

JARDON'S HISTORY

The present program at Jardon began in 1966-67, but its roots go back to 1934-35 - the beginning of special education, as students were trained to perform simple skills. The years saw the addition of several classrooms, and in 1949, at Martin Road School, the Special Education Department became the "Cooperative Training Department," having four groups: Pre-Elementary, Intermediate, Junior and Senior. In 1958, the Elementary Division of the Cooperative Training Department opened in the old Lacey Building at Nine Mile and John R. The program gave pupils educational opportunities where they could be successful, but particular stress was laid on the kind of training (pre-employment and on-the-job training), which would lead to a well-balanced social life and a satisfying job career. The students cleaned, painted, tore up and laid new floor tiles, landscaped and maintained the facilities.

In 1964, a program known as SAVS (Study and Vocational Skills) was begun. This was for students in regular grades who did not meet success in academic subjects, for various reasons. These students entered and left on a voluntary basis. They were given the opportunity to choose their vocational courses; they met with the principal, and together they planned a daily schedule. This included participation in a vocational or job-training program, to enable them to become well-adjusted members of society.

The building of the Chrysler Expressway made it necessary to vacate the Lacey Building. Plans were drawn up, various possibilities discussed, and the present facilities at Jardon School were opened in the fall of 1966.

For over 40 years, Jardon and the Hazel Park Schools have provided southeast Oakland County with a unique academic, life skills and vocational curriculum for students with special needs. It has been a model program throughout the years, preparing young men and women to be contributing and constructive members of society.

Special education has an ever changing climate, but the Jardon staff is committed to continuing to provide a vocational program critical to the development of many special needs students. It is only with your support that Jardon will succeed and prosper for years to come.

This handbook will answer many of the questions you have when entering a new school year. Jardon's teachers and administrators use this handbook as a basis for running the school. You are, therefore, urged to familiarize yourself with it's contents and keep it in a handy place for quick reference.

Although every effort was made to make this handbook as complete as possible, there will no doubt be questions. For clarifications of schools rules please call the Jardon administration at: 248-658-5950.

JARDON MISSION STATEMENT

JARDON WILL CONTINUE INTO THE 21ST CENTURY SERVING STUDENTS VOCATIONALLY AND PROVIDING A UNIQUE LIFE-CENTERED CAREER EDUCATION FOR STUDENTS WITH DISABILITIES. THE CURRICULUM WILL BE COMMITTED TO AN INDIVIDUALIZED ACADEMIC, VOCATIONAL, AND LIFE SKILLS DEVELOPMENT THAT WILL ENABLE OUR STUDENTS TO LIVE AND WORK TO THEIR FULL POTENTIAL AS CONTRIBUTING COMMUNITY MEMBERS.

EMERGENCY CARD FILE

Each school maintains an emergency card file of all students. The emergency card provides the school with vital information in the event a student becomes ill or is involved in an accident while at school.

The emergency card authorizes the school to take appropriate action on behalf of the child if a parent cannot be reached. The alternate emergency contacts will be utilized if parent is not available for student assistance.

Information requested on the emergency card includes:

1. Student's name
2. Address
3. Telephone numbers: cell, home
4. First and last name of parents
5. Work & Cell phone numbers of mother and father
6. Medical Information, Allergies, medications, Doctor contact
7. The name and phone number of a neighbor or relative who would be willing to care for your child if you are not at home.

Jardon appreciates the cooperation of parents in **keeping the emergency cards accurate and current.** Please notify the school immediately should your address or telephone numbers change.

SCHEDULE OF CLASSES

- 7:50 a.m. Breakfast available to students in the cafeteria
7:55 a.m. Students are allowed to enter the hallways. If a student arrives before then are to remain in Jardon's front lobby. *
- 8:05 a.m. Morning classes begin
CAP Rotations
Jardon Classes
- 10:55 a.m. Lunch Break
11:30 -12:00 Caseload Period
12:05 p.m. Afternoon classes begin
CAP Rotations
Jardon Vocational Classes
- 3:00 p.m. School is dismissed

Work Sites leave on buses in the A.M. & P.M.- questions regarding work schedules should be directed to Mrs. Hancz

Breaks are given at teacher's discretion

***It is not recommended that a student arrive to school before 7:45 a.m. , there will be no supervision until 7:45 a.m.**

