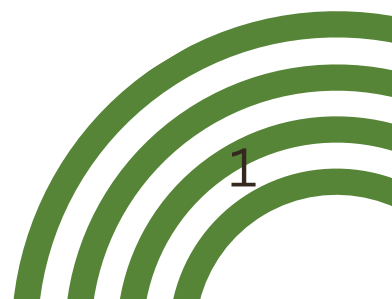




**WHERE LEARNING IS EVERYWHERE
AND ALL OF THE TIME**

WELCOME PACKET

1485 East Outer Drive
Detroit MI 48234





ENGAGED DETROIT

Our Mission

To provide parents with a culturally-affirming space that builds community partnerships, and offers tools, resources and coaching based on the needs of the children and their individualized homeschool journey.

Out-of-the-Box Learning

Learning doesn't stop at standardized curriculum:

- The parent is the child's first educator.
- Baking = math + science
- Exploring your neighborhood = geography + history
- Writing music = literacy + creative expression
- Technology can be used as tools for learning and problem solving to help expand a child's learning.
- Trusting your process — it's unique for every child.
- Letting your child guide their learning journey (It is okay to allow children to explore learning in ebbs and flow).
- Rethinking what “school” really means and where learning takes place.

CONTACT INFO & IMPORTANT LINKS

Engaged Detroit
HSC

If you have any questions following orientation and after reading this packet, feel free to contact us via GroupMe or reach out to one of our homeschool coaches: Marla Wellborn, Christian Thornton, or Rhonda J. Smith, or a building coordinator: Victoria Bradley

vbradley@engageddetroitshsc.com or Adrian (A.J.) Hunt
ahunt@engageddetroitshsc.com. Confidential questions or concerns may be emailed to **info@engageddetroitshsc.com**.

We host programming and co-op educational events at our hub:
📍 1485 E. Outer Dr., Detroit, MI 48224

Bernita Bradley, may be reached at **bbradley@engageddetroitshsc.com or **info@engageddetroitshsc.com****

GroupMe:

https://groupme.com/join_group/70232208/XTdGofD

GroupMe is our main platform for updates, resources, and program sign-ups.

- Occasionally, we use group texts or phone calls for urgent matters only.
- If you have your GroupMe link silenced, set a reminder to check weekly for updates.
- To access calendars, click on the header icon that says Engaged Detroit.
- Check the calendar or announcements on GroupMe for updates.

Facebook:

<https://www.facebook.com/share/1Axuse3FDs/?mibextid=wwXlfr>

Website: <https://www.engageddetroitdhsc.com>

Michigan Homeschool Requirements:

https://www.michigan.gov/-/media/Project/Websites/mde/2017/08/01/home_school_s.pdf

Michigan Merit Curriculum FAQ:

https://www.michigan.gov/-/media/Project/Websites/mde/CTE/cte_emc/EMC-Tool-Kit/6__Michigan_Merit_Curriculum_FAQ.pdf



Documentation & Learning Logs

- Not required by law, but highly recommended
- Templates available upon request

Use for scholarships, community programs, and future transitions



Michigan Homeschool Law Highlights

- You do not need to report curriculum or location to the State of Michigan or any school.
- We recommend sending a disenrollment email to your child's former school.
- Homeschool law requires that the parent is the teacher for core subjects (Math, Science, Language Arts, and Social Studies/History).
- We recommend that parents track all classes and programs your child participates in for your records.

Students can attend extracurricular classes at your local public schools and receive services for students with an Individualized Education Plan (IEP). See your local school district for details.

🌱 Different Learning Styles

Some children may have IEPs or 504 plans. Parent facilitators and coaches can help guide you in exploring continued services and understanding your rights under the law.

For more info: <https://www.michiganallianceforfamilies.org/homeschool>

📅 Calendar & Programs

Programming includes workshops, enrichment, field trips, and coaching. You'll receive invites, polls, and RSVP reminders regarding these via GroupMe. Separate chats on GroupMe may be created for clarity. Calendars (monthly + year) will be posted and pinned in GroupMe.

