



# 2024-2025 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.....	8-11
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.....	12-16
Chaperone Guidelines On School Field Trips	
Contact Information/Address Change	
Custodial Parents	
Infinite Campus Messenger System	
P.T.O. ~ Parent Teacher Organization	
Recess Policy	
Telephone Calls	
Use Of School Facilities	
Volunteers	
CLASSROOM AND LEARNING.....	16-17
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.....	18-19
Communicable Disease	
Head Lice Policy	
Hearing/Vision Testing	
Illness Or Injury At School	
Insurance	
STUDENT RESPONSIBILITY AND BEHAVIOR.....	19-28

Appearance, Cleanliness, And Dress Code  
 Bullying  
 Classroom Guidelines/Rules  
 Care Of Property  
 Cell Phones  
 Drugs And Alcohol Abuse  
 Expulsion  
 Gum  
 Lockers  
 Lost and Found  
 Lunchroom Guidelines/Rules  
 Personal Electronic Devices  
 Playground Guidelines/Rules  
 Physical Education Shoe Policy  
 Positive Behavioral Interventions And Support (PBIS)  
 Restorative Practices  
 School-wide Discipline Process  
 Sexual Harassment and Discrimination  
 Student Code Of Conduct  
 Suspension Behaviors  
 Technology Code of Ethics  
 Toys

SCHOOL POLICY.....	29-38
Comments, Questions, & Concerns	
Crisis Response Plan	
Disciplinary Amendment	
Corporal Punishment and Reasonable Physical Force	
English Language Learners	
FERPA	
Homeless Children and Youth	
Mandatory Special Education Act	
Medications	
Non-Discrimination in Education	
Safety Drills	
Section 504 of the Rehabilitation Act of 1973	
Severe Weather Policy	
Specific Learning Disability (SLD)	
Teacher Qualifications Information	
APS Meal Programs.....	39
APS Transportation Guidelines.....	40-41
Evergreen Elementary School Student/Parent/Teacher Compact.....	42

# Allendale Public Schools 2024-2025 Student Calendar

Aug 21	Wed.	Evergreen Open House 5:30-6:30 PM
Aug 26	Mon.	First Day of School (Half-Day)
Aug 30-Sep 2	Fri./Mon.	Labor Day Break – No School
Sept 3	Tues.	School Resumes
Sept 27	Fri.	Y5-12 No School
Oct 16	Wed..	Y5-12 Half day AM, Parent Teacher Conferences Y5-12
Oct 17	Thurs.	Y5-12 Half day AM, Parent Teacher Conferences Y5-12
Oct 18	Fri.	Y5-12 No School
Nov 27-29	Wed.-Fri.	Thanksgiving Break – No School
Dec 2	Mon.	School Resumes
Dec 23-Jan 3	Mon.-Fri..	Christmas Break – No School
Jan 6	Mon.	School Resumes
Jan 16	Thurs.	Y5-12 Half day AM
Jan 17	Fri.	Y5-12 Half day AM
<u>End of 1st Semester</u>		
Feb 14-17	Fri.-Mon.	Mid-Winter Break - No School
Mar 12	Wed..	Y5-12 Half day AM, Parent Teacher Conferences Y5-12
Mar 13	Thurs.	Y5-12 Half day AM, Parent Teacher Conferences Y5-12
Mar 14	Fri.	Y5-12 No School
Apr 4-11	Fri.-Fri.	Spring Break – No School
Apr 14	Mon.	School Resumes
May 2	Fri.	Y5-12 No School
May 26	Mon.	Memorial Day – No School
June 5	Thurs.	Y5-12 Half day AM
June 6	Fri.	Y5-12 Half day AM

End of 2nd Semester

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



Dear Evergreen Elementary School Families,

Welcome to the 2024-2025 school year at Evergreen Elementary School! I am honored to be part of an exceptional Evergreen staff who is dedicated to providing our students with an outstanding education. We are thrilled to have you join the Evergreen community this year and are excited about the journey ahead.

