



Oakwood Intermediate School

2023 -2024 Handbook



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Allendale Public Schools Student Calendar
2023-2024

| | | |
|------------------|-----------|---------------------------------------------------------------------------------------------|
| Aug. 23 | Wednesday | Evergreen Elementary Open House 5:30-6:30 PM Oakwood Intermediate Open House 7:00-8:00PM |
| Aug. 24 | Thursday | Early Childhood Center Open House 5:30-6:30 PM |
| Aug. 28 | Monday | Y5 -12 First Day of School (Half Day) |
| Aug. 29 | Tuesday | AHS/NOHS Open House 6:00-7:00 PM |
| Aug. 30 | Wednesday | Middle School Open House 6:00-7:00 PM |
| Sep. 1-4 | | No School for Y5 -12 Students: Labor Day Break |
| Sep. 5 | Tuesday | School Resumes |
| Sep. 29 | Friday | No School for Y5-12 Students |
| Oct. 18 | Wednesday | 1/2 Day for Students: Y5-12 Parent/Teacher Conferences |
| Oct. 19 | Thursday | 1/2 Day for Students: Y5-12 Parent/Teacher Conferences |
| Oct. 20 | Friday | No School |
| Nov. 22-24 | Wed.-Fri. | No School for Y5 - 12 Students: Thanksgiving Break |
| Nov. 27 | Monday | School Resumes |
| Dec. 25 – Jan 5 | | No School for Y5 -12 Students: Holiday Break |
| Jan. 8 | Monday | School Resumes |
| Jan. 18 | Thursday | Y5-12 Half Day of School |
| Jan. 19 | Friday | Y5-12 Half Day of School; End of First Semester |
| Feb. 16-19 | | No School for Y5 -12 Students: Mid-Winter Break |
| March 13 | Wednesday | 1/2 Day for Students: Y5-12 Parent/Teacher Conferences |
| March 14 | Thursday | 1/2 Day for Students: Y5-12 Parent/Teacher Conferences |
| March 15 | Friday | No School for Y5-12 Students |
| Mar. 29 – Apr. 5 | | No School for Y5-12 Students: Spring Break |
| Apr. 8 | Monday | School Resumes |
| May 3 | Friday | No School for Y5-12 Students |
| May 27 | Monday | No School for Y5-12 Students: Memorial Day |
| June 6 | Thursday | Y5-12 Half Day of School |
| June 7 | Friday | Y5-12 Half Day of School |

School Start and End Times

| | | |
|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Allendale High School Full Day: 7:45 AM to 2:33 PM Half Day: 7:45 AM to 11:10 AM | New Options High School Full Day: 7:45 AM to 2:33 PM Half Day: 7:45 AM to 11:10 AM | Allendale Middle School Full Day: 7:33 AM to 2:21 PM Half Day: 7:33 AM to 10:55 AM |
| Oakwood Intermediate Full Day: 8:28 AM to 3:21 PM Half Day: 8:28 AM to 11:52 AM | Evergreen Elementary School Full Day: 8:37 AM to 3:30 PM Half Day: 8:37 AM to 12:01 PM | Allendale Early Childhood Center Full Day: 8:44 AM to 3:37 PM Half Day: 8:44 AM to 12:10 PM |

Allendale Public Schools commit to educate, inspire, and support all students.



Dear Oakwood Families,

I want to welcome you to the 2023-24 school year in Oakwood Intermediate School. The faculty and staff join me in saying “We are excited to have you as part of the Oakwood community!” Our hope this school year will be one of tremendous growth, both academically and emotionally, for your child. We wholeheartedly believe that ALL students can learn at high levels and it is our goal to ensure that our children continue to receive a quality education in an environment that is safe and encouraging every day. We are committed to working in partnership with our families, staff and community to support our children in reaching their maximum potential, in all areas of their lives.

This parent handbook is an important document which contains information regarding school policies and procedures. We ask that you read through this handbook with your child. We have set the bar high because we know when we do, our students strive to meet the goals and dreams they set for themselves. Use this handbook to share with your child the academic and behavioral expectations we have set for our Oakwood students for this school year. As always, if you have any questions regarding the content of the handbook, please feel free to call the office for clarification.

Proud to Be Your Child’s Principal,

Mrs. Gwen Luban

Mrs. Luban, Principal
Oakwood Intermediate

Allendale Public School District Mission Statement

Allendale Public Schools commit to educate, inspire, and support all students.

Oakwood Intermediate School Belief Statement

In collaboration with community, parents, and students the Oakwood Intermediate staff is committed to the following beliefs:

- *Students will develop an attitude of excellence in a safe, caring, nurturing environment.*
- *Students will be empowered to become self-directed, lifelong learners through innovative and conventional methods, technologies, and assessments.*
- *Students will grow in character through a focus on respect, responsibility, and integrity.*
- *Students will develop a strong foundation of knowledge, skills, and experiences through meaningful content individualized to meet students' needs.*

“Every Student... Every Day”

Oakwood Intermediate School Staff List

Principal

Gwen Luban

Student Support Specialist/504

Coordinator

Jennifer Mendes

Secretaries

Tara Bosch

Whitney Meyers

4th Grade Teaching Staff

Kari Brose

Janet Busman

Megan Czarnecki

Kelley Flis

Julie Holdsworth

Christina Licari

Remi Rohrer

Sara Weycker

5th Grade Teaching Staff

Jenna Hughes

Anna Haveman

Heather Hoffman

Brittany Kulikamp

Sarah Lema

Sandy Marsman

Erica Modderman

Janene Schroeder

Specials Class Teaching Staff

Courtney Farber - Music

Frank Rytlewski - Physical Education

Taylor Zimmerman- Art

Media Center Staff

Becca Lehman - Media Aide

Becky Buck - Media Specialist

School Social Worker

Aleksandra Helsel

School Counselor

Paige Caligiuri

School Psychologist

Erin Jungslager

Teacher Consultant

Melissa Byker

Speech

Emily Karchon

ELL

Marcy Elliott

Special Education Staff

Riley Feenstra - ASD Teacher

Bethany Kuyper - SXI Teacher

Emily Mindling - Teacher

Kimberly Ray - Teacher

Molly Bingham - Teacher

Paras

Lindsay Bidwell - Para

Paula Haveman - Para

Emily Joswick - Para

Cat Moorehead - SXI

Judy Benham - SXI

Anastasia Bussis - ASD

Tehya Sowers - ASD

Holly Van Klompenberg - ASD

Health Aide

Judy Mullennix

Nurses

Lauren Schafsnitz - SXI Nurse (W-F)

Amanda Tammens - District Nurse

Amanda Lares - District Nurse

OT/PT

Dana Pechumer - PT

Lauren Clark - OT

Shilah Fewless - OT

Behavior Aide

Sonja Thompson

K-5 Academic Coach

Beth Voss

Reading/Math Specialist

Sarah Persenaire

Interventionist

Cristy Sauter

Food Service

Bonnie White

Danya Bruinsma

Technology

Paul Mulder

Custodial

Cristyn Tobin

Attendance and Arrival

Oakwood Intermediate School Daily Schedule

| | |
|--------------------------|------------------------|
| School Begins | 8:28 A.M. |
| School Dismissed | 3:21 P.M. |
| Half-Day Schedule | 8:28-11:52 A.M. |

Absences

Any time your child is going to be absent or late to school, please call the Oakwood Intermediate School office (892-3475) between 8:15 – 9:30 A.M. to notify us of the absence. You may also leave a message with this information - please give the reason for the absence and the child's teacher's name. Please do this by 9:30 A.M. For extended absences (chronic illness, etc.), a doctor's note will be requested. Absences due to family vacations are discouraged.