📁 Key Contacts & Roles:

Leadership

- Bernita Bradley – CEO/Founder (Strategy, funding, partnerships)

Board of Directors – Oversight and governance

Parent Facilitators/ Partner Facilitator

- Assigned per semester
 - Based on areas of interest
 - Based on funding availability
 - Based on parents' schedules
 - Based on needs of the group
 -

Key Holders

- Bernita Bradley
- Two PFs or Coaches per term (Marla Wellborn/Nichole Leatherwood)
- Building Coordinators (Victoria Bradley/ Adrian Hunt)

Contracted Team

- Coaches
- Building Coordinators/Meals/Nutrition
- Grounds and Maintenance
- Childcare (Special events only)
- Courier – Varies as needed

✉ General Contact: info@engageddetroithsc.com

Coaches



Marla Wellborn -

An entrepreneur disappointed with the education system, Marla decided to homeschool her two children 30 years ago—just after it became fully legal to do so in Michigan. Now serving as an Engaged Detroit coach, Marla shares her passion to help parents to understand the breadth and depth of the possibilities within their homeschooling practice.



Christian Thornton –

When Bernita approached me about becoming a coach, I had to think long and hard about it. With the anticipation of the incoming administration, I started to get a LOT of questions from friends and families....way more than usual: Can I homeschool my children while working a full-time job? What curriculum should I use? How can my child still have a “school” experience while homeschooling? What happens if the Department of Education is eliminated? Would the school still have to follow my child’s IEP? I had answers for most of those questions. But for the ones I didn’t, I always said, “I don’t know, but we can figure it out together.” That’s when I knew I needed to become a coach. I have one child in college and two children that I am currently homeschooling. We have been a homeschooling family for over seven years. Our only regret is that we didn’t do it sooner. Whether it’s looking for specific curriculum, finding social groups for play dates, or searching for classes of interest, I can aid in educating elementary and middle school children.



Rhonda J. Smith –

I have been homeschooling nearly 20 years. Even with my many years of experience, I believe my greatest strengths in coaching are listening and assessing parents’ homeschooling support needs then giving counsel based on my own experience, making referrals or guiding them to research for resources. As a strong advocate for helping parents to recognize how homeschooling is different from traditional schooling and is even different for each child, I am passionate about helping parents find out what homeschooling approach and rhythm work best for their family structure. For most of my homeschooling years, I have served on the leadership teams of local homeschool co-ops, taught homeschooling workshops and coached homeschooling families. I am honored to support Engaged Detroit parents on their homeschool journey.



ROLES & RESPONSIBILITIES IN THE ENGAGED DETROIT CO-OP

1. Parents / Guardians

- Primary Educators – Legally responsible for teaching their children core subjects per Michigan homeschool law.
- Program Participation – Attend, RSVP for, and support events, ensuring children follow community norms.
- Collaboration – Share skills, resources, and knowledge with other parents; host meetups or classes when possible.
- Communication – Stay informed via GroupMe, respond to RSVPs, and notify leadership if unable to attend a committed activity.
- Advocacy – Model respect for educational choices, support child-led learning, and help create an inclusive, affirming environment.
- Pay It Forward – Share what they learn with new families, encourage positive participation, and promote Engaged Detroit's mission.
- Volunteer monthly to assure the Engaged Detroit Hub and programming runs efficiently.
- Remain on site during programming unless other arrangements have been made.

See Something, Say Something Now!



