



Evergreen Elementary School

**2020 -2021
Handbook**



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

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Allendale Public Schools 2020-2021 Student Calendar

Aug 24	Mon.	All Buildings Open for Self Tours (New Students, Students Switching Buildings, etc.) 12 PM – 8 PM
Aug 25	Tues.	First Day of School
Aug 28-31	Fri./Mon.	No School
Sep 1	Tues.	School Resumes
Sep 4-7	Fri./Mon.	Labor Day Break – No School
Sept 8	Tues.	School Resumes
Sept 25	Fri.	Y5-12 Half day AM
Oct 20	Tues.	Y5-12 Half day AM, Parent Teacher Conferences Y5-12
Oct 22	Thurs.	Y5-12 Half day AM, Parent Teacher Conferences Y5-12
Oct 23	Fri.	Y5-12 No School
Nov 19	Thurs.	Y5-12 Half day AM
Nov 20	Fri.	Y5-12 Half day AM

End of 1st Trimester

Nov 25-27	Wed.-Fri.	Thanksgiving Break – No School
Nov 30	Mon.	School Resumes
Dec 21-Jan 1	Mon.-Fri.	Christmas Break – No School
Jan 4	Mon.	School Resumes
Feb 16	Tues.	Y5-12 Half day AM, Parent Teacher Conferences Y5-12
Feb 18	Thurs.	Y5-12 Half day AM, Parent Teacher Conferences Y5-12
Feb 19-22	Fri./Mon.	Y5-12 No School
Mar 8	Mon.	Y5-12 Half day AM
Mar 9	Tues.	Y5-12 Half day AM

End of 2nd Trimester

Apr 2-9	Fri.-Fri.	Spring Break – No School
Apr 12	Mon.	School Resumes
Apr 30	Fri.	Y5-12 Half day AM
May 31	Mon.	Memorial Day – No School
June 7	Mon.	Y5-12 Half day AM
June 8	Tues.	Y5-12 Half day AM

End of 3rd Trimester

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



Dear Evergreen Families,

I want to welcome you to the 2020-21 school year in Evergreen Elementary School. I'm honored to be a part of an amazing Evergreen staff as we strive to provide our students with an excellent education. We are so excited to have you be a part of the Evergreen community this year. Our hope is that this school year will be one of tremendous growth, both academically and emotionally, for your child. Throughout this year we commit to fostering Respect, Responsibility, and Readiness to Learn in each of your children. We look forward to partnering with you as we pursue the goal of developing caring, considerate, and hard-working students.

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

Sincerely,

Mr. Doug Bol

Mr. Doug Bol, Principal
Evergreen Elementary

Evergreen Elementary School Staff

Principal

Mr. Doug Bol

Dean of Students

Mr. Andrew VanderWal

First Grade Teaching Staff

Mrs. Gretchen Burk
Ms. Alyssa Dean
Mrs. Sue Saagman
Mrs. Megan Sampson
Mrs. Ashley Thompson
Mrs. Erin Voss
Mrs. Christine Worthington

Third Grade Teaching Staff

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

Special Education Staff

Mrs. Melissa Byker
Mrs. Lindsey Hanes
Mrs. Amanda Heible
Mrs. Brooke Mason
Mrs. Bre May
Mrs. Michelle Thurkettle
Mrs. Emily VanDyken

School Social Worker

Mr. Bill Patteuw

At-Risk Coordinator

Mrs. Marie VanFarowe

Secretary

Mrs. Tara Bosch
Mrs. Kim Hobbins
Mrs. Jodi Kessler

Second Grade Teaching Staff

Mrs. Sunshine Dykstra
Mrs. Lindsay Filcik
Mrs. Lisa Johnston
Mrs. Shawn Lyman
Mrs. Kari Powell
Mrs. Brandy Reister
Mrs. Richelle Rybinski

