose of measuring the net pension and net OPEB liabilities, deferred outflows of resources and deferred inflows of resources related to each plan, and pension and OPEB expense, information about the fiduciary net position of the Michigan Public School Employees' Retirement System (MPSERS) and additions to/deductions from MPSERS fiduciary net position have been determined on the same basis as they are reported by MPSERS. MPSERS uses the economic resources measurement focus and the full accrual basis of accounting. Contribution revenue is recorded as contributions are due, pursuant to legal requirements. Benefit payments (including refunds of employee contributions) are recognized as expenses when due and payable in accordance with the plan benefit terms. Related plan investments are reported at fair value.

Compensated Absences

Under contracts negotiated with employee groups, individual employees have a vested right to receive payments for unused vacation and accumulated sick leave benefits upon termination of employment under specified formulas and conditions. A liability for these amounts is reported in governmental funds as it becomes due for payment.

The liability for compensated absences reported in the government-wide statements consists of unpaid, accumulated annual and sick leave balances. The liability has been calculated using the vesting method, in which leave amounts for both employees who are currently eligible to receive termination payments at normal retirement age and other employees who are expected to become eligible in the future to receive such payments upon normal retirement are included.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the period. Actual results could differ from those estimates.

Note 2 - Significant Accounting Policies (Continued)

Upcoming Accounting Pronouncement

In June 2017, the Governmental Accounting Standards Board issued Statement No. 87, *Leases*, which improves accounting and financial reporting for leases by governments. This statement requires recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources. The School District is currently evaluating the impact this standard will have on the financial statements when adopted. The provisions of this statement were originally effective for the School District's financial statements for the year ending June 30, 2021 were extended to June 30, 2022 with the issuance of GASB Statement No. 95, *Postponement of the Effective Date of Certain Authoritative Guidance*.

Adoption of New Accounting Pronouncement

During the current year, the School District adopted GASB Statement No. 84, *Fiduciary Activities*, which establishes criteria for identifying and reporting fiduciary activities. As a result of implementing this standard, student activities previously were reported as fiduciary activities but no longer meet the definition of such; therefore, these activities are now reported within a nonmajor governmental special revenue fund.

The effect of this new standard on fund balance/net position was as follows:

	Primary Government	
	Governmental Activities	Nonmajor Funds
Net position/fund balance - June 30, 2019 - As previously reported	\$ (80,368,725)	\$ 2,170,305
Adjustment for GASB Statement No. 84 to change fund type	289,420	289,420
Net position/fund balance - June 30, 2019 - As restated	<u>\$ (80,079,305)</u>	<u>\$ 2,459,725</u>

Note 3 - Stewardship, Compliance, and Accountability

Budgetary Information

Annual budgets are adopted on a basis consistent with generally accepted accounting principles and state law for the General Fund and all special revenue funds. All annual appropriations lapse at fiscal year end. The budget document presents information by fund and function. The legal level of budgetary control adopted by the governing body (i.e., the level at which expenditures may not legally exceed appropriations) is the function level. State law requires the School District to have its budget in place by July 1. Expenditures in excess of amounts budgeted are a violation of Michigan law. State law permits districts to amend their budgets during the year. During the year, the budget was amended in a legally permissible manner. The School District amended the General Fund budget to reflect changes in funding from state and federal sources.

Encumbrance accounting is employed in governmental funds. Encumbrances (e.g., purchase orders or contracts) outstanding at year end are reported as restrictions, commitments, or assignments of fund balances and do not constitute expenditures or liabilities because the goods or services have not been received as of year end; the commitments will be reappropriated and honored during the subsequent year.

June 30, 2020

Note 3 - Stewardship, Compliance, and Accountability (Continued)

Excess of Expenditures Over Appropriations in Budgeted Funds

During the year, the School District incurred expenditures in the General Fund and Special Education Center Programs Fund that were in excess of the amounts budgeted, as follows:

	Budget	Actual
General Fund - Instruction - Basic programs	\$ 15,501,758	\$ 15,772,992
Special Education Center Programs Fund - Instruction - Added needs	3,782,902	3,850,225
Special Education Center Programs Fund - Support services - Pupil	1,995,711	2,030,007
Special Education Center Programs Fund - Support services - Instructional staff	581,925	625,092
Special Education Center Programs Fund - Support services - Pupil transportation services	194,000	278,062

Fund Deficits

The School District has accumulated a fund balance deficit in the Edison Capital Projects Fund of \$333,697 as a result of unavailable revenue.

Capital Projects Fund Compliance

The Sinking Fund capital projects fund records capital project activities funded with Sinking Fund millage. For this fund, authorized on or after March 29, 2017, the School District has complied with the applicable provisions of §1212 of the State of Michigan Revised School Code.

Note 4 - Deposits and Investments

State statutes and the School District's investment policy authorize the School District to make deposits in the accounts of federally insured banks, credit unions, and savings and loan associations that have offices in Michigan. The School District is allowed to invest in U.S. Treasury or agency obligations, U.S. government repurchase agreements, bankers' acceptances, certificates of deposit, commercial paper rated prime at the time of purchase that matures not more than 270 days after the date of purchase, mutual funds, and investment pools that are composed of authorized investment vehicles. The School District's deposits and investments are in accordance with statutory authority.

The School District has designated two banks for the deposit of its funds.

For \$4.9 million of the investment pools, investments may not be redeemed for at least 14 calendar days with certain exceptions. Redemptions made prior to the applicable 14-day period are subject to a penalty equal to 15 days' interest on the amount redeemed.

The investment policy adopted by the board, in accordance with state statutes, has authorized investments noted below.

The School District's cash and investments are subject to several types of risk, which are examined in more detail below:

Custodial Credit Risk of Bank Deposits

Custodial credit risk is the risk that, in the event of a bank failure, the School District's deposits may not be returned to it. The School District's investment policy requires that financial institutions be evaluated and only those with an acceptable risk level be used for the School District's deposits for custodial credit risk. At year end, the School District had \$4,902,712 of bank deposits (certificates of deposit and checking and savings accounts) that were uninsured and uncollateralized.

Note 4 - Deposits and Investments (Continued)

Custodial Credit Risk of Investments

Custodial credit risk is the risk that, in the event of the failure of the counterparty, the School District will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. The School District's investment policy states that custodial credit risk will be minimized by limiting investments to the types of securities allowed by state law and by prequalifying the financial institutions, broker/dealers, intermediaries, and advisors with which the School District will do business using the criteria established in the investment policy. At June 30, 2020, the School District does not have investments with custodial credit risk.

Interest Rate Risk

Interest rate risk is the risk that the value of investments will decrease as a result of a rise in interest rates. The School District's investment policy minimizes interest rate risk by requiring the structuring of the investment portfolio so that securities mature to meet cash requirements for ongoing operations, thereby avoiding the need to sell securities in the open market, and investing operating funds primarily in shorter-term securities, liquid asset funds, money market mutual funds, or similar investment pools and limiting the average maturity in accordance with the School District's cash requirements. The School District's investment policy does not restrict investment maturities other than commercial paper, which can only be purchased with a 270-day maturity.

Credit Risk

State law limits investments in commercial paper to the top two ratings issued by nationally recognized statistical rating organizations. The School District has no investment policy that would further limit its investment choices. As of June 30, 2020, the credit quality ratings of debt securities (other than the U.S. government) are as follows:

Investment	Carrying Value	Rating	Rating Organization
Primary Government			
MILAF+ MAX Class*	\$ 4,903,108	AAAm	S&P

*Investment is reported at amortized cost

Concentration of Credit Risk

The School District places no limit on the amount the School District may invest in any one issuer. The School District's investment policy minimizes concentration of credit risk by requiring diversification of the investment portfolio so that the impact of potential losses from any one type of security or issuer will be minimized.

Foreign Currency Risk

Foreign currency risk is the risk that an investment denominated in the currency of a foreign country could reduce its U.S. dollar value as a result of changes in foreign currency exchange rates. State law and the School District's investment policy prohibit investments in foreign currency.

Note 5 - Unavailable/Unearned Revenue

Governmental funds report unavailable revenue in connection with receivables for revenue that is not considered to be available to liquidate liabilities of the current period. Governmental funds also report unearned revenue recognition in connection with resources that have been received but not yet earned.

June 30, 2020

Note 5 - Unavailable/Unearned Revenue

At June 30, 2020, the various components of unavailable and unearned revenue were as follows:

	Governmental Funds	
	Deferred Inflow - Unavailable	Liability - Unearned
Receivables unavailable for use in the current period	\$ 333,697	\$ -
Grant and categorical aid payment received prior to meeting all eligibility requirements	-	245,022

Note 6 - Capital Assets

Capital asset activity of the School District was as follows:

Governmental Activities

	Balance July 1, 2019	Additions	Balance June 30, 2020
Capital assets not being depreciated:			
Land	\$ 165,000	\$ -	\$ 165,000
Construction in progress	7,844,806	4,973,787	12,818,593
Subtotal	8,009,806	4,973,787	12,983,593
Capital assets being depreciated:			
Buildings and improvements	73,384,049	676,529	74,060,578
Furniture and equipment	7,349,305	-	7,349,305
Buses and other vehicles	598,532	37,476	636,008
Subtotal	81,331,886	714,005	82,045,891
Accumulated depreciation:			
Buildings and improvements	27,356,545	1,507,231	28,863,776
Furniture and equipment	5,595,074	35,805	5,630,879
Buses and other vehicles	264,070	167,198	431,268
Subtotal	33,215,689	1,710,234	34,925,923
Net capital assets being depreciated	48,116,197	(996,229)	47,119,968
Net capital assets	\$ 56,126,003	\$ 3,977,558	\$ 60,103,561

Depreciation expense was charged to activities of the School District (primary government) as follows:

Governmental activities:	
Instruction	\$ 1,487,904
Support services	102,614
Community services	68,409
Food services	51,307
Total governmental activities	\$ 1,710,234

Construction Commitments

The School District has no significant active construction projects at year end.

June 30, 2020

Note 7 - Interfund Receivables, Payables, and Transfers

The composition of interfund balances is as follows:

Fund Due To	Primary Government			Total
	Fund Due From			
	General Fund	Special Education Center Programs Fund	Edison Capital Projects Fund	
General Fund	\$ -	\$ 523,385	\$ 85,394	\$ 608,779

These balances result from the time lag between the dates that goods and services are provided or reimbursable expenditures occur, transactions are recorded in the accounting system, and payments between funds are made.

Interfund transfers reported in the fund financial statements are composed of the following:

Paying Fund (Transfer Out)	Receiving Fund (Transfer In)	Amount
Special Education Center Programs Fund	General Fund	\$ 1,548,365
General Fund	Nonmajor funds	74,438
Nonmajor funds	Nonmajor funds	218,223
	Total	\$ 1,841,026

Operating transfers from the General Fund to nonmajor funds represents the general obligation payments for principal and interest on the 2010 Energy Bonds and funding escrow accounts for the 2002 and 2003 QZAB bonds, which are accounted for in the Debt Service General Fund Obligation Fund. Transfers from the Special Education Center Programs Fund to the General Fund reflect indirect costs and rent paid by the county Special Education Center to the School District. Additional transfers among nonmajor funds involve amounts transferred between debt service funds.

Note 8 - Long-term Debt

The School District issues bonds, notes, and other contractual commitments to provide for the acquisition and construction of major capital facilities and the acquisition of certain equipment. General obligation bonds are direct obligations and pledge the full faith and credit of the School District. Qualified bonds are fully guaranteed by the State of Michigan. Notes and installment purchase agreements are also general obligations of the School District. Other long-term obligations include compensated absences, claims and judgments, termination benefits, and certain risk liabilities.

The School District's bonds payable are liquidated by the various debt service funds. The other long-term obligations are liquidated primarily by the General Fund.

June 30, 2020

Note 8 - Long-term Debt (Continued)

Long-term debt activity can be summarized as follows:

	Beginning Balance	Additions	Reductions	Ending Balance	Due within One Year
Other debt - General obligations - Bonds payable	\$ 37,795,000	\$ 20,500,000	\$ (2,555,000)	\$ 55,740,000	\$ 3,400,000
Direct borrowing and direct placement - School Bond Loan Fund	7,167,315	96,027	(7,263,342)	-	-
Direct borrowing and direct placement - School Loan Revolving Fund	13,179,809	177,249	(13,357,058)	-	-
Installment payment - City of Hazel Park, Michigan	165,000	-	(33,000)	132,000	33,000
Compensated absences	1,524,351	-	(177,238)	1,347,113	250,000
Total governmental activities long-term debt	<u>\$ 59,831,475</u>	<u>\$ 20,773,276</u>	<u>\$ (23,385,638)</u>	<u>\$ 57,219,113</u>	<u>\$ 3,683,000</u>

The current year expense for general obligation deferred charges on bond refunding is \$3,288 with a balance of \$71,025 at June 30, 2020.

General Obligation Bonds and Contracts

The School District issues general obligation bonds, notes, and other contractual commitments to provide for the acquisition and construction of major capital facilities and the acquisition of certain equipment. General obligations have been issued for governmental activities. General obligation bonds are direct obligations and pledge the full faith and credit of the School District. The School District's qualified bonds are fully guaranteed by the State of Michigan except for the 2012 Building and Site Bond. The primary source of any required repayment is from the School District's property tax levy; however, the State of Michigan may withhold the School District's state aid funding in order to recover amounts it has paid on behalf of the School District for qualified bonds. General obligations outstanding at June 30, 2020 are as follows:

Governmental Activities	Remaining Annual Installments	Interest Rate(s) (Percent)	Maturing	Outstanding
\$25,500,000 - 2011 Qualified Refunding Bond	\$2,005,000 - \$2,130,000	3.75 - 5.00	May 1, 2025	\$ 10,375,000
\$17,765,000 - 2012 Qualified Refunding Bond -	\$2,300,000 - \$2,730,000	3.75 - 4.75	May 1, 2032	17,765,000
\$7,950,000 - 2012 Qualified Building and Site Bond	\$380,000 - \$565,000	3.15 - 4.00	May 1, 2032	5,570,000
\$3,315,000 - 2010 Energy Conservation Improvement Bond -	\$230,000 - \$280,000	3.50 - 4.125	May 1, 2026	1,530,000
\$20,500,000 - 2019 Refunding Bond	\$785,000 - \$2,410,000	2.00 - 3.11	May 1, 2033	20,500,000
Total				<u>\$ 55,740,000</u>

Note 8 - Long-term Debt (Continued)

Debt Service Requirements to Maturity

Annual debt service requirements to maturity for the above bonds and note obligations are as follows:

Years Ending June 30	Governmental Activities - Other Debt		
	Direct Borrowings and Direct Placements		
	Principal	Interest	Total
2021	\$ 3,400,000	\$ 1,915,975	\$ 5,315,975
2022	3,625,000	1,778,100	5,403,100
2023	3,835,000	1,658,556	5,493,556
2024	4,055,000	1,526,090	5,581,090
2025	4,285,000	1,386,064	5,671,064
2026-2030	24,035,000	4,622,787	28,657,787
2031-2033	12,505,000	618,879	13,123,879
Total	\$ 55,740,000	\$ 13,506,451	\$ 69,246,451

Installment Payment

In July 2014, the School District entered into an agreement with the City of Hazel Park, Michigan to repay the amount owed of \$330,000 related to police services that had gone unpaid from 2008 to 2014. The School District is required to pay \$33,000 per year. At June 30, 2020, there was \$132,000 remaining to be paid.

School Bond Loan Fund

The school bond loan payable represents a direct borrowing from the State of Michigan for loans made to the School District, as authorized by the 1963 State of Michigan Constitution, for the purpose of paying principal and interest on general obligation bonds of the School District issued for capital expenditures. The School Bond Loan Fund was accessible to school districts for borrowings that initiated before July 20, 2005. Interest rates are to be annually determined by the State Administrative Board. Interest during the year ended June 30, 2020 ranged from 3.22 to 3.41 percent. Repayment of this payable occurred in November 2019 through a current refunding.

School Loan Revolving Fund

The School Loan Revolving Fund payable represents a direct borrowing from the State of Michigan for loans made to the School District, as authorized by the 1963 State of Michigan Constitution, for the purpose of paying principal and interest on general obligation bonds of the School District issued for capital expenditures. Interest rates are to be annually determined by the State Administrative Board in accordance with Section 9 of Act No. 92 of the Public Acts of 2005 (the "Act"), as amended. The School Loan Revolving Fund is accessible to school districts for borrowings that initiated after July 19, 2005. Interest during the year ended June 30, 2020 ranged from 3.22 to 3.41 percent. Repayment of this payable occurred in November 2019 through a current refunding.

