



Ottawa Elementary

Parent/Student Handbook

2022-2023

Preschool-1st Grade

STUDENT HOURS: 8:35 a.m. to 3:43 p.m. daily

OFFICE HOURS: 8:00 a.m. to 4:30 p.m. daily

Our Mission:

Nurturing hearts, Developing minds, Inspiring dreams

WELCOME TO OTTAWA ELEMENTARY SCHOOL!

Buchanan is a Promise community (beginning with the graduation class of 2017). Promise programs seek to transform communities by making a long term investment in education through place based scholarships. They work to expand access to and ensure success in higher education, deepen the college going culture in both the K-12 system and community as a whole, and support local community economic development. Students may receive up to \$2500/year for four years, for a maximum of \$10,000. Graduates who have attended school and lived in the district for a minimum of four years receive a scholarship equal to 70 percent of the grant, with a sliding scale for those in between.

When you visit our school, you will find a positive, caring environment centered on children. We have included in this handbook important information regarding the rules and regulations which govern Ottawa School and the Buchanan Community School system. Our annual report is published each fall and contains our specific goals for improving student learning and our district's M-STEP (state assessment) scores.

The Buchanan Community Schools curriculum conforms to the State of Michigan standards. Buchanan has adopted the Common Core State Standards which have been approved by the State and Federal governments for Math and English Language Arts (reading, writing, speaking, listening and viewing). Information on the State curriculum, etc. can be found at www.michigan.gov/mde. Click on the Parents and Family title in the left column and then the curriculum title. Buchanan's curriculum is also at the district's web site www.buchananschools.com

It is very important to go over the information in this handbook with your children. Our rules have been established with your children's safety and well-being in mind. Open communication between the home and school is extremely vital to assure a successful school for our students. All staff members have voicemail so they can retrieve your messages during their prep times.

Please refer to this handbook, whenever you have a question about school. If you don't find the answers you need, please call 695-8409 or e-mail: sdenison@buchananschools.com I would be happy to discuss any of this information with you.

Thank you for being a vital part of the Ottawa family. Together we can work together to provide the best possible school experience for your child and family.

Sincerely,

Stacey Denison, Principal



STAFF DIRECTORY
109 OTTAWA ST
PHONE 269.695.8409
FAX 269.695.8426

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Elizabeth Johnson, Administrative Assistant ejohnson@buchananschools.com

PRESCHOOL

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FIRST GRADE

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SPECIAL EDUCATION

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SPECIALISTS

Matthew Schlutt Visual Arts mschlutt@buchananschools.com

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Melissa Prestine Integrated Arts (Music) mprestine@buchananschools.com

Laura Henckel, Counselor lhenckel@buchananschools.com

Amanda Lemler, Media Specialist alemler@buchananschools.com

Kristin Baker, Media Assistant kbaker@buchananschools.com

INTERVENTION STAFF

Wendy Murphy, Literacy Coach wmurphy@buchananschools.com

Sandy Emerick Intervention Facilitator semerick@buchananschools.com

Kathy Paturalski Intervention Facilitator kpaturalski@buchananschools.com

Food Services

Mary Colglazier, Head Cook mcolglazier@buchananschools.com

Michelle Canfield, Assistant Cook mcanfield@buchananschools.com

Cassie Granger, Lunchroom Aide

Ashley Shugarts, Lunchroom Aide

Central Office

Patricia Robinson, Superintendent 695-8401

Mark Kurland, Assistant Superintendent 695-8400

Carrie Brunsting, Business Specialist 695-8400

Karin Falkenstein, Director of Special Education 695-8442

Philip Place, Director of Technology 695-8400

Becky Kaltenbach, Food Service Director 695-8415

Brian Pruett, High School Principal 695-8403

Mark Frey, Assistant High School Principal 695-8404

Shelby Beasley, Middle School Principal 695-8406

Michael Babcock, Moccasin Principal 695-8408

Mission Statement

Nurturing hearts, Developing minds, Inspiring dreams

Vision Statement

*Growing Little Bucks, Be responsible, Understand and use learning, Creative thinkers and problem solvers,
Kind to others, Self-reliant*

OTTAWA STUDENTS WILL BE SUCCESSFUL WHEN THEY:

- Use self-control so as not to interrupt or interfere with Ottawa's educational and extra-curricular activities.
- Arrive each morning on time and are attentive in class.
- Get the proper amount of sleep and come to school ready to work after a calm morning routine.
- Work hard and complete their assignments as directed and on time every day.
- Show and maintain respect for all teachers and staff as well as the other students. Respect the rights and property others.
- Put their names on ALL outdoor clothing, pencil boxes, book bags, lunch boxes, and ALL belongings.
- Take pride in their appearance.
- Talk softly and walk quietly in lines in the hallways.
- Use proper language without swearing or cussing.
- Remember that fighting is NOT allowed. The school environment should be safe, friendly and productive.
- Remember that candy and gum should not be brought to school unless there is a special occasion.
- Bring newsletters home and remember to return important signed notes when necessary.
- Behave like good citizens so that they will be proud of themselves and so will others they meet. Develop well-mannered habits and attitudes.
- Leave toys at home so they can pay attention in class.
- Act at all times in a manner that reflects pride in self, family and in the school.
- Help maintain a school environment that is safe, friendly and productive.
- Work cooperatively with others when involved in accomplishing a common goal regardless of the other's ability, gender, race, religion, height, weight, disability, or ethnic background.
- Bring a "can-do" attitude to school!

WON'T YOU ATTEND OTTAWA PTO THIS YEAR!

Please join us for the benefit of all of our kids!

OTTAWA PTO meets once a month at 6:30 p.m.
All parents are welcome to attend. Free child care is always provided.

2022/23 OFFICERS

President/Vice President: Sara Scrimshire

Treasurer: Zach McGinnis

Secretary: Liz McGinnis

SCHOOL HOURS OF OPERATION

First Bell rings at 8:35 a.m. Parents should time their children's departure from home so that they do not reach school too early or too late. Students arriving after the second bell rings at 8:40 a.m. are tardy.

8:10	Students eating breakfast enter
8:35	All other students enter
8:40	School begins
11:50	A.M. Preschool dismissal
12:25	P.M. Preschool begins
3:43	All students dismissed Fridays-no school for preschoolers

ENROLLING IN SCHOOL

In general, State law requires students to enroll in the school district in which their parent or legal guardian resides unless enrolling under the District's open enrollment policy.

New students under the age of eighteen (18) must be enrolled by their parent or legal guardian. When enrolling, parents must provide copies of the following:

- a. a legal birth certificate
- b. court papers allocating parental rights and responsibilities or custody
- c. proof of residency

Acceptable documents:

1. Driver's license with district address
2. Homeowner-deed to property, closing statement Renter-signed current lease
3. Any 2 of the following:
 - a. gas/electric bill
 - b. Telephone or cellular phone bill
 - c. Cable or satellite TV bill
 - d. renter's or homeowner's insurance policy
 - e. bank or credit card statement
 - f. current auto registration or insurance policy or statement

d. proof of immunizations.

Under certain circumstances, temporary enrollment may be permitted. In such cases, parents will be notified about documentation required to establish permanent enrollment.

Students enrolling from another school must have an official transcript from their previous school in order to have credits transferred. The administrative assistant will assist in obtaining the transcript, if not presented at the time of enrollment. Homeless students who meet the Federal definition of homeless may enroll and will be under the direction of the McKinney Vento Liaison with regard to enrollment procedures. Buchanan's district person is Stacey Denison at Ottawa School 695-8409.

A student who has been suspended or expelled by another public school in Michigan may be temporarily denied admission to the District's schools during the period of suspension or expulsion even if that student would otherwise be entitled to attend school in the District. Likewise, a student who has been expelled or otherwise removed for disciplinary purposes from a public school in another state and the period of expulsion or removal has not expired, may be temporarily denied admission to the District's schools during the period of expulsion or removal or until the expiration of the period of expulsion or removal which the student would have received in the District had the student committed the offense while enrolled in the District. Prior to denying admission, however, the Superintendent shall offer the student an opportunity for a hearing to review the circumstances of the suspension or expulsion and any other factors the Superintendent determines to be relevant.

TRANSFER OUT OF THE DISTRICT

Parents must notify the principal about plans to transfer their child to another school. If a student plans to transfer from Ottawa School, the parent must notify the principal. Transfer will be authorized only after the student has completed the arrangements, returned all school materials, and paid any fees or fines that are due. School records, may not be released if the transfer is not properly completed. Parents are encouraged to contact the principal for specific details.

School officials, when transferring student records, are required to transmit disciplinary records including suspension and expulsion actions against the student

ATTENDANCE POLICY

Attendance matters. If students are going to be successful in school, they first have to be *in* school. Research indicates that as early as kindergarten students who miss too many days of school are at significant risk for lower academic performance. By 6th grade, chronic absenteeism is a clear predictor of drop out. We are participating in the Berrien County Chronic Truancy Program. All absences are counted toward absenteeism whether excused or not. Parents are requested to call the office on the day of absence or send a note to school with their child explaining the reason for the absence. Going to the mall, needing a babysitter for little ones at home, etc. are not good excuses for missing school. Instead, these excuses send a message to the child that shopping at the mall, getting a perm or haircut, or babysitting a sibling are more important than school. Being in school on time is your child's job and will help your child learn an important life-skill for later work in a paying career.

When absences from school become too frequent, letters will be sent to parents after 5, 10, 15 days and may cause a truancy report to be filed with the Berrien County Intermediate School District for necessary legal actions as we are required to do by law. Please decide to have your child in school every day.

ABSENCES DURING REQUIRED TIMES OF SCHOOL ATTENDANCE On occasion, the school recognizes that it may be necessary or convenient for parents to take their children with them on vacations during the school year. The school feels the proper place for students during the school year is in their classrooms. This begins to make students responsible for their "real jobs" as adults. Parents should notify the school at least one week in advance if such an absence is necessary, receive work to be

done by the student and return such work completed to the teacher, when the student returns from school.

Vacations can be educationally rewarding. Please try to schedule yours when school is not in session (summers, winter and spring breaks). In the event this is not possible, please follow the suggestions listed below to make the trip more meaningful for your child. Help your child keep a daily log of activities, a map of the places visited, and mileage traveled per day, etc. Notify your child's teacher at least one week in advance, so that lessons may be adequately prepared. Please keep in mind that there is no substitute for group work and teacher/class discussion. Class discussion and teacher support for learning are difficult to make up.

ABSENCE EXCUSES AND REPORTING

PLEASE REPORT YOUR CHILD'S ABSENCE BY CALLING 695-8409 BEFORE 9:00 A.M., OR BEFORE NOON FOR THE AFTERNOON SESSION FOR PRESCHOOLERS.

This is a safety precaution for your child. Please call by 9:00 a.m. if you are requesting work, so the teacher has an opportunity to prepare the materials for your child during his/her break.

A doctor's note is required if a child must be excused from recess or physical education for medical reasons for more than 3 days. Upon returning to school after an absence, a note of explanation is required if the school was not contacted during the absence.

RULE OF THUMB FOR STAYING HOME (ABSENCES) DUE TO COMMON CHILDHOOD DISEASES:

DISEASE	KEEP AT HOME UNTIL
Fever of 100 degrees or above	Fever free for 24 hours
Chicken Pox	May return with dried scabs
Diarrhea	Symptom free for 24 hours
German Measles	7 days after rash appears
Measles	4 days after rash is gone
Mumps	Minimum 7 days from onset & no remaining symptoms
Pink eye	Under medical care and eye drainage has cleared
Scarlet fever	Advice of physician after receiving treatment
Strep Throat	Completely healed
Fifth disease	Until fever or rash goes away <u>IF</u> your child is experiencing lots of discomfort

When calling school to report child's absence, please indicate reason for absence, especially if one of the above diseases is suspected.

INCLEMENT WEATHER

Ottawa School will be using the Power Announcement again this year. This will allow the school to contact all parents simultaneously via phone, text and/or email regarding all school closings, delays, weather and other emergencies. You do not need to call school to see if school is closing due to weather conditions. Power Announcement will call you! We can also call with reminders about conferences, field trips, school pictures, etc. You will receive a letter telling you how to add phone numbers (work, cell, home, day care, grandparents, etc.) and email addresses to your call list.

BE SURE TO UP-DATE POWER ANNOUNCEMENT by CONTACTING OTTAWA SCHOOL WHEN YOUR FAMILY INFORMATION CHANGES OR YOU WILL MISS OUR ANNOUNCEMENTS!

If school is to be closed because of a serious snowstorm or other reason, or if there is a delay due to fog, the following radio stations will carry the announcement.

