



**MILWAUKEE
PUBLIC SCHOOLS**

Family–School Manual 2025-26 School Year



**Hopkins Lloyd Community School
1503 W. Hopkins Street
Milwaukee, WI 53206
414-267-0600
220@milwaukee.k12.wi.us**

Mrs. Misty Ellen Kreider
Principal

This manual is updated annually. You will find the most recent version on the Hopkins Lloyd Community School website at <https://mps.school/hopkins-lloyd/>

Revised: 7/22/25

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SECTION 1: INTRODUCTION

From the Principal
Hello HLCS Families!

Welcome to Hopkins Lloyd Community School. Our school community offers its students a safe learning environment where teachers use high-quality instruction that is hands-on, relevant to the students and tied to stewardship in our greater community. HLCS has partnerships with neighborhood agencies that support the whole child and their families. Our school offers mental health for students, an afterschool CLC program, and FAST (Families and Schools Together).

Our doors are open to all parents and guardians. We welcome you as volunteers, as members of our Family Leadership Organization and Governance Council, and partners in your student's academic success. We will share strategies with you so that you can support learning at home through our family engagement nights that we host monthly.

Please feel free to reach out to us with any questions or concerns you may have. HLCS is committed to supporting your student's growth and academic success, and a supportive relationship with you is the foundation of that success!

Soaring with you towards success,

Mrs. Kreider
414-267-0605
durskime@milwaukee.k12.wi.us

School's Mission, Vision, and Goals

Milwaukee Public Schools' District Mission

Milwaukee Public Schools is a diverse district that welcomes all students and prepares them for success in higher education, post-education opportunities, work and citizenship.

Hopkins Lloyd Community School's Vision

We envision that by 2027, Hopkins Lloyd Community School will establish and support the school community in meeting the goal of making every student career and/or college ready by providing each student with high-quality instruction that improves achievement and creating a culturally responsive, positive learning environment which welcomes students, families, staff and community members.


Hopkins Lloyd Community School Values...

- promoting the educational growth and development of all students.
- providing students and staff with the knowledge, skills and strategies needed to develop the foundation for lifelong learning, academic excellence and a caring, positive attitude towards self and others.
- fostering real world application of skills taught and achieved with parent and community support within the context of the highly technological society in which we live.
- maintaining staff members who are dedicated to implementing and preserving an effective Professional Learning Community (PLC).

Staff Roster and Contact Information, including MPS Email Addresses

| Hopkins Lloyd Community School Teaching and Support Staff | | | |
|--|-------------|---------------|------------------------------|
| Staff Contacts for 2025-2026 | | | |
| Man Office | Room | Number | email Address |
| | Office | 414-267-0600 | 220@milwaukee.k12.wi.us |
| Principal | Room | Number | email Address |
| Misty Ellen Kreider | Office | 267-0605 | durskime@milwaukee.k12.wi.us |
| Secretary | Room | Number | email Address |
| Daphne Brown-Morton | Office | 267-0610 | browndx@milwaukee.k12.wi.us |
| Parent Coordinator | Room | Number | email Address |
| Samantha Wright | 221 | 267-0640 | wrightss@milwaukee.k12.wi.us |
| K4 | Room | Ext. | email Address |
| Denise Smith | 115 | 267-0652 | smithdr@milwaukee.k12.wi.us |
| K5 | | | email Address |
| Kimberly Stratton | 116 | 267-0614 | strattkm@milwaukee.k12.wi.us |
| 1st GRADE | Room | Ext. | email Address |
| Olufolakemi Omoruyi | 215 | 267-0674 | omoruyo@milwaukee.k12.wi.us |
| 2nd GRADE | Room | Ext. | email Address |
| Grace Ochidi | 214 | 267-0682 | ochidig@milwaukee.k12.wi.us |
| 3rd GRADE | Room | Ext. | email Address |
| Elizabeth Ojonuba | 213 | 267-0637 | ochidie@milwaukee.k12.wi.us |
| 4th GRADE | Room | Ext. | email Address |
| Kim Gray | 314 | 267-0621 | grayks@milwaukee.k12.wi.us |
| 5th GRADE | Room | Ext. | email Address |
| Reagan Flikkema | 315 | 267-0620 | |
| Lower Sped | Room | Number | email Address |
| Candace Carlisle | 211 | 267-0629 | carlisc@milwaukee.k12.wi.us |
| Upper Sped | Room | Number | email Address |
| Renell Banks | 313 | 414-0609 | banksrm@milwaukee.k12.wi.us |
| Social Worker | Room | Number | email Address |
| Brittany Stevenson | 201 | | stevenbc@milwaukee.k12.wi.us |
| Psychologist | Room | Number | email Address |
| Dena Serwe | 202A | 267-0631 | tellefdh@milwaukee.k12.wi.us |

School Calendars/Events



**MILWAUKEE
PUBLIC SCHOOLS**

mpsmke.com

Switchboard
(414) 475-8393

2025-26 Districtwide Calendar

| | | |
|--|--|--|
| <p>Aug. 25 Organization Day</p> <p>Aug. 26-28 Professional Development Days</p> <p>Aug. 29 Labor Day Break</p> <p>Sept. 1 Labor Day</p> <p>Sept. 2 First Day of School – Students</p> <p>Oct. 8 Early Release Day (2 hours) Districtwide Professional Development (K-12)</p> <p>Oct. 17 Parent-Teacher Conference Day</p> <p>Oct. 20 October Break</p> <p>Nov. 7 Record (K-8) / Professional Development Day (HS)</p> <p>Nov. 24-25 Districtwide Professional Development K-12</p> <p>Nov. 26-28 Thanksgiving Break</p> | <p>Dec. 10 Early Release Day (2 hours) Districtwide Professional Development (K-12)</p> <p>Dec. 22-31 Winter Break</p> <p>Jan. 1-2 Winter Break</p> <p>Jan. 5 Classes resume</p> <p>Jan. 19 MLK Jr. Day</p> <p>Jan. 26 Record (HS) / Professional Development Day (K-8)</p> <p>Feb. 16 Midsemester Break</p> <p>Feb. 17 Professional Development (HS) / Record Day (K-8)</p> <p>Mar. 4 Early Release Day (2 hours) Districtwide Professional Development (K-12)</p> <p>Mar. 20 Parent-Teacher Conference Day</p> | <p>Mar. 30-Apr. 3 Spring Break</p> <p>Apr. 15 Early Release Day (2 hours) Districtwide Professional Development (K-12)</p> <p>Apr. 30 Districtwide Professional Development K-12</p> <p>May 1 Professional Development Day</p> <p>May 25 Memorial Day</p> <p>June 5 Record (K-8) / Professional Development Day (HS)</p> <p>June 15 Last Day of School – Students</p> <p>June 16 Record (HS) / Professional Development Day (K-8)</p> <p>June 17-18 Emergency makeup days (if needed)</p> <p><i>Note: ACT testing dates to be determined.</i></p> |
|--|--|--|

July 2025

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| 29 | 30 | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | 1 | 2 |

August 2025

| S | M | T | W | Th | F | S |
|-------|----|----|----|----|----|----|
| 27 | 28 | 29 | 30 | 31 | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24/31 | 25 | 26 | 27 | 28 | 29 | 30 |

September 2025

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| 31 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 1 | 2 | 3 | 4 |

October 2025

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| 28 | 29 | 30 | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | 1 |

November 2025

| S | M | T | W | Th | F | S |
|-------|----|----|----|----|----|----|
| 26 | 27 | 28 | 29 | 30 | 31 | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23/30 | 24 | 25 | 26 | 27 | 28 | 29 |

December 2025

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| 30 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | 1 | 2 | 3 |

