



**2015–2016**  
**Elementary School**  
**Parent Handbook**

# Table of Contents

|  |    |
|--|----|
| Section 1: Student Information               | 2  |
| Section 2: Medical Information               | 8  |
| Section 3: Weather                           | 10 |
| Section 4: District Information and Policies | 11 |
| Section 5: School Information and Procedures | 22 |
| Section 6: Parent Involvement                | 25 |
| Index  | 27 |
| Appendix A: Behavioral Expectations Matrix   | 29 |
| Appendix B: Office Discipline Referral Form  | 31 |
| Appendix C: Student/Parent/Teacher Compact   | 32 |

# Section 1: Student Information

## Guidelines and Expectations for Student Conduct

It is our goal at Evergreen and Springview Elementary Schools to help each child to develop skills that will enable him/her to be a successful student and productive citizen. We use a Positive Behavior Interventions and Supports (PBIS) system to educate and sustain the development of life-long positive character traits and school expectations. These expectations are taught to the students using the 3 R's, which are:

1. We are **RESPECTFUL**.  
Be friendly, polite, and helpful to others. Put-downs, fights, name-calling, teasing, and racial comments will not be tolerated. Clean up your work area at school. Do not destroy or damage school or another person's property.
2. We are **RESPONSIBLE**.  
Have assignments completed to the best of your ability and within the allotted time. Participate, cooperate, and be an active listener. Always do your best.
3. We are **READY TO LEARN**.  
Be prepared for class. Always have materials and supplies readily available. Follow the expectations for all school areas.

The 3 R's are taught and supported using the Behavioral Expectations Matrix (see Appendix A). The PBIS system emphasizes the use of various ways of recognizing positive student behavior. Examples include verbal and non-verbal praise, Falcon Tickets, small prizes, and special activities.

## Discipline Procedures

The purpose of these discipline procedures is to provide immediate, consistent, and logical consequences for poor behavior choices. Every classroom has a behavior management system in place, which is connected to the 3 R's. If a child reaches a predetermined level in the system, he/she will receive an Office Discipline Referral Form (ODR). Violations related to our Behavioral Expectations Matrix and/or classroom behavior management systems will be documented in an ODR at the appropriate level (minor or major). Staff members will determine whether an incident is minor or major on a case by case basis. Guidelines are in place to assist staff members with this determination. A copy of an ODR can be found in the back of this handbook (see Appendix B). ODRs will be handled according to the following procedures:

- All minor ODRs will be sent home. Parents should discuss the incident with their child and the form is to be signed and returned to school the next day.
- Three minor ODRs during a 30 calendar day period require administrative review and/or support.
- All major ODRs require administrative review and parent contact. Administrative discipline decisions (interventions) will be made on a case by case basis.

The following interventions may be used by school staff to resolve minor or major behavior issues:

- Review of the 3 R's and behavioral expectations
- Behavior reflection exercise
- Action plan
- Apology letter

- Loss of recess privilege
- Conference involving the student, parent/guardian, teacher, administrator, and any other staff members relevant to the behavior issue

The above list of interventions is not exhaustive. During the discipline process each student is treated as an individual. It is quite possible that two students, involved in the same offense, would be given different consequences based on each student's prior disciplinary history and/or special needs. However, certain incidents are considered serious violations. The administration has the right to invoke any disciplinary measure necessary to ensure the safe and orderly operation of the school. Referrals to police and juvenile authorities will be made when appropriate.

### Suspension

A suspension may be issued for a series of poor behavior choices or for a single incident. The following behaviors are major offenses and could be considered worthy of a suspension, as determined by the administration:

- Any threats (verbal, written, etc.) to harm/kill another person.
- Possession of any weapon or object that can be used to inflict bodily injury to another person. Students must never bring guns, knives of any length, or any other type of item that may be considered a weapon to school.
- Physical assault or aggression toward any person.
- The use, possession, sale, or distribution of alcoholic substances, tobacco, narcotics, look-alike drugs, or other noxious substances.
- The use, possession, or sale of explosive devices.
- The possession of pornographic materials.
- Comments/incidents that are of a racial or sexual nature.
- Defacing or ruining school property. A student whose inappropriate behavior causes harm to school property will be responsible for replacement and/or cleanup costs.
- Open defiance and/or disrespect toward a staff member. The use of vulgar or inappropriate language in the classroom will be considered defiant and/or disrespectful behavior.
- Stealing of school or another person's property.

The above list of behaviors is not exhaustive. A suspension from school is a serious disciplinary course of action and any incident that may result in a suspension will be reviewed by the administration. The student's intent, severity of incident, student's needs, and any other relevant information will be taken into careful consideration.

Suspensions can be served in school or out of school. A student may typically be suspended for one-half day to ten days depending on the nature of the incident resulting in the suspension. During an in-school suspension the student spends the time with an administrator or a designated staff member. The student must finish daily classroom assignments during time spent in suspension.

Upon the completion of an out-of-school suspension, the student must be accompanied to school by a parent/guardian and a meeting will be held with the student's teacher and/or an administrator.

A student who receives an out-of-school suspension will be considered absent. When the student returns to school, he/she is responsible for making up the work missed by the deadline established by the teacher. Failure to meet the deadline will result in no credit for that work.

### Expulsion

Expulsion, a student's placement out of the regular school setting or into a residential treatment program, is used as a last resort. It is only used when a student has not responded to all possible district approved behavioral interventions.

## District Bullying Policy

We are committed to providing a caring, friendly, and safe environment for all students so they can work and learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable and will not be tolerated at any of our schools. Any student found to be bullying another student is subject to prompt disciplinary action. If bullying occurs, all students and parents should immediately report the incident to a staff member.

### Why is it important to report and respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Respectful behavior choices will be reinforced with students who engage in bullying behaviors.

### Bullying vs. Mean/Rude Behavior

When someone says or does something intentionally or unintentionally hurtful ONCE, that's RUDE and MEAN. It is not bullying when two peers with no perceived power imbalance fight, have an argument, or disagree. Conflict resolution or mediation is appropriate for these situations.

When someone does something **intentionally** hurtful and/or mean that is **repeated** and involves an **imbalance of power**, that's BULLYING. Bullying is a form of harassment that can happen to anyone but may be based on race, gender, height, weight, religion, ethnicity, sexual orientation, gender identity, gender expression, familial status, disability or medical condition. Examples of bullying may include but is not limited to the following:

- Physical- may include hitting, kicking, spitting, punching, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding a student's movement, or making unwelcome physical contact
- Emotional/Psychological- may include spreading rumors, manipulating social relationships, coercing, engaging in social exclusion/shunning, or intimidating
- Verbal- may include taunting, teasing, insulting, name calling, or making threats
- Cyber/Electronic- may involve the inappropriate use of information or communication technologies such as emails, cell phones, text messages, instant messages, Twitter, Facebook, Instagram, defamatory personal websites, or defamatory online polling websites

You can access the state definition of "bullying" on our website under "Parents" and "Student Health and Safety Board Policies."

### Procedures

1. Report suspected bullying incidents to staff immediately.
2. In cases of bullying, the incidents will be recorded by staff and brought to the attention of the administration.
3. The severity and seriousness of the bullying will be assessed and the appropriate action taken. This may include the use of counseling practices, restitution, the loss of privileges, interviews with parents, or suspension from school.

4. If necessary and appropriate, the school will consult with any or all of the following: school psychologist, school social worker/counselor, or police.
5. An attempt will be made to help the student who engaged in the bullying behaviors to change their behavior.

### Classroom Expectations

Every teacher has classroom procedures, behavioral expectations, and a behavior management system in place, which is connected to the 3 R's. We keep a positive attitude about discipline at Evergreen and Springview Elementary Schools. However, students must be aware that they are responsible for their behavior and its consequences.

### Appearance, Cleanliness, and Dress Code

It is important for all students to have good personal hygiene. Students need to be independent regarding bathroom use, washing hands, and getting dressed for recess. Students' clothing should fit appropriately and be neat, clean, and respectable. It is extremely important to maintain an environment that shows respect for the individual as well as for the educational process. Therefore, an appearance that distracts students from learning and teachers from teaching is inappropriate. Students are expected to adhere to the following dress code:

- Halter-tops, tube tops, spaghetti strap tops, and short tops (which expose midriffs) are not acceptable at school.
- Kerchiefs, bandanas, baseball caps, visors, hats, sunglasses etc. are not to be worn indoors.
- Shorts should be at least long enough for the student's fingertips to touch the bottom hem when standing.
- Make-up for elementary students is not considered age appropriate.
- Clothing advertising alcohol, drugs, violence, or exhibiting inappropriate language is not to be worn.
- There are to be no chains connecting from belt loops, pockets, etc.
- Shoes with wheels (e.g., Heeley's) are not to be worn at school.
- Due to safety concerns, flip-flops are not ideal footwear for school.