WNIL/WAOR (Niles)	1290 AM or 95.3 FM
WHFB (Benton Harbor)	1060 AM or 99.9 FM
WNDU (South Bend)	1490 AM or 92.9 FM
WSBT (South Bend)	960 AM or 101.5 FM Also, the following TV stations: (non-cable numbers)
WNDU Channel 16	www.wndu.com
WSBT Channel 22	www.wsbt.com
WSJV Channel 28	www.tox28.com

2 HOUR DELAY PROCEDURES

A district wide 2 hour delay may be called due to inclement weather. The school day begins 2 hours later than a regular day and ends at the regular time. This counts as a school day and does not need to be made up. **NO breakfast will be served.** School bus schedule will be 2 hours later than the normal pick-up time. School will start at 10:45. Doors will open at 10:30. Students may not arrive at the normal school starting time as there is no adult supervision

ARRIVING LATE AND NEEDING A LUNCH

Should your child have an early appointment causing him to arrive at school late, please call the office and order a lunch ahead of time so we can insure your child receives a hot meal that day. Please call by 9:00 a.m. to order a lunch.

SCHEDULING AND ASSIGNMENT

The principal will assign each student to the appropriate classroom and program. Any questions or concerns about the assignment should be discussed with the principal. Your child is placed in the classroom based on these major factors:

1. Child's learning needs (matching style of teacher to learning style of student)
2. Quality of student's citizenship
3. Student's work and study habits (work independence)
4. Students reoccurring discipline problems, if any
5. Whether a student is a leader or follower (leadership potential)
6. How his/her personality fits with others in the class (peer relations)
7. Boy-girl ratio in each class
8. Level of parent involvement in the student's education
9. Similar class size in each room
10. Mixture of students. Each classroom must have a blend of children to allow for efficient use of instructional time. This allows students to learn and grow from one another. We also want to maintain a balance of students with special needs. Other times there may be a need to separate or unite specific students. Group dynamics should maximize the learning process for all students.
11. Demonstrated student achievement on district benchmark assessments in math, reading, writing, science and social studies
12. Personality/cohesiveness of entire classroom group
13. Pace at which student works
14. Special education services for the student
15. Personality match between teacher and student

This is a complicated procedure and is based upon the best assessment of each child. Children are placed for instructional purposes and placing them in a class based on any other factors would defeat this purpose. Parent requests are not solicited, but if you have a concern or conflict, please speak to the building principal where the final decision rests.

OTTAWA CODE of CONDUCT

School rules apply going to and from school, at school on school property, at school-supported events and on school-provided transportation

Ottawa School should be a safe and nurturing place in which all students learn. Harassment is not allowed and should be reported to the teacher or principal immediately. No one should be afraid to come to school. No one should have his or her learning disrupted by another student.

Each classroom has also developed classroom rules, which every child is expected to follow. Please discuss those rules with your child and your expectations for him/her at school. Students who continually have problems following the rules may, on rare occasions, be asked to stay in from recess, to have recess in a designated spot, (like the wall for a certain amount of time) to eat lunch in isolation, to stay after school, to speak with the principal, or to face other appropriate consequences such as in-school or out of school suspension. In-school suspension means no art, music, gym, library, physical education, or recesses for the student. The student eats lunch in the office, and does regular classroom assignments without extra help. In-school suspension may also be served in another classroom or other appropriate areas of the school.

Repeated or serious referrals may result in longer in-school suspension or even out-of-school suspension. Parents will be asked to help solve continuing school problems a child may be experiencing. Suspension may result in reduction in grades if assignments are not completed out of class and returned in a timely manner.

Each student's "job" or "work" is to attend and learn at school. Not only is the staff preparing them with the academic skills they will need in the workplace, but we are also concerned they will have good job skills like responsibility (doing what they are asked to do), dependability (being on time and ready to start the day's work), and getting along with others (non-threatening, polite, considerate of others' feelings, proper language, etc.). We therefore judge their behavior to be appropriate by two standards:

1. If the most important adult in their life saw what they did or heard what they said, would that adult be proud of him/her??
2. Could an adult say or do the same things the child had said or done at work without being fired or reprimanded??

If the answer to either question is "No" then the student's behavior was inappropriate at school.

STUDENT RESPONSIBILITY FOR ACTIONS

More attention can be devoted to teaching and learning when students accept responsibility for their behavior. Parents, of course, have the major responsibility for teaching self-control and acceptable behavior. The school will work closely with parents to reinforce the good conduct taught at home.

We strive to provide all children with a safe and orderly environment. Our expectations for good school behavior begin when children leave home and stop when they return to their homes.

The classroom teacher is responsible for children under his/her supervision. Teachers are encouraged to discuss problems with parents so that severe disciplinary action can be headed off.

Discipline for minor infractions is usually handled by the teacher or supervisor when the child is on the playground. Each teacher or supervisor has

different methods of handling problems in the classroom or on the playground.

Students have learned the following information in Conflict Mediation: Why people get angry, how to tell if someone is getting angry, and how to help people diffuse and find out what the real issue or problem is. Students have learned mediation by using role-playing to practice real school conflicts. Students also learn the outcomes of bad choices.

If a child is sent to the principal's office, the child and principal discuss what has happened. With most children, the principal's position will be to simply listen and counsel with the child on better choices the child could make when angry, etc. Rarely are stronger disciplinary measures needed. Parent contact, if necessary, is by phone when possible, or by a note that is returned to school with the child with the parent's signature acknowledging parent awareness of the problem. The home and school work together cooperatively to provide a good learning atmosphere and good education for all students.

If you ever have a concern about something that happened at school, call us! Good communication will prevent major problems. If you or your child feel a problem wasn't handled appropriately or addressed in any way, please contact the principal's office as soon as possible so the concern can be immediately taken care of to everyone's satisfaction.








School rules apply to and from school, at school, on school property, on school transportation, and at any school event.

Students must display appropriate behavior at all times on all school property (this includes behavior at Ottawa, Moccasin, Middle School and High School) and at all school-sponsored events (including floor hockey, basketball, football games, kids' night out, etc.) Board Policy #5855 recommends that all elementary and middle school students be accompanied by a parent or adult chaperone when they arrive at the event and throughout its duration. The Board will not be responsible for students if they attend without an adult chaperone. Students not following rules will be asked to leave an event and may be excluded for the rest of the year.

Behavior Expectations/Positive Behavioral Interventions and Supports (PBIS)

All students and staff will follow the Return to School Road Map and the Safe School Plan as outlined on the district's website at www.buchananschools.com

OTTAWA ELEMENTARY SCHOOL SCHOOL WIDE BEHAVIOR MATRIX

	DISMISSAL 	HALLWAY 	ALL CLASSROOMS 	BATHROOM 	LUNCHROOM 	PLAYGROUND 
RESPECTFUL	Voice level 2 Personal Space Silent Wave	Voice level 0 Personal Space Silent Wave	Appropriate voice level Follow class rules Listen to adults	Voice level 1 Keep clean Give privacy	Voice level 0 or 2 Use manners Listen Eat only your food	Voice level 3 or 4 Be nice Share Everyone plays
RESPONSIBLE	Face Forward Sit in spot Listen	Keep hallway clean Go directly to your location Wear name tag	Stay on task Do your best Follow directions	Wipe Flush Wash Leave	2 hand carry Clean up Take what you ordered Wear name tag	Put away toys Line up at whistle Follow the rules Dress for the weather
SAFE	Hands and feet to self Walking feet Backpack on Mask up!	Walking feet Stay in line Face Forward Hands and feet to self Mask up!	Use material correctly Ask permission to leave Hands and feet to self Mask up!	Report problems Hands and feet to self Mask up!	Sit in seat Raise hand for help Walking feet Hands and feet to self Mask up!	Use equipment properly Report problems right away Safe hands and feet Mask up!

Voice Levels: 0=No talking; 1=Whisper; 2=Table talk; 3=Strong speaker; 4=Outside voice



Ottawa Elementary Office Referral Form

Please check only **ONE** box per section and refer to the back of this form for all minor/major definitions. Return all forms to the office for data input as soon as possible. Note: only MAJOR (office managed) referral forms are submitted to the principal.

Name: _____ Date: _____ Time: _____ Teacher: _____ Grade: PK K 1 Referring Staff: _____	MINOR Behavior: <input type="radio"/> X (TEACHER managed) <input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Physical Contact <input type="checkbox"/> Property Misuse	MAJOR Behavior: (OFFICE managed) <input type="checkbox"/> Abusive/Inappropriate Language <input type="checkbox"/> Bullying <input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Fighting <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Property Damage <input type="checkbox"/> Theft
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Location: <input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Bathroom <input type="checkbox"/> Bus <input type="checkbox"/> Hall <input type="checkbox"/> Cafeteria/Gym <input type="checkbox"/> _____	Perceived Motivation: <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Item/Activity <input type="checkbox"/> Peer Attention <input type="checkbox"/> Adult Attention <input type="checkbox"/> Tasks/Activity	Others Involved In Incident: <input type="checkbox"/> Peers <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Other <input type="checkbox"/> None
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Comments:

Action Taken for MAJOR behavior: <input type="checkbox"/> Time in Office <input type="checkbox"/> Alternate Placement _____ <input type="checkbox"/> Loss of Privileges _____ <input type="checkbox"/> Detention <input type="checkbox"/> In- School Suspension ___ days <input type="checkbox"/> Out of School Suspension ___ days <input type="checkbox"/> Other _____	Parent/Guardian Contact Parent Contacted: _____ Contact Date: _____ Contacted by: _____ Method: Phone Email Note Class Tag Text In Person Outcome: _____
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Office Use: Date entered/Staff Initials _____ Date/Administrator Initials _____ RV/SD 9/20



Ottawa Elementary Office Referral Form

MINOR Problem Behavior:	Definition:
Defiance	Student refuses to comply with teacher request
Disrespect	Student uses inappropriate expressions or gestures, ignoring, talking back, arguing with adult
Disruption	Student engages in blurting, out of seat, tossing objects, interruption to learning
Inappropriate Language	Student engages in swearing or name calling
Physical Contact	Student engages in non-serious (pushing, pulling, spitting, accidental hitting, horseplay etc.) but inappropriate physical contact
Property Misuse	Student marks on classroom objects or damages classroom supplies
Theft	Student is in possession of or responsible for removing someone's property (items of little value)

MAJOR Problem Behavior:	Definition:
Abusive/Inappropriate Language	Student delivers verbal messages that include swearing, racial, ethnic or sexual, name calling, or use of words in an inappropriate way
Bullying	Student engages in intentional aggressive behavior, the behavior happens repeatedly over time, the relationship has an imbalance of power
Major Defiance	Student engages in 3 or more separate refusals to comply with teacher request in a day
Major Disrespect	Student engages in 3 or more separate incidents of minor disrespect in a day
Major Disruption	Student engages in continuous blurting, throwing objects, screaming, or continuous interruption to learning
Fighting/Physical Aggression	Student engages in intentional serious physical contact where injury may occur (hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)
Property Damage	Student engages in major incident of property misuse that results in destruction of property causing damage that can not be easily fixed or cleaned
Theft	Student is in possession of or responsible for removing someone's property (items of high or irreplaceable value)

DRESS CODE Board Policy #5511

The Board of Education recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices affect the educational program of the schools.

Prohibited student dress or grooming practices are those which:

- present a hazard to the health or safety of the student himself/herself or to others in the school;
- interfere with school work, create disorder, or disrupt the educational program (such as bare midriffs, short shorts, excessively torn or holey pants/tops extra short skirts, shirts, skorts, or skirts with suggestive writing across the area of the child's bottom, skimpy tank, crop and halter tops, pants that fall below child's natural waistline, outrageous hair colors or haircuts, use of make-up);
- cause excessive wear or damage to school property (cleats or roller-skating shoes);
- prevent the student from achieving his/her own educational objectives because of blocked vision or restricted movement;
- represent the district in an uncomplimentary manner at a public event (obscene or sexually suggestive language or clothing);
- advertise any product or service not permitted to minor by law
- intend to be insulting or harassing

Principal has the final say on appropriate dress.

GOING OUTSIDE FOR RECESS

Unless the weather is very severe, all students are expected to go outside during recesses. In general, children who are not well enough to be outside are probably not well enough to be in school. A parent or guardian may request (**in writing, no phone calls**) that a student be allowed to stay inside for recess due to medical reasons for a maximum of 3 days. We usually stay inside if the temperature plus the wind chill is less than 10 degrees.

It is very important that children wear appropriate clothes to stay outdoors each recess. Students will be responsible for dressing appropriately for outdoor recess.

Your child should dress for the weather as you have taught him/her at home. This is especially true for boot/hat/jacket/snow pants & mitten wearing in cold weather. These decisions are best made by the child with a parent. It is difficult for staff to insure every child has every garment on that the parent has sent or wants the child to wear.

When snow is on the ground, students must wear boots to school and at recess or at have two pairs of shoes here, one for snow play and one to wear in the classroom. The water and salt from shoes worn inside and outside is hard on the classroom carpeting.