ROLES & RESPONSIBILITIES IN THE ENGAGED DETROIT CO-OP

2. Parent Facilitators (PFs)

- Program Leadership – Plan and lead Engaged Detroit classes or activities hosted by or in partnership with Engaged Detroit Hub in the community, at the hub or virtually.
- Outreach – Communicate directly with parents to promote engagement in events.
- Logistics – Manage event setup, materials, and clean-up for sessions they lead. Submit budgets for approval prior to events and receipts for reimbursement of necessary out-of-pocket purchases.
- Consistency – Maintain reliable attendance and communicate schedule changes in advance.
- Support Role – Bridge between parents, coaches, and leadership to ensure needs are met.
- Resource Curation – Share tools, templates, and learning opportunities relevant to families' needs.
- Community Building – Foster an open, judgment-free space for learning and discussion.
- Program Offerings – Provide classes, resources, or events that align with Engaged Detroit's mission and values.
- Equity & Access – Commit to fair, respectful, and culturally-affirming practices.
- Coordination – Share plans in advance for scheduling, materials, and participant requirements.
- Accountability – Respond to feedback from families and leadership, and make adjustments if needed.

See Something, Say Something Now!



ROLES & RESPONSIBILITIES IN THE ENGAGED DETROIT CO-OP

3 Children & Youth

- Active Learners – Participate in classes, discussions, and activities with curiosity and respect.
 - Responsibility – Follow event and space rules, and treat peers, adults, and homeschool space, tools and items with care.
 - Voice & Choice – Contribute ideas for activities and learning paths; express needs respectfully.
 - Peer Support – Help create a welcoming environment for new or younger students.
- See Something, Say Something Now!

4. Partners

- Collaboration Agreement – All partnerships must be initiated or approved by the Founder/CEO (Bernita Bradley) before engaging with families.
 - Program Offerings – Provide classes, resources, or events that align with Engaged Detroit's mission and values.
 - Equity & Access – Commit to fair, respectful, and culturally-affirming practices.
 - Coordination – Share plans in advance for scheduling, materials, and participant requirements.
 - Accountability – Respond to feedback from families and leadership, and make adjustments if issues arise.
- See Something, Say Something Now!



ROLES & RESPONSIBILITIES IN THE ENGAGED DETROIT CO-OP

5. Coaches

- Guidance & Support – Lead group coaching sessions (approx. 3 per month) on topics like transcripts, curriculum design, and shifting to non-traditional learning mindsets.
- Problem-Solving – Address parent challenges with targeted advice during group sessions or follow-up.
- Resource Curation – Share tools, templates, and learning opportunities relevant to families' needs.
- Advocacy Training – Help parents understand their rights, state guidelines, and ways to navigate district systems.
- Community Building – Foster an open, judgment-free space for learning and discussion.
- Mentorship – Support new homeschooling families in navigating curriculum, learning styles, and available resources.
- See Something, Say Something Now!

6. Key Holders

- Access Management – Maintain and secure keys for the Engaged Detroit Hub.
- Opening/Closing Duties – Arrive early to prepare the space, ensure safety checks, and close/lock properly.
- Emergency Protocol – Serve as point of contact in case of safety or facility issues during events.
- Accountability – Sign key agreement forms and follow all security and building policies.
 - Remain on the premises for the duration of agreed upon events.
 - Refrain from loaning or duplicating keys for any reason.

See Something, Say Something Now!



ROLES & RESPONSIBILITIES IN THE ENGAGED DETROIT CO-OP

7.. Building Coordinators

- Facility Oversight – Ensures the Hub is clean, safe, and organized before and after programming.
- Scheduling – Coordinates space usage to prevent conflicts between events.
- Safety Checks – Monitors equipment, emergency supplies, and compliance with safety protocols.
- Event Support – Assists planning, recruiting and developing events which also includes setup and takedown for larger events.
- Volunteer Coordination – Coordinates with families their once-a-month volunteer assignment.

8.. Maintenance

- Repairs & Upkeep – Handles general repairs, furniture setup, and preventive maintenance.
- Safety & Functionality – Ensures all systems (plumbing, heating/cooling, lighting) are functioning properly.
- Coordination with Vendors – Contacts outside services when specialized repairs are needed.
- On-Call Support – Available for urgent facility issues during events.



