



**2023-2024
Parent/Guardian
Handbook**



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

Table of Contents

Allendale Public Schools District Calendar.....	4
Evergreen Elementary School Staff Listing.....	6-7
ATTENDANCE AND ARRIVAL.....	8-12
Evergreen Elementary School Daily Schedule	
School Begins: 8:37 A.M.	
School Dismissed: 3:30 P.M.	
ABSENCES	
ABSENCES - PLANNED	
Arrival Procedures	
Attendance	
Parking	
SIGN IN AND SIGN OUT	
Tardy	
Figure 1.1	
FAMILIES AND COMMUNITY.....	12-14
Chaperone Guidelines On School Field Trips	
Contact Information/Address Change	
Custodial Parents	
Infinite Campus Messenger System	
Lost And Found	
P.T.O. ~ Parent Teacher Organization	
Recess Policy	
Telephone Calls	
Use Of School Facilities	
Volunteers	
CLASSROOM AND LEARNING.....	15-16
Classroom Treats	
Field Trips	
Grading	
Homework	
Media Center	
Newsletters	
Parent/Teacher Conferences	
Participation In Recess And Physical Education Classes	
Student Compacts	
Student Placement	
HEALTH AND WELLNESS.....	17-18
Communicable Disease	
Head Lice Policy	
Hearing/Vision Testing	
Illness Or Injury At School	
Insurance	

STUDENT RESPONSIBILITY AND BEHAVIOR.....	19-27
Appearance, Cleanliness, And Dress Code	
Assembly Behavior	
Bullying	
Classroom Guidelines/Rules	
Care Of Property	
Cell Phones	
Drugs And Alcohol Abuse	
Electronic/Technology Devices	
Expulsion	
Gum	
Lockers	
Lunchroom Guidelines/Rules	
Playground Guidelines/Rules	
Physical Education Shoe Policy	
Positive Behavioral Interventions And Support (PBIS)	
School-wide Discipline Process	
Sexual Harassment	
Student Code Of Conduct	
Suspension Behaviors	
Technology Code of Ethics	
Toys	
SCHOOL POLICY.....	28-36
Comments, Questions, & Concerns	
Crisis Response Plan	
Disciplinary Amendment	
Corporal Punishment and Reasonable Physical Force	
English Language Learners	
FERPA	
Safety Drills	
Mandatory Special Education Act	
Medications	
Section 504 of the Rehabilitation Act of 1973	
Severe Weather Policy	
Specific Learning Disability (SLD)	
Teacher Qualifications Information	
APS Meal Programs.....	37-38
APS Transportation Guidelines.....	39-40
Evergreen Elementary School Student/Parent/Teacher Compact.....	43

Allendale Public Schools

2023-2024 Student Calendar

Aug 24	Wed.	Evergreen Open House 5:30-6:30 PM
Aug 28	Mon.	First Day of School (Half-Day)
Sept 1-4	Fri./Mon.	Labor Day Break – No School
Sept 5	Tues.	School Resumes
Sept 29	Fri.	Y5-12 No School
Oct 18	Wed..	Y5-12 Half day AM, Parent Teacher Conferences Y5-12
Oct 19	Thurs.	Y5-12 Half day AM, Parent Teacher Conferences Y5-12
Oct 20	Fri.	Y5-12 No School
Nov 22-24	Wed.-Fri.	Thanksgiving Break – No School
Nov 27	Mon.	School Resumes
Dec 25-Jan 5	Mon.-Fri..	Christmas Break – No School
Jan 8	Mon.	School Resumes
Jan 18	Thurs.	Y5-12 Half day AM
Jan 19	Fri.	Y5-12 Half day AM
<u>End of 1st Trimester</u>		
Feb 16-19	Fri.-Mon.	Mid-Winter Break - No School
Mar 13	Wed..	Y5-12 Half day AM, Parent Teacher Conferences Y5-12
Mar 14	Thurs.	Y5-12 Half day AM, Parent Teacher Conferences Y5-12
Mar 15	Fri.	Y5-12 No School
Mar 29-Apr 5	Fri.-Fri.	Spring Break – No School
Apr 8	Mon.	School Resumes
May 3	Fri.	Y5-12 No School
May 27	Mon.	Memorial Day – No School
June 6	Thurs.	Y5-12 Half day AM
June 7	Fri.	Y5-12 Half day AM