PHYSICAL EDUCATION CLASS SHOE REQUIREMENT

For safety reasons, your child will need gym shoes or athletic shoes (tennis), no platforms, sandals, or dress shoes to participate in physical education classes. Leather-soled shoes or stocking feet have a tendency to slip on a highly polished floor, causing accidents. Gym shoes may be left at school to ensure your child's participation in physical education classes. Otherwise, please help your child(ren) remember to wear appropriate shoes on the days he/she has P.E. Check the Friday BEE Binder for the day of the week your child has gym.

LOST AND FOUND

The lost and found items are in the labeled lockers near the office. Please feel free to check there if clothing items fail to come back home 😊

PLEASE LABEL YOUR CHILD'S CLOTHING WITH HIS/HER NAME TO PREVENT LOSSES OF EXPENSIVE CLOTHING!

DISTRICT DISCIPLINARY POLICIES

- For the benefit of children, the Buchanan Community Schools Board of Education (Board Policy #9250), believes that parents have a responsibility to encourage their child's career by:
 - supporting the schools in requiring that the children observe all school administrative guidelines, and by accepting their own responsibility for children's willful in-school behavior;
 - sending children to school with proper attention to their health, personal cleanliness, and dress;
 - maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework by providing a quiet place and suitable conditions for study;
 - reading all communications from the school, and signing and returning them promptly when required;
 - cooperating with the school in attending conferences set up for the exchange of information of the child's progress at school.
- Board Policy #5600 shall require each student of this District to adhere to the Code of Conduct promulgated by the administration, and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Guidelines shall require that students:
 - conform to reasonable standards of socially- acceptable behavior;
 - respect the person and property of others;
 - preserve the degree of order necessary to the educational program in which they are engaged;
 - respect the rights of others;
 - obey constituted authority and respond to those who hold that authority.
- Specific behaviors that will not be tolerated, according to Board policy #5110 are included below, but are not limited to:
 - use, possession, or distribution of drug items defined in Board policy 5530 and any paraphernalia associated with them;
 - any illegal activity such as theft, gambling, forgery, extortion, possession of dangerous weapons, etc.;
 - unethical actions, such as lying, forgery or cheating;
 - any form of violence or rowdiness (Policy 5520);
 - any action that disrupts the school operation or environment;**
 - any action that defaces, damages or destroys personal or public property;
 - any form of littering or damage to the school environment;
 - any violation of Board policies, District guidelines or school rules.

** This includes malicious gossip, note-writing behavior, backstabbing incidents, obscene or abusive language, insubordination, public displays of affection, etc. Board Policy #5517.01

STUDENT ETHICS-RESPECTING AUTHORSHIP OF OTHERS

CHEATING – intentional distortion of the truth, cheating could be copying answers from another student's worksheets or tests, changing rules of a game to benefit oneself, lying under any circumstances, asking for or giving answers to others, looking at others' work during Study Island testing, etc. Instances of cheating will be reported to parents and the principal for disciplinary action.

PLAGIARISM – plagiarism, presenting someone else's work as your own, is a form of cheating. This includes parents doing their child's work for them. Copying another author's work in whole or in part is plagiarism, including internet research. Any phrase, sentence, paragraph or passage taken directly from any source should be enclosed in quotation marks, followed by the author's name and the page number of the source in parentheses. Failure to do so is plagiarism. Any paper that contains examples of plagiarism will receive a grade of "F". In addition, instances of plagiarism will be reported to parents, and the principal may impose additional penalties.

FORGERY – falsely signing a parent's name to a note sent home or signing a classmate's name to a document is a form of lying. Instances of forgery will be reported to parents and the principal for disciplinary action.

HUMAN DIGNITY POLICY Board Policy #2262

The Board of Education, recognizing that we are a multiracial, multiethnic school district, believes it is part of our mission to provide a positive harmonious environment in which respect for the diverse makeup of the school community is promoted. A major aim of education in the Buchanan School District is the development of a reasoned commitment to the core values of a democratic society.

In accordance with this aim, the school district will not tolerate behavior by students or staff, which insults, degrades, or stereotypes any race, gender, intelligence or economic status disability (handicap), physical condition (height/weight/glasses, etc.), ethnic group, or religion. Anyone found to have violated this policy shall be subject to disciplinary action up to and including suspension or expulsion from the District.

SEXUAL HARASSMENT POLICY Board Policy # 5518

Conduct constituting sexual harassment may take different forms, including but not limited to the following:

- A. **VERBAL** - the making of offensive written or oral sexual innuendos, suggestive comments, poster, cartoons, jokes of a sexual nature, sexual propositions, threats, or propositions toward a fellow student, staff member or other person.
- B. **NON-VERBAL** - Causing the placement of offensive sexually suggestive objects, pictures, or graphic commentaries in the school environment or the making of offensive sexually suggestive or insulting gestures, sounds, leering, whistling, and the like to a fellow student, staff member or other person.
- C. **PHYSICAL CONTACT** - Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, pushing the body, or coerced sexual intercourse with a fellow student, staff member or other person.

Examples are:

- ✧ **Calls out obscene names**, whistles or shouts sexual suggestions to a student walking by;
- ✧ **Passes "dirty" notes** or pictures, or puts them in a person's book or locker;
- ✧ **Calls someone at home** and makes obscene suggestions or noises;
- ✧ **Tells "dirty" stories** near someone who doesn't want to hear them;
- ✧ **Stares** at a person's body in a sexual or unwanted way;
- ✧ **Purposely bumps into someone**, stands too close, or blocks the way;
- ✧ **Writes graffiti or starts rumors** about someone's sexual behavior or orientation;
- ✧ **Hugs, grabs, pinches or touches** someone sexually or in an unwanted way.

If the action is unwanted and unwelcomed and makes the person feel uncomfortable or threatened, it is sexual harassment. It doesn't matter what the harasser intended.

Students should ask themselves these questions to see if they are a harasser:

- Am I making the person uncomfortable?
- Would I do the same things in front of a parent, a teacher, or others I respect?
- Would it be OK if someone did the same thing to a sister, brother, or other relative of mine?
- How would I feel -- and how would my family feel -- if my actions were reported in the local news?

Here are ways you can help out at home:

- ✧ **Set a good example.** Treat everyone with respect. Show how people can work and live together without harassment.
- ✧ **Encourage children to talk.** Create a relationship that promotes honest and open communication. Talk with your children about sexual harassment, and offer them your complete support if they are ever victimized.
- ✧ **Teach values.** Help teach your children by your words and actions to respect the feelings of others.
- ✧ **Build self-esteem.** Help children feel good about themselves. A strong self-image helps one stand up to sexual harassment.

Any student who has a complaint of sexual harassment or a violation of the Human Dignity Policy at the school should bring the matter to the attention of the principal. Anyone found to have violated this policy shall be subject to disciplinary action up to and including suspension or expulsion from the District.

BULLYING AND OTHER AGGRESSIVE BEHAVIOR TOWARD STUDENTS Board Policy #5517.01 5/18/15 revised

It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student which cause or threaten to cause bodily harm, reasonable fear for personal safety, or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or

investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file.

To the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate authorities may be notified, depending **on the nature of the complaint and/or the results of the investigation.**

Implementation

The Superintendent is responsible to implement this policy, and may develop further guidelines, not inconsistent with this policy.

This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the District reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

Procedure

Any student who believes s/he has been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Principal or assistant principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

A student may also submit a report or complaint to any of the above designated individuals through email, voicemail, regular mail or by leaving a sealed note addressed to the individual at that person's office or desk. The student may submit a report or complaint anonymously, but this may affect the ability to fully investigate the matter, when the complaining student is not available to provide additional information during the course of the investigation.

The identity of a student who reports bullying, hazing or aggressive behavior, as well as those students who provide information during an investigation will remain confidential to the extent possible and to the extent allowable by law. Only school personnel directly involved in the investigation of the complaint or responsible for remedying any violations will be provided access to the identity of the complaining student(s) and student witnesses, and then only to the extent necessary to effectively deal with the situation.

The identity of the student who files the report or complaint will not be voluntarily shared with the alleged perpetrator(s) or the witnesses unless the student (and his/her parent/guardian) gives written permission to do so. Any investigation report will likewise not be voluntarily produced with the names of the reporting student(s) or witnesses. However, under certain circumstances, the District may be required by law to disclose the report and/or the student(s) names. Also, under certain circumstances, the identity of the reporting student may become obvious even without disclosure by school personnel.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. While reports may be made anonymously, formal disciplinary action may not be taken solely on the basis of an anonymous report without other corroborating evidence.

The Principal (or other designated administrator) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as circumstances permit after a report or complaint is made.

If the investigation finds an instance of bullying or aggressive behavior has occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials.

If, during an investigation of a reported act of harassment, intimidation and/or bullying/cyberbullying, the Principal or appropriate administrator believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal will report the act of bullying and/or harassment to one of the Anti-Harassment Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy 5517 – Anti-Harassment.

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the Superintendent. The Superintendent shall submit a compiled report to the Board on an annual basis.

Non-Retaliation/False Reports

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint is substantiated.

Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

Making intentionally false reports about aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

Definitions

The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, hazing, harassment or other aggressive behavior, regardless of whether it fits a particular definition, s/he should report it immediately and allow the administration to determine the appropriate course of action.

"Aggressive behavior" is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidating, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.

"At School" is defined as in a classroom, elsewhere on school premises, on a school bus or other school related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.

For further definition and instances that could possibly be construed as: Harassment, see Policy 5517; Hazing, see Policy 5516.

"Bullying" is defined as any written, verbal, or physical acts, including cyber bullying (i.e. any electronic communication, including, but not limited to electronically transmitted acts, such as internet, telephone or cell phone, personal digital assistant (PDA), or wireless hand held device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

- A. substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
- B. adversely affecting the ability of a student to participate in or benefit from the school district's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
- C. having an actual and substantial detrimental effect on a student's physical or mental health; and/or
- D. causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are:

Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.

Verbal – taunting, malicious teasing, insulting, name calling, making threats.

Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability but may also include sexual orientation, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).

"Intimidation/Menacing" includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with person's property; or to intentionally interfere with or block a person's movement without good reason.

"Staff" includes all school employees and Board members.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

PERSONAL VALUABLES AND CARE OF PROPERTY

Items of value:

Trading cards (i.e. Pokémon, etc.), sports clothing, roller blades, I-pads, I-pods, cell phones, etc. should not be brought to school as we cannot guarantee against losses. Items that distract from a child's learning in school (i.e. toys, trading cards, laser pens, etc.) should be left at home also. Additionally, students should refrain from bringing, trading, giving away or selling personal items or services at school. All children do not know the value of such items. Sometimes the trades are lopsided and later children feel cheated.

Damage to another students' clothing, belongings, etc. or the school's equipment or facility undermines respect for our school. If damage or loss to the school or another person occurs, the student or his/her parents will be required to pay for the replacement or damage. If the damage or loss is intentional, the student will also be subject to disciplinary action including the possible a report to law enforcement authorities.

ELECTRONICS

No electronic games of any kind (I-pods, I-pads, cell phones, game boys, etc.) are to be brought to school for any reason. Any electronic devices brought to school will be confiscated with parent notified to pick the game up in the office. Our rationale for this policy.

1. Recess is for playing with friends, not just isolated play.
2. Physical exercise is encouraged. We need to help them develop strong, lean healthy bodies while at school.
3. Games may be lost/misplaced/stolen when brought to school and the replacement costs for families is high.

Recess is for learning about sharing, cooperating, solving problems, etc. not for playing alone which can be done at home. Students need to learn good social interaction skills for use in jobs later in life.

SMOKING PROHIBITED

Ottawa School is a smoke-free building - No one is allowed to smoke inside the building at any time. Smoking is also prohibited on the school grounds at all times. This policy covers all school and non-school athletic events at all of the buildings in the district, too. Thank you for your cooperation in helping us to set a fine example for our children.

LOCKER/DESK SEARCHES

From time to time, things belonging to staff or students get lost or misplaced. Since the principal has joint use and control of school lockers and desks, (Board Policy 5771.F1) he/she may need to open them and examine any of the contents or items at any time in the presence of another staff member or law enforcement officer. This may occur when the student is not present. A student's privacy rights will be respected regarding any items that are not illegal or against Board policy. Searches may be conducted at the principal's discretion.

CELL PHONES AND ELECTRONIC COMMUNICATION DEVICES Board Policy #5136

A student may possess a cellular telephone, PDA's (personal digital assistants) or other electronic communication devices (ECD) in school, on school property, at after school activities and at school-related functions, provided that during school hours and on a school vehicle the cell phone or other ECD remains off. Failure to comply may result in the cell phone being confiscated with parent notified to pick the game up in the office. Also, during school activities when directed by the administrator or sponsor, cell phones and other ECDs shall be turned off and stored away out of sight. Possession of a cellular telephone or other ECD by a student is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege.

