HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

Agenda
Regular Meeting
VIRTUAL VIA ZOOM
February 8, 2021
7:00 PM

Due to the COVID-19 Pandemic and in accordance with Public Act 254 of 2020, the Hazel Park Schools Board of Education will hold its Regular Monthly Board of Education meeting February 8, 2021 at 7:00PM via Zoom video conference.

Join Zoom Meeting
https://hazelparkschools.zoom.us/j/85798564621 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)
PUBLIC COMMENT
SPECIAL ORDER OF BUSINESS
A. Student Recognition ~ Sara Gajos
B. (DECA) Distributive Education Clubs of America Presentation
C. STEAM Update 4
CONSENT AGENDA (Action Items)
A. Approval of Minutes
1) Board Meetings 12
2) Committee Meetings 27
B. Monthly Financial Reports 35
C. Personnel Recommendations
1) AFSCME, HPEA, Unaffiliated Employees
D. Conference Requests 45
E. Notes of Appreciation
UNFINISHED BUSINESS

A. 2021 Michigan Association of School Boards (MASB) Region 8 Board of Directors Candidate Selection (Action Item)
B. Board of Education Operating Principles (Action Item) 47
C. HVAC Assessment Update and Filter Purchase Recommendation (Action Item) 49
D. Hazel Park Extended COVID-19 Preparedness and Response Plan Review (Action (Item) 53

NEW BUSINESS

A. Michigan Association of School Boards (MASB) Member Assistance Fund (Action Item) 68
B. Hazel Park Dance Team Overnight Stay Request (Action Item) 70
C. Board of Education Policies Updates ~ 1st Reading (Action Item) 71
D. Hazel Park High School Summer School (Action Item) 102
E. Staffing (Action Items)
1) Hazel Park Paraprofessional Association (HPPA) Personnel Recommendations
2) Salary Schedule Consolidation 104
3) Literacy Coaches and Nurse Contract Language Update 109
4) Hall Monitors at Hazel Park High School 111
5) Viking Virtual Letter of Agreement 112
6) Stipend for Head Social Worker Position 114
7) Additional Days for Human Reproductive Health Coordinator 115
8) Multi-Tiered System of Support (MTSS) teachers for Viking Virtual Academy 116
9) Counselor for Viking Virtual Academy 117
10) Request for (2) Paraprofessionals for CI Classroom 118
F. Summer School Pay Rate 119
G. Food Service Request for Proposal (RFP) (Action Item) 120
H. Electronic Timesheet System (Action Item) 121
I. Chromebook Cases Purchase (Action Item) 122
J. 3% IRS Letter Ruling (Action Item) 125
K. Buildings Air Quality Report (Informational Item) 134

SUPERINTENDENT UPDATE

A. Administrative Guidelines (Informational Item) 346
B. Enrollment (Informational Item) 440
C. Attendance (Informational Item) 441
D. 2021 Board of Education Meeting Dates_Updated 2.8.2021 (Informational Item) 454

PUBLIC COMMENT

BOARD MEMBER AND ADMINISTRATION COMMENTS

ADJOURNMENT

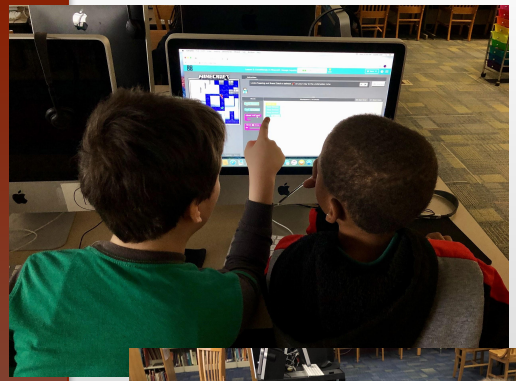
Any person with a disability who needs accommodation for participation in this meeting should contact the Superintendent's office at (248) 658-5220 at least five (5) days in advance of the meeting to request assistance.

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

K-12 STEM Programming Update 2020-2021

K-5 STEAM Special Classes and Coding Club



STEAM Class Curriculum

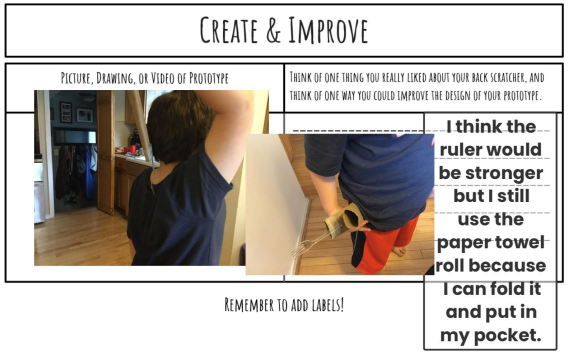
Coding & Programming, 3D printing, CAD, Digital Media, Digital Literacies, PBL Experiences, Design & Engineering

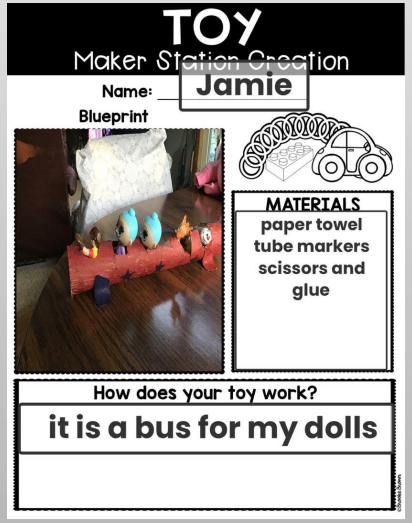
- Title IV Grant Support

Webb and Hoover STEAM Club

- Home-Based, Virtual STEAM Club
- Engineering Design and Ozobot Programming Challenges

REMC Classroom Maker Ambassador - Kim Forster





6 - 8 Project Lead the Way: PLTW

Hazel Park Junior High

Grade 6

- Design and Modeling
- Medical Detectives

Grade 7

- Magic of Electrons
- Energy and the Environment

Grade 8

- Automation and Robotics
- Computer Science for Innovators and Makers

100%

study body participation in PLTW courses.

The Physics in a Box Grant

Teacher Innovation Grant provided by Physcira and Physcira Academy
Awarded to Katherine Davis

Focus of Tools and Resources: Mechanics

FIRST Robotics

2019-2020

Hoover FLL Jr.

United Oak FLL

HPJH - 2 Teams FTC

HPHS FRC

2020-21 MDE FIRST Robotics Grant: $8,670

2019-2020 Grant: $14,650

2020 - 2021

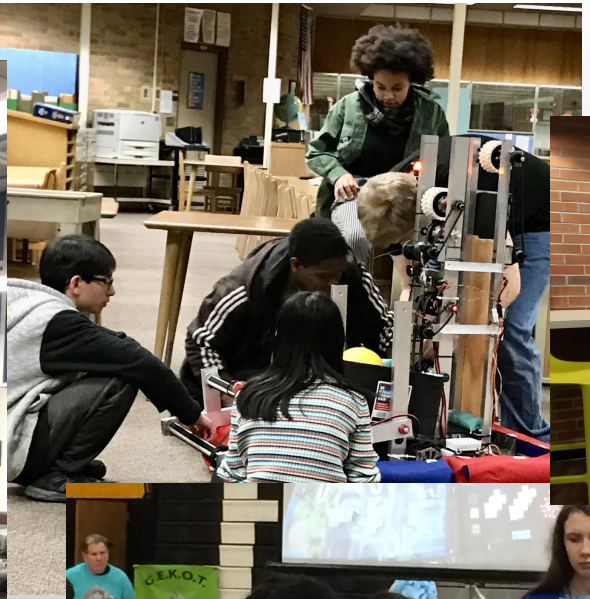
Combined HPJH and HPHS FIRST Robotics Team

We meet virtually three days a week for different sessions and students attend the sessions they are interested in. Sessions include:

- Tuesdays we meet and focus on designing a new FRC competition game to submit for review.
- Wednesdays we meet with the focus of mentors helping students learn CAD.
- Thursdays we hold two meetings: one focused on mentors teaching the students programming skills and one focused on marketing and media.

We currently have 5 girls and 6 boys who attend meetings on a regular basis.

FIRST Teams in Action



Hazel Park High School STEM Course Offerings

- AP Computer Science A (JAVA)
- Intro to Computer Science Python
- AP Computer Science Principles
- LEAN Fundamentals
- PLTW Introduction to Engineering Design
- PLTW Principles of Engineering

Recent notification that Amazon Future Engineer sponsorship will be renewed for the upcoming 2021-22 school year!

Middle School Computer Science sponsorship will be available as part of the AFE program for the upcoming 21-22 school year. As an AFE school, you will be granted priority access to this program.

Student response to *one quote or thing I liked about APCS is "the freedom to use our mind and imagination to the fullest."*

edhesive amazon future engineer

Other STEM Opportunities

2020-2021 School Year

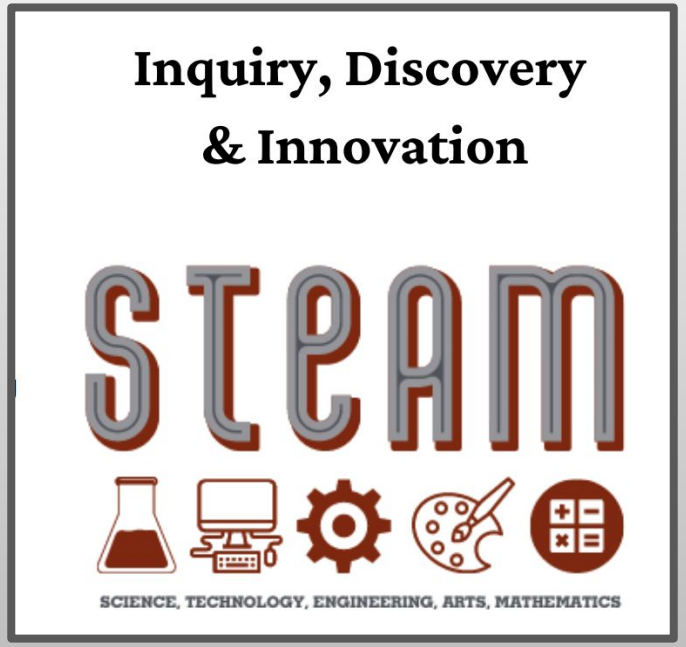
- K-5 Summer STEM/PBL Camp
- 6-8 Oakland Schools Middle School Summer STEM Camp
- 3-12 EcoTeck Lab Opportunity - In-Progress
- 6-8 Oakland Youth Innovation Lab - Summer 2021
- 6-8 Virtual Career Fair (Focused on Information Technology)

2021-2022 School Year

- Oakland County ISD STEM Initiative
- Lawrence Tech University's Robofest
- Learning Lab at Lift

Looking Ahead

- Expand FIRST Robotics Program - All schools and all FIRST teams (FLL Jr., FLL, FTC, and FRC
- FIRST Robotics Varsity Letter/Honor Cord
- Reconnect with Oakland University School of Engineering and other community partners
- Expand STEM Camp Summer Offerings
- Webster STEAM Program
- Increase HPHS STEM course participation
- Amazon Future Engineers Elementary and Middle School Programs
- Communicate and market K-12 STEM program and course offerings - Draft Brochure



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

CALL TO ORDER

The Regular Meeting of the Hazel Park Board of Education was held at the Ford School Administration Office on January 11, 2021 and was called to order by President Adkins at 7:00p.m.

Roll Call

Members Present:	Adkins, Noth, Baldwin, Fortress, Hinton, Rice, Schlak
Members Absent:	None
Others Present:	Kruppe, Zirnis, Dillard, Dulmage, Miller, Nugent, Pleiness, Postell, Wilkins

PLEDGE OF ALLEGIANCE

APPROVAL OF THE AGENDA (Action Item)

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

Discussion
None

Roll Call Vote
Yeas Noth, Hinton, Baldwin, Fortress, Rice, Schlak, Adkins
Nays: None

PUBLIC COMMENT

Staff Members, students and community members spoke to the issue of the school district's plan to return to face to face learning beginning January 19, 2021. Participants included: Rachel Zivojnovity, Evan Vahratian, Sue Hemple, Candice Dean, Deborah Jewell, Nicole Dunlop, Kayla Alkatib, Pamela Curry, Jamie Green, Cathy Ryan, Robin Fettes, Vettia Cook, Ellianna Roernik, Janine Norris, Aaliyah Dean, Laura Mohammed, Gabriel Miller, Acadia Sandoval, Kendall Voss, Katic Ochs, Rachael Bunn, Nicole Namiotka, Lisa Stebel and Barbara Merrill.

SPECIAL ORDER OF BUSINESS

A. Board of Education Organizational Meeting

1. Election of Officers (Action Item)

Board President, Laura Adkins, opened up the floor for nominations for the election of the following officers.

a. President

Kristy Schlak nominated Laura Adkins and Heidi Fortress nominated Beverly Hinton for the position of President. Mrs. Noth supported both motions. Mrs. Adkins and Mrs. Hinton both accepted their respective nominations.

Roll Call Vote:
For Adkins: Schlak, Noth, Baldwin, Adkins
For Hinton: Fortress, Rice, Hinton

Laura Adkins was elected as Board of Education President for 2021.

b. Vice-President

Heidi Fortress nominated Beverly Hinton and Kristy Schlak nominated Rachel Noth for the position of Vice President Mrs. Baldwin supported both motions. Mrs. Hinton and Mrs. Noth accepted their respective nominations.

Roll Call Vote:
For Hinton: Fortress, Rice, Hinton
For Noth: Schlak, Baldwin, Adkins, Noth

Rachel Noth was elected as Board of Education Vice-President for 2021.

c. Secretary
d.

Kristy Schlak nominated Beverly Hinton as Secretary to the Board of Education. Mrs. Noth supported the motion. No other nominations and Mrs. Hinton accepted the nomination.

Roll Call Vote:
Yeas: Schlak, Noth, Baldwin, Fortress, Hinton, Rice, Adkins
Nays: None

Beverly Hinton was unanimously elected as Board of Education Secretary for 2021.

e. Treasurer

Kristy Schlak nominated Heidi Fortress as Treasurer to the Board of Education. Mrs. Noth supported the nomination. No other nominations were made and Mrs. Fortress accepted the nomination

Roll Call Vote:
Yeas: Schlak, Noth, Baldwin, Fortress, Hinton, Rice, Adkins
Nays: None

Mrs. Fortress was unanimously elected as Board of Education Treasurer for 2021.

2. Committee Appointments (Action Item)

Motion made by Ms Schlak, supported by Mrs. Noth that the Board of Education accepts the full slate of committee appointments as presented in the 2021 Committees document.

Roll Call Vote:
Yeas: Schlak, Noth, Baldwin, Fortress, Hinton, Rice, Adkins
Nays: None

a. Board of Education Committees
1. Finance: Laura Adkins, Beverly Hinton, Heidi Fortress

2. Buildings and Grounds: Kristy Schlak, Heidi Fortress, Melissa Baldwin
3. Personnel Committee: Kristy Schlak, Rachel Noth, Dawn Rice
4. Policy: Beverly Hinton, Melissa Baldwin, Dawn Rice
5. Enrollment: Kristy Schlak, Melissa Baldwin, Dawn Rice

b. Superintendent Committee

1. Community Engagement: Laura Adkins, Melissa Baldwin
2. Ruth Giese Fund: Rachel Noth, Laura Adkins
3. Camp Hazelwood: Beverly Hinton, Heidi Fortress
4. Honoring HP Contributors: Kristy Schlak, Melissa Baldwin

c. Local Appointments

1. Designate to aid on the budget of Oakland Schools and to elect members to the Board of Oakland Schools: Melissa Baldwin
2. Oakland County School Board Government Relations Committee: Melissa Baldwin
3. Hazel Park Youth Assistance: Dawn Rice
4. District Leadership: Melissa Baldwin, Laura Adkins
5. Diversity, Equity, Inclusion (DEI) Committee: Melissa Baldwin, Heidi Fortress

B. 2021 Business Organizational Items (Action Items)

Motion made by Mrs. Noth, supported by Ms Schlak, that the Board of Education approve the 2021 Business Organizational Items, as presented by the Administration.

1. Designation of District Legal Counsel Representation
2. Establishment of Bank Accounts and Authorized Signers
3. People Authorized to Make Investments
4. People Authorized to Make Wire Transfers
5. People Authorized to Enter into Agreements with Financial Institutions for Commercial
6. People Authorized to Sign in the Name of Hazel Park Schools
7. Newspapers for Official Publications
8. Authorize Summer and Winter Tax Collection for Each Municipality
9. Designation of Person Responsible for Implementing Public Notice Requirement of the Open Meetings Act
10. Designation of Property/Liability & Workers Compensation Insurance Carriers
11. Designation of Auditors
12. Designation of Architect of Record
13. Position Titles Authorized to use District Credit/Debit Cards

Trustee Hinton, requested Madison Park News be added to the Newspapers for Official Publications as that is a local paper that is delivered free to all Hazel Park residents allowing more people to be aware of issues, such as the budget approval. President Adkins asked if LaPointe & Butler was still being used by the District as Legal Counsel Representation? Superintendent Amy Kruppe stated it should be revised to Butler **o**nly, LaPointe has retired. A second architect firm was added also. After discussion, the motion was amended as follows:

Motion to amend the previous motion to accept the 2021 Business Organizational Items with the revisions was made by Mrs. Noth and seconded by Ms Schlak.

Roll Call Vote:
Yeas: Noth, Schlak, Baldwin, Fortress, Hinton, Rice, Adkins
Nays: None

C. Complete the Board of Education Meeting Calendar through January 2022 (Action Items)

Motion made by Ms Schlak, supported by Mrs. Fortress, that the Board of Education complete the Board of Education meeting calendar through January 2022, as presented.

Roll Call Vote:
Yeas: Schlak, Fortress, Noth, Baldwin, Hinton, Rice, Adkins
Nays: None

D. Michigan Association of School Boards - School Board Recognition Month

Superintendent Dr. Amy Kruppe stated that January is School Board Appreciation Month. Board Members received a few "goodies" in recognition. They received a certificate of appreciation, gift certificates to *We Juice* and *Carol's Car Wash* which are local businesses in Hazel Park. Also, a $2,500 donation was made in the Board of Education's name by a private donor to *Make A Wish Foundation* at Children's Hospital.

E. Promise Zone Update

Promise Zone Program Manager, Brandon Gleaton, updated the Board Members and the community on the Promise Zone. Some highlights include currently at 44% completion rate for the FAFSA, will be launching a new bi-weekly college corner newsletter, was able to purchase computers for individuals transitioning to college, implemented a Math bootcamp over the summer and 102 scholarships were paid out in 2019 totalling $100,514 and 94 for 2020 totalling $100,267. This year's fundraising dinner is March 18, 2021. It will be a virtual dinner. Please watch for more information. Any one interested in becoming a mentor should email Brandon at brandon.gleaton@hazelparkschools.org

CONSENT AGENDA (Action Items)

A. Approval of Minutes
1. Board Meetings
   a. December 14, 2020 - Regular Meeting
   b. December 28, 2020 - Special Meeting
2. Committee Meetings
   a. December 21, 2020 - Buildings & Grounds

B. Monthly Financial Reports

C. **Conference Requests**

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

Roll Call Vote
Yeas: Noth, Schlak, Baldwin, Fortress, Hinton, Rice, Adkins
Nays: None

UNFINISHED BUSINESS

A. HVAC Assessment Update and Billing Summary (Action Item)

Motion made by Mrs. Noth, supported by Ms Schlak, that the Board of Education approve the HVAC assessment and Billing Summary, as presented.

Assistant Superintendent of Business & Operations, Jason Zirnis and Sid Blomberg of K & S Ventures updated the Board Members and community on the assessment of the HVAC systems throughout the district. Any needed repairs are being made as parts become available.

Roll Call Vote
Yeas: Noth, Schlak, Baldwin, Fortress, Hinton, Rice, Adkins
Nays: None

B. Hazel Park Extended COVID-19 Preparedness and Response Plan Review (Action Item)

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

Board Members along with Superintendent Dr. Amy Kruppe held an extensive discussion on the plans to return to in-person learning during the COVID-19 Health crisis. Board Members expressed individual thoughts and concerns as well as thanking the public for their input on the plan during the Public Comment portion of the meeting. After the discussion Trustee Schlak amended her original motion.

Motion to amend the original motion was made by Ms Schlak, supported by Mrs. Noth that the school district begin the in-person learning on February 1, 2021 with a roll out to be determined by the Superintendent and Administration staff.

Roll Call Vote
Yeas: Schlak, Noth, Baldwin, Hinton, Adkins
Nays: Fortress, Rice

C. Athletics

Dr. Dave Muylaet, Director of Athletics, updated the Board of Education on the status of winter sports for both the Jr. High and High School level during the pandemic. If Michigan Department of Health and Human Services (MDHHS) are lifted, sports will be able to start January 16, 2021 with safety protocols and guidelines in place.

NEW BUSINESS

A. **Personnel Recommendations (Action Item)**

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

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, Municipal Employees, as presented.

Roll Call Vote:
Yeas: Schlak, Noth, Baldwin, Fortress, Hinton, Rice
Nays: None
Abstain: Adkins ~ familial conflict of interest

2. Hazel Park Education Association (HPEA) Employee Group

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

Roll Call Vote:
Yeas: Schlak, Hinton Noth, Baldwin, Fortress, Rice, 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 recommendations for the (HPPA) Hazel Park Paraprofessional Association employee group, as presented.

Roll Call Vote:
Yeas: Schlak, Hinton, Baldwin, Fortress, Rice, Adkins
Nays: None
Abstain: Noth ~ familial conflict of interest

At this time a discussion was made about the length of meeting and tabling the budget amendment presentation for a later time. It was suggested that the budget amendment presentation be done at the Special Meeting already scheduled for Wednesday, January 13, 2021, moving the time of that meeting up from 6:00pm to 5:30pm.

Vice President, Rachel Noth, moved that agenda items B & C be tabled and brought back at the January 13, 2021 meeting, as discussed. Motion was supported by Ms Schlak.

Roll Call Vote:
Yeas: Noth, Schlak, Hinton, Baldwin, Fortress, Rice, Adkins
Nays: None

B. 2020-2021 General Fund Budget Amendment #1 Presentation (Informational Item) - *Tabled*
C. Approval of 2020-2021 General Fund Budget Amendment #1 (Action Item) - *Tabled*

D. Auto Shop Auction (Action Item)

Motion made by Mrs. Noth, supported by Mrs. Fortress, that the Board of Education approve the Administration's recommendation for the auto shop auction materials, as presented.

Roll Call Vote:
Yeas: Noth, Fortress, Baldwin, Hinton, Rice, Schlak, Adkins
Nays: None

E. Superintendent Update

Superintendent Dr. Amy Kruppe spoke to each of the items below. The support documents are included in the board packet which may be found on the district website www.hazelparkschools.org under the Board of Education/ Current meeting documents tab.

1. Enrollment Update (Informational Item)
2. Attendance Update (Informational Item)
3. Youth Assistance (Informational Item)

BOARD MEMBERS AND ADMINISTRATION COMMENTS

Rachel Noth, Vice President: Long meeting tonight. Not normal but important to have conversation around COVID and what is best for our district.

Beverly Hinton, Secretary: Welcome to Dawn, Melissa, Heidi. Looking forward to working with you. The Promise Zone update was nice to hear and the gift packet received was very nice.

Kristy Schlak, Trustee: Happy New Year. I did miss having the January dinner. Also would like to welcome Melissa, Dawn and Heidi. Thank you to all the speakers tonight. Great news on Promise Zone. Thank you to our staff for their continued commitment. Keep wearing your mask!

Melissa Baldwin, Trustee: Thank you for "the hazing", but probably a cake walk compared to what the previous board went through with the deficit. Thank you for your patience and listening to us. Thank you to the participants for speaking up tonight. Gifts were a nice surprise and very nice. Thanks for the Promise Zone update. Thanks to the teachers and support staff for continuing to work for our students.

Dawn Rice, Trustee: Thanks everyone to help get me elected. Thanks for the gifts. Tough decision tonight. Hard to please everyone. Thanks to Rachel for tips on how to help schedule myself.

Heidi Fortress, Treasurer: Thanks for the first night, it was fun. Thank you to those who voted for me. Love the fact that we might not agree but things come together as they should. Excited kids are going back to school. Thank you to everyone who voted. Thank you to Dr. Kruppe and her staff for getting kids back to school and doing it safely.

Dr. Amy Kruppe, Superintendent: My goal is to work effectively with the Board. A good board does exactly what you did tonight, you talk even though it is difficult but in the end comes together as a Board. Continue working on the protocols for cleaning and communicating about the expectations from everyone. Continue to email, we are listening! Thank you for staying with us during the late night.

Laura Adkins, President: Welcome new members. Sorry, the first meeting was so intense and grueling. Appreciate the conversation tonight. Everyone showed dedication to the district.

ADJOURNMENT

Moved and supported that the meeting be adjourned at 11:30p.m.
Unanimous Approval.

Respectfully Submitted,

Beverly Hinton, Secretary
Hazel Park Board of Education

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

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 January 13, 2021 and was called to order by President Adkins at 5:30PM

Roll Call Vote:
Members Present: Adkins, Noth, Hinton, Fortress, Baldwin, Rice Schlak
Members Absent: None
Others Present: Kruppe, Zirnis, Dillard, Dulmage, Miller, Nugent, Pleiness, Postell, Wilkins

APPROVAL OF THE AGENDA (Action Item)

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

Discussion
None

Roll Call Vote:
Yeas: Schlak, Noth, Hinton, Fortress, Baldwin, Rice, Adkins
Nays: None

PUBLIC COMMENT
None

UNFINISHED BUSINESS

A. 2020-2021 General Fund Budget Amendment #1 Presentation (Informational Item)

Mr. Jason Zirnis, Assistant Superintendent of Business and Operations, presented the first amendment to the 2020-2021 General Fund Budget. The presentation may be found on the district website, www.hazelparkschools.org under the Board of Education/Current Meeting Documents tab.

B. Approval of 2020-2021 General Fund Budget Amendment #1 (Action Item)

Motion made by Mrs. Noth, supported by Ms Schlak, that the Board of Education approve Amendment #1 of the 2020-2021 General Fund Budget, as presented.

Roll Call Vote:
Yeas: Noth, Schlak, Hinton, Fortress, Baldwin, Rice, Adkins
Nays: None

NEW BUSINESS

A. Board Workshop

1. MASB Training for Superintendent Evaluation Tool

Mr. Rod Green, MASB Representative met with the Board Members and Superintendent to discuss and train the board members on the Superintendent Evaluation Tool.

BOARD MEMBERS AND ADMINISTRATION COMMENTS

All Board Members	Board Members thanked the Administration for the work put into the budget presentation. Also thanked Mr. Green for the MASB training. Very helpful.
Dr. Amy Kruppe, Superintendent	Thanked all Cabinet members, principals and board members for the hard work and dedication to keep the finances running smoothly.

Adjournment

Moved and supported that the meeting be adjourned at 8:32PM.
Unanimous Approval.

Respectfully Submitted,

Beverly Hinton, Secretary
Hazel Park Board of Education

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

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 January 16, 2021 and was called to order by President Adkins at 8:00AM

Roll Call Vote:
Members Present: Adkins, Noth, Hinton, Fortress, Baldwin, Rice Schlak
Members Absent: None
Others Present: Kruppe

Approval of the Agenda (Action Item)

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

Discussion - None

Roll Call Vote:
Yeas: Schlak, Noth, Hinton, Fortress, Baldwin, Rice, Adkins
Nays: None

PUBLIC COMMENT
None

NEW BUSINESS

Board President, Laura Adkins, opened the meeting stating that the meeting is happening with more of a casual environment and no voting would take place. In the 4-hour time allotment that was established for the meeting, Board Members held discussion on the list of agenda items.

A. Board Roundtable

Opening remarks by each board member and Superintendent.

B. Superintendent Evaluation Goals

To be in compliance, the Board will complete an evaluation by June 2021.

C. Board of Education Goals

Discussed and revised

D. Board Planning

1. Yearly Board Agenda Calendar - Discussed and revised as needed.
2. 2021 Meetings Discussion
    a. Format/Agenda, Preferred Days/times, Special Meetings, Student Recognition

Discussion was held on possible changes to agenda format. Two meetings a month, one special and the regular meeting. Unless extenuating circumstances, meetings will be held on Mondays. Special Meetings will begin at 6:30pm and capped at a two-hour time limit. If no agenda items, Special Meetings may be cancelled.

At the end of the allotted time, the remaining agenda items were not discussed and will be topics of discussion at future Special Board of Education meetings held throughout the school year. Board Members will also communicate with Laura Adkins other topics they would like to discuss at future meetings.

b. Meeting Minutes
c. Conflicts of Interest

E. Committees/Committee of the Whole
F. Board Ethics & Guidelines
G. Communications
H. Additional Topics/Board Discussion

BOARD MEMBERS AND ADMINISTRATION COMMENTS

Board Members thanked Laura and Dr. Kruppe for organizing the meeting even though 8am is a little early. It was very helpful, great meeting and great conversation.

Superintendent Dr. Amy Kruppe thanked the Board Members for their conversation. It starts to give more direction to what the Board is looking for and follow-up meetings will be important.

Adjournment

Moved and supported that the meeting be adjourned at 12:03PM
Unanimous Approval.

Respectfully Submitted,

Beverly Hinton, Secretary
Hazel Park Board of Education

SCHOOL DISTRICT OF THE
CITY OF HAZEL PARK
COUNTY OF OAKLAND AND STATE OF MICHIGAN
SPECIAL MEETING
JANUARY 25, 2021
6:30PM

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 January 25, 2021 and was called to order by President Adkins at 6:30PM

Roll Call Vote:
Members Present: Adkins, Noth, Hinton, Fortress, Baldwin, Rice Schlak
Members Absent: None
Others Present: Kruppe, Zirnis, Dulmage, Miller, Nugent, Pleiness, Postell, Wilkins

APPROVAL OF THE AGENDA (Action Item)

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

Discussion
None

Roll Call Vote:
Yeas: Noth, Fortress, Hinton, Baldwin, Rice, Schlak, Adkins
Nays: None

PUBLIC COMMENT
None

BOARD ROUNDTABLE

Board Members and Superintendent Dr. Amy Kruppe went around and answered the question, "What is your favorite thing to do on a cold, snowy day".

NEW BUSINESS

A. Staff Release Time for Vaccination Day (Action Item)

Motion made by Mrs. Noth, supported by Mrs. Hinton that the Board of Education approve the Administration's recommendation to allow employees paid time off, if necessary, to receive their COVID-19 vaccination.

Roll Call Vote:
Yeas: Noth, Hinton, Fortress, Baldwin, Rice, Schlak, Adkins
Nays: None

B. Approval of Extension of 10-Day COVID-19 Leave (Action Item)

Motion made by Mrs. Noth, supported by Ms Schlak that the Board of Education approve the administration's recommendation for an extension of the 10-Day COVID-19 Leave, as presented.

Roll Call Vote:
Yeas: Noth, Schlak, Hinton, Fortress, Baldwin, Schlak, Adkins
Nays: None
Board Trustee Dawn Rice lost internet connection at 6:46pm and was unable to vote. Motion carried with 6 votes. Mrs. Rice returned to meeting a 6:50pm

C. 2021 MASB Region 8 Board of Directors Candidates (Informational Item)
The Board of Education gets one vote. Board Members will research candidates and make a final decision at the February 8, 2021 Regular Board of Education meeting.

D. Board Meetings
Board Members continued their discussion on the topics and gave suggestions on revisions, updates, formatting changes they would like to see.

1. Agenda
Discussion on adding a second public comment portion at the end of the meeting limiting it to one (1) minute, moving the Superintendent update to the top of the agenda, simpler statement when requesting to go into closed session and reorganizing the agenda so action items and informational items are grouped together.

2. Conflicts of Interest
When possible, move personnel recommendations to the consent agenda and if a conflict arises, pull an individual item out of the consent for a separate vote.

3. Committee of the Whole
Board Members discussed committee meetings and how to get the information coming out of the committee meetings to the entire board. Suggestions were for committee members to call other board members the next day, select a Chairperson for each committee, sending out agendas to all board members. Administration will send *draft minutes* out to the Board of Education 24 hours after the committee meeting for their review.

4. Board Meeting Dates/Regular and Special Meetings
Board President Laura Adkins presented an updated calendar of meeting dates. This calendar included suggested dates of Special Meetings. As discussed at the January 16 workshop, a special meeting may be cancelled if there are no agenda items.

Motion made by Ms Schlak, supported by Mrs. Noth, that the July 19, 2021 meeting be moved to July 26, 2021 due to a scheduling conflict.

Roll Call Vote:
Yeas: Schlak, Noth, Hinton, Fortress, Baldwin, Rice, Adkins
Nays: None

5. Student Recognition
Discussion on ways to recognize students at future board meetings.

E. Board Ethics
Board Members went over the *Board of Education & Superintendent Operating Principles.* These will be on the February 8 agenda for approval. They also viewed the Board Ethics policy, 0144.2 and MASB Governance Standards.

F. Communications

The Board of Education reviewed current means of communication between Board members and Superintendent, such as weekly Board updates, emails, phone calls and text messages. Please copy Laura on emails so she is aware of a situation or concern. Talk to Laura about a concern or topic and she will bring it to the Superintendent during their weekly meeting. The president speaks on behalf of the Board Of Education.

G. Future Special Meeting Topics

Board President Laura Adkins reported the results of the survey sent out to board members to rank suggested meetings topics priority. The highest priority topics were District Strategic Planning and curriculum. Medium priority topics were Board Ethics/Guidelines, Facebook-Board/District, Facilities Plan, MASB Consultant/Coach, OMA, Board Self-Evaluation and Title IX training and lower priority topics were financial review, Zoom: norms and expectations, policies: review and discuss concerns, surveys: how/what/when, District Partners: working with city and businesses and meeting minutes: what is included and why.

Being mindful of the cost of workshops and coaching, the Board Members would like the District to apply to the MASB Member Assistance Fund for assistance to cover the costs of some coaching modules offered to Boards by the Michigan Association of School Boards (MASB). This will be brought to the Board for approval at the February 8, 2021 meeting.

BOARD MEMBERS AND ADMINISTRATION COMMENTS

All Board members thanked people for coming out to the meeting and agreed it was a good meeting with good conversation.

Kristy Schlak, Trustee	Continue to make good choices and stay safe.
Beverly Hinton, Secretary	Governor said numbers are improving, things are looking up, glad staff is able to get vaccines. Would like to thank the donor for the $2500 donation made to the "Make A Wish" Foundation on behalf of the school board.
Melissa Baldwin, Trustee	Food boxes are back. Tammy Scholz, Jr. High Principal did an awesome job on the Jr. High "Return to School" presentation. Thanks to all of our staff preparing for the students to return.
Heidi Fortress, Treasurer	Also happy to hear that the food boxes are back as well as Gleaners. Concurred the Jr. High presentation was great and hopes Mr. Milch does a great presentation for the High School as this will be the first time back for the 9th graders.
Dawn Rice, Trustee	Chose Jardon school as her school to be liaison for. Finished by CBA101 class.
Rachel Noth, Vice President	Corri's (principal at Webb) newsletter was wonderful and great. Very helpful. Interested how they will be doing their virtual talent show.
Dr. Amy Kruppe, Superintendent	A lot of food distribution happening...Farms to Families on Thursdays, Gleaners happening monthly at Ford Building and now Gleaners will be at the High every other Monday beginning at 9am. Was able to take part, as well as other staff members in the vaccine clinic in Novi on Saturday. Finished final days of parents being able to switch their student's learning platform.

Laura Adkins, President	A lot of good discussion tonight. Attended the OCSBA weekly meeting and also able to attend part of the Plante Moran/Clark Hill webinar on Saturday. Thank you to everyone who is working hard to get our students back.

ADJOURNMENT

Moved and supported that the meeting be adjourned at 8:45PM.
Unanimous Approval.

Respectfully Submitted,

Beverly Hinton, Secretary
Hazel Park Board of Education

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

Personnel Committee Minutes

Date: January 21, 2021

Personnel Committee Attendees:

Rachel Noth, Hazel Park Board of Education
Dawn Rice, Hazel Park Board of Education
Kristy Schlack, Hazel Park Board of Education
Dr. Amy Kruppe, Superintendent
Jason Zirnis, Assistant Superintendent
Nick Nugent, Director of Human Resources

Called Meeting to Order 6:00 pm.

A. FFCRA Days
    a. Committee discussed a 10 day COVID leave.
        i. Committee was in support of a 10 days COVID leave for staff
    b. Committee discussed the EFMLA leave for child care
        i. This was not recommended and the Committee was not in support of bringing to board at this time.
B. Staff Attendance for COVID 19 Vaccination
    a. Committee discussed a need for releasing staff to get a vaccination
        i. Committee was in support of bringing to board for further discussion.
C. BA +15 / MA +15
    a. Committee discussed consolidation of the salary scale
        i. Cost would be 11,000 for Non Center based staff
        ii. Cost for 5,000 dollars for Center based staff
        iii. Committee was in support of was in support of bringing to board for further discussion
D. VVA Positions
    a. Committee discussed the possibility of adding 2 MTSS teachers to support Vlking Virtual
        i. VVA is has an enrollment to support 2 MTSS teachers
        ii. New CARES dollars could be used to support these positions.
        iii. Committee was in support of was in support of bringing to board for further discussion.
E. (2) Webb CI Paraprofessionals
    a. Committee discussed the need for 2 CI paraprofessionals

i. Numbers of students are getting close to MARSE Regulations
ii. Additional Support is needed
iii. Committee was in support of bringing to board for further discussion.

F. Head Social Worker Positions
    a. Committee discussed Head Social Worker Position
        i. Currently there are 14 social workers
        ii. Discussed 1 day of release time to address needs of the District
        iii. Discussed a 2000 dollar Schedule B stipend
        iv. Committee was in support of bringing to board for further discussion.
G. Extra Security at HPHS
    a. Committee discussed adding four more Security staff to HPHS
        i. Need for Social Distancing of students
        ii. Need to enforce mask wearing by students
        iii. Need to make sure students are out of the building at dismissal time for cleaning
        iv. After School activity supervision
        v. Committee was in support of bringing to board for further discussion.
H. Bev Blair Extra Days for Health
    a. Committee discussed adding extra days to Bev Blair's position
        i. Under state guidelines Health must be taught by a certified and qualified teacher
        ii. Committee was in support of bringing to board for further discussion.
I. Summer School Rate of Pay
    a. Committee discussed the Summer School rate of Pay
        i. Currently the summer school rate of pay is $27.00 dollars per hour
        ii. Committee was in support of bringing to board for further discussion.
            1. New CARES money would be used to support this initiative
J. 2021-22 Position Process
    a. Committee discussed the 2021-22 position process for staffing
K. Negotiations Moving Forward & Process Preparation
    a. Committee discussed the process of Negotiations and the Moving forward committee.

Meeting was adjourned at 7:05 p.m

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The School District of the City of Hazel Park Schools
Board Committee Meeting
Finance Committee
February 1, 2021 - 5:00PM
Virtual Meeting

Board Members Present: Laura Adkins, Beverly Hinton, Heidi Fortress
Board Members Absent: None

Administrators Present: Dr. Amy Kruppe, Matt Miller, Jason Zirnis

MINUTES

Chromebook Purchase: The chromebook purchase will be brought back with a plan of how we will purchase in the future .

Chromebook Cases Purchase: The District is requesting to purchase 2,500 cases at a total of $39,875. These cases will protect our Chromebooks from wear and tear. Funding for this request would come from the general fund and the final request will be brought forward to the board meeting.

Credit Card Holder Agreement: The District is beginning the transition to a new credit cards system. There is an elimination of Comerica and Bank of Harris credit cards. Full implementation should occur in March. The current credit card holder agreement is missing a statement about recouping taxes. The District is tax exempt and credit card users are responsible for not paying taxes and must use the tax-exempt form. The District will begin payroll deductions for incurred taxes based on the new credit card holder agreement.

Fund Balance Policy: The District is recommending board policy 6210 to be put into place. The fund balance goal should be slowly stepped up to the board's gradual expectation. The current fund balance is 4.93% and the current budget is 9.86% estimated at the end of the year. The District recommended 7.5%, 10%, 12.5% and up to 15% board policy. The District will have an audit finding if the board policy fund balance goal is not met. The District just came out of deficit and was a negative (-)15% two years ago. The District relies on vendor programs and the Center Program. Vendor programs contribute millions of dollars to the District's bottom line. MVCA revenue is $750,000 and the Center Program is $1.5m. The Center Program is struggling to get referrals and MVCA or vendor programs can change or depart any time therefore it was recommended to slowly increase the board policy year over year. The Board is considering recommending 7.5% this year, 10% for the following two years and

considered higher balances in later years. 10% fund balance equals $4m while 15% equals $6m. This will come back next month with exact numbers for consideration to be brought to the policy committee and then to the board.

COVID Grant Funding Update: PPE supplies have increased costs to $1.8m. Viking Virtual, COVID Cleaners, PPE and other items are adding up fast. Grants have covered all but $596,000 which is now general fund supported. There is the ESSER II and FEMA request still yet to be received. These amounts are $4.5m and $100,000. The $596,000 will be covered with the new funds once released to the District.

Financial Statement Overview: This was skipped over due to the time constraints.

Food Service RFP: Chartwells is up for renewal. Chartwells has done an excellent job over the past several years. Marsha and her team are excellent to partner with. The state did send out a memo indicating that the District could extend one year past the initial agreement. This would put Chartwells into 6 years, which the original contract was one year with four one-year options. There are 589 districts in Michigan that potentially bid every couple of years as stipulated under statue. Statue indicates that contracts can run for one year with the option of four one-year term renewals. This means that 120-150 Districts will bid every year. The District believes that the majority of those districts will choose to extend, thereby, reducing the number of potential new contracts to 20-50 this year. This will make Hazel Park's contract look very competitive and vendors would want to make sure that the bid would be sufficiently priced to win. If 20-50 bids go out this year, then the 100-130 would be extended to next year increasing the potential volume of contracts in the neighborhood of 300. The supply would be high and vendors would control the market and their administrative fees and such would be higher. The District will present the proposal and let the board decide to extend or bid at the board meeting.

3% ORS Participation: 3% of retirement should not be taxable. There is an agreement with ORS and State of Michigan with IRS and the District is asking the board to approve to sign onto the settlement with ORS and State of Michigan. There is a civil suit which many districts are signing on to support ORS and the State of Michigan.

Review of all Letters of Agreements (LOAs):

The District is requesting to consolidate the HPEA salary schedules. There would be two schedules instead of the current 4. There would be Center Program and Non-Center. Center Program is 4% above Non-Center. There is a line between hire dates of November 22, 2010 where BA+18 or MA+15 or MA+45 are not an option to those teachers. Consolidating the two salary schedules would help retain quality teachers. All too many times a teacher will have a BA+18 and work within the District for one year and then move onto another district because there is no option to move over until MA is achieved. There are 6 non-Center Program teachers that would move over a lane and cost the District $11,000 this year. There are 4 Center Program teachers that would move over a lane and cost $5,000 for the year.

The District is requesting Literacy Coaches and Nurses be changed within the contractual language to be able to be hired at Step 6. The current verbiage states that Step 5 would be the highest considered. Step 6 would help attract qualified candidates and Nurses are in short supply.

The District is requesting a Head Social Worker Stipend of $2,000 to be added to the Schedule B of the HPEA Master Agreement. This Head Social Worker would assist the 13 other Social Workers within the District. The funding would be Title IV for the Stipend.

The District is requesting a Viking Virtual Academy (VVA) stipend. Class sizes are growing substantially and VVA teachers have to spend more time assessing and assisting those students. The proposal caps the limit per class and any students assigned over that limit would generate a stipend for the teacher. These funds would be COVID or Cares Funding.

The District is requesting 4 additional security personnel at the High School. This is to assist with social distancing. Students have to eat in several locations and they need to be monitored for successful social distancing. The High School has 5 security personnel already to monitor. The cost would be $68,236 this year and $144,838 next year and the funding would be COVID or Cares Funding.

Check Register Review: If the board has any questions please feel free to contact Dr. Kruppe and the Business office will respond to the inquiry.

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Superintendent

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The School District of the City of Hazel Park Schools
Board Committee Meeting
Buildings & Grounds
February 1, 2021 - 6:00PM
Virtual Meeting

Board Members Present: Kristy Schlak, Heidi Fortress, Melissa Baldwin
Board Members Absent: None

Administrators Present: Dr. Amy Kruppe, Jason Zirnis, Greg Richardson

Meeting start time - 6:09 pm

A. Sinking Fund 2020/21 Projects Update
    a. Bathrooms at the HS are very close to completion. Finish work is being completed with the significant install of tile, HVAC, plumbing all being completed.
B. 2021/22 Sinking Fund Project Update
    a. The only project currently approved is the completion of the bathroom upgrades at the HS. The contracts were bid out last summer in conjunction with the 2020/21 sinking fund projects.
C. HP Surplus Auction
    a. The Auction is set for February 9, 2021, the link to the auction is https://www.biddergy.com/Browse/R179360425/surplus_assets_-_hazel_park_schools
D. Air Quality Testing
    a. The District completed an air quality testing of three locations in all buildings except Roosevelt where HVAC work is not complete. All tests except one came back with better results then the outside air. The location that had results worse than the outside air was a room that we received a complaint over triggering the testing. The mold level in the space off a classroom was 1,100 parts per million (PPM) vs the outside air of 330 PPM, highest test result from another interior room at Webb/Jardon was 240 PPM. Our consultant recommended removal of the sink and drywall. We have completed the repairs and are having a retest later this week to confirm the mitigation was a success.

E. Electronic Timesheet Equipment
    a. The District is transitioning to an electronic timesheet system and the means for an employees to enter information into the system can be undertaken three ways
        i. card readers at front doors
        ii. smartphone app
        iii. computers at workstations.
    b. The committee recommended option i. at a cost to the District not to exceed $50,000
F. After the most recent snowfall it was identified as a more efficient way to move smaller quantities of snow through the purchase of a snow brush attached to either the Large John Deere Lawn Mower or John Deere Tractor. We are exploring quotes with the committee recommending the purchase to the Board not to exceed $7,500
G. Oakland County provided additional Bottle Filling Stations through a grant to HP. In total 18 units were received. In order to install the units and remove the old ones an estimate was received of approximately $1,000 per unit. We are investigating the timing and soliciting additional quotes for the installation.

Meeting end time - 6:55 pm

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

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The School District of the City of Hazel Park Schools
Board Committee Meeting
Policy Committee
February 1, 2021 - 7:00PM
Virtual Meeting

Board Members Present: Beverly Hinton, Melissa Baldwin, Dawn Rice
Board Members Absent: None

Administrators Present: Dr. Amy Kruppe

Meeting Minutes

This was the first meeting with the new Policy Committee members, Beverly Hinton, Melissa Baldwin and Dawn Rice. The members along with Dr. Amy Kruppe, Superintendent, reviewed and made revisions and updates to various policies. The committee agreed to send the policies to the board for review. The superintendent asked for the input of the policy committee regarding the process for administrative procedures. Often the administrators put them together and the board reviews them at a board meeting. The policy committee suggests that the entire board discuss this at the board meeting. The policy revisions made during the meeting will go on the February 8, 2021 meeting agenda for first reading approval.

The meeting ended at 8:04pm.

Minutes prepared and submitted by Debbie Scott February 2, 2021
Next meeting date TBD

HAZEL PARK SCHOOLS

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Amy Kruppe, Ed.D.
Superintendent

Ford Administration
Matthew Miller, Business Office Manager
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5213 | F: 248-544-5443
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TO: The School District of the City of Hazel Park
Board of Education

FROM: Jason Zirnis
Assistant Superintendent, Business & Operations

RE: Treasurer's Report December, 2020

DATE: January 4, 2021

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)		1,157,649.50	
Total - General Fund	**$**	**1,157,649.50**	
CENTER PROGRAM (22)		14,815.32	
COMMUNITY SERVICE (23)		1,098.68	
FOOD SERVICE FUND (25)		121,165.23	
COMMON DEBT (31-39)		500.00	
CAPITAL PROJECTS (41-49)		0.00	
Total - Special Revenue Funds	**$**	**137,579.23**	
TRUST FUNDS (51)		0.00	
INTERNAL ACCOUNT FUNDS (29)		290.00	
Total - Other Funds	**$**	**290.00**	
TOTAL CHECK DISBURSEMENTS	**$**	**1,295,518.73**	$ 1,295,518.73
ACH DEBITS			1,181,394.08
PAYROLL			1,076,166.20
OUTGOING WIRE TRANSFERS			2,390,062.25
P-CARD PURCHASES			40,027.24
			4,687,649.77
TOTAL DISBURSEMENTS IN PERIOD			**$ 5,983,168.50**

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

Jason Zirnis
Assistant Superintendent, Business & Operations

Monthly Summary of EFT's from HP Bank Accounts

January 2021

Date	Amount	Bank Acct Taken From	Reason
1/4/2021	$7.20	Gen Funds	Latchkey Fees
1/6/2021	$285.65	Gen Funds	AFLAC Payment December 30th Payroll
1/21/2021	$285.65	Gen Funds	AFLAC Payment January 15th Payroll
1/15/2021	$2,674.25	Gen Funds	Health Equity Payment January 15th Payroll
1/29/2021	$2,769.25	Gen Funds	Health Equity Payment January 15th Payroll
1/14/2021	$915.44	Gen Funds	EduStaff Payment
1/28/2021	$1,274.40	Gen Funds	EduStaff Payment
1/20/2021	$19,865.14	Gen Funds	Penserv Payment January 15th Payroll
1/4/2021	$28,423.36	Tax W/H	Payroll State Tax Withholding December 30th
1/19/2021	$26,148.59	Tax W/H	Payroll State Tax Withholding January 15th
1/4/2021	$136,101.56	Tax W/H	Payroll Federal Tax Withholding December 30th
1/19/2021	$125,124.06	Tax W/H	Payroll Federal Tax Withholding January 15th
1/13/2021	$295,741.16	Ret W/H	Payroll Retirement Withholding December 30th
1/27/2021	$289,781.98	Ret W/H	Payroll Retirement Withholding January 15th
1/25/2021	$251,996.39	UAAL	Payroll UAAL Payment January
	$1,181,394.08	**Total ACH Debits**	

Date	Amount	Payroll
1/15/2021	$525,851.47	General Payroll on January 15th
1/29/2021	$550,314.73	General Payroll on January 29th
	$1,076,166.20	**Total Payroll**

Date	Amount	Wires
1/25/2021	$2,390,062.25	MVCA Wire State Aid January
	$2,390,062.25	**Total Wires**

Date	Amount	P-Card Purchases	
1/15/2021	$7,044.17	General	P-Card charges Comerica Bank
1/5/2021	$32,983.07	General	P-Card charges Harris Bank
	$40,027.24	**Total P-Card Purchases**	

Hazel Park Schools
Check Register by Fund
Check Date From 1/1/2021 TO 1/31/2021

Check Date		Check#	PE ID	Vendor Name	PO#	Amount
Fund: 110						
01/07/2021	AP	00201803	100322	CITY HAZEL PARK WATER		1,465.57
01/07/2021	AP	00201804	100409	FRONTLINE TECHNOLOGIES GROUP LLC		7,705.17
01/15/2021	EP	00000363	100851	EXECUTIVE ENERGY SERVICES LLC		100.00
01/15/2021	EP	00000364	100319	G N E PAINT & SUPPLY	P2100049	529.39
01/15/2021	EP	00000365	100056	HINTON, BEVERLY	P2100083	25.00
01/15/2021	EP	00000366	100044	HP PROMISE ZONE	P2100084	25.00
01/15/2021	EP	00000367	100430	JG POLY SALES	P2100023	3,172.71
01/15/2021	EP	00000368	100520	PEDIATRIC HEALTH CONSULTANTS INC		2,792.00
01/15/2021	EP	00000369	100125	SCHLAK, KRISTY	P2100086	25.00
01/15/2021	EP	00000370	100397	SCHOOL SPECIALTY	P2100147	656.04
01/15/2021	EP	00000371	100504	SET INC.		54,197.27
01/15/2021	AP	00201805	100347	BILLINGS LAWN EQUIPMENT	P2100021	99.73
01/15/2021	AP	00201806	100512	CHAPT 13 TRUSTEE-TAMMY L TERRY		420.00
01/15/2021	AP	00201807	100011	CHAPTER 13 TRUSTEE		90.00
01/15/2021	AP	00201808	100309	CONSUMERS ENERGY		7,153.57
01/15/2021	AP	00201809	100018	CUSTOM FORM INC		260.00
01/15/2021	AP	00201810	100609	DAVID RUSKIN		1,127.58
01/15/2021	AP	00201811	100313	DTE ENERGY		12,492.92
01/15/2021	AP	00201812	100795	ESKO ROOFING AND SHEET METAL		455.00
01/15/2021	AP	00201813	100168	G-TEK PROFESSIONAL SERVICES INC		180.00
01/15/2021	AP	00201814	100008	HAZEL PARK YOUTH ASSISTANCE	P2100229	25.00
01/15/2021	AP	00201815	100521	INTERNATIONAL PLUMBING CO		580.00
01/15/2021	AP	00201816	100839	K 12 MANAGEMENT DBA FuelEd		33,745.70
01/15/2021	AP	00201817	100324	KAPLAN SCH SUPPLY CORP		243.57
01/15/2021	AP	00201818	100433	LAKESHORE LEARNING MATERIALS	P2100221	1,179.66
01/15/2021	AP	00201819	100413	MCGRAW HILL BOOK CO	P2100201	7,469.48
01/15/2021	AP	00201820	100089	MCNAUGHTON-MCKAY ELECTRIC COMP	P2100047	4,107.46
01/15/2021	AP	00201821	100043	MECHANICAL SYSTEMS SERVICES	P2100037	4,900.73
01/15/2021	AP	00201822	100860	MELISSA BALDWIN	P2100232	25.00
01/15/2021	AP	00201823	100327	MICHIGAN EDUCATION SPECIAL		362,887.99

Hazel Park Schools
Check Register by Fund
Check Date From 1/1/2021 TO 1/31/2021

Check Date		Check#	PE ID	Vendor Name	PO#	Amount
01/15/2021	AP	00201824	100073	MICHIGAN GUARANTY AGENCY		107.17
01/15/2021	AP	00201825	100387	MISDU		932.65
01/15/2021	AP	00201826	100585	PITNEY BOWES		1,978.52
01/15/2021	AP	00201827	100690	RIDDELL ALL AMERICAN	P2100204	4,093.04
01/15/2021	AP	00201828	100428	ROYAL ROOFING		2,195.00
01/15/2021	AP	00201829	100013	SECREST WARDLE LYNCH HAMPTON		444.58
01/15/2021	AP	00201831	100463	WINDSTREAM		990.98
01/21/2021	EP	00000372	100292	INVEST CENTERS LLC		30,152.92
01/21/2021	EP	00000373	100357	STAPLES BUSINESS ADVANTGE	P2100223	2.64
01/21/2021	EP	00000374	100045	A & I ENTERPRISES		144,358.07
01/21/2021	EP	00000375	100427	A SWEET SERVICES LLC		12,516.83
01/21/2021	EP	00000376	100292	INVEST CENTERS LLC		163,157.90
01/21/2021	EP	00000377	100397	SCHOOL SPECIALTY	P2100202	697.98
01/21/2021	EP	00000378	100357	STAPLES BUSINESS ADVANTGE	P2100224	36.19
01/21/2021	AP	00201832	100314	DTE ENERGY		32,713.92
01/21/2021	AP	00201833	100488	HOME DEPOT CREDIT SERVICES	P2100025	1,142.12
01/21/2021	AP	00201835	100421	LEARNING A-Z	P2100213	153.95
01/21/2021	AP	00201836	100413	MCGRAW HILL BOOK CO	P2100211	1,801.02
01/28/2021	EP	00000380	100431	CLARK HILL PLLC		7,060.50
01/28/2021	EP	00000381	100319	G N E PAINT & SUPPLY	P2100049	450.07
01/28/2021	EP	00000382	100430	JG POLY SALES	P2100023	460.02
01/28/2021	EP	00000383	100745	KSS ENTERPRISES		329.95
01/28/2021	EP	00000384	100520	PEDIATRIC HEALTH CONSULTANTS INC		4,051.00
01/28/2021	EP	00000385	100538	PROJECT LEAD THE WAY INC	P2100045	10,989.00
01/28/2021	EP	00000386	100445	ROCKET ENTERPRISE INC		245.00
01/28/2021	EP	00000388	100397	SCHOOL SPECIALTY	P2100202	140.56
01/28/2021	EP	00000389	100357	STAPLES BUSINESS ADVANTGE	P2100238	112.83
01/28/2021	AP	00201838	100600	A C BUILDERS HARDWARE INC		4,900.00
01/28/2021	AP	00201839	100550	AMAZON CAPITAL SERVICES INC		262.28
01/28/2021	AP	00201840	100350	ASCENSION MICHIGAN AT WORK		164.00
01/28/2021	AP	00201841	100544	ASCENSION MICHIGAN AT WORK		76.00

Hazel Park Schools
Check Register by Fund
Check Date From 1/1/2021 TO 1/31/2021

Check Date		Check#	PE ID	Vendor Name	PO#	Amount
01/28/2021	AP	00201842	100383	AT & T		42.16
01/28/2021	AP	00201844	100534	BATTERY CENTERS OF AMERICA INC		45.90
01/28/2021	AP	00201845	100317	BATTERY WAREHOUSE CO		48.00
01/28/2021	AP	00201846	100512	CHAPT 13 TRUSTEE-TAMMY L TERRY		420.00
01/28/2021	AP	00201847	100011	CHAPTER 13 TRUSTEE		90.00
01/28/2021	AP	00201848	100438	CONTRACTORS CLOTHING COMPANY		57.98
01/28/2021	AP	00201849	100609	DAVID RUSKIN		1,127.58
01/28/2021	AP	00201850	100866	DURO LAST INC		200.00
01/28/2021	AP	00201851	100446	FAR THERAPEUTIC & PERFORMING ARTS		110.55
01/28/2021	AP	00201852	100640	FIBER LINK INC		1,018.50
01/28/2021	AP	00201853	100656	GABRIEL FORTRESS		294.59
01/28/2021	AP	00201854	100404	HASTINGS AUTO PARTS	P2100052	110.95
01/28/2021	AP	00201856	100574	INSTITUTE FOR EXCELLENCE IN ED	P2100062	1,500.00
01/28/2021	AP	00201857	100569	INTEGRITY BUSINESS SOLUTIONS LLC	P2100237	1,871.94
01/28/2021	AP	00201858	100839	K 12 MANAGEMENT DBA FuelEd		18,382.70
01/28/2021	AP	00201859	100868	KS VENTURES INC		109,322.66
01/28/2021	AP	00201860	100043	MECHANICAL SYSTEMS SERVICES	P2100037	31,293.59
01/28/2021	AP	00201861	100073	MICHIGAN GUARANTY AGENCY		107.17
01/28/2021	AP	00201862	100589	MILLENNIUM BUSINESS SYSTEMS	P2100022	2,306.40
01/28/2021	AP	00201863	100387	MISDU		932.65
01/28/2021	AP	00201865	100863	PAJAMA PROGRAM INC		250.00
01/28/2021	AP	00201866	100337	PETERSON GLASS CO		424.96
01/28/2021	AP	00201867	100312	R L DEPPMANN		1,324.15
01/28/2021	AP	00201868	100428	ROYAL ROOFING		734.00
01/28/2021	AP	00201869	100749	SONITROL GREAT LAKES		279.84
01/28/2021	AP	00201871	100867	TRAFERA LLC		50,500.00
				Fund 110 Total:		**1,157,649.50**
Fund: 220						
01/15/2021	EP	00000368	100520	PEDIATRIC HEALTH CONSULTANTS INC		0.00
01/15/2021	EP	00000370	100397	SCHOOL SPECIALTY	P2100216	49.64
01/15/2021	AP	00201830	100515	STAFF CONNECTIONS LLC		5,365.50

Hazel Park Schools
Check Register by Fund
Check Date From 1/1/2021 TO 1/31/2021

Check Date		Check#	PE ID	Vendor Name	PO#	Amount
01/21/2021	AP	00201837	100000	OFFICE DEPOT		231.92
01/28/2021	EP	00000384	100520	PEDIATRIC HEALTH CONSULTANTS INC		0.00
01/28/2021	AP	00201851	100446	FAR THERAPEUTIC & PERFORMING ARTS		2,831.95
01/28/2021	AP	00201862	100589	MILLENNIUM BUSINESS SYSTEMS	P2100022	457.14
01/28/2021	AP	00201864	100000	OFFICE DEPOT	P2100214	109.17
01/28/2021	AP	00201870	100515	STAFF CONNECTIONS LLC		5,770.00
				Fund 220 Total:		**14,815.32**
Fund: 230						
01/28/2021	EP	00000387	100797	SCHOOL OUTFITTERS LLC	P2000447	1,098.68
				Fund 230 Total:		**1,098.68**
Fund: 250						
01/28/2021	EP	00000379	100118	CHARTWELLS DINING SERVICES		58,655.51
01/28/2021	AP	00201855	100706	HERTZ FURNITURE SYSTEMS LLC	P2000334	62,428.00
01/28/2021	AP	00201862	100589	MILLENNIUM BUSINESS SYSTEMS	P2100022	81.72
				Fund 250 Total:		**121,165.23**
Fund: 290						
01/21/2021	AP	00201834	100771	KEVIN ROGERS		290.00
				Fund 290 Total:		**290.00**
Fund: 310						
01/28/2021	AP	00201843	100694	BAKER TILLY MUNICIPAL ADVISORS		500.00
				Fund 310 Total:		**500.00**
				Grand Total:		**1,295,518.73**

End of Report

Comerica Bank
Commercial Card Summary (P-Card)
For Month Ending - January 2021

Date of Trans	Card Holder	Vendor	Amount
01/29/2021	SHEILA OKANE	AMZN MKTP US*0041M6DQ3	160.76
01/29/2021	CORRI NASTASI	GFS STORE #0960	66.35
01/29/2021	NICK NUGENT	MDE EDUCATOR LICENSE	45.00
01/29/2021	KARLA GRAESSLEY	USPS.COM POSTAL STORE	37.30
01/29/2021	DEBRA DIMAS	AMAZON.COM*VV7730DT3	21.08
01/29/2021	GREG RICHARDSON	TONYS ACE HDWE	36.05
01/29/2021	GREG RICHARDSON	TONYS ACE HDWE	29.42
01/29/2021	GREG RICHARDSON	IMPRESSIVE TILE CO	747.66
01/29/2021	GREG RICHARDSON	THE HOME DEPOT 2731	206.44
01/29/2021	GREG RICHARDSON	THE HOME DEPOT 2706	265.88
01/29/2021	NICK NUGENT	MDE EDUCATOR LICENSE	45.00
01/28/2021	CORRI NASTASI	AMZN MKTP US*MN0CZ3LX3	12.49
01/28/2021	SHEILA OKANE	AMAZON.COM*6H6QF3AY3	131.80
01/28/2021	SHEILA OKANE	LAKESHORE LEARNING MAT	25.40
01/28/2021	MICHELLE KRAUSE	FIVE BELOW 574	15.00
01/28/2021	CORRI NASTASI	LAMINATOR.COM	102.46
01/27/2021	GREG RICHARDSON	TONYS ACE HDWE	10.05
01/27/2021	SHEILA OKANE	AMAZON.COM*T146C7XR3	29.97
01/27/2021	MEGAN PAPASIANBROADWELL	ADOBE *800-833-6687	9.99
01/27/2021	DEBRA DIMAS	WM SUPERCENTER #4424	51.22
01/27/2021	DAVID MUYLAERT	CVS/PHARMACY #08103	5.00
01/27/2021	DEBRA DIMAS	TARGET 00025445	43.98
01/27/2021	DEBRA DIMAS	AMAZON.COM*501585L93	19.49
01/27/2021	DEBRA DIMAS	TEACHERSPAYTEACHERS.CO	10.95
01/27/2021	MICHELLE KRAUSE	IIRP	80.49
01/26/2021	CORRI NASTASI	SAMSCLUB #6664	95.41
01/26/2021	GREG RICHARDSON	ANGELO S WHOLESALE-124	211.94
01/26/2021	GREG RICHARDSON	TONYS ACE HDWE	13.28
01/26/2021	JAMIE BUCZKO	SQ *DECA INC.	10.00
01/26/2021	SHEILA OKANE	AMZN MKTP US	(47.36)
01/26/2021	CORRI NASTASI	AMZN MKTP US*YA77K5RO3	19.45
01/25/2021	GREG RICHARDSON	TONYS ACE HDWE	15.88
01/25/2021	SHEILA OKANE	AMZN MKTP US*VO3P448X3	229.82
01/25/2021	DEBRA SCOTT	MICHIGANASS	180.00
01/25/2021	CORRI NASTASI	AMZN MKTP US*UM1IU75M3	106.04
01/25/2021	JAMIE BUCZKO	CRAFTYSTICKS/BREWCAPS	138.66
01/25/2021	SHEILA OKANE	AMZN MKTP US*G28IR2TV3	10.99
01/25/2021	SHEILA OKANE	AMZN MKTP US*K30CJ8RF3	13.98
01/25/2021	CORRI NASTASI	AMAZON.COM*2T1GF8QB3 A	66.06
01/25/2021	CORRI NASTASI	AMAZON.COM*2C7D45I83	52.80
01/25/2021	DAVID MUYLAERT	OFFICE DEPOT #492	176.96
01/25/2021	SHEILA OKANE	AMZN MKTP US*8N8388TZ3	91.96
01/22/2021	DEBRA DIMAS	STAPLS7322846942000003	57.75
01/22/2021	DEBRA DIMAS	STAPLS7322846942000002	37.36
01/22/2021	GREG RICHARDSON	TONYS ACE HDWE	18.78
01/22/2021	GREG RICHARDSON	TONYS ACE HDWE	53.85
01/22/2021	DAVID MUYLAERT	DO APPAREL	655.00
01/22/2021	JAMIE BUCZKO	DOLLAR TREE, INC.	441.74
01/21/2021	DEBRA SCOTT	MICHIGANASS	540.00
01/20/2021	GREG RICHARDSON	TONYS ACE HDWE	16.31
01/20/2021	DEBRA DIMAS	SAMSCLUB #6659	50.44
01/20/2021	MEGAN PAPASIANBROADWELL	AMZN MKTP US*O80P87413	253.90
01/20/2021	CORRI NASTASI	#45 LAKESHORE LEARNING	22.76
01/19/2021	SHEILA OKANE	OAKLAND SCHOOLS-RC INT	(100.00)
01/19/2021	CORRI NASTASI	WAL-MART #3487	14.36

01/19/2021	CORRI NASTASI	AMAZON.COM*GO46N3GW3	20.43
01/19/2021	MEGAN PAPASIANBROADWELL	AMZN MKTP US	(5.99)
01/19/2021	GREG RICHARDSON	TONYS ACE HDWE	25.80
01/19/2021	MEGAN PAPASIANBROADWELL	AMZN MKTP US*D16AQ1R33	43.93
01/19/2021	MEGAN PAPASIANBROADWELL	AMAZON.COM*8F7VI6FT3 A	409.55
01/19/2021	JAMIE BUCZKO	NASP	199.00
01/19/2021	GREG RICHARDSON	CLOVERDALE EQUIPMENT C	500.00
01/19/2021	MEGAN PAPASIANBROADWELL	AMZN MKTP US*2Z8D51QA0	157.26
01/15/2021	GREG RICHARDSON	TONYS ACE HDWE	18.16
01/15/2021	SHEILA OKANE	LIBIB.COM	11.13
01/15/2021	JAMIE BUCZKO	BUREAU OF EDUCATION AN	279.00
01/14/2021	DEBRA SCOTT	MICHIGANASS	180.00
01/14/2021	SHEILA OKANE	AMZN MKTP US*W331132E3	17.99
01/14/2021	SHEILA OKANE	AMZN MKTP US*7S3F83R73	39.40
01/13/2021	GREG RICHARDSON	TONYS ACE HDWE	32.27
01/13/2021	KELSEY DOVICO	AMZN MKTP US*FC6069WZ3	51.23
01/13/2021	MEGAN PAPASIANBROADWELL	AMAZON.COM*UW81E2C23 A	223.60
01/13/2021	CORRI NASTASI	AMAZON.COM*HP6387543 A	61.75
01/13/2021	DEBRA SCOTT	MICHIGANASS	720.00
01/13/2021	ANDREA BRATTON	DOLLAR TREE ECOMM	93.82
01/12/2021	GREG RICHARDSON	TONYS ACE HDWE	11.38
01/12/2021	CORRI NASTASI	JETS PIZZA - MI-37	20.00
01/12/2021	KELSEY DOVICO	AMZN MKTP US*AK7636L43	9.49
01/12/2021	ROCHELLE TASSIE	MAXI-AIDS 800-522-6294	99.75
01/12/2021	MEGAN PAPASIANBROADWELL	AMAZON.COM*MJ0Q877N3 A	26.49
01/11/2021	MEGAN PAPASIANBROADWELL	AMZN MKTP US*638O06ZX3	19.97
01/11/2021	GREG RICHARDSON	TONYS ACE HDWE	10.80
01/11/2021	JAMIE BUCZKO	DBC*BLICK ART MATERIAL	55.24
01/11/2021	CORRI NASTASI	AMAZON.COM*UE15R93H3	26.97
01/11/2021	CORRI NASTASI	AMAZON.COM*VN2OH4X23	26.97
01/11/2021	CORRI NASTASI	AMAZON.COM*LO9553H23	26.97
01/11/2021	ROCHELLE TASSIE	SAMS CLUB #6659	90.33
01/11/2021	ROCHELLE TASSIE	AMAZON.COM*H03825P23	26.22
01/11/2021	GREG RICHARDSON	TONYS ACE HDWE	36.08
01/08/2021	MEGAN PAPASIANBROADWELL	AMZN MKTP US*QL27W8XP3	8.50
01/08/2021	KENNETH MILCH	STARBUCKS CARD EGIFT	25.00
01/08/2021	DAVID MUYLAERT	TONYS ACE HDWE	45.58
01/08/2021	CORRI NASTASI	MEIJER # 237	300.00
01/08/2021	GREG RICHARDSON	TONYS ACE HDWE	24.49
01/07/2021	CORRI NASTASI	AMAZON.COM*NW1P59GZ3	20.43
01/07/2021	CORRI NASTASI	JETS PIZZA MI-018	160.00
01/07/2021	MEGAN PAPASIANBROADWELL	AMZN MKTP US*BL7GI2G43	13.98
01/07/2021	DEBRA DIMAS	AMAZON.COM*KE3DG8HM3	54.62
01/07/2021	CORRI NASTASI	JETS PIZZA MI-018	200.00
01/06/2021	GREG RICHARDSON	TONYS ACE HDWE	41.96
01/06/2021	GREG RICHARDSON	TONYS ACE HDWE	33.53
01/06/2021	SHEILA OKANE	OAKLAND SCHOOLS-RC INT	60.00
01/06/2021	SHEILA OKANE	OAKLAND SCHOOLS-RC INT	60.00
01/04/2021	JAMIE BUCZKO	BRAINPOP	555.00
01/04/2021	JAMIE BUCZKO	BRAINPOP	555.00
			11,380.43

Harris Bank
Commercial Card Summary (P-Card)
For Month Ending - January 2021

Date of Trans	Card Holder	Vendor	Amount
12/28/2020	Tameka Singleton	Clear Rate Communicati	1,865.95
01/01/2021	Christine Luptak	Vigilante Security Inc	1,124.00
01/05/2021	Brad Wilkins	Msbo	85.00
01/05/2021	Brad Wilkins	Msbo	95.00
01/06/2021	Christine Luptak	Vigilante Security Inc	185.00
01/06/2021	Christine Luptak	Airgas Usa, Llc	114.74
01/07/2021	Brad Wilkins	Sq Igeek Madison Heig	1,810.00
01/07/2021	Tameka Singleton	Consumers Energy Co	26.52
01/07/2021	Tameka Singleton	Consumers Energy Co	35.65
01/07/2021	Tameka Singleton	Consumers Energy Co	1,239.50
01/07/2021	Tameka Singleton	Consumers Energy Co	1,335.34
01/07/2021	Tameka Singleton	Consumers Energy Co	1,369.32
01/07/2021	Tameka Singleton	Consumers Energy Co	2,212.56
01/08/2021	Brad Wilkins	Micro Center #055-Reta	389.92
01/08/2021	Tameka Singleton	Consumers Energy Co	995.91
01/11/2021	Tameka Singleton	Ecolab Pest As400	75.00
01/11/2021	Tameka Singleton	Ecolab Pest As400	75.00
01/11/2021	Tameka Singleton	Ecolab Pest As400	85.00
01/11/2021	Tameka Singleton	Ecolab Pest As400	85.00
01/11/2021	Tameka Singleton	Ecolab Pest As400	85.00
01/11/2021	Tameka Singleton	Ecolab Pest As400	85.00
01/11/2021	Tameka Singleton	Ecolab Pest As400	85.00
01/11/2021	Tameka Singleton	Ecolab Pest As400	85.00
01/11/2021	Tameka Singleton	Ecolab Pest As400	85.00
01/11/2021	Tameka Singleton	Ecolab Pest As400	85.00
01/11/2021	Tameka Singleton	Ecolab Pest As400	98.00
01/11/2021	Tameka Singleton	Ecolab Pest As400	98.00
01/11/2021	Tameka Singleton	Ecolab Pest As400	120.00
01/11/2021	Tameka Singleton	Ecolab Pest As400	120.00
01/11/2021	Tameka Singleton	Ecolab Pest As400	145.00
01/11/2021	Tameka Singleton	Ecolab Pest As400	145.00
01/11/2021	Tameka Singleton	Ecolab Pest As400	150.00
01/11/2021	Tameka Singleton	Ecolab Pest As400	150.00
01/11/2021	Tameka Singleton	Ecolab Pest As400	235.00
01/11/2021	Tameka Singleton	Ecolab Pest As400	235.00
01/11/2021	Tameka Singleton	Tmobile Auto Pay	2,000.00
01/12/2021	Brad Wilkins	Precision Roller	97.75
01/12/2021	Tameka Singleton	Consumers Energy Co	107.09
01/12/2021	Tameka Singleton	Consumers Energy Co	138.88
01/12/2021	Tameka Singleton	Consumers Energy Co	1,487.94
01/13/2021	Tameka Singleton	Consumers Energy Co	151.66
01/13/2021	Tameka Singleton	Consumers Energy Co	549.36
01/13/2021	Tameka Singleton	Usa Clean Inc	19,901.36
01/14/2021	Brad Wilkins	Precision Roller	51.24
01/14/2021	Brad Wilkins	Precision Roller	75.92
01/14/2021	Brad Wilkins	Precision Roller	225.07
01/14/2021	Brad Wilkins	Cdw Govt #6553937	67,500.00
01/14/2021	Christine Luptak	Spina Electric Compa	300.00
01/14/2021	Christine Luptak	Mi Permit Lic Plan Rev	125.00
01/14/2021	Christine Luptak	Ferrellgas L P	601.48
01/14/2021	Christine Luptak	Airgas Usa, Llc	147.64
01/14/2021	Tameka Singleton	Consumers Energy Co	1,208.25
01/15/2021	Christine Luptak	Orkin Llc 002	121.20
01/15/2021	Christine Luptak	Mi Permit Lic Plan Rev	125.00
01/15/2021	Christine Luptak	Republic Services Tras	3,535.70
01/15/2021	Tameka Singleton	Republic Services Tras	168.32

01/15/2021	Tameka Singleton	Tmobile Auto Pay	328.98
01/18/2021	Tameka Singleton	Corrigan Moving System	45.00
01/21/2021	Brad Wilkins	Bestbuycom806415464018	19.00
01/21/2021	Brad Wilkins	Bestbuycom806415458415	39.99
01/22/2021	Jason Zirnis	Amzn Mktp US 2z8md1bu2	685.69
01/25/2021	Jason Zirnis	Amzn Mktp US Zm9a08zc3	228.89
01/26/2021	Jason Zirnis	Amazon.Com Uo44j39u3 A	1,157.40
			116,334.22

NAME	EVENT	DATES OF EVENT	LOCATION	ESTIMATED COST
IN STATE				(Includes Sub)
Karen Currie	Resilience For Youth	1/27 & 1/28/21 8:30 - 12:30	Virtual (Zoom with Oakland Schools)	$0.00
Susan Tompkins	Dyslexia - Best Targeted Interventions to Accelerate Greater Literacy Success (Grades K-6)	2/8/21 9 am - 4 pm	Virtual	$279.00
Nanette Renkiewicz	National Association of School Psychologists Annual Convention	2/23 - 2/26/21 9 am - 7:15 pm	Virtual	$199.00
Shawn Johnson	Foundations for Effective School Nursing Practice in Michigan	1/21/21 9:30 am - 3:45 pm	Virtual	$0.00
Karen Currie	Behavioral Tools and Strategies When Considering a Change in Placement	3/10/21 8:30 -3:30 pm	Virtual	$0.00

HP BOARD OF EDUCATION MEMBERS

CONFERENCE/MEETING
APPROVAL REQUEST

February 8, 2021
BOARD MEETING

Attendee/Title	Event	Dates of Event	Location	Estimated Cost
Laura Adkins	MASB Winter Institute	Feb. 19-21, 2021	Virtuall	$180.00
Heidi Fortress	MASB Winter Institute	Feb. 19-21, 2021	Virtual	$540.00
Heidi Fortress	CBA 105 & 106	Self-paced	Virtual	$180.00 ($90.00 each course)
Heidi Fortress	CBA 101	Self-paced	Virtual	No Cost
Dawn Rice	CBA 101	Self-paced	Virtual	No Cost
Board of Education Members	MASB Roles & Responsibilibities Workshop/Training	Date TBD	Board Room Or Virtual (TBD)	$825.00 plus expenses incurred by MASB consultant

Board of Education & Superintendent Operating Principles

1. The procedure/principles must be adopted by majority vote
2. A "new" board is created every time a new member joins the board. The operating principles must be reviewed to determine if there continues to be majority consensus for each procedure. The board and superintendent will conduct an orientation workshop as soon as possible following the election and/or appointment of a new board member and no later than 90 days after the new board member takes the oath of office.
3. Every board member has the right to request a review of any operating principle. If a member is uncomfortable with a given procedure the board member should contact the superintendent or board president. If no review is requested, it should be clearly understood that this is how the board functions.
4. Operating principles can clarify the board's working relationship with the superintendent and staff. Therefore, the board and superintendent must find time to talk through the way they will work together and with the staff. All requests for information by one board member will be shared with the entire board.
5. The most effective way to operate and supervise a dynamic school district is through close cooperation between the school board, the superintendent, administrative teams, and staff. The manner in which the board and superintendent conduct their business becomes the model throughout the district for the administrative team, staff, parents and community on how issues and problems are solved.
6. Our approach is to work in an open, positive problem-solving atmosphere to achieve the goals of the organization. Cooperation, support and loyalty do not mean we will agree on every issue; dialogue, divergent thinking, and debate will encourage the best decisions.
7. In matters related to the governance of the district, the superintendent must be contacted first. Questions about operations, direction, etc., should be directed to the superintendent.
8. Board members are encouraged to offer praise for employees, but criticism must be channeled through the superintendent's office.
9. Personal slurs and snide comments are counterproductive to good group processes. The board agrees to have a workshop when it finds interpersonal issues are impeding pragmatic decision-making.
10. Information about employees, negotiations and other confidential areas discussed in executive session will remain completely confidential. Information given in confidence, particularly when planning and exploring alternatives must also remain confidential.
11. Discussions at meetings and debate over issues should be open and honest without disclosing issues held to be confidential. Once a final decision is reached each member has the responsibility to support the decision and aid in its implementation. In this context, "support" means at a minimum, to accept the decision and to do

nothing that would undermine the board's action. A board member's right to dissent is always preserved.

12. Agendas must be open and on the table for meaningful dialogue to occur. Information, upon which decisions are to be made with appropriate alternatives, will be given to the board in a timely manner. Surprises by board members and administrators at meetings are generally counterproductive. If a member needs more information, the superintendent or board president should be informed in advance. The intent of this item is to communicate to the superintendent, a need for additional information and/or options for the individual to consider. It is not intended as an avenue to impose total agreement on the issue; nor is it an attempt to discourage an individual's right to dissent.

Items of Agreement – Communication & Complaint Process

Communications

The superintendent and the board will make deliberate attempts to share information and data with all members.

Processing Complaints/Concerns for Staff and Community

When an individual board member is contact by a staff or community member, each member has agreed to the following procedures:

1. Listen to the concern
2. Offer to assist by having the appropriate school official contact the person.
3. Inform the individual of the appropriate policies and channels regarding complaints if appropriate.
4. Assist by informing the complainant of the correct procedures in resolving the issue. (Example: Teacher, complaint by parent: refer parent to principal and teacher.)
5. Continue to channel the individual to the next immediate local level if the issue is unresolved.
6. Contact the superintendent to inform him of the situation and what direction has been provided to the complainant.
7. The superintendent will then issue a directive for follow-up as necessary.

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

To: Dr. Amy Kruppe, Superintendent

From: Jason Zirnis, Assistant Superintendent of Business and Operations

Date: February 2, 2021

Re: HVAC Filter Replacement Plan

In conjunction with the HVAC Assessment, K&S Ventures provided a recommendation on the type and replacement timing of the filters utilized by all our heating units. Their recommendation included the use of MERV 13 filters throughout the District and which filter more particles then the current MERV 10 Filters being utilized. Their recommendation also included setting up a reorder point three times a year where all the filters are delivered to the buildings for installation. Based on the plan the replacement of one set of filters will cost the District $17,232. The cost of the filters on an annual basis will be $51,696. The initial order will be less, as we have a number of filters on hand which can be used in the first replacement cycle of this year.

Two quotes were received. The second quote was for $18,040, we are soliciting additional quotes.

We are recommending the filter replacement plan at a cost not to exceed $17,232 per replacement.

Funding Sources:
General Funding in 20/21 with one filter replacement at $17,232 and General Fund for 21/22 at an estimated cost of $51,696. These costs would be eligible for ESSER II Funding when allocated by the State.

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

Strategic Plan: Goal Statement - Resources
Goal Statement: 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.

K & S VENTURES INC.

MECHANICAL & ELECTRICAL CONTRACTING • ENERGY MANAGEMENT SYSTEMS • TEMPERATURE CONTROLS

January 8, 2021

Jason Zirnis
Hazel Park Schools
1620 E. Elza Ave.
Hazel Park, MI 48030

RE: MERV 13 Filter Pricing

Dear Jason -

K & S Ventures Inc. is pleased to provide pricing to provide one set of MERV13 filters for units throughout the Hazel Park School District.

SCOPE OF WORK: Provide one set of MERV 13 filters for the following equipment: Lead time 8-10 weeks

- Edison School: RTU#1, MAU#1, AHU#1 thru #9, VUV #1 thru #21, CUH #1 thru #12
- Webster Early Childhood Center: RTU #1 and classrooms
- Webb Elementary: RTU #7 thru #13, Bsmt AHU, Music AHU, S Door Airdale, D Door Rm 403, Café
- Jordon Vocational School: RTU #1 thru #6, Rm 163,165,151, Quarantine, Classrooms
- Hoover Elementary: AHU#1 thru #3, S Door Airdale, D Door Rm 129
- High School: AHU#1 & #2 Pool, RTU#1 thru #6, Tunnel Café AHU, Tunnel Vestibule AHU, Tunnel Media Ctr AHU, Tunnel Aud AHU, S Door Airdale, D Door Rm131 & Rm135
- Ford Administration Building: RTU#1, Old Airdale, Rms 1-12 & Gym, Rms 20,22,28
- Junior High School: AHU #1 thru #4, AHU #7 thru #11, RTU #1 & #2
- United Oaks: AHU #1 thru #6, RTU #1

Work Not Included in Total Cost

- Any installation or repairs to systems
- Any additional filters not listed in the filter survey provided by Aero Filter

Edison School:	**$1,345.00**
Webster ECC:	**$912.00**
Webb Elem:	**$1,500.00**
Jordon:	**$540.00**
Hoover:	**$742.00**
High School:	**$3,100.00**
Ford Admin:	**$623.00**
Junior High:	**$5,775.00**
United Oaks:	**$2,695.00**

Total Cost: **$17,232.00***
***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

GARLAND
MECHANICAL H.V.A.C.

25905 W. 8 MILE REDFORD, MI 48240
PHONE/FAX: 313-541-8720/ 313-541-8721

Jason Zirnis
Hazel Park Schools
1620 E. Elza Ave.
Hazel Park, MI 48030

RE: MERV 13 Filter Pricing

Dear Jason -

Garland Mechanical is pleased to provide pricing to provide one set of MERV13 filters for units throughout the Hazel Park School District. Provide one set of MERV 13 filters for the following equipment: Lead time 8-10 weeks.