To ensure the safety of your child, if we have not received a phone call and your child is reported absent by the classroom teacher, you will be called. If you do not have a phone in your home we will call the person you have indicated on your enrollment form to contact in case of an emergency and will await a return confirmation from him/her of the whereabouts of your child. **If verification of your child's absence is not received the absence will be considered unexcused.**

Any communicable disease, such as COVID19, head lice and chicken pox, must be reported to the school. When in close contact with each other, children can pass colds and viruses back and forth. Please do not send your child to school if he/she has any of the following symptoms: a fever of 100.4 degrees or higher, signs of fever or chills/sweating, vomiting, diarrhea, abdominal pain, sore throat, new and uncontrollable cough resulting in breathing difficulty, or new onset of severe headache.

- Absences are considered EXCUSED when a parent calls in to report an illness, medical appointment, funeral, required court attendance, religious education, attendance at a religious service, or special family function that cannot be arranged outside of school time.
- UNEXCUSED absences 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 only sends a message that school is not an important place to be.

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.

Absences - Planned

In all instances of excused absences, your child is expected to make up his/her work. In situations involving extended travel you are strongly urged to consider the ability of your child to make sufficient progress in his/her school work while you are traveling. Upon consideration, if you feel that such an absence is justifiable, you are asked to notify the school a minimum of 5 days in advance. This allows our teaching staff to make necessary adjustments to test and homework schedules. It is your responsibility, as the parent, to help your child keep up with daily work as much as possible during such absences.

Arrival Procedures

Student safety is of great importance to the Oakwood staff. Beginning at 8:18 a.m. adult supervision will be provided for students arriving at school. At 8:18, school employees will open the doors to the building, at which time students may exit their school bus or their family's vehicle and proceed to go directly to their classroom. Students who choose to eat school breakfast may go to the cafeteria to pick up a breakfast bag before reporting to their classroom.

For more detailed information on our Student Drop-Off and Student Pick-Up process, please see the next section of the Handbook.

Attendance

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

Oakwood's administration routinely monitors student attendance. In keeping with Ottawa County's attendance guidelines, parents will be contacted by letter once their student has reached a 10% absence level, with the purpose of informing, reminding, and offering support in improving attendance. In cases of chronic absenteeism, the school may seek the support of the Ottawa County Truancy Office.

Parking

Do not leave cars unattended unless you are parked in a designated parking spot. Please do not park in the disability parking spaces unless you have the proper plate or placard

Sign In and Sign Out

In order to offer our students the best possible protection during their arrival and dismissal at school, we would like to ask for your cooperation with a few simple sign-in and sign-out rules.

1. *All students arriving at school after 8:28 am must be brought to the office by a family member so that he/she can be signed in.*
2. All students who must be picked up before the end of the school day for appointments can only be released to an authorized adult. If someone other than an authorized parent or guardian will be picking up your child, a note must be sent to the office giving the individual's name, your signature, and reason for the early departure.
3. If your regular pick-up plans change for any reason, please be sure to contact the office **before 3:00 pm**. Students who are picked up 15 minutes or more prior to normal dismissal will be marked absent for the P.M. session.

At the end of the day, students who are not riding the bus should be picked up promptly at 3:21 p.m.. Supervision is not provided after this time. Allendale Public Schools does offer Good Time Friends, a before and after school daycare program for students. You can enroll your child by calling 892-5567.

Student Drop-Off and Pick-Up

Our student drop-off and pick-up process is set up for our 4th and 5th grade students to be dropped off and picked up in separate locations. It is of critical importance that all families understand the process in an effort to ensure the safety of our students and staff.

To ensure a safe flow of traffic during peak drop-off and pick-up times, we will utilize a 5th grade student drop-off and pick-up zone which will be located in front of the district office building. Oakwood's 4th grade students will use the traffic circle located by the main entrance to the Oakwood Office. A map of these areas is available to all families through our building newsletter and school web-page. The following details will be important as we work together to ensure a safe and orderly drop-off and pick-up process.

Drop-Off Details:

- Each grade level will have its own traffic loop which is described on the Drop-Off and Pick-Up Map.
- If a family has more than one Oakwood student, we ask that you use the traffic loop assigned to your youngest child. Your older child will be asked to use the sidewalks to walk over to their class's entrance/exit area at the beginning of the day, and from their designated area to your vehicle at the end of the day.
- Family members must stay in their vehicle when in the traffic loop.
- All students who are being dropped off in the morning must remain in their vehicle until a school employee has opened the doors to let students enter the building.
- Staff are asked to be at their assigned door by 8:18 am, at which point students may be released from vehicles.
- All vehicles **MUST** be parked in the lane closest to the building at the time their child is let out of the vehicle. We strongly recommend that your child exit the car on the right-side of the vehicle.
- Once your child has safely exited your vehicle, you are asked to carefully move into the left lane of traffic and use the appropriate exit drive.

Pick-Up Details:

- Each grade level will have its own traffic loop which is described on the Drop-Off and Pick-Up Map.
- If a family has more than one Oakwood student, we ask that you use the traffic loop assigned to your youngest child. Your older child will be asked to use the sidewalks to walk over to their class's entrance/exit area at the beginning of the day, and from their designated area to your vehicle at the end of the day.
- Immediately following the school day each classroom of students will be walked to their entrance/exit area by a school employee.
- Family members must stay in their vehicle while in the traffic loop.
- All vehicles **MUST** be parked along the right-side of the traffic loop at the time their child is loading into the vehicle. We strongly recommend that your child enter the car on the right-side of the vehicle.
- Once your child has safely entered your vehicle, you are asked to carefully move into the left lane of traffic and use the appropriate exit drive.

As families travel through the traffic loop, we ask for patience, understanding, and an abundance of caution to avoid any accidents or unnecessary conflicts. We're confident that, if we work together for the benefit of our students, our drop-off and pick-up process will be successful

If, at any time, you need to park your vehicle and enter the school building we ask that you find a designated parking space to use.

Tardy

First, thank you for everything that you do to promote the importance of daily instruction. It is extremely important that your child comes to school on time every day. 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 may impact your child's day and his/her academic progress.**

If a child is frequently late for school, a letter will be sent home addressing the concern and requesting your support. If the situation does not improve, you may be asked to meet with administrators to develop an educational plan that addresses the issue of tardiness.