The student who possesses a cellular phone or ECD shall assume responsibility for its care. At no time shall the District be responsible for preventing theft, loss or damage to cell phones or ECDs brought onto its property.

WALKER SAFETY RULES

TRAFFIC SAFETY RULE #1 WALK -- DON'T RUN STOP! LOOK! LISTEN! FOR CARS AND TRUCKS!!

STUDENTS WHO WALK TO SCHOOL SHOULD ALWAYS CROSS THE STREET ONLY WHERE THEY CAN SEE OUR CROSSING GUARDS.

Adult Crossing guards are located in these areas:

Redbud Trail/Smith Street Theoda Court/Front Street 4th Street/ Ottawa Avenue 5th Street/Ottawa Avenue Main Street/Ottawa Avenue 5th Street/Main Street Redbud Trail/Fulton Street
Chippewa Street/Front Street Ottawa Street/Front Street

Students walking home for lunch or after school must have a note on file in the office.

Please encourage your child to go directly to and from school. Be sure you know the route he/she takes to school and the other children he/she walks with on the way. Students should walk quickly to and from school to assure the adult crossing guards are on duty. Please call the office if any problems occur walking to and from school.

Children must walk on the sidewalk to the white striped crossing area and cross with one of the people stationed there. Students and parents should not cross the street between parked cars or busses. Students need to stay out of the parking lot before and after school. Students riding bikes to school should walk them once they arrive on Ottawa Street to protect walkers.

BICYCLES

Any student may ride a bicycle to school with parent permission that the child is judged to be competent to do so.

Students should walk their bikes after crossing 3rd Street or Front Street coming to and leaving from school grounds.

Please do not ride bikes on the sidewalks in front of the school as it is too crowded! Students are expected to park their bikes in the racks provided at the north end of the building. Students should use bike locks to secure their bikes. A student may be asked to not ride his bike to school if he does not follow the bike safety rules.

STUDENT DROPOFF/PICKUP AREA

Before and after school, student drop-offs and pickups must be done in the designated areas in the north parking lot. To keep our students safe, adult to adult transfer is utilized. It is the responsibility of the parent to buckle their child once inside the car. Parents have the option of pulling forward or may step out of the car to secure their child's seatbelt.

There will be no student drop-offs or pickups on Ottawa Street or in the south parking lot.

STUDENT RELEASE DURING SCHOOL HOURS

Because of our concern for the safety of our students, no student is to leave the school grounds at any time without permission from the principal's office. Parents must check into the school office when picking up their child for any excused dismissal. The following guidelines will apply:

1. No child will be released to a person other than a parent or guardian, (as listed on emergency card) during school hours, without the written permission of the parent or guardian.
2. The person to whom the child is to be released will be required to sign a log in the school office indicating the time of the release. Identification will be required if the person is not the child's parent.
3. No child will be permitted to walk home, to a babysitter's home or to an appointment during school hours. For safety reasons, the parent/guardian, or authorized adult must pick the child up at the school office if dismissed during school hours.
4. A non-custodial parent may have his/her child released to him/her only with written permission of the parent with custody. **Custodial parents should inform the school in writing of custody arrangements -- especially if conditions change during the year.**

These rules are made to help us make school safe for all.

EMERGENCY CARDS IN OFFICE

Please be sure the information on your child's emergency card is ALWAYS up-to-date. We need phone numbers of responsible adults you trust who can be reached during the day in case your child becomes ill or has a bathroom accident and we are unable to reach you. Your address and home or cell phone number should always be accurate to insure the well-being of your child while in our care.

REVIEW OF TEACHING MATERIALS AND INSTRUCTIONAL ACTIVITIES

Parents may review any teaching materials and observe instructional activities in any class. If you wish to do either of these reviews, contact the principal prior to coming to school. The right to review teaching materials and instructional activities is subject to reasonable restrictions and limits.

RIGHTS of NON-CUSTODIAL PARENTS

Unless prevented by a court order, non-custodial parents have a right to receive report cards, school picture and packet prices, and parent-teacher conference information.

These will be mailed free of charge upon request when the office has the non-custodial parent's address. Non-custodial parents may make arrangements to receive this information at the school office where their child attends. If the office is furnished with stamped self-addressed envelopes or money for postage for the school year, newsletters and other school information will be mailed also.

ANNUAL NOTICE TO PARENTS OF CHILDREN ATTENDING TITLE 1 SCHOOLS (OTTAWA)

In accordance with Federal law concerning schools serviced by Title 1 funding, parents have the right to request information on teacher qualifications.

Ottawa Elementary School is a school wide Title 1 funded school. Please contact the Superintendent's office for information at 401 West Chicago Street, Buchanan, Michigan 49107. (695-8401)

STUDENT SUPPORT SERVICES

Berrien RESA, located in Berrien Springs, is an intermediate school district that supports all the local school districts in Berrien County. Staff members there provide professional development for teachers and school staff members; assist with curriculum work, data services, etc. Additionally, Berrien RESA staff members may visit Ottawa classrooms and consult with teachers for the purposes of improving practice and designing academic and/or behavioral strategies for students.

INDIVIDUALS WITH DISABILITIES

The American's with Disabilities Act (A.D.A.) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals who have access to the District's programs and facilities. A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEA) and State law. Contact Karin Falkenstein at 695-8442 to inquire about evaluation procedures and programs and to make a written request for testing.

REPORTING TO PARENTS

Report cards will be sent home with students the week following semester break (in January) and on the final day of school. Two regular progress reports will be given to parents during parent teacher conferences in November and March.

PROMOTION/RETENTION POLICY

Students are expected to learn and grow as students and citizens at Ottawa School. They should complete and turn in assignments on time. Students are expected to participate in class discussions, projects, etc. Students are expected to give their best effort and to discuss work they do not understand with their teacher.

Decisions regarding student progress will be made by the teacher and parent working together. The final decision resides with the principal per school board policy. Promotion to the next grade is determined by current level of achievement, potential for success at the next grade level, and emotional, physical and/or social maturity.

PARENT/TEACHER CONFERENCES

At Ottawa School, we strive for 100% attendance at our fall and Spring Parent/Teacher Conferences. Please make every effort to attend your assigned appointment time. If you cannot make it, arrangements can be made for teachers to make a home visit or to provide transportation for you to attend.

You can get the most out of each conference by taking the following steps:

1. Listen to the teacher's remarks and ask follow-up questions or give suggestions at that time.
2. Be sure to ask how you can help your child do his or her best in every subject.
3. End the conference with a summary of what was said and of your future plans for working with the teacher.
4. After returning home, go over the report in detail with your child. Determine why grades may have changed or are low and make definite plans for improvement if needed.

HOMEWORK POLICY

Although most schoolwork is completed during the regular school day, teachers may assign homework on a daily, weekly, or special project basis. We feel homework plays an important role in developing responsibility, self-discipline, and proper study habits. We, therefore, encourage parents to check with their children on a daily basis concerning homework. Homework may include work assigned but not completed during the regular school day. Generally, students are given ample time to complete daily assignments. If your child frequently brings home regular daily work do complete, this may be a sign your child is not using class time wisely. Contact your child's teacher if you have any concerns about homework. Call the school before 9:00 a.m. and leave a message to receive homework and class information. Teachers will return calls before or after school, or during prep times.

EVALUATION SYSTEM

Kindergarten/1st grade

E-Excelling

Consistently and independently achieves the standard with evidence of exceeding the standard

S-Satisfactory

Consistently and independently achieves the standard

P-Progressing

Progressing toward achievement of the standard. Consistent knowledge has not been achieved.

N-Needs Improvement

Student does not meet expectation and experiences difficulty completing skill or concept independently.

TESTING PROGRAM

All students in grades K-1 are given the **DIBELS NEXT (Dynamic Indicators of Basic Early Literacy Skills)** screener three times a year. Follow-up testing occurs six times a year with the **PASI (Phonemic Awareness Screening Inventory)** or the **PSI (Phonetic Screening Inventory)** screeners to pinpoint student skill deficits.

Measures of Academic Progress® (MAP®) by NWEA (Northwest Evaluation Association) assessments will be given on the computer three times a year. Teachers will review the data to determine what skills need to be re-taught. The purpose of this testing is to better determine weaknesses that need to be corrected before a student takes the reading and math state assessments each spring.

Delta Math is a math screener given three times a year. This computer based system monitors a student's progress in math.

PHONE USE BY STUDENTS

Students are allowed to use the phone only in an **emergency**. We encourage student (not parent) responsibility for the student's school concerns. Students will be allowed to call a parent when they must serve after school detention for incomplete work, when they are ill, or other emergencies. Parents are asked to call the school anytime to report your child's absence on our answering machine (695-8409).

If you need *homework information*, or need to speak to a teacher, please call the school and leave a message for your child's teacher. Teachers will return calls before or after school or during prep times.

MESSAGES TO STUDENTS

Please keep messages to students during school hours to **emergencies only**. If there is any change in the way your child goes home, we **MUST** have a note. When plans are changed during the day (by way of a phone call to the office) children often become confused and forget the new instructions. Students believe what they've been told in the morning by their parents and when given a new plan for after school they are unsure as to whom to believe – their parent or the school. **Please do not call at the last moment (after 2:00) to change plans for your child.**

Please plan ahead! It is very disruptive to children when plans are not consistent, especially for going home. If you pick up your child after school, please be sure the teacher knows that you've picked up your child, especially if your child is a kindergartner who usually rides the bus. Thanks for helping us to keep your child safe.

Visitors (*While in Phase 4, only students and staff will be allowed in the building*)

We enjoy having our parents visit the school. For safety reasons, all visitors should stop at the school office, sign in and receive a hall pass before going to any of the classrooms. You will also need to sign out when leaving so in the event we have an emergency we will know if we have to find you to take you to safety. **All visits should be arranged with the school at least 48 hours ahead of time**, to prevent visiting on days with testing, alternative schedules, etc. Student visitors are not permitted. Please note that during the regular school day, only the main entrance will be open for public access. If you would like to have a conference with the principal or a teacher, please call the school (605-8409) for an appointment anytime.

Ottawa School **belongs to YOU!** Our work is to educate your children. We hope you will take the opportunity to visit the school often to see our fine curriculum in action and your child in his/her learning environment. You are always welcome. In order to insure the safety of the children, we must account for the presence of all persons in the building. We ask that you do the following:

1. Call the office for an appointment so that we can insure the people you need to see will be available.
2. When picking up your child, please check into the office and sign your child out.
3. Please do not engage a teacher in discussion during or following a classroom visitation while a class is in session. Teachers have responsibility for all children during school hours and discussions with parents during this time disrupt the classroom environment and instructional program.

Parents are requested not to pick up students from the playground or buses without checking in at the office also.

Due to the disruption caused, small children and babies, or students from other buildings, or districts are not encouraged to visit. If you'd like to visit, but need child care, please discuss this with the principal before your visit, so arrangements can be made.

LIMITED LANGUAGE PROFICIENCY

Limited proficiency in the English Language should not be a barrier to equal participation in the instructional or extracurricular programs in the Buchanan Community Schools district. It is, therefore, the policy of the District that those students identified as having limited English proficiency will be provided additional support and instruction to help them in gaining English proficiency and in accessing the educational programs offered

by the District. Parents should contact Ottawa School at 695-8409 to inquire about evaluation procedures offered by the District. All students whose native language or whose primary home or environment language is other than the English language will take the WIDA (World Class Instructional Design and Assessment) in reading, writing, speaking, and listening each spring and fall. Information from this assessment will allow teachers to better program for his/her academic success.

AVAILABLE INTERPRETER

Individual student academic assessment results and information are presented in an understandable and uniform format and to the extent practicable, provided in a language parents can understand. Interpreters (oral/ written language and sign) are also available to parents for any school meetings upon request to the principal.

LEGAL/REQUESTED NAME USE

Occasionally requests are made for a student to be called by a different name than his/her legal name. On all school records, the legal name must be used. On correspondence with parents and daily school work, the requested name may be used alone.

PERMISSION TO PUBLISH / UTILIZE STUDENT WORK AND PICTURES

As a part of a media presentation produced by this district via computerized, audio-visual or other types of electronic communication, students and/or their schoolwork products may be photographed, videoed or digitized. These photographs, videos, digitized works or other items may be made available to other educational institutions, broadcast mediums, or through the Internet. As a result, a student's image, name, work product, school or grade may be revealed in the presentation unless a parent, guardian or adult student notifies the building principal **in writing** within ten (10) calendar days from the date of this notification that she/he will not permit the use of such materials.



BUS RIDING POLICIES

Transporting students is a great responsibility and a source of pride for our drivers. Safety is key in transporting students to and from school. Our goal is to make transportation safe and successful for everyone. Rules are put into place for the benefit and safety of all bus riders, the driver and the public. They should be followed at all times. The following list of guidelines is not meant to be all-inclusive. Students are governed at all times by the code of conduct in effect by Buchanan Community Schools. These bus rules apply to all bus rides, including athletics, field trips or shuttles of any sort.