Our hope is that this school year will be one of tremendous growth for your child, both academically and emotionally. Throughout the year, we are committed to fostering respect, responsibility, and a readiness to learn in each of our students. We look forward to partnering with you to develop caring, considerate, and hard-working children.

The parent handbook is a vital resource that contains essential information about our school policies and procedures. Please take the time to read through this handbook with your child this fall. Doing so will give you and your child a strong understanding of the expectations we have set for the school year. If you have any questions regarding the content of the handbook, please feel free to call the office for clarification.

Thank you for being a valued part of our Evergreen family. We look forward to a fantastic year ahead!

Warm regards,

***Mr. Doug Bol***

Mr. Doug Bol, Principal  
Evergreen Elementary

# Evergreen Elementary School Staff

## **Principal**

Doug Bol

## **Assistant Principal**

Andrew VanderWal

## **First Grade Teaching Staff**

Ashleigh Beintema

Gretchen Burk

Candace Choi

Valerie Francis

Megan Heiks

Sue Saagman

Megan Sampson

Heidi Winkler

Christine Worthington

## **Third Grade Teaching Staff**

Sara Baker

Marla Chapin

Kendra Hanson

Lori Herrmann

Kevin Molenkamp

Kristin Oslund

Martha Persak

Allison Timmerman

Heather Vrugink

## **Special Education Staff**

Samantha Bartley

Molly Bingham

Amber Brower

Samantha Bartley

Tomi Jo Clark

Jessica Janiszewski

Anna Kuiper

Amanda Locmelis-Jackson

Michelle Losse

Brooke Mason

Jessica Otten

Brittany Pearson

Heather Potgeter

Carol Rhodes

Avery Teller

## **Secretary**

Jennifer Engelhard

Kim Hobbins

Jodi Kessler

## **Second Grade Teaching Staff**

Sunshine Dykstra

Vicki Gravelyn

Lisa Johnston

Megan Koning

Terri Maness

Lauren Nusbaum

Kari Powell

Brandy Reister

Emily VanDyken

## **Good Time Friends Staff**

Lisa Gross - Director

Alondra Fortune

Elizabeth Gavin

Ann Marcus

Sylvia Stokes

## **Specials Class Teaching Staff**

Dan DeZwaan - Music

Sarah Herremans - PE

Emily Miller - Art

Anna Reed - Music

Ryan Stevens - PE

Dani Suhy - Art

## **GSRP Staff**

Liz Bodell - Associate Teacher

Crista Kearney - Assistant

Dawn Koekkoek - Coordinator

Ashley Kurti - Lead Teacher

Alexia Lee - Lead Teacher

Sheila Norton - Lead Teacher

Sarita Samora - Lead Teacher

Penney Schmuker - Associate Teacher

Rebekah Semelbauer - Assistant

Lisa VanderMolen - Assistant

Holly VanKlombenberg - Assistant

Megan Wittingen - Associate Teacher

Jodi Wood - Associate Teacher

**School Social Worker**

Bill Patteuw

**School Counselor**

Marie VanFarowe

**Behavior Coach**

Kelly Scholten

**Behavior Aide**

Jessica Hitchcock

Melissa Veldkamp

**Speech Pathologist**

Ashley Sucheki

Marie Fenicle

**Family CARE Coordinator**

Kari Wiersema

**Academic Coach**

Diana Lerch

**Math/Reading Specialist**

Betsy VanderPloeg

**ELL Staff**

Marcy Elliott

Laurie Nyenhuis

**Media Center Staff**

Renee Bauder

Sara Lema

Janis Lutz

**K-12 Virtual Coordinator**

Leann Zeeff

**School Psychologist**

Allison Justice

**Occupational Therapists**

Shilah Fewless

Theresa Florian

**Physical Therapist**

Dana Pechumer

**Special Education Teacher Consultant**

Melissa Byker

**Interventionists**

Stacey Franklin

Amanda Heible

Kyle Stelmach

Rochelle Walters

**Food Service**

Heidi Bosch

Kristi Terrell

Kristen Vollink

Tiffany Wilgenhof

Tracy Young

**Technology**

Jordan Reeves-Kasperek

**Custodians**

Monica Cervantes

Gary Torno

**District Nurse Supervisor**

Amanda Lares

Amanda Tammens

# 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.**

### **\*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\***

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 when their child has surpassed 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.