Note 8 - Long-term Debt (Continued)

Current Bond Refunding

During the year, the School District issued \$20,500,000 in general obligation (2019 Qualified Refunding Bonds) bonds with interest rates ranging from 2.43 to 2.55 percent. The net proceeds of these bonds (after payment of \$189,600 in underwriting fees, insurance, and other issuance costs) were used to pay down \$20,620,400 of Michigan School Loan Revolving Fund and School Bond Loan Fund debt with variable interest rates ranging from approximately 3.00 to 4.00 percent. As a result, the portion of the liability for the Michigan School Loan Revolving Fund has been removed from long-term debt. The refunding reduced total debt service payments over the next 13 years by approximately \$1,912,599, which represents an economic gain of approximately \$1,575,315.

Note 9 - Risk Management

The School District is exposed to various risks of loss related to theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters, as well as medical benefits provided to employees. The School District has purchased commercial insurance for medical claims and manages its property and casualty risk through participation in the MASB-SEG Property/Casualty Pool, Inc. (the "Pool").

As a member of the Pool, the School District's contributions are combined with other members to provide coverage for liability and property claims. Any funds not needed to pay claims and maintain prudent services are available for distribution to the members or credit toward future member contributions, as determined by the Pool's board of directors. Alternatively, the Pool's board of directors may increase liability limits and other additional services to members.

The School District manages workers' compensation cost through participation in the Middle Cities Workers' Compensation Fund (the "Fund"). Premiums from participant members in each fund year are combined to provide all members with coverage for claims. The premiums and interest earned thereon are used to pay claims, administrative expenses, and to purchase reinsurance. Distribution to participants each year may be made only from members' surplus of that fund year, subject to approval by the State Insurance Bureau. In the event of a deficit in a fund year, assessments could be made against participants of that year. The Fund currently fully funds the loss fund to protect members from additional assessments in any fund year.

Note 10 - Michigan Public School Employees' Retirement System

Plan Description

The School District participates in the Michigan Public School Employees' Retirement System (MPSERS or the "System"), a statewide, cost-sharing, multiple-employer defined benefit public employee retirement system governed by the State of Michigan that covers substantially all employees of the School District. Certain school district employees also receive defined contribution retirement and healthcare benefits through the System. The System provides retirement, survivor, and disability benefits to plan members and their beneficiaries. The System also provides postemployment health care benefits to retirees and beneficiaries who elect to receive those benefits.

The System is administered by the Office of Retirement Services (ORS). The Michigan Public School Employees' Retirement System issues a publicly available financial report that includes financial statements and required supplemental information for the pension and postemployment health care plans. That report is available on the web at <http://www.michigan.gov/orsschools> or by writing to the Office of Retirement Services at 7150 Harris Drive, P.O. Box 30171, Lansing, MI 48909.

June 30, 2020

Note 10 - Michigan Public School Employees' Retirement System (Continued)

Benefits Provided

Benefit provisions of the defined benefit (DB) pension plan and the postemployment health care plan are established by state statute, which may be amended. Public Act 300 of 1980, as amended, establishes eligibility and benefit provisions for the defined benefit pension plan and the postemployment health care plan.

Depending on the plan option selected, member retirement benefits are calculated as final average compensation times years of services times a pension factor ranging from 1.25 to 1.50 percent. The requirements to retire range from attaining the age of 46 to 60 with years of service ranging from 5 to 30 years, depending on when the employee became a member. Early retirement is computed in the same manner as a regular pension but is permanently reduced 0.50 percent for each full and partial month between the pension effective date and the date the member will attain age 60. There is no mandatory retirement age.

Depending on the member's date of hire, MPSERS offers the option of participating in the defined contribution (DC) plan that provides a 50 percent employer match (up to 3 percent of salary) on employee contributions.

Members are eligible for nonduty disability benefits after 10 years of service and for duty-related disability benefits upon hire. Disability retirement benefits are determined in the same manner as retirement benefits but are payable immediately without an actuarial reduction. The disability benefits plus authorized outside earnings are limited to 100 percent of the participant's final average compensation, with an increase of 2 percent each year thereafter.

Benefits may transfer to a beneficiary upon death and are determined in the same manner as retirement benefits but with an actuarial reduction.

Benefit terms provide for annual cost of living adjustments to each employee's retirement allowance subsequent to the employee's retirement date. The annual adjustment, if applicable, is 3 percent. Some members who do not receive an annual increase are eligible to receive a supplemental payment in those years when investment earnings exceed actuarial assumptions.

MPSERS provides medical, prescription drug, dental, and vision coverage for retirees and beneficiaries. A subsidized portion of the premium is paid by MPSERS, with the balance deducted from the monthly pension of each retiree health care recipient. Depending on the member's date of hire, this subsidized portion ranges from 80 percent to the maximum allowed by the statute.

Contributions

Public Act 300 of 1980, as amended, required the School District to contribute amounts necessary to finance the coverage of pension benefits of active and retired members. Contribution provisions are specified by state statute and may be amended only by action of the state Legislature. Under these provisions, each school district's contribution is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance a portion of the unfunded accrued liability.

Under the OPEB plan, retirees electing this coverage contribute an amount equivalent to the monthly cost for Part B Medicare and 10 percent, or 20 percent for those not Medicare eligible, of the monthly premium amount for the health, dental, and vision coverage at the time of receiving the benefits. The MPSERS board of trustees annually sets the employer contribution rate to fund the benefits. Participating employers are required to contribute at that rate.

June 30, 2020

Note 10 - Michigan Public School Employees' Retirement System (Continued)

Under Public Act 300 of 2012, members were given the choice between continuing the 3 percent contribution to the retiree health care and keeping the premium subsidy benefit described above or choosing not to pay the 3 percent contribution and, instead, opting out of the subsidy benefit and becoming a participant in the Personal Healthcare Fund (PHF), a portable tax-deferred fund that can be used to pay health care expenses in retirement. Participants in the PHF are automatically enrolled in a 2 percent employee contribution into their 457 account as of their transition date, earning them a 2 percent employer match into a 401(k) account. Members who selected this option stopped paying the 3 percent contribution to retiree health care as of the day before their transition date, and their prior contributions were deposited into their 401(k) account.

The School District's contributions are determined based on employee elections. There are multiple different pension and health care benefit options included in the plan available to employees based on date of hire and the elections available at that time. Contribution rates are adjusted annually by the ORS.

The ranges of rates are as follows:

	Pension	OPEB
October 1, 2018 - September 30, 2019	13.39% - 19.59%	7.57% - 7.93%
October 1, 2019 - September 30, 2020	13.39% - 19.59%	7.57% - 8.09%

Depending on the plan selected, member pension contributions range from 0 percent up to 7.0 percent of gross wages. For certain plan members, a 4 percent employer contribution to the defined contribution pension plan is required. In addition, for certain plan members, a 3 percent employer match is provided to the defined contribution pension plan.

The School District's required and actual pension contributions to the plan for the year ended June 30, 2020 were \$5,755,201, which include the School District's contributions required for those members with a defined contribution benefit. The School District's required and actual pension contributions include an allocation of \$2,220,800 in revenue received from the State of Michigan and remitted to the System to fund the MPERS unfunded actuarial accrued liability (UAAL) stabilization rate for the year ended June 30, 2020.

The School District's required and actual OPEB contributions to the plan for the year ended June 30, 2020 were \$1,588,456, which include the School District's contributions required for those members with a defined contribution benefit.

Net Pension Liability

At June 30, 2020, the School District reported a liability of \$69,052,031 for its proportionate share of the net pension liability. The net pension liability was measured as of September 30, 2019, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of September 30, 2018, which used update procedures to roll forward the estimated liability to September 30, 2019. The School District's proportion of the net pension liability was based on a projection of its long-term share of contributions to the pension plan relative to the projected contributions of all participating reporting units, actuarially determined. At September 30, 2019 and 2018, the School District's proportion was approximately 0.21 and 0.23 percent, respectively, representing a change of 7.6 percent.

June 30, 2020

Note 10 - Michigan Public School Employees' Retirement System (Continued)

Net OPEB Liability

At June 30, 2020, the School District reported a liability of \$14,418,518 for its proportionate share of the net OPEB liability. The net OPEB liability for fiscal year 2020 was measured as of September 30, 2019, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of September 30, 2018, which used update procedures to roll forward the estimated liability to September 30, 2019. The School District's proportion of the net OPEB liability was based on a projection of its long-term share of contributions to the OPEB plan relative to the projected contributions of all participating reporting units, actuarially determined. At September 30, 2019 and 2018, the School District's proportion was approximately 0.20 and 0.22 percent, respectively, representing a change of 8.6 percent.

Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

For 2020, the School District recognized pension expense of \$7,199,444, inclusive of payments to fund the MPSERS UAAL stabilization rate. At June 30, 2020, the School District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	\$ 309,513	\$ (287,940)
Changes in assumptions	13,520,436	-
Net difference between projected and actual earnings on pension plan investments	-	(2,213,000)
Changes in proportion and differences between the School District's contributions and proportionate share of contributions	-	(5,620,076)
The School District's contributions to the plan subsequent to the measurement date	4,910,954	-
Total	<u>\$ 18,740,903</u>	<u>\$ (8,121,016)</u>

The \$2,220,800 reported as deferred inflows of resources resulting from the pension portion of state aid payments received pursuant to the UAAL payment will be recognized as state appropriations revenue for the year ended June 30, 2021. Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Years Ending	Amount
2021	\$ 2,073,258
2022	2,072,113
2023	1,130,383
2024	433,179
Total	<u>\$ 5,708,933</u>

In addition, the contributions subsequent to the measurement date will be included as a reduction of the net pension liability in the next year.

OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2020, the School District recognized OPEB recovery of \$(128,721).

June 30, 2020

Note 10 - Michigan Public School Employees' Retirement System (Continued)

At June 30, 2020, the School District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	\$ -	\$ (5,290,562)
Changes in assumptions	3,124,201	-
Net difference between projected and actual earnings on OPEB plan investments	-	(250,745)
Changes in proportionate share or difference between amount contributed and proportionate share of contributions	4,389	(2,137,484)
Employer contributions to the plan subsequent to the measurement date	1,129,592	-
Total	<u>\$ 4,258,182</u>	<u>\$ (7,678,791)</u>

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows (note that employer contributions subsequent to the measurement date will reduce the net OPEB liability and, therefore, will not be included in future OPEB expense):

Years Ending	Amount
2021	\$ (1,168,764)
2022	(1,168,764)
2023	(1,044,448)
2024	(773,937)
2025	(394,288)
Total	<u>\$ (4,550,201)</u>

Actuarial Assumptions

The total pension liability and total OPEB liability as of September 30, 2019 are based on the results of an actuarial valuation as of September 30, 2018 and rolled forward. The total pension liability and OPEB liability were determined using the following actuarial assumptions:

Actuarial cost method		Entry age normal
Investment rate of return - Pension	6.00% - 6.80%	Net of investment expenses based on the groups
Investment rate of return - OPEB	6.95%	Net of investment expenses based on the groups
Salary increases	2.75% - 11.55%	Including wage inflation of 2.75%
Health care cost trend rate - OPEB	7.50%	Year 1 graded to 3.5% year 12
Mortality basis		RP-2014 Male and Female Employee Annuitant Mortality tables, scaled 100% (retirees: 82% for males and 78% for females) and adjusted for mortality improvements using projection scale MP-2017 from 2006
Cost of living pension adjustments	3.00%	Annual noncompounded for MIP members

Assumption changes as a result of an experience study for the periods from 2012 to 2017 have been adopted by the System for use in the annual pension and OPEB valuations beginning with the September 30, 2017 valuation.

June 30, 2020

Note 10 - Michigan Public School Employees' Retirement System (Continued)

Significant assumption changes since the prior measurement date, September 30, 2018, for pension and OPEB include a reduction in both discount rates, continued impact of the updated experience study that resulted in a lower than projected per person health benefit cost for OPEB, and favorable investment experience for both plans. There were no significant benefit terms changes for the pension or OPEB plans since the prior measurement date of September 30, 2018.

Discount Rate

The discount rate used to measure the total pension liability was 6.00 to 6.80 percent as of September 30, 2019 depending on the plan option. The discount rate used to measure the total OPEB liability was 6.95 percent as of September 30, 2019. The projection of cash flows used to determine the discount rate assumed that employee contributions will be made at the current contribution rate and that district contributions will be made at statutorily required rates.

Based on those assumptions, the pension plan's fiduciary net position and the OPEB plan's fiduciary net position were projected to be available to make all projected future benefit payments of current active and inactive employees. Therefore, the long-term expected rate of return on pension plan and OPEB plan investments was applied to all periods of projected benefit payments to determine the total pension liability and total OPEB liability.

The long-term expected rate of return on pension plan and OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. The target allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	Long-term Expected Real Rate of Return
Domestic equity pools	28.00 %	5.50 %
Private equity pools	18.00	8.60
International equity pools	16.00	7.30
Fixed-income pools	10.50	1.20
Real estate and infrastructure pools	10.00	4.20
Absolute return pools	15.50	5.40
Short-term investment pools	2.00	0.80
Total	100.00 %	

Long-term rates of return are net of administrative expense and inflation of 2.3 percent.

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability of the School District, calculated using the discount rate depending on the plan option. The following also reflects what the School District's net pension liability would be if it were calculated using a discount rate that is 1 percentage point lower or 1 percentage point higher than the current rate:

	1 Percentage Point Decrease (5.00 - 5.80%)	Current Discount Rate (6.00 - 6.80%)	1 Percentage Point Increase (7.00 - 7.80%)
Net pension liability of the School District	\$ 89,772,058	\$ 69,052,031	\$ 51,874,415

June 30, 2020

Note 10 - Michigan Public School Employees' Retirement System (Continued)

Sensitivity of the Net OPEB Liability to Changes in the Discount Rate

The following presents the net OPEB liability of the School District, calculated using the current discount rate. It also reflects what the School District's net OPEB liability would be if it were calculated using a discount rate that is 1 percentage point lower or 1 percentage point higher than the current rate:

	1 Percentage Point Decrease (5.95%)	Current Discount Rate (6.95%)	1 Percentage Point Increase (7.95%)
Net OPEB liability of the School District	\$ 17,686,479	\$ 14,418,518	\$ 11,674,339

Sensitivity of the Net OPEB Liability to Changes in the Health Care Cost Trend Rate

The following presents the net OPEB liability of the School District, calculated using the current health care cost trend rate. It also reflects what the School District's net OPEB liability would be if it were calculated using a health care cost trend rate that is 1 percentage point lower or 1 percentage point higher than the current rate:

	1 Percentage Point Decrease (6.50%)	Current Rate (7.50%)	1 Percentage Point Increase (8.50%)
Net OPEB liability of the School District	\$ 11,557,997	\$ 14,418,518	\$ 17,686,091

Pension Plan and OPEB Plan Fiduciary Net Position

Detailed information about the plan's fiduciary net position is available in the separately issued MPSERS financial report.

Payable to the Pension Plan and OPEB Plan

At June 30, 2020, the School District reported a payable of \$1,041,934 and \$267,883 for the outstanding amount of contributions to the pension plan and OPEB plan, respectively, required for the year ended June 30, 2020.

Note 11 - Short-term Debt

State Aid Anticipation Note

The School District has direct borrowings from the Michigan Finance Authority (the "Lender") to provide sufficient resources before receiving its scheduled state aid. This liability is recorded as a fund liability in the General Fund.

During the year, the School District redeemed \$9,840,714 of these state aid anticipation notes (the "notes") and issued a new note of \$5,000,000, resulting in an outstanding balance of \$5,000,000 at June 30, 2020. The School District's \$5,000,000 note bears interest at 1.30 percent and is due in full on August 20, 2020. At June 30, 2020, the School District has accrued interest of \$56,875 on these notes. The School District repaid the note in full subsequent to year end.

Note 12 - Oversight Fees

Effective July 1, 2019, the School District entered into a contract as an authorizing body, as defined by the School Code of 1976 as amended, to charter a Michigan academy. The School District is the fiscal agent for the charter school academy and is responsible for overseeing the academy's compliance with the contract and all applicable laws. The academy pays the School District 3 percent of state aid as an oversight fee. Oversight fees from the academy for the year ended June 30, 2020 to the School District totaled approximately \$696,000. The agreement is effective through June 30, 2024.

June 30, 2020

Note 13 - Subsequent Events

Effective August 18, 2020, the School District entered into a \$4,000,000 line of credit agreement that bears interest based on a floating rate based on LIBOR plus an applicable margin of 1.85 percent and has an initial one-year term through August 2021. The full faith and credit of the School District is pledged for the repayment of this note.

Following the passing of Coronavirus Aid, Relief, and Economic Security (CARES) Act, which was signed into law on March 27, 2020 to combat the COVID-19 pandemic, the U.S. Department of Treasury distributed Coronavirus Relief Fund (CRF) payments to the State of Michigan. During July and August 2020, the School District received approximately \$1,110,000 of these restricted CRF funds from the Michigan Department of Education. The CRF funds can only be used for eligible costs and are subject to certain Uniform Guidance and grant-specific reporting requirements.

