

Thank You & Welcome Back!

Summer is a wonderful time for teachers and students. Teachers spend summer days learning from one another at local and national professional development opportunities, planning lessons for the following year, and catching up on hobbies and personal interests.

As we welcomed staff back to the district for the 2014-2015 school year, we invited individuals or teams to present to their colleagues on a topic of their choosing. Several staff members and even some students spoke to the entire district and encouraged them to “Live Out Loud”, as we heard Kevin Honeycutt say in 2013.



One team member, Marnie Diem, a teacher at Conant Elementary, jumped from a plane two weeks prior to her presentation, to help her prepare. “I figured if I can jump out of an airplane, I can talk in front of the district,” she said. She also encouraged staff to live outside of their comfort zone, in order to hit the “sweet spot” of innovation and progress.

Mike Medvinsky, a district music teacher, kicked off the presentations by talking about the music his students “dropped” on iTunes this past school year. “It was a learning experience for me too,” he reflected. “[Now] their music has gone beyond the walls of our classroom, beyond iTunes... A professional artist has picked up their music, re-mixed it and shared it on their Sound Cloud Channel...That’s an experience that will ignite [students] to want to compose, create, share and network more.”



Summer is also a great time for district improvements. The Bloomfield Hills Schools sinking fund provides resources for projects that will greatly improve the quality of the instructional and co-curricular experience. Over the years, some of the sinking fund projects have included remodeling the East Hills media center, renovating middle school locker rooms, replacing doors and windows, and repairing concrete, asphalt, and roofing across the district. Though sometimes the work of the sinking fund is hidden, as in the case of a mechanical unit, the sinking fund projects are vital to the continual repair and improvement of the entire district.

This summer, work was conducted throughout the district to improve the air and temperature quality at Way Elementary; resolve grading and flooding issues at East Hills Middle; completely renovate the gym and stage at Bloomfield Hills Middle; resurface many of the district tennis courts; make multiple improvements to the existing portion of Bloomfield Hills High; and upgrade mechanical units at Conant Elementary.



“If we were in the position of having to maintain the old Andover High School building, we would have had to allocate quite a bit of money for improvements to the HVAC system, windows, athletic fields, and so on. We would have had the same work slated for the old Lahser High School building, which would have doubled the load on the sinking fund,” said Brian Goby... (Continued on page six)

Connect with us...

You Asked, We Answered...

"Is the high school construction project on time?"

Set to open for the 2015/2016 school year, the Bloomfield Hills High School construction project is running on time and on budget.

On the far south side of the construction site, crews are setting exterior brick, giving residents a chance to see, for the first time, what the building will look like from the road. Crews are also busy erecting interior walls in the Learning Communities, which also sit on the south side of the building. To learn more about Learning Communities, check out the Q&A on the opposite page.



Across the site, on the north side, crews completed the "base course" for the north parking lot. This allows construction workers to park directly on the site, freeing up space across the street for heavy machinery and storage.

A truly exciting moment for the construction crew came in July, when the final Geopier was installed in the ground. The over 1,600 Geopiers stabilize the soil underneath the central and northern parts of the building. With the completion of the Geopiers, work can begin on the gym and pool areas.

Back on the inside, drywall has been set in the office spaces, making it much easier to imagine how the space will feel. Upstairs, in the "West Wing", the section of the building that was retained, ceiling grids have been installed. The ceiling grids will be filled with fresh ceiling tiles closer to the opening of the building, keeping them clean and new up until the last minute possible.

This fall, students and teachers will have the chance to give feedback on potential furniture choices indicating what they like and don't like. Furniture must be ordered well before summer 2015, to leave enough time for it to be in place for the fall.

Facing the final year of construction for the academic opening, the whole team has kicked into an entirely new gear...and it's a fast one! Staying on time and on budget hasn't been easy, but project managers are confident that the current pace of construction will keep the project running completely on time.



Watch video updates on the BHHS construction progress on our YouTube channel!
Visit: www.youtube.com/user/BloomfieldHSchools

"WHAT ARE YOU GOING TO DO WITH...?"