ROLES & RESPONSIBILITIES IN THE ENGAGED DETROIT CO-OP

19. CEO / Founder

- Leadership & Vision – Oversees all operations, ensuring mission alignment and quality programming.
- Decision-Making – Approves partnerships, budgets, and program additions.
- Representation – Serves as primary spokesperson and advocate for Engaged Detroit locally and nationally.
- Resource Development – Leads fundraising, grant writing, and strategic partnership building.
- Partner/Contractor & Volunteer Support – Guides, mentors, and holds all team members accountable to Engaged Detroit values.

10. Board of Directors

- Governance – Ensures legal compliance, financial oversight, and long-term organizational sustainability.
-
- Strategic Direction – Works with the CEO to set goals, approve budgets, and measure impact.
- Accountability – Reviews policies, risk management, and organizational performance.
- Ambassadorship – Represents Engaged Detroit in the community and helps build networks of support.

FULL CO-OPS' RESPONSIBILITIES



Every family contributes to the health of our community.

Required:

- One volunteer role/obligation per family one day a month (e.g., setup, cleanup, snack coordinator, event support, door and hall monitors, reminder of clean ups and events)
- Volunteer roles are for those who attend any in person events. (At the hub, field trips, partner events)

Alternative: Families unable to commit may choose a Pay-It-Forward once-a-year donation of \$100.

Absences:

- You must find your own replacement if absent.
- Inform a building coordinator or assigned contact if coverage has been arranged.

Building coordinators coordinate scheduling events and programming at our Engaged Detroit HUB.

Communicate with a building coordinator if you have concerns about your responsibilities while volunteering.



Music You Feel
2024-2025



JUL 17

PROTOCOL FOR HOSTING EVENTS

FOR PARENT / PARTNER FACILITATORS AND POP UP EVENTS

Hosting events at Engaged Detroit is a community-driven process.

Step 1: Idea Development

- Share your event idea with Bernita Bradley to discuss the viability of the event.
- Once approved, post the idea in the GroupMe to find out if parents are interested in the event idea. This can be done via separate group chats within the Engaged Detroit space or a poll.
- Identify purpose, target age group, and any potential partners.

Step 2: Planning with Families

- Host a planning meeting or informal huddle.
- Discuss logistics: location, supplies, food, transportation, childcare.

Step 3: Budget Submission

- Submit a proposed budget to Bernita Bradley for approval. Submit three weeks prior to the event.
- Include materials, food, speaker stipends, and any volunteer needs. Note: Stipends are not available for all occasions.

Step 4: Approval & Promotion

- Once approved, your event then can be added to GroupMe and the ED calendar.
- Lead parent is responsible for sharing a flyer or creating a post for sharing and RSVPs.

Step 5: Roles During the Event

- Event Lead (usually the initiating parent or PF)
- Setup/Cleanup Crew
- Sign-in/Check-in Support
- Serving
- Identifying food options and food restrictions
- Floaters/Support Parents

Step 6: After the Event

Submit a reflection, feedback, or share photos for storytelling and improvement.



Music You Feel
2024-2025



PARTNER ENGAGEMENT & EXPECTATIONS

All partnerships must be approved by Bernita Bradley prior to engagement.

To Become a Partner (This includes self-initiated recommendations and parent-recommended partners):

- Email or speak directly with Bernita.
- Submit a brief overview of proposed programming.
- Complete an intake or memorandum of understanding (MOU), if applicable.

Partnership Types:

- Enrichment educators
- Community organizations
- Health & wellness support
- Field trip sites
- Culturally rooted experts or creatives

Note: If a partner causes harm or does not align with our values, the partnership will be paused or ended.

Paid opportunities for parents to engage with partners will be shared with the group or individuals based on MOU's and specific needs of the partnership.

ENGAGED DETROIT HUB – GROUP NORMS, BEHAVIOR & COMMUNITY STANDARDS

These norms reflect our shared agreement for how we care for our space, each other, and the work we do together.