Required Supplemental Information

School District of the City of Hazel Park

Required Supplemental Information Budgetary Comparison Schedule General Fund

Year Ended June 30, 2020

	Original Budget	Final Budget	Actual	Over (Under) Final Budget
Revenue				
Local sources	\$ 4,700,423	\$ 4,900,622	\$ 4,982,510	\$ 81,888
State sources	27,897,507	25,711,002	26,950,370	1,239,368
Federal sources	2,290,649	2,222,700	2,182,951	(39,749)
Intergovernmental	1,544,291	1,662,776	1,662,776	-
Total revenue	36,432,870	34,497,100	35,778,607	1,281,507
Expenditures				
Current:				
Instruction:				
Basic programs	16,179,373	15,501,758	15,772,992	271,234
Added needs	6,242,126	6,724,786	6,601,987	(122,799)
Adult/Continuing education	11,096	-	-	-
Support services:				
Pupil	2,485,345	2,014,298	1,999,506	(14,792)
Instructional staff	1,554,705	1,374,018	1,346,369	(27,649)
General administration	678,940	631,304	626,185	(5,119)
School administration	1,791,710	1,617,753	1,613,117	(4,636)
Business	1,045,079	815,845	811,939	(3,906)
Operations and maintenance	3,531,680	3,979,424	3,944,244	(35,180)
Pupil transportation services	546,406	438,971	415,165	(23,806)
Central	1,026,532	1,103,991	1,115,170	11,179
Other	35,823	9,611	9,611	-
Athletics	467,894	506,781	499,423	(7,358)
Community services	107,188	119,746	101,941	(17,805)
Debt service - Principal	33,000	33,000	33,000	-
Payments to subgrantee	53,762	140,071	140,071	-
Total expenditures	35,790,659	35,011,357	35,030,720	19,363
Excess of Revenue Over (Under)				
Expenditures	642,211	(514,257)	747,887	1,262,144
Other Financing Sources (Uses)				
Transfers in	1,419,942	1,569,040	1,548,365	(20,675)
Transfers out	(428,684)	(74,222)	(74,438)	(216)
Total other financing sources	991,258	1,494,818	1,473,927	(20,891)
Net Change in Fund Balance	1,633,469	980,561	2,221,814	1,241,253
Fund Balance (Deficit) - Beginning of year	(606,375)	(606,375)	(606,375)	-
Fund Balance (Deficit) - End of year	<u>\$ 1,027,094</u>	<u>\$ 374,186</u>	<u>\$ 1,615,439</u>	<u>\$ 1,241,253</u>

School District of the City of Hazel Park

Required Supplemental Information
 Budgetary Comparison Schedule
 Major Special Revenue Fund
 Special Education Center Programs Fund

Year Ended June 30, 2020

	Original Budget	Final Budget	Actual	Over (Under) Final Budget
Revenue				
State sources	\$ 2,401,471	\$ 2,383,289	\$ 2,782,530	\$ 399,241
Intergovernmental	5,823,321	5,586,434	5,586,434	-
Total revenue	8,224,792	7,969,723	8,368,964	399,241
Expenditures				
Current:				
Instruction - Added needs	4,005,546	3,782,902	3,850,225	67,323
Support services:				
Pupil	1,934,530	1,995,711	2,030,007	34,296
Instructional staff	639,447	581,925	625,092	43,167
Pupil transportation services	97,000	194,000	278,062	84,062
Capital outlay	2,200	-	-	-
Total expenditures	6,678,723	6,554,538	6,783,386	228,848
Excess of Revenue Over Expenditures	1,546,069	1,415,185	1,585,578	170,393
Other Financing Uses - Transfers out	(1,546,072)	(1,541,040)	(1,548,365)	(7,325)
Net Change in Fund Balance	(3)	(125,855)	37,213	163,068
Fund Balance - Beginning of year	479,364	479,364	479,364	-
Fund Balance - End of year	<u>\$ 479,361</u>	<u>\$ 353,509</u>	<u>\$ 516,577</u>	<u>\$ 163,068</u>

School District of the City of Hazel Park

Required Supplemental Information Schedule of Proportionate Share of the Net Pension Liability Michigan Public School Employees' Retirement System

	Last Six Plan Years					
	Years Ended September 30					
	2019	2018	2017	2016	2015	2014
School District's proportion of the net pension liability	0.20851 %	0.22562 %	0.23160 %	0.23672 %	0.26071 %	0.27591 %
School District's proportionate share of the net pension liability	\$ 69,052,031	\$ 67,825,114	\$ 60,016,167	\$ 59,059,858	\$ 63,678,695	\$ 60,772,312
School District's covered payroll	\$ 17,584,020	\$ 18,708,951	\$ 19,579,704	\$ 19,124,023	\$ 20,700,075	\$ 23,143,841
School District's proportionate share of the net pension liability as a percentage of its covered payroll	392.70 %	362.53 %	306.52 %	308.83 %	307.63 %	262.59 %
Plan fiduciary net position as a percentage of total pension liability	60.08 %	62.12 %	63.96 %	63.01 %	62.92 %	66.15 %

School District of the City of Hazel Park

Required Supplemental Information Schedule of Pension Contributions Michigan Public School Employees' Retirement System

	Last Six Fiscal Years					
	Years Ended June 30					
	2020	2019	2018	2017	2016	2015
Statutorily required contribution	\$ 5,755,201	\$ 5,588,758	\$ 5,842,518	\$ 5,429,765	\$ 5,389,770	\$ 5,644,934
Contributions in relation to the statutorily required contribution	5,755,201	5,588,758	5,842,518	5,429,765	5,389,770	5,644,934
Contribution Deficiency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
School District's Covered Payroll	\$ 18,653,065	\$ 17,539,107	\$ 19,028,045	\$ 19,519,713	\$ 18,414,841	\$ 22,250,708
Contributions as a Percentage of Covered Payroll	30.85 %	31.86 %	30.70 %	27.82 %	29.27 %	25.37 %

School District of the City of Hazel Park

Required Supplemental Information
Schedule of Proportionate Share of the Net OPEB Liability
Michigan Public School Employees' Retirement System

	Last Three Plan Years		
	Plan Years Ended September 30		
	<u>2019</u>	<u>2018</u>	<u>2017</u>
School District's proportion of the net OPEB liability	0.20088 %	0.21968 %	0.23085 %
School District's proportionate share of the net OPEB liability	\$ 14,418,518	\$ 17,461,958	\$ 20,442,638
School District's covered payroll	\$ 17,584,020	\$ 18,708,951	\$ 19,579,704
School District's proportionate share of the net OPEB liability as a percentage of its covered payroll	82.00 %	93.33 %	104.41 %
Plan fiduciary net position as a percentage of total OPEB liability	48.67 %	43.10 %	36.53 %

School District of the City of Hazel Park

Required Supplemental Information
Schedule of OPEB Contributions
Michigan Public School Employees' Retirement System

	Last Three Fiscal Years Years Ended September 30		
	<u>2020</u>	<u>2019</u>	<u>2018</u>
Statutorily required contribution	\$ 1,498,886	\$ 1,377,701	\$ 1,374,343
Contributions in relation to the statutorily required contribution	<u>1,498,886</u>	<u>1,377,701</u>	<u>1,374,343</u>
Contribution Deficiency	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
School District's Covered Payroll	\$ 18,653,065	\$ 17,539,107	\$ 19,028,045
Contributions as a Percentage of Covered Payroll	8.04 %	7.86 %	7.22 %

June 30, 2020

Pension Information

Ultimately, 10 years of data will be presented in both of the pension-related schedules. The number of years currently presented represents the number of years since the accounting standard requiring these schedules first became applicable.

Benefit Changes

There were no changes of benefit terms for each of the reported plan years ended September 30.

Changes in Assumptions

There were no significant changes of assumptions for each of the reported plan years ended September 30, except for the following:

- 2019 - The discount rate used in the September 30, 2018 actuarial valuation decreased by 0.25 percentage points.
- 2018 - The discount rate used in the September 30, 2017 actuarial valuation decreased by 0.45 percentage points. The valuation also includes the impact of an updated experience study for periods from 2012 to 2017.
- 2017 - The discount rate used in the September 30, 2016 actuarial valuation decreased by 0.50 percentage points.

OPEB Information

Ultimately, 10 years of data will be presented in both of the OPEB-related schedules. The number of years currently presented represents the number of years since the accounting standard requiring these schedules first became applicable.

Benefit Changes

There were no changes of benefit terms for each of the reported plan years ended September 30.

Changes in Assumptions

There were no significant changes of assumptions for each of the reported plan years ended September 30, except for the following:

- 2019 - The discount rate used in the September 30, 2018 actuarial valuation decreased by 0.20 percentage points. The valuation also includes the impact of an updated experience study for periods from 2012 to 2017. This resulted in a lower than projected per person health benefit cost to reduce the plan's total OPEB liability by an additional \$1.4 billion in 2019.
- 2018 - The discount rate used in the September 30, 2017 actuarial valuation decreased by 0.35 percentage points. The valuation also includes the impact of an updated experience study for periods from 2012 to 2017. This resulted in a lower than projected per person health benefit cost to reduce the plan's total OPEB liability by \$1.4 billion in 2018.

Other Supplemental Information

School District of the City of Hazel Park

	Special Revenue Funds			Debt Service Funds		
	Food Services	Community Services - Child Care	Student Activities	Unqualified Debt	Qualified Debt	Debt Service General Fund Obligation
Assets						
Cash and investments	\$ 495,482	\$ 40,176	\$ -	\$ -	\$ -	\$ -
Receivables - Due from other governmental units	43,085	1,612	-	-	-	-
Inventories	40,022	-	-	-	-	-
Restricted assets	-	-	306,534	350,077	619,297	-
Total assets	\$ 578,589	\$ 41,788	\$ 306,534	\$ 350,077	\$ 619,297	\$ -
Liabilities						
Accounts payable	\$ 173,694	\$ 8,592	\$ 6,947	\$ -	\$ -	\$ -
Accrued payroll-related liabilities and other	1,764	2,990	-	-	-	-
Total liabilities	175,458	11,582	6,947	-	-	-
Fund Balances						
Nonspendable - Inventory	40,022	-	-	-	-	-
Restricted:						
Debt service	-	-	-	350,077	619,297	-
Capital projects	-	-	-	-	-	-
Food service	363,109	-	-	-	-	-
Committed - Student activities	-	-	299,587	-	-	-
Assigned - Capital projects	-	-	-	-	-	-
Unassigned	-	30,206	-	-	-	-
Total fund balances	403,131	30,206	299,587	350,077	619,297	-
Total liabilities and fund balances	\$ 578,589	\$ 41,788	\$ 306,534	\$ 350,077	\$ 619,297	\$ -

Other Supplemental Information
Combining Balance Sheet
Nonmajor Governmental Funds

June 30, 2020

Capital Project Funds			
Sinking	2012 Building and Site Project	General Operations	Total
\$ -	\$ -	\$ 1,208	\$ 536,866
-	-	-	44,697
-	-	-	40,022
1,048,293	101,160	-	2,425,361
<u>\$ 1,048,293</u>	<u>\$ 101,160</u>	<u>\$ 1,208</u>	<u>\$ 3,046,946</u>
\$ 4,588	\$ -	\$ -	\$ 193,821
-	-	-	4,754
4,588	-	-	198,575
-	-	-	40,022
-	-	-	969,374
1,043,705	101,160	-	1,144,865
-	-	-	363,109
-	-	-	299,587
-	-	1,208	1,208
-	-	-	30,206
1,043,705	101,160	1,208	2,848,371
<u>\$ 1,048,293</u>	<u>\$ 101,160</u>	<u>\$ 1,208</u>	<u>\$ 3,046,946</u>

School District of the City of Hazel Park

	Special Revenue Funds			Debt Service Funds		
	Food Services	Community Services - Child Care	Student Activities	Unqualified Debt	Qualified Debt	Debt Service General Fund Obligation
Revenue						
Local sources	\$ 37,893	\$ 131,254	\$ 209,755	\$ 677,856	\$ 4,309,973	\$ 1,143
State sources	46,033	-	-	7,434	55,100	-
Federal sources	1,426,952	-	-	-	-	-
Total revenue	1,510,878	131,254	209,755	685,290	4,365,073	1,143
Expenditures						
Current:						
Support services	-	-	199,588	-	-	-
Food services	1,314,121	-	-	-	-	-
Community services	-	154,600	-	-	-	-
Debt service:						
Principal	-	-	-	370,000	1,960,000	225,000
Interest	-	-	-	217,552	1,457,446	68,588
Other debt costs	-	-	-	-	186,845	-
Capital outlay	150,503	-	-	-	-	-
Total expenditures	1,464,624	154,600	199,588	587,552	3,604,291	293,588
Excess of Revenue Over (Under) Expenditures	46,254	(23,346)	10,167	97,738	760,782	(292,445)
Other Financing Sources (Uses)						
Face value of debt issued	-	-	-	-	20,500,000	-
Payment to bond refunding escrow agent	-	-	-	-	(20,620,400)	-
Transfers in	216	-	-	-	-	292,445
Transfers out	-	-	-	(218,223)	-	-
Total other financing sources (uses)	216	-	-	(218,223)	(120,400)	292,445
Net Change in Fund Balances	46,470	(23,346)	10,167	(120,485)	640,382	-
Fund Balances (Deficit) - Beginning of year	356,661	53,552	289,420	470,562	(21,085)	-
Fund Balances - End of year	\$ 403,131	\$ 30,206	\$ 299,587	\$ 350,077	\$ 619,297	\$ -

Other Supplemental Information
Combining Statement of Revenue, Expenditures, and Changes in Fund Balances
Nonmajor Governmental Funds

Year Ended June 30, 2020

Capital Project Funds			
Sinking	2012 Building and Site Project	General Operations	Total
\$ 959,813	\$ 881	\$ -	\$ 6,328,568
4,169	-	-	112,736
-	-	-	1,426,952
963,982	881	-	7,868,256
4,126	-	-	203,714
-	-	-	1,314,121
-	-	-	154,600
-	-	-	2,555,000
-	-	-	1,743,586
-	-	-	186,845
1,125,279	-	-	1,275,782
1,129,405	-	-	7,433,648
(165,423)	881	-	434,608
-	-	-	20,500,000
-	-	-	(20,620,400)
-	-	-	292,661
-	-	-	(218,223)
-	-	-	(45,962)
(165,423)	881	-	388,646
1,209,128	100,279	1,208	2,459,725
\$ 1,043,705	\$ 101,160	\$ 1,208	\$ 2,848,371

School District of the City of Hazel Park

Other Supplemental Information Schedule of Bonded Indebtedness

June 30, 2020

Years Ending June 30	2010 Energy Conservation Improvement Bond	2011 Refunding Bond	2012 Refunding Bond	2012 School Building and Site Bond	2019 Refunding Bonds	Total
	Principal	Principal	Principal	Principal	Principal	
2021	\$ 230,000	\$ 2,005,000	\$ -	\$ 380,000	\$ 785,000	\$ 3,400,000
2022	240,000	2,055,000	-	395,000	935,000	3,625,000
2023	250,000	2,080,000	-	405,000	1,100,000	3,835,000
2024	260,000	2,105,000	-	420,000	1,270,000	4,055,000
2025	270,000	2,130,000	-	435,000	1,450,000	4,285,000
2026	280,000	-	2,300,000	450,000	1,500,000	4,530,000
2027	-	-	2,395,000	465,000	1,635,000	4,495,000
2028	-	-	2,480,000	485,000	1,770,000	4,735,000
2029	-	-	2,555,000	505,000	1,940,000	5,000,000
2030	-	-	2,615,000	520,000	2,140,000	5,275,000
2031	-	-	2,690,000	545,000	2,355,000	5,590,000
2032	-	-	2,730,000	565,000	2,410,000	5,705,000
2033	-	-	-	-	1,210,000	1,210,000
Total remaining payments	\$ 1,530,000	\$ 10,375,000	\$ 17,765,000	\$ 5,570,000	\$ 20,500,000	\$ 55,740,000
Interest rate	3.50% to 4.125%	3.75% to 5.00%	3.75% to 4.75%	3.15% to 4.00%	2.00% to 3.11%	
Original issue	\$ 3,315,000	\$ 25,500,000	\$ 17,765,000	\$ 7,950,000	\$ 20,500,000	

Principal payments for the bond issues not including the 2019 Refunding Bond are due on May 1 of each year. The 2019 Refunding Bond principal payments are due November 1 of each year.

Interest payments for the bond issues are due on May 1 and November 1 of each year.

School District of the City of Hazel Park

**Report to the Board of Education
June 30, 2020**

To the Board of Education
School District of the City of Hazel Park

We have recently completed our audit of the basic financial statements of the School District of the City of Hazel Park (the "School District") as of and for the year ended June 30, 2020. In addition to our audit report, we are providing the following results of the audit, other recommendations, and informational items that impact the School District:

	<u>Page</u>
Results of the Audit	1-4
Other Recommendations	5-6
Informational Items	7-16

We are grateful for the opportunity to be of service to the School District of the City of Hazel Park. We would also like to extend our thanks to Mr. Jason Zirnig, Mr. Matthew Miller, and the entire business office for their assistance and preparedness during the audit. We recognize that preparing for the audit is carried out in addition to your staff's normal daily activities. Should you have any questions regarding the comments in this report, please do not hesitate to call.