### Homework

We appreciate the support you provide your child by making sure they have adequate rest, healthy food, time for physical activity, and conversation about their school day. Specific homework expectations will be provided to you by your child's teacher. At every grade level, children need to read **and** be read to!

### Care of Property

Our Guidelines and Expectations for Student Conduct state: "Do not destroy or damage school or another person's property." Pride should be taken in keeping the building and equipment in good condition. Students must pay for any damages to school or another person's property.

### Lockers

A locker is issued to each student at the beginning of the school year (some students share lockers). Students are expected to keep their lockers clean and not damage them in any way. The school is not responsible for valuables left in lockers. Students are not permitted to have locks on their lockers.

## Common Areas Procedures and Behavioral Expectations

Students are taught the procedures and behavioral expectations for all common areas of our school building (e.g., playground, cafeteria, hallways, etc.). The behavioral expectations can be found in the Behavioral Expectations Matrix (see Appendix A).

### Playground Guidelines

Along with the playground behavioral expectations outlined in the Behavioral Expectations Matrix (see Appendix A), these are some additional guidelines that must be followed:

- Students are to play in the approved playground areas.
- Hard baseballs, hard softballs, and bats are not to be brought to school.
- Bicycles, skateboards, and scooters are not allowed on the playground during school hours.
- Tackle football is prohibited on the playground.
- There should be no washing of faces in the snow or throwing of snowballs.
- Students should be respectful of other students' clothing.
- Other than athletic equipment, items brought from home for show and tell are not permitted on the playground.

As a reminder to students, playground behavioral expectations are posted by the exits.

### Recess Policy

Students must wear appropriate clothing for the weather conditions. In snowy and/or cold weather, boots, snowpants, gloves, and hats should be worn. Students will play outside unless the wind chill is 0 degrees or below. In the event of inclement weather, recess will be held in the classrooms.

### Participation in Recess and Physical Education Classes

Our policy is that all students go outside for recess and participate in P.E. classes. It is school policy that students who are too sick to go outside or participate in P.E. classes would benefit from staying home. A doctor's note will be required if it is requested that a student stay inside during recess for more than three consecutive days. A doctor's note will also be required if it is requested that a student not participate in P.E. classes for an extended period of time.

### Physical Education Shoe Policy

All students should have a clean pair of gym shoes to be kept in their lockers and worn only in the gym. These need not be new shoes. Sand, dirt, mud, and water wear down the finish on our gym floors and create a surface where students can slip or slide. This presents safety and cleanliness issues. Acceptable gym shoes should not have open heels and should have laces to provide support. Shoes should be made of non-scuffing material. Flip-flops, sandals, boots, high-heeled shoes, and dress shoes are not appropriate for P.E. classes. They are not safe for the required types of movement. Thank you for assisting us as we work to keep the students safe and our facilities well cared for.

### Media Center

Our school has two wonderful media centers for our students to use. Your child will have an opportunity to visit the media center on a weekly basis to check out books. Reading aloud at home with these books is one of the most important ways to continue the growth of literacy development and good reading habits. Books should be treated respectfully and returned in the same condition as when they were checked out. Your child should return books on time to ensure continued use of the

media center. You will receive a bill for any lost or damaged books. Unpaid fines result in retention of a student's report card in January and/or June.

### Electronic Devices

Students are not allowed to bring to school electronic devices such as radios, music players, voice recorders, radio-controlled toys, electronic games, walkie-talkies, cell phones, pagers, etc., except for educational use. The school district will not assume responsibility for the security or safety of electronic devices on the bus, in school, or on the playground.

### Toys

Toys are not allowed at school except for educational use (show and tell, special project, etc.). This includes items such as baseball cards, trading cards, stuffed animals, action figures, etc. The school district will not assume responsibility for the security or safety of toys on the bus, in school, or on the playground.

### Gum

In an effort to maintain a respectful and clean learning environment, gum chewing is not allowed at school without a teacher's consent.

### Student/Parent/Teacher Compact Information

The Student/Parent/Teacher Compact is a tool used to improve student achievement. It is a type of contract that is agreed upon by the student, parent/guardian, and teacher. A copy of our school compact can be found in the back of this handbook (see Appendix C).

### Student Placement

Students are placed in classrooms based on information regarding academic abilities, social needs, behavioral needs, and learning styles. Parent concerns should be submitted to administration in writing. Specific teacher requests are not granted.



## Section 2: Medical Information

### Medications

The following definition of “medication” is adopted for use in Allendale Public Schools:

Medication includes prescription, non-prescription, and herbal medications and includes those taken by mouth, by inhaler, those that are injected, and those applied as drops to eyes, nose or medications applied to the skin.

- The student’s parent/guardian will give the school written permission and request to administer medications(s) to the student.
- Written instructions from a physician, which include the name of the student, name of the medication, dosage of the medication, route of administration, and time the medication is to be administered to the student shall accompany the request and be kept on record by the school.
- Parental or guardian request/permission and a physician’s instructions for administration shall be renewed every school year.
- The building administrator will designate an individual(s) responsible for administering medications to students.
- Medications must be administered by one adult in the presence of a second adult, except where the individual administering the medication is a licensed registered professional nurse (as described in the Michigan Revised School Code, Section 380.1178), or when an emergency threatens the life or health of the pupil.
- Each building has a plan for handling medical emergencies.
- Students with disabilities who have an Individualized Educational Program (IEP) or Section 504 Plan shall be included under the policy and procedures that govern the administration of medications. Note: the policy and procedures should not violate either the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.
- A building administrator may set a reasonable designated time for the administration of medications. The parent/guardian shall be informed of this designated time and communicate this to the physician when he/she writes medication administration instructions. The school may request that the physician send a written explanation with the medication administration instructions to the school if an exception to the school’s designated time is necessary.
- A building administrator shall request that a pharmacy supply the oral medication in the exact dosage prescribed so that the individual administering medications is not responsible for dividing/splitting pills.
- Any adverse reaction to medication, as described on the physician’s written instructions, shall be reported to the student’s parent/guardian immediately.
- Any errors made in the administration of medications shall be reported to the building administrator immediately and a written report completed and entered into the student’s school record. The building administrator is responsible for reporting the medication error to the student’s parent/ guardian immediately.
- When it is necessary for a student to have medication administered while on a school-sponsored field trip or off-site activity, the individual designated to administer medication must carry the medication in the original container and record the necessary information on the medication log upon return from the trip/activity.

If your child needs medication during school hours, please fill out a “Permission to Administer Medication” form and return it to his/her teacher or office along with the medication. **Please note that there are different forms for nonprescription medications and prescription medications.** These forms are available at the school offices.

### Illness or Injury at School

In the event that your child should become ill or injured at school, every effort will be made to contact you at the emergency numbers that you have provided. Minor bruises, bumps, skinned knees and elbows will be taken care of by our office. However, we do not administer aspirin or any other medication unless we have a doctor’s note. Please let us know if your child has any health concerns that we should be aware of.

### Insurance

The school carries a comprehensive school insurance program, which covers medical expenses due to accidental injury in excess of family or employer group insurance that must contribute their maximum cost first. This program is a supplemental coverage that will pick up any shortage, and if no other insurance, pay the claim in full to the limits stated. This program covers all school-sponsored events. Call the school office for forms or if you have questions.

### Communicable Diseases

Below are general guidelines for the return to school following some of the more common communicable diseases. Please be aware that these guidelines may be more restrictive than the recommendations of your private physician. These guidelines have been developed in conjunction with information provided by the Health Department to reduce the spread of communicable diseases. If you have any questions about any of the guidelines, please call the office.

- Conjunctivitis (pink eye): Students may return 24 hours after doctor’s treatment.
- Fifth Disease: Exclusion not necessary unless the student has a fever or other symptoms besides the rash.
- Impetigo: Students may return to school when under treatment and if the sores are not draining and are covered.
- Scabies: Students may return to school following the completion of the treatment.
- Strep Throat: Students may return to school when they have been on their antibiotic for 24 hours.

### Head Lice Policy

Our school has a “nit-free” policy regarding head lice. This means that if a student is reported to have lice, or has been found to have lice at school, it is required that the treatment done at home includes the removal of the eggs or nits from the student’s hair before the student returns to the classroom. The student must be brought back to school by a parent or other adult. The student will be checked by a designated school employee to make sure he/she is free of nits before being allowed to stay at school.

