



# OLD MISSION PENINSULA SCHOOL

## REGULAR MEETING OF THE BOARD OF DIRECTORS AMENDED AGENDA

Friday, August 21, 2020 at 8:30 a.m.

Via Zoom at:

<https://zoom.us/j/6382772649?pwd=dUExaW5YckVKMDZqeFB5NnhYNFhqZz09>

Meeting ID: 638 277 2649

Passcode: 3SherD

*This meeting is a meeting of the Board of Directors in public for the purpose of conducting the Academy's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in agenda items 4 and 11.*

1. CALL TO ORDER
2. ROLL CALL
3. APPROVAL OF THE AGENDA
4. PUBLIC COMMENT ON AGENDA ITEMS
5. MEETING MINUTES
  - a. August 7, 2020 Special Meeting Minutes
6. OMPEF UPDATE
7. OMPS PTO UPDATE
8. GVSU REPORT
9. MANAGEMENT REPORT(S)
  - a. Leadership Report
10. BUSINESS
  - a. Michigan Charter Schools Grant Report
  - b. Monthly Financial Reports
  - c. Committee Reports
  - d. OMPS Preschool Update
  - e. Amendment to 2020-2021 School Calendar  
Action Amendment to 2020-2021 School Calendar
  - f. Amendment to COVID-19 Preparedness and Response Plan  
Action Item: Approve Amendment to COVID-19 Preparedness and Response Plan
  - g. OMPS K12 Online Program Course Catalog  
Action Item: Approve K12 Online Program Course Catalog
  - h. Board Policy Update
  - i. OMPS Student Handbook 20-21  
Action Item: Approve OMPS Student Handbook 20-21
  - j. Approve OMPS K12 Online Program 2020-2021 Seat Schedule  
Action Item: Approve OMPS K12 Online Program 2020-2021 Seat Schedule
11. PUBLIC COMMENT ON NON-AGENDA ITEMS
12. ADJOURNMENT

NEXT MEETING: September 18, 2020 8:30 a.m.

The Academy shall make reasonable accommodation for a person with disabilities to be able to participate in this meeting. Individuals requiring special accommodation to attend this meeting should contact the School Office at least 72 hours prior to the meeting.

The School has provided public notice of this meeting by posting it at the entrance of Old Mission Peninsula School.

Minutes of all board meetings are available after approval by the Board at:

Old Mission Peninsula School, 2699 Island View Road, Traverse City, MI 49686 Phone: (231) 252-0225

# OLD MISSION PENINSULA SCHOOL

## Special Board Meeting – Minutes

Friday, August 7, 2020 8:30am

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Meeting held at:

Via Zoom at

<https://zoom.us/j/6382772649?pwd=dUExaW5YckVKMDZqeFB5NnhYNFhqZz09>

Meeting ID: 638 277 2649 Passcode: 3SherD

### 1. CALL TO ORDER

Amanda Igra called the meeting to order at 8:30 a.m.

### 2. ROLL CALL

Roll call was held.

The following board members were present: Amanda Igra (President), Becky Seah (Vice-President), Susie Shipman (Secretary/Treasurer), Jen Coleman, Mike Smiley and Mike Jager.

Non-Board Members Attending:

Danielle Clayton and Renee Kolle, OMPS Co-Principals

### 3. APPROVAL OF THE AGENDA

Motion made by Coleman and supported by Seah to approve the agenda as presented.

Roll call vote: Igra: yes, Seah: yes, Shipman: yes, Coleman: yes, Jager: yes, Smiley: Yes. The motion was approved.

### 4. PUBLIC COMMENT ON AGENDA ITEMS - None

### 5. MEETING MINUTES

#### a. July 17, 2020 Regular Meeting Minutes

Motion made by Seah and supported by Smiley to approve the July 17, 2020 Special Meeting Minutes as presented.

Roll call vote: Igra: yes, Seah: yes, Shipman: yes, Coleman: yes, Jager: yes, Smiley: Yes. The motion was approved.

### 6. BUSINESS

#### a. COVID-19 Response Plan

Igra thanked Kolle, Clayton and the support crew from NCSI who have helped build the plan for the coming school year.

Action Item: Resolution Approving the COVID-19 Preparedness and Response Plan and Approval of Charter Contract Amendment

Motion by Shipman and supported by Smiley to approve the Resolution Approving the COVID-19 Preparedness and Response Plan and Approval of Charter Contract Amendment

Roll call vote: Igra: yes, Seah: yes, Shipman: yes, Coleman: yes, Jager: yes, Smiley: Yes. The motion was approved.

#### b. Lunch Program 2020-2021

Shipman explained that once the COVID-related mitigation measures for handling the school lunch program started to be developed with a focus on a boxed hot and cold lunches being delivered to individual classrooms, it did not seem feasible to meet those needs and stay within budget under the GTACS program for hot lunches of the last two years.

# OLD MISSION PENINSULA SCHOOL

Special Board Meeting – Minutes

Friday, August 7, 2020 8:30am

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Shipman reached out to Chef Theresa Corcoran to ask about various options to meet the safety guidelines and the outcome was that a custom menu for OMPS suited to boxing was determined to be feasible. Shipman asked if Corcoran would be interested in helping put this together for OMPS.

Shipman reported that the Finance Committee had a detailed discussion of the lunch program costs and recommended moving forward with a separate OMPS lunch program vs. continuing with GTACS. Shipman asked for board discussion and consensus on direction.

Board consensus was that the custom option was the preferred direction and that Shipman could inform GTACS of the need (given COVID) to not enter into a hot lunch contract with them for the coming year.

## 7. PUBLIC COMMENT ON NON-AGENDA ITEMS

Jen Coleman: Wants to thank teachers and staff for all of the work being done behind the scenes to prepare for the coming year.

Shipman notes that there is a regular board meeting on August 17<sup>th</sup> and that the COVID-19 Plan will be posted on the website following this meeting.

Scott Gorman: Is interested in learning more about options for online or hybrid student instruction.

## 8. ADJOURNMENT

Motion to adjourn made by Shipman and supported by Seah.

Roll call vote: Igra: yes, Seah: yes, Shipman: yes, Coleman: yes, Jager: yes, Smiley: Yes. The motion was approved.

The meeting was adjourned at 8:45 a.m.

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Board Secretary

**Old Mission Peninsula School  
Balance Sheet  
For the Quarter Ended  
June 30, 2020  
\*unaudited\***

**ASSETS**

Cash	\$	96,243
Accounts receivable		343,055
Prepaid expenses		3,000
		<hr/>
Total Assets	\$	442,298
		<hr/> <hr/>

**LIABILITIES & NET ASSETS**

Liabilities:

Accounts payable	\$	142,505
Other Liabilities		99,099
		<hr/>
Total Liabilities		241,604

Fund Balance:

Restricted		-
Unrestricted		200,694
		<hr/>
Total Fund Balance		200,694
		<hr/>

Total Liabilities and Fund Balance	\$	442,298
		<hr/> <hr/>

**Old Mission Peninsula School**  
**Financial Information**  
For the Fourth Quarter Filing  
June 30, 2020  
\*unaudited\*