Plante & Moran, PLLC

November 25, 2020

Results of the Audit

November 25, 2020

To the Board of Education
School District of the City of Hazel Park

We have audited the financial statements of the School District of the City of Hazel Park (the "School District") as of and for the year ended June 30, 2020 and have issued our report thereon dated November 25, 2020. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility Under U.S. Generally Accepted Auditing Standards

As stated in our engagement letter dated May 5, 2020, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities. Our responsibility is to plan and perform the audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement.

As part of our audit, we considered the internal control of the School District. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.

Our audit of the School District's financial statements has also been conducted in accordance with *Government Auditing Standards*, issued by the Comptroller General of the United States. Under *Government Auditing Standards*, we are obligated to communicate certain matters that come to our attention related to our audit to those responsible for the governance of the School District, including compliance with certain provisions of laws, regulations, contracts, and grant agreements; certain instances of error or fraud; illegal acts applicable to government agencies; and significant deficiencies in internal control that we identify during our audit. Toward this end, we issued a separate letter dated November 25, 2020 regarding our consideration of the School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our meeting about planning matters on July 13, 2020.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by the School District are described in Note 2 to the financial statements. As described in Note 2, the School District changed accounting policies related to the provisions of Governmental Accounting Standards Board (GASB) Statement No. 84, *Fiduciary Activities*. Accordingly, the accounting change has been retrospectively applied to prior periods presented as if the policy had always been used.

We noted no transactions entered into by the School District during the year for which there is a lack of authoritative guidance or consensus.

We noted no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected.

The most sensitive estimates affecting the financial statements was were the School District's share of the MPSERS net liabilities for the pension and other postemployment benefit (OPEB) plans recorded on the government-wide statements related to GASB Statement Nos. 68 and 75, respectively. The School District's estimates as of June 30, 2020 were approximately \$69 million and \$14 million for the pension and OPEB plans, respectively, based on data received from the Office of Retirement Services. We evaluated the key factors and assumptions used to develop the accounting estimates in determining that they are reasonable in relation to the financial statements taken as a whole.

The disclosures in the financial statements are neutral, consistent, and clear. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Disagreements with Management

For the purpose of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. We did not detect any misstatements as a result of audit procedures.

Significant Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the School District, and business plans and strategies that may affect the risks of material misstatement, with management each year prior to our retention as the School District's auditors. However, these discussions occurred in the normal course of our professional relationship, and our responses were not a condition of our retention.

As required by 2 CFR Part 200, we will also completed an audit of the federal programs administered by the School District. The results of that audit are provided to the Board of Education and Management in our report on compliance with requirements applicable to each major program and on internal control over compliance in accordance with 2 CFR Part 200.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated November 25, 2020.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a second opinion on certain situations. If a consultation involves application of an accounting principle to the School District's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

This information is intended solely for the use of the Board of Education and management of the School District and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Plante & Moran, PLLC

A handwritten signature in black ink that reads "Lisa Vargo". The signature is written in a cursive, flowing style.

Lisa M. Vargo, CPA
Partner

Other Recommendations

Significantly Improved Deficit Position

Based on controlled expenditures, cost-saving measures, and focused budget development, the School District eliminated its General Fund fund balance deficit during the fiscal year ended June 30, 2020 in compliance with the deficit elimination plan's deadline. We remind the School District of continued state monitoring for school districts with less than 5 percent General Fund fund balance as part of the Early Warning Legislation. We encourage the School District to remain prudent in spending to maintain momentum from the recent positive operating results and work toward a sustainable fund balance to improve financial stability amid funding uncertainties.

Capital Outlay and Capitalization Process

The School District reported significant capital projects and resulting capital outlay during the fiscal year. The School District evaluates expenditures for potential capitalization during year-end close, which incurs significant time and effort to review expenditures and related support for a full school year. We encourage the School District to review capital outlay expenditures throughout the year to improve the efficiency of the year-end close process.

Informational Items

State Aid Funding

2019-2020 State Aid, Foundation Allowance, and Proration

Background

Beginning of the 2020 School Year: School funding for 2019-2020 started out with little clarity; as the year progressed, the funding picture only increased in complexity and uncertainty. Due to conflicting priorities between the governor and the Legislature, school aid funding was not set on July 1, 2019, the start of the School District's fiscal year. This meant the School District was required to enact a budget with little to no guidance as to what the school aid funding picture would look like. It also meant the School District would need to revisit budget assumptions once the final state aid package was enacted. Once the funding was settled, the focus moved to what 2020-2021 would look like. The January 2020 Revenue Estimating Conference painted a positive picture for the School Aid Fund and the General Fund looking forward, and the governor started the budget process with the administration's budget recommendations.

State Budget Crisis: The normal budget development process was halted in March 2020 as the State began dealing with the implications of COVID-19. Schools moved to remote learning, meals were served for whole communities, federal financial resources were quickly infused into the economy, and "stay home, stay safe" was the theme as the entire state worked to see a way through the challenges of COVID-19. In May 2020, the regularly scheduled Revenue Estimating Conference addressed two key questions: What was the status of state revenue for the 2020 fiscal year, and what projections can be made looking forward to 2021 and 2022? The conclusions reached at the meeting were dire. It was estimated the 2020 School Aid Fund would end the year with an approximate \$1 billion deficit, roughly translated to a \$685/pupil shortfall, that would need to be absorbed with the 2020 school year all but over. In addition, the estimates suggested there would be no improvement until 2022. These conclusions caused many districts to adjust their final 2020 budgets to reflect a potential proration of as much as \$650 to \$700 per pupil.

Financial Picture Improves: In the months that followed the May Revenue Estimating Conference, and well after the 2020 school year had ended, the State concluded it could balance its school aid budget with a \$175 per pupil proration cut, significantly less than the expected \$650 - \$700 per pupil estimate. In addition, in August 2020, a special Revenue Estimating Conference was held with the same goals as the May conference. With better data, the conference concluded that it is possible the \$175 per pupil proration would not need to recur in 2021, and the School Aid Fund will end in a better position than anticipated. While those conclusions are hopeful, significant unknowns remain related to an economic rebound and how resources will be allocated to funding priorities within school aid. The data will be used to craft a school funding plan for 2021; once complete, districts will once again need to revisit their 2021 budgets to reflect the budget priorities and funding levels provided by the 2021 amendments to the School Aid Act.

2020 Funding Implications for the School District

2019-2020 Foundation: The target foundation allowance (formerly known as the basic foundation allowance) increased by \$120, from \$8,409 to \$8,529. Additionally, using the "2X formula," the minimum foundation allowance increased by \$240 per pupil to \$8,111. Before applying proration, the School District received a \$218 increase in its foundation allowance, representing an increase of 2.7 percent. When a proration is applied, it does not change the actual foundation allowance. Instead it is essentially "taken off the top" of the funds provided to each district. For practical purposes, after applying proration, which occurred subsequent to June 30, 2020, the net result was effectively an increase of \$43 per pupil funding.

MPSERS Cost Support: Overall retirement costs continue to increase. The estimated contribution rate for 2019-2020 ranged from 36.44 to 39.91 percent, with the rate, net of state funding support, paid directly by the employer ranging from 24.03 to 27.50 percent. The State's funding support is provided in three separate sections of the State Aid Act: Sections 147a, 147c, and 147e. The School District received a total of \$2.9 million in 147a1, 147a2, 147c1, and 147e. In general terms, this means the total cost of the retirement system contributions in 2019-2020, representing approximately 39 percent of covered payroll, is recognized as an expenditure in the School District's financial statements along with related revenue that was previously considered state support to the system. The net effect is that the School District is responsible for approximately a 27 percent contribution to the retirement system.

COVID-19 Waivers and Flexibilities: With the onset of COVID-19, many waivers were put in place and flexibilities made available to allow for the continued operation of schools. Examples include waivers for in-person attendance and days and hours requirements, since learning was now using a remote model, and approval and use of a Continuity of Learning Plan to qualify for continued state funding.

2021 Funding Implications for the School District

The August 2020 Revenue Estimating Conference reflected a better than expected revenue picture through September 30, 2020 and more stable financial footing for fiscal year 2021. Communications surrounding financial projections are highly cautionary, as the uncertainty of the economic impact of the pandemic duration continues to loom large. Careful monitoring of legislative, gubernatorial, and Michigan Department of Education actions will be essential for the School District to understand and plan for all revenue, identify requirements to receive and utilize federal revenue, and craft methodologies to allocate costs to ensure reimbursement. Several elements that impact school financial management are summarized below:

- **2020-2021 Foundation:** The School District's foundation allowance remains at the fiscal year 2019-2020 level, with the minimum set at \$8,111 per pupil and the target set at \$8,529 per pupil. The \$175 per pupil proration received in fiscal year 2020 will not continue into fiscal year 2021. School districts will also receive a one-time payment estimated at \$65 per pupil for fiscal year 2021 based on a 50/50 blend (50 percent weight on fiscal year 2020 membership plus 50 percent weight on what would have been the traditional fiscal year 2021 membership). Special education funding remains consistent at fiscal year 2020 levels, with the additional 2 percent reimbursement rate continuing in fiscal year 2021.
- **Pupil Membership Blend for 2020-2021:** Typically, the pupil count methodology is defined when the School Aid Act is amended. For the 2021 fiscal year, a modified weighting process was crafted in July 2020 under the "Return to Learn" plan agreed to by the Legislature and the governor. The methodology attempts to address the variety of education delivery methods under the extended COVID-19 learning plans used by districts as fall instruction begins. The process provides for seat time waivers, waives the days and hours of instruction minimums, and changes the weighting of the pupil counts. The new method is a 75 percent/25 percent "super blending." Step one under this method requires a district to complete its calendar year spring and fall counts for 2019 and 2020. The weighting of those counts continues to be at 90 percent fall and 10 percent spring. Then each of those counts is blended, with the 2019 calendar year count blend weighted at 75 percent and the 2020 count blend weighted at 25 percent. The net result of this is that districts experiencing a student count decline will see slower revenue reductions. Districts with a growing student count would see a slower revenue rise.
- **Teacher Retention Stipend:** The budget also appropriated \$5 million for fiscal year 2021 to provide matching funds to districts to retain new teachers. The program would provide \$1,000 in state funds to match \$500 in district funds for new teachers completing a full year of teaching in districts with at least 70 percent of pupils being economically disadvantaged. For districts with a lower percentage of economically disadvantaged pupils, the state payment would decline to \$500. This stipend should not be confused with the \$500 hazard pay for teachers, which is expected to be funded by the Coronavirus Relief Fund and has yet to be finalized.

- **MPSERS Cost for 2020-2021:** The basic structure, including cost support provided by the School Aid Fund, will continue. For 2021, the overall contribution rate is expected to increase to 42 percent from 39 percent, with the net cost to the School District approximating 28 percent. While the net cost to the School District changes marginally, the overall contribution rate increases significantly from 2020. The School Aid Fund implication is that more resources are redirected from the funding of operations to the support of the retirement system funding requirement.

Looking Forward to 2022 and Beyond

Given the uncertain funding environment, looking past 2021 is difficult. The August 2020 Revenue Estimating Conference provided a look into 2022. While 2021 projected a surplus to carry over to 2022, the estimates suggest 2022 would be essentially breakeven, and the projections do not build in any specific foundation allowance increases. Factors that will impact projections include the following:

- The extent of economic “bounce back or backwards” that will be experienced by the State
- The impact of any future federal stimulus provided, as the projections do not include any stimulus other than what is already in place
- The ability to return to in-class instruction
- Student enrollment
- Health of the State’s General Fund
- Cost trends for the retirement system and extent state support is used from the School Aid Fund

The next Revenue Estimating Conference will occur in January 2021. Districts will need to carefully monitor those results and compare projections to the August 2020 conference results. That information will allow districts to better project the extent of recovery and implications for school funding.

New Federal Funding Considerations - 2020 and 2021

Districts are experiencing a significant flow of new federal grant funding, the likes of which have not been seen since the Great Recession. These federal grants have compliance strings attached and require additional time and attention by school districts to evaluate and ensure proper use.

The Families First Coronavirus Response Act and the Coronavirus Aid, Relief, and Economic Security Act appropriated billions of dollars in supplemental and new education grant programs. In addition, these acts, and numerous waivers issued by federal agencies, have provided flexibilities for states, intermediate school districts, and local education authorities responsible for administering and monitoring new and previously existing federal grant programs.

Specific guidance related to the funding awarded to the School District under these acts has been released sporadically, oftentimes after the award was announced or funding disbursed; in some cases, guidance is still developing. The following is a summary of the more significant federal grants that have already been awarded to the School District or those to which the School District may consider applying:

- *Child Nutrition Meal Reimbursement: Unanticipated School Closures Program* - Due to the national emergency and mandatory closure of all Michigan K-12 schools, the School District participated in the Unanticipated School Closure Summer Food School Program (SFSP) during March, April, May, and June 2020. Nationwide and state-specific waivers granted by the U.S. Department of Agriculture (USDA) allowed all sponsors that participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), and SFSP to serve noncongregate meals to any child or teen age 18 years or younger residing in the community. The meals served through this program were provided free of charge, and reimbursement to the School District was funded through the CARES Act. Meal reimbursement claims by the School District under the Unanticipated School Closures grant during the year ended June 30, 2020 totaled \$254,000.

On August 31, 2020, the USDA announced that it is extending a suite of nationwide waivers for the Summer Food Service Program and Seamless Summer Option (SSO) through the end of 2020 or until available funding is depleted. The extended waivers allow for congregate or noncongregate meals to be served in all areas at no cost and for parents or guardians to pick up meals for their children.

- *Coronavirus Relief Fund* - The CARES Act established the Coronavirus Relief Fund (CRF) and appropriated these funds to states and large governmental municipalities. The funds are designed to help districts cover the supplemental costs related to their response to COVID-19. In July and August 2020, the State of Michigan appropriated \$530 million of the State's federal CRF funds to local education agencies (LEAs), which has since been distributed via the state aid payment system. In addition, \$125 million of Michigan CRF funds are earmarked to provide support to eligible child care providers, including those operated by school districts.

Districts are required to use the funds in accordance with federal rules and regulations, subject to further interpretation by the State of Michigan. The CARES Act outlines three broad requirements that pertain to payments from the Coronavirus Relief Fund; the funds may be used only to cover expenses that:

1. Are necessary expenditures incurred due to the public health emergency with respect to coronavirus disease 2019 (COVID-19)
2. Were not accounted for in the budget most recently approved as of March 27, 2020 (the date of enactment of the CARES Act) for the state or government
3. Were incurred during the period from March 1, 2020 through December 30, 2020

In early September 2020, the U.S. Treasury issued clarified guidance specific to school districts' use of CRF funds. This guidance broadly states that CRF payments may be used to cover costs associated with providing distanced or in-person learning and that, "as an administrative convenience, Treasury will presume expenses of up to \$500 per elementary and secondary school student to be eligible expenditures, such that schools do not need to document the specific use of funds up to that amount." While the Treasury guidance provides flexibility relative to the eligibility of costs that can be applied to CRF funds, there remains some uncertainty surrounding the nature and extent of documentation that school districts will be required to produce and retain to support how the funds were used. Therefore, we encourage the School District to remain cognizant of any updates to requirements relating to CRF funds as they are made available.

The School District's July and August 2020 state aid payments included a total of \$1,110,000 in CRF funds that must be recognized as revenue during fiscal year 2021 for eligible expenses incurred from March 1, 2020 through December 30, 2020.

- *Elementary and Secondary School Emergency Relief (ESSER) Fund* - The CARES Act also established a \$30.75 billion Education Stabilization Fund. Of the total \$389 million allocation to Michigan, the Michigan Department of Education (MDE) is required to apportion a minimum of 90 percent to LEAs based on the previous year's Title I formula. Although the State has no discretion in how this portion of the funding is to be allocated to eligible LEAs, school districts are still required to complete an application and budget by September 30, 2020 to be granted the award. ESSER grant funds can be applied toward a variety of allowable uses, including, but not limited to, coordination of efforts in response to coronavirus; provision of resources necessary to address the needs of individual schools, including learning materials and professional development; and other activities that are necessary to maintain the operation of and continuity of services in the school district and continue to employ existing staff.

A portion (9.5 percent) of the State ESSER Fund allocation is to be awarded competitively to school districts demonstrating the most need for remote learning connectivity and student mental health resources. Awards to individual school districts out of this reserve, known as ESSER Equity, are limited to 20 percent of the formula allocations. Applications are also due by September 30, 2020, and expenditures must have been incurred during the period from March 13, 2020 through September 30, 2021 to be eligible for reimbursement.