Families and Community

Chaperone Guidelines for School Field Trips

We appreciate your willingness to help out on field trips. Your interest in your child's education is important to your son/daughter and to the Oakwood staff. To ensure that everyone has an enjoyable educational experience we ask that the following guidelines be followed:

1. Please be on time for the trip.
2. Please sit in various places on the bus so that you can help monitor children.
3. Get to know the children around you by engaging them in conversation.
4. Encourage and model positive behavior on the bus and at the event.
5. If a problem occurs, please contact a teacher on the bus or at the activity to help settle the situation.
6. At **no time** are you to touch a child in a disciplinary manner unless he/she is endangering himself/herself or someone else. Contact a teacher for assistance.
7. If a child is injured or there is blood, please contact a teacher immediately for assistance. Have the child put a towel over the blood himself/herself. Do not clean up the blood unless you are wearing gloves.
8. All chaperones need to have a security clearance form (ICHAT) on file and be approved before chaperoning a school field trip.

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 to the school.

Infinite Campus Messenger System

The Allendale school district will be using the Infinite Campus Messenger system as a communications tool with parents and the community. The system has the ability to broadcast notices, such as school delays/closings and event reminders, to you by phone and/or email. At times, there will be significant advantages to this form of communication. The information in this system will be updated automatically from our student information system.

Lost and Found

Students' lost items will be placed in the Lost and Found areas of the building. If your child has lost something, we ask that your child check the lost and found area. If you are in the building, please check the lost and found area frequently for any of your child's missing clothing. What is not claimed will be donated to LOVE I.N.C. at various times of the year. Reminders will be sent home just prior to the donations.



What is the Allendale Elementary PTO?

A **volunteer** run community organization that raises funds for all three Allendale Public School elementary buildings. We also plan family-fun events and volunteer our time to the 1400+ students from preschool through 5th grade.

How do we raise money?

Mostly through our awesome PTO fundraisers; Poppin' Popcorn and March reAding Challenge & Fundraiser. Additionally, we get funds from our spirit wear sale and family-centric special events for all of the Allendale Community.

Who is the PTO?

You! Parents, guardians, grandparents... of our students. You can join us in volunteering for things like PTO Popcorn Days, dance committees, chaperoning dances, making copies, & hanging art. Come to any of our bi-monthly Parent Meetings to find out more.

PTO Parent Meetings

- **September 13 - 6-7pm**
- **November 8 - 6-7pm**
- **January 10 - 6-7pm**
- **March 6 - 6-7pm**
- **May 8 - 6-7pm**

Held at the Evergreen East Elementary Media Center. Our PTO Parent Meetings include administration from all 3 elementary buildings, staff, PTO Board Members and of course, YOU! *Please consider joining us?*

Attending our PTO Parent Meetings meetings are fun and informative! You will never be pressured to volunteer or join the board. Come as an interested parent ready to learn what is happening at your child's school, you can meet teachers and hear from administration. You will also hear about our upcoming family events, fundraisers and how we are spending our children's fundraised dollars.

2023-2024 PTO Board

President - Kyle Stelmach

Vice-President - Tiffani Flagstadt

Treasurer - Ashlee Schmit

Secretary - Alondra Fortune

Community Outreach - Shawna Handa

Social Media Coordinator - Olivia Knapp

Volunteer Coordinator - Jodi Wood

Special Event Coordinator - Sarah Bird

Popcorn Colonel - Emily Duiven
Patterson

Fundraising Coordinator - Gabrielle

Member at Large - Kaitlynn DeVowe

Where does the money go?

We allocate \$100 for each elementary classroom teacher (about \$9,000 per school year).

But wait we do more. In the 2022-23 school year we provided:

- AECC students with class color -coordinated t-shirts
- Falcon reader book bags to all students PreK - 5th grade
- Kona Ice for Field Days at all 3 Elementary Buildings
- Student Scholarships to those in need
- Funds for
 - APS Mental Health Committee
 - 5th grade Camp Henry t-shirts the
 - AET (Allendale Encouragement Team) funding for staff encouragement/Teacher appreciation week
 - PTO Popcorn Fridays
 - PBIS rewards and incentives

... and this is just a sample of what we financially support!

Let's Stay Connected!

Email allendalepto5@gmail.com **email any of us here!*

Website www.allendaleelementarypto.org

Facebook facebook.com/allendalepublicschoolspto

Want to Volunteer?

- Popcorn Volunteers are needed monthly (no experience necessary)
- Special Event Committee Members,
- Special Event Day of Volunteers for set up, tear down and during
- Interested in something else? Let us know!

Be on the lookout for information on how you can sign up!

2023-2024 PTO Event Dates

Tues., Aug. 15th thru Sun., Sept. 10th - Spirit Wear Sale

Mon., Oct. 16th - Family Skate Night 6:15 - 8:15 pm @ Tarry Hall

Mon. Oct. 30th thru Mon. Nov. 20th - Poppin Popcorn Fundraiser

Wed., Dec. 6th - Family Skate Night 6:15 - 8:15 pm @ Tarry Hall

Sat., Jan. 20th 2-4pm & 6-8pm - Boots & Bling Dance

Tues., Feb. 6th - Family Skate Night 6:15 - 8:15 pm @ Tarry Hall

Mon., Mar. 4th - Sun., Mar. 17th - reAd Challenge and Fundraiser

Thurs., Apr. 4th - Family Skate Night - 6:15 - 8:15 pm @ Tarry Hall

PTO Popcorn Dates

Monthly Mondays at AECC

September 18
October 23
November 13
December 18
January 22
February 26
March 18
April 22
May 20

Monthly Fridays at Evergreen &

Oakwood

September 22
October 27
November 17
December 15
January 26
February 23
March 22
April 26
May 31

Want to Donate to the Allendale PTO Directly?

If you prefer, skip fundraising and donate directly to your Allendale PTO at:

Venmo: [@allendaleelementarypto](#)

Donate on our website: <https://www.allendaleelementarypto.org/donate>

US Mail: Send a check written to Allendale Elementary PTO in with your student.



venmo

Recess Policy

Students will be playing outside during the winter months unless the wind chill is 0 degrees or below. Whenever there is inclement weather, a decision will be made prior to the recess period whether the students will go outside or stay in. Adequately dressed children should not suffer any adverse effects from being outdoors. In snowy/cold weather, boots, gloves, and hats should be worn.

Our policy is that all students go outside for recess. It is assumed that the students who are too sick to go outside would benefit by staying home. A doctor's note will be required if a child is inside from recess for more than three consecutive days. On days when the weather is extremely cold or rainy, recess will be indoors.

Telephone Calls

Our secretary is on duty from 7:30 a.m. to 4:00 p.m. each school day. Calls for teachers should be made before and after school. During school hours messages will be taken for teachers or forwarded to their voicemail.

The telephone in the office is for school business. It is important that you make any necessary arrangements with your child prior to the school day beginning. Students will be allowed to use the phone with their teacher's permission and for emergency purposes **only**. The telephone should not be used for visiting or social calls. Students will not be called to the telephone except in emergency situations.

Use of School 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's daily educational program shall always have priority when granting permission for use.