SCOPE OF WORK:

- **Edison School:** RTU#1, MAU#1, AHU#1 thru #9, VUV #1 thru #21, CUH #1 thru #12
- **Webster Early Childhood Center:** RTU #1 and classrooms
- **Webb Elementary:** RTU #7 thru #13, Bsmt AHU, Music AHU, S Door Airdale, D Door Rm 403, Café
- **Jordon Vocational School:** RTU #1 thru #6, Rm 163,165,151, Quarantine, Classrooms
- **Hoover Elementary:** AHU#1 thru #3, S Door Airdale, D Door Rm 129
- **High School:** AHU#1 & #2 Pool, RTU#1 thru #6, Tunnel Café AHU, Tunnel Vestibule AHU, Tunnel Media Ctr AHU, Tunnel Aud AHU, S Door Airdale, D Door Rm131 & Rm135
- **Ford Administration Building:** RTU#1, Old Airdale, Rms 1-12 & Gym, Rms 20,22,28
- **Junior High School:** AHU #1 thru #4, AHU #7 thru #11, RTU #1 & #2
- **United Oaks**: AHU #1 thru #6, RTU #1

Work Not Included in Total Cost

- Any installation or repairs to systems
- Any additional filters not listed in the filter survey provided by Aero Filter

Edison School:	**$1,355.00**
Webster ECC:	**$920.00**
Webb Elem:	**$1,700.00**
Jordon:	**$580.00**
Hoover:	**$900.00**
High School:	**$3,250.00**
Ford Admin:	**$665.00**
Junior High:	**$5,820.00**
United Oaks:	**$2,850.00**

Total Cost: **$18,040.00***
***All Price's Valid for 30days**

Please feel free to contact our office at 313-541-8720 with any questions.

Sincerely, Bill Ingersoll

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.

Hazel Park moved to a remote setting from November - January. During this time students learned from home due to the increased numbers of COVID and lack of ability to secure substitutes due to increase numbers of staff out.

As of January 8th, the Governor requested a return to school for school districts. As our school districts have been approved by the health department to open, given the plans that are put into place, our recommendation is to begin opening the schools as of Feb. 1st in order to support our students learning face to face. Hazel Park Students for social emotional and academic purposes need to return to face to face instruction.

The student return to school schedule is listed below:
February 1, 2021
Webster: EC Programs (No school Fridays)
Hazel Park Junior High: 6th grade (Asynchronous Wednesday)
Elementary Schools: K-2 (Asynchronous Wednesday)
Edison School: K-5 (Asynchronous Wednesday)
Jardon: (Asynchronous Friday)
SXI Center Program: K-8 (Asynchronous Wednesday)

Advantage: 3rd-8th grade (Asynchronous Wednesday)
English Language Learners/High School Special Education Pods (As approved)

February 8, 2021
Webster: EC Programs (No school Fridays)
Hazel Park Junior High: 6th-8th grade (Asynchronous Wednesday)
Elementary Schools: K-5 (Asynchronous Wednesday)
Edison School: K-8 (Asynchronous Wednesday)
Jardon: (Asynchronous Friday)
SXI Center Program: K-26 (Asynchronous Wednesday)
Advantage: 3rd-8th grade (Asynchronous Wednesday)
English Language Learners/High School Special Education Pods (As approved)

February 15, 2021
Midwinter break

February 22, 2021
Webster: EC Programs (No school Fridays)
Hazel Park Junior High: 6th-8th grade (Asynchronous Wednesday)
Elementary Schools: K-5 (Asynchronous Wednesday)
Edison School: K-PostHigh (Asynchronous Wednesday)
Jardon (Asynchronous Friday)
SXI Center Program: K-26 (Asynchronous Wednesday)
Advantage: 3rd-12th grade (Asynchronous Wednesday)
English Language Learners/ High School Special Education Pods (As approved)

March 1, 2021
Webster: EC Programs (No school Fridays)
Hazel Park Junior High: 6th-8th grade (Asynchronous Wednesday)
Elementary Schools: K-5 (Asynchronous Wednesday)
Edison School: K-PostHigh (Asynchronous Wednesday)
Jardon (Asynchronous Friday)
SXI Center Program: K-26 (Asynchronous Wednesday)
Advantage: 3rd-12th grade (Asynchronous Wednesday)
English Language Learners/ High School Special Education Pods (As approved)
Hazel Park High School: 9th-12th Grade (Asynchronous TBD)

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: TheHazel Park School School District full instructional plan can be found in the Hazel Park Ready to Learn Website .

Mode of Instruction

August:
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 .
UPDATED January/ Feb. :
Phase 4 and Levels will no longer be considered through the state. Hazel Park schools have been given clearance to return from the Health Department reviewing the local numbers. This return will be a rolling weekly return by grades as indicated in the attached memo.
August -:
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, o**r 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 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.

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

To: Hazel Park Board of Education

From: Dr. Amy Kruppe, Superintendent

Subject: MASB Member Assistance Fund

Date: February 3, 2021

In 2019-2020, the Michigan Associationof School Boards (MASB) started a pilot program to help defray costs of districts experiencing financial hardship or that see costs as a deterrent to accessing MASB services or events. Districts may apply for a 50% discount off a MASB service or workshop up to $1,500, however, the application must be through board action. It is a suggestion that this discount could be applied to future MASB coaching sessions or team building workshops.

Individual board members may apply separately, without board approval for 50% off member training up to $250.00.

Funds are available on a first-come, first-serve basis.

This action would be under the Strategic Plan Goal of 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.

I am requesting the Board of Education support the application of applying for and utilizing funds from the MASB Member Assistance program.

MEMBER ASSISTANCE FUND

*LEARN MORE AT **MASB.ORG/FUND***

MASB
MICHIGAN ASSOCIATION OF SCHOOL BOARDS

MEMBER ASSISTANCE FUND APPLICATION

This fund is set up to defray costs of districts experiencing financial hardship and that see costs as a deterrent to accessing MASB services or events. The school board must apply for the 50% discount off a MASB service or workshop through board action* (up to $1,500), but individual board members can apply separately for 50% off member training (up to $250 for an individual). **Funds are available on a first-come, first-serve basis.**

TYPE OF ASSISTANCE REQUESTED

Please select one.

☑ District Service ☐ Individual Training

Please submit completed application to Cheryl Huffman, Board Liaison at chuffman@masb.org or via fax at 517.327.6447.

DISTRICT

Hazel Park Schools

PERSON MAKING REQUEST

If a district request, the Board President or Administrator should submit the request.

FIRST & LAST NAME	*EMAIL*	*PHONE NUMBER*
Amy Kruppe, Superintendent	amy.kruppe@hazelparkschools.org	248-658-5221

ADDRESS	*CITY*	*STATE*	*ZIP CODE*
1620 E Elza	Hazel Park	MI	48030

TRAINING OR SERVICE REQUESTED**

Please explain the service or training in which funding is being sought to assist.

MASB Custom Roles & Responsibilities Workshop. Date to TBD. $825+expenses

REASON FOR SEEKING ASSISTANCE

District is just coming out of deficit after 7 years and want to be mindful of expenses while still working on training for our board. We have 3 new board members this year.

PROJECTED YEAR-END FUND BALANCE %

9.86%

SIGNATURE

FIRST & LAST NAME	*DATE (MM/DD/YY)*

**Board action must include either a copy of the minutes noting the decision or a signed letter from the district superintendent.*

***Must apply 45 days prior to utilization. A decision will be made no more than two weeks after the application is submitted. Once accepted, applied funds must be utilized by July 31, 2021*

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

To: Hazel Park Board of Education
Dr. Amy Kruppe, Superintendent

From: Dr. David Muylaert, Athletic Director

Date: January 19, 2021

Subject: Overnight Request - Vikette Dance Team (2021)

The Hazel Park Vikette Dance Team would like approval to stay overnight in Kentucky. They are arriving on April 9, 2021 and returning on April 11, 2021 (2 nights stay). They will be accompanied by their coaches. The purpose of the trip is for the national competition.

Book	Policy Manual
Section	0000 Bylaws
Title	Copy of PUBLIC PARTICIPATION AT BOARD MEETINGS
Code	po0167.3
Status	
Adopted	May 15, 2017
Last Revised	September 21, 2020

0167.3 - **PUBLIC PARTICIPATION AT BOARD MEETINGS**

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

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

The presiding officer shall be guided by the following rules:

A. Public participation shall be permitted as indicated on the order of business.

B. Anyone with concerns related to the operation of the schools or to matters within the authority of the Board may participate during the public portion of a meeting.

C. Attendees must register their intention to participate in the public portion of the meeting upon their arrival at the meeting.

D. Participants must be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name; address; group affiliation, if and when appropriate.

E. Each statement made by a participant shall be limited to three (3) minutes duration at the beginning of the meeting and one (1) minute at the public comment session at the end of the meeting..

F. No participant may speak more than once on the same topic.

G. Participants shall direct all comments to the Board and not to staff or other participants.

H. The presiding officer ~~may~~ will :

1. prohibit public comments which are frivolous, repetitive, or harassing;

2. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;

3. request any individual to leave the meeting when that person behaves in a manner that is disruptive of the orderly conduct of the meeting;

4. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;

5. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action.

6. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.

I. The portion of the meeting during which the participation of the public is invited shall be limited to 3 minutes for the first public comment session and one (1) minute for the second public comment session, but the timeframe will be extended, if necessary, so that no one's right to address the Board will be denied.

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

1. No obstructions are created between the Board and the audience.

2. No interviews are conducted in the meeting room while the Board is in session.

3. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience while the Board is in session.

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

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

Last Modified by Debbie Scott on February 3, 2021

Book	Policy Manual
Section	2000 Program
Title	Copy of HOMEBOUND INSTRUCTION PROGRAM
Code	po2412
Status	
Adopted	May 15, 2017

2412 - **HOMEBOUND INSTRUCTION PROGRAM**

The Board of Education shall provide, pursuant to requirements of the State Board of Education, individual instruction to students of legal school age who are not able to attend classes because of a physical or emotional disability.

Applications for individual instruction shall be made by a physician or physician's assistant licensed to practice in this State, parent, student, or other care giver. A physician or physician assistant ~~-~~must:

A. certify the nature and existence of a medical condition;

B. state the probable duration of the confinement;

C. present evidence of the student's ability to participate in an educational program.

Applications must be approved by the ~~Superintendent/designee~~ Director of Student Services.

The District will provide homebound instruction only for those confinements expected to last at least five (5) days.

The District ~~may~~ shall recommend that the instruction begin within three (3) days from the date of notification for nonspecial-education students. In the case of students under an IEP, the instruction is to begin within fifteen (15) days after notification in order to arrange for a meeting of an I.E.P.C., if necessary.

The program of homebound or hospitalized instruction given each student shall be in accordance with regulations of the State Board of Education with such exceptions as may be recommended by the physician. Teachers of homebound special education students shall hold a Michigan teaching certificate appropriate for the level of instruction for which the assignment is made or for the type of instruction called for by an I.E.P.C. Teachers of nondisabled students must hold a valid teaching certificate.

The District reserves the right to withhold recommendation for homebound instruction when:

A. the instructor's presence in the place of a student's confinement presents a hazard to the health of the teacher;

B. a parent or other adult in authority is not at home with the student during the hours of instruction;

C. the condition of the student is such as to preclude his/her benefit from such instruction.

The Superintendent shall develop administrative guidelines for implementing the policy.

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Legal M.C.L. 388.1606, 388.1709

73

Last Modified by Debbie Scott on February 3, 2021

Book	Policy Manual
Section	5000 Students
Title	Copy of Vol. 34, No. 2- February 2020 New CARE OF STUDENTS WITH CHRONIC HEALTH CONDITIONS
Code	po5335
Status	

5335 - **CARE OF STUDENTS WITH CHRONIC HEALTH CONDITIONS**

Students with chronic health conditions will be provided with a free appropriate public education. If their impairment does not require specially designed instruction for them to benefit educationally, they will be eligible for accommodations/modifications/interventions of the regular classroom, curriculum, or activity (in the school setting) so that they have the same access to an education as students without disabilities. Such accommodations/modifications/interventions will be provided pursuant to a Section 504 Plan (Form 2260.01 F13).

Chronic health conditions, for the purposes of this policy, shall include:

A. **(X)** "peanut" and other food allergies;

B. **(X)** allergies;

C. **(X)** asthma;

D. **(X)** diabetes;

E. **( )** _____ ; and

F. **( )** _____.

All information regarding student identification, health care management, and emergency care shall be safeguarded as personally identifiable information in accordance with Policy 8330 and Policy 8350.

The District will coordinate school health practices for management of a chronic health condition and shall provide for:

A. **(X)** identification of individuals with chronic health conditions;

B. **(X)** development of individual health care action plans;

C. **(X)** coordination of health care management activities by school staff;

D. **(X)** communication among school staff who interact with children with chronic health conditions;

E. **(X)** development of protocols to prevent exposure/episodic reactions;

F. **(X)** awareness and training of school staff regarding Board policy on acute and routine management of chronic health conditions, information on signs and treatment of chronic health conditions, medication and administration, and emergency protocols for dealing with reactions in "unusual" situations such as field trips;

G. **( )** _____;

H. **( )** _____.

School health practices shall provide students with chronic health conditions the opportunity for:

A. **(X)** full participation in physical activities when students are well;

B. **(X)** modified activities as indicated by the student's health care action plan, 504 plan, or Individualized Education Plan (IEP);

C. **(X)** access to preventative medications before activity (as prescribed by their medical providers) and immediate access to emergency medications during activity;

D. **(X)** communication regarding student health status between parents, physicians, teachers (particularly physical education teachers), and coaches;

E. **( )** _____;

F. **( )** _____.

Healthcare management activities shall include:

A. **(X)** procedures to obtain, maintain, and utilize written health care action plans, signed by the child's parents and physician, for each student with a chronic health condition;

B. **(X)** a standard emergency protocol in place for students experiencing a distress reaction if they do not have a written health care action plan on site;

C. **(X)** established communication strategies for students to use to tell an adult they may be having a health-related problem;

D. **(X)** procedures for students to have immediate access to medications in accordance with Policy 5330 and AG 5330 that allow students to self-care and self-administer medications, inhalers, and Epi-pens, as prescribed by a medical professional and approved by parents/guardians;

E. ~~**( ) prevention strategies to avoid causal elements;**~~

F. **(X)** case management for students with frequent school absences, school health office visits, emergency department visits, or hospitalizations due to chronic health conditions;

G. **(X)** management and care of the student's chronic health condition in the classroom, in any area of the school or school grounds, or at any school-related activity or event;

H. **( )** _____;

I. **( )** _____.

Staff will be trained about chronic health conditions and their control

(X) at least annually

in each school in which there is a student with a chronic health condition.

[X] Designated staff who have responsibility for specialized services such as giving inhaler treatments or injections, or conducting glucose and/or ketone tests shall be provided training specific to the procedures, **(X)** at least annually, **[END OF OPTION]** by a licensed health professional.

[X] The **(X)** school nurse **( )** principal shall maintain a copy of the training program and the records of training completed by school employees.

[X] Administrative guidelines shall provide guidance for the implementation of this policy.

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Last Modified by Debbie Scott on February 3, 2021

Book	Policy Manual
Section	5000 Students
Title	Copy of EMERGENCY REMOVAL, SUSPENSION, AND EXPULSION OF NONDISABLED STUDENTS
Code	po5610
Status	
Adopted	May 15, 2017

5610 - **EMERGENCY REMOVAL, SUSPENSION, AND EXPULSION OF ~~NONDISABLED~~ STUDENTS**

The Board of Education is continually concerned about the safety and welfare of District students and staff and, therefore, will not tolerate behavior that creates an unsafe environment, a threat to safety or undue disruption of the educational environment.

Factors to be Considered Before Suspending or Expelling a Student

~~A student may be removed from the classroom, suspended or expelled for persistent disobedience or gross misconduct. If suspension or expulsion for persistent disobedience or gross misconduct is considered, the Superintendent shall consider the following factors:~~

The Board of Education also recognizes that exclusion from the educational program of the schools is a severe sanction that should only be imposed after careful and appropriate consideration.

Except as otherwise noted below with respect to possession of a firearm in a weapon free school zone, if suspension or expulsion of a student is considered, the (X)Board (X) Superintendent shall consider the following factors prior to making a determination of whether to suspend or expel:

A. the student's age

B. the student's disciplinary history

C. whether the student has a disability

D. the seriousness of the violation or behavior

E. whether the violation or behavior committed by the student threatened the safety of any student or staff member

F. whether restorative practices will be used to address the violation or behavior

G. whether a lesser intervention would properly address the violation or behavior

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

Restorative Practices

The **( ) Board (X) Superintendent** ~~-~~shall consider using restorative practices as an alternative to or in addition to suspension or expulsion. If the District determines that it will utilize restorative practices in addition to or as an

alternative to suspension or expulsion of a student, it will engage in restorative practices which emphasize repairing the harm to the victim and school community caused by the student's misconduct.

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

~~In recognition of the negative impact on a student's education, the Board encourages the District's administrators to view suspensions, particularly those over ten (10) days, and permanent expulsions as discipline of last resort, except where these disciplines are required by law (Policy 5610.01). Alternatives to avoid or to improve undesirable behaviors should be explored when possible prior to implementing or requesting a suspension or expulsion.~~

If the District determines that it will utilize restorative practices in addition to or as an alternative to suspension or expulsion of a student, the restorative practices may include victim-offender conferences that: ~~it will engage in restorative practices which emphasize repairing the harm to the victim and school community caused by the student's misconduct.~~

~~Restorative practices may include victim-offender conferences that:~~

A. are initiated by the victim;

B. are approved by the victim's parent or legal guardian or, if the victim is at least fifteen (15), by the victim;

C. are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender (the "restorative practices team");

D. would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm, such as requiring the student to apologize; participate in community service, restoration of emotional or material losses, or counseling; pay restitution; or any combination of these.

The selected consequences and time limits for their completion will be incorporated into an agreement to be signed by all participants.

Due Process

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

In all cases resulting in short-term suspension, long-term suspension or expulsion, appropriate due process rights described in Policy 5611 and AG 5610 must be observed. The Principal shall check to make sure the student is not classified as disabled under Section 504. Students with disabilities under IDEA or Section 504 shall be expelled only in accordance with their rights under Federal law.

For purposes of this policy, suspension shall be either short-term (not more than ten (10) days) or long-term (for more than ten (10) days but less than permanent expulsion) removal of a student from a regular District program. The Superintendent may suspend a student for a period not to exceed 10 school days.

For purposes of this policy, unless otherwise defined in Federal and/or State law, expulsion is defined as the permanent exclusion of a student from the District. Students who are expelled may petition for reinstatement as provided below.

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

~~For purposes of this policy, "suspension" shall be either short-term (not more than ten (10) days) or long-term suspension of a student from a regular District program.~~

~~For purposes of this policy, unless otherwise defined in Federal and/or State law and Policy 5610.01, "expulsion" shall be the permanent exclusion of a student from the schools of this District. Students who are expelled permanently may petition for~~

~~reinstatement under the provisions stipulated in Policy 5610.01.~~
~~The Superintendent may suspend a student for a period longer than ten (10) days or expel a student. The Board shall act on any appeal to the decision.~~
~~In all cases resulting in short-term suspension, long-term suspension, or expulsion, appropriate due process rights described in Policy 5611 must be observed. The Superintendent/designee shall check to make sure the student is not classified as disabled under Section 504.~~
~~No student, otherwise eligible for attendance, shall be excluded from a District program unless that student has substantially interfered with the maintenance of good order and/or the educational environment, or unless it is necessary to protect that student's or other students' physical or emotional safety and well-being.~~
~~A student may be removed from a class, subject, or activity for one (1) day by his/her teacher for certain conduct as specified in the Code of Conduct, or the student may be given a short-term suspension by the Superintendent or the Superintendent/designee. A student so removed will be allowed to attend other classes taught by other teachers during the term of the one (1) day removal. A student removed from the same class for ten (10) days will receive a due process hearing for each suspension beyond ten (10) days, consistent with required due process for long-term suspensions. The Board designates the Superintendent as its representative at any hearings regarding the appeal of a suspension.~~
~~The Superintendent shall develop administrative guidelines to implement this policy which shall include:~~

A. ~~strategies for providing special assistance to students who are in danger of being expelled and are not achieving the academic outcomes of the District's core curriculum;~~
B. ~~promulgation of standards of behavior to all students in accordance with Board policy on student discipline;~~
C. ~~provision for make-up work at home, when appropriate.~~

Emergency Removal or Short-Term Suspension

A student may be removed from a class, subject, or activity for one (1) day by his/her teacher for certain conduct as specified in the Code of Conduct, or he/she may be given a short-term suspension by the Superintendent. A student so removed

(X) may

( ) may not

be allowed to attend other classes taught by other teachers during the term of the one (1) day removal. A student removed from the same class for ten (10) days will be entitled to the process for short-term suspensions outlined in AG 5610. A student removed from the same class for more than ten (10) days will be entitled to the process for long-term suspensions outlined in AG 5610. The Board designates the Superintendent as its representative at any hearings regarding the appeal of a suspension.

Long-Term Suspension or Expulsion

Due process set out in Policy 5611 and AG 5610 shall be followed in all circumstances in which a student may be expelled or suspended for a period of more than ten (10) days.

The Superintendent may suspend a student for a period longer than ten (10) days or expel a student. The Board shall act on any appeal to the decision.

In all cases resulting in short-term suspension, long-term suspension, or expulsion, appropriate due process rights must be observed. In determining whether a student is to be suspended or expelled, District Administrators shall use a preponderance of evidence standard.

The Superintendent shall develop procedures to implement this policy that shall include the following:

A. strategies for providing special assistance to students in danger of being expelled and not achieving the academic outcomes of the District's core curriculum;
B. standards of behavior for all students in accordance with District Board policy on student discipline;
C. procedures that ensure due process; and
D. provision for make-up work at home, when appropriate.

When making a determination whether or not a student will be expelled or permanently excluded under this policy, the Superintendent 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., 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.

Persistent Disobedience or Gross Misconduct/CSC Against Another District Student

Any student may be removed from the classroom, and/or, after consideration of the factors identified above, suspended or expelled for persistent disobedience or gross misconduct or if the student commits criminal sexual conduct against another student enrolled in the District regardless of the location of the conduct. A student may not be expelled or excluded from the regular school program based on pregnancy status.

[X] In recognition of the negative impact on a student's education, the Board encourages the District's administrators to view suspensions, particularly those over ten (10) days, and permanent expulsions as discipline of last resort, except where these disciplines are required by law. Alternatives to avoid or to improve undesirable behaviors should be explored when possible prior to implementing or requesting a suspension or expulsion.

Physical and Verbal Assault

Unless a different determination is made after consideration of the factors identified above, the District shall permanently expel a student in grade six or above if that student commits physical assault at school against a staff member, a volunteer, or a contractor.

Unless a different determination is made after consideration of the factors identified above, the District shall suspend or expel a student in grade six or above for up to one hundred eighty (180) school days if the student commits physical assault at school against another student.

Physical assault is defined as "intentionally causing or attempting to cause physical harm to another through force or violence."

Unless a different determination is made after consideration of the factors identified above ,the District shall suspend or expel a student in grade six or above and may discipline, suspend or expel a student in grade five and below for a period of time as determined at the Board's discretion if the student commits verbal assault at school against a District employee, volunteer, or contractor or makes a bomb threat or similar threat directed at school building, property, or at a school-related activity.

Verbal assault is a communicated intent to inflict physical or other harm on another person, with a present intent and ability to act on the threat.

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

[X] The District may provide appropriate instructional services at home for an expelled student not placed in an Alternative Education Program. The instructional services provided shall be similar to those provided to homebound or hospitalized students and shall be contracted for in the same manner.

Weapons, Arson, Criminal Sexual Conduct

In compliance with State and Federal law, and unless a different determination is made after consideration of the factors identified above, the District shall expel any student who possesses a dangerous weapon, other than a firearm, in the District's weapon-free school zone (except as noted below), commits either arson or criminal sexual conduct in a school building or on school property, including school buses and other District transportation, or pleads to, is convicted of or is adjudicated of criminal sexual conduct against another student enrolled in the District.

In compliance with State and Federal law, the District shall expel any student who possesses a firearm in the District's weapon-free school zone in violation of State law, unless the student can establish the mitigating factors relating to possession of a dangerous weapon set out below, by clear and convincing evidence.

For purposes of this policy, a "dangerous weapon" is defined by law as a firearm, dagger, dirk, stiletto, knife with a blade over three (3) inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles. This definition also includes other devices designed to (or likely to) inflict bodily harm, including, but not limited to, air guns and explosive devices. The term "firearm" is defined as any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of the explosive, the frame, or the bearer of any such weapon, as well as a firearm muffler, firearm silencer, or any such destructive device.

The District need not expel a student for possession of a dangerous weapon, including a firearm, if the student can establish in a clear and convincing manner the following mitigating factor(s) to the satisfaction of the Board the:

A. object or instrument was not possessed for use as a weapon, or for direct (or indirect) delivery to another person for use as a weapon; or

B. weapon was not knowingly possessed; or

C. student did not know (or have reason to know) that the object or instrument in his/her possession constituted a dangerous weapon; or

D. weapon was possessed at the suggestion, request, direction of, or with the express permission of the Superintendent or the police.

There is a rebuttable presumption that expulsion for possessing the weapon is not justified if the **( ) Board (X) Superintendent** determines in writing that the student has established that he or she fits under one of the exceptions above by clear and convincing evidence, and that the student has no previous history of suspension or expulsion.

For expulsions for dangerous weapons, arson, criminal sexual conduct or assault upon an employee, volunteer or contractor, the Superintendent shall provide that the expulsion is duly noted in the student's record, the student is referred to the Department of Human Services or Department of Community Health within three (3) school days after the expulsion, and the parents are informed of the referral. Furthermore, if a student who is expelled is below the age of sixteen (16), the Superintendent shall ensure notification of the expulsion is given to the Juvenile Division of the Probate Court. In compliance with Federal law, the Superintendent shall also refer any student (regardless of age) expelled for possession of a dangerous weapon to the criminal justice or juvenile delinquency system serving the District. In addition, the Superintendent shall send a copy of this policy to the State Department of Education and shall include a description of the circumstances surrounding the expulsion of the student for possessing a firearm or weapon in the District's weapon-free school zone, together with the name of the District, the number of students so expelled, and the types of firearms or weapons brought into the weapon-free school zone.

A student expelled under this policy for dangerous weapons, arson, criminal sexual conduct or assault upon an employee, volunteer or contractor may apply for reinstatement in accordance with the following guidelines:

A. If the student is in grade five (5) or below at the time of the expulsion and was expelled for possessing a firearm or threatening another person with a dangerous weapon, the parents, legal guardian, adult student, or emancipated minor may submit a request for reinstatement after sixty (60) school days from the date of expulsion, but the student may not be reinstated before ninety (90) school days from the expulsion date.

B. If the student is in grade five (5) or below at the time of the expulsion and was expelled for a reason other than possessing a firearm or threatening another person with a dangerous weapon, the parents, legal guardian, or emancipated minor may submit a request for reinstatement at any time, but the student may not be reinstated before ten (10) school days from the expulsion date.

C. If the student is in grade six (6) or above at the time of the expulsion, the parents, legal guardian, adult student, or emancipated minor may submit a request for reinstatement after 150 school days from the date of the expulsion, but the student may not be reinstated before 180 school days from the expulsion date.

D. The parent, adult student, or emancipated minor shall submit the request for reinstatement to the Superintendent.

E. Within ten (10) school days after receiving the petition, the Board shall appoint a committee consisting of two (2) Board members, a school administrator, a teacher, and a school-parent representative. During this time period, the Superintendent shall prepare and submit for consideration by the committee information concerning the circumstances of the expulsion and any factors mitigating for or against reinstatement.

F. Within ten (10) school days after being appointed, the committee shall review all pertinent information and submit its recommendation to the Board. The recommendation may be for unconditional reinstatement, conditional reinstatement, or non-reinstatement, based on the committee's consideration of the following the:

1. extent to which reinstatement would create a risk of harm to students or school staff;
2. extent to which reinstatement would create a risk of school or individual liability for the Board or school staff;
3. age and maturity of the student;
4. student's school record before the expulsion incident;
5. student's attitude concerning the expulsion incident;
6. student's behavior since the expulsion and the prospects for remediation;

G. The degree of cooperation and support the parent has provided and will provide if the student is reinstated (if the request was filed by a parent), including, but not limited to the parent's receptiveness toward any conditions placed on the reinstatement. Such conditions, for example, might include a written agreement by the student and/or a parent who filed the reinstatement request to accomplish the following:

1. abide by a behavior contract involving the student, his/her parents, and an outside agency;
2. participate in an anger management program or other counseling activities;
3. cooperate in processing and discussing periodic progress reviews;
4. meet other conditions deemed appropriate by the committee;
5. accept the consequences for not fulfilling the agreed upon condition

The Board shall make its decision no later than the next regular Board meeting following the committee's submission of its recommendations. The Board's decision shall be final and is not subject to appeal.

In the event a student who has been permanently expelled from another school requests admission to this District, in making its decision, the Board shall follow the same procedure it has established in paragraphs A-F, above, for the reinstatement of a student.

Students expelled for reasons other than dangerous weapons, arson, criminal sexual conduct or assault upon an employee, volunteer or contractor may also petition the Board for reinstatement. The Board may, at its discretion, consider the petition **(X)** in accordance with the procedures set forth above.

The Superintendent shall ensure Board policies and procedures regarding a student's rights to due process are followed when dealing with a possible suspension or expulsion under this policy.

In-School Discipline

The purpose of this policy is to provide an alternative to out of school suspension. The availability of in-school discipline options is dependent upon the financial ability of the Board to support such a program.

In-school discipline will only be offered at the discretion of the Superintendent for offenses found in the Student Code of Conduct.

The Superintendent is to establish procedures for the proper operation of such a program and to ensure appropriate due-process procedures are followed as applicable. (See Policy 5630.01)

Due Process Rights

The Board 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:

A. Students Subject to Short-Term Suspension

Except when emergency removal is warranted, a student must be given at least oral 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 Superintendent 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 must also be given an opportunity to appear before the Board with a representative to answer the charges. The student and/or his/her guardian must also be provided a brief description of the student's rights and the hearing procedure, a list of the witnesses who will provide testimony to the Board, and a summary of the facts to which the witnesses will testify. At the student/parent's request, the hearing shall be held in closed session, but the Board must act publicly. The Board shall act by providing a written decision on any appeal of an expulsion, a request for reinstatement, or a request for admission after permanent expulsion from another school.

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

Corporal Punishment

While recognizing that students may require disciplinary action in various forms, the Board does not condone the use of unreasonable force and fear as an appropriate procedure in student discipline.

Staff shall not use physical force or violence to compel obedience. If all other means fail, staff members may always resort to the removal of the student from the classroom or District through suspension or expulsion procedures.

Within the scope of their employment, all staff may use reasonable force and apply restraint to accomplish the following:

A. restrain or remove a student who refuses to comply with a request to behave or report to the office;

B. quell a disturbance threatening physical injury to self or others;

C. obtain possession of weapons or other dangerous objects within the control of the student, for either self-defense; or

D. the protection of persons or property.

In accordance with State law, corporal punishment shall not be permitted. If any staff member (full-time, part-time, or substitute) deliberately inflicts, or causes to be inflicted, physical pain upon the student (by hitting, paddling, spanking, slapping or any other kind of physical force) as a means of discipline, the staff member may be subject to discipline and possibly criminal assault charges. This prohibition also applies to volunteers and those with whom the District contracts for services.

The Superintendent shall provide guidelines, including a list of alternatives to corporal punishment.

Removal, Suspension, and Expulsion of Students with Disabilities

The District shall abide by Federal and State laws in matters relating to discipline, suspension, and expulsion of disabled students.

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Legal M.C.L. 380.1301, 380.1309, 380.1310d, 380.1311

20 U.S.C. 3351

State Board of Education, Resolution to Address School Discipline Issues Impacting Student Outcomes, Adopted June 12, 2012

Last Modified by Debbie Scott on February 3, 2021

Book	Policy Manual
Section	6000 Finances
Title	Copy of AUTHORIZATION TO ACCEPT AND DISTRIBUTE ELECTRONIC RECORDS AND TO USE ELECTRONIC SIGNATURES
Code	po6107
Status	
Adopted	May 15, 2017

6107 - **AUTHORIZATION TO ACCEPT AND DISTRIBUTE ELECTRONIC RECORDS AND TO USE ELECTRONIC SIGNATURES**

Unless a provision of law specifically prohibits the use of an electronic record for the specified purpose, the Board of Education authorizes the acceptance and distribution/transmission of electronic records and electronic signatures to and from District staff and other persons, as well as between District staff members. The Board further authorizes District staff to create, generate, send, communicate, receive, store, process, use, and rely upon electronic records and electronic signatures. The Superintendent shall put in place measures to protect the integrity, security, and accessibility of electronic signatures and electronic records to comply with mandates of State and Federal agencies or programs, including Medicaid.

All District staff shall comply with all provisions of the Uniform Electronic Transaction Act when creating, generating, sending, communicating, receiving, storing, processing, using, and relying upon electronic records. Further, all District staff and other persons who use electronic signatures when completing transactions with the Board shall do so in compliance with State law.

The Superintendent is authorized to develop administrative guidelines concerning the acceptance and distribution/transmission of electronic records and electronic signatures. After giving due consideration to security, the Superintendent may specify the following:

A. The manner and format in which the electronic records must be created, generated, sent, communicated, received, and stored, and the systems established for those purposes.

B. If electronic records must be signed by electronic means, the type of electronic signature that is required, the manner and format in which the electronic signature must be affixed to the electronic record, and the identity of, or criteria that must be met by any third party used by a person filing a document to facilitate the process.

C. Control processes and procedures as appropriate to provide for adequate preservation, disposition, integrity, security, confidentiality, and auditability of electronic records.

D. Any other required attributes for electronic records that are specified for nonelectronic records or reasonably necessary under the circumstances.

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Legal	15 U.S.C. 7001 et seq M.C.L. 450.831-450.849

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Book	Policy Manual
Section	6000 Finances
Title	Copy of NEW SCHOOL CONSTRUCTION, RENOVATION
Code	po6321
Status	
Adopted	May 15, 2017

6321 - **NEW SCHOOL CONSTRUCTION, RENOVATION**

Before commencing construction of any new school building or the major renovation of an existing school building, the Board shall consult on the plans for construction or major renovation regarding school safety issues with the law enforcement agency that is the first responder for the school building at issue. For purposes of this paragraph, school building means any building intended to be used to provide instruction to students and any recreational or athletic structure or field intended to be used by students.

Before beginning construction of a new school building, or an addition, repair or renovation of an existing school building, except emergency repairs, the Board of Education, shall obtain competitive bids on all the material and labor required for the complete construction of a proposed new building or addition to or repair or renovation of an existing school building which exceeds the annual State statutory limit.

This policy does not apply to buildings, renovations, or repairs costing less than the statutory limit or to repair work normally performed by District employees.

The Board shall advertise for the bids required under subsection:

A. By placing an advertisement for bids at least once in a newspaper of general circulation in the area where the building or addition is to be constructed or where the repair or renovation of an existing building is to take place and by posting an advertisement for bids for at least two (2) weeks on the Department of Management and Budget website on a page on the website maintained for this purpose or on a website maintained by a school organization and designated by the Department of Management and Budget for this purpose.

B. By submitting the request for bids for placement on the Michigan Department of Management and Budget's website for school organizations, including a link to the District's website.

C. The advertisement for bids shall do all of the following:

1. specify the date and time by which all bids must be received by the Board at a designated location;

2. state that the Board will not consider or accept a bid received after the date and time specified for bid submission;

3. identify the time, date, and place of a public meeting at which the Board or its designee will open and read aloud each bid received by the Board by the date and time specified in advertisement;

4. state that the bid shall be accompanied by a sworn and notarized statement disclosing any familial relationship that exists between the owner or any employee of the bidder and any member of the Board or the Superintendent of the District. A Board shall not accept a bid that does not include this sworn and notarized disclosure statement.

D. The Board shall require each bidder for a contract under this policy, to file with the Board security in an amount not less than 1/20 of the amount of the bid conditioned to secure the District from loss or damage by reason of the withdrawal of the bid or by the failure of the bidder to enter a contract for performance, if the bid is accepted by the Board.

E. The Board shall not open, consider, or accept a bid that the Board receives after the date and time specified for bid submission in the advertisement for bids as described in subsection C of this policy.

F. At a public meeting identified in the advertisement for bids described in subsection C of this policy, the Board or its designee shall open and read aloud each bid that the Board received at or before the time and date for bid submission specified in the advertisement for bids. The Board may reject any or all bids, and if all bids are rejected, shall readvertise in the manner required by this policy.

G. The competitive bid threshold amount specified in this policy is adjusted each year by multiplying the amount for the immediately preceding year by the percentage by which the average consumer price index for all items for the twelve (12) months ending August 31st of the year in which the adjustment is made differs from that index's average for the twelve (12) months ending on August 31st of the immediately preceding year and adding that product to the maximum amount that applied in the immediately preceding year, rounding to the nearest whole dollar. The current exempt amount must be confirmed with the Michigan Department of Education prior to issuing contracts for construction, renovation, or repair which exceed the amount listed in this policy.

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Legal M.C.L. 380.1264
M.C.L. 380.1267

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Book	Policy Manual
Section	7000 Property
Title	Copy of TECHNOLOGY
Code	po7540
Status	
Adopted	May 15, 2017
Last Revised	September 17, 2018

7540 - **TECHNOLOGY**

The Board of Education is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of District operations.

Students' use of District' Technology Resources (see definitions in Bylaw 0100) is a privilege, not a right. Students and their parents must sign and submit a Student Technology Acceptable Use and Safety form annually. (See also, Policy 7540.03)

~~The Superintendent shall develop and implement a written District Technology Plan (DTP). One (1) of the primary purposes of the DTP is to evaluate new and emerging technologies and how they will play a role in student achievement and success and/or efficient and effective District operations. The Board will financially support, as the budget permits, the DTP, including recommendations to provide new and developing technology for students and staff.~~

[X] The Superintendent shall create a Technology Governance Committee to oversee and guide the development of the District Technology Plan (DTP). The Superintendent shall appoint individuals to the Technology Governance Committee that include representatives of all educational, administrative and business/operational areas in the District.

The DTP shall set forth procedures for the proper acquisition of technology. The DTP shall also provide guidance to staff and students about making safe, appropriate and ethical use of District Technology Resources, as well as inform both staff and students about disciplinary actions that will be taken if its Technology Resources are abused in any way or used in an inappropriate, illegal, or unethical manner. See Policy 7540.03 and AG 7540.03 - Student Education Technology Acceptable Use and Safety, and Policy 7540.04 and AG 7540.04 – Staff Education Technology Acceptable Use and Safety.

The Superintendent in conjunction with the Technology Governance Committee (TGC) shall review the DTP and ~~report~~ recommend the approval of any changes, amendments, or revisions to the Board annually.

This policy, along with the Student and Staff Technology Acceptable Use and Safety policies, and the Student Code of Conduct, further govern students' and staff members' use of their personal communication devices (see Policy 5136 and Policy 7530.02). Users have no right or expectation of privacy when using District technology resources (including, but not limited to, privacy in the content of their personal files, e-mails and records of their online activity when using the District's computer network and/or Internet connection).

Further safeguards shall be established so that the Board's investment in both hardware and software achieves the benefits of technology and inhibits negative side effects. Accordingly, students shall be educated about appropriate online behavior including, but not limited to, using social media, which is defined in Bylaw 0100, to interact with others online; interacting with other individuals in chat rooms or on blogs; and, recognizing what constitutes cyberbullying, understanding cyberbullying is a violation of Board policy, and learning appropriate responses if they experience cyberbullying.

The Board prohibits students from using District Technology Resources to access and/or use social media for other than instructional purposes.

Staff may use District-approved social media platforms/sites in accordance with Policy 7544 and, pursuant to Policy 7540.02, may use web content, apps, and services for one-way communication with the District's constituents. Authorized staff may use District Technology Resources to access and use District-approved social media platforms/sites to increase awareness of District programs

and activities, as well as to promote achievements of staff and students, provided the Superintendent approves, in advance, such access and use. Use of District-approved social media platforms/sites for business-related purposes is subject to Michigan's public records laws and, as set forth in Policy 7544, staff members are responsible for archiving their social media and complying with the District's record retention schedule. See Policy 8310 - Public Records and AG 8310A – Public Records.

Staff must comply with Policy 7544, Policy 7540.04 and Policy 7530.02 when using District Technology Resources or personally-owned WCDs to access and/or use social media for personal purposes.

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Book	Policy Manual
Section	7000 Property
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Code	po7540.04
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7540.04 - **STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY**

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Education provides Technology and Information Resources (as defined by Bylaw 0100) to support the educational and professional needs of its staff and students. The Board provides staff with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students and to facilitate the staff's work. The District's computer network and Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District Technology and Information Resources by principles consistent with applicable local, State, and Federal laws, and the District's educational mission. This policy and its related administrative guidelines, Policy 7544 and AG 7544 and any applicable employment contracts and collective bargaining agreements govern the staffs' use of the District's Technology and Information Resources and staff's personal communication devices when they are connected to the District's computer network, Internet connection and/or online educational services/apps, or when used while the staff member is on Board-owned property or at a Board-sponsored activity (see Policy 7530.02).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District Technology and Information Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

Staff are expected to utilize District Technology and Information Resources to promote educational excellence in our schools by providing students with the opportunity to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources in enriching educational activities. The instructional use of the Internet and online educational services will be guided by Board Policy 2521 - Selection of Instructional Materials and Equipment.

The Internet is a global information and communication network that brings incredible education and information resources to our students. The Internet connects computers and users in the District with computers and users worldwide. Through the Internet, students and staff can access relevant information that will enhance their learning and the education process. Further, District Technology Resources provide students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges and responsibilities.

The Board may not be able to technologically limit access, through its Technology Resources, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the

varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or Superintendent, the technology protection measures may also be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using the District Technology Resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any staff member who attempts to disable the technology protection measures without express written consent of an appropriate administrator will be subject to disciplinary action, up to and including termination.

The Superintendent or ~~designee~~ Technology Director may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures. The Superintendent or ~~designee~~ Technology Director may also disable the technology protection measures to enable access for bona fide research or other lawful purposes.

Staff members will participate in professional development programs in accordance with the provisions of law and this policy. Training shall include:

A. the safety and security of students while using e-mail, chat rooms, social media and other forms of direct electronic communications;

B. the inherent danger of students disclosing personally identifiable information online;

C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying and other unlawful or inappropriate activities by students or staff online; and

D. unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors.

Furthermore, staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above, and staff members will monitor students' online activities while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

The disclosure of personally identifiable information about students online is prohibited.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the District Technology Resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media including in chat rooms, and cyberbullying awareness and response. All users of District Technology Resources are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Staff will be assigned a school e-mail address that they are required to utilize for all school-related electronic communications, including those to students, parents and other constituents, fellow staff members, and vendors or individuals seeking to do business with the District.

~~With prior approval from the Superintendent or principal, staff may direct students who have been issued school-assigned e-mail accounts to use those accounts when signing up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the students for educational purposes under the teacher's supervision.~~

Staff members are responsible for good behavior when using District Technology and Information Resources - i.e., behavior comparable to that expected when they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. The Board does not approve any use of its Technology and Information Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines and Policy 7544 and its accompanying procedure.

Staff members may only use District Technology Resources to access or use social media if it is done for educational or business-related purposes.

Staff members use of District technology resources to access or use social media is to be consistent with Policy 7544 and its accompanying procedure.

An employee's personal or private use of social media may have unintended consequences. While the Board respects its employees' First Amendment rights, those rights do not include permission to post inflammatory comments that could compromise the District's mission, undermine staff relationships, or cause a substantial disruption to the school environment. This warning includes staff members' online conduct that occurs off school property including from the employee's private computer. Postings to social media should be done in a manner sensitive to the staff member's professional responsibilities.

General school rules for behavior and communication apply.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Technology and Information Resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and ~~designee~~ Technology Director as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to staff members' use of District Technology and Information Resources.

In addition, Federal and State confidentiality laws forbid schools and their employees from using or disclosing student education records without parental consent. See Policy 8330. Education records include a wide variety of information; posting personally identifiable information about students is not permitted. Staff members who violate State and Federal confidentiality laws or privacy laws related to the disclosure of confidential employee information may be disciplined.

Staff members retain rights of communication for collective bargaining purposes and union organizational activities.

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Legal	P.L. 106-554, Children's Internet Protection Act of 2000
	P.L. 110-385, Title II, Protecting Children in the 21st Century Act
	18 U.S.C. 1460
	18 U.S.C. 2246
	18 U.S.C. 2256
	20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)
	47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)
	47 C.F.R. 54.500 – 54.523

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Book	Policy Manual
Section	7000 Property
Title	Copy of Phase IV Technology Update - February 2018 Revised UTILIZATION OF THE DISTRICT'S WEBSITE AND REMOTE ACCESS TO THE DISTRICT'S NETWORK
Code	po7543
Status	
Adopted	May 15, 2017
Last Revised	November 19, 2018

7543 - UTILIZATION OF THE DISTRICT'S WEBSITE AND **REMOTE ACCESS TO THE DISTRICT'S NETWORK**

Parents, students, staff/employees and community members are encouraged to a~~A~~ccess ~~to~~ the District's ~~W~~website (www.hazelparkschools.org_____) ~~is encouraged~~.

The following resources shall be available on the District's website:

A. **(**X **)** links to school websites

B. **(**X**-)** School/District Departments

C. **(X)** the District's calendar of events

D. ~~**( ) (gradebook program)**~~

E. **(X)** (required State report)

F. **(X)** Board agendas and minutes

G. **(**X **)** information concerning the District's Anti-Discrimination Policies and Guidelines, including Section 504/ADA complaint procedures

H. **(**X **)** summary of all reported bullying incidents (updated twice a year)

I. **(**X **)** required Forms

J. **(**X **)** employment and Volunteer Opportunities

K. **(**X **)** resources for additional information during a crisis/an emergency situation

L. **(**X **)** contact info

M. **(X)** _____ [e.g., School Choice Options]

N. **( )** _____

~~The Board encourages employees, p~~Parents, students, staff/employees and community members should ~~to~~ check the District's website regularly for changes to these resources and for the addition of other resources. Some resources may require a user name and password, or a login procedure due to the personally identifiable nature of the information provided through that resource (e.g., the gradebook program and e-mail system). If a user name and password, or login procedure, is necessary to access a resource, the user should contact the applicable school or department for access. ~~information shall be provided on the website explaining who is eligible for a user name and password, how to obtain a user name and password, and detailed instructions concerning the login process.~~

Access to the District Network through Server

[NOTE: PLEASE CHOOSE ONE (1) OF THE FOLLOWING OPTIONS.]

[ ] [OPTION #1]

[X] Board members,

[x] District employees,

[X] Students,

( ) , as well as

( ) contractors,

( ) vendors,

( ) agents

of the District, are not permitted to use their personally-owned or District-owned computer or workstation

( ) and/or web-enabled devices of any type

to remotely (i.e. away from District property or facilities) access the District's server and connect to the District's ~~N~~Network.

[X] Any exceptions to this policy must be approved in advance, in writing, by the Superintendent.

[END OF OPTION #1]

Option #2

[ ] Board members,

[ ] District employees,

[ ] Students,

( ) , as well as

( ) contractors,

( ) vendors,

( ) agents

of the District, are permitted to use their personally-owned or District-owned computer or workstation

( ) and/or web-enabled devices of any type

to remotely (i.e. away from District property and facilities) access the District's server and thereby connect to the District's ~~N~~Network. This policy is limited to remote access connections that are used to do work on behalf of or for the benefit of the District, including, but not limited to, reading or sending e-mail and reviewing District-provided intranet web resources **( ) and completing assigned coursework**.

Each individual granted remote access privileges pursuant to this policy must adhere to the following standards and regulations:

A. his/her ~~device~~ computer/device must have active on it,~~at the minimum, the~~ an anti-virus program with the latest updates from the manufacturer ~~software specified in the District's standards for remote access and connection~~

B. **(**X **)** the individual may only access the ~~N~~network using his/her assigned user name and password

   The individual is prohibited from ~~must not~~ allowing other persons, including friends and family members, to use his/her user name and password to login into the n~~N~~etwork. The user may not go beyond his/her authorized access.

C. **(**X **)** his/her device may not be connected to any other network at the same time s/he is connected to the Network, with the exception of personal networks that are under the complete control of the user

D. ~~the individual may not access non-District e-mail accounts (e.g. Hotmail, Gmail, Yahoo, AOL, and the like) or other external resources while connected to the Network~~

E. **(**X **)** his/her device may not, at any time while the individual is using remote access to connect to the ~~N~~network, be reconfigured for the purpose of connecting to another (an additional) network~~split tunneling or dual homing~~

F. **(**X **)** use of the ~~N~~network, whether connected directly or remotely, is contingent upon the individual abiding by the terms and conditions of the ~~District~~Board's ~~Network and Internet~~ Technology Acceptable Use and Safety policies~~y~~ and guidelines

[X] Users ~~may be~~ are required to sign the applicable agreement form (Form 7540.03 F1 or Form 7540.04 F1) prior to being permitted to use remote access.

[X **]** Additional standards and regulations for remotely accessing and connecting to the District network shall be ~~developed and~~ published in AG 7543 - Standards and Regulations for Remote Access and Connection.

Any user who violates this policy may be denied remote access and connection privileges.

[END OF OPTION #2]

Any employee who violates this policy may be disciplined, up to and including termination; any **(X)** contractor **(X)** vendor **( )** agent who violates this policy may have his/her contract with the District terminated; and **(X) any student who violates this policy** may be disciplined up to and including suspension or expulsion.

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Last Modified by Debbie Scott on February 3, 2021

Book	Policy Manual
Section	7000 Property
Title	Copy of USE OF SOCIAL MEDIA
Code	po7544
Status	
Adopted	September 17, 2018

7544 - **USE OF SOCIAL MEDIA**

Technology is a powerful tool to enhance education, communication, and learning.

The Board of Education authorizes the use of social media to promote community involvement and facilitate effective communication with students, parents/guardians, staff **(X)** (including District-approved volunteers) **[END OF OPTION]**, and the general public. Social media is defined in Bylaw 0100..

The Superintendent is charged with designating the District-approved social media platforms/sites (X **)**, which shall be listed on the District's website .

In designating District-approved social media platforms/sites, the Superintendent shall specify which platforms/sites are appropriate for use at the District-level, the building or department level, for extra-curricular activities, and at the individual level by employees for professional purposes.

It is critical that students be taught how to use social media platforms safely and responsibly. Social media (as defined in Bylaw 0100) are a powerful and pervasive technology that affords students and employees the opportunity to communicate for school and work purposes, and to collaborate in the delivery of a comprehensive education. Federal law mandates that the District provide for the education of students regarding appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response. See School Board Policy 7540.03 – Student Technology Acceptable Use and Safety.

The District recognizes that employees may use social media for personal, as well as professional reasons. The District neither encourages nor discourages employees' use of social media for personal purposes. The District regulates employees' use of social media for purposes related to their District assignment to the same extent as it regulates any other form of employee communication in that regard.

The District uses approved social media platforms/sites as interactive forms of communication and accepts public comments.

Each District-approved social media account/site must contain a statement that specifies its purpose(s) and limits those who access the social media account/site to use of the account/site only for that/those purpose(s), and in accordance with any specified procedures, and applicable terms of service. Users are personally responsible for the content of their posts.

Social Media for Instructional and School-Sponsored Activities

Staff (including District-approved volunteers) may, with prior approval/authorization from the Principal, use social media platforms/sites for classroom instruction or school-sponsored activities. When a staff member uses a District-approved social media platform/site for an educational purpose, it will be considered an educational activity and will not be considered a limited public forum. Students' use of District-approved social media platforms/sites must be consistent with the Student Code of Conduct, Policy 5722 -School-Sponsored

Student Publications and Productions/AG 5722 – School-Student Publications and Productions, Policy 7540.03/AG 7540.03 – Student Technology Acceptable Use and Safety, the instructor's directions/procedures, and the platform/site's applicable terms of service.

Students are prohibited from posting or releasing personally identifiable information about students, employees, and volunteers through District-approved social media without appropriate consent.

[X] [OPTION #3]

Staff members **(X)** (including District-approved volunteers) **[END OF OPTION]** must provide parents of students involved in a school-sponsored activity the ability to opt-out of having their child use social media platforms/sites for communication purposes associated with that activity, and arrange for an alternative method of communicating with the participating student concerning the school-sponsored activity.

~~**[ ] [OPTION #4]**~~
~~Staff members **( )** (including District-approved volunteers) **[END OF OPTION]** must obtain parental consent for students to participate in the use of social media platforms/sites related to a school-sponsored activity. If a parent refuses to provide suc~~

Expected Standards of Conduct on District-Approved Social Media

Employees and District-approved volunteers who access District-approved social media platforms are expected to conduct themselves in a respectful, courteous, and professional manner. Students, parents, and members of the general public who access District-approved social media platforms are similarly expected to conduct themselves in a respectful, courteous, and civil manner.

District-approved social media sites shall not contain content that is obscene; is vulgar and lewd such that it undermines the school's basic educational mission; is libelous or defamatory; constitutes hate speech; promotes illegal drug use; is aimed at inciting an individual to engage in unlawful acts or to cause a substantial disruption or material interference with District operations; or interferes with the rights of others. The District may exercise editorial control over the style and content of student speech on District-approved social media, if reasonably related to legitimate pedagogical concerns. Staff or students who post prohibited content shall be subject to appropriate disciplinary action.

The District is committed to protecting the privacy rights of students, parents/guardians, staff, volunteers, Board members, and other individuals on District-approved social media sites. District employees and volunteers are prohibited from posting or releasing confidential information about students, employees, volunteers, or District operations through social media, without appropriate consent (i.e., express written consent from the parent of a student, the affected employee or volunteer, or the Superintendent concerning District operations).

Retention of Public/Student Records

District communications that occur through the use of District-approved social media platforms/sites – including staff members'/volunteers' use of social media with school-sponsored activities, and comments, replies, and messages received from the general public – may constitute public records or student records, and all such communications will be maintained (i.e., electronically archived) in accordance with the Board's adopted record retention schedule and all applicable State statutes. Records that are not part of the performance of an official function do not become public records by mere retention by the District under this policy. (See AG 8310A - Requests for Public Records)

Staff members and District-approved volunteers cannot rely on social networking platforms (e.g., Facebook, Twitter, etc.) to sufficiently fulfill potential records retention requirements because these platforms, in general, do not guarantee retention and are unlikely to assist in the production of third-party comments and communications that have been edited, deleted, or are otherwise no longer available. Consequently, District employees and volunteers who use such social media accounts for professional communications must operate them in accordance with the general archiving practices and technology instituted by the District so records remain within the District's control and are appropriately retained.

If a staff member uses District-approved social media platforms/sites in the classroom for educational purposes (i.e., classroom instruction), the staff member must consult with the Principal concerning whether such use may result in the creation of public and/or education records that must be maintained (i.e., electronically archived) for a specific period of time.

Employees' Use of District Technology Resources to Access Social Media for Personal Use

~~Employees and District-approved volunteers are prohibited from using District technology resources (as defined in Bylaw 0100) to access social media for personal use.~~
~~Employees and District-approved volunteers are prohibited from using District technology resources (as defined in Bylaw 0100) to access social media for personal use during work hours.~~
~~They are reminded that the District may monitor their use of District technology resource.~~

~~**[ ] [OPTION #5]**~~
~~Employees **( )** and District-approved volunteers **[END OF OPTION]** are prohibited from using District technology resources (as defined in Bylaw 0100) to access social media for personal use.~~

~~**[ ] [OPTION #6]**~~
~~Employees **( )** and District-approved volunteers **[END OF OPTION]** are prohibited from using District technology resources (as defined in Bylaw 0100) to access social media for personal use during work hours.~~
~~They are reminded that the District may monitor their use of District technology resource.~~

[X] [OPTION #7]

Employees **(X)** and District-approved volunteers **[END OF OPTION]** are permitted to use District technology resources (as defined in Bylaw 0100) to access social media for personal use during breaks, mealtimes, and before and after scheduled work hours.

They are reminded that the District may monitor their use of District technology resource.

~~**[ ] [OPTION #8]**~~
~~Employees **( )** and District-approved volunteers **[END OF OPTION]** are permitted to use District technology resources (as defined in Bylaw 0100) to access social media for personal use during work hours, provided it does not interfere with the employee's **( )** /volunteer's **[END OF OPTION]** job performance.~~
~~They are reminded that the District may monitor their use of District technology resource~~.

[X] [OPTION #9]

Employees **(X)** and District-approved volunteers **[END OF OPTION]** are permitted to use District technology resources (as defined in Bylaw 0100) to access social media for personal use, provided the employee's **(X)** /volunteer's **[END OF OPTION]** use during work hours does not interfere with his/her job performance.

They are reminded that the District may monitor their use of District technology resou~~rc~~

Employees' Use of Personal Communication Devices at Work to Access Social Media for Personal Use

Employees are permitted to use personal communication devices to access social media for personal use during breaks and mealtimes.

Employees and District-approved volunteers are prohibited from posting or engaging in communication that violates State or Federal law, Board policies, or administrative procedures. If an employee/volunteer's communication interferes with his/her ability to effectively perform his/her job, or violates State or Federal law, Board policies, or administrative procedures, the District may impose disciplinary action and/or refer the matter to appropriate law enforcement authorities.

This policy and its corresponding administrative procedure will be reviewed and updated as necessary.
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Legal

20 U.S.C. 1232g

34 C.F.R. Part 99

Protecting Children in the 21st Century Act, Pub. L. No. 110-385, Title II, Stat. 4096 (2008)

Children's Internet Protection Act (CIPA), Pub. L. No. 106-554 (2001)

Last Modified by Debbie Scott on February 3, 2021

Book	Policy Manual
Section	8000 Operations
Title	Copy of TRANSPORTATION
Code	po8600
Status	
Adopted	May 15, 2017

8600 - **TRANSPORTATION**

~~It is the policy of the Board of Education to provide transportation within the limitations established by State law and the regulations of the State Board of Education.~~

It is the policy of the Board of Education to provide transportation for those students, whose distance from their school makes this service necessary and in all other cases required by Federal or State law or regulations. The District shall provide transportation for resident regular education students attending nonpublic schools within or outside the District as necessary to comply with State law and the regulations of the State Board of Education.

School buses and student-transportation vehicles, whether purchased, leased or contract for shall be ~~purchased, housed, and~~ maintained by the District for the transportation of resident students in accordance with State law. ~~between their home areas and the schools of the District to which they are assigned. However, n~~No vehicle shall be purchased or used to transport students for which there is no applicable, passenger-protection, Federal motor-vehicle safety standards.

All school buses and student-transportation vehicles, whether purchased, leased, or contracted for shall comply with specifications defined in State law. Each operator of a school vehicle used by the District shall be licensed for the purpose for which the vehicle is being used and shall operate the vehicles in accordance with Federal and State laws. The license, a medical examiners certificate, and record of continuing education must be in the driver's possession when driving.

Transportation of eligible vocational or special education children between their home areas and schools outside the District shall be arranged through the use of District-owned vehicles, through cooperation with other districts, through commercial carriers, and/or by other means in the most efficient and economical manner.

The Board reserves the right to terminate transportation based on financial, legal, or other considerations. Addtionally, ~~I~~it is a privilege for students to ride a District vehicle and this privilege may be revoked if the student's conduct is in violation of the Superintendent's administrative guidelines or the Code of Conduct pertaining to student transportation.

The Board authorizes the Superintendent to install and operate video cameras on District buses to enhance student safety and well- being. S/He shall establish appropriate administrative guidelines for the proper use of the cameras.

Students meeting the Federal definition of "homeless" will be transported from their temporary place of residence to their school of assignment, at the request of the parent, guardian or unaccompanied minor, to the same extent as all other students of the District and consistent with this policy. If the homeless student's temporary residence is located outside the boundaries of the District, the Liaison for Homeless Children will coordinate with the Director of Transportation to contact the District in which the student temporarily resides to arrange for joint transportation of the student and to seek inter-district agreement on a method for apportioning the cost of such joint transportation. In no event will a homeless student be denied enrollment based on issues related to student transportation.

Similarly, the District shall provide transportation for children in foster care consistent with the procedures developed by the District in collaboration with the State or local child welfare agency. These requirements apply whether or not the LEA already provides transportation for children who are not in foster care. (Policy 5111.03)

In order for a student in foster care to remain in his/her school of origin, when in his/her best interest, transportation services shall be provided, arranged, and funded for the duration of the child's placement in foster care.

Since foster care placements may occur across District, county, or State boundary lines, coordination among multiple agencies may be necessary. The District will work with appropriate State and local agencies to address such placement and transportation issues that arise. The District shall provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.

The Superintendent shall establish administrative guidelines to ensure proper implementation of this policy.

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Legal M.C.L. 380.1321, 1322, 1323, 1324, 1756
Public Acts 187, 188, 189
A.C. Rule 340.281, 282

Last Modified by Debbie Scott on February 3, 2021

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

To: Hazel Park Board of Education

From: Dr. Amy Kruppe, Superintendent

Date: February 3, 2021

Subject: Hazel Park High School Credit Recovery Summer School Program

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HPHS Summer School Program Overview

The HPHS Credit Recovery Summer School Program will follow the same format as past summers. The program will run for six weeks, **June 22 - July 31 of 2020** at Hazel Park High School. Students will be offered a **free breakfast and lunch** each school day as they were last year during summer school.

The HPHS Credit Recovery Summer School Program will consist of offering Credit Recovery courses via our Edgenuity Platform. This program will allow students to earn credit in high school courses for the purpose of remediation or acceleration.

Staffing

- 1 Summer School Coordinator/Credit Recovery Teacher
- 2 Online Credit Recovery Instructors
- **Projected Teacher Total = 3 Teachers**

HPHS Summer School Cost for Students

➔ $40 per class

We are requesting that the Hazel Park Board of Education approve the proposal to provide credit recovery summer school opportunities for Hazel Park High School students as it has in the past for the purpose of remediation or acceleration.

Funding Source

➔ 2021-2022 31A At-Risk Funds

Financial Impact

The cost for staffing would include the hourly rate for teachers of $35hr plus benefits. The cost breakdown is below.

- ➔ ***Summer School Teacher Rate Breakdown:***
  - $47.25 per hour (total for hourly rate and benefits)
  - 6 hours a day
  - 4 days a week
  - 6 weeks

The estimated total teacher cost for HPHS Credit Recovery Summer School would be **$20,412**

Goal Statement/Strategic Plan

Implementation of Curriculum & Instruction

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

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To: Dr. Amy Kruppe, Superintendent

From: Nick Nugent, Director of Human Resources

Subject: Consolidation of the HPEA Salary Schedule

Date: 1/22/2021

We are seeking approval of a consolidation of the HPEA salary scale.

During the bargains of the past, a major concession given by the HPEA were two salary schedules. These two salary schedules were governed by the hire date of an employee. Employees who were hired prior to November 22, 2010 were placed on one scale, while employees hired after November 22, 2010 were placed on another scale.

Another difference between these two salary scales was that the BA+18 lane, the MA +15, and the MA +45 lane was taken out as a way to cut costs for people hired after November 22, 2010.

Currently if the consolidation happened, this would affect six (6) Non Center based staff members at approximately Eleven thousand ($11,000) dollars. This money would come from the General fund.

This consolidation would also affect four (4) Center based staff at a cost of approximately Five thousand ($5,000) dollars. This money would come from ACT 18 funding from the State of Michigan.

The union and the administration feel that this consolidation is necessary in order to help retain teachers. By adding these lanes back into the master agreement, it would not only restore the salary scale, but also would make Hazel Park teaching salaries more competitive in the market.

LETTER OF AGREEMENT

Between the Hazel Park Education Association (HPEA) and School District of the City of Hazel Park Board of Education

Consolidation of Salary Scale

In consideration for the mutual covenants contained herein, it is hereby agreed by and between the Hazel Park Educational Association/ Michigan Education Association, hereinafter referred to as the HPEA and the Board of Education for the City of Hazel Park Schools, hereinafter referred to as the Board, as follows:

Background:

During the 2020-2021 School year an individual was hired in on the incorrect salary scale. To fix the issue a solution of consolidation of the salary scale was proposed.

Rationale:

The consolidation of the salary scale would not only fix the current issue, but it would also make Hazel Park more competitive when it comes to hiring staff. This would also benefit staff who are working on degree who are no longer getting stipends to work toward graduate degrees.

The Parties agree to the following:

The new salary scales shall be:

HAZEL PARK SCHOOLS

The School District of the City of Hazel Park HPEA
Non Center Program Salary Schedule
2020/2021
As of January 1, 2021

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

HAZEL PARK SCHOOLS

The School District of the City of Hazel Park HPEA
Center Program Salary Schedule
2020/2021
As of January 1, 2021

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

Article 8 Section E 1 shall be changed to read:

1. A salary increment is added for a block of eighteen (18) semester hours of graduate credit beyond the provisional certificate. (Any teacher/ancillary staff who has been paid at the B.A.+18 step shall automatically be placed on this step.) ~~Only applicable to teachers/ancillary staff hired on or before November 22, 2010.~~

Article 8 Section 3. Shall be changed to read:

3. a. A salary increment is recognized for each block of fifteen (15) semester hours of graduate credit beyond the Master's degree after the Master's degree has been completed (MA+15, MA+30, MA+45). ~~Only applicable for teachers/ancillary staff hired on or before November 22, 2010.~~ b. A salary increment is recognized for a block of thirty (30) semester hours of graduate credit beyond the Master's degree after the Master's degree has been completed (MA+30). ~~Applicable to teachers/ancillary staff hired after November 22, 2010.~~

FOR THE BOARD	FOR THE ASSOCIATION
Amy Kruppe, Superintendent Date	Nancy Sly, HPEA President Date

HAZEL PARK SCHOOLS

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Amy Kruppe, Ed.D.
Superintendent

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www.hazelparkschools.org

To: Dr. Amy Kruppe, Superintendent

From: Nick Nugent, Director of Human Resources

Subject: Literacy Coaches and Nurse Contract Language Change

Date: January 29, 2021

We are seeking approval to change contract language in the HPEA contract to include language that Literacy Coaches and Nurses can be hired in at Step six (6) of the Master Agreement.

Literacy Coaches and Nurses are in high demand. Literacy coaches in the past have turned down the positions as Hazel Park was not competitive in the market place with the salary offered.

Both of these positions are areas in which we will need to be able to fill. Without a competitive salary, these positions will be difficult to hire.

Currently the salary top salary that we can offer is in the BA lane is $49,874 and in the MA lane is $57,090. These salaries if the board adopted the language would set the BA max lane as $53,081 and in the MA max lane as $61,057.

The union and cabinet agree that this move to increase the amount of steps raised to step 6 for these two positions is necessary to become more competitive in the market for these positions. Both of these positions are on the shortage list for the state.

HAZEL PARK SCHOOLS

LETTER OF AGREEMENT

Between the Hazel Park Education Association (HPEA) and School District of the City of Hazel Park Board of Education

Literacy Coaches and School Nurses

In consideration for the mutual covenants contained herein, it is hereby agreed by and between the Hazel Park Educational Association/ Michigan Education Association, hereinafter referred to as the HPEA and the Board of Education for the City of Hazel Park Schools, hereinafter referred to as the Board, as follows:

Background:

In the past, Literacy Coaches have turned down a position in Hazel Park because the starting salary was too low. This proposal adds flexibility to help attract the best candidates for staff.

Rationale:

As the job market gets more competitive for employees, Hazel Park Schools need to ensure that it is competitive in the marketplace in order to hire the best candidates. Literacy Coaches and Special Education teachers positions are on the critical shortage list.

The Parties agree to the following:

To change Article 8 Section C to read:

Teaching experience at charter and private schools as well as experience recognized by the Michigan Retirement Act shall be credited not to exceed five (5) years, six (6) years for special education, math**,** ~~and~~ science, **literacy coaches, and school nurses** may be recommended to the Board by the Superintendent for credit on the salary schedule. All teachers/ancillary staff now employed or previously employed by the Board shall have their total service in the Armed Forces credited with one regular annual salary increment for each year provided they have served a minimum of one (1) year with an honorable discharge. New teachers/ancillary staff employed shall be given one (1) regular salary increment for service, provided they have served a minimum of one (1) year in the Armed Forces with an honorable discharge.

FOR THE BOARD	FOR THE ASSOCIATION
Amy Kruppe, Superintendent Date	Nancy Sly, HPEA President Date

HAZEL PARK SCHOOLS

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Amy Kruppe, Ed.D.
Superintendent

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www.hazelparkschools.org

To: Hazel Park Board of Education

From: Dr. Amy Kruppe, Superintendent

Date: January 29, 2021

Subject: Four (4) Additional Security Personnel

We are seeking approval of Four (4) additional Security personnel at Hazel Park High School at 1.0 FTE

With the start of school coming on March 1, 2021 there will be a need for additional security to ensure social distancing guidelines and mask wearing is occurring by the student body. Also there will be a need for additional supervision at lunch time to ensure all safety precautions are being followed.

We respectfully request to approve the request for 4 additional Security personnel at Hazel Park High School at 1.0 FTE each.

The Security personnel will be paid out of CARES dollars.

FINANCIAL IMPACT:

2020-2021 School Year $ 68,236.00
2021-2022 School Year $144,838.00

GOAL STATEMENT/STRATEGIC PLAN:

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.

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To: Hazel Park Board of Education

From: Dr. Amy Kruppe, Superintendent

Date: 1/29/2021

Subject: Viking Virtual Academy Class size

We are seeking approval for the Viking Virtual Academy class size limits of the following:

K-2	45 Students	46 Students	$200.00 dollar overage per student
3-5	50 Students	51 Students	$200.00 dollar overage per student
6-8	60 Students	61 Students	$100.00 dollar overage per student
9-12	150 students	151 Students	$50.00 dollar overage per student

We are also seeking approval of a Five hundred ($500) dollar base payment for all Viking Virtual Teachers given the extra time and effort that was given during the startup of the program during the fall. The total amount per teacher will not exceed one thousand ($1,000) dollars for class overages before this agreement was developed. Class size overages are based on the student count as of November 5th, 2020 as reported by Dr. Dulmage's information.

We respectfully request that the Board approve the request for Viking VIrtual Academy Class size as listed and approve the Five hundred ($500) dollar base payment for all Viking Virtual teachers. The class overage will not exceed One thousand ($1000) dollars if a staff member exceeds the class size listed above on November 5, 2020.

FUNDING SOURCE: CARES ACT dollars

FINANCIAL IMPACT

The total amount could be $10,000 at 10 teachers
According to the count the actual amount will be $5,000 dollars

GOAL STATEMENT/STRATEGIC PLAN

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.

HAZEL PARK SCHOOLS

SUPPLEMENTAL LETTER OF AGREEMENT BETWEEN

The City of Hazel Park School District and Hazel Park Education Association (HPEA)

COVID 19 PREPAREDNESS AND RESPONSE PLAN -- VIKING VIRTUAL ACADEMY

This Letter of Agreement supplements the previous COVID-19 – related Letters of Agreement (8-17-20 and 9-24-20).

It is agreed that student enrollment in Viking Virtual Academy for each teacher as reflected in the K-12 platform student roster shall be governed by the following limitations/conditions:

a) K-2: Enrollment roster maximum of 45 students; whenever enrollment exceeds 45 students, the teacher/ancillary staff shall be paid, at the end of each semester, $200 per student in excess of 45

b) 3-5: Enrollment roster maximum of 50 students; whenever enrollment exceeds 50 students, the teacher/ancillary staff shall be paid, at the end of each semester, $200 per student in excess of 50

c) 6-8: Enrollment roster maximum of 60 students; whenever enrollment exceeds 60 students, the teacher/ancillary staff shall be paid, at the end of each semester, $100 per student in excess of 60

d) 9-12: Enrollment roster maximum of 150 students; whenever enrollment exceeds 150 students, the teacher/ancillary staff shall be paid, at the end of each semester, $50 per student in excess of 150

It is understood and agreed that the payments above qualify for both FICA and ORS/MPSERS contribution by the District. It is further understood and agreed that ten school days will be allowed at the beginning of each semester to allow student enrollment to stabilize before a teacher qualifies for such payment for K-5, and at the end of the 10th week of the semester to allow student enrollment to stabilize before a teacher qualifies for such payment for 6-12.

In recognition of student enrollment issues addressed by K-8 teachers during the first semester of the 2020-21 school year, each K-8 teacher for Virtual Viking Academy who taught during the first semester and remains employed for as of the beginning of the second semester, shall receive a one-time off-schedule bonus payment of $500. If the District finds that student enrollment for a K-8 teacher exceeded the applicable maximums set forth above as reflected in the K-12 platform during the week of November 9th, 2020, then such teacher shall receive an additional one-time off-schedule bonus payment of $500, for a total of $1,000. It is understood and agreed that the bonus payments reflected in this paragraph qualify for FICA contribution by the District but not ORS/MPSERS retirement contribution.

This agreement resolves any and all issues and possible grievances related to student enrollment/class size maximums at Viking Virtual Academy to date, and is in effect coterminous with the current collective bargaining agreement and previous Letters of Agreement until June 30, 2021. This agreement is entered into solely to address the specific circumstance of this particular situation. It does not establish any practice or precedent between the parties.

For the Board

_____

Dr. Amy Kruppe, Superintendent

For the Association

_____

Nancy Sly, President of the HPEA

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

To: Hazel Park Board of Education

From: Dr. Amy Kruppe, Superintendent

Date: January 29, 2021

Subject: Head Social Worker Stipend

We are seeking approval of a Two Thousand ($2000) Dollar stipend for the Head Social Worker to be added to Schedule B of the HPEA Master Agreement.

During the 2020-2021 School year, a need arose for a head social worker position because there are currently 14 Social Workers in the District. This stipend is needed because many of the duties occur outside the contractual day.

To approve the request a Two Thousand ($2000) Dollar Stipend for the Head Social Worker to be added to Schedule B of the HPEA Master Agreement.

The Head Social Worker Salary is Paid out of 31 A and the Stipend is paid out of Title IV.

The financial impact is as follows:

2020-2021 School Year $1,000 dollars
2021-2022 School Year $2,000 dollars

STRATEGIC PLAN

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To: Hazel Park Board of Education

From: Dr. Amy Kruppe, Superintendent

Date: February 1, 2021

Subject: Additional Work Days for Health classes at Viking Virtual

---

We are requesting that additional 20 days be added to Bev Blair's work schedule to teach health. This change is needed as we must have a certified teacher to teach health in the virtual classrooms.

Seeking approval of 20 additional work days to add to Bev Blair's position at a cost of $12,153.

General Fund Dollars

2020-2021 Impact is $12,153

This falls under the Goal Statement of Curriculum & Instruction: The Hazel Park School District will develop innovative, independent and persistent learners who think critically, communicate effectively, and positively influence the local and global community.

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To: Hazel Park Board of Education

From: Dr. Amy Kruppe, Superintendent
Nick Nugent, Director of Human Resources
Dr. Stephanie Dulmage, Director of 21st Century Learning

Subject: Viking Virtual MTSS Teachers

Date: February 8, 2020

The K-8 Viking Virtual program has a current enrollment of approximately 400 students. Our teachers work diligently to provide both synchronous and asynchronous support for the grade-level content. While they do work with small groups and provide 1:1 instruction, they are unable to meet all of the academic needs of their students. Much like any classroom, there are a variety of student needs, both academic and non-academic. Additionally, learning through online course content, in a home environment is a new experience for both our students and families. Our main priority is to optimize the virtual learning environment and meet the needs of all Hazel Park students.

To accomplish this, we are requesting the addition of two MTSS (multi-tiered system of support) teachers to Viking Virtual Academy. These teachers will provide targeted Tier 2 and Tier 3 intervention to students in grades K-8. Instruction will be provided in a small group or 1:1 setting and tailored to student needs. The addition of two teachers, for 411 students, is consistent with the staffing in our other buildings. Additionally, the MTSS teachers will provide guidance and support for our current VVA instructional paraprofessional.

The funding source will be Cares Funding. This will come from the second round of funding.

COVID or Cares Funding is temporary and so should these positions. Two teachers will cost the District roughly $80k this year and $160k per year going forward. The General fund could support these positions if the District felt it necessary to retain the new teachers.

***Goal Statement*/Strategic Plan Alignment**

- **Curriculum and Instruction:** The Hazel Park School District will develop innovative, independent and persistent learners who think critically, communicate effectively, and positively influence the local and global community

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To: Hazel Park Board of Education

From: Dr. Amy Kruppe, Superintendent

Date: 2/4/2021

Subject: Counselor for Viking Virtual Academy

We are requesting that a counselor be added to the Viking Virtual Academy. This counselor would support the socio-emotional development of Hazel Park Students in the Viking Virtual Academy. This counselor would also help with the attendance of virtual students as well as help facilitate meetings with parents. Viking Virtual Academy services over 700 students.

Motion to approve the request by administration for a counselor at the Viking Virtual Academy

CARES ACT DOLLARS

It is estimated that a counselor will be hired at MA Step 6 with full family health benefits, costing the district $48,137 this year and in fiscal year 2022 would be $113,082. The estimate starts as of February 15, 2021. The second year does not consider any increase.

GOAL STATEMENT/STRATEGIC PLAN

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

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

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www.hazelparkschools.org

To: Hazel Park Board of Education

From: Dr. Amy Kruppe, Superintendent

Subject: Two paraprofessionals for Webb Self-Contained programs

Date: February 8, 2021

At this time, I am seeking approval from the Board of Education to hire two additional paraprofessionals for our cognitively impaired self-contained classrooms as Webb Elementary. One individual would support our K-2 classroom; the other would support our 3-5 classroom.

We are fortunate to educate amazing students in our self-contained programs at Webb Elementary, and are equally excited about the two incredible teachers who educate them daily! In order to ensure that our students receive the highest degree of education possible, and that our teachers are fully supported, the addition of two paraprofessionals is key moving forward. These individuals will work to de-escalate intense behaviors our students exhibit, and help to facilitate strategies to meet their intense academic needs. For example, facilitating small group instruction would be more practical with additional adult support. Given that we are educating students in a global pandemic, teachers have new and strict safety protocols to implement. Our paraprofessionals would be an asset in assisting with increased proper hygiene routines, social distancing, and classroom protocols. Students in these classrooms display varying degrees of abilities and challenges. Hazel Park has been trusted to educate and care for these children; supporting the whole child is critical and by employing two additional paraprofessionals, we will be able to do just that.

These positions will be funded out of the general education budget and will service students receiving special education in a general education building.

Goal: The Hazel Park School System will provide a unified system of supports for all students, embracing diversity and fostering a positive school climate and culture.

I respectfully request that the Board of Education approves the hire of two paraprofessionals for the K-2 and 3-5 grade cognitively impaired classrooms at Webb Elementary.

Respectfully submitted,

Tamaran Dillard

HAZEL PARK SCHOOLS

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Superintendent

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www.hazelparkschools.org

To: Hazel Park Board of Education

From: Dr. Amy Kruppe, Superintendent

Date: January 29, 2021

Subject: Summer School Hourly Rate of Pay

The administrative team with the support of the teachers union would like to raise the current rate of pay for hourly summer school for teachers from $27 an hour to $35 an hour for the summer of 2021. The last two school years have been extremely difficult for students and teachers. Services to students will be needed to support academic growth during the summer. It is our hope that increasing the salary temporarily and developing creative programming, with the input of staff, both students and staff will participate.

This increase will only be temporary as agreed upon by both parties (union and administration). The funding will come from the increased CARES Act dollars which were given to schools in order to develop programs for students and pay staff during these difficult times in order to close learning gaps.

The administration is currently reviewing and working with stakeholder groups to look at creative ways to offer learning programs to increase attendance by students and staff. The total cost of this increase will be presented as programs are developed.

<u>This initiative supports strategic plan goal:</u>
The Hazel Park School District will develop innovative, independent and persistent learners who think critically, communicate effectively, and positively influence the local and global community.

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To: Hazel Park Board of Education

From: Dr. Amy Kruppe, Superintendent

Date: February 2, 2021

Subject: Food Service RFP

RECOMMENDATION

The contract with Chartwells is up for renewal. Chartwells has done an excellent job over the past several years. Marsha and her team are excellent to partner with. The state did send out a memo indicating that the District could extend one year past the initial agreement. This would put Chartwells into 6 years, which the original contract was one year with four one-year options. There are 589 districts in Michigan that potentially bid every couple of years as stipulated under statue. Statue indicates that contracts can run for one year with the option of four one-year term renewals. This means that 120-150 Districts will bid every year. The District believes that majority of those districts will choose to extend, thereby, reducing the number of potential new contracts to 20-50 this year. This will make Hazel Park's contract look very competitive and vendors would want to make sure that the bid would be sufficiently priced to win. If 20-50 bids go out this year, then the 100-130 would be extended to next year increasing the potential volume of contracts of up to 300. The supply would be high and vendors would control the market and their administrative fees could be higher.

REQUEST

The District is seeking guidance from the Board to either extend the current food service contract or go out for bid.

FUNDING SOURCE

The funding source would be food service fund

FINANCIAL IMPACT

There is potential savings of $20-50k by bidding this year compared to next year.

GOAL STATEMENT/STRATEGIC PLAN

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www.hazelparkschools.org

To: Hazel Park Board of Education

From: Dr. Amy Kruppe, Superintendent

Date: February 2, 2021

Subject: Electronic Timesheet Kiosks

The District is going to electronic timesheets and implementation is scheduled for March 2021. Electronic timesheets will streamline the process and reduce the need for paper timesheets. The new system has the ability to be filled out online, over the phone app or a kiosk. The District is considering the kiosk for ease of use. The District employee would enter the building and just swipe their current badge to clock their time into their timesheet.

The District is requesting installation of kiosks throughout the District to capture the time and attendance of all non-exempt personnel

The funding source would be sinking fund

The District will strategically place the kiosks throughout the District. The total cost is not to exceed $50,000 as data drops and power sources will have to in place prior to installation.

GOAL STATEMENT/STRATEGIC PLAN

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www.hazelparkschools.org

To: Hazel Park Board of Education

From: Dr. Amy Kruppe, Superintendent

Date: February 2, 2021

Subject: Technology Chromebook Case Purchase

We are seeking approval for the purchase of 2500 Chromebook Always On Cases.

With the impact of COVID-19 we have had to provide devices to all students for remote learning. With students having asynchronous days on Wednesday, devices are being sent home with students who need to borrow a device. We are looking to obtain cases that will allow the Chromebooks to remain in the case and provide protection while the device travels to and from school on the asynchronous day. These cases also allow for them to remain on and be placed in the carts for charging when they are at school at the end of the day. This also adds a level of protection to our Chromebooks that we haven't had in the past for our 3rd-8th grade classes.

Motion to approve the purchase of 2500 Chromebook Cases at a cost not to exceed $39,875.

Funding Source: GF/Sinking Fund or ESSER II when approved

Financial Impact: No impact to the general fund as this is being paid with Sinking Fund or ESSER II when approved

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

HAZEL PARK SCHOOLS

VolumeCases
Always on, always safe!

VolumeCases
PO Box 455
Boca Raton, FL 33429
561.571.2523
James Koch
James@VolumeCases.com

QUOTE

DATE
01/28/21
VALID UNTIL
02/28/21

CUSTOMER
Bradley Wilkins Hazel Park School District 1620 E Elza Ave Hazel Park, MI 48030

PROJECT DESCRIPTION
Hazel Park School District

QUOTE NO.	SHIP DATE	SHIP VIA	SALESPERSON	TERMS
3727	~7-15 Days	FEDEX	James Koch	NET15

ITEM NO.	DESCRIPTION	QTY	UNIT PRICE	TOTAL
KEEP-LIP	KeepLip Case™ • Handles | Always-On | Black	2500	$15.95	$39,875.00
WARRANTY	Lifetime Warranty	1	$0.00	$0.00
SHIPPING	FREE SHIPPING **MB APPROVED**	1	$0.00	$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
		TOTAL		**$39,875.00**

PRICING SUBJECT TO CHANGE DUE TO GOVERNMENT TARIFFS OR MANUFACTURING SUPPLY ISSUES

For questions concerning this formal quote, please contact

James Koch | Phone: 561.571.2523 | Fax: 561.571.2524 | James@VolumeCases.Com

PO Box 455 | Boca Raton | FL | 33429 | www.VolumeCases.com

esc

VolumeCases

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Amy Kruppe, Ed.D.
Superintendent

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

To: Dr. Amy Kruppe, Superintendent

From: Jason Zirnis, Assistant Superintendent of Business and Operations

Date: February 4, 2021

Re: 3% IRS Letter Ruling

As a result of a request by DeWitt Public Schools to receive clarification of the federal tax treatment of the 3% contributions to the MPSERS Health Care Trust several years ago all Districts in Michigan have the ability to join in the IRS Ruling. Each Reporting Unit is able to participate in and be covered by a Closing Agreement with the Internal Revenue Service (IRS) that favorably resolves the tax treatment of these contributions. ORS is requesting that for this case and this case only we afford Dykema attorneys representing DeWitt power of attorney to act on our behalf and be represented in the ruling.

There is no cost to the District and our attorney firm has reviewed the documents and the details surrounding the request.

Attached you will find a copy of the ORS Q&A to help clarify some of the details surrounding the action being requested of Districts.

We are recommending the District approve the limited power of attorney for this case to resolve any potential tax implications in the future regarding the 3% Healthcare deductions.

Funding Sources:
No financial impact to the District, ORS is covering the cost for those Districts moving forward with Power of Attorney Agreement.

Strategic Plan: Goal Statement - Resources
Goal Statement: 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.

ADDITIONAL INFORMATION RELATED TO THE OPPORTUNITY TO PARTICIPATE IN AN IRS CLOSING AGREEMENT RELATED TO 3% CONTRIBUTIONS TO THE MPSERS HEALTH CARE TRUST

The State of Michigan (through the Office of Retirement Services, "ORS") provided an update on December 22, 2020 related to the current status of the federal tax treatment of the 3% contributions to the MPSERS Health Care Trust, and also provided the opportunity for each Reporting Unit to participate in and be covered by a Closing Agreement with the Internal Revenue Service (IRS) that favorably resolves the tax treatment of these contributions.