January 2026

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| 28 | 29 | 30 | 31 | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

February 2026

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

March 2026

| S | M | T | W | Th | F | S |
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| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | 1 | 2 | 3 | 4 |

April 2026

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| 29 | 30 | 31 | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 1 | 2 |

May 2026

| S | M | T | W | Th | F | S |
|-------|----|----|----|----|----|----|
| 26 | 27 | 28 | 29 | 30 | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24/31 | 25 | 26 | 27 | 28 | 29 | 30 |

June 2026

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| 31 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 1 | 2 | 3 | 4 |

| | |
|---|---|
| <p>Red – First and last day of classes/classes resume for students – Staff and students report</p> <p>Blue – Parent-Teacher Conference Days – Staff and students do not report</p> <p>Yellow – Staff and students do not report</p> | <p>Green – Teacher Organizational Day – Staff report and students do not report</p> <p>Pink – Professional Development (PD) and Record Days – Most staff report and students do not report; Partial Pink Bar – Student Early Release (2 hrs.) and districtwide PD</p> |
|---|---|

Calendar dates may change due to inclement weather, etc. Please stay in touch with your school for updates. Some teacher workdays are shaded. Individual schools may have additional non-attendance days that do not appear on this calendar. Also, methods and dates for distributing report cards may vary from school to school. STAFF: Refer to staff calendars for details on non-student attendance days.

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Parent and Teacher Conferences

Fall 2025 Week of October 13th
Spring 2026 Week of March 16th

**Hopkins Lloyd Community School
2025-2026**

Family Engagement and Education Events

| Family Engagement Nights | | Parent University | |
|----------------------------------|--|----------------------------------|--|
| August 28th | Open House | | |
| September 19th | Back to School Dance | September 24th | Homework Routines |
| October 30th | Trunk or Treat | October 22nd | Math Strategies |
| November 20th | Literacy Night | November 19th | Reading Strategies |
| December 18th | Winter Concert | December 17th | Affordable Community Activities |
| January 22nd | Math Night | January 21st | TBD |
| February 26th | Black History Program | February 28th | TBD |
| March 26th | March Madness | March 18th | TBD |
| April 23rd | Sneaker Ball | April 22nd | TBD |
| May 21st | Open House Carnival | May 20th | TBD |
| June 15th | 5th Grade Completion | | |
| | K4 & K5 Completion | | |

School Daily Schedule

| | |
|----------------------|---|
| Office Hours | 7:00 a.m. – 3:30 p.m. |
| Breakfast | 7:15 a.m. – 7:30 a.m. Enter through Door 8 |
| Warning bell | 7:10 a.m. |
| School starts | 7:15 am |
| Dismissal | 2:00 p.m. |
| CLC Hours | 2:00 p.m. – 6:00 6:00 p.m. |

Our school's procedures are, first and foremost, designed to ensure the safety and well-being of your child/children. We need your cooperation, assistance, and support to ensure the safety of our students, especially during arrival and dismissal.

Student Entry Procedures

The school day begins for students at 7:15 a.m.

| | |
|---|--|
| <p>7:15</p> <ul style="list-style-type: none"> Students follow classroom teachers into the cafeteria in a straight line. <p>7:30</p> <ul style="list-style-type: none"> Students arriving after 7:30 should use Door 1 and go directly to the cafeteria. <p>7:50</p> <ul style="list-style-type: none"> Students arrive to school using Door 1. Report to the office for a tardy slip. All students arriving after 7:50 are considered tardy. <p>10:30</p> <ul style="list-style-type: none"> Breakfast is no longer served. | <p>Prior to 7:15</p> <ul style="list-style-type: none"> Have students arrive at school and go to the playground and wait at their class's assigned spot. <p>After 7:30</p> <ul style="list-style-type: none"> Drop students off in front of the school and use Door 1. <p>7:50</p> <ul style="list-style-type: none"> Understand that students will be marked tardy beginning at 7:50. <p>10:30</p> <ul style="list-style-type: none"> Students arriving after 10:30 will not receive a breakfast. Breakfast is no longer served. |
|---|--|

Student Dismissal Procedures

The school day ends for students at 2:00 p.m.

| Students' Expectations | Parents' Expectations |
|--|--|
| <p>Car Students</p> <ul style="list-style-type: none"> Leave guardian's vehicle quickly and safely. K4-5th Grade students move directly to their class's assigned line spot. <p>Walkers</p> <ul style="list-style-type: none"> K4-5th Grade Students move directly to their class's line. <p>Bus Students</p> <ul style="list-style-type: none"> All students are checked in on Hadley Street when they disembark the bus. K4-5th Grade Students go to the playground via side path along the Tot Lot. Students go directly to their class's line. | <p>Car Drop-Off</p> <ul style="list-style-type: none"> Use the cul-de-sac on 15th Street to drop your students off safely. Refrain to the best of your ability from double parking next to other families dropping off. For safety reasons, please try to the best of <u>you</u> ability to use 15th Street instead of <u>Teutonia</u> Avenue. Wait to confirm that your student made it onto the playground before leaving. <p>Walkers</p> <ul style="list-style-type: none"> Parents may escort students to assigned line and wait with students until 7:15. <p>Bus Students</p> <ul style="list-style-type: none"> Parents need to have students at MPS assigned bus stop 10 minutes before the scheduled bus stop arrival. Parents should wait up to 10 minutes past the scheduled bus arrival time if it is running late. Call the HLCS office to report a bus that has not picked up a student. |

| Student Expectations | Parent Expectations |
|--|---|
| <ul style="list-style-type: none"> • Pack your things and get your coat quickly and quietly. • If you are a bus rider or a CLC member, be ready and waiting for your adult at 1:55. • If you are a walker or a car pick-up, at 2:00 go with classroom teacher to the library. • Stay with your adult. No student is allowed to be in the hallway without an adult. • While in the library, sit quietly and safely so that you can hear your name or find your name on the spreadsheet.. • Keep all items in the bookbags. This includes work, school supplies, and snacks. | <p>Walkers</p> <ul style="list-style-type: none"> • Wait at Door 2. • Give the Dismissal Supervisor your child's name. Sign him/her/they out in the binder. • Wait for student to exit via Door 2. • Walk home safely. <p>Car Pick-up</p> <ul style="list-style-type: none"> • Park in the cul-de-sac on 15th Street. • Give Dismissal Supervisor your child's name. • Wait in your car for your student/s to come out. • Be aware of other children exiting the building and getting into cars in the cul-de-sac. <p>Who can pick up or change of dismissal routine?</p> <ul style="list-style-type: none"> • Call the office prior to 1:30 if you are changing your usual dismissal routine. (ie, picking up instead of bus) • If someone other than yourself or someone named on your child's emergency card is picking up, call the office and notify us prior to 1:30. Provide us with person's name and let them know they will be asked to show their ID when they arrive at the school. |

Community Learning Center (CLC):

Our school's CLC offers educational, recreational, and social activities for students. Parents/guardians may register their child/children at any time with the CLC site coordinator. There is a registration fee, however, fees cannot be a barrier to participation. Parents who are authorized for W-2 (Wisconsin Shares) can designate the school's CLC as a childcare provider. To become authorized for W-2, parents must go to their W-2 region office. For information regarding fees, Wisconsin Shares, or transportation options (if available), please contact the CLC site coordinator at **414-267-0641** for more information.