Good Time Friends Staff

Mrs. Lisa Gross
Mrs. Nancy Kadzban
Mrs. Janis Lutz
Mrs. Sylvia Stokes

Specials Class Teaching Staff

Mr. Dan DeZwaan - Music
Mrs. Sarah Herremans - PE
Mrs. Wendy Lemus - Art
Mrs. Laura Lutke - Art
Mrs. Anna Reed - Music
Mr. Ryan Stevens - PE
Mrs. Dani Suhy - Art

Behavior Coach

Mr. Andrew Jakobcic

Behavior Aide

Mrs. Jessica Hitchcock

School Psychologist

Mrs. Jen Ludwig

Occupational Therapist

Mrs. Theresa Florian

Speech Pathologists

Mrs. Lindsay Fountain
Mrs. Abbie Diemer

OCSN Coordinator

Mrs. Kari Wiersma

Academic Coach

Mrs. Beth Voss

Math/Reading Specialist

Mrs. Betsy VanderPloeg

ELL Staff

Mrs. Laurie Nyenhuis

Media Center Staff

Mrs. Becky Buck
Mrs. Kim Salisbury

Remote Learning Teachers:

Mrs. Candace Choi - 1st Grade
Mrs. Hannah Slagh - 2nd Grade
Mrs. Carrie O'Connor-Helmholdt -3rd Grade
Mrs. Jennifer Mendes - Special Education

Physical Therapist

Mrs. Dana Pechumer

Technology

Mr. Jeff Villanueva

Interventionists

Mrs. Heather Gerakinis
Mrs. Rochelle Walters
Mrs. Kristin Nyberg

Food Service

Mrs. Heidi Bosch
Ms. Melanie Franke
Ms. Michelle Siragusa
Mrs. Nicole Utter

Custodians

Mrs. Monica Cervantes
Mr. Sean Coffey

Attendance and Arrival

Evergreen Elementary School Daily Schedule

School Begins: 8:47 A.M.

School Dismissed: 3:35 P.M.

Half-Day Schedule: 8:47 A.M. - 12:06 P.M.

Absences

If your child is going to be absent or late to school, please call the Evergreen (892-3465) or Springview (892-3470) office prior to 8:47 A.M. to notify us of the reason for your child's absence or tardiness. You may leave a message with this information. If we have not received a phone call and your child is reported absent by the classroom teacher, you will be called. If you cannot be reached, your child's emergency contact will be called. Verification of your child's location is of the utmost importance. This policy is in effect to ensure the safety of your child. In order to assist with this process, please be sure to consistently update your contact information and the information of your child's emergency contacts with the school secretary.

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

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

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

Absences - Planned

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

Arrival Procedures

Evergreen's school day begins at 8:47 A.M. and ends at 3:35 P.M. Children should not arrive at school before 8:35 A.M., as supervision will not be provided prior to this time. Students start their school day by reporting directly to their classroom zone outside the building where they will be met by their teacher, or another school employee. While students are entering the building and traveling the halls they are required to properly wear their face covering and social distance.

Students who are not riding the bus should be picked up promptly at 3:35 P.M. Supervision is not provided after this time. Allendale Public Schools does offer Good Time Friends, a before and after school daycare program for students. You can enroll your child by calling 892-5567.

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

Attendance

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

Parking

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

Sign In and Sign Out

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

1. *All students arriving at school after 8:47 am must be brought to the office by a family member so that he/she can be signed in.*
2. All students who must be picked up before the end of the school day for appointments can only be released to an authorized adult. If someone other than an authorized parent or guardian will be picking up your child, a note must be sent to the office giving the individual's name, your signature, and reason for the early departure.
3. If your regular pick-up plans change for any reason, please be sure to contact the office before 3:15 pm. Students who are picked up 15 minutes or more prior to normal dismissal will be marked absent for the P.M. session.

Student Drop-Off and Pick-Up

In response to the state mandated COVID-19 safety measures, the student drop-off and pick-up process has been modified. It is of critical importance that all families understand how our process has changed, and help by operating within the details of the plan.