### Hearing/Vision Testing

Hearing tests are completed during the school year for grade 2. Vision testing is completed for grades 1 and 3. These screenings are administered by the Ottawa County Health Department. Teachers or parents can also refer a child of any age for screening. If your child fails the vision or hearing test, you will be informed by letter and they will be retested at a later date.

## Section 3: Weather

### Severe Weather Policy

In case of severe thunderstorms and/or tornado watches or warnings, the following policies will be put into effect:

- **Watches:** Students will not be dismissed early during either a thunderstorm or tornado watch. The school will monitor conditions once a watch is issued.
- **Warnings:** In the event of a tornado warning, school will not be dismissed. Students will take cover, as per tornado warning procedures set forth by the administration. Parents may pick up their own child at any time. They may only pick up other parents' children if authorized to do so.

Please do not call the school during a tornado watch or warning except in a most serious emergency. It is a time when the teachers, administration, and secretaries are already fully occupied.

### Inclement Weather

In the event of inclement weather, please watch or listen to the following stations for any updates regarding school closings or delays:

- **Television Stations:**
  - WZZM TV 13 ([www.wzzm13.com](http://www.wzzm13.com))
  - WOOD TV 8 ([www.woodtv.com](http://www.woodtv.com))
  - WWMT TV 3 ([www.wwmt.com](http://www.wwmt.com))
- **Radio Stations:**
  - WOOD FM 105.7
  - WOOD AM 1300

You will be alerted via the Infinite Campus Messenger system when there is a school closing or delay. The system utilizes contact information from the school's Infinite Campus database.

## Section 4: District Information and Policies

### FERPA

#### Annual Notice for Disclosure of Student Directory Information & Annual Notice of Student Education Record Privacy

The Family Educational Rights and Privacy Act (FERPA) is a federal law that stipulates the maintenance and disclosure of students' educational records in public schools. Every parent (or student who is 18 or older) has these rights under FERPA:

- to inspect and review their student's educational records
- to request the amendment of their student's educational records in order to correct inaccurate or misleading information
- to consent to the disclosure of personally identifiable information in the student's educational records, except to the extent that disclosure is allowed by law without consent
- to obtain a copy of the district's FERPA policy
- to register any complaints regarding the district's FERPA procedures with the U.S. Department of Education.

#### Right to Access and Privacy of Student Records

All parents or guardians of students under 18 years of age, and all students 18 years of age or older, have the right pursuant to the Family Educational Rights and Privacy Act of 1974, to examine the official records, files, and data of the school district directly relating to the student. They also have the right to challenge any of the contents of said records to insure their accuracy and fairness. Procedures for such examination and challenge, including hearings on a challenge, have been established by the Board of Education and will be made available upon request.

No records, files, or data directly relating to an individual student shall be made available to anyone without consent and notification of the student or of the parents or guardians of a student under 18 years of age, except (1) the teachers and officials of this school district who have a legitimate education interest in such information; (2) when there has been a federal request for submission of student records in connection with a student's application for financial aid; or (3) when a request for transfer of records is made by a school in which the student seeks or intends to enroll.

Directory information is information about a student such as a student's name, address, telephone listing, date and place of birth, dates of attendance, degrees and awards received, and the most recent school attended. From time to time this information is shared with our PTO, etc. You must notify us in writing if you do not want this directory information shared.

#### Student Record Guidelines

In compliance with Federal regulations, the Allendale Public School District has established the following guidelines concerning student records:

- Each student's records will be kept in a confidential file located at the student's school office.
- The information in a student's record file will be available for review only by the parents or legal guardian of a student, adult student (18 years or older), and those designated by Federal law or district regulations.
- A parent, guardian, or adult student has the right to request a change or addition to a student's records and to either obtain a hearing with district officials or file a complaint with

the U. S. Office of Education if not satisfied with the accuracy of the records or with the district's compliance with the Federal Education Rights and Privacy Act.

### Non-discrimination in Education

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of The Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, the Elliot-Larsen Civil Rights Act and the Persons with Disabilities Civil Rights Act, it is the policy of Allendale Public Schools that no person shall, on the basis of race, color, national origin, gender, sexual orientation, gender identity or expression, age, disability, genetic information, marital status, height, weight, amnesty, or status as a covered veteran in accordance with applicable federal, state, and local laws be excluded from participation in, be denied the benefits of, or be subjected to discrimination during any instructional opportunities, programs, services, job placement assistance, employment or in policies governing student conduct and attendance. Any person suspecting a discriminatory practice should contact the Civil Rights/Title IX Coordinator.

Any person believing that the Allendale Public Schools or any part of the school organization has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) the Age Discrimination Act of 1975, (5) Title II of the Americans with Disability Act of 1990, the Elliot-Larsen Civil Rights Act, and the Persons With Disabilities Civil Rights Act may bring forward a complaint, which shall be referred to as a grievance to:

**Dr. Daniel Jonker, Superintendent, Civil Rights Coordinator and Title IX Coordinator**  
**10505 Learning Lane**  
**Allendale, MI 49401**  
**616-892-5570**

The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the building principal or the Civil Rights/Title IX Coordinator, who shall in turn investigate the complaint and reply with an answer within five (5) business days.

If the complainant feels the grievance is not satisfactorily resolved, s/he may initiate formal procedures according to the following steps:

**Step 1.** A written statement of the grievance signed by the complainant shall be submitted to the Civil Rights/Title IX Coordinator within five (5) business days of receipt of answers to the informal complaint. The Civil Rights/Title IX Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

**Step 2.** A complainant wishing to appeal the decision of the Civil Rights/Title IX Coordinator may submit a signed statement of appeal to the Vice President of the Allendale Public Schools Board of Education. A subcommittee of the Allendale Board of Education shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days of this meeting.

The Civil Rights/Title IX Coordinator, on request, will provide the complainant with a copy of the district's grievance procedure and investigate all complaints in accordance with the procedure.

A copy of each of the Acts and the regulations on which this notice is based may be found in the office of the Civil Rights/Title IX Coordinator.

## Sexual Harassment

Students should not harass each other in any way. Our commitment is to provide a physically and psychologically safe environment in which to learn. All students, staff, parents, and visitors are expected to treat others with respect. Sexual harassment is specifically prohibited. Sexual harassment should be reported immediately to administration.

Sexual harassment is defined as:

- Unwelcome or unwanted behavior.
- Behavior that is sexual or related to the gender of the harassed person.
- Behavior that is in the context of power. This can include staff to student, student to student, student to staff, or other.

Harassment can include, but is not limited to:

- Direct or indirect comments to a person or about a person of a sexual nature.
- Touching a person's body or clothing.
- Looking, ogling, or leering.
- Displaying pictures or written material of a sexual nature.

## Mandatory Special Education Act

Public Act 198 of 1971, the Mandatory Special Education Act, establishes the rights of persons with disabilities, from birth through the age of 25, to equal opportunity within the public schools. This means that children with disabilities do not need to wait until they are school age to benefit from special education services.

It is important that help be obtained for those with disabilities at the earliest possible age. In the state of Michigan, this help is free and is available through your public schools. A team of educational specialists will evaluate the child to determine the type and degree of disability and the best kind of program placement. The evaluation often includes medical specialists.

Preprimary Special Education services are available for Mentally Impaired, Emotionally Impaired, Physically and Otherwise Health Impaired, Hearing Impaired, Visually Impaired, Speech and Language Impaired, and Specific Learning Disabled.

If you have, or know of, a preschool child who may benefit from these services please contact:

Special Needs Department  
Allendale Public Schools  
7161 Pleasant View Court  
Allendale, MI 49401  
(616) 892-3460

## Section 504 of the Rehabilitation Act of 1973

Section 504 is the section of the federal Rehabilitation Act of 1973 that applies to persons with disabilities. It is a civil rights act that protects the civil and constitutional rights of persons with disabilities. Section 504 prohibits organizations that receive federal funds from discriminating against otherwise qualified individuals solely on the basis of handicap. Section 504 is enforced by the U. S. Department of Education Office for Civil Rights (OCR).

A person is considered "handicapped" if he/she:

1. has a physical or mental impairment which substantially limits one or more major activities;
2. has a record of such an impairment; or
3. is regarded as having such an impairment.

Major life activities include such things as walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

In addition to school age children who are eligible for special education services, *this may include*, for example, some persons with communicable diseases, temporary handicapping conditions, Attention Deficit Disorder (ADD), behavior disorders, chronic asthma, and severe allergies, physical handicaps, and diabetes.

A student who, because of a disability, needs or is believed to need special accommodations or related service(s) in order to receive a free appropriate public education (FAPE) may be referred by a teacher, other certified school employee, parent/guardian, or community agency to the Student Assistance Team for identification and evaluation of the student's individual education needs.

