



***Parent/Student Handbook
Code of Conduct***

Ottawa Elementary

2025-2026



Nurturing hearts, Developing minds, Inspiring dreams

Buchanan Community Schools Vision Statement

“To develop responsible, resilient, creative citizens capable of succeeding in a global society.”

www.buchananschools.com

(GSRP Handbook for preschool students is in addition to this handbook)

Welcome to the Home of the Little Bucks!

When you visit our school, you will find a positive, caring environment focused on children. We have included in this handbook important information regarding the guidelines which Ottawa Elementary School and Buchanan Community Schools follow. Our Annual Report is published each fall and contains our specific goals for improving student learning and our district's state assessment scores. It is very important to go over the information in this handbook with your child. Our expectations have been established with your child's safety and social emotional well-being in mind. Open communication between home and school is extremely vital to a successful school experience.

To make the experiences at Ottawa Elementary School as valuable as possible, we would like to make the following recommendations:

- **Get to know your school and the Buck 3:** Become familiar with school locations: classrooms, office, library, playground, lunchroom. Know the Buck 3: Be Respectful, Be Responsible, Be Safe.
- **Become familiar with your child's teacher(s) and staff.** We are all here to help you!
- **Help your child study and learn as much as possible.** We encourage you to discuss daily events about school with your child.

There may be times when you have a question, problem or concern. When you do, please let us know so we can help. It is hard to solve a situation without knowing about it. If it concerns a specific classroom, start by sharing with the classroom teacher. If additional assistance is needed or the problem is more out-of-class in nature, please call the school office and make an appointment to meet with the teacher and or principal.

We are proud of our school, students and staff! You can help us keep our good record of doing our best. Caring, supportive parents and guardians, with a positive attitude, make a significant difference in their child's education.

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

Stacey Denison, Principal

Ottawa Elementary School

109 OTTAWA ST

BUCHANAN, MI 49107

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***

OFFICE HOURS

Our school office is open 8:00am-4:30pm

Phone: 269.695.8409

Fax: 269.695.8426

Mrs. Stacey Denison, Principal

sdenison@buchananschools.com

Mrs. Elizabeth Johnson, Administrative Assistant

ejohnson@buchananschools.com

REGULAR DAY OF SCHOOL

8:40 am-3:43pm

ECSE AM 8:40 am-11:50 pm

ECSE PM 12:25 pm-3:43pm

WACKY WEDNESDAYS

8:40 am-3:10pm

HALF DAYS OF SCHOOL

8:40am-12:05pm

No ECSE classes on half days

Preschool students may have class on half days, check the GSRP calendar.

Students may enter the building no earlier than 8:10 am

Breakfast served from 8:10-8:30am

Students arriving after 8:30 will be given a breakfast bar and juice to take to their classroom.

Students who arrive after the second bell at 8:40am. are marked tardy.

Ottawa Elementary Staff Directory

OFFICE

Stacey Denison, Principal
Elizabeth Johnson, Administrative Assistant

PRESCHOOL

Jessica Monsma
Tara Fox
Jessica Stevenson
Lindsay Weldy
Kristin Shaner
Meagan Bybee

KINDERGARTEN

Melissa Calvillo
Tara Mabry
Clarissa Lolmaugh
Rachael Kutemeier
Melissa Seddon

FIRST GRADE

Bethany Billington
Amy Cowart
Sydney Ziemke
Lisa Sears
Andrea Wilgus

SPECIAL EDUCATION

Dawn VanDyke, Special Education Teacher
Lisa Habel, Special Education Teacher
Shelley Lietz, Speech Pathologist
Maggie Patnoudes, Speech Pathologist
Hayley Rudlaff, Early Childhood Special Education
Becky Dey, Healthcare Paraprofessional
Lexi Berget, Healthcare Paraprofessional
Stephanie Dohn, Healthcare Paraprofessional
Lori Adams, Healthcare Paraprofessional
Brandy Wesner, Healthcare Paraprofessional
Chrissy LeMasters, Healthcare Paraprofessional
Jennifer DeWulf, Healthcare Paraprofessional
Sheena Getz, Healthcare Paraprofessional

SPECIALISTS

Matthew Schlutt, Visual Arts
Jessica Maurer, Physical Education
Substitute Staff, Integrated Arts (Music)
Laura Henckel, Counselor
Caitlin Wirtz, Behavior Specialist
Amanda Lemler, Media Specialist
Kristin Baker, Media Assistant

INTERVENTION STAFF

Kelly Smith, Instructional Coach
Sandy Emerick, Intervention Facilitator
Julia Lamar, Intervention Facilitator

FOOD SERVICES

Mary Colglazier, Head Cook
Michelle Canfield, Assistant Cook
Tracy Stutesman, Lunchroom Aide
Nicole Maure, Lunchroom Aide

CUSTODIAL SERVICES

Judy Harmon, Day Custodian
Sophia Williams, Night Custodian

CENTRAL OFFICE

Patricia Robinson, Superintendent
Mark Kurland, Director of Operations & Instructional Systems Coordinator
Callie Campbell, Director of Special Education
Philip Place, Director of Technology
Becky Kaltenbach, Food Service Supervisor

BUILDING PRINCIPALS

Brian Pruett, High School Principal
Dawn Huff, Assistant High School Principal
Shelby Beasley, Middle School Principal
Michael Babcock, Moccasin Principal

Arrival and Dismissal

Our safety procedures for adult to adult transfers of children at the beginning and end of day takes a little extra time, but keeping children safe is our number one priority. Please read carefully and adhere to these procedures for the safety of our staff, students and families.

- School hours are 8:40-3:43 am. The first bell rings at 8:35 am.
- Adult staff will be available to supervise students beginning at 8:10 am. Students should not arrive earlier than 8:10.
- The posted fire lane in the south parking lot may not be used for drop off or pick up.
- Transportation changes must be communicated with our office prior to 2:00 pm.
- Adults will not be able to enter the building with children past the front office doors. You may walk your child to the front doors or drop off in the north parking lot through the car line.
- Kindergarten and first graders will line up inside the fenced playground area adjacent to the north parking lot with adult supervision. When the weather is inclement, they will wait inside.
- Be sure your child arrives at school by 8:35 to avoid being marked tardy after 8:40.
- If your child arrives after 8:40 am, an adult must walk the child to the office and sign them in for the day.

Breakfast begins at 8:10. If you would like your child to eat breakfast at school, they should arrive no later than 8:20 am. Preschool students are served breakfast within their classrooms.

Car Riders: When dropping off or picking up your child in a vehicle you must use the north parking lot car line staffed by adults. There will be no drop-offs or pick-ups in front of the school on either side of Ottawa Street or in the south parking lot blocking the posted fire lane. To get in the car line drive down 3rd Street towards the school. We use hang tags. These will be available at Open House and from our office. Sometimes the line may back up into Ottawa Court, please do not block resident's driveways. Staff may not buckle students into car seats for liability reasons. If your child needs help buckling their seat belt, please pull forward or into a handicap parking spot temporarily so as to not stop the pick up line.

Walkers: Walkers will use the front entrance of the school for arrival and Door 3 at dismissal. Parking for adults walking their child to the front doors is available at the Church of the Nazarene. We have permission to use this parking lot at 704 W. Front St. Our buses may block the entrances to the south parking lot at dismissal and you will not be able to exit until the buses leave. We encourage parents if dropping off or picking up to use the car line in the north parking lot, the south parking lot is not a car pick up area.

Bus Riders: Bus students enter through the front doors and report to the cafeteria to eat breakfast. Those not eating breakfast will join their class lines before school as detailed above. After school, staff will walk students in their bus lines directly to the bus they ride home.

Transportation Changes: Please call the office before 2:00 pm if there is a change in your child's dismissal plan. Teachers do not always have time to check their email or messages during the day and we want to ensure your child's safety after school. We will issue a 'pink slip' with transportation changes to your child's teacher. If you have not communicated changes with our office, and a pink slip is not issued, your child will follow their normal dismissal plan.

Communication

SPECIAL ANNOUNCEMENTS, SCHOOL CLOSINGS, DELAYS, EARLY DISMISSALS

School Messenger Notification System

Buchanan Community Schools is equipped with Parent Square, a notification system that allows us to send out mass messages to your home phone, cell phone, and email address. To create or update your profile, please call the school office.

In addition to the alert notification, school closings or delays are called to the area radio and television stations.

