



# **Oakwood Intermediate School**

**2019 –2020  
Handbook**



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# Allendale Public Schools 2019-20 School Calendar

Aug. 21	Wednesday	Evergreen Elementary Open House	5:30-7:00 PM
		Oakwood Intermediate Open House	7:00-8:30 PM
Aug. 22	Thursday	Early Childhood Center Open House	5:30-6:30 PM
		Early Childhood Center Dedication	6:30PM
Aug. 27	Tuesday	DK-12 First Day of School	
		AHS/NOHS Open House	6:30-8:00 PM
Aug. 28	Wednesday	Middle School Open House	6:30-8:00 PM
Aug. 30-Sep. 2		No School for DK-12 Students Labor Day Break	
Sep. 3	Tuesday	School Resumes	
Sep. 27	Friday	1/2 Day for DK-12 Students: Staff Professional Development (pm)	
Oct. 22	Tuesday	1/2 Day for Students: DK-12 Parent/Teacher Conferences	
Oct. 24	Thursday	1/2 Day for Students: DK-12 Parent/Teacher Conferences	
Oct. 25	Friday	No School for DK-12 Students: Staff Professional Development (full day)	
Nov. 21	Thursday	DK-12 Half Day of School: Staff Records Day (pm)	
Nov. 22	Friday	DK-12 Half Day of School: Staff Records Day (pm)	

## End of 1st Trimester

Nov. 27-29	Wed.-Fri.	No School for DK-12 Students: Thanksgiving Break	
Dec. 2	Monday	School Resumes	
Dec. 23 – Jan 3		No School for DK-12 Students: Holiday Break	
Jan. 6	Monday	School Resumes	
Jan. 24	Friday	DK-12 Half Day of School: Staff Records Day (pm)	
Feb. 18	Tuesday	1/2 Day for Students: DK-12 Parent/Teacher Conferences	
Feb. 20	Thursday	1/2 Day for Students: DK-12 Parent/Teacher Conferences	
Feb. 21	Friday	No School for DK-12 Students: Staff Professional Development (full day)	
March 5	Thursday	DK-12 Half Day of School: Staff Records Day (pm)	
March 6	Friday	DK-12 Half Day of School: Staff Records Day (pm)	

## End of 2nd Trimester

Apr. 3-10		No School for DK-12 Students: Spring Break	
Apr. 13	Monday	School Resumes	
May 25	Monday	No School for DK-12 Students: Memorial Day	
June 4	Thursday	DK-12 Half Day of School: Staff Records Day (pm)	
June 5	Friday	DK-12 Half Day of School: Staff Records Day (pm)	

## End of 3rd Trimester



Dear Oakwood Families,

I want to welcome you to the 2019-20 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. Throughout this year we commit to fostering Respect, Responsibility, and Readiness to Learn in each of your children. We look forward to partnering with you as we pursue the goal of developing caring, considerate, and hard-working students.

This parent handbook is an important document which contains information regarding school policies and procedures. Please take time to read through this handbook with your child this fall. This will give you and your child a strong understanding of the expectations we have set for this school year. If you have any questions regarding the content of the handbook, please feel free to call the office for clarification.

Sincerely,

***Mr. Doug Bol***

Mr. Doug Bol, 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 School Staff

## **Principal**

Mr. Doug Bol

## **Dean of Students**

Mr. Bryan Kuyper

## **Fourth Grade Teaching Staff**

Mrs. Kari Brose

Mrs. Janet Busman

Mrs. Kelley Flis

Mrs. Vicki Gravelyn

Ms. Julia Holdsworth

Mrs. Lindsey Olsen

Mrs. Leah Schmuker

Mrs. Sara Weycker

## **Special Education Staff**

Mrs. Melissa Byker

Mrs. Jennifer Mendes

Ms. Anna Haveman

Mrs. Renee Bauder

Mrs. Kelly Meyer

Mrs. Jillian VanSolkema

## **School Social Worker**

Mrs. Roxana Osburn

## **Speech**

Mrs. Lindsay Fountain

## **Math/Reading Specialist**

Ms. Sarah Persenaire

## **ESL Staff**

Mr. Didier Couvelaire

## **Behavior Coach**

Mr. Andrew Jakobcic

## **Secretary**

Mrs. Breann Brown

Mrs. Whitney Meyers

## **Fifth Grade Teaching Staff**

Mrs. Marcy Elliott

Mrs. Val Francis

Mrs. Heather Hoffman

Mrs. Sarah Lema

Mrs. Gwen Luban

Mrs. Sandy Marsman

Mrs. Janene Schroeder

Mrs. Heidi Winkler

Mrs. Karen Wit

## **Specials Class Teaching Staff**

Mrs. Carrie Lipinski      Spanish

Mrs. Amanda Jones      Music

Mrs. Kayla Lindeman      Art

Mr. Bryan Kuyper      Phys. Ed.