	General Fund			Food Service Fund		
	Board Approved Budget		Remaining Budget	Board Approved Budget		Remaining Budget
	Actual	(June, 2020)		Actual	(June, 2020)	
Revenue:						
Local	263,719	262,324	(1,395)	27,540	27,670	130
State	1,437,866	1,347,597	(90,269)	-	-	-
Federal	185,080	357,371	172,291	-	-	-
Transfers	-	-	-	27,048	21,496	(5,552)
<b>Total Revenue</b>	<b>1,886,665</b>	<b>1,967,292</b>	<b>80,627</b>	<b>54,588</b>	<b>49,166</b>	<b>(5,422)</b>
Expenditures:						
Instruction	912,314	1,009,928	97,614	-	-	-
Added needs	95,377	100,067	4,690	-	-	-
Improvement of Instruction	95,827	229,652	133,825	-	-	-
General administration	74,374	77,000	2,626	-	-	-
School administration	225,587	232,841	7,254	-	-	-
Business service	26,005	30,881	4,876	-	-	-
Debt service	-	-	-	-	-	-
Operations and maintenance	220,376	221,475	1,099	-	-	-
Community Service	-	-	-	-	-	-
Central support	34,751	36,576	1,825	-	-	-
Technology	6,944	7,325	381	-	-	-
Food service expenses	-	-	-	54,588	49,166	(5,422)
Transfers	27,048	21,496	(5,552)	-	-	-
<b>Total Expenditures</b>	<b>1,718,603</b>	<b>1,967,241</b>	<b>248,638</b>	<b>54,588</b>	<b>49,166</b>	<b>(5,422)</b>
Net	168,062	51	(168,011)	-	-	-
Fund Balance, July 1, 2019	32,632	32,201	(431)	-	-	-
Projected Fund Balance, June 30, 2020	200,694	32,252	(168,442)	-	-	-

\*unaudited

**OLD MISSION PENINSULA SCHOOL  
WALKFORWARD BETWEEN BUDGET AND ACTUAL  
PRELIMINARY 1920 FINANCIAL RESULTS**

<b>Final amended profit</b>	<b>\$</b>	<b>51 FINAL BUDGET</b>
Increase to profit for reduction in State Aid cut	\$	95,150
Increase in miscellaneous revenues	\$	1,500
Change in pay periods due to shift in providers	\$	45,000
Miscellaneous other expenses which came in below budget:		
Aide / sub hours below projection	\$	10,000
Change in authorizer fee due to change in State Aid	\$	3,000
Less legal than anticipated	\$	4,000
Less business services than anticipated	\$	4,000
Other miscellaneous expenses (budget cushion)	\$	<u>5,300</u>
<b>Actual results</b>	<b>\$</b>	<b>168,001 ACTUAL</b>

STATE OF MICHIGAN  
2019-2020 State Aid Financial Status Report  
Payment Dated: 08/20/2020

District: 28900    ISD: 28

Old Mission Peninsula School

State Aid Membership	169.62
General ED K-12	168.87
Supplemental 2020	168.25
Fall 2019	169.48
Special ED K-12 Sec 52	0.75
Supplemental 2020	0.75
Fall 2019	0.75
Special ED K-12 Sec 53	0.00
Supplemental 2020	0.00
Fall 2019	0.00

FY 2020 Foundation	8,111.00
FY 1995 Foundation	4,822.94

Local Revenue Per GE	0.00	Special Ed. Costs	72,313.00
Local Revenue Per Membership	0.00	Special Ed. Transp. Costs	0.00

**CURRENT YEAR ALLOWANCES**

		Amount	Pct to Date	Previous Amts	Current Amt
51c	SPEC ED HEADLEE OBLIGATION	20,691.50	100.00 %	18,808.57	1,882.93
22b	DISCRETIONARY PAYMENT	551,637.49	100.00 %	501,438.48	50,199.01
22b	PSA PROTECTED	818,067.08	100.00 %	743,622.98	74,444.10
11p	CORONAVIRUS RELIEF FUNDS	59,367.00	100.00 %	0.00	59,367.00
11d	SAF REVENUE SHORTFALL REDUCTION	(29,683.50)	100.00 %	0.00	(29,683.50)
31A	AT RISK	19,326.39	100.00 %	17,567.69	1,758.70
41	BILINGUAL EDUCATION	1,603.00	100.00 %	1,455.88	147.12
103(2)	DISTRICT COVID COSTS	2,089.70	100.00 %	2,090.04	(0.34)
35a(5)	EARLY LITERACY TARGETED INSTRUCTIO	5,462.00	100.00 %	4,964.96	497.04
152a	HEADLEE OBLIGATION FOR DATA COLLEC	4,372.84	100.00 %	3,975.56	397.28
51f	SPECIAL EDUCATION COST REIMBURSEM	1,652.97	100.00 %	1,502.55	150.42
19.7	FAIL TO SUBMIT REP (DEDUCT)	0.00	0.00 %	0.00	0.00
		\$1,454,586.47		\$1,295,426.71	\$159,159.76



STATE OF MICHIGAN  
 2019-2020 State Aid Financial Status Report  
 Payment Dated: 08/20/2020

<b>PRIOR YEAR ADJUSTMENTS</b>		Amount	Pct to Date	Previous Amts	Current Amt
51c	2019 SPEC ED HEADLEE OBLIGATION	20,691.50	100.00 %	20,691.50	0.00
22b	2019 DISCRETIONARY PAYMENT	(5,824.54)	100.00 %	(5,824.54)	0.00
		<u>\$14,866.96</u>		<u>\$14,866.96</u>	<u>\$0.00</u>
<b>SUBTOTALS</b>		\$1,469,453.43		\$1,310,293.67	\$159,159.76

**OTHER CURRENT YEAR CALCULATION INFORMATION**

20	FOUNDATION GRANT (State PP: \$8,111.00)				1,369,704.57
51a.2	SPECIAL ED FOUNDATION (SEC 52)				6,083.25
51a	SPECIAL EDUCATION (Categorical Amount)				14,608.25
					<u>\$1,390,396.07</u>

**SUMMARY OF REGULAR PAYMENTS**

10/21/2019	\$125,951.72	11/20/2019	\$125,948.32	12/20/2019	\$53,171.94
01/21/2020	\$141,982.80	02/20/2020	\$151,004.65	03/20/2020	\$127,024.19
04/20/2020	\$126,626.69	05/20/2020	\$129,333.69	06/22/2020	\$129,333.46
07/20/2020	\$131,422.28	08/20/2020	\$159,159.76		

**SUPPLEMENTAL PAYMENTS**

12/17/2019	GAX-30776	19.7	FAIL TO SUBMIT REP (DEDUCT)	\$68,493.93
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**STATE AID FOUNDATION SUPER BLEND CALCULATION**

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	New Formula		Old Formula	
19/20 Count	169	75%	169	10%
20/21 Count	160	25%	160	90%
Total student count	166.75		160.9	
Per pupil foundation	\$ 7,961.00		\$ 7,961.00	
	\$ 1,327,496.75		\$ 1,280,924.90	
Additional revenue due to change in formula:			<b>\$ 46,571.85</b>	

**Old Mission Peninsula School**  
**Monthly Summary, 20-21 School Year**  
**As of July, 2020**

<u>Balance Sheet</u>		<u>Comments</u>
Cash	50,716	
Receivables	235,686	
Assets	286,402	
Accounts payable	29,467	See detailed attachment
Credit card payable	-	
Other current liabilities	2,849	Accrued authorizer fee
Fund Balance	254,086	
Liabilities & Fund Balance	286,402	
 <u>Income Statement</u>		
Revenues	136,087	See detailed attachment
Expenditures	81,817	See detailed attachment
Increase (Decrease)	54,270	
 <u>MONTHLY CASH ACTIVITY:</u>		
Cash in	240,304	
Cash out	265,962	
Net increase (decrease) in cash	(25,658)	
 <u>Other important transactions to report</u>		
None		

Old Mission Peninsula School  
Budget v. Actual Comparison, 20-21 School Year  
July, 2020