Additional questions have been asked by some Reporting Units and those professionals that are advising them related to this matter. ORS is sensitive to those questions, as well as the time frame for making certain determinations. The time frame has been extended to March 1 as communicated last week. ORS also understands that some reporting units and their counsel do not believe they have enough information to make a decision. Hopefully the additional information that is contained here will help, but please understand (and ORS knows that a large number of reporting units have indicated that they do) that ORS and its counsel do not have access to the full contents of the Closing Agreement, nor can they address every scenario for individual reporting units. That being said, ORS is taking further steps to provide as much additional information as possible in this Supplemental Notice to reporting units.

This Notice attempts to address several additional questions, such as the following:

1. What is the background and context of the proposed Closing Agreement? Is my Reporting Unit obligated to participate in this Closing Agreement?

No. There is no obligation for any reporting unit to participate. None of the reporting units, other than DeWitt Public Schools, has any facts before the IRS for purposes of this Closing Agreement.

The Closing Agreement was a result of a Private Letter Ruling (PLR) Request in 2018 submitted by W. Alan Wilk at Dykema on their behalf (and paid for by MPSERS because MPSERS had paid for the initial, almost identical, PLR Request in 2016). Rather than issue a PLR, the IRS chose to favorably resolve the tax determinations on the MPSERS 3% contributions (for income and FICA purposes) via the proposed Closing Agreement.

With the original PLR Request filed in 2016 by MPSERS, the intent was to obtain a ruling that covered all reporting units at that time. The IRS would not let MPSERS do this because of the technical reason that MPSERS was not a "taxpayer" (reporting unit) in the retirement system. DeWitt Public Schools then volunteered to be that taxpayer and the 2018 PLR Request was filed. As a result, the proposed Closing Agreement includes operative paragraphs that will be issued to them, resulting in favorable tax treatment for the MPSERS 3% contributions by their employees. The opportunity from the IRS that ORS forwarded in the first Notice on December 22, 2020, provides a process that allows other reporting units to also participate in the same Closing Agreement to be issued to DeWitt Public Schools. It will only cover DeWitt Public Schools unless other reporting units voluntarily choose to sign onto the Closing Agreement.

The IRS also discussed doing a Mass Closing Agreement that would apply for all reporting units, but ultimately decided to provide the ability for reporting units to voluntarily opt-in to be a part of this Closing Agreement, for a reduced user fee of $3,000 (normally $30,000) per reporting unit.

ORS has proceeded accordingly with the Notice to reporting units related to this opportunity provided by the IRS. ORS and counsel have tried to provide as much information as possible related to the background and substance of the Closing Agreement, including asking the IRS for as much information related to the Closing Agreement that they could provide, which resulted in the IRS disclosing the three

operative paragraphs of the Closing Agreement. That information was sent in the original Notice to reporting units on December 22, 2020. ORS and counsel have been answering additional questions since that initial Notice, and in this Supplement Notice that includes written answers to a number of follow-up questions. ORS and its counsel are not providing any legal or other advice as to whether or not a reporting unit should participate in this Closing Agreement.

It is a voluntary choice. There is no minimum number of reporting units that have to opt-in. ORS is fine if the Closing Agreement is simply signed on behalf of DeWitt Public Schools and no other reporting units. ORS is also fine if all or any number in between of reporting units want to participate. That is a decision that can be made by each reporting unit, with advice from their own counsel and based on their own facts and circumstances.

2. Is the IRS requesting $3,000 per Reporting Unit to provide guidance on tax treatment of a deduction that the IRS has already acknowledged in communications to Reporting Units is exempt?

Again, there is no obligation for any reporting unit to participate and have funds expended on their behalf. The IRS has set the reduced user fee per taxpayer at $3,000 for this Closing Agreement. As stated above, each reporting unit will have to decide whether to participate or not. If the reporting unit is comfortable with the IRS communications to the reporting units regarding the current tax treatment of the MPSERS 3% contributions, they are certainly free to decline to participate in the Closing Agreement. Likewise, each reporting unit would presumably be free to pursue its own Private Letter Ruling or Closing Agreement based on its own facts and circumstances, if it were not comfortable with the terms, timing, information available, or any other aspect of this Closing Agreement.

3. What is a Closing Agreement?

Internal Revenue Code section 7121 authorizes the IRS and taxpayers to enter into closing agreements. While a closing agreement exhibits some of the attributes of a contract, it is not strictly subject to the law of contracts. Closing agreements are legally binding.

Treasury Regulation Section 301.7121-1(a), states:

"In general. The Commissioner may enter into a written agreement with any person relating to the liability of such person (or of the person or estate for whom he acts) in respect of any internal revenue tax for any taxable period ending prior or subsequent to the date of such agreement. A closing agreement may be entered into in any case in which there appears to be an advantage in having the case permanently and conclusively closed, or if good and sufficient reasons are shown by the taxpayer for desiring a closing agreement and it is determined by the Commissioner that the United States will sustain no disadvantage through consummation of such an agreement."

4. Is this a "Mass Closing Agreement?"

No. A Mass Closing Agreement covers a class of taxpayers. The IRS has said that a Mass Closing Agreement in the exempt organizations area is unusual. In those cases, individual agreements with each person in the class will only be negotiated in cases where the class consists of 25 persons or less. If the issue and holding are the same for all members of the class and there are more than 25, the IRS has indicated it will enter into Mass Closing Agreement with the taxpayer who is authorized to represent the class. *See 1993 EO CPE Text, p.3.*

In this case, the IRS has opted against issuing a Mass Closing Agreement to cover the entire class of Reporting Units, and has instead provided the opportunity for each Reporting Unit to decide on their own whether to sign onto and participate in the Closing Agreement that they have presented.

5. Will the full Closing Agreement be available for review?

IRS representatives have indicated, in part due to disclosure restrictions, that it will not provide the full contents of the Closing Agreement. Although the full contents of the Closing Agreement have not been disclosed by the IRS, upon request, the IRS made available the three operative paragraphs of the Closing Agreement and those were included in their entirety with original Notice to Reporting Units on December 22, 2020. It is our understanding that the IRS believed that this was the best case scenario to reach out to additional Reporting Units that were not part of the initial Private Letter Ruling request on these matters, and that Reporting Units may choose whether to participate or not.

6. What is expected to be in the Closing Agreement?

The first paragraph concludes that amounts deducted from employee compensation for the MPSERS 3% contribution are treated as employer contributions and are not treated as income under section 106 of the Internal Revenue Code. This conclusion is comparable to the original ruling request that ORS requested in prior Private Letter Ruling requests to the IRS.

The second paragraph concludes that amounts deducted from employee compensation for the MPSERS 3% contribution are not treated as “wages” for purposes of FICA taxes under section 3121(a) of the Internal Revenue Code or purposes of income tax withholding under section 3401(a) of the Internal Revenue Code. This conclusion is also comparable to the original ruling request that ORS requested in prior Private Letter Ruling requests to the IRS.

The third paragraph includes certain requirements as a result of the rulings in the first two paragraphs, including filing of Forms W-2c (corrected wage an tax statements) for affected employees for tax years limitation periods that have not expired, and notifying those employees that they can file Forms 1040-X for a refund on their income taxes for affected years.

Upon further inquiry related to the third paragraph, IRS representatives indicated that this was included to focus the Reporting Units on the impact and expected actions related to the employees and the necessary forms that needed to be filed as a result of the findings in the first two paragraphs. Those representatives also indicated that it was expected that the applicable Reporting Units would be filing forms on their own behalf, such as Form 941-X for open time periods.

7. Does the Closing Agreement impact the statute of limitations for filing certain protective, refund and other claims?

Each Reporting Unit will need to take action based on its own circumstances and based on its own counsel, but ORS is not aware that any limitations periods are impacted by the Closing Agreement.

8. Does the Closing Agreement impact the current status of certain protective, refund and other claims that have already been filed?

Each Reporting Unit will need to take action based on its own circumstances and based on its own counsel, but ORS is not aware that any currently valid and timely claims are impacted by the Closing Agreement, other than the Closing Agreement appears to confirm the tax treatment of the MPSERS 3% contributions for income and FICA tax purposes.

9. Will the IRS be providing required transmittal correspondence to participants with the Closing Agreement, or will it fall to each participant to generate the required correspondence with Affected Employees?

ORS is not aware of any specific correspondence that has been provided by the IRS.

10. Are there any additional details related to how Reporting Units can handle various claims in light of favorable tax treatment of the MPSERS 3% contributions?

Without providing specific guidance, ORS has provided general updates on this matter since the IRS began treating these payments favorably for some Reporting Units as far back as 2016. In addition, ORS has been in consultation with Taxpayer Advocate Services (TAS) (which is separate from the IRS departments that are handling the Closing Agreement) related to their information on these matters. TAS has advised Reporting Units to file Forms 941-X (Adjusted Employer's Quarterly Federal Tax Return or Claim for Refund) and to advise affected employees to file Forms 843 (Claim for Refund or Abatement) to recover overpaid employer and employee FICA taxes.

If it would be helpful to Reporting Units in their review of the Closing Agreement, refer to this March 18, 2020 letter from the National Taxpayer Advocate that the Taxpayer Advocate Service (TAS) asked ORS to distribute last year to the Reporting Units related to the federal tax treatment of the MPSERS 3% contributions.

That letter addresses a number of matters related to the 3% contributions, but focuses on (1) the time limits applicable under Section 6511 of the Internal Revenue Code, (2) those Reporting Units that need to make a refund or protective claim, and (3) the mechanics of how to handle the implementation of a refund. It appears the letter is focused on those Reporting Units that have either not yet stopped withholding FICA and income taxes on the 3% contributions or those that have stopped current withholding, but need to make claims for prior years.

The TAS also indicated at the time that it might be especially time sensitive to some Reporting Units that have not made a refund or protective claim for certain tax years given the upcoming deadline for such a claims at the time of the letter. The TAS letter also provides background on the TAS and their contact information.

11. Are all MPSERS Reporting Units eligible to participate in the Closing Agreement?

Yes, the opportunity to participate in the Closing Agreement covers all MPSERS Reporting Units. As such, ORS sent the December 22, 2020 notice to officials at community colleges, state public universities, self-employing public school academies, district libraries, local and intermediate school districts.

12. Are any MPSERS Reporting Units required to participate in the Closing Agreement?

No. Reporting Units are not required to be part of the Closing Agreement. Reporting Units are encouraged to consult with their own legal, tax and accounting professionals to form their own conclusions based on their own facts and circumstances. Neither ORS nor the Dykema Law Firm are providing any legal counsel to any Reporting Unit regarding whether to be part of the Closing Agreement or any other matters related to the proper tax treatment of employer and employee contributions made to the MPSERS Health Care Trust.

13. Will the Closing Agreement include any representations to Reporting Units that choose not to participate in the Closing Agreement?

No. The Closing Agreement allows the IRS to agree to certain tax determinations with Reporting Units (as taxpayers). The terms agreed to in this Closing Agreement will only cover those Reporting Units that are a party to the Closing Agreement. As a result, the Closing Agreement almost certainly will not include a statement that the IRS commits to not change its enforcement practice during the Closing Agreement period with regard to the tax treatment for Reporting Units that choose not to participate in the Closing Agreement.

14. Does this mean the Reporting Units that do not participate in the Closing Agreement will be treated differently?

No. ORS has no knowledge that choosing not to participate in the Closing Agreement will have any adverse tax consequences as a result of that decision by a Reporting Unit. ORS has been informed by various Reporting Units that a few years ago the IRS treated these 3% contributions differently than the Closing Agreement appears to now conclude, but most of the more recent reports are that they have been treated favorably by the IRS (similar to the operative paragraphs in the Closing Agreement).

15. Can a Reporting Unit ask for their own Private Letter Ruling or Closing Agreement?

ORS is not aware of any reason why a Reporting Unit could not ask for their own ruling. Presumably, a Reporting Unit would need to engage in that submission using the IRS normal method for such request.

16. Will ORS pay the $3,000 filing fee for each Reporting Unit that chooses to participate in the Closing Agreement?

Yes, ORS has determined that it will make a single payment to the IRS to cover the fee for each participating Reporting Unit. ORS and the IRS are working on the specific mechanics for such a payment based on the number of Reporting Units that elect to participate in the Closing Agreement.

17. Will the $3,000 filing fee come from MPSERS?

Yes, the expense is being incurred to validate that Reporting Units in MPSERS are properly excluding the 3% contributions from income and FICA taxes. Such expenses will be paid from the reserve for administrative expenses in MPSERS. The reserve for administrative expenses is funded from the reserve for undistributed investment income.

18. Who is W. Alan Wilk and why is he listed on the Form 2848?

W. Alan Wilk is an attorney with the Dykema Law Firm that assists MPSERS with federal tax matters as a Special Assistant Attorney General. He has worked with the IRS on the MPSERS 3% contribution matters for several years and originally assisted in submitting a Private Letter Ruling (PLR) Request on this issue in both 2016 on behalf of MPSERS and 2018 on behalf of DeWitt Public Schools. It was the PLR Request that has resulted in the proposed Closing Agreement.

19. Is ORS, Mr. Wilk or Dykema acting as counsel for the Reporting Units?

ORS has been very clear that, beyond representing a Reporting Unit as provided in Form 2848 to sign the Closing Agreement once a Reporting Unit makes a decision to participate or not, neither ORS nor the Dykema Law Firm are providing any legal counsel to any Reporting Unit regarding that decision of whether to be part of the Closing Agreement or any other matters related to the proper tax treatment of employer and employee contributions made to the MPSERS Health Care Trust. Reporting Units are encouraged to consult with their own legal, tax and accounting professionals to form their own conclusions based on their own facts and circumstances.

20. Does listing Mr. Wilk on the Form 2848 mean he is our attorney?

A Form 2848 is used to authorize an individual to represent you before the IRS in a matter that is specifically named on the Form 2848, which in this case is limited to the signing of the Closing Agreement, if a Reporting Unit chooses to participate. He is listed as an attorney because an authorized individual must be eligible to practice before the IRS, and a licensed attorney is one of the many categories (accountants, actuaries, employees, officers, etc.) that are eligible. He is not engaged as your attorney for any legal advice, and you should consult your own attorney to decide whether or not to participate in the Closing Agreement. Based on your own counsel's advice, he may be authorized via the Form 2848 to sign the Closing Agreement on your behalf.

21. Will we be charged any fees by ORS or Dykema for their involvement in the Closing Agreement?

No. Neither ORS nor Dykema are charging any fees to Reporting Units for helping to facilitate the signing of the Closing Agreement for those Reporting Units who choose to participate.

22. Why does the Form 2848 that was provided included partially completed information that states that the time frame is 2013-2026?

The Form 2848 was originally drafted to include only the dates when the Closing Agreement was being discussed, which was 2019-2021. Upon review of a draft Form 2848 with that time frame by the IRS, the IRS asked that the time frame be updated to reflect 2013-2026. ORS subsequently updated the time frame on the Form 2848. ORS understands that the time frame reflects what the IRS anticipates to be covered by the Closing Agreement, which are those contributions subject to the election window that closed in 2013 (which began as early as PA 300 of 2012 became effective on September 4, 2012).

23. Why is 2026 being contemplated as the end date of the time frame for the Closing Agreement?

As stated in the Treasury Regulation cited above, a Closing Agreement may be in respect of any internal revenue tax for any taxable period ending prior or subsequent to the date of such agreement. In this case, the IRS has indicated that it is willing to issue the Closing Agreement for the prior time periods as indicated and for an additional 5 Years, which would be until 2026. Initial discussions also included no additional time periods and a time period of 1 year, but the last indications were for an additional 5 years. Additionally, upon inquiry, there was no indication that the IRS decision on this matter would be changing effective in tax year 2027, even though further time frames would not technically be covered by the Closing Agreement.

24. Is there a conflict with ORS or Dykema's involvement in the Closing Agreement process?

ORS and Dykema (as ORS counsel) have been involved in this matter from the beginning, including an initial request in 2016 on behalf of MPSERS to have the IRS make a determination as to the income and FICA tax status of the MPSERS 3% contributions by MPSERS participants (Reporting Unit employees). They were then involved in this matter with DeWitt Public Schools, which stepped up to be a representative Reporting Unit in a subsequent and almost identical request in 2018. From a general review, the operative paragraphs of the Closing Agreement appear to resolve these tax matters favorably for the Reporting Units and employees. But as has been made clear, each Reporting Unit should review its own facts and circumstances to decide whether it wants to participate in this Closing Agreement. If any Reporting Unit is uncomfortable with any perceived conflict with ORS or Dykema's involvement, or based on their own individuals reasons, they are not required to participate.

25. Will ORS submit the Form 2848 for each Reporting Unit?

Yes, those Reporting Units that wish to participate in the Closing Agreement can submit their Form 2848 to ORS as provided in the December 22, 2020 notice, and ORS will forward all of them to the IRS following the deadline to submit them.

26. Is it possible that the February 5, 2021 deadline can be extended to accommodate a Reporting Unit that needs to take action to approve participation, but cannot do so until after the current deadline?

Yes, the new deadline is March 1, 2021. ORS heard feedback from many Reporting Units that want their respective boards to be able to meet to deliberate whether to participate in the Closing Agreement. Most reports were that those boards have regular meetings scheduled in February in which they wanted to address this matter. As such, the extended deadline should accommodate those Reporting Unit requests. If a Reporting Unit knows that it wants to participate in the Closing Agreement but cannot meet the new deadline, that Reporting Unit should contact ORS to discuss their anticipated date of approval.

For those Reporting Units that know that they would like to participate, they are encouraged to get their Form 2848 submitted as soon as possible after approval.

27. May a Reporting Unit sign onto the Closing Agreement after it has been signed?

Based on conversations with the IRS, ORS believes this answer is no. It is understood that only the Reporting Units that sign a Form 2848 and have their reduced filing fee paid by ORS will be covered by this Closing Agreement. A Reporting Unit, however, might in the future be able to submit and participate in its own Closing Agreement that it pays for and negotiates with the IRS.

28. Has the IRS stated when it anticipates generating a completed Closing Agreement for your execution on behalf of each participating Reporting Unit?

No, the IRS has not provided a specific date or time frame following the submission of the Form 2848s and payment of the filing fee. As such, ORS continues to encourage Reporting Units to consult with their own professionals to maximize any limitations periods, especially if they anticipate that any delay in generating the Closing Agreement may impact the timing of any action required, including those to obtain refunds for the employer and employee.

29. How will each participating Reporting Unit's participation be denoted on the Closing Agreement?

While the final form of the Closing Agreement has not been disclosed, it has been discussed with the IRS and the initial response is that each Reporting Unit to be covered by the Closing Agreement will likely be listed on an Addendum to the Closing Agreement.

30. Why would a Reporting Unit choose to participate in the Closing Agreement?

Again, ORS is not providing any advice as to whether to participate or not. ORS is aware, however, that some counsel for Reporting Units have indicated that (1) if a Reporting Unit treated the 3% contributions deducted as subject to income and FICA taxes at any time during 2012-present, the Closing Agreement may present the opportunity to take corrective action and obtain a refund of the FICA tax paid by the Reporting Unit [depending on the facts and circumstances as to whether and how any claims were handled at a particular reporting unit]; (2) if a Reporting Unit treated the 3% contributions deducted as exempt from income and FICA taxes, the Closing Agreement will reflect the IRS position that such

treatment was appropriate; and (3) in either case, the Closing Agreement confirms the IRS treatment of the 3% contributions through the end date of the Closing Agreement (which is proposed to be 2026).

31. Why would a Reporting Unit choose not to participate in the Closing Agreement?

Again, ORS is not providing any advice as to whether to participate or not. ORS is aware, however, that some representatives for Reporting Units have indicated that a Reporting Unit might not want to participate if (1) the Reporting Unit deems the administrative time and cost required to participate in the Closing Agreement outweighs its benefits; (2) if the Reporting Unit has consistently treated the 3% contribution as exempt from income and FICA taxes and/or they do not believe the IRS will take a contrary position for their Reporting Unit; (3) they do not want MPSERS to expend $3,000 on their behalf; (4) the Reporting Unit is not comfortable with not seeing the full contents of the Closing Agreement; (5) the Reporting Unit is not comfortable participating in the Closing Agreement that ORS and DeWitt Public Schools (or their counsel) were involved with; or (6) the Reporting Unit is not comfortable with certain terms of the Closing Agreement.

32. What do I do if I have additional questions?

ORS encourages you to contact your legal counsel to discuss any specific facts and circumstances related to your Reporting Unit.

If you have any questions related to the Form 2848 submission or generally about the Closing Agreement process, please contact ORS_Web_Reporting@michigan.gov.

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

To: Dr. Amy Kruppe, Superintendent

From: Jason Zirnis, Assistant Superintendent of Business and Operations

Date: February 4, 2021

Re: Air Quality Testing

In conjunction with the work being done with the HVAC Assessment and a concern from an employee it was determined that air quality testing should be undertaken to assess the quality of the air throughout our buildings. In conjunction with Nova Environmental Services, it was determined that since there was one identified concern that room would be specifically tested with a small sample of other tests in common areas of the building and classrooms.

The results of the testing are attached

The only room that had elevated levels above the exterior air was in Jardon. The room in question had a leak last fall that was mitigated. Based on the recommendation from the consultant, maintenance replaced the cabinet to mitigate any potential issue and the room is being retested for air quality on February 4, 2021.

	Test Result		Test Result
Hoover		**Edison**	
Main office	50	Main Office	100
Cafeteria	200	Mltprp Room	50
Art Room	90	Room 127	50
Exterior	850	Exterior	500
Jr. High		**Ford Admin**	
Main Office	90	Main Office	100
Cafeteria	100	Mltprp Room	50
Rm B109	none	Rm 23	100
Exterior	290	Exterior	100
Webb		**Jardon (exterior read 330)**	
Main Office	120	Main Office	40
Rm 203	90	Rm 161	40
Cafeteria	50	Rm 165	240
Exterior	330	**Rm 165 Sink Room**	**1100**
United Oaks		**Webster**	
Main Office	none	Main Office	40
Cafeteria	none	Cafeteria	270
Rm 3	50	Rm 7	none
Exterior	190	Exterior	460
High School			
Main Office	100		
Cafeteria	90		
Rm 143	none		
Exterior	440		

INDOOR AIR QUALITY INVESTIGATION
FINAL REPORT

for:
Mr. Jason Zirnis
Assistant Superintendent of Business and Operations
Hazel Park Schools
1620 E Elza
Hazel Park, Michigan 48030

at:
Hoover Elementary School
23720 Hoover Ave
Hazel Park, MI 48030

by:
Nova Environmental, Inc.
5300 Plymouth Road
Ann Arbor, Michigan

Project #CI0421/*103
January 21, 2021

INTRODUCTION/BACKGROUND

Mr. Jason Zirnis, Assistant Superintendent of Business and Operations for Hazel Park Schools, contacted Nova Environmental, Inc. indicating that he would like to conduct an Indoor Air Quality (IAQ) Investigation including a visual inspection and mold air samples to determine the overall indoor air quality within various locations at Hoover Elementary School.

METHODS

Nova Environmental, Inc. conducted various monitoring activities within Hoover Elementary School.

The investigation included the following:

- A visual inspection for any obvious indoor pollution sources in areas of specific concern;
- Air sampling in order to determine airborne concentrations of total mold and fungal spores in representative locations within the building;

INVESTIGATION SUMMARY

AIRBORNE FUNGAL SPORE SAMPLING

Bioaerosols are defined as materials that have been finely divided and suspended in the air (aerosol) that have a biological origin or activity (bio-). Or simply, these are living or dead bacteria, mold and fungi or the spores of mold and fungi. Individuals may react to the entire bacteria, mold and fungi or its spores, or react to mycotoxins, the chemicals that the fungi produce as a by-product of their metabolism. These "biological particles" and mycotoxins can affect different people in different ways and have the potential to cause a variety of physical symptoms. Fungal air sampling can be conducted after a definite source has been identified, as a pro-active means of characterizing a building's air or to possibly eliminate a major fungal infestation as the cause of occupant complaints. Although there are no regulatory standards regarding exposures to molds, comparisons between samples can be reviewed in an attempt to determine if potential indoor mold amplification sites exist, with the results being reported a Fungal Structures/m^3. Variables such as outdoor fungal types and concentrations as well as the number and specific types of fungal organisms indoors and their potential sources, must all be considered when interpreting sample results; no one comparison or interpretation is typically appropriate.

Fungal air sampling was conducted in order to characterize the indoor fungal spore composition in the applicable areas of the building. There were a total of four fungal spore samples collected at the building. They included 01A (Main Office), 02A (Cafeteria/Gym), 03A (Art Room), and 04A (Exterior).

Samples 01A-03A were collected in representative areas while 04A was collected as control sample.

As identified on the attached analytical results sheets, sample 04A (exterior comparison sample) result for total fungal counts per cubic meter (Count/m^3) was 850 Count/m^3. The samples in the representative area being 01A at 80 Count/m^3, 02A at 200 Count/m^3, and 03A at 90 Count/m^3. The predominant types of mold identified in the indoor representative areas were comparable to each other and the outdoor comparison sample.

Based on the fact that the predominant types of mold identified were similar or the same for all samples, it appears that there are no amplification sites of mold within the areas of concern in the building. The visual inspection of the areas did not indicate any signs of visible fungal growth or water damage.

RECOMMENDATIONS

- Replace all filters in the HVAC system regularly – as recommended by the manufacturer.
- Ensure all HVAC units are functioning properly and rooms have adequate ventilation.
- Regularly clean all HVAC components including return and supply air grates.
- Any areas or spaces with high moisture or water intrusion should be investigated immediately.

AIR MONITORING RESULTS

Client: Hazel Park Schools

Building: Hoover Elementary School

Location: Throughout

Project Number: CI0421/*103

Nova Environmental, Inc.
Indoor Air Quality Data Sheet
Fungal Spore Air Sampling

Date: 1/21/21

Nova Representative: L. Whitton

Outside Weather Conditions: 37° F
Mostly Sunny, Wind SW @ 10 MPH

Sample Number	Location	Pump I.D.	Start Time	Stop Time	Sample Time (min)	Start Flow Rate (L/min)	Stop Flow Rate (L/min)	Volume (L)	Notes
01A	Main Office	272	3:29 PM	3:34 PM	5	14.31	14.31	71.55	DO, WC, VO
02A	Cafeteria/Gym	272	3:43 PM	3:48 PM	5	14.31	14.31	71.55	DO, WC, VO
03A	Art Room	272	3:36 PM	3:41 PM	5	14.31	14.31	71.55	DO, WC, VO
04A	Exterior	272	3:49 PM	3:54 PM	5	14.31	14.31	71.55	@3' AGL o/s Gym

DO = Door Open, DC = Door Closed, WO = Windows Open, WC = Windows Closed, VO = Vent On, VF = Vent Off, AFL = Above Floor Level, AGL = Above Ground Level
min = minutes, L = Liters, Cassette: Zefon Air-O-Cell®

EXPANDED FUNGAL REPORT ™

Prepared Exclusively For

Nova Environmental, Inc

5300 Plymouth Rd
Ann Arbor, MI 48105
Phone:734-930-0995

Report Date: 1/25/2021
Project: CI0421/*103
EMSL Order: 082100166

AIHA-LAP, LLC-EMLAP Accredited
#223912

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EMSL Analytical, Inc.
15111 Northville Rd Plymouth, MI 48170
Phone: (734) 668-6810 Fax: (734) 668-8532 Web: http://www.EMSL.com Email:annarborlab@emsl.com

Attn: Lisa Whitton
Nova Environmental, Inc
5300 Plymouth Rd
Ann Arbor, MI 48105

EMSL Order: 082100166
Customer ID: NOVA53
Collected:
Received: 1/22/2021
Analyzed: 1/25/2021

Proj: CI0421/*103

1. Description of Analysis

Analytical Laboratory

EMSL Analytical, Inc. (EMSL) is a nationwide, full service, analytical testing laboratory network providing Asbestos, Mold, Indoor Air Quality, Microbiological, Environmental, Chemical, Forensic, Materials, Industrial Hygiene and Mechanical Testing services since 1981. Ranked as the premier independently owned environmental testing laboratory in the nation, EMSL puts analytical quality as its top priority. This quality is recognized by many well-respected federal, state and private accrediting agencies, and assured by our high quality personnel, including many Ph.D. microbiologists and mycologists.

EMSL is an independent laboratory that performed the analysis of these samples. EMSL did not conduct the sampling or site investigation for this report. The samples referenced herein were analyzed under strict quality control procedures using state-of-the-art microbiological methods. The analytical methods used and the data presented are scientifically and legally defensible.

The laboratory data is provided in compliance with ISO-IEC 17025 guidelines for the particular test(s) requested, including any associated limitations for the methods employed. These data are intended for use by professionals having knowledge of the testing methods necessary to interpret them accurately.

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Air Samples - Spore traps:

Spore traps are commercially available sampling devices that capture airborne particles on an adhesive slide. Air is pulled through the device using a vacuum pump. Spores, as well as other airborne particles, are impacted on the collection adhesive. Using spore trap collection methods has inherent limitations. These collection methods are biased towards larger spore sizes.

The analysis for total spore counts is a direct microscopic examination and does not include culturing or growing the fungi. Therefore, the results include both viable and non-viable spores. Some fungal groups produce similar spore types that cannot be distinguished by direct microscopic examination alone (i.e., *Aspergillus/Penicillium*, and others). Other spore types may lack distinguishing features that aid in their identification. These types are grouped into larger categories such as Ascospores or Basidiospores.

Fungal spores are identified and grouped by morphological characteristics including color, shape, septation, ornamentation, and fruiting structures (if present) which are compared to published mycological identification keys and texts. EMSL reports provide spore counts per cubic meter of air to three significant figures. Please note that each spore category is reported to three significant figures. Due to rounding and the application of three significant figures the sum of the individual spore numbers may not equal the total spore count on the report. EMSL does not maintain responsibility for final volume concentrations (counts/m3) since this volume is provided by the field collector and can not be verified by EMSL.

EMSL analyzes spore traps using phase contrast microscopy. There is a wide choice of collection devices (Air-O-Cell, Micro-5, Burkhard, etc.) on the market. Differences in analytical method may exist between spore trap devices.

Spore trap results are reported in spores per cubic meter of air. Due to the other airborne particles collected with the spores, EMSL reports a background particle density. Background density is an indication of overall particulate matter present on the sample (i.e. dust in the air). High background concentrations may obscure spores such as the *Penicillium/Aspergillus* group. The rating system is from 1-5 with 1 = 1 - 25% of the background obscured by material, 2 = 26 - 50%, 3 = 51 - 75%, 4 = 76% - 99%, 5 = 100% or overloaded. A background rating of 4 or higher should be regarded as a minimum count since the actual concentrations may be higher than those reported. EMSL will not be held responsible for overloading of samples. Sample volumes are left to the discretion of the company or persons conducting the fieldwork.

Skin fragment density is the percentage of skin cells making up the total background material, 1 = 1 - 25%, 2 = 26 - 50%, 3 = 51 - 75%, 4 = 76-100%. Skin fragment density is considered an indication of the general cleanliness in the area sampled. It has been estimated that up to 90% of household dust consists of dead skin cells.

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2. Analytical Results

See attached data reports and charts.

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Test Report: Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	082100166-0001			082100166-0002			082100166-0003		
Client Sample ID:	CI0421/*103-01A			CI0421/*103-02A			CI0421/*103-03A		
Volume (L):	71.55			71.55			71.55		
Sample Location:	Main Office			Cafeteria/Gym			Art Room		
Spore Types	Raw Count	Count/m³	% of Total	Raw Count	Count/m³	% of Total	Raw Count	Count/m³	% of Total
Alternaria (Ulocladium)	-	-	-	-	-	-	-	-	-
Ascospores	-	-	-	-	-	-	-	-	-
Aspergillus/Penicillium	-	-	-	3	100	50	-	-	-
Basidiospores	1	40	50	-	-	-	-	-	-
Bipolaris++	-	-	-	-	-	-	-	-	-
Chaetomium	-	-	-	-	-	-	-	-	-
Cladosporium	1	40	50	2	90	45	-	-	-
Curvularia	-	-	-	-	-	-	-	-	-
Epicoccum	-	-	-	1*	10*	5	-	-	-
Fusarium	-	-	-	-	-	-	-	-	-
Ganoderma	-	-	-	-	-	-	-	-	-
Myxomycetes++	-	-	-	-	-	-	2	90	100
Pithomyces++	-	-	-	-	-	-	-	-	-
Rust	-	-	-	-	-	-	-	-	-
Scopulariopsis/Microascus	-	-	-	-	-	-	-	-	-
Stachybotrys/Memnoniella	-	-	-	-	-	-	-	-	-
Unidentifiable Spores	-	-	-	-	-	-	-	-	-
Zygomycetes	-	-	-	-	-	-	-	-	-
Total Fungi	**2**	**80**	**100**	**6**	**200**	**100**	**2**	**90**	**100**
Hyphal Fragment	-	-	-	-	-	-	-	-	-
Insect Fragment	-	-	-	-	-	-	-	-	-
Pollen	-	-	-	-	-	-	-	-	-
Analyt. Sensitivity 600x	-	44	-	-	44	-	-	44	-
Analyt. Sensitivity 300x	-	14*	-	-	14*	-	-	14*	-
Skin Fragments (1-4)	-	2	-	-	1	-	-	2	-
Fibrous Particulate (1-4)	-	1	-	-	1	-	-	1	-
Background (1-5)	-	1	-	-	1	-	-	1	-

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.

Ryan Shannon, Laboratory Manager
or Other Approved Signatory

EMSL maintains liability limited to cost of analysis. Interpretation and use of test results are the responsibility of the client. This report relates only to the samples reported above, and may not be reproduced, except in full, without written approval by EMSL. EMSL bears no responsibility for sample collection activities or analytical method limitations. The report reflects the samples as received. Results are generated from the field sampling data (sampling volumes and areas, locations, etc.) provided by the client on the Chain of Custody. Samples are within quality control criteria and met method specifications unless otherwise noted. High levels of background particulate can obscure spores and other particulates, leading to underestimation. Background levels of 5 indicate an overloading of background particulates, prohibiting accurate detection and quantification. Present = Spores detected on overloaded samples. Results are not blank corrected unless otherwise noted. The detection limit is equal to one fungal spore, structure, pollen, fiber particle or insect fragment. "*" Denotes particles found at 300X. "-" Denotes not detected. Due to method stopping rules, raw counts in excess of 100 are extrapolated based on the percentage analyzed.
Samples analyzed by EMSL Analytical, Inc. Plymouth, MI AIHA-LAP, LLC-EMLAP Accredited #223912

Initial report from: 01/25/2021 14:32:09

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EMSL Order: 082100166
Customer ID: NOVA53
Collected:
Received: 1/22/2021
Analyzed: 1/25/2021

Proj: CI0421/*103

Test Report: Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	**082100166-0004**		
Client Sample ID:	**CI0421/*103-04A**		
Volume (L):	**71.55**		
Sample Location:	**Exterior**		
Spore Types	**Raw Count**	**Count/m³**	**% of Total**
Alternaria (Ulocladium)	-	-	-
Ascospores	-	-	-
Aspergillus/Penicillium	1	40	4.7
Basidiospores	3	100	11.8
Bipolaris++	-	-	-
Chaetomium	-	-	-
Cladosporium	15	670	78.8
Curvularia	-	-	-
Epicoccum	-	-	-
Fusarium	-	-	-
Ganoderma	-	-	-
Myxomycetes++	1	40	4.7
Pithomyces++	-	-	-
Rust	-	-	-
Scopulariopsis/Microascus	-	-	-
Stachybotrys/Memnoniella	-	-	-
Unidentifiable Spores	-	-	-
Zygomycetes	-	-	-
Total Fungi	**20**	**850**	**100**
Hyphal Fragment	-	-	-
Insect Fragment	-	-	-
Pollen	-	-	-
Analyt. Sensitivity 600x	-	44	-
Analyt. Sensitivity 300x	-	14*	-
Skin Fragments (1-4)	-	1	-
Fibrous Particulate (1-4)	-	1	-
Background (1-5)	-	1	-

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.

Ryan Shannon, Laboratory Manager
or Other Approved Signatory

EMSL maintains liability limited to cost of analysis. Interpretation and use of test results are the responsibility of the client. This report relates only to the samples reported above, and may not be reproduced, except in full, without written approval by EMSL. EMSL bears no responsibility for sample collection activities or analytical method limitations. The report reflects the samples as received. Results are generated from the field sampling data (sampling volumes and areas, locations, etc.) provided by the client on the Chain of Custody. Samples are within quality control criteria and met method specifications unless otherwise noted. High levels of background particulate can obscure spores and other particulates, leading to underestimation. Background levels of 5 indicate an overloading of background particulates, prohibiting accurate detection and quantification. Present = Spores detected on overloaded samples. Results are not blank corrected unless otherwise noted. The detection limit is equal to one fungal spore, structure, pollen, fiber particle or insect fragment. "*" Denotes particles found at 300X. "-" Denotes not detected. Due to method stopping rules, raw counts in excess of 100 are extrapolated based on the percentage analyzed.
Samples analyzed by EMSL Analytical, Inc. Plymouth, MI AIHA-LAP, LLC-EMLAP Accredited #223912

Initial report from: 01/25/2021 14:32:09

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15111 Northville Rd Plymouth, MI 48170
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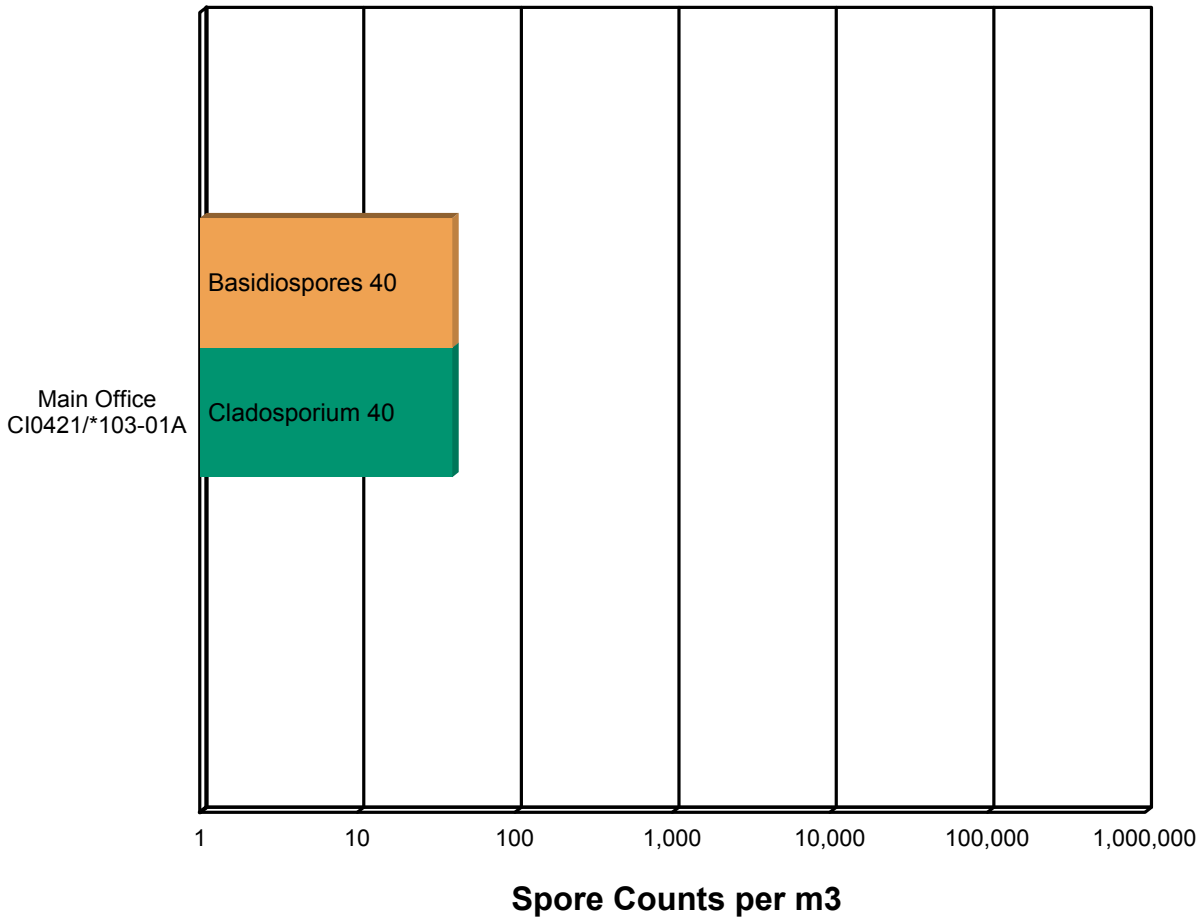
Attn: Lisa Whitton
Nova Environmental, Inc
5300 Plymouth Rd
Ann Arbor, MI 48105

EMSL Order: 082100166
Customer ID: NOVA53
Collected:
Received: 1/22/2021
Analyzed: 1/25/2021

Proj: CI0421/*103

Spore Trap Report: Total Counts



* The chart is displayed using a logarithmic scale. Bar size is not directly proportional to the number of spores.

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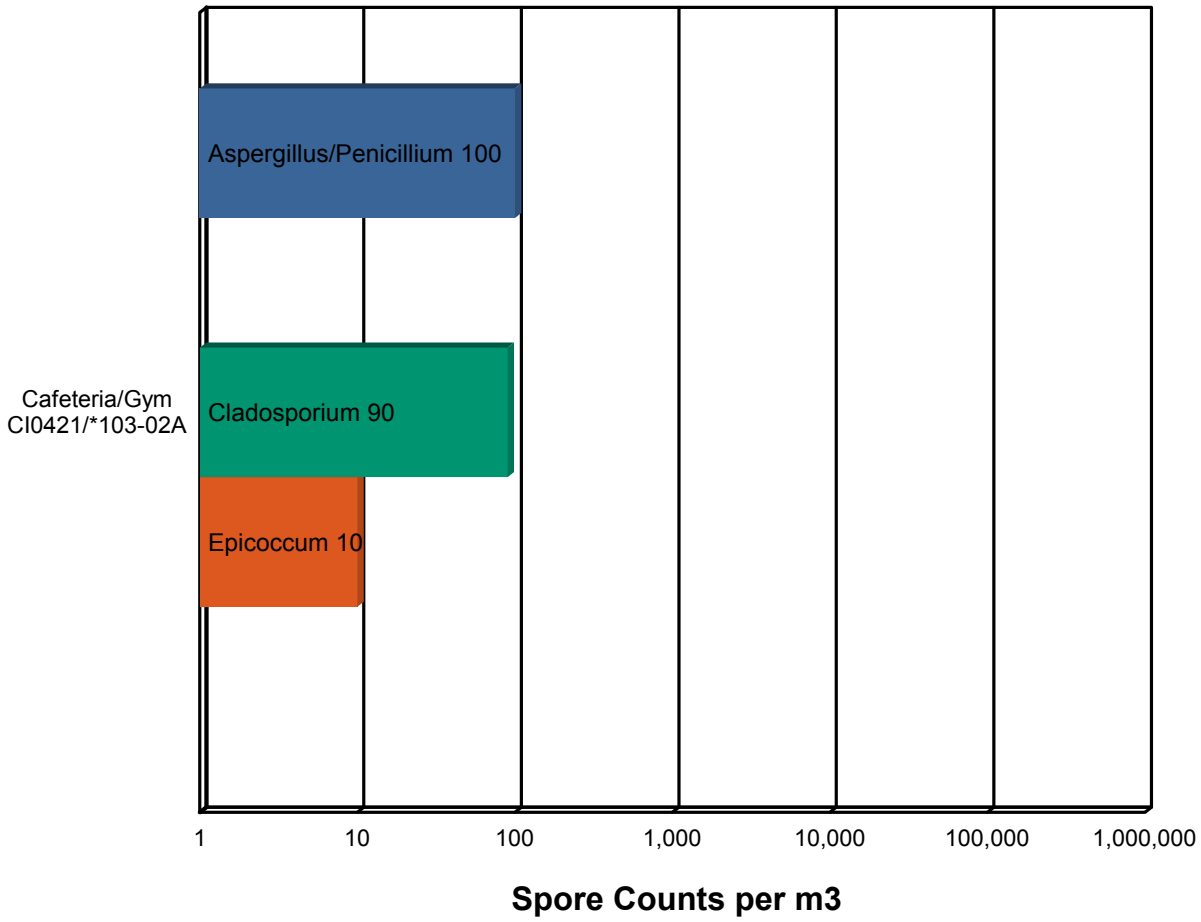

Aspergillus/Penicillium Basidiospores Cladosporium Epicoccum
Myxomycetes++

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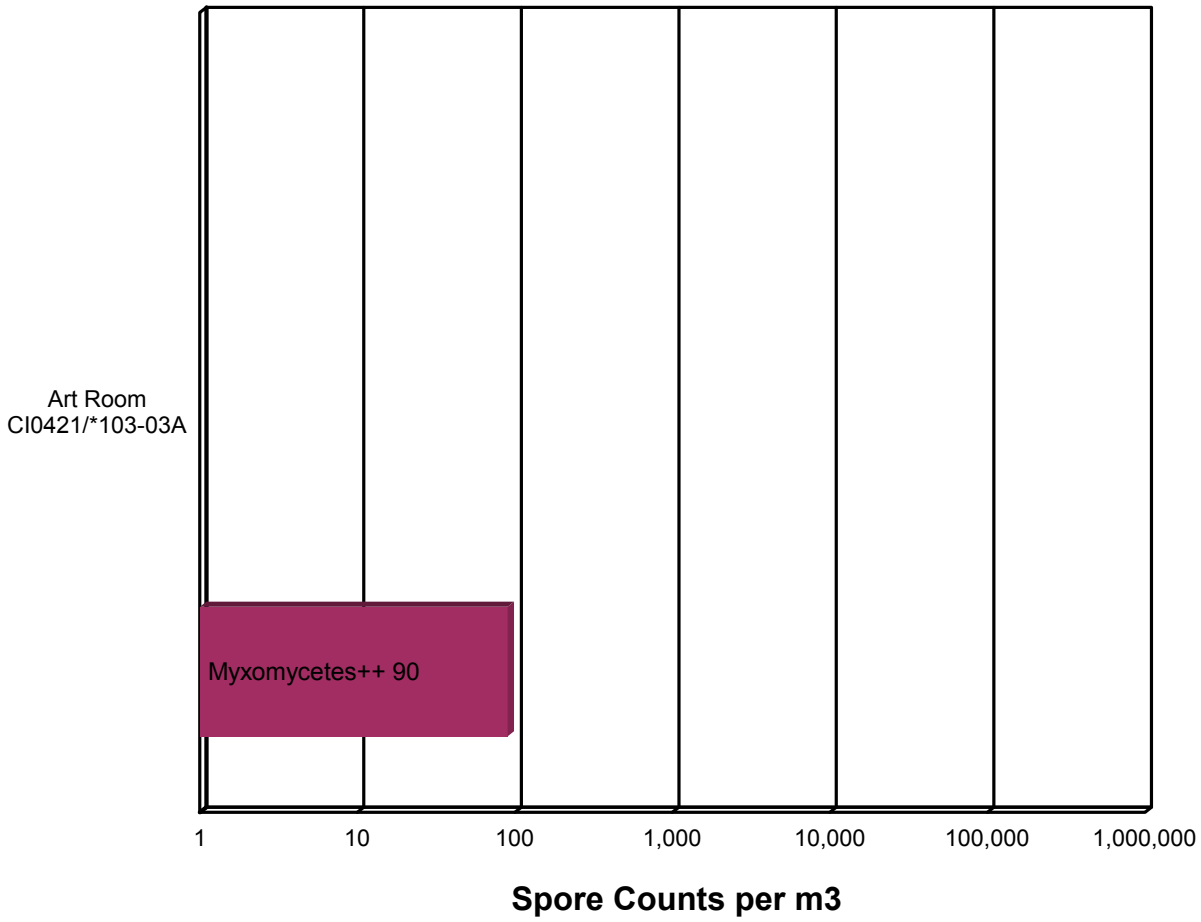

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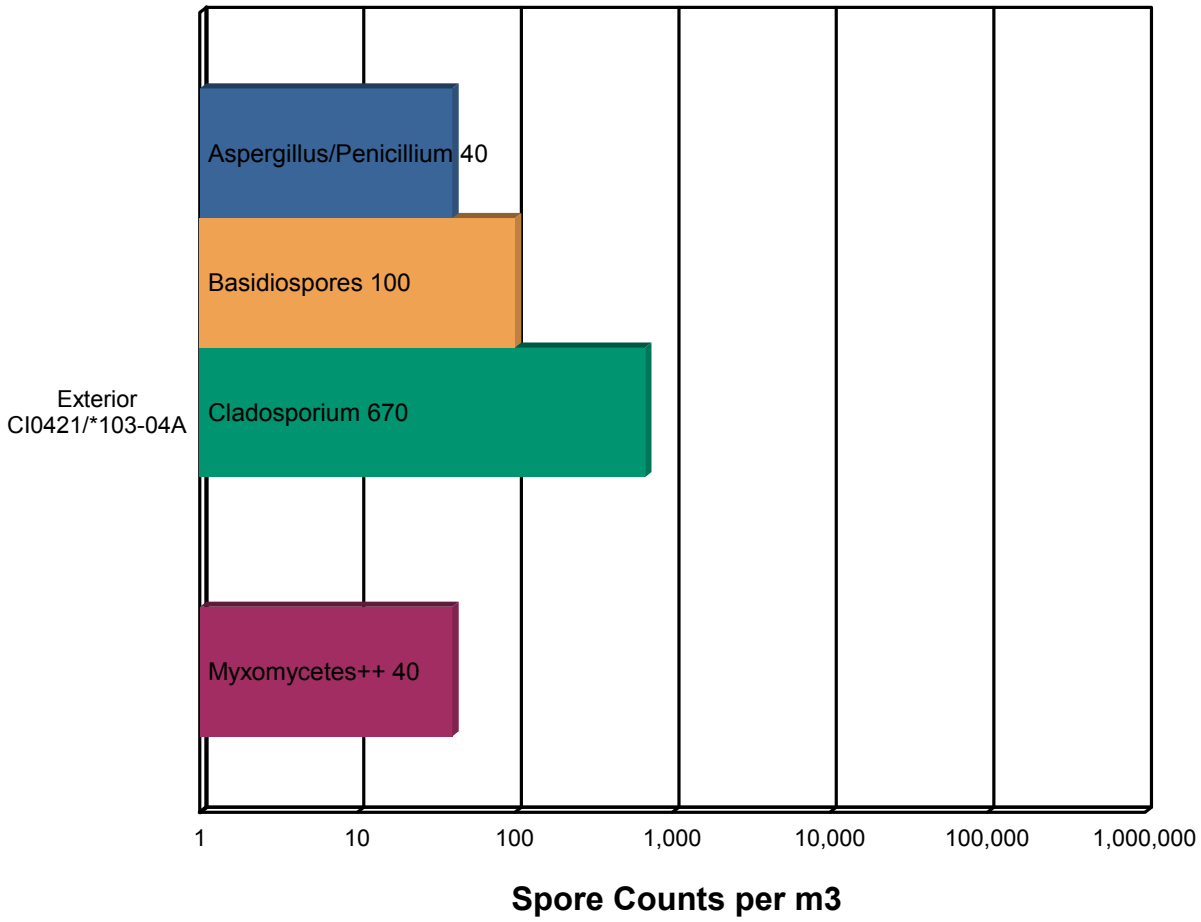

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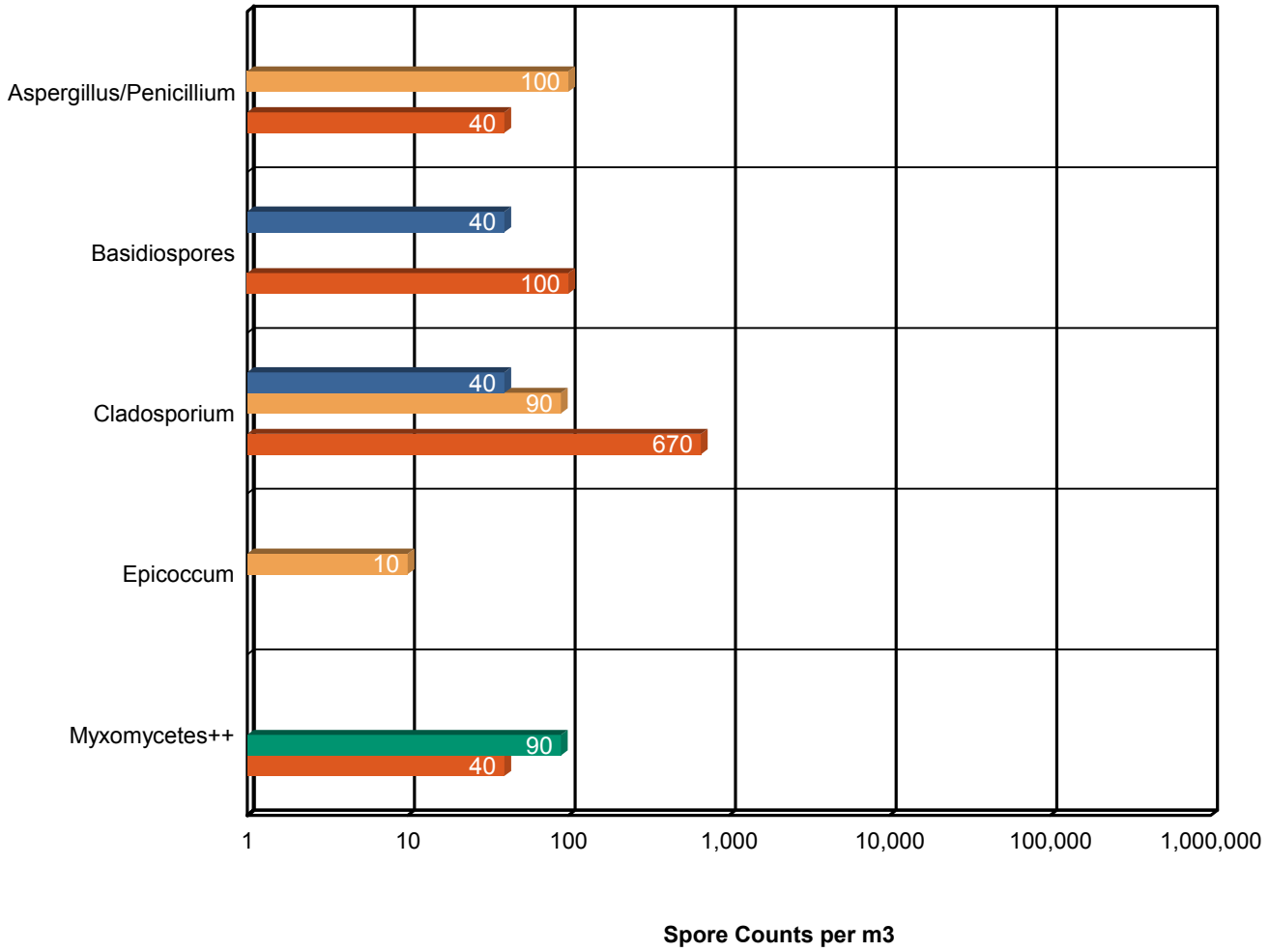
Background Comparison Chart



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3. Understanding the Results

EMSL Analytical, Inc. is an independent laboratory, providing unbiased and scientifically valid results. These data represent only a portion of an overall IAQ investigation. Visual information and environmental conditions measured during the site assessment (humidity, moisture readings, etc.) are crucial to any final interpretation of the results. Many factors impact the final results; therefore, result interpretation should only be conducted by qualified individuals. The American Conference of Governmental Industrial Hygienists (ACGIH) has published a good reference book covering sampling and data interpretation. It is entitled, Bioaerosols: Assessment and Control, 1999.

Fungal spores are found everywhere. Whether or not symptoms develop in people exposed to fungi depends on the nature of the fungal material (e.g., allergenic, toxic, or infectious), the exposure level, and the susceptibility of exposed persons. Susceptibility varies with the genetic predisposition (e.g., allergic reactions do not always occur in all individuals), age, pre-existing medical conditions (e.g., diabetes, cancer, or chronic lung conditions), use of immunosuppressive drugs, and concurrent exposures. These reasons make it difficult to identify dose/response relationships that are required to establish “safe” or “unsafe” levels (i.e., permissible exposure limits).

It is generally accepted in the industry that indoor fungal growth is undesirable and inappropriate, necessitating removal or other appropriate remedial actions. The New York City guidelines and EPA guidelines for mold remediation in schools and commercial buildings define the conditions warranting mold remediation. Always remember that water is the key. Preventing water damage or water condensation will prevent mold growth.

This report is not intended to provide medical advice or advice concerning the relative safety of an occupied space. Always consult an occupational or environmental health physician who has experience addressing indoor air contaminants if you have any questions.

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4. Glossary of Fungi

ASPERGILLUS/PENICILLIUM	
Natural Habitat	Plant debris ·Seed ·Cereal crops
Suitable Substrates in the Indoor Environment	Grows on a wide range of substrates indoors ·Prevalent in water damaged buildings ·Foods (blue mold on cereals, fruits, vegetables, dried foods) ·House dust ·Fabrics ·Leather ·Wallpaper ·Wallpaper glue
Water Activity	Aw=0.75-0.94
Mode of Dissemination	Wind ·Insects
Allergic Potential	Type I (hay fever, asthma) ·Type III (hypersensitivity)
Potential or Opportunistic Pathogens	Possible depending on the species.
Industrial Uses	Many depending on the species
Potential Toxins Produced	Possible depending on the species.
Other Comments	Spores of Aspergillus and Penicillium (including others such as Acremonium, Talaromyces, and Paecilomyces) are small and spherical with few distinguishing characteristics. They cannot be differentiated or speciated by non-viable impaction sampling methods. Some species with very small spores may be undercounted in samples with high background debris.

BASIDIOSPORES	
Natural Habitat	Forest floors. Lawns .Plants (saprobes or pathogens depending on genus)
Suitable Substrates in the Indoor Environment	Depends on genus. Wood products
Water Activity	Unknown.
Mode of Dissemination	Forcible ejection. Wind currents.
Allergic Potential	Type I allergies (hay fever, asthma) . Type III (hypersensitivity pneumonitis)
Potential or Opportunistic Pathogens	Depends on genus.
Industrial Uses	Edible mushrooms are used in the food industry.
Potential Toxins Produced	Amanitins. monomethyl-hydrazine. muscarine. ibotenic acid. psilocybin.
Other Comments	Basidiospores are the result of sexual reproduction and formed on a structure called the basidium. Basidiospores belong to the members of the Phylum Basidiomycota, which includes mushrooms, shelf fungi, rusts, and smuts.

CLADOSPORIUM	
Natural Habitat	Dead plant matter. Straw. Soil. Woody plants
Suitable Substrates in the Indoor Environment	Fiberglass duct liner. Paint. Textiles. Found in high concentration in water-damaged building materials.
Water Activity	Aw 0.84-0.88
Mode of Dissemination	Air
Allergic Potential	Type I (asthma and hay fever).
Potential or Opportunistic Pathogens	Edema. keratitis. onychomycosis. pulmonary infections. Sinusitis.
Industrial Uses	Produces 10 antigens.
Potential Toxins Produced	Cladosporin and Emodin.

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EPICOCCUM	
Natural Habitat	A worldwide saprophytic fungi, being isolated from dead plant material and soil.
Suitable Substrates in the Indoor Environment	Paper, textiles
Water Activity	0.86-0.90
Mode of Dissemination	Wind
Allergic Potential	Hay fever, asthma
Potential or Opportunistic Pathogens	Unknown

MYXOMYCETES++	
Natural Habitat	Decaying logs, Dead leaves , Dung , Lawns , Mulched flower beds, Lawns
Suitable Substrates in the Indoor Environment	Rotting lumber
Free moisture required for mold growth	Unknown
Mode of Dissemination	Insects, Water, Wind
Allergic Potential	Type I
Potential or Opportunistic Pathogens	Unknown
Industrial Uses	
Other Comments	Includes Myxomycetes, Smut, and Periconia.

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5. References and Informational Links

Books

- Bioaerosols: Assessment and Control. Janet Macher, Ed., American Conference of Governmental Industrial Hygienists, Cincinnati, OH 1999.
- Exposure Guidelines for Residential Indoor Air Quality. Environmental Health Directorate, Health Protection Branch, Health Canada, Ottawa, Ontario, 1989.
- Fungal Contamination in Public Buildings: Health Effects and Investigation Methods. Health Canada, Ottawa, Ontario, 2004.
- IICRC: S500 Standard and Reference Guide for Professional Water Damage Restoration. 3rd Edition, Institute of Inspection, Cleaning, and Restoration Certification, Vancouver, WA, 2006

  IICRC: S520 Standard and Reference Guide for Professional Mold Remediation. 1st Edition, Institute of Inspection, Cleaning, and Restoration Certification, Vancouver, WA, 2004
- Field Guide for the Determination of Biological Contaminants in Environmental Samples. 2nd Edition, American Industrial Hygiene Association, 2005.

Consumer Links

Read the full text of AIHA's "The Facts About Mold" consumer brochure.
<http://www.aiha.org/get-involved/VolunteerGroups/Documents/BiosafetyVG-FactsAbout%20MoldDecember2011.pdf>

The Occupational Safety and Health Administration (OSHA)
http://www.osha.gov/SLTC/molds/index.html

CDC Mold Facts
http://www.cdc.gov/mold/faqs.htm

CDC Stachybotrys - Questions and answers on Stachybotrys chartarum and other molds
http://www.cdc.gov/mold/stachy.htm

IOM, NAS: Clearing the Air: Asthma and Indoor Air Exposures
https://www.epa.gov/indoor-air-quality-iaq/should-you-have-air-ducts-your-home-cleaned

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National Library of Medicine-Mold website
http://www.nlm.nih.gov/medlineplus/molds.html

California Department of Health Services (CADOHS)
https://www.cdph.ca.gov/Programs/CCDPHP/DEODC/EHLB/IAQ/Pages/Mold.aspx

Minnesota Department of Health
http://www.health.state.mn.us/divs/eh/indoorair/mold/index.html

New York City Department of Health and Mental Hygiene
https://www1.nyc.gov/site/doh/health/health-topics/mold.page

H.R.: The United States Toxic Mold Safety and Protection Act

EPA

"Should You Have the Air Ducts in Your Home Cleaned?"
<http://www.epa.gov/iaq/pubs/airduct.html>

General information about molds and actions that can be taken to clean up or prevent a mold problem.
<http://www.epa.gov/asthma/molds.html>

“A Brief Guide to Mold, Moisture, and Your Home” - Includes basic information on mold, cleanup guidelines, and moisture and mold prevention
http://www.epa.gov/mold/moldguide.html

“Mold Remediation in Schools and Commercial Buildings” - Information on remediation in schools and commercial property, references for potential mold and moisture remediators.
https://www.epa.gov/mold/mold-remediation-schools-and-commercial-buildings-guide

FEMA

“Homes That Were Flooded May Harbor Mold Problems” - Information and tips for cleaning mold.
http://www.fema.gov/news-release/homes-were-flooded-may-harbor-mold-problems

“Dealing With Mold & Mildew in Your Flood Damaged Home.
http://www.fema.gov/pdf/rebuild/recover/fema_mold_brochure_english.pdf

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6. Important Terms, Conditions, and Limitations

A. Sample Retention

Samples analyzed by EMSL will be retained for 60 days after analysis date Storage beyond this period is available for a fee with written request prior to the initial 30 day period. Samples containing hazardous/toxic substances which require special handling will be returned to the client immediately. EMSLreserves the right to charge a sample disposal fee or return samples to the client.

B. Change Orders and Cancellation

All changes in the scope of work or turnaround time requested by the client after sample acceptance must be made in writing and confirmed in writing by EMSL. If requested changes result in a change in cost the client must accept payment responsibility. In the event work is cancelled by a client, EMSL will complete work in progress and invoice for work completed to the point of cancellation notice. EMSL is not responsible for. holding times that are exceeded due to such changes.

C. Warranty

EMSL warrants to its clients that all services provided hereunder shall be performed in accordance with established and recognized analytical testing procedures and with reasonable care in accordance with applicable federal, state and local laws. The foregoing express warranty is exclusive and is given in lieu of all other warranties, expressed or implied. EMSL disclaims any other warranties, express or implied, including a warranty of fitness for particular purpose and warranty of merchantability.

D. Limits of Liability

In no event shall EMSL be liable for indirect, special, consequential, or incidental damages, including, but not limited to, damages for loss of profit or goodwill regardless of the negligence (either sole or concurrent) of EMSL and whether EMSL has been informed of the possibility of such damages, arising out of or in connection with EMSL's services thereunder or the delivery, use, reliance upon or interpretation of test results by client or any third party. We accept no legal responsibility for the purposes for which the client uses the test results. EMSL will not be held responsible for the improper selection of sampling devices even if we supply the device to the user. The user of the sampling device has the sole responsibility to select the proper sampler and sampling conditions to insure that a valid sample is taken for analysis. Any resampling performed will be at the sole discretion of EMSL, the cost of which shall be limited to the reasonable value of the original sample delivery group (SDG) samples. In no event shall EMSL be liable to a client or any third party, whether based upon theories

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of tort, contract or any other legal or equitable theory, in excess of the amount paid to EMSL by client thereunder.

E. Indemnification

Client shall indemnify EMSL and its officers, directors and employees and hold each of them harmless for any liability, expense or cost, including reasonable attorney's fees, incurred by reason of any third party claim in connection with EMSL services, the test result data or its use by client

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INDOOR AIR QUALITY INVESTIGATION
FINAL REPORT

for:
Mr. Jason Zirnis
Assistant Superintendent of Business and Operations
Hazel Park Schools
1620 E Elza
Hazel Park, Michigan 48030

at:
Edison School
1701 Mapledale Street
Ferndale, MI 48220

by:
Nova Environmental, Inc.
5300 Plymouth Road
Ann Arbor, Michigan

Project #CI0421/*104
January 21, 2021

INTRODUCTION/BACKGROUND

Mr. Jason Zirnis, Assistant Superintendent of Business and Operations for Hazel Park Schools, contacted Nova Environmental, Inc. indicating that he would like to conduct an Indoor Air Quality (IAQ) Investigation including a visual inspection and mold air samples to determine the overall indoor air quality within various locations at Edison School.

METHODS

Nova Environmental, Inc. conducted various monitoring activities within Edison School.

The investigation included the following:

- A visual inspection for any obvious indoor pollution sources in areas of specific concern;
- Air sampling in order to determine airborne concentrations of total mold and fungal spores in representative locations within the building;

INVESTIGATION SUMMARY

AIRBORNE FUNGAL SPORE SAMPLING

Bioaerosols are defined as materials that have been finely divided and suspended in the air (aerosol) that have a biological origin or activity (bio-). Or simply, these are living or dead bacteria, mold and fungi or the spores of mold and fungi. Individuals may react to the entire bacteria, mold and fungi or its spores, or react to mycotoxins, the chemicals that the fungi produce as a by-product of their metabolism. These "biological particles" and mycotoxins can affect different people in different ways and have the potential to cause a variety of physical symptoms. Fungal air sampling can be conducted after a definite source has been identified, as a pro-active means of characterizing a building's air or to possibly eliminate a major fungal infestation as the cause of occupant complaints. Although there are no regulatory standards regarding exposures to molds, comparisons between samples can be reviewed in an attempt to determine if potential indoor mold amplification sites exist, with the results being reported a Fungal Structures/m^3. Variables such as outdoor fungal types and concentrations as well as the number and specific types of fungal organisms indoors and their potential sources, must all be considered when interpreting sample results; no one comparison or interpretation is typically appropriate.

Fungal air sampling was conducted in order to characterize the indoor fungal spore composition in the applicable areas of the building. There were a total of four fungal spore samples collected at the building. They included 01A (Main Office), 02A (Multipurpose Room), 03A (Room 127), and 04A (Exterior).

Samples 01A-03A were collected in representative areas while 04A was collected as control sample.

As identified on the attached analytical results sheets, sample 04A (exterior comparison sample) result for total fungal counts per cubic meter (Count/m^3) was 400 Count/m^3. The samples in the representative area being 01A at 100 Count/m^3, 02A at 50 Count/m^3, and 03A at 50 Count/m^3. The predominant types of mold identified in the indoor representative areas were comparable to each other and the outdoor comparison sample.

Based on the fact that the predominant types of mold identified were similar or the same for all samples, it appears that there are no amplification sites of mold within the areas of concern in the building. The visual inspection of the areas did not indicate any signs of visible fungal growth or water damage.

RECOMMENDATIONS

- Replace all filters in the HVAC system regularly – as recommended by the manufacturer.
- Ensure all HVAC units are functioning properly and rooms have adequate ventilation.
- Regularly clean all HVAC components including return and supply air grates.
- Any areas or spaces with high moisture or water intrusion should be investigated immediately.

AIR MONITORING RESULTS

Client: Hazel Park Schools

Building: Edison School

Location: Throughout

Project Number: CI0421/*104

Nova Environmental, Inc.
Indoor Air Quality Data Sheet
Fungal Spore Air Sampling

Date: 1/21/21

Nova Representative: L. Whitton

Outside Weather Conditions: 37° F
Mostly Sunny, Wind SW @ 10 MPH

Sample Number	Location	Pump I.D.	Start Time	Stop Time	Sample Time (min)	Start Flow Rate (L/min)	Stop Flow Rate (L/min)	Volume (L)	Notes
01A	Main Office	272	5:17 PM	5:22 PM	5	14.31	14.31	71.55	DC, WC, VF
02A	Multipurpose Room	272	5:24 PM	5:29 PM	5	14.31	14.31	71.55	DC, WC, VO
03A	Room 127	272	5:30 PM	5:35 PM	5	14.31	14.31	71.55	DC, WC, VF
04A	Exterior	272	5:36 PM	5:41 PM	5	14.31	14.31	71.55	@3' AGL o/s Rm 127

DO = Door Open, DC = Door Closed, WO = Windows Open, WC = Windows Closed, VO = Vent On, VF = Vent Off, AFL = Above Floor Level, AGL = Above Ground Level
min = minutes, L = Liters, Cassette: Zefon Air-O-Cell®

EXPANDED FUNGAL REPORT ™

Prepared Exclusively For

Nova Environmental, Inc

5300 Plymouth Rd
Ann Arbor, MI 48105
Phone:734-930-0995

Report Date: 1/25/2021
Project: CI0421/*104
EMSL Order: 082100167

AIHA-LAP, LLC-EMLAP Accredited
#223912

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Attn: Lisa Whitton
Nova Environmental, Inc
5300 Plymouth Rd
Ann Arbor, MI 48105

EMSL Order: 082100167
Customer ID: NOVA53
Collected:
Received: 1/22/2021
Analyzed: 1/25/2021

Proj: CI0421/*104

1. Description of Analysis

Analytical Laboratory

EMSL Analytical, Inc. (EMSL) is a nationwide, full service, analytical testing laboratory network providing Asbestos, Mold, Indoor Air Quality, Microbiological, Environmental, Chemical, Forensic, Materials, Industrial Hygiene and Mechanical Testing services since 1981. Ranked as the premier independently owned environmental testing laboratory in the nation, EMSL puts analytical quality as its top priority. This quality is recognized by many well-respected federal, state and private accrediting agencies, and assured by our high quality personnel, including many Ph.D. microbiologists and mycologists.

EMSL is an independent laboratory that performed the analysis of these samples. EMSL did not conduct the sampling or site investigation for this report. The samples referenced herein were analyzed under strict quality control procedures using state-of-the-art microbiological methods. The analytical methods used and the data presented are scientifically and legally defensible.

The laboratory data is provided in compliance with ISO-IEC 17025 guidelines for the particular test(s) requested, including any associated limitations for the methods employed. These data are intended for use by professionals having knowledge of the testing methods necessary to interpret them accurately.

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Air Samples - Spore traps:

Spore traps are commercially available sampling devices that capture airborne particles on an adhesive slide. Air is pulled through the device using a vacuum pump. Spores, as well as other airborne particles, are impacted on the collection adhesive. Using spore trap collection methods has inherent limitations. These collection methods are biased towards larger spore sizes.

The analysis for total spore counts is a direct microscopic examination and does not include culturing or growing the fungi. Therefore, the results include both viable and non-viable spores. Some fungal groups produce similar spore types that cannot be distinguished by direct microscopic examination alone (i.e., *Aspergillus/Penicillium*, and others). Other spore types may lack distinguishing features that aid in their identification. These types are grouped into larger categories such as Ascospores or Basidiospores.

Fungal spores are identified and grouped by morphological characteristics including color, shape, septation, ornamentation, and fruiting structures (if present) which are compared to published mycological identification keys and texts. EMSL reports provide spore counts per cubic meter of air to three significant figures. Please note that each spore category is reported to three significant figures. Due to rounding and the application of three significant figures the sum of the individual spore numbers may not equal the total spore count on the report. EMSL does not maintain responsibility for final volume concentrations (counts/m3) since this volume is provided by the field collector and can not be verified by EMSL.

EMSL analyzes spore traps using phase contrast microscopy. There is a wide choice of collection devices (Air-O-Cell, Micro-5, Burkhard, etc.) on the market. Differences in analytical method may exist between spore trap devices.

Spore trap results are reported in spores per cubic meter of air. Due to the other airborne particles collected with the spores, EMSL reports a background particle density. Background density is an indication of overall particulate matter present on the sample (i.e. dust in the air). High background concentrations may obscure spores such as the *Penicillium/Aspergillus* group. The rating system is from 1-5 with 1 = 1 - 25% of the background obscured by material, 2 = 26 - 50%, 3 = 51 - 75%, 4 = 76% - 99%, 5 = 100% or overloaded. A background rating of 4 or higher should be regarded as a minimum count since the actual concentrations may be higher than those reported. EMSL will not be held responsible for overloading of samples. Sample volumes are left to the discretion of the company or persons conducting the fieldwork.

Skin fragment density is the percentage of skin cells making up the total background material, 1 = 1 - 25%, 2 = 26 - 50%, 3 = 51 - 75%, 4 = 76-100%. Skin fragment density is considered an indication of the general cleanliness in the area sampled. It has been estimated that up to 90% of household dust consists of dead skin cells.

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2. Analytical Results

See attached data reports and charts.

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Test Report: Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	082100167-0001			082100167-0002			082100167-0003		
Client Sample ID:	CI0421/*104-01A			CI0421/*104-02A			CI0421/*104-03A		
Volume (L):	71.55			71.55			71.55		
Sample Location:	Main Office			Multipurpose Rm			Rm 127		
Spore Types	Raw Count	Count/m³	% of Total	Raw Count	Count/m³	% of Total	Raw Count	Count/m³	% of Total
Alternaria (Ulocladium)	-	-	-	-	-	-	-	-	-
Ascospores	-	-	-	-	-	-	-	-	-
Aspergillus/Penicillium	-	-	-	-	-	-	-	-	-
Basidiospores	-	-	-	1	50	100	1	50	100
Bipolaris++	-	-	-	-	-	-	-	-	-
Chaetomium	1	50	50	-	-	-	-	-	-
Cladosporium	-	-	-	-	-	-	-	-	-
Curvularia	-	-	-	-	-	-	-	-	-
Epicoccum	-	-	-	-	-	-	-	-	-
Fusarium	-	-	-	-	-	-	-	-	-
Ganoderma	-	-	-	-	-	-	-	-	-
Myxomycetes++	1	50	50	-	-	-	-	-	-
Pithomyces++	-	-	-	-	-	-	-	-	-
Rust	-	-	-	-	-	-	-	-	-
Scopulariopsis/Microascus	-	-	-	-	-	-	-	-	-
Stachybotrys/Memnoniella	-	-	-	-	-	-	-	-	-
Unidentifiable Spores	-	-	-	-	-	-	-	-	-
Zygomycetes	-	-	-	-	-	-	-	-	-
Total Fungi	**2**	**100**	**100**	**1**	**50**	**100**	**1**	**50**	**100**
Hyphal Fragment	-	-	-	-	-	-	-	-	-
Insect Fragment	-	-	-	-	-	-	-	-	-
Pollen	-	-	-	-	-	-	-	-	-
Analyt. Sensitivity 600x	-	45	-	-	45	-	-	45	-
Analyt. Sensitivity 300x	-	14*	-	-	14*	-	-	14*	-
Skin Fragments (1-4)	-	1	-	-	1	-	-	1	-
Fibrous Particulate (1-4)	-	1	-	-	1	-	-	1	-
Background (1-5)	-	2	-	-	1	-	-	1	-

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.

Ryan Shannon, Laboratory Manager
or Other Approved Signatory

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Samples analyzed by EMSL Analytical, Inc. Plymouth, MI AIHA-LAP, LLC-EMLAP Accredited #223912

Initial report from: 01/25/2021 14:35:20

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5300 Plymouth Rd
Ann Arbor, MI 48105

EMSL Order: 082100167
Customer ID: NOVA53
Collected:
Received: 1/22/2021
Analyzed: 1/25/2021

Proj: CI0421/*104

Test Report: Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	082100167-0004		
Client Sample ID:	CI0421/*104-04A		
Volume (L):	71.55		
Sample Location:	Exterior		
Spore Types	**Raw Count**	**Count/m³**	**% of Total**
Alternaria (Ulocladium)	-	-	-
Ascospores	1	50	12.5
Aspergillus/Penicillium	-	-	-
Basidiospores	-	-	-
Bipolaris++	-	-	-
Chaetomium	-	-	-
Cladosporium	7	300	75
Curvularia	-	-	-
Epicoccum	1	50	12.5
Fusarium	-	-	-
Ganoderma	-	-	-
Myxomycetes++	-	-	-
Pithomyces++	-	-	-
Rust	-	-	-
Scopulariopsis/Microascus	-	-	-
Stachybotrys/Memnoniella	-	-	-
Unidentifiable Spores	-	-	-
Zygomycetes	-	-	-
Total Fungi	**9**	**400**	**100**
Hyphal Fragment	-	-	-
Insect Fragment	-	-	-
Pollen	-	-	-
Analyt. Sensitivity 600x	-	45	-
Analyt. Sensitivity 300x	-	14*	-
Skin Fragments (1-4)	-	1	-
Fibrous Particulate (1-4)	-	1	-
Background (1-5)	-	1	-

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.

Ryan Shannon, Laboratory Manager
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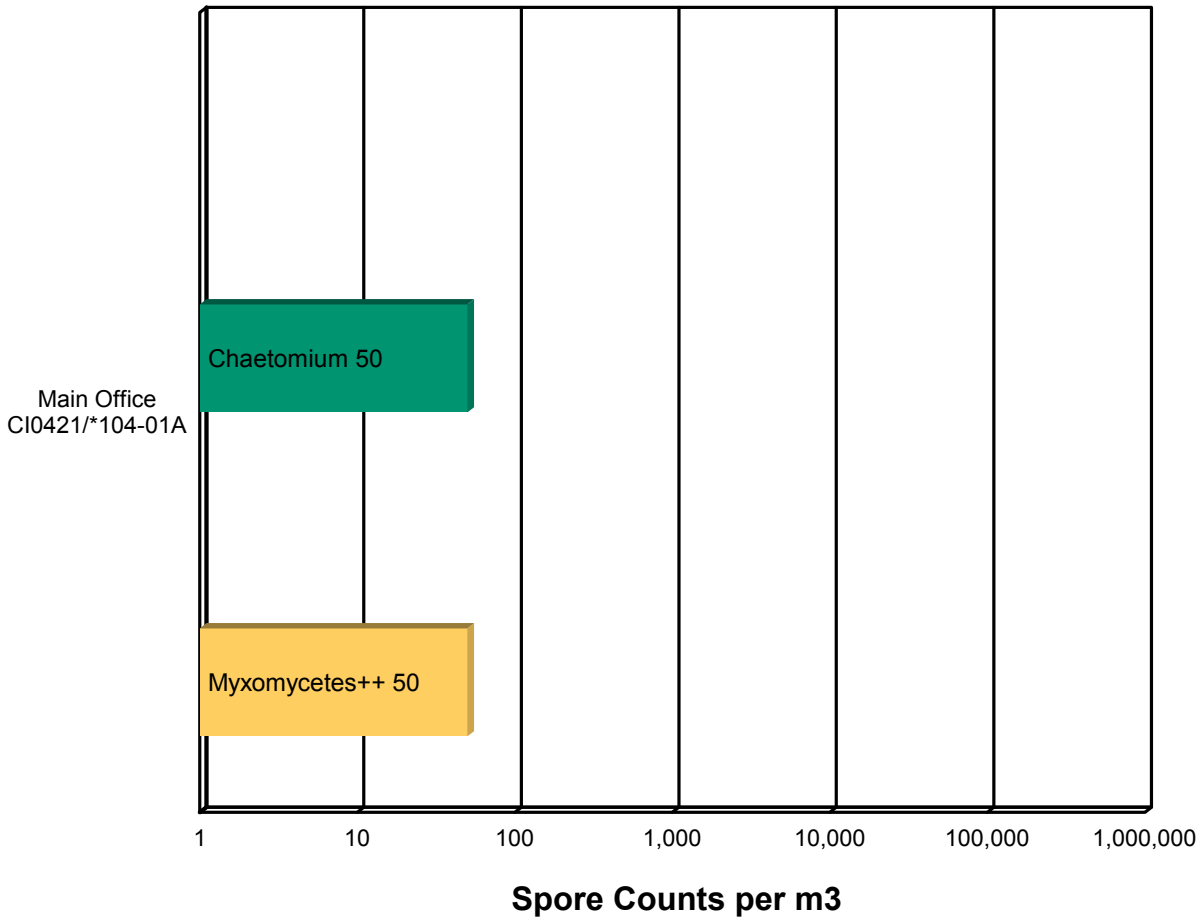
Spore Trap Report: Total Counts



* The chart is displayed using a logarithmic scale. Bar size is not directly proportional to the number of spores.