Factors indicating a need for referral include:

- Frequent failures.
- Frequent disciplinary referrals.
- Medical problems.
- Past referrals to special education (where the student did not qualify).
- Students for whom informal accommodations have not worked.

If the student is determined to be eligible for Section 504 accommodations, the Student Assistance Team will develop a written Individual Accommodation Plan (IAP) describing the student's disability, necessary accommodations and adaptations, and any special aids or related services needed. The plan will specify how services will be provided and by whom.

School districts must provide civil rights safeguards for parents of disabled children. If you would like further information, contact your building administrator for a copy of Allendale Public School district's Section 504 Policies and Procedures.

### Determination of a Specific Learning Disability

As of June 16, 2010, each local educational agency and public school academy in Michigan is required to publicly post the process used to determine the existence of a Specific Learning Disability (SLD). Consistent with this requirement, Evergreen and Springview Elementary Schools provide literacy and math interventions for students in grades K-3. These scientific and researched-based interventions are part of the Response to Intervention (RtI) process.

For determination of a SLD, a Pattern of Strengths and Weaknesses (PSW) process is used for students in kindergarten through 12<sup>th</sup> grade for the skill areas of Basic Reading, Oral Expression, Listening Comprehension, Written Expression, Reading Comprehension, Reading Fluency, Math Calculation, and Math Problem Solving.

It is noted that regardless of the process used, all schools must follow all of the regulatory requirements in the IDEA, the MARSE, and Michigan laws, policies, and procedures for special education.

### What is a SLD?

A Specific Learning Disability is “a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia that adversely affects a student’s educational performance. A SLD does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; mental retardation; emotional disturbance; or of environmental, cultural, or economic disadvantage.” (34 CFR §300.8(c)(10)).

### What is the Response to Scientific, Research-Based Intervention Process?

Response to Scientific, Research-Based Intervention is a process to determine if a student has an SLD. This process involves the collection of data to determine the following:

- The student does not achieve adequately for the student’s age or to meet State approved grade-level standards in one or more of the areas identified at 34 CFR §300.309(a)(1)(i) when provided with learning experiences and instruction appropriate for the student’s age or State-approved grade-level standards.
- The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified at 34 CFR §300.309(a)(1)(i) when using a process based on the student’s response to scientific, research-based intervention.

### What is a PSW Process?

Pattern of Strengths and Weaknesses is a process that is used to determine if a student has a SLD. This process involves the collection of data to determine the following:

- The student does not achieve adequately for the student’s age or to meet State approved grade-level standards in one or more of the areas identified at 34 CFR §300.309(a)(1)(i) when provided with learning experiences and instruction appropriate for the student’s age or State-approved grade-level standards.
- The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the Multi-disciplinary Evaluation Team (MET) to be relevant to the identification of a SLD, using appropriate assessments, consistent with the IDEA Evaluation Procedures and Additional Requirements for Evaluations and Reevaluations.

Source: Michigan Department of Education Office of Special Education and Early Intervention Services (2010). *Michigan criteria for determining the existence of a specific learning disability*. Lansing, MI.

The Allendale Public School District provides Early On and Special Education Services to residents of Allendale, Michigan. Special Education Services are for students from birth to 26 years who have been identified, evaluated and found eligible for programs and/or services under the Michigan Administrative Rules for Special Education. Michigan Administrative Rules for Special Education defines eligibility for special education services within 13 categories of disability. All elementary, intermediate, and secondary schools in Allendale determine the existence of a Specific Learning Disability using a Pattern of Strengths and Weaknesses.

## Disciplinary Amendment

Section 504 of the Rehabilitation Act of 1973 requires that an eligible student's placement cannot be changed as a result of disciplinary action unless the Student Assistance Team first conducts a



manifestation determination to assess whether or not the student's disability was not related to his/her behavior or an inappropriate placement. Further information is available in APS' Section 504 Policies and Procedures.

### Homeless Children and Youth

Allendale Public Schools adhere to the rules and regulations of the McKinney-Vento Homeless Assistance Act (Subtitle B – Education of Homeless Children and Youth reauthorized in January 2002) ensuring educational rights and protections for children and youth experiencing homelessness. At Allendale Public Schools, students who are homeless have access to the same programs as students who are housed. Homeless children will have access to educational services for which they qualify, including special education, gifted education, the free and reduced-price lunch program, before and after-school activities, and Title I services. Allendale Public Schools has designated an appropriate staff person as a liaison\* for students in homeless situations. The liaison must ensure that homeless children and youth have full and equal-opportunity to succeed in the school and that they receive educational services for which they are eligible. Allendale Public Schools will:

- immediately enroll homeless children and youth regardless of whether school or immunization records and proof of residency are available at the time of enrollment,
- provide school choice so students can stay in their school of origin, if feasible,
- post the educational rights of homeless children and youth in each school building, and
- provide transportation for the homeless student to ensure access to school.

The term “homeless children and youth” –

(A) means individuals who lack a fixed, regular, and adequate nighttime residence; and

(B) Includes –

(i) Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals, or are awaiting foster care placement;

(ii) Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...

(iii) Children and youths who are living in cars, parks, public spaces abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

\*Please call Deb DeLooff, Homeless Liaison, at (616) 892-3465.

### English as a Second Language

We are seeking to identify students whose home language is other than English. If you are the parent/guardian of such a child/ward, who is not in our present ESL Program and lives in the Allendale Public School District, please send your child's name to:

District Office  
Allendale Public Schools  
10505 Learning Lane  
Allendale, MI 49401  
(616) 892-5570

Estamos tratando de identificar estudiantes que hablan otro idioma en sus hogares además del inglés. Si Ud. Es el padre o guardian del niño(a)-si el niño(a) no están inscritos en el programa ESL- favor de enviar el nombre de su niño(a) y el nombre de la escuela que asiste:

District Office  
Allendale Public Schools  
10505 Learning Lane  
Allendale, MI 49401  
(616) 892-5570

### Allendale Crisis Response Plan

Students and staff perform a variety of state mandated safety drills throughout the year including fire drills, tornado drills, and lockdowns. These drills are necessary to ensure the safety of everyone in the event a real emergency occurs. Fire and tornado drill procedures are posted in each classroom.

In the event of an actual emergency, parents would be notified via the Infinite Campus Messenger system. The system utilizes contact information from the school's Infinite Campus database. For this reason, keeping the school informed of changes to phone numbers and email addresses is extremely important.

Our school system has a crisis response team composed of teachers, local law enforcement, administration, counselors, school social workers, and the school psychologist. In the event of a traumatic incident that directly impacts students, the team will meet to determine our response. There are five main goals that would be addressed immediately:

1. Provide students with information regarding the event.
2. Provide rumor control.
3. Provide an opportunity for questions and answers.
4. Provide an opportunity to begin the process of talking about the event; their thoughts and feelings.
5. Identify the students who have been most affected and that need additional support.

Students most affected may be referred to a group or seen individually for debriefing. Debriefing is the process of talking through the event: the facts, thoughts, emotional reactions, and physical reactions to it. Information about normal stress reactions and possible stress management techniques would be provided during this process. This is the first step toward the healing process. Only staff trained to facilitate this process would be involved.

By the end of the school day, parents would be provided with information about the event and if their child was involved in a debriefing. Additional counseling could occur if parent permission is obtained. If you have any questions or concerns about this crisis response plan, please contact your principal.

### APS Teacher Qualifications Information

Parents may request information on their child's teachers' qualifications, which include:

- Certification for grade level and subject
- Emergency or provisional certificate status
- BA, major, and graduate degrees
- Whether their child is provided services by paraprofessionals

If you would like to receive this information, please send your request in writing, or via e-mail, to Dr. Daniel Jonker, Superintendent. A response to your request for information will be provided within five business days.