## **School Psychologist**

Mrs. Erin Pando

## **Media Center Staff**

Mrs. Becky Buck      Media Specialist

Mrs. Candice Greinke      Media Aide

## **Interventionists**

Mrs. Cristy Sauter

## **Lunch Supervisors**

Mrs. Jane Sheridan

## **Counselor**

Mrs. Meredith Bauder

## **Attendance and Arrival**

### **\*Oakwood Intermediate School Daily Schedule\***

<b>School Begins</b>	<b>8:28 A.M.</b>
<b>School Dismissed</b>	<b>3:21 P.M.</b>

### **\*Arrival Procedures\***

Student safety is of great importance to the Oakwood staff. Beginning at 8:15 am adult supervision will be provided for students arriving at school. Upon arrival, either by bus or drop-off, students will immediately go to the cafeteria. Students will remain in the cafeteria until dismissal time. Students that choose to eat breakfast will do so at this time. Our Community Education Program does offer a before and after school program. If you need to drop your child off before 8:15 am, or have to pick up your child after 3:45 pm, you may enroll your child in the before/after school program by calling 892-5579.

### **\*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 your cooperation with a few simple sign-in and sign-out rules.

1. *All students must report to the office when they arrive after school has begun.*
2. Students can only be released to an authorized adult coming to the office to request dismissal. 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 and your signature.
3. When it becomes necessary for a student to be dismissed prior to the end of the day, please send a note to the teacher explaining the circumstances.
4. For security reasons and the safety of all children, it is necessary to require parents to report to the office if they would like their child released for early departure rather than going directly to the classroom. Office personnel will notify the classroom teacher over the intercom. Parents will be required to sign their student out before leaving the Oakwood building.

### **\*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.

### **\*Absences\***

On the day(s) your child is absent from school, you must notify the school by phone giving 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.

Any communicable disease, such as head lice and chicken pox, must be reported to the school. Please do not send your child to school if he/she is sick. Children are in close contact with each other and can pass colds and viruses back and forth.



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 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.

In cases of excessive excused absences, a letter requesting a meeting with the principal may be sent. If the matter is not resolved, parents may be asked to meet with the administrators to create an educational plan that addresses the issue of absenteeism. If the educational plan is not successful, the school is required to refer the matter to the ISD truancy officer.

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.

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.**

#### **\*Planned Absences\***

In all instances of excused absences, your child is expected to make up his/her work. The responsibility of making up work lies primarily on the student. 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.

#### **\*Tardy\***

First, thank you for everything that you do to promote the importance of daily instruction. It is critical that your child comes to school on time. It is difficult to regain the instruction that is lost when a child is late for school. **Please note that even a few minutes of lost instructional time 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

### **\*Parents Visiting School (Visitors)\***

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 *LobbyGuard* machine in the office lobby to get a visitor pass before proceeding into a classroom.
3. Student visitors are prohibited from accompanying students to class without special permission from the principal.

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

### **\*Volunteers\***

This year we will keep a record of all volunteer hours. Recording these hours allows us to document the incredible support that you provide the Oakwood students and staff. Please register as a volunteer when signing in. Please notify the office of the hours you spend volunteering at home also.

### **\*Guidelines for Chaperones on 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 us. To ensure that everyone has an enjoyable and 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.**

### **\*P.T.O. ~ Parent Teacher Organization\***

An Invitation from the APS K-5 PTO: The 2019-20 school year has begun and our P.T.O. wants to help keep our children motivated and enthusiastic about learning! We have many great ideas and fantastic events planned for the new school year and we need your assistance to make them happen! We look forward to working with you as a team; we need to hear from you; we need your participation; we need to know what you want your P.T.O. to do for your school. We are open to all ideas, thoughts, and comments. Together, we can make a strong P.T.O. for our children.