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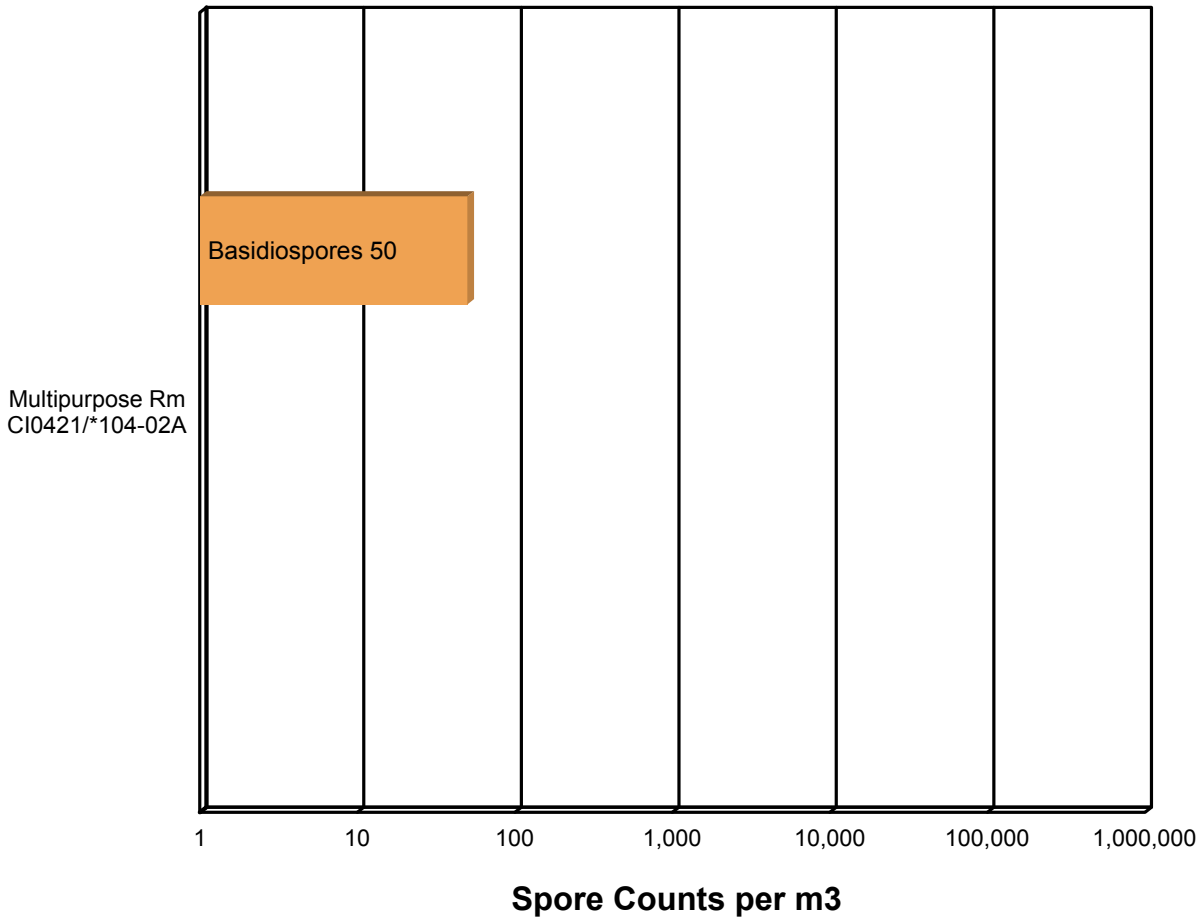

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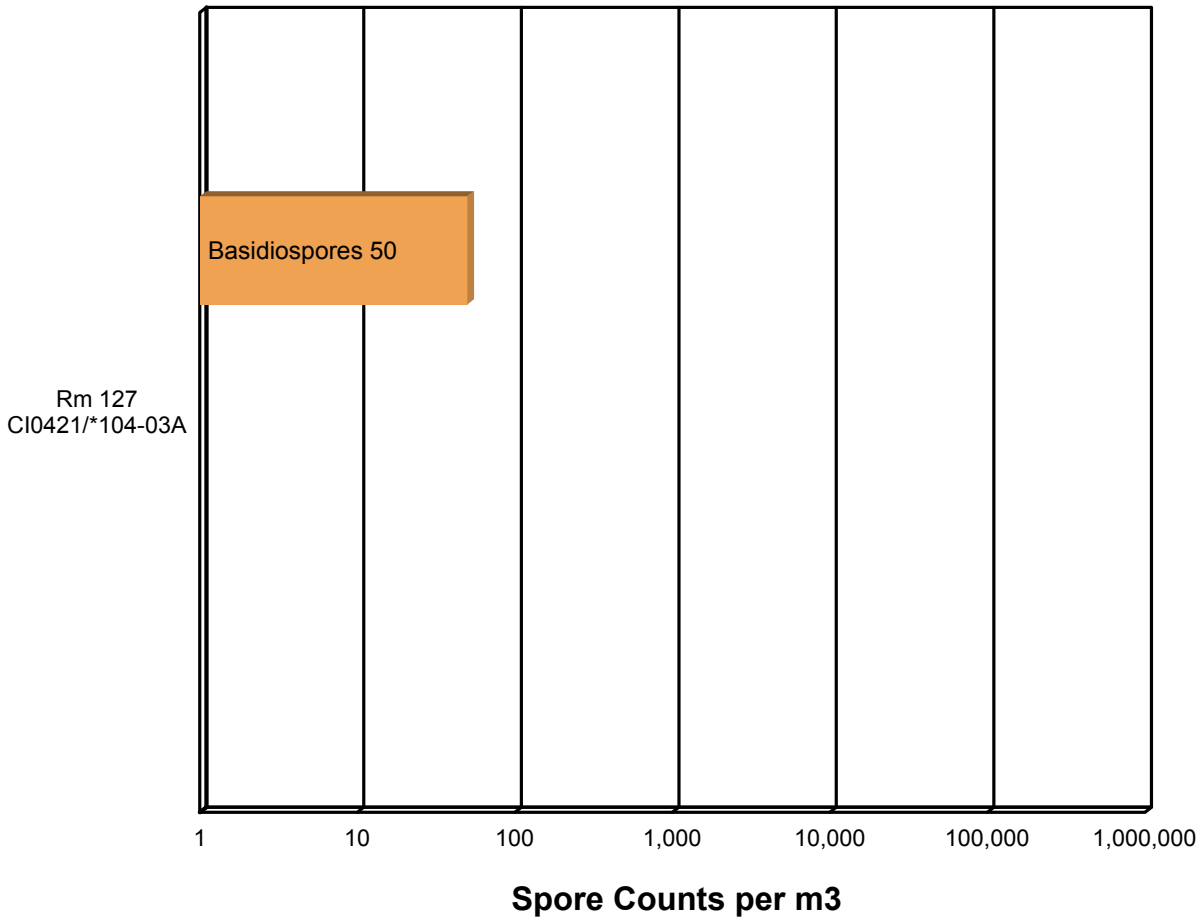

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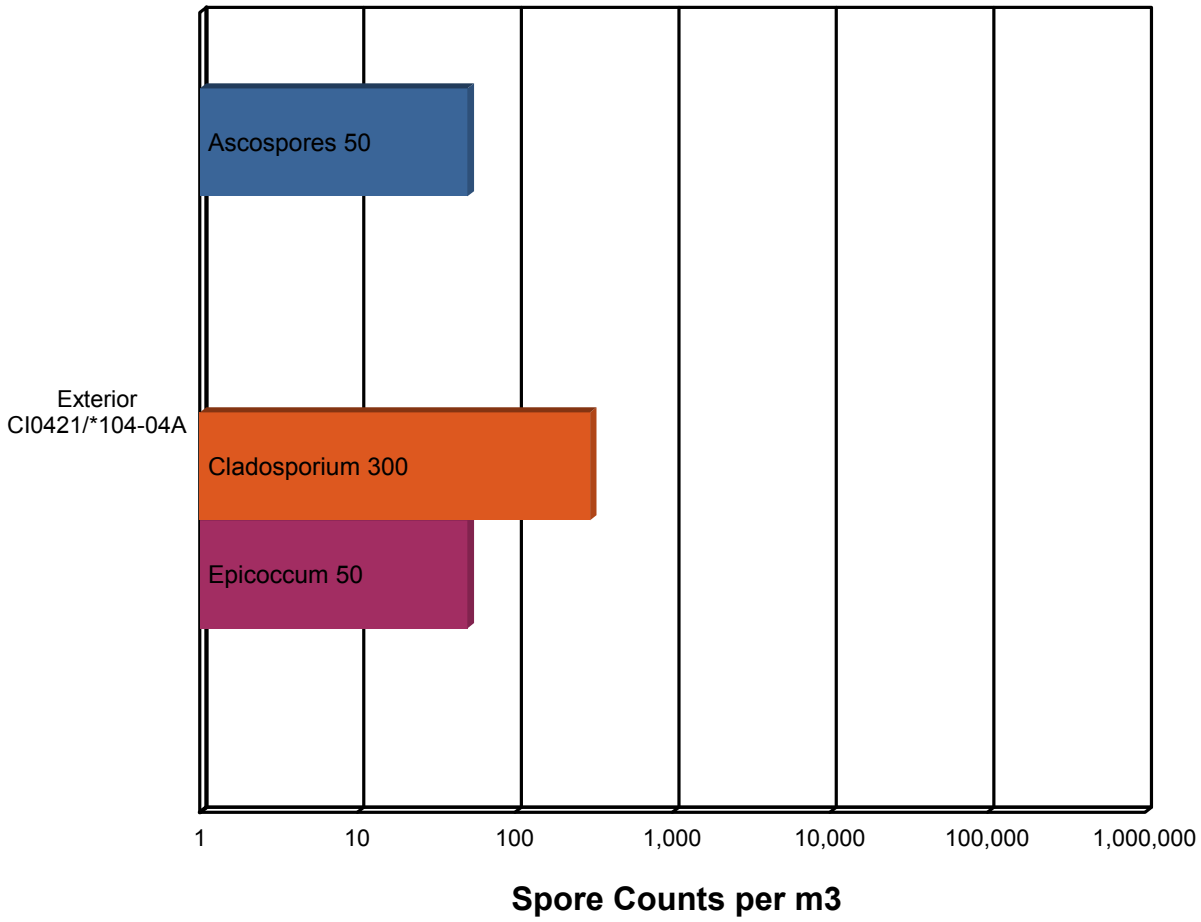

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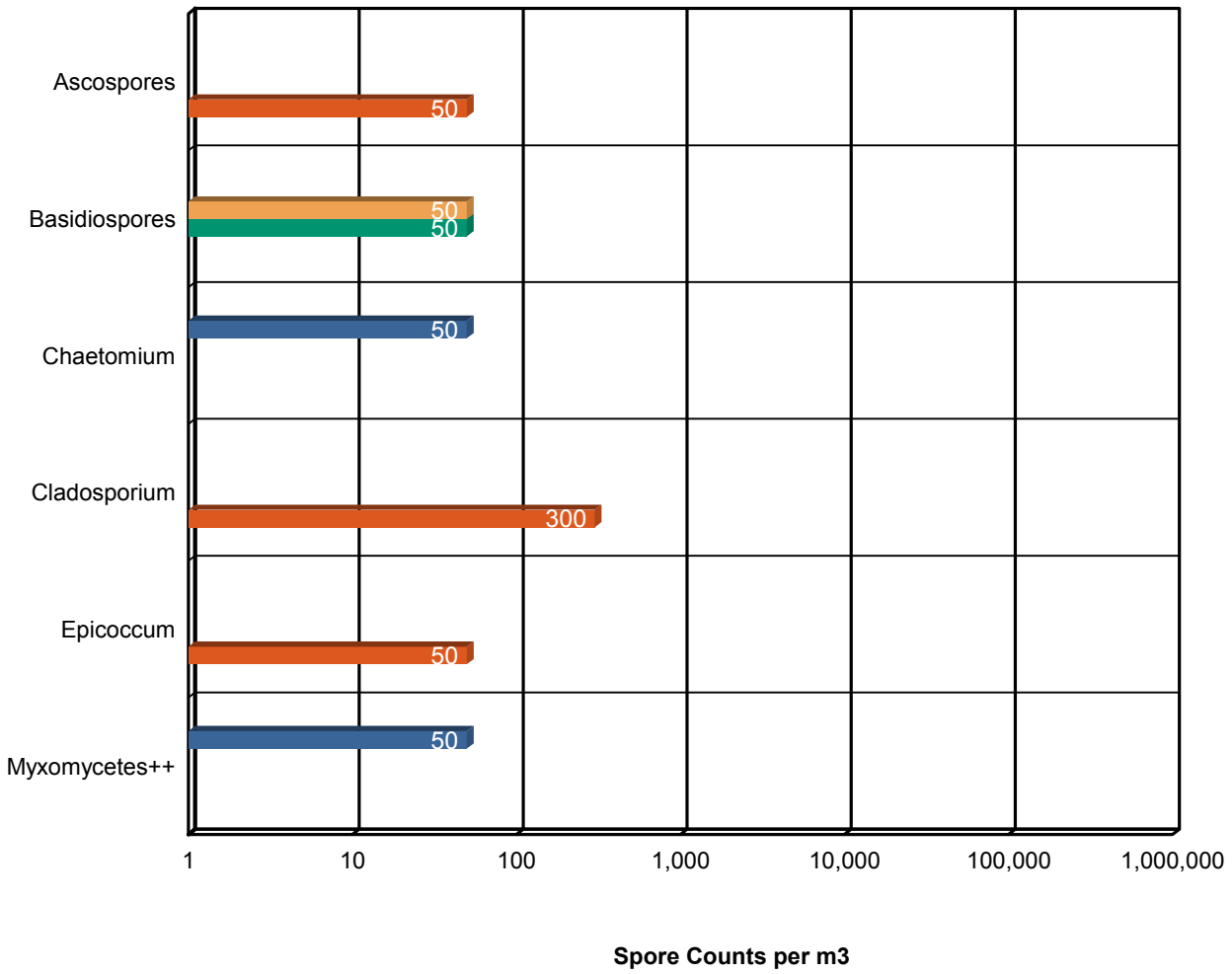
Background Comparison Chart



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3. Understanding the Results

EMSL Analytical, Inc. is an independent laboratory, providing unbiased and scientifically valid results. These data represent only a portion of an overall IAQ investigation. Visual information and environmental conditions measured during the site assessment (humidity, moisture readings, etc.) are crucial to any final interpretation of the results. Many factors impact the final results; therefore, result interpretation should only be conducted by qualified individuals. The American Conference of Governmental Industrial Hygienists (ACGIH) has published a good reference book covering sampling and data interpretation. It is entitled, Bioaerosols: Assessment and Control, 1999.

Fungal spores are found everywhere. Whether or not symptoms develop in people exposed to fungi depends on the nature of the fungal material (e.g., allergenic, toxic, or infectious), the exposure level, and the susceptibility of exposed persons. Susceptibility varies with the genetic predisposition (e.g., allergic reactions do not always occur in all individuals), age, pre-existing medical conditions (e.g., diabetes, cancer, or chronic lung conditions), use of immunosuppressive drugs, and concurrent exposures. These reasons make it difficult to identify dose/response relationships that are required to establish “safe” or “unsafe” levels (i.e., permissible exposure limits).

It is generally accepted in the industry that indoor fungal growth is undesirable and inappropriate, necessitating removal or other appropriate remedial actions. The New York City guidelines and EPA guidelines for mold remediation in schools and commercial buildings define the conditions warranting mold remediation. Always remember that water is the key. Preventing water damage or water condensation will prevent mold growth.

This report is not intended to provide medical advice or advice concerning the relative safety of an occupied space. Always consult an occupational or environmental health physician who has experience addressing indoor air contaminants if you have any questions.

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4. Glossary of Fungi

ASCOSPORES	
Natural Habitat	Everywhere in nature.
Suitable Substrates in the Indoor Environment	Depends on genus and species.
Water Activity	Depends on genus and species.
Mode of Dissemination	Forcible ejection or passive release and dissemination by wind or insects.
Allergic Potential	Depends on genus and species.
Potential or Opportunistic Pathogens	Depends on genus and species.
Industrial Uses	Depends on genus and species.
Potential Toxins Produced	Depends on genus and species.
Other Comments	Ascospores are the result of sexual reproduction and produced in a saclike structure called an ascus. All ascospores belong to members of the Phylum Ascomycota, which encompasses a plethora of genera worldwide.

BASIDIOSPORES	
Natural Habitat	Forest floors. Lawns .Plants (saprobes or pathogens depending on genus)
Suitable Substrates in the Indoor Environment	Depends on genus. Wood products
Water Activity	Unknown.
Mode of Dissemination	Forcible ejection. Wind currents.
Allergic Potential	Type I allergies (hay fever, asthma) . Type III (hypersensitivity pneumonitis)
Potential or Opportunistic Pathogens	Depends on genus.
Industrial Uses	Edible mushrooms are used in the food industry.
Potential Toxins Produced	Amanitins. monomethyl-hydrazine. muscarine. ibotenic acid. psilocybin.
Other Comments	Basidiospores are the result of sexual reproduction and formed on a structure called the basidium. Basidiospores belong to the members of the Phylum Basidiomycota, which includes mushrooms, shelf fungi, rusts, and smuts.

CHAETOMIUM	
Natural Habitat	Dung. Seeds. Soil. Straw.
Suitable Substrates in the Indoor Environment	Paper. Sheetrock. Wallpaper.
Water Activity	Aw=0.84-0.89.
Mode of Dissemination	Wind. Insects. Water splash.
Allergic Potential	Type I (asthma and hay fever).
Potential or Opportunistic Pathogens	Onychomycosis. C. perlucidum recognized as a new agent of cerebral phaeohyphomycosis.
Industrial Uses	Cellulase production, Textile testing.
Potential Toxins Produced	Chaetomin. Chaetoglobosins A,B,D and F are produced by Chaetomium globosum. Sterigmatocystin is produced by rare species

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Attn: Lisa Whitton
Nova Environmental, Inc
5300 Plymouth Rd
Ann Arbor, MI 48105

EMSL Order: 082100167
Customer ID: NOVA53
Collected:
Received: 1/22/2021
Analyzed: 1/25/2021

Proj: CI0421/*104

CLADOSPORIUM	
Natural Habitat	Dead plant matter. Straw. Soil. Woody plants
Suitable Substrates in the Indoor Environment	Fiberglass duct liner. Paint. Textiles. Found in high concentration in water-damaged building materials.
Water Activity	Aw 0.84-0.88
Mode of Dissemination	Air
Allergic Potential	Type I (asthma and hay fever).
Potential or Opportunistic Pathogens	Edema. keratitis. onychomycosis. pulmonary infections. Sinusitis.
Industrial Uses	Produces 10 antigens.
Potential Toxins Produced	Cladosporin and Emodin.

EPICOCCUM	
Natural Habitat	A worldwide saprophytic fungi, being isolated from dead plant material and soil.
Suitable Substrates in the Indoor Environment	Paper, textiles
Water Activity	0.86-0.90
Mode of Dissemination	Wind
Allergic Potential	Hay fever, asthma
Potential or Opportunistic Pathogens	Unknown

MYXOMYCETES++	
Natural Habitat	Decaying logs, Dead leaves , Dung , Lawns , Mulched flower beds, Lawns
Suitable Substrates in the Indoor Environment	Rotting lumber
Free moisture required for mold growth	Unknown
Mode of Dissemination	Insects, Water, Wind
Allergic Potential	Type I
Potential or Opportunistic Pathogens	Unknown
Industrial Uses	
Other Comments	Includes Myxomycetes, Smut, and Periconia.

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5. References and Informational Links

Books

- Bioaerosols: Assessment and Control. Janet Macher, Ed., American Conference of Governmental Industrial Hygienists, Cincinnati, OH 1999.
- Exposure Guidelines for Residential Indoor Air Quality. Environmental Health Directorate, Health Protection Branch, Health Canada, Ottawa, Ontario, 1989.
- Fungal Contamination in Public Buildings: Health Effects and Investigation Methods. Health Canada, Ottawa, Ontario, 2004.
- IICRC: S500 Standard and Reference Guide for Professional Water Damage Restoration. 3rd Edition, Institute of Inspection, Cleaning, and Restoration Certification, Vancouver, WA, 2006

  IICRC: S520 Standard and Reference Guide for Professional Mold Remediation. 1st Edition, Institute of Inspection, Cleaning, and Restoration Certification, Vancouver, WA, 2004
- Field Guide for the Determination of Biological Contaminants in Environmental Samples. 2nd Edition, American Industrial Hygiene Association, 2005.

Consumer Links

Read the full text of AIHA's "The Facts About Mold" consumer brochure.
<http://www.aiha.org/get-involved/VolunteerGroups/Documents/BiosafetyVG-FactsAbout%20MoldDecember2011.pdf>

The Occupational Safety and Health Administration (OSHA)
http://www.osha.gov/SLTC/molds/index.html

CDC Mold Facts
http://www.cdc.gov/mold/faqs.htm

CDC Stachybotrys - Questions and answers on Stachybotrys chartarum and other molds
http://www.cdc.gov/mold/stachy.htm

IOM, NAS: Clearing the Air: Asthma and Indoor Air Exposures
https://www.epa.gov/indoor-air-quality-iaq/should-you-have-air-ducts-your-home-cleaned

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National Library of Medicine-Mold website
http://www.nlm.nih.gov/medlineplus/molds.html

California Department of Health Services (CADOHS)
https://www.cdph.ca.gov/Programs/CCDPHP/DEODC/EHLB/IAQ/Pages/Mold.aspx

Minnesota Department of Health
http://www.health.state.mn.us/divs/eh/indoorair/mold/index.html

New York City Department of Health and Mental Hygiene
https://www1.nyc.gov/site/doh/health/health-topics/mold.page

H.R.: The United States Toxic Mold Safety and Protection Act

EPA

"Should You Have the Air Ducts in Your Home Cleaned?"
<http://www.epa.gov/iaq/pubs/airduct.html>

General information about molds and actions that can be taken to clean up or prevent a mold problem.
<http://www.epa.gov/asthma/molds.html>

“A Brief Guide to Mold, Moisture, and Your Home” - Includes basic information on mold, cleanup guidelines, and moisture and mold prevention
http://www.epa.gov/mold/moldguide.html

“Mold Remediation in Schools and Commercial Buildings” - Information on remediation in schools and commercial property, references for potential mold and moisture remediators.
https://www.epa.gov/mold/mold-remediation-schools-and-commercial-buildings-guide

FEMA

“Homes That Were Flooded May Harbor Mold Problems” - Information and tips for cleaning mold.
http://www.fema.gov/news-release/homes-were-flooded-may-harbor-mold-problems

“Dealing With Mold & Mildew in Your Flood Damaged Home.
http://www.fema.gov/pdf/rebuild/recover/fema_mold_brochure_english.pdf

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6. Important Terms, Conditions, and Limitations

A. Sample Retention

Samples analyzed by EMSL will be retained for 60 days after analysis date Storage beyond this period is available for a fee with written request prior to the initial 30 day period. Samples containing hazardous/toxic substances which require special handling will be returned to the client immediately. EMSLreserves the right to charge a sample disposal fee or return samples to the client.

B. Change Orders and Cancellation

All changes in the scope of work or turnaround time requested by the client after sample acceptance must be made in writing and confirmed in writing by EMSL. If requested changes result in a change in cost the client must accept payment responsibility. In the event work is cancelled by a client, EMSL will complete work in progress and invoice for work completed to the point of cancellation notice. EMSL is not responsible for. holding times that are exceeded due to such changes.

C. Warranty

EMSL warrants to its clients that all services provided hereunder shall be performed in accordance with established and recognized analytical testing procedures and with reasonable care in accordance with applicable federal, state and local laws. The foregoing express warranty is exclusive and is given in lieu of all other warranties, expressed or implied. EMSL disclaims any other warranties, express or implied, including a warranty of fitness for particular purpose and warranty of merchantability.

D. Limits of Liability

In no event shall EMSL be liable for indirect, special, consequential, or incidental damages, including, but not limited to, damages for loss of profit or goodwill regardless of the negligence (either sole or concurrent) of EMSL and whether EMSL has been informed of the possibility of such damages, arising out of or in connection with EMSL's services thereunder or the delivery, use, reliance upon or interpretation of test results by client or any third party. We accept no legal responsibility for the purposes for which the client uses the test results. EMSL will not be held responsible for the improper selection of sampling devices even if we supply the device to the user. The user of the sampling device has the sole responsibility to select the proper sampler and sampling conditions to insure that a valid sample is taken for analysis. Any resampling performed will be at the sole discretion of EMSL, the cost of which shall be limited to the reasonable value of the original sample delivery group (SDG) samples. In no event shall EMSL be liable to a client or any third party, whether based upon theories

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of tort, contract or any other legal or equitable theory, in excess of the amount paid to EMSL by client thereunder.

E. Indemnification

Client shall indemnify EMSL and its officers, directors and employees and hold each of them harmless for any liability, expense or cost, including reasonable attorney's fees, incurred by reason of any third party claim in connection with EMSL services, the test result data or its use by client

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INDOOR AIR QUALITY INVESTIGATION
FINAL REPORT

for:

Mr. Jason Zirnis
Assistant Superintendent of Business and Operations
Hazel Park Schools
1620 E Elza
Hazel Park, Michigan 48030

at:

Hazel Park Junior High School
22770 Highland Ave
Hazel Park, MI 48030

by:

Nova Environmental, Inc.
5300 Plymouth Road
Ann Arbor, Michigan

Project #CI0421/B118
January 21, 2021

INTRODUCTION/BACKGROUND

Mr. Jason Zirnis, Assistant Superintendent of Business and Operations for Hazel Park Schools, contacted Nova Environmental, Inc. indicating that he would like to conduct an Indoor Air Quality (IAQ) Investigation including a visual inspection and mold air samples to determine the overall indoor air quality within various locations at Hazel Park Junior High School.

METHODS

Nova Environmental, Inc. conducted various monitoring activities within Hazel Park Junior High School.

The investigation included the following:

- A visual inspection for any obvious indoor pollution sources in areas of specific concern;
- Air sampling in order to determine airborne concentrations of total mold and fungal spores in representative locations within the building;

INVESTIGATION SUMMARY

AIRBORNE FUNGAL SPORE SAMPLING

Bioaerosols are defined as materials that have been finely divided and suspended in the air (aerosol) that have a biological origin or activity (bio-). Or simply, these are living or dead bacteria, mold and fungi or the spores of mold and fungi. Individuals may react to the entire bacteria, mold and fungi or its spores, or react to mycotoxins, the chemicals that the fungi produce as a by-product of their metabolism. These "biological particles" and mycotoxins can affect different people in different ways and have the potential to cause a variety of physical symptoms. Fungal air sampling can be conducted after a definite source has been identified, as a pro-active means of characterizing a building's air or to possibly eliminate a major fungal infestation as the cause of occupant complaints. Although there are no regulatory standards regarding exposures to molds, comparisons between samples can be reviewed in an attempt to determine if potential indoor mold amplification sites exist, with the results being reported a Fungal Structures/m^3. Variables such as outdoor fungal types and concentrations as well as the number and specific types of fungal organisms indoors and their potential sources, must all be considered when interpreting sample results; no one comparison or interpretation is typically appropriate.

Fungal air sampling was conducted in order to characterize the indoor fungal spore composition in the applicable areas of the building. There were a total of four fungal spore samples collected at the building. They included 01A (Main Office), 02A (Cafeteria), 03A (Room B109), and 04A (Exterior).

Samples 01A-03A were collected in representative areas while 04A was collected as control sample.

As identified on the attached analytical results sheets, sample 04A (exterior comparison sample) result for total fungal counts per cubic meter (Count/m³) was 290 Count/m³. The samples in the representative area being 01A at 90 Count/m³, 02A at 100 Count/m³, and 03A at None Detected Count/m³. The predominant types of mold identified in the indoor representative areas were comparable to each other and the outdoor comparison sample.

Based on the fact that the predominant types of mold identified were similar or the same for all samples, it appears that there are no amplification sites of mold within the areas of concern in the building. The visual inspection of the areas did not indicate any signs of visible fungal growth. Several water-stained ceiling tiles were observed in the main office areas.

RECOMMENDATIONS

- Replace all filters in the HVAC system regularly – as recommended by the manufacturer.
- Ensure all HVAC units are functioning properly and rooms have adequate ventilation.
- Regularly clean all HVAC components including return and supply air grates.
- Any areas or spaces with high moisture or water intrusion should be investigated immediately.
- Remove all water-stained materials and investigate/repair the root cause of the water infiltration.

AIR MONITORING RESULTS

Client: Hazel Park Schools

Building: Hazel Park Junior High School

Location: Throughout

Project Number: CI0421/B118

Nova Environmental, Inc.
Indoor Air Quality Data Sheet
Fungal Spore Air Sampling

Page: 1 of 1

Date: 1/21/21

Nova Representative: L. Whitton

Outside Weather Conditions: 37° F
Mostly Sunny, Wind SW @ 10 MPH

Sample Number	Location	Pump I.D.	Start Time	Stop Time	Sample Time (min)	Start Flow Rate (L/min)	Stop Flow Rate (L/min)	Volume (L)	Notes
01A	Main Office	272	2:11 PM	2:16 PM	5	14.31	14.31	71.55	DO, WC, VO
02A	Cafeteria	272	2:19 PM	2:24 PM	5	14.31	14.31	71.55	DO, WC, VO
03A	Room B109	272	2:26 PM	2:31 PM	5	14.31	14.31	71.55	DC, WC, VO
04A	Exterior	272	2:33 PM	2:38 PM	5	14.31	14.31	71.55	@3' AGL o/s B Wing

DO = Door Open, DC = Door Closed, WO = Windows Open, WC = Windows Closed, VO = Vent On, VF = Vent Off, AFL = Above Floor Level, AGL = Above Ground Level
min = minutes, L = Liters, Cassette: Zefon Air-O-Cell®

EXPANDED FUNGAL REPORT ™

Prepared Exclusively For

Nova Environmental, Inc

5300 Plymouth Rd
Ann Arbor, MI 48105
Phone:734-930-0995

Report Date: 1/25/2021
Project: CI0421/B118
EMSL Order: 082100171

AIHA-LAP, LLC-EMLAP Accredited
#223912

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1. Description of Analysis

Analytical Laboratory

EMSL Analytical, Inc. (EMSL) is a nationwide, full service, analytical testing laboratory network providing Asbestos, Mold, Indoor Air Quality, Microbiological, Environmental, Chemical, Forensic, Materials, Industrial Hygiene and Mechanical Testing services since 1981. Ranked as the premier independently owned environmental testing laboratory in the nation, EMSL puts analytical quality as its top priority. This quality is recognized by many well-respected federal, state and private accrediting agencies, and assured by our high quality personnel, including many Ph.D. microbiologists and mycologists.

EMSL is an independent laboratory that performed the analysis of these samples. EMSL did not conduct the sampling or site investigation for this report. The samples referenced herein were analyzed under strict quality control procedures using state-of-the-art microbiological methods. The analytical methods used and the data presented are scientifically and legally defensible.

The laboratory data is provided in compliance with ISO-IEC 17025 guidelines for the particular test(s) requested, including any associated limitations for the methods employed. These data are intended for use by professionals having knowledge of the testing methods necessary to interpret them accurately.

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Air Samples - Spore traps:

Spore traps are commercially available sampling devices that capture airborne particles on an adhesive slide. Air is pulled through the device using a vacuum pump. Spores, as well as other airborne particles, are impacted on the collection adhesive. Using spore trap collection methods has inherent limitations. These collection methods are biased towards larger spore sizes.

The analysis for total spore counts is a direct microscopic examination and does not include culturing or growing the fungi. Therefore, the results include both viable and non-viable spores. Some fungal groups produce similar spore types that cannot be distinguished by direct microscopic examination alone (i.e., *Aspergillus/Penicillium*, and others). Other spore types may lack distinguishing features that aid in their identification. These types are grouped into larger categories such as Ascospores or Basidiospores.

Fungal spores are identified and grouped by morphological characteristics including color, shape, septation, ornamentation, and fruiting structures (if present) which are compared to published mycological identification keys and texts. EMSL reports provide spore counts per cubic meter of air to three significant figures. Please note that each spore category is reported to three significant figures. Due to rounding and the application of three significant figures the sum of the individual spore numbers may not equal the total spore count on the report. EMSL does not maintain responsibility for final volume concentrations (counts/m3) since this volume is provided by the field collector and can not be verified by EMSL.

EMSL analyzes spore traps using phase contrast microscopy. There is a wide choice of collection devices (Air-O-Cell, Micro-5, Burkhard, etc.) on the market. Differences in analytical method may exist between spore trap devices.

Spore trap results are reported in spores per cubic meter of air. Due to the other airborne particles collected with the spores, EMSL reports a background particle density. Background density is an indication of overall particulate matter present on the sample (i.e. dust in the air). High background concentrations may obscure spores such as the *Penicillium/Aspergillus* group. The rating system is from 1-5 with 1 = 1 - 25% of the background obscured by material, 2 = 26 - 50%, 3 = 51 - 75%, 4 = 76% - 99%, 5 = 100% or overloaded. A background rating of 4 or higher should be regarded as a minimum count since the actual concentrations may be higher than those reported. EMSL will not be held responsible for overloading of samples. Sample volumes are left to the discretion of the company or persons conducting the fieldwork.

Skin fragment density is the percentage of skin cells making up the total background material, 1 = 1 - 25%, 2 = 26 - 50%, 3 = 51 - 75%, 4 = 76-100%. Skin fragment density is considered an indication of the general cleanliness in the area sampled. It has been estimated that up to 90% of household dust consists of dead skin cells.

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2. Analytical Results

See attached data reports and charts.

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Proj: CI0421/B118

Test Report: Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	082100171-0001			082100171-0002			082100171-0003		
Client Sample ID:	CI0421/B118-01A			CI0421/B118-02A			CI0421/B118-03A		
Volume (L):	71.55			71.55			71.55		
Sample Location:	Main Office			Cafeteria			Rm B109		
Spore Types	Raw Count	Count/m³	% of Total	Raw Count	Count/m³	% of Total	Raw Count	Count/m³	% of Total
Alternaria (Ulocladium)	-	-	-	-	-	-	-	-	-
Ascospores	-	-	-	-	-	-	-	-	-
Aspergillus/Penicillium	2	90	100	3	100	100	-	-	-
Basidiospores	-	-	-	-	-	-	-	-	-
Bipolaris++	-	-	-	-	-	-	-	-	-
Chaetomium	-	-	-	-	-	-	-	-	-
Cladosporium	-	-	-	-	-	-	-	-	-
Curvularia	-	-	-	-	-	-	-	-	-
Epicoccum	-	-	-	-	-	-	-	-	-
Fusarium	-	-	-	-	-	-	-	-	-
Ganoderma	-	-	-	-	-	-	-	-	-
Myxomycetes++	-	-	-	-	-	-	-	-	-
Pithomyces++	-	-	-	-	-	-	-	-	-
Rust	-	-	-	-	-	-	-	-	-
Scopulariopsis/Microascus	-	-	-	-	-	-	-	-	-
Stachybotrys/Memnoniella	-	-	-	-	-	-	-	-	-
Unidentifiable Spores	-	-	-	-	-	-	-	-	-
Zygomycetes	-	-	-	-	-	-	-	-	-
Total Fungi	**2**	**90**	**100**	**3**	**100**	**100**	**-**	**None Detected**	**-**
Hyphal Fragment	-	-	-	-	-	-	-	-	-
Insect Fragment	-	-	-	-	-	-	-	-	-
Pollen	-	-	-	-	-	-	-	-	-
Analyt. Sensitivity 600x	-	45	-	-	45	-	-	45	-
Analyt. Sensitivity 300x	-	14*	-	-	14*	-	-	14*	-
Skin Fragments (1-4)	-	1	-	-	1	-	-	2	-
Fibrous Particulate (1-4)	-	1	-	-	1	-	-	1	-
Background (1-5)	-	1	-	-	1	-	-	1	-

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.

Ryan Shannon, Laboratory Manager
or Other Approved Signatory

EMSL maintains liability limited to cost of analysis. Interpretation and use of test results are the responsibility of the client. This report relates only to the samples reported above, and may not be reproduced, except in full, without written approval by EMSL. EMSL bears no responsibility for sample collection activities or analytical method limitations. The report reflects the samples as received. Results are generated from the field sampling data (sampling volumes and areas, locations, etc.) provided by the client on the Chain of Custody. Samples are within quality control criteria and met method specifications unless otherwise noted. High levels of background particulate can obscure spores and other particulates, leading to underestimation. Background levels of 5 indicate an overloading of background particulates, prohibiting accurate detection and quantification. Present = Spores detected on overloaded samples. Results are not blank corrected unless otherwise noted. The detection limit is equal to one fungal spore, structure, pollen, fiber particle or insect fragment. "*" Denotes particles found at 300X. "-" Denotes not detected. Due to method stopping rules, raw counts in excess of 100 are extrapolated based on the percentage analyzed.
Samples analyzed by EMSL Analytical, Inc. Plymouth, MI AIHA-LAP, LLC-EMLAP Accredited #223912

Initial report from: 01/25/2021 14:32:47

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Proj: CI0421/B118

Test Report: Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	082100171-0004		
Client Sample ID:	CI0421/B118-04A		
Volume (L):	71.55		
Sample Location:	Exterior		
Spore Types	**Raw Count**	**Count/m³**	**% of Total**
Alternaria (Ulocladium)	-	-	-
Ascospores	-	-	-
Aspergillus/Penicillium	-	-	-
Basidiospores	2	90	31
Bipolaris++	-	-	-
Chaetomium	1	50	17.2
Cladosporium	1	50	17.2
Curvularia	-	-	-
Epicoccum	-	-	-
Fusarium	-	-	-
Ganoderma	-	-	-
Myxomycetes++	3	100	34.5
Pithomyces++	-	-	-
Rust	-	-	-
Scopulariopsis/Microascus	-	-	-
Stachybotrys/Memnoniella	-	-	-
Unidentifiable Spores	-	-	-
Zygomycetes	-	-	-
Total Fungi	**7**	**290**	**100**
Hyphal Fragment	1	50	-
Insect Fragment	-	-	-
Pollen	-	-	-
Analyt. Sensitivity 600x	-	45	-
Analyt. Sensitivity 300x	-	14*	-
Skin Fragments (1-4)	-	2	-
Fibrous Particulate (1-4)	-	1	-
Background (1-5)	-	3	-

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.

Ryan Shannon, Laboratory Manager
or Other Approved Signatory

EMSL maintains liability limited to cost of analysis. Interpretation and use of test results are the responsibility of the client. This report relates only to the samples reported above, and may not be reproduced, except in full, without written approval by EMSL. EMSL bears no responsibility for sample collection activities or analytical method limitations. The report reflects the samples as received. Results are generated from the field sampling data (sampling volumes and areas, locations, etc.) provided by the client on the Chain of Custody. Samples are within quality control criteria and met method specifications unless otherwise noted. High levels of background particulate can obscure spores and other particulates, leading to underestimation. Background levels of 5 indicate an overloading of background particulates, prohibiting accurate detection and quantification. Present = Spores detected on overloaded samples. Results are not blank corrected unless otherwise noted. The detection limit is equal to one fungal spore, structure, pollen, fiber particle or insect fragment. "*" Denotes particles found at 300X. "-" Denotes not detected. Due to method stopping rules, raw counts in excess of 100 are extrapolated based on the percentage analyzed.
Samples analyzed by EMSL Analytical, Inc. Plymouth, MI AIHA-LAP, LLC-EMLAP Accredited #223912

Initial report from: 01/25/2021 14:32:47

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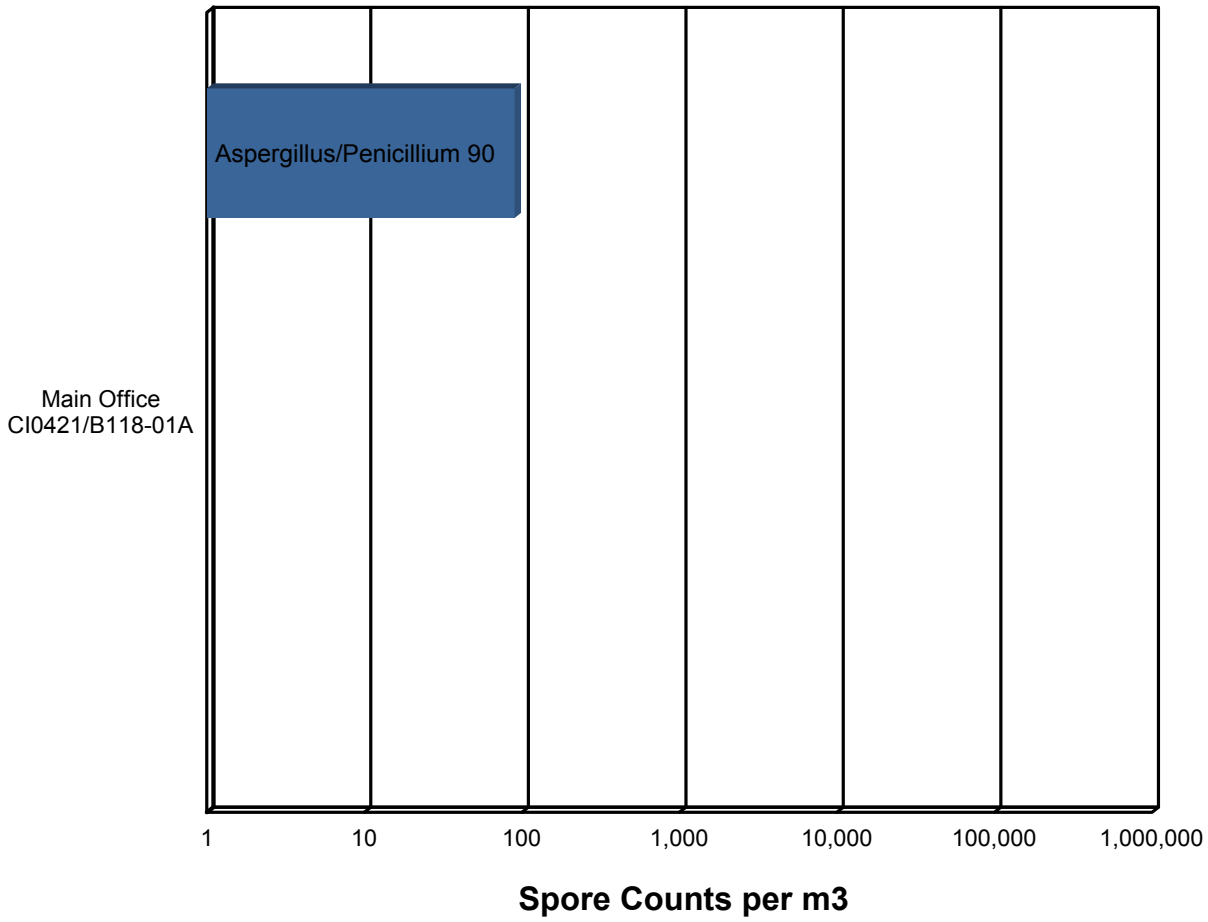
Attn: Lisa Whitton
Nova Environmental, Inc
5300 Plymouth Rd
Ann Arbor, MI 48105

EMSL Order: 082100171
Customer ID: NOVA53
Collected:
Received: 1/22/2021
Analyzed: 1/25/2021

Proj: CI0421/B118

Spore Trap Report: Total Counts



Aspergillus/Penicillium Basidiospores Chaetomium Cladosporium
Myxomycetes++

* The chart is displayed using a logarithmic scale. Bar size is not directly proportional to the number of spores.

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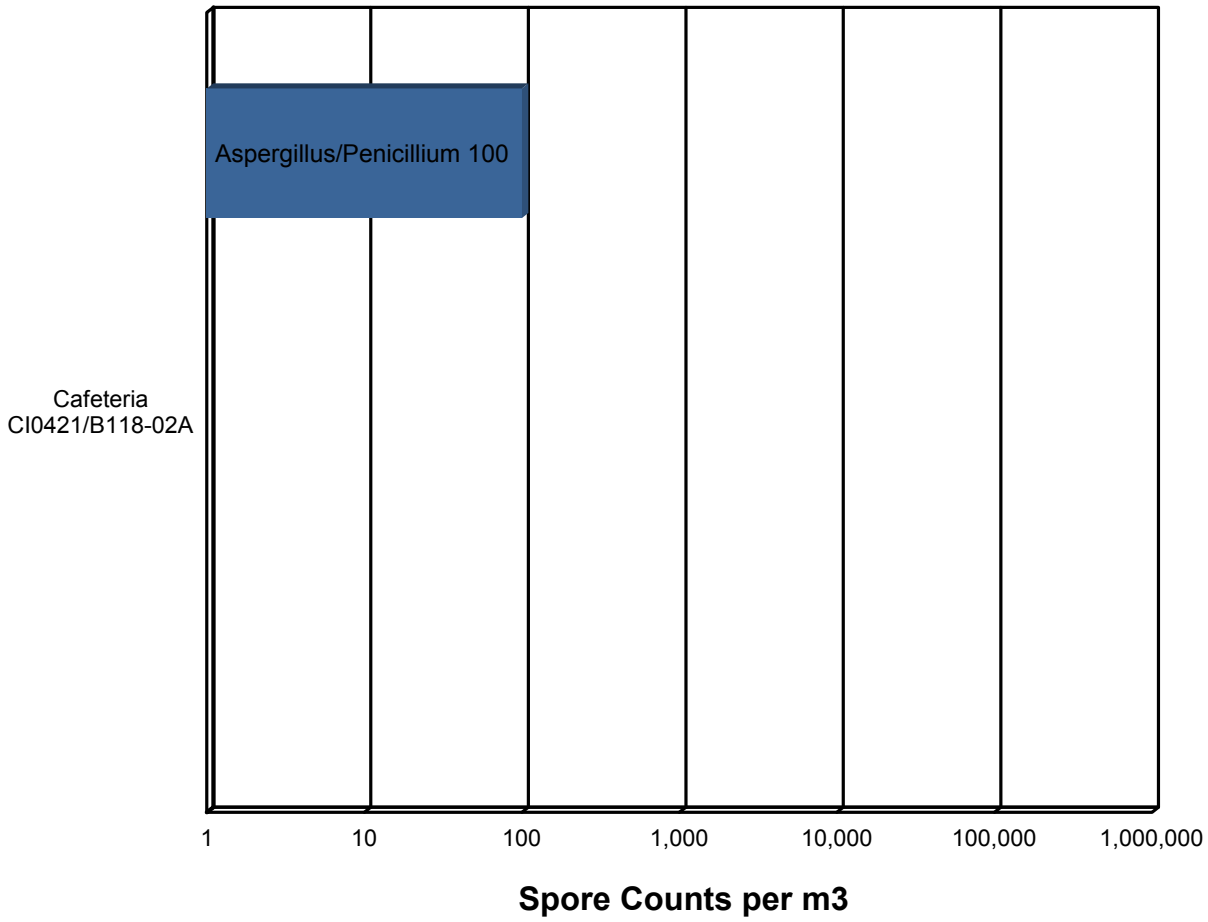

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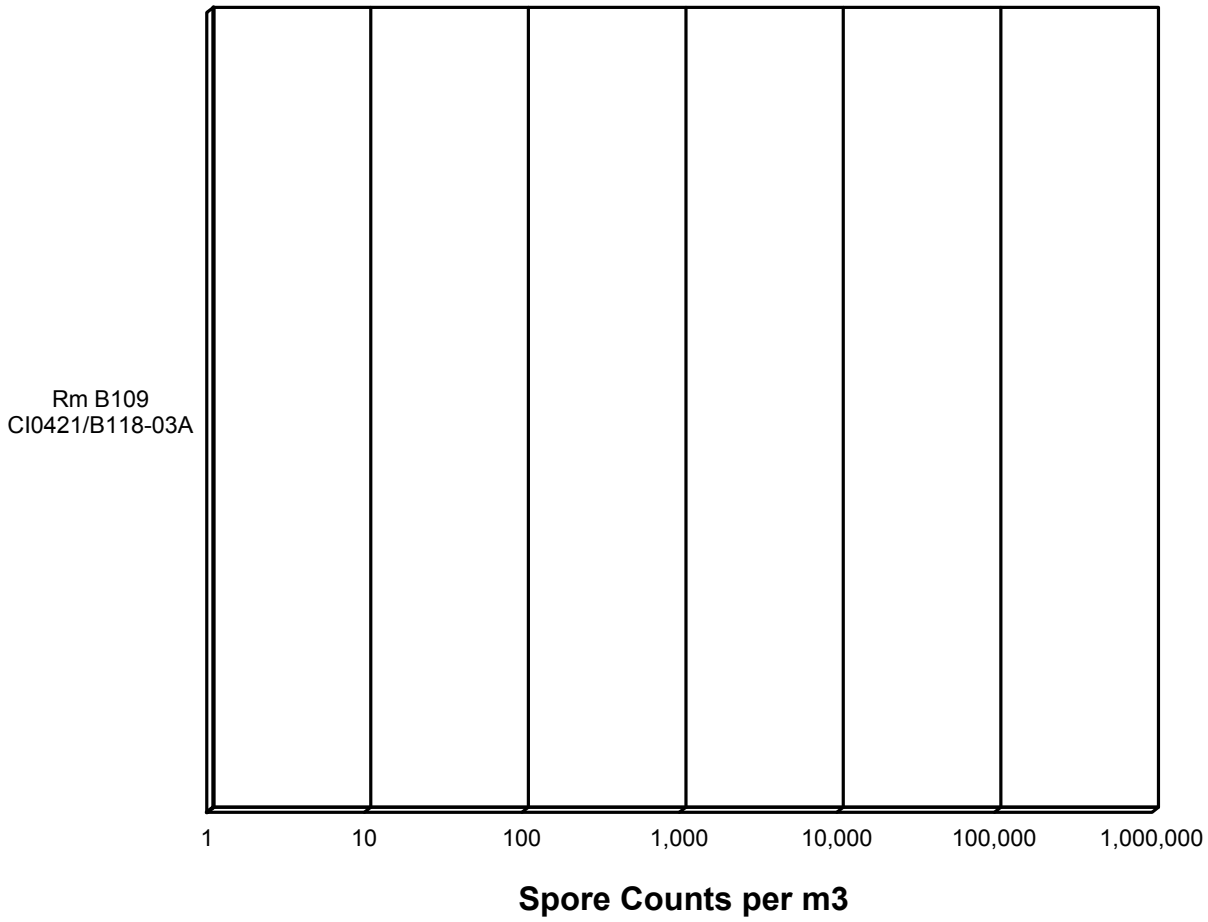

Aspergillus/Penicillium
Basidiospores
Chaetomium
Cladosporium
Myxomycetes++

* The chart is displayed using a logarithmic scale. Bar size is not directly proportional to the number of spores.

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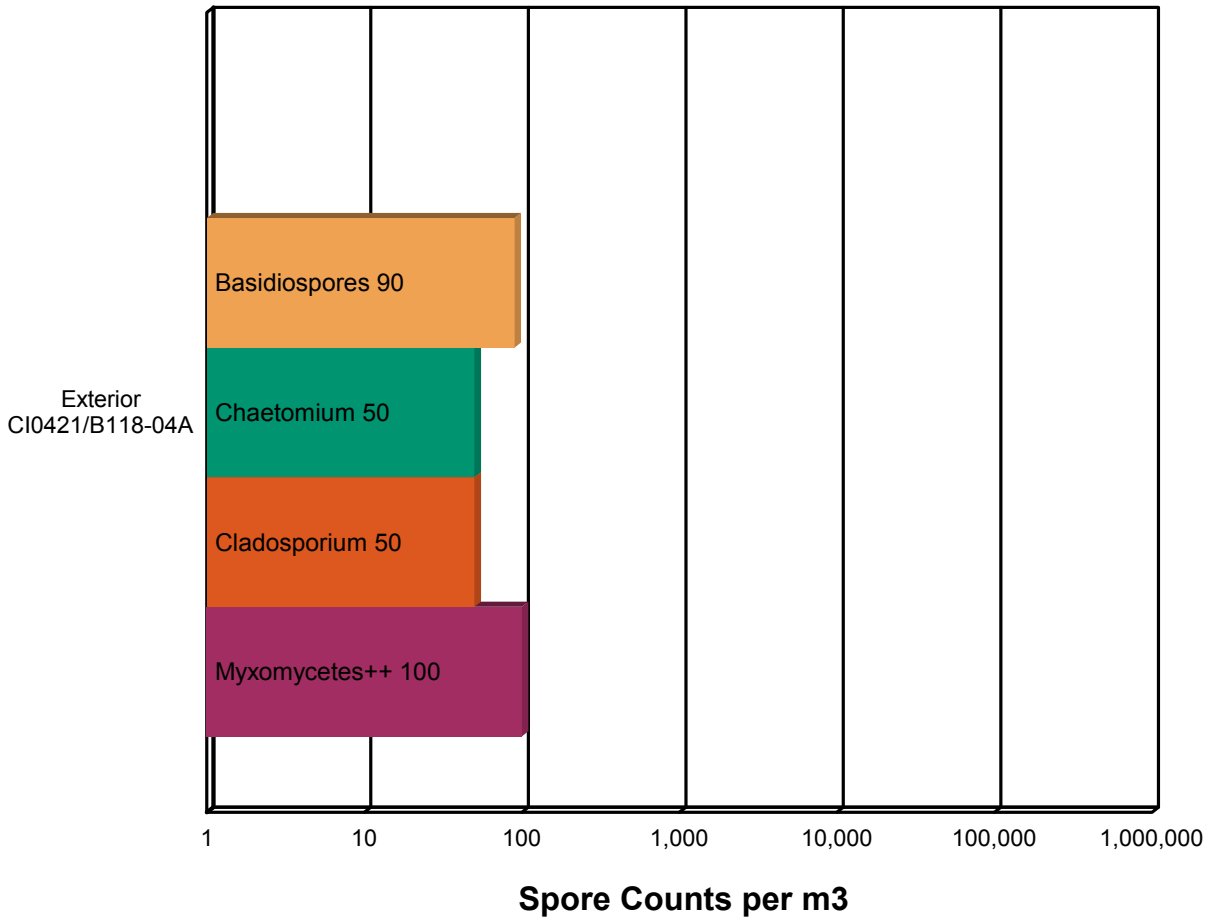

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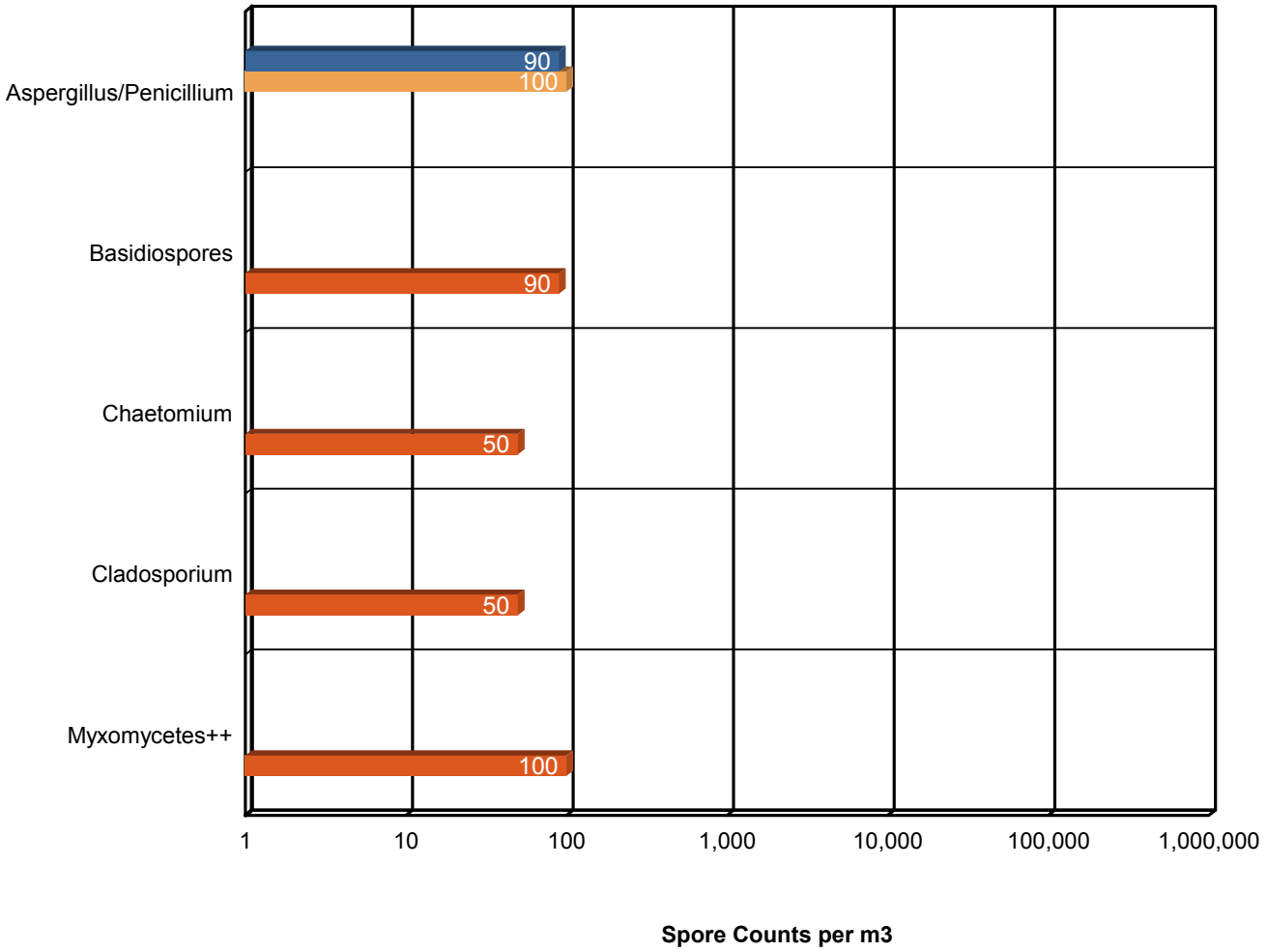
Background Comparison Chart



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3. Understanding the Results

EMSL Analytical, Inc. is an independent laboratory, providing unbiased and scientifically valid results. These data represent only a portion of an overall IAQ investigation. Visual information and environmental conditions measured during the site assessment (humidity, moisture readings, etc.) are crucial to any final interpretation of the results. Many factors impact the final results; therefore, result interpretation should only be conducted by qualified individuals. The American Conference of Governmental Industrial Hygienists (ACGIH) has published a good reference book covering sampling and data interpretation. It is entitled, Bioaerosols: Assessment and Control, 1999.

Fungal spores are found everywhere. Whether or not symptoms develop in people exposed to fungi depends on the nature of the fungal material (e.g., allergenic, toxic, or infectious), the exposure level, and the susceptibility of exposed persons. Susceptibility varies with the genetic predisposition (e.g., allergic reactions do not always occur in all individuals), age, pre-existing medical conditions (e.g., diabetes, cancer, or chronic lung conditions), use of immunosuppressive drugs, and concurrent exposures. These reasons make it difficult to identify dose/response relationships that are required to establish “safe” or “unsafe” levels (i.e., permissible exposure limits).

It is generally accepted in the industry that indoor fungal growth is undesirable and inappropriate, necessitating removal or other appropriate remedial actions. The New York City guidelines and EPA guidelines for mold remediation in schools and commercial buildings define the conditions warranting mold remediation. Always remember that water is the key. Preventing water damage or water condensation will prevent mold growth.

This report is not intended to provide medical advice or advice concerning the relative safety of an occupied space. Always consult an occupational or environmental health physician who has experience addressing indoor air contaminants if you have any questions.

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4. Glossary of Fungi

ASPERGILLUS/PENICILLIUM	
Natural Habitat	Plant debris ·Seed ·Cereal crops
Suitable Substrates in the Indoor Environment	Grows on a wide range of substrates indoors ·Prevalent in water damaged buildings ·Foods (blue mold on cereals, fruits, vegetables, dried foods) ·House dust ·Fabrics ·Leather ·Wallpaper ·Wallpaper glue
Water Activity	Aw=0.75-0.94
Mode of Dissemination	Wind ·Insects
Allergic Potential	Type I (hay fever, asthma) ·Type III (hypersensitivity)
Potential or Opportunistic Pathogens	Possible depending on the species.
Industrial Uses	Many depending on the species
Potential Toxins Produced	Possible depending on the species.
Other Comments	Spores of Aspergillus and Penicillium (including others such as Acremonium, Talaromyces, and Paecilomyces) are small and spherical with few distinguishing characteristics. They cannot be differentiated or speciated by non-viable impaction sampling methods. Some species with very small spores may be undercounted in samples with high background debris.

BASIDIOSPORES	
Natural Habitat	Forest floors. Lawns .Plants (saprobes or pathogens depending on genus)
Suitable Substrates in the Indoor Environment	Depends on genus. Wood products
Water Activity	Unknown.
Mode of Dissemination	Forcible ejection. Wind currents.
Allergic Potential	Type I allergies (hay fever, asthma) . Type III (hypersensitivity pneumonitis)
Potential or Opportunistic Pathogens	Depends on genus.
Industrial Uses	Edible mushrooms are used in the food industry.
Potential Toxins Produced	Amanitins. monomethyl-hydrazine. muscarine. ibotenic acid. psilocybin.
Other Comments	Basidiospores are the result of sexual reproduction and formed on a structure called the basidium. Basidiospores belong to the members of the Phylum Basidiomycota, which includes mushrooms, shelf fungi, rusts, and smuts.

CHAETOMIUM	
Natural Habitat	Dung. Seeds. Soil. Straw.
Suitable Substrates in the Indoor Environment	Paper. Sheetrock. Wallpaper.
Water Activity	Aw=0.84-0.89.
Mode of Dissemination	Wind. Insects. Water splash.
Allergic Potential	Type I (asthma and hay fever).
Potential or Opportunistic Pathogens	Onychomycosis. C. perlucidum recognized as a new agent of cerebral phaeohyphomycosis.
Industrial Uses	Cellulase production, Textile testing.
Potential Toxins Produced	Chaetomin. Chaetoglobosins A,B,D and F are produced by Chaetomium globosum. Sterigmatocystin is produced by rare species

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CLADOSPORIUM	
Natural Habitat	Dead plant matter. Straw. Soil. Woody plants
Suitable Substrates in the Indoor Environment	Fiberglass duct liner. Paint. Textiles. Found in high concentration in water-damaged building materials.
Water Activity	Aw 0.84-0.88
Mode of Dissemination	Air
Allergic Potential	Type I (asthma and hay fever).
Potential or Opportunistic Pathogens	Edema. keratitis. onychomycosis. pulmonary infections. Sinusitis.
Industrial Uses	Produces 10 antigens.
Potential Toxins Produced	Cladosporin and Emodin.

MYXOMYCETES++	
Natural Habitat	Decaying logs, Dead leaves , Dung , Lawns , Mulched flower beds, Lawns
Suitable Substrates in the Indoor Environment	Rotting lumber
Free moisture required for mold growth	Unknown
Mode of Dissemination	Insects, Water, Wind
Allergic Potential	Type I
Potential or Opportunistic Pathogens	Unknown
Industrial Uses	
Other Comments	Includes Myxomycetes, Smut, and Periconia.

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5. References and Informational Links

Books

- Bioaerosols: Assessment and Control. Janet Macher, Ed., American Conference of Governmental Industrial Hygienists, Cincinnati, OH 1999.
- Exposure Guidelines for Residential Indoor Air Quality. Environmental Health Directorate, Health Protection Branch, Health Canada, Ottawa, Ontario, 1989.
- Fungal Contamination in Public Buildings: Health Effects and Investigation Methods. Health Canada, Ottawa, Ontario, 2004.
- IICRC: S500 Standard and Reference Guide for Professional Water Damage Restoration. 3rd Edition, Institute of Inspection, Cleaning, and Restoration Certification, Vancouver, WA, 2006

  IICRC: S520 Standard and Reference Guide for Professional Mold Remediation. 1st Edition, Institute of Inspection, Cleaning, and Restoration Certification, Vancouver, WA, 2004
- Field Guide for the Determination of Biological Contaminants in Environmental Samples. 2nd Edition, American Industrial Hygiene Association, 2005.

Consumer Links

Read the full text of AIHA's "The Facts About Mold" consumer brochure.
<http://www.aiha.org/get-involved/VolunteerGroups/Documents/BiosafetyVG-FactsAbout%20MoldDecember2011.pdf>

The Occupational Safety and Health Administration (OSHA)
http://www.osha.gov/SLTC/molds/index.html

CDC Mold Facts
http://www.cdc.gov/mold/faqs.htm

CDC Stachybotrys - Questions and answers on Stachybotrys chartarum and other molds
http://www.cdc.gov/mold/stachy.htm

IOM, NAS: Clearing the Air: Asthma and Indoor Air Exposures
https://www.epa.gov/indoor-air-quality-iaq/should-you-have-air-ducts-your-home-cleaned

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National Library of Medicine-Mold website
http://www.nlm.nih.gov/medlineplus/molds.html

California Department of Health Services (CADOHS)
https://www.cdph.ca.gov/Programs/CCDPHP/DEODC/EHLB/IAQ/Pages/Mold.aspx

Minnesota Department of Health
http://www.health.state.mn.us/divs/eh/indoorair/mold/index.html

New York City Department of Health and Mental Hygiene
https://www1.nyc.gov/site/doh/health/health-topics/mold.page

H.R.: The United States Toxic Mold Safety and Protection Act

EPA

"Should You Have the Air Ducts in Your Home Cleaned?"
<http://www.epa.gov/iaq/pubs/airduct.html>

General information about molds and actions that can be taken to clean up or prevent a mold problem.
<http://www.epa.gov/asthma/molds.html>

“A Brief Guide to Mold, Moisture, and Your Home” - Includes basic information on mold, cleanup guidelines, and moisture and mold prevention
http://www.epa.gov/mold/moldguide.html

“Mold Remediation in Schools and Commercial Buildings” - Information on remediation in schools and commercial property, references for potential mold and moisture remediators.
https://www.epa.gov/mold/mold-remediation-schools-and-commercial-buildings-guide

FEMA

“Homes That Were Flooded May Harbor Mold Problems” - Information and tips for cleaning mold.
http://www.fema.gov/news-release/homes-were-flooded-may-harbor-mold-problems

“Dealing With Mold & Mildew in Your Flood Damaged Home.
http://www.fema.gov/pdf/rebuild/recover/fema_mold_brochure_english.pdf

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6. Important Terms, Conditions, and Limitations

A. Sample Retention

Samples analyzed by EMSL will be retained for 60 days after analysis date Storage beyond this period is available for a fee with written request prior to the initial 30 day period. Samples containing hazardous/toxic substances which require special handling will be returned to the client immediately. EMSLreserves the right to charge a sample disposal fee or return samples to the client.

B. Change Orders and Cancellation

All changes in the scope of work or turnaround time requested by the client after sample acceptance must be made in writing and confirmed in writing by EMSL. If requested changes result in a change in cost the client must accept payment responsibility. In the event work is cancelled by a client, EMSL will complete work in progress and invoice for work completed to the point of cancellation notice. EMSL is not responsible for. holding times that are exceeded due to such changes.

C. Warranty

EMSL warrants to its clients that all services provided hereunder shall be performed in accordance with established and recognized analytical testing procedures and with reasonable care in accordance with applicable federal, state and local laws. The foregoing express warranty is exclusive and is given in lieu of all other warranties, expressed or implied. EMSL disclaims any other warranties, express or implied, including a warranty of fitness for particular purpose and warranty of merchantability.

D. Limits of Liability

In no event shall EMSL be liable for indirect, special, consequential, or incidental damages, including, but not limited to, damages for loss of profit or goodwill regardless of the negligence (either sole or concurrent) of EMSL and whether EMSL has been informed of the possibility of such damages, arising out of or in connection with EMSL's services thereunder or the delivery, use, reliance upon or interpretation of test results by client or any third party. We accept no legal responsibility for the purposes for which the client uses the test results. EMSL will not be held responsible for the improper selection of sampling devices even if we supply the device to the user. The user of the sampling device has the sole responsibility to select the proper sampler and sampling conditions to insure that a valid sample is taken for analysis. Any resampling performed will be at the sole discretion of EMSL, the cost of which shall be limited to the reasonable value of the original sample delivery group (SDG) samples. In no event shall EMSL be liable to a client or any third party, whether based upon theories

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of tort, contract or any other legal or equitable theory, in excess of the amount paid to EMSL by client thereunder.

E. Indemnification

Client shall indemnify EMSL and its officers, directors and employees and hold each of them harmless for any liability, expense or cost, including reasonable attorney's fees, incurred by reason of any third party claim in connection with EMSL services, the test result data or its use by client

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INDOOR AIR QUALITY INVESTIGATION
FINAL REPORT

for:
Mr. Jason Zirnis
Assistant Superintendent of Business and Operations
Hazel Park Schools
1620 E Elza
Hazel Park, Michigan 48030

at:
Hazel Park High School
23400 Hughes Ave
Hazel Park, MI 48030

by:
Nova Environmental, Inc.
5300 Plymouth Road
Ann Arbor, Michigan

Project #CI0421/HS157
January 21, 2021

INTRODUCTION/BACKGROUND

Mr. Jason Zirnis, Assistant Superintendent of Business and Operations for Hazel Park Schools, contacted Nova Environmental, Inc. indicating that he would like to conduct an Indoor Air Quality (IAQ) Investigation including a visual inspection and mold air samples to determine the overall indoor air quality within various locations at Hazel Park High School.

METHODS

Nova Environmental, Inc. conducted various monitoring activities within Hazel Park High School.

The investigation included the following:

- A visual inspection for any obvious indoor pollution sources in areas of specific concern;
- Air sampling in order to determine airborne concentrations of total mold and fungal spores in representative locations within the building;

INVESTIGATION SUMMARY

AIRBORNE FUNGAL SPORE SAMPLING

Bioaerosols are defined as materials that have been finely divided and suspended in the air (aerosol) that have a biological origin or activity (bio-). Or simply, these are living or dead bacteria, mold and fungi or the spores of mold and fungi. Individuals may react to the entire bacteria, mold and fungi or its spores, or react to mycotoxins, the chemicals that the fungi produce as a by-product of their metabolism. These "biological particles" and mycotoxins can affect different people in different ways and have the potential to cause a variety of physical symptoms. Fungal air sampling can be conducted after a definite source has been identified, as a pro-active means of characterizing a building's air or to possibly eliminate a major fungal infestation as the cause of occupant complaints. Although there are no regulatory standards regarding exposures to molds, comparisons between samples can be reviewed in an attempt to determine if potential indoor mold amplification sites exist, with the results being reported a Fungal Structures/m^3. Variables such as outdoor fungal types and concentrations as well as the number and specific types of fungal organisms indoors and their potential sources, must all be considered when interpreting sample results; no one comparison or interpretation is typically appropriate.

Fungal air sampling was conducted in order to characterize the indoor fungal spore composition in the applicable areas of the building. There were a total of four fungal spore samples collected at the building. They included 01A (Main Office), 02A (Cafeteria), 03A (Room 143), and 04A (Exterior).

Samples 01A-03A were collected in representative areas while 04A was collected as control sample.

As identified on the attached analytical results sheets, sample 04A (exterior comparison sample) result for total fungal counts per cubic meter (Count/m^3) was 440 Count/m^3. The samples in the representative area being 01A at 100 Count/m^3, 02A at 90 Count/m^3, and 03A at None Detected Count/m^3. The predominant types of mold identified in the indoor representative areas were comparable to each other and the outdoor comparison sample.

Based on the fact that the predominant types of mold identified were similar or the same for all samples, it appears that there are no amplification sites of mold within the areas of concern in the building. The visual inspection of the areas did not indicate any signs of visible fungal growth. Several water-stained ceiling tiles were observed in the main office conference room.

RECOMMENDATIONS

- Replace all filters in the HVAC system regularly – as recommended by the manufacturer.
- Ensure all HVAC units are functioning properly and rooms have adequate ventilation.
- Regularly clean all HVAC components including return and supply air grates.
- Any areas or spaces with high moisture or water intrusion should be investigated immediately.
- Remove all water-stained materials and investigate/repair the root cause of the water infiltration.

AIR MONITORING RESULTS

Client: Hazel Park Schools

Building: Hazel Park High School

Location: Throughout

Project Number: CI0421/HS157

Nova Environmental, Inc.
Indoor Air Quality Data Sheet
Fungal Spore Air Sampling

Date: 1/21/21

Nova Representative: L. Whitton

Outside Weather Conditions: 37° F
Mostly Sunny, Wind SW @ 10 MPH

Sample Number	Location	Pump I.D.	Start Time	Stop Time	Sample Time (min)	Start Flow Rate (L/min)	Stop Flow Rate (L/min)	Volume (L)	Notes
01A	Main Office	272	2:53 PM	2:58 PM	5	14.31	14.31	71.55	DC, WC, VO
02A	Cafeteria	272	3:00 PM	3:05 PM	5	14.31	14.31	71.55	DC, WC, VO
03A	Room 143	272	3:15 PM	3:20 PM	5	14.31	14.31	71.55	DC, WC, VF
04A	Exterior	272	3:06 PM	3:11 PM	5	14.31	14.31	71.55	@3' AGL o/s Cafeteria

DO = Door Open, DC = Door Closed, WO = Windows Open, WC = Windows Closed, VO = Vent On, VF = Vent Off, AFL = Above Floor Level, AGL = Above Ground Level
min = minutes, L = Liters, Cassette: Zefon Air-O-Cell®

EXPANDED FUNGAL REPORT ™

Prepared Exclusively For

Nova Environmental, Inc

5300 Plymouth Rd
Ann Arbor, MI 48105
Phone:734-930-0995

Report Date: 1/25/2021
Project: CI0421/HS157
EMSL Order: 082100168

AIHA-LAP, LLC-EMLAP Accredited
#223912

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Attn: Lisa Whitton
Nova Environmental, Inc
5300 Plymouth Rd
Ann Arbor, MI 48105

EMSL Order: 082100168
Customer ID: NOVA53
Collected:
Received: 1/22/2021
Analyzed: 1/25/2021

Proj: CI0421/HS157

1. Description of Analysis

Analytical Laboratory

EMSL Analytical, Inc. (EMSL) is a nationwide, full service, analytical testing laboratory network providing Asbestos, Mold, Indoor Air Quality, Microbiological, Environmental, Chemical, Forensic, Materials, Industrial Hygiene and Mechanical Testing services since 1981. Ranked as the premier independently owned environmental testing laboratory in the nation, EMSL puts analytical quality as its top priority. This quality is recognized by many well-respected federal, state and private accrediting agencies, and assured by our high quality personnel, including many Ph.D. microbiologists and mycologists.

EMSL is an independent laboratory that performed the analysis of these samples. EMSL did not conduct the sampling or site investigation for this report. The samples referenced herein were analyzed under strict quality control procedures using state-of-the-art microbiological methods. The analytical methods used and the data presented are scientifically and legally defensible.

The laboratory data is provided in compliance with ISO-IEC 17025 guidelines for the particular test(s) requested, including any associated limitations for the methods employed. These data are intended for use by professionals having knowledge of the testing methods necessary to interpret them accurately.

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Air Samples - Spore traps:

Spore traps are commercially available sampling devices that capture airborne particles on an adhesive slide. Air is pulled through the device using a vacuum pump. Spores, as well as other airborne particles, are impacted on the collection adhesive. Using spore trap collection methods has inherent limitations. These collection methods are biased towards larger spore sizes.

The analysis for total spore counts is a direct microscopic examination and does not include culturing or growing the fungi. Therefore, the results include both viable and non-viable spores. Some fungal groups produce similar spore types that cannot be distinguished by direct microscopic examination alone (i.e., *Aspergillus/Penicillium*, and others). Other spore types may lack distinguishing features that aid in their identification. These types are grouped into larger categories such as Ascospores or Basidiospores.

Fungal spores are identified and grouped by morphological characteristics including color, shape, septation, ornamentation, and fruiting structures (if present) which are compared to published mycological identification keys and texts. EMSL reports provide spore counts per cubic meter of air to three significant figures. Please note that each spore category is reported to three significant figures. Due to rounding and the application of three significant figures the sum of the individual spore numbers may not equal the total spore count on the report. EMSL does not maintain responsibility for final volume concentrations (counts/m3) since this volume is provided by the field collector and can not be verified by EMSL.

EMSL analyzes spore traps using phase contrast microscopy. There is a wide choice of collection devices (Air-O-Cell, Micro-5, Burkhard, etc.) on the market. Differences in analytical method may exist between spore trap devices.

Spore trap results are reported in spores per cubic meter of air. Due to the other airborne particles collected with the spores, EMSL reports a background particle density. Background density is an indication of overall particulate matter present on the sample (i.e. dust in the air). High background concentrations may obscure spores such as the *Penicillium/Aspergillus* group. The rating system is from 1-5 with 1 = 1 - 25% of the background obscured by material, 2 = 26 - 50%, 3 = 51 - 75%, 4 = 76% - 99%, 5 = 100% or overloaded. A background rating of 4 or higher should be regarded as a minimum count since the actual concentrations may be higher than those reported. EMSL will not be held responsible for overloading of samples. Sample volumes are left to the discretion of the company or persons conducting the fieldwork.

Skin fragment density is the percentage of skin cells making up the total background material, 1 = 1 - 25%, 2 = 26 - 50%, 3 = 51 - 75%, 4 = 76-100%. Skin fragment density is considered an indication of the general cleanliness in the area sampled. It has been estimated that up to 90% of household dust consists of dead skin cells.

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2. Analytical Results

See attached data reports and charts.

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Proj: CI0421/HS157

Test Report: Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	082100168-0001			082100168-0002			082100168-0003		
Client Sample ID:	CI0421/HS157-01A			CI0421/HS157-02A			CI0421/HS157-03A		
Volume (L):	71.55			71.55			71.55		
Sample Location:	Main Office			Cafeteria			Rm 143		
Spore Types	Raw Count	Count/m³	% of Total	Raw Count	Count/m³	% of Total	Raw Count	Count/m³	% of Total
Alternaria (Ulocladium)	-	-	-	-	-	-	-	-	-
Ascospores	-	-	-	-	-	-	-	-	-
Aspergillus/Penicillium	1	50	50	-	-	-	-	-	-
Basidiospores	-	-	-	2	90	100	-	-	-
Bipolaris++	-	-	-	-	-	-	-	-	-
Chaetomium	-	-	-	-	-	-	-	-	-
Cladosporium	-	-	-	-	-	-	-	-	-
Curvularia	-	-	-	-	-	-	-	-	-
Epicoccum	-	-	-	-	-	-	-	-	-
Fusarium	-	-	-	-	-	-	-	-	-
Ganoderma	-	-	-	-	-	-	-	-	-
Myxomycetes++	1	50	50	-	-	-	-	-	-
Pithomyces++	-	-	-	-	-	-	-	-	-
Rust	-	-	-	-	-	-	-	-	-
Scopulariopsis/Microascus	-	-	-	-	-	-	-	-	-
Stachybotrys/Memnoniella	-	-	-	-	-	-	-	-	-
Unidentifiable Spores	-	-	-	-	-	-	-	-	-
Zygomycetes	-	-	-	-	-	-	-	-	-
Torula-like	-	-	-	-	-	-	-	-	-
Total Fungi	**2**	**100**	**100**	**2**	**90**	**100**	**-**	**None Detected**	**-**
Hyphal Fragment	1*	10*	-	-	-	-	-	-	-
Insect Fragment	-	-	-	-	-	-	-	-	-
Pollen	-	-	-	-	-	-	-	-	-
Analyt. Sensitivity 600x	-	45	-	-	45	-	-	45	-
Analyt. Sensitivity 300x	-	14*	-	-	14*	-	-	14*	-
Skin Fragments (1-4)	-	1	-	-	1	-	-	1	-
Fibrous Particulate (1-4)	-	1	-	-	1	-	-	1	-
Background (1-5)	-	1	-	-	1	-	-	1	-

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.

Ryan Shannon, Laboratory Manager
or Other Approved Signatory

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Samples analyzed by EMSL Analytical, Inc. Plymouth, MI AIHA-LAP, LLC-EMLAP Accredited #223912

Initial report from: 01/25/2021 14:34:36

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Attn: Lisa Whitton
Nova Environmental, Inc
5300 Plymouth Rd
Ann Arbor, MI 48105

EMSL Order: 082100168
Customer ID: NOVA53
Collected:
Received: 1/22/2021
Analyzed: 1/25/2021

Proj: CI0421/HS157

Test Report: Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	082100168-0004		
Client Sample ID:	CI0421/HS157-04A		
Volume (L):	71.55		
Sample Location:	Exterior		
Spore Types	**Raw Count**	**Count/m³**	**% of Total**
Alternaria (Ulocladium)	-	-	-
Ascospores	2	90	20.5
Aspergillus/Penicillium	-	-	-
Basidiospores	1	50	11.4
Bipolaris++	-	-	-
Chaetomium	-	-	-
Cladosporium	5	200	45.5
Curvularia	-	-	-
Epicoccum	-	-	-
Fusarium	-	-	-
Ganoderma	-	-	-
Myxomycetes++	1	50	11.4
Pithomyces++	-	-	-
Rust	-	-	-
Scopulariopsis/Microascus	-	-	-
Stachybotrys/Memnoniella	-	-	-
Unidentifiable Spores	-	-	-
Zygomycetes	-	-	-
Torula-like	1	50	11.4
Total Fungi	**10**	**440**	**100**
Hyphal Fragment	-	-	-
Insect Fragment	-	-	-
Pollen	-	-	-
Analyt. Sensitivity 600x	-	45	-
Analyt. Sensitivity 300x	-	14*	-
Skin Fragments (1-4)	-	1	-
Fibrous Particulate (1-4)	-	1	-
Background (1-5)	-	1	-

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.

Ryan Shannon, Laboratory Manager
or Other Approved Signatory

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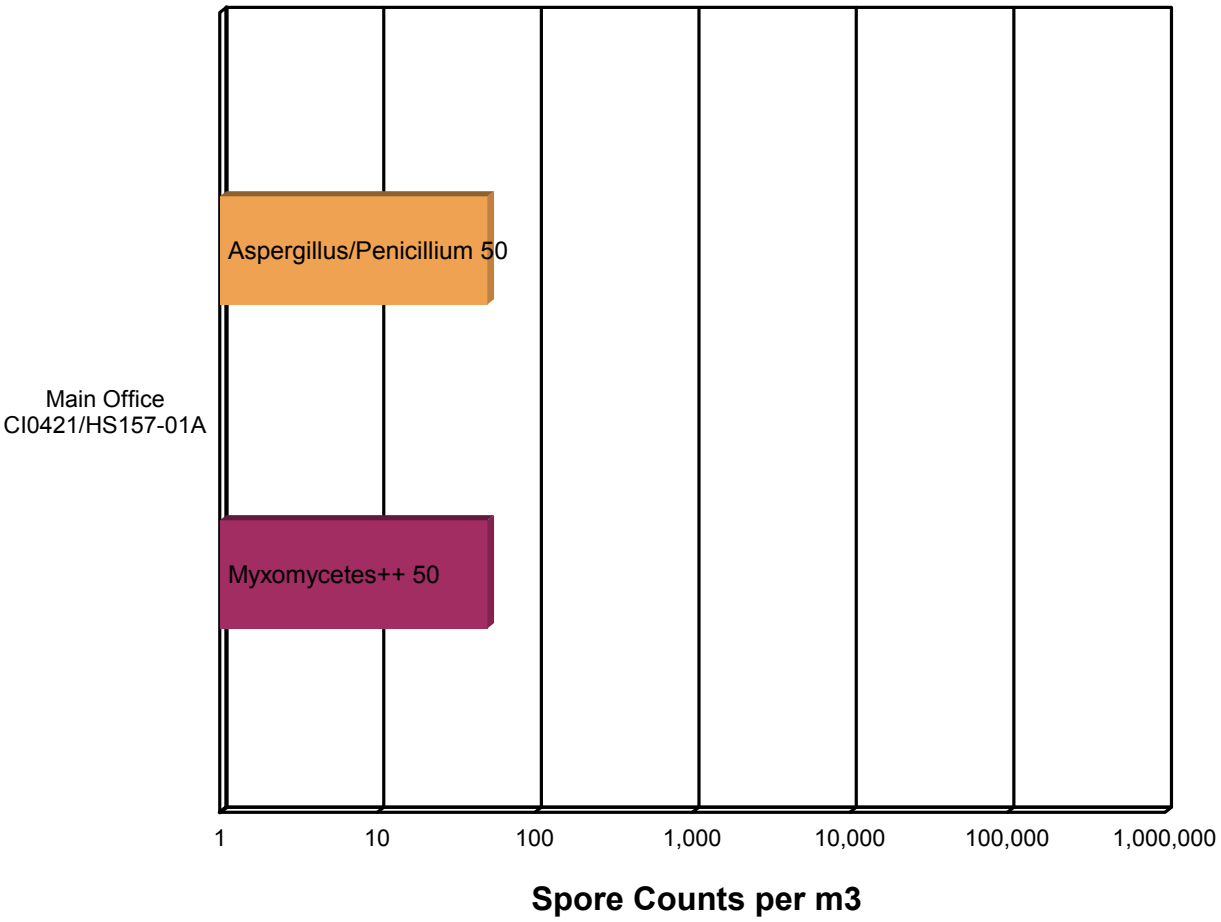
Spore Trap Report: Total Counts



* The chart is displayed using a logarithmic scale. Bar size is not directly proportional to the number of spores.