### **\*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.

## 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	<b><u>A third of a school year</u></b>
20 minutes per day	1 hour 40 minutes per week	2 weeks per year	<b><u>Almost one school year</u></b>
Half an hour per day	Nearly half a day per week	Over 2.5 weeks per year	<b><u>Nearly 1 year</u></b>
1 hour per day	Nearly 1 day per week	Over 5 weeks per year	<b><u>Nearly 2 years</u></b>

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**

### **\*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 a staff member holds up a playground sign indicating that the playground is open. 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.

### **\*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.

# 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.



The PTO (Parent Teacher Organization) is a group of parents & teachers who come together to support our students and build a sense of community. The board members and volunteers of the PTO are not paid for their time & talents; their work is 100% donated in order to enhance the experience of students at our schools.

***It is crucial to have the support of teachers, faculty, & the families of our students in order for us to maintain our level of support to the schools.***

Our family-centric events are always open to all of the Allendale Community.

### **Fundraisers**

Funds raised are distributed to each of our Allendale Public School elementary buildings at the beginning of the school year based on their student population. We focus on two fundraisers a year to be able to support the needs of our students & educators from preschool to 5th grade:

*Fall Fundraiser & March reAding Challenge & Fundraiser*

Family-fun events are planned and organized to bring families & our community together, these events typically are not viewed as fundraisers due to bringing in negligible amounts of funds.

### **Who is the PTO?**

**You!** Parents, guardians, grandparents, educators, & the staff of our students are all important parts of the PTO. We need your help in volunteering for PTO popcorn days, the family formal committee, events, making copies, & hanging art. Come to any meeting or connect with us here:

Email [pto@apsfalcons.net](mailto:pto@apsfalcons.net)

Website <https://sites.google.com/apsfalcons.net/pto>

Facebook [facebook.com/allendalepublicschoolspto](https://facebook.com/allendalepublicschoolspto)

### **School Funding**

*In this 2024-25 school year :*

\$150 is available for every elementary classroom & specials teacher (~90 educators) for their classroom, \$6,000 is allocated to the AECC, \$8,000 is allocated to Evergreen, & \$6,000 is allocated to Oakwood.

*In addition, last year we used funds for:*

Need based student scholarships, the APS Mental Health Committee, AET (Allendale Encouragement Team) for staff encouragement/Teacher appreciation, Teacher conference food, Family Formal, PTO Popcorn Days, PBIS rewards/incentives.

### **Donations**

Want to skip fundraising? You can donate directly to the PTO here:

**Venmo:** [@allendaleelementarypto](https://venmo.com/allendaleelementarypto)

**Donate on our website:** <https://sites.google.com/apsfalcons.net/pto>

**Check:** Made out to Allendale Elementary PTO & send it into school with your student.



**venmo**

### **Volunteer Needs**

- Volunteers for popcorn popping and distribution each month (no experience necessary)
- Special Event Committee Members (fundraising, dance planning, community)
- Volunteers during Special Events (set up, tear down & at event)

## PTO Parent Meetings

Held at  Evergreen Elementary School East Media Center three (3) times this year:

Start of the school year intro  
**September 11: 6:15-7:15 PM**

Mid-year check in  
**January 15: 6:15-7:15 PM**

End of school wrap-up  
**May 14: 6:15 - 7:15 PM**



Meetings include administration from all 3 elementary buildings, staff, PTO Board Members and of course, **YOU!** School, budget, and event updates are discussed at meetings and we are available to answer your questions. ***We would love to see more parent involvement!***