MEDICATION

1. Any student taking medication must bring in an **AUTHORIZATION FOR MEDICATION** form filled in by **BOTH** parent and physician. These forms are available in the Jardon office.
2. Pupil medication containers shall be kept in the office in a secure place not accessible to pupils.
3. Medication shall be kept in an original pharmaceutical container, labeled with the name of the pupil, name of medication, dosage, and time of dosage.
4. Medication shall be brought to school in a pharmaceutically filled container. Refill of the prescription shall be the responsibility of the parent upon the notification by the school. Daily carrying of medication is not allowed. All medications must be checked in at the office, this includes both prescription and over the counter medications.
5. Medication may be administered only by a staff member in the office, in the presence of another staff witness. Each time medication is dispensed, in conjunction with the doctor's recommendation, it will be recorded.
6. In the event a physician orders changes in a pupil's medication program, the principal shall receive such orders directly from the doctor and parent, and shall note such changes in the student's medical records, located in the Jardon office.

LOCKERS

Students will be assigned a locker, they must provide their own lock. Key or combination is acceptable. It is recommended that the student give a spare key or the combination to their teacher in case of emergency. The school cannot provide the safety of personal belongings. It is not recommended that students bring valuable items to school. It is also not allowed for students to share a locker. In the interest of school safety lockers may on occasion be inspected by school officials.

DRESS CODE

Students should come to school prepared to learn. The following dress is not appropriate for the school environment:

Not appropriate for school:

- >Muscle Shirts
- >Tank Tops
- >T-Shirts and jewelry with inappropriate language or pictures which promote acts illegal for minors or inappropriate messages.
- >Clothes which leave a bare midriff
- >Excessively low riding pants
- >Gang related clothing as deemed by the Principal such as:
 - Hats turned to the left or right. Hats are not allowed in the classroom.
 - Bandannas of any type
 - Rolled up pant legs
 - Jewelry identifying gang organizations
- >Beach clothes
- >Shorts determined by the Principal inappropriate for school such as:
 - running shorts, spandex, short-shorts, gym shorts
- >Chains, handcuffs, metal and spiked leather accessories

If any of the above dress violations occur, the student will be required to go to the office and the home will be contacted to assist in a change of clothing. They cannot return to class until the problem has been resolved.

CELLULAR/TEXT PHONES/ELECTRONIC DEVICES

Hazel Park School District does not allow students to utilize electronic devices while in school. Students will be asked to keep phones out of view and turned off the entire time they are in school. If a student violates the above policy, the device will be confiscated by administration and held in the office until the end of the day. The second violation- parents will then be required to contact administration and pick up the device. If the student does not cooperate a suspension from school may result. Please discuss this with your child so that he/she is aware that we will enforce and follow this district policy so that the educational setting is not disrupted.

HOMEWORK

Students will be assigned homework weekly that will support their goals and/or curriculum. Homework assignments will be graded in the 9-12 grade program. Please encourage your child to complete and turn in their homework assignments.

Post High School will be assigned monthly assignments related to their Life Skills Curriculum. It is important to connect what they learn at school to their daily living at home and in their communities.

EARLY DISMISSALS / LATE ARRIVALS

If a student needs to be excused during the school day, he/she should bring a note to the office before school begins in the morning. The note should state the reason and the time for the early dismissal or a parent can call the office to make arrangements.

If a student becomes ill during the regular school day, he/she must report to the office where a member of the office staff will contact the parent. If a parent cannot be contacted, the student will be made as comfortable as possible until a contact can be made. A student can also go to our School Health Clinic to address illness while at school. If they do go to the clinic a parent will be called.

In cases of late arrival or early departure from school the student must always go through the office. **A student will NOT be released to anyone not listed on the emergency card, unless the parent has made arrangements ahead of time through the office and with the approval of administration.**

EMERGENCY CLOSING OR DISMISSAL OF SCHOOL

If dangerous weather requires the Hazel Park Schools to close school, tune in to the major stations on AM radio or TV for current updates. If the Hazel Park Schools are closed that includes Jardon. If a school district decides to end the day early due to extreme weather conditions buses may arrive early to transport students home. If an emergency situation arises in the building and we are required to evacuate for the safety of the students an alternate building will be secured and students will stay there until the end of the school day. Buses will be directed to the alternate site for pickup or parents will be called and given the option to pick their child up early.