Our meetings are held on Monday evenings at 7:00 p.m. in the Oakwood Cafeteria. We look forward to seeing you there! The dates for this school year are Nov. 11, Jan. 13, Mar. 9 and May 11.

### **\*2019-2020 Officers\***

President	Lindsey Hanes
Vice-President	Erin Evans
Treasurer	Courtney Sherwood
Secretary	Noelle McCann
Volunteer Coordinator	Jen Mitchell

The PTO officers can be contacted through the following email address:  
[allendaleptovolunteer@gmail.com](mailto:allendaleptovolunteer@gmail.com)

### **\*Custodial Parents\***

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

### **\*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.

### **\*Telephone Calls\***

Our secretary is on duty from 7:30 a.m. to 3:45 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. 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.

### **\*Telephone/Address Change\***

Please notify the school immediately if there is a change in your address, telephone number, child care, or person to contact in an emergency. This information is very important in case your child becomes ill or injured and we need to contact you.

### **\*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.

Our policy is that all students go outside for recess. It is assumed that the students who are too sick to be in school 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.

### **\*Lost and Found\***

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.

### **\*Use of School Facilities\***

Allendale Public School 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.

### **\*Parking\***

Oakwood Intermediate School has been designed with a very nice traffic circle in the front of the building to facilitate student pick up and drop off. In order for the traffic circle to be effective we are asking you to follow the procedures described below.

1. Between 8:00 and 9:00 a.m. and 3:00 and 4:00 p.m. stay in your car when using the traffic circle. Your child will come out to your car when you have pulled up to the curb in the right lane.
2. To help avoid potential accidents we ask that you stay in the right (curb side) lane of the traffic circle until you have picked up your child at which time you may move into the left (inside) lane to exit.
3. **At no time will a student be allowed to approach a car in the left lane (inside lane) of the traffic circle.**
4. If you need to park and enter the building please use the designated visitor parking area in the middle of the traffic circle. There is no car parking in the bus loop.

Thank you so much for your cooperation in this matter. With consideration for others and attention to the plan described above the process (dropping off and picking up your child) will be smooth and efficient.

**All students not riding a bus must be picked up at 3:21 p.m. each day. Any student still at the school at 3:50 p.m. will be taken to After School Good Time Friends. The cost for one day is \$10.00.**

## **Classroom and Learning**

### **\*Grading\***

Kindergarten through 5th grade utilize standards-based grading practices. Student report cards are generated at the end of each trimester. Their purpose is to inform parents/guardians of the following items:

- Standards listed on the card are the essential standards for mastery at the grade level.
- Your child's progress toward learning mastery will be noted using three indicators, 3, 2, or 1. A marking of 3 means the child "consistently meets the standard with independence," a marking of 2 means that the child is "progressing toward the standard with support," and a marking of 1 means that the child is showing "limited progress toward the standard."
- 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

### **\*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.

### **\*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.

### **\*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 39.

### **\*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. Your child will have an opportunity to visit the media center on a regular basis to check out

books. 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 will 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.

#### **\*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 your child does not return a permission slip 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 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.

## **Health and Wellness**

### **\*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.

### **\*Student Accident Insurance\***

Allendale Public Schools provides student accident insurance as supplementary coverage to a family's insurance. Supplementary coverage is provided in case of an accident involving a student during regularly scheduled, sponsored and supervised student activities at school. The insurance is through 1<sup>st</sup> Agency, Inc. and has a \$2,500 deductible. If you have questions regarding this insurance, please contact the District Office. All students who participate in Allendale Public Schools' Athletic Program must have insurance to participate.

### **\*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.

### **\*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.

### **\*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 back in the class.

### **\*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 are scabbed over and dry.
- Conjunctivitis (or "pink eye") – Students may return 24 hours after doctor's treatment.
- Fifth Disease - Exclusion not necessary unless the student has a fever or other symptoms besides the rash.
- Impetigo – Students may return to school when under treatment and if the sores are not draining and are covered.
- 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.



## **Student Responsibility and Behavior**

### **\*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 rules 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.

### **\*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 Plan\***

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.

### **\*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 code 8240)

Good hygiene is an important health issue. Please teach your child how to develop good habits. Your 4<sup>th</sup> or 5<sup>th</sup> 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. Additionally,

- 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 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.

### **\*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.

### **\*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.

### **\*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.

### **\*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.

### **\*Cell Phones**

Oakwood students will not be permitted to have cell phones out during the school day. If cell phones are observed by staff they may be confiscated and turned in to the office. Parents will then be asked to make arrangements with the office to pick up the phone.