Extended Learning Opportunities:

MPS offers a variety of extended learning opportunities that provide more time for academics and enrichment during and beyond the conventional school day. These programs offer learning and development experiences that enhance and complement the school curriculum. The extended learning opportunities programs include but are not limited to the following:

Alternative Education Programs

Alternative diploma pathways

Competency-based

General Educational Development Program (GEDO #2)

Wisconsin Challenge Academy

Summer Academy

Free of charge for students who are city of Milwaukee residents

Bilingual and English as a second language (ESL) services

Elementary K5–grade 8

Engaging academics and hands-on enrichment opportunities, including arts-integrated activities, field trips, and in-school programs with community partners

Extended School Year (ESY)

Provided for children with special education needs

Grade 8 Promotional Program

Intended to strengthen the academic and social skills of current grade 8 students transitioning to high school. Principal recommendation is required to participate in this program.

High school

Credit acceleration

Credit recovery

Community service/service-learning

Internships

Community Assessment and Training Program (CATP) and On-the-Job Training (OJT)

Middle School and Freshman Bridge Programs

Enrichment Camps and Adventures

Students in K5–grade 12 have the opportunity to pursue new interests and engage in hands-on experiences during the summer months and on non-school days.

To find more information about extended learning opportunities, please visit mpsmke.com/elo or call (414) 475-8238.

Parking

Parking guidelines:

- To ensure the safety of all students, please avoid double parking, which causes heavy traffic congestion and is unsafe.
- The school is not responsible if a parking ticket is issued to a parent.
- We need to respect the rights of neighbors and not park in front of their driveways.
- The school parking lot is restricted and not open to the public.

Parking for Hopkins Lloyd Community School is on 15th Street, in the cul-du-sac, and on Hadley Street.

Student Attendance/Tardiness

Reference: *Parent/Student Handbook on Rights, Responsibilities, and Discipline*

Attendance is the most important factor that impacts student academic growth. Students are expected to be in school each day and on time for opening learning activities and instruction. Students arriving late must report to **the Main Office** for a tardy slip.

When a student is absent, parents must call the school attendance line at **414-267-0600** or send a written excuse within two days of the absence. Excessive absences and tardiness will result in a referral to the school social worker and may result in a referral to the district attorney, which could result in a court hearing and fines.

Students must attend the full school day. Appointments and vacations should be scheduled on non-school days as often as possible. In the event of a rare need to remove a child before the end of the school day, students must check out in the office by reporting to **the Main Office** to sign out and meet the guardian who is approved to remove the child from school.

Transportation Policies

Walk-to-Stop Distance:

- Elementary school (K3, K4, and K5) – Riders will be picked up at the closest safe corner location to their residence and dropped off at that same location at the end of the school day.
- Elementary school (grades 1–8) – Riders may be required to walk up to a quarter mile to a corner stop.

- Middle school – Riders may be required to walk up to a half mile to a corner stop.
- High school – Riders may be required to walk up to one mile to a bus stop.

Assigned Bus Stops and Routes:

Students may board and leave only on the specified route and at the stop to which they are assigned.

Corner Stops:

Pick-up and drop-off sites for regular riders are at corner stops. Riders should be at their assigned corner stop **10** minutes prior to the scheduled pick-up time. A student should wait at least 10 minutes past the pick-up time before returning home to inquire about a late bus.

Inclement Weather:

Traffic delays are to be expected on days of inclement weather. Please be sure that your child is dressed appropriately.

Address Changes:

When a child moves and there is no existing bus service from the new address, every effort will be made to adjust the route to allow the child to continue at the present school. If the child attends elementary school, the new address must be in the same transportation region as the school of attendance in order for the child to receive transportation. Parents are reminded that it can take up to two weeks to adjust bus service. Parents should notify the child's school of the change of address before the move takes place.

SECTION 2: FAMILY ENGAGEMENT

MPS Family–School Partnership Pledge

MPS partners with families to support successful student academic and social outcomes.

| The district will... | MPS families will... |
|---|--|
| <ul style="list-style-type: none"> Provide a safe environment that supports learning. | <ul style="list-style-type: none"> Provide adequate space daily for learning. Encourage their child to cooperate with the learning community. |
| <ul style="list-style-type: none"> Provide high-quality learning experiences. | <ul style="list-style-type: none"> Encourage their child to do their best. Engage their child in learning opportunities daily. |
| <ul style="list-style-type: none"> Provide student progress updates. | <ul style="list-style-type: none"> Attend conferences as often as possible, at least once a year. Communicate with school as needed, regarding student progress. |
| <ul style="list-style-type: none"> Provide resources and information. | <ul style="list-style-type: none"> Engage district in understanding the needs of families. |
| <ul style="list-style-type: none"> Provide information to families as frequently as possible and in ways that are accessible and understandable. | <ul style="list-style-type: none"> Provide current contact information and alternate ways to notify families. Communicate their ideas to MPS. |

MPS Family and Community Engagement Framework

Families play a vital role in the education of their children. Milwaukee Public Schools provides tools for engagement between families and staff to be equal partners in supporting student achievement and school improvement. When families and schools work together, students are more successful and the entire community benefits. All schools are working to meet the Six Standards of Family and Community Engagement:



Family–School Compact (also referred to as School–Parent Compact)

Each Title I school jointly develops with parents a Family–School Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the way in which the school and parents will build and develop a partnership to help children achieve the state’s high standards. Parent coordinators should ensure that the school leader has this template available so that the school leader may create the Family–School Compact at the school’s annual Title I meeting or shortly after. This compact will serve as the school’s family and community engagement action plan for the year. A template, including detailed information on how to create and use this Family–School Compact, is available on mConnect at Departments > Strategic Partnerships and Customer Service > Family and Community Engagement.

Hopkins Lloyd Community School-Parent Compact 2025-2026

Our school and the families of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the families, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

It is the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the challenging State academic standards. It is the parent’s responsibility to support their children’s learning. For each to do these things, the school and families must have strong, ongoing communication and work to be equal partners in supporting student success. The MPS Family and Community Engagement Framework includes six standards that when met, allow for this partnership to flourish. The following compact will serve as our action plan around family and community engagement for this school year.

SCHOOL RESPONSIBILITIES

We, as school staff, will support families by working to meet the MPS standards of family and community engagement so we can partner to support student learning. We will implement the following strategies to achieve each standard this year.

Our school will be a welcoming and culturally relevant environment:

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows
 - o Hold parent-teacher conferences in October and March during which this compact will be discussed as it relates to the individual child’s achievement.
 - o Provide parents with access to staff for consultation before and after school.
 - o Provide parents upon request with opportunities to volunteer and participate in their child’s class.
 - o Assure that, upon request parents/guardians will have the opportunity to visit and observe classroom activities by arranging dates and times with the classroom teacher.
- We have a Parents Center located in Room 221 Open daily from 7:00 am-3:30 pm. Our Parent Coordinator is Ms. Wright her contact number is 414-267-0640. The Parent Center serves as a resource for families at Hopkins Lloyd Community School to promote student learning and family well-being.

Our school will be connected to the community:

- Maintain an updated school website with information relevant to families and the larger community. The website is updated on a monthly basis and also as needed with event and resources flyers, etc. We also send updates, flyers, communication and resources home each week in our Wednesday folder.
- Provide a designated space for sharing community resources and information with families, such as the Community Room (room 301) to share information and to host workshops for parents. Assure that high quality curriculum and instruction takes place in a safe and effective learning environment by routinely visiting each classroom while students are in attendance.

Our school will have the tools and knowledge needed to build relationships with families and the community:

- Utilize a school-wide two-way communication tool between teachers and families. The Wednesday folder enables communication between the school, teachers and parents. We also use remind and Infinite Campus. Several teachers in our school also use Class Dojo to communicate with parents.
- Employ a well-trained Parent Coordinator that attends monthly institutes and brings back tools and knowledge for our school to improve building relationships with families. Our parent coordinator is building relationships by having one-on-one conversations with parents. Our parent coordinator also has workshops based on the information the parent provide her as well as having meetings at various times to allow parents more of an opportunity to participate. The parent coordinator also encourages parent to volunteer within the school.