## 2024 - 2025 PTO Event Dates


### August

- ❖ Aug.15 (Thur) - Aug.29 (Thur)  
Fall Spirit Wear Sale



### September

- ❖ Sept.11 (Wed) **PTO Meeting** 6:15 PM  
 Evergreen Elementary School
- ❖ Sept. 28 (Sat.) Family Bowling  
1-3 PM  
 Station 300 Grandville - For...
- ❖ Fall Fundraiser


### October

- ❖ Oct.22 (Tues) Family Skate 6:15-8:15 PM  
 Tarry Hall Roller Rink



### November

- ❖ Nov.2 (Sat) GVSU Football Game 3 PM  
 Lubbers Stadium
- ❖ Nov.16 (Sat) Family Formal 4-6 PM  
 Allendale High School



### December

- ❖ Dec.18 (Wed) Family Skate 6:15-8:15 PM  
 Tarry Hall Roller Rink

### January

- ❖ Jan.15 (Wed) **PTO Meeting** 6:15 PM  
 Evergreen Elementary School
- ❖ Jan.30 (Thur) - Feb.13 (Thur)  
Spring Spirit Wear Sale
- ❖ Date TBD (Sun) Family Bowling  
 Station 300 Grandville - For...


### February

- ❖ Feb. TBD (Sat) GVSU Basketball Game  
 Recreation Center
- ❖ Jan.30 (Thur) - Feb.13 (Thur)  
Spring Spirit Wear Sale
- ❖ Feb.20 (Thur) Family Skate 6:15-8:15 PM  
 Tarry Hall Roller Rink


### March

- ❖ Mar.3 (Mon) - Mar.17 (Mon)  
ReAd Challenge & Fundraiser

### April

- ❖ Apr.TBD (Sun) Family Bowling  
 Station 300 Grandville - For...

### May

- ❖ May 14 (Wed) **PTO Meeting** 6:15 PM  
 Evergreen Elementary School

## PTO Popcorn Thursdays

- |   |  |  |  |  |
|---|--|--|--|--|
|  Sept. 5, 2024 |  Nov. 7, 2024 |  Jan. 9, 2025 |  Mar. 6, 2025 |  May 1, 2025  |
|  Oct. 3, 2024  |  Dec. 5, 2024 |  Feb. 6, 2025 |  Apr. 3, 2025 |  June 5, 2025 |

## 2024-2025 PTO Board

**President** - Tiffani Flagstadt  
**Treasurer** - Ashlee Schmit  
**Fundraising** - Kaitlynn DeVowe  
**Event Coordinator** - Sarah Bird  
**Teacher Liaison** - Brittany Pearson

**Vice-President** - Olivia Knapp  
**Print Coordinator** - Shawna Handa  
**Popcorn Coordinator** - Elizabeth Rottier  
**Volunteer Coordinator** - Jennah Coulson  
**Community Outreach** - Danielle Van Houdt

Connect with us by email anytime: [pto@apsfalcons.net](mailto:pto@apsfalcons.net)

### **\*Recess Policy\***

Students will be playing outside during the winter months unless the wind chill is 0 degrees or below. Whenever there is inclement weather, a decision will be made prior to the recess period whether the students will go outside or stay in. Adequately dressed children should not suffer any adverse effects from being outdoors. In snowy/cold weather, boots, snow pants, gloves, and hats should be worn. Students will not be allowed to play in the snow without appropriate clothing.

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.

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

A building secretary is on duty from 7:30 A.M. to 4:00 P.M. each school day. Calls for teachers should be made before and after school. During school hours, messages will be taken for teachers or forwarded to their voicemail.

The telephone in the office is for school business. It is important that you make any necessary arrangements with your child prior to the school day. 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.