### **\*Electronic/Technology Devices\***

Students will not be allowed to bring radios, electronic/technology devices, recording devices, radio-controlled toys, electronic games, walkie-talkies, cell phones, etc. to school, except for educational use. This rule is in effect for two reasons:

1. Electronic devices are potentially disruptive in the classroom.
2. We will not assume responsibility for security or safety of electronic devices on the bus, in school, or on the playground.

We believe there are enough activities at school in which students can participate without the need to bring to school expensive equipment such as electronic devices.

### **\*Toys\***

Toys are not allowed at school except for educational use (show and tell, special project, etc.) or with prior approval.

### **\*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.

### **\*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 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 supports to the student.

**\*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 Mr. Bol or to our Superintendent, the OCR Officer at 892-5570.

**\*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 enhance 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.

### **\*Classroom Guidelines/Rules\***

Each individual teacher develops classroom rules and procedures. All rules are discussed with students and available to parents. 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.

The following are among the procedures that may be used by school staff to resolve misbehavior problems:

- Restorative Practices
- Warning
- Action plan
- Apology letter
- Loss of recess privilege
- Community Service
- Individual teacher/student conference
- Referral to an administrator
- Conference between the teacher/administrator and parent/guardians
- Before/after school detention
- Suspension

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.

### **\*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.

### **\*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 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 (rough play) is prohibited on the playground.
- There should be no washing of faces in the snow. No throwing of snowballs.
- Students are not to play with other children's clothing.
- Don't break what you didn't make.

### **\*Assembly Behavior\***

Assembly behavior should be one of respect and courtesy. The following are guidelines that students should follow:

- Use quiet voices before 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 breaks any one of these rules, 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.

### **\*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:

- 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.

### **\*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.

## Oakwood Intermediate Expectations matrix

	classrooms	bathrooms	playground	cafeteria	assemblies	hallways	bus	office	stairwells	media center
Respectful	<ul style="list-style-type: none"> <li>*Be helpful</li> <li>*Have good manners</li> <li>*Treat others the way you would like to be treated</li> </ul>	<ul style="list-style-type: none"> <li>*Honor privacy</li> </ul>	<ul style="list-style-type: none"> <li>*Include others</li> <li>*Play nice</li> <li>*Respect others</li> <li>*Personal space and boundaries</li> </ul>	<ul style="list-style-type: none"> <li>*Hands and feet to self</li> <li>*Use inside voices</li> <li>*Walk</li> <li>*Proper manners</li> </ul>	<ul style="list-style-type: none"> <li>*Attention on speaker</li> <li>*Hands and feet silent</li> <li>*Applaud appropriately</li> </ul>	<ul style="list-style-type: none"> <li>*Travel silently as a class</li> </ul>	<ul style="list-style-type: none"> <li>*Be kind to others</li> <li>*Hands, feet, and belongings to yourself</li> </ul>	<ul style="list-style-type: none"> <li>*Talk quietly</li> <li>*Wait patiently</li> <li>*Use manners</li> </ul>	<ul style="list-style-type: none"> <li>*Quiet voices and feet</li> <li>*Observe personal space</li> <li>*Enter on the right</li> </ul>	<ul style="list-style-type: none"> <li>*Treat material carefully</li> <li>*Give media staff full attention</li> </ul>
Responsible	<ul style="list-style-type: none"> <li>*Complete homework on time</li> <li>*Keep desk and personal things organized</li> </ul>	<ul style="list-style-type: none"> <li>*Clean up after yourself</li> <li>*Wash your hands before leaving</li> </ul>	<ul style="list-style-type: none"> <li>*Stay in approved areas</li> <li>*Use equipment appropriately</li> <li>*Play school approved games</li> </ul>	<ul style="list-style-type: none"> <li>*Clean up after yourself</li> <li>*Sanitize hands</li> <li>*Take only what you will eat</li> </ul>	<ul style="list-style-type: none"> <li>*Enter and exit in a single file line</li> <li>*Raise hand to participate</li> </ul>	<ul style="list-style-type: none"> <li>*Walk single file on right hand side of hall</li> </ul>	<ul style="list-style-type: none"> <li>*Quiet Voices</li> <li>*Pick up after yourself</li> <li>*Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>*Make good choices</li> <li>*Ask permission to go to office</li> </ul>	<ul style="list-style-type: none"> <li>*Go directly to class</li> <li>*Use quiet voices</li> <li>*Walk on the right</li> </ul>	<ul style="list-style-type: none"> <li>*Whisper if you need to talk</li> <li>*Bring media back on time</li> </ul>
Ready to Learn	<ul style="list-style-type: none"> <li>*Be an active listener</li> <li>*Have a good attitude</li> <li>*Come to class prepared and organized</li> </ul>	<ul style="list-style-type: none"> <li>*Return to class promptly</li> <li>*Bathroom business only</li> </ul>	<ul style="list-style-type: none"> <li>*Line up when bell rings</li> <li>*Be a problem solver</li> <li>*Enter and exit playground</li> </ul>	<ul style="list-style-type: none"> <li>*Leave when excused by adult</li> <li>*Make healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>*Keep questions and comments on topic</li> <li>*Participate appropriately</li> </ul>	<ul style="list-style-type: none"> <li>*Arrive on time</li> <li>*Travel as a whole class</li> </ul>	<ul style="list-style-type: none"> <li>*Go directly to bus</li> <li>*Stay seated</li> </ul>	<ul style="list-style-type: none"> <li>*Return to class promptly</li> </ul>	<ul style="list-style-type: none"> <li>*Securely carry supplies</li> <li>*Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>*Use available resources (on your own) to locate appropriate books</li> </ul>