Because families and guests are not permitted in the school building (beyond the offices), and we are focused on reducing co-mingling of students from separate classrooms, we have created classroom drop-off and pick-up zones along the parking lot sidewalks. A map of the 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 class's zone at the beginning of the day, and from their zone 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 their class's zone.
- Staff are asked to be at their assigned zone by 8:35 am, at which point students may be released from vehicles.
- 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 and use the appropriate parking lot exit.
- While walking to a zone, waiting in a zone, and traveling into the building, all students will be required to properly wear their face coverings and socially distance.

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 class's zone at the beginning of the day, and from their zone 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 zone by a school employee.
- As families enter the pick-up zone of their traffic circle, 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 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're confident that, if we work together for the benefit of our students, our drop-off and pick-up process will be successful.

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

Tardy

First, thank you for everything that you do to promote the importance of daily instruction. It is critical that your child comes to school on time. It is difficult to regain the instruction that is lost when a child is late for school. **Please note that even a few minutes of lost instructional time may impact your child's day and his/her academic progress.**

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

Families and Community

Chaperone Guidelines on School Field Trips

Due to COVID-19, our field trip schedules have been modified. When this restriction has been lifted, we will resume our regular field trip practices. 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.

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 LOVE I.N.C.. Reminders will be sent home just prior to the donations.

P.T.O. ~ Parent Teacher Organization

An Invitation from the APS K-5 PTO: The 2020-21 school year has begun and our P.T.O. wants to help keep our children motivated and enthusiastic about learning! We have many great ideas and fantastic events planned for the new school year and we need your assistance to make them happen! We look forward to working with you as a team; we need to hear from you; we need your participation; we need to know what you want your P.T.O. to do for your school. We are open to all ideas, thoughts, and comments. Together, we can make a strong P.T.O. for our children.

Our meetings are held on Monday evenings at 7:00 p.m. in the Oakwood Cafeteria. We look forward to seeing you there! Meetings are TBD as of right now. Watch the Allendale Elementary PTO Facebook page for updates as the school year progresses.

2020-21 Officers

President	Kyle Stelmach
Vice-President	Erin Evans
Treasurer	Ashlee Schmit
Secretary	Cara Olson
Volunteer Coordinator	Shawna Handa

The PTO officers can be contacted through the following email address:
allendalepto5@gmail.com

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.

Use of School Facilities

During the COVID19 crisis, the state of Michigan has required schools to deny access into school buildings by outside organizations. When this restriction has been lifted, we will once again consider all requests for facility use again. Permission for the use of a school facility and equipment must be obtained from Kathy Anderson at 892-3482. The school's daily educational program shall always have priority when granting permission for use.

Visitors to Evergreen

During the COVID-19 crisis, the state of Michigan has required schools to deny access into school buildings by visitors and volunteers. We hope, in the near future, that this will be reversed and you will be able to come into the building to visit your child at appropriate times. When that restriction is lifted, and because we must account for the presence of ALL persons in the building, we ask you to do the following:

1. Before visiting, please make arrangements with your child's teacher.
2. Sign in on the *LobbyGuard* machine in the office lobby to get a visitor pass before proceeding into a classroom.
3. Before leaving the building, visitors must sign out using the LobbyGuard 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

During the COVID-19 crisis the state of Michigan has required schools to deny access into school buildings by visitors and volunteers. When this restriction has been lifted, we will keep a record of all volunteer hours. Recording these hours 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

Due to COVID-19, our classroom treat policy has undergone changes. Your child's classroom teacher will communicate with you the plan for celebrations in the room.

Field Trips

Due to COVID-19, our field trip schedules have been modified. Typically, 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 trimester. 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. At every grade level, children need to read and be read to.

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. Due to COVID-19 restrictions, the resources in the Media Centers will be distributed to our students through other means than weekly library visits for the time being. 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 Classes

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

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 41.

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 - see the attached “Return to School Flowchart” for specific requirements, found on page 42.
- Fever - see the attached “Return to School Flowchart” for specific requirements, found on page 42.
- 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 - see the attached “Return to School Flowchart” for specific requirements, found on page 42.