## Transportation Guidelines

The following items are important for you to know in order to help the Transportation Department run smoothly during your child's school years:

1. If your child is ill, please keep them at home. We cannot turn a bus around to bring them back if they become sick on the bus. If they are the only child at their bus stop, please call the Transportation Department at 892-3485 so that we can inform the driver they need not make the stop that day.
2. Parents must always stress **SAFETY** at stop locations and on the bus. **STUDENTS ARE TO STAY OFF THE ROAD AT ALL TIMES WHILE WAITING FOR THE BUS.** They must wait for the bus at the side of the road, away from traffic. Teach them to watch for cars at all times. The flashing red lights of a school bus will be on, but drivers of cars do not always stop. Therefore, it is very important the children follow the bus driver's signal to let them know when it is safe to cross the road. Explain the danger of roughhousing and fighting at the bus stop. Make sure your child understands the importance of remaining seated on the bus at all times until they reach their stop and the vehicle is no longer in motion.
3. Students **MUST** be at their designated stop 5 minutes **BEFORE** the school bus arrives; with so many stops to make, it is not possible for the bus to wait for a child to walk down the driveway after it arrives. There are no state laws dictating how far a child may walk to a bus stop, nor that a kindergartner must be picked up at their driveway.
4. No skateboards, ice-skates, skis, sharp objects (such as pocketknives), or live animals are allowed on the bus.
5. A responsible party **MUST** be at home when a student is dropped off after school.
6. If a student is to be dropped off in the P.M. at a different stop, send a note to school with your child **AND** call the Transportation Department at 892-3485. If the drop-off requires a child to ride a bus other than their own, you must verify there is room on the bus prior to the time you wish for them to ride. Buses are full to capacity in many cases.
7. Students are provided with transportation to and from their home bus stops. Students will be allowed **one** pick-up address and **one** drop-off address either at home or at a caregiver located within the Allendale district on a regularly scheduled basis.
8. Because of heavy traffic, weather factors, etc. it may not always be possible for us to maintain an accurate time schedule. We will strive for consistency, but this may not always be possible. Having your child at the stop prior to the bus arrival will greatly help us to eliminate time deviation.
9. Non-resident students attending the Allendale Public Schools may be transported to school from a bus stop within the district as approved by the Transportation Director.

Students are taught the procedures and behavioral expectations for going to, coming from, and riding on the bus. The behavioral expectations can be found in the Behavioral Expectations Matrix (see Appendix A). Bus incidents will be handled by school administration in cooperation with the transportation department. Discipline procedures will follow those of the school building. We are dedicated to providing a positive, caring environment. We accept the responsibility for exercising fair discipline to help ensure a safe ride for all. If you have any questions or concerns, please call **Gary Torno, Transportation Director, at 892-3485.**

## Food Service

Welcome to the Elementary School Meals Program. This information will help to answer the most frequently asked questions about our school meals program. If you have any additional questions, please call 892-5591 or email [brouwerjod@allendale.k12.mi.us](mailto:brouwerjod@allendale.k12.mi.us).

### Elementary Meal Prices

- Meal prices are subject to change in next school year.
- Breakfast: \$1.50 per day or \$7.50 per week
- Students who qualify for reduced price breakfasts: \$0.30 per day
- Lunch: \$2.30 per day or \$11.50 per week
- Students who qualify for reduced price lunches: \$0.40 per day
- Your child(ren) may qualify for Free or Reduced Price Meal Benefits. Please read below for more information.
- Milk only: \$0.50 per day

### Menus

Menus are posted monthly at [www.allendale.k12.mi.us](http://www.allendale.k12.mi.us). If you do not have access to a computer; please have your child ask his or her teacher for a printed copy.

### Breakfast

Breakfast is served in the cafeteria beginning at 8:20 A.M. Your child should go directly to the cafeteria at that time if he or she is eating breakfast.

### Ordering Lunches

- Your child's teacher will take lunch orders in the classroom each morning by requesting the children to raise their hands if they plan to purchase lunch.
- Your child will bring his/her ID card to the cafeteria to purchase lunch and give it to the lunch meal checker to be scanned. When the ID card is scanned, the purchase is automatically debited from the child's lunch money account.
- After lunch the food service staff will return the ID cards to the classroom teacher's mailbox.

### Milk Only

This information is for if your child brings a lunch from home and would like to have milk only:

- Your child's teacher will bring your child's ID card to the cafeteria and put it in the basket at the serving line.
- Your child will make his/her milk selection at the milk cooler located in the cafeteria serving line.
- The cashier will scan the ID cards that the teachers brought to the cafeteria for milk purchases in order to debit your child's account.

### Losing or Damaging an ID Card

Your child will receive one ID card, at no charge, at the beginning of the school year or at the time of enrollment if enrolled after the start of the school year. Elementary Student ID cards will remain at school and will follow them up to the next grade to help reduce the number of lost cards. If your child's card is lost or damaged, your child's account will be charged \$5.00 for a replacement card.

### Free of Reduced Price Meal Benefits

You can apply for meal benefits at [www.lunchapp.com](http://www.lunchapp.com). The online application is the preferred method. Online applications are approved in a timelier manner since there is no waiting for the paper application to reach the food service office.

If you do not have access to the internet, Lunch Line Applications are available in all building offices and cafeterias. You may also request a Lunch Line Application be mailed to you by calling the Food Service Office at 892-5591. We are unable to accept incomplete applications.

### Payment Procedures

- Lunch money is collected in the classroom every Monday morning.
- Your child will receive a yellow lunch money envelope each week. Please use the yellow envelope to send your child's lunch money to school. **Please complete all sections of the envelope**, including your child's first and last name, teacher's name, dollar amount enclosed, and check number.
- You may deposit money to your child's account for the week, month, or semester.
- Checks are the preferred method of payment, since deposits made by check can be easily traced. Please make checks payable to APS Food Service.
- **An individual account is set up for each child.** The ID debit card allows each child access to his/her own food service account. We have a computerized point of sale system that records the deposits made to each individual account and debits breakfast, lunch, and milk purchases from each account every time the ID card is scanned.
- If you have a current active email address registered with the school, you will receive a low balance email when the funds in your child's account are getting low. You can also check account balances online at [www.SendMoneyToSchool.com](http://www.SendMoneyToSchool.com).

### Making an Online Deposit

Online deposits can be made at any time. To make an online deposit, you must first set up an account at [www.SendMoneyToSchool.com](http://www.SendMoneyToSchool.com). You will need your student's ID number which is located on all correspondences from our district enrollment office. You may also call the food service office for your student ID number at 892-5591.

- Creating a New Account
  - Part 1:
    1. Go to [www.SendMoneyToSchool.com](http://www.SendMoneyToSchool.com).
    2. Click on **Create a new account**.
    3. Provide requested information.
    4. Once you have read and agree with the **Terms of Use**, click the **I agree** check box.
    5. Click the **Create Account** button.
    6. A confirmation email will be sent to you.
  - Part 2:
    1. Check your email.
    2. Click the link provided.
    3. Enter your email and password.
    4. Click the **Login** button.
    5. Start typing the name of your school district.
    6. When your district is displayed, click on it.
    7. Click on the **Add a student to your account** button.
    8. Enter the student's ID number and click **Continue**.
    9. If the ID number is valid, you will be asked for your child's first name, last name, and birthday.

10. Once entered, click the **Add Student** button.
  11. To add additional students, click the **Add a student** to your account button again.
- Viewing Balances and Activity
    1. Go to [www.SendMoneyToSchool.com](http://www.SendMoneyToSchool.com).
    2. Sign in to your account.
    3. All students assigned to this account will be displayed with their balances.
    4. To view history click the **View Activity** button next to the student's name.
  - Making a Deposit
    1. Go to [www.SendMoneyToSchool.com](http://www.SendMoneyToSchool.com).
    2. Sign in to your account.
    3. Click the **Make a Deposit** button.
    4. Enter the amount you wish to deposit for each student.
    5. Click the **Check Out** button.
  - Viewing Past Account Activity and Charges
    1. Go to [www.SendMoneyToSchool.com](http://www.SendMoneyToSchool.com).
    2. Sign in to your account
    3. Click on **Your Account** from the menu.
    4. History will be displayed.

#### Food Allergies & Dietary Restrictions

Please contact the food service office regarding any food allergies or dietary restrictions your child may have:

Jodi Brouwer, Food Service Director  
 10670 68th Ave.  
 Allendale, MI 49401  
 (616) 892-5591  
[brouwerjod@allendale.k12.mi.us](mailto:brouwerjod@allendale.k12.mi.us)

#### Use of School District Facilities

Allendale Public Schools facilities are available for use by organizations. Permission for the use of a school facility and equipment must be obtained from Kathy Anderson at 892-3482. The school district's daily educational programs shall always have priority when granting permission for use.

#### Technology Code of Ethics

The use of technology at Evergreen and Springview Elementary Schools is a privilege extended to students. Users have the privilege to access the Internet to retrieve information, which facilitates learning and enhances educational information exchange. Users are responsible for maintaining the privacy of passwords and are prohibited from publishing or discussing passwords. Users are not to access any inappropriate material from the Internet using the schools' computers. Users are also prohibited from using the schools' computers to access personal e-mail accounts and chat rooms. Users are responsible for adhering to the rules established by the Technology Coordinator for use of the hardware, software, labs, personal files, and networks in the school. Users violating any of these rights and responsibilities will face disciplinary action from the administration.