Over the course of the 2014-2015 school year, Bloomfield Hills Schools will engage the community in a Master Property Planning process. This Master Property Planning will determine the best use for the buildings and properties no longer housing specific school programming as of September 2015.

The process will be conducted in the overall context of the district's anticipated programming needs, enrollment trends, building capacities, and physical plant needs for each of the following buildings: Current BHHS Main Campus (former Lahser High School) excluding outdoor athletic fields; Current BHHS 9th Grade Campus (former Hickory Grove Elementary); Current Model High School (former Pine Lake Elementary); Vacant parcel on Long Lake Road adjacent to the Wabeek development; Other currently utilized district facilities that may need to be considered for redistribution of enrollment and/or grade levels if the process uncovers potentially significant benefits in doing so.

The focus of the process will be on creating opportunities for the future while also optimizing building utilization and reducing the infrastructure burden on the district. The process will welcome creative ideas and the discovery of mutually beneficial partnerships that benefit the district and community as a whole.

Over the course of the year, a facilitator or set of facilitators will guide the district through the process of collecting input from stakeholders via several focus groups, meetings, and survey tools. Please keep an eye on the website, www.bloomfield.org, for details regarding these meetings.

LEARNING COMMUNITIES

student questions



01

Q: "Why are we doing Learning Communities?" and "What are the benefits of Learning Communities?"

A: At the core of our district philosophy, we believe student engagement, rich and caring relationships, and student ownership of learning are paramount. Research, school visits, and reflection on our own students' needs indicate that Learning Communities can facilitate a meaningful connection to the curriculum, peers, and teachers. As teaching shifts to facilitation of learning, students will thrive in a Learning Community environment with access to spaces and furniture that promote collaboration, creativity, critical thinking, and personal learning. Learning Communities offer increased interdisciplinary connections, making learning more meaningful for our students. In addition, Learning Communities afford the opportunity for each of our students to design a personal pathway for learning supported by a core group of teachers. This structure will provide greater opportunities for every learner to thrive and shine.



02

Q: "How are we supposed to meet new people and make new friends if we are with the same 200 kids all of the time?"

A: Meeting new people and making new friends is a fundamental piece of high school and Learning Communities won't change that. At the core of Learning Communities is development of deeper relationships with both peers and teachers. Throughout a Learning Community experience, students have the opportunity to connect more with teachers and classmates, and by extension, their learning. As for the friends who may not be in the same Learning Community, you'll see them in elective classes, at lunch, and before/after school, which is not unlike a traditional high school setting (not all of your friends are with you in each class).



04

Q: "Why are we building such a big school if we will be stuck in a little portion of it all day?"

A: Only a portion of a student's day will be spent in a Learning Community. Many elective courses will be in our new state-of-the-art gym, auditorium, pool, art spaces, and other flexible learning spaces throughout the building. Students may even have the opportunity to learn outdoors, if the Michigan weather cooperates, in the new courtyard. Lunch serveries will be sprinkled throughout the building, giving students several options for lunch, and the new Media Center will have a variety of seating and technology. The building will be quite large and boast a wide variety of spaces for students. The Learning Communities are designed to help a large building feel smaller and more personal for students and staff.