- A. Students must follow the directions of the bus driver at all times.
 - 1. Bus drivers may assign seats to students.
 - 2. Transportation is a privilege provided by Buchanan Community Schools.
 - 3. Please wait until bus is completely stopped before asking a driver a question (driver needs to be focused on road).
- B. Students must follow all safety rules.
 - 1. Stand off the road while waiting for your bus
 - 2. Use indoor voices when talking to your neighbor while riding the bus
 - 3. Always wait for the bus driver's direction before loading the bus. Remain seated while the bus is in motion.
 - 4. Keep head and arms inside windows
 - 5. Always cross in front of the bus, waiting for the bus driver's signal to cross
- C. Students are expected to act appropriately
 - 1. Keep objects inside windows
 - 2. Vandalism, profanity, harassing or intimidating others is unacceptable.
- D. *Students who want to ride home with a friend must have a signed note from a parent, and also have the office sign off on the note.*

Violations of the above guidelines or code of conduct may be reported to the school, transportation supervisor or principal for disciplinary action. This may include temporary or permanent exclusion from the bus. Written notice of such action will be provided to the parent, but such notice may not precede action by the transportation director or principal. Riding the bus is a privilege which can be revoked.

There is no transportation for middle school students to the high school. We do have other shuttle stops in town, according to where the student or their selected child care provider lives.

Thank you for helping our transportation team serve the Buchanan Community Schools.

Questions regarding transportation matters should be directed to the transportation office at 269-695-8402.

Bus Discipline Process

If a student breaks a rule on the bus the following will occur:

- The bus driver will write up the student
- Director of Transportation and the principal/designee (if available) will meet with the student
- Depending on the age of the student and the offense, discipline will be decided
- 1st infraction – student signs and takes bus card home to parent
- 2nd infraction – Transportation will notify the parent and ask for meeting with the parent/student. This may include possible time off of the bus (If given time off the bus, the driver will be notified)
- 3rd infraction – discipline will be determined based on the offense. This may include time off the bus for a specified period of time. It may also mean a student may be taken off the bus permanently. (If given time off the bus or if bus privileges have been terminated, the bus driver will be notified).

ELIGIBILITY TO RIDE THE BUS

It is the policy of the Buchanan Board of Education to provide student transportation to the level that funding permits. Students, Pre-school through 12th grade, whose distance from the school makes this service necessary, within the limitations established by State law and the regulations of the State Board of Education shall be served by this system.

Children living beyond the following walking limits from the nearest school will be entitled to bus transportation.

- A. Kindergarten .5 miles
- B. Grades 1 through 4 1 mile
- C. Grades 5 through 12 1.5 miles

Only Pre-school students will be permitted to ride the bus that operates within the city limits due to available space and funding rules of these programs. A bus aide is provided when 8 or more preschool children are riding a bus. Buses are shared with other elementary children. Bus pick-up for preschoolers is usually in front of their home. The Department of Social Services rules require that all preschool and kindergarten students must have someone present to meet them at the bus or the parent/guardian must be seen visually by the bus driver before the child will be allowed to get off the bus. Otherwise, the child will be returned to their school and the parent or guardian will need to pick the child up from Ottawa.

Kindergarten students living within the city limits and more than .5 mile from their assigned school are eligible for bus service. Such service is not automatically granted, but must be requested by the parent to the Director of Transportation. The Transportation Director will measure the distance from the child's home or baby-sitter to the school using the most direct route. Exceptions to the most direct route will include areas without sidewalks and streets that the Police Department and the school have deemed unsafe to cross without the aid of an adult traffic guard.

PARENT RESPONSIBILITIES FOR BUS RIDERS

1. Parents are responsible for the safety of their child while going to or from the bus stop and while waiting for the school bus.
2. Parents are to have students ready and at the designated stop at least ten minutes before the scheduled pick up time. The bus will not wait if the student is not at his designated stop on time. They will also keep animals away from the loading areas.
3. Parents are responsible for damage to the school bus, personal property or public property caused by their child.
4. The district will assume that arrangements have been made to have someone at home to receive elementary students. **Pre-school and kindergarten students will not be dropped off at an unattended home. NO visible adult means the child will be returned to school and will need to be picked up by the parent or other designated person listed on the emergency card.**
5. Call the transportation department in advance if the student will not be riding the bus due to illness or other reasons.
6. Give written authorization if the student is not returning on the bus or is to be dropped off at another location
7. Call the transportation department when there are problems or questions. The drivers are not allowed to make route or stop changes without authorization.

LEARNING TO RIDE THE SCHOOL BUS SAFELY ALWAYS RIDE THE BUS:

BOTTOM TO BOTTOM BACK TO BACK

Hands in your lap

Talk quietly to your neighbor

1. Wait for the bus in a safe place
2. WALK as you get on and off the bus. Don't run.
3. Keep the aisles clear of books and bags.
4. Obey the driver.
5. On the bus remember to stay in your seat at all times and talk quietly.
6. Keep your hands and head inside the windows.
7. If you must cross the road, look at your driver to see when it is safe.
8. If you should drop something, NEVER go back to pick it up

PARTY INVITATIONS

Please be aware that we do not allow the distribution of party invitations at school. (The only exception is when you are inviting an entire classroom.) This policy helps to alleviate hurt feelings when some classmates are invited and some are not.

RELIGIOUS PREFERENCES

On occasion, we receive requests from parents that their children not be included in any holiday activities and festivities at school. We respect these requests and do our best to accommodate you. The school expects the parent and child to know what is permitted and to act accordingly. When a lesson has a holiday theme, all students are expected to complete the lesson, but in a compatible fashion with his/her beliefs. The child may ask the teacher for an alternative to that particular assignment.

CELEBRATIONS AT OTTAWA SCHOOL

We have three celebrations per school year; Autumn Harvest/Halloween (October), Winter Season/Christmas (December). and Friendship Day/Valentine's Day (February). Parties are usually held from 2:50 - 3:35 p.m. Healthy treats are encouraged. See below.

No students from other schools will be allowed to attend the parties at Ottawa School due to overcrowding issues.

Healthy food & beverage choices are preferred for all school parties and birthday treats.

Please avoid snacks that contain peanuts, peanut flour, peanut oil or peanut butter or other nuts. This includes snacks with almonds, coconuts, sunflowers, filberts, Brazil nuts, cashews, hazelnuts, macadamia nuts, pecans, pine nuts, pistachios, and walnuts. (Tree nuts)

Lunch and snack time are important parts of the day for children. Foods and beverages brought to eat at school give parents an opportunity to teach children lifelong healthy eating habits. Therefore, all food should be consistent with the *Dietary Guidelines for Americans 2005* and with the *Dietary Reference Intakes*.

Suggested foods include fruits, vegetables, whole grain, and related combination products and low fat and fat-free dairy that are:

- * limited to 200 calories per serving
- *no more than 35% of total calories from fat
- *less than 10 % of total calories from saturated fats
- *zero trans fat

- *35% or less of calories from total sugars
- *sodium content of 230 mg

Due to the nutrient density of seeds (1 oz.), cheese (1 oz.), and other low fat and fat-free dairy products (up to 8 oz.) are exempt from these standards. The dairy that services our school meal program has ice cream products that meet the standards. Food Service can order these products for you if given a week's notice.

Other snack ideas: whole-grain cereal, bagels, whole-grain crackers, graham crackers, pretzels, fat-free yogurt, fig bars, bread sticks, fresh vegetables & low-fat dip, flavored air-popped popcorn, vanilla wafers, rice & marshmallow bars, low-fat pudding, fruit shakes, dried fruits, rice cake and light cream cheese, English muffin with fruit spread, baked tortilla chips & salsa, baked cheese puffs, low-fat granola bar, reduced-fat cookies, baked chips, cherry tomatoes, low-fat cottage cheese & fruit, frozen fruit bars, nonfat frozen yogurt, fruit salad, soy chips, pita wedges & hummus, oat bran muffin, fruit smoothie, string cheese

Guidelines for beverages include:

- *water without flavoring, additives, or carbonation
- *low fat and fat-free milk (not to exceed 28 grams of sugar per 8 oz. serving)
- *100% fruit juice or 100% juice/water blends, with no added sugar (up to 10 oz. portion)
- *caffeine-free, with the exception of trace amount of naturally occurring caffeine substances.

Food Service has some excellent resources for healthy snack ideas and recipes. Just contact the Food Service Director at (269) 695-8415.

BOOK DONATIONS

If your child wants to celebrate his birthday at school, perhaps he/she may want to donate a "Birthday Book" to the library instead of bringing a treat. If a "Birthday Book" is donated to the library, we will place the book on display and the child's name and birthday will be inscribed inside the front cover of the book. Additionally, books may be donated to the library in honor of a teacher, or in memory of a family member or dear friend.

All books are top quality library bound books, which may be purchased from a selection in the school library and cost anywhere between \$5.00 and \$10.00. Call or see the Media Assistant if you are interested.

FIRE, LOCK DOWN, AND TORNADO DRILLS

We pride ourselves on keeping your child safe at school. All conducted drills are posted on the district web site. Ottawa School complies with all fire safety laws and will conduct fire drills in accordance with State law. Specific instructions on how to proceed will be provided to students by teachers who will be responsible for safe, prompt, and orderly evacuation of the building. Five (5) fire drills are conducted each year.

Tornado drills will be conducted during the tornado season using procedures provided by the State. Two (2) drills are conducted each year.

Lock down drills in which the students are restricted to the interior of the school building and the building secured will occur a minimum of three (3) times each school year.

Our procedures for each of the three types of drills are posted in every room in the school.

FEES, FINES AND SUPPLIES

Ottawa School will provide all basic supplies needed to complete the required course curriculum. The student's family may choose to purchase their own supplies if they desire to have a greater quantity, or quality of supplies, or desire to help to conserve the limited resources for use by others. Additionally if there is a need for field trip money the family cannot afford, please notify the office and request a scholarship from the PTM to cover these expenses.

Students who fail to return fundraiser or picture money or pay for lost or damaged text or library books will not be able to participate in those activities until the fines are paid and may also not receive classroom books or check books out of the library if the lost/damaged fees are not paid. Fines can be avoided if students are responsible for their school loaned materials.

HEAD LICE POLICY

In compliance with the Michigan Head Lice Manual, produced cooperatively by the Michigan Department of Community Health and the Michigan Department of Education, Buchanan Community Schools will observe the following:

1. Whenever a student is found to be infested with head lice, s/he may remain in school until the end of the school day but shall be restricted from activities involving close head-head contact or sharing personal items with other children.
2. The student may not be readmitted to school until the parent completes Form 8450 F3 and, upon, examination by the school, no live lice are found. If a student has no live lice, but has nits closer than one quarter inch from the scalp, s/he shall be re-checked for lice and nits on each school day until no live lice and no nits within one quarter inch of the scalp are found.
3. The necessary at home treatment for lice is contained in Form 8450A F1. Form 8450A F1 and the cover letter (form 8450A F2) shall be provided to the parents/legal guardians of the student.
4. In situations involving continued active infestation appropriate treatment, persistent infestation after six consecutive weeks, or three separate cases within one school year, a multidisciplinary group consisting of parents, teachers, administrators, social workers, school nurse and/or other appropriate persons will convene to determine the best approach..

If your child should be diagnosed with head lice, you can call the Berrien County Health Department (684-2800), or your personal physician for information and guidance.

MEDICATIONS

With the exception of certain asthma inhalers, students are not permitted to carry any medications with them at school. **Prescription** medications that must be given during school hours will be dispensed through the school office.

Parents of students who must take **prescription** medications during the school day are required to provide the school with a completed Medication Administration Form, *prior* to bringing the medication to school for their child. This form is available from the school office, and must be completed and signed by both parent and prescribing physician. Medications must be provided in the original pharmacy container that lists the correct dosage and labeling (most pharmacists will provide an extra labeled bottle upon request). Students who take medications on a long-term basis may use one medication form for the whole year unless the dosage or other instructions change. Medications will be dispensed as written by the physician only. A parent cannot change dosage.

Prescription medication may not be transported to and from school by students. The school office will notify parents when a student's medication supply becomes low, and a new supply must be brought to the office by the parent or another adult.

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Prescription medication may not be transported to and from school by students. The school office will notify parents when a student's medication supply becomes low, and a new supply must be brought to the office by the parent or another adult.

CONTROL OF NONCASUAL-CONTACT COMMUNICABLE DISEASES

In the case of non-casual contact communicable diseases, the school has the obligation to protect the safety of staff and students. In these cases, the person in question will have his/her status reviewed by a panel of resource people, including the Berrien County Health Department, to ensure that the rights of the person affected and those in contact with that person are respected. The school will seek to keep students and staff in school unless there is definitive evidence to warrant exclusion. These diseases include sexually transmitted diseases, HCV (Hepatitis A, B, and C), AIDS, ARC-AIDS Related Complex, HAV, HBV, HIV, and other diseases that may be specified by the State Board of Health.