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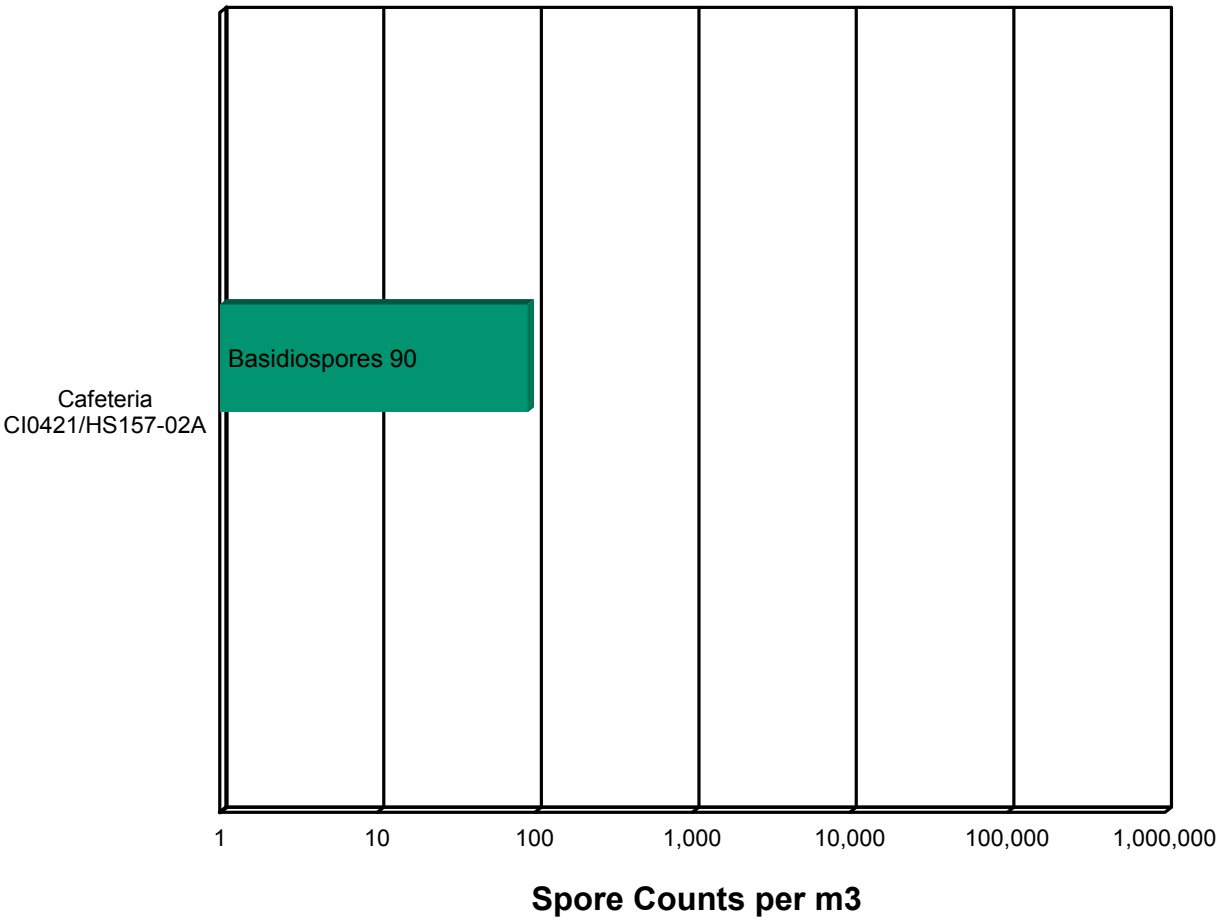
Spore Trap Report: Total Counts



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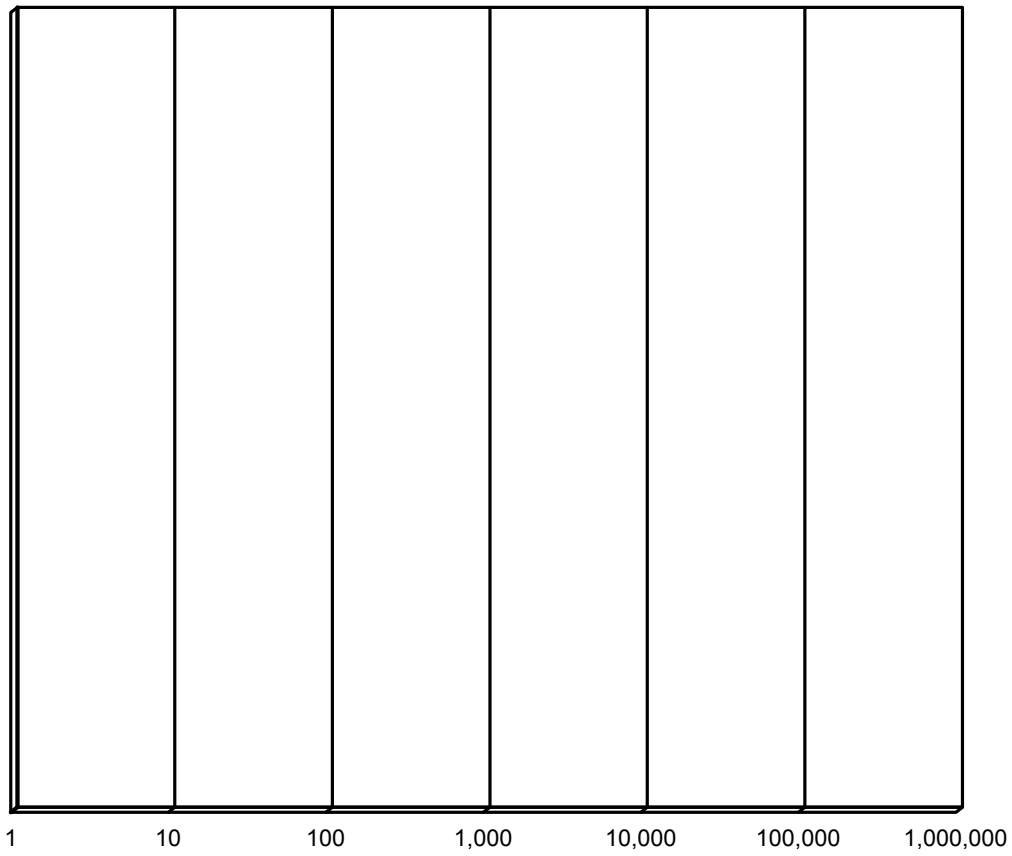
Spore Trap Report: Total Counts

Rm 143
CI0421/HS157-03A



Spore Counts per m3

Ascospores
Aspergillus/Penicillium
Basidiospores
Cladosporium
Myxomycetes++
Torula-like

* The chart is displayed using a logarithmic scale. Bar size is not directly proportional to the number of spores.

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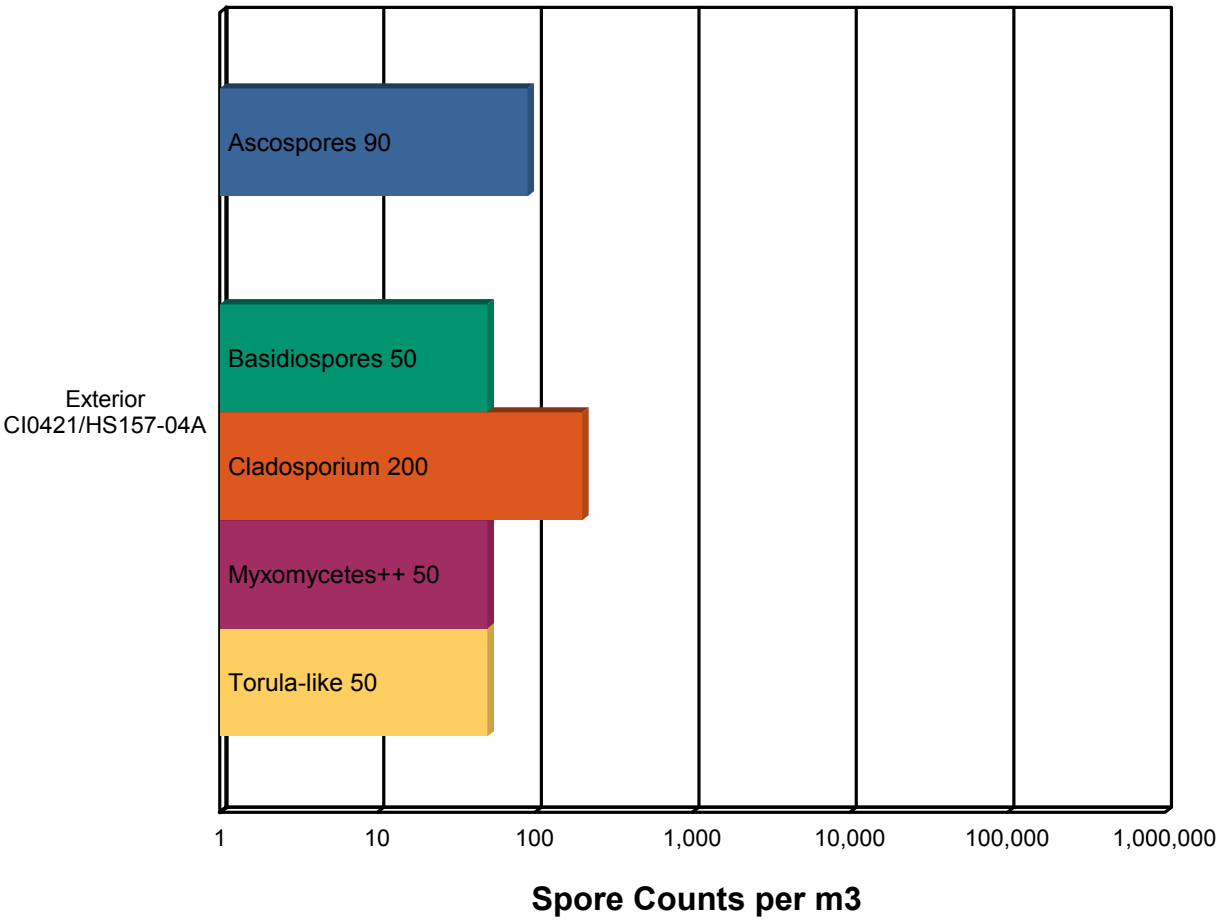
Spore Trap Report: Total Counts



Ascospores
Aspergillus/Penicillium
Basidiospores
Cladosporium
Myxomycetes++
Torula-like

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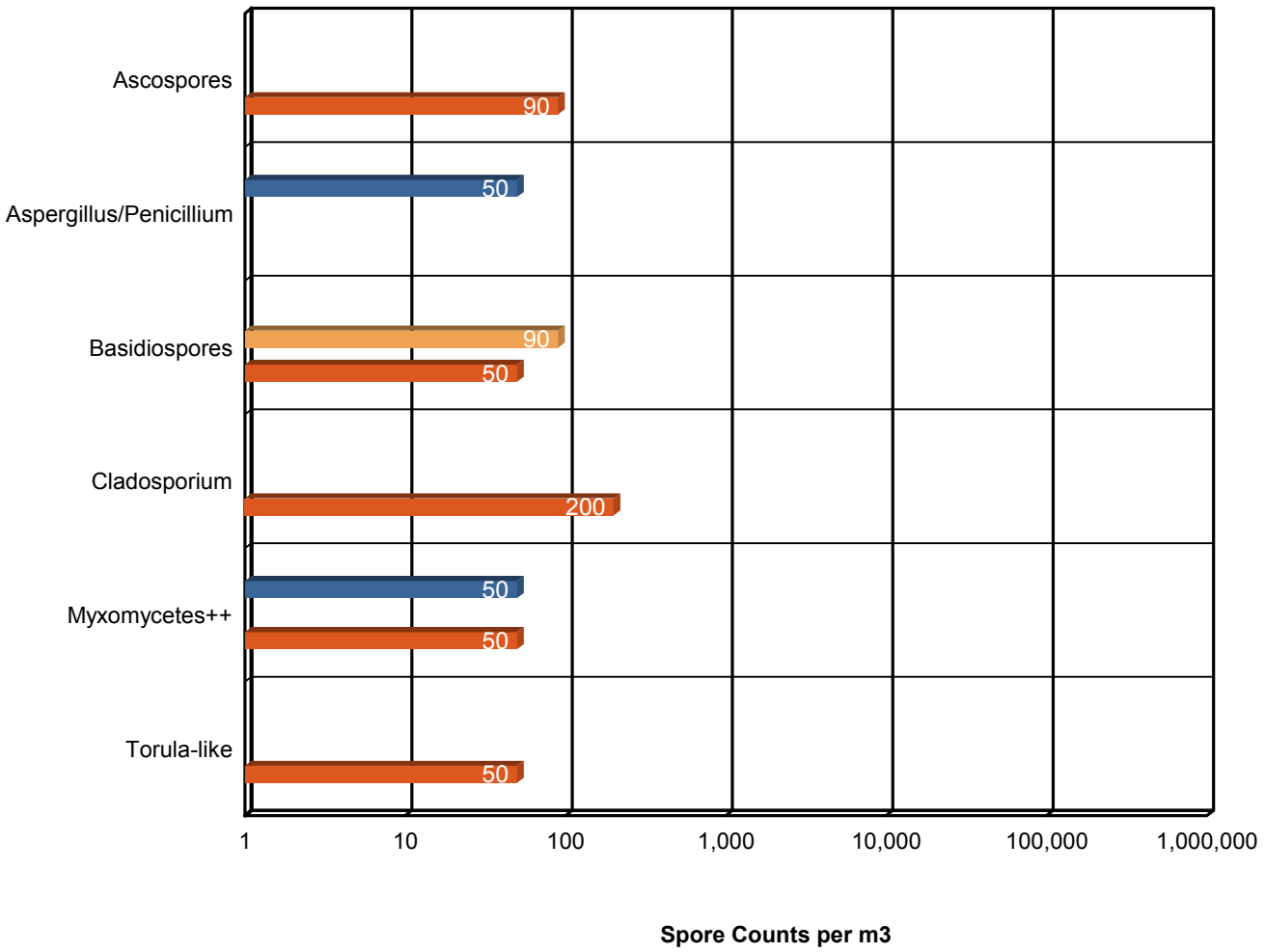
Background Comparison Chart



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3. Understanding the Results

EMSL Analytical, Inc. is an independent laboratory, providing unbiased and scientifically valid results. These data represent only a portion of an overall IAQ investigation. Visual information and environmental conditions measured during the site assessment (humidity, moisture readings, etc.) are crucial to any final interpretation of the results. Many factors impact the final results; therefore, result interpretation should only be conducted by qualified individuals. The American Conference of Governmental Industrial Hygienists (ACGIH) has published a good reference book covering sampling and data interpretation. It is entitled, Bioaerosols: Assessment and Control, 1999.

Fungal spores are found everywhere. Whether or not symptoms develop in people exposed to fungi depends on the nature of the fungal material (e.g., allergenic, toxic, or infectious), the exposure level, and the susceptibility of exposed persons. Susceptibility varies with the genetic predisposition (e.g., allergic reactions do not always occur in all individuals), age, pre-existing medical conditions (e.g., diabetes, cancer, or chronic lung conditions), use of immunosuppressive drugs, and concurrent exposures. These reasons make it difficult to identify dose/response relationships that are required to establish “safe” or “unsafe” levels (i.e., permissible exposure limits).

It is generally accepted in the industry that indoor fungal growth is undesirable and inappropriate, necessitating removal or other appropriate remedial actions. The New York City guidelines and EPA guidelines for mold remediation in schools and commercial buildings define the conditions warranting mold remediation. Always remember that water is the key. Preventing water damage or water condensation will prevent mold growth.

This report is not intended to provide medical advice or advice concerning the relative safety of an occupied space. Always consult an occupational or environmental health physician who has experience addressing indoor air contaminants if you have any questions.

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4. Glossary of Fungi

ASCOSPORES	
Natural Habitat	Everywhere in nature.
Suitable Substrates in the Indoor Environment	Depends on genus and species.
Water Activity	Depends on genus and species.
Mode of Dissemination	Forcible ejection or passive release and dissemination by wind or insects.
Allergic Potential	Depends on genus and species.
Potential or Opportunistic Pathogens	Depends on genus and species.
Industrial Uses	Depends on genus and species.
Potential Toxins Produced	Depends on genus and species.
Other Comments	Ascospores are the result of sexual reproduction and produced in a saclike structure called an ascus. All ascospores belong to members of the Phylum Ascomycota, which encompasses a plethora of genera worldwide.

ASPERGILLUS/PENICILLIUM	
Natural Habitat	Plant debris ·Seed ·Cereal crops
Suitable Substrates in the Indoor Environment	Grows on a wide range of substrates indoors ·Prevalent in water damaged buildings ·Foods (blue mold on cereals, fruits, vegetables, dried foods) ·House dust ·Fabrics ·Leather ·Wallpaper ·Wallpaper glue
Water Activity	Aw=0.75-0.94
Mode of Dissemination	Wind ·Insects
Allergic Potential	Type I (hay fever, asthma) ·Type III (hypersensitivity)
Potential or Opportunistic Pathogens	Possible depending on the species.
Industrial Uses	Many depending on the species
Potential Toxins Produced	Possible depending on the species.
Other Comments	Spores of Aspergillus and Penicillium (including others such as Acremonium, Talaromyces, and Paecilomyces) are small and spherical with few distinguishing characteristics. They cannot be differentiated or speciated by non-viable impaction sampling methods. Some species with very small spores may be undercounted in samples with high background debris.

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Attn: Lisa Whitton
Nova Environmental, Inc
5300 Plymouth Rd
Ann Arbor, MI 48105

EMSL Order: 082100168
Customer ID: NOVA53
Collected:
Received: 1/22/2021
Analyzed: 1/25/2021

Proj: CI0421/HS157

BASIDIOSPORES	
Natural Habitat	Forest floors. Lawns .Plants (saprobes or pathogens depending on genus)
Suitable Substrates in the Indoor Environment	Depends on genus. Wood products
Water Activity	Unknown.
Mode of Dissemination	Forcible ejection. Wind currents.
Allergic Potential	Type I allergies (hay fever, asthma) . Type III (hypersensitivity pneumonitis)
Potential or Opportunistic Pathogens	Depends on genus.
Industrial Uses	Edible mushrooms are used in the food industry.
Potential Toxins Produced	Amanitins. monomethyl-hydrazine. muscarine. ibotenic acid. psilocybin.
Other Comments	Basidiospores are the result of sexual reproduction and formed on a structure called the basidium. Basidiospores belong to the members of the Phylum Basidiomycota, which includes mushrooms, shelf fungi, rusts, and smuts.

CLADOSPORIUM	
Natural Habitat	Dead plant matter. Straw. Soil. Woody plants
Suitable Substrates in the Indoor Environment	Fiberglass duct liner. Paint. Textiles. Found in high concentration in water-damaged building materials.
Water Activity	Aw 0.84-0.88
Mode of Dissemination	Air
Allergic Potential	Type I (asthma and hay fever).
Potential or Opportunistic Pathogens	Edema. keratitis. onychomycosis. pulmonary infections. Sinusitis.
Industrial Uses	Produces 10 antigens.
Potential Toxins Produced	Cladosporin and Emodin.

MYXOMYCETES++	
Natural Habitat	Decaying logs, Dead leaves , Dung , Lawns , Mulched flower beds, Lawns
Suitable Substrates in the Indoor Environment	Rotting lumber
Free moisture required for mold growth	Unknown
Mode of Dissemination	Insects, Water, Wind
Allergic Potential	Type I
Potential or Opportunistic Pathogens	Unknown
Industrial Uses	
Other Comments	Includes Myxomycetes, Smut, and Periconia.

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TORULA-LIKE	
Natural Habitat	A worldwide saprophytic fungi, being isolated from dead plant material and soil.
Suitable Substrates in the Indoor Environment	Wood, paper, wicker furniture, baskets
Water Activity	Unknown
Mode of Dissemination	Wind
Allergic Potential	Hay fever, asthma
Potential or Opportunistic Pathogens	Unknown
Other Comments	Spore appear morphologically similar to Torula but cannot be positively identified because of limitations of spore trap samples.

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5. References and Informational Links

Books

- Bioaerosols: Assessment and Control. Janet Macher, Ed., American Conference of Governmental Industrial Hygienists, Cincinnati, OH 1999.
- Exposure Guidelines for Residential Indoor Air Quality. Environmental Health Directorate, Health Protection Branch, Health Canada, Ottawa, Ontario, 1989.
- Fungal Contamination in Public Buildings: Health Effects and Investigation Methods. Health Canada, Ottawa, Ontario, 2004.
- IICRC: S500 Standard and Reference Guide for Professional Water Damage Restoration. 3rd Edition, Institute of Inspection, Cleaning, and Restoration Certification, Vancouver, WA, 2006

  IICRC: S520 Standard and Reference Guide for Professional Mold Remediation. 1st Edition, Institute of Inspection, Cleaning, and Restoration Certification, Vancouver, WA, 2004
- Field Guide for the Determination of Biological Contaminants in Environmental Samples. 2nd Edition, American Industrial Hygiene Association, 2005.

Consumer Links

Read the full text of AIHA's "The Facts About Mold" consumer brochure.
<http://www.aiha.org/get-involved/VolunteerGroups/Documents/BiosafetyVG-FactsAbout%20MoldDecember2011.pdf>

The Occupational Safety and Health Administration (OSHA)
http://www.osha.gov/SLTC/molds/index.html

CDC Mold Facts
http://www.cdc.gov/mold/faqs.htm

CDC Stachybotrys - Questions and answers on Stachybotrys chartarum and other molds
http://www.cdc.gov/mold/stachy.htm

IOM, NAS: Clearing the Air: Asthma and Indoor Air Exposures
https://www.epa.gov/indoor-air-quality-iaq/should-you-have-air-ducts-your-home-cleaned

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National Library of Medicine-Mold website
http://www.nlm.nih.gov/medlineplus/molds.html

California Department of Health Services (CADOHS)
https://www.cdph.ca.gov/Programs/CCDPHP/DEODC/EHLB/IAQ/Pages/Mold.aspx

Minnesota Department of Health
http://www.health.state.mn.us/divs/eh/indoorair/mold/index.html

New York City Department of Health and Mental Hygiene
https://www1.nyc.gov/site/doh/health/health-topics/mold.page

H.R.: The United States Toxic Mold Safety and Protection Act

EPA

"Should You Have the Air Ducts in Your Home Cleaned?"
<http://www.epa.gov/iaq/pubs/airduct.html>

General information about molds and actions that can be taken to clean up or prevent a mold problem.
<http://www.epa.gov/asthma/molds.html>

“A Brief Guide to Mold, Moisture, and Your Home” - Includes basic information on mold, cleanup guidelines, and moisture and mold prevention
http://www.epa.gov/mold/moldguide.html

“Mold Remediation in Schools and Commercial Buildings” - Information on remediation in schools and commercial property, references for potential mold and moisture remediators.
https://www.epa.gov/mold/mold-remediation-schools-and-commercial-buildings-guide

FEMA

“Homes That Were Flooded May Harbor Mold Problems” - Information and tips for cleaning mold.
http://www.fema.gov/news-release/homes-were-flooded-may-harbor-mold-problems

“Dealing With Mold & Mildew in Your Flood Damaged Home.
http://www.fema.gov/pdf/rebuild/recover/fema_mold_brochure_english.pdf

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6. Important Terms, Conditions, and Limitations

A. Sample Retention

Samples analyzed by EMSL will be retained for 60 days after analysis date Storage beyond this period is available for a fee with written request prior to the initial 30 day period. Samples containing hazardous/toxic substances which require special handling will be returned to the client immediately. EMSLreserves the right to charge a sample disposal fee or return samples to the client.

B. Change Orders and Cancellation

All changes in the scope of work or turnaround time requested by the client after sample acceptance must be made in writing and confirmed in writing by EMSL. If requested changes result in a change in cost the client must accept payment responsibility. In the event work is cancelled by a client, EMSL will complete work in progress and invoice for work completed to the point of cancellation notice. EMSL is not responsible for. holding times that are exceeded due to such changes.

C. Warranty

EMSL warrants to its clients that all services provided hereunder shall be performed in accordance with established and recognized analytical testing procedures and with reasonable care in accordance with applicable federal, state and local laws. The foregoing express warranty is exclusive and is given in lieu of all other warranties, expressed or implied. EMSL disclaims any other warranties, express or implied, including a warranty of fitness for particular purpose and warranty of merchantability.

D. Limits of Liability

In no event shall EMSL be liable for indirect, special, consequential, or incidental damages, including, but not limited to, damages for loss of profit or goodwill regardless of the negligence (either sole or concurrent) of EMSL and whether EMSL has been informed of the possibility of such damages, arising out of or in connection with EMSL's services thereunder or the delivery, use, reliance upon or interpretation of test results by client or any third party. We accept no legal responsibility for the purposes for which the client uses the test results. EMSL will not be held responsible for the improper selection of sampling devices even if we supply the device to the user. The user of the sampling device has the sole responsibility to select the proper sampler and sampling conditions to insure that a valid sample is taken for analysis. Any resampling performed will be at the sole discretion of EMSL, the cost of which shall be limited to the reasonable value of the original sample delivery group (SDG) samples. In no event shall EMSL be liable to a client or any third party, whether based upon theories

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of tort, contract or any other legal or equitable theory, in excess of the amount paid to EMSL by client thereunder.

E. Indemnification

Client shall indemnify EMSL and its officers, directors and employees and hold each of them harmless for any liability, expense or cost, including reasonable attorney's fees, incurred by reason of any third party claim in connection with EMSL services, the test result data or its use by client

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INDOOR AIR QUALITY INVESTIGATION
FINAL REPORT

for:
Mr. Jason Zirnis
Assistant Superintendent of Business and Operations
Hazel Park Schools
1620 E Elza
Hazel Park, Michigan 48030

at:
Jardon School
2200 Woodward Heights Blvd
Ferndale, MI 48220

by:
Nova Environmental, Inc.
5300 Plymouth Road
Ann Arbor, Michigan

Project #CI0421/J107
January 21, 2021

INTRODUCTION/BACKGROUND

Mr. Jason Zirnis, Assistant Superintendent of Business and Operations for Hazel Park Schools, contacted Nova Environmental, Inc. indicating that he would like to conduct an Indoor Air Quality (IAQ) Investigation including a visual inspection and mold air samples to determine the overall indoor air quality within various locations as well as one area of concern (Room 165 sink room) at Jardon School. A sink had leaked in the room and the drywall had been cut out just prior to the sampling.

METHODS

Nova Environmental, Inc. conducted various monitoring activities within Jardon School.

The investigation included the following:

- A visual inspection for any obvious indoor pollution sources in areas of specific concern;
- Air sampling in order to determine airborne concentrations of total mold and fungal spores in representative locations within the building;

INVESTIGATION SUMMARY

AIRBORNE FUNGAL SPORE SAMPLING

Bioaerosols are defined as materials that have been finely divided and suspended in the air (aerosol) that have a biological origin or activity (bio-). Or simply, these are living or dead bacteria, mold and fungi or the spores of mold and fungi. Individuals may react to the entire bacteria, mold and fungi or its spores, or react to mycotoxins, the chemicals that the fungi produce as a by-product of their metabolism. These "biological particles" and mycotoxins can affect different people in different ways and have the potential to cause a variety of physical symptoms. Fungal air sampling can be conducted after a definite source has been identified, as a pro-active means of characterizing a building's air or to possibly eliminate a major fungal infestation as the cause of occupant complaints. Although there are no regulatory standards regarding exposures to molds, comparisons between samples can be reviewed in an attempt to determine if potential indoor mold amplification sites exist, with the results being reported a Fungal Structures/m^3. Variables such as outdoor fungal types and concentrations as well as the number and specific types of fungal organisms indoors and their potential sources, must all be considered when interpreting sample results; no one comparison or interpretation is typically appropriate.

Fungal air sampling was conducted in order to characterize the indoor fungal spore composition in the applicable areas of the building. There was a total of four fungal spore samples collected at the building. They included 01A (Main Office), 02A (Room 161), 03A (Room 165), and 04A (Room 165 Sink Room).

Samples 01A-03A were collected in representative areas while 04A was collected in the area of complaint and the exterior comparison sample is from WB147 – 04A.

As identified on the attached analytical results sheets, sample WB147 - 04A (exterior comparison sample) result for total fungal counts per cubic meter (Count/m^3) was 330 Count/m^3. The samples in the representative area being 01A at 40 Count/m^3, 02A at 40 Count/m^3, 03A at 240 Count/m^3, and 04A at 1,100 Count/m^3. The total counts for sample 04A were slightly elevated when compared to the representative area samples and the exterior sample.

The visual inspection of the complaint area indicated suspect fungal growth on the wall materials behind the sink as well as the inside of the cabinet. Water staining was also observed inside the cabinet in Room 165 sink room.

RECOMMENDATIONS

- Remove all water-stained materials and investigate/repair the root cause of the water infiltration.
- Remove/clean all materials with suspect fungal growth and apply a biocide encapsulant to remaining areas.
- Conduct post removal air sampling to ensure removal of source.
- Replace all filters in the HVAC system regularly – as recommended by the manufacturer.
- Ensure all HVAC units are functioning properly and rooms have adequate ventilation.
- Regularly clean all HVAC components including return and supply air grates.
- Any areas or spaces with high moisture or water intrusion should be investigated immediately.

AIR MONITORING RESULTS

Client: Hazel Park Schools

Building: Jardon School

Location: Throughout

Project Number: CI0421/J107

Nova Environmental, Inc.
Indoor Air Quality Data Sheet
Fungal Spore Air Sampling

Date: 1/21/21

Nova Representative: L. Whitton

Outside Weather Conditions: 37° F
Mostly Sunny, Wind SW @ 10 MPH

Sample Number	Location	Pump I.D.	Start Time	Stop Time	Sample Time (min)	Start Flow Rate (L/min)	Stop Flow Rate (L/min)	Volume (L)	Notes
01A	Main Office	272	4:42 PM	4:47 PM	5	14.31	14.31	71.55	DO, WC, VF
02A	Room 161	272	4:49 PM	4:54 PM	5	14.31	14.31	71.55	DC, WC, VF
03A	Room 165	272	4:56 PM	5:01 PM	5	14.31	14.31	71.55	DC, WC, VF
04A	Room 165 Sink Room	272	5:02 PM	5:07 PM	5	14.31	14.31	71.55	DC, VF

DO = Door Open, DC = Door Closed, WO = Windows Open, WC = Windows Closed, VO = Vent On, VF = Vent Off, AFL = Above Floor Level, AGL = Above Ground Level
min = minutes, L = Liters, Cassette: Zefon Air-O-Cell®

EXPANDED FUNGAL REPORT ™

Prepared Exclusively For

Nova Environmental, Inc

5300 Plymouth Rd
Ann Arbor, MI 48105
Phone:734-930-0995

Report Date: 1/25/2021
Project: CI0421/J107
EMSL Order: 082100164

AIHA-LAP, LLC-EMLAP Accredited
#223912

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1. Description of Analysis

Analytical Laboratory

EMSL Analytical, Inc. (EMSL) is a nationwide, full service, analytical testing laboratory network providing Asbestos, Mold, Indoor Air Quality, Microbiological, Environmental, Chemical, Forensic, Materials, Industrial Hygiene and Mechanical Testing services since 1981. Ranked as the premier independently owned environmental testing laboratory in the nation, EMSL puts analytical quality as its top priority. This quality is recognized by many well-respected federal, state and private accrediting agencies, and assured by our high quality personnel, including many Ph.D. microbiologists and mycologists.

EMSL is an independent laboratory that performed the analysis of these samples. EMSL did not conduct the sampling or site investigation for this report. The samples referenced herein were analyzed under strict quality control procedures using state-of-the-art microbiological methods. The analytical methods used and the data presented are scientifically and legally defensible.

The laboratory data is provided in compliance with ISO-IEC 17025 guidelines for the particular test(s) requested, including any associated limitations for the methods employed. These data are intended for use by professionals having knowledge of the testing methods necessary to interpret them accurately.

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Air Samples - Spore traps:

Spore traps are commercially available sampling devices that capture airborne particles on an adhesive slide. Air is pulled through the device using a vacuum pump. Spores, as well as other airborne particles, are impacted on the collection adhesive. Using spore trap collection methods has inherent limitations. These collection methods are biased towards larger spore sizes.

The analysis for total spore counts is a direct microscopic examination and does not include culturing or growing the fungi. Therefore, the results include both viable and non-viable spores. Some fungal groups produce similar spore types that cannot be distinguished by direct microscopic examination alone (i.e., *Aspergillus/Penicillium*, and others). Other spore types may lack distinguishing features that aid in their identification. These types are grouped into larger categories such as Ascospores or Basidiospores.

Fungal spores are identified and grouped by morphological characteristics including color, shape, septation, ornamentation, and fruiting structures (if present) which are compared to published mycological identification keys and texts. EMSL reports provide spore counts per cubic meter of air to three significant figures. Please note that each spore category is reported to three significant figures. Due to rounding and the application of three significant figures the sum of the individual spore numbers may not equal the total spore count on the report. EMSL does not maintain responsibility for final volume concentrations (counts/m3) since this volume is provided by the field collector and can not be verified by EMSL.

EMSL analyzes spore traps using phase contrast microscopy. There is a wide choice of collection devices (Air-O-Cell, Micro-5, Burkhard, etc.) on the market. Differences in analytical method may exist between spore trap devices.

Spore trap results are reported in spores per cubic meter of air. Due to the other airborne particles collected with the spores, EMSL reports a background particle density. Background density is an indication of overall particulate matter present on the sample (i.e. dust in the air). High background concentrations may obscure spores such as the *Penicillium/Aspergillus* group. The rating system is from 1-5 with 1 = 1 - 25% of the background obscured by material, 2 = 26 - 50%, 3 = 51 - 75%, 4 = 76% - 99%, 5 = 100% or overloaded. A background rating of 4 or higher should be regarded as a minimum count since the actual concentrations may be higher than those reported. EMSL will not be held responsible for overloading of samples. Sample volumes are left to the discretion of the company or persons conducting the fieldwork.

Skin fragment density is the percentage of skin cells making up the total background material, 1 = 1 - 25%, 2 = 26 - 50%, 3 = 51 - 75%, 4 = 76-100%. Skin fragment density is considered an indication of the general cleanliness in the area sampled. It has been estimated that up to 90% of household dust consists of dead skin cells.

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2. Analytical Results

See attached data reports and charts.

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Test Report: Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	082100164-0001			082100164-0002			082100164-0003		
Client Sample ID:	CI0421/J107-01A			CI0421/J107-02A			CI0421/J107-03A		
Volume (L):	71.55			71.55			71.55		
Sample Location:	Main Office			Rm 161			Rm 165		
Spore Types	Raw Count	Count/m³	% of Total	Raw Count	Count/m³	% of Total	Raw Count	Count/m³	% of Total
Alternaria (Ulocladium)	-	-	-	-	-	-	-	-	-
Ascospores	-	-	-	-	-	-	-	-	-
Aspergillus/Penicillium	-	-	-	-	-	-	-	-	-
Basidiospores	1	40	100	-	-	-	-	-	-
Bipolaris++	-	-	-	-	-	-	-	-	-
Chaetomium	-	-	-	-	-	-	5	200	83.3
Cladosporium	-	-	-	1	40	100	-	-	-
Curvularia	-	-	-	-	-	-	-	-	-
Epicoccum	-	-	-	-	-	-	-	-	-
Fusarium	-	-	-	-	-	-	-	-	-
Ganoderma	-	-	-	-	-	-	-	-	-
Myxomycetes++	-	-	-	-	-	-	1	40	16.7
Pithomyces++	-	-	-	-	-	-	-	-	-
Rust	-	-	-	-	-	-	-	-	-
Scopulariopsis/Microascus	-	-	-	-	-	-	-	-	-
Stachybotrys/Memnoniella	-	-	-	-	-	-	-	-	-
Unidentifiable Spores	-	-	-	-	-	-	-	-	-
Zygomycetes	-	-	-	-	-	-	-	-	-
Total Fungi	**1**	**40**	**100**	**1**	**40**	**100**	**6**	**240**	**100**
Hyphal Fragment	-	-	-	-	-	-	1	40	-
Insect Fragment	-	-	-	-	-	-	-	-	-
Pollen	-	-	-	-	-	-	-	-	-
Analyt. Sensitivity 600x	-	44	-	-	44	-	-	44	-
Analyt. Sensitivity 300x	-	14*	-	-	14*	-	-	14*	-
Skin Fragments (1-4)	-	1	-	-	2	-	-	2	-
Fibrous Particulate (1-4)	-	1	-	-	1	-	-	1	-
Background (1-5)	-	1	-	-	1	-	-	1	-

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.

Ryan Shannon, Laboratory Manager
or Other Approved Signatory

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Samples analyzed by EMSL Analytical, Inc. Plymouth, MI AIHA-LAP, LLC-EMLAP Accredited #223912

Initial report from: 01/25/2021 14:31:20

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EMSL Analytical, Inc.

15111 Northville Rd Plymouth, MI 48170
Phone: (734) 668-6810 Fax: (734) 668-8532 Web: http://www.EMSL.com Email:annarborlab@emsl.com

Attn: Lisa Whitton
Nova Environmental, Inc
5300 Plymouth Rd
Ann Arbor, MI 48105

EMSL Order: 082100164
Customer ID: NOVA53
Collected:
Received: 1/22/2021
Analyzed: 1/25/2021

Proj: CI0421/J107

Test Report: Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	**082100164-0004**		
Client Sample ID:	**CI0421/J107-04A**		
Volume (L):	**71.55**		
Sample Location:	**Rm 165 Sink Room**		
Spore Types	**Raw Count**	**Count/m³**	**% of Total**
Alternaria (Ulocladium)	-	-	-
Ascospores	-	-	-
Aspergillus/Penicillium	14	620	56.4
Basidiospores	1	40	3.6
Bipolaris++	-	-	-
Chaetomium	9	400	36.4
Cladosporium	1	40	3.6
Curvularia	-	-	-
Epicoccum	-	-	-
Fusarium	-	-	-
Ganoderma	-	-	-
Myxomycetes++	-	-	-
Pithomyces++	-	-	-
Rust	-	-	-
Scopulariopsis/Microascus	-	-	-
Stachybotrys/Memnoniella	-	-	-
Unidentifiable Spores	-	-	-
Zygomycetes	-	-	-
Total Fungi	**25**	**1100**	**100**
Hyphal Fragment	1	40	-
Insect Fragment	-	-	-
Pollen	-	-	-
Analyt. Sensitivity 600x	-	44	-
Analyt. Sensitivity 300x	-	14*	-
Skin Fragments (1-4)	-	2	-
Fibrous Particulate (1-4)	-	1	-
Background (1-5)	-	1	-

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.

Ryan Shannon, Laboratory Manager
or Other Approved Signatory

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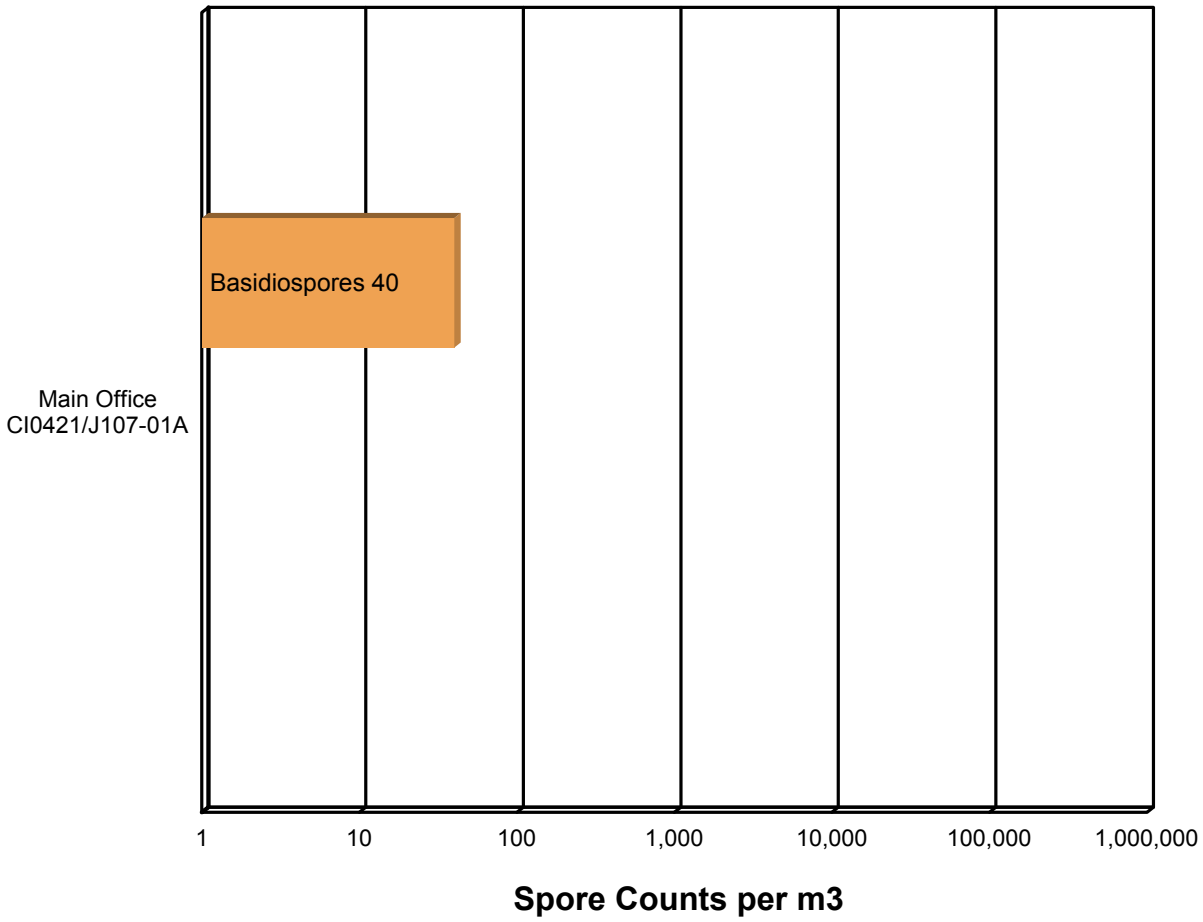
Spore Trap Report: Total Counts



Aspergillus/Penicillium Basidiospores Chaetomium Cladosporium
Myxomycetes++

* The chart is displayed using a logarithmic scale. Bar size is not directly proportional to the number of spores.

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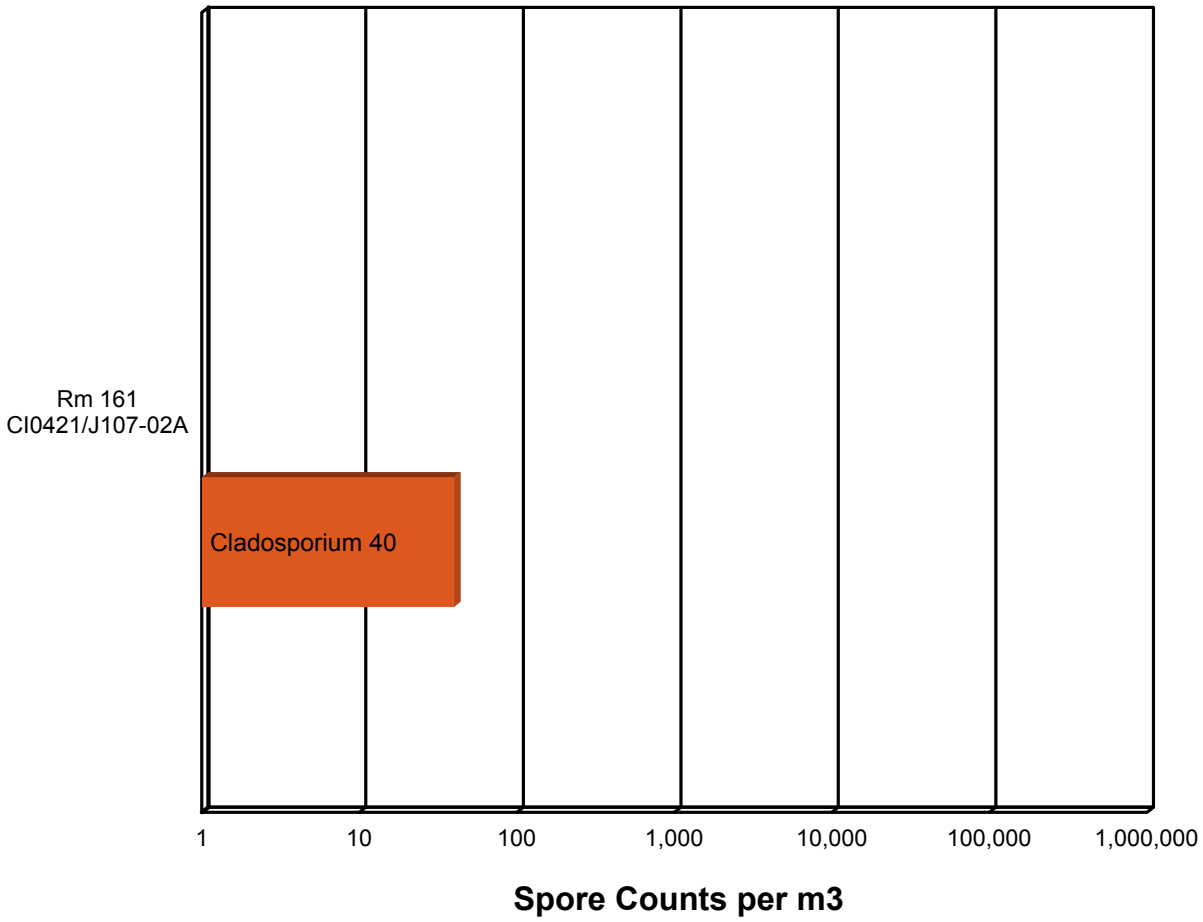

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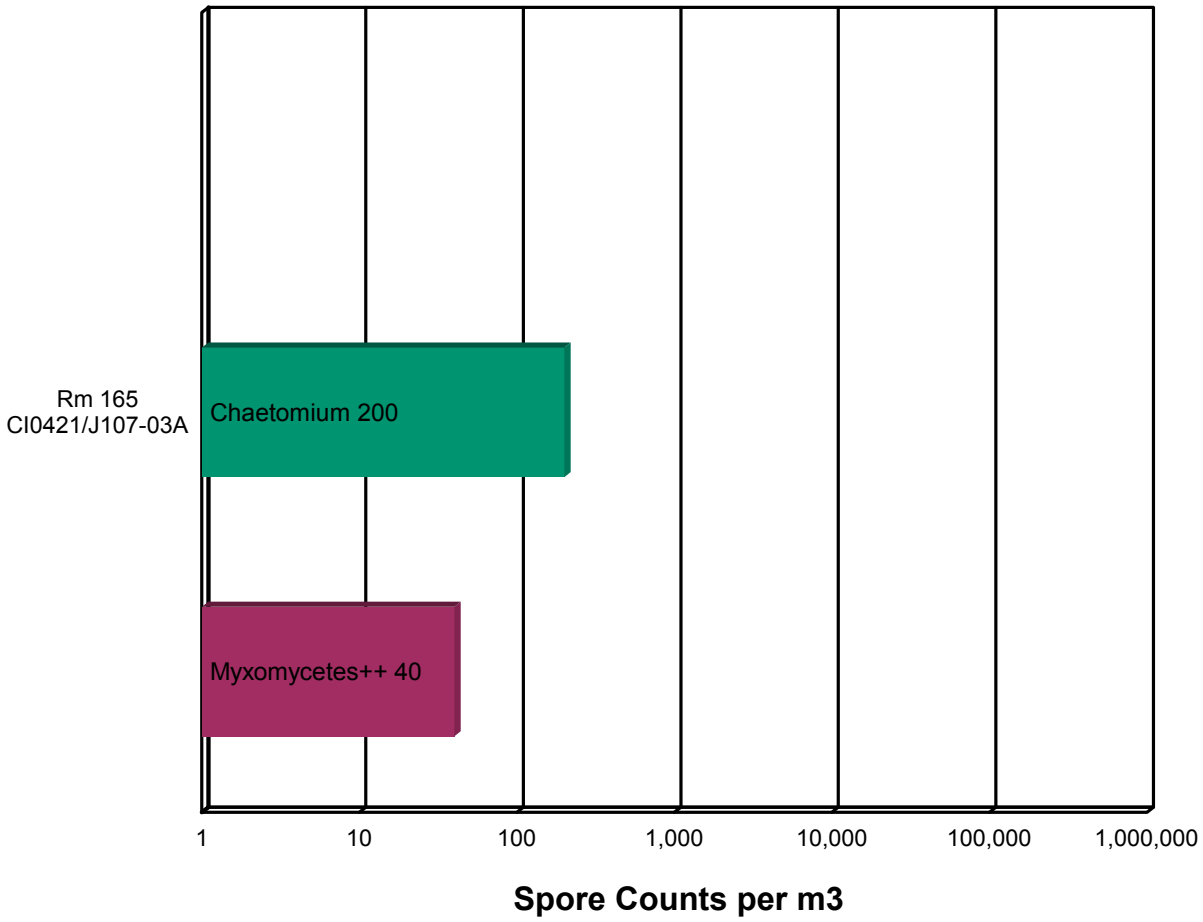

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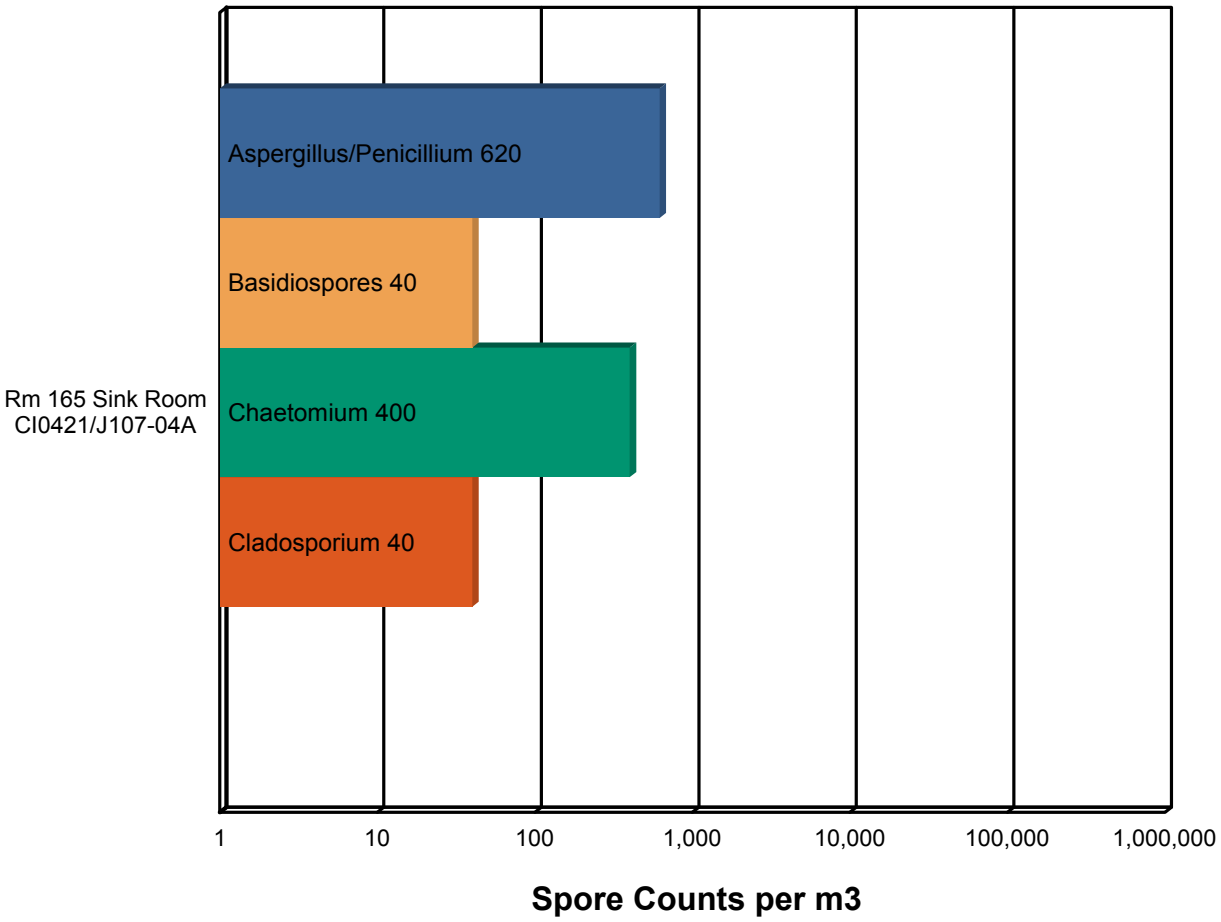

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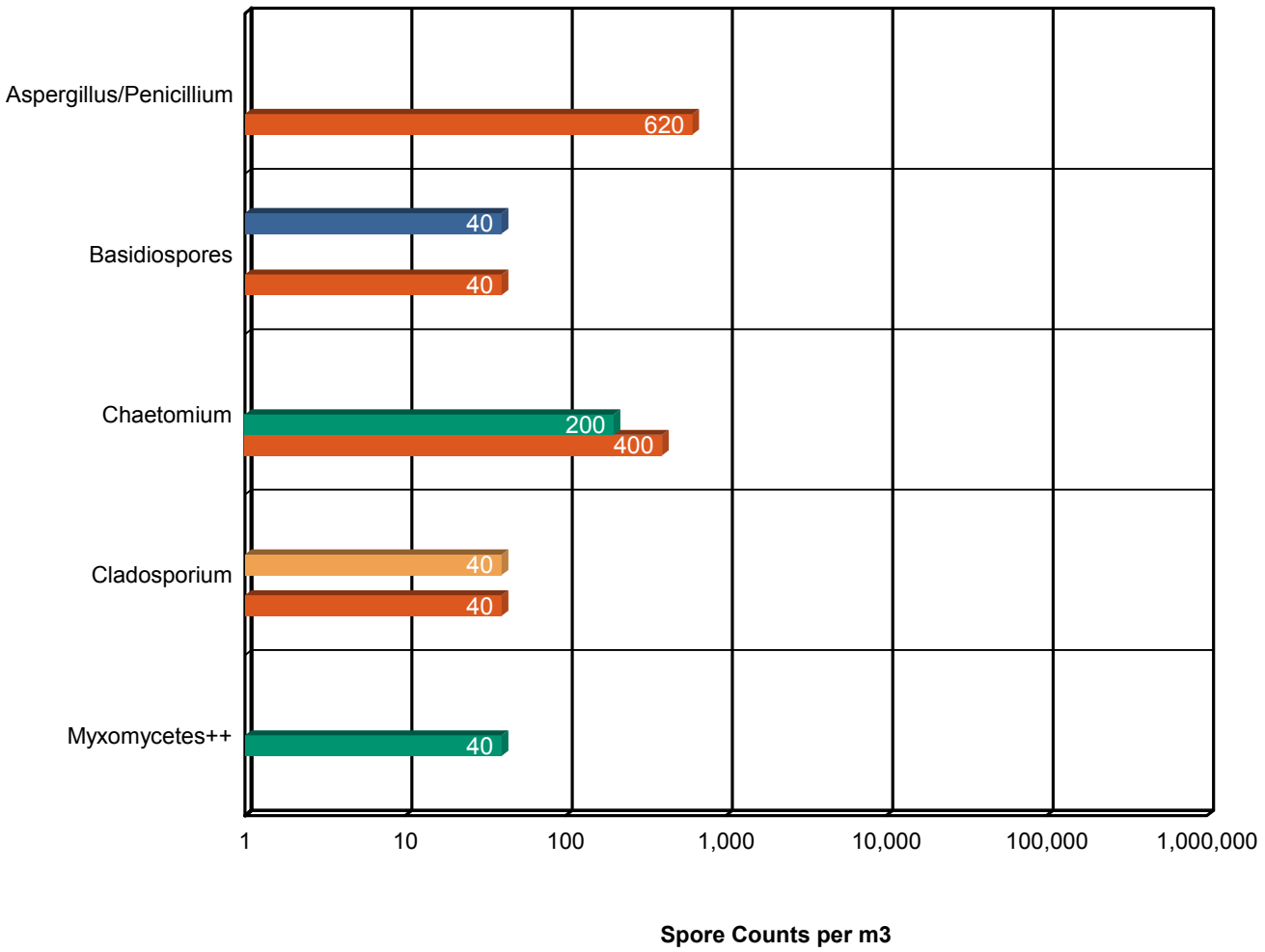
Background Comparison Chart



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3. Understanding the Results

EMSL Analytical, Inc. is an independent laboratory, providing unbiased and scientifically valid results. These data represent only a portion of an overall IAQ investigation. Visual information and environmental conditions measured during the site assessment (humidity, moisture readings, etc.) are crucial to any final interpretation of the results. Many factors impact the final results; therefore, result interpretation should only be conducted by qualified individuals. The American Conference of Governmental Industrial Hygienists (ACGIH) has published a good reference book covering sampling and data interpretation. It is entitled, Bioaerosols: Assessment and Control, 1999.

Fungal spores are found everywhere. Whether or not symptoms develop in people exposed to fungi depends on the nature of the fungal material (e.g., allergenic, toxic, or infectious), the exposure level, and the susceptibility of exposed persons. Susceptibility varies with the genetic predisposition (e.g., allergic reactions do not always occur in all individuals), age, pre-existing medical conditions (e.g., diabetes, cancer, or chronic lung conditions), use of immunosuppressive drugs, and concurrent exposures. These reasons make it difficult to identify dose/response relationships that are required to establish “safe” or “unsafe” levels (i.e., permissible exposure limits).

It is generally accepted in the industry that indoor fungal growth is undesirable and inappropriate, necessitating removal or other appropriate remedial actions. The New York City guidelines and EPA guidelines for mold remediation in schools and commercial buildings define the conditions warranting mold remediation. Always remember that water is the key. Preventing water damage or water condensation will prevent mold growth.

This report is not intended to provide medical advice or advice concerning the relative safety of an occupied space. Always consult an occupational or environmental health physician who has experience addressing indoor air contaminants if you have any questions.

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4. Glossary of Fungi

ASPERGILLUS/PENICILLIUM	
Natural Habitat	Plant debris ·Seed ·Cereal crops
Suitable Substrates in the Indoor Environment	Grows on a wide range of substrates indoors ·Prevalent in water damaged buildings ·Foods (blue mold on cereals, fruits, vegetables, dried foods) ·House dust ·Fabrics ·Leather ·Wallpaper ·Wallpaper glue
Water Activity	Aw=0.75-0.94
Mode of Dissemination	Wind ·Insects
Allergic Potential	Type I (hay fever, asthma) ·Type III (hypersensitivity)
Potential or Opportunistic Pathogens	Possible depending on the species.
Industrial Uses	Many depending on the species
Potential Toxins Produced	Possible depending on the species.
Other Comments	Spores of Aspergillus and Penicillium (including others such as Acremonium, Talaromyces, and Paecilomyces) are small and spherical with few distinguishing characteristics. They cannot be differentiated or speciated by non-viable impaction sampling methods. Some species with very small spores may be undercounted in samples with high background debris.

BASIDIOSPORES	
Natural Habitat	Forest floors. Lawns .Plants (saprobes or pathogens depending on genus)
Suitable Substrates in the Indoor Environment	Depends on genus. Wood products
Water Activity	Unknown.
Mode of Dissemination	Forcible ejection. Wind currents.
Allergic Potential	Type I allergies (hay fever, asthma) . Type III (hypersensitivity pneumonitis)
Potential or Opportunistic Pathogens	Depends on genus.
Industrial Uses	Edible mushrooms are used in the food industry.
Potential Toxins Produced	Amanitins. monomethyl-hydrazine. muscarine. ibotenic acid. psilocybin.
Other Comments	Basidiospores are the result of sexual reproduction and formed on a structure called the basidium. Basidiospores belong to the members of the Phylum Basidiomycota, which includes mushrooms, shelf fungi, rusts, and smuts.

CHAETOMIUM	
Natural Habitat	Dung. Seeds. Soil. Straw.
Suitable Substrates in the Indoor Environment	Paper. Sheetrock. Wallpaper.
Water Activity	Aw=0.84-0.89.
Mode of Dissemination	Wind. Insects. Water splash.
Allergic Potential	Type I (asthma and hay fever).
Potential or Opportunistic Pathogens	Onychomycosis. C. perlucidum recognized as a new agent of cerebral phaeohyphomycosis.
Industrial Uses	Cellulase production, Textile testing.
Potential Toxins Produced	Chaetomin. Chaetoglobosins A,B,D and F are produced by Chaetomium globosum. Sterigmatocystin is produced by rare species

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CLADOSPORIUM	
Natural Habitat	Dead plant matter. Straw. Soil. Woody plants
Suitable Substrates in the Indoor Environment	Fiberglass duct liner. Paint. Textiles. Found in high concentration in water-damaged building materials.
Water Activity	Aw 0.84-0.88
Mode of Dissemination	Air
Allergic Potential	Type I (asthma and hay fever).
Potential or Opportunistic Pathogens	Edema. keratitis. onychomycosis. pulmonary infections. Sinusitis.
Industrial Uses	Produces 10 antigens.
Potential Toxins Produced	Cladosporin and Emodin.

MYXOMYCETES++	
Natural Habitat	Decaying logs, Dead leaves , Dung , Lawns , Mulched flower beds, Lawns
Suitable Substrates in the Indoor Environment	Rotting lumber
Free moisture required for mold growth	Unknown
Mode of Dissemination	Insects, Water, Wind
Allergic Potential	Type I
Potential or Opportunistic Pathogens	Unknown
Industrial Uses	
Other Comments	Includes Myxomycetes, Smut, and Periconia.

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5. References and Informational Links

Books

- Bioaerosols: Assessment and Control. Janet Macher, Ed., American Conference of Governmental Industrial Hygienists, Cincinnati, OH 1999.
- Exposure Guidelines for Residential Indoor Air Quality. Environmental Health Directorate, Health Protection Branch, Health Canada, Ottawa, Ontario, 1989.
- Fungal Contamination in Public Buildings: Health Effects and Investigation Methods. Health Canada, Ottawa, Ontario, 2004.
- IICRC: S500 Standard and Reference Guide for Professional Water Damage Restoration. 3rd Edition, Institute of Inspection, Cleaning, and Restoration Certification, Vancouver, WA, 2006

  IICRC: S520 Standard and Reference Guide for Professional Mold Remediation. 1st Edition, Institute of Inspection, Cleaning, and Restoration Certification, Vancouver, WA, 2004
- Field Guide for the Determination of Biological Contaminants in Environmental Samples. 2nd Edition, American Industrial Hygiene Association, 2005.

Consumer Links

Read the full text of AIHA's "The Facts About Mold" consumer brochure.
<http://www.aiha.org/get-involved/VolunteerGroups/Documents/BiosafetyVG-FactsAbout%20MoldDecember2011.pdf>

The Occupational Safety and Health Administration (OSHA)
http://www.osha.gov/SLTC/molds/index.html

CDC Mold Facts
http://www.cdc.gov/mold/faqs.htm

CDC Stachybotrys - Questions and answers on Stachybotrys chartarum and other molds
http://www.cdc.gov/mold/stachy.htm

IOM, NAS: Clearing the Air: Asthma and Indoor Air Exposures
https://www.epa.gov/indoor-air-quality-iaq/should-you-have-air-ducts-your-home-cleaned

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National Library of Medicine-Mold website
http://www.nlm.nih.gov/medlineplus/molds.html

California Department of Health Services (CADOHS)
https://www.cdph.ca.gov/Programs/CCDPHP/DEODC/EHLB/IAQ/Pages/Mold.aspx

Minnesota Department of Health
http://www.health.state.mn.us/divs/eh/indoorair/mold/index.html

New York City Department of Health and Mental Hygiene
https://www1.nyc.gov/site/doh/health/health-topics/mold.page

H.R.: The United States Toxic Mold Safety and Protection Act

EPA

"Should You Have the Air Ducts in Your Home Cleaned?"
<http://www.epa.gov/iaq/pubs/airduct.html>

General information about molds and actions that can be taken to clean up or prevent a mold problem.
<http://www.epa.gov/asthma/molds.html>

“A Brief Guide to Mold, Moisture, and Your Home” - Includes basic information on mold, cleanup guidelines, and moisture and mold prevention
http://www.epa.gov/mold/moldguide.html

“Mold Remediation in Schools and Commercial Buildings” - Information on remediation in schools and commercial property, references for potential mold and moisture remediators.
https://www.epa.gov/mold/mold-remediation-schools-and-commercial-buildings-guide

FEMA

“Homes That Were Flooded May Harbor Mold Problems” - Information and tips for cleaning mold.
http://www.fema.gov/news-release/homes-were-flooded-may-harbor-mold-problems

“Dealing With Mold & Mildew in Your Flood Damaged Home.
http://www.fema.gov/pdf/rebuild/recover/fema_mold_brochure_english.pdf

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6. Important Terms, Conditions, and Limitations

A. Sample Retention

Samples analyzed by EMSL will be retained for 60 days after analysis date Storage beyond this period is available for a fee with written request prior to the initial 30 day period. Samples containing hazardous/toxic substances which require special handling will be returned to the client immediately. EMSLreserves the right to charge a sample disposal fee or return samples to the client.

B. Change Orders and Cancellation

All changes in the scope of work or turnaround time requested by the client after sample acceptance must be made in writing and confirmed in writing by EMSL. If requested changes result in a change in cost the client must accept payment responsibility. In the event work is cancelled by a client, EMSL will complete work in progress and invoice for work completed to the point of cancellation notice. EMSL is not responsible for. holding times that are exceeded due to such changes.

C. Warranty

EMSL warrants to its clients that all services provided hereunder shall be performed in accordance with established and recognized analytical testing procedures and with reasonable care in accordance with applicable federal, state and local laws. The foregoing express warranty is exclusive and is given in lieu of all other warranties, expressed or implied. EMSL disclaims any other warranties, express or implied, including a warranty of fitness for particular purpose and warranty of merchantability.

D. Limits of Liability

In no event shall EMSL be liable for indirect, special, consequential, or incidental damages, including, but not limited to, damages for loss of profit or goodwill regardless of the negligence (either sole or concurrent) of EMSL and whether EMSL has been informed of the possibility of such damages, arising out of or in connection with EMSL's services thereunder or the delivery, use, reliance upon or interpretation of test results by client or any third party. We accept no legal responsibility for the purposes for which the client uses the test results. EMSL will not be held responsible for the improper selection of sampling devices even if we supply the device to the user. The user of the sampling device has the sole responsibility to select the proper sampler and sampling conditions to insure that a valid sample is taken for analysis. Any resampling performed will be at the sole discretion of EMSL, the cost of which shall be limited to the reasonable value of the original sample delivery group (SDG) samples. In no event shall EMSL be liable to a client or any third party, whether based upon theories

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of tort, contract or any other legal or equitable theory, in excess of the amount paid to EMSL by client thereunder.

E. Indemnification

Client shall indemnify EMSL and its officers, directors and employees and hold each of them harmless for any liability, expense or cost, including reasonable attorney's fees, incurred by reason of any third party claim in connection with EMSL services, the test result data or its use by client

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INDOOR AIR QUALITY INVESTIGATION
FINAL REPORT

for:

Mr. Jason Zirnis
Assistant Superintendent of Business and Operations
Hazel Park Schools
1620 E Elza
Hazel Park, Michigan 48030

at:

United Oaks Elementary School
1001 E Harry Ave
Hazel Park, MI 48030

by:

Nova Environmental, Inc.
5300 Plymouth Road
Ann Arbor, Michigan

Project #CI0421/U122
January 21, 2021

INTRODUCTION/BACKGROUND

Mr. Jason Zirnis, Assistant Superintendent of Business and Operations for Hazel Park Schools, contacted Nova Environmental, Inc. indicating that he would like to conduct an Indoor Air Quality (IAQ) Investigation including a visual inspection and mold air samples to determine the overall indoor air quality within various locations at United Oaks Elementary School.

METHODS

Nova Environmental, Inc. conducted various monitoring activities within United Oaks Elementary School.

The investigation included the following:

- A visual inspection for any obvious indoor pollution sources in areas of specific concern;
- Air sampling in order to determine airborne concentrations of total mold and fungal spores in representative locations within the building;

INVESTIGATION SUMMARY

AIRBORNE FUNGAL SPORE SAMPLING

Bioaerosols are defined as materials that have been finely divided and suspended in the air (aerosol) that have a biological origin or activity (bio-). Or simply, these are living or dead bacteria, mold and fungi or the spores of mold and fungi. Individuals may react to the entire bacteria, mold and fungi or its spores, or react to mycotoxins, the chemicals that the fungi produce as a by-product of their metabolism. These "biological particles" and mycotoxins can affect different people in different ways and have the potential to cause a variety of physical symptoms. Fungal air sampling can be conducted after a definite source has been identified, as a pro-active means of characterizing a building's air or to possibly eliminate a major fungal infestation as the cause of occupant complaints. Although there are no regulatory standards regarding exposures to molds, comparisons between samples can be reviewed in an attempt to determine if potential indoor mold amplification sites exist, with the results being reported a Fungal Structures/m^3. Variables such as outdoor fungal types and concentrations as well as the number and specific types of fungal organisms indoors and their potential sources, must all be considered when interpreting sample results; no one comparison or interpretation is typically appropriate.

Fungal air sampling was conducted in order to characterize the indoor fungal spore composition in the applicable areas of the building. There were a total of four fungal spore samples collected at the building. They included 01A (Main Office), 02A (Cafeteria/Gym), 03A (Room 3), and 04A (Exterior).

Samples 01A-03A were collected in representative areas while 04A was collected as control sample.

As identified on the attached analytical results sheets, sample 04A (exterior comparison sample) result for total fungal counts per cubic meter (Count/m^3) was 190 Count/m^3. The samples in the representative area being 01A at None Detected Count/m^3, 02A at None Detected Count/m^3, and 03A at 50 Count/m^3. The predominant types of mold identified in the indoor representative areas were comparable to each other and the outdoor comparison sample.

Based on the fact that the predominant types of mold identified were similar or the same for all samples, it appears that there are no amplification sites of mold within the areas of concern in the building. The visual inspection of the areas did not indicate any signs of visible fungal growth. Visible dust accumulation was observed on the diffusers in the Cafeteria/Gym.

RECOMMENDATIONS

- Replace all filters in the HVAC system regularly – as recommended by the manufacturer.
- Ensure all HVAC units are functioning properly and rooms have adequate ventilation.
- Regularly clean all HVAC components including return and supply air grates.
- Any areas or spaces with high moisture or water intrusion should be investigated immediately.

AIR MONITORING RESULTS

Client: Hazel Park Schools

Building: United Oaks Elementary School

Location: Throughout

Project Number: CI0421/U122

Nova Environmental, Inc.
Indoor Air Quality Data Sheet
Fungal Spore Air Sampling

Page: 1 of 1

Date: 1/21/21

Nova Representative: L. Whitton

Outside Weather Conditions: 37° F
Mostly Sunny, Wind SW @ 10 MPH

Sample Number	Location	Pump I.D.	Start Time	Stop Time	Sample Time (min)	Start Flow Rate (L/min)	Stop Flow Rate (L/min)	Volume (L)	Notes
01A	Main Office	272	1:36 PM	1:41 PM	5	14.31	14.31	71.55	DO, WC, VO
02A	Cafeteria/Gym	272	1:42 PM	1:47 PM	5	14.31	14.31	71.55	DO, WC, VO
03A	Room 3	272	1:48 PM	1:53 PM	5	14.31	14.31	71.55	DO, WC, VO
04A	Exterior	272	1:54 PM	1:59 PM	5	14.31	14.31	71.55	@3' AGL o/s Room 3

DO = Door Open, DC = Door Closed, WO = Windows Open, WC = Windows Closed, VO = Vent On, VF = Vent Off, AFL = Above Floor Level, AGL = Above Ground Level
min = minutes, L = Liters, Cassette: Zefon Air-O-Cell®

EXPANDED FUNGAL REPORT ™

Prepared Exclusively For

Nova Environmental, Inc

5300 Plymouth Rd
Ann Arbor, MI 48105
Phone:734-930-0995

Report Date: 1/25/2021
Project: CI0421/U122
EMSL Order: 082100169

AIHA-LAP, LLC-EMLAP Accredited
#223912

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Attn: Lisa Whitton
Nova Environmental, Inc
5300 Plymouth Rd
Ann Arbor, MI 48105

EMSL Order: 082100169
Customer ID: NOVA53
Collected:
Received: 1/22/2021
Analyzed: 1/25/2021

Proj: CI0421/U122

1. Description of Analysis

Analytical Laboratory

EMSL Analytical, Inc. (EMSL) is a nationwide, full service, analytical testing laboratory network providing Asbestos, Mold, Indoor Air Quality, Microbiological, Environmental, Chemical, Forensic, Materials, Industrial Hygiene and Mechanical Testing services since 1981. Ranked as the premier independently owned environmental testing laboratory in the nation, EMSL puts analytical quality as its top priority. This quality is recognized by many well-respected federal, state and private accrediting agencies, and assured by our high quality personnel, including many Ph.D. microbiologists and mycologists.

EMSL is an independent laboratory that performed the analysis of these samples. EMSL did not conduct the sampling or site investigation for this report. The samples referenced herein were analyzed under strict quality control procedures using state-of-the-art microbiological methods. The analytical methods used and the data presented are scientifically and legally defensible.

The laboratory data is provided in compliance with ISO-IEC 17025 guidelines for the particular test(s) requested, including any associated limitations for the methods employed. These data are intended for use by professionals having knowledge of the testing methods necessary to interpret them accurately.

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Air Samples - Spore traps:

Spore traps are commercially available sampling devices that capture airborne particles on an adhesive slide. Air is pulled through the device using a vacuum pump. Spores, as well as other airborne particles, are impacted on the collection adhesive. Using spore trap collection methods has inherent limitations. These collection methods are biased towards larger spore sizes.

The analysis for total spore counts is a direct microscopic examination and does not include culturing or growing the fungi. Therefore, the results include both viable and non-viable spores. Some fungal groups produce similar spore types that cannot be distinguished by direct microscopic examination alone (i.e., *Aspergillus/Penicillium*, and others). Other spore types may lack distinguishing features that aid in their identification. These types are grouped into larger categories such as Ascospores or Basidiospores.

Fungal spores are identified and grouped by morphological characteristics including color, shape, septation, ornamentation, and fruiting structures (if present) which are compared to published mycological identification keys and texts. EMSL reports provide spore counts per cubic meter of air to three significant figures. Please note that each spore category is reported to three significant figures. Due to rounding and the application of three significant figures the sum of the individual spore numbers may not equal the total spore count on the report. EMSL does not maintain responsibility for final volume concentrations (counts/m3) since this volume is provided by the field collector and can not be verified by EMSL.

EMSL analyzes spore traps using phase contrast microscopy. There is a wide choice of collection devices (Air-O-Cell, Micro-5, Burkhard, etc.) on the market. Differences in analytical method may exist between spore trap devices.

Spore trap results are reported in spores per cubic meter of air. Due to the other airborne particles collected with the spores, EMSL reports a background particle density. Background density is an indication of overall particulate matter present on the sample (i.e. dust in the air). High background concentrations may obscure spores such as the *Penicillium/Aspergillus* group. The rating system is from 1-5 with 1 = 1 - 25% of the background obscured by material, 2 = 26 - 50%, 3 = 51 - 75%, 4 = 76% - 99%, 5 = 100% or overloaded. A background rating of 4 or higher should be regarded as a minimum count since the actual concentrations may be higher than those reported. EMSL will not be held responsible for overloading of samples. Sample volumes are left to the discretion of the company or persons conducting the fieldwork.

Skin fragment density is the percentage of skin cells making up the total background material, 1 = 1 - 25%, 2 = 26 - 50%, 3 = 51 - 75%, 4 = 76-100%. Skin fragment density is considered an indication of the general cleanliness in the area sampled. It has been estimated that up to 90% of household dust consists of dead skin cells.

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2. Analytical Results

See attached data reports and charts.

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Test Report: Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	082100169-0001			082100169-0002			082100169-0003		
Client Sample ID:	CI0421/U122-01A			CI0421/U122-02A			CI0421/U122-03A		
Volume (L):	71.55			71.55			71.55		
Sample Location:	Main Office			Cafeteria/ Gym			Rm 3		
Spore Types	Raw Count	Count/m³	% of Total	Raw Count	Count/m³	% of Total	Raw Count	Count/m³	% of Total
Alternaria (Ulocladium)	-	-	-	-	-	-	-	-	-
Ascospores	-	-	-	-	-	-	-	-	-
Aspergillus/Penicillium	-	-	-	-	-	-	-	-	-
Basidiospores	-	-	-	-	-	-	-	-	-
Bipolaris++	-	-	-	-	-	-	-	-	-
Chaetomium	-	-	-	-	-	-	-	-	-
Cladosporium	-	-	-	-	-	-	1	50	100
Curvularia	-	-	-	-	-	-	-	-	-
Epicoccum	-	-	-	-	-	-	-	-	-
Fusarium	-	-	-	-	-	-	-	-	-
Ganoderma	-	-	-	-	-	-	-	-	-
Myxomycetes++	-	-	-	-	-	-	-	-	-
Pithomyces++	-	-	-	-	-	-	-	-	-
Rust	-	-	-	-	-	-	-	-	-
Scopulariopsis/Microascus	-	-	-	-	-	-	-	-	-
Stachybotrys/Memnoniella	-	-	-	-	-	-	-	-	-
Unidentifiable Spores	-	-	-	-	-	-	-	-	-
Zygomycetes	-	-	-	-	-	-	-	-	-
Total Fungi	-	None Detected	-	-	None Detected	-	1	50	100
Hyphal Fragment	-	-	-	-	-	-	-	-	-
Insect Fragment	-	-	-	-	-	-	-	-	-
Pollen	-	-	-	-	-	-	-	-	-
Analyt. Sensitivity 600x	-	45	-	-	45	-	-	45	-
Analyt. Sensitivity 300x	-	14*	-	-	14*	-	-	14*	-
Skin Fragments (1-4)	-	1	-	-	1	-	-	1	-
Fibrous Particulate (1-4)	-	1	-	-	1	-	-	1	-
Background (1-5)	-	1	-	-	1	-	-	1	-

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.

Ryan Shannon, Laboratory Manager
or Other Approved Signatory

EMSL maintains liability limited to cost of analysis. Interpretation and use of test results are the responsibility of the client. This report relates only to the samples reported above, and may not be reproduced, except in full, without written approval by EMSL. EMSL bears no responsibility for sample collection activities or analytical method limitations. The report reflects the samples as received. Results are generated from the field sampling data (sampling volumes and areas, locations, etc.) provided by the client on the Chain of Custody. Samples are within quality control criteria and met method specifications unless otherwise noted. High levels of background particulate can obscure spores and other particulates, leading to underestimation. Background levels of 5 indicate an overloading of background particulates, prohibiting accurate detection and quantification. Present = Spores detected on overloaded samples. Results are not blank corrected unless otherwise noted. The detection limit is equal to one fungal spore, structure, pollen, fiber particle or insect fragment. "*" Denotes particles found at 300X. "-" Denotes not detected. Due to method stopping rules, raw counts in excess of 100 are extrapolated based on the percentage analyzed.
Samples analyzed by EMSL Analytical, Inc. Plymouth, MI AIHA-LAP, LLC-EMLAP Accredited #223912

Initial report from: 01/25/2021 14:34:06

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Test Report: Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	**082100169-0004**		
Client Sample ID:	**CI0421/U122-04A**		
Volume (L):	**71.55**		
Sample Location:	**Exterior**		
Spore Types	**Raw Count**	**Count/m³**	**% of Total**
Alternaria (Ulocladium)	-	-	-
Ascospores	1	50	26.3
Aspergillus/Penicillium	-	-	-
Basidiospores	2	90	47.4
Bipolaris++	-	-	-
Chaetomium	-	-	-
Cladosporium	1	50	26.3
Curvularia	-	-	-
Epicoccum	-	-	-
Fusarium	-	-	-
Ganoderma	-	-	-
Myxomycetes++	-	-	-
Pithomyces++	-	-	-
Rust	-	-	-
Scopulariopsis/Microascus	-	-	-
Stachybotrys/Memnoniella	-	-	-
Unidentifiable Spores	-	-	-
Zygomycetes	-	-	-
Total Fungi	**4**	**190**	**100**
Hyphal Fragment	-	-	-
Insect Fragment	-	-	-
Pollen	-	-	-
Analyt. Sensitivity 600x	-	45	-
Analyt. Sensitivity 300x	-	14*	-
Skin Fragments (1-4)	-	1	-
Fibrous Particulate (1-4)	-	1	-
Background (1-5)	-	2	-

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.

Ryan Shannon, Laboratory Manager
or Other Approved Signatory

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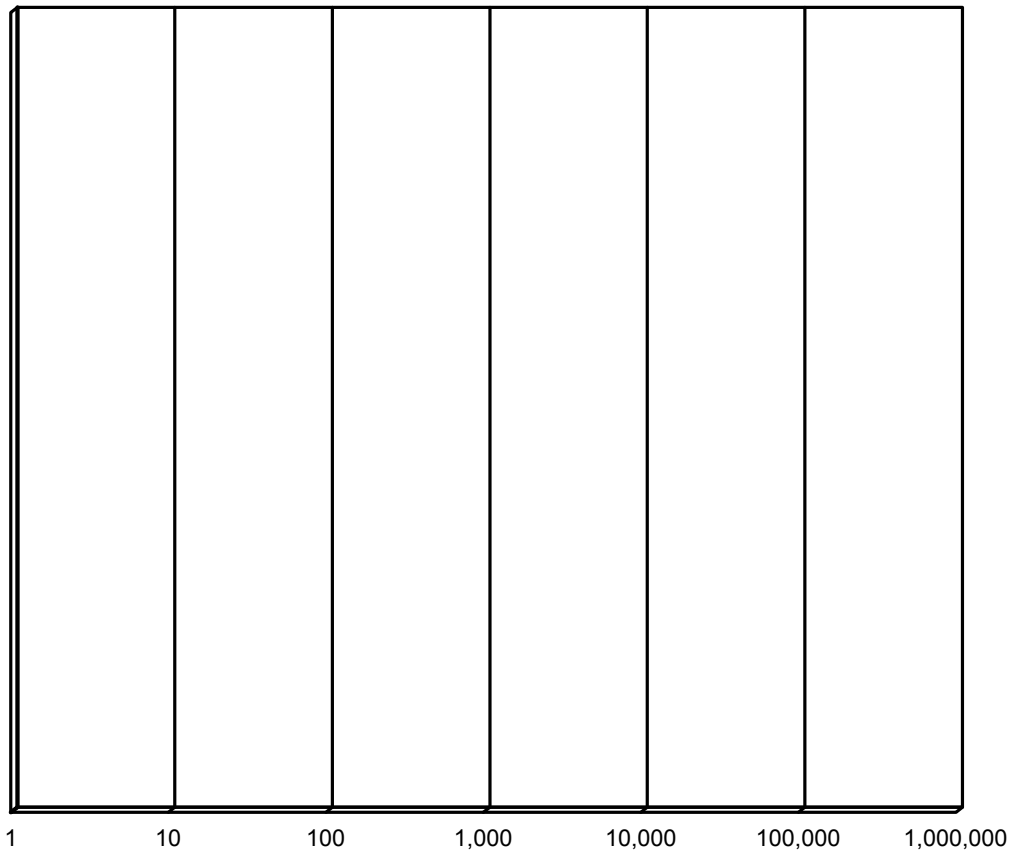
Spore Trap Report: Total Counts

Main Office
CI0421/U122-01A



Ascospores Basidiospores Cladosporium

* The chart is displayed using a logarithmic scale. Bar size is not directly proportional to the number of spores.