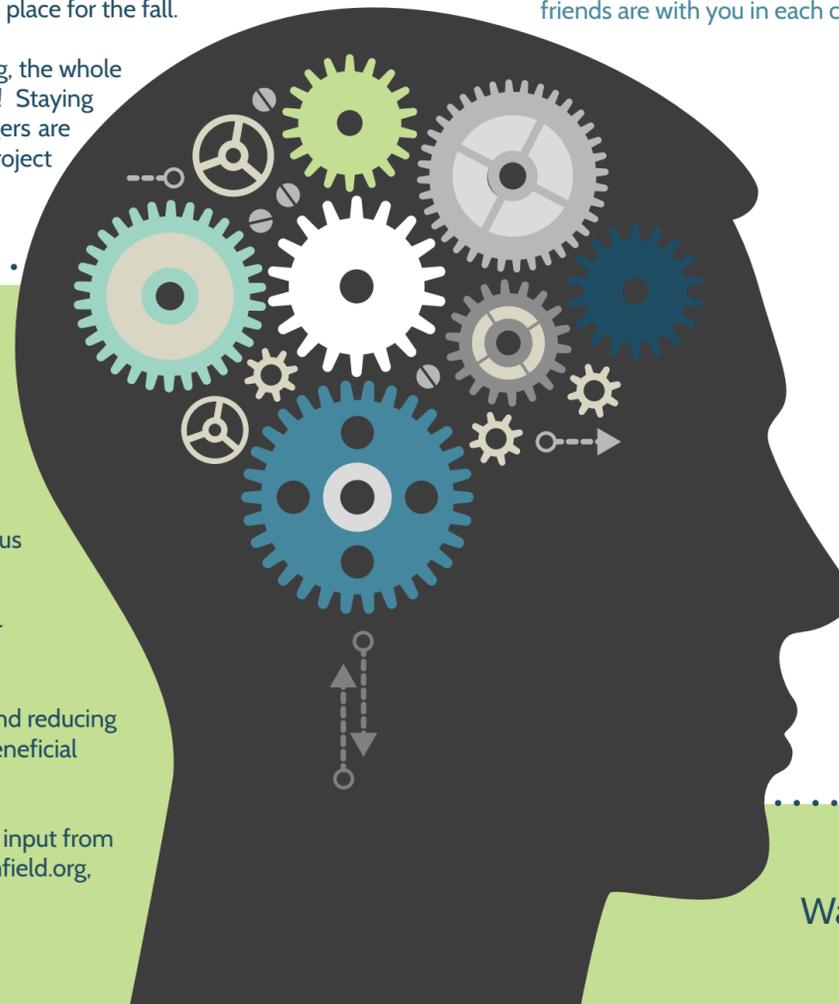
Want more? Visit: www.bloomfield.org/LearningCommunities



03

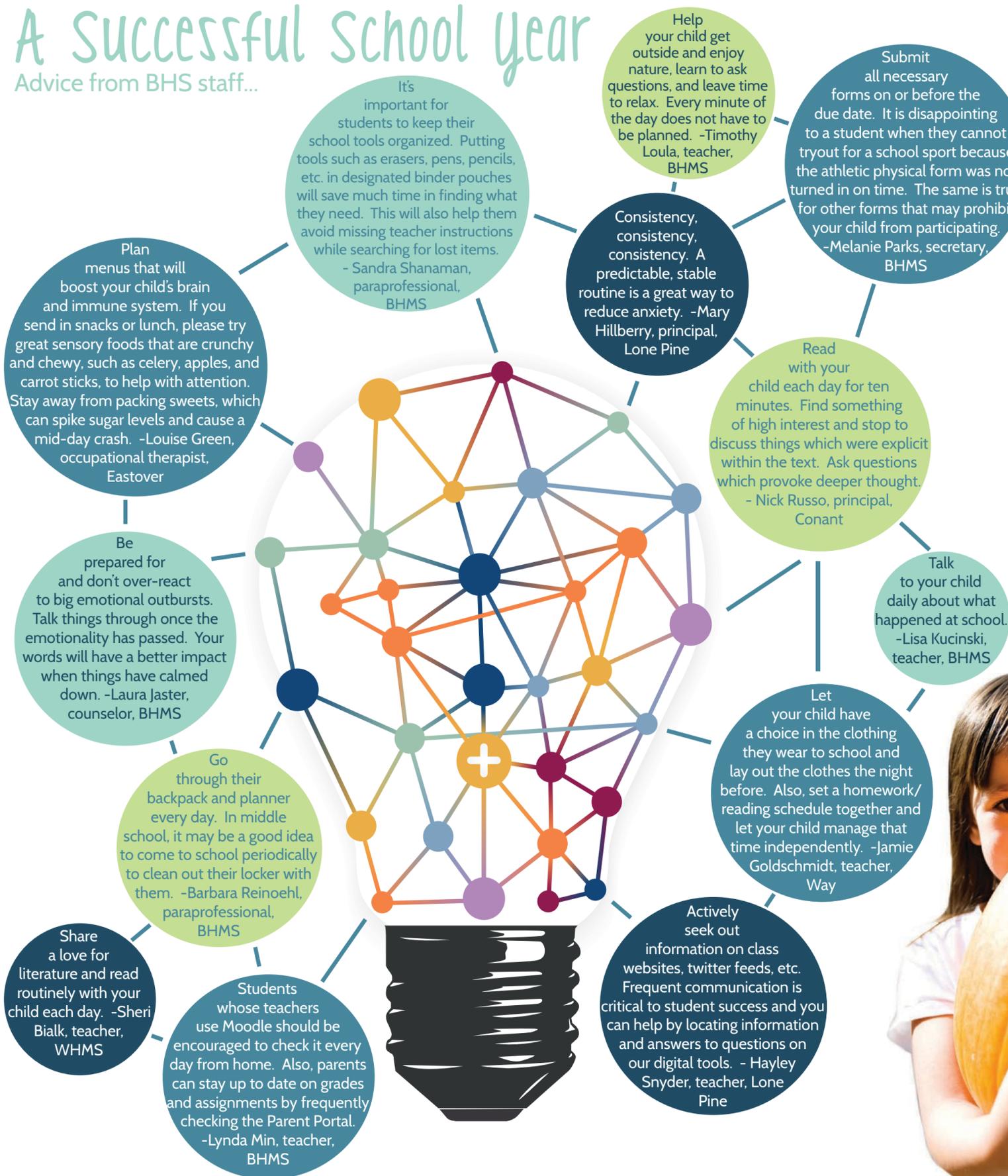
Q: "How will the Learning Communities be determined since everyone has such different schedules and takes advanced classes?" and "What if you take a class for a different grade?"