At no time during the school day are students permitted to make phone calls, or send messages, from personal electronic devices, which includes cell phones, smartwatches, and tablets, among others. The use of electronics in this way is prohibited. See Cell Phone section for more information.

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

Permission for the use of a school facility and equipment must be obtained from Kathy Anderson at (616) 892-3482. The school's daily educational program shall always have priority when granting permission for use.

### **\*Visitors to Evergreen\***

We must account for the presence of ALL persons in the building, therefore we ask you to do the following:

1. Before visiting, please make arrangements with your child's teacher.
2. Sign in on the *Raptor* machine in the office lobby to get a visitor pass before proceeding into a classroom.
3. Before leaving the building, visitors must sign out using the *Raptor* machine.
4. For safety reasons, we ask that visitors do not visit the playground during recess time unless they have signed in at the office. This includes visiting students at the fence.

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

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

Evergreen Elementary loves volunteers! We do keep a record of all volunteer hours which allows us to document the incredible support that you provide the Evergreen students and staff. When allowed, we ask that you register as a volunteer when signing in. Please notify the office of the hours you spend volunteering at home also. Prior to beginning volunteering, all individuals will be required to complete an I-Chat Security Form which may be obtained from any of the school offices. The building secretaries will ask to take a photocopy of your driver's license as part of the security screening process.

## **Classroom and Learning**

---

### **\*Classroom Treats\***

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 P.E. 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.

### **\*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.

### **\*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.

### **\*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 school administration.
  - 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 the next two pages (p. 23-24).

# Elementary Behavioral Expectations Matrix

	<b><u>Arrival &amp; Dismissal</u></b>	<b><u>Bus</u></b>	<b><u>Hallway &amp; Stairs</u></b>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>*Use kind words</li> <li>*Keep your hands, feet, and belongings to yourself</li> </ul>	<ul style="list-style-type: none"> <li>*Voice Level 2</li> <li>*Be kind to everyone</li> <li>*Use good manners</li> </ul>	<ul style="list-style-type: none"> <li>*Use kind words</li> <li>*Keep your hands, feet and belongings to yourself</li> <li>*Voice Level 0 or 1 (Whisper)</li> </ul>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>*Use correct door for breakfast</li> <li>*Follow sidewalk to playground</li> <li>*Walk</li> </ul>	<ul style="list-style-type: none"> <li>*Stay in your seat</li> <li>*Stay seated at all times</li> </ul>	<ul style="list-style-type: none"> <li>*Walk on the right side of the hallway/stairwell</li> <li>*Hold onto the hand rails</li> </ul>
<b>Ready to Learn</b>	<ul style="list-style-type: none"> <li>*Respond to bell</li> <li>*Be alert: look and listen</li> </ul>	<ul style="list-style-type: none"> <li>*Quickly take your seat</li> <li>*Be alert: face forward</li> <li>*Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>*Be alert: look and listen</li> <li>*Go where you need to go</li> <li>*Stay in line order</li> </ul>
	<b><u>Lines</u></b>	<b><u>Office</u></b>	<b><u>Classroom</u></b>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>*Keep your hands, feet, and belongings to yourself</li> <li>*Voice level 0 or 1 (Whisper)</li> </ul>	<ul style="list-style-type: none"> <li>*Wait your turn</li> <li>*Voice Level 2</li> <li>*Use good manners. Say Please and Thank you</li> </ul>	<ul style="list-style-type: none"> <li>*Treat others and materials with care</li> <li>*Walk</li> <li>*Use good manners. Say Please and Thank you</li> <li>*Raise your hand to speak or answer questions</li> </ul>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>*Stay on the right side of the hallway/stairwell</li> <li>*Walk</li> </ul>	<ul style="list-style-type: none"> <li>*Go directly to the office</li> <li>* Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>*Follow directions</li> <li>*Use supplies appropriately</li> <li>*Clean up after yourself</li> </ul>
<b>Ready to Learn</b>	<ul style="list-style-type: none"> <li>*Stay in line order</li> <li>*Be alert: look and listen</li> </ul>	<ul style="list-style-type: none"> <li>*Go directly back to class</li> </ul>	<ul style="list-style-type: none"> <li>*Try your best</li> <li>*Use whole body listening</li> <li>*Be prepared</li> </ul>