ATTENDANCE POLICY

Promptness and good class attendance are extremely important at Jardon School. It is recognized that establishing superior attendance is crucial to preparing young men and women for the working world. Because of this, the attendance policies stated below should be observed. It is the responsibility of the student to understand this very important policy and the parents vital role in supporting their child in following it.

ABSENCE

In case of absence from school, the parent or guardian should call the school as early as possible on the first day of absence, giving the reason for absence. Students are not required to bring a note if we have received a telephone call. It is essential that the parent

do their part by calling in the excused absence. If a call is not made a note is required upon the students return with parent signature.

Contact to the school must be made in 48 hours .

Jardon Office phone numbers: 658-5950, 658-5952, 658-5953

ATTENDANCE- CON'T

Excused Absence: Is considered beyond the control of the student, ie: doctors appointment, court appearance, death in the family, chronic illness, in-school suspension, a prearranged family vacation (limit 5 days) and or student activity. Only the parent/guardian has the ability to excuse the absence. If absences become chronic written verification from medical authorities will be required and a conference with building administrator. If a students combined absences, excused or unexcused, are excessive class credit may be withheld for a 9-12th grade student.

JARDON 9-12 GRADE:

Unexcused Absence: All other absences not listed above will be considered unexcused, ie: minor illness, oversleeping, transportation problems, emergency babysitting, truancy, skipping and out of school suspensions.

Loss of Credit Due to Excessive Absences:

A student is not allowed over 10 unexcused absences in a semester (20 weeks) to maintain high school credits, if the student is working toward a High School Diploma.

Missed work/ Make-up Policy: All work missed may be made up. The exception would be in cases of truancy and skipping and out of school suspensions. The student must request the work from their teachers and complete the work within 3 days from the day they returned, 5 days will be allowed for 2 or more days of absence.

ATTENDANCE IN CAP- POST HIGH SCHOOL:

Post High Students are not earning school credit so the above policy does not apply, but good attendance is extremely important if a student will fully benefit from the curriculum and establish good work attendance patterns. Most employers would look at a few absences as excessive, it is important for our students to begin to look at their attendance as though they were at work.

TRUANCY- for Students under 16 years of age

Truancy is defined as willful refusal or failure to attend school with or without parental knowledge. Each case of truancy is recorded and will result in parental notification, loss of school credit, and a referral to the court system (students under 16 years of age). The consequences of truancy could be even more serious for students under 16 years of age. State law dictates that an Educational Neglect Petition will be filed in Oakland County against parents who allow excessive absences. City ordinances also may apply. Students 16

years old and older who are truant are considered not to be serious about their education and may be asked to consider an alternative educational program. A referral to Youth Assistance and/or the Public Nurse will be made to assist the family, as well as support from the Jardon administration

GRADING SYSTEM

Jardon 9-12th Grade:

Report cards are mailed to the parents of Jardon students six times per school year (after every 6-7 week marking period).

The grades earned by the students at Jardon should be interpreted as the teacher's assessment of the effort put forth by that student. We are grading how hard the students are trying, not the value of their efforts. Thus, all "A's" mean the students doing the best he or she can do in the judgment of the teacher. It does not mean the student is working at, or necessarily even near, grade level. Jardon's curriculum is modified from that of a regular high school program, to meet the individual learning levels of each student.

The grade choices are:

- A - maximum effort
- B - moderate effort
- C - low effort
- X - no credit (lack of attendance or zero effort)

At the option of the teacher, credit may still be earned for a half-year class even though an (X) is issued for one marking period.

Also appearing on the the report card are various teacher comments pertaining to classroom behavior, attitude, and peer relationships.

Included with the report card will be the current progress made on the student's I.E.P. goals and objectives.

Parents are encouraged to contact their child's teacher to obtain a more specific statement of school performance. Also, attendance at the annual Open House, the various Parent-Teacher Conferences and the annual I.E.P.T. meeting allows parents to more thoroughly understand student progress

Jardon Post High School-C.A.P.

The CAP program does not issue grades, the teacher will provide a report of progress three times a year on curriculum, IEP goals, and work evaluations. The IEP meeting also provides another opportunity to report on progress.

Curriculum Guidelines

The Jardon High School Students are following a Modified Special Education curriculum, pursuing a certificate of completion. Students are not on a High School Diploma track.