Please tune in to:

WHFB, WSBT, WNIL, WNDU, or WIMS for any announcements.

WHFB - Benton Harbor AM 1060, FM 99.9; begins at 5:00 a.m.

WSBT - South Bend AM 96.0, FM 100; begins at 5:00 a.m.

WIMS - Michigan City AM 1420; begins at 5:45 a.m.

WNIL - Niles AM 1290, FM 95.3; begins at 5:30 a.m.

WNDU - South Bend FM 93; begins at 5:30 a.m.

TV - Channel 16 & 22



Regularly scheduled early dismissals can be found on District website and District Calendar distributed at beginning of school year.

TWO HOUR DELAY

A 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 10:40 am. Doors will open at 10:20am. Students may not arrive at the normal school starting time as there is no adult supervision. If a child receives morning medications upon arrival, please contact the office if students received these at home due to delay.

PARENT SQUARE

Classroom teachers use this tool to communicate with families through email or cell phone. Please be sure to set up your account with your child's classroom so you do not miss important information from your child's teacher.

LITTLE BUCKS BULLETIN

This is a monthly communication that delivers information about important events and dates each month. The links to this bulletin are shared on our website, Ottawa FB page, and through weekend updates from the principal.

OTTAWA FACEBOOK PAGE

Announcements, reminders, and school happenings will be posted on our Facebook page and on Buchanan Community Schools website.

DISTRICT WEBSITE/ SCHOOL CALENDAR

Buchanan Community Schools website and calendar are available to parents at www.buchananschools.com. Our website provides information for individual schools, food services, athletics, Board of Education, and district events.

PARENTS & TEACHERS OF OTTAWA (PTO)

The PTO meets monthly at Ottawa Elementary. Please check the Little Bucks Bulletin for meeting times. If you are interested in becoming a member, please contact the building principal. The PTO plans fundraisers and events for our students and staff.

Procedure for Questions/Problems

Problems are best handled at the level where they developed. The following is an efficient method of contact for parents:

1. Teacher
2. Building Principal
3. Superintendent of Schools
4. School Board

Whenever you have a question, concern or problem, always start with your child's teacher. If the problem cannot be resolved at this level, consult the building principal,

District Chain of Command



Chain of Command

www.buchananschools.com

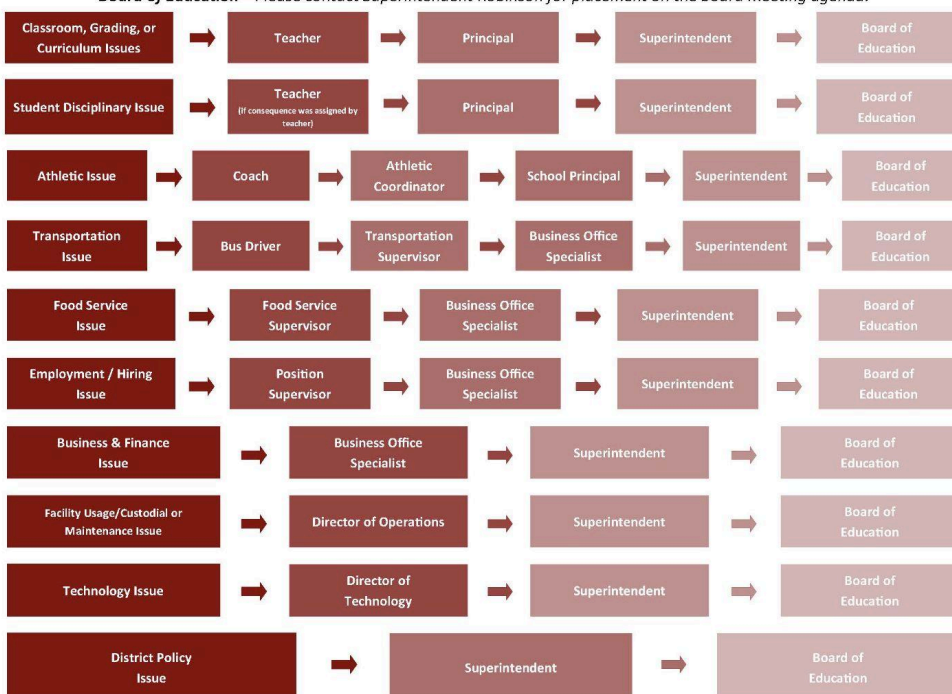
401 W. Chicago St. Buchanan, MI 49107

269-695-8400

Please use the contact information and Chain of Command structure as listed below for addressing any issues within the district.

Stacey Denison	Ottawa Elementary Principal	269-695-8409	sdenison@buchananschools.com
Michael Babcock	Moccasin Elementary Principal	269-695-8408	mbabcock@buchananschools.com
Shelby Beasley	Middle School Principal	269-695-8406	sbeasley@buchananschools.com
Dawn Huff	Assistant High School Principal & CTE Director	269-695-8403	dawn.huff@buchananschools.com
Brian Pruett	High School Principal	269-695-8403	bpruett@buchananschools.com
Reid McBeth	Athletic & BVA Coordinator	269-695-8403	rmcbeth@buchananschools.com
Nate Will	Transportation Supervisor	269-695-8402	nwill@buchananschools.com
Phillip Place	Director of Technology	269-695-8452	psplace@buchananschools.com
Rebecca Kaltenbach	Food Service Supervisor	269-695-8415	rkaltenbach@buchananschools.com
Callie Campbell	Director of Special Education	269-695-8442	callie.campbell@buchananschools.com
Carrie Brunsting	Business Office Specialist	269-695-8400	cbrunsting@buchananschools.com
Mark Kurland	Director of Operations & Instructional Systems Coordinator	269-695-8400	mkurland@buchananschools.com
Patricia Robinson	Superintendent	269-695-8401	probinson@buchananschools.com

Board of Education—Please contact Superintendent Robinson for placement on the board meeting agenda.



Visitors/Volunteers

The Michigan legislature has enacted several laws dealing with the safety and protection of our children. The Buchanan Board of Education will request annually a criminal history check on ALL school volunteers from the Central Records Division of the Michigan Dept. of State Police. Parents who volunteer in the classrooms, attend field trips, etc. will be asked to submit a criminal history check as a volunteer requirement.

We warmly welcome visitors and volunteers after the first quarter of the year. We like to take this time at the beginning of the year to acclimate students fully to our procedures and expectations. We appreciate your support and understanding during this crucial time of year for our young learners.

Guidelines for visitors and volunteers:

- All volunteers must have a volunteer form on file with a background check completed. Forms can be obtained by calling our school office.
- Tier 1 instructional times, whole group learning, is a building priority to remain free of interruptions and non-instructional staff.
- Volunteers are welcome in the classroom during Tier 2 times listed below when arranged in advance with the classroom teacher.
Preschool/ECSE (please contact teacher)
Kindergarten (10:30-12:00 or 12:30-1:30)
First Grade (9:30-11:00 or 1:00-2:00)
Specials Classes (Art/Media) (1:35-3:25)
- Volunteers will sign in at the office and obtain a volunteer badge.
- Classroom teachers are responsible for discipline with students.
- The Buck 3 common language and expectations will be followed by all volunteers.
- Volunteers may assist with students as directed by the teacher or complete tasks requested by the teacher.
- Volunteers will meet with the building principal on their first visit.
- Cell phones must be turned off or placed on vibrate.
- Volunteers will sign out at the office when they have completed their time.

Volunteer Criminal History Check is required by Michigan School Safety Laws every year.

General Information

TOYS AND ELECTRONICS

Toys, electronic games, stuffed animals, trading cards, etc. should not be brought to school. The only time this may be allowed is when their teacher/principal instructs them to do so (Show and Tell, for example). The students will assume responsibility for any items brought to school. Such belongings can be lost or broken at school presenting a problem for the child. We would appreciate your help in keeping toys at home.

CHANGE OF CLOTHING

Accidents happen. Having a change of clothes accessible at school is extremely helpful. Students should bring a complete change of clothes in a large ziploc bag to keep in their locker. Items to include: shirt, pants, socks, and underwear. These bags will be sent home during winter and spring breaks so you may change out the clothes to fit the seasonal changes. We have a limited supply of extra clothing of varying sizes. To save a phone call home and a trip to school, please send these items with your child.