## **Section 5: School Information and Procedures**

### **Attendance, Absences, and Tardiness**

Your child's regular attendance at school is one of the most important factors contributing to successful achievement. Parents are the biggest influence in regard to a child's attendance at school. Please support and encourage your child's consistent and daily attendance.

#### **Excused and Unexcused Absences**

Reasons for excused absences may include illness, medical appointment, funeral, required court attendance, religious education or attendance at a religious service, or special family function that cannot be arranged outside of school time. Reasons for unexcused absences may include missing the bus or ride to school, shopping, oversleeping, and traveling out of town (unless arrangements have been made with the school). Allowing your child to stay home for these unexcused absences sends a message that school is not a top priority. For extended absences of more than three days, a doctor's note may be requested. A good rule to follow is: if your child is well enough to play outdoors and take part in normal school activities, he/she is well enough to come to school. Your cooperation in this matter is greatly appreciated.

While regular attendance is expected, please do not send your child to school if he/she has any of the following symptoms:

- A fever of 101 degrees or higher.
- Vomiting.
- Chronic diarrhea caused by an illness or infection.

Your child may return to school when he/she is fever and/or symptom free. Any communicable condition, such as head lice or strep throat, must be reported to the school.

A pattern of frequent excused and/or unexcused absences will be reviewed by the administration. Parents may then be contacted in order to provide support in improving the situation and/or to develop an educational plan. If improvement in the student's attendance is not achieved, the school is required to refer the matter to the county truancy officer.

If your child is going to be absent or late to school, please call the Evergreen (892-3465) or Springview (892-3470) office prior to 8:37 A.M. to notify us of the reason for your child's absence or tardiness. You may leave a message with this information. If we have not received a phone call and your child is reported absent by the classroom teacher, you will be called. If you cannot be reached, your child's emergency contact will be called. Verification of your child's location is of the utmost importance. This policy is in effect to ensure the safety of your child. In order to assist with this process, please be sure to consistently update your contact information and the information of your child's emergency contacts with the school secretary.

While extended absences are not encouraged, parents should notify the child's teacher if one does need to occur so that they can be informed of tests or exams which may be scheduled during such absences. It will be the responsibility of the parents and the student to keep up with daily work as much as possible during any absences or when the student returns to school.

### Tardiness

It is important that your child comes to school on time. It is difficult to regain the instruction that is lost when a child is late for school. Please note that even a few minutes of lost instructional time will impact your child's day and his/her academic progress. A student who arrives at school after 8:45 A.M. will be considered tardy. Frequent tardiness will be reviewed by the administration. **Parents may then be contacted in order to provide support in improving the situation and/or to develop an educational plan. If improvement is not achieved, the school is required to refer the matter to the county truancy officer.**

### Arrival and Dismissal

Our school day begins at 8:37 A.M. and ends at 3:40 P.M. Children should not arrive at school or play on the playground before 8:25 A.M., as supervision will not be provided prior to this time. Students start their school day by reporting to the playground, unless they participate in the school breakfast program or a before-school educational program. During inclement weather, students will be allowed to enter the building and sit by their lockers until school begins.

Students who are not riding the bus should be picked up promptly at 3:40 P.M. Supervision is not provided after this time.

Allendale Community Education offers Good Time Friends, a before and after school daycare program for students. You can enroll your child by calling 892-5567.

A copy of your child's daily school schedule will be provided by the classroom teacher.

### Contact Information/Address Change

Please notify the school immediately if there is a change in your address, telephone number, email address, child care placement, or person to contact in an emergency. This information is very important in the event your child becomes ill or injured and we need to contact you. Please contact the school by phone or by note when, or if, you move from the area. The teacher and school secretary need to be notified of your new address, school to be attending and date of departure so our records can be accurate and forwarded to the new school.

### Custodial Parents

If one parent has been awarded custody of a child and the non-custodial parent has custodial limitations, a copy of the custodial order must be provided to the school. If a child is not to be dismissed to the care of any other adults, specific written information must be provided for the school.

### Sign In and Sign Out

Everyone entering the building must go directly to the office. If your child is late for any reason, please sign him/her in at the office. When it becomes necessary for a student to be dismissed prior to the dismissal time, please send a note to the teacher explaining the circumstances. If it is necessary to change arrangements during the school day, please contact the office prior to 3:00 P.M. When the time arrives, we require that you come into the office and sign your child out. This is to ensure the safety of your child. If someone other than a legal guardian is to pick up your child, we ask that you call the office or send a note with the child.



## Visitors

Visitors are always welcome. In order to ensure the safety of students, we must account for the presence of ALL persons in the building and on the school grounds. We ask you to do the following:

1. Arrange an appointment with your child's teacher.
2. Sign in using the LobbyGuard machine to get a photo ID before proceeding into the building.
3. Before leaving the building, visitors must sign out using the LobbyGuard machine.
4. Due to safety concerns, we ask that visitors do not visit the playground during recess times unless they have signed in at the office. This includes visiting students at the fence.

## Security Cameras

Security cameras are in place throughout the school building and building grounds for your child's safety.

## Parking

Students may be dropped off in the Evergreen or Springview parent/staff parking lot. No students may be picked up or dropped off in the bus loop. There will be no parking in the bus loop area. **Do not leave cars unattended unless you are parked in a designated parking spot.** Please do not park in a disability parking spot unless you have the proper plate or placard. Thank you for your cooperation.

## Lost and Found

Lost and found areas are located near both school offices and by the gym. Please check the lost and found areas frequently for any of your child's missing clothing. Unclaimed items will be donated to Love I.N.C. at various times of the year. These times will be specified in the PTO section of the principals' newsletter.

## Section 6: Parent Involvement

### Parent/Teacher Conferences

Regularly scheduled parent/teacher conferences are held for all students in the fall and spring of each school year. These conferences are held by appointment and you will be notified well in advance of your appointment time. We hope you will make a special effort to attend, as a conference with your child's teacher is of great importance to all involved. The teaching staff welcomes the scheduling of an additional conference should you ever feel concerned about your child's progress in any area.

### Newsletters

Newsletters are sent home weekly by the classroom teacher and can be sent electronically by request. Monthly principals' newsletters are sent home and also posted on the district website at [www.allendale.k12.mi.us](http://www.allendale.k12.mi.us).

### Communication

Our secretary is on duty from 7:45 A.M. to 4:15 P.M. each school day. Calls for teachers should be made before or after school. During school hours, messages will be taken for teachers or forwarded to their voicemail. You are also encouraged to contact teachers via email. Students are not permitted to use the telephone except for emergencies.

### Comments, Questions, and Concerns

Should you ever have any comments, questions, or concerns, please address them immediately. If you're not sure where to begin, please utilize this simple flowchart:

Classroom Teacher → Assistant Principal/Principal → Superintendent → Board of Education

### Volunteers

Volunteers are an integral part of our schools' success. In order to maintain proper security for our students, our district policy requires an I-Chat security form clearance prior to any volunteer experience. This process requires the prospective volunteer to fill out an I-Chat form and visit any district office to have school staff make a photocopy of his/her driver's license. All volunteers must sign in and out of the office using the LobbyGuard machine. A record is kept of all volunteer hours and activities, which allows the school district to document the incredible support that our volunteers provide.

### Field Trips

Throughout the school year, your child will be involved in field trips away from the school property. At the beginning of the year, a blanket permission form for all field trips is to be signed by parents. Specific information will be provided before each trip. Students are expected to ride the bus to and from field trips. It is important for teachers to have their students traveling together in one group. Siblings are not permitted to attend field trips.

## Guidelines for Chaperones on Field Trips

We appreciate your willingness to help out on field trips. To ensure that everyone has an enjoyable and educational experience, we ask that the following guidelines be followed:

- All chaperones need to have a security clearance form (ICHAT) on file and be approved before chaperoning a school field trip. This process takes time and needs to be completed a minimum of one week prior to the trip. You will be notified if you are not approved. Approved status is valid for five years.
- Please be on time for the trip.
- Chaperones should be spread throughout the bus so that they can help monitor students.
- Encourage and model positive behavior on the bus and at the event.
- If a problem occurs, please contact a teacher to help manage the situation.
- At **no time** are you to touch a student in a disciplinary manner unless he/she is endangering himself/herself or someone else. Contact a teacher for assistance.
- If a student is injured, please contact a teacher immediately for assistance. If there is blood, have the student put a towel over the wound himself/herself. Do not clean up the blood unless you are wearing gloves.

## Parent Teacher Organization

The Parent Teacher Organization (PTO) meets once per month to learn about classroom activities and school news. The meetings are also used to form committees and plan student and family events. All parents are encouraged to be a part of this organization.