A: Learning Communities will be balanced between course request, former school, and student gender. Though it's not an easy process to find a specific Learning Community for each student, it is a worthwhile endeavor, as proven by the Learning Community models we investigated and visited over the past few years. Students who take courses that are more specialized or above grade level will take them outside of the Learning Community. Students will still be able to take honors classes and classes at Model. Each Learning Community should represent fewer than 150 students and 5-7 teachers.



A Successful School Year

Advice from BHS staff...



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Active Shooter Training

By: Shira Good

It smells like the 4th of July as we walk into the old Pine Lake Elementary building. Out front, police cars and caution tape line the entrance, warning visitors of danger within. Though no real bullets are being ejected today, the fake ones can hurt pretty badly, I'm told. "They create these paint patterns upon impact," explains an officer. Called "simunitions", this non-lethal training ammunition allows police officers to train with real weapons in high-stress training simulations.

Over the course of a few days, the Bloomfield Township Police used the empty Pine Lake building to simulate real situations in which their immediate attention and action would be necessary to prevent the loss of life or injury. The training is just one part of a larger collaborative effort between the schools and the local police departments to better prepare for school crisis situations.

"We want to put our officers under stress. If they know that they're going to feel the sting of a Simunitions round, that is often enough to get their heart rate up, their respiration up, and causing stress, providing for realistic training," says Community Liaison Officer Pete Matejck.

An officer explains to me what the first training scenario will be and reminds me not to ever get in front of the officers accompanying me or in front of the officers in the training exercise. Officer Cory Donberger, the District Security Officer shows me where best to stand so I can record the training on video with my cell phone. The first group enters the building and moves as quickly as possible toward the "stimulus", which can be the sound of a shotgun that can be heard down the hallway. The gunshot noise makes me jump, almost dropping my phone. Suddenly, this feels very real.

The first team swiftly moves down the hallway. There are only three of them, but they don't wait for additional backup before entering the building in an active shooter scenario. They quickly look down hallways and into classrooms and come to a turn in the hallway. When they look around the bend, they notice it's very dark on the other side. "Can't see anything," says one officer. "There's an obstruction," he says as they make a quick decision to move around it as a team. We hear over five gunshots and yelling and then a whistle blows, signaling the end of the exercise. It's been just over a minute and a half since the team entered the building.