# Elementary Behavioral Expectations Matrix

	<u><b>Library</b></u>	<u><b>Assemblies</b></u>	<u><b>Restroom</b></u>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>*Follow the rules</li> <li>*Voice Level: 0 or 1</li> <li>*Treat books with care</li> <li>*Use nice manners</li> </ul>	<ul style="list-style-type: none"> <li>*Listen to the adults speaking</li> <li>*Keep your hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>*Take Turns</li> <li>*Clean up after yourself</li> <li>*Give others privacy</li> <li>*Keep your hands, feet, and belongings to yourself</li> <li>*Voice level 0 or 1 (Whisper)</li> </ul>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>*Return books on time</li> <li>*Wait your turn.</li> <li>*Put books in the proper place.</li> <li>*Report books that need repair.</li> </ul>	<ul style="list-style-type: none"> <li>*Use bathroom before assembly</li> <li>*Raise hand for permission to speak</li> <li>*Follow directions</li> </ul>	<ul style="list-style-type: none"> <li><b>*Go, Flush, Wash, Leave</b></li> <li>*Be nice to the toilet, sink, soap dispenser, and dryer</li> <li>*Keep restroom clean</li> </ul>
<b>Ready to Learn</b>	<ul style="list-style-type: none"> <li>*Walk in quietly.</li> <li>*Be an active listener</li> <li>*Follow directions</li> <li>*Ask for help</li> </ul>	<ul style="list-style-type: none"> <li>*Participate appropriately</li> <li>*Use whole body listening</li> <li>*Line up with your teacher</li> </ul>	<ul style="list-style-type: none"> <li>*Go directly back to class or expected area</li> <li>*Report problems to adults</li> </ul>
		<u><b>Cafeteria</b></u>	<u><b>Playground</b></u>
<b>Respectful</b>		<ul style="list-style-type: none"> <li>*Voice Level 2</li> <li>*Keep your hands, body and food to yourself</li> <li>*Raise your hand if you need help</li> </ul>	<ul style="list-style-type: none"> <li>*Keep hands, feet, and objects to yourself</li> <li>*Take turns &amp; share playground with others</li> <li>*Listen to all adults</li> </ul>
<b>Responsible</b>		<ul style="list-style-type: none"> <li>*Clean up after yourself</li> <li>*Stay seated</li> <li>*Line up in line when it is time to leave</li> </ul>	<ul style="list-style-type: none"> <li>*Solve problems nicely or find an adult</li> <li>*Play safely</li> <li>*Put away equipment</li> </ul>
<b>Ready to Learn</b>		<ul style="list-style-type: none"> <li>*Follow directions from all adults</li> </ul>	<ul style="list-style-type: none"> <li>*Line up when the bell rings or when told to line up</li> <li>*Keep hands and feet to self in line</li> <li>*Be alert: look and listen</li> </ul>



### **\*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 and Discrimination\***

The School Board takes seriously its obligations to ensure that no student or employee suffers discrimination on the basis of sex, as defined in Title IX of the Education Amendments Act of 1972. **Title IX is a federal law**, enacted in 1972 states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Title IX protects people from discrimination based on sex in educational programs or activities that receive financial assistance. Under Title IX, discrimination on the basis of sex can include sexual harassment, which is defined as conduct on the basis of sex that satisfies one or more of the following:

- An employee of the District conditioning the provision of an aid, benefit, or service of the District on participation in unwelcome conduct;
- Unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity;
- Sexual assault, dating violence, domestic violence, or stalking, as defined by applicable law.