WINTER CLOTHING

Please make sure your child has appropriate clothes to go outside for recess. We will be going outside unless the Real Feel temperature is below 10 degrees. Appropriate clothing includes: coat, snow pants, boots, gloves/mittens, and a hat. All items should be labeled with your child's name so missing items can be returned to their owner. Students should have another pair of shoes, other than boots, to wear inside the building.

LOST AND FOUND

Students should be responsible for their own clothing and lunch bags. Labeling these items with your child's initials or last name are helpful. Unclaimed clothing is kept in the lost and found. Small items such as jewelry are kept in the school office. Unclaimed items are disposed of or donated to charity at the end of each school year.

RECESS

Students go out for recess each day unless the weather is inclement and are supervised by classroom teachers or support staff. Students receive a morning and afternoon outdoor recess time, however in the colder months, this may be reduced to one extended outdoor recess due to the need of the additional time it takes to put on winter outerwear. Students will go out for recess during the winter months if the Real Feel is no lower than 10 degrees.

If a child needs to remain indoors due to illness, the parent may send in a note and the child will be excused. If the child must miss more than two days, the parent must provide a doctor's note. If a child needs to remain indoors, the placement of the child will be determined by the building principal.

LIBRARY

Students will visit the school library once a week and may check out one book of their choosing. Each class has a designated library day and time. Books that are checked out should be returned the following week on the classroom's scheduled day. If a book is accidentally torn, we ask that it not be repaired at home since special book tape is necessary to make the repairs. Please advise your child's teacher of the need for repair when the book is returned. If the book your student checked out becomes lost, they may not check out another book until the previous one is returned. If a book is lost or damaged beyond repair, the parent is responsible for the replacement costs. Kindergartners leave their books at school for the first half of the school year.

LUNCH

Every K-1 class has a scheduled thirty minute period in the lunchroom. Preschool students have lunch in their classrooms. After the last student has gone through the hot lunch line, one set of lights are dimmed to signal ten minutes of 'quiet eating time'. This time helps our young students focus on eating their lunch. After ten minutes, students are able to use level 2, table talk voices, for the remainder of the time. The last five minutes are used for cleaning up trash. Classroom teachers take time for students to use the restroom before coming to lunch, however there are instances where students need to use the bathroom during lunch. With adult permission, students are allowed to use the bathroom after the quiet eating time.

Delivering fast food to students during lunch periods is discouraged due to its nutritional value and district wellness policies. Such items should be consumed outside of school hours.

Parents are restricted from having lunch with their child within the lunchroom, unless it is a special school event for all students. At this age, children struggle with separation from parents and this may cause a disruption to their school day.

More information regarding Food Services can be found on our district website at <https://www.buchananschools.com/food-services-program-information/>

SNACKS

Each classroom provides a time designated for a small snack throughout the school day. This varies per classroom according to the scheduled lunch times. Snacks should be nutritious, pre-packaged and store bought only. Snack times will not take place within an hour of their scheduled lunch, as to not interfere with their appetite for lunch. Classroom teachers will provide specific information regarding how snacks are handled within your child's classroom.

WATER BOTTLES

Students are permitted to bring water bottles into the classroom. With the age of our students, a water bottle or thermos with a flip top that can be easily opened and closed by the student is preferred. Twist cap bottles are not permitted at the child's seat for risk of spills on computer equipment or classroom materials. Only water may be brought into the classroom. Soft drinks, flavored waters, flavored powder or other beverages are not permitted. This is for easy clean up and to protect school materials and property.

RED COMMUNICATION FOLDER

Each student is given a red folder labeled with their name and classroom teacher. This folder is important and is for papers or notes to travel back and forth to school. Please make sure to check this folder daily in your child's backpack. Send it back to school each day. There are two pockets, Keep At Home and Return To School.

PARENT TEACHER CONFERENCES

Conferences are held in person twice a year. This is an opportunity for families to connect one on one with their child's teacher. Teachers will share a progress report containing information regarding academics, assessments, work habits and behavior. Conferences are held after the first nine weeks of school. In the fall, we strive for 100% attendance with all families. Spring conferences are held after the 27th week of school. These conferences are scheduled based on student needs and additional support regarding academic and behavioral needs. If the classroom teacher does not request a spring conference, parents have the option to request one.

We know that communication between home and school is extremely critical towards providing an effective instructional environment for our students. At any time during the school year, if you have questions or concerns, we welcome you to contact your child's teacher through email, phone, or Class Connect.

Preschool requires home visits, as well as parent teacher conferences.

REPORT CARDS

Report cards are distributed twice during the school year in January and June. These are given after the second and fourth quarters of school when parent teacher conferences are not held. Teachers will assess and score academic and social skills and provide parents with comments regarding their child's progress. Report cards for preschool students are given three times a year: fall, spring and end of year.

ASSESSMENTS

District assessments are given three times a year, at the beginning, the middle and end of the school year. The following are the assessments used for kindergarten and first grade students.

- NWEA (Northwest Evaluation Association) in the areas of reading and math. This is an online assessment that is adaptive and will assess according to the child's skill level.
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) covers phonemic awareness and phonics skills.
- DELTA Math Screener covers basic math skills.

SPECIALS CLASSES

Every kindergarten and first grade student will participate in the following special classes: Art, Music, Physical Education, and Media. Monday through Thursday they will attend one class a day for 50 minutes. On Fridays, there is a rotating schedule, so some weeks they will have two days of one of the specials. Teachers will communicate their specific schedule with families. Due to five classrooms at each grade level and only four special classes, one class each year will be the split class. This means that the class will be split among the other four classrooms and attend specials with another class. On PE days, please make sure your child is wearing tennis shoes to be able to participate in class.

FIELD TRIPS

During the school year, field trips are scheduled to expand educational learning opportunities outside of the classroom. Volunteers may be invited to participate based on the nature of the field trip. These are opportunities for our Ottawa students so we ask that child care is arranged for siblings that do not attend our school. To attend as a volunteer, an approved form must be on file prior to the trip and those volunteering must be willing to assist as needed by the classroom teacher.

SCHOOL CELEBRATIONS

Three school-wide celebrations are held each year during the school day. Our annual Halloween Parade and Playground Trek or Treat in October, Jingle Bell Bash in December, and Friendship Day in February for Valentine's Day. Detailed information regarding these celebrations is given prior to the event. Students not attending Ottawa will not be allowed to attend. Volunteers must have an approved form on file, be willing to assist as needed, and arrange child care for siblings. Volunteers are needed for Trek or Treat and Jingle Bell Bash. Volunteers will not be needed for Friendship Day.

BIRTHDAY CELEBRATIONS

Students may celebrate their birthday at school, however, it is optional. If they are bringing a food item to share, to reduce the risk of potential allergic reactions and health concerns, only store bought, pre-packaged items are permitted. Non-food options are welcome as well, such as pencils, bookmarks, or stickers. Treats will be served near the end of the school day.

Please understand that we are not able to facilitate the receipt and delivery of gifts, flowers, balloons (and the like) to students within our school day. These deliveries are best reserved for times outside of the school day.

Invitations to outside birthday celebrations are permitted to be distributed in school if the entire class is invited. Please know the school staff is not permitted to share contact information (email address, phone numbers, physical address) with parents.

EMERGENCY PROCEDURES

All scheduled and non-scheduled drills follow the mandated guidelines from the State of Michigan. Fire, tornado and lockdown drills will be practiced and conducted and coordinated with local and county police. These are practiced throughout the school year.

ABSENCES FROM SCHOOL

School attendance is important. However, if your child is not feeling well and needs to miss a day of school, please call our school office by 9:00 am to let us know. All absences, whether excused or unexcused, count toward your child's total attendance record. More information can be found under Attendance.

RELEASING STUDENTS

If a child needs to be picked up during the school day, the person picking up the student must be listed on the enrollment information, or the parent/guardian must call to give us permission to release the student to anyone not listed. While this may at times be inconvenient, it assures that an unauthorized person does not remove your child from school. Persons picking up students may be asked for picture identification before students will be released.

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. Medications needed during the school day require a completed Medication Administration Form, *prior* to bringing the medication to school. 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 bottle that lists the correct dosage. Students who take meds on a long-term basis may use one form for the whole year unless the dosage changes. 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.