GENERAL FUND	1/12	or	8.33%	of the way through the FISCAL year
Category	ORIGINAL Budget	ACTUAL	% of CURRENT	Comments
<b>REVENUES</b>				
Local Revenues	92,237	(199)	-0.22%	
State Revenues	1,149,520	101,820	8.86%	
Federal Revenues	315,921	34,466	10.91%	
Total Revenues	<u>1,557,678</u>	<u>136,087</u>	8.74%	
<b>EXPENDITURES</b>				
Instruction	762,463	5,994	0.79%	
Special Education	99,721	-	0.00%	
Instructional Support Services	143,695	-	0.00%	
General Administration	58,566	8,077	13.79%	Audit costs charged currently
School Administration	171,050	9,059	5.30%	
Business Services	34,537	1,985	5.75%	
Operations / Maintenance	176,036	5,239	2.98%	
Central Support	71,074	233	0.33%	
Technology	11,500	51,231	445.49%	Purchase expected to be made in 19/20
Debt Service	11,500	-	0.00%	
Food service	17,500	-	0.00%	
Total Expenditures	<u>1,557,642</u>	<u>81,817</u>	5.25%	
Net increase (decrease)	<u>\$ 36</u>	<u>\$ 54,270</u>		

**Old Mission Peninsula School**  
**Budget v. Actual Comparison CHARTER SCHOOL GRANT, Grant period to date**  
**As of July, 2020**

Total budget:	\$ 650,000.00	
Spent to date:	\$ 236,941.00	<i>See below for</i>
Open Purchase Orders	<u>\$ 157,612.00</u>	<i>breakdown</i>
 MONIES TO SPEND BY END OF GRANT	 \$ 255,447.00	

**Detail of monies spent:**

	<u>BUDGET</u>	<u>SPENT TO DATE</u>	<u>AVAILABLE</u>
Supplies and Furniture	126,481.00	26,492.00	99,989.00
Library	36,364.00	-	36,364.00
Curriculum	138,931.00	40,856.00	98,075.00
Wall build	7,860.00	7,856.00	4.00
Technology	243,416.00	144,347.00	99,069.00
Audit, admin and grant mgt costs	46,698.00	16,248.00	30,450.00
Trainings and conferences	<u>50,250.00</u>	<u>1,142.00</u>	<u>49,108.00</u>
	650,000.00	236,941.00	413,059.00

**Old Mission Peninsula School**  
**A/P Aging Summary**  
As of July 31, 2020

	Current	1 - 30	31 - 60	61 - 90	91 and over	Total
Alan Kierczynski	69.27					69.27
Charter Communications	204.97					204.97
CS3 Law		2,076.50				2,076.50
DTE Energy	86.99					86.99
Konica Minolta Business Solutions-All Covered	12,568.80	0.00	0.00			12,568.80
National Charter School Institute					12,000.00	12,000.00
Staples Business Credit		53.08				53.08
Veritas Accounting	1,985.00					1,985.00
VSC, Inc.	422.00					422.00
<b>TOTAL</b>	<b>\$ 15,337.03</b>	<b>\$ 2,129.58</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>	<b>\$ 12,000.00</b>	<b>\$ 29,466.61</b>

# 2020-2021 School Calendar



## OLD MISSION PENINSULA SCHOOL

2699 Island View Rd.  
Traverse City, MI 49686  
(231) 252-0225

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Sep 7	Labor Day
Sep 8	First Day of School
Oct 7	Fall Count Day
Oct 12 & 14	Fall P/T Conferences
Oct 16	No school, Post-Conference Break
Nov 25-27	No school, Thanksgiving Break
Dec 23-Jan 1	No school, Winter Break
Jan 18	No school, Martin Luther King, Jr. Day
Feb 10	Spring Count Day
Feb 15	No school, Presidents' Day
Mar 15 & 17	Spring P/T Conferences
Mar 19	Spring P/T Conference Break
Mar 29-Apr 5	No school, Spring Break
May 31	No school, Memorial Day
Jun 16	Last Day of School
Jun 17-18	Make-up days for inclement weather

### Report Cards:

Dec 11

Mar 22

Jun 23

### Category of Events

January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

March 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

180 Days of instruction

School Closed  
 First & Last Day of School

End of Trimester  
 Report Cards

Count Day  
 Parent Teacher Conferences

Inclement Weather Make



# OLD MISSION PENINSULA SCHOOL

## **Old Mission Peninsula School - COVID-19 Preparedness and Response Plan**

Address of School District: 2699 Island View Road, Traverse City, MI 49686

District Code Number: 28900

Building Code Number(s): 03331

District Contact Person: Danielle Clayton

District Contact Person Email Address: [d.clayton@ompschool.org](mailto:d.clayton@ompschool.org)

Local Public Health Department: Grand Traverse County Health Department, Andrew Waite

Local Public Health Department Contact Person Email Address: [schoolscovid19@gtchd.org](mailto:schoolscovid19@gtchd.org)

Name of Intermediate School District: TBAISD

Name of Authorizing Body: Grand Valley State University

Date of Adoption by Board of Directors:





# OLD MISSION PENINSULA SCHOOL

## Assurances

- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was last present at the Academy.
- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order, and has adopted a Workplace Preparedness Plan. A copy of this plan is attached.
- The Academy will be or is closed to in-person instruction when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.
- The Academy's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.
- The Academy will comply with guidance from the United States Department of Education, including its Office of Civil Rights and office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- The Academy will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement if applicable.
- The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

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President of the Board of Directors

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Date



# OLD MISSION PENINSULA SCHOOL

## **Introduction and Overview**

Old Mission Peninsula School is three years old with approximately 160 students in grades K-6 and 18 staff members. In September, the OMPS is adding a preschool component. OMPS has an engaged Board, a committed Foundation, a dedicated Staff, and strong Community support. The development of this Preparedness and Response Plan is in direct correlation with the mission of Old Mission Peninsula School: Provide an active, meaningful, and challenging educational community where learning is collaborative and accessible to all students and is focused on continuous academic improvement and social and character growth. Collaborative and accessible learning for all students, as well as a strong academic program which instills confidence and character development, is at the heart of all decision making. This was demonstrated during the spring building closure when the staff moved into a remote learning status and worked collaboratively to provide a robust learning experience for all students. They used continuous, anecdotal feedback; student assessment; and parent surveys to support decision making during that time. The OMPS Administration and Staff will continue with this model if moved into a remote learning experience in Phase 1, 2, or 3 of the 2020-21 school year.

When the school was closed on March 13, 2020, Old Mission Peninsula School Administration and Staff immediately moved into a continuity of services plan. At the early elementary level, educators prepared and distributed packets to students. At the upper elementary level, educators used SeeSaw and Google Classroom to continue their instruction. At all levels, educators continued their contact with students and family through weekly Zoom and Google meetings. These experiences provided anecdotal data and were followed up with parent surveys which provided input for continuous improvement in academic delivery.

In preparation for the 2020-21 school year, the Old Mission Peninsula Board and Administration continued to fulfill the orders for materials made possible through the FY2018 Expanding Opportunity Through Quality Charter Schools Program (CSP) grant. The awarding of this grant enabled OMPS to enhance their technology enabling them to provide 1:1 computer access for students. Securing these tools strengthens OMPS's opportunity to further develop offerings for an online program for families who prefer such an option in Phases 4 and 5. Additionally, in July, parents were surveyed to enhance administration's understanding of parental interest in educational options; and, the building administration worked with other seasoned administrators as well as the National Charter Schools Institute in developing a preparedness plan that will maximize the potential of the OMPS Charter.

It is the intention of the Old Mission Peninsula School Board, Administration, and Staff to implement all of the strongly recommended protocols in the MI Safe Start Roadmap while



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continuing to use the best information and guidance from the State of Michigan Health Department, Department of Education, and the CDC.

**As of August 10, 2020**, we still plan on going back to school face-to-face as is allowable in Phase 5, however, we are implementing a **“soft start” to the school year**. We felt this would meet the mental health needs of staff and students who will need to get used to the new procedures and policies set forth by the roadmap. Students and staff will be wearing masks and with a soft start, everyone can build up their tolerance of doing so. Our soft start means that the first week of school students will be at school two days face-to-face, and two days will be virtual learning. Weeks two and three will have students face-to-face three days per week and two days with virtual learning. Once week four arrives, students will be in school face-to-face for five days a week.