End of 2nd Semester

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



Dear Evergreen Families,

I want to welcome you to the 2023-2024 school year in Evergreen Elementary School. I'm honored to be a part of an amazing Evergreen staff as we strive to provide our students with an excellent education. We are so excited to have you be a part of the Evergreen community this year. Our hope is that 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
Evergreen Elementary

Evergreen Elementary School Staff

Principal

Mr. Doug Bol

Assistant Principal

Mr. Andrew VanderWal

First Grade Teaching Staff

Mrs. Ashleigh Beintema
Mrs. Gretchen Burk
Mrs. Candace Choi
Mrs. Valerie Francis
Mrs. Megan Heiks
Mrs. Sue Saagman
Mrs. Megan Sampson
Mrs. Heidi Winkler
Mrs. Christine Worthington

Third Grade Teaching Staff

Mrs. Sara Baker
Mrs. Marla Chapin
Mrs. Kendra Hanson
Mrs. Lori Herrmann
Mr. Kevin Molenkamp
Mrs. Kristin Oslund
Mrs. Martha Persak
Mrs. Allison Timmerman
Mrs. Heather Vrugink

Special Education Staff

Mrs. Samantha Bartley
Ms. Molly Bingham
Ms. Rachel Blanchard
Mrs. Amber Brower
Mrs. Jessica Janiszewski
Mrs. Amanda Locmelis-Jackson
Mrs. Brooke Mason
Ms. Jessica Otten
Ms. Brittany Pearson
Mrs. Amanda Sheller
Mrs. Kyle Stelmach
Ms. Avery Teller

Secretary

Mrs. Jennifer Engelhard
Mrs. Kim Hobbins
Mrs. Jodi Kessler

Second Grade Teaching Staff

Mrs. Sunshine Dykstra
Mrs. Lindsay Filcik
Mrs. Vicki Gravelyn
Mrs. Lisa Johnston
Ms. Lauren Nusbaum
Mrs. Kari Powell
Mrs. Brandy Reister
Ms. Emily VanDyken

Good Time Friends Staff

Mrs. Lisa Gross - Director
Ms. Emma Jaarsma
Mrs. Nancy Kadzban
Mrs. Ann Marcus
Mrs. Sylvia Stokes

Specials Class Teaching Staff

Mr. Dan DeZwaan - Music
Mrs. Sarah Herremans - PE
Mrs. Emily Miller - Art
Mrs. Anna Reed - Music
Mr. Ryan Stevens - PE
Mrs. Dani Suhy - Art

Behavior Aide

Mrs. Jessica Hitchcock
Mrs. Melissa Veldkamp

School Social Worker

Mr. Bill Patteuw

School Counselor

Mrs. Marie VanFarowe

Speech Pathologist

Mrs. Ashley Suchecki

OCSN Coordinator

Mrs. Kari Wiersema

Academic Coach

Mrs. Beth Voss

Math/Reading Specialist

Mrs. Betsy VanderPloeg

ELL Staff

Mrs. Marcy Elliott

Mrs. Laurie Nyenhuis

Media Center Staff

Mrs. Renee Bauder

Mrs. Becky Buck

Mrs. Janis Lutz

K-12 Virtual Coordinator

Mrs. Leann Zeeff

District Nurse Supervisor

Mrs. Amanda Lares

Mrs. Amanda Tammens

School Psychologist

Ms. Erin Junglager

Occupational Therapists

Mrs. Shilah Fewless

Mrs. Theresa Florian

Physical Therapist

Mrs. Dana Pechumer

Technology

Mr. Jordan Reeves-Kasperek

Interventionists

Mrs. Stacey Franklin

Mrs. Mariah Gerbers

Mrs. Amanda Heible

Mrs. Rochelle Walters

Food Service

Mrs. Heidi Bosch

Ms. Michelle Loose

Mrs. Elizabeth Sanchez

Mrs. Kristen Vollink

Custodians

Mrs. Monica Cervantes

Mr. Gary Torno

Special Education Teacher Consultant

Mrs. Melissa Byker

Attendance and Arrival

Evergreen Elementary School Daily Schedule

School Begins: 8:37 A.M.

School Dismissed: 3:30 P.M.

Half-Day Schedule: 8:37 A.M. - 12:01 P.M.