A. ENGLISH

Must include the following:

Reading Courses

Writing Courses

B. SOCIAL SKILLS DEVELOPMENT

C. AMERICAN HISTORY

D. GEOGRAPHY.

E. U.S. GOVERNMENT

F. CONSUMER ECONOMICS

G. 9TH GRADE PHYSICAL
EDUCATION

H. MATHEMATICS.

I. SCIENCE

J. Life Skills Instruction

(3) Vocational Instruction / Work Experiences

(4) Work Study

Grade Level Class Sequence

9th Grade

Reading
Math
Science I
Social Skills
Physical Education (1/2 semester)
Geography(1/2 semester)
Vocational Preperation (2 hour block)

11th Grade

Reading
Writing
Social Skills
Consumer Economics (1/2 semester)
Vocational Class (3hours; 1/2 day)

10th Grade

Reading
Math
Science II
Social Skills
Vocational Class (3hours,
1/2 day block)

12th Grade

History
Social Skills
Work Study or
Vocational Class

JARDON POST HIGH SCHOOL: C.A.P.

For students 18 years and older and have complete coursework at the high school level.

Students focus on a Adult Life Skills Curriculum, with a emphasis on Job Readiness preparation. The program is designed to prepare the student in making the transition from school to adult life and work.

Post High School is divided into two levels: Level I (18-20 years of age) and Level II (20-26 years of age). Each level follows the same curriculum areas but at Level II the concepts are expanded, encouraging more independence.

CAP Curriculum Areas:

Home Living Skills
Employability Skills
Personal Living Skills
Community Living Skills
Health & Fitness
Communication Skills
Meal Planning & Preparation

STUDENT CODE OF CONDUCT

Misconduct shall be regarded as those actions which do or may interfere substantially with the operation of any school, or any of its classes and functions, by endangering the health and safety of any persons, by unduly infringing on the rights of others, by causing loss or destruction of facilities, and actions which are otherwise in violation of laws, school policies and regulations, and school or classroom rules.

ARSON: Setting fire to school property or willfully causing the school fire alarm system to set off.

VIOLENCE: Engaging in acts of violence or using physical threats to other persons.

STEALING: Breaking and entering, or stealing of school or personal property of students or school personnel.

EXPLOSIVES: Possessing or using explosives, or threatening to use explosives.

ETHNIC INTIMIDATION: Ethnic or racial slurs, offensive or threatening language directed towards a persons race or religion.

EXTORTION: Extorting or coercing others to obtain money or property, or compelling someone to do something against his will by force or threat of force.

WEAPONS: Possessing, threatening to use or using, firearms, knives and other dangerous weapons or objects (see policy below).

VANDALISM: Defacing or willfully damaging school property or an individual's personal property. (Broken or stolen items will be paid for by those who are responsible- School Board Policy).

ALCOHOL: Selling, using or possessing alcoholic beverages on school property.

DRUGS: Using or possessing any and all narcotics, drugs or substances which may or do interfere with the normal thought process or result in erratic, disorderly, abnormal and/or irresponsible behavior. A student apprehended selling drugs or narcotics will automatically be subject to expulsion proceedings. Police will be contacted.

TRESPASSING / LOITERING: Being present in an unauthorized place refusing to leave when asked by school personnel.

PROFANITY: Using profane, indecent or immoral language or ethnic and racial slurs.

SMOKING: Students smoking and/or possessing tobacco. See smoking policy.

FORGERY /PERJURY: Willfully making false statements to accuse or defend others, or falsifying documents.

Student Code of Conduct- cont.:

TRUANCY: See Attendance Policy.

GANG AFFILIATION: Jardon and the Hazel Park School Board strictly prohibits the presence of any apparel, jewelry, accessory, notebook, manner of grooming, that denotes membership in gangs or group (two or more people). Also any of the above which advocates drug use, violence, or disruptive behavior. Refer to section on dress code.

TECHNOLOGY: Inappropriate use of computers. Using offensive language, pictures, harassment , trespassing into others' files, damaging computers. Students are required to follow the school districts Technology Usage Policy. This is distributed at the start of the school year and kept on file until the student exits the program.

WEAPONS AND GROSS MISCONDUCT POLICY

Students in possession of a dangerous weapon/firearm or who commit arson or rape on district grounds or at district-sponsored school events shall be expelled consistent with Federal or State guidelines. Such students will be referred to either the criminal justice system or the juvenile delinquency system and the appropriate county Department of Social Services or community mental health agency. The parent, legal guardian and/or student shall be informed of their due process rights by the administration and notified of the referrals. Each student subject to expulsion may have his/her situation reviewed by the superintendent on a case-by-case basis. The board reserves to itself the authority to expel students.