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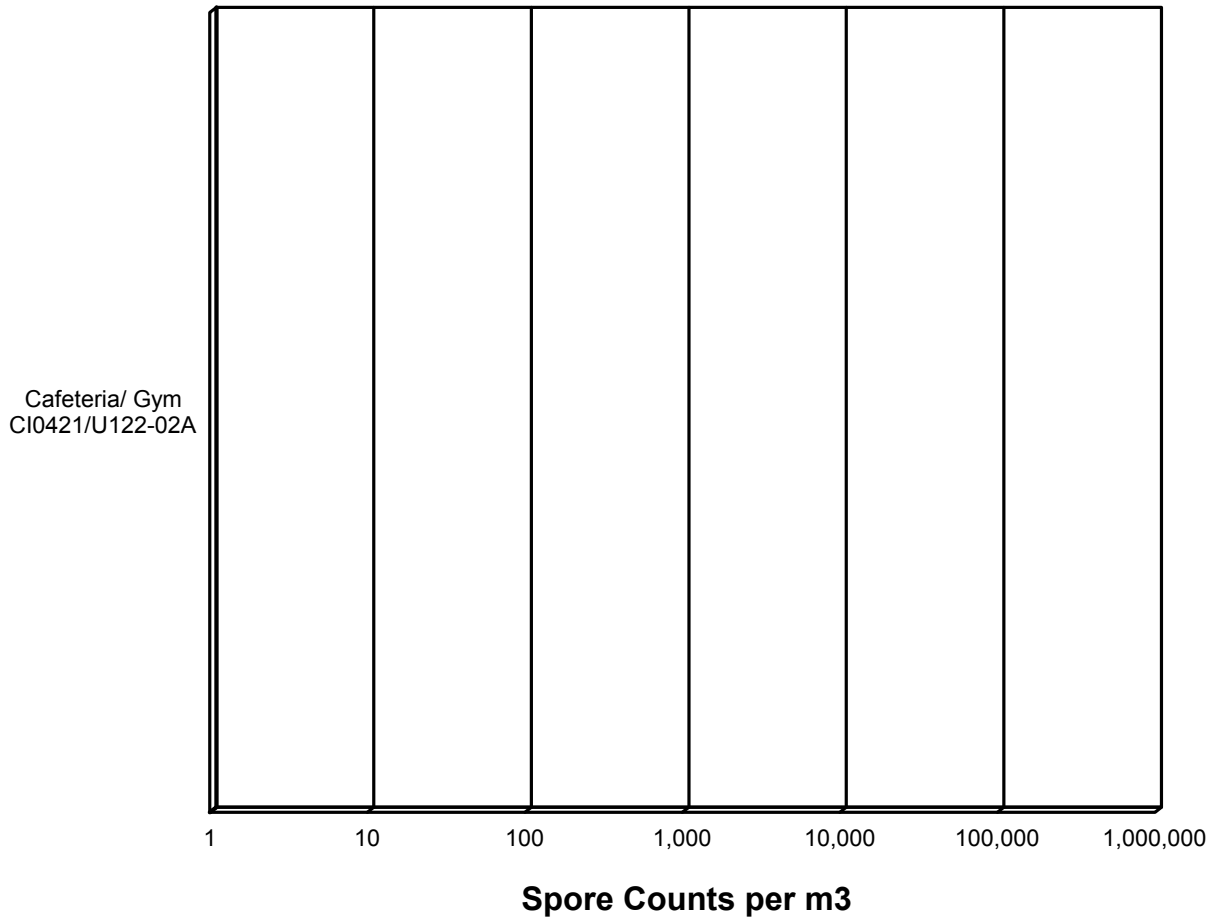
Spore Trap Report: Total Counts



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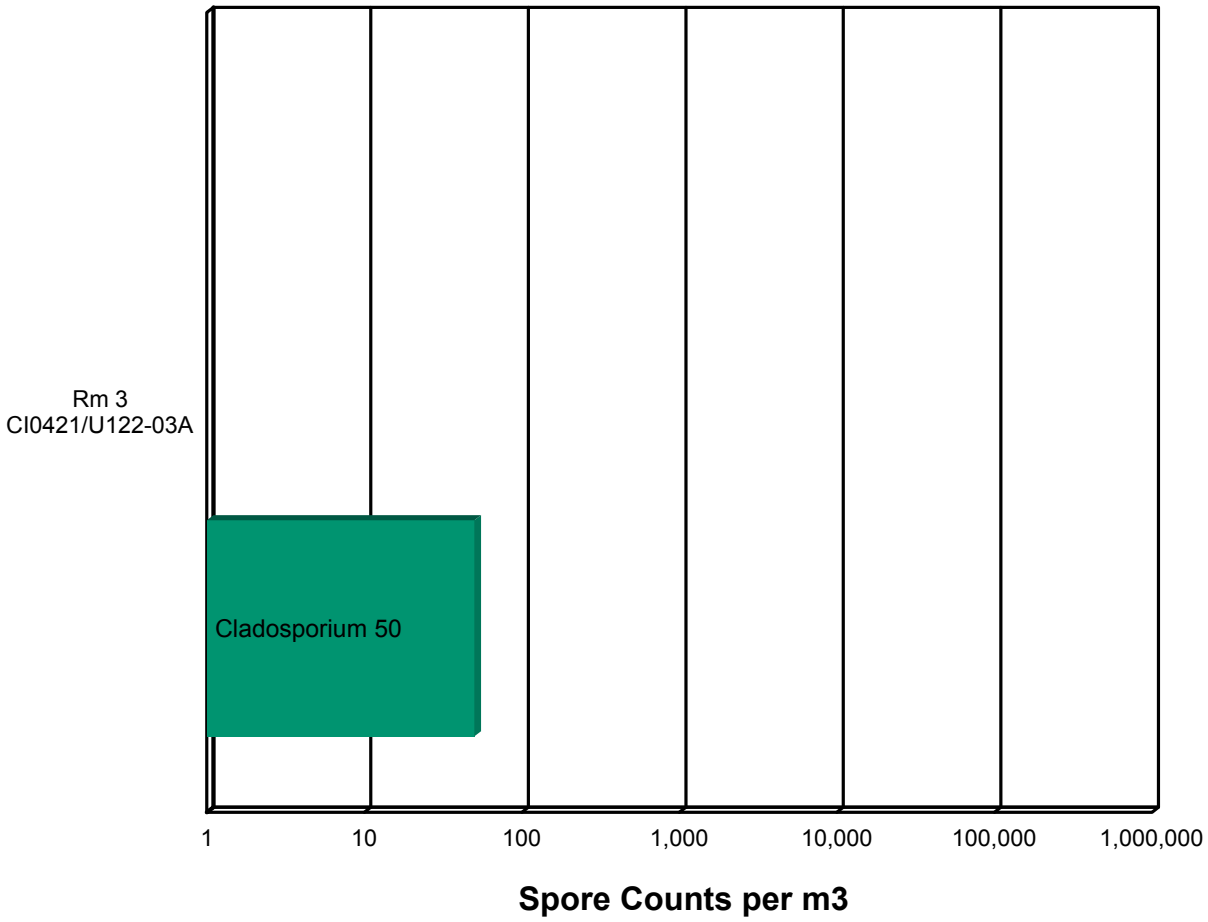

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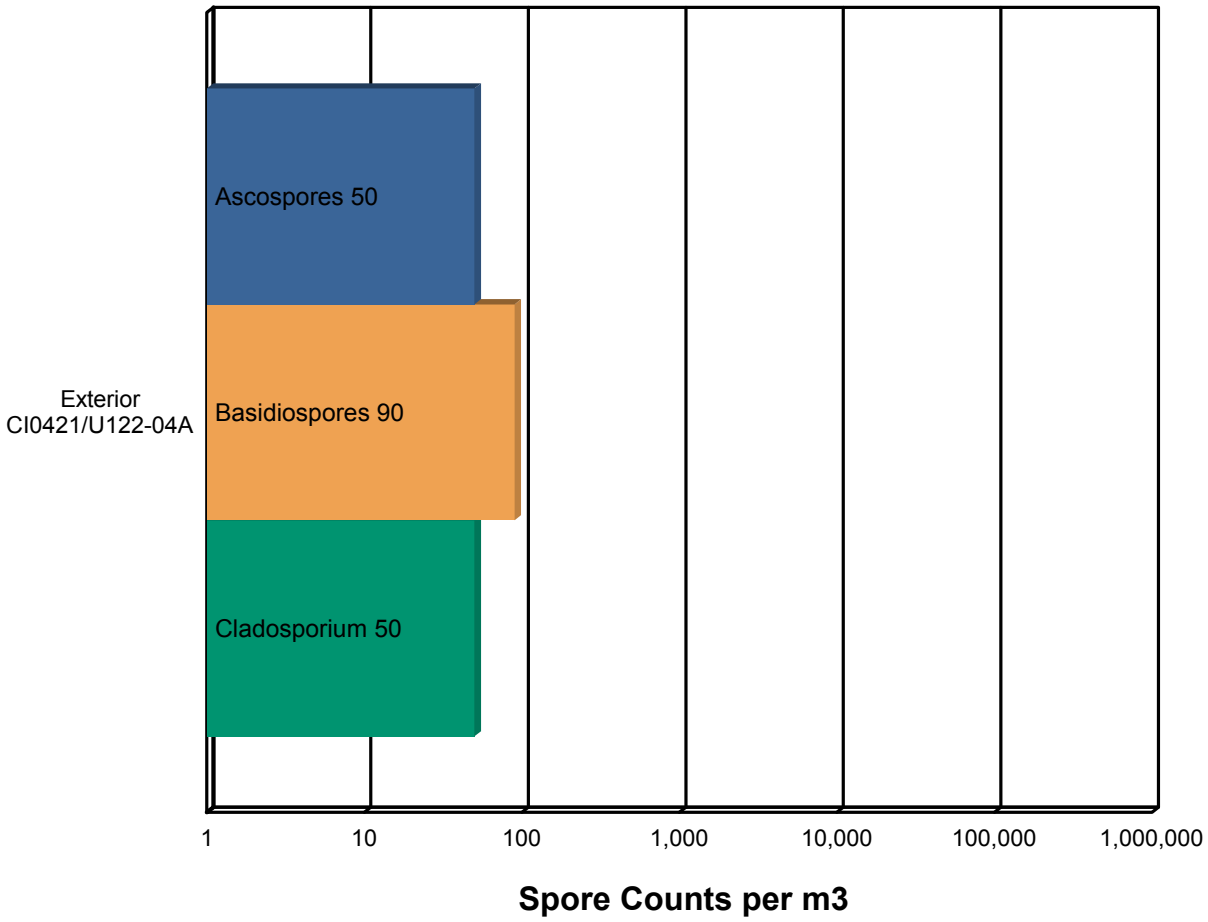

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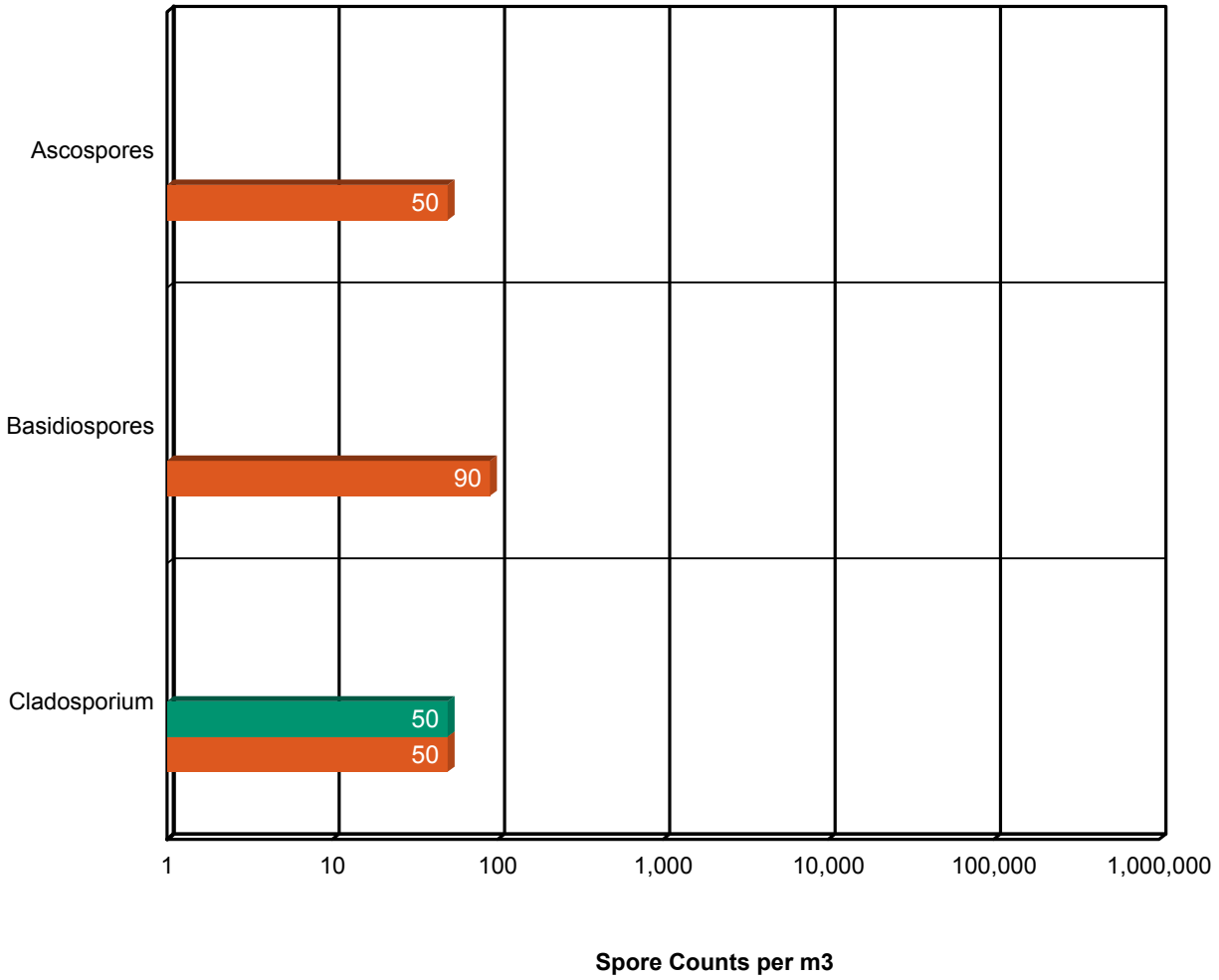
Background Comparison Chart



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3. Understanding the Results

EMSL Analytical, Inc. is an independent laboratory, providing unbiased and scientifically valid results. These data represent only a portion of an overall IAQ investigation. Visual information and environmental conditions measured during the site assessment (humidity, moisture readings, etc.) are crucial to any final interpretation of the results. Many factors impact the final results; therefore, result interpretation should only be conducted by qualified individuals. The American Conference of Governmental Industrial Hygienists (ACGIH) has published a good reference book covering sampling and data interpretation. It is entitled, Bioaerosols: Assessment and Control, 1999.

Fungal spores are found everywhere. Whether or not symptoms develop in people exposed to fungi depends on the nature of the fungal material (e.g., allergenic, toxic, or infectious), the exposure level, and the susceptibility of exposed persons. Susceptibility varies with the genetic predisposition (e.g., allergic reactions do not always occur in all individuals), age, pre-existing medical conditions (e.g., diabetes, cancer, or chronic lung conditions), use of immunosuppressive drugs, and concurrent exposures. These reasons make it difficult to identify dose/response relationships that are required to establish “safe” or “unsafe” levels (i.e., permissible exposure limits).

It is generally accepted in the industry that indoor fungal growth is undesirable and inappropriate, necessitating removal or other appropriate remedial actions. The New York City guidelines and EPA guidelines for mold remediation in schools and commercial buildings define the conditions warranting mold remediation. Always remember that water is the key. Preventing water damage or water condensation will prevent mold growth.

This report is not intended to provide medical advice or advice concerning the relative safety of an occupied space. Always consult an occupational or environmental health physician who has experience addressing indoor air contaminants if you have any questions.

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Attn: Lisa Whitton
Nova Environmental, Inc
5300 Plymouth Rd
Ann Arbor, MI 48105

EMSL Order: 082100169
Customer ID: NOVA53
Collected:
Received: 1/22/2021
Analyzed: 1/25/2021

Proj: CI0421/U122

4. Glossary of Fungi

ASCOSPORES	
Natural Habitat	Everywhere in nature.
Suitable Substrates in the Indoor Environment	Depends on genus and species.
Water Activity	Depends on genus and species.
Mode of Dissemination	Forcible ejection or passive release and dissemination by wind or insects.
Allergic Potential	Depends on genus and species.
Potential or Opportunistic Pathogens	Depends on genus and species.
Industrial Uses	Depends on genus and species.
Potential Toxins Produced	Depends on genus and species.
Other Comments	Ascospores are the result of sexual reproduction and produced in a saclike structure called an ascus. All ascospores belong to members of the Phylum Ascomycota, which encompasses a plethora of genera worldwide.

BASIDIOSPORES	
Natural Habitat	Forest floors. Lawns .Plants (saprobes or pathogens depending on genus)
Suitable Substrates in the Indoor Environment	Depends on genus. Wood products
Water Activity	Unknown.
Mode of Dissemination	Forcible ejection. Wind currents.
Allergic Potential	Type I allergies (hay fever, asthma) . Type III (hypersensitivity pneumonitis)
Potential or Opportunistic Pathogens	Depends on genus.
Industrial Uses	Edible mushrooms are used in the food industry.
Potential Toxins Produced	Amanitins. monomethyl-hydrazine. muscarine. ibotenic acid. psilocybin.
Other Comments	Basidiospores are the result of sexual reproduction and formed on a structure called the basidium. Basidiospores belong to the members of the Phylum Basidiomycota, which includes mushrooms, shelf fungi, rusts, and smuts.

CLADOSPORIUM	
Natural Habitat	Dead plant matter. Straw. Soil. Woody plants
Suitable Substrates in the Indoor Environment	Fiberglass duct liner. Paint. Textiles. Found in high concentration in water-damaged building materials.
Water Activity	Aw 0.84-0.88
Mode of Dissemination	Air
Allergic Potential	Type I (asthma and hay fever).
Potential or Opportunistic Pathogens	Edema. keratitis. onychomycosis. pulmonary infections. Sinusitis.
Industrial Uses	Produces 10 antigens.
Potential Toxins Produced	Cladosporin and Emodin.

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5. References and Informational Links

Books

- Bioaerosols: Assessment and Control. Janet Macher, Ed., American Conference of Governmental Industrial Hygienists, Cincinnati, OH 1999.
- Exposure Guidelines for Residential Indoor Air Quality. Environmental Health Directorate, Health Protection Branch, Health Canada, Ottawa, Ontario, 1989.
- Fungal Contamination in Public Buildings: Health Effects and Investigation Methods. Health Canada, Ottawa, Ontario, 2004.
- IICRC: S500 Standard and Reference Guide for Professional Water Damage Restoration. 3rd Edition, Institute of Inspection, Cleaning, and Restoration Certification, Vancouver, WA, 2006

  IICRC: S520 Standard and Reference Guide for Professional Mold Remediation. 1st Edition, Institute of Inspection, Cleaning, and Restoration Certification, Vancouver, WA, 2004
- Field Guide for the Determination of Biological Contaminants in Environmental Samples. 2nd Edition, American Industrial Hygiene Association, 2005.

Consumer Links

Read the full text of AIHA's "The Facts About Mold" consumer brochure.
<http://www.aiha.org/get-involved/VolunteerGroups/Documents/BiosafetyVG-FactsAbout%20MoldDecember2011.pdf>

The Occupational Safety and Health Administration (OSHA)
http://www.osha.gov/SLTC/molds/index.html

CDC Mold Facts
http://www.cdc.gov/mold/faqs.htm

CDC Stachybotrys - Questions and answers on Stachybotrys chartarum and other molds
http://www.cdc.gov/mold/stachy.htm

IOM, NAS: Clearing the Air: Asthma and Indoor Air Exposures
https://www.epa.gov/indoor-air-quality-iaq/should-you-have-air-ducts-your-home-cleaned

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National Library of Medicine-Mold website
http://www.nlm.nih.gov/medlineplus/molds.html

California Department of Health Services (CADOHS)
https://www.cdph.ca.gov/Programs/CCDPHP/DEODC/EHLB/IAQ/Pages/Mold.aspx

Minnesota Department of Health
http://www.health.state.mn.us/divs/eh/indoorair/mold/index.html

New York City Department of Health and Mental Hygiene
https://www1.nyc.gov/site/doh/health/health-topics/mold.page

H.R.: The United States Toxic Mold Safety and Protection Act

EPA

"Should You Have the Air Ducts in Your Home Cleaned?"
<http://www.epa.gov/iaq/pubs/airduct.html>

General information about molds and actions that can be taken to clean up or prevent a mold problem.
<http://www.epa.gov/asthma/molds.html>

“A Brief Guide to Mold, Moisture, and Your Home” - Includes basic information on mold, cleanup guidelines, and moisture and mold prevention
http://www.epa.gov/mold/moldguide.html

“Mold Remediation in Schools and Commercial Buildings” - Information on remediation in schools and commercial property, references for potential mold and moisture remediators.
https://www.epa.gov/mold/mold-remediation-schools-and-commercial-buildings-guide

FEMA

“Homes That Were Flooded May Harbor Mold Problems” - Information and tips for cleaning mold.
http://www.fema.gov/news-release/homes-were-flooded-may-harbor-mold-problems

“Dealing With Mold & Mildew in Your Flood Damaged Home.
http://www.fema.gov/pdf/rebuild/recover/fema_mold_brochure_english.pdf

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6. Important Terms, Conditions, and Limitations

A. Sample Retention

Samples analyzed by EMSL will be retained for 60 days after analysis date Storage beyond this period is available for a fee with written request prior to the initial 30 day period. Samples containing hazardous/toxic substances which require special handling will be returned to the client immediately. EMSLreserves the right to charge a sample disposal fee or return samples to the client.

B. Change Orders and Cancellation

All changes in the scope of work or turnaround time requested by the client after sample acceptance must be made in writing and confirmed in writing by EMSL. If requested changes result in a change in cost the client must accept payment responsibility. In the event work is cancelled by a client, EMSL will complete work in progress and invoice for work completed to the point of cancellation notice. EMSL is not responsible for. holding times that are exceeded due to such changes.

C. Warranty

EMSL warrants to its clients that all services provided hereunder shall be performed in accordance with established and recognized analytical testing procedures and with reasonable care in accordance with applicable federal, state and local laws. The foregoing express warranty is exclusive and is given in lieu of all other warranties, expressed or implied. EMSL disclaims any other warranties, express or implied, including a warranty of fitness for particular purpose and warranty of merchantability.

D. Limits of Liability

In no event shall EMSL be liable for indirect, special, consequential, or incidental damages, including, but not limited to, damages for loss of profit or goodwill regardless of the negligence (either sole or concurrent) of EMSL and whether EMSL has been informed of the possibility of such damages, arising out of or in connection with EMSL's services thereunder or the delivery, use, reliance upon or interpretation of test results by client or any third party. We accept no legal responsibility for the purposes for which the client uses the test results. EMSL will not be held responsible for the improper selection of sampling devices even if we supply the device to the user. The user of the sampling device has the sole responsibility to select the proper sampler and sampling conditions to insure that a valid sample is taken for analysis. Any resampling performed will be at the sole discretion of EMSL, the cost of which shall be limited to the reasonable value of the original sample delivery group (SDG) samples. In no event shall EMSL be liable to a client or any third party, whether based upon theories

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of tort, contract or any other legal or equitable theory, in excess of the amount paid to EMSL by client thereunder.

E. Indemnification

Client shall indemnify EMSL and its officers, directors and employees and hold each of them harmless for any liability, expense or cost, including reasonable attorney's fees, incurred by reason of any third party claim in connection with EMSL services, the test result data or its use by client

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INDOOR AIR QUALITY INVESTIGATION
FINAL REPORT

for:
Mr. Jason Zirnis
Assistant Superintendent of Business and Operations
Hazel Park Schools
1620 E Elza
Hazel Park, Michigan 48030

at:
Webster Elementary School
431 W Jarvis Ave
Hazel Park, MI 48030

by:
Nova Environmental, Inc.
5300 Plymouth Road
Ann Arbor, Michigan

Project #CI0421/W116
January 21, 2021

INTRODUCTION/BACKGROUND

Mr. Jason Zirnis, Assistant Superintendent of Business and Operations for Hazel Park Schools, contacted Nova Environmental, Inc. indicating that he would like to conduct an Indoor Air Quality (IAQ) Investigation including a visual inspection and mold air samples to determine the overall indoor air quality within various locations at Webster Elementary School.

METHODS

Nova Environmental, Inc. conducted various monitoring activities within Webster Elementary School.

The investigation included the following:

- A visual inspection for any obvious indoor pollution sources in areas of specific concern;
- Air sampling in order to determine airborne concentrations of total mold and fungal spores in representative locations within the building;

INVESTIGATION SUMMARY

AIRBORNE FUNGAL SPORE SAMPLING

Bioaerosols are defined as materials that have been finely divided and suspended in the air (aerosol) that have a biological origin or activity (bio-). Or simply, these are living or dead bacteria, mold and fungi or the spores of mold and fungi. Individuals may react to the entire bacteria, mold and fungi or its spores, or react to mycotoxins, the chemicals that the fungi produce as a by-product of their metabolism. These "biological particles" and mycotoxins can affect different people in different ways and have the potential to cause a variety of physical symptoms. Fungal air sampling can be conducted after a definite source has been identified, as a pro-active means of characterizing a building's air or to possibly eliminate a major fungal infestation as the cause of occupant complaints. Although there are no regulatory standards regarding exposures to molds, comparisons between samples can be reviewed in an attempt to determine if potential indoor mold amplification sites exist, with the results being reported a Fungal Structures/m^3. Variables such as outdoor fungal types and concentrations as well as the number and specific types of fungal organisms indoors and their potential sources, must all be considered when interpreting sample results; no one comparison or interpretation is typically appropriate.

Fungal air sampling was conducted in order to characterize the indoor fungal spore composition in the applicable areas of the building. There were a total of four fungal spore samples collected at the building. They included 01A (Main Office), 02A (Room 7), 03A (Cafeteria/Gym), and 04A (Exterior).

Samples 01A-03A were collected in representative areas while 04A was collected as control sample.

As identified on the attached analytical results sheets, sample 04A (exterior comparison sample) result for total fungal counts per cubic meter (Count/m³) was 460 Count/m³. The samples in the representative area being 01A at 40 Count/m³, 02A at 270 Count/m³, and 03A at None Detected Count/m³. The predominant types of mold identified in the indoor representative areas were comparable to each other and the outdoor comparison sample.

Based on the fact that the predominant types of mold identified were similar or the same for all samples, it appears that there are no amplification sites of mold within the areas of concern in the building. The visual inspection of the areas did not indicate any signs of visible fungal growth or water damage.

RECOMMENDATIONS

- Replace all filters in the HVAC system regularly – as recommended by the manufacturer.
- Ensure all HVAC units are functioning properly and rooms have adequate ventilation.
- Regularly clean all HVAC components including return and supply air grates.
- Any areas or spaces with high moisture or water intrusion should be investigated immediately.

AIR MONITORING RESULTS

Client: Hazel Park Schools

Building: Webster Elementary School

Location: Throughout

Project Number: CI0421/W116

Nova Environmental, Inc.
Indoor Air Quality Data Sheet
Fungal Spore Air Sampling

Date: 1/21/21

Nova Representative: L. Whitton

Outside Weather Conditions: 37° F
Mostly Sunny, Wind SW @ 10 MPH

Sample Number	Location	Pump I.D.	Start Time	Stop Time	Sample Time (min)	Start Flow Rate (L/min)	Stop Flow Rate (L/min)	Volume (L)	Notes
01A	Main Office	272	12:54 PM	12:59 PM	5	14.31	14.31	71.55	DO, WC, VO
02A	Room 7	272	1:01 PM	1:06 PM	5	14.31	14.31	71.55	DO, WC, VO
03A	Cafeteria/Gym	272	1:10 PM	1:15 PM	5	14.31	14.31	71.55	DO, WC, VF
04A	Exterior	272	1:16 PM	1:21 PM	5	14.31	14.31	71.55	@3' AGL o/s Gym

DO = Door Open, DC = Door Closed, WO = Windows Open, WC = Windows Closed, VO = Vent On, VF = Vent Off, AFL = Above Floor Level, AGL = Above Ground Level
min = minutes, L = Liters, Cassette: Zefon Air-O-Cell®

EXPANDED FUNGAL REPORT ™

Prepared Exclusively For

Nova Environmental, Inc

5300 Plymouth Rd
Ann Arbor, MI 48105
Phone:734-930-0995

Report Date: 1/25/2021
Project: CI0421/W116
EMSL Order: 082100165

AIHA-LAP, LLC-EMLAP Accredited
#223912

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1. Description of Analysis

Analytical Laboratory

EMSL Analytical, Inc. (EMSL) is a nationwide, full service, analytical testing laboratory network providing Asbestos, Mold, Indoor Air Quality, Microbiological, Environmental, Chemical, Forensic, Materials, Industrial Hygiene and Mechanical Testing services since 1981. Ranked as the premier independently owned environmental testing laboratory in the nation, EMSL puts analytical quality as its top priority. This quality is recognized by many well-respected federal, state and private accrediting agencies, and assured by our high quality personnel, including many Ph.D. microbiologists and mycologists.

EMSL is an independent laboratory that performed the analysis of these samples. EMSL did not conduct the sampling or site investigation for this report. The samples referenced herein were analyzed under strict quality control procedures using state-of-the-art microbiological methods. The analytical methods used and the data presented are scientifically and legally defensible.

The laboratory data is provided in compliance with ISO-IEC 17025 guidelines for the particular test(s) requested, including any associated limitations for the methods employed. These data are intended for use by professionals having knowledge of the testing methods necessary to interpret them accurately.

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Air Samples - Spore traps:

Spore traps are commercially available sampling devices that capture airborne particles on an adhesive slide. Air is pulled through the device using a vacuum pump. Spores, as well as other airborne particles, are impacted on the collection adhesive. Using spore trap collection methods has inherent limitations. These collection methods are biased towards larger spore sizes.

The analysis for total spore counts is a direct microscopic examination and does not include culturing or growing the fungi. Therefore, the results include both viable and non-viable spores. Some fungal groups produce similar spore types that cannot be distinguished by direct microscopic examination alone (i.e., *Aspergillus/Penicillium*, and others). Other spore types may lack distinguishing features that aid in their identification. These types are grouped into larger categories such as Ascospores or Basidiospores.

Fungal spores are identified and grouped by morphological characteristics including color, shape, septation, ornamentation, and fruiting structures (if present) which are compared to published mycological identification keys and texts. EMSL reports provide spore counts per cubic meter of air to three significant figures. Please note that each spore category is reported to three significant figures. Due to rounding and the application of three significant figures the sum of the individual spore numbers may not equal the total spore count on the report. EMSL does not maintain responsibility for final volume concentrations (counts/m3) since this volume is provided by the field collector and can not be verified by EMSL.

EMSL analyzes spore traps using phase contrast microscopy. There is a wide choice of collection devices (Air-O-Cell, Micro-5, Burkhard, etc.) on the market. Differences in analytical method may exist between spore trap devices.

Spore trap results are reported in spores per cubic meter of air. Due to the other airborne particles collected with the spores, EMSL reports a background particle density. Background density is an indication of overall particulate matter present on the sample (i.e. dust in the air). High background concentrations may obscure spores such as the *Penicillium/Aspergillus* group. The rating system is from 1-5 with 1 = 1 - 25% of the background obscured by material, 2 = 26 - 50%, 3 = 51 - 75%, 4 = 76% - 99%, 5 = 100% or overloaded. A background rating of 4 or higher should be regarded as a minimum count since the actual concentrations may be higher than those reported. EMSL will not be held responsible for overloading of samples. Sample volumes are left to the discretion of the company or persons conducting the fieldwork.

Skin fragment density is the percentage of skin cells making up the total background material, 1 = 1 - 25%, 2 = 26 - 50%, 3 = 51 - 75%, 4 = 76-100%. Skin fragment density is considered an indication of the general cleanliness in the area sampled. It has been estimated that up to 90% of household dust consists of dead skin cells.

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2. Analytical Results

See attached data reports and charts.

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Test Report: Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	082100165-0001			082100165-0002			082100165-0003		
Client Sample ID:	CI0421/W116-01A			CI0421/W116-02A			CI0421/W116-03A		
Volume (L):	71.55			71.55			71.55		
Sample Location:	Main Office			Rm 7			Gym/Cafeteria		
Spore Types	Raw Count	Count/m³	% of Total	Raw Count	Count/m³	% of Total	Raw Count	Count/m³	% of Total
Alternaria (Ulocladium)	-	-	-	-	-	-	-	-	-
Ascospores	-	-	-	1	40	14.8	-	-	-
Aspergillus/Penicillium	-	-	-	2	90	33.3	-	-	-
Basidiospores	-	-	-	1	40	14.8	-	-	-
Bipolaris++	-	-	-	-	-	-	-	-	-
Chaetomium	-	-	-	-	-	-	-	-	-
Cladosporium	-	-	-	3	100	37	-	-	-
Curvularia	-	-	-	-	-	-	-	-	-
Epicoccum	-	-	-	-	-	-	-	-	-
Fusarium	-	-	-	-	-	-	-	-	-
Ganoderma	-	-	-	-	-	-	-	-	-
Myxomycetes++	-	-	-	-	-	-	-	-	-
Pithomyces++	-	-	-	-	-	-	-	-	-
Rust	-	-	-	-	-	-	-	-	-
Scopulariopsis/Microascus	-	-	-	-	-	-	-	-	-
Stachybotrys/Memnoniella	-	-	-	-	-	-	-	-	-
Unidentifiable Spores	-	-	-	-	-	-	-	-	-
Zygomycetes	-	-	-	-	-	-	-	-	-
Nigrospora	-	-	-	-	-	-	-	-	-
Oidiodendron	1	40	100	-	-	-	-	-	-
Total Fungi	**1**	**40**	**100**	**7**	**270**	**100**	**-**	**None Detected**	**-**
Hyphal Fragment	-	-	-	-	-	-	-	-	-
Insect Fragment	-	-	-	-	-	-	-	-	-
Pollen	-	-	-	-	-	-	-	-	-
Analyt. Sensitivity 600x	-	44	-	-	44	-	-	44	-
Analyt. Sensitivity 300x	-	14*	-	-	14*	-	-	14*	-
Skin Fragments (1-4)	-	2	-	-	1	-	-	1	-
Fibrous Particulate (1-4)	-	1	-	-	1	-	-	1	-
Background (1-5)	-	1	-	-	1	-	-	1	-

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.

Ryan Shannon, Laboratory Manager
or Other Approved Signatory

EMSL maintains liability limited to cost of analysis. Interpretation and use of test results are the responsibility of the client. This report relates only to the samples reported above, and may not be reproduced, except in full, without written approval by EMSL. EMSL bears no responsibility for sample collection activities or analytical method limitations. The report reflects the samples as received. Results are generated from the field sampling data (sampling volumes and areas, locations, etc.) provided by the client on the Chain of Custody. Samples are within quality control criteria and met method specifications unless otherwise noted. High levels of background particulate can obscure spores and other particulates, leading to underestimation. Background levels of 5 indicate an overloading of background particulates, prohibiting accurate detection and quantification. Present = Spores detected on overloaded samples. Results are not blank corrected unless otherwise noted. The detection limit is equal to one fungal spore, structure, pollen, fiber particle or insect fragment. "*" Denotes particles found at 300X. "-" Denotes not detected. Due to method stopping rules, raw counts in excess of 100 are extrapolated based on the percentage analyzed.
Samples analyzed by EMSL Analytical, Inc. Plymouth, MI AIHA-LAP, LLC-EMLAP Accredited #223912

Initial report from: 01/25/2021 14:31:44

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Analyzed: 1/25/2021

Proj: CI0421/W116

Test Report: Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	082100165-0004		
Client Sample ID:	CI0421/W116-04A		
Volume (L):	71.55		
Sample Location:	Exterior		
Spore Types	**Raw Count**	**Count/m³**	**% of Total**
Alternaria (Ulocladium)	1	40	8.7
Ascospores	-	-	-
Aspergillus/Penicillium	1	40	8.7
Basidiospores	-	-	-
Bipolaris++	-	-	-
Chaetomium	-	-	-
Cladosporium	7	300	65.2
Curvularia	-	-	-
Epicoccum	-	-	-
Fusarium	-	-	-
Ganoderma	-	-	-
Myxomycetes++	-	-	-
Pithomyces++	1	40	8.7
Rust	-	-	-
Scopulariopsis/Microascus	-	-	-
Stachybotrys/Memnoniella	-	-	-
Unidentifiable Spores	-	-	-
Zygomycetes	-	-	-
Nigrospora	1	40	8.7
Oidiodendron	-	-	-
Total Fungi	**11**	**460**	**100**
Hyphal Fragment	-	-	-
Insect Fragment	-	-	-
Pollen	-	-	-
Analyt. Sensitivity 600x	-	44	-
Analyt. Sensitivity 300x	-	14*	-
Skin Fragments (1-4)	-	1	-
Fibrous Particulate (1-4)	-	1	-
Background (1-5)	-	1	-

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.

Ryan Shannon, Laboratory Manager
or Other Approved Signatory

EMSL maintains liability limited to cost of analysis. Interpretation and use of test results are the responsibility of the client. This report relates only to the samples reported above, and may not be reproduced, except in full, without written approval by EMSL. EMSL bears no responsibility for sample collection activities or analytical method limitations. The report reflects the samples as received. Results are generated from the field sampling data (sampling volumes and areas, locations, etc.) provided by the client on the Chain of Custody. Samples are within quality control criteria and met method specifications unless otherwise noted. High levels of background particulate can obscure spores and other particulates, leading to underestimation. Background levels of 5 indicate an overloading of background particulates, prohibiting accurate detection and quantification. Present = Spores detected on overloaded samples. Results are not blank corrected unless otherwise noted. The detection limit is equal to one fungal spore, structure, pollen, fiber particle or insect fragment. "*" Denotes particles found at 300X. "-" Denotes not detected. Due to method stopping rules, raw counts in excess of 100 are extrapolated based on the percentage analyzed.
Samples analyzed by EMSL Analytical, Inc. Plymouth, MI AIHA-LAP, LLC-EMLAP Accredited #223912

Initial report from: 01/25/2021 14:31:44

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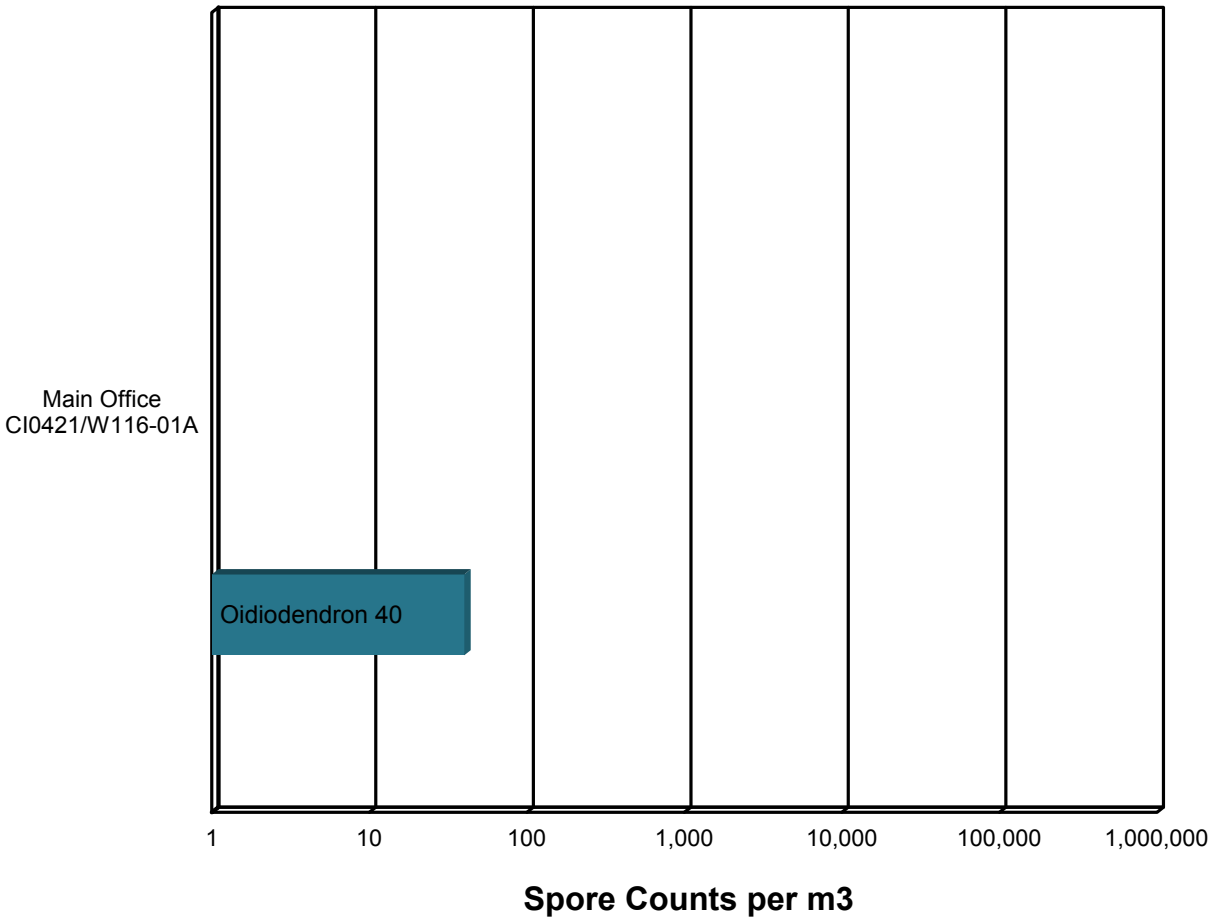
Attn: Lisa Whitton
Nova Environmental, Inc
5300 Plymouth Rd
Ann Arbor, MI 48105

EMSL Order: 082100165
Customer ID: NOVA53
Collected:
Received: 1/22/2021
Analyzed: 1/25/2021

Proj: CI0421/W116

Spore Trap Report: Total Counts



* The chart is displayed using a logarithmic scale. Bar size is not directly proportional to the number of spores.

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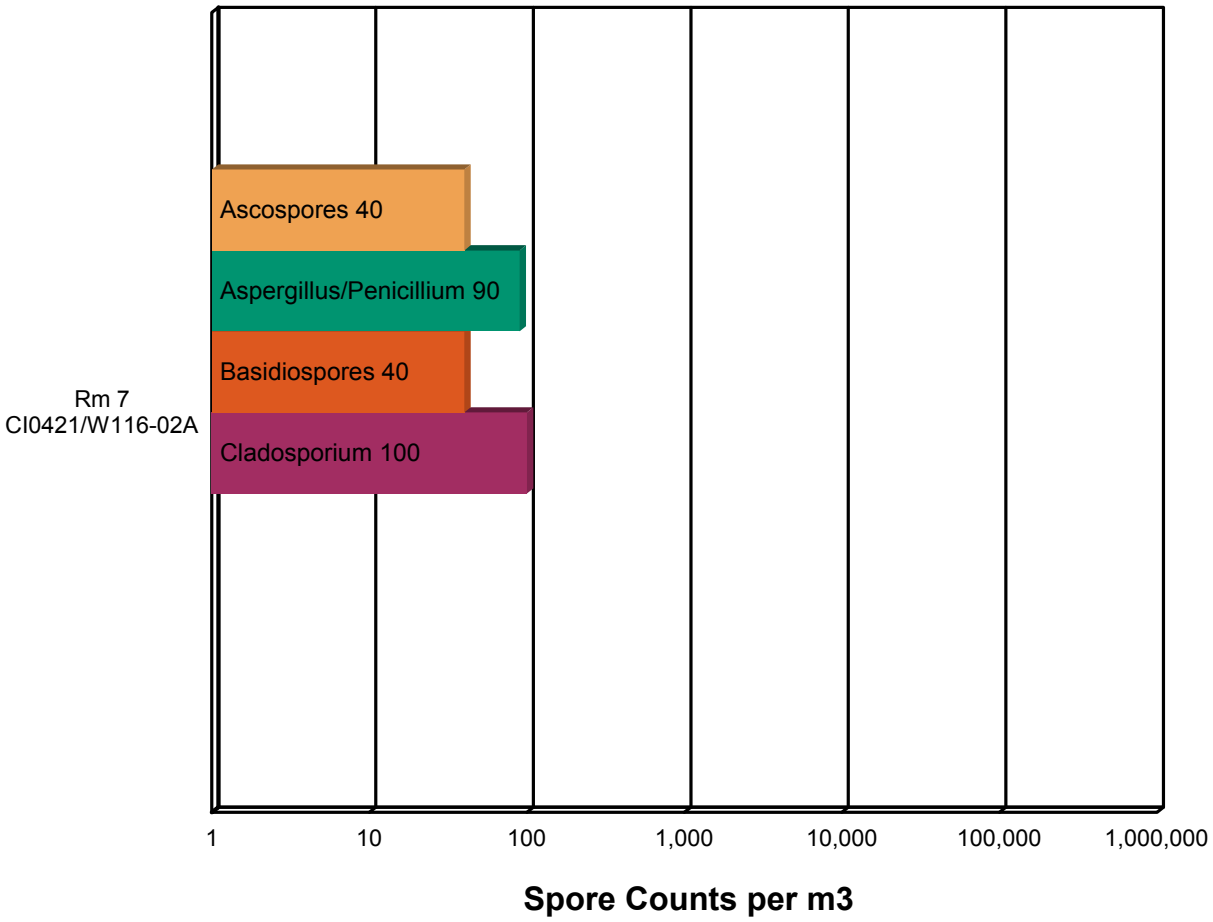

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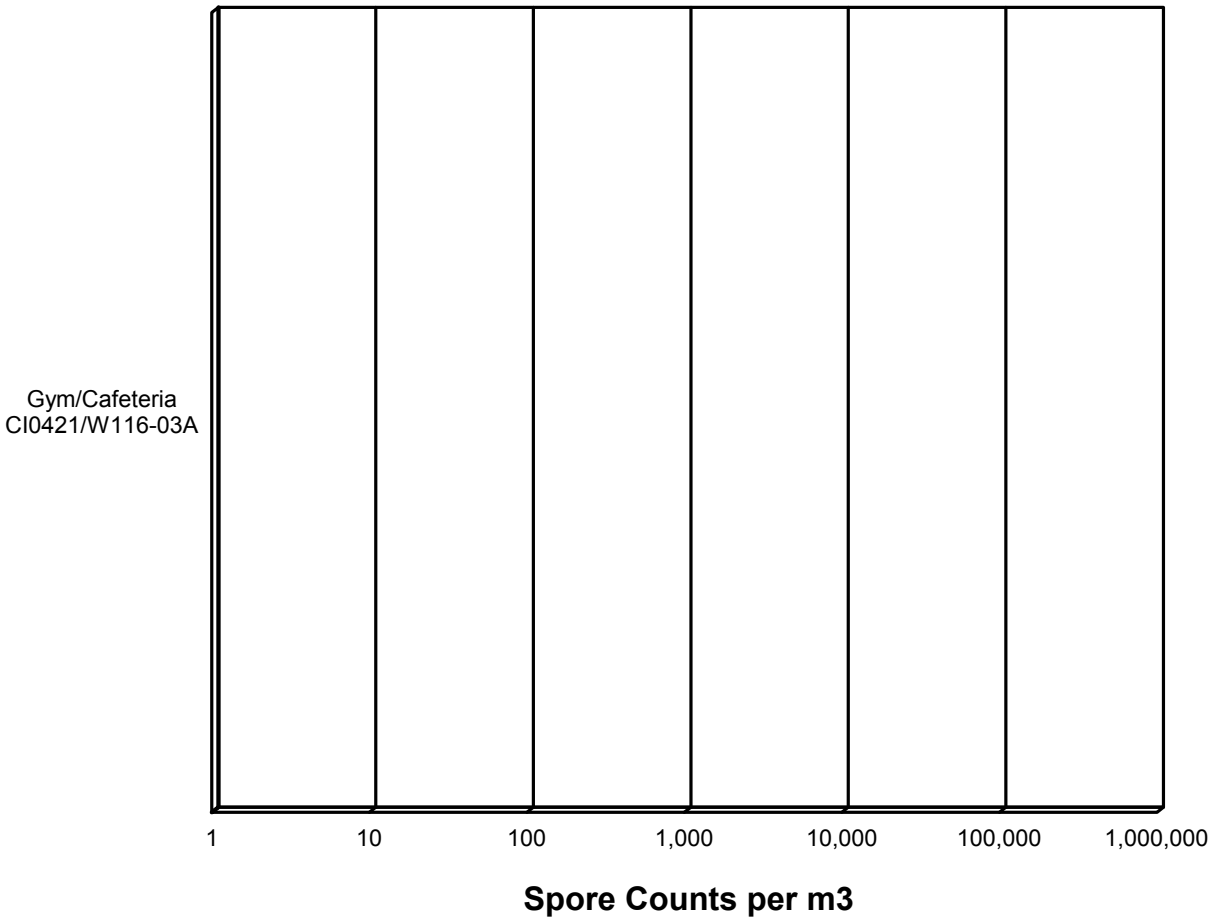

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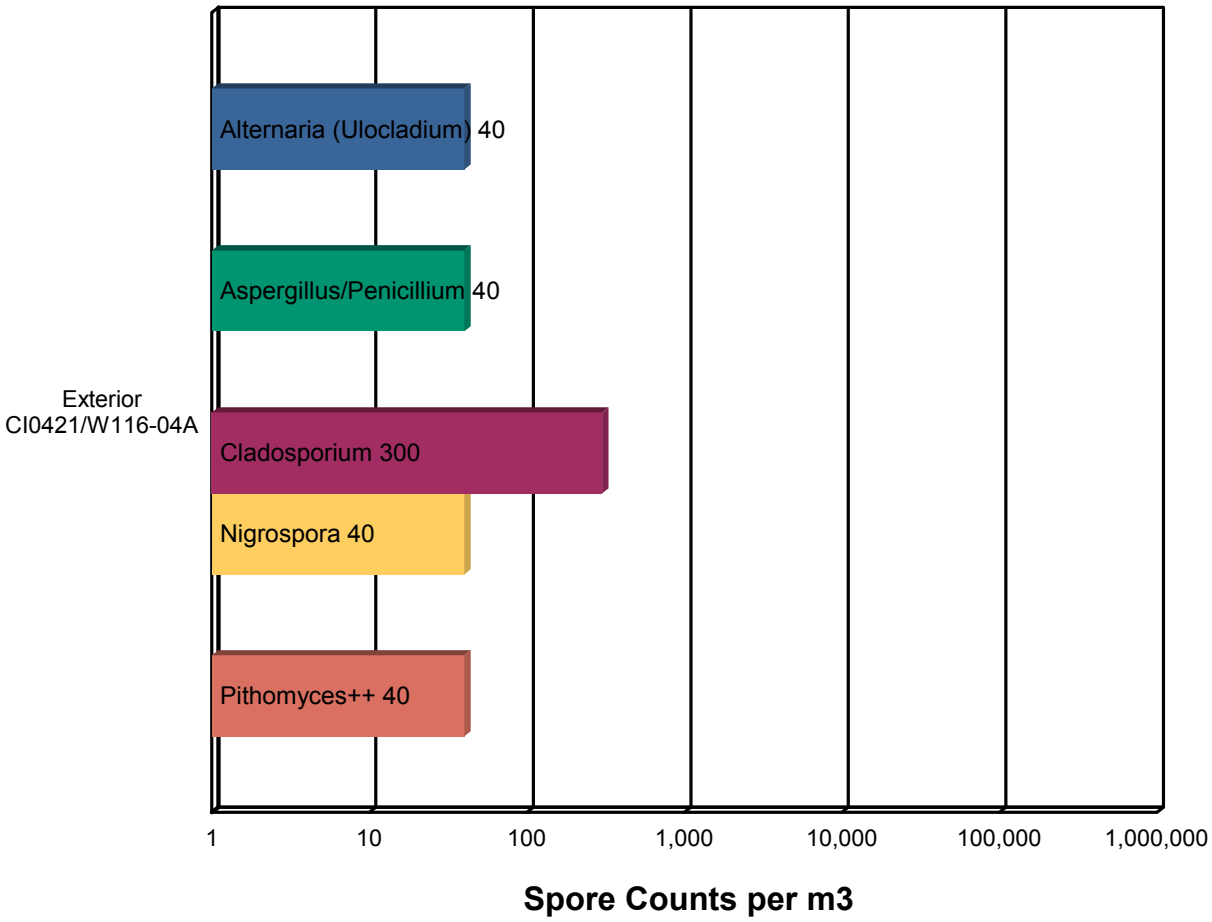

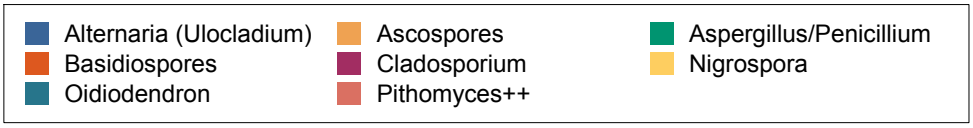

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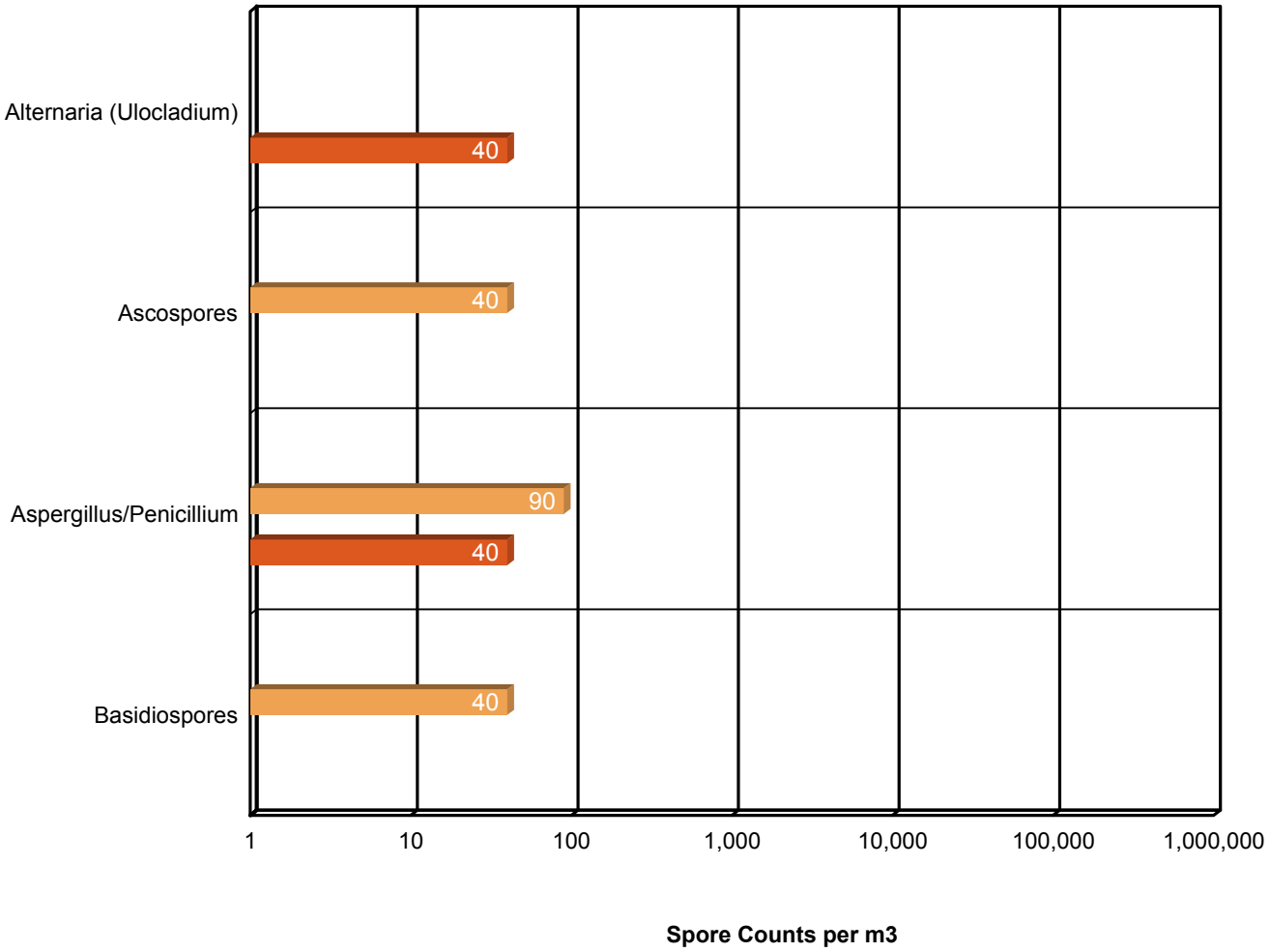
Background Comparison Chart



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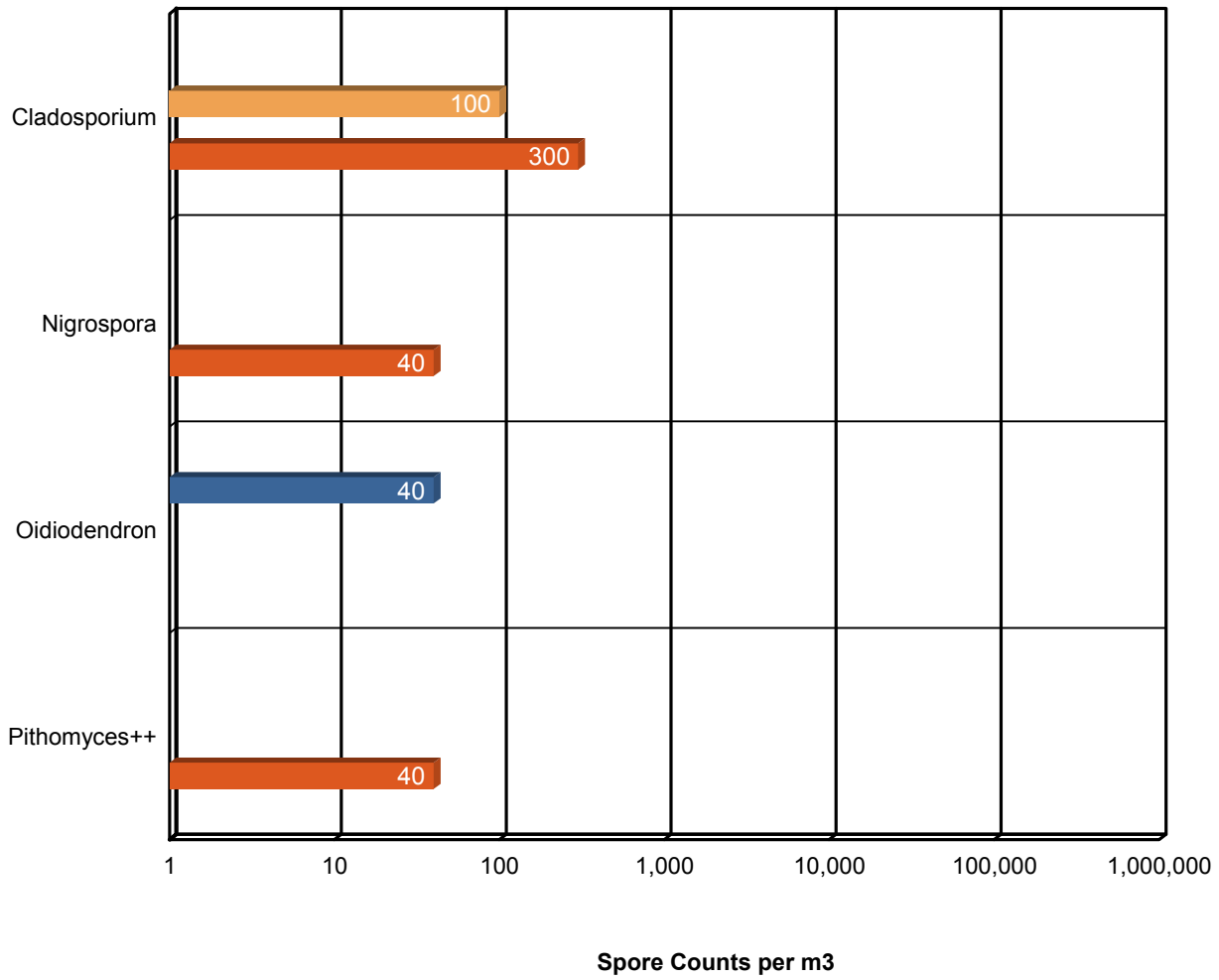

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3. Understanding the Results

EMSL Analytical, Inc. is an independent laboratory, providing unbiased and scientifically valid results. These data represent only a portion of an overall IAQ investigation. Visual information and environmental conditions measured during the site assessment (humidity, moisture readings, etc.) are crucial to any final interpretation of the results. Many factors impact the final results; therefore, result interpretation should only be conducted by qualified individuals. The American Conference of Governmental Industrial Hygienists (ACGIH) has published a good reference book covering sampling and data interpretation. It is entitled, Bioaerosols: Assessment and Control, 1999.

Fungal spores are found everywhere. Whether or not symptoms develop in people exposed to fungi depends on the nature of the fungal material (e.g., allergenic, toxic, or infectious), the exposure level, and the susceptibility of exposed persons. Susceptibility varies with the genetic predisposition (e.g., allergic reactions do not always occur in all individuals), age, pre-existing medical conditions (e.g., diabetes, cancer, or chronic lung conditions), use of immunosuppressive drugs, and concurrent exposures. These reasons make it difficult to identify dose/response relationships that are required to establish “safe” or “unsafe” levels (i.e., permissible exposure limits).

It is generally accepted in the industry that indoor fungal growth is undesirable and inappropriate, necessitating removal or other appropriate remedial actions. The New York City guidelines and EPA guidelines for mold remediation in schools and commercial buildings define the conditions warranting mold remediation. Always remember that water is the key. Preventing water damage or water condensation will prevent mold growth.

This report is not intended to provide medical advice or advice concerning the relative safety of an occupied space. Always consult an occupational or environmental health physician who has experience addressing indoor air contaminants if you have any questions.

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4. Glossary of Fungi

ALTERNARIA(ULOCLADIUM)	
Natural Habitat	Common saprobe and pathogen of plants. Typically found on plant tissue, decaying wood, and foods. Soil . Air outdoors.
Suitable Substrates in the Indoor Environment	Indoors near condensation (window frames, showers), House dust (in carpets, and air). Also colonizes building supplies, computer disks, cosmetics, leather, optical instruments, paper, sewage, stone monuments, textiles, wood pulp, and jet fuel
Water Activity	Aw =0.85-0.88 (water damage indicator)
Mode of Dissemination	Wind
Allergic Potential	Type I allergies (hay fever, asthma), Type III (hypersensitivity pneumonitis)
Potential or Opportunistic Pathogens	Phaeohyphomycosis {causing cystic granulomas in the skin and subcutaneous tissue}. In immunocompetent patients, Alternaria colonizes the paranasal sinuses, leading to chronic hypertrophic sinusitis
Industrial Uses	Biocontrol of weed plants ·Biocontrol fungal plant pathogens.
Potential Toxins Produced	Alternariol (AOH) . Alternariol monomethylether (AME). Tenuazonic acid (TeA). Altenuene (ALT). Altertoxins (ATX)
Other Comments	Many species of Ulocladium have been renamed as Alternaria. Alternaria spores are one of the most common and potent indoor and outdoor airborne allergens. Additionally, Alternaria sensitization has been determined to be one of the most important factors in the onset of childhood asthma. Synergy with Cladosporium or Ulocladium may increase the severity of symptoms
References	Alternaria redefined. J. Woudenberg et al., Studies in Mycology. Volume 75, June 2013, Pages 171-212

ASCOSPORES	
Natural Habitat	Everywhere in nature.
Suitable Substrates in the Indoor Environment	Depends on genus and species.
Water Activity	Depends on genus and species.
Mode of Dissemination	Forcible ejection or passive release and dissemination by wind or insects.
Allergic Potential	Depends on genus and species.
Potential or Opportunistic Pathogens	Depends on genus and species.
Industrial Uses	Depends on genus and species.
Potential Toxins Produced	Depends on genus and species.
Other Comments	Ascospores are the result of sexual reproduction and produced in a saclike structure called an ascus. All ascospores belong to members of the Phylum Ascomycota, which encompasses a plethora of genera worldwide.

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ASPERGILLUS/PENICILLIUM

Natural Habitat	Plant debris ·Seed ·Cereal crops
Suitable Substrates in the Indoor Environment	Grows on a wide range of substrates indoors ·Prevalent in water damaged buildings ·Foods (blue mold on cereals, fruits, vegetables, dried foods) ·House dust ·Fabrics ·Leather ·Wallpaper ·Wallpaper glue
Water Activity	Aw=0.75-0.94
Mode of Dissemination	Wind ·Insects
Allergic Potential	Type I (hay fever, asthma) ·Type III (hypersensitivity)
Potential or Opportunistic Pathogens	Possible depending on the species.
Industrial Uses	Many depending on the species
Potential Toxins Produced	Possible depending on the species.
Other Comments	Spores of Aspergillus and Penicillium (including others such as Acremonium, Talaromyces, and Paecilomyces) are small and spherical with few distinguishing characteristics. They cannot be differentiated or speciated by non-viable impaction sampling methods. Some species with very small spores may be undercounted in samples with high background debris.

BASIDIOSPORES

Natural Habitat	Forest floors. Lawns .Plants (saprobes or pathogens depending on genus)
Suitable Substrates in the Indoor Environment	Depends on genus. Wood products
Water Activity	Unknown.
Mode of Dissemination	Forcible ejection. Wind currents.
Allergic Potential	Type I allergies (hay fever, asthma) . Type III (hypersensitivity pneumonitis)
Potential or Opportunistic Pathogens	Depends on genus.
Industrial Uses	Edible mushrooms are used in the food industry.
Potential Toxins Produced	Amanitins. monomethyl-hydrazine. muscarine. ibotenic acid. psilocybin.
Other Comments	Basidiospores are the result of sexual reproduction and formed on a structure called the basidium. Basidiospores belong to the members of the Phylum Basidiomycota, which includes mushrooms, shelf fungi, rusts, and smuts.

CLADOSPORIUM

Natural Habitat	Dead plant matter. Straw. Soil. Woody plants
Suitable Substrates in the Indoor Environment	Fiberglass duct liner. Paint. Textiles. Found in high concentration in water-damaged building materials.
Water Activity	Aw 0.84-0.88
Mode of Dissemination	Air
Allergic Potential	Type I (asthma and hay fever).
Potential or Opportunistic Pathogens	Edema. keratitis. onychomycosis. pulmonary infections. Sinusitis.
Industrial Uses	Produces 10 antigens.
Potential Toxins Produced	Cladosporin and Emodin.

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NIGROSPORA	
Natural Habitat	Common on live or dead grass, seeds & soil.
Suitable Substrates in the Indoor Environment	Unknown
Water Activity	Unknown
Mode of Dissemination	Forcibly projected.
Allergic Potential	Type 1 allergies (hey fever, asthma)
Potential or Opportunistic Pathogens	Keratitis & skin lesions

OIDIODENDRON	
Natural Habitat	Leaf litter, Soils, Wood, Peat
Suitable Substrates in the Indoor Environment	Paper, Textiles
Allergic Potential	Unknown
Potential Opportunist or Pathogen	Unknown
Potential Toxins Produced	Unknown

PITHOMYCES	
Natural Habitat	A worldwide saprophytic fungi, being isolated from dead plant material and soil.
Suitable Substrates in the Indoor Environment	Paper
Water Activity	Requires high moisture for spore germination
Mode of Dissemination	Wind
Allergic Potential	Unknown
Potential or Opportunistic Pathogens	Mycosis in immunocompromised patients
Other Comments	Pithomyces++ includes spores of Pithomyces and Pseudopithomyces.

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5. References and Informational Links

Books

- Bioaerosols: Assessment and Control. Janet Macher, Ed., American Conference of Governmental Industrial Hygienists, Cincinnati, OH 1999.
- Exposure Guidelines for Residential Indoor Air Quality. Environmental Health Directorate, Health Protection Branch, Health Canada, Ottawa, Ontario, 1989.
- Fungal Contamination in Public Buildings: Health Effects and Investigation Methods. Health Canada, Ottawa, Ontario, 2004.
- IICRC: S500 Standard and Reference Guide for Professional Water Damage Restoration. 3rd Edition, Institute of Inspection, Cleaning, and Restoration Certification, Vancouver, WA, 2006

  IICRC: S520 Standard and Reference Guide for Professional Mold Remediation. 1st Edition, Institute of Inspection, Cleaning, and Restoration Certification, Vancouver, WA, 2004
- Field Guide for the Determination of Biological Contaminants in Environmental Samples. 2nd Edition, American Industrial Hygiene Association, 2005.

Consumer Links

Read the full text of AIHA's "The Facts About Mold" consumer brochure.
<http://www.aiha.org/get-involved/VolunteerGroups/Documents/BiosafetyVG-FactsAbout%20MoldDecember2011.pdf>

The Occupational Safety and Health Administration (OSHA)
http://www.osha.gov/SLTC/molds/index.html

CDC Mold Facts
http://www.cdc.gov/mold/faqs.htm

CDC Stachybotrys - Questions and answers on Stachybotrys chartarum and other molds
http://www.cdc.gov/mold/stachy.htm

IOM, NAS: Clearing the Air: Asthma and Indoor Air Exposures
https://www.epa.gov/indoor-air-quality-iaq/should-you-have-air-ducts-your-home-cleaned

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National Library of Medicine-Mold website
http://www.nlm.nih.gov/medlineplus/molds.html

California Department of Health Services (CADOHS)
https://www.cdph.ca.gov/Programs/CCDPHP/DEODC/EHLB/IAQ/Pages/Mold.aspx

Minnesota Department of Health
http://www.health.state.mn.us/divs/eh/indoorair/mold/index.html

New York City Department of Health and Mental Hygiene
https://www1.nyc.gov/site/doh/health/health-topics/mold.page

H.R.: The United States Toxic Mold Safety and Protection Act

EPA

"Should You Have the Air Ducts in Your Home Cleaned?"
<http://www.epa.gov/iaq/pubs/airduct.html>

General information about molds and actions that can be taken to clean up or prevent a mold problem.
<http://www.epa.gov/asthma/molds.html>

“A Brief Guide to Mold, Moisture, and Your Home” - Includes basic information on mold, cleanup guidelines, and moisture and mold prevention
http://www.epa.gov/mold/moldguide.html

“Mold Remediation in Schools and Commercial Buildings” - Information on remediation in schools and commercial property, references for potential mold and moisture remediators.
https://www.epa.gov/mold/mold-remediation-schools-and-commercial-buildings-guide

FEMA

“Homes That Were Flooded May Harbor Mold Problems” - Information and tips for cleaning mold.
http://www.fema.gov/news-release/homes-were-flooded-may-harbor-mold-problems

“Dealing With Mold & Mildew in Your Flood Damaged Home.
http://www.fema.gov/pdf/rebuild/recover/fema_mold_brochure_english.pdf

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6. Important Terms, Conditions, and Limitations

A. Sample Retention

Samples analyzed by EMSL will be retained for 60 days after analysis date Storage beyond this period is available for a fee with written request prior to the initial 30 day period. Samples containing hazardous/toxic substances which require special handling will be returned to the client immediately. EMSLreserves the right to charge a sample disposal fee or return samples to the client.

B. Change Orders and Cancellation

All changes in the scope of work or turnaround time requested by the client after sample acceptance must be made in writing and confirmed in writing by EMSL. If requested changes result in a change in cost the client must accept payment responsibility. In the event work is cancelled by a client, EMSL will complete work in progress and invoice for work completed to the point of cancellation notice. EMSL is not responsible for. holding times that are exceeded due to such changes.

C. Warranty

EMSL warrants to its clients that all services provided hereunder shall be performed in accordance with established and recognized analytical testing procedures and with reasonable care in accordance with applicable federal, state and local laws. The foregoing express warranty is exclusive and is given in lieu of all other warranties, expressed or implied. EMSL disclaims any other warranties, express or implied, including a warranty of fitness for particular purpose and warranty of merchantability.

D. Limits of Liability

In no event shall EMSL be liable for indirect, special, consequential, or incidental damages, including, but not limited to, damages for loss of profit or goodwill regardless of the negligence (either sole or concurrent) of EMSL and whether EMSL has been informed of the possibility of such damages, arising out of or in connection with EMSL's services thereunder or the delivery, use, reliance upon or interpretation of test results by client or any third party. We accept no legal responsibility for the purposes for which the client uses the test results. EMSL will not be held responsible for the improper selection of sampling devices even if we supply the device to the user. The user of the sampling device has the sole responsibility to select the proper sampler and sampling conditions to insure that a valid sample is taken for analysis. Any resampling performed will be at the sole discretion of EMSL, the cost of which shall be limited to the reasonable value of the original sample delivery group (SDG) samples. In no event shall EMSL be liable to a client or any third party, whether based upon theories

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Attn: Lisa Whitton
Nova Environmental, Inc
5300 Plymouth Rd
Ann Arbor, MI 48105

EMSL Order: 082100165
Customer ID: NOVA53
Collected:
Received: 1/22/2021
Analyzed: 1/25/2021

Proj: CI0421/W116

of tort, contract or any other legal or equitable theory, in excess of the amount paid to EMSL by client thereunder.

E. Indemnification

Client shall indemnify EMSL and its officers, directors and employees and hold each of them harmless for any liability, expense or cost, including reasonable attorney's fees, incurred by reason of any third party claim in connection with EMSL services, the test result data or its use by client

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INDOOR AIR QUALITY INVESTIGATION
FINAL REPORT

for:

Mr. Jason Zirnis
Assistant Superintendent of Business and Operations
Hazel Park Schools
1620 E Elza
Hazel Park, Michigan 48030

at:

Webb Elementary School
2100 Woodward Heights Blvd
Ferndale, MI 48220

by:

Nova Environmental, Inc.
5300 Plymouth Road
Ann Arbor, Michigan

Project #CI0421/WB147
January 21, 2021

INTRODUCTION/BACKGROUND

Mr. Jason Zirnis, Assistant Superintendent of Business and Operations for Hazel Park Schools, contacted Nova Environmental, Inc. indicating that he would like to conduct an Indoor Air Quality (IAQ) Investigation including a visual inspection and mold air samples to determine the overall indoor air quality within various locations at Webb Elementary School.

METHODS

Nova Environmental, Inc. conducted various monitoring activities within Webb Elementary School.

The investigation included the following:

- A visual inspection for any obvious indoor pollution sources in areas of specific concern;
- Air sampling in order to determine airborne concentrations of total mold and fungal spores in representative locations within the building;

INVESTIGATION SUMMARY

AIRBORNE FUNGAL SPORE SAMPLING

Bioaerosols are defined as materials that have been finely divided and suspended in the air (aerosol) that have a biological origin or activity (bio-). Or simply, these are living or dead bacteria, mold and fungi or the spores of mold and fungi. Individuals may react to the entire bacteria, mold and fungi or its spores, or react to mycotoxins, the chemicals that the fungi produce as a by-product of their metabolism. These "biological particles" and mycotoxins can affect different people in different ways and have the potential to cause a variety of physical symptoms. Fungal air sampling can be conducted after a definite source has been identified, as a pro-active means of characterizing a building's air or to possibly eliminate a major fungal infestation as the cause of occupant complaints. Although there are no regulatory standards regarding exposures to molds, comparisons between samples can be reviewed in an attempt to determine if potential indoor mold amplification sites exist, with the results being reported a Fungal Structures/m^3. Variables such as outdoor fungal types and concentrations as well as the number and specific types of fungal organisms indoors and their potential sources, must all be considered when interpreting sample results; no one comparison or interpretation is typically appropriate.

Fungal air sampling was conducted in order to characterize the indoor fungal spore composition in the applicable areas of the building. There were a total of four fungal spore samples collected at the building. They included 01A (Main Office), 02A (Room 203), 03A (Cafeteria), and 04A (Exterior).

Samples 01A-03A were collected in representative areas while 04A was collected as control sample.

As identified on the attached analytical results sheets, sample 04A (exterior comparison sample) result for total fungal counts per cubic meter (Count/m^3) was 330 Count/m^3. The samples in the representative area being 01A at 120 Count/m^3, 02A at 90 Count/m^3, and 03A at 50 Count/m^3. The predominant types of mold identified in the indoor representative areas were comparable to each other and the outdoor comparison sample.

Based on the fact that the predominant types of mold identified were similar or the same for all samples, it appears that there are no amplification sites of mold within the areas of concern in the building. The visual inspection of the areas did not indicate any signs of visible fungal growth. Several water-stained ceiling tiles were observed in the copy room.

RECOMMENDATIONS

- Replace all filters in the HVAC system regularly – as recommended by the manufacturer.
- Ensure all HVAC units are functioning properly and rooms have adequate ventilation.
- Regularly clean all HVAC components including return and supply air grates.
- Any areas or spaces with high moisture or water intrusion should be investigated immediately.
- Remove all water-stained materials and investigate/repair the root cause of the water infiltration.

AIR MONITORING RESULTS

Client: Hazel Park Schools

Building: Webb Elementary School

Location: Throughout

Project Number: CI0421/WB147

Nova Environmental, Inc.
Indoor Air Quality Data Sheet
Fungal Spore Air Sampling

Date: 1/21/21

Nova Representative: L. Whitton

Outside Weather Conditions: 37° F
Mostly Sunny, Wind SW @ 10 MPH

Sample Number	Location	Pump I.D.	Start Time	Stop Time	Sample Time (min)	Start Flow Rate (L/min)	Stop Flow Rate (L/min)	Volume (L)	Notes
01A	Main Office	272	4:15 PM	4:20 PM	5	14.31	14.31	71.55	DO, WC, VO
02A	Room 203	272	4:21 PM	4:26 PM	5	14.31	14.31	71.55	DC, WC, VO
03A	Cafeteria	272	4:28 PM	4:33 PM	5	14.31	14.31	71.55	DO, WC, VO
04A	Exterior	272	4:34 PM	4:39 PM	5	14.31	14.31	71.55	@3' AGL o/s Cafeteria

DO = Door Open, DC = Door Closed, WO = Windows Open, WC = Windows Closed, VO = Vent On, VF = Vent Off, AFL = Above Floor Level, AGL = Above Ground Level
min = minutes, L = Liters, Cassette: Zefon Air-O-Cell®

EXPANDED FUNGAL REPORT ™

Prepared Exclusively For

Nova Environmental, Inc

5300 Plymouth Rd
Ann Arbor, MI 48105
Phone:734-930-0995

Report Date: 1/25/2021
Project: CI0421/WB147
EMSL Order: 082100163

AIHA-LAP, LLC-EMLAP Accredited
#223912

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EMSL Order: 082100163
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Collected:
Received: 1/22/2021
Analyzed: 1/25/2021

Proj: CI0421/WB147

1. Description of Analysis

Analytical Laboratory

EMSL Analytical, Inc. (EMSL) is a nationwide, full service, analytical testing laboratory network providing Asbestos, Mold, Indoor Air Quality, Microbiological, Environmental, Chemical, Forensic, Materials, Industrial Hygiene and Mechanical Testing services since 1981. Ranked as the premier independently owned environmental testing laboratory in the nation, EMSL puts analytical quality as its top priority. This quality is recognized by many well-respected federal, state and private accrediting agencies, and assured by our high quality personnel, including many Ph.D. microbiologists and mycologists.

EMSL is an independent laboratory that performed the analysis of these samples. EMSL did not conduct the sampling or site investigation for this report. The samples referenced herein were analyzed under strict quality control procedures using state-of-the-art microbiological methods. The analytical methods used and the data presented are scientifically and legally defensible.

The laboratory data is provided in compliance with ISO-IEC 17025 guidelines for the particular test(s) requested, including any associated limitations for the methods employed. These data are intended for use by professionals having knowledge of the testing methods necessary to interpret them accurately.

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Air Samples - Spore traps:

Spore traps are commercially available sampling devices that capture airborne particles on an adhesive slide. Air is pulled through the device using a vacuum pump. Spores, as well as other airborne particles, are impacted on the collection adhesive. Using spore trap collection methods has inherent limitations. These collection methods are biased towards larger spore sizes.

The analysis for total spore counts is a direct microscopic examination and does not include culturing or growing the fungi. Therefore, the results include both viable and non-viable spores. Some fungal groups produce similar spore types that cannot be distinguished by direct microscopic examination alone (i.e., *Aspergillus/Penicillium*, and others). Other spore types may lack distinguishing features that aid in their identification. These types are grouped into larger categories such as Ascospores or Basidiospores.

Fungal spores are identified and grouped by morphological characteristics including color, shape, septation, ornamentation, and fruiting structures (if present) which are compared to published mycological identification keys and texts. EMSL reports provide spore counts per cubic meter of air to three significant figures. Please note that each spore category is reported to three significant figures. Due to rounding and the application of three significant figures the sum of the individual spore numbers may not equal the total spore count on the report. EMSL does not maintain responsibility for final volume concentrations (counts/m3) since this volume is provided by the field collector and can not be verified by EMSL.

EMSL analyzes spore traps using phase contrast microscopy. There is a wide choice of collection devices (Air-O-Cell, Micro-5, Burkhard, etc.) on the market. Differences in analytical method may exist between spore trap devices.

Spore trap results are reported in spores per cubic meter of air. Due to the other airborne particles collected with the spores, EMSL reports a background particle density. Background density is an indication of overall particulate matter present on the sample (i.e. dust in the air). High background concentrations may obscure spores such as the *Penicillium/Aspergillus* group. The rating system is from 1-5 with 1 = 1 - 25% of the background obscured by material, 2 = 26 - 50%, 3 = 51 - 75%, 4 = 76% - 99%, 5 = 100% or overloaded. A background rating of 4 or higher should be regarded as a minimum count since the actual concentrations may be higher than those reported. EMSL will not be held responsible for overloading of samples. Sample volumes are left to the discretion of the company or persons conducting the fieldwork.

Skin fragment density is the percentage of skin cells making up the total background material, 1 = 1 - 25%, 2 = 26 - 50%, 3 = 51 - 75%, 4 = 76-100%. Skin fragment density is considered an indication of the general cleanliness in the area sampled. It has been estimated that up to 90% of household dust consists of dead skin cells.

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2. Analytical Results

See attached data reports and charts.

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Proj: CI0421/WB147

Test Report: Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	082100163-0001			082100163-0002			082100163-0003		
Client Sample ID:	CI0421/WB147-01A			CI0421/WB147-02A			CI0421/WB147-03A		
Volume (L):	71.55			71.55			71.55		
Sample Location:	Main Office			Rm 203			Cafeteria		
Spore Types	Raw Count	Count/m³	% of Total	Raw Count	Count/m³	% of Total	Raw Count	Count/m³	% of Total
Alternaria (Ulocladium)	-	-	-	-	-	-	-	-	-
Ascospores	1	40	33.3	-	-	-	1	40	80
Aspergillus/Penicillium	-	-	-	1	40	44.4	-	-	-
Basidiospores	-	-	-	1*	10*	11.1	-	-	-
Bipolaris++	-	-	-	-	-	-	-	-	-
Chaetomium	-	-	-	-	-	-	-	-	-
Cladosporium	1	40	33.3	-	-	-	-	-	-
Curvularia	-	-	-	-	-	-	-	-	-
Epicoccum	-	-	-	-	-	-	-	-	-
Fusarium	-	-	-	-	-	-	-	-	-
Ganoderma	-	-	-	-	-	-	-	-	-
Myxomycetes++	-	-	-	1	40	44.4	1*	10*	20
Pithomyces++	-	-	-	-	-	-	-	-	-
Rust	-	-	-	-	-	-	-	-	-
Scopulariopsis/Microascus	-	-	-	-	-	-	-	-	-
Stachybotrys/Memnoniella	1	40	33.3	-	-	-	-	-	-
Unidentifiable Spores	-	-	-	-	-	-	-	-	-
Zygomycetes	-	-	-	-	-	-	-	-	-
Total Fungi	**3**	**120**	**100**	**3**	**90**	**100**	**2**	**50**	**100**
Hyphal Fragment	-	-	-	-	-	-	-	-	-
Insect Fragment	-	-	-	-	-	-	-	-	-
Pollen	-	-	-	-	-	-	-	-	-
Analyt. Sensitivity 600x	-	44	-	-	44	-	-	44	-
Analyt. Sensitivity 300x	-	14*	-	-	14*	-	-	14*	-
Skin Fragments (1-4)	-	2	-	-	2	-	-	1	-
Fibrous Particulate (1-4)	-	1	-	-	1	-	-	1	-
Background (1-5)	-	1	-	-	1	-	-	1	-

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.

Ryan Shannon, Laboratory Manager
or Other Approved Signatory

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Samples analyzed by EMSL Analytical, Inc. Plymouth, MI AIHA-LAP, LLC-EMLAP Accredited #223912

Initial report from: 01/25/2021 14:30:14

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EMSL Order: 082100163
Customer ID: NOVA53
Collected:
Received: 1/22/2021
Analyzed: 1/25/2021

Proj: CI0421/WB147

Test Report: Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	082100163-0004		
Client Sample ID:	CI0421/WB147-04A		
Volume (L):	71.55		
Sample Location:	Exterior		
Spore Types	**Raw Count**	**Count/m³**	**% of Total**
Alternaria (Ulocladium)	-	-	-
Ascospores	1	40	12.1
Aspergillus/Penicillium	-	-	-
Basidiospores	-	-	-
Bipolaris++	-	-	-
Chaetomium	-	-	-
Cladosporium	5	200	60.6
Curvularia	-	-	-
Epicoccum	-	-	-
Fusarium	-	-	-
Ganoderma	-	-	-
Myxomycetes++	2	90	27.3
Pithomyces++	-	-	-
Rust	-	-	-
Scopulariopsis/Microascus	-	-	-
Stachybotrys/Memnoniella	-	-	-
Unidentifiable Spores	-	-	-
Zygomycetes	-	-	-
Total Fungi	**8**	**330**	**100**
Hyphal Fragment	-	-	-
Insect Fragment	-	-	-
Pollen	-	-	-
Analyt. Sensitivity 600x	-	44	-
Analyt. Sensitivity 300x	-	14*	-
Skin Fragments (1-4)	-	1	-
Fibrous Particulate (1-4)	-	1	-
Background (1-5)	-	1	-

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.

Ryan Shannon, Laboratory Manager
or Other Approved Signatory

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Customer ID: NOVA53
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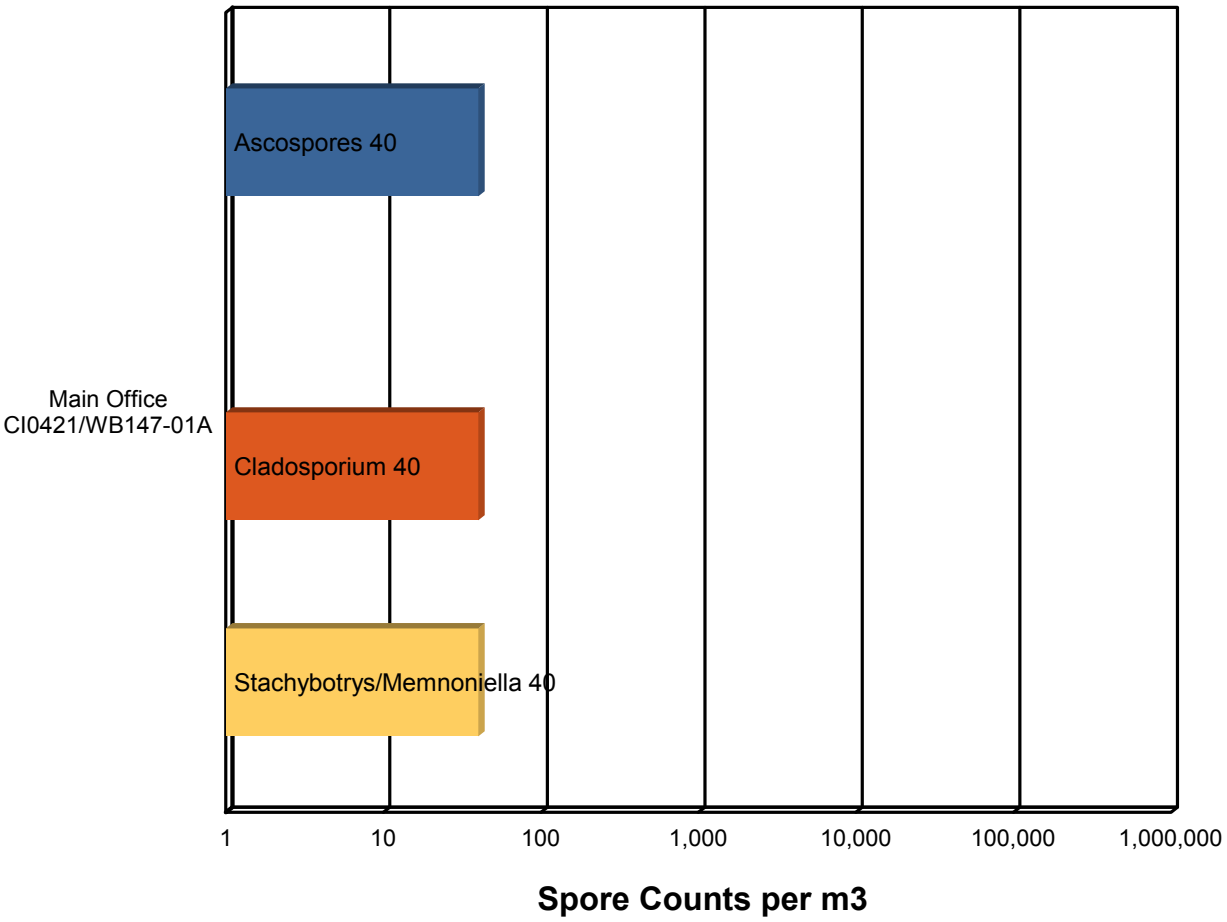
Analyzed: 1/25/2021

Proj: CI0421/WB147

Spore Trap Report: Total Counts



Main Office
CI0421/WB147-01A

* The chart is displayed using a logarithmic scale. Bar size is not directly proportional to the number of spores.