As required by Federal law, parents will be requested to have their child's blood checked for HIV, HBV, and other blood-borne pathogens when the child has bled at school and students or staffs have been exposed to the blood. Any testing is subject to laws protecting confidentiality.

If a child requires medication (over the counter drugs) not typically given by the office, such as an asthma inhaler, aspirin, etc. the medication needs to be with the child at all times; the Medication Administration Form **MUST** include the physician's instructions and permission for self medication. Students with appropriate written permission from the physician and parent may possess and use a metered dose inhaler or dry powder inhaler to alleviate asthmatic symptoms.

Over-the-counter medication **will not be dispensed** by

school employees. Cuts and scrapes will be washed off with soap and water and a band-aid applied. Students have the option to apply an ice pack to a bump or bruise type injury incurred at school.

Please encourage your child to tell school personnel when they are injured so immediate action can be taken or you can be called. Students are encouraged to have parents look over any injuries occurring at school once they arrive home. Often injuries do not look bad until a period of time has passed.

The office will call the parent to come to school to pick-up their child if he/she becomes sick at school (vomiting, temperatures above 100 degrees, etc.). In the event we are unable to reach a parent, the office will call others listed on the child's emergency card. Please be sure these numbers are always up-to-date.

Required Childhood Immunizations for Michigan School Settings

School communicable disease rules are the minimum standard for preventing disease outbreaks in school settings.

Healthcare professionals in Michigan should follow the

2016 Recommended Immunization Schedules at www.cdc.gov/ncidod/diseases/iiv/schedules or www.michigan.gov/immunitat

to best protect students from all diseases.

**All doses of vaccines must be given with appropriate spacing between doses and at appropriate ages to be considered valid.

Entry Requirements for All Public & Non-Public Schools		
Age → Vaccine**	4 years through 6 years	7 years through 18 years including all 7th grade students
Diphtheria, Tetanus, Pertussis	4 doses DTP or DTaP, one dose must be on or after 4 years of age	4 doses D and T OR 3 doses Td if all given on or after 7 years of age. 1 dose of Tdap for children 11 years of age or older upon entry into 7 th grade or higher.
Polio	4 doses, if dose 3 administered on or after 4 years of age, only 3 doses are required	3 doses
Mumps,* Measles,* Rubella*	2 doses on or after 12 months of age	
Hepatitis B*	3 doses	
Meningococcal	None	1 dose for all children 11 years of age or older upon entry into 7 th grade or higher
Varicella* (Chickenpox)	2 doses of varicella vaccine at or after 12 months of age OR current lab evidence OR reliable history of disease	

* If vaccination is not administered, written laboratory evidence of immunity is required.

**Students susceptible to these diseases may be excluded from school.

Parent/guardians must obtain a certified medical waiver from a local health department.

MICHHS

EXPLANATION FOR CONFIDENTIALITY OF MEDICAL INFORMATION IN SCHOOLS

Health Appraisals and Emergency Cards:

For the health, safety and/or educational needs of your child, information on the Health Appraisal (physical) and/or emergency card may need to be shared with individuals working with your child. Typically, this would include the building administrator, administrative assistant, teachers of your child, counselor and school nurse.

Other persons may require this information; however, only those who have a need to know will be informed. The school district will make that determination unless you indicate otherwise in writing. The following is a list of positions that could possibly receive this information:

Superintendent's Office Lunch Personnel

Volunteers working directly with your child First Aid Provider

Building Administrator School Nurse Classroom Teacher Building Teachers Social Worker

Family Liaison Counselor Custodian

Bus Driver and Aide Administrative Assistant Paraprofessional (Aide) Intervention Facilitators Literacy Coach

Staff involved in IEP planning such as special education consultant(s) and school psychologist

Administrators

Therapists (occupational, physical) Speech pathologist

Specialist in art, music, physical education or media

If there is a medical condition/information that you do not want shared, or that you want shared on a limited basis, please notify the school nurse in writing. Identify the individuals who may be informed. Return this consent to the school office in a sealed envelope. This information will be kept in a separate "confidential" file.

FOOD SERVICE POLICIES (Lunch and Breakfast are free for the 2021-22 School Year)

Our food service policy for Peanut Allergies:

With the frequency of more peanut allergies in all of the elementary schools our kitchens no longer prepare or serve anything with peanut butter. Students may still choose to bring peanut butter items in their own lunches so we will still have a peanut free table. Some students have air born allergies to peanuts and we are hopeful that by eliminating any open peanut butter in the kitchen students will feel safer when eating their meals. Another option for peanut butter is sun butter.

Breakfast/lunch/milk purchases

Each child has a personal food account and a bar coded ticket. Unused breakfast/lunch/milk credits may be used at any time. Some parents prefer to purchase credits in advance to use in emergencies (like when families get up late, student forgets lunch, etc.) Any unused credits are banked at the end of the year for the next year. Please send the exact change or a check whenever possible. Families may send one check to cover all lunches for that family's children at Ottawa. Just write all the student names on the check so we know which accounts to credit. Reduced and free breakfast and lunch purchases are available to persons who qualify. Applications for this service are available in the office. **PLEASE APPLY FOR THIS PRICE BREAK EVEN IF YOU MAY NOT USE THE SERVICE IF/WHEN YOU QUALIFY. EXTRA STATE OR FEDERAL FUNDING FOR SPECIAL EDUCATIONAL PROGRAMS IN THE DISTRICT IS OFTEN BASED ON OUR FREE AND REDUCED LUNCH NUMBERS.** All information is held confidential. Your child's teacher, friends, etc. do not know the status of your child. Children who qualify for free or reduced meals, but who bring a sack lunch, cannot receive free milk on those days due to Federal regulations. **BREAKFAST, LUNCH, AND MILK CREDITS ARE BEST SOLD ON MONDAYS.** If your child is absent on Monday, or school is not in session, purchased credits can be obtained on his/her first day back.

Call before 12:30 p.m. any day to be sure your child has enough money in his lunch account to purchase a lunch the following day. Please stay current with lunch payments so your child does not worry that his account has no money in it.

Applications for free/reduced price school meals will be available online starting September 1. Log in at <http://www.buchananschools.com> and click onto the foodservice icon. A username and password are needed in order to use the Food Service Web Portal. If you need a user name and password for your family, call the food service director, Becky Kaltenbach at 695-8415, or email her at rkaltenbach@buchananschools.com. Lunches can be paid for online with a credit or debit card for a \$2 service charge for each transaction.

PROCEDURE FOR THE COLLECTION AND PAYMENT FOR CHARGED MEALS

It is the responsibility of the parents to provide lunch for their children while at school. However, it is important to provide children the nutrition they need to stay focused during the school day. This procedure shall apply in the event that a child neither has a lunch nor the funds to purchase a lunch.

An elementary student (Grades kindergarten – fourth) may charge up to \$10 and receive 3 alternative lunches. An alternative lunch consists of a peanut butter (or soy butter) jamwich, fruit, and milk. Prior to meal service the student's teacher will be given a note to let the student know they will be receiving an alternative lunch that day and to allow them to attempt to contact their parent one (1) more time. This will eliminate any surprises on the child's part and provide the parent with one (1) more opportunity to pay the student's charge balance.

At least once a week, parents of elementary students with delinquent meal accounts will receive a letter from the Food Service Department regarding the amount of money owed. Parents may also view the activity in their child's meal account via the Internet through the District's Food Service web portal. The web portal may also be used to make payments for school meals. There are no Internet service fees.

***Note: No charging will be allowed during the last two full weeks of the school year in order to allow time for all meal accounts to be brought into good standing before the end of the year.**

At the discretion of the Food Service Department, a private service fund may be established to pay for a student's charged meals, rather than to offer the alternative lunch. The Food Service Director will work with the family to determine a payment schedule for these meals.

FIELD TRIP POLICIES-CHAPERONE DUTIES

The chaperones' responsibilities are two-fold. One is to assist the bus driver and teachers in maintaining order on the bus. The second is to assist the teacher in maintaining order during the activities included in the outing.

Responsibilities on the Bus

Chaperones are expected to assist in the maintenance of order on the bus by seeing that students observe the bus rules (posted in the bus), remain seated, and use correct exits. Chaperones should spread throughout the bus and not cluster together.

Students who are observed breaking bus rules should be confronted immediately in a positive, non-threatening manner. If after repeated warnings, the behavior is still inappropriate, do not correct the situation yourself. The teacher should be notified and he/she will handle the problem.

Responsibilities during Activities

During scheduled activities, chaperones are expected to assist in the maintenance of order. Chaperones will usually be assigned a small group to monitor. All rules and common courtesies of the area being visited should be enforced by the chaperone (i.e. Fernwood - quiet voices, no picking plants, etc.) If repeated warnings or other normal disciplinary techniques do not solve the problem, the teacher in charge should be notified. At no time should a group be left without adult supervision.

Expectations for Chaperones

Chaperones are expected to conduct themselves appropriately while on a field trip. This includes the following:

- using acceptable language at all times
- refraining from using tobacco or smoking in students' presence
- refraining from using alcohol
- refraining from touching, grabbing, restraining students.
- Refrain from texting and cell phone use to ensure students are adequately supervised- we are counting on your extra set of eyes to keep our children safe
- Notify school employee immediately if there is a problem.

Remember you, as an adult, are a model for not only your own child but other parents' children as well.

The following general rules would apply to all students on all outings:

1. Stay with your group
2. No running
3. Quiet voices
4. Use good manners
5. Observe all area rules
6. Follow the directions of your chaperone

If an emergency occurs, the teacher(s) in charge should be notified immediately. Buses carry first aid kits and a first-aid kit should accompany extended field trips. The chaperones should use good judgment in summoning emergency assistance if the teacher cannot be immediately contacted.

Working together as chaperones and parents, we can assure our students of a safe and educationally rewarding field trip. Thank you for your support and volunteer spirit!

RELEASE OF STUDENT DURING/AFTER FIELD TRIPS

Parents on a field trip or at an event wanting to take their child from a field trip before it is over or to avoid having the child take the bus ride home; need to give the teacher in charge a written note stating you will provide transportation for your child at the end of the trip.

FIELD TRIPS without additional children

Children not in the particular class going on a field trip may not ride on the bus along with parents to the event. We hope you'll be able to obtain childcare for your younger children or leave your older children at school for the day so that you can join us. Giving your full attention to your Ottawa child with the class trip will make it a special occasion for him/her as well as a lifelong memory!

VOLUNTEER CRIMINAL HISTORY CHECK required by MICHIGAN SCHOOL SAFETY LAWS every year!

The Michigan legislature has enacted several laws dealing with school safety and the protection of our children. These laws went into effect on January 1, 2006. The Buchanan Board of Education will request annually a criminal history check on all school volunteers from the Central Records Division of the Michigan Department of State Police if they wish to chaperone a class trip or assist in the classroom.

Parents who are enrolling their child in the Buchanan Preschool Program will be asked, according to School Board Policy and Michigan State Law, to submit to a criminal history check as a volunteer requirement of the program.

STUDENT RECORDS AND USE OF DIRECTORY INFORMATION

The school principal is the Custodian of Records and is responsible for the supervision of student records at the school. Her office is located at 110 Ottawa Street, or she can be reached by calling 695-8409.

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

A parent or adult student has the right to:

1. inspect and review the student information in education records within forty-five (45) days after receipt of the request. The school has a form which can be used to submit a request. The Custodian of Records will notify the parent or adult student of the time and place where the records can be inspected.
2. request amendments if the parent or adult student believes the record is inaccurate, misleading, or otherwise in violation of the student's rights. The school has a form which may be used to identify which information in the record the parent or adult student believes is inaccurate or misleading and to specify why it is inaccurate or misleading.
3. consent to disclosures of personally-identifiable information contained in the student's education records, except to those disclosures allowed by the law. The school's administrative guideline 8330 describes those exceptions and is available upon request.
4. challenge District noncompliance with a parent's request to amend the records through a hearing. If the Custodian of Records decides not to amend the record, the parent or adult student will be so notified and provided the opportunity for a hearing. Additional information concerning the hearing will be provided when notified of the opportunity for a hearing.
5. The Family Policy Compliance Office in the U.S. Department of Education administers both FERPA (Family Education Rights and Privacy Act) and PPRA (Protection of Pupil Rights Amendment). Parents and/or eligible students who believe their rights have been violated may file a complaint with Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-4605 www.ed.gov/offices/OM/fpc

Informal inquiries may be sent to the Family Policy Compliance Office via the following e-mail addresses: FERPA@ED.Gov and PPRA@ED.Gov

6. Obtain a copy of the District's policy and administrative guideline on student records (#8330).

The District has established the following information about each student as "directory information":

Each year the District will provide public notice to students and their parents of its intent to make available, upon request, certain information known as "directory information". The Board designates as student "directory information": a student's name; address; date and place of birth; photograph; major field of study; participation in officially-recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; date of graduation; awards received; honor rolls; and scholarships. Telephone numbers will be provided only for inclusion in school or PTO directories.