# Oakwood Intermediate School Discipline Grid

<u>Misbehavior</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Level 5</u>
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  <b>suspension (1-2 days)</b>	reflection page  meeting with principal  parent contact  <b>suspension (3-5 days)</b>
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  <b>suspension (1-2 days)</b>	reflection page  meeting with principal  parent contact  <b>suspension (3-5 days)</b>
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  <b>suspension (1-2 days)</b>	reflection page  meeting with principal  parent contact  <b>suspension (3-5 days)</b>
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  <b>suspension (1-2 days)</b>	reflection page  mt with school official  parent contact  <b>suspension (3-5 days)</b>
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  <b>suspension (1-2 days)</b>
bus 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  <b>bus suspension 1-2 days</b>	reflection page  meeting with principal  parent contact  <b>bus suspension 3-5 days</b>
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  <b>suspension (1-2 days)</b>	reflection page  meeting with principal  parent contact  <b>suspension (3-5 days)</b>
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 (1-2 days)	reflection page  meeting with principal  parent contact  <b>suspension (1-2 days)</b>	reflection page  meeting with principal  parent contact  <b>suspension (3-5 days)</b>
property damage			restitution/refl. Page meeting with principal parent contact detention (3-5 days)	restitution/refl. page meeting with principal parent contact <b>suspension (1-2 days)</b>	restitution/refl. page meeting with principal parent contact <b>suspension (3-5 days)</b>

threatening behavior			reflection page meeting with principal parent contact detention (3-5 days)	reflection page meeting with principal parent contact <b><i>suspension (1-2 days)</i></b>	reflection page meeting with principal parent contact <b><i>suspension (3-5 days)</i></b>
bullying			reflection page meeting with principal parent contact detention (3-5 days)	reflection page meeting with principal parent contact <b><i>suspension (1-2 days)</i></b>	reflection page meeting with principal parent contact <b><i>suspension (3-5 days)</i></b>
harassment			reflection page meeting with principal parent contact detention (3-5 days)	reflection page meeting with principal parent contact <b><i>suspension (1-2 days)</i></b>	reflection page meeting with principal parent contact <b><i>suspension (3-5 days)</i></b>
possession of inappropriate materials			reflection page meeting with principal parent contact detention (3-5 days)	reflection page meeting with principal parent contact <b><i>suspension (1-2 days)</i></b>	reflection page meeting with principal parent contact <b><i>suspension (3-5 days)</i></b>
physical aggression or fighting			reflection page meeting with principal parent contact detention (3-5 days)	reflection page meeting with principal parent contact <b><i>suspension (1-2 days)</i></b>	reflection page meeting with principal parent contact <b><i>suspension (3-5 days)</i></b>
theft			restitution/refl. Page meeting with principal parent contact detention (3-5 days)	restitution/refl. Page meeting with principal parent contact <b><i>suspension (1-2 days)</i></b>	restitution/refl. Page meeting with principal parent contact <b><i>suspension (3-5 days)</i></b>
fighting				reflection page meeting with principal parent contact <b><i>suspension (1-2 days)</i></b>	reflection page meeting with principal parent contact <b><i>suspension (3-5 days)</i></b>
weapons violation					reflection page meeting with principal parent contact <b><i>suspension/expulsion</i></b>

