



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

Agenda

Board of Education Workshop

Ford Administration Building
1620 E Elza Avenue
Hazel Park, MI 48030
February 5, 2024
5:00 PM

LOCATION AND FORMAT: The meeting will be held at the Ford Administration Building, 1620 E Elza Hazel Park, Michigan. Members of the public wishing to speak during the public comment portion of the meeting may do so in-person.

CALL TO ORDER

ROLL CALL

APPROVAL OF THE AGENDA

PUBLIC COMMENT

NEW BUSINESS

A. Bond Information 2

B. Inclusionary Preschool 9

PUBLIC COMMENT

BOARD MEMBERS 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



Hazel Park Schools Estimated Bond Millage and Payment Overview

Michigan offices

2852 Eyde Parkway, Suite 150
East Lansing, MI 48823

2000 Town Center, Suite 900
Southfield, MI 48075

February 5, 2024

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“Qualified” and “Non-Qualified” Bond Issues

“Qualified” bond issues are bond issues that utilize a state of Michigan program known as the School Bond Qualification and Loan Program (“SBQLP”). This program provides a credit enhancement of the state’s bond rating (presently AA) for all bond issues that complete the application and bond sale process. Use of this program allows access to another program known as the School Loan Revolving Fund (“SLRF”). The maximum allowable SBQLP bond millage rate is 13.00 mills.

The SLRF is a self-sustaining fund that makes loans to school districts to assist making debt service payments.

“Non-Qualified” bond issues are bond issues that do not utilize the SBQLP.

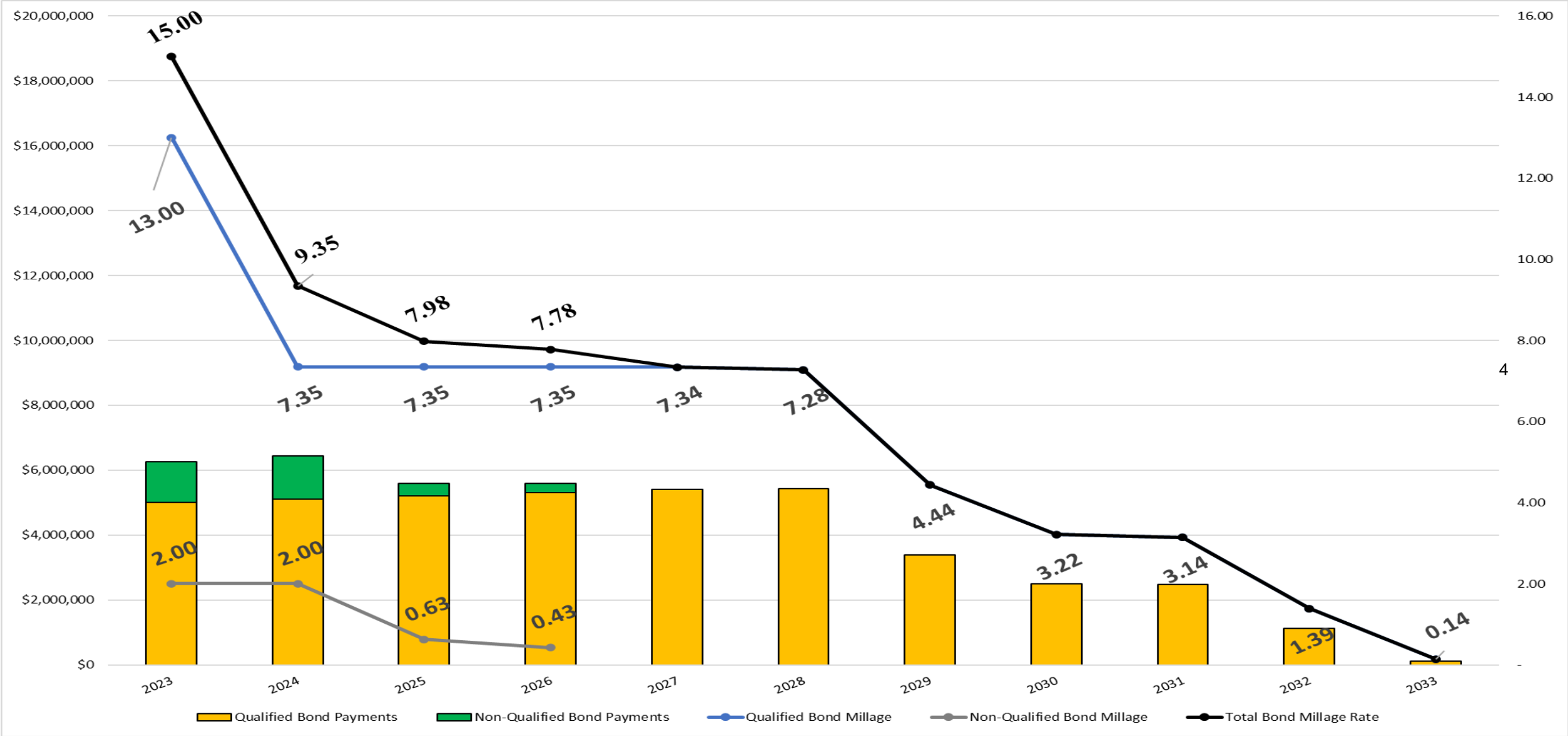
Existing Hazel Park Schools bond issues are comprised of both qualified and non-qualified bond issues. Below is a table presenting the 2024 bond millage rate between the qualified and non-qualified bond issues.