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.

Medications

The following definition of “medication” is adopted for use in Allendale Public Schools: Medication includes prescription, non-prescription and herbal medications, and includes those taken by mouth, by inhaler, those that are injectable, and those applied as drops to eyes, nose, or medications applied to the skin.

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

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

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

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

Assembly Behavior

Due to COVID-19 restrictions, all large group assemblies have been discontinued. Once restrictions have been lifted, the following are assembly guidelines that students will be expected to follow:

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

If a student breaks any one of these rules, he/she may be removed from the group or class to sit by his/her teacher. A second offense may require the student to be removed from the assembly or future assemblies.

Bullying (Cf. 8018) 8260

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

Why is it important to report and respond to bullying?

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

Bullying vs. Mean/Rude Behavior

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

When someone does something **intentionally (directly or indirectly)** hurtful and/or mean that is **repeated OR highly likely to be repeated** and involves an **imbalance of power**, that's BULLYING. Bullying is a form of harassment that can happen to anyone but may be based on race, gender, height, weight, religion, ethnicity, sexual orientation, gender identity, gender expression, familial status, disability or medical condition.

Examples of bullying may include but is not limited to the following:

Physical- may include hitting, kicking, spitting, punching, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding a student's movement, or making unwelcome physical contact.

Emotional/Psychological- may include spreading rumors, manipulating social relationships, coercing, engaging in social exclusion/shunning, or intimidating

Verbal- may include taunting, teasing, insulting, name calling, or making threats

Cyber/Electronic- may involve the inappropriate use of information or communication technologies such as emails, cell phones, text messages, instant messages, Twitter, Facebook, Instagram, Vine, Snapchat, TikTok, defamatory personal websites, or defamatory online polling websites

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

Procedures:

1. Report suspected bullying incidents to staff immediately verbally or in writing.
2. In cases of bullying, the incidents will be recorded by staff and brought to the attention of the administration.
3. The severity and seriousness of the bullying will be immediately assessed and the appropriate action taken. This may include the use of counseling practices, restitution, the loss of privileges, interviews with parents/legal guardians, or suspension from school. Although administration will be aware that some students who are bullied may say out of fear that "they don't care" or "it's not a big deal," they will deal with the behavior, not the emotion.
4. If necessary and appropriate, the school will consult with any or all of the following: parents/legal guardians, teachers, school psychologist, school social worker/counselor, or police.
5. An attempt will be made to help the student who engaged in the bullying behaviors to change their behavior.
6. After the incident has been dealt with, administration will follow up with the student who was being bullied to ensure the bullying behaviors have ended and provide necessary supports 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 will be required to pay for damages to school property.

***Cell Phones**

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

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.

Electronic/Technology Devices

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

Expulsion

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

Gum

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

Lockers

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

Lunchroom Guidelines/Rules

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

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

Playground Guidelines/Rules

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

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

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

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 at the back of the handbook in the Evergreen Behavior Matrix.

Restorative Practices

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

School-wide Discipline Process

The purpose of 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 3 R's. If a child reaches a predetermined level in the system, he/she will receive an Office Discipline Referral Form (ODR). Violations related to our Behavioral Expectations Matrix and/or classroom behavior management systems will be documented in an ODR at the appropriate level (minor or major). Staff members will determine whether an incident is minor or major on a case by case basis. Guidelines are in place to assist staff members with this determination. A copy of an ODR can be found in the back of this handbook on page 42. ODRs will be handled according to the following procedures:

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

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

- Review of the 3 R's and behavioral expectations
- Restorative Practices
- Warning
- Behavior reflection exercise
- Action plan
- Apology letter
- Loss of recess privilege
- Community Service
- Individual teacher/student conference
- Referral to an administrator
- Suspension
- Conference involving the student, parent/guardian, teacher, administrator, and any other staff members relevant to the behavior issue

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

Sexual Harassment

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

Sexual harassment has three parts:

1. Unwelcome or unwanted behavior
2. The behavior is sexual or related to the gender of the harassed person.
3. The behavior is in the context of power. This can include staff to student, student to student, student to staff or other.