W E A G R E E

1. Show Up and Serve

- We commit to being present and ready to contribute. Whether that's facilitating a class, helping with set-up, or stepping in for a parent who needs a break, our presence makes the Hub stronger. Service can mean teaching, supporting, cleaning, organizing, or simply offering encouragement.

2. Care for the Space

- We treat our Hub as a shared home. That means cleaning up after ourselves and our children, handling resources and equipment with care, and ensuring that when we leave, the space is ready for the next family or activity. “Leave it better than you found it” is our standard.

3. Cover and Support Each Other

- Life happens. We agree to watch out for each other’s children for safety and health reasons, assist facilitators when they need an extra hand, and fill in gaps so programs can run smoothly. No one should feel like they have to manage alone.
- Address conflict with care and communication.
- See Something, Say Something Now!

THE WAY WE LEAD & LEARN
KIDS COMMITMENT TO ENGAGED DETROIT

ENGAGED DETROIT HUB – GROUP NORMS, BEHAVIOR & COMMUNITY STANDARDS

These norms reflect our shared agreement for how we care for our space, each other, and the work we do together.

W E A G R E E (C O N T)

4. Share Knowledge

- When we have information—about career opportunities, scholarships, parenting resources, homeschooling tools—we share it freely. This ensures that all families benefit from the collective wisdom and networks in our community.

5. Maintain Safety

- We actively look out for potential hazards and raise any concerns to leadership asap, follow safety procedures, and encourage our children to use equipment and materials properly. We know where the first-aid supplies are (in the front office cabinet over the microwave), who to contact in an emergency, and when to call for additional help.

6. Lead with Kindness

- Our words and actions reflect respect and patience. We listen to understand, address issues directly without gossip, and create a welcoming space for every family, regardless of background or learning style.
- We address any behavior between youths and adults with fidelity as soon as an issue arises. This includes, but is not limited to,
 - Bullying
 - Antagonizing behaviors
 - Threats
 - Harsh Play
- In the event issues continuously arise, a restorative session will be held to restore all parties to a common ground.
- The goal is to heal broken relationships, whether child-to-child or adult-to-adult relationships.
- We ask that concerns be discussed with fidelity and not as a way to build anger against another child or parent no matter the issue. Addressing it immediately will always have the best outcomes.
- In the event that anyone is not in agreement with restoring peace and is identified as a continual threat, they may be asked to refrain from attending programming for a brief period of time or all together.

THE WAY WE LEAD & LEARN
KIDS COMMITMENT TO ENGAGED DETROIT

ENGAGED DETROIT HUB – GROUP NORMS, BEHAVIOR & COMMUNITY STANDARDS

These norms reflect our shared agreement for how we care for our space, each other, and the work we do together.

W E A G R E E (C O N T)

7. Honor the Space

- We recognize that our Hub is a gift to the community—one that requires ongoing care. We use it responsibly, avoid damaging materials or furniture, and are mindful of noise levels, shared supplies, and booking schedules. Respect the learning time, materials, and each other.

8. Practice Gratitude

- We make time to thank each other—whether it's for hosting a class, cleaning up, or sharing resources. Gratitude keeps our relationships strong and reminds us why we're here.

9. Support Emotionally

- We offer encouragement when others face challenges, and celebrate wins both big and small. A kind word, a listening ear, or an offer of help can keep a parent or child engaged in our community.

10. Respect All Families

- We acknowledge that each family's homeschool journey is unique. We respect differences in learning approaches, cultural backgrounds, and parenting styles, and avoid judgment or criticism that could make others feel unwelcome.
- Assume good intent.
- Listen to understand, not to critique.
- Elevate issues (See Something, Say Something Now!).
- Repeated issues may result in a pause in participation.

11. Engage Fully

- When we are in the Hub, we are present—not distracted. We participate in activities, support facilitators, and engage in conversations. Our energy shapes the culture of the space.