Qualified bonds	13.00
Non-qualified bonds	2.00
Total bond millage rate	15.00

The proposed bond proposal will be qualified and is subject to the 13.00 mill maximum bond millage rate and will have access to the SLRF program.



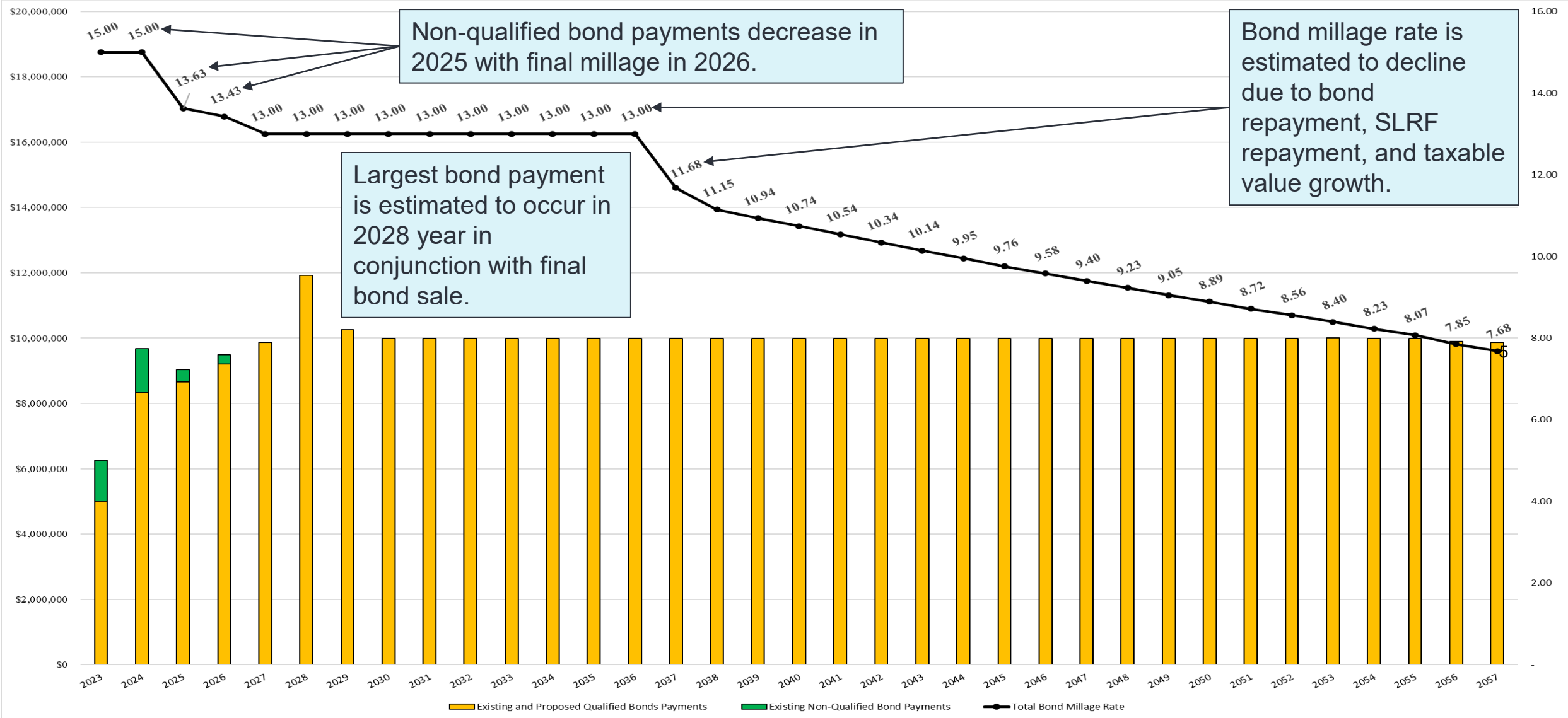
Estimated Existing Bonds Millage Rate



Assumes taxable value growth of 1.91% - 6.75%.



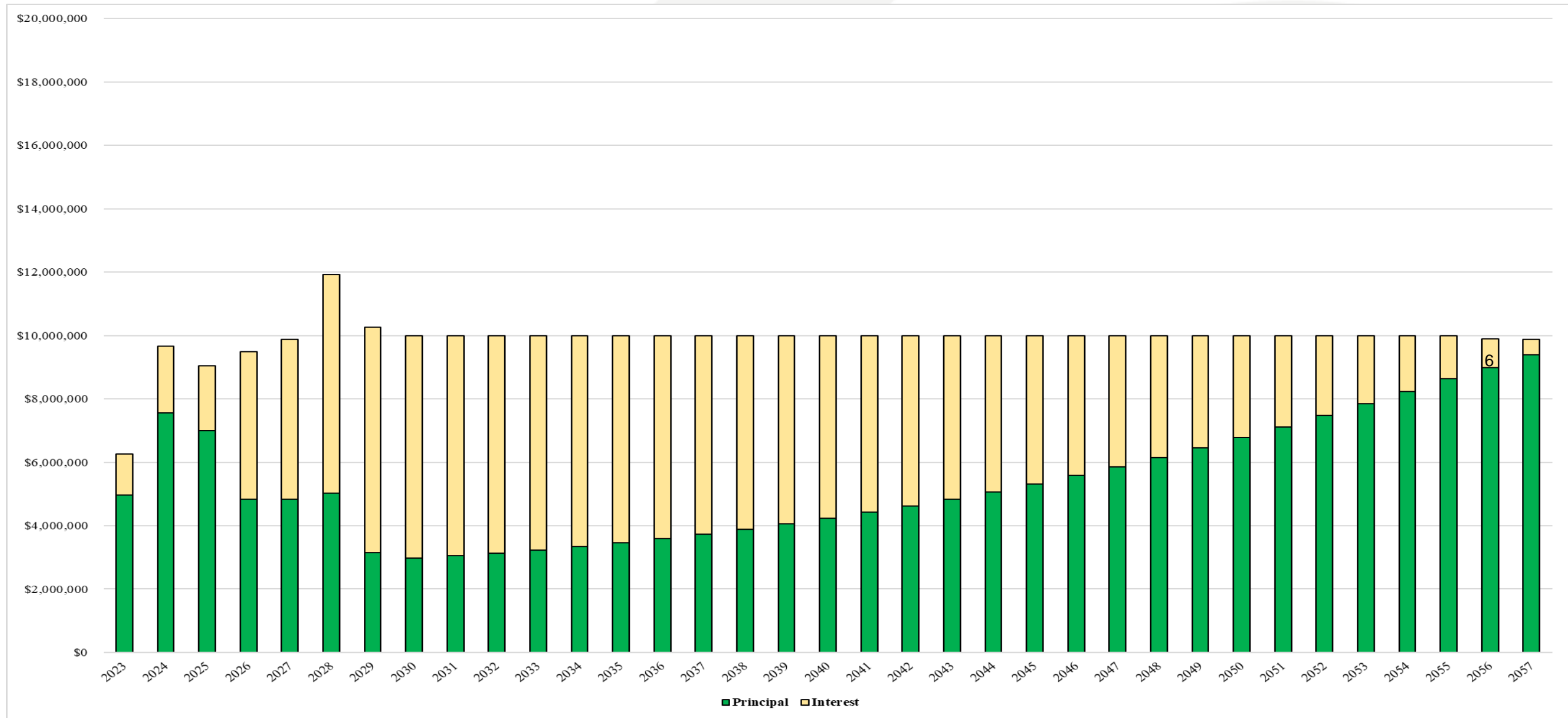
Estimated Total Bond Millage Rate and Total Annual Bond Payments