Enrollment

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:

- legal birth certificate
- court papers allocating parental rights and responsibilities or custody
- proof of residency
- proof of immunization

Acceptable proof of residency documents:

- Driver's license with district address
- Homeowner-deed to property, closing statement Renter-signed current lease
- Any 2 of the following:
 - Gas/electric bill
 - Telephone or cellular phone bill
 - Cable or satellite TV bill
 - Renter's or homeowner's insurance policy
 - Bank or credit card statement
 - Auto registration or insurance policy or statement

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 McKinney Vento Liaison is Brandon Flowers at Buchanan High School, 695-8403.

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 OF RECORDS

The transfer of school records can only be done from one school to another. Parents are not allowed to hand deliver records. Parents will be asked to sign a request for records when they enroll their child in their new school.

CHANGE OF ADDRESS OR MOVING OUT OF DISTRICT

Please notify the school office, either by phone or a note, of any change in residence. If moving out of the district, please provide your new address and request a school of choice application if you would like your child to continue to attend Buchanan Community Schools. . If you are enrolling your child in another district, please provide the name and address of the new school your child will be attending. We also need to know the last day your child will be in attendance before moving

IMMUNIZATIONS & RECORDS

It is required by law that all students be immunized before entering school. You are required to provide the school with a record of your child's immunizations. If your child is not properly immunized, by state law, he/she could be excluded from school. This protects your child as well as other children. The school is charged with keeping an up-to-date health record for all students. Parents of first-time students are to make certain that the needed immunization records are completed and returned to the school. Michigan Law requires that all Michigan students at the time of enrolling in any public school in Michigan for the first time shall submit an immunization record signed that shows the child has been properly immunized. All students must have up-to-date immunizations or they may be excluded from school. If you are in need of a waiver, you may contact the Berrien County Health Department for more information.

PARENTS VACCINES REQUIRED FOR SCHOOL ENTRY IN MICHIGAN

Whenever children are brought into group settings, there is a chance for diseases to spread. Children must follow state vaccine laws to attend school. These laws are the minimum standard to help prevent disease outbreaks in school settings. The best way to protect your child from other serious diseases is to follow the recommended vaccination schedule at www.cdc.gov/vaccines. Talk to your health care provider to make sure your child is fully protected.



	All Kindergarteners and 4-6 year old transfer students	All 7th Graders and 7-18 year old transfer students
Diphtheria, Tetanus, Pertussis (DTP, DTaP, Tdap)	4 doses DTP or DTaP 1 dose must be at or after 4 years of age	4 doses diphtheria and tetanus or 3 doses if 1st dose given at or after 1 year of age 1 dose Tdap at 11 years of age or older upon entry into 7th grade or higher
Polio	4 doses 3 doses if dose 3 was given at or after 4 years of age	
Measles, Mumps, Rubella (MMR)*	2 doses at or after 12 months of age	
Hepatitis B*	3 doses	
Meningococcal Conjugate (MenACWY)	None	1 dose at 11 years of age or older upon entry into 7th grade or higher
Varicella (Chickenpox)*	2 doses at or after 12 months of age or Current lab immunity or History of varicella disease	

During disease outbreaks, incompletely vaccinated students may be excluded from school. Parents and guardians choosing to decline vaccines must obtain a certified non-medical waiver from a local health department. Read more about waivers at www.Michigan.gov/immunize.

*If the child has not received these vaccines, documented immunity is required.

All doses of vaccines must be valid (correct spacing and ages) for school entry purposes.


Updated December 11, 2019



Attendance ([Policy #5301](#))

Ottawa Elementary Guidelines

- Families are expected to contact the school to notify office staff of the absence and the reason for absence before 9:00 am. You may leave a message and you will receive a return call only if there are further questions.
- Students are to arrive by 8:40 am. Any student arriving after 8:40 am is marked tardy. Students arriving after 10:00 am will be marked as a ½ day AM absence. Students leaving before 1:30pm will be marked as a ½ day PM absence.
- When a child has accumulated 5 absences (or the equivalent in tardies) a letter of warning will be sent in the mail to the family, notifying them that attendance is a concern.
- At the mark of a 10th absence, families will receive a second letter by mail and be asked to speak to the Principal to discuss the absences and develop a plan for improvement.
- At the mark of the 15th absence, families will receive a final notice by mail to schedule a meeting with the Principal and the absences will be reported to the Berrien County Intermediate School District.
- **DEFINITION OF TRUANCY** - A pattern of absences, as defined above, that is established by a student during the school year or a continuation of an attendance problem from past years will result in a referral to the Berrien County Truancy Officer.
- Doctor excuses are considered excused absences and should be turned into our school office.



Your child's regular attendance in school encourages academic and social-emotional success. Together, families, educators, and community members can support a child's attendance and help each student stay on the path to success.

It doesn't matter whether the absences are excused or unexcused -- each missed day represents missed learning time. Missed days add up quickly: When a student misses as few as two days a month, that's 10% of the school year. This increases the risk of academic and social-emotional struggles. (2 absences a month x by nine months = 18 days/10% of missed school days in a school year.)

School + You = Success

Class Assignment

Class assignment is an involved process based upon many factors and input from numerous school staff members. Students are placed for instructional purposes. Parent requests are not solicited, but if you have a concern or conflict, please speak to the building principal where the final decision rests.

PLACEMENT CONSIDERATIONS:

- Academic needs
- Work habits and level of support needed
- Student behaviors
- Socialization and relationships with peers
- Gender ratios
- Level of parent involvement
- Balance of students needs, group dynamics should maximize the learning environment for all students
- Personality
- Age of student
- Achievement on district benchmark assessments in math, reading, writing, science and social studies
- Special education services
- Equalizing number of students in each classroom

Promotion, Placement, and Retention

Promotion to the next level is based on the following criteria and is determined through collaboration with families. Final right of assignment lies with the principal or their designee.

- Current level of achievement
- Potential for success at the next level
- Emotional, physical, and/or social maturity

REVIEW OF TEACHING MATERIALS

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

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.

HOMEBOUND INSTRUCTION

The District shall arrange for individual instruction to students of legal school age who are not able to attend classes because of a physical or emotional disability. Parents should contact the school administration regarding procedures for such instruction. Applications must be approved by the superintendent. The District will provide homebound instruction only for those confinements expected to last at least five (5) days. Applications for individual instruction shall be made by a physician licensed to practice in this State, a parent, a student, or another caregiver. A physician must: certify the nature and existence of a medical condition; state the probable duration of the confinement; request such instruction; present evidence of the student's ability to participate in an educational program.

INDIVIDUALS WITH DISABILITIES

The Americans 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.

HOMEWORK

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.

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. In 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.

Dress Code ([Policy #5204](#))

The purpose of our school is to provide all students with the best educational environment possible. When student dress interferes with the teaching-learning process, substantially disrupts the learning environment or presents a health/safety hazard, the issue will be addressed.

Children should arrive at school dressed in clean, neat clothes according to the weather. Students usually have outdoor recess, even on cold days, so students should be prepared for outdoor conditions with boots, hats, gloves, etc. If your family needs support or assistance with clothing, please contact our counselor's office.

Guidelines for student dress:

- Extreme styles, including torn jeans, tank tops, muscle shirts, halter-tops, spaghetti strap shirts, exposure of navel, midriff or undergarments, or clothes/hairstyles worn in an unusual or distracting manner are not permitted.
- For safety reasons, flip-flops and open-toed shoes are strongly discouraged.
- All clothing and apparel including jewelry and accessories displaying indecent writing, illustrations, or pictures, or reference to tobacco, alcohol, drugs, or graphic illustrations of violence are not permitted.
- Only shorts of mid-thigh length or longer will be permitted.
- Tight shorts, spandex, leggings or gym shorts will only be permitted with a top that completely covers the backside.
- No hoods, hats, caps, headwear, sunglasses, or coats may be worn in school except upon entering or exiting, or with special permission. Send a sweater or sweatshirt with your child for an extra layer within the classroom

Wellness

HEALTH/ILLNESS

Guidelines for Staying Home (Absences) Due to Common Childhood Diseases (Berrien County Health Department)

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

DISEASE

- Fever of 100 degrees or above
- Chicken Pox
- Diarrhea
- German Measles
- Measles
- Mumps
- Pink Eye
- Scarlet Fever
- Strep Throat
- Fifth disease

KEEP AT HOME UNTIL

- Fever free for 24 hours without medication
- May return with dried scabs
- Symptom free for 24 hours
- 7 days after rash appears
- 4 days after rash is gone
- Minimum 7 days from onset & no remaining symptoms
- Under medical care and eye drainage has cleared
- Advice of physician after receiving treatment
- Completely healed
- Until fever or rash goes away IF your child is experiencing discomfort

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

1. Whenever a student is found to be infested with head lice, they 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 children.
2. The student may not be readmitted to school until 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, they 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 continuous combing of hair and application of over counter shampoo. Washing all bedding and isolating items that can't be washed is recommended.
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.
5. A letter will be sent home to parents when a case of LIVE head lice is found in the classroom.