Our parents and school community identified 3 areas for improvement. Those areas are Attendance, academics, and building relationships and trust between all school stakeholders.

o For **attendance** HLCS has committed to:

- Track attendance weekly, monthly, and each trimester and to celebrate students that are attending 90%, 95% and 100% of the time.
- Celebrating families whose attendance falls below 90% that demonstrate improved attendance.

o For **academics** HLCS has committed to:

- Continuing the FAST program, supporting relationships with families to support academic success.
- Family nights that incorporate learning opportunities and fun for families. These events will provide families with actionable strategies they can use at home to support their students.

o For **building trust and relationships with all of the school's stakeholders**, HLCS has committed to:

- Continuing the FAST program to foster family relationships.
- Monthly family engagement events to support relationship building and academics.
- The use of Class Dojo, School Messenger, and the Wednesday Folder to keep families informed about classroom and school events.

PARENT RESPONSIBILITIES

We, as families, will support students and school staff by working to meet the MPS standards of family and community engagement to partner and support student learning. We will implement the following strategies to reach this year.

Our families will have the tools and knowledge needed to be active in our child's education.

- Attend parent-teacher conferences (at least twice a year) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - o Hold parent-teacher conferences in October and March during which this compact will be discussed as it relates to the individual child's achievement.
 - o Review and provide feedback on frequent reports of our children's progress. Specifically, we want the school to provide reports as follows: Parents are provided with updates on

students' progress through interim report cards and report cards each trimester, notes home in Wednesday Folders and through IEPs as needed.

o Attend trainings and workshops put on by the school that help build our understanding of our children's learning including:

1. How to help my children continue learning at home.
2. Tests my child takes at school
3. Promoting positive child behavior
4. Bullying
5. Getting ready for college

- Our school works to have tutors to assist students and provide parents with information related to student's progress. Parents are also provided with information on student's progress during CLC. Parents can participate in learning opportunities with their student during events such as literacy and math nights.

Our families will have opportunities to build peer networks.

- Establish a family leadership organization (FAST, parent council.):
 - o Barriers and needed support include funds to encourage parent attendance commitment
- The parent representatives at our school have attended training (WI Leadership Development training) to assist them in getting involved in the school. They have been working towards creating a parent organization in our school.

Our families will have avenues to serve as leaders.

- Provide parents opportunities to volunteer School field trips, classroom helper.
- We currently have 3 family representatives serve consistently on the Community School Leadership Team/School Engagement Council and are working towards getting that membership up to 51%.
- Ensure school has 2 official District Advisory Council Representatives acting as liaisons between the school and district.

The parent representatives at our school have attended training (WI Leadership Development training) to assist them in getting involved in the school. They have been working towards creating a parent organization in our school.

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will: Attend school daily and be on time to class.

- Complete and return all class and homework assignments on time
- Show respect for self, other student, staff and property.
- Deliver all school notices, information and communications to the parent/guardian.
- Follow all school rules and classroom procedures.
- Participate in Hopkins Lloyd Community School opportunities to promote student engagement and strong commitment.

Open House

Open house is held twice a year; dates and times will be announced.

Fall Open House: August 28th, 2025 4-6 pm

Spring Open House: May 21st, 2026 4-6 pm

Parent-Teacher Conferences

It is important that all parents/guardians attend parent-teacher conferences. Research indicates that

parental involvement impacts and increases student achievement. Our school welcomes all parents to participate in parent–teacher conferences. These will be held in the fall and in the spring. Dates, times, format and information will be announced.

Rights of Noncustodial Parents

If you are a noncustodial parent, you have the same rights to student records, progress reports, school mailings, school visits, and parent–teacher conferences as a custodial parent unless a court order restricts such rights. If a court order is in place, the custodial parent must provide a copy to the school principal. It is the responsibility of noncustodial parent, if desired, to give the school their address and contact information, to request to be consulted in matters regarding their child, and to be placed on school mailing lists. Only the custodial parent/legal guardian can remove a child from school or give permission for the child to be removed from school by another adult.

Rights of Foster Parents

As a foster parent, you have many of the same rights as biological parents or legal guardians for the duration of the child’s placement in your home. In some cases, however, these rights are restricted by law. One such case is the authorization of an individualized education program (IEP) evaluation for the child. A foster parent cannot authorize an IEP evaluation unless all attempts to contact the biological parent or legal guardian have failed or the biological parents’ rights have been terminated. In addition, foster parents generally cannot change a student’s school placement. Contact the Department of Student Services for details.

Family Volunteers

Persons interested in volunteering are encouraged to follow the appropriate volunteer application process defined by the district. MPS defines a volunteer as a person who provides services on an ongoing or one-time basis. Persons looking to serve on an ongoing basis or for more than five hours a week or for an overnight field trip must complete an online volunteer application, pass a criminal background check (for those 18 years of age or older), and receive a volunteer assignment by the school administrator or parent coordinator. Persons looking to participate in a daytime field trip or other one-time activity must complete a volunteer waiver form. The online volunteer application and the volunteer waiver form are available on the MPS website under the ***Families*** tab > Volunteer.

School Engagement Council

The purpose of the School Engagement Council is to provide a forum for parents, teachers, community members, students, and principals to work together in providing continued analysis and improvement of public-school policies, curriculum, and school improvement plan. The council’s decision-making authority is advisory with respect to all duties, powers, and responsibilities, with the sole exception of the council’s authority and responsibility to submit a signature page with its school’s annual budget and the school’s annual school improvement plan. Council participation is on a voluntary basis via a school-based election process. The council is not intended to replace a parent organization.

School Engagement Council Members

| Name | Role | Agency |
|----------------------------|--|---------------------------------------|
| Misty Ellen Kreider | HLCS Principal | Hopkins Lloyd Community School |
| Samantha Wright | Parent Coordinator, SEC Facilitator | Hopkins Lloyd Community School |
| Pastor Mary Kannass | Member | Hephatha Lutheran Church |
| Damon Shoates | Member | Running Rebels |
| Brittany Stevenson | Social Worker, Member | Hopkins Lloyd Community School |

| | | |
|------------------------|---------------|---|
| Representatives | Member | Safe and Sound |
| Representatives | Member | Community Advocates |
| Sarah Kroening | Member | Love my Air; Children's Hospital |
| Joyce Ellwanger | Member | MICAH |

We are looking for parent representatives on this Council. If you are interested in supporting Hopkins Lloyd as a member of the School Engagement Council, please contact our Parent Coordinator, Samantha Wright, at 414-267-0640.

Title I: District Advisory Council

In accordance with the Elementary and Secondary Education Act (Section 1118) and the Wisconsin Department of Public Instruction Title I Parent and Family Engagement guidelines, Milwaukee Public Schools established the District Advisory Council as a means to ensure the opportunity for parents of all students to share their ideas on the needs of children, assist in the planning and operation of Title I programs for children, and participate in evaluating the success of Title I efforts. Our school is required to have two parent delegates. If you are interested in representing our school in this area, please contact the school administrator or visit the MPS website under the ***Families*** tab > District Advisory Council for more information. The Department of Strategic Partnerships and Customer Service is responsible for the oversight of all District Advisory Council functions. Strategic Partnerships and Customer Service is in room 131 of the Central Services building.

Hopkins Lloyd Family Space

HLCS's Family Resource Center is located in Room 221. Services available, but not limited to, enrolment support, volunteer opportunities, community agencies resources and contacts, and participation in the Family Leadership Organization (FLO). For more information, please contact our Parent Coordinator, Samantha Wright, at 414-267-0640.