Assumes taxable value growth of 1.91% - 6.75%.



Existing and Estimated Proposed Bond Payments – Principal and Interest



Estimated interest rates for the proposed bonds range from 3.25% - 5.00%.



Questions or Comments?

Disclosure

The information provided here is of a general nature and is not intended to address the specific circumstances of any individual or entity. In specific circumstances, the services of a professional should be sought.

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Hazel Park Schools Braided Preschool Program



What is Braided Preschool in Hazel Park Schools?

“The Braided Preschool Program is an innovative and inclusive classroom program for children ages three to five. The classroom environment is a general education preschool classroom with push-in and pull-out services from special education staff that are available for all students. The class is led by a highly qualified Preschool teacher coupled with services provided by an Early Childhood Special Education Teacher with support services provided by an School Social Worker, Occupational Therapist, Physical Therapist, and Speech/Language Therapist.”

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What does Braided Mean?

Braided Preschool in Hazel Park Schools is a fully inclusive program setting that “braids”

LEARNING FOR ALL STUDENTS

in a full day comprehensive classroom environment.



Previous Structure (2022-2023)

Early Childhood Special Education Classroom (ECSE)

- Self-Contained classroom for students with disabilities
- One ECSE teacher
- One Paraprofessional

Traditional Preschool Classroom

- One Lead Teacher
- One Teacher Aid

Why change to a Braided approach?

Federal Law

Individual with Disabilities Education Act (IDEA) : Section 300.114 LRE (Part B)

Each public agency must ensure that—

- (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
- (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.



Why change to a Braided approach?

IDEA POLICY STATEMENT: Inclusion of Children with Disabilities in Early Childhood Programs (Nov. 28, 2023)

- This policy statement, released jointly by the Departments of Education and Health and Human Services, states that all young children with disabilities should have access to high-quality inclusive early childhood programs that provide individualized and appropriate support so they can fully participate alongside their peers without disabilities, meet high expectations, and achieve their full potential.
- Builds upon an earlier 2015 policy statement with renewed commitment and urgency as children with disabilities continue to face significant barriers accessing and participating in inclusive early childhood¹⁴ programs.

Why change to a Braided approach?