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## Plan for Operating during Phases 1, 2 or 3 of the Michigan Safe Start Plan

### **Phase 1, 2, or 3 Safety Protocols**

#### Spacing and Movement

During Phases 1, 2, or 3, Old Mission Peninsula School will remain closed. However, the Administration and the Office Manager will be available in the building to assist staff with access to materials, facilitate cleaning protocols, and provide parents with the most current information relative to academic programming. Teachers will be able to access their own space for the purpose of developing their online content.

In the event Old Mission Peninsula School in-person instruction is halted, the preschool will remain open. Lack of online learning opportunities for this age group is prohibitive of quality instruction. Additionally, with all other grade levels out of the building, there will be more space to social distance and keep students safe while giving them the human interaction they need at that age. The preschool staff will wear masks at all times, students will be taught proper handwashing techniques, and supplies to support healthy hygiene will be available. The OMPS Preschool Program is licensed under LARA Child Care Licensing. The current license with LARA for the before and after care program includes the preschool component. LARA provides a COVID guidance document which enables child care operators to remain open even if schools go to remote instruction. Therefore, if OMPS is shut down because of a Phase 1, 2, or 3 designation; under OMPS licensing, the academy will continue to provide child care.

#### Hygiene

During Phase 1, 2, and 3, the preschool program will follow all of the safety protocols spelled out in the Phase 4 section of this document. The preschool staff will be required to wear masks at all times. The preschool students will wear masks into and out of the building. All will be required to observe social distancing guidelines. Hand washing will be taught and modeled throughout the school day.



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## Screening Students

Again, preschool students and staff will follow all of the safety protocols spelled out in Phase 4 of this document. Old Mission Peninsula School will cooperate with the local public health department regarding implementing protocols for screening students and faculty and staff. Families will be asked to check their child's temperature at home every morning using oral, tympanic, or temporal scanners. Students with a temperature should stay home and consider coronavirus testing if symptoms of COVID-19 are present. Families are also encouraged to monitor their children for symptoms of COVID-19. The presence of any COVID-19 symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.

The school will designate a room as the quarantine area for any student or faculty and staff member who become ill at school. Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a facial covering until they can be picked up. A school faculty/staff member caring for these individuals should wear a facial covering. Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC Guidelines.

Faculty/staff must conduct daily self-examinations, including a temperature check, prior to coming to work. If a staff member exhibits any respiratory or gastrointestinal symptoms, or have a temperature, he/she should stay home. Faculty/staff must communicate with administration regarding any absence from school.

## Responding to Positive Tests Among Staff and Students

The leadership team will notify local health officials, staff and students immediately of any possible cases of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. The local health department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine. OMPS understands that student communicable disease related information is protected health information. An employee with a confirmed case of COVID-19 should only return to the workplace after he/she is no longer



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infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.

## Food Service, Gathering and Extracurricular Activities

The Old Mission Peninsula School Food Services team will use the facility to prepare and to distribute food to eligible families. Information regarding the offerings, time schedules, and protocols for distribution will be disseminated through the Main Office.

All inter-school activities will be discontinued and all after-school activities are suspended. There will be no gatherings at the school.

## Athletics

There will be no athletic programs.

## Cleaning

The custodial staff will participate in the Smart Schools training modules entitled Coronavirus Awareness and Coronavirus: Cleaning and Disinfecting Your Workplace.

The building will be maintained in functional order. However, areas used on a daily basis by the preschool staff and students will be cleaned at least three times a day. Soap, hand sanitizer, paper towels, and tissues will be replenished throughout the day and restrooms will be stocked and cleaned. All other building maintenance will continue as designated by the Old Mission Peninsula School annual maintenance plan.

## Busing and Student Transportation

There will be no bussing available during a Phase 1, 2, or 3 shut down.

## **Phase 1, 2, or 3 Mental & Social-Emotional Health**

The goal for the Old Mission Peninsula School Staff is to have contact with students preferably on a daily basis, but no less than 2 times a week. The purpose of such contact is to assess the



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academic needs of the students as well as the social-emotional mental health. If a staff member becomes concerned about a student and/or family, the staff member is directed to share his/her concern with a designated, trained OMPS Staff member. If the concern needs to be taken to another level, the OMPS Staff member will contact the Administration and/or their ISD colleague.

Additionally, the Old Mission Peninsula School will post on its Web site contact information for their trained staff member, the Administration, and a hotline number through which a family can request support.

Capturing Kids' Hearts is a training that will focus on tending to the social-emotional needs of students and educators. Educators will participate in a one day virtual training session prior to the first day of school.

The Administration will keep parents updated as information from the State of Michigan and the Michigan Health Department becomes available regarding Michigan's standing within the MI Safe Start phases. These communications will be via email and Web site postings.

## **Phase 1, 2, or 3 Instruction**

### Governance

The Old Mission Peninsula School Administration is responsible for the development, assessment, and revision of remote learning plans. The Administration is also responsible for communicating the plan to parents and other involved stakeholders. Administrators will follow the Continuity of Learning Plan submitted in April.

### Remote Instruction

During Phase 1, 2, or 3, Old Mission Peninsula Faculty will be addressing the State of Michigan Curriculum and Content Standards through Seesaw as the delivery platform. Seesaw is a digital portfolio/platform for student engagement and sharing information. Teachers can empower students to create, reflect, share and collaborate through photos, videos, drawings, text and links



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to resources using Seesaw. There are synchronous and asynchronous options that will be utilized by teachers to deliver instruction. Teachers can incorporate video lessons with live streaming to enhance their delivery. Seesaw has a library of activities that both teachers and/or families can access for academic support.

Through the purchase of new Chromebook computers, OMPS is prepared to offer 1:1 computer access. The protocols for distribution of the Chromebooks will be disseminated to parents via email, Facebook, and phone contact. If additional materials are needed, individual faculty members will have access to the building to provide such materials if/when necessary.

Fortunately, individuals without access to broadband are very limited within the OMPS family. That being said, those who do not have access will be assisted on an individual basis and arrangements will be made to support the needs of those students. We are investigating the purchase of hot spots for students that do not have access to internet service.

When dealing with remote learning in the spring, faculty members were in constant communication with parents and students. Through this communication, the faculty learned that multiple platforms for delivery of the curriculum were difficult for families to manage. Therefore, the faculty is concentrating on Seesaw as the only platform and utilizing supplemental programs within that platform instead of introducing additional platforms to families. Also, faculty found it difficult to engage lower elementary students in remote learning. Faculty research found Seesaw to have the most robust offerings of supplemental programs to support early elementary learning. Finally, faculty provided contact with students one to two days a week. As faculty worked through the spring session, the request was for the number of contacts to be increased. Planning for future closures now includes recommendations for increased student contact throughout a school week.

If there is a need for additional supplemental materials, daily/weekly communications with students and parents will provide the faculty member with an understanding of needs which will be addressed on an individual basis. Students who need additional support due to their individualized education plan will have the support of their special education teacher as well as their classroom teacher. Additional support materials will be supplied through the main office upon the recommendations of faculty members involved.

## Communication & Family Supports





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Fortunately, English is the primary language for all Old Mission Peninsula families. The Administration is responsible for continuous updates regarding school closing, reopening, and the phases identified by the State for our zone. The Web site, and Facebook, will be used to communicate this information. Seesaw, the designated online platform, includes grade-specific activities and strategies that parents can use to support their child. A Seesaw “how to” video for parents will be posted on the Old Mission Peninsula’s website.