Department of Student Services

Central Services, 5225 W. Vliet St., room 133, (414) 475-8448

Parent/Student Handbook on Rights, Responsibilities, and Discipline

The *Parent/Student Handbook on Rights, Responsibilities, and Discipline* will be sent home with students at the beginning of each school year. Handbooks are also available at each school, at Central Services, and on the MPS website under the ***Families*** tab > Parent/Student Handbooks. (mpsmke.com/rights)

Tips for Parents

- Make sure that your child is in school every day and on time. School starts at **7:15 a.m.**
- Call the school at **414-267-0600** when your child is absent.
- Make sure that your child gets the proper amount of sleep every night.
- If your child brings a cold lunch, make sure that it is nutritional.
- Check your child's book bag every day.
- Read with your child or have your child read every day.
- Assist your child with homework/practice.
- Encourage your child to keep a writing journal.
- Attend fall and spring parent-teacher conferences.
- Make sure that your child stays until the end of every school day at **2:00 p.m.** Every minute of instruction, from the start to the end of each school day, is important.
- Contact the teacher with academic concerns or recognized growth that you see.
- Provide your child with comments of encouragement regularly.
- Ensure that your child is dressed appropriately.

- Help in your child's classroom when you are able.
- Attend field trips when your schedule allows it.
- Be a part of the School Engagement Council and/or parent organization.

Handling of Discipline

In accordance with Administrative Policy 8.28: Student Discipline, administration must provide documentation of suspension prior to suspension beginning, and all efforts to contact the family must take place. If your child has been suspended and you have not received documentation, please contact the school's administration.

If you have any concerns with how discipline is handled with your child after a behavior incident occurs, please contact school administration. If you are not satisfied with the school-based resolution, please contact mpsmke.com/parentconcerns.

Complaints/Disagreements with Schools

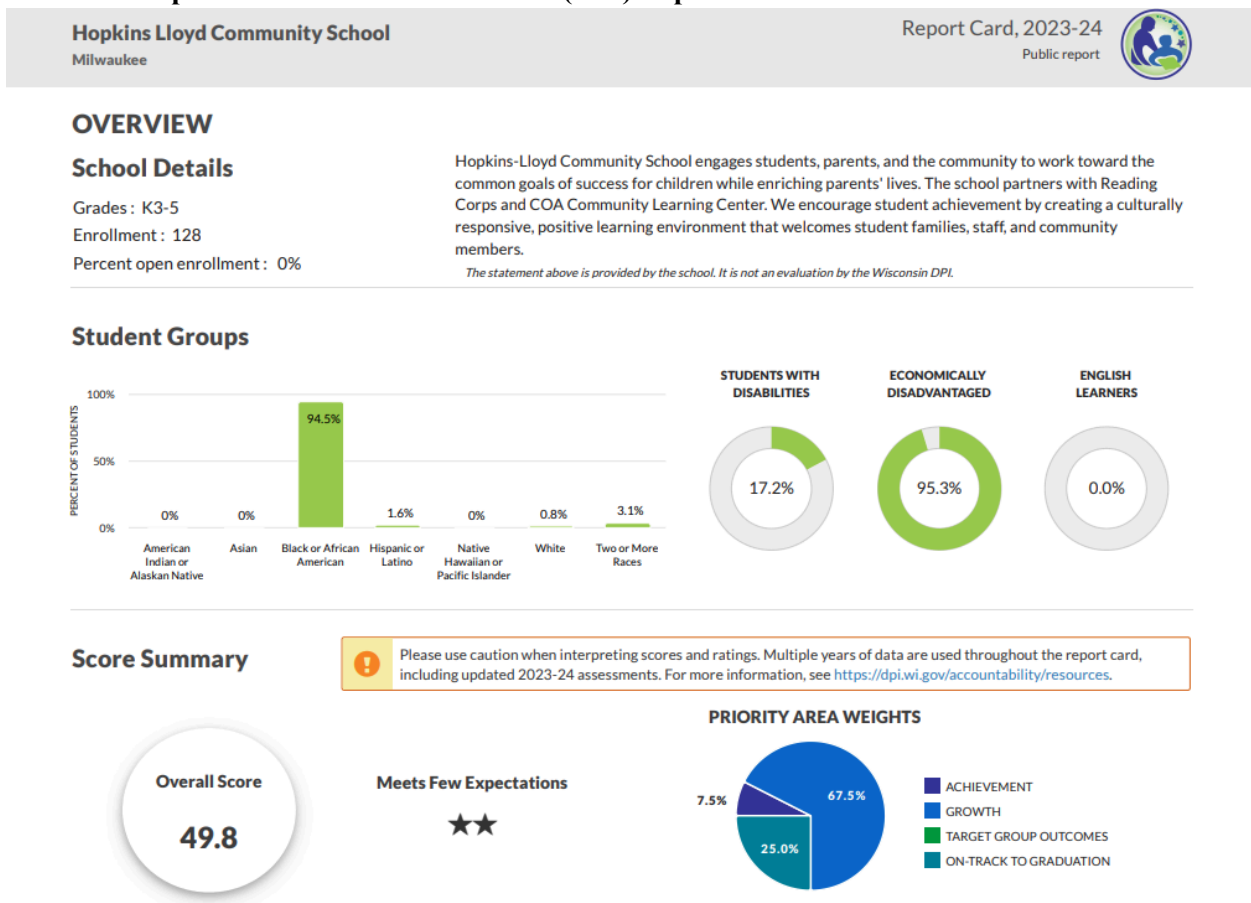
How to resolve regular education complaints/disagreements with schools: MPS wants to help parents and families find solutions when there is a problem or disagreement about their child's education. The process is called "dispute resolution." By working in partnership with your child's school, parents and school staff can quickly find solutions. All MPS staff members working on complaints are required to keep information confidential.

| STEP 1 | |
|---|---|
| <i>Where should I start my complaint?</i> | Contact the school principal or leader. You may make a verbal or written complaint. An attempt will be made to address the complaint within five business days. If the school leader cannot address the complaint within five days, the school leader should inform the parent and resolve the issue expeditiously. |
| STEP 2 | |
| <i>What if I am not satisfied with the school-based resolution?</i> | You can file a complaint online at mpsmke.com/parentconcerns . Once filed, the complaint will be directed to a designated MPS employee who will investigate and follow up with the problem. |
| STEP 3 | |
| <i>What if I am not satisfied with the resolution of my complaint by the school or other personnel?</i> | You can contact the Office of Board Governance with a written complaint at governance@milwaukee.k12.wi.us or call (414) 475-8284. |

If a complaint has already had an attempted resolution at Steps 1 and 2 of this process, and now the complaint is with district policies, or a family member believes that policy has not been followed in the resolution, then the Office of Board Governance will route to applicable chief administrators in order to coordinate a response.

SECTION 3: CURRICULUM AND INSTRUCTION

Wisconsin Department of Public Instruction (DPI) Report Card for the School



3. Completion of all State (WI Forward) and District (i-Ready) Assessments.
4. Student demonstrates positive school behavior and citizenship. This is determined by the number of Behavior Notes a student receives. If student accumulates any Behavior Notes for disrupting the learning environment in the 3rd Trimester, she/he may not be able to participate in some or all of the “Fun Week” activities.
 - a. PLP Notes include, but are not limited to: profanity, fighting, inappropriate use of technology, refusal to work, leaving the classroom.
5. Students who receive a suspension in the 3rd Trimester may not be able to participate in some or all of the “Fun Week” activities.
6. Students who receive a central office suspension (5 days) for a major violation of school and district policies may be disqualified from all “Fun Week” activities. Participation will be based on the severity of the violation.
7. Students who receive any bus complaints or suspensions in the 3rd Trimester may not be able to participate in some or all of the “Fun Week” activities as some of the activities may include bus transportation.