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.

Diarrhea – Diarrhea is a common symptom of illness in school-age children. Should the student have diarrhea at school that cannot be contained, we will contact the parent/guardian and request that you come and pick up your child from school. Students may return when all symptoms have resolved.

Conjunctivitis (Pink Eye) – Pink Eye is a common illness in school-age children. If not properly treated, it can spread quickly. Any student known to have signs or symptoms shall be excluded from attendance. We will contact the parent/guardian and the students must be picked up. Students will be excluded until 24 hours of treatment or symptoms resolved.

Vomiting – Vomiting with or without a fever is a common symptom of illness in school-age children. Any student vomiting with or without a fever shall be excluded from school attendance. We will contact the parent/guardian and the student must be picked up. Students may return when symptoms have resolved.. If the student has a fever with this, they will need to stay home until they are fever free for 24 hours.

Health Problem-Medic Alert – Please take the time to make the school aware of any health problems concerning your child. We will be happy to cooperate with you and your physician in arriving at the best methods for aiding these students.

Medication During School Hours – Medication can be administered by trained staff to a student during the school day only if the following conditions are met:

The medication is physician prescribed and is clearly labeled with:

Student's Name, Date, Doctor's Name, Dosage, Medication Name, Complete instructions for Administration

A "Medication Request Form" is available in the school office and must be filled out by both parent and physician before medication can be administered to the student.

Requests for Inside Recess – If it is necessary for your child to stay inside for recess due to illness or injury please notify the office and classroom teacher. A child will be allowed to stay indoors during recess activities two (2) days without a doctor's note. A doctor's note is required if other accommodations need to be made for your child in excess of two (2) days. Students will not be allowed to stay in for two consecutive days more than one time per marking period without having a meeting with the building principal to discuss the situation.

Temperatures – Fever is one of the most common symptoms of illness in children. We consider a fever to be present when the temperature of the student is at or above 100°. If your child has a temperature of more than 100° while at school, we will contact you and request that you come and pick up your child from school. It is necessary to keep your child home from school until he/she is fever free for 24 hours without medication.

Health Appraisals/Physicals - For the health, safety and/or educational needs of your child, information on the Health Appraisal (physical) 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.

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 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.

We are always looking out for the health and well being of all students, parents, and staff.

Guidelines follow the Berrien County Health Department guidance.

Bus Transportation

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 safety of all 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.

- Students must follow the directions of the bus driver at all times
- Bus drivers may assign seats to students
- Transportation is a privilege provided by Buchanan Community Schools
- Please wait until the bus is completely stopped before asking a driver a question
- Students must follow all safety rules
- Stand off the road while waiting for your bus
- Use indoor voices when talking to your neighbor while riding the bus
- Always wait for the bus driver's direction before loading the bus. Remain seated while the bus is in motion
- Keep head and arms inside windows
- Always cross in front of the bus, waiting for the bus driver's signal to cross
- Students are expected to act appropriately
- Keep objects inside windows
- Vandalism, profanity, harassing or intimidating others is unacceptable.
- 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.

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
- 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 a 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).





Code of Conduct

***Positive Behavioral Interventions and Supports
(PBIS)***

Behavioral Expectations

Restorative Practices

Guiding Principles for Students, Staff, and Families

The Code of Conduct is based on principles that articulate expectations for student and staff behavior while at school or school-related activities/events:

- My words, actions, and attitudes demonstrate respect for myself and others at all times.
- I always seek the most peaceful means of resolving a conflict.
- I obtain assistance from school staff when I am unable to resolve conflicts and other problems on my own.
- I seek positive relationships with all members of the school community and I help restore relationships with the school community members that may be affected by my conduct.

Rights and Responsibilities

Each member of the school community has rights and responsibilities, which include the following.

STUDENTS have the right to:

- Learn in an orderly, safe, and welcoming learning environment that values diversity, equity, and inclusion.
- Be treated with dignity and respect.
- Receive recognition for appropriate and exemplary behavior.
- Have equal access to classes, services, and extracurricular activities and events.
- Receive responsive behavioral interventions and support when needed.
- Restore relationships and behavior when conduct does not meet expectations.

STUDENTS have the responsibility to:

- Follow behavioral expectations within the school and classroom.
- Treat all members of the school community, themselves, and school property with respect.
- Take responsibility for their learning and actions, while holding themselves to the highest standards.
- Comply with appropriate requests from school staff.
- Come to school every day, ready to learn and participate.
- Participate in problem solving of individual and school concerns.
- Report safety and security concerns to school staff.

FAMILIES have the right to:

- Send their child to an orderly, safe and welcoming school environment.
- Be treated with dignity and respect.
- Be informed of their child's academic progress, attendance, and behavior concerns in a timely manner.
- Participate in discussions about their child and the expectations of the school as the expert on their child's needs.
- Receive support and information concerning ways to improve their child's academic or behavioral progress.
- Schedule conferences or visits with teachers, the principal, and other school staff.
- Bring concerns to the attention of school administrators.

FAMILIES have the responsibility to:

- Model positive, safe and kind school behavior in their interactions with members of the school community.
- Hold their child to high standards of achievement and conduct, while praising their child's accomplishments.
- Ensure their child attends school daily, on time, and ready to learn.
- Take responsibility for the behavior of their child as determined by school expectations.
- Discuss discipline issues with their child while focusing on how to make good choices.
- Report and discuss any behavioral concerns or needs with school staff and/or administrators.
- Attend conferences and provide explanations for child absences or tardiness.
- Provide updated contact information in a timely manner to our school office.

STAFF have the right to:

- Work in an orderly, safe, and welcoming environment.
- Be treated with dignity and respect.
- Receive cooperation from all students and parents/families.
- Assess and enforce conduct violations in conjunction with students, parents/guardians, and administrators.
- Receive necessary resources to deliver quality instruction.
- Feel engaged and continuously supported with professional development as sustaining educators.

STAFF have the responsibility to:

- Create a welcoming, orderly environment for staff, students, and families.
- Model professional standards of behavior, including caring and respectful student interactions.
- Maintain high expectations for all students.
- Attend school regularly and use well-planned and engaging instructional activities.
- Teach and model expectations at the beginning of each school year and throughout the entire school year, providing specialized instruction for new students.
- Communicate regularly with families to serve the needs of the students and parents/guardians.
- Utilize responses and interventions that address the needs of students.
- Provide assignments for students with excused absences, or those that are absent for disciplinary reasons.

ADMINISTRATORS have the right to:

- Work in an orderly, safe, and welcoming environment.
- Be treated with dignity and respect.
- Receive cooperation from all students and parents/families.
- Set high expectations for implementing equitable discipline practices and quality academic standards.
- Receive the cooperation and support of the school community in serving as the school's instructional leader.

ADMINISTRATORS have the responsibility to:

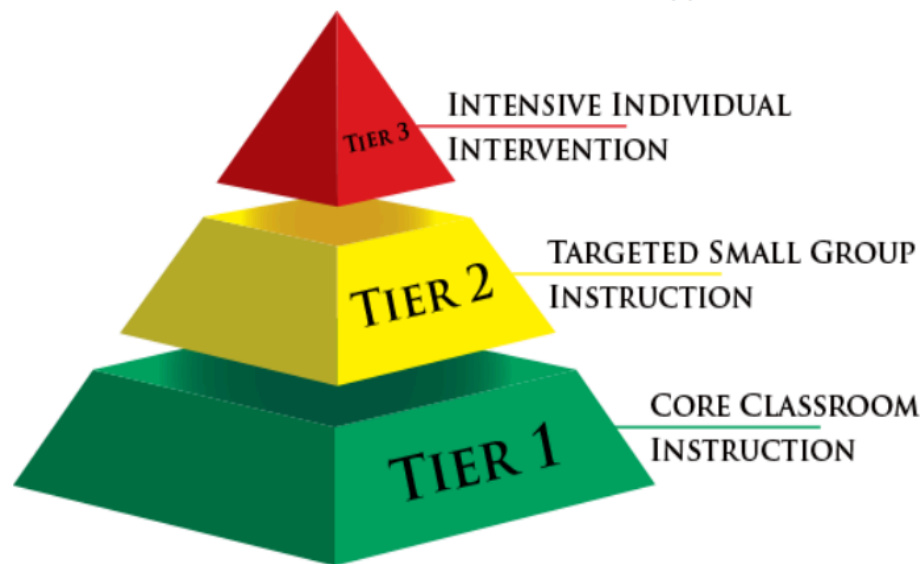
- Provide feedback to all school community members and consult families of students who are conducting themselves in a manner contrary to school policy and expectations.
- Create a culture of acceptance, equity, and inclusion among all diverse groups within the school.
- Maintain high expectations for all students.
- Model positive behavior, including consistent practice of fairness and equity.
- Use an equity lens in all decision making and problem solving.
- Ensure full implementation of the schoolwide PBIS expectations and restorative practices.
- Support continuous improved practices through ongoing professional development opportunities.