In 1994, the Michigan Legislature passed a very inflexible law regarding weapons in schools. Please read the following edited excerpt from the Michigan School Code. Please be aware, if a student is found violating this law, there is no negotiation regarding the punishment.

Michigan School Law mandates that if a pupil possesses a dangerous weapon in a school zone that they are subject to immediate suspension and expulsion from school. Students below sixth (6th) grade found violating this law shall be excluded from school for not less than ninety (90) school days.

Students above fifth (5th) grade found violating this law shall be excluded from school for a period of one hundred eighty (180) school days.

The Michigan Legislature has defined a dangerous weapon as a fire arm, dagger, dirk, stiletto, knife with a blade three inches or longer in length, a pocket knife opened by a mechanical device, iron bar or brass knuckles..

The Jardon administration and the Hazel Park School Board is required to fully adhere to the Weapons, Arson & Gross

Misconduct laws defined above. Please be sure your son or daughter fully understands the seriousness of this law and the effects it can have on their educational future. A school safe from threat and danger is a must. The administration and staff will maintain zero tolerance for such activity.

DISCIPLINARY ACTION

A student's age, experience, ability and background will be taken into consideration when dealing with the student concerning a disciplinary matter.

Reasonable effort will be made by the staff to solve student conduct problems within the classroom and school setting. These behavior intervention techniques include, but are not limited to:

1. Reprimands
2. Parent notification
3. Work projects
4. Detention
5. Penalty paragraphs
6. Loss of break time and/or extracurricular activities
7. In-school suspension
8. Out of school suspension
9. Behavioral Contract
10. Individualized Behavior Plan - determined in a student's I.E.P.

State law and School Board policy prohibit the use, or threat of corporal punishment.

Students are reminded that they are partners with the faculty and administration at Jardon School. Each of these groups has a specific role in assisting students to fulfill their potential. A major part of that role is to direct the activities of the student into proper, positive channels. There are times, however, when some students fail to act in the best interest of all of the above groups. At these times, students are advised that any administrator, faculty member or any auxiliary staff, has the authority to direct actions of the students at any place and time on school property while school is in session or a school activity is in progress.

Law enforcement officers may be asked to enter the building for any of the following student actions at the discretion of administration.

- Possession of drugs or alcohol
- Possession of stolen property
- Assault on a student or staff member
- Suspicion that a student may harbor material that would be considered harmful
- Any action the administration deems potentially injurious or threatening to the school community

Disciplinary Action- cont.:

A building administrator shall have the discretion to suspend a student for a period of up to ten (10) days for reasons which are in the best interest of the student, class or building. Reasons for suspension include but are not limited to, the categories listed on previous pages.

It is understood that in the event of a suspension of ten (10) days or less, as in all other suspensions, the administrator doing the suspending will do the following:

1. Inform the student of why they are being suspended.
2. Notify the parent prior to the suspension.
3. Give the parent and student a definite date of return.
4. Provide the parent and student a meeting, if requested.

A student who is on suspension may not attend class for any reason. He may not loiter or appear on school property or at any school-sponsored activity, at or away from school. Failure to comply may warrant an increase in the length of suspension. A suspended student will be required to make up any work and tests missed. It is his responsibility to make arrangements with individual teachers to do so. Whether or not credit will be given for work that is made up is left to the discretion of the individual teacher. Suspensions will be considered unexcused absences.

SMOKING POLICY

The School District of the City of Hazel Park Board of Education policy on smoking is as follows:

The Board of Education recognizes the use of tobacco and tobacco substance as a major health hazard and directs that the use of tobacco by students on campus is prohibited.

When Students are Caught Using Tobacco:

- A. FIRST OFFENSE:** One (1) full day suspension. The suspension will last for twenty-four (24) hours. It will include all school related activities and the suspension will go into effect the next full-day of school after the offense; or, take part in required Anti-Smoking activity.
- B. SECOND OFFENSE:** Three (3) full-days of suspension (72 hours). The suspension will go into effect the next full-day of school and continue

for three (3) full-days of school. It will include all school related activities and mandatory attendance at Anti-Smoking activity.