5th Grade Completion

Hopkins Lloyd Staff is committed to sending all students to middle school with positive memories of their time in elementary school. Participating in the 5th Grade Completion Ceremony is a prelude to students’ success in middle and high school. The pride 5th graders feel as they cross the stage to transition to middle school sets the tone for confidence, pride, and success in higher learning. We want all of our Eagles to soar when they leave our HLCS family; we are committed to working with students to monitor their academic achievement and their behavior to ensure their participation in this rite of passage.

Students need “whole child” support to become aware of the pathways to their careers of interest, they must be academically ready to follow those pathways, and they must be prepared with the life skills needed to navigate their chosen pathway. MPS coordinates available resources, including community organizations and postsecondary institutions, to support MPS faculty, families, and students in fostering a college-going culture. This department includes college and career planning, career and technical education, extended learning opportunities, and school counseling and academic planning. A listing of the current graduation requirements can be accessed on the MPS website at this link:
<https://mps.milwaukee.k12.wi.us/en/Students/Resources/Graduation-Requirements.htm>

Standards-Based Report Cards/Progress Reports

To ensure that parents/guardians are kept informed of their children’s progress in school, elementary and K–grade 8 parents will receive three standards-based report cards and three interim progress reports. Students do not receive a letter grade for each subject but will be provided with marks that indicate levels

of proficiency. Traditional middle and high school report cards will be distributed to parents/guardians at the snapshot date and end of each semester, based on each school's course schedule. High school report cards will include traditional letter grades and GPA.

Infinite Campus Parent/Infinite Campus Student apps are available for any smart device or personal computer, allowing full access to attendance, grades, schedules, report cards, transcripts, etc. Please contact the school's parent coordinator for assistance.

MPS continues to implement new, more rigorous standards for what every child should know and be able to do in each subject area and grade level.

The Standards-Based Report Card does the following:

- Provides accurate and meaningful information about a student's strengths, challenges, and performance
- Clarifies and reinforces consistent high expectations for students and schools
- Helps teachers, students, and families focus on standards throughout the year
- Provides specific feedback toward the standards
- Allows students, families, and teachers to work together to set meaningful goals for improvement
- Provides information about a student's work habits, behaviors, and efforts

Achieving these college- and career-ready standards requires continuous monitoring of progress and additional support targeted to those who need it.

School Homework Policy

Homework is an important part of the learning process that should be viewed as an opportunity for students to practice new skills and reinforce classroom lessons. Most homework is considered practice, which will not be graded. Instead, students will receive feedback that allows them to improve their skills before being graded. Some extended homework or projects may receive a grade or proficiency-level feedback.

At Hopkins Lloyd, educators support practice at home. Each classroom has its own homework policy.

However, all HLCS educators support reading at home each night. We also encourage participation in community activities that expose children to adults that use reading, math, writing, and/or science in their careers, and HLCS family nights.

Textbooks/Instructional Materials and Equipment

All students will be provided with the necessary textbooks/instructional materials by the school textbook coordinator. All issued textbooks and instructional materials must be returned undamaged at the end of the school year or at the time of withdrawal. Chromebooks may be provided to students to use during the school day and/or to take home to support instruction. Chromebooks will be assigned to an individual student in the same way as a textbook, and it is the responsibility of each individual student to care for and appropriately use the Chromebook during the school year. As with textbooks, Chromebooks should be returned undamaged to the school at the end of the school year.

Assessment

The MPS Strategic Assessment Systems measure progress toward college and career readiness through formative, interim, and summative measures. We believe in ethical use of assessments and data, decisions based on facts, collaboration, and connectivity between curriculum, assessment, instruction, and continuous improvement. We are committed to providing accurate, timely, and meaningful data that is

easily accessible and user-friendly for educators, parents, and the community. More information is available for families about the assessments given at each grade level at this link:
<https://mps.milwaukee.k12.wi.us/en/Families/Education-Resources/Family-Academic-Resources.htm>

SECTION 4: MAINTAINING A SAFE SCHOOL ENVIRONMENT

Our school is committed to providing a safe and effective learning environment. The safety of all students, teachers, and staff at our school is of utmost importance. It is the expectation that all district and school rules and policies be followed.

The MPS *Parent/Student Handbook on Rights, Responsibilities, and Discipline* is sent home with each MPS student at the start of each school year and is also available online at mpsmke.com/rights. This handbook provides families with detailed information regarding the MPS discipline policy.

School Discipline Rules/Positive Behavioral Interventions and Supports (PBIS)

All students have the right to feel safe and the obligation to respect each other and all adults in and outside the school building. All students are expected to be at their best behavior in order to create a safe learning environment conducive to learning. Please contact your classroom teacher to learn about classroom-specific expectations, rules, and procedures.

Hopkins Lloyd Eagle Expectations

Be Respectful

Be Responsible

Be Safe

All classrooms adhere to these expectations, but each defines what these look like as a classroom community.

Lunch Behavior Expectations

Student Expectations

- Students will wait in line at a Level 1 until they are invited to move through the food line or into the cafeteria.
- Students will make food choices respectfully and will move through the line quickly.
- Students will take all food and condiments that they need while they are in line—they will not be able to return to the point of service once they have sat down.
- Students are invited to bring a healthy snack or alternative lunch option if the menu is not a preferred food choice. Students will be expected to take the school lunch if the alternative lunch does not include a healthy protein or entrée (rice and chicken, sandwich, “Lunchable”).
- Students **remain seated** while eating and use a Noise Level 1 or 2.
- Students are responsible for keeping their own area clean. Students will pick up and dispose of paper, food items and plastics that are dropped in their area when dismissed.
- Lunch supervisors may ask students to assist in sweeping, sorting refuse, or washing tables. Students helping will be respectful of other students and adults as they assist.
- When dismissed, students will wait in line at a Level 1 until they transition to their class or to recess.

Playground Behavior Expectations and Procedures

Milwaukee Public Schools encourages students to enjoy outdoor recess if the temperature/wind chill is above 0°. Please help your students be prepared for the weather by sending them to school in the appropriate outerwear.

| Student Expectations | Parent Expectations |
|---|--|
| <ul style="list-style-type: none">• Watch local weather report with family and dress appropriately for the forecast.• When leaving for recess, have all the appropriate outer gear needed for the weather—once outside students will not be permitted to go back to class.• Follow classroom teacher's procedure for the class playground bag.• Go with class to assigned playground Zone.• Participate in an activity that gets the body moving while keeping peers' bodies and feelings safe.• Use problem-solving strategies to resolve problems with peers. Get an adult to help you if the problem cannot be readily solved.• Stop playing, clean-up, and line up as soon as the bell rings.• Keep track of class's playground bag.• Wait respectfully in line to transition to lunch or to class. | <ul style="list-style-type: none">• Watch local weather report and help student dress appropriately for the forecast.• Monitor what student brings in backpack each day. Classroom teachers will communicate via Class Dojo what sports equipment or toys are permitted for recess. |

School Bus Behavior Expectations and Procedures

This information will give you a better understanding of what you as parents/guardians can do to help your child enjoy a safe bus ride to and from school.

Since the time before and after school is as crucial to your child's health and safety as the time during school, a safe bus ride is a key element of your child's education. A safe bus ride for your child is our main priority. However, we need your help. Parents, please review the following bus rules and safety guidelines with your child:

- Remain seated at all times.
- Follow any directions given by the school bus driver.
- Respect your neighbor (no fighting, pushing, or shoving).
- Never throw objects in the bus or out of the bus windows.
- Keep head, hands, and arms inside the bus at all times.
- Profanity is not allowed.
- No yelling or shouting (loud noises distract the driver).
- Respect your neighbor's property when waiting for the bus.