Harassment can include, but is not limited to:

- Direct or indirect comments to a person or about a person of a sexual nature.
- Touching a person's body or clothing.
- Looking, ogling, or leering.
- Displaying pictures or written material of a sexual nature
- Sexual harassment should be reported immediately to Mr. Bol or to our Superintendent, the OCR Officer at 892-5570.

Student Code of Conduct

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

1. We are **RESPECTFUL**.
Be friendly, polite, and helpful to others. Put-downs, fights, name-calling, teasing, and racial comments will not be tolerated. Clean up your work area at school. 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 3 R's are taught and supported using the Behavioral Expectations Matrix (see Appendix A). The PBIS system emphasizes the use of various ways of recognizing positive student behavior. Examples include verbal and non-verbal praise, Falcon Tickets, small prizes, and special activities.

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.

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

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

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

Due to COVID-19, toys or other items typically brought in for special projects, show and tell, recess or other reasons will not be allowed. After the restrictions have been lifted, bringing items in may be allowable with prior approval from the classroom teacher.

Elementary Behavioral Expectations Matrix

	<u>To and From Bus</u>	<u>Bus</u>	<u>Hallway</u>
Respectful	<ul style="list-style-type: none"> *Use kind words *Keep your hands, feet, and belongings to yourself *Walk 	<ul style="list-style-type: none"> *Voice Level 2 *Be kind to everyone *Use good manners 	<ul style="list-style-type: none"> *Walking feet *Keep your hands, feet and belongings to yourself *Use kind words
Responsible	<ul style="list-style-type: none"> *Use correct door for breakfast *Follow sidewalk to playground 	<ul style="list-style-type: none"> *Stay in your seat *Stay seated at all times 	<ul style="list-style-type: none"> *Walk on the right side *Go where you need to go * VOICE LEVEL 0 (silent)
Ready to Learn	<ul style="list-style-type: none"> *Respond to bell *Be alert: look and listen 	<ul style="list-style-type: none"> *Quickly take your seat *Be alert: face forward *Follow directions 	<ul style="list-style-type: none"> *Be alert: look and listen
	<u>Stairway</u>	<u>Office</u>	<u>Classroom/Specials</u>
Respectful	<ul style="list-style-type: none"> *Walk *Keep your hands and feet to yourself *Keep stairway clean *Keep personal space 	<ul style="list-style-type: none"> *Wait your turn *Voice Level 2 *Use good manners. Say Please and Thank you 	<ul style="list-style-type: none"> *Follow classroom voice level *Be kind to students, adults and classroom property
Responsible	<ul style="list-style-type: none"> *Take one step at a time with quiet feet on the steps *Keep hand on railing *Stay to the right and face forward 	<ul style="list-style-type: none"> *Go directly to the office * Wait your turn at the front counter 	<ul style="list-style-type: none"> *Complete class work *Use supplies appropriately *Clean up after yourself
Ready to Learn	<ul style="list-style-type: none"> *Be alert: look and listen *Voice level 0 	<ul style="list-style-type: none"> *Go directly back to class 	<ul style="list-style-type: none"> *Be prepared *Try your best *Follow directions