Positive Behavioral Interventions and Supports (PBIS)



PBIS is an evidenced-based approach to school-wide discipline that is widely used in schools. The goal of PBIS is to maximize academic engagement and establish a positive school climate focusing and frontloading students with instruction and practice on the behaviors we want to see within the classroom and school. PBIS and restorative practices build a community based on positive interactions and restorative responses to behaviors to ensure all students are safe, welcomed, acquire a sense of belonging, and are afforded the opportunity to learn at high levels.

Positive Behavior Interventions and Supports



TIER3 (Red) Individualized support which might include a behavior plan or other interventions.








TIER2 (Yellow) Targeted instruction and support like reteaching, extra practice or a Check In-Check Out system.

TIER1 (Green) All students receive teaching of expectations, building community and problem solving.

The foundation of PBIS is built upon the explicit teaching and encouragement of clear and publicly posted expected behaviors to minimize and prevent the occurrence of problem behaviors. A team-based leadership approach is utilized to evaluate the implementation of PBIS and to analyze the collected data to identify school-wide patterns and devise solutions and interventions to improve student behavior and outcomes.

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

VOICE LEVELS	
4	OUTSIDE VOICE 
3	STRONG SPEAKER 
2	TABLE TALK 
1	WHISPER 
0	NO TALKING 

Restorative Practices



Restorative practices focuses on the harm to relationships that an incident may have caused rather than the rule that was broken. A strong sense of community and belonging is developed with students and they are held accountable to their school community and their peers when things go wrong. Repairing the harm and restoring the relationships is key when there is harm done within the school community. Students are guided to understand the impact of their actions and held accountable for

repairing the harm through high levels of support and working along with a staff member or teacher, rather than receiving a punitive consequence. This teaching and guidance is extremely important with the age of our students as they are just learning relationship skills, social awareness, and self-management of their emotions. .

Fundamental Restorative Practices

- **Restorative Mindset:** Focus on relationships and community, mutual respect and accountability and resolution through dialogue and conversation.
- **Restorative Language:** Questioning that focuses on the harm, “Who was affected by what happened?” I statements, nonviolent communication, and empathetic listening.
- **Circles:** Community circles that encourage proactive talking, building relationships, cultivating a sense of belonging, and resolving behavioral issues peacefully.
- **Classroom Practice:** Daily practices that develop strong relationships, providing opportunities for reflection and conflict resolution.
- **Restorative Conferences:** A structured meeting between all members involved in which consequences for serious misconduct are faced, accountability is established and repair work is initiated.

Office Referral Form

Our referral forms are used as a tracking system to provide data to our PBIS team. This data is housed in a system called SWIS (School-Wide Information System). During our monthly PBIS meetings we pull reports from SWIS that give us information on areas that require more intense teaching of expectations and identify students that may need additional support at the Tier 2 and 3 levels.



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: (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: _____
--	--

Office Use: Date entered/Staff initials _____ Date/Administrator initials _____ RVSD 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)

Determining Disciplinary Response

The Code of Conduct is intended to provide guidance to school staff in addressing student discipline issues to align with district policies and practices. Restorative practices will always be at the forefront of addressing misconduct, however there are instances and behaviors that require disciplinary action. In determining how to best address inappropriate behaviors and misconduct, it is necessary to evaluate all of the circumstances surrounding the issue.

The following facts must be considered prior to determining the appropriate disciplinary measures:

- The student’s age, skill level, cultural background, and maturity;
- The student’s disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and guidance intervention measures applied for each);
- The nature, severity and scope of the student’s behavior;
- Who, how and to what degree harm was done (including how the harmed individual(s) will be involved);
- The circumstances/context in which the student’s behavior occurred;
- The frequency and duration of the discipline incident;
- The social emotional status/needs of all persons involved in the behavior;
- The student’s IEP (Procedural Safeguards), BIP, and/or 504 Accommodation Plan, if applicable.

Minor Behaviors (Classroom Managed)	1st Response	2nd Response	3rd Response
Defiance Student refuses to comply with teacher request	<ul style="list-style-type: none">• Verbal Warning (Teacher)• Restorative Practices (Teacher)	<ul style="list-style-type: none">• Minor Referral• Parent Contact (Teacher)	<ul style="list-style-type: none">• Minor Referral• Parent Contact (Teacher)• Reteach Expectations
Disrespectful Student uses inappropriate expressions or gestures, ignoring, talking back, arguing with adult	<ul style="list-style-type: none">• Verbal Warning (Teacher)• Restorative Practices (Teacher)	<ul style="list-style-type: none">• Minor Referral• Parent Contact (Teacher)	<ul style="list-style-type: none">• Minor Referral• Parent Contact (Teacher)• Reteach Expectations
Disruption Student engages in blurting, out of seat, tossing objects, interruption to learning	<ul style="list-style-type: none">• Verbal Warning (Teacher)• Restorative Practices (Teacher)	<ul style="list-style-type: none">• Minor Referral• Parent Contact (Teacher)	<ul style="list-style-type: none">• Minor Referral• Parent Contact (Teacher)• Reteach Expectations
Inappropriate Language/Gestures Student engages in swearing, name calling, or inappropriate words/gestures	<ul style="list-style-type: none">• Verbal Warning (Teacher)• Restorative Practices (Teacher)	<ul style="list-style-type: none">• Minor Referral• Parent Contact (Teacher)	<ul style="list-style-type: none">• Minor Referral• Parent Contact (Teacher)• Reteach Expectations

Inappropriate Physical Contact Student engages in non-serious pushing, pulling, spitting, accidental hitting, horseplay)	<ul style="list-style-type: none"> • Verbal Warning (Teacher) • Restorative Practices (Teacher) 	<ul style="list-style-type: none"> • Minor Referral • Parent Contact (Teacher) 	<ul style="list-style-type: none"> • Minor Referral • Parent Contact (Teacher) • Reteach Expectations
Property Misuse Student marks or damages classroom objects or supplies- less than \$20	<ul style="list-style-type: none"> • Verbal Warning (Teacher) • Restorative Practices (Teacher) 	<ul style="list-style-type: none"> • Minor Referral • Parent Contact (Teacher) 	<ul style="list-style-type: none"> • Minor Referral • Parent Contact (Teacher) • Reteach Expectations
Theft Student is in possession of or responsible for removing someone's property (items of little value)	<ul style="list-style-type: none"> • Verbal Warning (Teacher) • Restorative Practices (Teacher) 	<ul style="list-style-type: none"> • Minor Referral • Parent Contact (Teacher) 	<ul style="list-style-type: none"> • Minor Referral • Parent Contact (Teacher) • Reteach Expectations