Visitors to Oakwood

Our building belongs to you. We hope that you will take the time to visit the school to see your child in his/her learning environment. You are always welcome. Because we must account for the presence of ALL persons in the building, we ask you to do the following:

1. Before visiting, please make arrangements with your child's teacher.
2. Sign in on the *Raptor* machine in the office lobby to get a visitor pass before proceeding into a classroom. Although it isn't necessary, a Michigan driver's license is helpful when signing in on the *Raptor*.
3. Before leaving the building, visitors must sign out using the *Raptor* machine.
4. Student visitors are prohibited from accompanying students to class without special permission from the classroom teacher and principal.

Visitors - please be advised that your visit may be recorded by a surveillance camera.

Volunteers

We welcome parent and community volunteers at Oakwood. Volunteer hours are recorded in an effort to document the incredible support provided to the Oakwood students and staff. It is district policy that all volunteers sign in to our web-based volunteer program. Prior to volunteering, all individuals are required to complete an I-Chat Security Form which may be obtained from any of the school offices. The building secretaries will ask to take a photocopy of your driver's license as part of the security screening process.

Classroom and Learning

Classroom Treats and Parties

Classroom treats and holidays are left up to the discretion of the teacher/principal. Prior permission for birthday treats is appreciated. We do ask that all treats brought into the classroom are store bought.

Field Trips

Throughout the school year, your child will be involved in field trips away from the school property. Before leaving the school property, teachers must have a permission slip from you allowing your child to participate in the trip. If a permission slip is not returned and we are unable to contact you; your child will not be able to leave the school property. Please sign field trip requests and have your child return them to his/her teacher as soon as possible to assure a successful learning experience for your child.

Students are to ride the bus to and from field trips. It is important for teachers to have their students traveling together in one group. Riding the bus is part of the educational experience and is a time for students to interact with peers and receive directions and information from their teacher.

Grading

Student report cards are generated at the end of each semester. Their purpose is to inform parents/guardians of the following items:

- Concepts and skills listed on the card are the essential items for mastery at the grade level.
- Your child's progress toward mastery will be noted using three indicators, 3, 2, or 1. A marking of 3 means the child "consistently meets the learning criteria with independence," a marking of 2 means that the child is "progressing toward the learning criteria with support," and a marking of 1 means that the child is showing "limited progress toward the learning criteria."
- The report card will include additional information such as:
 - Attendance count
 - Progress indicators for work skills, social development, and fine arts
 - Personalized comments related to your child's school experience

Homework

Homework for elementary students, when properly planned and supervised, is productive and assists greatly in developing responsible and organized students. Please support your child's efforts and help him/her fit homework into the family schedule. Encourage him/her to see the fun in learning and the personal self-satisfaction gained through a job done well. Oakwood Intermediate School students should expect homework throughout the week.

Media Center

Oakwood Intermediate School has a wonderful media center for our students to use. Encouraging your child to read at home is one of the most important ways you can help to continue the growth of literacy development and good reading habits in your child. Please make sure your child returns books on time. You may receive a bill for any books your child loses or damages.

Newsletters

The Oakwood staff is committed to using our resources wisely, both our financial resources as well as our natural resources. We will be teaching our students to do the same throughout the year. One way we can be wise when it comes to use of resources is by taking advantage of technology, more specifically our electronic communications possibilities. Our newsletters will be made available to you through email and through our school web page. Although traditional paper copies of the newsletters will be available, we strongly encourage you to use the e-versions of the newsletters as a way to help us in our goal of using our resources wisely.

Parent/Teacher Conferences

Regularly scheduled parent/teacher conferences are held in the fall and the spring of each school year. 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 Oakwood staff welcomes additional conferences should you ever feel concerned about your child's progress in any area. Please make appointments with your child's teacher for any special conference by calling the office or contacting the teacher.

Participation in Recess and Physical Education Classes

Our policy is that all students go outside for recess and participate in P.E. classes. If a child is too sick to go outside or participate in P.E. classes that child may benefit from staying home. If a special circumstance arises that demands a student to stay indoors, or sit out during PE class, a doctor's note will be required.

Student Compacts

Student compacts may be used as a tool to improve student achievement. A compact is a form of a contract that is developed with the student, parent/guardian and teacher/administrator. A sample compact can be found in the back of the handbook on page 44.

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.

Health and Wellness

Communicable Disease

Listed 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 disease. If you have any questions about any of the guidelines, please call the office.

- Chickenpox – Students may return after the pox is scabbed over and dry.
- Conjunctivitis (or “pink eye”) – Students may return 24 hours after doctor’s treatment.
- COVID-19 - Please consult with school personnel on current return to school policies.
- 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.
- Pediculosis (or head lice) – Students may return to school when checked and found to be free of lice and eggs (or nits).
- Scabies – Students may return to school following the completion of the treatment.
- Strep Throat - Students may return to school when they have been on antibiotics for 24 hours.

Head Lice Policy

Oakwood Intermediate 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 he/she 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 done during the school year for grade 4 and vision testing is done for grade 5. These screenings are done by the Ottawa County Health Department. You, or your child’s teacher, can refer your child for screening regardless of his/her age or grade. If your child fails the vision or hearing test, he/she will be retested at a later date.

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 indicated on your emergency card. Minor bruises, bumps, skinned knees and elbows will be taken care of by our office. However, we do not administer any 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: Student Accident 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 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.

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 injectable, and those applied as drops to eyes, nose, or medications applied to the skin.

- The pupil’s parent/guardian must give the school written permission to administer medication(s) to their pupil.
- Written instructions from a physician, which include the name of the pupil, 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.
- Medication should be brought to school in a marked container with the child’s name, name of medication, dosage, the doctor’s name if it is a prescription drug, and specific directions for administration. We cannot administer any medication including cold tablets, aspirin, or vitamins without this information.

If your child needs medication during school hours, please fill out the medication permission slip and return it to his/her teacher or office along with the medication.

Allendale Public Schools Policy & Procedures Administering Medications to Pupils at School will be included in its entirety in the back of the handbook. If your child is to receive any medication during the school day, you should bring the medication in its original container and the doctor’s signed instructions to the office. The medicine will be dispensed by the school secretary according to the doctor’s instructions. A signed “Permission to Administer Medication” form will be kept in the office.

Guidelines for Administration of Medications to Pupils in School

- 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 pupil’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 pupil's school record. The building administrator is responsible for reporting the medication error to the pupil's parent/ guardian immediately.
- When it is necessary for a pupil 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.

Medical forms are available in each school building office.

Student Responsibility and Behavior

Appearance, Cleanliness, and Dress Code

Students' dress and grooming must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. (school board administrative guideline 5511)

Good hygiene is an important health issue. Please teach your child how to develop good habits. Your 4th or 5th grade child should be able to dress himself/herself and take care of his or her personal health habits, such as bathroom needs and hand washing. Students' dress should 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:

Clothing advertising alcohol, drugs, violence, or using inappropriate language is not to be worn. We ask that students not wear or display symbols that in American society today have been associated with violent events around the country, and which may make students feel unsafe, such as swastikas, the confederate flag and Antifa.