Elementary Behavioral Expectations Matrix

	<u>Library</u>	<u>Assemblies</u>	<u>Bathroom</u>
Respectful	<ul style="list-style-type: none"> *Follow procedures *Voice Level 1 *Treat books and computers with care 	<ul style="list-style-type: none"> *Listen to the adults speaking *Keep your hands and feet to yourself *VOICE LEVEL 0 	<ul style="list-style-type: none"> *Clean up after yourself *VOICE LEVEL 1 (whisper) *Respect other students
Responsible	<ul style="list-style-type: none"> *Return books on time *Wait your turn at the counter 	<ul style="list-style-type: none"> *Stay seated on your bottom *Use bathroom before assembly *Raise hand for permission to speak 	<p style="text-align: center;">Go, Flush, Wash, Leave</p> <ul style="list-style-type: none"> *Use toilet, sink, soap, paper towel, and hand dryer appropriately *Wash hands with soap
Ready to Learn	<ul style="list-style-type: none"> *Follow directions *Ask for help *Use good manners 	<ul style="list-style-type: none"> *Participate appropriately *Stay with your class *Line up when it is time to leave 	<ul style="list-style-type: none"> *Report problems to adults *Use bathroom quickly *Return to class promptly
	<u>Cafeteria Line</u>	<u>Cafeteria</u>	<u>Playground</u>
Respectful	<ul style="list-style-type: none"> *Wait your turn *Keep your hands and feet to yourself *Say "Please" and "Thank You" to adults 	<ul style="list-style-type: none"> *Use quiet voices; VOICE LEVEL 2 *Keep your hands, body and food to yourself *Raise your hand if you need help 	<ul style="list-style-type: none"> *Share playground with others *Hands and feet to yourself *Have permission to enter the school
Responsible	<ul style="list-style-type: none"> *VOICE LEVEL 0 *Stay in your spot in line *Face forward 	<ul style="list-style-type: none"> *Clean up after yourself *Stay seated *Line up in line when it is time to leave 	<ul style="list-style-type: none"> *Play safely with others *Solve problems appropriately or find an adult *Use equipment appropriately
Ready to Learn	<ul style="list-style-type: none"> *Be ready to make food choices *Use walking feet 	<ul style="list-style-type: none"> *Follow directions 	<ul style="list-style-type: none"> *Line up when bell rings *Face forward in line

School Policy

Comments, Questions, & Concerns

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

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

1st - Classroom teacher

2nd – Principal – Mr. Doug Bol

3rd - Superintendent – Dr. Garth Cooper

4th - Board of Education

Crisis Response Plan

Students and staff perform a variety of safety drills throughout the year, including fire, tornado, and lockdowns. Our school system has a crisis response team composed of teachers, local law enforcement, administrators, the high school counselor, school social worker, and the school psychologist. In the event of a traumatic incident that directly impacts students; the team will meet to determine our response. There are five main goals that would be addressed immediately:

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

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

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

Disciplinary Amendment

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

Corporal Punishment and Reasonable Physical Force (8300-R)

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

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

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

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

English Language Learners

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

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

Estamos tratando de identificar estudiantes que hablan otro idioma en sus hogares ademas del ingles. Si Ud. Es el padre o guardian del nino(a)-si el nino(a) no estan inscritos en el programa ELL- favor de enviar el nombre de su nino(a) y el nombre de la escuela que asiste:

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

FERPA

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

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

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

Right to Access and Privacy of Student Records

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

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

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

Student Record Guidelines

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

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

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

Fire, Tornado, Lock Down Drills

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

Homeless Children and Youth

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

Allendale Public Schools will:

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

The term “homeless children and youth” –

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

(B) Includes –

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

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

Mandatory Special Education Act

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

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

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

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

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

Medications

The following definition of “medication” is adopted for use in Allendale Public Schools: Medication includes prescription, non-prescription and herbal medications and includes those taken by mouth, by inhaler, those that are injectable and those applied as drops to eyes, nose or medications applied to the skin.

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

Guidelines for Administration of Medications to Pupils in School

- A building administrator may set a reasonable designated time for the administration of medications. The parent/guardian shall be informed of this designated time and communicate this to the physician when he/she writes medication administration instructions. The school may request that the physician send a written explanation with the medication administration instructions to the school if an exception to the school's designated time is necessary.
- A building administrator shall request that a pharmacy supply the oral medication in the exact dosage prescribed so that the individual administering medications is not responsible for dividing/splitting pills.
- Any adverse reaction to medication, as described on the physician's written instructions, shall be reported to the pupil's parent/guardian immediately.
- Any errors made in the administration of medications shall be reported to the building administrator immediately and a written report completed and entered into the pupil's school record. The building administrator is responsible for reporting the medication error to the pupil's parent/ guardian immediately.
- When it is necessary for a pupil to have medication administered while on a school-sponsored field trip or off-site activity, the individual designated to administer medication must carry the medication in the original container and record the necessary information on the medication log upon return from the trip/activity.