Major Behaviors (Office Managed)	1st Response	2nd Response	3rd Response
Major Defiance Student engages in 3 or more separate refusals to comply with teacher request in a day	<ul style="list-style-type: none"> • Parent Contact (Behavior Specialist) • Restorative Practices (Behavior Specialist) 	<ul style="list-style-type: none"> • Major Referral • Parent Contact (Principal/Behavior Specialist) • Behavior Plan Implementation 	<ul style="list-style-type: none"> • Major Referral • Parent Contact (Principal/Behavior Specialist) • Behavior Plan Implementation • Possible Suspension
Major Disrespectful Student engages in 3 or more separate incidents of minor disrespect in a day	<ul style="list-style-type: none"> • Parent Contact (Behavior Specialist) • Restorative Practices (Behavior Specialist) 	<ul style="list-style-type: none"> • Major Referral • Parent Contact (Principal/Behavior Specialist) • Behavior Plan Implementation 	<ul style="list-style-type: none"> • Major Referral • Parent Contact (Principal/Behavior Specialist) • Behavior Plan Implementation • Possible Suspension
Major Disruption Student engages in continuous blurting, throwing objects, screaming, or continuous interruption to learning	<ul style="list-style-type: none"> • Parent Contact (Behavior Specialist) • Restorative Practices (Behavior Specialist) 	<ul style="list-style-type: none"> • Major Referral • Parent Contact (Principal/Behavior Specialist) • Behavior Plan Implementation 	<ul style="list-style-type: none"> • Major Referral • Parent Contact (Principal/Behavior Specialist) • Behavior Plan Implementation • Possible Suspension
Inappropriate Abusive Language/Gestures Student delivers verbal messages that include swearing, racial, ethical or sexual, name calling, or use of words or gestures in an inappropriate way	<ul style="list-style-type: none"> • Parent Contact (Behavior Specialist/Principal) • Restorative Practices (Behavior Specialist) 	<ul style="list-style-type: none"> • Major Referral • Parent Contact (Principal/Behavior Specialist) • Behavior Plan Implementation 	<ul style="list-style-type: none"> • Major Referral • Parent Contact (Principal/Behavior Specialist) • Behavior Plan Implementation • Possible Suspension

Fighting, Physical Aggression, Assault Student engages in intentional serious physical contact where injury may occur: hitting, punching, hitting with an object, kicking, hair pulling, scratching.	<ul style="list-style-type: none"> • Parent Contact (Behavior Specialist/Principal) • Restorative Practices (Behavior Specialist/Principal) 	<ul style="list-style-type: none"> • Major Referral • Parent Contact (Principal/Behavior Specialist) • Behavior Plan Implementation 	<ul style="list-style-type: none"> • Major Referral • Parent Contact (Principal/Behavior Specialist) • Behavior Plan Implementation • Possible Suspension
Property Damage Student engages in major incident of property misuse that results in destruction causing damage that cannot be easily fixed or repaired-more than \$20	<ul style="list-style-type: none"> • Parent Contact (Behavior Specialist/Principal) • Restorative Practices (Behavior Specialist/Principal) 	<ul style="list-style-type: none"> • Major Referral • Parent Contact (Principal/Behavior Specialist) • Behavior Plan Implementation 	<ul style="list-style-type: none"> • Major Referral • Parent Contact (Principal/Behavior Specialist) • Behavior Plan Implementation • Possible Suspension
Theft Student is in possession of or responsible for removing someone's property (items of high or irreplaceable value)	<ul style="list-style-type: none"> • Parent Contact (Behavior Specialist/Principal) • Restorative Practices (Behavior Specialist/Principal) 	<ul style="list-style-type: none"> • Major Referral • Parent Contact (Principal/Behavior Specialist) • Behavior Plan Implementation 	<ul style="list-style-type: none"> • Major Referral • Parent Contact (Principal/Behavior Specialist) • Behavior Plan Implementation • Possible Suspension
Bullying Student engages in intentional aggressive behavior and the relationship has an imbalance of power	<ul style="list-style-type: none"> • Parent Contact (Behavior Specialist/Principal) • Restorative Practices (Behavior Specialist/Principal) 	<ul style="list-style-type: none"> • Major Referral • Parent Contact (Principal/Behavior Specialist) • Behavior Plan Implementation 	<ul style="list-style-type: none"> • Major Referral • Parent Contact (Principal/Behavior Specialist) • Behavior Plan Implementation • Possible Suspension
Possession of Weapon or Perceived Dangerous Object/Device	<ul style="list-style-type: none"> • Parent Contact (Principal) • Suspension pending Board Action • SRO/Law Enforcement Involvement • Possible Expulsion 	<ul style="list-style-type: none"> • Principal Parent Contact • Suspension pending Board Action • SRO/Law Enforcement Involvement • Possible Expulsion 	X
Threat Student engages in verbal or written language, gestures, images, or use of objects	<ul style="list-style-type: none"> • Parent Contact (Principal) • Suspension pending Board Action • SRO/Law Enforcement Involvement • Threat Assessment • Possible Expulsion 	<ul style="list-style-type: none"> • Principal Parent Contact • Suspension pending Board Action • SRO/Law Enforcement Involvement • Threat Assessment • Possible Expulsion 	X

*Teaching and administrative staff have the right to deviate from this matrix depending on the circumstances and variables identified.

* The building administrator has the final say in ramifications dealt.

Additional Board Policies & Information

From the Supervisor of Food Services:

We are happy to announce that during the 2025-2026 school year, we will offer FREE breakfast and lunch to all Buchanan Community Schools’ students. Your student(s) will be able to eat meals at school at no cost to you each day at school. Even though lunches will be provided at no cost, students will still be required to enter in their student ID numbers daily when getting lunch and breakfast. While this program allows all students to eat for free, it is important that parents still fill out the Free and Reduced lunch application unless they receive a letter from us stating that your students qualify for free or reduced meals by direct certification from the State of Michigan. Completing this form provides valuable information for more than just lunches and also affects other grants utilized by our district for personnel, supplies, and student services. Free and reduced applications are available at each school office, in each school cafeteria, and online.

ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

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 and ADA; Callie Campbell (Director of Special Education, 695-8442), Title IX and Title VI; Brian Pruett (Buchanan High School Principal, 695-8404) and Shelby Beasley (Buchanan Middle School Principal, 695-8406).

STUDENT DISCIPLINE [Policy #5206](#)

The Board of Education’s Student Discipline Policy in its entirety can be found in the Board Policy Library on the district’s website. The link to the library is:

<https://www.buchananschools.com/wp-content/uploads/2024/06/5206-Student-Discipline.pdf>

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.

UNLAWFUL DISCRIMINATION, HARASSMENT, AND RETALIATION AGAINST STUDENTS ([Policy #5202](#))

The District prohibits unlawful discrimination. This policy applies to all conduct occurring on school property, including in a classroom, elsewhere on school premises, on a school bus or other school related vehicle, at a school-sponsored activity or event whether or not its held on school premises, or conduct with a direct nexus to school.

A. Types of Unlawful Harassment

“Unlawful harassment” is verbal, written, or physical conduct that denigrates or shows hostility or aversion toward a student because of the student’s race, color, religion, sex (including pregnancy, gender identity, or

sexual orientation), national origin, disability, or any other legally protected class that has the purpose or effect of:

1. creating an intimidating, hostile, or offensive environment; or
2. unreasonably interfering with the student's ability to benefit from the District's educational programs or activities.

Race, color, and national origin harassment is prohibited by Title VI of the Civil Rights Act of 1964 and the Michigan Elliott-Larsen Civil Rights Acts. Race, color, and national origin harassment is unwelcome conduct based on a student's actual or perceived race, color, or national origin. Race, color, and national origin harassment can take many forms, including slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct. Under this policy, harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics, will be considered race, color, and national origin harassment.

Disability harassment is prohibited by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Michigan Persons with Disabilities Civil Rights Act. Disability harassment is unwelcome conduct based on a student's actual or perceived disability. Disability harassment can take many forms, including slurs, taunts, stereotypes, or name-calling, as well as disability motivated physical threats, attacks, or other hateful conduct.

Sex-based harassment is prohibited by Title IX of the Education Amendments of 1972 and the Michigan Elliott-Larsen Civil Rights Act. For the definition of sexual harassment under Title IX, see Policy #3118. Sex-based harassment prohibited by this policy includes harassment based on gender identity or sexual orientation. This policy also prohibits harassment of sexual nature that does not rise to the level of Title IX sexual harassment.

B. Reporting Requirements

District personnel must immediately report incidents of alleged unlawful discrimination, including incident that District personnel witness or about which they receive reports or information, regardless of whether the incidents are verbal, visual, or physical, and whether the incidents also constitute harassment, bullying, or hazing.

Any student who witnesses an act of unlawful discrimination is encouraged to report it to District personnel. No student will be retaliated against based on any report of suspected unlawful discrimination. A student may also anonymously report an incident of unlawful discrimination.