- 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/Skirts should be long enough for the tips of fingers to touch the bottom hem when standing.
- Make-up for elementary students is not considered age appropriate.
- Clothing, including masks, advertising alcohol, drugs, violence, or using 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 with wheels down at school.

Assembly Behavior

The following are assembly guidelines that students will be expected to follow:

- Use quiet voices before the program begins.
- Hands to yourself.
- When the presenter stands in front to speak, students should be quiet immediately.
- Use a respectful, proper response at the appropriate time. Disrespectful behavior such as booing, screaming, whistling should never occur, we treat everyone with respect.

If a student fails to follow one or more of the expectations, he/she may be removed from the group or class to sit by his/her teacher. A second offense may require the student to be removed from the assembly or future assemblies.

Bullying (Cf. 8018) 8260

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 (directly or indirectly) hurtful and/or mean that is repeated OR highly likely to be 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, Vine, Snapchat, TikTok, 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 verbally or in writing.
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 immediately assessed and the appropriate action taken. This may include the use of counseling practices, restitution, the loss of privileges, interviews with parents/legal guardians, or suspension from school. Although the administration will be aware that some students who are bullied may say out of fear that "they don't care" or "it's not a big deal," they will deal with the behavior, not the emotion.
4. If necessary and appropriate, the school will consult with any or all of the following: parents/legal guardians, teachers, 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.
6. After the incident has been dealt with, administration will follow up with the student who was being bullied to ensure the bullying behaviors have ended and provide necessary support to the student.

Care of Property

Our Student Responsibility Guidelines include “Show respect and pride for school property”. Throughout the year, we will be teaching our students to take pride in keeping the building and equipment as neat as possible. Students will be required to pay for damages to school property.

Classroom Guidelines/Rules

Each individual teacher develops classroom rules and procedures. We keep a positive attitude about discipline at Oakwood Intermediate School and have a strong positive behavior support program in place. However, students must be aware that they are responsible for their behavior and its consequences.

In an effort to help a student make better choices, an administrator may implement a variety of strategies in addition to those listed above which may include: development of a behavior plan, parent participation in classroom activities, additional days of suspension, petition to Ottawa County Probate Court, referral to the Ottawa County Sheriff's Department, etc.

Drugs and Alcohol Abuse

Any student who intentionally sells, distributes, possesses, uses, or is under the influence of drugs, narcotics, “look-alikes” or “designer drugs”, or alcohol, in or on school property, including buses, shall be:

1. Suspended from school.
2. Reported to the parent(s).
3. Reported to the appropriate law enforcement agencies for possible legal action and may be required to see a counselor with their parent(s) regarding the substance abuse issue before they will be allowed to return to school.

The determination of “under the influence”, or “selling, possessing, using, distributing”, as stated above, will be made solely by the administration or another adult as deemed appropriate by the school administration.

Expulsions

Expulsion, placement out of the regular school setting or into residential treatment program, is used as the last resort, when all else has been tried and the student is still not successful in this discipline cycle.

Four Responsibilities of Students

In keeping with the Oakwood Intermediate belief statement the staff seeks to partner with parents and the community to develop in our children an attitude of excellence in all areas of their lives including their character, knowledge and skills, and their personal health.

1. Treat yourself and others with respect.

Be friendly, polite, and helpful to others. (Put-downs, fights, name-calling, teasing, and racial comments are not acceptable)

2. Be a responsible student.

Have assignments completed to the best of your ability and within the allotted time. Participate in class, listen attentively, read, speak, and complete your work to the best of your ability. Be prepared for class, always having materials and supplies readily available.

3. Show concern for your own personal health and safety as well as the safety of others.

Follow all expectations for the playground, classroom, bus, and lunchroom. While on field trips, remember that you are a representative from your school and are expected to obey school rules. Work hard to maintain a healthy lifestyle which will bring benefits to you educationally.

4. Show respect and pride for school property.

Clean up your work area at school. Take good care of school property such as Chromebooks, chairs, desks, books, windows, equipment, etc.

Gum

In an effort to maintain a respectful and clean learning environment, gum chewing is not allowed at school unless approved by the classroom teacher.

Lockers

A locker will be issued to each student at the beginning of the school year. Students are expected to keep their lockers clean and not abuse them in any way. The school cannot be responsible for valuables left in lockers. Cash or valuables can be safeguarded by leaving them at home. Please do not bring valuables to school! Students are not permitted to have locks on their lockers.

Lunchroom Guidelines/Rules

To promote an enjoyable and respectful atmosphere, the following guidelines should be followed:

- Respectfully enjoy your lunch time.
- Be polite and courteous – respect adults and others.
- Follow the posted lunchroom expectations.
- When you are done eating, pick up all paper, food, etc. around you and on the floor.

Personal Electronic Devices: Cell Phones, Smartwatches, Tablets, etc.

Oakwood students will not be permitted to have personal electronic devices out during the school day, including cell phones, smartwatches, electronic games, and tablets, among others. Preferably, these items would remain at home however, if a student brings a device, it should be turned off and left in their backpack during school hours. If personal electronic devices are observed by staff they may be confiscated and turned into the office. Parents will then be asked to make arrangements with the office to pick up the device.

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, but should be clean and free of sand or mud. Sand, dirt, mud and water wear down the finish on our floor and create a surface where students can slip or slide. This presents safety and cleanliness issues.

Sandals(flip-flops), boots, high-heeled and dress shoes are not appropriate for Physical Education classes. They do not provide safe footwear for the types of movement we do. Acceptable gym shoes should not have open heels and should have laces to provide support. Shoes should be made of non-scuffing material. Thank you for assisting us as we work to keep the students safe and our facilities well cared for.

Playground Guidelines/Rules

We strive to make our playground as safe as possible. In order to do this, we ask that the following guidelines be discussed at home with your child:

- Students are to play in the approved and assigned playground areas.
- Hard baseballs/softballs, and aluminum/wooden bats are not to be used on the playground.
- Use playground equipment correctly. No climbing on backstops or soccer goals.
- Tackle football, wrestling, and other forms of rough play are prohibited on the playground.
- There should be no washing of faces in the snow. No throwing of snowballs.
- Students should be respectful of other children's clothing.
- Due to COVID-19, toys or other items typically brought in for show and tell, recess or other reasons will not be allowed. After the restrictions have been lifted, bringing items in may be allowable with prior approval from the principal.
 - Other than appropriate athletic equipment, items brought from home for show and tell are not permitted on the playground.
 - Students are encouraged to participate in team games during recess (touch football, soccer, kickball, basketball, etc.). However, these games are student-led and they will not be run in the same way as organized sports in which the students participate outside of school.
- Playground supervisors reserve the right to adjust the playground guidelines as necessary based on grade level and other factors.
- Don't break what you didn't make.