- C. THIRD OFFENSE:** Three (3) full-days of suspension (72 hours). The suspension will go into effect the next full-day of school and continue for three (3) full days of school. **It will include all school related activities.**

BREAKFAST PROGRAM

Breakfast consisting of juice and milk, as well as the choice of a sandwich, hot roll, or cereal is available every morning in the cafeteria, from 7:45a.m. until 8:05a.m.

CASELOAD TEACHER

Each Jardon teacher has students who are assigned to his/her caseload. That teacher becomes the key person in dealing with the students. They administer academic and vocational testing to their caseload students and represent the teachers at the I.E.P.C. meetings. It is suggested that parents become familiar with their child's caseload teacher.

CAR REGISTRATION

A student may drive a car to school if they have a Michigan State license and an automobile registered and insured in their name or their parents/guardians. Their parent must give written permission and register the car with the Jardon office. A form will be filled out and kept on file with the proper identification of the automobile. At no time will the student be allowed give other students rides in the automobile with parental permission. If the student in anyway does not follow proper driving laws or indangers the safety of others in any way the Principal will have the right to not allow the student to park on school property.

DANCES AND FUN NIGHTS

Jardon students are encouraged to attend the Dances and Fun Nights held throughout the school year. For a listing of dates and times refer to the Jardon newsletter. A flyer will also be sent home with the student specifying details.

COMMUNITY BASED INSTRUCTION-Post High School

Applying curriculum concepts in the community is an important part of the learning process. The student is provided with opportunity to apply their learning in real life settings in their community. Each teacher has an opportunity to send a group of their students out to apply daily living skills. An aide goes with them, following a specific lesson for that week.

JOB PLACEMENT

Jardon School employs a Work Coordinator who works with Michigan Rehabilitation Services to develop work plans when a student has demonstrated competitive work skills. A referral to a job placement agency may occur to assist in locating a job. In the competitive job market it is not guaranteed that a student will receive a job, but a plan to work toward that would be developed.

LUNCH PROGRAM

Student lunches are \$2.75. A complete lunch is available in the school cafeteria, where 2 menu choices are given daily. Students who prefer to bring their lunch and purchase only milk may do so. Students are required to be in the lunch room during the lunch period.

OPEN LUNCH: Students may be allowed to leave the building for lunch under the following conditions:

1. Parental permission
2. Principal approval
3. Follows student code of conduct
4. Returns to class on time
5. Student must leave school property. Students are not allowed to loiter in the building or on school grounds.

This is a privilege that can be taken away at anytime by the Principal, if the Principal decides it is not in the best interest of the student to leave the building. This can be done as a disciplinary measure if student behavior warrants it.

PARENT PARTICIPATION

Jardon does not formally have a parent association. However, we fully support and encourage parental involvement in the Jardon program. The assistance in special projects in the classroom, Special Olympics sports, Fun Nights, Special activities in the building, Fund Raising, any special talent that can be shared, are all areas a parent can volunteer.

We also like to encourage you to participate in your child's formal educational process. This would include Jardon's Open House, Parent Teacher Conferences, your child's I.E.P.T. Meeting, yearly educational seminars for parents and participation in the School Improvement Committee.

PICTURES

Each fall, students have their pictures taken by a professional photographer. They may wish to purchase a packet of pictures at a nominal cost. While pictures are taken for school records, they need not be purchased. Notification will be sent home regarding the date and the available packages. We also take pictures throughout the school year to publish in our annual yearbook.

SCHOOL NURSE

Jardon has a school health clinic: St John Health Center. A Nurse and assistant is on hand for daily health concerns. Their clinic hours may vary, they are not always open when the school is in session. If you are interested a consent form will need to be filled out. For further information you can call them directly at: 248-543-4138

SCHOOL PSYCHOLOGIST

The school psychologist evaluates Jardon students, as required by State and Federal Education Codes. Students may be evaluated in the areas of intelligence, personality, academic achievement and perception using tests and observations.

The school psychologist serves as part of the multidisciplinary and building teams made up of the psychologist, speech/language therapist and the student's special education teacher.

SCHOOL SOCIAL WORKER

A student may be referred to the Social Worker for individual and/or group counseling based on the student's IEP or from a referral from the Principal. The Social Worker will help the student with social issues that may effecting their success in school.

SPEECH AND LANGUAGE THERAPIST

The Speech and Language Therapist works with students with identified deficits in the areas of articulation, voice, fluency and language development, communication.

SPECIAL OLYMPICS SPORTS

Jardon students participate in a variety of Special Olympic sports each year. Practices are held, several days each week, with the events themselves being held in sites throughout the state.