## Professional Learning

Old Mission Peninsula School has developed a professional development plan. Within this plan is considerable focus on Seesaw (the online platform) training. Part of this training time involves sharing knowledge and exchanging ideas around remote learning. Since many of the staff experienced teaching remotely using Seesaw, they are prepared to share their successes and failures with the others. Data will be collected and shared regarding assessment results and student progress in attaining curriculum benchmarks.

## Monitoring

Teachers are responsible for tracking student attendance. When students do not participate, teachers will reach out to families to verify that connectivity is present, and identify if any physical, social or emotional needs might be inhibiting student participation. Teachers will monitor student work through informal and formal assessments and continuous feedback.

## **Phase 1, 2, or 3 Operations**

### Facilities

In Phases 1, 2, or 3, the Administration and Office Manager will remain on site to ensure that the building remains in good working order. Staff will be allowed to access their personal space and cleaning and disinfection will be scheduled accordingly. Food distribution will be handled through the building kitchen and will be distributed outside of the building. Pre-K facilities within the building will be cleaned according to recommended protocols and custodial staff will be provided with recommended protective gear. The building will be closed down to all other activity.



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## Technology

Because of the spring closure, Old Mission Peninsula School has been able to assess student access to remote learning. Additionally, a large portion of the FY2018 Expanding Opportunities Through Quality Charter Schools Program (CSP) grant was designated toward technology. The hardware purchased through the grant has been catalogued and is ready for distribution which will provide 1:1 access for students. OMPS has contracted with the local ISD for technology support. Plans are in place for hardware distribution and collection, technical support for student equipment, and individualized support for families when needed. Communications with parents led to the decision to move to one platform (SeeSaw) instead of two platforms to support delivery of instruction. Finally, a policy review has been scheduled for mid-August with the National Charter Schools Institute to ensure that all technology policies are in place.

Old Mission Peninsula School is under contract with Traverse Bay Area ISD for technology services. We will have access to all the infrastructure, technology support, and monitoring systems they have available to us.

## Budget, Food Service, Enrollment, and Staffing

During Phase 1, 2, or 3, there will be some redeployment of staff. Those currently serving as instructional aides will support the food service program. Art, Music, and Physical Education staff will focus on developing outdoor options for students upon return to Phases 4 and 5. The Administration is monitoring enrollment and staffing. They have continuous conversations with the Board President and the Board Treasurer regarding staffing needs due to COVID-19 protocols and due to student enrollment. The Administration is also working with Axios, the Educational Service Provider, to ensure that support staff job descriptions are flexible and support any realistic redeployment of personnel.

The food service program is designed to be flexible as well. The staff is prepared to offer lunches to families during phases 1-3 as well as lunches in classrooms during phases 4-5.

Old Mission Peninsula School is also fortunate to have a strong and active Foundation. The Foundation is prepared to give attention to needs identified that may not be able to be met through the general fund budgeting process.



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## Plan for Operating during Phase 4 of the Michigan Safe Start Plan

### **Phase 4 Safety (Required and Strongly Recommended)**

Old Mission Peninsula School will abide by the Required and Strongly Recommended protocols as outlined in the Roadmap when possible. However, our current enrollment does not allow for all classrooms to have desks 6 feet apart. Because of this, face masks are required at ALL times for grades K-6. Our families contract with public transportation. We strongly recommend that face masks be worn on busses, but we have no authority to enforce this.

### **Personal Protective Equipment**

Old Mission Peninsula School will meet the Personal Protective Equipment requirements as all K-6 students and staff will wear face masks within the school building at all times except while eating. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Families are responsible for the daily washing of any homemade facial covering. Disposable facial coverings must be disposed of at the end of each day. Pre-k students will wear face masks in the hallways, but will not be required to wear them within their classroom. Pre-k staff will wear face masks at all times.

OMPS students have the option of riding public transportation. Those who opt to take advantage of this service will be instructed to wear face masks; however, enforcement is beyond the control of OMPS Staff.

### **Hygiene**

Healthy hygiene behaviors will be taught and modeled throughout the day. Each classroom will be stocked with supplies including hand sanitizer with at least 60% alcohol on a regular basis. Proper signage reinforcing proper hygiene tips will be posted at each handwashing station. Students will also be taught how to cough and sneeze into their elbows, use of tissues, and proper clean up after a cough or a sneeze. Each student will have his/her personal storage for their supplies. Staff and students will incorporate cleaning breaks into their daily routines. During these breaks, common surfaces will be disinfected and staff and students will clean personal items and wash their hands.



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Hand sanitizing stations will be available in each classroom and at each entrance to the building. The Custodial Staff has developed their process for frequently checking and refilling soap and hand sanitizers multiple times a day. This is also true of all restrooms within the building. Proper hygiene and social distancing signage will be posted in each restroom.

## Spacing, Movement and Access

When feasible, desks will be spaced six feet apart. Since this is not feasible in all classrooms, it was decided that face masks would be worn in all classrooms at all times. Students will keep personal items in separate and in individually labeled lockers/cubbies. Students should also keep a personal bag/box for school supplies such as pens, pencils and other necessary items. There will be limited use of common classroom materials to small groups with items being disinfected between use.

Where possible, classroom desks will be facing the front of the classroom either in rows or in a U shape. Large tables will not be used in individual classrooms during phase 4. Each teacher will use placement markers as a social distancing reminder within the classroom. Weather permitting, art, music, and physical education will be held outside. When weather is prohibitive, art, music, and physical education teachers will move into the classroom. Students will eat lunch in their classroom to eliminate gathering with larger groups of students. If weather permits and staff are available for supervision, students may eat lunch outside, but only with those in their class. Old Mission Peninsula School is looking into the option of purchasing yoga mats to leave outside the classroom for outdoor use.

Recess will be held outside whenever possible and since Old Mission Peninsula School has vast outdoor spaces, multiple classrooms using outdoor space will be appropriately distanced.

Multiple entrances will be used for entering and exiting the building to alleviate congestion in highly trafficked areas, and social distancing reminders will be taped on the floors throughout the building. Main doors will be used for entering, and side/wing doors will be used for exiting the building. Other signage and other markers will be used to provide for proper social distancing in common areas as well as help to manage the flow of people through the building. The traffic patterns being established within the drop off areas and within the building are designed to accommodate traffic flow in one direction at all times.



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Classrooms with windows that can open, should be open as much as possible. Exterior doors should still be kept closed for safety reasons. When possible, classes will take place outside of the school building while still practicing social distancing of at least six feet.

Because we intend to utilize our vast outdoor space, and because many of our classrooms can accommodate spacing desks six feet apart, we do not see the need to implement a staggered school schedule at this time.

## Screening Students and Staff

Family members, volunteers, or other guests are not allowed in the school building except under extenuating circumstances as determined by the leadership team. Any individual coming into the school must wear a facial covering, fill out a screening questionnaire, and wash/sanitize their hands prior to entering. The Office Manager will keep a record of the date and time of any non-school employee entering the building. The log will also include the name of the individual with whom the visitor meets.

The intercom by the main entrance will promote social distancing and the safety for our faculty and staff. If a student needs to be picked-up from school early, the parent/guardian should ring the doorbell to communicate with our front desk staff. Once confirmed, the student will be dismissed. Since entry is restricted, please send an email to the classroom teacher or office manager stating the name of the student, when the student will be picked-up, and who will be picking them up from school. This will replace the need for a family member or designee to enter the building. Please make sure you send the email to the appropriate staff prior to arriving at the school. Texts and phone calls will not be accepted as forms of permission for early student pick-up.

Old Mission Peninsula School will cooperate with the local public health department regarding implementing protocols for screening students and faculty and staff. Families will be asked to check their child's temperature at home every morning using oral, tympanic, or temporal scanners. Students with a temperature should stay home and consider coronavirus testing if symptoms of COVID-19 are present. Families are also encouraged to monitor their children for symptoms of COVID-19. The presence of any COVID-19 symptoms, including cough or



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shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.