As the officers debrief what just happened, I realize my own pulse is elevated. I now understand what Officer Matejck was saying about inducing stress for a more realistic situation. "The gunshot noises echo in here," says Matejck. "It's what's referred to as the 'fog of battle' and it can be very disorienting," he explains. Practicing inside an actual school can help them understand what that feeling is like. "If they ever had to respond to a real call, a little voice inside would say, 'I've been here and done this before,' and they would feel more comfortable in their response," he says.

Another comforting element is the upgrade Officer Donberger has made to all patrol keyrings. Every officer now carries a fob to the district doors, allowing them to quickly and easily enter any school building, saving precious time.

In the next scenario, we are watching from deeper in the practice zone, seated in a classroom. The room is dark and quiet until the police arrive. They aren't on white horses, but in this adrenaline-packed situation, they might as well be. It's a good sight, even in a hypothetical situation.

They sweep the classroom, sweep the classroom across the hall, and then the unthinkable happens and an officer is hit. After a few brief seconds of fire, the situation is over and the whistle blows. Again, it's been less than two minutes since they entered this section of the building, but this time, we discuss how much longer the time felt. Officer Matejck explains that the same can be true for the responding police officers. "In a critical situation, you're getting what's called Time Dilation. It's physiological. Training takes care of a lot of that, but there's some of it you're just not going to get past," he says.

The training may not be able to help with Time Dilation, but it helps the officers understand a lot about schools and critical situations. As we observe the training scenarios, we watch them navigate bathrooms that connect classrooms, varying window height, hallways that can feel like mazes, and even noises that aren't familiar like music playing and mechanical units turning on and off.

After two hours, I have a sincere appreciation for what these officers train for and what they go through during the training. Though never an easy subject to contemplate, I'm thankful for the officers who are now better equipped to respond to these types of scenarios.

FREE Senior Gold Card Program

Bloomfield Hills Schools district residents 55+ years are eligible for the Senior Gold Card Program. Gold Card holders are entitled to FREE admittance to home athletic events (except playoff games governed by MHSAA regulations), dramatic productions, and musical programs. To get your free Gold Card contact Barb Tegart in the Communications and Community Relations Office at 248.341.5451 or btgart@bloomfield.org.

Thank You & Welcome Back (Cont.)

(Continued from cover page)...the director of physical plant services. "However, since the voters generously approved the bond for the new high school, we only had to use sinking fund dollars to make some of those changes to just some portions of the old Andover building."

The sinking fund modifications to Bloomfield Hills High School included the replacement of windows, some ceiling and lighting replacement, new flooring, several new doors that comply with ADA requirements, and the reconfiguration of a few spaces for special education use. It also includes some much needed work on the athletic fields, which will take place next summer. All of the interior sinking fund projects are taking place in the old section of the building, "which brings it up to the caliber of the new side and makes it a more productive learning space," said Goby. The exterior athletic modifications will improve both the player and fan experience and resolve some of the safety issues.

At Bloomfield Hills Middle School, students, staff, and parents will enjoy the renovated gym and new stage. The gym already feels brighter and more inviting and Goby says it will be safer, too. "They had some water issues in here and the floor will be new. It will be much more enjoyable to play in here now," he added. "The stage in the cafeteria will be ADA compliant and won't have large pieces that can become a safety hazard. Overall, the building will feel pretty different because of the changes to these two spaces that are used by the entire student body."

"Hills are not good for schools," said Goby, walking up to the side of East Hills Middle School. "On the side of the building, there is a pretty big slope that causes water to pool and enter the building. Several classrooms would take on water in heavy rain and this hill was a serious issue because of all of the mud and erosion," he says. In the background, huge trucks move piles of earth, permanently resolving the East Hills water issue.