The School District's formula ESSER allocation is \$695,735.

- *Governor's Education Emergency Relief (GEER) Fund* - GEER funds will be awarded to school districts that are determined to be most significantly impacted by COVID-19. A total of \$60 million will be distributed to school districts based on the number of students in high-need student groups, including those that are economically disadvantaged, special education students, and English language learners. To be eligible for funding, a school district's concentration of economically disadvantaged pupils compared to total enrollment must exceed 50 percent. Applications for GEER funds are expected to be available on or around September 14, 2020, and districts will have until the end of 2020 to apply. GEER funds must be used to support connectivity and out-of-school learning time; address learning loss and student mental health; provide for remote learning materials and professional development; and other health, safety, and wellness needs identified, required, or recommended in the MI Safe Schools Return to School Roadmap.

In addition to the CARES Act funding described above, the School District may also have received or may be eligible to apply for the following grants designed to assist with responding to impacts of the pandemic:

- Child Care and Development Block Grant - CARES Act Supplemental Payments
- Head Start - CARES Act Supplemental Payments
- Federal Emergency Management Agency (FEMA) Grants
- Coronavirus Food Assistance Program (CFAP) Commodities
- Federal assistance from the intermediate school district

In order to maximize available funding and ensure compliance with federal rules and regulations, the School District should do the following:

- Obtain a clear understanding of program requirements, including allowable uses and time period in which eligible expenses must be incurred.
- Verify that procedures and internal controls are adequately in place to adhere to Uniform Guidance rules related to procurement, cash management, allowable costs, and subrecipient monitoring, as applicable.
- Ensure that policies and procedures have been created or amended in accordance with requirements set forth in OMB Memorandums M-20-17 (rescinded by and replaced with M-20-26 on June 18, 2020) and M-20-26 (expired September 30, 2020), which provided agencies the ability to extend administrative relief to federal grant recipients.

- Document all decisions made to determine eligibility of emergency-funded costs.
- Refer regularly to accounting guidance issued by the Michigan Department of Education to ensure that federal grant revenue is recorded correctly and expenditures are tracked using the proper grant codes.

The COVID-19 pandemic has created a continuously changing environment for recipients of federal funding, including the School District. As future legislation is developed, guidance is updated, and additional challenges and opportunities are uncovered, we are committed to assisting you in navigating the complexities.

Michigan Public School Employees' Retirement System (MPERS) - Update on the Plans' Net Pension/OPEB Liabilities

Similar to the State of Michigan, the MPERS plan has a September 30 year end. With the adoption of GASB Statement Nos. 68 and 75, districts have been reporting their share of the MPERS plan funded status in the government-wide financial statements of the district.

At September 30, 2019, the pension portion of the MPERS plan had a net pension liability of approximately \$33.8 billion. This is an increase from the reported amount of \$30.7 billion at September 30, 2018, an increase of approximately 10 percent. This increase meant that, for the year ended June 30, 2020, districts reported a higher net pension liability than they had in the previous year, despite the fact that districts continued to make their required contributions to the plan during fiscal year 2020. One of the primary reasons for the increase in the liability was the result of a recently completed five-year experience study. The study results had the impact of increasing computed liabilities and contribution requirements. Additionally, the discount rate was lowered by 0.25 basis points, which also had the impact of increasing the pension liability.

At September 30, 2019, the retiree health care portion (OPEB) of the MPERS plan had a net OPEB liability of approximately \$7.3 billion. This is a decrease from the reported amount of \$8.1 billion at September 30, 2018, a decrease of approximately 10 percent. The discount rate was lowered by 0.20 basis points, which had the unfavorable impact of increasing the liability. However, this was largely offset by the results of a favorable experience study adjustment related to a decrease in the projected per person health benefits costs.

Fund Balance

The financial turmoil encountered during the preparation for final amendments to the School District's budget at the end of the 2020 fiscal year highlighted the importance of maintaining adequate fund balance. The unknown economic impacts of the pandemic led to communications from the State projecting significant School Aid Fund shortfalls, requiring districts to plan for the worst. Although the ultimate proration for 2020 totaled \$175 per pupil, rather than original estimates of \$650 - \$700 per pupil cuts, districts with adequate fund balance were best positioned to absorb this very late funding adjustment.

During the 2019-2020 school year, the School District's General Fund revenue exceeded expenditures by approximately \$2.2 million. This resulted in increasing the General Fund fund balance to approximately \$1.6 million at June 30, 2020. Fund balance goals are often stated in terms of a percentage of total expenditures. As a point of reference, the statewide average for school districts at June 30, 2019 is approximately 14.20 percent of expenditures. Fund balance at the statewide average would approximately equal the School District's average operating costs for a seven-week period. The School District's fund balance percentage is 4.6 percent and equals approximately two weeks of operation.

Clearly, the School District will continue to face a difficult budgeting environment in 2020-2021 due to the unknowns surrounding the duration and impact of the pandemic on the State's economy and the School Aid Fund. School districts will need to strategically utilize federal grant funding and consider the impacts of educational service delivery on pupil count. Fund balance management will be an essential element for district success moving forward in these uncertain times.

Early Warning Legislation

Early Warning requirements were put in place in 2015. The requirements are designed to identify districts that may be showing signs of fiscal distress, create a system of reporting this situation sooner than in the past, and require those districts deemed to be in distress to remit more frequent financial data to the Treasury and the MDE.

One key item was the identification of those districts and charter schools whose total General Fund fund balance was less than 5 percent of General Fund revenue in each of the last two years. The definition of revenue for the purpose of this test focuses on General Fund unrestricted revenue. Districts that meet this criterion are required to remit the budgetary assumption and expenditure per pupil information to CEPI as the first step in the process.

Once remitted, the state treasurer, through the Office of School Review and Fiscal Accountability (OSRFA), may conclude that the potential for fiscal stress may exist. At that time, the district may conclude to contract with the ISD to review the district's financial records and offer recommendations to avoid a deficit. The review would need to be concluded within 90 days of entering into the contract and requires quarterly reporting to the State on the status of implementation of the recommendations.

In its oversight role, OSRFA uses a fiscal projection model to historical Financial Information Database (FID) data. The projection model incorporates four key financial indicators, which are enrollment, revenue, expenditures, and fund balance. School districts are sent a communication to determine if a corrective action plan had been implemented or if there was an explanation for a decrease in General Fund fund balance. OSRFA reviews each school district's response and financial data to determine whether potential fiscal stress existed in the school district. If fiscal stress is not declared, then it follows up on the district's corrective actions. If fiscal stress is declared, the district and others are notified, and the district may contract with the ISD for an administrative review. As an option under this process, the district can enter into a partnership agreement. This method is designed to allow the district to work together with another organization, generally the ISD, to craft and manage a plan. This process is preferred rather than using an emergency manager (EM), as the State of Michigan no longer has any districts currently operating under an EM.

For the 2020 school year, districts received a \$175 per pupil proration in state aid revenue, which was included in the August state aid status report. This late reduction in revenue may have resulted in districts falling below the 5 percent triggering threshold of fund balance as a percentage of General Fund revenue. As noted above, OSRFA evaluates this threshold over a two-year period, as well as other financial trends, when determining financial distress. The Department of Treasury has expressed that the late funding cut will be taken into consideration if districts find they are triggering the 5 percent threshold as a result.

For the year ended June 30, 2020, the General Fund fund balance was 8 percent of unrestricted General Fund revenue after eliminating the deficit fund balance from June 30, 2019. The School District should continue to monitor this figure closely so that any required reporting can be done in accordance with the required timelines.

Significant Changes in the Future to the Financial Reporting Model for Schools

Under the current Governmental Accounting Standards Board (GASB) standards, school districts have been reporting using the current framework for approximately two decades. While the current financial statement presentation has worked, the GASB is looking to improve its effectiveness for all governments.

This project kicked off in August 2013. Recently, exposure drafts were issued in June 2020 titled "Financial Reporting Model Improvements" and "Recognition of Elements of Financial Statements." The GASB's goal is to have final standards issued by June 2022.

Once adopted by the GASB, these new standards will have a significant impact on the accounting and financial reporting for school districts. Currently, school districts account for activity in the funds using the modified accrual basis of accounting. The exposure drafts argue that, under the current model, there is no sufficient framework that ensures that governmental entities are consistently reporting similar types of transactions in their financial statements. They also argue that the time period looked at for certain transactions in fund accounting is too short and that the current method has too many piecemeal guidance points rather than a conceptual framework against which transactions can be applied in order to determine the correct accounting. Some of the proposed changes in the exposure drafts (which are significantly different compared to the current model) include the following:

- Requiring additional information in the management’s discussion and analysis (MD&A)
- In the budget-to-actual statements, requiring a column that would show the variances between the original and amended budget
- In the fund-based statements:
 - Significant terminology changes - “Revenue” will be referred to as “inflows of resources” and “expenditures” as “outflows of resources”. In addition, many of the statements will be renamed, and some of the fund-type definitions will be changed.
 - “Modified accrual” accounting would change to “short-term financial resources measurement focus.” Generally, transactions would be accounted for in the governmental funds if they are expected to be converted to cash or paid in cash within 12 months of the school district’s year end. A typical example would be revenue recognition. Under today’s rules, if a receivable is not collected within 60 days of the school district’s year end, then the related revenue, generally, must be deferred until the following year. Under the proposed changes, the revenue can be recognized in the current period as long as it will be collected within one year of the current period end. In this example, revenue in the funds may be recognized sooner in the proposed new model as compared to the current model. This change will impact the timing of when revenue and expenditures are recorded in the governmental funds; in addition, the actual financial statements themselves will actually look quite different from a presentation perspective. This is a significant change.

The exposure draft allows for a phased adoption. Districts with total annual revenue (across all funds) over \$75 million will adopt in the year ending June 30, 2025. Those under \$75 million will adopt in the year ending June 30, 2026. We will continue to monitor progression very closely. When the new standards ultimately get issued, we will work with your business office to ensure smooth and efficient adoption.

GASB Statement No. 87 - Leases

This statement was originally effective for the School District's June 30, 2021 financial statements; however, it was postponed 18 months with the issuance of GASB Statement No. 95, *Postponement of the Effective Dates of Certain Authoritative Guidance*, in response to the COVID-19 pandemic. With the deferral, GASB Statement No. 87 is now effective for the School District's June 30, 2022 financial statements. The statement requires recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows or outflows of resources based on payment provisions of the lease. The statement was issued to improve accounting and financial reporting for leases by governments. The statement establishes a single model for lease accounting for both lessees and lessors based on the foundational principle that leases are financings of the right to use an underlying asset. Under this statement, a lessee is required to recognize a lease liability and an intangible right-of-use lease asset on the lessee's government-wide financial statements, and a lessor is required to recognize a lease receivable and a deferred inflow of resources on the lessor's government-wide financial statements. Furthermore, there are additional financial statement disclosures required for the lessee and lessor as a result of the standard. The School District will have to identify and analyze all significant lease contracts to determine the lease asset and lease liability or deferred inflow or outflow of resources that will be required to be recognized upon implementation of the standard. This review should include all existing lease contracts and contracts that may have embedded lease arrangements that were not previously considered.

Lessee Accounting Under GASB 87

A lessee should recognize a lease liability and a lease asset at the commencement of the lease term, unless the maximum lease term per the lease contract is 12 months or less or it transfers ownership of the underlying asset. The lease liability is measured at the present value of lease payments expected to be made during the lease term (less any lease incentives). The right-of-use asset is measured at the amount of initial measurement of the lease liability, plus any payments made to the lessor at or before commencement of the lease term and certain direct costs incurred to place the leased asset in service. The lessee should reduce the lease liability as payments are made and recognize an outflow of resources (i.e., expense) for interest on the liability. The lease asset should be amortized in a systematic and rational manner over the shorter of the lease term or the useful life of the underlying asset.

Building Utilization and Facility Assessments

Enrollment changes could be affecting the utilization of the School District's facilities. We recommend you consider conducting a facility assessment and utilization study to analyze your facilities well before planning an investment in renovations or new construction. Now is an especially good time to consider this information because the rise in property values is leading to increased bonding capacity and bond passage rates.

To the extent it would be helpful, Plante Moran Cresa, an affiliate of Plante & Moran, PLLC, can help you conduct an assessment based on your current needs and help you locate areas of potential changing enrollment and demographics. Plante Moran Cresa's assessments involve a complete review and report of every district building related to the following:

- Capital requirements for upgrades, renovations, upkeep, and improvements
- Specific examination of roofing, mechanical systems, flooring, and windows with a timeline for replacement
- Summary of the current use of the facility (for classrooms, support rooms, storage, etc.)
- Summary of current and future enrollment needs by building
- Recommendations for best utilizing the existing space and future plans for programming



Ford Administration
Jason Zirniss, 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 Zirniss
Assistant Superintendent of Business and Operations
Date: December 10, 2020
Re: HVAC Update

The District HVAC review has been progressing well throughout these past few weeks. K&S Ventures has been able to assess all buildings and there are a few outstanding items that need attention.

1. AHU-8 at the Jr. High needs a VFD added, costs not to exceed \$5,465.
2. Expansion tank needs to be replaced at the Jr. High, replacement cost not to exceed \$9,785.

K&S Ventures has provided quotes for the work and we are obtaining additional quotes to ensure we are receiving a fair price.

We also were able to review our current filter solutions with AERO Filter and K&S Ventures. We are putting in a plan to ensure filters are changed on a regular schedule and shipped directly to schools reducing the need for maintaining filter stock on site.

We have attached a copy of the most recent summary report from K&S Ventures. We are awaiting the final reports from them from several buildings. Further updates will be provided as they become available.

Funding Sources:

Sinking Fund

Financial Impact:

Not to exceed \$15,250

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.





MECHANICAL & ELECTRICAL CONTRACTING • ENERGY MANAGEMENT SYSTEMS • TEMPERATURE CONTROLS

December 3, 2020

Jason Zirniss
Hazel Park Schools
1620 E Elza Ave
Hazel Park, MI 48030-2358

RE: Junior High AHU#8 Supply Fan VFD

Dear Jason -

K & S Ventures Inc. is pleased to provide pricing for installation of VFD on AHU#8 supply fan at Hazel Park Junior High. Currently supply fan does not have a VFD, recommend installation of VFD on fan.

SCOPE OF WORK

- Run necessary wire from VFD to existing panel
- Installation of new Yaskawa 40HP VFD
- Program drive as necessary
- Start and verify operations

Work Not Included in Total Cost

- Any additional repairs to system
- Work to be performed during normal business hours

Total Cost: \$5,465.00

***All Price's Valid for 30days**

Please feel free to contact our office at 248-299-4212 with any questions.

Sincerely,

Sidney H. Blomberg Jr.
President



MECHANICAL & ELECTRICAL CONTRACTING • ENERGY MANAGEMENT SYSTEMS • TEMPERATURE CONTROLS

December 3, 2020

Jason Zirniss
Hazel Park Schools
1620 E Elza Ave
Hazel Park, MI 48030-2358

RE: Junior High Expansion Tank

Dear Jason -

K & S Ventures Inc. is pleased to provide pricing for replacement of Taco expansion tank at Hazel Park Junior High. The tank bladder is currently bad and it is more cost effective to replace the entire tank then just replace the bladder.

SCOPE OF WORK

- Drain expansion tank as necessary
- Removal and disposal of existing expansion tank
- Installation of new Taco CA1200-125 expansion tank
- Fill tank as necessary
- Start and verify operations

Work Not Included in Total Cost

- Any additional repairs to system
- Work to be performed during normal business hours

Total Cost: \$9,785.00

***All Price's Valid for 30days**

Please feel free to contact our office at 248-299-4212 with any questions.

Sincerely,

Sidney H. Blomberg Jr.
President

HVAC System Functional Checkout Deficiency List

Date: 12/8/20

****District wide detailed filter list to be provided by early next week****

School: High School

Air Handling Units

- Office RTU 1/2 cannot command points
- SFE – 7/8 Pool cannot command points

Variable Air Volume Boxes

- Repairs are complete and operational

Vertical Unit Ventilators

- Repairs are complete and operational

Heating Hot Water System

- Boiler system is running

Exhaust Fans

- Repairs are complete and operational

School: Hoover Elementary

Air Handling Units

- Repairs are complete and operational

Variable Air Volume Boxes

- Repairs are complete and operational

Vertical Unit Ventilators

- Repairs are complete and operational

Heating Hot Water System

- Boiler system is running
- Found hot water mixing valve are bad on each boiler
 - Need to investigate if there are better actuators for these valves

Exhaust Fans

- All exhaust fans operation beside Main Office Bathroom
 - Cannot locate/turn on power

School: United Oaks Elementary

Air Handling Units

- Repairs are complete and operational

Variable Air Volume Boxes

- Repairs are complete and operational

Vertical Unit Ventilators

- Repairs are complete and operational

School: Junior High

Air Handling Units

AHU-8

- VFD quote provided on 12/3/20

Variable Air Volume Boxes

- Repairs are complete and operational

Vertical Unit Ventilators

- Repairs are complete and operational

Exhaust Fans

- Repairs are complete and operational

Expansion Tank:

- Expansion tank quote provided on 12/3/20

School: Webb Elementary/Jardon Vocational

Exhaust Fans

- Repairs are complete and operational

School: Ford

Exhaust Fans

- Repairs are complete and operational

School: Edison School

- School is brand new and operational

**School District of the City of Hazel Park and Hazel Park Education Association (HPEA)
Tentative Agreement 12-3-20**

The circumstances leading to this tentative agreement are as follows. The parties currently have a collective bargaining agreement in effect through June 30, 2021. The District has been in a financial crisis and has been operating under a Deficit Elimination Plan (DEP) approved by the Michigan Department of Treasury, which has led to the parties to previously enter into several Memoranda of Understanding and successor collective bargaining agreements, all of which were subject to approval by the Michigan Department of Treasury following ratification by both parties. The parties agreed to a possible economic wage re-opener in November 2020. After meeting in November and December 2020, the parties have reached agreement on the economic re-opener.