The school will designate a room as the quarantine area for any student or faculty and staff member who become ill at school. Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a facial covering until they can be picked up. A school faculty/staff member caring for these individuals should wear a facial covering. Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC Guidelines.

Faculty/staff must conduct daily self-examinations, including a temperature check, prior to coming to work. If a staff member exhibits any respiratory or gastrointestinal symptoms, or have a temperature, he/she should stay home. Faculty/staff must communicate with administration regarding any absence from school.

## Testing Protocols for Students and Staff and Responding to Positive Cases

Old Mission Peninsula School will cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school. The leadership team will notify local health officials, staff and students immediately of any possible cases of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. The local health department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine. OMPS understands that student communicable disease related information is protected health information. An employee with a confirmed case of COVID-19 should only return to the workplace after he/she is no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.



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## Food Service, Gathering, and Extracurricular Activities

All assemblies, field trips, and extra-curricular activities will be suspended during Phase 4. There will be no large group gatherings; instead, any need for group meetings with the extended OMPS families (Board meetings, Curriculum night, Parent-Teacher Conferences) will be done via Zoom or as an individual conference not to exceed four participants.

The food service department will deliver boxed lunches to the classrooms and will utilize disposable utensils when necessary.

## Athletics

OMPS does not have an athletic program.

## Cleaning

The custodial staff will participate in the Smart Schools training modules entitled Coronavirus Awareness and Coronavirus: Cleaning and Disinfecting Your Workplace. Frequently touched surfaces will be cleaned at a minimum of twice daily with an EPA-approved disinfectant. Once school is dismissed, surfaces will be cleaned in preparation for the next school day.

Faculty members will be able to check out the science lab for the day. No more than one class will be in the room per day so that the room can be completely cleaned before another group uses the facility.

Student desks and classroom materials will be wiped down a minimum of two times a day with an EPA-approved disinfectant. Once school is dismissed, surfaces will be cleaned in preparation for the next school day.

Playground structures and outdoor learning centers will undergo normal routine cleaning .

All cleaning materials will be stored in the designated maintenance area which has proper ventilation. These materials will be kept out of the reach of children. However, children will have access to disinfectant wipes to use within the classroom. If a parent has an objection to



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his/her child using the wipes in the classroom, they will need to put their concern in writing to be filed with the classroom teacher.

## Bussing and Student Transportation

Families of Old Mission Peninsula School have the ability to enter into a contract with public transportation. OMPS strongly recommends that masks be worn on public transportation; however, OMPS has no jurisdiction over the transportation system.

## Medically Vulnerable Students and Staff

The Administration is prepared to work with medically vulnerable students to ensure they have a remote learning plan. As with all plans and protocols established as a part of our MI Safe Start, continuous feedback from all stakeholders will be considered. The Administration will also work with Axios to ensure that the needs of staff who are high-risk are met by limiting exposure to risk, an effective social distancing plan, or modification of job responsibilities.

An Old Mission Peninsula School Staff person has been identified as a contact person for medically vulnerable students. This contact person will review and update all individualized plans for students with special educational, emotional, and healthcare needs. Also, contact information for the staff member as well as a hotline number will be posted on the OMPS Web site and in the parent/student handbook. The Educational Service Provider is the contact for medically vulnerable staff.

## **Phase 4 Mental & Social-Emotional Health (Strongly Recommended)**

Old Mission Peninsula School will abide by the Strongly Recommended protocols as outlined in the Roadmap when possible. OMPS contracts with the Traverse Bay Area ISD for school Social Worker and school Psychologist support. Ideally, we would like to have mental health screening for all students, but realistically, staff will be stretched thin. Therefore, we will be more dependent upon building-level support teams to identify students who may be exhibiting additional needs.

Old Mission Peninsula School administration has identified a school-based point person to





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address mental health concerns and/or referrals. The school-based point person will determine if cases need to be referred to the administration and/or the contracted services through the ISD. Collectively, the school-based point person, the administration, and the assigned ISD staff member will determine and disseminate timely information and resources to staff and parents as it becomes available.

Old Mission Peninsula School has a Crisis Management Plan available to administration and staff. This plan provides a comprehensive listing of community resources available to support the OMPS families if a crisis situation arises. Additionally, OMPS is able to draw upon the resources of the Traverse Bay Area ISD through the services of our Social Worker and Psychologist.

Old Mission Peninsula School has a well defined Emergency Operations Plan that clearly spells out the systems for communication during a crisis situation. The Office Manager has an updated file of community resources which can provide grief support to staff, students, and families in a time of need. Axios, the Educational Service Provider, will provide information regarding Employee Assistance Programs available to staff.

During the professional development week before school starts, teachers will take part in various training to include Capturing Kids Hearts (social/emotional health as described in phase 1-3). If necessary, Old Mission Peninsula School will coordinate with the Traverse Bay ISD for any necessary professional services.

The Administration will work in conjunction with the ISD in making wellness materials and resources available to staff and families. A school -based point person has been established to work with the ISD to ensure a list of community resources is available and strategies which promote health and wellness are made available to faculty and families. Contact information for the OMPS school-based point person as well as a hotline number will be posted on the OMPS Website and in the parent/student handbook.

## **Phase 4 Instruction**

### Governance

The Old Mission Peninsula School administration is responsible for the development,



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assessment, and revision of both in-person and remote learning plans. The State of Michigan content standards and benchmarks will be addressed through in person instruction or an asynchronous remote learning experience. The choice to participate in virtual learning will be a one year commitment. The virtual learning will be an asynchronous learning experience. After much research as to the best fit for OMPS families, it was decided that K-12 would be the platform offered for our virtual option.

## Instruction

During Phase 4, students may return to in-person instruction pre-k through 6. **As of August 10, 2020, we are planning on implementing a “soft start”**. Students will have face-to-face learning at OMPS during the first week of school, with two days virtually by using Seesaw as the learning platform. Weeks two and three will have students in class, face-to-face three days a week, with two days virtual. Once week four arrives, students will begin their five days a week face-to-face learning.

This will include all of the health and safety requirements and recommendations as outlined in the Safe Schools Roadmap. The only other option will be an asynchronous virtual learning experience for grades K-6. While the grade level content standards will be the same for both programs, attendance requirements and assessments will be determined by K-12. K-12 will also be responsible for the differentiated and social-emotional support of the OMPS students who enroll.

OMPS will administer the NWEA MAP to provide a benchmark assessment at the beginning of the year. This assessment will be offered to those who choose a total virtual experience as well. Both experiences will address the same grade level proficiencies, differentiated support, social-emotional support and assessments. Students IEPs, IFSPs, and 504 plans will be addressed within each method of instruction. The OMPS Special Education Staff will be included in developing a continuation of services and learning plan for each qualified student.

Families will only have these two options. There will be no hybrid learning programs offered.

## Communications and Family Supports

Communication with families will be integral to the decision making regarding instruction during Phase 4. Parent surveys have been distributed and are being analyzed to ensure that all concerns are being addressed and all questions are being answered. Both programs will be thoroughly explained and detailed plans will be sent to parents. Additionally, details and



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answers to frequently asked questions will be posted on the OMPS Web site.

## Professional Learning

Prior to the start of the school year, faculty will have the opportunity to review strengths and weaknesses of spring delivery systems, and plan for the most effective use of digital tools in support of remote learning as well as enhancing in person instruction. A focus of Old Mission Peninsula School's professional development plan is to develop grade level pacing guides. The use of these guides will ensure instruction and assessment addresses grade level content standards and their developmental process will support the building of an aligned remote learning experience.