## Classroom Parties

There are three parties throughout the school year: Halloween, Christmas, and Valentine's Day. Room parents will help the teacher plan the Halloween and Valentine's Day parties. The Christmas party is a gift from the teacher to the students and parents do not attend. Halloween costumes that include weapons, play blood, and inappropriate face painting (as determined by the administration) are not permitted. Teachers will provide additional information as holidays approach.

## Classroom Treats

State law requires that no food prepared at home may be consumed by students at school. Wrapped food items purchased from a commercial business are permitted. For birthday treats, healthy food choices and non-food options are encouraged. Teachers will communicate information regarding the presence of any students with food allergies within the classroom.

# Index

|   |    |
|---|----|
| Allendale Crisis Response Plan                      | 17 |
| Appearance, Cleanliness, and Dress Code             | 5  |
| APS Teacher Qualifications Information              | 17 |
| Arrival and Dismissal                               | 23 |
| Attendance, Absences, and Tardiness                 | 22 |
| Care of Property                                    | 5  |
| Classroom Expectations                              | 5  |
| Classroom Parties                                   | 26 |
| Classroom Treats                                    | 26 |
| Comments, Questions, and Concerns                   | 25 |
| Common Areas Procedures and Behavioral Expectations | 6  |
| Communicable Diseases                               | 9  |
| Communication                                       | 25 |
| Contact Information/Address Change                  | 23 |
| Custodial Parents                                   | 23 |
| Determination of a Specific Learning Disability     | 14 |
| Disciplinary Amendment                              | 15 |
| Discipline Procedures                               | 2  |
| District Bullying Policy                            | 4  |
| Electronic Devices                                  | 7  |
| English as a Second Language                        | 16 |
| FERPA   | 11 |
| Field Trips   | 25 |
| Food Service  | 19 |
| Guidelines and Expectations for Student Conduct     | 2  |
| Guidelines for Chaperones on Field Trips            | 26 |
| Gum   | 7  |
| Head Lice Policy                                    | 9  |
| Hearing/Vision Testing                              | 9  |
| Homeless Children and Youth                         | 16 |
| Homework  | 5  |

|  |    |
|--|----|
| Illness or Injury at School                            | 9  |
| Inclement Weather                                      | 10 |
| Insurance  | 9  |
| Lockers  | 5  |
| Lost and Found   | 24 |
| Mandatory Special Education Act                        | 13 |
| Media Center   | 6  |
| Medications  | 8  |
| Newsletters  | 25 |
| Non-discrimination in Education                        | 12 |
| Parent Teacher Organization                            | 26 |
| Parent/Teacher Conferences                             | 25 |
| Parking  | 24 |
| Participation in Recess and Physical Education Classes | 6  |
| Physical Education Shoe Policy                         | 6  |
| Playground Guidelines                                  | 6  |
| Recess Policy  | 6  |
| Section 504 of the Rehabilitation Act of 1973          | 13 |
| Security Cameras                                       | 24 |
| Severe Weather Policy                                  | 10 |
| Sexual Harassment                                      | 13 |
| Sign In and Sign Out                                   | 23 |
| Student Placement                                      | 7  |
| Student/Parent/Teacher Compact Information             | 7  |
| Technology Code of Ethics                              | 21 |
| Toys   | 7  |
| Transportation Guidelines                              | 18 |
| Use of School District Facilities                      | 21 |
| Visitors   | 24 |
| Volunteers   | 25 |

## Elementary Behavioral Expectations Matrix

|                       | <u>To and From Bus</u>  | <u>Bus</u>   | <u>Hallway</u>  |
|-----------------------|---|--|---|
| <b>Respectful</b>     | <ul style="list-style-type: none"> <li>*Use kind words</li> <li>*Keep your hands, feet and belongings to yourself</li> <li>*Walk</li> </ul>   | <ul style="list-style-type: none"> <li>*Use quiet voices</li> <li>*Be kind to others</li> <li>*Use good manners</li> </ul>                 | <ul style="list-style-type: none"> <li>*Walk</li> <li>*Keep your hands and feet to yourself</li> <li>*Keep hallway clean</li> <li>*Keep personal space</li> </ul>                                 |
| <b>Responsible</b>    | <ul style="list-style-type: none"> <li>*Use correct door for breakfast</li> <li>*Follow sidewalk to playground</li> </ul>   | <ul style="list-style-type: none"> <li>*Keep personal belongings and body parts in your seat</li> <li>*Stay seated at all times</li> </ul> | <ul style="list-style-type: none"> <li>*Walk in class order</li> <li>*Go directly to location</li> <li>*Stay to the right and face forward</li> </ul>   |
| <b>Ready to Learn</b> | <ul style="list-style-type: none"> <li>*Respond to bell</li> <li>*Be alert: look and listen</li> </ul>  | <ul style="list-style-type: none"> <li>*Quickly take your seat</li> <li>*Be alert: face forward</li> <li>*Follow directions</li> </ul>     | <ul style="list-style-type: none"> <li>*Be alert: look and listen</li> <li>*Voices OFF</li> </ul>   |
|                       | <u>Stairway</u>   | <u>Office</u>  | <u>Classroom/Specials</u>   |
| <b>Respectful</b>     | <ul style="list-style-type: none"> <li>*Walk</li> <li>*Keep your hands and feet to yourself</li> <li>*Keep stairway clean</li> <li>*Keep personal space</li> </ul>                  | <ul style="list-style-type: none"> <li>*Wait your turn</li> <li>*Use quiet voices</li> <li>*Use good manners</li> </ul>                    | <ul style="list-style-type: none"> <li>*Use quiet voices</li> <li>*Keep personal space</li> <li>*Be kind</li> <li>*Be an active learner</li> <li>*Be helpful and cooperative</li> </ul>           |
| <b>Responsible</b>    | <ul style="list-style-type: none"> <li>*Take one step at a time with quiet feet on the steps</li> <li>*Keep hand on railing</li> <li>*Stay to the right and face forward</li> </ul> | <ul style="list-style-type: none"> <li>*Go directly to the office</li> </ul>   | <ul style="list-style-type: none"> <li>*Complete assignments</li> <li>*Use supplies appropriately</li> <li>*Clean up after yourself and then help others</li> </ul>                               |
| <b>Ready to Learn</b> | <ul style="list-style-type: none"> <li>*Be alert: look and listen</li> <li>*Voices OFF</li> </ul>   | <ul style="list-style-type: none"> <li>*Know your job</li> <li>*Carry out your job</li> </ul>  | <ul style="list-style-type: none"> <li>*Be prepared</li> <li>*Think creatively</li> <li>*Follow directions</li> <li>*Believe in yourself</li> <li>*Ask questions</li> <li>*Share ideas</li> </ul> |

## Elementary Behavioral Expectations Matrix

|                       | <u>Media Center</u>   | <u>Assemblies</u>  | <u>Bathroom</u>  |
|-----------------------|---|--|--|
| <b>Respectful</b>     | <ul style="list-style-type: none"> <li>*Follow procedures</li> <li>*Use quiet voices</li> <li>*Treat books and computers with care</li> </ul>                     | <ul style="list-style-type: none"> <li>*Be an active listener</li> <li>*Keep your hands and feet to yourself</li> <li>*Have permission to enter</li> </ul> | <ul style="list-style-type: none"> <li>*Clean up after yourself</li> <li>*Use quiet voices</li> </ul>  |
| <b>Responsible</b>    | <ul style="list-style-type: none"> <li>*Use equipment appropriately</li> <li>*Return books on time</li> <li>*Be an active listener</li> </ul>                     | <ul style="list-style-type: none"> <li>*Stay seated on your bottom</li> <li>*Use bathroom before assembly</li> </ul>                                       | <p><b>Go, Flush, Wash, Leave</b></p> <ul style="list-style-type: none"> <li>*Use toilet, sink, soap, paper towel, and hand dryer appropriately</li> <li>*Wash hands with soap</li> </ul>   |
| <b>Ready to Learn</b> | <ul style="list-style-type: none"> <li>*Follow directions</li> <li>*Ask for help</li> <li>*Use good manners</li> </ul>  | <ul style="list-style-type: none"> <li>*Participate appropriately</li> </ul>   | <ul style="list-style-type: none"> <li>*Report problems to adults</li> <li>*Return to class promptly</li> </ul>  |
|                       | <u>Cafeteria Line</u>   | <u>Cafeteria</u>   | <u>Playground</u>  |
| <b>Respectful</b>     | <ul style="list-style-type: none"> <li>*Wait your turn</li> <li>*Keep your hands and feet to yourself</li> <li>*Say "Please" and "Thank You" to adults</li> </ul> | <ul style="list-style-type: none"> <li>*Use quiet voices</li> <li>*Be kind</li> <li>*Use good table manners</li> </ul>                                     | <ul style="list-style-type: none"> <li>*Invite others to join activities</li> <li>*Keep your hands and feet to yourself</li> <li>*Have permission to enter the school</li> <li>*Stay quiet in line</li> <li>*Voices OFF following the signal</li> <li>*Don't break what you didn't make</li> </ul> |
| <b>Responsible</b>    | <ul style="list-style-type: none"> <li>*Voices OFF (unless speaking with an adult)</li> <li>*Stay in your spot in line</li> <li>*Face forward</li> </ul>          | <ul style="list-style-type: none"> <li>*Clean up after yourself</li> <li>*Stay seated</li> <li>*Line up appropriately</li> </ul>                           | <ul style="list-style-type: none"> <li>*Play safely</li> <li>*Solve problems appropriately</li> <li>*Use equipment appropriately</li> </ul>  |
| <b>Ready to Learn</b> | <ul style="list-style-type: none"> <li>*Be ready to make food choices</li> <li>*Hold lunch cards respectfully in hand</li> </ul>                                  | <ul style="list-style-type: none"> <li>*Follow directions</li> </ul>   | <ul style="list-style-type: none"> <li>*Respond to the bell</li> <li>*Line up in class order</li> <li>*Face forward in line</li> <li>*Follow directions</li> </ul>   |