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

Positive Behavioral Interventions and Support (PBIS)

Through the school year, the Oakwood administration and staff will implement a Positive Behavioral Interventions and Support (PBIS) system. The Oakwood Intermediate School PBIS system is centered on the fundamental behaviors of being "Respectful, Responsible, and Ready to Learn". A key element of Oakwood's PBIS system is the recognition of student behavior that reflects these fundamental behaviors that we have termed our "Falcon Fundamentals." Methods to encourage positive behaviors include awards, tickets, and incentives. Positive behaviors that will be encouraged throughout the year can be found at the back of the handbook in the Oakwood Behavior Matrix.

Restorative Practices

The use of restorative practices, a set of strategies and questions designed to restore community, will be considered by the administration when student misbehavior is addressed. In some circumstances restorative practices may be used as an alternative, or in addition to other forms of consequences including suspension and expulsion.

School-wide Discipline Process

The purpose of the Oakwood Discipline Grid is to provide immediate, consistent, and logical consequences for irresponsible behavior. All minor offenses are handled on the spot in classrooms, halls, lunchroom, and other general areas of the school.

Students, parents, and staff are reminded that during the discipline process each student is treated as an individual. It is quite possible that different students, involved in the same offense, would be given different consequences based on each student's prior disciplinary history. A similar situation frequently exists in courts where a judge must sentence people for crimes. Those with a history of criminal activity often receive stiffer penalties than those with otherwise good records. However, certain types of behavior are NEVER appropriate at school and 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.

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 has three parts:

1. Unwelcome or unwanted behavior
2. The behavior is sexual or related to the gender of the harassed person.
3. The behavior 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
- Sexual harassment should be reported immediately to Mrs. Luban or to our Superintendent, the OCR Officer at 892-5570.

Suspension Behaviors

Any time a child is suspended it becomes a serious disciplinary action. The behaviors that lead up to a suspension may be cumulative in nature or represent a significant danger to other children or school staff. The following is a list of behaviors that may result in an immediate suspension:

- 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 (jackknife, straight blade, etc.).
- The use, possession, or sale of alcoholic substances, tobacco, narcotics, or other noxious substances.
- The use, possession, or sale of explosive devices.
- The possession of pornographic materials.
- Cursing at a school staff member.
- Attempting to strike or injure a school staff member. Any successful attempt would also result in an immediate suspension.
- Defacing or ruining school property (student will be responsible for replacement and/or cleanup costs). A student whose inappropriate behavior causes harm to school property may also be responsible for replacement and/or cleanup costs.
- Any violation of the discipline procedures of the Allendale Public Schools.

Technology Code of Ethics

The use of technology at Oakwood is a privilege extended to students. Users will 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 email 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.

Toys

There may be times when students are allowed to take toys into school. Show-and-Tell, special reward days, or projects may be reasons why a teacher approves toys being brought into school. It is important that students ask, and receive, permission to bring in toys from their teacher in advance.

*** School Wide Expectations ***

| School Wide Expectation (examples) | Routines/Location | | | | |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Classroom | Bathroom | Playground | Cafeteria | Assemblies |
| Respectful | <ul style="list-style-type: none"> -Treat others and materials with care -Use healthy communication -Allow others to learn | <ul style="list-style-type: none"> - Honor Privacy - Voice Level 0 - 1 | <ul style="list-style-type: none"> - Include others - Keep hands and feet to self - Observe personal space and boundaries of others | <ul style="list-style-type: none"> - Voice Level 2 - Use please and thank you - Follow directions from all staff | <ul style="list-style-type: none"> - Keep hands and feet to self - Participate appropriately - Follow speaker directions |
| Responsible | <ul style="list-style-type: none"> -Clean up after yourself and others -Use technology as expected | <ul style="list-style-type: none"> - Go, Flush, Wash, Leave - Clean up after yourself - Report bathroom issues to adult - Technology Free | <ul style="list-style-type: none"> - Put equipment away when done - Use equipment as intended - Technology Free | <ul style="list-style-type: none"> - Clean up after self and others - Engage in healthy conversations | <ul style="list-style-type: none"> - Look and listen for teacher/staff directions |
| Ready to Learn | <ul style="list-style-type: none"> -Use Whole Body Listening -Come to class prepared and organized | <ul style="list-style-type: none"> - Go directly back to class or expected area | <ul style="list-style-type: none"> - Be a problem solver - Line up when bell rings | <ul style="list-style-type: none"> - Be a problem solver - Use time wisely | <ul style="list-style-type: none"> - Use whole body listening |

| School Wide Expectation (examples) | Routines/Location | | | |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Hallways | Stairwells | Office | Media Center |
| Respectful | <ul style="list-style-type: none"> - Voice level 0 - Close locker quietly - Keep hands, feet, and belongings to self | <ul style="list-style-type: none"> - Voice level 0 - Observe personal space of self and others - Quiet and soft feet | <ul style="list-style-type: none"> - Voice level 1 or 2 - Use please and thank you - Wait patiently | <ul style="list-style-type: none"> - Treat materials carefully - Voice level 0 or 1 - Follow directions from all staff |
| Responsible | <ul style="list-style-type: none"> - Walk on right side of the hall - Keep items in locker | <ul style="list-style-type: none"> - Walk on right side of stairwell - Walk only - Securely carry supplies | <ul style="list-style-type: none"> - Ask permission to go to the office | <ul style="list-style-type: none"> - Return items on time and in same condition - Clean up after yourself and others |
| Ready to Learn | <ul style="list-style-type: none"> - Be where you are expected to be | <ul style="list-style-type: none"> - Be where you are expected to be | <ul style="list-style-type: none"> - Be where you are expected to be | <ul style="list-style-type: none"> - Use whole body listening - Ask for help when needed |

Oakwood Intermediate School Discipline Grid

| Misbehavior | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|-----------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Behavior Tallies - 5 in one day or - 10 in one week | reflection page mt with school official parent contact | After 5 Level 1 occurrences, the student's case may be brought to the behavior team for consideration | | | |
| Bus Misbehavior | Bus issues will be handled according to Transportation Department guidelines | | | | |
| Defiance - refusal to comply | reflection page mt with school official parent contact | reflection page meeting with principal parent contact detention (1-2 days) | reflection page meeting with principal parent contact detention (3-5 days) | reflection page meeting with principal parent contact suspension (1-2 days) | reflection page meeting with principal parent contact suspension (3-5 days) |
| Disrespect | reflection page mt with school official parent contact | reflection page meeting with principal parent contact detention (1-2 days) | reflection page meeting with principal parent contact detention (3-5 days) | reflection page meeting with principal parent contact suspension (1-2 days) | reflection page meeting with principal parent contact suspension (3-5 days) |
| Disrupting the educational process | reflection page mt with school official parent contact | reflection page meeting with principal parent contact detention (1-2 days) | reflection page meeting with principal parent contact detention (3-5 days) | reflection page meeting with principal parent contact suspension (1-2 days) | reflection page meeting with principal parent contact suspension (3-5 days) |
| Hallway misbehavior | reflection page mt with school official parent contact | reflection page mt with school official parent contact detention (1-2 days) | reflection page mt with school official parent contact detention (3-5 days) | reflection page mt with school official parent contact suspension (1-2 days) | reflection page mt with school official parent contact suspension (3-5 days) |
| Playground misbehavior | mt with school official playground time-out | reflection page mt with school official parent contact loss of recess (1-2 days) | reflection page mt with school official parent contact loss of recess (3-5 days) | reflection page mt with school official parent contact detention (1-3 days) | reflection page meeting with principal parent contact suspension (1-2 days) |
| Classroom misbehavior | reflection page mt with school official parent contact | reflection page mt with school official parent contact detention (1-2 days) | reflection page mt with school official parent contact detention (3-5 days) | reflection page mt with school official parent contact bus suspension 1-2 days | reflection page meeting with principal parent contact bus suspension 3-5 days |
| Rough play | reflection page mt with school official parent contact | reflection page meeting with principal parent contact detention (1-2 days) | reflection page meeting with principal parent contact detention (3-5 days) | reflection page meeting with principal parent contact suspension (1-2 days) | reflection page meeting with principal parent contact suspension (3-5 days) |
| Inappropriate language or gestures | reflection page mt with school official parent contact | reflection page meeting with principal parent contact detention (1-2 days) | reflection page meeting with principal parent contact detention (3-5 days) | reflection page meeting with principal parent contact suspension (1-2 days) | reflection page meeting with principal parent contact suspension (3-5 days) |
| Property damage | | | restitution/refl. Page meeting with principal parent contact detention (3-5 days) | restitution/refl. page meeting with principal parent contact suspension (1-2 days) | restitution/refl. page meeting with principal parent contact suspension (3-5 days) |