Special Olympics has significant social and physical benefits for students and parents are urged to encourage their child's involvement. Notification regarding participation in the sports will be done through the newsletter and via the student.

SPORTS AT THE HIGH SCHOOL

Students have the opportunity to participate in all sports at their High School within their home district. Important information regarding tryouts can be obtained by contacting the high school office.

YEARBOOK

Jardon publishes a Yearbook which illustrates various student events and activities. Pictures of students and staff are also included. Yearbooks are sold in the early spring.

VISITORS IN THE BUILDING

Parents and family members: **Please go through the front office for all communications and visits when you enter the building.** This helps us to maintain a safe, educational climate in the classroom.

Parents or family members entering classrooms without first checking in at the front office is not allowed. Your cooperation is appreciated.

All other visitors must have approval from the front office to proceed in the building. A visitor's pass will be issued.

Parents picking up a student are allowed to wait in the lobby area until dismissal time or when the student arrives in the lobby if it is an early pick up time.

COURSE DESCRIPTIONS

VOCATIONAL OFFERINGS

Building Maintenance

Students achieve skills in the use of commercial maintenance equipment, cleaning techniques, and independent work habits through direct instruction in commercial sites in the community, in addition to classroom activities.

Commercial Foods

This class deals with the food service industry and operates the Filbert Room restaurant and a catering business. The student is taught service skills and is required to carry out the duties of waiter/waitress, bus girl/boy, hostess, host, cashier, dish room operator, dessert server, salad server, sandwich server, entree server. Food preparation and services covers grill and pantry items. Working in fast food restaurants, banquet facilities, hospitals, etc. will be stressed.

Landscaping & Greenhouse

Students practice basic concepts in plant growing and maintenance in a greenhouse setting and in the school courtyards. Students are taught about the various usage of equipment and grounds maintenance.

Retail Store

A school store is maintained and students are taught basic retail tasks, stock, customer assistance, ordering, shopping, cash register, making change and counting the money. These skills are then applied in our community work sites.

Work Experience Sites

Much of the students learning of work skills takes place in community based work sites, where they work side by side in competitive work environments. We have 10 week rotations of 12 to 15 work locations. The students have a variety of experiences to pick so that they have various interests and skills that they can pursue.

COURSE DESCRIPTIONS- 9-12 GRADE

ACADEMIC OFFERINGS

Academic courses are designed to meet the individual goals of each student's I.E.P.T., in addition to meeting the academic focus toward a special education curriculum of applied learning.

Reading

The reading curriculum is designed to meet the instructional level of all students. In the early grades, emphasis is placed on acquisition of vocabulary and comprehension of written material. The content of the reading curriculum for later high school students is determined by the area of vocational instruction.

Writing

Activities of instruction cover handwriting, spelling, grammar, punctuation, sentence structure, and paragraph construction commensurate with student abilities.

Math

Arithmetic instruction is geared toward the development of proficiency in the four basic areas of computation, application of math concepts, ability to identify and calculate money, and apply economic problem solving.

Social Skills

Instruction and practice in the areas of social etiquette, peer relations, decision making, and problem solving will be integrated into the curricular content areas. Appropriate behaviors will be reinforced in vocational instruction.

Geography

The content of this course is designed to provide instruction in map reading skills, community orientation, local and national geographic structure, climate, and location..

Government

Students spend one semester studying the basics of the American governmental structure. Attention is given to the three branches of government, the balance of power, how laws are created, and individual input to the election process.

Consumer Economics

This one semester class is designed to apply the arithmetic processes to sound consumer skills. The elements of banking, budgeting, and economic purchasing will be addressed.

9-12 Grade Curriculum- cont.

U.S. History

This one year course presents the highlights of American History with particular attention to our position in World Wars and other significant relations.

COURSE OFFERINGS: High School- cont.

Science

During the 2 years of this required course, students will cover life science: the human body and animal world, and earth science: weather and environmental topics.

Physical Education

This one-semester course emphasizes coordination skills and team sports

COMMUNITY ADVANTAGE PROGRAM (C.A.P.)

Curriculum Descriptions

DESCRIPTION OF LEVEL 1 & LEVEL 2 CLASSROOMS

The Community Advantage Program, post-high school, is divided into two levels. Level 1 classes typically house our younger students (18-20 year olds). The Level 2 classrooms have the older students (20-26 years old). The “Levels” teach the same curriculum areas, however, Level 1 teachers introduce concepts and the Level 2 teachers expanded the concepts, while encouraging more independence in those skills.