Additionally, Old Mission Peninsula Staff will participate in professional development around the online platform, Seesaw. This platform will be used if school is abruptly closed and learning continues remotely. Seesaw can also be incorporated into daily lessons for in-person learning.

Old Mission Peninsula Staff will strengthen their awareness and ability to address social-emotional needs of the students by engaging in Capturing Kids Hearts professional development.

## Phase 4 Operations

### Facilities

Audits have been completed for cleaning supplies and disinfectants. Staff members will participate in the Smart Schools training module Coronavirus: Cleaning and Disinfecting your Workplace. Staff are also establishing protocols to use within their own classroom with their students to clean frequently used surfaces throughout the day and in addition to the cleaning done by the custodial staff.

The Administration will continually update faculty and custodial staff on developing OSHA and/or CDC guidelines to ensure that safety protocols are being met. The staff will be given options for students who may be sensitive or allergic to certain cleaning compounds.

The school building has been audited for the best placement of groups of students based on enrollment. Criteria has been established for use of larger spaces so that cleaning protocols can



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be met appropriately. For example, the science lab can only be used by one classroom of students per day so that it can be completely disinfected prior to the use of another group of students. The same is true for the cafeteria. Use of outdoor spaces will require a sign up so that social distancing criteria will be maintained. The building ventilation system has been checked and air filters have been changed.

Handwashing stations, signage and all necessary materials have been secured. Each classroom has ample wastebaskets, soap, sanitizers, wipes and paper towels as do the building entryways. A pre-opening custodial walk through has been scheduled to ensure that the entire school area is ready for students.

Extra masks are available for students and custodial staff. Custodial staff will wear masks and will have access to N-95 masks when necessary.

## Budget, Food Service, Enrollment, and Staffing

The administration had developed an arrival and departure plan for parents and students. Students will enter without parents through the main doors and will exit through side doors. There has been ongoing communication between the Administration and parents regarding plans for returning to school in the fall and staff have committed to all positions. The administration has identified the need for additional support staff positions mainly to help with supervision during outdoor learning activities and recesses, Administration has been working with the Board to secure the funding for such positions. There are ongoing checks and balances between student enrollment numbers and expenses incurred. Additionally, the Administration is in the process of building their list of available substitute teachers.

A policy review and student handbook review has been scheduled for August 3, and a review of all building protocols with regard to movement, safety, and academic options has been scheduled for August 4. Once those are completed, the handbooks can be amended, finalized, and printed.

The last open teaching position at this time has been filled and schedules are being built. The food service staff is preparing to provide lunches in the classroom and they are ready to provide “to-go” meals if the need arises.

## Technology



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Old Mission Peninsula School Administration has surveyed families to determine learning preferences and technology needs. A single point of contact has been identified to work with the technology service provider at the Traverse Bay Area ISD. Additionally, the new Chromebooks, purchased through the FY2018 Expanding Opportunity Through Quality Charter Schools Program (CSP) grant, being tagged and logged. Procedures have been identified for bagging equipment, sanitizing devices, and maintenance of the equipment. Details regarding vendor assistance were identified and resolved as a part of the grant purchase, and details about normal maintenance were addressed in the newly adopted technology contract through the Traverse Bay Area ISD. Professional development to support remote learning has been identified and scheduled.

## Transportation

Individual families can secure transportation through Traverse City Public Transportation. Old Mission Peninsula School is not involved with transportation services.



# OLD MISSION PENINSULA SCHOOL

## Plan for Operating during Phase 5 of the Michigan Safe Start Plan

### **Phase 5 Safety Protocols**

#### Personal Protective Equipment

Staff and students will continue to wear face masks at all times except for eating lunch. Old Mission Peninsula School will follow the same PPE protocols as Phase 4. This may be amended if additional information supports that these protocols can be relaxed.

#### Hygiene

All of the Phase 4 hygiene protocols will be followed. Students will continue handwashing and proper coughing and sneezing techniques will be modeled. Students will also maintain their individual containers for classroom supplies and frequently used spaces will be cleaned multiple times a day.

#### Spacing, Movement and Access

Old Mission Peninsula School will maintain the Phase 4 protocols for spacing, movement, and access. Signage and distance markings will remain, classroom configurations will attempt to maintain the 6 foot distancing, and windows will remain open as much as possible. All arrival and dismissal procedures will remain in place and outside learning centers will be used weather permitting.

#### Screening Students, Staff, and Guests

The Phase 4 protocols for screening students, staff and guests will remain in effect. The quarantine area will remain in place and students who are symptomatic will be sent home from school. We will follow the Health Department and CDC guidelines for return. Records will be maintained in the main office of those entering and exiting the building. Staff will be responsible for self examinations, anyone entering the building will wash or sanitize their hands, and parents will be encouraged to check their student before sending him/her off to school. All traffic throughout the building will remain one way.



# OLD MISSION PENINSULA SCHOOL

## Testing Protocols for Students and Staff and Responding to Positive Cases

Old Mission Peninsula School will maintain the protocols established for Phase 4. Masks will be worn at all times. Those who exhibit symptoms will be directed to leave the building. Parents and guardians will be notified of any diagnosed cases in the classrooms and/or on the campus. Health Department and CDC guidelines will be followed when dealing with return to work or school.

Axios, the Educational Service Provider, will respond to any positive tests among staff. OMPS will follow the Health Department and CDC guidelines when dealing with students.

## Food Service, Gathering, and Extracurricular Activities

The protocols for Phase 4 will continue to be followed in Phase 5. Food service will continue to wear protective gear and will continue to deliver food into the classrooms. There will be no large gatherings and no extracurricular activities.

## Athletics

OMPS does not have an athletic program.

## Cleaning

All cleaning protocols will be followed as if OMPS was in Phase 4. Frequently used areas will be cleaned multiple times a day, the lab will be cleaned after each classroom use, and playground structures will continue to be cleaned on a routine basis. All cleaning materials will be stored properly.

## Bussing

Old Mission Peninsula School is not responsible for student transportation.



# OLD MISSION PENINSULA SCHOOL

## Medically Vulnerable Students

A systemically review of all plans for individualized instruction will take place just as in Phase 4. Processes are in place for staff and families to request alternative learning arrangements. If necessary, staff will have N95 masks available to them and work reassignments will be determined through discussions with Axios and Administration.

## Phase 5 Mental & Social-Emotional Health

It is the intention of Old Mission Peninsula School to continue the Phase 4 mental and social-emotional health protocols throughout Phase 5. OMPS staff will continue to work in the best interest of its students, and will continue to work with the ISD to provide the best support services possible. Wellness materials will continue to be collected and distributed to staff and families just as in Phase 4.

## Phase 5 Instruction

### Governance

The Old Mission Peninsula School Administration will maintain governance responsibility for Phase 5 just as in Phase 4. They will work with all stakeholders to gather feedback, assess the learning programs offered, and implement improvements where necessary.

### Instruction

Just as in Phase 4, students will participate in one of two options: virtual learning or in -person learning. In Phase 5, students will also participate in the soft start as explained in Phase 4. **The soft start was planned as of August 10, 2020.** Students in both programs will experience the same standards and benchmarks and will participate in ongoing assessments and demonstrations of skill acquisition. Students' individual learning plans will continue to evolve as students move along in their learning continuum. The OMPS Continuity of Learning Plan will be followed.





# OLD MISSION PENINSULA SCHOOL

## Communications and Family Supports

Old Mission Peninsula School will follow the same protocols as in Phase 4. Communications and Family Support will be ongoing.

## Professional Learning

The professional learning plan that was developed over the summer of 2020 will continue through the year. This will not change due to movement among the Phases.

## Instruction

Old Mission Peninsula School Staff and Administration will continue to assess the best tools for delivery of instruction to support differentiation, intervention and remote learning. The staff will continually assess student learning according to the standards and benchmarks and will follow up with an end of the year NWEA MAP to measure student growth.