### **Reporting Harassment/Discrimination**

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

### **Next Steps**

After a report of sexual harassment has been made, the school and/or Title IX Coordinator will reach out to the individual affected by the alleged misconduct, provide supportive measures, discuss the grievance policy, and offer the opportunity for the complainant to file a formal complaint if the behavior meets the Title IX definition of sexual harassment. If a formal complaint is filed, appropriate steps will be taken to investigate. Upon completing the investigation, the outcome will be shared with all stakeholders.

### **Appeal Procedures**

In the Title IX process, if a person does not like the outcome of the decision maker, they can appeal to the Appellant Decision Maker for a review of the case.

Please refer to [Board Policy #2266](#) for additional information.

### **Contact Information**

Mr. Troy VanderLaan  
Human Resources Director  
Civil Rights Coordinator and Title IX Coordinator  
10505 Learning Lane  
Allendale, MI 49401  
616-892-5570  
[vanderlaantro@apsfalcons.net](mailto:vanderlaantro@apsfalcons.net)

### **\*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, Falconhead Tokens, 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.

# 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:

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

2<sup>nd</sup> – Evergreen Administration – Mr. Doug Bol or Mr. Andrew VanderWal

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

4<sup>th</sup> - 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 (ELL)\***

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 PTO. etc. You must notify us in writing if you do not want this directory information shared.

#### **Student Record Guidelines**

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

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

A parent, guardian, or adult student has the right to request a change or addition to a student's records and to either obtain a hearing with district officials or file a complaint with the 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.

### **\*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) 892-3460

### **\*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\***

The School Board takes seriously its obligations to ensure that no student or employee suffers discrimination on the basis of sex, as defined in Title IX of the Education Amendments Act of 1972. **Title IX is a federal law**, enacted in 1972 states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Title IX protects people from discrimination based on sex in educational programs or activities that receive financial assistance. Under Title IX, discrimination on the basis of sex can include sexual harassment, which is defined as conduct on the basis of sex that satisfies one or more of the following:

An employee of the District conditioning the provision of an aid, benefit, or service of the District on participation in unwelcome conduct;

Unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity;

Sexual assault, dating violence, domestic violence, or stalking, as defined by applicable law.

### **Reporting Harassment/Discrimination**

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

### **Next Steps**

After a report of sexual harassment has been made, the school and/or Title IX Coordinator will reach out to the individual affected by the alleged misconduct, provide supportive measures, discuss the grievance policy, and offer the opportunity for the complainant to file a formal complaint if the behavior meets the Title IX definition of sexual harassment. If a formal complaint is filed, appropriate steps will be taken to

investigate. Upon completing the investigation, the outcome will be shared with all stakeholders.

### **Appeal Procedures**

In the Title IX process, if a person does not like the outcome of the decision maker, they can appeal to the Appellant Decision Maker for a review of the case.

Please refer to **Board Policy #2266** for additional information.

### **Contact Information**

Mr. Troy VanderLaan  
Human Resources Director  
Civil Rights Coordinator and Title IX Coordinator  
10505 Learning Lane  
Allendale, MI 49401  
616-892-5570  
[vanderlaantro@apsfalcons.net](mailto:vanderlaantro@apsfalcons.net)

### **\*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.

### **\*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 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 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.

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

Please see the Food Service webpage for current pricing at the start of school

<https://www.allendale.k12.mi.us/district/foodservices/>

Milk purchased without meals is not covered by the Michigan Meal Program and requires a deposit to purchase.

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](http://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. Teachers 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://allendale.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.

**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](mailto: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 1, 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 traffic and 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 are allowed to ride buses that they are not assigned to **with approval from the transportation office**. Please call the transportation office at (616) 892-3485.
- 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 (**MY RIDE K-12** app) will be used to notify you of school delays/closings/route delays and other important information. Please be sure the school office(s) have your up to date contact information.

**MY RIDE K-12** app is where you will be able to get your **bus stop locations and times**.

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 1.

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: \_\_\_\_\_