HOME LIVING SKILLS

Level 1 - Mr. Gram Level 2 - Mrs. Kulczycki

Home Living Skills Class is designed to give students the skills needed to function in supportive and independent living settings. Some of the areas to

be covered include Clothing Care, Home Cleaning, Organizing and Simple Maintenance, Home Safety and Home Leisure. The overall goal is to provide the students skills for independent or semi-independent home living skills.

EMPLOYABILITY SKILLS

Level 1 - Miss. Darga Level 2 - Mrs. Hancz

The goal of the employability class is to help students develop the work skills needed to become "job survivors". The following areas will be covered this year:

- job application vocabulary
- safety signs and warnings
- identifying skills and interests
- writing a resume
- job interview skills
- appropriate work behaviors & attitudes
- exploring job opportunities
- skills for long-term job success

PERSONAL LIVING SKILLS

Level 1 - Mrs. Marsack Level 2 - Mrs. Montgomery

The intent of this class is to help the CAP student to develop better social skills. Daily lessons are intended to help your young adult to understand that THEY are responsible for their actions at school and work and with their families/roommates.

We will implement a unit titled "Circles". This nationally recognized program is designed to help each CAP student to successfully interact within their community. The Circles program teaches the importance of understanding social distance and levels of intimacy through the use of six color-coded circles.

The units covered this year will include hygiene, manners, feelings and problem solving. The intent is to help the student display appropriate behavior in the home setting, at the work site and in the community.

COMMUNITY LIVING SKILLS

Level 1 - Mr. Strouse Level 2 - Mrs. Jaszczalt

In Community Living, we are working towards your young adult becoming familiar with what is available to them in the community. We will discuss different facilities that are available in most communities as well as some transportation that is available for those who do not drive. We will also work on money skills, banking and budgeting. Our goal is to get our students out there using what is available to them and utilizing it to the best of their abilities.

HEALTH & FITNESS - - All classes

Students have enjoyed the activities that reinforce a positive and healthy lifestyle. The pursuits include a fitness lap/walking program, and aerobics. Students have also had the opportunity to participate in a variety of activities in the school gymnasium. Other activities include the use of weightlifting equipment, a treadmill, an elliptical machine, and an exercise bike under the supervision of a staff person.

On Friday afternoons, assigned classes have the opportunity to bowl at Hazel Park Bowl. The cost is \$4.00 per person (includes 2 games of bowling and shoe rental). Look for the schedule to be posted in the next newsletter.

In addition, students may have the opportunity to participate in “Open Swim”, swimming activities at the Hazel Park High School pool. “Open Swim” opportunities are available to students whom are not working on swim days. If a student is not able to swim during a work site rotation, they usually are able to swim during another work site rotation period.

COMMUNICATION SKILLS - - All classes

Mr. Gram, Mrs. Cummings & Ms. Weeks

The purpose of communication skills class is to provide the students with practical ways to apply good language and thinking strategies at school, home or in the community.

Basic communication skills will be reviewed to help students become

better communicators and listeners. The CAP students will be given an opportunity to share their opinions during class by class participation, question and answer sessions, and role playing. Each student will practice basic survival skills using the phone, newspaper, shopping, community activities and at work sites.

By using typical everyday situations each student would encounter opportunities to learn and practice communication skills in real-life settings.

In addition to the regular CAP rotation communications class, Miss Weeks (Speech and Language Therapist) will go into each classroom and provide additional communication support. The class will be divided into four basic areas--functional vocabulary skills, pragmatic (social) language, listening and following directions, and communication on the job site. This class will provide practice, reinforcement, and expand upon functional speech and language skills that are utilized in daily living activities as well as communication necessary for success on the job.

MEAL PLANNING AND PREPARATION - - All classes

This class focuses on the skills needed to plan, shop, and prepare a simple meal. Each week, students read a simple recipe and develop a grocery list. A small group of students, accompanied by a paraprofessional, are responsible for shopping for the items on the list. The class prepares the recipe in the CAP kitchen, and is then able to sample the meal. Students are responsible for "kitchen cleanup"; loading the dishwasher, wiping tables, etc. The meal preparation class enables students to practice reading, math, money, and daily living skills.