| | | | | | |
|---------------------------------------|--|--|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Threatening behavior | | | reflection page meeting with principal parent contact detention (3-5 days) | reflection page meeting with principal parent contact suspension (1-2 days) | reflection page meeting with principal parent contact suspension (3-5 days) |
| Bullying | | | reflection page meeting with principal parent contact detention (3-5 days) | reflection page meeting with principal parent contact suspension (1-2 days) | reflection page meeting with principal parent contact suspension (3-5 days) |
| Harassment | | | reflection page meeting with principal parent contact detention (3-5 days) | reflection page meeting with principal parent contact suspension (1-2 days) | reflection page meeting with principal parent contact suspension (3-5 days) |
| Possession of inappropriate materials | | | reflection page meeting with principal parent contact detention (3-5 days) | reflection page meeting with principal parent contact suspension (1-2 days) | reflection page meeting with principal parent contact suspension (3-5 days) |
| Physical aggression or fighting | | | reflection page meeting with principal parent contact detention (3-5 days) | reflection page meeting with principal parent contact suspension (1-2 days) | reflection page meeting with principal parent contact suspension (3-5 days) |
| Theft | | | restitution/refl. Page meeting with principal parent contact detention (3-5 days) | restitution/refl. Page meeting with principal parent contact suspension (1-2 days) | restitution/refl. Page meeting with principal parent contact suspension (3-5 days) |
| Fighting | | | | reflection page meeting with principal parent contact suspension (1-2 days) | reflection page meeting with principal parent contact suspension (3-5 days) |
| Weapons violation | | | | | reflection page meeting with principal parent contact suspension/expulsion |

The list above is not all-inclusive. Throughout the process of addressing misbehavior, staff will consider the appropriate use of restorative practices as a means of correcting harm that may have been caused to the community. When necessary, Behavioral Meetings will be scheduled with Parent, Teacher, Social Worker, and Principal. The level of consequence assigned will be dependent on the severity and frequency of student misbehavior. Proper law enforcement agencies, juvenile authorities and social agencies will be involved as necessary. If a student is suspended from school he/she may be required to receive an assessment or services by a professional counselor or agency before being readmitted to school.

School Policy

Comments, Questions, & Concerns

As educators we spend many teachable moments with our students on the importance of “going to the source” of an issue, concern, or positive event and express how we feel. We would greatly appreciate your cooperation in expressing your feelings by the same method. Go to the source of concern, issue, or even to share a positive event. Our feelings as parents will always default to our children, but we also must be conscientious enough to know that there is always another side, another story to investigate. As a parent, should you ever have any concerns please address them immediately. Sometimes something very small is left unsaid and rapidly snowballs. If you have a comment, please share it, if you have a question, please ask it, and if you should ever have a concern, please address it with the source.

If you're not sure where to begin, please utilize this simple outline:

1st - Classroom teacher

2nd – Principal – Mrs. Gwen Luban

3rd - Superintendent – Dr. Garth Cooper

4th - Board of Education

Corporal Punishment and Reasonable Physical Force (8300-R)

The Board does not condone the use of force, fear, hitting, paddling, spanking, slapping, or other forms of corporal punishment as an appropriate procedure in student discipline.

No employee, volunteer, or contractor of the District shall inflict physical pain by hitting, paddling or spanking, or cause to be inflicted, corporal punishment upon a student. Reasonable physical force may be used to maintain order and control in a school or a school related setting for the purposes of providing an environment conducive to safety and learning.

Physical force upon a student may be necessary to restrain or remove a student whose behavior is interfering with the orderly exercise and performance of District functions within a school or school related activity if that student has refused to comply with a request to refrain from further disruptive acts; for self-defense or the defense of another; to prevent a student from inflicting harm on him/herself; to quell a disturbance that threatens physical injury to any person; to obtain possession of a weapon or other dangerous object; and to protect property.

Employees should not find it necessary to resort to physical force, violence, or threats to compel obedience. If all means fail, staff members may always resort to the removal of the student from the classroom or school through established suspension or expulsion procedures.

Crisis Response Plan

Allendale students and staff perform a variety of safety drills throughout the year, including fire, tornado, and lockdowns. Our school system has a crisis response team composed of teachers, local law enforcement, administrators, the high school counselor, school social worker, 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. 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. Have teachers identify the most affected students 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 whether 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.

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 Child Study Committee 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.

English Learners

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 EL 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 ademas del ingles. Si Ud. Es el padre o guardian del nino(a)-si el nino(a) no estan inscritos en el programa EL- favor de enviar el nombre de su nino(a) y el nombre de la escuela que asiste:

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

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 educational 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 P.T.O. 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.

Safety Drills

Necessary fire, tornado, and lockdown drills will occur throughout the year. The drills are practiced to help ensure everyone's safety in the event a real emergency occurs. Throughout the year our teachers will explain the drill procedures to students so they have a clear understanding of the plans.

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).

*If you would like more information, please call Mrs. Bri Blanksma, our Homeless Liaison, at (616) 892-3470.

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. Garth Cooper, 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.

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:

Ryan Harp
Special Education Director
Allendale Public Schools
(616) 892-3170

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:

- has a physical or mental impairment which substantially limits one or more major activities;
- has a record of such an impairment; or
- 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 Child Study Team (CST) 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 Child Study 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.

Severe Weather Policy

In case of severe thunderstorms and/or tornado watches and 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 principal. You, as parents, may choose to pick up your own child at any time. You may only pick up other parents' children if they have completed an authorization to do so. If you choose to pick up your child, please go to the office and ask for assistance from our secretary.