Absences

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

Any communicable disease, such as COVID-19, head lice and chicken pox, must be reported to the school. When in close contact with each other, children can pass colds and viruses back and forth. Please do not send your child to school if he/she has any of the following symptoms: a fever of 100.4 degrees or higher, signs of fever or chills/sweating, vomiting, diarrhea, abdominal pain, sore throat, new and uncontrollable cough resulting in breathing difficulty, or new onset of severe headache.

- Absences are considered EXCUSED when a parent calls in to report an illness, medical appointment, funeral, required court attendance, religious education, attendance at a religious service, or special family function that cannot be arranged outside of school time.
- UNEXCUSED absences include missing the bus or ride to school, shopping, oversleeping, and traveling out of town (unless arrangements have been made with the school). Allowing your child to stay home for these unexcused absences only sends a message that school is not an important place to be.

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

Absences - Planned

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

Arrival Procedures

Evergreen's school day begins at 8:37 A.M. and ends at 3:30 P.M. At 8:27 children may exit their vehicles or buses and go directly to their playground. Students will enter the building from the playgrounds at 8:32 and will go directly to their lockers and classrooms. Please keep your child in your vehicle until school supervisors open the gates to the playground. At that time, you may let your child out of your vehicle.

Students who will eat breakfast at school may enter the building through the office doors or bus loop doors at 8:22 and will be directed to the cafeteria where they will be served breakfast.

Students who are not riding the bus should be picked up promptly at 3:30 P.M. Supervision is not provided after this time. Allendale Public Schools does offer Good Time Friends, a before and after school daycare program for students. You can enroll your child by calling (616) 892-5567.

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

Attendance

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

Parking

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

Sign In and Sign Out

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

1. *All students arriving at school after 8:37 am must be brought to the office by a family member so that he/she can be signed in.*
2. All students who must be picked up before the end of the school day for appointments can only be released to an authorized adult. If someone other than an authorized parent or guardian will be picking up your child, a note must be sent to the office giving the individual's name, your signature, and reason for the early departure.
3. If your regular pick-up plans change for any reason, please be sure to contact the office before 2:00 pm. Students who are picked up 10 minutes or more prior to normal dismissal will be marked absent for the P.M. session.

Student Drop-Off and Pick-Up

A map of Evergreen's drop-off and pick-up zones will be made available to all families through our building newsletter, school web-page, and with our annual *Welcome Back* Newsletter. The following details will be important as we work together to ensure a safe and orderly drop-off and pick-up process.

Drop-Off Details:

- Each grade level will have its own traffic loop which is described on the Drop-Off and Pick-Up Zones Map.
- If a family has more than one Evergreen student, we ask that you use the traffic loop assigned to your youngest child. Your older child will be asked to use the sidewalks to walk over to their building entrance doors at the beginning of the day, and from their building exit doors to your vehicle at the end of the day.
- Family members must stay in their vehicle when in the traffic loop.
- All students who are being dropped off in the morning must remain in their vehicle until a school employee has arrived at the traffic loop.
- Supervising staff are asked to be at their assigned drop-off areas by 8:27, at which point students may be released from vehicles. Breakfast entrances will be supervised beginning at 8:20 am.
- All vehicles **MUST** be parked along the curb at the time their child is let out of the vehicle. We strongly recommend that your child exit the car on the curb side of the vehicle.
- Once your child has safely exited your vehicle, you are asked to carefully move into the left lane of traffic or follow the vehicles moving along the curb and use the appropriate parking lot exit.

Pick-Up Details:

- Each grade level will have its own traffic loop which is described on the Drop-Off and Pick-Up Zones Map.
- If a family has more than one Evergreen student, we ask that you use the traffic loop assigned to your youngest child. Your older child will be asked to use the sidewalks to walk over to their building entrance doors at the beginning of the day, and from their building exit doors to your vehicle at the end of the day.
- As a safety measure, we will require any family member who comes to pick up their child to fill out a Pick-Up Slip which will include the Student's Name, Family Member's Name, and Family Member Signature. Booklets of Pick-Up Slips will be provided to each family to use when needed.
- Immediately following the school day each classroom of students will be taken out to their traffic loop by a school employee.
- As families enter the traffic loop, school employees will be notified that their ride is here so they can help prepare the child to walk to the vehicle.
- Family members must stay in their vehicle while in the traffic loop.
- All vehicles **MUST** be parked along the curb at the time their child is loading into the vehicle. We strongly recommend that your child enter the car on the curb side of the vehicle.
- Once your child has safely entered your vehicle, you are asked to carefully move into the left lane of traffic or follow the vehicles moving along the curb and use the appropriate parking lot exit.