The District will make the above information available upon a legitimate request unless a parent, guardian, or adult student notifies the School in writing within ten (10) days from the date of this notification that s/he will not permit distribution of any or all such information..

PARENT NOTIFICATION OF PESTICIDE SPRAY ON SCHOOL PREMISES

As part of the Buchanan Community Schools' Integrated Pest Management Program, pesticides may occasionally be applied. Advance notice of pesticide application will be made in two ways. The first method will be a posting at the entrance to the school announcing an application. The second method will be posting on the school district's website: www.buchananschools.com. Parents are entitled to receive the notification by first-class mail postmarked three days before the application if they so request. If you need prior notification, please contact the Director of Buildings and Grounds at 695-8402.

DRUG-FREE SCHOOLS-

In accordance with Federal law, the Board of Education prohibits the use, possession, concealment, or distribution of drugs by students on school grounds, in school or school-approved vehicles, or at any school-related event. "Drugs" includes any alcoholic beverage, anabolic steroid, dangerous controlled substance as defined by State statute or substance that could be considered a "look-alike" controlled substance. Compliance with this policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action, in accordance with due process and as specified in the student handbooks, up to and including expulsion from school. When required by state law, the District will also notify law enforcement officials. The District is concerned about any student who is a victim of alcohol or drug abuse and will facilitate the process by which she/he receives help through programs and services available in the community. Students and their parents should contact the school principal or counseling office whenever such help is needed.

DANGEROUS WEAPONS

House Bill 4428 states the following: "If a dangerous weapon is found in the possession of a pupil while in attendance at school or a school activity or while on a school bus, the superintendent or designee, must immediately report the finding to the parent(s) or legal guardian and local law enforcement agency. A dangerous weapon is defined as a firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles" Look-alike weapons, air rifles (BB guns), sling shots and objects intended for use as a weapon are also prohibited. Any object used to threaten, harm, or harass another student may also be considered a weapon. This includes but is not limited to pens, pencils, jewelry, laser pointers, and so on. Students are then disciplined under PA 158. Discipline may be up to and including expulsion from school.

DANGEROUS THREATS

Threats are taken seriously by school staff. If your child is being threatened, report the incident immediately to your child's teacher or principal. Failure to report knowledge of a dangerous threat may subject the student to disciplinary action. Board policy #5610.01.

Verbal assault at school against a school employee, volunteer, or student or making bomb threats or similar threats directed at a school building, property, or a school-related activity will be considered verbal assault. Verbal threats or assault may result in suspension and expulsion. Verbal assault is a communicated intent to inflict physical or other harm on another person, with a present intent and ability to act on the threat

Physical assault at school against a district employee, volunteer, or contractor which may or may not cause injury may result in charges being filed, and subject the student to expulsion. Physical assault is defined as "intentionally causing or attempting to cause physical harm to another through force or violence."

Extortion is the use of threat, intimidation, force, or deception to take, or receive something from someone else. Extortion is against the law. Violations of this rule will result in disciplinary action up to and including suspension or expulsion.

WEAPON-FREE SCHOOL ZONE

Under PA 158, any person who assaults another person with less than the intent to commit murder or to inflict great bodily harm, with a gun, revolver, pistol, knife, iron bar, club, brass knuckles, or other dangerous weapon in a weapon-free school zone, is guilty of a felony punishable by one or more of the following: imprisonment for not more than four years; community service for not more than 150 hours; and/or a fine of not more than \$6,000.

A parent of a minor is guilty of a misdemeanor if he or she has custody of the minor, the minor has a weapons violation in a weapon-free school zone, and the parent knows that the minor would violate the firearms act or acts to further the violation. The misdemeanor is punishable by one or more of the following: fine of not more than \$2,000; community service for not more than 100 hours; and/or probation.

The law also provides that anyone in possession of a weapon in a weapon-free school zone is guilty of a misdemeanor punishable by one or more of the following: imprisonment for not more than 93 days; community services for not more than 100 hours; and/or fine of not more than \$2,000.

OPEN CARRY FIREARMS IN SCHOOLS

On December 16, 2013 the Buchanan Board of Education passed a firearms resolution and submitted it to state officials. Until further notice: Per the Buchanan Community Schools Crisis Management Plan, person (other than a law enforcement personnel) entering a BCS building with an open carry firearm will result in a 911 call and that building entering lockdown status, therefore disrupting the educational environment.

STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY POLICY

Use of the computer and internet at school is a privilege to be taken seriously given the inappropriate material located on the web. The school has installed appropriate filters and blocks, but kids being kids, they sometimes try to access inappropriate material. Failure to abide by all of the terms of the agreement you and your child signed may lead to termination of the student's computer use or internet use and possible disciplinary action.

Buchanan Community Schools provides student internet access through its network to enrich and augment student education. The primary use is to support academic programs in the district and to allow research to support school-related projects.

The district's Student Network and Internet Acceptable Use and Safety Policy is an agreement between parents, students and the district to ensure appropriate use. The policy is required by Federal law. The safety of your child is our paramount concern. The four areas the policy addresses require individual parent approval. Permission may be granted in any, all, or none of the areas.

1. A child account will be created to access the internet at school. Student e-mail accounts are not allowed unless approved by the district.
2. Permission to use your child's image for district web pages using only their first name to help protect their identity.
3. Permission to use your child's images in "live" video such as group video conferences between other schools or educational sites.
4. Permission to use your child's written work, using only their first name to identify them on district web pages.

You must sign this agreement every year to allow your child access. Contact the school office (695-8409) in the event you have questions or would like to change the policy permissions for your child

WORLD OF WORK...CAREER EDUCATION

Beginning in kindergarten, students are taught ways to solve problems and how to be responsible for their behavior and learning. They start learning about the six career pathways that are used to describe the courses of study in high school.

Students discuss their strengths and things they enjoy doing which may lead to them to their careers as adults. Questions you may want to think about in relation to your child's strengths or that you may consider asking your child as he/she advances through the school years are as follows:

Arts & Communication

Are you creative? Are you imaginative, innovative and original? Do you like to communicate ideas? Do you like making crafts, drawing, playing a musical instrument, taking photos or writing stories?

Careers in this path are related to humanities and performing, visual, literary and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations **Career Clusters in Arts & Communication include:** Advertising and Public Relations

Creative Writing Film Production Foreign Languages Journalism
Radio & TV Broadcasting

Business, Management, Marketing and Technology Do you enjoy being a leader, organizing people, planning activities and talking? Do you like to work with numbers or

ideas? Do you enjoy carrying through with an idea and seeing the end product? Do you like things neat and orderly? Would you enjoy balancing a checkbook, following the stock market, holding an office in a club, surfing the Internet?

Careers in this path are related to the business environment. These include entrepreneurship, sales, marketing computer/information systems, finance, accounting, personnel, economics and management.

Career Clusters in Business, Management, and Marketing & Technology include:
Accounting

Office Administration Entrepreneurship Hospitality/Tourism Management Computer/Information Systems Marketing
Sales Finance Personnel Economics

Engineering/Manufacturing and Industrial Technology Are you mechanically inclined and practical? Do you like reading diagrams and blueprints, and drawing building structures? Are you curious about how things work? Would you enjoy painting a house, repairing cars, wiring electrical circuits or woodworking?

Careers in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service and related technologies

Career Clusters in Engineering/Manufacturing and Industrial Technology include:
Architecture Precision Production

Manufacturing Technology Mechanics and Repair
Engineering and Related Technologies Drafting
Construction

Health Services

Do you like to care for people or animals that are sick or help them stay well? Are you interested in diseases and in how the body works? Do you enjoy reading about science and medicine? Would it be fun to learn first aid, volunteer at a hospital or veterinary clinic?

Careers in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment and related health technologies.

Career Clusters in Health Services include: Dentistry
Hygiene Medicine Nursing

Nutrition and Fitness Therapy and Rehabilitation Human Services

Are you friendly, open, understanding and cooperative? Do you like to work with people to solve problems? Is it important to you to do something that makes things better for other people? Do you like to help friends with family problems? Do you like reading, storytelling, traveling or tutoring young children? This could be your career path!

Careers in this path are related to economic, political and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services and personal services.

Career Clusters in Human Services include: Education
Child and Family Services Food and Beverage Services Law and Legal Studies

Law Enforcement Cosmetologist Social Services Agriscience

Are you a nature lover? Are you practical, curious about the physical world, and interested in plants and animals? Do you enjoy hunting or fishing? Do you like to garden or mow the lawn? Are you interested in protecting the environment?

Careers in this path are related to agriculture, the environment and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture and wildlife.

Career Clusters in Agriscience include:

Agriculture	Wildlife Management Fisheries Management
Animal Health Care	Horticulture
Earth Sciences	Forestry
Environmental Science	Life Science

OTTAWA ELEMENTARY SCHOOL

Parental Involvement Policy and Plan part of the parent/student handbook every year

Revised May 2017 by the PTO in conjunction with the Ottawa SI team.

VISION STATEMENT

“In order to improve academic achievement, every student at Ottawa Elementary will have a parent or a parent substitute who is empowered to participate actively in all aspects of his or her education. Ottawa Elementary will actively solicit and welcome parental participation and advocacy in all aspects of the educational process.”

Parent Involvement Plan for Ottawa School

Standards for parent involvement will address the six types of parent participation as identified by Joyce Epstein of Johns Hopkins University. This plan will be published each year in the student handbook. Parents will be informed of the plan and asked for input at the yearly meeting for the delivery of Ottawa’s annual report and via a yearly parent report card survey.

Ottawa Elementary School recognizes that parental involvement is key to academic achievement. **The term “parent” refers to any caregiver/guardian who assumes responsibility for nurturing and caring for their children.** When parents are involved in their children’s education, the attitudes, behaviors, and achievement of students are positively enhanced.

In order to enhance parental involvement, six essential elements shall be promoted:

Standard 1: Communicating

Communication between home and school is regular, two-way, and meaningful. Effective communication requires school-initiated contact with the parent and parent-initiated contact with the school where both parties provide vital information about a child’s strengths, challenges and accomplishments. To communicate effectively, both parties must be aware of and address issues such as cultural diversity, language differences and special needs.

Ottawa staff will:

- Give parents a beginning of the year calendar that includes the dates of parent teacher conferences, Open House, and other important school events that take place throughout the school year. Use a variety of communication tools on a regular basis, seeking to facilitate two-way interaction through each type of medium (ClassTag, phone calls, texting, e-mails, Facebook, surveys, newspapers, voicemails, weekly newsletters, home visits, face to face encounters, flyers, notices, memos, website,etc.)
- Establish opportunities for parents and educators to share “partnering” information such as student strengths and learning preferences.
- Provide clear information regarding grade level expectations (these specify and clarify what it is that students are expected to know and do on each grade level assessments) or content standards (the knowledge that a group of children should learn in a subject area at a particular grade level) in the district curriculum, assessments, school activities, Title 1 programming,

student support services and optional programs listed on the district web site and information shared with parents at fall conferences .

- Send to parents, two report cards (Jan. and June) and two regular progress reports at parent teacher conference times (Nov. and March). Provide support services and follow-up conferences as needed to monitor progress. Assist parents on ways to work with teachers.
- Share information via student handbook and district website on school policies, discipline procedures, assessment tools, and school goals, and include parents in the decision-making process.
- Conduct conferences with parents at least twice a year, with follow-up as needed. These should accommodate the varied schedules of parents, language barriers, and the need for child care as needed.
- Maintain an open line of communication with parents about the daily operation of the school through the use of the Bee Binders as well as the other ways of communication listed previously in #1. When parent concerns arise, teachers and the administrator are expected to address concerns in a timely manner.
- Translate communications to assist non-English speaking parents as needed. Make phone calls or face to face contacts with parents who have low literacy skills so they have the information they need.
- Communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure.
- Provide opportunities for parents to communicate with principals and other administrative staff.
- Promote informal activities at which parents, staff, and community members can interact.
- Provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family.
- Encourage parents to let staff know what is happening in the child's life that may affect school performance.
- Use daily calendars and classroom newsletters for parents to review regarding their child's performance that week and upcoming projects etc.
- Use school wide parent/teacher/child compact as attached to the front of this handbook.
- Place current and accurate announcements on the school sign.

Hold an annual meeting prior to the start of the school year on Title 1 programming, funding, etc. available and the **Standard II: Parenting**

Responsible parenting is promoted and supported: The family plays a key role in a child's educational environment. School personnel and program staff shall support positive parenting by respecting and affirming the strengths and skills needed by parents to fulfill their role.