Please do not call the school during a tornado watch or warning except in a most serious emergency. These are times when teachers, principals, and building secretaries are fully occupied.

During inclement weather, please listen to:

| | | | |
|---------------------|---------------|--------------|-------------|
| Television Stations | WZZM - TV 13 | WOOD - TV 8 | WWMT - TV 3 |
| Radio Stations | WOOD FM-105.7 | WOOD AM-1300 | |

We will be using the Infinite Campus Messenger system to notify families of school delays/closings. Please contact the school office to update your contact information.

Specific Learning Disability (SLD)

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, Allendale Public Schools reports the following:

For grades kindergarten through 5th grade, in the area of Basic Reading, Allendale Public Schools is beginning the implementation of a **Response to Scientific, Research-Based Intervention** process for literacy intervention.

For determination of a SLD, a Pattern of Strengths and Weaknesses (PSW) process is used for students in kindergarten through 12th grade for the skill area of Basic Reading. This process is also used across all other areas of SLD, kindergarten through 12th grade, which includes: 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 of 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 Response to Scientific, Research-Based Intervention Process? Response to Scientific, Research-Based Intervention is a process 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 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: Author.

Teacher Qualifications Information

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

- 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 email, to Dr. Garth Cooper, Superintendent. A response to your request for information will be provided within five business days.

Allendale Elementary Meals Program

BREAKFAST: \$1.50 per day or \$7.50 per week

LUNCH: \$2.50 per day or \$12.50 per week

MILK ONLY: .50¢ per day or \$2.50 per week

Meal Benefits: Apply on-line at <https://www.familyportal.cloud> You can first create an account on the Portal which allows access to applications, meal purchases and depositing. You will need student ID numbers to create an account. Any office or Food Service has student ID's if you don't. Food Service 616-892-5591 If you don't want an account use GUEST and only fill out an application.

MENUS are posted monthly at www.Allendale.k12.mi.us.

If you do not have access to a computer, menus are available in the school office.

Breakfast is served in the cafeteria. Your child should go directly to the cafeteria immediately upon arrival at school for breakfast service. They will find their Breakfast card on the walls before the serving line, select their breakfast and give the card to the Food Service staff. They will be sent to their classroom when the bell rings for school to begin.

Lunches

Your child's teacher will take lunch orders each morning by requesting the children to raise their hands if they plan to purchase lunch. Teacher's will mark a roster and send it to the cafeteria when the class attends lunch.

Milk Purchase Only

If your child brought lunch from home and would like to purchase milk only, the teacher will mark "M" on the roster and the student can pick up milk on the way to the cafeteria. Please note milk only purchases are not covered by the Meal Benefit Program.

Payment Procedures

Check or Cash Your child will receive a yellow lunch money envelope each week. Please use this envelope for your child's lunch money. Complete all sections of the envelope including your child's first and last name, teacher's name, amount enclosed and check number. Please make checks payable to APS Food Service.

On-line <https://www.familyportal.cloud> is used to make credit/debit card deposits. You will have to create an account using student ID's and follow the steps. On-line videos are on the site to assist depositing process. Family portal allows the funds to immediately appear on the students account.

****Students must maintain a positive balance to participate in the meal program.**

Food Allergies & Dietary Restrictions must have a physician's signature on medical information form. Please contact Jodi Brouwer at 616-892-5591 or email brouwerjod@apsfalcons.net to request the form.

Transportation Guidelines

The following items are important for you to know in order to help the Transportation Department run smoothly throughout the school year:

- If your child is ill, please keep them at home.
 - If they are the only child at their bus stop, please call the Transportation Department at 892-3485, option 2, so that we can inform the driver they need not make the stop that day.
- **SAFETY** is our top priority...
 - Parents/guardians are responsible for their student(s) safety and behavior while at the bus stop.
 - If your student(s) cross the road at the bus stop, it is very important they follow the bus driver's signal to let them know when it is safe to cross.
 - Roughhousing and fighting on the bus is strictly prohibited.
 - It is important that your student(s) understand that they are expected to remain seated on the bus at all times until they reach their stop and the vehicle is no longer in motion. This is for their safety.
- Students **MUST** be at their designated stop 7 - 10 minutes **BEFORE** the scheduled pickup time; with so many stops to make, it is not possible for the bus to wait for your student(s) after it arrives.
- Skateboards, skates, skis, other large items, or live animals are not allowed on the bus. If an item is prohibited from being on campus or in a school building, it is also prohibited on the bus.
- There should be **NO EATING/DRINKING** on the bus. (Water is permitted in a plastic bottle.)
- A responsible party **MUST** be at home when a child (grades Y5, K, 1st) is dropped off after school. This person **MUST** be visible to the bus driver.
- Students will not be allowed to ride buses that they are not assigned to for any purpose other than emergencies. Emergency transportation will need to be approved by building office staff as well as the transportation office.
- 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.
 - In the case of shared custody, arrangements may be made for additional stops if the locations are within the district boundaries with approval from the transportation office.
- Non-resident students attending the Allendale Public Schools *may be* transported to/from a bus stop within the district as approved by the Transportation Director. (Safety and bus capacity will be taken into consideration.)
 - Parents/guardians will be responsible for getting students safely to and from the bus stop.

Riding the school bus is a privilege. Failure to comply with the posted expectations and/or directive from the APS staff on board could lead to the loss of this privilege.

Because of heavy traffic, weather factors, etc. it may not always be possible for us to maintain an exact time schedule. We will strive for consistency, but this may not always be possible. Having your child at the stop 7-10 minutes prior to the scheduled pickup time will greatly help us to eliminate time deviation.

Infinite Campus Messenger and/or Ride360 will be used to notify you of school delays/closings and other important information. Please be sure the school office(s) have your up to date contact information.

We are dedicated to providing a positive, caring environment for your student(s). If you have any questions or concerns, please call the Transportation Office, at 892-3485, option 2.

Your Transportation Team,

Michael Nyboer
Director of Transportation
Allendale Public Schools

"In a world where you can be anything, be kind."

Oakwood Intermediate School

HOME/SCHOOL INVOLVEMENT COMPACT

TEACHER:

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

1. Teach necessary concepts to your child.
2. Try to be aware of the needs of your child.
3. Regularly communicate with you on your child's progress.

Teacher Signature _____ Date _____

STUDENT:

I know my education is important to me. It will help me become a better person. I know my parents want to help me, but I am the one who has to do the work. Therefore, I agree to do the following:

1. Do my class work on time.
2. Return corrected work to my parent/caregiver.
3. Be at school on time unless I am sick.
4. Be responsible for my own behavior.
5. Pay attention and do my work.

Student Signature _____ Date _____

PARENT/CAREGIVER:

I realize that my child's years are very important. I also understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

1. Go over my child's assignments with him/her.
2. Give my child a quiet place to study.
3. Make sure my child gets enough sleep each night.
4. Make sure my child is at school on time.
5. Spend at least 15 minutes each day reading with my child.
6. Attend open house and parent conferences.

Parent/Caregiver Signature _____ Date _____

Phone _____