Bus Disciplinary Procedures:

Students who disobey bus rules will be subject to the same disciplinary actions as at school. If the student violates the bus rules, the driver will file a written report with your child's school. Parents will be notified when riders break the rules. A rider may have bus riding privileges suspended by school officials when the unacceptable behavior jeopardizes other passengers and the safe operation of the school bus.

School Bus Stops:

Parents/guardians should instruct their child not to cross the street diagonally or behind the bus. Parents picking up and/or dropping off students at the bus stop should park safely away from the stop but on the same side of the street as the bus stop to avoid the possibility of a student being hit by a vehicle while crossing the street. Parents should remind the child to stay out of the DANGER ZONE (*the area in front*

of the bus, area in back of the bus, and the area around the side of the bus where the driver is unable to see the child).

As the child nears their corner or drop-off site, the child should begin to gather belongings and wait for the bus to come to a complete stop.

After leaving the bus, the child is to remain on the sidewalk until the bus pulls away. This allows the child to have an unobstructed view of any oncoming traffic. The child should then proceed directly to their residence.

Bus Accidents:

School bus transportation is the safest form of passenger transportation. Bus drivers are specially trained and licensed as school bus drivers. School buses are regularly inspected to ensure that each bus meets all safety standards. If your child is involved in an accident, your school will contact you within 24 hours of the accident. If your child complains of an injury, seek medical attention immediately.

Absence of a Responsible Person:

K3, K4, K5, and certain students with special needs must be received by a responsible person when they leave the school bus at the end of the day. If there is not a responsible person to receive the child, the bus company will attempt to contact the parent or guardian. If unsuccessful, the company will transport the child to the MPS Child Care Center at the MPS administration building, 5225 West Vliet Street. The Child Care phone number is (414) 475-8462. The parent will be required to pick up the child from that location. If a parent receives three *Absence of Responsible Person* notices in a year, bus service for that child may be cancelled.

Emergency Contact Information:

Bus companies may access the emergency contact information furnished to your child's school. This information is provided to them to help ensure the safe and timely return of children who may have become lost or confused. The bus companies are aware that any information they obtain is to be used only for that purpose and is to be treated in a highly confidential manner. Please be sure that this information is accurate and up to date. Notify your child's school of any changes.

Behavior Problems on Bus:

If you feel that your child's safety is being jeopardized by the behavior of other riders, you should contact your child's school.

Inappropriate Driver Behavior:

If you suspect that your child's bus driver is engaging in inappropriate behavior, you should first contact your child's bus company. If the problem continues, contact your child's school. If you notice a bus speeding or traveling in an unsafe manner, or the driver is talking on a cell phone, call Pupil Transportation Services at (414) 475-8922. Please note the name of the bus company, the bus number, and the time and location of the bus.

Driver/Parent/Student Conflict Prevention Tips:

Cooperation between parents and the bus driver will ensure a safe bus ride for all riders. Please follow these simple guidelines:

- Be at your child's stop on a regular basis and get to know the bus driver.
- Speak to the driver from the curb or sidewalk.
- Wait for all students to board before speaking to the driver.
- Do not board your child's bus unless authorized.
- Do not request route changes with the driver.
- Do not threaten the driver or other riders at the bus stop or on the bus.

Milwaukee County Transit System Bus Pass Distribution Procedures

Schools are responsible for the distribution of bus tickets and or assistance in troubleshooting issues related to MCTS card usage. Most schools utilize yellow school buses as the student's primary means to and from school. Schools do, however, utilize MCTS bus cards for as-needed situations that require emergency rides home or for transportation after school events. Only students eligible for transportation services according to school board policy are to be issued transportation bus cards.

SECTION 5: EXPECTATIONS

Our school is committed to providing a safe and effective learning environment. All students in the school must follow the Code of Conduct/Classroom Conduct and meet the following expectations:

Student Dress Code

District or school uniform should be worn with the exception of where a guardian or school has opted out of the district uniform policy. Each individual school will address inappropriate attire if it disrupts the teaching and learning of others.

Hopkins Lloyd students should refrain from wearing...

- **T-shirts or sweatshirts that promote violence, wrestling, or display profanity.**
- **Hoods, ski masks, balaclavas, durags, bandanas, etc. in school.**
- **Shoes that may cause accidents or incidents in Physical Education, recess, or the stairs (i.e.. flip-flops, slippers, exceptionally high heels).**

School Uniform Policy

Beginning with the 2017–18 school year, MPS has required school uniforms across the district. This decision was made by the Milwaukee Board of School Directors to promote a positive school environment. School uniforms have a number of benefits:

- School uniforms reduce distractions and judgments based on appearance.
- Uniforms are affordable and save families money.
- Uniforms help students arrive at school feeling ready to learn.
- Some schools have selected additional school colors that may be worn. All clothing must be plain without any brand names, insignia, manufacturers' logos, or pictures visible except for a school logo.

Hopkins Lloyd students are welcome to wear uniforms. If a family chooses to wear uniforms, students should wear khaki or black pants with a royal blue shirt.

Inappropriate Personal Property

Possession of personal property prohibited by school rules and otherwise disruptive to the teaching and learning of others such as food, beverages, laser pointers, electronic and communication devices, all toys, games, cards, large amounts of money, and expensive jewelry and jackets should not be brought to school. The school is not responsible for any lost or stolen items.

Equipment from Home

All equipment needed for recess and physical education is furnished by the school district. Items such as balls, jump ropes, or other play equipment should not be brought to school and are not the responsibility of the school.

Cell Phones/Communication Devices

While on premises controlled by Milwaukee Public Schools, students are not allowed to activate, use, or display electronic communication devices, such as cell phones and pagers, for a purpose other than an approved educational purpose. Violation of this rule will result in discipline according to district policy.

Individual schools may implement a cell phone collection process at the beginning of each school day to ensure that devices are not used by students. This process is implemented to protect the learning environment. Schools that collect devices will secure the device during the school day and return devices in an orderly fashion at the end of each school day. If devices are activated, used, or displayed in violation of this policy, they will be confiscated. If a student activates, uses, or displays a communication device to endanger the physical safety or mental well-being of others, the student will be recommended for expulsion. This includes capturing, distributing, displaying, sharing, and posting inappropriate images that disrupt the learning environment.

In the event that communication devices are brought to school, the school and school district will not be financially responsible for lost or stolen items.

Telephone Calls for Students

It is the goal of our school to offer all students an environment of uninterrupted learning so that they can achieve academically. In order to protect learning, the school requests that if a parent/guardian needs to communicate with their child during the school day, they leave a message at the school office, which will convey the message to the student. If there is a home emergency, please ask to speak to an administrator.

School Communication with Families/Family Newsletter

Our school believes that it is important to keep parents informed of school news, services, activities, and events. The school will send regular correspondence to families. Families should also subscribe to the quarterly district eNewsletter for families on the bottom of the MPS home page.

When parents/guardians wish to contact their child's teacher, please call the main office at **414-267-0600** to leave a voice message. The teacher will return the call.

Parent/Guardian Concerns and Visiting Your Child's Classroom

Families are always welcome to observe their child's classroom. *Because the safety of all children is important to us, MPS requires that all visitors do the following:*

- A staff member must accompany any tour or visit to a classroom during instructional time.
- Staff must stay with the visitor to escort them back to the office once the observation concludes.
- Family members looking to meet with staff must schedule meetings in advance.
- Meetings should occur during non-instructional time to avoid disruptions to the school day.
- During meetings, conferences, and classroom visits, each student may have TWO visitors present, unless additional visitors are approved in advance. The school leader, or a designee, must approve any additional visitors.
- Meetings with families should be scheduled to take place in the office or another designated space that will not interfere with school activities.
- Visitors must always be accompanied by the school leader, or a designee, while touring a school.
- When dropping off items at school, students will be called to the office to meet visitors.