Accordingly, the parties hereby agree as follows, in addition to the increases provided in the tentative agreement dated April 16, 2020:

A. The term of the parties' successor collective bargaining agreement remains for the period July 1, 2019, through June 30, 2021; however, notwithstanding anything to the contrary, it is understood that any remaining compensation reductions previously agreed to in previous Memoranda and agreements shall remain in place, except as modified by this tentative agreement and the previous collective bargaining agreements, and that there will be no step or other increases in compensation or insurance contributions whatsoever, until the parties otherwise agree. The parties agree to begin negotiations for the 2021-22 school year no later than April 2021.

B. The following increases shall be implemented as of January 1, 2021:

1. Restore the teachers' salary schedule to 2014-15 levels by increasing the salary schedule across-the-board by 3.85% for non-Center bargaining unit members other than at Step 11; Step 11, which did not exist in the 2014-15 salary schedule, shall be increased by 3.82% (2.29% plus 1.53%); it is also agreed to increase the salary schedule for Center bargaining unit members so that it is 4% higher than for non-Center bargaining unit members at all steps and levels.
2. The 12 teachers listed on Attachment A shall move one and one-half (1 and ½) steps.
3. The 15 teachers listed on Attachment B shall move one-half (1/2) step.

All other terms in the collective bargaining agreement not addressed above will remain unchanged.

It is understood and agreed that this tentative agreement is contingent upon ratification by both parties.

Attachment A

Name	Lane	Step
BEACH, CARLA J	MA	3.5
WILKINS, ANGELA D	MA	4.5
BECKER, ALICIA M	MA	7.5
SCHWEGLER-MICHAEL, DEBORAH ELL	MA	7.5
LEY, SARAH K	MA	1.5
HUGHES, REBECCA R	MA	7.5
FRESCH-IRWIN, CARRIE JEAN	MA	3.5
DAUPHIN, JILL M	MA15	6.5
Name	Lane	Step
SPRINGSTEEN, JANET E	MA	5.5
CASTILLO, RICARDO	MA15	5.5
BYERLY, KATHERINE A	MA30	8.5
BARSHAW, LENORE	MA	9.5

Attachment B

SARAH GREGORY	GREGORY	2015-2016	5.50
GABRIEL MILLER	MILLER	2015-2016	Center 1.50
NATALIE SCHNEIDER	SCHNEIDER	2015-2016	Center 1.50
SUSAN TOMPKINS	TOMPKINS	2015-2016	3.50
MEGAN BURR	BURR	2016-2017	2.50
ELIZABETH DEAN	DEAN	2016-2017	3.00
ANDREA GIERAK	GIERAK	2016-2017	6.50
KAYLA HINES	HINES	2016-2017	3.00
ROBIN KRATZER	KRATZER	2016-2017	4.50
KARLEY MANNINO	MANNINO	2016-2017	2.00
ERIKA RESH	RESH	2016-2017	3.50
KATHLEEN REYES	REYES	2016-2017	3.00
CRYSTAL SCHOTT	SCHOTT	2016-2017	2.50
NIKKI VANLUVEN	VANLUVEN	2016-2017	1.50
THOMAS WOLAK	WOLAK	2016-2017	5.00

**The School District of the City of Hazel Park HPEA
Center Program Salary Schedule
2020/2021
As of January 1, 2021**

For Teachers Hired Before November 22, 2010

Degree:	B.A.	B.A. +18	M.A.	M.A. +15	M. A. +30	M.A. +45	DR.	Non Degree
1.5	\$40,208	\$42,473	\$44,926	\$46,331	\$47,742	\$49,152	\$50,556	\$37,958
2	\$41,876	\$44,300	\$46,990	\$48,396	\$49,807	\$51,217	\$52,622	\$39,452
2.5	\$43,543	\$46,132	\$49,055	\$50,460	\$51,869	\$53,281	\$54,685	\$40,956
3	\$45,210	\$47,959	\$51,116	\$52,525	\$53,940	\$55,344	\$56,750	\$42,448
3.5	\$46,876	\$49,802	\$53,184	\$54,589	\$56,001	\$57,406	\$58,816	\$43,955
4	\$48,540	\$51,622	\$55,248	\$56,653	\$58,065	\$59,469	\$60,877	\$45,452
4.5	\$50,202	\$53,459	\$57,309	\$58,717	\$60,127	\$61,534	\$62,944	\$46,954
5	\$51,869	\$55,285	\$59,374	\$60,784	\$62,188	\$63,599	\$65,005	\$48,455
5.5	\$53,536	\$57,121	\$61,438	\$62,847	\$64,253	\$65,662	\$67,071	\$49,956
6	\$55,204	\$58,949	\$63,499	\$64,902	\$66,316	\$67,730	\$69,140	\$51,452
6.5	\$56,867	\$60,784	\$65,563	\$66,971	\$68,381	\$69,789	\$71,203	\$52,953
7	\$58,532	\$62,610	\$67,629	\$69,045	\$70,445	\$71,856	\$73,263	\$54,456
7.5	\$60,194	\$64,437	\$69,691	\$71,099	\$72,508	\$73,917	\$75,322	\$55,952
8	\$61,868	\$66,272	\$71,755	\$73,167	\$74,573	\$75,984	\$77,388	\$57,454
8.5	\$63,530	\$68,109	\$73,823	\$75,230	\$76,640	\$78,050	\$79,454	\$58,959
9	\$65,197	\$69,936	\$75,888	\$77,292	\$78,701	\$80,110	\$81,518	\$60,450
9.5	\$65,878	\$70,711	\$76,800	\$78,187	\$79,575	\$80,959	\$82,348	\$61,038
10	\$67,519	\$72,509	\$78,836	\$80,217	\$81,611	\$82,993	\$84,382	\$62,511
11	\$68,552	\$73,618	\$80,043	\$81,444	\$82,860	\$84,263	\$85,673	\$63,468

For Teachers Hired After November 22, 2010

Degree:	B.A.	M.A.	M. A. +30	DR.	Non Degree
1.5	\$40,208	\$44,926	\$47,742	\$50,556	\$37,958
2	\$41,876	\$46,990	\$49,807	\$52,622	\$39,452
2.5	\$43,543	\$49,055	\$51,869	\$54,685	\$40,956
3	\$45,210	\$51,116	\$53,940	\$56,750	\$42,448
3.5	\$46,876	\$53,184	\$56,001	\$58,816	\$43,955
4	\$48,540	\$55,248	\$58,065	\$60,877	\$45,452
4.5	\$50,202	\$57,309	\$60,127	\$62,944	\$46,954
5	\$51,869	\$59,374	\$62,188	\$65,005	\$48,455
5.5	\$53,536	\$61,438	\$64,253	\$67,071	\$49,956
6	\$55,204	\$63,499	\$66,316	\$69,140	\$51,452
6.5	\$56,867	\$65,563	\$68,381	\$71,203	\$52,953
7	\$58,532	\$67,629	\$70,445	\$73,263	\$54,456
7.5	\$60,194	\$69,691	\$72,508	\$75,322	\$55,952
8	\$61,868	\$71,755	\$74,573	\$77,388	\$57,454
8.5	\$63,530	\$73,823	\$76,640	\$79,454	\$58,959
9	\$65,197	\$75,888	\$78,701	\$81,518	\$60,450
9.5	\$65,878	\$76,800	\$79,575	\$82,348	\$61,038
10	\$67,519	\$78,836	\$81,611	\$84,382	\$62,511
11	\$68,552	\$80,043	\$82,860	\$85,673	\$63,468

**The School District of the City of Hazel Park HPEA
Non Center Program Salary Schedule
2020/2021
As of January 1, 2021**

For Teachers Hired Before November 22, 2010

Degree:	B.A.	B.A. +18	M.A.	M.A. +15	M. A. +30	M.A. +45	DR.	Non Degree
1.5	\$38,662	\$40,839	\$43,198	\$44,549	\$45,906	\$47,262	\$48,612	\$36,498
2	\$40,265	\$42,596	\$45,183	\$46,535	\$47,891	\$49,247	\$50,598	\$37,935
2.5	\$41,868	\$44,358	\$47,168	\$48,519	\$49,874	\$51,232	\$52,582	\$39,381
3	\$43,471	\$46,114	\$49,150	\$50,505	\$51,865	\$53,215	\$54,567	\$40,815
3.5	\$45,073	\$47,887	\$51,138	\$52,489	\$53,847	\$55,198	\$56,554	\$42,264
4	\$46,673	\$49,637	\$53,123	\$54,474	\$55,832	\$57,182	\$58,536	\$43,704
4.5	\$48,271	\$51,403	\$55,105	\$56,459	\$57,814	\$59,167	\$60,523	\$45,148
5	\$49,874	\$53,159	\$57,090	\$58,446	\$59,796	\$61,153	\$62,505	\$46,591
5.5	\$51,477	\$54,924	\$59,075	\$60,430	\$61,782	\$63,137	\$64,491	\$48,035
6	\$53,081	\$56,682	\$61,057	\$62,406	\$63,765	\$65,125	\$66,481	\$49,473
6.5	\$54,680	\$58,446	\$63,041	\$64,395	\$65,751	\$67,105	\$68,464	\$50,916
7	\$56,281	\$60,202	\$65,028	\$66,389	\$67,736	\$69,092	\$70,445	\$52,362
7.5	\$57,879	\$61,959	\$67,011	\$68,364	\$69,719	\$71,074	\$72,425	\$53,800
8	\$59,488	\$63,723	\$68,995	\$70,353	\$71,705	\$73,062	\$74,412	\$55,244
8.5	\$61,087	\$65,489	\$70,984	\$72,337	\$73,692	\$75,048	\$76,398	\$56,691
9	\$62,689	\$67,246	\$72,969	\$74,319	\$75,674	\$77,029	\$78,383	\$58,125
9.5	\$63,344	\$67,991	\$73,846	\$75,180	\$76,514	\$77,845	\$79,181	\$58,690
10	\$64,922	\$69,720	\$75,804	\$77,132	\$78,472	\$79,801	\$81,137	\$60,107
11	\$65,915	\$70,787	\$76,964	\$78,312	\$79,673	\$81,022	\$82,378	\$61,027

For Teachers Hired After November 22, 2010

Degree:	B.A.	M.A.	M. A. +30	DR.	Non Degree
1.5	\$38,662	\$43,198	\$45,906	\$48,612	\$36,498
2	\$40,265	\$45,183	\$47,891	\$50,598	\$37,935
2.5	\$41,868	\$47,168	\$49,874	\$52,582	\$39,381
3	\$43,471	\$49,150	\$51,865	\$54,567	\$40,815
3.5	\$45,073	\$51,138	\$53,847	\$56,554	\$42,264
4	\$46,673	\$53,123	\$55,832	\$58,536	\$43,704
4.5	\$48,271	\$55,105	\$57,814	\$60,523	\$45,148
5	\$49,874	\$57,090	\$59,796	\$62,505	\$46,591
5.5	\$51,477	\$59,075	\$61,782	\$64,491	\$48,035
6	\$53,081	\$61,057	\$63,765	\$66,481	\$49,473
6.5	\$54,680	\$63,041	\$65,751	\$68,464	\$50,916
7	\$56,281	\$65,028	\$67,736	\$70,445	\$52,362
7.5	\$57,879	\$67,011	\$69,719	\$72,425	\$53,800
8	\$59,488	\$68,995	\$71,705	\$74,412	\$55,244
8.5	\$61,087	\$70,984	\$73,692	\$76,398	\$56,691
9	\$62,689	\$72,969	\$75,674	\$78,383	\$58,125
9.5	\$63,344	\$73,846	\$76,514	\$79,181	\$58,690
10	\$64,922	\$75,804	\$78,472	\$81,137	\$60,107
11	\$65,915	\$76,964	\$79,673	\$82,378	\$61,027

SUPERINTENDENT CONTRACT FIFTH ADDENDUM

THIS ADDENDUM is made and entered into in Hazel Park, Oakland County, Michigan, by and between the School District of the City of Hazel Park, a Michigan general powers school district whose offices are located at 1620 E. Elza, Hazel Park Mi. 48030 (hereinafter the “School District”), and Amy Y. Kruppe (hereinafter “Superintendent”).

The circumstances surrounding this Addendum are as follows.

The School District entered into an employment agreement with Dr. Amy Kruppe on May 18, 2015, and Dr. Kruppe was hired to serve as Superintendent for the School District, with an effective beginning contract date of July 1, 2015, and expiring on June 30, 2018.

The parties entered into the first contract addendum with an effective date of July 1, 2016, which extended the term of the original agreement through June 30, 2021, along with making other contract changes.

The parties entered into the second contract addendum with an effective date of July 1, 2017, which maintained the expiration date of June 30, 2021, but made other contract changes.

The parties entered into the third contract addendum with an effective date of February 11, 2019, which extended the term of the contract to June 30, 2022.

The parties entered into the fourth contract addendum with an effective date of April 20, 2020, which extended the term of the contract to June 30, 2023, and made other contract changes.

The parties hereby agree to this fifth contract addendum as follows:

IT IS AGREED:

1. SALARY MODIFICATION - The Superintendent base annual salary shall be increased by 3.0% effective January 1, 2021, with a new annual salary of **\$154,164 (One Hundred Fifty-Four Thousand One Hundred Sixty-Four Dollars)** per annum payable in biweekly equal installments.

2. TOTALITY OF TERMS - This Addendum contains all of the terms agreed to by the parties with respect to the modifications set forth above, and supersedes any conflicting provisions within the initial agreement and any other addendums concerning the annual salary to be paid under the contract; all other provisions of the original contract and previous addendums shall remain in full force.

4. CONFLICT - In the event of any conflict between the terms, conditions, and provisions of the Contract and any of the Board's policies or any permissive State or Federal law, the terms of this Contract shall take precedence over the contrary provisions of Board policy or State and Federal permissive law, unless otherwise prohibited by law.



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

To: Hazel Park Board of Education
From: Dr. Amy Kruppe, Superintendent
Date: December 8, 2020
Subject: Staff Wellness

We respectfully request the approval of a \$10,000 line item for staff wellness. These dollars would support activities provided for staff in order to support wellbeing in the district. Our first activity is yoga and meditation which will not only be supportive to our staff personally, but also give them ideas regarding how to implement this into the classroom. This class will be on Mondays and currently has over 20 staff members attending on Mondays.

Given this stressful time, we are requesting support for our staff in order to support their personal wellbeing.

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



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

To: Hazel Park Board of Education
From: Dr. Amy Kruppe, Superintendent
Date: December 7, 2020
Subject: Continuance of Open Enrollment 2021-2022

We would like to recommend continuing open enrollment for the 2020-2021 school year. Open enrollment allows for more opportunity for students to attend Hazel Park Schools. When our enrollment increases, we can offer more programs and activities for our students and support our staff. By not choosing to continue open enrollment our district and students will financially suffer. Last year a committee was recommended, however, due to COVID-19 it was not completed.

Strategic Goal

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

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.

We respectfully request the Board of Education support the open enrollment resolution.



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

BOARD OF EDUCATION - RESOLUTION

WHEREAS, the Hazel Park School District desires to make its schools, grades, and special programs available for enrollment by nonresident students residing within the Oakland School Intermediate School District and its contiguous and non-contiguous Intermediate School Districts to the extent permitted by law, and to count the same in membership pursuant to Section 105 and Section 105c of the State School Aid Act (MCL 388.1705 and 388.1705c), otherwise known as the Schools of Choice legislation for the upcoming 2021-2022 school year;

THEREFORE, BE IT RESOLVED, that the Hazel Park School District shall make such all of its schools, grades, and special programs available for enrollment by nonresident students residing within the Oakland Schools Intermediate School District and its contiguous and non contiguous intermediate School Districts to the extent permitted by law, and count such pupils in membership pursuant to Section 105 and Section 105c of the State School Aid Act (MCL 388.1705 and 388.1705c), otherwise known as the Schools of Choice legislation for the upcoming 2021-2022 school year.