"While they were digging, they realized that the footing for the concrete pad outside the door was in need of replacement," Goby said. "It was just like the footing at Bloomfield Hills Middle and would shift in cold and warm weather. This would cause it to separate from the door, allowing critters and air to get in. So, while we're here and we have the machinery on the site, we're taking care of both buildings and completely replacing the footings and concrete pads. It's not something people will notice because it will look exactly the same," he said. "But they'll notice when there are no critters wandering in and the temperature stays consistent," he added.

Last summer, several projects were completed throughout the district that did not go unnoticed. The middle schools received new spaces called "Gateway" areas. These open and flexible zones enable teachers, students, and parent groups to congregate in a comfortable, technology-rich environment. The spaces are designed similarly to the new high school Learning Communities, which gives students the opportunity to utilize a similar space at the middle school level.

Other highly visible projects last summer included a new gym floor at Way Elementary, new canopy entrances at East Hills and West Hills, parking lot improvements to Conant and both BHHS campuses, and a plethora of improvements to both BHHS campus interiors.

Sinking fund projects improve the overall quality of the building and ensure that the sites will be able to accommodate all children for years to come. On behalf of the entire Bloomfield Hills Schools family, we'd like to thank the taxpayers of Bloomfield Hills Schools for supporting the sinking fund.

GIRLS' STEM CAMP



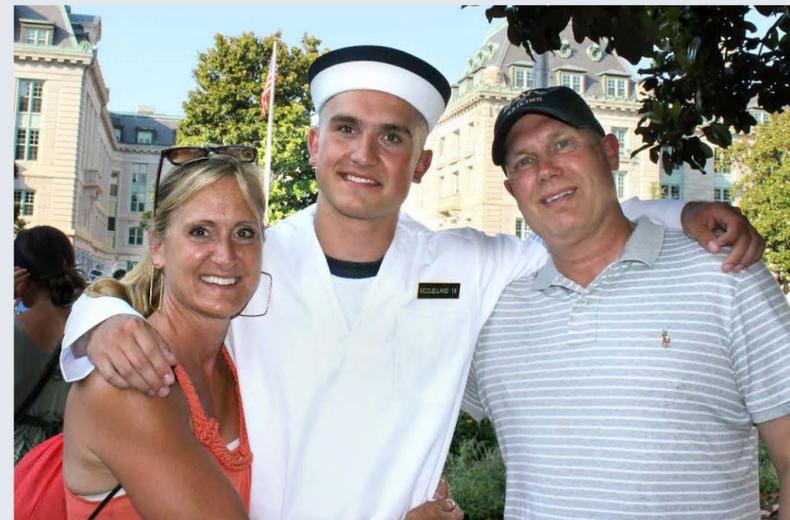
The STEM Girls' Robotics and Animation Camp was in full gear last week. Girls in third through eighth grade attended the camp to learn the basics of computer animation. They also programmed and built robots using LEGO Mindstorms- kits that contain a microcomputer brick and programming software to create customizable robots.

STEM, an acronym referring to the academic disciplines of science, technology, engineering, and mathematics, could also be a synonym for fun! Each student happily focused on their work, yet would stop and smile as they watched each group test out their robots. One group created a spider robot that skittered across the floor!

Beste Aydin prepared the curriculum and organized the camp for girls, making it free to participate. Aydin explained that in addition to STEM academics, robotics teams teach important skills such as design, budgeting, planning community events, fundraising, managing and teamwork. "I really enjoy teaching," Ayden said, "It makes me happy when students are excited about their accomplishments. I want to inspire more girls to be involved."

Many of the volunteers at the camp are robotics teammates of the Bionic Black Hawks. "It has been really inspiring watching students want to learn more and work hard," Anagha Kramadhathi reflected. Francesca Ferrara added that her favorite part was "seeing girls learn about robotics and continue to develop their skills."

Alumni News: A Proud Mom's Story of Her Son



"It has been a whirlwind since graduation in June, but we are so grateful that Bryce graduated from one of the best high schools in the country," said Molly McClelland, mother of recent Bloomfield Hills High School graduate Bryce McClelland.