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

### **\*Administering Medications to Pupils at School\***

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 will give the school written permission and request to administer medications(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.
- The building principal will designate an individual(s) responsible for administering medications to pupils at that school.
- Medications must be administered by one adult in the presence of a second adult, except where the individual administering the medication is a licensed registered professional nurse (as described in the Michigan Revised School Code, Section 380.1178), or when an emergency threatens the life or health of the pupil.
- Each building shall have a plan for handling medical emergencies.
- Students with disabilities who have an Individualized Educational Program (IEP) or Section 504 Plan shall be included under the policy and procedures that govern the administration of medications. Note: the policy and procedures should not violate either the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

### 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.

### **\*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.

### **\*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:

Jessica Woodard-Robbert  
Allendale Public Schools  
7161 Pleasant View Court  
Allendale, MI 49401  
(616) 892-3460

### **\*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 5<sup>th</sup> 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 12<sup>th</sup> grade for the skill area of Basic Reading. This process is also used across all other areas of SLD, kindergarten through 12<sup>th</sup> 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 sphasia 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.

### **\*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.

### **\*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.

**\*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.

**\*English as a Second Language\***

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

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

Estamos tratando de identificar estudiantes que hablan otro idioma en sus hogares ademas del ingles. Si Ud. Es el padre o guardian del nino(a)-si el nino(a) no estan inscritos en el programa ESL- 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

**\*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.

### **\*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.

### **\*Allendale Crisis Response Plan\***

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.

### **\*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.

### **\*Fire, Tornado, Lock Down Drills\***

Necessary fire, tornado, and lock down 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.

### **\*APS 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.

### **\*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:

1<sup>st</sup> - Classroom teacher

2<sup>nd</sup> – Principal – Mr. Doug Bol

3<sup>rd</sup> - Superintendent – Dr. Garth Cooper

4<sup>th</sup> - Board of Education

## **\*Meals Program\***

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

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

MILK .50¢ per day or \$2.50 per week

**Meal Benefits:** Apply online at [www.lunchapp.com](http://www.lunchapp.com) or complete a Lunch Line Application available at all school building offices.

**MENUS** are posted monthly at [www.Allendale.k12.mi.us](http://www.Allendale.k12.mi.us). If you do not have access to a computer; your child's teacher will have printed copies available.

**Breakfast** is served in the cafeteria. Your child should go directly to the cafeteria immediately upon arrival at school. Time is limited; breakfast may be brought to the classroom.

**Lunch** is served in the cafeteria. Your child's teacher will let them know what the three choices of the day are. Students may choose their favorite when they get to the cafeteria.

**Milk Purchase Only:** Children may make a milk selection at the milk cooler located in the cafeteria serving line, they then go through the check out and enter their 4 digit Quick ID number. The cashier will select the appropriate milk key on the register as they exit the serving area. Milk only purchases are not a part of the Free/Reduced program. The cost is .50 for all students.

**Payment Procedures:** Lunch Money is collected in the classroom every morning or your student may bring the deposit directly to the cafeteria if eating breakfast. 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. You may deposit money to your child's account for the week, month or semester. This account is a debit account; therefore funds must be available on their account. Checks are the preferred method of payment. Please make checks payable to APS Food Service. Low balance emails will be sent when account balance is \$.00. Payment should be made by the next school day. You may also make deposits and check account balance and activity at [www.SendMoneyToSchool.com](http://www.SendMoneyToSchool.com).