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

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

Tardy

First, thank you for everything that you do to promote the importance of daily instruction. It is 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.** See Figure 1.1.

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 success plan that addresses the issue of tardiness.

Lost and Found

Students' lost items will be placed in the Lost and Found areas of the building. If your child has lost something, we ask that your child check the lost and found area first. If the item cannot be found, please communicate with your child's teacher. At various times in the year, unclaimed items will be donated to Ripple Effect. Reminders will be sent home just prior to the donations.

What kind of start is your child getting?

Just a little bit late doesn't seem like much but....

He/She is only missing just....	That equals....	Which is approximately....	And over 13 years of schooling that's.....
10 minutes per day	50 minutes per week	1 week per year	<u>A third of a school year</u>
20 minutes per day	1 hour 40 minutes per week	2 weeks per year	<u>Almost one school year</u>
Half an hour per day	Nearly half a day per week	Over 2.5 weeks per year	<u>Nearly 1 year</u>
1 hour per day	Nearly 1 day per week	Over 5 weeks per year	<u>Nearly 2 years</u>

Did you know your child's best learning time is the start of the school day?

That's when every minute counts the most!!

School Starts at 8:37 am

Families and Community

Chaperone Guidelines 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.**

Contact Information/Address Change

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

Custodial Parents

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

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.



Allendale Elementary PTO

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

How do we raise money?

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

Who is the PTO?

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

PTO Parent Meetings

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

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

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

2023-2024 PTO Board

President - Kyle Stelmach

Vice-President - Tiffani Flagstadt

Treasurer - Ashlee Schmit

Secretary - Alondra Fortune

Community Outreach - Shawna Handa

Social Media Coordinator - Olivia Knapp

Volunteer Coordinator - Jodi Wood

Special Event Coordinator - Sarah Bird

Popcorn Colonel - Emily Duiven

Fundraising Coordinator - Gabrielle Patterson

Member at Large - Kaitlynn DeVowe

Where does the money go?

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

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

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

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

Let's Stay Connected!

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

Website www.allendaleelementarypto.org

Facebook facebook.com/allendalepublicschoolspto

Want to Volunteer?

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

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

2023-2024 PTO Event Dates

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

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

Mid Nov. thru beginning of Dec. TBD - Poppin Popcorn Fundraiser

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

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

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

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

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

PTO Popcorn Dates

Monthly Mondays at AECC

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

Monthly Fridays at Evergreen & Oakwood

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

Want to Donate to Us Directly?

Want to skip fundraising? Okay, you can donate direct and recycle fundraising flyers without another worry.

Venmo us [@allendaleelementarypto](https://www.allendaleelementarypto.org/donate)

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

Old Fashioned? Send a check written to Allendale Elementary PTO in with your student.



venmo

Classroom and Learning

Classroom Treats

Your child's classroom teacher will communicate with you the plan for celebrations in the room. We do ask that all treats brought into the classroom are store bought.

Field Trips

Throughout the school year, your child will be involved in field trips away from the school property. Before leaving the school property, teachers must have a permission slip from you allowing your child to participate in the trip. If 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.

Grading

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

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

Homework

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

Media Center

Evergreen Elementary School has two wonderful media centers that your child will visit on a regular basis. During the visits, your child will be encouraged to check-out books to take home. Reading books aloud at home is one of the most important ways to continue the growth of literacy development and good reading habits. Please make sure your child treats library books with care and that they get returned on time. You will receive a bill for any books your child loses or damages.

Newsletters

The Evergreen 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 classroom and building newsletters will be made available to you electronically through email and class/school web pages. Although traditional paper copies of the newsletters will be available, we strongly encourage you to use the e-versions of the newsletters as a way to help us in our goal of using our resources wisely.

Parent/Teacher Conferences

Regularly scheduled parent/teacher conferences are held in the fall and the spring of each school year. We hope you will make a special effort to attend as a conference with your child's teacher is of great importance to all involved. The Evergreen staff welcomes additional conferences should you ever feel concerned about your child's progress in any area. Please make appointments with your child's teacher for any special conference by calling the office or contacting the teacher.