## Elementary Office Discipline Referral Form

|                           |    |   |                 |                 |                 |  |         |                      |          |                      |           |
|---------------------------|----|---|-----------------|-----------------|-----------------|--|---------|----------------------|----------|----------------------|-----------|
| <b>Student Name:</b>      |    |   |                 |                 |                 |  |         | <b>Location:</b>     |          | Springview           | Evergreen |
| <b>Grade:</b>             | DK | K | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> |  |         | Classroom            | Bathroom | Bus Loading Zone     |           |
| <b>Referring Staff:</b>   |    |   |                 |                 |                 |  |         | Playground           | Gym      | Parking Lot/Sidewalk |           |
| <b>Date:</b>              |    |   | <b>Time:</b>    |                 |                 |  | Hallway | Media Center/Library | Bus      |                      |           |
| <b>Student's Teacher:</b> |    |   |                 |                 |                 |  |         | Cafeteria            | Other:   |                      |           |

|   |      |                          |       |                          |       |                          |         |                          |            |                          |        |
|---|------|--------------------------|-------|--------------------------|-------|--------------------------|---------|--------------------------|------------|--------------------------|--------|
| <b>Others Involved (If applicable, list names of peers on the back of this form.)</b> |      |                          |       |                          |       |                          |         |                          |            |                          |        |
| <input type="checkbox"/>  | None | <input type="checkbox"/> | Peers | <input type="checkbox"/> | Staff | <input type="checkbox"/> | Teacher | <input type="checkbox"/> | Substitute | <input type="checkbox"/> | Other: |

|  |                                |                                |
|--|--------------------------------|--------------------------------|
| <b>Problem Behavior</b>                |                                |                                |
| <b>Is the incident major or minor?</b> | <input type="checkbox"/> Major | <input type="checkbox"/> Minor |

|   |                                   |                          |                                    |                          |                            |
|---|-----------------------------------|--------------------------|------------------------------------|--------------------------|----------------------------|
| <b>Check the box next to the most severe behavior present in this incident.</b> |                                   |                          |                                    |                          |                            |
| <input type="checkbox"/>  | Defiance/Disrespect/Noncompliance | <input type="checkbox"/> | Abusive/Inappropriate Language     | <input type="checkbox"/> | Forgery/Theft              |
| <input type="checkbox"/>  | Physical Contact, Aggression      | <input type="checkbox"/> | Inappropriate display of affection | <input type="checkbox"/> | Dress Code Violation       |
| <input type="checkbox"/>  | Fighting                          | <input type="checkbox"/> | Inappropriate touching             | <input type="checkbox"/> | Technology Violation       |
| <input type="checkbox"/>  | Harassment/Teasing                | <input type="checkbox"/> | Property Misuse/Vandalism/Damage   | <input type="checkbox"/> | Combustible Possession/Use |
| <input type="checkbox"/>  | Bullying                          | <input type="checkbox"/> | Lying/Cheating                     | <input type="checkbox"/> | Weapon Possession/Use      |

|   |  |
|---|--|
| <b>Description of Incident</b>  |  |
| (Please do not use the names of peers here. List their names on the back of this form.) |  |
|   |  |

|                            |                        |                                 |                         |                          |               |
|----------------------------|------------------------|---------------------------------|-------------------------|--------------------------|---------------|
| <b>Possible Motivation</b> |                        |                                 |                         |                          |               |
| <input type="checkbox"/>   | Obtain peer attention  | <input type="checkbox"/>        | Obtain items/activities | <input type="checkbox"/> | Avoid peer(s) |
| <input type="checkbox"/>   | Obtain adult attention | <input type="checkbox"/>        | Avoid task or activity  | <input type="checkbox"/> | Avoid adult   |
| <input type="checkbox"/>   | Unknown                | <input type="checkbox"/> Other: |                         |                          |               |
| Comments:                  |                        |                                 |                         |                          |               |

|                          |  |                          |                                      |
|--------------------------|--|--------------------------|--------------------------------------|
| <input type="checkbox"/> | I need to talk to the student's teacher. | <input type="checkbox"/> | I need to talk to the administrator. |
|--------------------------|--|--------------------------|--------------------------------------|

|                                 |                         |                          |                      |                          |                            |                          |                          |      |  |
|---------------------------------|-------------------------|--------------------------|----------------------|--------------------------|----------------------------|--------------------------|--------------------------|------|--|
| <b>Administrative Decision</b>  |                         |                          |                      |                          |                            |                          |                          |      |  |
| <input type="checkbox"/>        | Time in reflection room | <input type="checkbox"/> | Parent contact       | <input type="checkbox"/> | Community service          | <input type="checkbox"/> | In-school suspension     | Days |  |
| <input type="checkbox"/>        | Loss of privilege       | <input type="checkbox"/> | Behavior action plan | <input type="checkbox"/> | Individualized instruction | <input type="checkbox"/> | Out-of-school suspension | Days |  |
| <input type="checkbox"/>        | Conference with student | <input type="checkbox"/> | Restitution          | <input type="checkbox"/> |                            | <input type="checkbox"/> | Bus suspension           | Days |  |
| <input type="checkbox"/> Other: |                         |                          |                      |                          |                            |                          |                          |      |  |

|                        |
|------------------------|
| <b>Other comments:</b> |
|------------------------|

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Comments:**

- All minor ODRs will be filed with the classroom teacher and a copy will be sent home. Parents should discuss the incident with their child and the form is to be signed and returned to school the next day.
- Three minor ODRs during a 30 calendar day period require administrative review and/or support.
- All major ODRs require administrative review and parent contact. Administrative discipline decisions (interventions) will be made on a case by case basis.



Evergreen and Springview Elementary Schools  
Student/Parent/Teacher Compact

**Hand in hand we can learn and work together to improve school achievement.**

**As a Student, I \_\_\_\_\_, will**

- \* Always try to do my best in my work and in my behavior,
- \* Work cooperatively with my classmates,
- \* Show respect for myself, my school and other people,
- \* Obey the school and bus rules,
- \* Take pride in my school,
- \* Come to school prepared with my homework and supplies,
- \* Believe that I can learn and will learn.

**As a Parent/Guardian, I \_\_\_\_\_, will**

- \* See that my child attends school regularly and on time,
- \* Provide a home environment that encourages my child to learn,
- \* Insist that all homework assignments be completed,
- \* Communicate regularly with my child's teacher,
- \* Support the school in developing positive behaviors,
- \* Talk with my child about his/her school activities every day,
- \* Encourage my child to read at home and to monitor his/her TV viewing,
- \* Volunteer time at my child's schools,
- \* Show respect and support for my child, the teacher, and the school.

**As a Teacher, I \_\_\_\_\_, will**

- \* Believe that each student can learn,
- \* Show respect for each child and his/her family,
- \* Come to class prepared to teach,
- \* Provide an environment conducive to learning,
- \* Help each child grow to his/her fullest potential,
- \* Provide meaningful and appropriate homework activities,
- \* Enforce school and classroom rules fairly and consistently,
- \* Maintain open lines of communication with the student and his/her parents,
- \* Seek ways to involve parents in the school program,
- \* Demonstrate professional behavior and a positive attitude.

**Hand in hand we will work together to carry out the agreement of this compact.**

\* Student Signature: \_\_\_\_\_

\* Parent Signature: \_\_\_\_\_

\* Teacher Signature: \_\_\_\_\_

\* Date: \_\_\_\_\_