C. How to Report Unlawful Discrimination

If you or someone you know has been the victim of unlawful sex-based or any other type of unlawful discrimination, you may file a report with any District employee or with the Title IX Coordinator: Brian Pruett bpruett@buchananschools.com or Shelby Beasley sbeasley@buchananschools.com

If you or someone you know has been the victim of disability-based discrimination, you may file a complaint with Karin Falkenstein kfalkenstein@buchananschools.com

D. Consequences can result in imposing discipline, up to and including suspension or expulsion, consistent with policy 5206 and the student code of conduct.

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.

Anti Bullying Policy ([Policy #5207](#))

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.

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 a possible 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 are 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.

LOCKERS ([Policy #5102](#))

Lockers are District property and may be made available for student use. Lockers are assigned to students on a temporary basis, and District administration may revoke a student's locker assignment at any time. Students have no expectation of privacy in their lockers. The building principal or designee may inspect lockers without any particularized suspicion or reasonable cause and without advance notice.

SEARCH AND SEIZURE ([Policy #5103](#))

School officials may search a student and the student's belongings if they have reasonable suspicion that the search will reveal contraband or evidence of a violation of law, Board Policy, or rule. In rare cases, school officials may conduct a search without reasonable suspicion if there is an imminent threat of physical harm or death.

ELIGIBILITY TO RIDE THE BUS ([Policy #5802](#))

The District may provide student transportation to and from school. If the District provides student transportation to and from school, the District is not required to transport or pay for transportation for a student who lives within 1 mile of the student's school by the nearest traveled route.

Ottawa - All Ottawa students will be bussed.

Moccasin - Harlan/Elizabeth St. south to Front St. Chippewa St, east to Red Bud Trl.

Middle School - Harlan/Elizabeth St. South to Front St. Middle School east to Red Bud Trl.
High School - 4th St. south to Railroad St. Cemetery east to Claremont.

Only Preschool 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.

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 contacts.**
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.

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.

CONTROL OF NON CASUAL-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 staff have been exposed to the blood. Any testing is subject to laws protecting confidentiality.

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. The office is located at 109 Ottawa Street and the principal 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 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
6. Informal inquiries may be sent to the Family Policy Compliance Office via the following e-mail addresses: FERPA@ED.Gov and PPRA@ED.Gov
7. 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 Operations at 695-8400.

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.

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 service for not more than 100 hours; and/or fine of not more than \$2,000.

FIREARMS AND WEAPONS ([Policy #3408](#))

The District is a weapon-free school zone. Except as otherwise permitted by Policy or required by applicable law, a person may not possess a weapon on District property. Students and District personnel with knowledge that a person is in violation of this Policy should immediately report the violation to the building principal or designee. Violation of this Policy will result in discipline of students, employees, and contractors, up to and including expulsion or termination, removal from District property, and referral to law enforcement.

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

LIMITED ENGLISH PROFICIENCY

Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extra-curricular programs of the District. It is, therefore, the policy of this District that those students identified as having Limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular programs offered by the District. Parents should contact the building principal to inquire about evaluation procedures and programs offered by the district

Ottawa Elementary Parent Involvement Policy

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.”

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. 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).

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 (Parent Square, 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 a communication folder as well as the other ways of communication listed previously. 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 a school wide parent/teacher/child compact.
- 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.

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:

- Communicate the importance of positive relationships between parents and their children.
- 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, RAM., Lions Club, etc,
- Reach out to all families, not just those who attend parent meetings.
- Provide an accessible parent/family information and resource center through the school counselor to support parents and families with training, resources, and other services.
- Demonstrate respect for families and the family's primary role in the rearing of children to become responsible adults. Honor family culture.
- Provide other reasonable support for parental involvement as parents may request such as child care, transportation, and translation.
- 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:

- Seek and encourage parent participation in decision-making that affects students
- Inform parents of the expectations for students in each subject at each grade level through the report cards and P/T conferences.

- Provide information regarding how parents can foster learning at home, give appropriate assistance, monitor homework completion, and give feedback to teachers.
- Sponsor workshops or distribute information to assist parents in understanding how students can improve skills, get help when needed, and meet expectations.
- Sponsor workshops or distribute information to assist parents in understanding how students can improve skills, get help when needed, and meet class expectations.
- Provide test data and interpretation meetings to allow parents to ask questions.
- 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.
- 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.
- Encourage parents to listen to their child read or read aloud with their child.
- Encourage older students to 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:

- Ensure that office staff greeting, signage near entrances and any other interaction with parents create a climate in which parents feel valued and welcome.
- 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.
- Develop a system for contacting all parents to assist as the year progresses.
- Design opportunities for those with limited time and resources to participate by addressing child care, transportation, work schedule needs, translations, and so forth.
- Show appreciation for parents' participation via newsletters, thank you notes, etc.
- Educate and assist staff members in creating an inviting climate and effectively utilizing volunteer resources.
- Ensure the volunteer activities are meaningful and built on volunteer interests and abilities.
- Encourage all parents to participate in various activities

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:

- The school improvement plan
- The annual review of the PIP (Parent Involvement Policy)
- Title 1 Program evaluation
- Title 1 Advisory committee
- GSRP Preschool Advisory committee
- District-wide committees
- Participation in PTO
- Finding solutions with the district staff to address problems and find solutions

The Ottawa Staff will:

- 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
- Encourage the parent organization to identify and respond to issues of interest to parents.
- 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.
- Provide parents with current information regarding school policies, practices, and both student and school performance data.
- Enable parents to participate as partners when setting school goals, developing or evaluating programs and policies or responding to performance data.
- Encourage and facilitate active parent participation in the decisions that affect students, such as student placement.
- 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:

- Distribute information regarding cultural, recreational, academic, health, social, and other resources that serve families within the community as needed.
- 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.
- Foster student participation in community service.
- Involve community members in school volunteer programs.
- Disseminate information to the school community, including those without school-age children regarding school programs and performance.
- Collaborate with community agencies to provide family support services and adult learning opportunities, enabling parents to more fully participate in activities that support education.
- Inform staff members of the resources available in the community and strategies for utilizing those resources.
- 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).

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 plan.

**OTTAWA ELEMENTARY STUDENT/PARENT/TEACHER COMPACT
2025-2026**

Student Name: _____

Date: _____

STUDENT AGREEMENT

It is important that I work to the best of my ability. Therefore I shall strive to do the following:

- ✓ Come to school ready to learn and follow the Buck 3 (Be Respectful, Be Responsible, Be Safe)
- ✓ Finish my school work on time and participate in classroom and school activities
- ✓ Follow all the school rules
- ✓ Respect others and their belongings
- ✓ Do my part in keeping my school clean and safe
- ✓ Set aside a regular time and place each night to complete homework
- ✓ Do my part in carrying communication between home and school
- ✓ Use technology (laptop, headphones) and school property safely and appropriately

STUDENT SIGNATURE: _____

TEACHER AGREEMENT

It is important that students achieve. Therefore, I shall strive to do the following:

- ✓ Provide teaching and leadership to ensure a safe learning environment
- ✓ Demonstrate caring and concern for each student
- ✓ Make efficient use of academic learning time
- ✓ Use special activities in the classroom to celebrate learning
- ✓ Provide positive communication between parents, students, and teachers
- ✓ Communicate monthly regarding classroom learning activities and home support ideas
- ✓ Encourage students/parents by providing timely information about student academic/ social progress
- ✓ Provide positive discipline through the Buck 3 to ensure appropriate behavior within the school environment

TEACHER SIGNATURE: _____

PARENT AGREEMENT

It is important for my child to be successful. Therefore, I shall strive to do the following:

- ✓ Provide an extra change of clothes for bathroom accidents to be kept at school in the locker every day
- ✓ Ensure my child is on time and attends school regularly
- ✓ Support the school in its efforts to maintain proper discipline through the Buck 3
- ✓ Encourage my child's effort to do his/her best
- ✓ Remain aware of what my child is learning throughout the year
- ✓ Attend parent teacher conferences, school functions, and Parent Teacher Organization meetings
- ✓ Communicate with teachers and/or school officials through Class Tag, email or handwritten communication
- ✓ Establish a time for sharing daily school experiences and/or completing homework
- ✓ Show the importance of reading by reading with my child and letting my child see me read
- ✓ Provide a Buchanan District Library card for my child
- ✓ Review district handbook online

PARENT SIGNATURE: _____

**This commitment is made to work as a team in providing the best learning environment.
Please read this with your child, sign and return to school**

Revised May 2021