### Part 1:

1. Go to [www.SendMoneyToSchool.com](http://www.SendMoneyToSchool.com)
2. Click on Create a new account
3. Provide requested information
4. Once you have read and agree with the Terms of Use Click the - I agree check box
5. Click the Create Account button
6. A confirmation email will be sent to you

### Part 2:

7. Check your email
8. Click the Link Provided
9. Enter your email and password
10. Click the Login button
11. Start typing the name of your school district
12. When your district is displayed - Click on it
13. Click on the Add a Student to your account button
14. Enter the student's ID number and Click Continue
15. If the ID number is valid - you will be asked to enter your child's first name, last name and birthday
16. Once entered - Click the Add Student button
17. To add additional students-Click the Add a Student to your account button again

#### Viewing Balances and Activity

1. Go to [www.SendMoneyToSchool.com](http://www.SendMoneyToSchool.com)
2. Sign in to your account
3. All students assigned to this account will be displayed with their balances
4. To view history Click the View Activity button next to the student's name

#### Making A Deposit

1. Go to [www.SendMoneyToSchool.com](http://www.SendMoneyToSchool.com)
2. Sign in to your account
3. Click the Make A Deposit button
4. Enter the Amount you wish to deposit for each student
5. Click the Check Out button

#### Viewing Past Account Activity and Charges

1. Go to [www.SendMoneyToSchool.com](http://www.SendMoneyToSchool.com)
2. Sign in to your account
3. Click on Your Account from the menu
4. History will be displayed

#### **\*Food Allergies & Dietary Restrictions\***

Please contact the Food Service Office at 892-5591 or email [brouwerjod@apsfalcons.net](mailto:brouwerjod@apsfalcons.net) regarding any food allergies or dietary restrictions your child may have. Thank you!

Jodi Brouwer  
Allendale Public Schools  
Food & Nutrition Services  
(616) 892-5591

### **\*Transportation Guidelines\***

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

1. If your child is ill, please keep them at home. We cannot turn a bus around to bring them back if they become sick on the bus. If they are the only child at their bus stop, please call the Transportation Department at 892-3485 so that we can inform the driver they need not make the stop that day.
2. Parents must always stress **SAFETY** at stop locations and on the bus. **STUDENTS ARE TO STAY OFF THE ROAD AT ALL TIMES WHILE WAITING FOR THE BUS.** They must wait for the bus at the side of the road, away from traffic. Teach them to watch for cars at all times. The flashing red lights of a school bus will be on, but drivers of cars do not always stop. Therefore, it is very important the children follow the bus driver's signal to let them know when it is safe to cross the road. Explain the danger of roughhousing and fighting at the bus stop. Make sure your child understands the importance of remaining seated on the bus at all times until they reach their stop and the vehicle is no longer in motion.
3. Students **MUST** be at their designated stop 5 minutes **BEFORE** the school bus arrives; with so many stops to make, it is not possible for the bus to wait for a child to walk down the driveway after it arrives. There are no state laws dictating how far a child may walk to a bus stop, nor that a kindergartner must be picked up at their driveway.
4. No skateboards, skates, skis, sharp objects (such as pocketknives), or live animals are allowed on the bus.
5. A responsible party **MUST** be at home when a child (grades DK-4) is dropped off after school.
6. If a student is to be dropped off in the P.M. at a different stop, send a note to school with your child **AND** call the Transportation Department at 892-3485. If the drop-off requires a child to ride a bus other than their own, you must verify there is room on the bus prior to the time you wish for them to ride. Buses are full to capacity in many cases.
7. In case of bad weather, listen to:  
Television Stations: WZZM-TV13, WOOD-TV8, WWMT-TV3 or  
Radio Stations: WOOD FM-105.7, WOOD AM-1300  
Infinite Campus Messenger will be used to notify you of school delays/closings. Please contact the school office to update your contact information.
8. Students are provided with transportation to and from their home bus stops. Students will be allowed **one** pick-up address and **one** drop-off address either at home or at a caregiver located within the Allendale district on a regularly scheduled basis.
9. Because of heavy traffic, weather factors, etc. it may not always be possible for us to maintain an accurate time schedule. We will strive for consistency, but this may not always be possible. Having your child at the stop prior to the bus arrival will greatly help us to eliminate time deviation.
10. Non-resident students attending the Allendale Public Schools may be transported to school from a bus stop within the district as approved by the Transportation Director.
11. A child who usually rides a bus will not be allowed to ride a different bus without **written permission** (phone calls will not be accepted after 12:00 noon) from the parent or guardian. The note must have a phone number where the parent can be contacted. Car riders will not be allowed to ride the bus home or to go with another car rider without **written permission** (phone calls will not be accepted after 12:00 noon).

We are dedicated to providing a positive, caring environment. We accept the responsibility for exercising fair discipline to help ensure a safe ride for all. If you have any questions or concerns, please call **Michelle Kolean, in the Transportation Office, at 892-3485.**

# 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 \_\_\_\_\_