12. Build Social Capital Together

- We strengthen our community by connecting people to opportunities, networks, and resources. Whether it's recommending a program, introducing someone to new healthy experiences, or helping a family find educational assistance, we share what we have so all can grow.
- PAY IT FORWARD. What you learn for you and your family should be shared with the broader community of families in Engaged Detroit and elsewhere.
- See Something, Say Something Now!

ENGAGED DETROIT – PARENT ISSUE ELEVATION PROCESS

SEE SOMETHING, SAY
SOMETHING, NOW

1. Immediate Reporting

- If an issue arises during a class or activity, parents/contractors/partners must immediately report it to the class leader.
- If the concern involves another student, the reporting parent should:
 - Inform the other child's parent/caregiver (who is always present in the building).
 - Keep the discussion respectful and private.

3. Leadership Follow-Up

- Leadership may request a follow-up meeting or conversation with the involved parents
- Parents agree to:
 - Work toward quick resolution
 - Maintain privacy and respect at all times

5. Boundaries in Questioning Children

- Parents may question their own child about an incident.
- Parents must not question another person's child unless:
 - The child's parent/caregiver is present
 - Permission is clearly given

2. Class Leader's Role

- The class leader must escalate all concerns to leadership the same day via:
 - In-person conversation
 - Text message
 - Email

Even if parents resolve the concern among themselves, the incident must still be reported to leadership for documentation.

4. Parent-to-Parent Communication

- If you witness or are involved in an incident:
 - Inform the other parent immediately (either during or immediately after the incident).
 - Step back and allow both parents to address the matter directly.
- Avoid:
 - Taking sides
 - Interfering unless safety is at risk

6. Guiding Principles

- See Something, Say Something Now! Address issues promptly.
 - Maintain confidentiality outside those involved.
 - Prioritize respect, safety, and solutions over blame.
- Document incidents for record-keeping, even if resolved.*

FLOW CHART!

START



[An issue or concern occurs during class or activity]



Is the concern about another student?

|— YES → Speak directly to the child's parent/caregiver (who is present) → Keep discussion private and respectful → THEN report to class leader

|— NO → Go directly to class leader



Class leader receives the concern



Class leader reports to leadership SAME DAY (in-person, text, or email)



Was the issue resolved among students with both having a parent/caregiver present?

|— YES → STILL report details to leadership for documentation

|— NO → Leadership may request follow-up meeting with parents



Parents agree to resolve issues quickly, privately, and respectfully



BOUNDARIES:

- Parents may question their own child
- Do NOT question another child without that child's parent present



END

we understand that issues may be more complexed and would love to resolve them the same day. If there is any carry over to other please make leadership aware to seek resolution as soon as you are aware.

IMMEDIATE REPORTING

Our goal is to resolve issues as quickly as possible. Every family, partner, contractor and visitor is reminded to think about our group norms and how we agree to conduct ourselves as members of the Engaged Detroit Coop. We also understand that everyone's choices and opinions matter in this work. The Restorative Practice Model is always used by our leadership to resolve issues with efficacy. Please refer to some steps towards handling issue and the restorative guides on the following pages.

- If a parent has a concern with:
 - Another parent, A partner/vendor/contractor Or A teacher's demeanor or teaching approach
- Do not address it directly in the moment with the person unless it is about immediate safety.
- Immediately elevate the concern to leadership (in person, via text, or by email) before leaving the building.

2. Removing a Child from Class

- Parents have the right to remove their child from any class or activity if they feel uncomfortable with:
 - The teaching style, the demeanor of the teacher/partner or Another parent/ students interactions
- However:
 - The concern must be reported to leadership before leaving the building so it can be addressed promptly and documented.
 - Leadership may decide to bring both parents together in a private setting to resolve the matter.