Lack of cooperation may constitute trespassing.

Our school believes in assisting parents/guardians in resolving any concern they may have. A parent may come to the school office to express either verbal or written concerns.

SECTION 6: SCHOOL POLICIES AND PROCEDURES

Census Verification Report

The Census Verification Report has replaced the Emergency Contact Card. The Census Verification Report is used to verify that the current guardian, household, and non-household contact information is correct. It is also used to identify any person listed in the household or non-household who **should not** be able to pick up a student. The Census Verification Report also lists current health conditions that have been entered into the student record. The parent/guardian either verifies that the household, demographic, and health information is accurate or makes the appropriate changes and returns the Census Verification Form to the school. It is important to complete and return the Census Verification Form at the beginning of the school year. When there is a change of address, phone number, or guardian at any time during the school year, these changes should also be communicated to the school in a timely manner as well.

Breakfast and Lunch Procedures

All students are able to receive breakfast and lunch at no charge each day of the school year. However, if your child chooses not to participate in the meal program, they may bring a breakfast or lunch from home. Students are encouraged to bring nutritious foods such as fruits, vegetables, whole grains, etc.

Parents/guardians who want their child to be able to purchase additional milk or à la carte menu items to supplement the school meal or the meal from home may choose to set up an account at www.MyPaymentsPlus.com. The student may also give their money to **the Main Office**.

All schools have a closed campus for meal times. Students are not allowed to leave the building during their breakfast or lunch hour. Meal delivery services (DoorDash, Uber Eats, etc.) **are not allowed** for students during the school day. This includes meals ordered by parents/families for delivery to the school.

Breakfast Procedures

| Student Expectations | Parent Expectations |
|---|--|
| 7:15 <ul style="list-style-type: none">Students enter cafeteria with their classroom teacher to eat breakfast.Students wait in line using a Noise Level 1 or 2.After receiving breakfast, students will sit with their class at their assigned table.If students do not want the breakfast, they will wait quietly with their class.Students will dispose of unwanted or uneaten food before leaving the cafeteria. No food should leave the cafeteria. | <ul style="list-style-type: none">Have students to school prior to or by 7:15 so that students can receive breakfast and not miss any instructional time.If something where a student needs to arrive after 7:15, ensure that they are present in school prior to 10:30 so that they receive breakfast. |
| 7:30 <ul style="list-style-type: none">Students clean up their breakfast area, disposing of all wrappers and unwanted food.Students line up with their class and teacher and move toward their classrooms.Students may not go to their classroom and come back down for breakfast. | |

Lunch Procedures

| Student Expectations | Parent Expectations |
|--|--|
| <ul style="list-style-type: none">• Students will wait in line at a Level 1 until they are invited to move through the food line or into the cafeteria.• Students will make food choices respectfully and will move through the line quickly.• Students will take all food and condiments that they need while they are in line—they will not be able to return to the point of service once they have sat down.• Students are invited to bring a healthy snack or alternative lunch option if the menu is not a preferred food choice. Students will be expected to take the school lunch if the alternative lunch does not include a healthy protein or entrée (rice and chicken, sandwich, “Lunchable”).• Students remain seated while eating and use a Noise Level 1 or 2.• Students are responsible for keeping their own area clean. Students will pick up and dispose of paper, food items and plastics that are dropped in their area when dismissed.• Lunch supervisors may ask students to assist in sweeping, sorting refuse, or washing tables. Students helping will be respectful of other students and adults as they assist.• When dismissed, students will wait in line at a Level 1 until they transition to their class or to recess. | <p>Parents should monitor the daily lunch menu and...</p> <ul style="list-style-type: none">• Notify school if a student has a food allergy.• Encourage student to try new foods if the menu option is unfamiliar.• Support student by packing a healthy snack or lunch option if food on menu is not preferred. |

Field Trips

Field trips are an extension of units of study being taught by the teacher and become an essential part of the total learning experience for students. Field trips assist in the teaching and learning process and have learning objectives for these experiences. They are an important part of the student’s education.

Our school encourages all students to participate. Parents/guardians must sign a permission form for each field trip and return it to the classroom teacher. The signed form will be filed at the school.

Fundraisers

Fundraisers are conducted by our school and parent organization to raise money for the benefit of our students and school. Student participation is voluntary with parental permission. Students participating in sponsored fundraising activities are not allowed to be involved in door-to-door sales. Fundraising activities will not impose on instructional time during the regular school day.

School Supplies (Preschool–Grade 8)

All children need to be prepared with their school supplies on the first day of school. Each grade level has a special supplies list. Our school will distribute the school supplies list at the start of the school year. The list is also posted on the MPS website under the **Families** tab > Supply Lists. Please make sure to put your child’s name on their supplies. Head Start students do not need supplies.

Emergency Drills

Our school will hold emergency drills on a regular basis. Fire drills and emergency lockdown drills are held once a month. Tornado drills are held once a year in April. Bus evacuation drills are held twice a year.

SECTION 7: EXTRACURRICULAR ACTIVITIES

Extracurricular Activities offered at Hopkins Lloyd Community School—this list may not include all offered programming.

Fall

Flag Football

Soccer

CLC

Winter

Basketball

Cheerleading

CLC

Spring

Track and Field

Cheerleading

CLC

SECTION 8: NONDISCRIMINATION NOTICE

It is the policy of the Milwaukee Public Schools, as required by section 118.13, Wisconsin Statutes, that no person will be denied admission to any public school or be denied the benefits of, or be discriminated against in any curricular extracurricular, pupil services, recreational, or other program or activity because of the person's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race, color, and national origin), Title IX of the Education Amendments of 1972 (sex), and Section 504 of the Rehabilitation Act of 1973 (disability), and the Americans with Disabilities Act of 1990 (disability).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

For section 118.13, Wisconsin Statutes, federal Title IX: Matthew Boswell, Senior Director, Department of Student Services, Room 133, Milwaukee Public Schools, 5225 W. Vliet St., P.O. Box 2181, Milwaukee, Wisconsin, 53201-2181.

For Section 504 of the Rehabilitation Act of 1973 (Section 504), federal Title II: Jessica Coyle, Section 504/ADA Coordinator, Department of Specialized Services, 6620 W. Capitol Dr., Milwaukee, Wisconsin, 53216, (414) 438-3677.

ASL: (414) 438-3458

SECTION 9: ATTACHMENT

Acknowledgment for the Family–School Compact and acknowledgement for the *Family–School Manual*

ACKNOWLEDGMENT FORM

The Family–School Compact (also referred to as School–Parent Compact)

In the school compact, families and school staff agree how to work together. Every Title I school must develop a Family–School Compact. The purpose of this agreement is to help parents and teachers come to a consensus on the responsibilities that impact student achievement. The underlying assumption is that a student’s academic success will improve when the home and school work together.

It is important that parents/guardians review and discuss the Family–School Compact with their child/children. We request that the parents/guardians and students sign and return the bottom portion of this form to the classroom teacher.

.....

We have reviewed and discussed the Family–School Compact with our child.

Student Name _____ Room # _____

Parent Signature _____ Date _____

Student Signature _____ Date _____

Family–School Manual

It is important that parents/guardians review and discuss the *Family–School Manual* with their child/children. We request that the parents/guardians and students sign and return the bottom portion of this form to the classroom teacher.

.....

We have reviewed and discussed the *Family–School Manual* and agree to follow all rules and expectations set by the school.

Student Name _____ Room # _____

Parent Signature _____ Date _____

Student Signature _____ Date _____