IT IS FURTHER RESOLVED, that the School District, through its Administration, will comply with all of the requirements set forth in MCL 388.1705 and 388.705c for participation in School of Choice.

RESOLUTION DECLARED ADOPTED. _____, 2020

Laura Adkins, President of Hazel Park Schools Board of Education

Rachel Noth, Vice President of Hazel Park Schools Board of Education

Amy Kruppe, Ed.D., Superintendent of Hazel Park Schools



School	Y5	kdg	1	2	3	4	5	6	7	8	9	10	11	12	PH	EA	TOTAL
Hoover		39	27	30	49	36	37	0	0	0	0	0	0	0	0	0	218
Hoover VVA		13	20	12	1	14	17										77
United Oaks	16	34	33	33	43	31	27	0	0	0	0	0	0	0	0	0	217
United Oaks VVA		21	13	13	15	27	16										105
Webb		45	56	34	30	37	38	0	0	0	0	0	0	0	0	0	240
Webb VVA		20	14	11	21	11	9										86
JHS	0	0	0	0	0	0	0	118	109	103	0	0	0	0	0	0	330
JHS VVA	0	0	0	0	0	0	0	36	54	51	0	0	0	0	0	0	141
High School	0	0	0	0	0	0	0	0	0	0	120	110	106	111	0	0	447
Jardon	0	1	2	0	1	1	1	0	2	1	0	2	0	1	60	0	72
Edison	0	0	0	1	2	2	8	3	8	5	8	5	6	8	4	0	60
Advantage	0	0	0	0	0	0	3	0	4	2	5	15	24	74	0	0	127
Access	0	0	0	0	0	0	0	0	0	0	1	6	3	10	0	0	20
Invest	0	0	0	0	0	0	0	0	0	0	68	63	94	73	0	0	298
MI Cyber	0	0	0	0	0	0	0	0	0	0	27	51	100	109	0	0	287
Viking Virtual	0	0	0	0	0	0	0	0	0	0	38	62	43	87	0	0	230
Webster	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	19	19
											GSRP/PRESCHOOL						78
Totals	16	173	165	134	162	159	156	157	177	162	267	314	376	473	64	19	2974
																	-92



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: November 2020 Attendance Report
Date: December 9, 2020

We are required by the State to report to the Board of Education and share the attendance of our students.

Attendance for each area should be above 75% for the month. Hazel Park needs to have attendance above 75% for nine out of ten months.

The percentage of weekly engagement was 83.01% .
The weekly attendance is also attached.

Please contact me with any questions you might have.

Weekly Engagement Percentage Report
Hazel Park City School District - 11/04/2020 to 12/01/2020
Engagement Threshold: 1

Hoover Elementary

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
19	11/04/2020	11/10/2020	42	51	82.35	0
19	11/04/2020	11/10/2020	35	46	76.09	1
19	11/04/2020	11/10/2020	37	42	88.1	2
19	11/04/2020	11/10/2020	42	49	85.71	3
19	11/04/2020	11/10/2020	45	50	90	4
19	11/04/2020	11/10/2020	47	55	85.45	5

Average: 41.33 48.83 84.62

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
20	11/11/2020	11/17/2020	42	51	82.35	0
20	11/11/2020	11/17/2020	36	46	78.26	1
20	11/11/2020	11/17/2020	31	42	73.81	2
20	11/11/2020	11/17/2020	36	49	73.47	3
20	11/11/2020	11/17/2020	45	50	90	4
20	11/11/2020	11/17/2020	48	55	87.27	5

Average: 40.5 48.83 82.74

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
21	11/18/2020	11/24/2020	43	51	84.31	0
21	11/18/2020	11/24/2020	40	46	86.96	1
21	11/18/2020	11/24/2020	35	42	83.33	2
21	11/18/2020	11/24/2020	44	49	89.8	3
21	11/18/2020	11/24/2020	48	50	96	4
21	11/18/2020	11/24/2020	47	54	87.04	5

Average: 41.28 48.78 84.46

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
22	11/25/2020	12/01/2020	41	51	80.39	0
22	11/25/2020	12/01/2020	37	46	80.43	1
22	11/25/2020	12/01/2020	25	42	59.52	2
22	11/25/2020	12/01/2020	33	49	67.35	3
22	11/25/2020	12/01/2020	48	50	96	4
22	11/25/2020	12/01/2020	48	54	88.89	5

Average: 40.63 48.75 83.04

United Oaks Elementary

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
19	11/04/2020	11/10/2020	59	71	83.1	0
19	11/04/2020	11/10/2020	42	47	89.36	1
19	11/04/2020	11/10/2020	38	46	82.61	2
19	11/04/2020	11/10/2020	45	58	77.59	3
19	11/04/2020	11/10/2020	51	58	87.93	4
19	11/04/2020	11/10/2020	34	43	79.07	5

Average: 44.83 53.83 83.28

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
20	11/11/2020	11/17/2020	54	71	76.06	0
20	11/11/2020	11/17/2020	37	47	78.72	1
20	11/11/2020	11/17/2020	35	46	76.09	2
20	11/11/2020	11/17/2020	49	58	84.48	3
20	11/11/2020	11/17/2020	50	58	86.21	4
20	11/11/2020	11/17/2020	37	43	86.05	5

Average: 44.25 53.83 82.27

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
21	11/18/2020	11/24/2020	58	71	81.69	0
21	11/18/2020	11/24/2020	40	47	85.11	1
21	11/18/2020	11/24/2020	41	46	89.13	2
21	11/18/2020	11/24/2020	50	58	86.21	3
21	11/18/2020	11/24/2020	54	58	93.1	4
21	11/18/2020	11/24/2020	37	43	86.05	5

Average: 45.06 53.83 83.81

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
22	11/25/2020	12/01/2020	55	71	77.46	0
22	11/25/2020	12/01/2020	19	47	40.43	1
22	11/25/2020	12/01/2020	31	46	67.39	2
22	11/25/2020	12/01/2020	39	58	67.24	3
22	11/25/2020	12/01/2020	51	58	87.93	4
22	11/25/2020	12/01/2020	35	43	81.4	5

Average: 43.38 53.83 80.43

Webster Elementary

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
19	11/04/2020	11/10/2020	5	6	83.33	-2
19	11/04/2020	11/10/2020	58	68	85.29	-1

Average: 31.5 37 84.31

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
20	11/11/2020	11/17/2020	5	6	83.33	-2
20	11/11/2020	11/17/2020	56	68	82.35	-1

Average: 31 37 83.58

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
21	11/18/2020	11/24/2020	5	6	83.33	-2
21	11/18/2020	11/24/2020	58	68	85.29	-1

Average: 31.17 37 83.82

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
22	11/25/2020	12/01/2020	5	6	83.33	-2
22	11/25/2020	12/01/2020	57	71	80.28	-1

Average: 31.13 37.38 83.32

Hazel Park Junior High School

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
19	11/04/2020	11/10/2020	132	155	85.16	6
19	11/04/2020	11/10/2020	139	163	85.28	7
19	11/04/2020	11/10/2020	103	154	66.88	8

Average: 124.67 157.33 79.11

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
20	11/11/2020	11/17/2020	136	155	87.74	6
20	11/11/2020	11/17/2020	146	162	90.12	7
20	11/11/2020	11/17/2020	129	154	83.77	8

Average: 130.83 157.17 83.16

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
21	11/18/2020	11/24/2020	126	155	81.29	6
21	11/18/2020	11/24/2020	136	162	83.95	7
21	11/18/2020	11/24/2020	139	154	90.26	8

Average: 131.78 157.11 83.83

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
22	11/25/2020	12/01/2020	113	155	72.9	6
22	11/25/2020	12/01/2020	104	162	64.2	7
22	11/25/2020	12/01/2020	128	154	83.12	8

Average: 127.58 157.08 81.22

Hazel Park High School

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
19	11/04/2020	11/10/2020	112	119	94.12	9
19	11/04/2020	11/10/2020	100	111	90.09	10
19	11/04/2020	11/10/2020	98	106	92.45	11
19	11/04/2020	11/10/2020	102	111	91.89	12

Average: 103 111.75 92.14

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
20	11/11/2020	11/17/2020	113	119	94.96	9
20	11/11/2020	11/17/2020	102	111	91.89	10
20	11/11/2020	11/17/2020	95	106	89.62	11
20	11/11/2020	11/17/2020	103	111	92.79	12

Average: 103.13 111.75 92.23

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
21	11/18/2020	11/24/2020	111	119	93.28	9
21	11/18/2020	11/24/2020	102	110	92.73	10
21	11/18/2020	11/24/2020	91	106	85.85	11
21	11/18/2020	11/24/2020	103	111	92.79	12

Average: 102.67 111.67 91.87

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
22	11/25/2020	12/01/2020	105	119	88.24	9
22	11/25/2020	12/01/2020	99	110	90	10
22	11/25/2020	12/01/2020	85	106	80.19	11
22	11/25/2020	12/01/2020	98	111	88.29	12

Average: 101.19 111.63 90.57

Webb Elementary

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
19	11/04/2020	11/10/2020	56	65	86.15	0
19	11/04/2020	11/10/2020	63	69	91.3	1
19	11/04/2020	11/10/2020	40	45	88.89	2
19	11/04/2020	11/10/2020	48	51	94.12	3
19	11/04/2020	11/10/2020	45	48	93.75	4
19	11/04/2020	11/10/2020	44	47	93.62	5

Average: 49.33 54.17 91.31

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
20	11/11/2020	11/17/2020	50	65	76.92	0
20	11/11/2020	11/17/2020	63	69	91.3	1
20	11/11/2020	11/17/2020	40	45	88.89	2
20	11/11/2020	11/17/2020	46	51	90.2	3
20	11/11/2020	11/17/2020	45	48	93.75	4
20	11/11/2020	11/17/2020	45	48	93.75	5

Average: 48.75 54.25 90.22

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
21	11/18/2020	11/24/2020	56	65	86.15	0
21	11/18/2020	11/24/2020	61	69	88.41	1
21	11/18/2020	11/24/2020	43	45	95.56	2
21	11/18/2020	11/24/2020	49	51	96.08	3
21	11/18/2020	11/24/2020	47	48	97.92	4
21	11/18/2020	11/24/2020	43	48	89.58	5

Average: 49.11 54.28 90.91

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
22	11/25/2020	12/01/2020	46	65	70.77	0
22	11/25/2020	12/01/2020	54	70	77.14	1
22	11/25/2020	12/01/2020	29	45	64.44	2
22	11/25/2020	12/01/2020	27	51	52.94	3
22	11/25/2020	12/01/2020	44	48	91.67	4
22	11/25/2020	12/01/2020	46	47	97.87	5

Average: 47.08 54.29 87.13

Jardon School

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
19	11/04/2020	11/10/2020	1	1	100	-1
19	11/04/2020	11/10/2020	2	2	100	1
19	11/04/2020	11/10/2020	1	1	100	3
19	11/04/2020	11/10/2020	1	1	100	4
19	11/04/2020	11/10/2020	1	1	100	5
19	11/04/2020	11/10/2020	1	2	50	7
19	11/04/2020	11/10/2020	1	1	100	8
19	11/04/2020	11/10/2020	2	2	100	10
19	11/04/2020	11/10/2020	2	3	66.67	14
19	11/04/2020	11/10/2020	10	13	76.92	15
19	11/04/2020	11/10/2020	36	38	94.74	18
19	11/04/2020	11/10/2020	7	10	70	19

Average: 5.42 6.25 88.19

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
20	11/11/2020	11/17/2020	1	1	100	-1
20	11/11/2020	11/17/2020	1	2	50	1
20	11/11/2020	11/17/2020	1	1	100	3
20	11/11/2020	11/17/2020	1	1	100	4
20	11/11/2020	11/17/2020	2	2	100	7
20	11/11/2020	11/17/2020	1	1	100	8
20	11/11/2020	11/17/2020	2	2	100	10
20	11/11/2020	11/17/2020	1	1	100	12
20	11/11/2020	11/17/2020	3	3	100	14
20	11/11/2020	11/17/2020	10	13	76.92	15
20	11/11/2020	11/17/2020	33	38	86.84	18
20	11/11/2020	11/17/2020	7	10	70	19

Average: 5.33 6.25 89.25

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
21	11/18/2020	11/24/2020	1	1	100	-1
21	11/18/2020	11/24/2020	1	2	50	1
21	11/18/2020	11/24/2020	1	1	100	4
21	11/18/2020	11/24/2020	2	2	100	10
21	11/18/2020	11/24/2020	1	1	100	12
21	11/18/2020	11/24/2020	1	3	33.33	14
21	11/18/2020	11/24/2020	8	13	61.54	15
21	11/18/2020	11/24/2020	35	38	92.11	18
21	11/18/2020	11/24/2020	7	10	70	19

Average: 5.61 6.7 86.34

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
22	11/25/2020	12/01/2020	1	1	100	3
22	11/25/2020	12/01/2020	1	1	100	8
22	11/25/2020	12/01/2020	2	2	100	10
22	11/25/2020	12/01/2020	1	1	100	12
22	11/25/2020	12/01/2020	9	13	69.23	15
22	11/25/2020	12/01/2020	35	38	92.11	18
22	11/25/2020	12/01/2020	6	10	60	19

Average: 6 7.18 86.76

Advantage Alternative Program

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
19	11/04/2020	11/10/2020	3	3	100	5
19	11/04/2020	11/10/2020	4	4	100	7
19	11/04/2020	11/10/2020	1	2	50	8
19	11/04/2020	11/10/2020	5	5	100	9
19	11/04/2020	11/10/2020	6	15	40	10
19	11/04/2020	11/10/2020	12	22	54.55	11
19	11/04/2020	11/10/2020	30	74	40.54	12

Average: 8.71 17.86 69.3

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
20	11/11/2020	11/17/2020	3	3	100	5
20	11/11/2020	11/17/2020	4	4	100	7
20	11/11/2020	11/17/2020	2	2	100	8
20	11/11/2020	11/17/2020	4	5	80	9
20	11/11/2020	11/17/2020	3	15	20	10
20	11/11/2020	11/17/2020	12	22	54.55	11
20	11/11/2020	11/17/2020	27	74	36.49	12

Average: 8.29 17.86 69.72

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
21	11/18/2020	11/24/2020	3	3	100	5
21	11/18/2020	11/24/2020	4	4	100	7
21	11/18/2020	11/24/2020	1	2	50	8
21	11/18/2020	11/24/2020	4	5	80	9
21	11/18/2020	11/24/2020	4	15	26.67	10
21	11/18/2020	11/24/2020	10	22	45.45	11
21	11/18/2020	11/24/2020	27	74	36.49	12

Average: 8.05 17.86 67.37

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
22	11/25/2020	12/01/2020	2	3	66.67	5
22	11/25/2020	12/01/2020	3	4	75	7
22	11/25/2020	12/01/2020	3	5	60	9
22	11/25/2020	12/01/2020	3	15	20	10
22	11/25/2020	12/01/2020	11	23	47.83	11
22	11/25/2020	12/01/2020	24	74	32.43	12

Average: 7.96 18.48 63.58

Edison

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
19	11/04/2020	11/10/2020	1	1	100	2
19	11/04/2020	11/10/2020	2	2	100	3
19	11/04/2020	11/10/2020	2	2	100	4
19	11/04/2020	11/10/2020	8	8	100	5
19	11/04/2020	11/10/2020	3	3	100	6
19	11/04/2020	11/10/2020	8	8	100	7
19	11/04/2020	11/10/2020	4	5	80	8
19	11/04/2020	11/10/2020	8	8	100	9
19	11/04/2020	11/10/2020	4	4	100	10
19	11/04/2020	11/10/2020	6	6	100	11
19	11/04/2020	11/10/2020	8	8	100	12
19	11/04/2020	11/10/2020	1	1	100	15
19	11/04/2020	11/10/2020	1	3	33.33	18
Average:			4.31	4.54	93.33	

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
20	11/11/2020	11/17/2020	1	1	100	2
20	11/11/2020	11/17/2020	2	2	100	3
20	11/11/2020	11/17/2020	2	2	100	4
20	11/11/2020	11/17/2020	7	8	87.5	5
20	11/11/2020	11/17/2020	3	3	100	6
20	11/11/2020	11/17/2020	8	8	100	7
20	11/11/2020	11/17/2020	5	5	100	8
20	11/11/2020	11/17/2020	8	8	100	9
20	11/11/2020	11/17/2020	4	5	80	10
20	11/11/2020	11/17/2020	6	6	100	11
20	11/11/2020	11/17/2020	7	8	87.5	12
20	11/11/2020	11/17/2020	1	1	100	15
20	11/11/2020	11/17/2020	2	3	66.67	18
Average:			4.31	4.58	93.65	