IMMEDIATE REPORTING

3. Leadership Response

- Leadership will:
 - Listen to the parent's concern privately and respectfully.
 - Document the details of the issue.
 - Determine if immediate action is needed (e.g., class observation, mediation, or follow-up discussion).
 - Schedule a follow-up conversation if the issue cannot be addressed on the spot.

4. Parent Responsibilities

- Share concerns promptly and clearly with leadership — do not wait days or weeks.
- Avoid discussing the issue with other parents or children during class time.
- Keep conversations confidential to protect everyone's privacy.
- Be open to mediation or facilitated conversation if needed.

5. Boundaries

- Concerns about teaching style, tone, or behavior should be directed to leadership, not the teacher/partner directly.
- If the concern involves another parent:
 - Avoid direct confrontation — bring it to leadership instead.
 - Leadership may decide to bring both parents together in a private setting to resolve the matter.
- If the concern involves a partner or contractor

Leadership will handle all communications with the partner directly.

When Things Go Wrong

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

Restorative Questions II

When Someone Has Been Hurt

What did you think when you realised what had happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

ENGAGED DETROIT – SAFETY PROTOCOL

1. Fire Safety & Evacuation Plan

- Fire Plan
 - Class leaders and parents must guide children calmly to the nearest exit.
 - Evacuate to the designated safe meeting point outside and away from the building.
 - Do not re-enter the building until leadership or emergency personnel give the all-clear.
 - Maintain attendance/head count to ensure everyone's accounted for during drills and emergencies.
- Responsibilities
 - Leadership ensures all doors are closed behind the group to slow fire spread.
 - A designated adult checks bathrooms, hallways, and side rooms if safe to do so.
- Emergency Contact
 - Call 911 immediately in the event of fire or heavy smoke.

2. Injury & Medical Emergencies

- Who to Notify
 - Class leader
 - Leadership team member (on-site)
 - The injured person's parent/caregiver (if a child is involved)
- Medical Kits
 - First aid kits are located in the front desk over the microwave.
 - Kits must be stocked and checked monthly by designated staff/volunteers.
- When to Call 911
 - Uncontrolled bleeding
 - Loss of consciousness
 - Severe allergic reaction (anaphylaxis)
 - Suspected broken bones
 - Any life-threatening situation

ENGAGED DETROIT – SAFETY PROTOCOL

3. Food Safety & Allergy Protocol

- Allergy Awareness
 - Known allergies in the community:
 - Pineapple, gluten, onions, kiwi, pork, peanuts
 - We aim to be nut-free and fragrance-conscious.
 - Strictly prohibited in building:
 - Fish
 - Peanuts and peanut-containing items
 - Pineapple
 - Pets/animals (due to dander allergies)
- Food Preparation
 - Keep utensils for different foods separate to avoid cross-contamination.
 - Wash hands before and after food handling.
 - Sanitize preparation surfaces before and after use.
- Serving
 - Label all foods clearly with ingredients.
 - Verbally notify families of any allergens in the food.
 - Do not serve unlabeled food items at community events.

ENGAGED DETROIT – SAFETY PROTOCOL

4. Stranger Danger & Security

- See Something, Say Something Now!
 - Report any unfamiliar person or suspicious behavior to leadership immediately.
- Building Access
 - Keep all doors fully closed.
 - Children are not permitted to open doors for anyone.
 - Only leadership or designated adults may admit visitors.

5. Illness & Wellness Policy

- Feeling Ill On-Site
 - Immediately notify class leader and leadership.
 - Remove yourself from group settings until cleared to return.
- Illness at Home
 - If you are scheduled to lead but are ill, contact leadership immediately and do not attend.
 - Stay home until fully recovered from fevers, coughing, sneezing, rashes, or contagious viruses.

Consider the health and safety of others before returning.

ENGAGED DETROIT – SAFETY PROTOCOL

6. General Safety Culture

- Always act with calmness and clarity in emergencies.
- Keep emergency contacts and leadership numbers easily accessible.
- Review this protocol quarterly as a community to keep safety top of mind.