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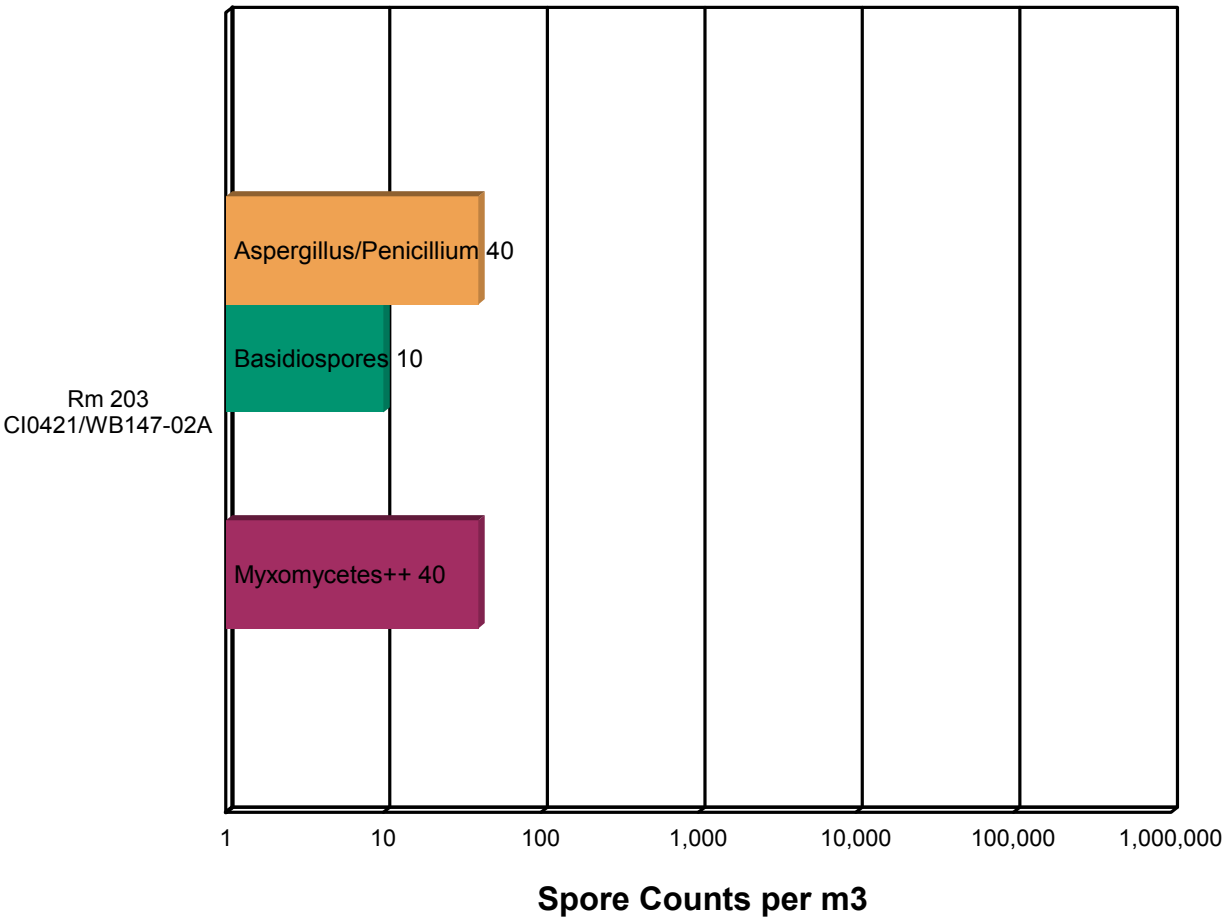
Spore Trap Report: Total Counts



Ascospores
Aspergillus/Penicillium
Basidiospores
Cladosporium
Myxomycetes++
Stachybotrys/Memnoniella

* The chart is displayed using a logarithmic scale. Bar size is not directly proportional to the number of spores.

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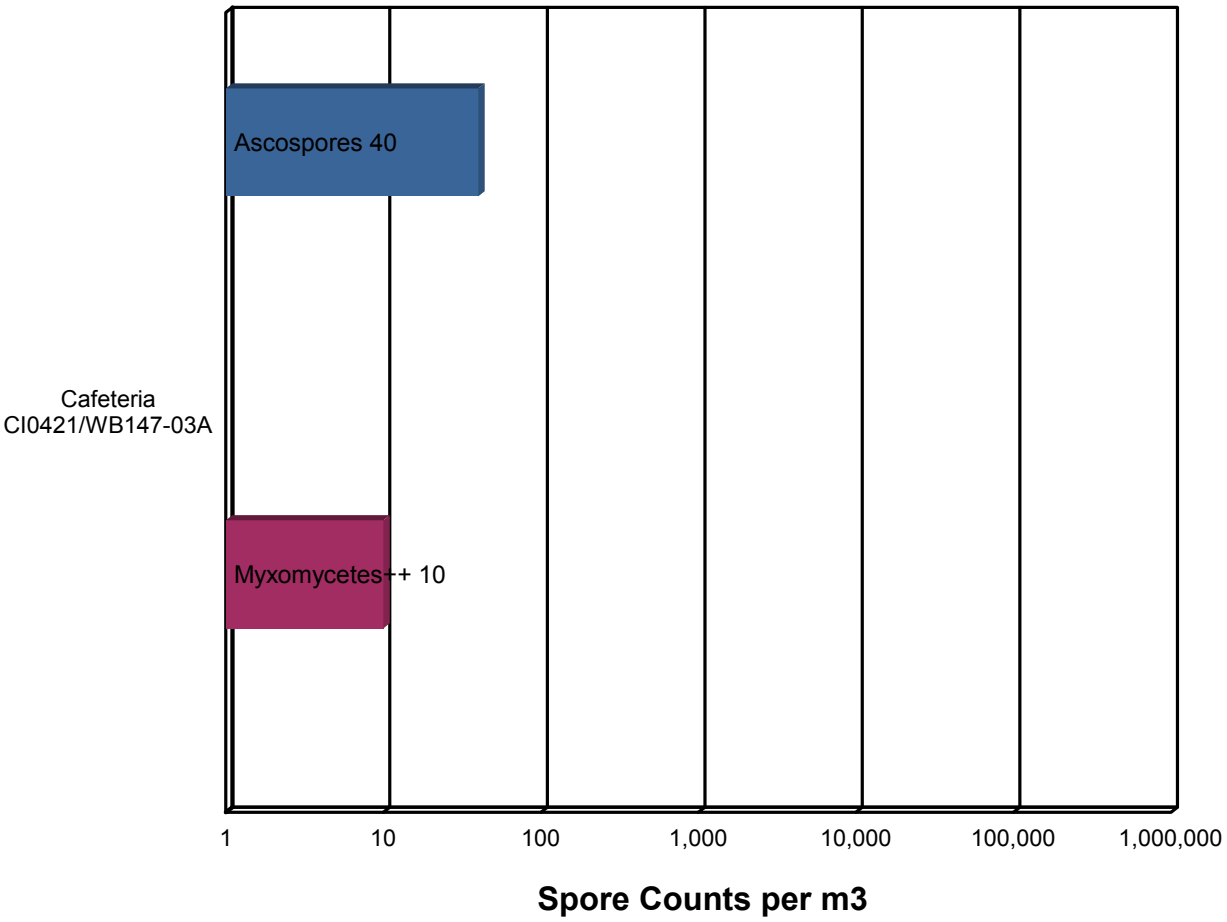
Spore Trap Report: Total Counts



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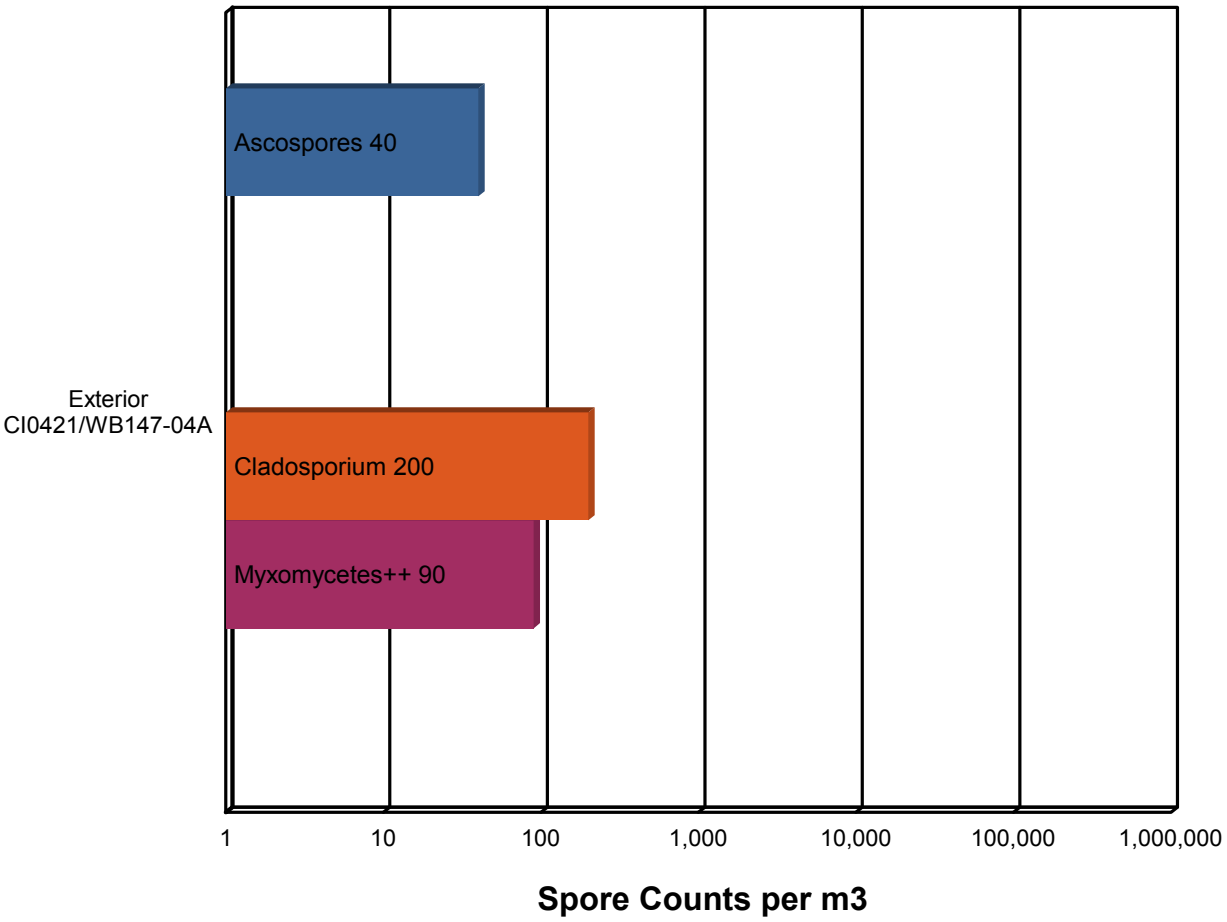

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Attn: Lisa Whitton
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Ann Arbor, MI 48105

EMSL Order: 082100163
Customer ID: NOVA53
Collected:
Received: 1/22/2021
Analyzed: 1/25/2021

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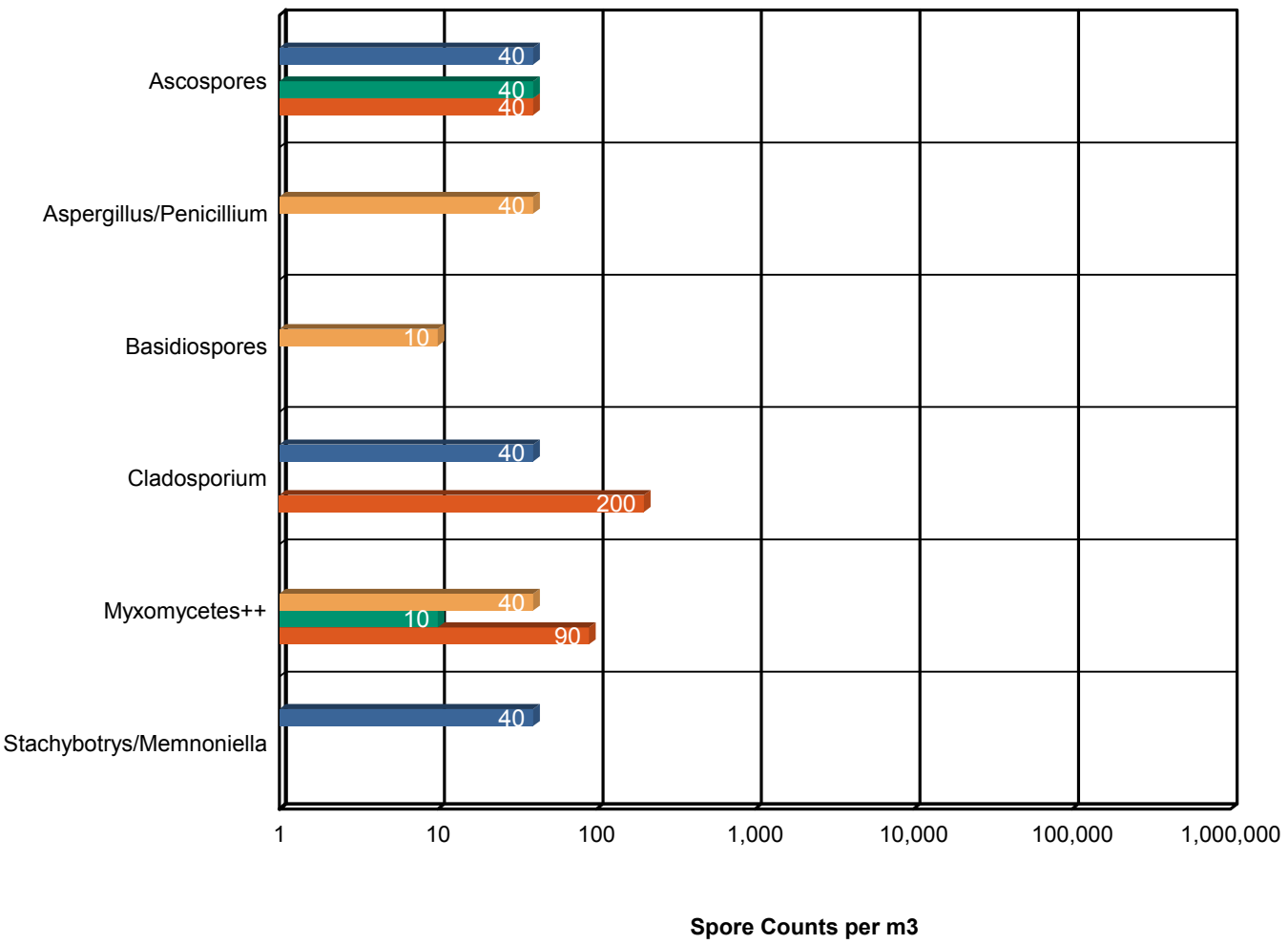
Background Comparison Chart



* The chart is displayed using a logarithmic scale. The bar size is not directly proportional to the number of spores.

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3. Understanding the Results

EMSL Analytical, Inc. is an independent laboratory, providing unbiased and scientifically valid results. These data represent only a portion of an overall IAQ investigation. Visual information and environmental conditions measured during the site assessment (humidity, moisture readings, etc.) are crucial to any final interpretation of the results. Many factors impact the final results; therefore, result interpretation should only be conducted by qualified individuals. The American Conference of Governmental Industrial Hygienists (ACGIH) has published a good reference book covering sampling and data interpretation. It is entitled, Bioaerosols: Assessment and Control, 1999.

Fungal spores are found everywhere. Whether or not symptoms develop in people exposed to fungi depends on the nature of the fungal material (e.g., allergenic, toxic, or infectious), the exposure level, and the susceptibility of exposed persons. Susceptibility varies with the genetic predisposition (e.g., allergic reactions do not always occur in all individuals), age, pre-existing medical conditions (e.g., diabetes, cancer, or chronic lung conditions), use of immunosuppressive drugs, and concurrent exposures. These reasons make it difficult to identify dose/response relationships that are required to establish “safe” or “unsafe” levels (i.e., permissible exposure limits).

It is generally accepted in the industry that indoor fungal growth is undesirable and inappropriate, necessitating removal or other appropriate remedial actions. The New York City guidelines and EPA guidelines for mold remediation in schools and commercial buildings define the conditions warranting mold remediation. Always remember that water is the key. Preventing water damage or water condensation will prevent mold growth.

This report is not intended to provide medical advice or advice concerning the relative safety of an occupied space. Always consult an occupational or environmental health physician who has experience addressing indoor air contaminants if you have any questions.

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4. Glossary of Fungi

ASCOSPORES	
Natural Habitat	Everywhere in nature.
Suitable Substrates in the Indoor Environment	Depends on genus and species.
Water Activity	Depends on genus and species.
Mode of Dissemination	Forcible ejection or passive release and dissemination by wind or insects.
Allergic Potential	Depends on genus and species.
Potential or Opportunistic Pathogens	Depends on genus and species.
Industrial Uses	Depends on genus and species.
Potential Toxins Produced	Depends on genus and species.
Other Comments	Ascospores are the result of sexual reproduction and produced in a saclike structure called an ascus. All ascospores belong to members of the Phylum Ascomycota, which encompasses a plethora of genera worldwide.

ASPERGILLUS/PENICILLIUM	
Natural Habitat	Plant debris ·Seed ·Cereal crops
Suitable Substrates in the Indoor Environment	Grows on a wide range of substrates indoors ·Prevalent in water damaged buildings ·Foods (blue mold on cereals, fruits, vegetables, dried foods) ·House dust ·Fabrics ·Leather ·Wallpaper ·Wallpaper glue
Water Activity	Aw=0.75-0.94
Mode of Dissemination	Wind ·Insects
Allergic Potential	Type I (hay fever, asthma) ·Type III (hypersensitivity)
Potential or Opportunistic Pathogens	Possible depending on the species.
Industrial Uses	Many depending on the species
Potential Toxins Produced	Possible depending on the species.
Other Comments	Spores of Aspergillus and Penicillium (including others such as Acremonium, Talaromyces, and Paecilomyces) are small and spherical with few distinguishing characteristics. They cannot be differentiated or speciated by non-viable impaction sampling methods. Some species with very small spores may be undercounted in samples with high background debris.

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BASIDIOSPORES	
Natural Habitat	Forest floors. Lawns .Plants (saprobes or pathogens depending on genus)
Suitable Substrates in the Indoor Environment	Depends on genus. Wood products
Water Activity	Unknown.
Mode of Dissemination	Forcible ejection. Wind currents.
Allergic Potential	Type I allergies (hay fever, asthma) . Type III (hypersensitivity pneumonitis)
Potential or Opportunistic Pathogens	Depends on genus.
Industrial Uses	Edible mushrooms are used in the food industry.
Potential Toxins Produced	Amanitins. monomethyl-hydrazine. muscarine. ibotenic acid. psilocybin.
Other Comments	Basidiospores are the result of sexual reproduction and formed on a structure called the basidium. Basidiospores belong to the members of the Phylum Basidiomycota, which includes mushrooms, shelf fungi, rusts, and smuts.

CLADOSPORIUM	
Natural Habitat	Dead plant matter. Straw. Soil. Woody plants
Suitable Substrates in the Indoor Environment	Fiberglass duct liner. Paint. Textiles. Found in high concentration in water-damaged building materials.
Water Activity	Aw 0.84-0.88
Mode of Dissemination	Air
Allergic Potential	Type I (asthma and hay fever).
Potential or Opportunistic Pathogens	Edema. keratitis. onychomycosis. pulmonary infections. Sinusitis.
Industrial Uses	Produces 10 antigens.
Potential Toxins Produced	Cladosporin and Emodin.

MYXOMYCETES++	
Natural Habitat	Decaying logs, Dead leaves , Dung , Lawns , Mulched flower beds, Lawns
Suitable Substrates in the Indoor Environment	Rotting lumber
Free moisture required for mold growth	Unknown
Mode of Dissemination	Insects, Water, Wind
Allergic Potential	Type I
Potential or Opportunistic Pathogens	Unknown
Industrial Uses	
Other Comments	Includes Myxomycetes, Smut, and Periconia.

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STACHYBOTRYS/MEMNONIELLA

Natural Habitat	Decaying plant materials and Soil.
Suitable Substrates in the Indoor Environment	Water damaged building materials such as: ceiling tiles, gypsum board, insulation backing, sheet rock, and wall paper. Paper. Textiles.
Water Activity	Aw=0.94
Mode of Dissemination	Insects, Water, and Wind
Allergic Potential	Type I (hay fever, asthma)
Potential or Opportunistic Pathogens	Unknown.
Industrial Uses	Unknown.
Potential Toxins Produced	Mycotoxins produced by Stachybotrys include Roridin A, Roridin E, Roridin H, Roridin L-2, Satratoxin G, Satratoxin H, Isosatratoxin F, Verucarin A, Verucarin J, and Verrucariol.
Other Comments	Stachybotrys and Memnoniella are closely related and many Memnoniella species have been renamed under Stachybotrys. Mycologists are continuing to debate whether Stachybotrys and Memnoniella should be grouped or split apart (see references below). Stachybotrys may play a role in the development of sick building syndrome. The presence of this fungus can be significant due to its ability to produce mycotoxins. Exposure to the toxins can occur through inhalation, ingestion, or skin exposure.
References	Generic hyper-diversity in Stachybotriaceae. L. Lombard et al., Persoonia 36, 2016: 156–246. Overview of Stachybotrys (Memnoniella) and current species status. Y. Wang et al., Fungal Diversity, 2015: DOI: 10.1007/s13225-014-0319-0.

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5. References and Informational Links

Books

- Bioaerosols: Assessment and Control. Janet Macher, Ed., American Conference of Governmental Industrial Hygienists, Cincinnati, OH 1999.
- Exposure Guidelines for Residential Indoor Air Quality. Environmental Health Directorate, Health Protection Branch, Health Canada, Ottawa, Ontario, 1989.
- Fungal Contamination in Public Buildings: Health Effects and Investigation Methods. Health Canada, Ottawa, Ontario, 2004.
- IICRC: S500 Standard and Reference Guide for Professional Water Damage Restoration. 3rd Edition, Institute of Inspection, Cleaning, and Restoration Certification, Vancouver, WA, 2006

  IICRC: S520 Standard and Reference Guide for Professional Mold Remediation. 1st Edition, Institute of Inspection, Cleaning, and Restoration Certification, Vancouver, WA, 2004
- Field Guide for the Determination of Biological Contaminants in Environmental Samples. 2nd Edition, American Industrial Hygiene Association, 2005.

Consumer Links

Read the full text of AIHA's "The Facts About Mold" consumer brochure.
<http://www.aiha.org/get-involved/VolunteerGroups/Documents/BiosafetyVG-FactsAbout%20MoldDecember2011.pdf>

The Occupational Safety and Health Administration (OSHA)
http://www.osha.gov/SLTC/molds/index.html

CDC Mold Facts
http://www.cdc.gov/mold/faqs.htm

CDC Stachybotrys - Questions and answers on Stachybotrys chartarum and other molds
http://www.cdc.gov/mold/stachy.htm

IOM, NAS: Clearing the Air: Asthma and Indoor Air Exposures
https://www.epa.gov/indoor-air-quality-iaq/should-you-have-air-ducts-your-home-cleaned

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National Library of Medicine-Mold website
http://www.nlm.nih.gov/medlineplus/molds.html

California Department of Health Services (CADOHS)
https://www.cdph.ca.gov/Programs/CCDPHP/DEODC/EHLB/IAQ/Pages/Mold.aspx

Minnesota Department of Health
http://www.health.state.mn.us/divs/eh/indoorair/mold/index.html

New York City Department of Health and Mental Hygiene
https://www1.nyc.gov/site/doh/health/health-topics/mold.page

H.R.: The United States Toxic Mold Safety and Protection Act

EPA

"Should You Have the Air Ducts in Your Home Cleaned?"
<http://www.epa.gov/iaq/pubs/airduct.html>

General information about molds and actions that can be taken to clean up or prevent a mold problem.
<http://www.epa.gov/asthma/molds.html>

“A Brief Guide to Mold, Moisture, and Your Home” - Includes basic information on mold, cleanup guidelines, and moisture and mold prevention
http://www.epa.gov/mold/moldguide.html

“Mold Remediation in Schools and Commercial Buildings” - Information on remediation in schools and commercial property, references for potential mold and moisture remediators.
https://www.epa.gov/mold/mold-remediation-schools-and-commercial-buildings-guide

FEMA

“Homes That Were Flooded May Harbor Mold Problems” - Information and tips for cleaning mold.
http://www.fema.gov/news-release/homes-were-flooded-may-harbor-mold-problems

“Dealing With Mold & Mildew in Your Flood Damaged Home.
http://www.fema.gov/pdf/rebuild/recover/fema_mold_brochure_english.pdf

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6. Important Terms, Conditions, and Limitations

A. Sample Retention

Samples analyzed by EMSL will be retained for 60 days after analysis date Storage beyond this period is available for a fee with written request prior to the initial 30 day period. Samples containing hazardous/toxic substances which require special handling will be returned to the client immediately. EMSLreserves the right to charge a sample disposal fee or return samples to the client.

B. Change Orders and Cancellation

All changes in the scope of work or turnaround time requested by the client after sample acceptance must be made in writing and confirmed in writing by EMSL. If requested changes result in a change in cost the client must accept payment responsibility. In the event work is cancelled by a client, EMSL will complete work in progress and invoice for work completed to the point of cancellation notice. EMSL is not responsible for. holding times that are exceeded due to such changes.

C. Warranty

EMSL warrants to its clients that all services provided hereunder shall be performed in accordance with established and recognized analytical testing procedures and with reasonable care in accordance with applicable federal, state and local laws. The foregoing express warranty is exclusive and is given in lieu of all other warranties, expressed or implied. EMSL disclaims any other warranties, express or implied, including a warranty of fitness for particular purpose and warranty of merchantability.

D. Limits of Liability

In no event shall EMSL be liable for indirect, special, consequential, or incidental damages, including, but not limited to, damages for loss of profit or goodwill regardless of the negligence (either sole or concurrent) of EMSL and whether EMSL has been informed of the possibility of such damages, arising out of or in connection with EMSL's services thereunder or the delivery, use, reliance upon or interpretation of test results by client or any third party. We accept no legal responsibility for the purposes for which the client uses the test results. EMSL will not be held responsible for the improper selection of sampling devices even if we supply the device to the user. The user of the sampling device has the sole responsibility to select the proper sampler and sampling conditions to insure that a valid sample is taken for analysis. Any resampling performed will be at the sole discretion of EMSL, the cost of which shall be limited to the reasonable value of the original sample delivery group (SDG) samples. In no event shall EMSL be liable to a client or any third party, whether based upon theories

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of tort, contract or any other legal or equitable theory, in excess of the amount paid to EMSL by client thereunder.

E. Indemnification

Client shall indemnify EMSL and its officers, directors and employees and hold each of them harmless for any liability, expense or cost, including reasonable attorney's fees, incurred by reason of any third party claim in connection with EMSL services, the test result data or its use by client

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INDOOR AIR QUALITY INVESTIGATION
FINAL REPORT

for:
Mr. Jason Zirnis
Assistant Superintendent of Business and Operations
Hazel Park Schools
1620 E Elza
Hazel Park, Michigan 48030

at:
Ford Administration Building
1620 E Elza
Hazel Park, MI 48030

by:
Nova Environmental, Inc.
5300 Plymouth Road
Ann Arbor, Michigan

Project #CI0421/F120
January 21, 2021

INTRODUCTION/BACKGROUND

Mr. Jason Zirnis, Assistant Superintendent of Business and Operations for Hazel Park Schools, contacted Nova Environmental, Inc. indicating that he would like to conduct an Indoor Air Quality (IAQ) Investigation including a visual inspection and mold air samples to determine the overall indoor air quality within various locations at the Ford Administration Building.

METHODS

Nova Environmental, Inc. conducted various monitoring activities within the Ford Administration Building.

The investigation included the following:

- A visual inspection for any obvious indoor pollution sources in areas of specific concern;
- Air sampling in order to determine airborne concentrations of total mold and fungal spores in representative locations within the building;

INVESTIGATION SUMMARY

AIRBORNE FUNGAL SPORE SAMPLING

Bioaerosols are defined as materials that have been finely divided and suspended in the air (aerosol) that have a biological origin or activity (bio-). Or simply, these are living or dead bacteria, mold and fungi or the spores of mold and fungi. Individuals may react to the entire bacteria, mold and fungi or its spores, or react to mycotoxins, the chemicals that the fungi produce as a by-product of their metabolism. These "biological particles" and mycotoxins can affect different people in different ways and have the potential to cause a variety of physical symptoms. Fungal air sampling can be conducted after a definite source has been identified, as a pro-active means of characterizing a building's air or to possibly eliminate a major fungal infestation as the cause of occupant complaints. Although there are no regulatory standards regarding exposures to molds, comparisons between samples can be reviewed in an attempt to determine if potential indoor mold amplification sites exist, with the results being reported a Fungal Structures/m^3. Variables such as outdoor fungal types and concentrations as well as the number and specific types of fungal organisms indoors and their potential sources, must all be considered when interpreting sample results; no one comparison or interpretation is typically appropriate.

Fungal air sampling was conducted in order to characterize the indoor fungal spore composition in the applicable areas of the building. There were a total of four fungal spore samples collected at the building. They included 01A (Main Office), 02A (Cafeteria/Gym), 03A (Room 23), and 04A (Exterior).

Samples 01A-03A were collected in representative areas while 04A was collected as control sample.

As identified on the attached analytical results sheets, sample 04A (exterior comparison sample) result for total fungal counts per cubic meter (Count/m^3) was 100 Count/m^3. The samples in the representative area being 01A at 100 Count/m^3, 02A at 50 Count/m^3, and 03A at 100 Count/m^3. The predominant types of mold identified in the indoor representative areas were comparable to each other and the outdoor comparison sample.

Based on the fact that the predominant types of mold identified were similar or the same for all samples, it appears that there are no amplification sites of mold within the areas of concern in the building. The visual inspection of the areas did not indicate any signs of visible fungal growth. Some areas of dust were identified inside the univents in the cafeteria/gym.

RECOMMENDATIONS

- Replace all filters in the HVAC system regularly – as recommended by the manufacturer.
- Ensure all HVAC units are functioning properly and rooms have adequate ventilation.
- Regularly clean all HVAC components including return and supply air grates.
- Any areas or spaces with high moisture or water intrusion should be investigated immediately.

AIR MONITORING RESULTS

Client: Hazel Park Schools

Building: Ford Administration Building

Location: Throughout

Project Number: CI0421/F120

Nova Environmental, Inc.
Indoor Air Quality Data Sheet
Fungal Spore Air Sampling

Page: 1 of 1

Date: 1/21/21

Nova Representative: L. Whitton

Outside Weather Conditions: 37° F
Mostly Sunny, Wind SW @ 10 MPH

Sample Number	Location	Pump I.D.	Start Time	Stop Time	Sample Time (min)	Start Flow Rate (L/min)	Stop Flow Rate (L/min)	Volume (L)	Notes
01A	Main Office	272	11:58 AM	12:03 PM	5	14.31	14.31	71.55	DC, WC, VO
02A	Cafeteria/Gym	272	12:05 PM	12:10 PM	5	14.31	14.31	71.55	DO, WC, VO
03A	Room 23	272	12:18 PM	12:23 PM	5	14.31	14.31	71.55	DC, WC, VO
04A	Exterior	272	12:11 PM	12:16 PM	5	14.31	14.31	71.55	@3' AGL o/s Gym

DO = Door Open, DC = Door Closed, WO = Windows Open, WC = Windows Closed, VO = Vent On, VF = Vent Off, AFL = Above Floor Level, AGL = Above Ground Level
min = minutes, L = Liters, Cassette: Zefon Air-O-Cell®

EXPANDED FUNGAL REPORT ™

Prepared Exclusively For

Nova Environmental, Inc

5300 Plymouth Rd
Ann Arbor, MI 48105
Phone:734-930-0995

Report Date: 1/25/2021
Project: CI0421/F120
EMSL Order: 082100170

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#223912

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1. Description of Analysis

Analytical Laboratory

EMSL Analytical, Inc. (EMSL) is a nationwide, full service, analytical testing laboratory network providing Asbestos, Mold, Indoor Air Quality, Microbiological, Environmental, Chemical, Forensic, Materials, Industrial Hygiene and Mechanical Testing services since 1981. Ranked as the premier independently owned environmental testing laboratory in the nation, EMSL puts analytical quality as its top priority. This quality is recognized by many well-respected federal, state and private accrediting agencies, and assured by our high quality personnel, including many Ph.D. microbiologists and mycologists.

EMSL is an independent laboratory that performed the analysis of these samples. EMSL did not conduct the sampling or site investigation for this report. The samples referenced herein were analyzed under strict quality control procedures using state-of-the-art microbiological methods. The analytical methods used and the data presented are scientifically and legally defensible.

The laboratory data is provided in compliance with ISO-IEC 17025 guidelines for the particular test(s) requested, including any associated limitations for the methods employed. These data are intended for use by professionals having knowledge of the testing methods necessary to interpret them accurately.

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Air Samples - Spore traps:

Spore traps are commercially available sampling devices that capture airborne particles on an adhesive slide. Air is pulled through the device using a vacuum pump. Spores, as well as other airborne particles, are impacted on the collection adhesive. Using spore trap collection methods has inherent limitations. These collection methods are biased towards larger spore sizes.

The analysis for total spore counts is a direct microscopic examination and does not include culturing or growing the fungi. Therefore, the results include both viable and non-viable spores. Some fungal groups produce similar spore types that cannot be distinguished by direct microscopic examination alone (i.e., *Aspergillus/Penicillium*, and others). Other spore types may lack distinguishing features that aid in their identification. These types are grouped into larger categories such as Ascospores or Basidiospores.

Fungal spores are identified and grouped by morphological characteristics including color, shape, septation, ornamentation, and fruiting structures (if present) which are compared to published mycological identification keys and texts. EMSL reports provide spore counts per cubic meter of air to three significant figures. Please note that each spore category is reported to three significant figures. Due to rounding and the application of three significant figures the sum of the individual spore numbers may not equal the total spore count on the report. EMSL does not maintain responsibility for final volume concentrations (counts/m3) since this volume is provided by the field collector and can not be verified by EMSL.

EMSL analyzes spore traps using phase contrast microscopy. There is a wide choice of collection devices (Air-O-Cell, Micro-5, Burkhard, etc.) on the market. Differences in analytical method may exist between spore trap devices.

Spore trap results are reported in spores per cubic meter of air. Due to the other airborne particles collected with the spores, EMSL reports a background particle density. Background density is an indication of overall particulate matter present on the sample (i.e. dust in the air). High background concentrations may obscure spores such as the *Penicillium/Aspergillus* group. The rating system is from 1-5 with 1 = 1 - 25% of the background obscured by material, 2 = 26 - 50%, 3 = 51 - 75%, 4 = 76% - 99%, 5 = 100% or overloaded. A background rating of 4 or higher should be regarded as a minimum count since the actual concentrations may be higher than those reported. EMSL will not be held responsible for overloading of samples. Sample volumes are left to the discretion of the company or persons conducting the fieldwork.

Skin fragment density is the percentage of skin cells making up the total background material, 1 = 1 - 25%, 2 = 26 - 50%, 3 = 51 - 75%, 4 = 76-100%. Skin fragment density is considered an indication of the general cleanliness in the area sampled. It has been estimated that up to 90% of household dust consists of dead skin cells.

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5300 Plymouth Rd
Ann Arbor, MI 48105

EMSL Order: 082100170
Customer ID: NOVA53
Collected:
Received: 1/22/2021
Analyzed: 1/25/2021

Proj: CI0421/F120

2. Analytical Results

See attached data reports and charts.

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Proj: CI0421/F120

Test Report: Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	082100170-0001			082100170-0002			082100170-0003		
Client Sample ID:	CI0421/F120-01A			CI0421/F120-02A			CI0421/F120-03A		
Volume (L):	71.55			71.55			71.55		
Sample Location:	Main Office			Cafeteria/Gym			Rm 23		
Spore Types	Raw Count	Count/m³	% of Total	Raw Count	Count/m³	% of Total	Raw Count	Count/m³	% of Total
Alternaria (Ulocladium)	-	-	-	-	-	-	-	-	-
Ascospores	1	50	50	-	-	-	1	50	50
Aspergillus/Penicillium	-	-	-	-	-	-	-	-	-
Basidiospores	-	-	-	1	50	100	1	50	50
Bipolaris++	-	-	-	-	-	-	-	-	-
Chaetomium	-	-	-	-	-	-	-	-	-
Cladosporium	-	-	-	-	-	-	-	-	-
Curvularia	-	-	-	-	-	-	-	-	-
Epicoccum	-	-	-	-	-	-	-	-	-
Fusarium	-	-	-	-	-	-	-	-	-
Ganoderma	-	-	-	-	-	-	-	-	-
Myxomycetes++	1	50	50	-	-	-	-	-	-
Pithomyces++	-	-	-	-	-	-	-	-	-
Rust	-	-	-	-	-	-	-	-	-
Scopulariopsis/Microascus	-	-	-	-	-	-	-	-	-
Stachybotrys/Memnoniella	-	-	-	-	-	-	-	-	-
Unidentifiable Spores	-	-	-	-	-	-	-	-	-
Zygomycetes	-	-	-	-	-	-	-	-	-
Total Fungi	**2**	**100**	**100**	**1**	**50**	**100**	**2**	**100**	**100**
Hyphal Fragment	-	-	-	-	-	-	-	-	-
Insect Fragment	-	-	-	-	-	-	-	-	-
Pollen	-	-	-	-	-	-	-	-	-
Analyt. Sensitivity 600x	-	45	-	-	45	-	-	45	-
Analyt. Sensitivity 300x	-	14*	-	-	14*	-	-	14*	-
Skin Fragments (1-4)	-	2	-	-	1	-	-	1	-
Fibrous Particulate (1-4)	-	1	-	-	1	-	-	1	-
Background (1-5)	-	2	-	-	1	-	-	1	-

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.

Ryan Shannon, Laboratory Manager
or Other Approved Signatory

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Samples analyzed by EMSL Analytical, Inc. Plymouth, MI AIHA-LAP, LLC-EMLAP Accredited #223912

Initial report from: 01/25/2021 14:33:32

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5300 Plymouth Rd
Ann Arbor, MI 48105

EMSL Order: 082100170
Customer ID: NOVA53
Collected:
Received: 1/22/2021
Analyzed: 1/25/2021

Proj: CI0421/F120

Test Report: Air-O-Cell(™) Analysis of Fungal Spores & Particulates by Optical Microscopy (Methods MICRO-SOP-201, ASTM D7391)

Lab Sample Number:	082100170-0004		
Client Sample ID:	CI0421/F120-04A		
Volume (L):	71.55		
Sample Location:	Exterior		
Spore Types	**Raw Count**	**Count/m³**	**% of Total**
Alternaria (Ulocladium)	-	-	-
Ascospores	1	50	50
Aspergillus/Penicillium	-	-	-
Basidiospores	-	-	-
Bipolaris++	-	-	-
Chaetomium	-	-	-
Cladosporium	-	-	-
Curvularia	-	-	-
Epicoccum	-	-	-
Fusarium	-	-	-
Ganoderma	-	-	-
Myxomycetes++	-	-	-
Pithomyces++	-	-	-
Rust	-	-	-
Scopulariopsis/Microascus	-	-	-
Stachybotrys/Memnoniella	1	50	50
Unidentifiable Spores	-	-	-
Zygomycetes	-	-	-
Total Fungi	**2**	**100**	**100**
Hyphal Fragment	-	-	-
Insect Fragment	-	-	-
Pollen	-	-	-
Analyt. Sensitivity 600x	-	45	-
Analyt. Sensitivity 300x	-	14*	-
Skin Fragments (1-4)	-	1	-
Fibrous Particulate (1-4)	-	1	-
Background (1-5)	-	2	-

++ Includes other spores with similar morphology; see EMSL's fungal glossary for each specific category.

No discernable field blank was submitted with this group of samples.

Ryan Shannon, Laboratory Manager
or Other Approved Signatory

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Samples analyzed by EMSL Analytical, Inc. Plymouth, MI AIHA-LAP, LLC-EMLAP Accredited #223912

Initial report from: 01/25/2021 14:33:32

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Customer ID: NOVA53
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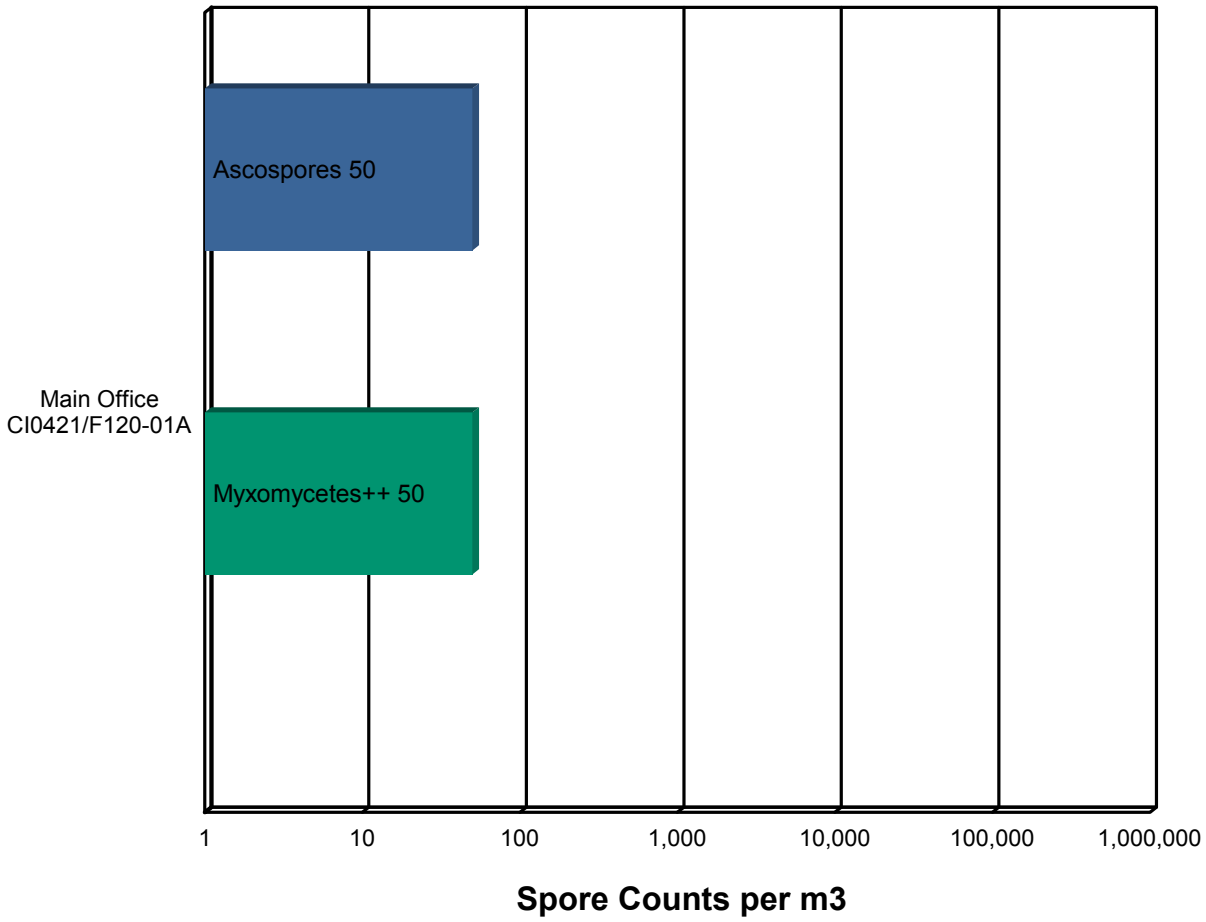
Received: 1/22/2021
Analyzed: 1/25/2021

Proj: CI0421/F120

Spore Trap Report: Total Counts



* The chart is displayed using a logarithmic scale. Bar size is not directly proportional to the number of spores.

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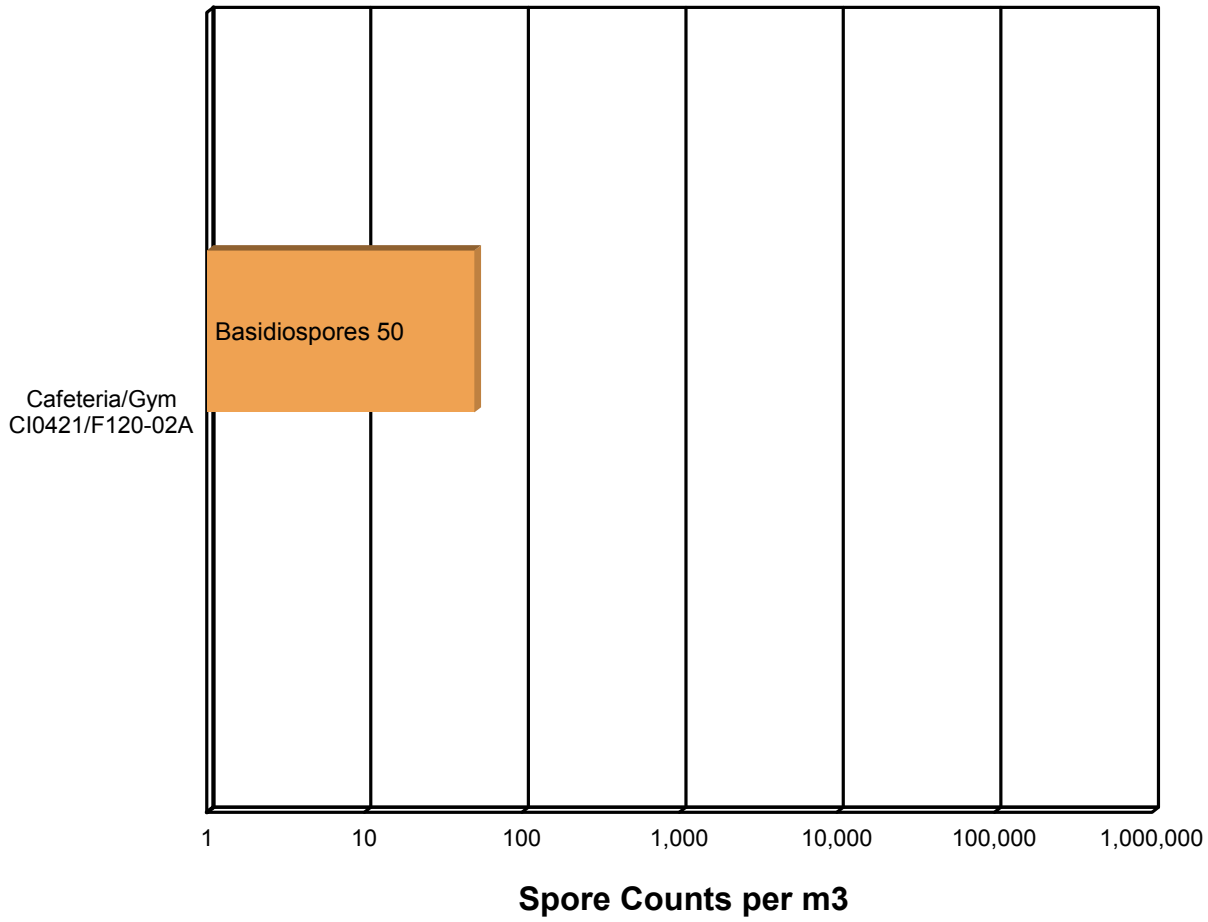
Spore Trap Report: Total Counts



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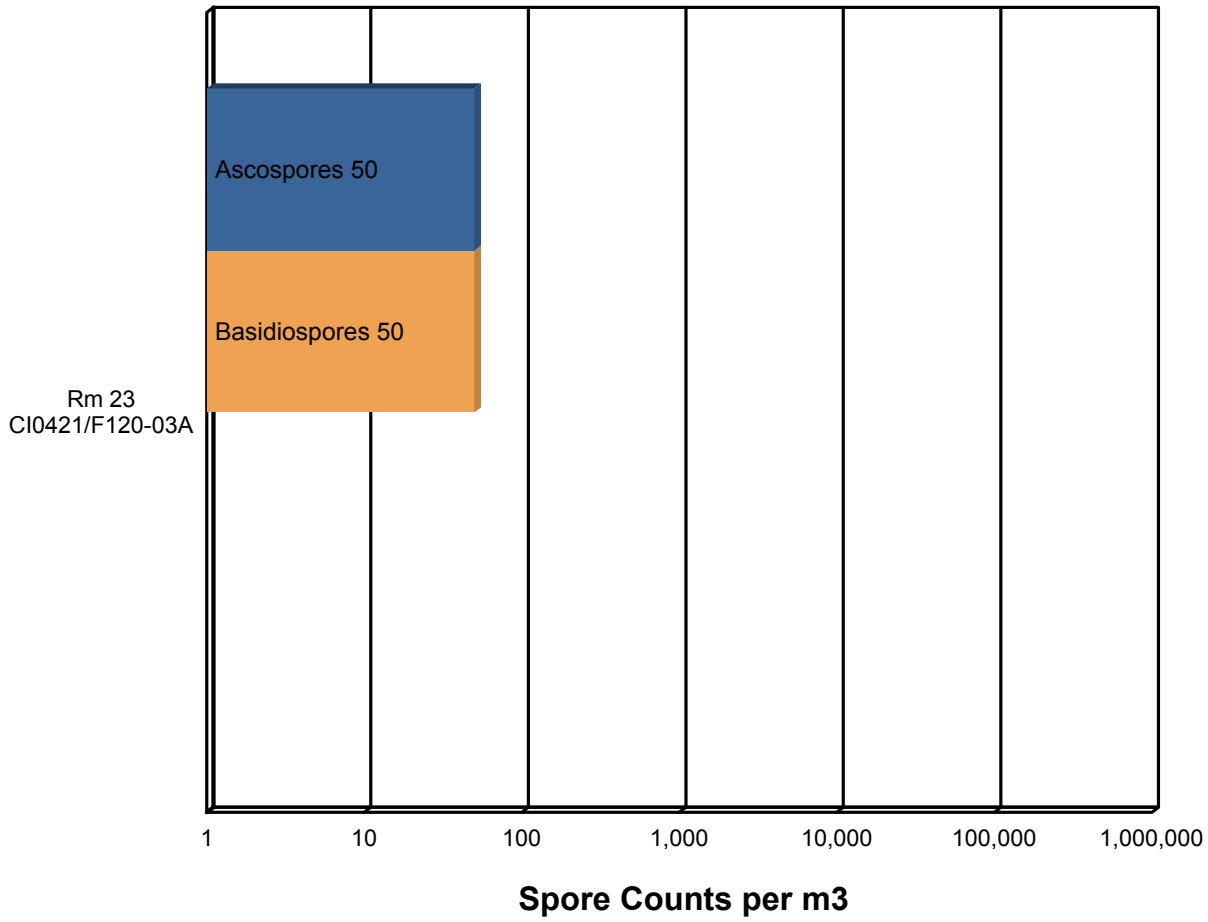
Spore Trap Report: Total Counts



Ascospores
Basidiospores
Myxomycetes++
Stachybotrys/Memnoniella

* The chart is displayed using a logarithmic scale. Bar size is not directly proportional to the number of spores.

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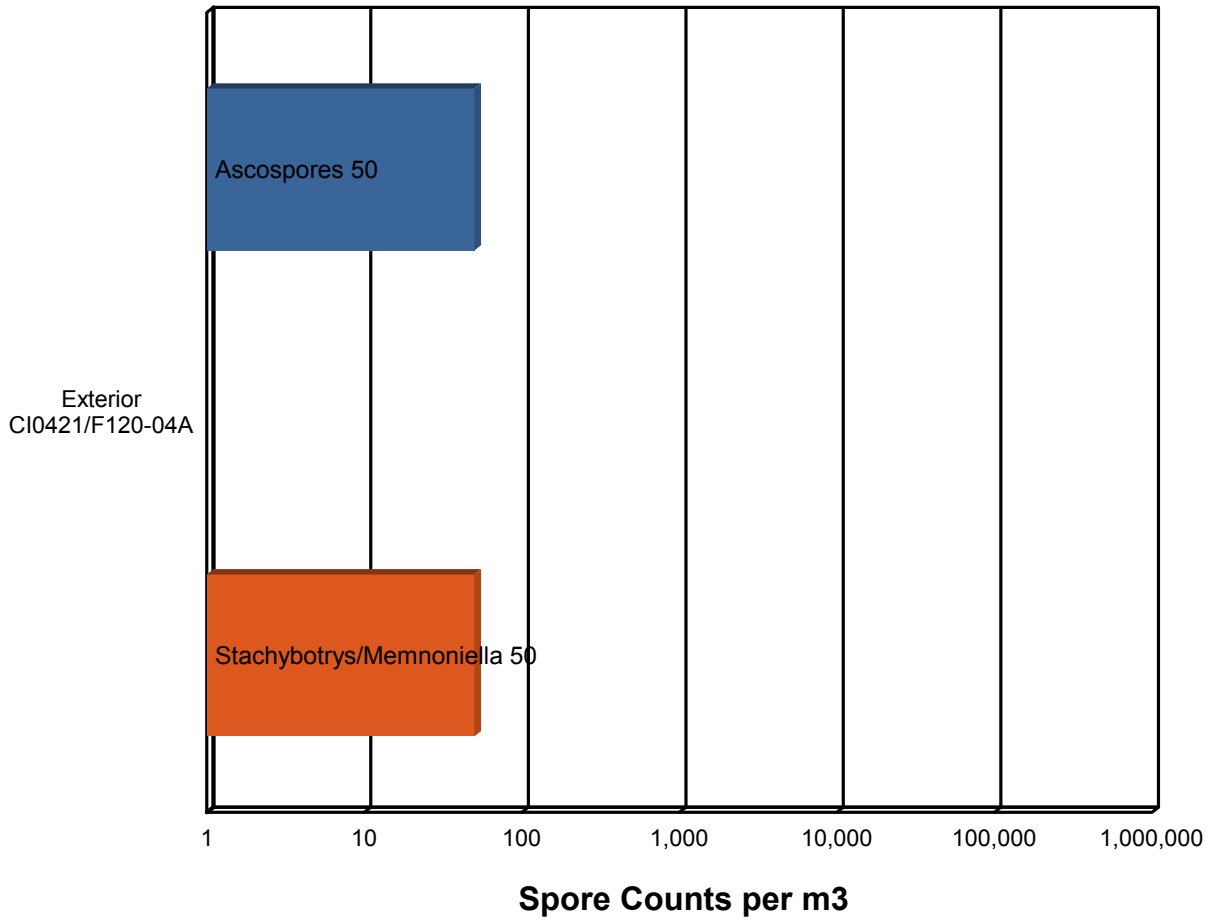

Ascospores
Basidiospores
Myxomycetes++
Stachybotrys/Memnoniella

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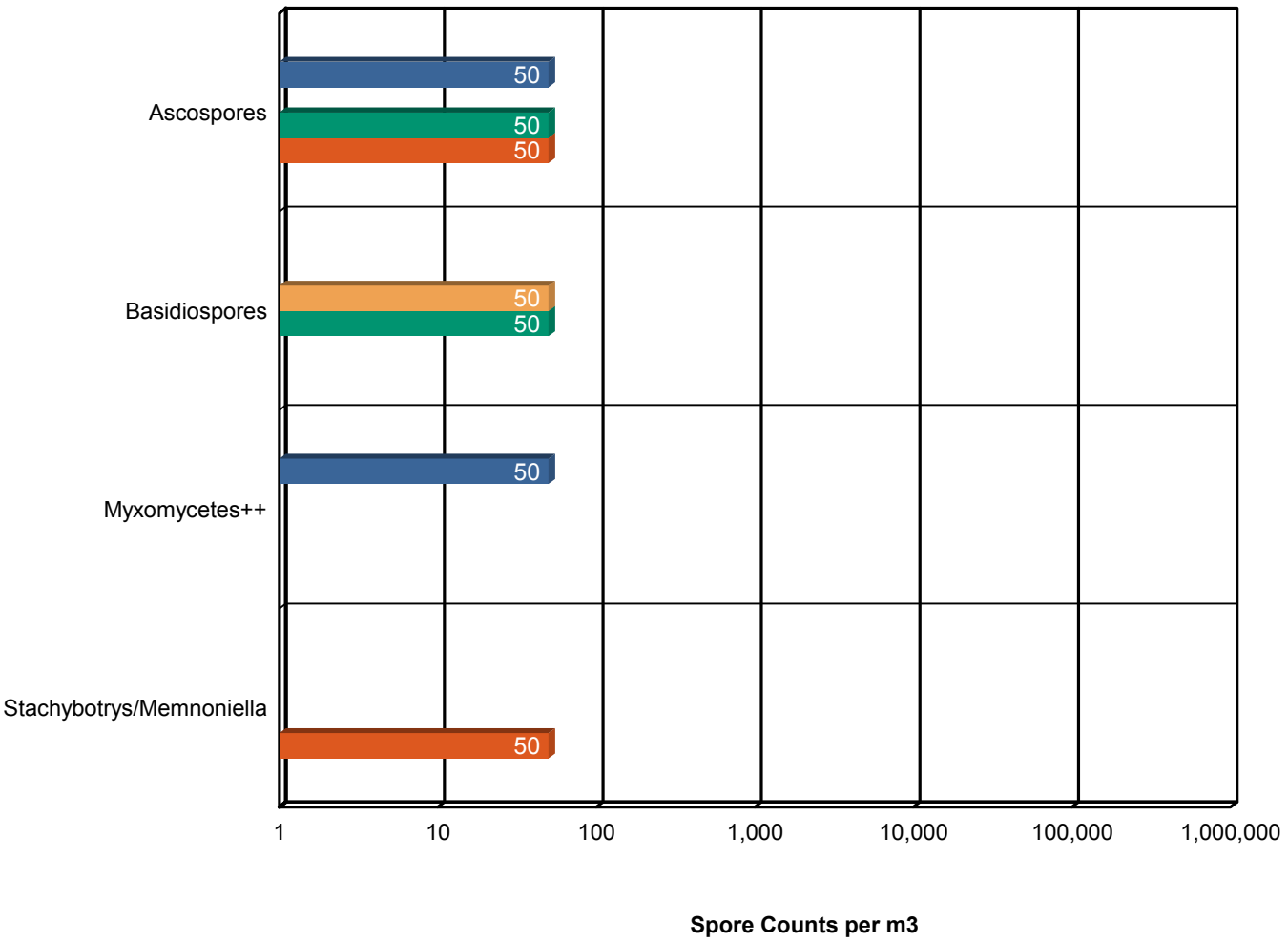
Background Comparison Chart



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3. Understanding the Results

EMSL Analytical, Inc. is an independent laboratory, providing unbiased and scientifically valid results. These data represent only a portion of an overall IAQ investigation. Visual information and environmental conditions measured during the site assessment (humidity, moisture readings, etc.) are crucial to any final interpretation of the results. Many factors impact the final results; therefore, result interpretation should only be conducted by qualified individuals. The American Conference of Governmental Industrial Hygienists (ACGIH) has published a good reference book covering sampling and data interpretation. It is entitled, Bioaerosols: Assessment and Control, 1999.

Fungal spores are found everywhere. Whether or not symptoms develop in people exposed to fungi depends on the nature of the fungal material (e.g., allergenic, toxic, or infectious), the exposure level, and the susceptibility of exposed persons. Susceptibility varies with the genetic predisposition (e.g., allergic reactions do not always occur in all individuals), age, pre-existing medical conditions (e.g., diabetes, cancer, or chronic lung conditions), use of immunosuppressive drugs, and concurrent exposures. These reasons make it difficult to identify dose/response relationships that are required to establish “safe” or “unsafe” levels (i.e., permissible exposure limits).

It is generally accepted in the industry that indoor fungal growth is undesirable and inappropriate, necessitating removal or other appropriate remedial actions. The New York City guidelines and EPA guidelines for mold remediation in schools and commercial buildings define the conditions warranting mold remediation. Always remember that water is the key. Preventing water damage or water condensation will prevent mold growth.

This report is not intended to provide medical advice or advice concerning the relative safety of an occupied space. Always consult an occupational or environmental health physician who has experience addressing indoor air contaminants if you have any questions.

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4. Glossary of Fungi

ASCOSPORES	
Natural Habitat	Everywhere in nature.
Suitable Substrates in the Indoor Environment	Depends on genus and species.
Water Activity	Depends on genus and species.
Mode of Dissemination	Forcible ejection or passive release and dissemination by wind or insects.
Allergic Potential	Depends on genus and species.
Potential or Opportunistic Pathogens	Depends on genus and species.
Industrial Uses	Depends on genus and species.
Potential Toxins Produced	Depends on genus and species.
Other Comments	Ascospores are the result of sexual reproduction and produced in a saclike structure called an ascus. All ascospores belong to members of the Phylum Ascomycota, which encompasses a plethora of genera worldwide.

BASIDIOSPORES	
Natural Habitat	Forest floors. Lawns .Plants (saprobes or pathogens depending on genus)
Suitable Substrates in the Indoor Environment	Depends on genus. Wood products
Water Activity	Unknown.
Mode of Dissemination	Forcible ejection. Wind currents.
Allergic Potential	Type I allergies (hay fever, asthma) . Type III (hypersensitivity pneumonitis)
Potential or Opportunistic Pathogens	Depends on genus.
Industrial Uses	Edible mushrooms are used in the food industry.
Potential Toxins Produced	Amanitins. monomethyl-hydrazine. muscarine. ibotenic acid. psilocybin.
Other Comments	Basidiospores are the result of sexual reproduction and formed on a structure called the basidium. Basidiospores belong to the members of the Phylum Basidiomycota, which includes mushrooms, shelf fungi, rusts, and smuts.

MYXOMYCETES++	
Natural Habitat	Decaying logs, Dead leaves , Dung , Lawns , Mulched flower beds, Lawns
Suitable Substrates in the Indoor Environment	Rotting lumber
Free moisture required for mold growth	Unknown
Mode of Dissemination	Insects, Water, Wind
Allergic Potential	Type I
Potential or Opportunistic Pathogens	Unknown
Industrial Uses	
Other Comments	Includes Myxomycetes, Smut, and Periconia.

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STACHYBOTRYS/MEMNONIELLA

Natural Habitat	Decaying plant materials and Soil.
Suitable Substrates in the Indoor Environment	Water damaged building materials such as: ceiling tiles, gypsum board, insulation backing, sheet rock, and wall paper. Paper. Textiles.
Water Activity	Aw=0.94
Mode of Dissemination	Insects, Water, and Wind
Allergic Potential	Type I (hay fever, asthma)
Potential or Opportunistic Pathogens	Unknown.
Industrial Uses	Unknown.
Potential Toxins Produced	Mycotoxins produced by Stachybotrys include Roridin A, Roridin E, Roridin H, Roridin L-2, Satratoxin G, Satratoxin H, Isosatratoxin F, Verucarin A, Verucarin J, and Verrucariol.
Other Comments	Stachybotrys and Memnoniella are closely related and many Memnoniella species have been renamed under Stachybotrys. Mycologists are continuing to debate whether Stachybotrys and Memnoniella should be grouped or split apart (see references below). Stachybotrys may play a role in the development of sick building syndrome. The presence of this fungus can be significant due to its ability to produce mycotoxins. Exposure to the toxins can occur through inhalation, ingestion, or skin exposure.
References	Generic hyper-diversity in Stachybotriaceae. L. Lombard et al., Persoonia 36, 2016: 156–246. Overview of Stachybotrys (Memnoniella) and current species status. Y. Wang et al., Fungal Diversity, 2015: DOI: 10.1007/s13225-014-0319-0.

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5. References and Informational Links

Books

- Bioaerosols: Assessment and Control. Janet Macher, Ed., American Conference of Governmental Industrial Hygienists, Cincinnati, OH 1999.
- Exposure Guidelines for Residential Indoor Air Quality. Environmental Health Directorate, Health Protection Branch, Health Canada, Ottawa, Ontario, 1989.
- Fungal Contamination in Public Buildings: Health Effects and Investigation Methods. Health Canada, Ottawa, Ontario, 2004.
- IICRC: S500 Standard and Reference Guide for Professional Water Damage Restoration. 3rd Edition, Institute of Inspection, Cleaning, and Restoration Certification, Vancouver, WA, 2006

  IICRC: S520 Standard and Reference Guide for Professional Mold Remediation. 1st Edition, Institute of Inspection, Cleaning, and Restoration Certification, Vancouver, WA, 2004
- Field Guide for the Determination of Biological Contaminants in Environmental Samples. 2nd Edition, American Industrial Hygiene Association, 2005.

Consumer Links

Read the full text of AIHA's "The Facts About Mold" consumer brochure.
<http://www.aiha.org/get-involved/VolunteerGroups/Documents/BiosafetyVG-FactsAbout%20MoldDecember2011.pdf>

The Occupational Safety and Health Administration (OSHA)
http://www.osha.gov/SLTC/molds/index.html

CDC Mold Facts
http://www.cdc.gov/mold/faqs.htm

CDC Stachybotrys - Questions and answers on Stachybotrys chartarum and other molds
http://www.cdc.gov/mold/stachy.htm

IOM, NAS: Clearing the Air: Asthma and Indoor Air Exposures
https://www.epa.gov/indoor-air-quality-iaq/should-you-have-air-ducts-your-home-cleaned

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Received: 1/22/2021
Analyzed: 1/25/2021

Proj: CI0421/F120

National Library of Medicine-Mold website
http://www.nlm.nih.gov/medlineplus/molds.html

California Department of Health Services (CADOHS)
https://www.cdph.ca.gov/Programs/CCDPHP/DEODC/EHLB/IAQ/Pages/Mold.aspx

Minnesota Department of Health
http://www.health.state.mn.us/divs/eh/indoorair/mold/index.html

New York City Department of Health and Mental Hygiene
https://www1.nyc.gov/site/doh/health/health-topics/mold.page

H.R.: The United States Toxic Mold Safety and Protection Act

EPA

"Should You Have the Air Ducts in Your Home Cleaned?"
<http://www.epa.gov/iaq/pubs/airduct.html>

General information about molds and actions that can be taken to clean up or prevent a mold problem.
<http://www.epa.gov/asthma/molds.html>

“A Brief Guide to Mold, Moisture, and Your Home” - Includes basic information on mold, cleanup guidelines, and moisture and mold prevention
http://www.epa.gov/mold/moldguide.html

“Mold Remediation in Schools and Commercial Buildings” - Information on remediation in schools and commercial property, references for potential mold and moisture remediators.
https://www.epa.gov/mold/mold-remediation-schools-and-commercial-buildings-guide

FEMA

“Homes That Were Flooded May Harbor Mold Problems” - Information and tips for cleaning mold.
http://www.fema.gov/news-release/homes-were-flooded-may-harbor-mold-problems

“Dealing With Mold & Mildew in Your Flood Damaged Home.
http://www.fema.gov/pdf/rebuild/recover/fema_mold_brochure_english.pdf

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Attn: Lisa Whitton
Nova Environmental, Inc
5300 Plymouth Rd
Ann Arbor, MI 48105

EMSL Order: 082100170
Customer ID: NOVA53
Collected:
Received: 1/22/2021
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6. Important Terms, Conditions, and Limitations

A. Sample Retention

Samples analyzed by EMSL will be retained for 60 days after analysis date Storage beyond this period is available for a fee with written request prior to the initial 30 day period. Samples containing hazardous/toxic substances which require special handling will be returned to the client immediately. EMSLreserves the right to charge a sample disposal fee or return samples to the client.

B. Change Orders and Cancellation

All changes in the scope of work or turnaround time requested by the client after sample acceptance must be made in writing and confirmed in writing by EMSL. If requested changes result in a change in cost the client must accept payment responsibility. In the event work is cancelled by a client, EMSL will complete work in progress and invoice for work completed to the point of cancellation notice. EMSL is not responsible for. holding times that are exceeded due to such changes.

C. Warranty

EMSL warrants to its clients that all services provided hereunder shall be performed in accordance with established and recognized analytical testing procedures and with reasonable care in accordance with applicable federal, state and local laws. The foregoing express warranty is exclusive and is given in lieu of all other warranties, expressed or implied. EMSL disclaims any other warranties, express or implied, including a warranty of fitness for particular purpose and warranty of merchantability.

D. Limits of Liability

In no event shall EMSL be liable for indirect, special, consequential, or incidental damages, including, but not limited to, damages for loss of profit or goodwill regardless of the negligence (either sole or concurrent) of EMSL and whether EMSL has been informed of the possibility of such damages, arising out of or in connection with EMSL's services thereunder or the delivery, use, reliance upon or interpretation of test results by client or any third party. We accept no legal responsibility for the purposes for which the client uses the test results. EMSL will not be held responsible for the improper selection of sampling devices even if we supply the device to the user. The user of the sampling device has the sole responsibility to select the proper sampler and sampling conditions to insure that a valid sample is taken for analysis. Any resampling performed will be at the sole discretion of EMSL, the cost of which shall be limited to the reasonable value of the original sample delivery group (SDG) samples. In no event shall EMSL be liable to a client or any third party, whether based upon theories

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of tort, contract or any other legal or equitable theory, in excess of the amount paid to EMSL by client thereunder.

E. Indemnification

Client shall indemnify EMSL and its officers, directors and employees and hold each of them harmless for any liability, expense or cost, including reasonable attorney's fees, incurred by reason of any third party claim in connection with EMSL services, the test result data or its use by client

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Table above OCC with Wayne

OFFICE OF THE SUPERINTENDENT
_____ SCHOOL DISTRICT

PROGRAM
2271/page 1 of 13

REVISED GUIDELINE VOL. 33, NO. 1 – SEPTEMBER 2018

POSTSECONDARY (DUAL) ENROLLMENT OPTIONS PROGRAMS

The following guidelines have been established to ensure that these programs operate as effectively as possible and in accordance with Board policy and the School Code.

Each year, prior to March 1st, the high school principal shall provide information regarding the optional postsecondary (dual) enrollment program to the students currently enrolled in grades 8 through 11 and to their parents. This information should be mailed to the student's ~~current address~~ or email. A record should be kept of the mailing list and the date of the mailing in order to confirm compliance with State rules.

The postsecondary institutions to which this dual enrollment options program applies are any state university, community college, independent nonprofit degree-granting college or university located in Michigan or Federal tribally controlled colleges and universities certified to operate in Michigan and that chooses to comply with the Postsecondary Enrollment Options Act **and out-of-state colleges satisfying the requirements of M.C.L. 388.513 that choose to comply with the Postsecondary Enrollment Options Act**.

Eligibility

"Eligible student" means a student enrolled in at least one (1) high school class in the District for the year in which participation is sought or state approved nonpublic school in Michigan. Students must be an enrolled student in the District. Students become eligible by completing all of the required tests and receiving a score(s) that qualifies for entry into the postsecondary (dual) enrollment program.

Foreign-exchange students are not eligible.

An eligible student must have at least one (1) parent or legal guardian who is a resident of Michigan. Except as provided by law, an eligible student shall not have been enrolled in high school for more than four (4) school years, including the school year in which the student seeks to enroll in a postsecondary (dual) enrollment course.

A student must have completed the requirements for his/her eligibility and is limited to enrollment in a subject area in which s/he has met these requirements.

"Eligible course" means a course, including career and technical preparation courses, offered by an eligible postsecondary institution that is offered for postsecondary credit or is part of a noncredit occupational training program leading to an industry-recognized credential; that is not offered by the School District (in the case of career and technical preparation programs shall include intermediate school district or area vocational-technical education program) or state-approved nonpublic school in which the eligible student is enrolled, or that is offered by the School District (in the case of career and technical preparation programs shall include intermediate school district or area vocational-technical education program) or state-approved nonpublic school but is determined by its governing board to not be available to the eligible student because of a scheduling conflict beyond the eligible student's control; that is an academic course not ordinarily taken as an activity course; that is a course that the postsecondary institution normally applies toward satisfaction of degree requirements; that is not a hobby craft or recreational course; and that is in a subject area other than physical education, theology, divinity, or religious education.

Parents may request that their child be allowed to take any test the District uses to grant program entry at the time the test or retest is offered.

In addition, the student must meet the eligibility requirements of the postsecondary institution of choice and be accepted by that institution or other nonprofit educational institutions or Federal tribally controlled colleges and universities certified to operate in Michigan **or out-of-state colleges satisfying the requirements of M.C.L. 388.513 that choose to comply with the Postsecondary Enrollment Options Act.**

For each individual eligible student, unless there is a written agreement between the eligible student's school district and the career and technical preparation program to waive these limits, a course described in this subdivision is not an eligible course if the eligible student's enrollment in, and the payment of eligible charges for the course would exceed the following limits:

A. Not more than ten (10) courses overall. This limit does not apply to a course if the eligible student does not receive tuition and fee support under this option for that course.

B. If the eligible student first enrolls in a course when the student is in grade 9, but not more than two (2) courses during each academic year in the student's first, second, or third academic year of postsecondary (dual) enrollment, and not more than four (4) courses during the student's fourth academic year of such enrollment.

C. If the eligible student first enrolls in a course when the student is in grade 10, not more than two (2) courses during the student's first academic year of postsecondary (dual) enrollment, not more than four (4) courses during the student's second year of such enrollment, and not more than four (4) courses during the student's third year of such enrollment.

D. (Subject to the 10 course limit above) If the eligible student first enrolls in a course when the student is in grade 11 or 12, not more than six (6) courses during either of those academic years of postsecondary (dual) enrollment.

"Eligible charges" means tuition and mandatory course fees, material fees, and registration fees required by an eligible institution for enrollment in an eligible course. Eligible charges also include any late fees charged by an eligible postsecondary institution due to the District's or the department of treasury's failure to make a required payment according the provisions of law. **For qualifying out-of-state colleges, eligible charges shall not exceed the lesser of the in-district rate charged by the qualifying out-of-state college and the in-district rate for the community college located in the district in which the eligible student resides.**

Eligible charges do not include transportation or parking costs or activity fees.

Credit Options

N

Students will be able to elect to take courses for college credit only, for high school credit only, or for both high school and college credit. The student shall designate the type of credit desired at the time of enrollment and shall notify both the high school (in the case of career and technical preparation programs shall include intermediate school district or area vocational-technical education program) and the postsecondary institution of the designation.

An eligible student taking more than one (1) eligible course may make different credit designations for different courses.

Grades

If the student wishes to have the grade from each course entered on his/her transcript and made a part of his/her GPA either for possible scholarships or participation in collegiate athletics, s/he should so notify the principal at the time of enrollment.

Enrollment

M

By _____ of each year, a student or his/her parent must complete ~~and submit~~ the Intent To Participate Form 2271 F1 filed with the high school administration which signifies the student's intent to participate in the program for the following school year.

M

Prior to completing this form the student and his/her parents must participate in the special counseling sessions described below and confirm receipt of these counseling services by signing at the prescribed place on the intent form.

M

Failure to meet this deadline shall exclude the student from the program for that school year unless a waiver is granted by the Superintendent. Participation may be withdrawn by the student or parent at any time upon written notification to the high school administration.

Students must identify the appropriate postsecondary enrollment option prior to the start of the first class session of the fall quarter or semester at the college. Once the first class session of the fall term has been held, the student may not change the option selected during the period of that school year, regardless of the number of courses taken.

Counseling Services

The student and parents must participate in the following counseling services provided by the high school counselors:

Program Eligibility and Credit Options

1. An eligible course is any course offered by the postsecondary institution other than one considered to be a hobby craft; recreation or physical education; theology, divinity or religious education and that is not offered by the school, or is offered but determined by the school not available to the student.

2. The student may opt to receive high school credit, college credit, or both at the time of enrollment in each course.

3. High school credit may be counted toward graduation and subject area requirements.

4. The student may request to test out of a course, in accordance with Board policy and AG 5460A in order to be eligible for a particular postsecondary course.

Potential Risks and Consequences

Among the potential risks of participation the student must be willing to accept are:

1. increased student responsibility for learning because of less instructional guidance;
2. reduced opportunities to participate in high school co-curricular and extra-curricular activities;
3. potential loss of after-school employment opportunities;
4. possible effect on grade point average and class standing;
5. possible delay of graduation;
6. increased time for travel, study, etc.

Potential benefits are:

1. expanded curriculum offerings;
2. opportunities to study in more depth those areas of special interest or need;
3. opportunities to earn college credits while still in high school;
4. opportunities for financial support for taking college courses while still in high school;
5. opportunities to experience college level work and life prior to making final decisions about whether and/or where to attend college.

X (1) College Acceptance and Scheduling

Participation is contingent upon admission to the postsecondary institution. The District will assist the student in gaining admission by providing transcripts and other related documents but will accept no responsibility if the student is not accepted by the postsecondary institution. Students who are awaiting acceptance should register for high school classes as if they were not participating in the program.

Schedule changes will then be made prior to the start of each semester for those students who receive notice of admission which must be provided by the postsecondary institution, in writing to the student and the District within (5) days of acceptance.

N In the event that the student withdraws from the postsecondary institution class for high school credit within the postsecondary institution's drop and add period, the student will be re-enrolled in the high school classes which were previously dropped.

N Reasonable efforts will be made in scheduling to accommodate the needs of students who will be leaving the high school campus in order to participate in this program. However, if a schedule conflict cannot be accommodated, the student may enroll in the postsecondary course. Revising the master schedule and/or unduly overloading classes are not required in order to accommodate schedule requests.

Financial Arrangements

The District will pay the charges submitted by the postsecondary institution or the prorated percentage of the State foundation allowance paid on behalf of the particular student, whichever is the lessor. Charges in excess of the payment will be billed by the postsecondary institution to the student and his/her parents.

The postsecondary institution will not charge a late fee providing the student registers during the institution's drop/add period.

Should students fail to complete a course and a refund is available, the School District shall be reimbursed first. In the event reimbursement is not made in a reasonable period of time, a claim may be filed against the student and/or his/her parents in Small Claims Court for collection.

Process for Granting Academic Credits

When students have elected to receive high school credit for postsecondary institution courses, credit will be awarded for successful completion of courses in accordance with the following guidelines:

The principal shall require the student to submit a course syllabus or detailed description of each postsecondary institution course taken so that a comparison can be made with existing high school courses.

If the principal determines that the postsecondary institution course is comparable to one offered by the high school, the equivalent high school credit shall be granted.

If the principal determines that the postsecondary institution course is not comparable to one offered by the high school, credit shall be granted in a subject area similar to that taken by the student at the postsecondary institution.

( ) In the event that the student or parents contest the credit, the Superintendent shall determine the appropriate credit. The Superintendent's decision shall be final and binding.

( ) Students who enroll in a postsecondary institution course for both high school and postsecondary institution credit will receive on their high school transcript the grade issued by the postsecondary institution. While the course will be clearly designated on transcripts as a postsecondary institution course taken for high school credit, the grade will not be computed in the grade point average, unless the student so requests.

( ) Students who are enrolled for 11 credits (either exclusively through high school courses or through a combination of high school courses and postsecondary institution courses taken for high school credit) may still enroll in postsecondary institution courses for postsecondary institution credit. However, such supplemental enrollment will be at the student's expense.

( ) Criteria for Transportation Aid

( ) **[OPTION #1]**

All students participating in the postsecondary enrollment option program will be responsible for their transportation to and from their homes and the postsecondary institution or to and from the high school and the postsecondary institution.

[ ] [OPTION #2]

Students may be eligible for full or partial reimbursement for transportation between the postsecondary institution and the high school, however, if they meet either of the following two (2) criteria:

1. students must be taking the postsecondary institution course(s) only for high school credit

2. students must be eligible for either free or reduced price lunches under the provisions of the eligibility scale established by the United States Department of Agriculture, pursuant to 42 U.S.C. 1758

The amount to be reimbursed will be determined by dividing the annual transportation cost for the State for the preceding school year by 180 and then multiplying that number by the number of days in which the students were scheduled and attended classes at the postsecondary institution. Reimbursement will be made only upon application of the students and only at the end of

( ) each quarter. **( ) a semester.**

Available Student Services

Students enrolled in the postsecondary program will be entitled to all student services provided to any other of the District's high school students (counseling, health, etc.). However, these services will be provided only while the students are on the high school campus and only upon request. It is also the students' responsibility to keep themselves informed of academic and other requirements for all students who attend the high school.

Consequences of Failing or Not Completing a Course

If students withdraw from the postsecondary institution course within the postsecondary institution's drop and add period they will be rescheduled for the appropriate high school courses, and no record of the postsecondary institution course will appear on the transcript. However, if students withdraw from the postsecondary institution courses after the drop and add period, the course will appear on the transcript and will carry a grade of Withdrawn.

( ) Any course taken for high school credit at a postsecondary institution and completed (or recorded as Withdrawn) will be clearly identified on the transcript along with the name of the postsecondary institution where the work was undertaken.

Effect on Completion of Graduation Requirements

Students using postsecondary institution courses for credit toward high school graduation may do so. However, it is the responsibility of participating students and parents to be sure that the courses undertaken will meet the graduation requirements for the students. Upon acceptance by the postsecondary institution, students should schedule an appointment with a high school counselor to develop a written schedule showing courses to be taken at the high school and at the postsecondary institution as well as all graduation requirements remaining to be met. No high school graduation requirements shall be waived for any student as a result of participation in this program.

Academic and Social Responsibilities of Students and Parents

When attending either regular classes or co-curricular/extra-curricular activities at the high school, students participating in this program will be expected to abide by all District policies and the Student Code of Conduct.

No student is allowed to participate in intercollegiate athletics while participating in the postsecondary options program.

Students and their parents assume all responsibility and liability related to attendance at a postsecondary institution and must agree to hold harmless the Board of Education, the administration, and the staff for any incidents arising out of participation in this program.

Students must meet all requirements and standards established by the postsecondary institution and assume responsibility for attendance and behavior.

Information and Encouragement to Use Postsecondary Institution Counseling Services

The high school counselors, during the individual counseling sessions, shall make available any information provided by the postsecondary institution concerning its counseling services. In addition, counselors should encourage students and their parents to utilize counseling services available at the postsecondary institution to better ensure successful completion of the postsecondary institution courses.

Encouragement of Students

Counselors should encourage the participation of those students who have been identified as potentially successful in such postsecondary institution course work.

OFFICE OF THE SUPERINTENDENT
_____ SCHOOL DISTRICT

Grade Point Computation and Reporting of Grades

For those postsecondary institution courses taken for high school credit, the student may choose that the grade for that course be listed at the end of the next regular grading period at the high school, following the receipt of an official transcript from the postsecondary institution. All grades to be entered on the high school transcript must be taken from an official transcript from the postsecondary institution. Should there be an urgent need for a letter grade, notification on official letterhead from the postsecondary institution instructor advising of the grade will be accepted to verify the grade.

Eligibility for co-curricular and extra-curricular activities in accordance with Board Policy 2430 and Policy 2431 will be affected if courses are taken for high school credit. Students will be provided Form 2271 F3 and asked to have their instructor fill it out. This form should be submitted **( ) weekly (X) bi-weekly** prior to the close of high school classes each FRIDAY. Eligibility will also be checked at the end of each postsecondary institution quarter or semester.

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OFFICE OF THE SUPERINTENDENT
_____ SCHOOL DISTRICT

REVISED GUIDELINE VOL. 33, NO. 1 – SEPTEMBER 2018

SELECTION OF PROFESSIONAL PERSONNEL

A. Introduction

X The Board of Education shall make all appointments to positions on the basis of a person's professional qualifications. To implement the desire of the Board to appoint on the basis of merit only, all those who have responsibility for staffing should search diligently within and outside the system for qualified candidates to fill staff positions.

X Each position shall have a job description which shall include, but not be limited to, the following information:

X the position title

X its function

X a listing of the responsibilities and authorizations assigned to the position

( ) a description of the reporting and supervisory relationships of the position

X When qualifications of candidates for a position are similar, preference shall be given to present staff members. Applications are invited for all staff openings from present staff members.

B. Qualifications

X The qualities desired beyond the minimum certification **or other applicable legal** requirements are:

X formal training appropriate to the duties and responsibilities of the particular position;

- [X] experience, both quantitative and qualitative, related to the particular position;
- [X] demonstrated ability in the particular position;
- [X] demonstrated ability to work harmoniously with others, both with those of greater and lesser responsibility and authority;
- [X] evidence of high educational and professional standards;
- [X] demonstrated loyalty to the administration and other staff where presently employed;
- [X] evidence of commitment to professional growth;
- [X] evidence of professional work habits and conduct consistent with the ethics of the profession.

( ) Each candidate shall submit the following information in the form requested by the District:

- [X] personal data, limited to those allowed by law
- [X] certificates **and licenses** held
- [X] record of educational and professional training (including transcripts)
- [X] record of experience applicable to the position, e.g. teaching, counseling, administration, etc.
- ( ) reports from references

C. Selection Process

Application Procedure

All letters of application and all placement office credentials shall come through the Human Resource Office which will note date of receipt, acknowledge the application (if applications were requested).

( ) It shall file those of promising candidates, and arrange for an investigation and possible interviews.

( ) It shall send the applications to the appropriate principal for filing.