Participation in Recess and Physical Education (P.E.) Classes

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

Student Compacts

Student compacts may be used as a tool to improve student achievement. A compact is a form of a contract that is developed with the student, parent/guardian and teacher/administrator. A sample compact can be found in the back of the handbook on page 43..

Student Placement

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

Health and Wellness

Communicable Disease

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

- Chickenpox – Students may return after the pox are scabbed over and dry.
- Conjunctivitis (or “pink eye”) – Students may return 24 hours after doctor’s treatment.
- COVID19 - consult with school personnel on the current return-to-school policy.
- Fever - Students may return to school when they have been fever-free, with no medications, for 24 hours.
- 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.
- Vomiting/Diarrhea - Students may return to school 24 hours after they have stopped vomiting/diarrhea.

Head Lice Policy

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

Hearing/Vision Testing

Hearing tests are done during the school year for grade 2 and vision testing is done for grades 1 and 3. These screenings are done by the Ottawa County Health Department. You, or your child’s teacher, can refer your child for screening regardless of his/her age or grade. If your child fails the vision or hearing test, he/she will be retested at a later date.

Illness or Injury at School

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

Insurance: Student Accident Insurance

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

Student Responsibility and Behavior

Appearance, Cleanliness, and Dress Code

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

Good hygiene is an important health issue. Please teach your child how to develop good habits. Your elementary age 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.

Assembly Behavior

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

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

If a student 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.

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 support(s) to the student.

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 Evergreen Elementary School and have a strong positive behavior support program in place. However, students must be aware that they are responsible for their behavior and its consequences.

In an effort to help a student make better choices, an administrator may implement a variety of strategies in addition to those listed in the *Discipline Process* section 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.

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 may be required to pay for

damages to school property or provide restitution before, during, or after the school day (e.g., cleaning in the cafeteria/hallways, cleaning windows, picking up trash).

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.

Expulsion

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

Gum

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

Lockers

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

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 lunch time expectations.
- When you are done eating, pick up all paper, food, etc. around you and on the floor.

Personal Electronic Devices: Cell Phones, Smartwatches, etc.

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

Playground Guidelines/Rules

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

- Students are to play in the approved and assigned playground areas.

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

As a reminder to students, playground behavioral expectations are posted by the exits and reviewed routinely during morning announcements.

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.

Positive Behavioral Interventions and Support (PBIS)

Through the school year, the Evergreen administration and staff will implement a Positive Behavioral Interventions and Support (PBIS) system. The Evergreen Elementary School PBIS system is centered on the fundamental behaviors of being "Respectful, Responsible, and Ready to Learn". A key element of Evergreen'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 on page 28-29.

Restorative Practices

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

School-wide Discipline Process

The purpose of Evergreen's discipline process is to provide immediate, consistent, and logical consequences for poor behavior choices. Every classroom has a behavior management system in place, which is connected to the 3R's. If a child reaches a predetermined level in the system, he/she will receive an Office Discipline Referral Form (ODR). Violations related to our Behavioral Expectations Matrix and/or classroom behavior management systems will be documented in an ODR. All ODRs will result in administrative review and parent contact. Administrative discipline decisions (interventions) will be made on a case by case basis.

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

- Review of the 3R's and behavioral expectations
- Restorative Practices
- Verbal Warning
- Completion of Reflection Form
- Action plan
- Apology letter
- Loss of partial/full recess privilege
- Community Service
- Individual teacher/student conference
- Referral to an administrator
- Suspension (in-school or out-of-school)
- Conference involving the student, parent/guardian, teacher, administrator, and any other staff members relevant to the behavior issue

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

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, Mr. VanderWal, or to our Superintendent, the OCR Officer at 892-5570.