! Emergency, Health & Safety

- CALL 911 if need be.
- Stay home if sick.
- Notify your parent facilitator and a building coordinator if absent.
- Know your nearest exits.
- Fire extinguishers are located near in the kitchen hall, near the front desk and near the boardroom.

Medical/emergency contacts must be up to date.

ENGAGED DETROIT HOMESCHOOL PHILOSOPHY OF LEARNING AND PARENTS AS ADVOCATES

♥ Philosophy of Learning

We believe:

- Learning is everywhere, not just in books or classrooms.
- Black children deserve joy, freedom, and agency in their education.
- Parents are the best decision-makers for their child's journey.

We reject:

- Compliance-centered education
- Deficit-based narratives
- Systems that criminalize or undervalue our families

In 2020, as the founder of Engaged Detroit, when I advocated with families who were asking for help from schools, we were told, "Give us time. Show grace. We've never been through a Pandemic" as if parents and students had. The truth was, most families have waited for decades for education to change and we chose to no longer wait. Taking the charge to take education into our own hands as parents was the best decision I've ever made. As an advocate for choice, I wanted parents to have the tools to advocate for, respond to the educational needs of and see their children thrive. I have never been more honored to help in the process of families who chose to be their children's educator.

While I have this opportunity, I will continue to push for changes at the city, state, national and global levels for education to be what our children need and deserve. This is an iconic moment for families. If schools won't reinvent education, we have to reinvent it ourselves.

Doing The Work,
Bernita Bradley, Founder & CEO
The Village PCL and Engaged Detroit

1. Volunteer / Parent Facilitator / Student Agreement Form

Engaged Detroit Homeschool Co-op Agreement

This agreement outlines the expectations, responsibilities, and commitments for all participants in the Engaged Detroit Homeschool Co-op.

Name (Printed):

—

Role: ☐ Parent ☐ Parent Facilitator ☐ Student

I agree to:

1. Arrive on time for all scheduled events and sessions.
2. Treat all participants with respect, kindness, and patience.
3. Follow all Engaged Detroit policies, including safety and facility guidelines.
4. Notify leadership if I am unable to attend a committed activity.
5. For facilitators: prepare and lead activities/classes as scheduled, ensure proper setup and cleanup, and communicate material needs in advance.
6. For students: participate fully, follow instructions, and maintain a safe and respectful environment.

Students Names:

Parent/Guardian Signature (if applicable): _____

Date: _____

Co-op Representative Signature: _____

Date: _____

2. Safety and Care Agreement

Engaged Detroit Homeschool Co-op – Release of Liability & Hold Harmless Agreement

Parents/Caretakers attend events with all students and remain on the premises. We as a community will always take care and concern for the safety and well-being of everyone. As Parents/Caregivers, we agree to act in the best interest of our child/dren's safety and well-being. We agree to use caution and care when hosting, planning and participating in events. Safety measures are outlined in previous pages of this welcome packet and I agree to them. In consideration of participating in Engaged Detroit programs, I understand:

- I and my family agree to engage with safety and care for my children and others while participating.**
- I will ensure my children follow all co-op rules and safety procedures.**
- If I am a facilitator, I will take reasonable precautions to prevent harm during my sessions.**

Parent/Guardian Name (Printed):

Parent Signature: _____

Date: _____

3. Media Release Form

Engaged Detroit Homeschool Co-op – Media Consent Form

I, _____, grant permission to Engaged Detroit to take and use photographs, video, and/or audio recordings of me/my child(ren) for educational, promotional, and archival purposes.

I understand that these materials may be used in print, online, or social media platforms, and no compensation will be provided. I also understand that last names will not be used without prior permission.

☐ **YES, I give permission.**

☐ **NO, I do not give permission.**

Name(s) of Child(ren):

Parent/Guardian Name (Printed) :

Parent Signature:

Date: _____