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
21	11/18/2020	11/24/2020	1	1	100	2
21	11/18/2020	11/24/2020	2	2	100	3
21	11/18/2020	11/24/2020	2	2	100	4
21	11/18/2020	11/24/2020	7	8	87.5	5
21	11/18/2020	11/24/2020	3	3	100	6
21	11/18/2020	11/24/2020	7	8	87.5	7
21	11/18/2020	11/24/2020	5	5	100	8
21	11/18/2020	11/24/2020	8	8	100	9
21	11/18/2020	11/24/2020	4	5	80	10
21	11/18/2020	11/24/2020	6	6	100	11
21	11/18/2020	11/24/2020	8	8	100	12
21	11/18/2020	11/24/2020	1	1	100	15
21	11/18/2020	11/24/2020	1	3	33.33	18

Average: 4.28 4.59 92.91

Edison							
Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade	
22	11/25/2020	12/01/2020	1	1	100	2	
22	11/25/2020	12/01/2020	2	2	100	3	
22	11/25/2020	12/01/2020	2	2	100	4	
22	11/25/2020	12/01/2020	7	8	87.5	5	
22	11/25/2020	12/01/2020	3	3	100	6	
22	11/25/2020	12/01/2020	7	8	87.5	7	
22	11/25/2020	12/01/2020	5	5	100	8	
22	11/25/2020	12/01/2020	7	8	87.5	9	
22	11/25/2020	12/01/2020	4	5	80	10	
22	11/25/2020	12/01/2020	6	6	100	11	
22	11/25/2020	12/01/2020	6	8	75	12	
22	11/25/2020	12/01/2020	1	1	100	15	
22	11/25/2020	12/01/2020	2	3	66.67	18	
Average:			4.23	4.6	92.45		
Access Alternative School							
Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade	
19	11/04/2020	11/10/2020	2	6	33.33	10	
19	11/04/2020	11/10/2020	2	3	66.67	11	
19	11/04/2020	11/10/2020	7	10	70	12	
Average:			3.67	6.33	56.67		
Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade	
20	11/11/2020	11/17/2020	1	1	100	9	
20	11/11/2020	11/17/2020	1	6	16.67	10	
20	11/11/2020	11/17/2020	2	3	66.67	11	
20	11/11/2020	11/17/2020	6	10	60	12	
Average:			3	5.57	59.05		
Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade	
21	11/18/2020	11/24/2020	1	1	100	9	
21	11/18/2020	11/24/2020	2	6	33.33	10	
21	11/18/2020	11/24/2020	2	3	66.67	11	
21	11/18/2020	11/24/2020	7	10	70	12	
Average:			3	5.36	62.12		
Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade	
22	11/25/2020	12/01/2020	1	1	100	9	
22	11/25/2020	12/01/2020	2	6	33.33	10	
22	11/25/2020	12/01/2020	2	3	66.67	11	
22	11/25/2020	12/01/2020	6	10	60	12	
Average:			2.93	5.27	62.89		

Invest Roosevelt Alt High School

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
19	11/04/2020	11/10/2020	68	68	100	9
19	11/04/2020	11/10/2020	64	64	100	10
19	11/04/2020	11/10/2020	93	94	98.94	11
19	11/04/2020	11/10/2020	72	73	98.63	12

Average: 74.25 74.75 99.39

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
20	11/11/2020	11/17/2020	68	68	100	9
20	11/11/2020	11/17/2020	62	64	96.88	10
20	11/11/2020	11/17/2020	91	94	96.81	11
20	11/11/2020	11/17/2020	72	73	98.63	12

Average: 73.75 74.75 98.74

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
21	11/18/2020	11/24/2020	68	68	100	9
21	11/18/2020	11/24/2020	57	63	90.48	10
21	11/18/2020	11/24/2020	82	94	87.23	11
21	11/18/2020	11/24/2020	68	73	93.15	12

Average: 72.08 74.67 96.73

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
22	11/25/2020	12/01/2020	67	68	98.53	9
22	11/25/2020	12/01/2020	56	63	88.89	10
22	11/25/2020	12/01/2020	75	94	79.79	11
22	11/25/2020	12/01/2020	68	73	93.15	12

Average: 70.69 74.63 95.07

MICHIGAN CYBER ACADEMY

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
19	11/04/2020	11/10/2020	27	27	100	9
19	11/04/2020	11/10/2020	52	52	100	10
19	11/04/2020	11/10/2020	100	100	100	11
19	11/04/2020	11/10/2020	108	108	100	12

Average: 71.75 71.75 100

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
20	11/11/2020	11/17/2020	27	27	100	9
20	11/11/2020	11/17/2020	52	52	100	10
20	11/11/2020	11/17/2020	100	100	100	11
20	11/11/2020	11/17/2020	108	108	100	12

Average: 71.75 71.75 100

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
21	11/18/2020	11/24/2020	27	27	100	9
21	11/18/2020	11/24/2020	52	52	100	10
21	11/18/2020	11/24/2020	100	100	100	11
21	11/18/2020	11/24/2020	108	108	100	12

Average: 71.75 71.75 100

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
22	11/25/2020	12/01/2020	27	27	100	9
22	11/25/2020	12/01/2020	52	52	100	10
22	11/25/2020	12/01/2020	100	100	100	11
22	11/25/2020	12/01/2020	108	108	100	12

Average: 71.75 71.75 100

Viking Virtual Academy

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
19	11/04/2020	11/10/2020	27	39	69.23	9
19	11/04/2020	11/10/2020	42	61	68.85	10
19	11/04/2020	11/10/2020	20	43	46.51	11
19	11/04/2020	11/10/2020	41	87	47.13	12
Average:			32.5	57.5	57.93	
Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
20	11/11/2020	11/17/2020	28	39	71.79	9
20	11/11/2020	11/17/2020	46	62	74.19	10
20	11/11/2020	11/17/2020	28	43	65.12	11
20	11/11/2020	11/17/2020	48	87	55.17	12
Average:			35	57.63	62.25	
Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
21	11/18/2020	11/24/2020	37	39	94.87	9
21	11/18/2020	11/24/2020	49	62	79.03	10
21	11/18/2020	11/24/2020	31	43	72.09	11
21	11/18/2020	11/24/2020	51	87	58.62	12
Average:			37.33	57.67	66.88	
Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
22	11/25/2020	12/01/2020	4	39	10.26	9
22	11/25/2020	12/01/2020	1	62	1.61	10
22	11/25/2020	12/01/2020	2	43	4.65	11
22	11/25/2020	12/01/2020	7	87	8.05	12
Average:			28.88	57.69	51.7	

District Total

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
19	11/04/2020	11/10/2020	5	6	83.33	-2
19	11/04/2020	11/10/2020	59	69	85.51	-1
19	11/04/2020	11/10/2020	157	187	83.96	0
19	11/04/2020	11/10/2020	142	164	86.59	1
19	11/04/2020	11/10/2020	116	134	86.57	2
19	11/04/2020	11/10/2020	138	161	85.71	3
19	11/04/2020	11/10/2020	144	159	90.57	4
19	11/04/2020	11/10/2020	137	157	87.26	5
19	11/04/2020	11/10/2020	135	158	85.44	6
19	11/04/2020	11/10/2020	152	177	85.88	7
19	11/04/2020	11/10/2020	109	162	67.28	8
19	11/04/2020	11/10/2020	247	266	92.86	9
19	11/04/2020	11/10/2020	272	315	86.35	10
19	11/04/2020	11/10/2020	331	374	88.5	11
19	11/04/2020	11/10/2020	368	471	78.13	12
19	11/04/2020	11/10/2020	2	3	66.67	14
19	11/04/2020	11/10/2020	11	14	78.57	15
19	11/04/2020	11/10/2020	37	41	90.24	18
19	11/04/2020	11/10/2020	7	10	70	19
Average:			135.21	159.37	83.13	

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
20	11/11/2020	11/17/2020	5	6	83.33	-2
20	11/11/2020	11/17/2020	57	69	82.61	-1
20	11/11/2020	11/17/2020	146	187	78.07	0
20	11/11/2020	11/17/2020	137	164	83.54	1
20	11/11/2020	11/17/2020	107	134	79.85	2
20	11/11/2020	11/17/2020	134	161	83.23	3
20	11/11/2020	11/17/2020	143	159	89.94	4
20	11/11/2020	11/17/2020	140	157	89.17	5
20	11/11/2020	11/17/2020	139	158	87.97	6
20	11/11/2020	11/17/2020	160	176	90.91	7
20	11/11/2020	11/17/2020	137	162	84.57	8
20	11/11/2020	11/17/2020	249	267	93.26	9
20	11/11/2020	11/17/2020	272	317	85.8	10
20	11/11/2020	11/17/2020	334	374	89.3	11
20	11/11/2020	11/17/2020	372	472	78.81	12
20	11/11/2020	11/17/2020	3	3	100	14
20	11/11/2020	11/17/2020	11	14	78.57	15
20	11/11/2020	11/17/2020	35	41	85.37	18
20	11/11/2020	11/17/2020	7	10	70	19
Average:			135.71	159.45	84.05	

District Total

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
21	11/18/2020	11/24/2020	5	6	83.33	-2
21	11/18/2020	11/24/2020	59	69	85.51	-1
21	11/18/2020	11/24/2020	157	187	83.96	0
21	11/18/2020	11/24/2020	142	164	86.59	1
21	11/18/2020	11/24/2020	120	134	89.55	2
21	11/18/2020	11/24/2020	145	160	90.63	3
21	11/18/2020	11/24/2020	152	159	95.6	4
21	11/18/2020	11/24/2020	137	156	87.82	5
21	11/18/2020	11/24/2020	129	158	81.65	6
21	11/18/2020	11/24/2020	147	174	84.48	7
21	11/18/2020	11/24/2020	145	161	90.06	8
21	11/18/2020	11/24/2020	256	267	95.88	9
21	11/18/2020	11/24/2020	272	315	86.35	10
21	11/18/2020	11/24/2020	322	374	86.1	11
21	11/18/2020	11/24/2020	373	472	79.03	12
21	11/18/2020	11/24/2020	1	3	33.33	14
21	11/18/2020	11/24/2020	9	14	64.29	15
21	11/18/2020	11/24/2020	36	41	87.8	18
21	11/18/2020	11/24/2020	7	10	70	19

Average: 136.33 159.35 83.43

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	Grade
22	11/25/2020	12/01/2020	5	6	83.33	-2
22	11/25/2020	12/01/2020	57	71	80.28	-1
22	11/25/2020	12/01/2020	142	187	75.94	0
22	11/25/2020	12/01/2020	110	163	67.48	1
22	11/25/2020	12/01/2020	86	134	64.18	2
22	11/25/2020	12/01/2020	102	161	63.35	3
22	11/25/2020	12/01/2020	145	158	91.77	4
22	11/25/2020	12/01/2020	138	155	89.03	5
22	11/25/2020	12/01/2020	116	158	73.42	6
22	11/25/2020	12/01/2020	114	174	65.52	7
22	11/25/2020	12/01/2020	134	160	83.75	8
22	11/25/2020	12/01/2020	214	267	80.15	9
22	11/25/2020	12/01/2020	219	315	69.52	10
22	11/25/2020	12/01/2020	281	375	74.93	11
22	11/25/2020	12/01/2020	318	472	67.37	12
22	11/25/2020	12/01/2020	10	14	71.43	15
22	11/25/2020	12/01/2020	37	41	90.24	18
22	11/25/2020	12/01/2020	6	10	60	19

Average: 133.4 161.39 81.43

Weekly Engagement Percentage Report

Viking Virtual Academy - 10/28/2020 to 11/24/2020

Engagement Threshold: 2

Access Alternative School						
Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	
18	10/28/2020	11/03/2020	15	20	75	
19	11/04/2020	11/10/2020	11	20	55	
20	11/11/2020	11/17/2020	10	20	50	
21	11/18/2020	11/24/2020	12	20	60	

Average: 12 20 60

Advantage Alternative Program						
Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	
18	10/28/2020	11/03/2020	54	125	43.2	
19	11/04/2020	11/10/2020	51	125	40.8	
20	11/11/2020	11/17/2020	48	125	38.4	
21	11/18/2020	11/24/2020	50	125	40	

Average: 50.75 125 40.6

Edison						
Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	
18	10/28/2020	11/03/2020	52	58	89.66	
19	11/04/2020	11/10/2020	56	59	94.92	
20	11/11/2020	11/17/2020	55	60	91.67	
21	11/18/2020	11/24/2020	54	60	90	

Average: 54.25 59.25 91.56

Hazel Park City School District						
Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	
18	10/28/2020	11/03/2020	0	0	0	
19	11/04/2020	11/10/2020	0	0	0	
20	11/11/2020	11/17/2020	0	0	0	
21	11/18/2020	11/24/2020	0	0	0	

Average:

Hazel Park High School						
Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	
18	10/28/2020	11/03/2020	393	449	87.53	
19	11/04/2020	11/10/2020	401	447	89.71	
20	11/11/2020	11/17/2020	394	447	88.14	
21	11/18/2020	11/24/2020	390	446	87.44	

Average: 394.5 447.25 88.21

Hazel Park Junior High School						
Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	
18	10/28/2020	11/03/2020	312	474	65.82	
19	11/04/2020	11/10/2020	353	474	74.47	
20	11/11/2020	11/17/2020	371	473	78.44	
21	11/18/2020	11/24/2020	380	473	80.34	

Average: 354 473.5 74.77

Hoover Elementary						
Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold	
18	10/28/2020	11/03/2020	234	292	80.14	
19	11/04/2020	11/10/2020	234	293	79.86	
20	11/11/2020	11/17/2020	219	293	74.74	
21	11/18/2020	11/24/2020	219	292	75	

Average: 226.5 292.5 77.44

Invest Roosevelt Alt High School

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold
18	10/28/2020	11/03/2020	295	299	98.66
19	11/04/2020	11/10/2020	296	299	99
20	11/11/2020	11/17/2020	292	299	97.66
21	11/18/2020	11/24/2020	272	298	91.28
Average:			288.75	298.75	96.65

Jardon School

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold
18	10/28/2020	11/03/2020	65	97	67.01
19	11/04/2020	11/10/2020	63	98	64.29
20	11/11/2020	11/17/2020	63	98	64.29
21	11/18/2020	11/24/2020	54	98	55.1
Average:			61.25	97.75	62.67

MICHIGAN CYBER ACADEMY

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold
18	10/28/2020	11/03/2020	288	288	100
19	11/04/2020	11/10/2020	287	287	100
20	11/11/2020	11/17/2020	287	287	100
21	11/18/2020	11/24/2020	287	287	100
Average:			287.25	287.25	100

United Oaks Elementary

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold
18	10/28/2020	11/03/2020	229	322	71.12
19	11/04/2020	11/10/2020	246	323	76.16
20	11/11/2020	11/17/2020	222	323	68.73
21	11/18/2020	11/24/2020	237	323	73.37
Average:			233.5	322.75	72.35

Viking Virtual Academy

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold
18	10/28/2020	11/03/2020	80	231	34.63
19	11/04/2020	11/10/2020	75	230	32.61
20	11/11/2020	11/17/2020	87	231	37.66
21	11/18/2020	11/24/2020	105	231	45.45
Average:			86.75	230.75	37.59

Webb Elementary

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold
18	10/28/2020	11/03/2020	255	329	77.51
19	11/04/2020	11/10/2020	279	326	85.58
20	11/11/2020	11/17/2020	252	327	77.06
21	11/18/2020	11/24/2020	273	327	83.49
Average:			264.75	327.25	80.91

Webster Elementary

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold
18	10/28/2020	11/03/2020	66	76	86.84
19	11/04/2020	11/10/2020	63	78	80.77
20	11/11/2020	11/17/2020	60	78	76.92
21	11/18/2020	11/24/2020	62	78	79.49
Average:			62.75	77.5	81.01

District Total

Week	From	To	Students Meeting Threshold	Enrollment	% Meeting Threshold
18	10/28/2020	11/03/2020	2338	3060	76.41
19	11/04/2020	11/10/2020	2415	3059	78.95
20	11/11/2020	11/17/2020	2360	3061	77.1
21	11/18/2020	11/24/2020	2395	3058	78.32
Average:			2377	3059.5	77.7



HEALTH DIVISION

Leigh-Anne Stafford, Health Officer
(248) 858-1280 | health@oakgov.com

November 20, 2020

Superintendent Amy Kruppe
amy.kruppe@hazelparkschools.org
Hazel Park School District
1620 East Elza Ave.
Hazel Park, MI 48030

Dear Superintendent Kruppe

The COVID-19 Mitigation Plan for the Hazel Park School District has been reviewed by the Oakland County Health Division. This review has determined that the COVID-19 Mitigation Plan meets the standards of the mitigation measures as detailed in the MI Safe Schools: Michigan's 2020-2021 Return to School Roadmap. Therefore, this mitigation plan is considered approved for implementation by the Oakland County Health Division.

Sincerely,

Leigh-Anne Stafford, Health Officer
Oakland County Health Division