Student Code of Conduct

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

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

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

Suspension Behaviors

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

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

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

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

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

Technology Code of Ethics

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

Toys

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

Elementary Behavioral Expectations Matrix

	<u>To and From Bus</u>	<u>Bus</u>	<u>Hallway & Stairs</u>
Respectful	*Use kind words *Keep your hands, feet, and belongings to yourself	*Voice Level 2 *Be kind to everyone *Use good manners	*Use kind words *Keep your hands, feet and belongings to yourself *Voice Level 0 or 1 (Whisper)
Responsible	*Use correct door for breakfast *Follow sidewalk to playground	*Stay in your seat *Stay seated at all times	*Walk on the right side of the hallway/stairwell *Hold onto the hand rails
Ready to Learn	*Respond to bell *Be alert: look and listen	*Quickly take your seat *Be alert: face forward *Follow directions	*Be alert: look and listen *Go where you need to go *Stay in line order
	<u>Lines</u>	<u>Office</u>	<u>Classroom</u>
Respectful	*Keep your hands, feet, and belongings to yourself *Voice level 0 or 1 (Whisper)	*Wait your turn *Voice Level 2 *Use good manners. Say Please and Thank you	*Treat others and materials with care *Walk *Use good manners. Say Please and Thank you *Raise your hand to speak or answer questions
Responsible	*Stay on the right side of the hallway/stairwell *Walk	*Go directly to the office * Follow directions	*Follow directions *Use supplies appropriately *Clean up after yourself
Ready to Learn	*Stay in line order *Be alert: look and listen	*Go directly back to class	*Try your best *Use whole body listening *Be prepared

Elementary Behavioral Expectations Matrix

	<u>Library</u>	<u>Assemblies</u>	<u>Bathroom</u>
Respectful	*Follow procedures *Voice Level 1 *Wait your turn at the counter	*Listen to the adults speaking *Keep your hands and feet to yourself	*Take turns *Clean up after yourself *Give others privacy *Keep your hands, feet, and belongings to yourself *Voice level 0 or 1 (Whisper)
Responsible	*Return books on time *Use good manners. Say Please and Thank you *Follow directions	*Use bathroom before assembly *Raise hand for permission to speak *Follow directions	*Go, Flush, Wash, Leave *Be nice to the toilet, sink, soap dispenser, and dryer *Keep restroom clean
Ready to Learn	*Ask for help *Use whole body listening	*Participate appropriately *Use whole body listening *Line up with your teacher	*Go directly back to class or expected area *Report problems to adults
		<u>Cafeteria</u>	<u>Playground</u>
Respectful		*Voice Level 2 *Keep your hands, body and food to yourself *Raise your hand if you need help	*Keep hands, feet, and objects to yourself *Take turns & share playground with others *Listen to all adults
Responsible		*Clean up after yourself *Stay seated *Line up in line when it is time to leave	*Solve problems nicely or find an adult *Play safely *Put away equipment
Ready to Learn		*Follow directions from all adults	*Line up when the bell rings or when told to line up *Keep hands and feet to self in line *Be alert: look and listen

School Policy

Comments, Questions, & Concerns

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

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

1st - Classroom teacher

2nd – Evergreen Administration – Mr. Doug Bol or Mr. Andrew VanderWal

3rd - Superintendent – Dr. Garth Cooper

4th - Board of Education

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

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

Disciplinary Amendment

Section 504 of the Rehabilitation Act of 1973 requires that an eligible student's placement cannot be changed as a result of disciplinary action unless the Child Study Committee first conducts a manifestation determination to assess whether or not the student's disability was not related to his/her behavior or an inappropriate placement. Further information is available in APS' Section 504 Policies and Procedures.

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 Language Learners

We are seeking to identify students whose home language is other than English. If you are the parent/guardian of such a child/ward, who is not in our present ELL 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 ELL- favor de enviar el nombre de su nino(a) y el nombre de la escuela que asiste:

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

FERPA

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

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

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

Right to Access and Privacy of Student Records

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

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

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

Student Record Guidelines

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

Each student's records will be kept in a confidential file located at the student's school office. The information in a student's record file will be available for review only by the parents or legal guardian of a student, adult student (18 years or older), and those designated by Federal law or district regulations.

A parent, guardian, or adult student has the right to request a change or addition to a student's records and to either obtain a hearing with district officials or file a complaint with the United States Office of Education if not satisfied with the accuracy of the records or with the district's compliance with the Federal Education Rights and Privacy Act.

Safety Drills

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

Homeless Children and Youth

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

Allendale Public Schools will:

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

The term “homeless children and youth” –

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

(B) Includes –

- (i) Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals, or are awaiting foster care placement;
- (ii) Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...
- (iii) Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

*If you would like more information, please call Mrs. Bri Blanksma, our Homeless Liaison, at (616) 892-3548.

Mandatory Special Education Act

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

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

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

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

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

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 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.

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.

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 United States Department of Education Office for Civil Rights (OCR).