- Inclusive practices in education began as early as 1975 when PL.94-142 was signed into Law by President Ford.
- In 1986, the reauthorization of PL 94-142 mandated that special education services be provided in the least restrictive environment (LRE) to all children starting at the age of 3.
- In 2019, the US Department of Education (USDOE, 2022) reported that Students With Disabilities across the country, ages 5–21, who received special education services in inclusive classrooms was 64.8%, a substantial increase from 19 years prior, in 2000, when the percentage was 46.5% (Cole et al., 2021; National Center for Education Statistics [NCES], 2019).
- Research has indicated that the placement of ASD students in inclusive settings as compared to autism only or mixed-disability settings, was associated with better cognitive outcomes upon entry into elementary school, especially for children with initially lower social-emotional skills (Nahmias et al. 2014).

Current Classroom Description

- **Four Braided Preschool Classrooms**
 - **Each Classroom**
 - **Certified Lead Preschool Teacher**
 - **Classroom Aid**
 - **Special Education Paraprofessional**
- **One Certified Early Childhood Special Education Teacher that shares time between all four classrooms**
- **Ancillary Supports:**
 - **Speech and Language(1)**
 - **School Social Worker (1)**
 - **Occupational Therapist (1)**
 - **Physical Therapist (1)**
 - **Psychologist (1)**
 - **Behavior Interventionist (1)**



Current Classroom Description

- **Meets Michigan Administrative Rules for Special Education Rule (MARSE): 300.1755**
- **Student's Individualized Education Plan (IEP) reflects the current programming and service time.**
- **Early Childhood Special Education Teacher provides push-in/co-teacher service for each classroom throughout the week.**
 - **Teacher also provides direct support depending on each student's IEP goals.**
- **Ancillary service provides whole group instruction and individual direct services as needed.**
 - **Speech and Language, Occupational Therapy, Physical Therapy, School Social Work.**
 - **Each classroom receives daily group lessons from one of the listed ancillary support services in a co-teaching model.**
- **Creative Curriculum is used for ALL students (Current Preschool Curriculum)**

Braided Classroom Schedule

7:45	7:45-8:00	8:00-8:15	8:15-9:00	9:00-9:20	9:20-9:30	9:30-10:00	10:00-11:00	11:00-11:30	11:30-12:00	12:00-1:15	1:15-1:30	1:30-1:45	1:45-2:15	2:15-2:45	2:45
Arrival	Arrival Activities	Breakfast	Morning Meeting/ Message/ Read Aloud	Small Group	Music and Movement	Recess	Ancillary Support /Choice Time	Clean Up	Lunch	Nap/Quiet Time	Snack	Read Aloud	Recess	Large Group/Dismissal Activities	Dismissal
Prep Time	➔		Special Ed Teacher (Monday): Co-Teach		Special Ed Teacher (Monday): Lead Activities	Special Ed Teacher (Monday): Co-Teach	Group Speech (Tuesday Wood-Half) Group OT (Monday Kodan) Group SEL (Wednesday Hoy) Group PT (Thursday Bodrie) Group SEL (Friday Hoy) Sp Education Teacher (Denham Monday/Float)	Lunch 11:15-11:50		Special Ed. Teacher (Thursday): Co-Teach				Special Ed Teacher (Thursday): Lead Activities	



Benefits of a Braided Preschool Program

- Considers each student's Least Restrictive Environment (LRE) while providing Free and Appropriate Public Education (FAPE).
- Fosters Peer Role Modeling:
 - Provides opportunities for peer role modeling where children learn from each other's strengths and abilities.
- Supports a Universal Design for Learning (UDL) Approach
 - UDL sets firm goals with flexible means
 - High Expectations provided with various pathways
- Creates a sense of belonging
 - Fosters a supportive community where everyone is valued and respected.

What is necessary for some—is good for all!

Let's hear from our staff...

**Ms. Jessica Wood, Speech and Language Therapist and Ms. LaRhonda Denham,
Early Childhood Special Education Teacher**