Congressman Sandy Levin, 9th Congressional District of Michigan, appointed Bryce McClelland for the United States Naval Academy. Bryce, who was also accepted to West Point, began attending the Naval Academy in July.

Bryce is not getting very much sleep and is only allowed a few scheduled calls home and written letters, therefore, his mother Molly tells us his story:

"He was inducted and sworn in to the United States Navy and started his college education at the Naval Academy on July 1. His grandfather (my Dad), Naval Commander N. G. Counts had the privilege and honor of performing the swearing in ceremony for Bryce. It was a special day.

Bryce has been at the academy for 2 weeks now doing his basic training. He says it is very, very tough, but do-able. He has written 3 letters and was allowed one phone call to us on Sunday, July 13. He said he was very prepared physically (he thanked his coaches all the physical activities & PE courses available at BHHS). He also told me that he was very prepared academically. I guess there are some people at the Academy from small, rural areas or small private schools who are struggling with the academic work (and the academics haven't even gotten super hard yet).

The Plebes (that's what they call the first year students) are in the process of taking their validation exams. Bryce said he knew most of the answers on the physics, chemistry, calculus and English exams, but there were some kids who didn't even have some of those courses in high school because they weren't even offered.



From left to right: Steve: Father, Molly: Mother, Bryce, Bailey: Sister (BHHS '08), Commander N.G. Counts, US Navy: Grandfather, Ryan: Brother (BHHS '16)

He is doing and learning all kinds of activities like boxing, sailing, obstacle courses, shooting, swimming (with his uniform on!), crew...and singing (he joined a choir!) And lots and lots of running (which comes fairly easy for him since he was captain of the cross country and track teams at BHHS). He is also going to try out for hockey - which he also did while at BHHS. Thank you so much to his awesome coaches at BHHS!

We are overwhelmed with gratitude that Bryce's entire education was in the Bloomfield Hills Schools. From Way Elementary, to Bloomfield Hills Middle School and then Lahser/ Bloomfield High School, he was so well trained and prepared for what he is now facing.

In addition to a outstanding academics, Bryce learned other important skills at Bloomfield Hills Schools. He learned social skills, respect for himself and others, especially those in authority (he's now doing lots and lots of "yes sir / yes ma'am" and "no sir /no ma'ams" these days!). He learned good study habits, time management, hard work, discipline, and leadership skills.

His teachers and administrators were outstanding at BHHS...I wish they could all see where he is now and understand the role they played in getting him there! I think back to so many of Bryce's teachers, coaches, administrators, etc... and can see the piece of the puzzle they added to make Bryce the complete person the Navy found worthy enough to begin training as an officer. My heart is full of thankfulness. I can't thank the Bloomfield Hills School System enough for all they've done for Bryce and our other two children. I am so proud that our children get to be educated in such an outstanding school system.



Alumni Connect

Connect with Bryce & other alumni using **Alumni Connect!**
www.bloomfield.org/alumni
Tell us your stories!
Email lmacleod@bloomfield.org

Trending on Twitter...

- ✓ Way to go, Henry! <http://ow.ly/ArfAn> #MusicEd #10GP
- ✓ There's still room in the all new Encore magazine! Please email: Sgood@bloomfield.org today! #BHSEncore #Alumni
- ✓ Stuck inside on a rainy day? Check out these awesome STEM projects! <http://ow.ly/zYBbp> #STEM #10GP
- ✓ Michael Medvinsky, Bloomfield Hills Schools music teacher, will be the recipient of the 2014 Outstanding Young Alumni Award at OU! #10GP
- ✓ In just a few short weeks, the BHHS construction project has really moved forward! Check it out! <http://ow.ly/zutDI> #BuildingBHHS





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Fall into the BHS Foundation: The BHS Foundation is gearing up for a busy fall! On October 6 from 6 - 8 p.m., all “Founding Members” of the BHSF are invited to a Foundation Fair at Bowers Farm. Winter 2014 grant recipients will be demonstrating their grant programs. From October 6 - 31, the BSHF will be accepting grant applications. All district educators are invited to apply. On November 1, we’re rolling out our first community-wide Annual Campaign. Proceeds from this campaign will fund grants and other innovative BHSF initiatives.