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

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

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

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

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

Factors indicating a need for referral include:

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

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

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

Severe Weather Policy

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

- **Watches:** Students will not be dismissed early during either a thunderstorm or tornado watch. The school will monitor conditions once a watch is issued.
- **Warnings:** In the event of a tornado warning, school will not be dismissed. Students will take cover, as per tornado warning procedures set forth by the principal. You, as parents, may choose to pick up your own child at any time. You may only pick up other parents' children if they have completed an authorization to do so. If you choose to pick up your child, please go to the office and ask for assistance from our secretary.

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

During inclement weather, please listen to:

Television Stations	FOX- TV 17	WZZM - TV 13	WOOD - TV 8	WWMT - TV 3
Radio Stations	WOOD FM-105.7 WOOD AM-1300			

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

Specific Learning Disability (SLD)

Each local educational agency and public school academy in Michigan is required to publicly post the process used to determine the existence of a Specific Learning Disability (SLD). Consistent with this requirement, Allendale Public Schools reports the following:

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

For determination of a SLD, a Pattern of Strengths and Weaknesses (PSW) process is used for students in kindergarten through 12th grade for the skill area of Basic Reading. This process is also used across all other areas of SLD, kindergarten through 12th grade, which includes: Oral Expression, Listening Comprehension, Written Expression, Reading Comprehension, Reading Fluency, Math Calculation, and Math Problem Solving.

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

What is a SLD?

A Specific Learning Disability is “a disorder in one of more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental spasia 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 Multidisciplinary Evaluation Team (MET) to be relevant to the identification of a SLD, using appropriate assessments, consistent with the IDEA Evaluation Procedures and Additional Requirements for Evaluations and Reevaluations.

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

*** Teacher Qualifications Information***

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

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

If you would like to receive this information, please send your request in writing, or via email, to Dr. Garth Cooper, Superintendent. A response to your request for information will be provided within five business days.

Allendale Elementary Meals Program

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

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

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

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

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

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

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

Lunches

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

Milk Purchase Only

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

Payment Procedures

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

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

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

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

APS Transportation Guidelines

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

- If your child is ill, please keep them at home.
 - If they are the only child at their bus stop, please call the Transportation Department at (616) 892-3485, option 2, so that we can inform the driver they need not make the stop that day.
- **SAFETY** is our top priority....
 - Parents/guardians are responsible for their student(s) safety and behavior while at the bus stop.
 - If your student(s) cross the road at the bus stop, it is very important they follow the bus driver's signal to let them know when it is safe to cross.
 - Roughhousing and fighting on the bus is strictly prohibited.
 - It is important that your student(s) understand that they are expected to remain seated on the bus at all times until they reach their stop and the vehicle is no longer in motion. This is for their safety.
- Students **MUST** be at their designated stop 7 - 10 minutes **BEFORE** the scheduled pickup time; with so many stops to make, it is not possible for the bus to wait for your student(s) after it arrives.
- Skateboards, skates, skis, other large items, or live animals are not allowed on the bus. If an item is prohibited from being on campus or in a school building, it is also prohibited on the bus.
- There should be NO EATING/DRINKING on the bus. (Water is permitted in a plastic bottle.)
- A responsible party **MUST** be at home when a child (grades Y5, K, 1st) is dropped off after school. This person **MUST** be visible to the bus driver.
- Students will not be allowed to ride buses that they are not assigned to for any purpose other than emergencies. Emergency transportation will need to be approved by building office staff as well as the transportation office.
- Students will be allowed **one** pick-up address and **one** drop-off address either at home or at a caregiver located within the Allendale district on a regularly scheduled basis.
 - In the case of shared custody, arrangements may be made for additional stops if the locations are within the district boundaries with approval from the transportation office.
- Non-resident students attending the Allendale Public Schools *may be* transported to/from a bus stop within the district as approved by the Transportation Director. (Safety and bus capacity will be taken into consideration.)
 - Parents/guardians will be responsible for getting students safely to and from the bus stop.

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

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

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

We are dedicated to providing a positive, caring environment for your student(s). If you have any questions or concerns, please call the Transportation Office, at (616) 892-3485, option 2.

Your Transportation Team,

Mike Nyboer
Director of Transportation
Allendale Public Schools

Evergreen Elementary School

Student/Parent/Teacher Compact

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

As a Student, I _____, will

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

As a Parent/Guardian, I _____, will

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

As a Teacher, I _____, will

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

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

* Student Signature: _____

* Parent Signature: _____

* Teacher Signature: _____

* Date: _____