The applicant is to read and sign Form 3120 F2 - which is then to be sent to the applicant's current or most recent employer along with a request for any records pertaining to the applicant's unprofessional conduct. No applicant may be hired if s/he refuses to sign this statement. Unprofessional conduct is defined as "one (1) or more acts of misconduct; one (1) or more acts of immorality, moral turpitude, or inappropriate behavior involving a minor; or commission of a crime involving a minor." A criminal conviction is not an essential element in determining whether or not a particular act constitutes unprofessional conduct.

Investigation Procedure

Checking of credentials should include, in addition to letters of reference, direct telephone calls to the person's recent supervisor(s) or employer, and review of any records of unprofessional conduct sent by the applicant's current or most recent employer. (See AG 3120D) Such information shall be maintained in a confidential file restricted to supervisory and official use only so as to protect the source(s) of the information and the privacy of the applicant. Official use shall include disclosure to persons directly involved in the process of evaluating the applicant's qualifications for employment.

( ) A biographical sketch is compiled which outlines in brief the candidate's training and experience and other pertinent qualifications.

(X) All necessary certification, **licensure,** training, and experience is documented.

Interview Procedure

(Not for Principals or Central Office Positions)

(X) Upon receipt of all relevant information, applications will be ~~routed~~ to ~~the appropriate~~ _____ for review.
pulled from the application system

( ) The administrator shall independently review the applications and then reach consensus on the applicants to be interviewed. The Admin shall then determine which, if any, members of the staff will be included in reviewing applications and the interviews. ~~Prior to any interviews, a copy of AG 3120C is to be given to each interviewer.~~

( ) Qualified candidates shall be scheduled for personal interviews with interview team. ~~as soon after receipt and review of application as possible.~~

( ) After all interviews have been completed, the Admin. _____ submits the recommended candidate to the Superintendent who will conduct the final interview, and make the selection of the person to be recommended to ~~the Board.~~ Prior to the recommendation, a criminal history record check will be conducted after the candidate submits a set of fingerprints and pays the investigation fee.

if time permits

Human Resource then to the Board of Education.

( ) Both successful and unsuccessful candidates shall be notified of the District's employment decision.

N/A

Procedure for Principals

If the opening is for a principalship, a screening committee consisting of:

( ) _____ Board members

( ) _____ members of the professional staff

( ) _____ student(s)

( ) _____ parent(s)

shall be selected to assist in the interview process.

Stakeholders will be involved including Staff, students, board members, parents and ~~teacher~~ staff at the building.

N/A The screening committee shall participate in the planning of the interview sessions and the questions that will be asked of all candidates.

N/A At the end of the interview process, each member of the selection committee is to independently determine those candidates that s/he thinks should receive further consideration. Additional interviews and final recommendation shall be the responsibility of the Superintendent.

N/A

Procedure for Central Office Positions

The interview/selection procedure for professional staff with administrative responsibilities at the District level shall be established by the Superintendent, appropriate for the position.

During all phases of all screening, interviewing, and selection process, the Equal Opportunity Employment Policy 3122 shall be adhered to by all personnel involved.

OFFICE OF THE SUPERINTENDENT
_____ SCHOOL DISTRICT

D. Employment Procedure

X After the Superintendent's approval, and with Board acceptance, the Superintendent shall make an offer of employment and remuneration and, upon acceptance by the successful candidate, initiate a contract or memorandum of employment which will include:

X terms of employment including wages;

X length of contract;

X fringe benefits;

X job title and person to whom responsible;

X Other Alignment with policies and contracts if Rec applicable.

X Upon acceptance, the new staff member shall report to the Human Resources to fill out withholding tax, insurance, and any other necessary forms.

X All documents concerning employment shall be attached to the application and filed in the Human Resources Office. ~~(See AG 8320 - Personnel Records)~~

X The new staff member is to be properly oriented by ~~his/her~~ his/her supervisor ~~in accordance with the checklist on Form 3120 F~~1.

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OFFICE OF THE SUPERINTENDENT
_____ SCHOOL DISTRICT

STUDENTS
5330/page 1 of 8

REVISED GUIDELINE VOL. 33, NO. 1 – SEPTEMBER 2018

USE OF MEDICATIONS

The medications and/or treatments which may be administered are defined in Policy 5330. In those circumstances where a student must take prescribed medication during the school day, the following guidelines are to be observed:

(X) Parents should determine with their physician's counsel whether the medication schedule can be adjusted to avoid administering medication during school hours.

( ) The Medication Request and Authorization ~~Form 5330 F1~~ must be filed with the respective building principal before the student will be allowed to begin taking any medication during school hours. This written and signed request form is to be submitted on an annual basis and will include:

(X) student's name;

(X) medication, dosage, and procedure for administering;

(X) times required;

(X) special instructions including storage and sterility requirements;

(X) date prescribed medication will be started;

(X) date prescribed medication will no longer be needed;

(X) physician's name, address, and telephone number;

(X) probable side effects;

(X) authorization by both the physician and the parent for a student to self-administer the medication ~~but only in the presence of two (2) authorized staff members~~; if necessary

(X) authorization for school personnel to administer the prescribed medication, if necessary;

X agreement/satisfactory arrangement to deliver medication to/from school;

X agreement to notify the school in writing if the medication, dosage, schedule, or procedure is changed or eliminated. A new request form must be submitted each school year or for each new medication.

X The building administrator shall designate, ~~on Form 5330 F1,~~ the staff member(s) authorized to administer the medication or required treatment. Those individuals must have received training on administering the medication or treatment prior to servicing the student, except in an emergency situation. **[~~NOTE: NOT STATUTORILY REQUIRED BUT HIGHLY RECOMMENDED~~]**

X ~~Form 5330 F1c~~ – Authorization for the Possession and Use of Asthma Inhalers, Epi-pen or Prescribed Emergency Medication shall be completed and signed by a physician and the parents authorizing the student use of a metered dose or dry powdered inhaler, or prescribed emergency medication at school, or Epi-pen where student has been diagnosed as subject to severe allergic reaction, on District transportation and school activities. This form must be received by the building principal and/or school nurse if one is assigned to the building. Notice of this authorization shall be delivered to the staff members and transportation personnel to whom the student is assigned.

Students may possess and self-administer prescribed emergency medication or a metered dose or dry powder inhaler for relief of asthma, or before exercise to prevent onset of asthma symptoms, while at school, on school-sponsored transportation, or at any school-sponsored activity in accord with the Superintendent's guidelines, if the following conditions are met:

1. There is written approval from the student's physician or other health care provider and the student's parent/guardian to possess and use the inhaler

and

2. the building administrator has received a copy of the written approvals from the physician and the parent/guardian.

(X) All medications to be administered during school hours must be registered with the principal's office. Upon receipt of the medication, the Secretary shall verify the amount of medication brought to the school and indicate that amount on the student medication log sheet.

(X) Medication that is brought to the office will be properly secured. ~~Medication may be conveyed to school directly by the parent, or transported by transportation personnel (bus driver and/or bus aide) at parental request. This should be arranged in advance~~. Two to four (2-4) weeks supply of medication is recommended.

Medication MAY NOT be sent to school in the student's lunch box, pocket, or other means on or about his/her person. Exceptions to this would be prescriptions for emergency medications for allergies and/or reactions, or inhalers for asthma with proper authorization.

(X) For each prescribed medication, the container shall have a pharmacist's label with the following information:

1. student's name
2. physician's name
3. Date
4. pharmacy name and telephone
5. name of medication
6. prescribed dosage and frequency
7. special handling and storage directions

( ) The building administrator may request that the medication be provided in the exact dosage prescribed, so that the staff is not responsible for dividing or splitting the medication or pills.

(1) Any unused medication unclaimed by the parent will be destroyed by administrative personnel when a prescription is no longer to be administered or at the end of a school year. Notation of the method of disposal and the date shall be entered on the Medication Administration Daily Log.

The staff member administering the medication shall ensure that the student takes the medication properly.

~~If a student does not take the medication at the proper time, the staff member responsible for administering the medication shall take appropriate steps to locate the student and administer the medication and to then notify the parents of the importance of the child reporting on time for his/her medication.~~

Any adverse reaction to the medication, as described in the physician's written instructions, shall be immediately reported to the student's parent/guardian, and the authorizing physician if so requested on the authorization form.

All medications are to be administered in such a way as to not unduly embarrass the student.

A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of day. Both the administering and witnessing adult shall sign the log.

Any known errors in the administration of the medication shall be recorded on the log, and immediately reported to the building administrator. The building administrator shall promptly notify the parent/guardian and enter a notation on the log of the time of notification and any instructions from the parent/guardian.

This log will be maintained along with the physician's written request and the parent's written release.

( ) Form 5330 F1 shall be completed and signed by the principal authorizing the person(s) who may administer the medication or procedure. **A second adult must be present during the administration of any medication.** A licensed registered professional nurse may administer medication without a second adult present.

X A count of each student's medication is to be made every week and the amount reconciled with the original amount indicated on the log sheet and the number administered since the last count.

X If, for supportable reasons, the principal wishes to discontinue the privilege of a student self-administering a medication, s/he shall notify the parent of this decision in sufficient time for an alternative administration to be established.

X If a student is exhibiting behavior which causes a staff member to be concerned about his/her medical status, this behavior must be reported to the building administrator and~~/or school nurse~~ and expressed in writing in behavioral terms. The administrator or ~~nurse~~ shall promptly contact the parent/guardian, report the observations, and suggest that they seek medical attention for the child. The written observations may be given to the parent.

X All staff authorized to administer medication or treatment shall receive appropriate training on the District's Policy and Guidelines, as well as any specific instruction relevant to the particular student's treatment or medication.

X Inservice training will be provided by personnel familiar with the District's policies, guidelines and proper medical administration procedures. Generally this will be done by a licensed registered nurse, licensed physician, or licensed physician's assistant. When any procedure other than oral administration of medication is required, the staff member will receive individualized training from qualified medical personnel.

(X) Inservice training should include familiarization with identifying and dispensing medications, as well as symptom(s) of side effects. Training shall also cover all of the District's policies and guidelines regarding the administration of medication and treatment to students, including the record keeping procedures and forms.

(X) A record shall be kept of the date, time and substance of the training that each staff member receives. This record shall be made available, upon request, to the parent/guardian.

(X) Nonprescribed (Over-the-Counter) Medications

A student in ~~grades~~ _____ may be allowed to possess and self-administer an over-the-counter medication upon the written authorization of the parent. The parent must complete ~~Form 5330 F1a~~ Authorization for Nonprescribed Medication and Treatment and submit it to the school office for filing in the student's records.

If a student is found with a medication in his/her possession, his/her record should be checked to determine if the proper authorization is on file. If not, the matter is to be reported to the principal for disciplinary action. The principal may use one or more of the following procedures, depending on the particular situation:

(X) Contact the parent and arrange for the parent to submit ~~Form 5330 F1a~~ as soon as possible.

(X) Take the medication from the student and keep it in the school office until the completed form has been submitted.

( ) Place the student in ~~In-School Restriction~~ for no ~~more~~ than ___ ~~days~~ for failure to abide by school rules.

( ) ~~Suspend the student from school for no more than ___ days. Repeated offenses may result in further disciplinary action.~~

The purpose of any disciplinary action on this matter should be to make it clear to all students and parents that, because of its policy on drug use, the school cannot allow possession or use of any form of unauthorized drug or medication at any time.

X

FDA – Approved Over-the-Counter Topical Substances

A student shall be allowed to possess and self-administer a U.S. Food and Drug Administration (FDA) over-the-counter topical substance upon the written authorization of the parent/guardian. An FDA-approved, over-the-counter topical substance may include sunscreen, antimicrobial or antifungal products, external analgesics including lidocaine, psoriasis or eczema topical treatments, or any other topical product with a therapeutic effect.

X

Dispensing of nonauthorized, over-the-counter (OTC) medication by District employees to students served by the District is prohibited. Where investigation confirms such allegations, prompt corrective action shall be taken up to and including dismissal.

X

In order to minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches should never dispense, supply, recommend, or permit the use of any drug, medication, or food supplement solely for performance-enhancing purposes.

Epinephrine is administered only in accordance with a written medication administration plan developed by the school ( ) principal ( ) nurse ( ) District **[other]**, satisfying the requirements and updated annually, which includes the following:

X

Diagnosis by a physician that the student is at high risk of a life-threatening allergic reaction, and a medication order containing indications for administration of epinephrine.

X

Written authorization by a parent or guardian ~~(see Form 5330 F1c)~~.

( ) Home and emergency phone number(s) of any other person(s) to be notified if the parents are unavailable.

( ) Names of school personnel who have received training in administration of epinephrine by auto-injector to the individual student.

( ) Identification of places where the epinephrine is to be stored, following consideration of the need for storage at places where the student may be most at risk. The epinephrine may be stored at more than one (1) location or carried by the student when appropriate.

( ) Consideration of the ways and places epinephrine can be stored so as to limit access to appropriate person, which shall not require the epinephrine to be kept under lock and key. Epi-pens will be available in the main office at each school building.

( ) Plan for risk reduction for the student, including a plan for teaching self-management, where appropriate.

When epinephrine is administered, there shall be immediate notification of the local emergency medical services system generally (911) followed by notification of the ( ) administrator ( ) school nurse ( ) _____ (other), the student's parents or, if the parents are not available, any other designated person(s), and the student's physician.

District Nurse

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OFFICE OF THE SUPERINTENDENT STUDENTS
_____ SCHOOL DISTRICT 5540A/page 1 of 3

REVISED GUIDELINE - VOL. 33, NO. 1 – SEPTEMBER 2018

RELATIONSHIP WITH GOVERNMENTAL AGENCIES

On occasion, principals will need police assistance but should avoid unnecessary and inappropriate police involvement. They are expected to be proactive in calling the police when necessary, and not to leave the decision to the discretion of other staff members, except by delegation in their temporary absence. The situations listed below are examples of situations in which it is appropriate to call the police, and their support should be expected. The Superintendent should be advised of any such situation as soon as feasible.

- refusal of a person to leave school property after being requested to do so by the appropriate school authority
- willful destruction of school property--particularly if the District is likely to seek restitution
- theft--particularly if items are of value and insurance claims will be filed
- obvious crime
- arson
- assaults or serious fighting--if not controlled or if serious injury results
- forgery--if assistance is needed in determining whether it is forgery
- possession of a dangerous weapon
- possession of alcohol or drugs
- sale or distribution of controlled substances
- blackmail, threatening, or extortion of students or staff members
- bona fide threat against a person's life or threats of terrorist acts, bomb scares, etc.
- illegal or inappropriate operation of a motor vehicle

child abuse or molestation

mass walkout from or sit-in on school property--if not controlled or if property damage or personal injury result

setting off firecrackers, pulling fire alarms and similar mischief (discretionary, but advised if reoccurring or the situation is getting out of hand)

a student leaving school property without permission, a missing person situation, or a self-inflicted injury by a student

Interrogation Procedures

School officials stand in loco parentis (in place of the parent) in respect to the child. This requires the school official to protect, to the best of his/her ability, the due process rights of the student. This will require the administrator to divorce himself/herself from his/her role of enforcer of discipline in the school, a very difficult task, but one that needs to be performed.

All attempts to notify the parents should be diligently documented.

Police and other authorities should investigate alleged law violations off of school property if at all possible. The investigation can take place immediately on school property at the request of the principal if the alleged law violation took place on school property.

When police or other authorities arrive at the school and wish to interview a student or investigate an alleged law violation, they will contact the principal indicating the nature of their investigation and their desire to question a student or students.

If the principal concurs that the questioning is appropriate, s/he will send for the student, if applicable, and move him/her to an unoccupied room and remain in the room during the questioning. If the situation involves an alleged law violation, the parents are to be contacted before any questioning takes place. If the situation involves suspected child abuse, **the** ~~notification of~~ parents will be **notified unless** ~~determined by~~ the investigator **requests no notification**.

X Upon review of the situation with the investigator the principal may attempt to contact the parent and remain in the room during the questioning to ensure that the student's rights are not violated, unless the parent is in attendance. (See also the investigation procedure in AG 8462 Student Abuse).

X Should a student be taken into custody or removed from the school premises by the police, the principal must make every effort to notify the student's parents at the earliest possible moment of the removal.

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OFFICE OF THE SUPERINTENDENT
_____ SCHOOL DISTRICT

REVISED GUIDELINE VOL. 33, NO. 1 – SEPTEMBER 2018

GRADUATION REQUIREMENTS
CAREER AND TECHNICAL EDUCATION (CTE)

During the process of developing and reviewing a student's education development plan, the student shall be advised that many of the curricular requirements may be fulfilled through a Michigan Department of Education (MDE) approved career and technical education program curriculum. **The student shall also be provided with the most recent analysis published by the Department of Technology, Management and Budget of in-demand occupations in the region where the District is located. This analysis may be provided to the student electronically.**

The career and technical education credits may include work-based learning by a student working at a business or other work setting with appropriate oversight by the District over the student's experience and learning in the work setting in which the work-based learning occurs, MDE approval of this experience is required.

State-approved career and technical education wage-earning programs shall include all of the following:

A. a coherent sequence of courses so that students gain academic, technical, and work behavior skills

B. instruction that includes classroom, laboratory, work-based learning, and leadership opportunities

C. instruction that is supervised, directed, or coordinated by an appropriately certificated career and technical education teacher

D. consists of standards approved by the Michigan Department of Education

E. must receive approval from the Michigan Department of Education/Office of Career and Technical Education through an application process

Students must show successful completion of the State approved curriculum through completion of coursework covering all State program standards and must have taken any required technical assessment.

All planning with regard to student Career and Technical Education Program requires close coordination with the MDE/Office of Career and Technical Education.

Students fulfilling a career and technical education (CTE) program must complete the following course work.

Math - two (2) credits required, including Algebra II or a two (2) year technical Math Program. A student may partially or fully fulfill the Algebra II requirement by completing an MDE approved formal career and technical education program curriculum.

Science - three (3) credits one (1) credit required anatomy or agricultural science or successfully completing a program or curriculum that provides the same content as the chemistry or physics benchmarks, as determined by the MDE. A student may fulfill the requirement for the third science credit by completing an MDE approved computer science program or curriculum or formal career and technical education program or curriculum.

Social Science - credit requirements may be modified as part of a personal curriculum only if the student has successfully completed two (2) credits of the social science credits including the required civics course. In addition this modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English.

Health and Physical Education - credit requirement may be modified as part of a personal curriculum only if the modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English. This additional credit must be in addition to the number of those credits otherwise required.

Visual Arts, Performing Arts, or Applied Arts - credit requirement may be modified as part of a personal curriculum only if the modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English. This additional credit must be in addition to the number of those credits otherwise required.

World Language - two (2) credits – (other than English) course content grade appropriate K-12~~,~~. **[OPTIONAL LANGUAGE ~~1~~]** (X) **One (1) credit of this requirement may be partially or fully fulfilled by completing** (X) **an** approved formal CTE program/curriculum, **[~~OPTION 2~~]** (X) Visual Performing Arts **instruction in addition to the one (1) credit already required in this area.** These options open to only 2015 ~~–2020~~ **2024** graduates.

The above list of credit totals in addition to District requirements is what is needed for graduation from the District's high school(s).

[ ] Additional local graduation requirements include

( ) _____

( ) _____

Students shall successfully complete an on-line course or learning experience or shall have the on-line learning experience incorporated into each of the required credits of the Michigan Merit Curriculum.

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OFFICE OF THE SUPERINTENDENT
_____ SCHOOL DISTRICT

STUDENTS
~~5540B~~**5520**/page 1 of 6

RENUMBERED GUIDELINE - VOL. 33, NO. 1 – SEPTEMBER 2018

STUDENT DISORDER

Emergency Procedures for Handling Student Disorder

How effectively the building principal handles a disturbance depends frequently upon the speed and type of action which is taken. Hopefully, this plan will assist the principal in making effective and timely responses. The following guidelines will be useful in either preventing student disorder or managing it properly if it occurs.

During any student crisis, the building principal shall be in charge of the situation. The Superintendent may be called to advise and counsel but, the principal shall serve as the spokesman during the crisis period.

A. Guidelines for Teachers

- Be alert to any deviation from normal group behavior.
- Notify the principal immediately if information is received about a possible demonstration or other student unrest.
- Conduct classes as usual; the majority of the students will remain in class.
- Withhold comments about the demonstration until the facts are known.
- Stand in the corridor at the change of classes and help clear the halls for orderly passage.
- Be prepared to provide assistance if requested by the principal.
- If possible, avoid physical contact with students during the time of incidents.
- In the event of a demonstration, each teacher shall provide the principal with as many names of demonstrators as s/he can identify.

B. Guidelines for Principals

Serious Disorders

Involve immediate threat to the safety of persons and/or the destruction of property.

( ) Telephone the police dispatcher for immediate assistance. Identify yourself by name and official responsibility; quickly and briefly describe the situation and the specific location of the disturbance.

Notify the Superintendent's office immediately ~~and/or the~~ _____ indicating the nature and size of the disturbance.

Maintain a responsible person on the school communication system and have him/her keep the Central Office administration informed.

Advise faculty that classes are NOT to be dismissed unless so ordered by the principal's office. Classes should not be left unsupervised, regardless of number of students present.

Notify principals of nearby schools that a disturbance has occurred so that they might be prepared for similar disruptions.

If disturbances center around administrative offices, keep doors locked and admit no unauthorized personnel. Provide security measures for files and records.

Arrange for a staff member to video tape the disorder and submit the tape to the principal.

Instruct custodian to remove all waste paper baskets from the restrooms and halls.

X Lock outer doors to prevent admission of outsiders. However, check "panic bars" to make sure that doors can be opened from the inside. Make every effort to keep all outsiders not having official business out of the building. Board policy on visitors should be visibly posted. Ask the undesirable persons to leave. If they refuse, call the police immediately.

X If possible, vacate or make available a room near the scene of the disorder which is large enough to hold all disruptive students. This may become helpful to police if students must be suspended or arrested, permitting greater control of a crowd and its leaders.

X Limit persons making statements to disruptive students to school administrators or police.

X Notify key members of the faculty of the impending development.

X Attempt to determine the cause of the disturbance from student leaders. Student leaders referred to here are not necessarily school leaders, but "natural leaders" of groups.

X Ask the students to select four (4) to six (6) representatives to meet with the principal to discuss grievances. Agree upon a time when the student committee will report back to the demonstrators. The demonstrators should be told to return to class until the meeting time is set. The last period of the day might be a suitable time. Ask the student leaders to dismiss the group for the next class of the day.

Student committee members should state their grievances and complaints to the principal after the demonstrators have returned to their classes. Possibly a committee of teachers and parents would be advisable as discussions progress.

X Reconvene demonstrators periodically and indicate that the problems are under study. Student committee members should also report at this time.

Set a meeting date for the entire group to reassemble after a designated time for study of the entire situation.

Maintain a "log" in which are listed the date, time, and nature of each incident, names of persons involved and description of the action taken.

Close school only after every effort has been made to keep it open.

If, in the principal's opinion, the school should be closed, confer with the Superintendent. Legally, only the Superintendent or a designated assistant can authorize the closing of a school.

If the request to close schools is approved, follow administrative guidelines for emergency closings AG 8420.

Student Boycott, Sit-Ins or Other Forms of Passive Resistance

This situation assumes that no immediate crisis exists which endangers life or property and that some "lead time" is available.

Notify the Superintendent's office immediately ~~and/or the~~ _____ indicating the nature and size of the disturbance.

Proceed as noted above.

(X) If it is determined that the disruptive students should return to their classes or be suspended, the principal should read the statement below to the students involved. Use a bull horn, public address, or other means in the presence of adult witnesses. The adults should be stationed at various locations in the area and be prepared to testify regarding the audibility of the warning:

May I have your attention, please. I am _____, Principal, of _____ school. As the official representative of the District, I would like to make the following statement for your consideration:

You are being advised that your continued absence from class is disruptive to the orderly educational process of this school and in violation of the attendance laws of the State of Michigan. I am, therefore, directing you to return to class at once. Your refusal to comply with this directive could place you in jeopardy of being suspended from school. In cases of flagrant or repeated violation of the attendance laws of the State of Michigan, the Board or its designated representative may expel a student. I direct you again to please return to your classes at this time.

( ) If it is the normal practice of the school or teachers to require "admission slips" of late students before admitting them to class, the building principal should either give such slips to those students wanting to return to class or announce over the public address system that students may be readmitted to class without such written permits.

If, after a reasonable length of time (five (5) minutes), the students do not return to class, and if the principal decides that the students should be suspended, the principal should read the statement printed below:

A short time ago, you were directed to return to class. You have not complied with the directive. You are therefore advised that you are considered to be truant and in violation of the normal rules and regulations of the school.

Your refusal to comply with my directive is a flagrant violation of proper conduct and is premeditated defiance of a school official. You are now advised that you are officially suspended from the School, as permitted by state law.

During the time of your suspension from school, we request you to remain at home and off the streets during school hours and not attend any activities related to school. You should now leave the building at once. If you do not leave the building you shall be arrested for trespassing.

Follow all suspension procedures as described in AG 5600 and AG 5610.

If students trespass, loiter, or remain in the building or upon the grounds of any school against the directions of the building principal, s/he may contact law enforcement authorities.

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OFFICE OF THE SUPERINTENDENT
_____ SCHOOL DISTRICT

REVISED GUIDELINE - VOL. 33, NO. 2 – FEBRUARY 2019

SCHOOL CHOICE OPTIONS PROVIDED BY **FEDERAL LAW** ~~THE NO CHILD LEFT BEHIND ACT~~

School Improvement

If a student is attending a school within the District that ~~has failed to make adequate yearly progress (AYP) in increasing student academic achievement~~ **is identified as needing comprehensive support and improvement**, such student shall be allowed to attend another school within the district ~~that made AYP~~ **that is not identified as such**, provided there is a school in the District that offers instruction at the student's grade level and such school has not been identified as being in the process of school improvement, corrective action, or restructuring and has not been identified as persistently dangerous.

Not later than the first day of school of the school year following the school year in which the school has been identified as ~~failing to make AYP~~ **needing comprehensive support and improvement** and in need of school improvement, corrective action, or restructuring by the State Board of Education, the Board will provide students and parents with the opportunity to transfer to another school within the District beginning with the start of the next school year. Priority will be given to the lowest achieving children from low income families within the District.

If the student elects transfer to another school within the District, such transfer will be in effect until the student's original school is no longer identified as **needing comprehensive support and improvement, or** being in the process of school improvement, corrective action, or restructuring. ~~and has made AYP for two (2) consecutive years.~~ Additionally, although the transfer is temporary in nature, a student will be permitted to remain at the receiving school until s/he has completed the highest grade offered at the school.

If transfer within the District is not possible (i.e., all the schools at a grade level in school improvement or there is only one school in the District at the stu grade level), the Board will provide students and parents with the opportu receive Supplemental Educational Services (SES). SES will be provided ou regular school day and may include such services as tutoring, remedi other educational interventions designed to increase student academic a

Persistently Dangerous Schools

If a student is attending a school within the District that has been designated as "persistently dangerous" or has become the victim of a violent criminal offense, as determined by Michigan law, while in or on the grounds of the school that the student is assigned to attend, such student shall be allowed to attend another school within the District that is not persistently dangerous, provided there is a school in the District that offers instruction at the student's grade level and such school has not been identified as being in the process of school improvement, corrective action, or restructuring.

Within ten (10) days after a school in the District has been designated as "persistently dangerous" by the State Board of Education, the Board will provide students and parents with notice of such designation and offer students the opportunity, at least fourteen (14) days before the beginning of the upcoming school year, to transfer to a safe school within the District beginning at the start of the next school year.

If a student elects to be transferred to a safe school, the Board will make reasonable efforts to transfer the student within thirty (30) days. Such transfer will be in effect as long as the student's original school is designated as persistently dangerous. Although the transfer will be temporary in nature, a student may be permitted to complete his/her education through the highest grade level at the receiving school. In making its decision, the Board will consider the educational needs of the student, including the student's ability to succeed if returned to the original school.

Victim of Violent Crime

If student is identified as the victim of a violent criminal offense, as determined by Michigan law (i.e., the student has been identified as the victim and the perpetrator has plead guilty to or been adjudicated or convicted of a violent criminal offense in Michigan court), s/he will be provided notice of the opportunity to transfer to another school within the District that is not persistently dangerous and has not been identified as being in the process of school improvement, corrective action, or restructuring. Such notice shall be provided prior to the start of the next school year.

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OFFICE OF THE SUPERINTENDENT
_____ SCHOOL DISTRICT

REVISED GUIDELINE - VOL. 33, NO. 2 – FEBRUARY 2019

EMERGENCY REMOVAL, SUSPENSION, AND EXPULSION OF STUDENTS

The following factors will be considered prior to suspending or expelling a student for physically assaulting another student or an employee, volunteer or contractor at school; gross misdemeanor or persistent disobedience; criminal sexual conduct against another student enrolled in the District; possession of a weapon (other than a firearm) in a weapon free school zone; arson or criminal sexual conduct in a school building or on school grounds; pleading to, being convicted of or adjudicated of criminal sexual conduct against another student enrolled in the District; verbally assaulting (as defined in policy) an employee, volunteer or contractor at school; or making a bomb or similar threat directed at the school property or a school event:

A. the student's age

B. the student's disciplinary history

C. whether the student has a disability

D. the seriousness of the violation or behavior

E. whether the violation or behavior committed by the student threatened the safety of any student or staff member

F. whether restorative practices will be used to address the violation or behavior

G. whether a lesser intervention would properly address the violation or behavior

If the District determines that it will utilize restorative practices in addition to or as an alternative to suspension or expulsion of a student, it will engage in restorative practices which emphasize repairing the harm to the victim and school community caused by the student's misconduct.

[ ] Restorative practices may include victim-offender conferences that

A. are initiated by the victim;

B. are approved by the victim's parent or legal guardian or, if the victim is at least fifteen (15), by the victim;

C. are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender (the "restorative practices team");

D. would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm, such as requiring the student to apologize; participate in community service, restoration of emotional or material losses, or counseling; pay restitution; or any combination of these.

The selected consequences and time limits for their completion will be incorporated into an agreement to be signed by all participants.

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

A. **Emergency Removal**

A student may be removed or excluded from a classroom or a school when s/he poses a continuing danger to persons or property or represents an on-going threat of disrupting the educational process taking place in the classroom or the school premises. Such removal must be for a period of less than twenty-four (24) hours without being subject to suspension and expulsion procedures.

If a member of the school faculty removes a student, under his/her supervision, from a classroom or activity, s/he must submit to the Principal written reasons for the removal the day the removal occurs.

A hearing must be held by the Principal in accordance with the suspension or expulsion requirements depending on the probable outcome of the hearing. The person who caused, ordered, or requested the removal should be present.

Written notice must be provided to the student and the parent as soon as practicable prior to the hearing. If the probable outcome of the hearing is suspension, the hearing procedures applicable to a suspension must be applied. If the probable outcome is expulsion of the student, the hearing procedures applicable to an expulsion must be followed.

B. **Teacher Initiated Suspension**

A teacher may suspend a student from class, subject, or activity for up to one (1) full school day for certain conduct as specified in the Code of Conduct. The teacher shall immediately send the student to the Principal and specify the reason for the suspension as specified in the Student Code of Conduct. As soon as possible after the suspension, the teacher shall schedule a parent-teacher conference regarding the suspension. If feasible, the **( ) counselor ( ) psychologist ( ) social worker** shall attend the conference. The Principal may attend upon request of the teacher or parent. The student shall not be returned to the class, subject, or activity that school day without the consent of both the teacher and the Principal.

C. **Short-Term Suspension**

The Principal may impose a suspension of up to ten (10) days duration, but shall attempt to notify the student's parents or guardians of the suspension by telephone, as well as send a written notification by e-mail or by regular mail. A copy of the notification shall also be sent home with the student, if practical. The written notice shall include the reasons for the suspension, the date(s) of the suspension and the rights to appeal, enclosing this policy with the suspension notice.

1. **Preliminary Hearing**

No student may be suspended without a hearing unless a clear and present danger exists, or it is otherwise impossible or unreasonably difficult to hold such hearing. In such instances, the necessary notice and hearing shall follow as soon as practicable.

The Principal shall provide the student with an oral or written notice of the charge(s) against him/her and shall provide a hearing for the student before a suspension is ordered so that the student has a full opportunity to state why s/he should not be suspended. This preliminary hearing shall be an informal one in which the student is given a chance to respond to the charges and present any witnesses. The student's parents may be informed of the charges and the preliminary hearing if the Principal so chooses. The hearing shall be held on the day of the alleged infraction or as soon thereafter as possible if an emergency prohibits an immediate hearing.

2. **Sending a Student Home**

Unless the student is an immediate threat to the safety of the school, s/he should remain in school until class is dismissed for the day. If the situation indicates that the student should be removed from the premises, the Principal shall attempt to reach the student's parents to request they pick up their child. If they are unable to do so, the student should remain _____ until school is dismissed.

The Principal may forego the previous provision in the event of mass violations of school rules or where it is not possible to keep the student(s) on school grounds and restore order or protect people on school property. In such an emergency situation, the Principal shall contact the Superintendent.

3. **Responsibility for School Work**

( ) For an in-school restriction, credit will be given for all classroom assignments that can be completed during the in-school restriction or as homework.

( ) No credit will be given for work missed as a result of suspension out-of-school.

( ) Credit **( ) will be given for work missed due to out-of-school suspension provided the student completes and submits all required assignments upon return to school. ( ) will not be given for work missed due to out-of-school suspension.**

Failures shall be given for any classroom work that cannot be attended such as laboratories or skill sessions.

4. **Appeal**

Suspension of more than one (1) school day but not more than ten (10) school days may be appealed in writing to the Principal within two (2) school days of the parents' receipt of the written suspension notice. The written appeal must contain the reason(s) that the suspension is being appealed.

a. The student shall be reinstated during the appeal process unless it is determined that the student's attendance would jeopardize the safety of the student or of others.

b. Upon review, the Principal may uphold the suspension, establish an alternative suspension of lesser severity, or reverse the suspension in its entirety. The review may include, but not be limited to, a meeting with the parents if, in the Principal's opinion, this is appropriate.

c. The Principal will reach the decision and inform the parents in writing within ten (10) school days after the receipt of the written request.

d. The decision of the Principal may be appealed in writing to the Superintendent within two (2) school days of the parents' receipt of the decision. The Superintendent will reach a decision and inform the parents in writing within ten (10) school days after the receipt of the written request.

e. The Superintendent's decision shall be considered final. The parents may appeal to the Board only in cases of alleged violation of due process (Policy 5611) by the Superintendent. In such cases, the appeal shall be made in writing to the Board President within two (2) school days after the parents' receipt of the decision and shall include a statement of the alleged violation of the policy. The Board shall notify the parents of its decision within ten (10) school days of receipt of the written request.

D. **Long-Term Suspension and Expulsion**

If, in the Principal's opinion or as required by statute, the alleged infraction warrants a long-term suspension or expulsion, s/he shall refer the case to the _____ and submit the following documentation.

( ) the rule(s) alleged to have been violated

( ) the charges against the student

( ) approximate date of the violation

( ) recommendation(s) for long-term suspension or expulsion

( ) copy of suspension

( ) chronology of disciplinary/corrective actions and witness statements

Upon request, the Principal shall also submit:

( ) transcript of grades

( ) attendance records

( ) letter to parents

( ) statements from professional staff regarding student's efforts, attitudes, or particular problems

( ) statement from counselor regarding help to student, attempts at remediation or correction, etc.

( ) memo requesting a Board hearing

The _____ shall review the documents for accuracy and completeness and schedule a hearing with the Board.

Notice of Hearing

The notice must be provided to the student and the student's parent and shall contain:

( ) the rule(s) alleged to have been violated;

( ) the charges against the student;

( ) approximate date of the violation;

( ) the time and place for the hearing;

( ) a statement of the student's and parents' prehearing rights:

( ) to review written statements about the alleged misconduct,

( ) to review the student's records, and

( ) to request a delay in the hearing of up to _____ school days;

( ) the length of time the administration is recommending the student be denied enrollment;

( ) a statement of the student's hearing rights to:

( ) counsel;

( ) a translator;

( ) appear in his/her own behalf and for parents or guardians to appear;

( ) produce witnesses and present evidence on his/her behalf;

( ) confront and to cross-examine anyone who may have evidence against him/her;

( ) a transcript of the hearing upon student's or parent's request, and Board/hearing officer approval.

Cost of transcript may be the responsibility of the student/parent.

[ ] ~~The Board of Education **(Superintendent)** must conduct the hearing in compliance with the Open Meetings Act.~~ The parents may appeal the expulsion to the Board, in writing, within ___ days after receipt of the notice. The parents shall state in the appeal the reasons they think the Superintendent's decision is not justified and provide any extenuating circumstances they wish the Board to consider. The Board may conduct a hearing or respond with its decision in writing within ___ days after it receives the appeal. **The Board of Education must conduct the hearing in compliance with the Open Meetings Act.**

Notice of expulsion will be sent to the Juvenile Division of the Probate Court for students at ages six (6) through fifteen (15). The court should be informed that the Board has expelled the student and provided the reason for expulsion.

Notice may be sent to the Juvenile Division of the Probate Court for students, ages sixteen (16) and seventeen (17), where the District believes that the court should review the circumstances surrounding the expulsion. The District may provide a copy of the public record to the court.

E. **Disabled Students**

In accordance with Board Policy 5605, a student in Special Education must be referred to the I.E.P.C. and those disabled under 504 must be referred to the _____ to determine if the behavior is related to the disability. Its decision will determine the appropriate next steps.

F. **Student's Record**

A record of a student's suspension or expulsion

( ) is to be made a part of his/her permanent record

( ) may be made a part of his/her permanent record at the discretion of the Principal

until s/he leaves the school and released in accordance with AG 8330 - Student Records. Days of absence shall be noted in the student's permanent attendance record

( ) as an unexcused absence because of suspension or expulsion.

( ) as an authorized absence because of suspension or expulsion.

G. **Waiver**

It is the student's prerogative to waive his/her right to a formal hearing. This waiver is to be in writing and signed by both student and parents or guardian. The signatures should be witnessed. Additionally, the student can constructively waive the hearing by simply not availing himself/herself of the opportunity for it, but such waiver cannot be construed before the passage of a considerable period of time, since it operates to close off the student's rights.

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OFFICE OF THE SUPERINTENDENT
_____ SCHOOL DISTRICT

NEW GUIDELINE - VOL. 33, NO. 2 – FEBRUARY 2019

PROCUREMENT – FEDERAL GRANTS/FUNDS

Contracting with Small and Minority Businesses, Women's Business Enterprises

The District shall take affirmative steps to provide that minority businesses and women's business enterprises are used when possible.

Such affirmative steps shall include:

A. placing qualified small and minority businesses and women's business enterprises on solicitation lists;

B. assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;

C. dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;

D. establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;

E. using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and

F. requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in this guideline.

Definitions

Small Business - A small business is a privately owned company in the legal form of a corporation, partnership, or sole proprietorship. The SBA defines a small business as one that typically makes a maximum of $750,000 – $38.5 million in annual revenue and has less than 100 – 1,500 employees, depending on industry.

Minority and Women's Business Enterprises - A Minority Business Enterprise (MBE) is an American term which is defined as a business which is at least fifty-one percent (51%) owned, operated and controlled on a daily basis by one (1) or more (in combination) American citizens of the following ethnic minority and/or gender (e.g. woman-owned) and/or military veteran classifications:

A. African American

B. Asian American or Pacific Islander (includes West Asian Americans (India, etc.) and East Asian Americans (Japan, Korea, etc.))

C. Hispanic American - Persons with origins from Latin America, South America, Portugal and Spain (SBA.gov)

D. Native American, including Aleuts

E. Hasidic Jew

F. Service-Disabled Veteran Owned a.k.a. SDVBE (Service Disabled Veteran Enterprise), a.k.a. DVBE (Disabled Veteran Business Enterprise) which became a Federally certified classification in 1999, subsequent to the passage legislation by the United States Congress through the enactment of The Veterans Entrepreneurship and Small Business Act of 1999 (The Act); legislation that was further expanded by Congress in 2001.

MBE's can self-identify, but are typically certified by a city, State or Federal agency.

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OFFICE OF THE SUPERINTENDENT FINANCES
_____ SCHOOL DISTRICT 6605/page 1 of 7

REVISED GUIDELINE - VOL. 33, NO. 2 – FEBRUARY 2019

CROWDFUNDING

The following procedures must be complied with for all crowdfunding campaigns that are conducted or overseen by Board of Education employees for activities that relate to or are undertaken as a part of their job assignments. These procedures do not apply to crowdfunding campaigns that a staff member may pursue for non-District related activities, in which case the employee's affiliation with the District may not be referenced and District resources may not be used. Staff members are prohibited from using the District's or School's name or any identifying features unless the staff member fully complies with the procedures outlined below. **District employees acting as private individuals shall not represent themselves as agents of the District.**

[ ] **The preceding guidelines also apply to parents, District-affiliated organizations (e.g., PTA/PTO, Athletic/Band Booster Groups) and/or students who wish to raise funds for a specific classroom, school, or school activity through a crowdfunding campaign.**

Crowdfunding Platform Approval

[DRAFTING NOTE: SELECT OPTION #1 or OPTION #2]

[ ] **[OPTION #1]**

The Superintendent shall develop a list of approved crowdfunding websites/services, and staff members are only permitted to conduct crowdfunding campaigns using one of the approved sites/services.

[END OF OPTION #1]

[ ] [OPTION #2]

~~The Superintendent shall pre-approve any c~~**C**rowdfunding website**s** or service**s** that a staff member intends to use for a District-affiliated crowdfunding campaign **must be approved in advance of such use by the Superintendent**. Such websites must contain terms and conditions that are acceptable to the Board and consistent with Board policy and applicable laws and regulations. In determining whether to approve a specific crowdfunding service, the Superintendent shall take into consideration whether the website specializes in or has special expertise or experience in managing crowdfunding campaigns involving educational institutions. The Superintendent ~~should~~ **may** also consider the amount of fees charged by the service to host/run the crowdfunding campaign, including any penalties associated with the failure of the campaign to reach its established target. For services that have 501(c)(3) designation, the underlying organization must affirm that it files all appropriate reports, including required registrations, with applicable governmental entities in states where donors reside. **( )** Staff members may only use websites/services that send the donated funds and/or purchased items directly to the District/School, and not the staff member.

An approved crowdfunding site/service shall:

A. prohibit cash or equivalent payments to District personnel;

B. protect the privacy of students in accordance with State and Federal law, and Board policy;

C. provide individual unit/item cost and inventory reporting on the materials and supplies shipped to the District;

D. track the shipment and delivery of materials to verified public schools with notification to the Principal;

E. require the materials and supplies to become property of the District or school, in accordance with Board policy;

F. require subsequent documentation of the project's educational benefit; and

G. provide dedicated reporting for District officials regarding the funds raised by, and the materials delivered to, verified public schools.

[END OF OPTION #2]

Applications & Pre-Approval of Content

Prior to beginning a campaign and making the initial posting of the project on an approved crowdfunding site, the staff member must submit **to** and obtain approval of an application ~~to~~ **by** the Principal that includes the following information:

A. A budget for the project that the campaign will be raising the funds or supplies and equipment for, and a description of how the project will be administered. If salaries are included, applicable fringe benefits must also be listed.

B. A copy of any narratives that will be **utilized** ~~submitted as testimonials or~~ in order to solicit the funds on the website along with any photos that the staff member wants to use on the crowdfunding site. ~~Postings that describe the purpose and rationale for conducting the crowdfunding campaign may not negatively reflect upon the District, its programs and services, or its staff and students.~~ When describing the purpose of the crowdfunding project, staff members are prohibited from identifying specific students and/or their areas of disability or need. Additionally, postings should in no way state or imply that the funds and/or equipment/supplies received through the crowdfunding campaign are necessary in order for students to be appropriately served and educated. Any photos and any information contained in the narratives must protect student privacy and comply with FERPA.

[ ] As such, in order for students' names and/or images to be utilized (which is discouraged), the staff member must obtain written authorization from the students' parents/guardians.
( ) Such authorization must be included with the application.

[ ] ~~Postings may not include identifiable student images; staff should limit pictures to empty classrooms, the staff member, and/or photos of students when the students are not identifiable (e.g., the back of their heads or hands).~~

C. Postings that describe the purpose and rationale for conducting the crowdfunding campaign may not negatively reflect upon the District, its programs and services, its staff, or its students.

D. All postings – including any photos and information contained in the narratives - must comply with applicable State and Federal student privacy laws, including the FERPA and IDEIA.

E. Postings may not include identifiable student images; staff should limit pictures to empty classrooms, the staff member, and/or photos of students when the students are not identifiable (e.g., the back of their heads or hands).

~~C.~~**F.** A copy of the biographical information or personal profile that will be utilized by the staff member on the crowdfunding site.

~~D.~~**G.** Confirmation that the funds raised and/or the items purchased by the crowdfunding site will go directly from the crowdfunding site to the Principal of the school that will be benefitted by the funds/items.

H. Staff shall confirm that sought after technology resources align with the District's/school's technology plan and requirements.

~~E.~~**I.** A description of any rewards, perks, or thank you gifts that will be provided to donors, including the cost and source of the reward, perk or thank you gift. **( )** Students may not participate in the creation/production of rewards, perks or thank you gifts **( )** during the school day.

~~F.~~**J.** If feasible, the staff member shall include in the posting a link to this Board policy/guideline.

The Principal will review the application along with the text that will be utilized in any crowdfunding materials to verify the proposed project and posting 1) will not create any legal liabilities, 2) complies with Board policy and guidelines, and 3) does not violate State and Federal laws and regulations. The ~~Building~~ Principal should pay particular attention to verify the posting does not infringe on student privacy rights and intellectual property laws.

If a Principal identifies an issue that may have legal implications, s/he is required to notify the Superintendent so that the District's legal counsel may be consulted prior to the ~~Building~~ Principal rendering a decision on the proposal or posting.

[ ] No more than _____ crowdfunding projects may be active at any one time on behalf of ( ) the District ( ) a specific building.

The ( ) Superintendent ( ) Board shall have final decision-making authority on granting permission for a crowdfunding proposal or posting.

[ ] Once the project and its materials are approved, the posting may be submitted to the crowdfunding site and the campaign commenced.

[ ] Staff members may use District Technology Resources to carryout approved crowdfunding activities.

[ ] Staff members may only work on crowdfunding activities during the work day with written permission from their ~~Building~~ Principal.

[ ] Unless required by the Fair Labor Standards Act, staff members are not entitled to additional compensation for their work on crowdfunding campaigns.

Campaigns will be limited in duration, as set forth in the application.

When the project is approved, the staff member/sponsor will provide the Superintendent with any information needed for the District to receive donated funds directly from the crowdfunding site. **( )** The staff member is responsible for verifying that the crowdfunding site is a charitable organization (i.e., a 501(c)(3) entity **listed on Charity Navigator and have a 3-star rating or better**) so that contributions to it are tax-deductible to the donors. If the entity selected is not a 501(c)(3) organization, the staff member must include in the posting a clear statement that donations to the fundraising project are not guaranteed to be tax-deductible and that donors should take individual action, including consulting with a tax professional, to determine their tax obligations and/or consequences of their donation. ~~Under no circumstances will the District issue documentation to donors to the crowdfunding site concerning the tax implications of any donations to the site.~~ ~~**[END OF OPTION]**~~

The District is not responsible for the tax benefits and/or consequences of the donation. Under no circumstances will the District issue documentation to donors to the crowdfunding site concerning the tax implications of any donations to the site.

The staff member must keep the Principal informed of the status of the campaign as it progresses and at its conclusion.

The staff member is responsible for then making sure any awards, and/or appropriate recognition are sent to the appropriate donors.

Once the funds or supplies/equipment purchased by the crowdfunding site with the proceeds of the campaign are received, they will be made available to the staff member for the express purpose of fulfilling the stated purpose of the project. The staff member, in conjunction with the Principal, is responsible for making sure any funds received are used for the express purpose for which they were raised; the employee must submit to the Principal documentation of any expenditures of the funds, including any purchases made with those funds. Such documentation must be submitted within _____ **[e.g., one (1) week]** of the expenditure. All funds raised and materials donated are considered the property of the District and shall remain in the District in the event the staff member who ran the crowdfunding campaign terminates his/her employment with the District.

Cash or equivalent payment to District personnel is prohibited. All fiscal transactions shall comply with appropriate Board policies.

[ ] The staff member must submit a final report on the project to the Principal and Superintendent. Failure to ~~publish~~ **produce** a final report will jeopardize the employee's ability to engage in crowdfunding in the future. **( )** A copy of the report may be sent to the donors via email and the results of the campaign on the crowdfunding site may be posted if approved by the Principal.

A staff member who violates this policy/guideline is subject to disciplinary action.

~~[ ] The preceding guidelines also apply to parents, District-affiliated organizations (e.g., PTA/PTO, Athletic/Band Booster Groups) and/or students who wish to raise funds for a specific classroom, school, or school activity through a crowdfunding campaign.~~

[NOTE: Districts should consult with their legal counsel to determine whether they are obligated to register and/or file annual reports with the Attorney General's Office to comply with the Charitable Solicitation Act based on staff members conducting crowdfunding campaigns on the District's behalf.]

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OFFICE OF THE SUPERINTENDENT
_____ SCHOOL DISTRICT

REVISED GUIDELINE - VOL. 33, NO. 2 – FEBRUARY 2019

BUS SAFETY PROCEDURES

Proper transportation of students is a matter of continuing concern and it is imperative that all staff members associated with student transportation adhere to the following guidelines which have been designed to maximize the safety of students.

A. Each bus driver must maintain effective communications with the _____ at all times and particularly when s/he encounters any situation that is out of the ordinary. To that end, each bus shall be equipped with a

( ) C.B. ( ) FM

radio or

( ) cellular telephone

which is to be kept in operating condition at all times.

[ ] Each driver is to test the equipment by making contact with his/her supervisor prior to the start of each run.

( ) Each bus driver will be provided a manual containing all information relating to the safety and welfare of student riders. The _____ is to ensure that each driver thoroughly understands the information in the manual as well as how the manual is to be used.

[ ] Prior to the beginning of each school year, each driver shall be required to demonstrate proficiency in CPR and first aid, including emergency procedures for dealing with such conditions as epileptic seizures, fainting, and insect bites. Those who do not meet District standards will be provided opportunities for appropriate training.

( ) Each bus driver is to carry in the bus a copy of the completed emergency medical authorization for each student rider.

D. At the completion of each bus run, the driver is to do a complete walk-through of the bus to make sure that no student has remained.

E. The _____ shall maintain a record of each student rider for ready reference whenever a question arises about a student. Such a record shall include name, address, telephone number, name and location of contact person, the bus driver's name and the number of the bus the student rides. This record shall also contain confidential information regarding physical and/or mental characteristics of the student which would require special attention.

( ) The _____ shall select at least ____ students in grades 4 and above on each bus for special training in bus evacuation procedures and in the operation of the bus communications equipment in case the driver becomes incapacitated. Written permission must be received from each student's parents prior to participation in such training. Each student who completes the training satisfactorily, shall receive a certificate of completion and a written set of instructions as to his/her responsibilities in emergency situations.

Student helpers should be seated in the front of the bus and given instruction by the bus driver in the following areas, appropriate for their age:

1. stopping the bus by using the hand brake, on most buses by pulling the parking brake knob on the dashboard;

2. shutting off the engine by turning off the ignition;

3. operating the two-way radio or obtaining help by stopping a passing motorist or going to a nearby house or business;

4. determining whether or not to evacuate the bus in case of fire or other immediate danger;

5. steering the bus to a safe area;

6. operating the fire extinguisher if needed to save a life.

G. In addition, the _____ shall:

1. conduct routine and periodic surveys of the School District area and routes to determine the safety of current bus routes and bus stops;

2. ensure that each bus driver's records of qualifications and certification are up-to-date and on file in the Superintendent's office with a physician's certificate that the bus driver has passed an annual physical;

3. ensure compliance with all Department of Education safety specifications for school buses as well as statutory requirements for first-aid kits, fire extinguishers, traffic flares, and other safety features;

4. maintain and update a booklet containing traffic rules and regulations and distribute a copy to each driver;

5. ensure that there is no smoking or drinking of alcoholic beverages on any school bus or in the refueling area.

Evacuation of Bus

The following procedures are to be followed when evacuating the school bus.

A. Stop bus, if not already stopped, off the road and out of the mainstream of traffic, if possible.

B. Put on emergency flasher lights and immediately issue orders as to which exit is to be used.

C. Maintain calm and direct students to "walk - not run", not to take books, lunch boxes, etc., and to be careful when disembarking.

D. Send someone or call for help after making sure that all students are evacuated.

E. Form students into a group at least 100 feet from the bus and as far away from traffic as feasible.

F. Check bus list to ensure all students are accounted for and are in good condition.

G. Emergency evacuation of disabled students may require modification of the above procedures.

Evacuation Drills

The _____ shall organize and conduct three (3) emergency exit drills for all students who ride school buses to and from school.

A. Each of the following three (3) emergency procedures shall be conducted at least once annually:

1. everyone exits through the front entrance door

2. everyone exits through the rear emergency door

3. front half exits through the front door and rear half exits through the rear door

B. All drills shall be arranged and scheduled by the _____ in cooperation with building principals. School bus drivers will conduct the drill sessions.

C. Drills shall be held on school property when possible and not on the bus route.

D. The driver shall stay in the bus during evacuation drills. The parking brake must be set, ignition turned off, and transmission in gear or park.

E. Children shall not take lunch boxes, books, etc., when they leave the bus.

F. Students shall assemble at a distance of at least 100 feet from the bus in an "emergency drill" and remain there until given further directions.

G. The driver shall report to the _____ that a drill has been conducted.

Accidents

A. In the event of an accident involving the bus, the bus driver shall:

1. evaluate the need for medical assistance;

2. if necessary, evacuate the students to a safe area away from the scene of the accident;

3. notify the _____ (law enforcement agency);

4. notify the _____ (school official).

B. The _____ (school official) shall collect the data concerning the accident, notify the parents, and if necessary, arrange for another bus to transport the students.

C. In the event of a serious accident, the procedures stipulated by the _____ (law enforcement agency) shall be followed.

Railroad Crossings

Before crossing a railroad track at grade, the driver shall:

A. stop the vehicle within fifty (50) feet but not less than fifteen (15) feet from the nearest rail;

B. activate hazard warning lights, turn off all interior switches including fans, heaters, and radios;

C. open passenger door and driver-side window and, while stopped, listen and look in both directions along the track for an approaching train or signals indicating a train approach;

D. proceed only after ascertaining that no train is approaching and using a gear that does not require changing gears while crossing the tracks.

The driver does not have to follow the above procedure if:

A. the track is **inactive, which means that it has been completely paved over or removed and all signs, signals, and other warning devices are removed**~~abandoned as designated in the District's route plan~~;

B. there is a police officer or traffic-control signal directing the traffic to proceed; or

C. the crossing is on freeway or limited-access highway if a clearly-visible signal, crossing arm, or other automatic barrier is not activated;

D. the crossing is marked with a sign reading "exempt".

Tornado

In the event of a tornado sighting or warning, the bus driver shall:

A. contact _____ office;

B. pull the bus off the roadway;

C. evacuate the bus;

D. bring the first aid kit;

E. take students to the nearest building, if possible;

F. if in the open, take the students to a ditch, ravine, or embankment which is at least 200 feet from the bus;

G. instruct students to lie down on their knees with their hands clasped behind their heads;

H. once the danger is past, assess students for any needed medical attention;

I. contact _____ as soon as possible.

Bus Breakdown

In the event of a bus breakdown, the bus driver shall:

A. move the bus off the roadway, if possible;

B. notify the _____ (school official), who shall arrange for another bus to transport the students;

C. evacuate the students to a safe area, if necessary;

D. stay close to the scene until assistance arrives;

E. assist in transferring students to the backup bus;

F. arrange, together with _____ (transportation director) to have the bus towed/repaired.

Inclement Weather

Whenever the weather forecast indicates inclement weather approaching, the Transportation Supervisor is to inspect the condition of the roads. If the forecast relates to the current school day, s/he should notify the Superintendent in sufficient time so students can be transported home before road conditions would make such transportation hazardous. If the forecast relates to the next school day, the transportation supervisor is to make his/her recommendation to the Superintendent prior to 5:00 AM. The recommendation should be based on both personal observation of the roads and discussion with the Highway Department and/or the State Highway Patrol or Sheriff.

If transportation is cancelled, bus drivers will be notified by means of the telephone chain and parents by means of the radio and TV stations.

Dangerous and Illegal Weapons

[ ] The safety of students and staff is of paramount importance, and control of dangerous and/or illegal weapons is a particularly sensitive and critical responsibility. No weapon or other device that poses a danger to anyone in the vehicle shall be permitted. If a staff member discovers such a weapon or device, s/he should take the following actions:

( ) Radio for help immediately.

( ) Isolate the student, if possible, and if necessary, evacuate the bus.

( ) Avoid attempts to disarm the student unless the situation appears to be life-threatening.

Quelling a Disturbance

If, during a bus trip, any students become unruly or two (2) or more students become involved in a fight or create a disturbance, the driver should proceed as follows:

A. Stop the bus and command the students to stop the disturbance and sit properly in their seats.

B. Do not attempt to use physical force to quell the disturbance or dispossess students of any weapon or threatening object unless assured that such action is likely to be successful and not endanger the other students or the driver.

C. If the students do not obey, drive the bus to a safe area while notifying the Transportation Office of the disturbance and request assistance.

D. If the disturbance is or may be jeopardizing to the safety and well-being of the other students, evacuate all uninvolved students from the bus using the standard evacuation procedure.

E. Do not, under any circumstances, discharge an unruly student from the bus other than at his/her regular bus stop, a law enforcement agency, or a District school, and only then, if an official at that location takes custody of the student(s).

F. Make a full report of the disturbance to the _____ upon completion of the trip.

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OFFICE OF THE SUPERINTENDENT
_____ SCHOOL DISTRICT

REVISED GUIDELINE - VOL. 33, NO. 2 – FEBRUARY 2019

TRANSPORTATION ROUTE PLANNING CRITERIA

Routing

The routing of buses in the most efficient manner is a major factor in the conservation of fuel. In the establishment of routes, bus stops are to be placed primarily at intersections. In cases where a street is exceptionally long, a bus stop may be placed at the center of the block or at certain intervals.

Every effort shall be made to route in a way which allows kindergarten students to be picked up near their home. Students living on hazardous roads or main highways shall also receive special transportation consideration.

General Criteria

Plans which take into account the following factors should create an effective routing system:

( ) Minimize the number of road hazards; e.g., steep hills, dangerous approaches to intersections, railroad crossings, narrow bridges, sharp curves, crowns of hills, and obstructions to visibility.

( ) Ensure that necessary "turnarounds" are safe and suitable in all weather conditions.

( ) Load and discharge students at points from which they need not cross main thoroughfares, crowns of hills, and obstructions to visibility in order to reach their homes.

( ) Plan routes so that most children do not have to ride in excess of _____ on the way to or from school. (One (1) hour is generally accepted as an upper limit on riding time for a one-way trip.)

( ) Consider the number of stops to be made on each route; e.g., a short route with many stops may take as much time as a long route with few stops.

( ) Minimize stops on hills of appreciable grade. When necessary, the stop should be made as the bus is traveling down hill. Such stops should be made at a pull-off area or an area posted with a School Bus Safety sign.

( ) Avoid duplication and unnecessary mileage.

( ) Minimize the number of buses in use at any one (1) time, thereby decreasing the number of contract buses required.

( ) Reserve choice routes for District-owned vehicles, thereby reducing mileage and wear and tear on District-owned vehicles.

( ) Apply the policy governing minimum and maximum distances over which children will be transported equitably and consistently.

( ) Maintain a degree of flexibility for unforeseen circumstances.

~~( )~~**L.** ~~Assure~~ **Plans must assure** clear visibility ~~of at least 400 feet in each direction~~ **as follows:**~~.~~

~~( )~~**1.** If the lawful speed limit is more than thirty-five (35) miles per hour,~~ and~~ the stopped bus ~~is not~~ **must be** clearly and continuously visible to approaching vehicles on that highway or roadway for at least 400 feet. When the distance from the stopped bus to the end of the highway or roadway is less than 400 feet, clear and continuous visibility must be available from the bus to the end of the highway or roadway.

2. If the lawful speed limit is thirty-five (35) miles per hour or less, ~~and~~ the stopped bus ~~is not~~ **must be** clearly and continuously visible to approaching vehicles on that highway or roadway, for at least 200 feet. When the distance from the stopped bus to the end of the highway or roadway is less than 200 feet, clear and continuously visibility must be available from the bus to the end of the highway or roadway.

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Hazel Park City School District
Enrollment Analysis
Effective Date: 02/04/2021
Printed: 2/4/2021 9:16 AM

School	(All)

Count of Student		Grade																						
School Code	Track	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	14	AI	EA	PH	Grand Total
01603	20/21 ACCESS													1	6	3	10					20
01603 Total														1	6	3	10					20
01611	20/21 INVEST													69	55	61	59					244
01611 Total														69	55	61	59					244
01616	20/21 HIGH SCHOOL													130	119	115	114					478
01616 Total														130	119	115	114					478
01753	20/21 HOOVER				39	30	31	33	34	40												207
	20/21 HOOVER ELEM VVA				9	17	10	18	16	15												85
01753 Total					48	47	41	51	50	55												292
02176	20/21 MI CYBER ACD													27	51	96	110					284
02176 Total														27	51	96	110					284
02399	20/21 ALL YR JARDON			3	1	2	2		1	1	1		2	1		2		1			6	23
	20/21 JARDON																				49	49
02399 Total				3	1	2	2		1	1	1		2	1		2		1			55	72
02954	20/21 VIKING VIRTUAL													33	52	59	114					258
02954 Total														33	52	59	114					258
04159	20/21 EDISON E							1	2	2	8											13
	20/21 EDISON H													8	4	6	8					26
	20/21 EDISON J											3	8	6								17
	20/21 EDISON PH																			1	4	5
04159 Total								1	2	2	8	3	8	6	8	4	6	8		1	4	61
04259	20/21 UNITED OAKS				53	32	35	42	32	30												224
	20/21 UNITED OAKS ELEM VVA				20	15	15	18	27	14												109
04259 Total					73	47	50	60	59	44												333
04422	20/21 WEBSTER CHILDHD			5	64																	69
	20/21 WEBSTER ECSE/EA	1		1	5					1		1		1		1			6		14	31
04422 Total		1		6	69					1		1		1		1			6		14	100
07829	20/21 ADVANTAGE												3	2	5	7	16	37				70
	20/21 ADVANTAGE E									3												3
	20/21 ADVANTAGE VVA												3	2	6	16	26	75				128
07829 Total										3			6	4	11	23	42	112				201
09372	20/21 JHS VVA										49	62	58									169
	20/21 JUNIOR HIGH										107	102	95									304
09372 Total											156	164	153									473
09429	20/21 WEBB				1	49	52	37	33	39	36											247
	20/21 WEBB ELEM VVA					20	16	9	19	9	11											84
09429 Total					1	69	68	46	52	48	47											331
Grand Total		1		9	71	192	164	138	166	161	158	160	180	165	279	313	382	528	6	1	14	59	3147

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

To: Hazel Park Board of Education

From: Dr. Amy Kruppe, Superintendent

Subject: January 2021 Attendance Report

Date: February 4, 2021

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 78.57%
The weekly attendance is also attached.

Please contact me with any questions you might have.

Weekly Engagement Percentage Report

Hazel Park City School District - 01/06/2021 to 01/26/2021

Engagement Threshhold: 1

Hoover Elementary

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
28	01/06/2021	01/12/2021	44	51	86.27	0
28	01/06/2021	01/12/2021	39	47	82.98	1
28	01/06/2021	01/12/2021	37	42	88.1	2
28	01/06/2021	01/12/2021	46	50	92	3
28	01/06/2021	01/12/2021	49	50	98	4
28	01/06/2021	01/12/2021	52	54	96.3	5
		Average:	44.5	49	90.61	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
29	01/13/2021	01/19/2021	44	51	86.27	0
29	01/13/2021	01/19/2021	41	47	87.23	1
29	01/13/2021	01/19/2021	36	42	85.71	2
29	01/13/2021	01/19/2021	42	50	84	3
29	01/13/2021	01/19/2021	48	50	96	4
29	01/13/2021	01/19/2021	50	54	92.59	5
		Average:	44	49	89.62	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
30	01/20/2021	01/26/2021	42	51	82.35	0
30	01/20/2021	01/26/2021	36	47	76.6	1
30	01/20/2021	01/26/2021	36	43	83.72	2
30	01/20/2021	01/26/2021	44	50	88	3
30	01/20/2021	01/26/2021	49	50	98	4
30	01/20/2021	01/26/2021	36	55	65.45	5
		Average:	42.83	49.11	87.2	

United Oaks Elementary

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
28	01/06/2021	01/12/2021	60	70	85.71	0
28	01/06/2021	01/12/2021	36	46	78.26	1
28	01/06/2021	01/12/2021	41	46	89.13	2
28	01/06/2021	01/12/2021	50	59	84.75	3
28	01/06/2021	01/12/2021	53	59	89.83	4
28	01/06/2021	01/12/2021	40	43	93.02	5
		Average:	46.67	53.83	86.78	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
29	01/13/2021	01/19/2021	61	71	85.92	0
29	01/13/2021	01/19/2021	34	46	73.91	1
29	01/13/2021	01/19/2021	42	49	85.71	2
29	01/13/2021	01/19/2021	55	60	91.67	3
29	01/13/2021	01/19/2021	52	59	88.14	4
29	01/13/2021	01/19/2021	36	43	83.72	5
		Average:	46.67	54.25	85.81	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
30	01/20/2021	01/26/2021	56	71	78.87	0
30	01/20/2021	01/26/2021	35	46	76.09	1
30	01/20/2021	01/26/2021	43	49	87.76	2
30	01/20/2021	01/26/2021	48	60	80	3
30	01/20/2021	01/26/2021	53	59	89.83	4
30	01/20/2021	01/26/2021	27	43	62.79	5
		Average:	45.67	54.39	83.62	

Webster Elementary

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
28	01/06/2021	01/12/2021	5	6	83.33	-2
28	01/06/2021	01/12/2021	61	71	85.92	-1
28	01/06/2021	01/12/2021	1	6	16.67	14
28	01/06/2021	01/12/2021	1	14	7.14	16
		Average:	17	24.25	48.27	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
29	01/13/2021	01/19/2021	4	6	66.67	-2
29	01/13/2021	01/19/2021	61	72	84.72	-1
29	01/13/2021	01/19/2021	2	6	33.33	14
29	01/13/2021	01/19/2021	1	15	6.67	16
		Average:	17	24.5	48.06	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
30	01/20/2021	01/26/2021	5	6	83.33	-2
30	01/20/2021	01/26/2021	61	72	84.72	-1
30	01/20/2021	01/26/2021	3	6	50	14
30	01/20/2021	01/26/2021	1	15	6.67	16
		Average:	17.17	24.58	50.76	

Hazel Park Junior High School

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
28	01/06/2021	01/12/2021	114	154	74.03	6
28	01/06/2021	01/12/2021	140	163	85.89	7
28	01/06/2021	01/12/2021	144	152	94.74	8
		Average:	132.67	156.33	84.89	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
29	01/13/2021	01/19/2021	114	155	73.55	6
29	01/13/2021	01/19/2021	138	163	84.66	7
29	01/13/2021	01/19/2021	142	152	93.42	8
		Average:	132	156.5	84.38	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
30	01/20/2021	01/26/2021	115	155	74.19	6
30	01/20/2021	01/26/2021	145	163	88.96	7
30	01/20/2021	01/26/2021	144	152	94.74	8
		Average:	132.89	156.56	84.91	

Hazel Park High School

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
28	01/06/2021	01/12/2021	113	120	94.17	9
28	01/06/2021	01/12/2021	102	110	92.73	10
28	01/06/2021	01/12/2021	93	106	87.74	11
28	01/06/2021	01/12/2021	100	111	90.09	12
		Average:	102	111.75	91.18	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
29	01/13/2021	01/19/2021	113	120	94.17	9
29	01/13/2021	01/19/2021	101	110	91.82	10
29	01/13/2021	01/19/2021	92	106	86.79	11
29	01/13/2021	01/19/2021	98	111	88.29	12
		Average:	101.5	111.75	90.73	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
30	01/20/2021	01/26/2021	112	120	93.33	9
30	01/20/2021	01/26/2021	102	110	92.73	10
30	01/20/2021	01/26/2021	92	107	85.98	11
30	01/20/2021	01/26/2021	97	111	87.39	12
		Average:	101.25	111.83	90.44	

Webb Elementary

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
28	01/06/2021	01/12/2021	52	66	78.79	0
28	01/06/2021	01/12/2021	56	70	80	1
28	01/06/2021	01/12/2021	40	45	88.89	2
28	01/06/2021	01/12/2021	49	51	96.08	3
28	01/06/2021	01/12/2021	47	48	97.92	4
28	01/06/2021	01/12/2021	47	47	100	5
		Average:	48.5	54.5	90.28	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
29	01/13/2021	01/19/2021	48	66	72.73	0
29	01/13/2021	01/19/2021	54	69	78.26	1
29	01/13/2021	01/19/2021	39	45	86.67	2
29	01/13/2021	01/19/2021	47	51	92.16	3
29	01/13/2021	01/19/2021	45	48	93.75	4
29	01/13/2021	01/19/2021	46	47	97.87	5
		Average:	47.5	54.42	88.59	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
30	01/20/2021	01/26/2021	47	66	71.21	0
30	01/20/2021	01/26/2021	56	69	81.16	1
30	01/20/2021	01/26/2021	39	45	86.67	2
30	01/20/2021	01/26/2021	47	51	92.16	3
30	01/20/2021	01/26/2021	46	48	95.83	4
30	01/20/2021	01/26/2021	37	47	78.72	5
		Average:	46.78	54.39	87.16	

Jardon School

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
28	01/06/2021	01/12/2021	1	1	100	-1
28	01/06/2021	01/12/2021	1	2	50	1
28	01/06/2021	01/12/2021	1	1	100	3
28	01/06/2021	01/12/2021	2	2	100	7
28	01/06/2021	01/12/2021	1	1	100	8
28	01/06/2021	01/12/2021	2	2	100	10
28	01/06/2021	01/12/2021	1	1	100	12
28	01/06/2021	01/12/2021	52	55	94.55	18
		Average:	7.63	8.13	93.07	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
29	01/13/2021	01/19/2021	1	1	100	-1
29	01/13/2021	01/19/2021	1	2	50	1
29	01/13/2021	01/19/2021	1	1	100	3
29	01/13/2021	01/19/2021	2	2	100	10
29	01/13/2021	01/19/2021	1	1	100	12
29	01/13/2021	01/19/2021	48	55	87.27	18
		Average:	8.21	9.07	91.56	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
30	01/20/2021	01/26/2021	1	3	33.33	-2
30	01/20/2021	01/26/2021	1	1	100	-1
30	01/20/2021	01/26/2021	1	2	50	1
30	01/20/2021	01/26/2021	1	1	100	3
30	01/20/2021	01/26/2021	1	1	100	4
30	01/20/2021	01/26/2021	2	2	100	10
30	01/20/2021	01/26/2021	1	1	100	12
30	01/20/2021	01/26/2021	51	55	92.73	18
		Average:	7.91	8.77	88.99	

Advantage Alternative Program

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
28	01/06/2021	01/12/2021	3	3	100	5
28	01/06/2021	01/12/2021	2	4	50	7
28	01/06/2021	01/12/2021	1	2	50	8
28	01/06/2021	01/12/2021	4	5	80	9
28	01/06/2021	01/12/2021	3	16	18.75	10
28	01/06/2021	01/12/2021	12	25	48	11
28	01/06/2021	01/12/2021	29	74	39.19	12
		Average:	7.71	18.43	55.13	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
29	01/13/2021	01/19/2021	3	3	100	5
29	01/13/2021	01/19/2021	2	4	50	7
29	01/13/2021	01/19/2021	1	2	50	8
29	01/13/2021	01/19/2021	4	5	80	9
29	01/13/2021	01/19/2021	3	16	18.75	10
29	01/13/2021	01/19/2021	12	25	48	11
29	01/13/2021	01/19/2021	24	74	32.43	12
		Average:	7.36	18.43	54.65	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
30	01/20/2021	01/26/2021	3	3	100	5
30	01/20/2021	01/26/2021	3	4	75	7
30	01/20/2021	01/26/2021	1	2	50	8
30	01/20/2021	01/26/2021	4	6	66.67	9
30	01/20/2021	01/26/2021	5	16	31.25	10
30	01/20/2021	01/26/2021	10	26	38.46	11
30	01/20/2021	01/26/2021	22	75	29.33	12
		Average:	7.19	18.57	55.04	

Edison

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
28	01/06/2021	01/12/2021	1	1	100	2
28	01/06/2021	01/12/2021	2	2	100	3
28	01/06/2021	01/12/2021	2	2	100	4
28	01/06/2021	01/12/2021	8	8	100	5
28	01/06/2021	01/12/2021	3	3	100	6
28	01/06/2021	01/12/2021	8	8	100	7
28	01/06/2021	01/12/2021	5	6	83.33	8
28	01/06/2021	01/12/2021	8	8	100	9
28	01/06/2021	01/12/2021	4	4	100	10
28	01/06/2021	01/12/2021	5	6	83.33	11
28	01/06/2021	01/12/2021	7	8	87.5	12
28	01/06/2021	01/12/2021	1	1	100	15
28	01/06/2021	01/12/2021	2	3	66.67	18
		Average:	4.31	4.62	93.91	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
29	01/13/2021	01/19/2021	1	1	100	2
29	01/13/2021	01/19/2021	2	2	100	3
29	01/13/2021	01/19/2021	2	2	100	4
29	01/13/2021	01/19/2021	8	8	100	5
29	01/13/2021	01/19/2021	3	3	100	6
29	01/13/2021	01/19/2021	7	8	87.5	7
29	01/13/2021	01/19/2021	5	6	83.33	8
29	01/13/2021	01/19/2021	7	8	87.5	9
29	01/13/2021	01/19/2021	4	4	100	10
29	01/13/2021	01/19/2021	5	6	83.33	11
29	01/13/2021	01/19/2021	6	8	75	12
29	01/13/2021	01/19/2021	1	1	100	15
29	01/13/2021	01/19/2021	2	3	66.67	18
		Average:	4.19	4.62	92.47	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
30	01/20/2021	01/26/2021	1	1	100	2
30	01/20/2021	01/26/2021	2	2	100	3
30	01/20/2021	01/26/2021	2	2	100	4
30	01/20/2021	01/26/2021	8	8	100	5
30	01/20/2021	01/26/2021	2	3	66.67	6
30	01/20/2021	01/26/2021	7	8	87.5	7
30	01/20/2021	01/26/2021	5	6	83.33	8
30	01/20/2021	01/26/2021	8	8	100	9
30	01/20/2021	01/26/2021	4	4	100	10
30	01/20/2021	01/26/2021	4	6	66.67	11
30	01/20/2021	01/26/2021	7	8	87.5	12
30	01/20/2021	01/26/2021	1	1	100	15
30	01/20/2021	01/26/2021	2	3	66.67	18
		Average:	4.15	4.62	91.35	

Access Alternative School

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
28	01/06/2021	01/12/2021	1	1	100	9
28	01/06/2021	01/12/2021	1	6	16.67	10
28	01/06/2021	01/12/2021	2	3	66.67	11
28	01/06/2021	01/12/2021	5	10	50	12
		Average:	2.25	5	58.34	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
29	01/13/2021	01/19/2021	1	1	100	9
29	01/13/2021	01/19/2021	1	6	16.67	10
29	01/13/2021	01/19/2021	2	3	66.67	11
29	01/13/2021	01/19/2021	3	10	30	12
		Average:	2	5	55.84	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
30	01/20/2021	01/26/2021	1	1	100	9
30	01/20/2021	01/26/2021	1	6	16.67	10
30	01/20/2021	01/26/2021	2	3	66.67	11
30	01/20/2021	01/26/2021	4	10	40	12
		Average:	2	5	55.84	

Invest Roosevelt Alt High School

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
28	01/06/2021	01/12/2021	65	66	98.48	9
28	01/06/2021	01/12/2021	58	64	90.63	10
28	01/06/2021	01/12/2021	78	91	85.71	11
28	01/06/2021	01/12/2021	71	76	93.42	12
		Average:	68	74.25	92.06	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
29	01/13/2021	01/19/2021	65	66	98.48	9
29	01/13/2021	01/19/2021	59	64	92.19	10
29	01/13/2021	01/19/2021	76	91	83.52	11
29	01/13/2021	01/19/2021	69	76	90.79	12
		Average:	67.63	74.25	91.65	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
30	01/20/2021	01/26/2021	65	66	98.48	9
30	01/20/2021	01/26/2021	57	64	89.06	10
30	01/20/2021	01/26/2021	71	91	78.02	11
30	01/20/2021	01/26/2021	67	76	88.16	12
		Average:	66.75	74.25	90.58	

MICHIGAN CYBER ACADEMY

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
28	01/06/2021	01/12/2021	27	27	100	9
28	01/06/2021	01/12/2021	52	52	100	10
28	01/06/2021	01/12/2021	98	97	100	11
28	01/06/2021	01/12/2021	111	112	99.11	12
		Average:	72	72	99.78	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
29	01/13/2021	01/19/2021	27	27	100	9
29	01/13/2021	01/19/2021	51	51	100	10
29	01/13/2021	01/19/2021	97	97	100	11
29	01/13/2021	01/19/2021	110	111	99.1	12
		Average:	71.63	71.75	99.78	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
30	01/20/2021	01/26/2021	27	27	100	9
30	01/20/2021	01/26/2021	51	51	100	10
30	01/20/2021	01/26/2021	96	96	100	11
30	01/20/2021	01/26/2021	110	111	99.1	12
		Average:	71.42	71.58	99.78	

Viking Virtual Academy

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
28	01/06/2021	01/12/2021	28	39	71.79	9
28	01/06/2021	01/12/2021	39	62	62.9	10
28	01/06/2021	01/12/2021	27	43	62.79	11
28	01/06/2021	01/12/2021	50	87	57.47	12
		Average:	36	57.75	63.74	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
29	01/13/2021	01/19/2021	30	39	76.92	9
29	01/13/2021	01/19/2021	40	62	64.52	10
29	01/13/2021	01/19/2021	30	43	69.77	11
29	01/13/2021	01/19/2021	47	87	54.02	12
		Average:	36.38	57.75	65.02	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
30	01/20/2021	01/26/2021	28	39	71.79	9
30	01/20/2021	01/26/2021	40	61	65.57	10
30	01/20/2021	01/26/2021	28	44	63.64	11
30	01/20/2021	01/26/2021	49	87	56.32	12
		Average:	36.33	57.75	64.79	

District Total

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
28	01/06/2021	01/12/2021	5	6	83.33	-2
28	01/06/2021	01/12/2021	62	72	86.11	-1
28	01/06/2021	01/12/2021	156	187	83.42	0
28	01/06/2021	01/12/2021	132	165	80	1
28	01/06/2021	01/12/2021	119	134	88.81	2
28	01/06/2021	01/12/2021	148	163	90.8	3
28	01/06/2021	01/12/2021	151	159	94.97	4
28	01/06/2021	01/12/2021	150	155	96.77	5
28	01/06/2021	01/12/2021	117	157	74.52	6
28	01/06/2021	01/12/2021	152	177	85.88	7
28	01/06/2021	01/12/2021	151	161	93.79	8
28	01/06/2021	01/12/2021	246	266	92.48	9
28	01/06/2021	01/12/2021	261	316	82.59	10
28	01/06/2021	01/12/2021	315	371	84.91	11
28	01/06/2021	01/12/2021	374	479	78.08	12
28	01/06/2021	01/12/2021	1	6	16.67	14
28	01/06/2021	01/12/2021	1	1	100	15
28	01/06/2021	01/12/2021	1	14	7.14	16
28	01/06/2021	01/12/2021	54	58	93.1	18
		Average:	136.63	160.37	79.65	

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
29	01/13/2021	01/19/2021	4	6	66.67	-2
29	01/13/2021	01/19/2021	62	73	84.93	-1
29	01/13/2021	01/19/2021	153	188	81.38	0
29	01/13/2021	01/19/2021	130	164	79.27	1
29	01/13/2021	01/19/2021	118	137	86.13	2
29	01/13/2021	01/19/2021	147	164	89.63	3
29	01/13/2021	01/19/2021	147	159	92.45	4
29	01/13/2021	01/19/2021	143	155	92.26	5
29	01/13/2021	01/19/2021	117	158	74.05	6
29	01/13/2021	01/19/2021	147	175	84	7
29	01/13/2021	01/19/2021	148	160	92.5	8
29	01/13/2021	01/19/2021	247	266	92.86	9
29	01/13/2021	01/19/2021	261	315	82.86	10
29	01/13/2021	01/19/2021	314	371	84.64	11
29	01/13/2021	01/19/2021	358	478	74.9	12
29	01/13/2021	01/19/2021	2	6	33.33	14
29	01/13/2021	01/19/2021	1	1	100	15
29	01/13/2021	01/19/2021	1	15	6.67	16
29	01/13/2021	01/19/2021	50	58	86.21	18
		Average:	135.42	160.42	78.9	

District Total

Week	From	To	Students Meeting Threshhold	Enrollment	% Meeting Threshhold	Grade
30	01/20/2021	01/26/2021	6	9	66.67	-2
30	01/20/2021	01/26/2021	62	73	84.93	-1
30	01/20/2021	01/26/2021	145	188	77.13	0
30	01/20/2021	01/26/2021	128	164	78.05	1
30	01/20/2021	01/26/2021	119	138	86.23	2
30	01/20/2021	01/26/2021	142	164	86.59	3
30	01/20/2021	01/26/2021	151	160	94.38	4
30	01/20/2021	01/26/2021	111	156	71.15	5
30	01/20/2021	01/26/2021	117	158	74.05	6
30	01/20/2021	01/26/2021	155	175	88.57	7
30	01/20/2021	01/26/2021	150	160	93.75	8
30	01/20/2021	01/26/2021	245	267	91.76	9
30	01/20/2021	01/26/2021	262	314	83.44	10
30	01/20/2021	01/26/2021	303	373	81.23	11
30	01/20/2021	01/26/2021	357	479	74.53	12
30	01/20/2021	01/26/2021	3	6	50	14
30	01/20/2021	01/26/2021	1	1	100	15
30	01/20/2021	01/26/2021	1	15	6.67	16
30	01/20/2021	01/26/2021	53	58	91.38	18
		Average:	134.33	160.6	78.57	

Auditor's State Attendance Percentage Report

Date	Student Count	# Absent	# Present	% Present
63130 - Hazel Park City School District T 20/21 DISTRICT				
01/04/2021	1895	318	1577	83.22
01/05/2021	1903	284	1619	85.08
01/06/2021	1305	196	1109	84.98
01/07/2021	1891	285	1606	84.93
01/08/2021	1027	138	889	86.56
01/11/2021	1870	257	1613	86.26
01/12/2021	1861	257	1604	86.19
01/13/2021	1282	173	1109	86.51
01/14/2021	1872	282	1590	84.94
01/15/2021	1054	204	850	80.65
01/18/2021	9	5	4	44.44
01/19/2021	1845	246	1599	86.67
01/20/2021	1268	183	1085	85.57
01/21/2021	1866	269	1597	85.58
01/22/2021	1014	173	841	82.94
01/25/2021	1853	294	1559	84.13
01/26/2021	1819	278	1541	84.72
01/27/2021	860	118	742	86.28
01/28/2021	1793	315	1478	82.43
01/29/2021	1411	281	1130	80.09

HAZEL PARK SCHOOLS

Today's Learners, Tomorrow's Leaders

Amy Kruppe, Ed.D.
Superintendent

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

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2021 Board of Education Meeting Dates

***February 8, 2021**	7:00PM	Regular Meeting
February 22, 2021 Facility	6:30 PM	Special Meeting
~~March 1, 2021 Cancel~~	~~6:30 PM~~	~~Special Meeting~~
March 4, 2021	6:00 PM	MASB Training/R.Green
March 15, 2021	7:00PM	Regular Meeting
April 5, 2021 (Superintendent Goals Informal update)	6:30 PM	Special Meeting
April 19, 2021	7:00PM	Regular Meeting
May 10, 2021 (Superintendent Evaluation) Committee Meetings will be moved up to May 5, 2021	6:30 PM	Special Meeting
May 17, 2021	7:00PM	Regular Meeting
June 7th , 2021	6:30 PM	Special Meeting
June 21, 2021	**6:30PM	Regular Meeting/Budget
***July 26, 2021**	**6:30PM	Regular Meeting
July 27,2021 (Superintendent and Board Goals)	6:30PM	Special Meeting
August 16, 2021	**6:30PM	Regular Meeting

HAZEL PARK PROMISE

HAZEL PARK SCHOOLS

September 7th 2021	6:30 PM	Special Meeting
September 20, 2021	7:00PM	Regular Meeting
October 4th, 2021 (Superintendent Eval informal Update)	6:30 PM	Special Meeting
October 18, 2021	7:00PM	Regular Meeting
November 8, 2021	6:30 PM	Special Meeting
November 15, 2021	7:00PM	Regular Meeting
December 6th, 2021 (Superintendent Eval Formal Discussion /Progress on Goals)	6:30 PM	Special Meeting
***December 13, 2021**	7:00PM	Regular Meeting
***January 10, 2022**	7:00PM	Regular Meeting

*** Not the third Monday of the Month**

** Meeting Time Changed