Medical forms are available in each school building office.

Non-discrimination in Education

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

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

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

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

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

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

Step 2. A complainant wishing to appeal the decision of the Civil Rights/Title IX Coordinator may submit a signed statement of appeal to the Vice President of the Allendale Public Schools Board of Education. A subcommittee of the Allendale Board of Education shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days of this meeting. The Civil Rights/Title IX Coordinator, on request, will provide the complainant with a copy of the district's grievance procedure and investigate all complaints in accordance with the procedure.

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

Section 504 of the Rehabilitation Act of 1973

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

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

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

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

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

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

Factors indicating a need for referral include:

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

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

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

Severe Weather Policy

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

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

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

During inclement weather, please listen to:

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

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

Specific Learning Disability (SLD)

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

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

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

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

What is a SLD?

A Specific Learning Disability is “a disorder in one of more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental 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 Meal Programs

BREAKFAST: Free, Reduced: 30¢ or Full Pay: \$1.50

LUNCH: Free, Reduced: 40¢ or Full Pay: \$2.50

MILK: 50¢ per day or \$2.50 per week

Meal Benefits: Apply online at www.lunchapp.com or complete a Lunch Line Application available at all school building offices.

MENUS are posted monthly at www.Allendale.k12.mi.us. If you do not have access to a computer; your child's teacher will have printed copies available.

Temporary COVID Meal Procedures

Breakfast: Students should go to the cafeteria upon arrival to school and pick up a bagged breakfast to bring to the classroom and eat. Breakfast will be one menued choice daily.

Lunch: Students will order lunch from the teacher in the morning. Lunch orders will be recorded and given to the kitchen. The kitchen staff will deliver the meals to the classroom and pick up cards or rosters identifying the students taking meals. Meals at lunch will be one menued choice daily. Daily options will only be cold to begin the year and to accommodate room deliveries.

Milk Only: There will NOT be milk only sales. We are only able to do meals in the classroom. If you send lunch from home, please pack a beverage. Water is available in the classroom as well.

Payment Procedures: Lunch Money is collected in the classroom every morning or your student may bring the deposit directly to the cafeteria if eating breakfast. Your child will receive a yellow lunch money envelope each week. Please use this envelope for your child's lunch money. Complete all sections of the envelope including your child's first and last name, teacher's name, amount enclosed and check number. You may deposit money to your child's account for the week, month or semester. This account is a debit account; therefore funds must be available on their account. Checks are the preferred method of payment. Please make checks payable to APS Food Service. Low balance emails will be sent when account balance is \$0.00. Payment should be made by the next school day. You may also make deposits and check account balance and activity at www.SendMoneyToSchool.com.

Part 1:

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

Part 2:

7. Check your email
8. Click the Link Provided
9. Enter your email and password
10. Click the Login button
11. Start typing the name of your school district

12. When your district is displayed - Click on it
13. Click on the Add a Student to your account button
14. Enter the student's ID number and Click Continue
15. If the ID number is valid - you will be asked to enter your child's first name, last name and birthday
16. Once entered - Click the Add Student button
17. To add additional students-Click the Add a Student to your account button again

Viewing Balances and Activity

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

Making A Deposit

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

Viewing Past Account Activity and Charges

1. Go to www.SendMoneyToSchool.com
2. Sign in to your account
3. Click on Your Account from the menu
4. History will be displayed

Food Allergies & Dietary Restrictions

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

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

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

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

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

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

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

Your Transportation Team,

Carrie Whipple
Director of Transportation
Allendale Public Schools

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

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: _____