The BSHF is busy planning some exciting events for 2015! We’d love for you to join us in our efforts. We’re also looking for alumni to help us with our BHSF outreach. For more information about the BSHF, the grant application process, or to volunteer, please visit our website, www.bloomfield.org/Foundation or call 248-341-5465. Also, “Like” our facebook page, Bloomfield Hills Schools Foundation.

Rights under Family Education Rights and Privacy Act

The Family Education Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to students’ education records.

1. The Right to Inspect and Review Education Records: Parents or eligible students have the right to inspect and review students’ education records within 45 days of the day the District receives a request for access. The request should be submitted in writing to the school principal, identifying the record(s) that the parent or eligible student requests to access.
2. The Right to Request the Amendment of the Student’s Education Records that the Parent or Eligible Student Believes are Inaccurate or Misleading: Parents or eligible students may ask Bloomfield Hills Schools to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify what is inaccurate or misleading.
3. The Right to Consent to Disclosure of Personally Identifiable Information: Parents or eligible students have the right to consent to disclosure of personally-identifiable information (PII) contained in the student’s education records except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interest. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee,

or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

NWEA maintains Student Information for and on behalf of Bloomfield Hills Schools in accordance with the Family Educational Rights and Privacy Act (“FERPA”), for the primary purpose of providing assessment and research services.

Please be advised that:

- a) Student Information will be maintained in part on behalf of Bloomfield Hills Schools by NWEA and its contractors in order to provide assessment and research services to the school district;
 - b) NWEA employees, and employees of NWEA’s contractors shall be deemed school officials for the purpose of access to PII derived from Student Information only if they have a legitimate interest in maintaining, organizing, or analyzing the data for assessment and research purposes;
 - c) PII derived from Student Information and maintained by NWEA shall not be further disclosed to third parties, except as allowed by FERPA and authorized by the school district.
4. Directory Information: Bloomfield Hills Schools designates the following personally-identifiable information contained in a student’s education record as directory information, which may be disclosed without prior written consent:

The student’s name, address, and phone number (unless unlisted), date of birth, class designation (for example, first grade), extracurricular participation, achievement awards or honors, weight and height if a member of an athletic team, photograph, athletic eligibility status, name of the school the student currently attends, classroom and teacher assignments, and names of the student’s parents.

Directory information is considered to be in the category of general school information. A parent has the right to refuse disclosure of any or all information by notifying the District by letter within two weeks of receiving the annual notice. The letter should be sent to: Student Record Custodian, Bloomfield Hills Schools, 3456 Lahser Road, Bloomfield Hills, MI 48302.

5. Transfer of Student Records: Upon request, the District will disclose education records without consent to Officials of another school district in which the student seeks or intends to enroll, or is already enrolled if the disclosure is for the purposes of the student’s enrollment or transfer.

States are required to establish a procedure to facilitate the transfer of student disciplinary records with respect to suspension or expulsion by local school district to any private or public school that the student enrolls, intends to enroll, or is instructed to enroll. The Michigan Department of Education has determined that a student’s school record includes a student’s disciplinary record, including any suspension or expulsion action against the student. Therefore, in accordance with the No Child Left Behind Act and the Michigan Department of Education, when a student transfers from Bloomfield Hills Schools to a public or private school, Bloomfield Hills Schools will transfer the disciplinary records of the student, with respect to suspensions and expulsions, to any private or public school to which the student is transferring and in which they are enrolling.

6. The Right to File a Complaint: The parent or eligible student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Bloomfield Hills Schools to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office/U.S. Dept. of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

PROJECT FIND

If you have a child between the ages of birth and six years experiencing developmental delays, call Julie Magulak, Project Find coordinator, at 248-341-7962.

CHILD FIND

If you suspect your child has a disability affecting his/her school performance, please notify your child’s teacher, counselor, principal, or Pam Schoemer, director for Special Education, at 248-341-5415.