Ottawa staff will:

1. Communicate the importance of positive relationships between parents and their children.
2. Link parents to programs and resources within the community that provide support services to families (211 calls and services such as counseling, health care needs, etc.). Coordinate and integrate parent involvement programs and activities with district and county programs such as Parents as Teachers, GSRP, R.A.M., Lions Club, Niles Service League, Kiwanis Club, etc.
3. Reach out to all families, not just those who attend parent meetings.
4. Provide an accessible parent/family information and resource center through the school counselor to support parents and families with training, resources, and other services.
5. Demonstrate respect for families and the family's primary role in the rearing of children to become responsible adults. Honor family culture.
6. Provide other reasonable support for parental involvement as parents may request such as child care, transportation, and translation.
7. Hold monthly PTO meetings.

Standard III: Student Learning

Parents play an integral role in assisting student learning. Student achievement increases when parents are actively involved in the learning process. Ottawa shall therefore provide opportunities for parents to learn effective ways to support their child's educational needs, including information about how parents can support student behaviors, such as punctuality and regular attendance, which are closely tied to student success in school.

Ottawa staff will:

1. Seek and encourage parent participation in decision- making that affects students
2. Inform parents of the expectations for students in each subject at each grade level through the report cards and P/T conferences.
3. Provide information regarding how parents can foster learning at home, give appropriate assistance, monitor homework completion, and give feedback to teachers.
4. Sponsor workshops or distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assignments through the Parent

Liaison Programs. Surveys provide topics of requested support by parents.

5. Provide opportunities for staff members to learn the importance of parent involvement and share successful approaches to engaging parents in their child's education.
6. Provide test data and interpretation meetings to allow parents to ask questions.
7. Provide written individual assessment results to parents with detailed information on how to read the reports from NWEA, Delta math, and intervention services data scores from DIBELS NEXT, PASI/PSI.
8. Encourage parents to provide personal cleanliness, homework monitoring, sufficient sleep, nutritious food, limited TV and video game use, discussion at meals together, and a quiet place to study to improve their child's academic performance.
9. Encourage parents to listen to their child read or read aloud with their child.
10. Encourage cross-age buddy system so older students support younger student learning.

Standard IV: Volunteering

Parents are welcomed as volunteers at Ottawa School. Parent volunteers are essential for advancing student achievement. Therefore, parents shall be welcome and invited to volunteer at all educational levels. Volunteer opportunities shall capitalize on the expertise, interests and skills of the parents, and have a direct connection to school and district goals.

Ottawa staff will:

1. Ensure that office staff greeting, signage near entrances and any other interaction with parents create a climate in which parents feel valued and welcome.
2. Survey parents regarding their interests, talent and availability, then coordinate the parent resources with the needs that exist within the school and among the faculty.
3. Develop a system for contacting all parents to assist as the year progresses.
4. Design opportunities for those with limited time and resources to participate by addressing child care, transportation, work schedule needs, translations, and so forth.
5. Show appreciation for parents' participation via newsletters, thank you notes, etc.
6. Educate and assist staff members in creating an inviting climate and effectively utilizing volunteer resources.
7. Ensure the volunteer activities are meaningful and built on volunteer interests and abilities.
8. Encourage all parents to participate in various activities:

District and school advisory boards and committees Field trip chaperone

Reading mentor

Classroom/school helpers and tutoring

Guest speaker to share a talent, skill, knowledge, culture or experience

Monitor after school events Fundraising

Special events/programs where students perform Curriculum decisions

Open house

Parent organization (PTO) meetings and event Parties Eating lunch/breakfast with child at school

Assist with special class or building projects

The Michigan legislature has enacted several laws dealing with school safety and the protection of our children. These laws went into effect on January 1, 2006. The Buchanan Board of Education will request annually a criminal history check on all school volunteers from the Central Records Division of the Michigan Department of State Police if they wish to chaperone a class trip or assist in the classroom.

Standard V: School Decision Making and Advocacy

Parents are full partners in the decisions that affect their children and families: Parents and educators have a mutual responsibility to make informed decisions related to all aspects of the education provided to our students. Schools shall actively enlist parent participation in decision-making. Efforts shall also be made to recruit and support participation by parents representing diverse student groups such as: limited English proficiency, special needs, gifted and talented, and homeless. The role of parents in decision-making shall be continually evaluated, refined and expanded at the district and school levels. Examples of decision-making opportunities are:

1. The school improvement plan
2. The annual review of the PIP (Parent Involvement Policy)
3. Title 1 Program evaluation
4. Title 1 Advisory committee
5. GSRP Preschool Advisory committee
6. District-wide committees
7. Participation in PTO
8. Finding solutions with the district staff to address problems and find solutions for their child's academic or social difficulties.

The Ottawa Staff will:

1. Provide understandable, accessible, and well-publicized processes for influencing decisions, raising issues or concerns,

appealing decisions, and resolving problems to improve the school environment and student achievement

2. Encourage the parent organization to identify and respond to issues of interest to parents.
3. Include parents on all district decision-making and advisory committees and ensure adequate training for such areas as policy, capital projects, technology, sex education, curriculum, budget, school reform initiatives, safety, and personnel.
4. Provide parents with current information regarding school policies, practices, and both student and school performance data.
5. Enable parents to participate as partners when setting school goals, developing or evaluating programs and policies or responding to performance data.
6. Encourage and facilitate active parent participation in the decisions that affect students, such as student placement.
7. Treat parent concerns with respect and demonstrate genuine interest in developing solutions.

Standard VI: Collaborating with Community

Parents, school and community collaborate in order to enhance student learning, strengthen families, and improve schools. Parents, educators, and community members will work together in order to promote and effectively increase educational opportunities for children.

Ottawa School will:

1. Distribute information regarding cultural, recreational, academic, health, social, and other resources that serve families within the community as needed.
2. Develop partnerships with local business and service groups to advance student learning and assist schools and families. Community resources are used to strengthen schools, families, and student learning.
3. Foster student participation in community service.
4. Involve community members in school volunteer programs.
5. Disseminate information to the school community, including those without school-age children regarding school programs and performance.
6. Collaborate with community agencies to provide family support services and adult learning opportunities, enabling parents to more fully participate in activities that support education.
7. Inform staff members of the resources available in the community and strategies for utilizing those resources.
8. Ensure use of the building and library book search system by the community after regular school hours through the internet resources on the district web page.

ESEA Section 1118 (e) 1-5, 14 and (f).

1118(e) BUILDING CAPACITY FOR INVOLVEMENT

(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; (3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; (7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; (9) may train parents to enhance the involvement of other parents; (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; (11) may adopt and implement model approaches to improving parental involvement; (12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section; (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and (14) shall provide such other reasonable support for parental involvement activities under this section as parents may request. (f) ACCESSIBILITY.—In carrying out the parental involvement.

Ottawa Elementary Parent Involvement Policy

1118(b)	Ottawa Elementary School has developed a written parent involvement policy/plan. The plan was created with input from staff and parents. It is reviewed yearly at a PTO meeting. The latest revision was 5/2017
1118 (c) (1)	An annual Title 1 meeting is held each year in the fall to discuss, review, and solicit parent input in the school's Title 1 programs and planning for the school year. The rights of the parents to be involved are reviewed.
1118 (c)(2)	Ottawa offers flexible meeting times for parent/teacher conference meetings held twice a year. Usually meetings are held in the early evening but other times are arranged in the morning and afternoon upon request. Child care is always offered. Transportation and home visits are offered upon request.
1118(c)(3)	Each September there is an annual parent meeting to review current Title 1 programs. This meeting is held in conjunction with the first PTO meeting and parents are invited to attend, review, and offer input on how to improve our services to students. Free child care is provided.
1118(c)(4)(A)	Parents are provided timely information about Title 1 services and their child's skill level.
1118(c)(4)(B)	MDE or PTA materials are provided to parents at the fall conference that explain the district's curriculum alignment to the CC's (ELA and math) or GLCE's (science and social studies) as well as our offerings in the visual arts, integrated arts (music, dance, drama), technology and media, and physical education.
1118(c)(4)(C)	Teachers contact parents and/or parents can contact the teachers concerning the child's performance in Tier 2 and Tier 3 programs weekly through communication folders. This provides parents with the opportunity to give suggestions consistently. Teachers will respond to any suggestions in a timely manner.
1118 (c)(5)	The Ottawa administrator and teachers are expected to address parent concerns about the SIP and other matters in a timely manner to make modifications to instruction and programming to ensure effectiveness.

1118 (d)(1)	The parent/student/teacher compact was created through collaboration with staff and parents. It is reviewed annually at the last PTO meeting each year. It was last revised May 2017 by the PTO in conjunction with the Ottawa SI team.
1118(d)(2)(A)	Ottawa School gives parents a calendar that includes the dates of parent teacher conferences, Open House, and other important school events that take place throughout the school year. Use a variety of communication tools on a regular basis, seeking to facilitate two-way interaction through each type of medium (Class Messenger/Remind 101, phone calls, texting, e-mails, Facebook, surveys, newspapers, voice mails, weekly newsletters, home visits, face to face, notices, memos, web site, etc.). The compacts are reviewed, discussed, and initialed during our fall parent teacher conferences.
1118(d)(2)(B)	Parents are given progress reports (Nov/March) and report cards (Jan/June) during the school year as well as daily/weekly academic and behavior progress reports via the Bee Binders.
1118(d)(2)(C)	Ottawa encourages all parents including those with children qualifying for Title 1 services to volunteer in the school classrooms, special events, or field trips. The Parent Liaison and the PTO volunteer coordinator use the parent interest surveys each year to solicit parent involvement.
1118(e)(1)	Ottawa School provides clear information regarding grade level expectations or content standards in the district curriculum, assessments, school activities, Title 1 programming, student support services and optional programs. Staff sends home report cards and regular progress reports to parents. Staff provides support services and follow-up conferences as needed to monitor progress. Assists parents on ways to work with teachers.
1118(e)(2)	Ottawa School sponsors parent requested workshops or distributes information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assignments (such as Reading A-Z, GO MATH, Parent Liaison Programs). Parent surveys provided topics.
1118 (e)(3)	Ottawa School provides opportunities for staff members to learn the importance of parent involvement and share successful approaches to engaging parents in their child's education. The nightly Bee Binders provide academic and behavior updates to parents as well as information on special school events.
1118 (e) (4)	Ottawa School links parents to programs and resources within the community that provide support services to families. (Counseling, health care needs, United Way supported phone number 211, etc.) Coordinates and integrates parent involvement programs and activities with district and county programs such as Parents as Teachers, GSRP, RAM, Lions Club, Niles Service League, Kiwanis Club, etc.

1118 (e) (5)	Ottawa staff translates communications to assist non- English speaking parents as needed. Staff makes phone calls or face to face contacts with parents who have low literacy skills so they have the information they need.
1118 (e) (14) 29	Ottawa staff provides such other reasonable support for parental involvement as parents may request such as child care, transportation, and translation.
1118 (f)	Buchanan Community Schools complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, gender/sex, height, weight, marital status, or disability shall be subjected to discrimination in any program, service, or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education. Compliance Officers for Affirmative Action and review of Federal requirements are as follows: Section 504, ADA, Title IX and Title VI; Brian Pruett (Buchanan High School Assistant Principal, 695-8404) and Shelby Beasley (Buchanan Middle School Principal, 695-8406).

Buchanan Community Schools Communication Flow Chart

<p><u>Coach</u></p> <p>Questions or concerns regarding a sport should first be directed to the coach involved</p>	<p><u>Teacher</u></p> <p>Questions or concerns regarding instruction practices in your child's classroom should be directed to his/her teacher</p>	<p><u>Transportation</u></p> <p>Questions about transportation for your child should be directed to the Transportation Director (695-8402)</p>	<p><u>Food Service</u></p> <p>Questions about food service for your child should be directed to the Food Service Director (695-8415)</p>
<p><u>Athletic Director</u></p> <p>If more information is needed or you still have questions or concerns, a meeting with the athletic director should be scheduled with the superintendent.</p>	<p><u>Building Principal</u></p> <p>If more information is needed or you still have questions or concerns, a discussion should be scheduled with your child's principal.</p>	<p><u>Director of Operations</u></p> <p>If more information is needed or you still have questions or concerns, a meeting with the Executive Director of Business and Operations should be scheduled (695-8400).</p>	<p><u>Business Manager</u></p> <p>If more information is needed or you still have questions or concerns, a meeting with the Executive Director of Business and Operations should be scheduled (695-8400). ☒</p>
<p><u>Superintendent</u></p> <p>A conference with the Superintendent of Schools is most appropriately held if questions or concerns have not been resolved at earlier levels (695-8401).</p>			
<p><u>Board of Education</u></p> <p>The last level of contact with the district about a question or concern is the Board of Education.</p>			