## **Phase 5 Operations**

### Facilities

Since Old Mission Peninsula School has determined that all of Phase 4 protocols will be followed during Phase 5, there are no changes to the Facilities protocols.

### Budget, Food Service, Enrollment, and Staffing

Again, Phase 4 protocols will be implemented during Phase 5. Continuous focus will be placed on student enrollment and staffing to ensure all safety protocols and social-emotional mental health protocols can be met. Staff will be redeployed when and where necessary and the Administration will be aware of any changes to Health Department and/or CDC guidelines. Food Service will continue to be flexible; they will be prepared to provide lunches in the classroom and/or move back to Phase 1-3 protocols if necessary.



# OLD MISSION PENINSULA SCHOOL

## Technology

The Old Mission Peninsula Staff and the ISD service provider will continue to address the needs of the students as they did in Phase 4. As emerging technologies become available, staff will review and assess them for their ability to enhance instruction and/or better meet the needs of the OMPS students. If/when this is the case, our plan will be amended.

## Transportation

Old Mission Peninsula School is not responsible for transportation.

## **OMPS 2020-2021 K12 Online Program Course Catalog**

### *Kindergarten*

Language Arts: Students receive structured lessons on readiness skills through emphasis on phonics, language skills, literature, and handwriting to help develop comprehension, build vocabulary, and promote a lifelong interest in reading.

Math: Kindergarten students are introduced to numbers through 30. Students learn through reading, writing, counting, comparing, ordering, adding, and subtracting. They experience problem solving and encounter early concepts in place value, time, length, weight, and capacity. They learn to gather and display simple data. Students also study two- and three-dimensional figures—they identify, sort, study patterns, and relate mathematical figures to objects within their environment.

Science: Kindergarten students begin to develop observation skills as they learn about the five senses, the earth's composition, and the basic needs of plants and animals.

History: The kindergarten History program teaches basics of world geography with the seven continents. Students will:

- Explore the Great Barrier Reef in Australia, the frozen expanses of Antarctica, and the grasslands and rain forests of Africa.
- Learn what it is like to climb the Andes and ride with the gauchos.
- Become familiar with the landmarks, people, and stories of many countries in Europe and Asia, as well as North America, including Canada and Mexico.
- Learn about American History through biographies of famous figures, from Christopher Columbus and the Pilgrims to Thomas Jefferson and Sacagawea, from Harriet Tubman and Susan B. Anthony to Abraham Lincoln and Theodore Roosevelt, from Thomas Edison and the Wright brothers to Cesar Chavez and Martin Luther King, Jr.

### *Grade 1*

Language Arts: Students receive structured lessons on readiness skills through emphasis on phonics, language skills, literature, and handwriting to help develop comprehension, build vocabulary, and promote a lifelong interest in reading.

Math: Students extend their work with place value to numbers through 100, emphasizing fluency of addition and subtraction facts, and focusing on number sentences and problem solving with addition and subtraction. Students begin work with money, telling time, ordering events, and measuring length, weight, and capacity with non-standard units. Students identify attributes of geometric figures and also extend their work with patterns and data, including representing and comparing data.

Science: Students learn to perform experiments and record observations, and understand how scientists see the natural world. They germinate seeds to observe plant growth, and make a weathervane.

History: This course kicks off a program that, spanning the elementary grades, provides an overview of world geography and history from the Stone Age to the Space Age. Through lively

stories and activities, students will:

- Meet nomadic children in ancient Mesopotamia who settle in the Fertile Crescent.
- Explore the great pyramids in ancient Egypt, and meet mighty pharaohs such as King Tut.
- Learn about the historical origins of Judaism through stories of Abraham, Joseph, Moses, and David.
- Learn about the origins of democracy in ancient Greece, as well as the first Olympic games, the Trojan War, Alexander the Great, and the marvelous myths of the ancient Greeks.
- Visit ancient India and hear stories of the historical origins of Hinduism and Buddhism.
- Travel down great rivers in ancient China, hear the wisdom of Confucius, and witness the building of the Great Wall.

## *Grade 2*

**Language Arts:** Students receive structured lessons on readiness skills through emphasis on phonics, language skills, literature, and handwriting to help develop comprehension, build vocabulary, and promote a lifelong interest in reading.

**Math:** Students focus primarily on number concepts, place value, and addition and subtraction of numbers through 1,000. Special emphasis is given to problem solving, inverse operations, properties of operations, decomposition of numbers, and mental math. Students study money, time, and measurement; geometric figures; analyzing and displaying data with new representations; and determining the range and mode of data. Early concepts about multiplication, division, and fractions are introduced.

**Science:** Students perform experiments to develop skills of observation and analysis, and learn how scientists understand the world. They demonstrate how pulleys lift heavy objects, make a temporary magnet and test its strength, and analyze the parts of a flower.

**History:** Second graders continue their investigation (spanning grades 1–4) into history from the Stone Age to the Space Age. Through lively stories and activities, second graders will:

- Explore ancient Rome and meet Julius Caesar.
- Learn about the beginnings of Christianity during the Roman Empire.
- Hear stories of the raiding and trading Vikings.
- Appreciate the achievements of early Islamic civilization.
- During the early Middle Ages in Europe, meet knights in armor, and hear stories of St. George, Robin Hood, and Joan of Arc.
- Visit the medieval African kingdoms of Ghana, Mali, and Songhai.
- Travel the Silk Road across China, and meet the powerful emperor, Kublai Khan.
- Learn about the fighting samurai and the growth of Buddhism and Shintoism in feudal Japan.

### *Grade 3*

Language Arts: ELA 3 Summit provides a well-balanced approach to literacy that connects reading, writing, grammar, vocabulary, and spelling into one integrated program. Dedicated time for keyboarding practice is also included. The course comprises 14 units, including 2 assessment units. Each unit contains workshops that have one major focus (reading, writing, or word study) for instruction and reinforcement of big ideas. In reading workshops, students read independently both classic and contemporary works in a different genres and formats—fiction, poetry, drama, nonfiction, and magazines—before exploring each text through various activities. In writing workshops, students study writing models and then use the writing process to write a variety of compositions. They learn about grammar, usage, and mechanics and apply those skills as they revise and proofread their work. In word study workshops, students grow their vocabulary by learning the meanings of groups of conceptually related words. Students also learn to focus on spelling patterns that are necessary to be fluent, proficient readers, writers, and spellers.

Math: Summit Math 3 is designed to support true depth of knowledge required by today’s standards. With rich content to form conceptual understanding and enough practice to support mastery, including time built-in for individualized independent practice, games, and offline practice, Summit Math 3 includes the tools and technology that students need to succeed in a blended learning environment. Summit Math 3 focuses on reviewing patterns and number sense; discovering addition, subtraction, multiplication, and division strategies; exploring shapes and calculating area; learning about fractions and equivalent fractions; measuring time, length, liquid volume, and mass; and exploring and making data displays.

Science: Students learn to observe and analyze through hands-on experiments, and gain further insight into how scientists understand our world. They observe and chart the phases of the moon, determine the properties of insulators and conductors, and make a three-dimensional model of a bone.

History: Continuing their investigation (spanning grades 1–4) into history from the Stone Age to the Space Age, third grade students will:

- Explore the Renaissance, and meet Petrarch, da Vinci, Michelangelo, Gutenberg, Galileo, and more.
- Journey through the Age of Exploration with Dias, da Gama, Magellan, and more.
- Get to know the Maya, Aztecs, and Incas.
- Visit civilizations in India, Africa, China, and Japan.
- During England's Golden Age, meet Elizabeth I, Sir Walter Raleigh, and William Shakespeare.
- Explore Jamestown, Plymouth, and the thirteen colonies in Colonial America.
- Learn about the American Revolution.

## *Grade 4*

Language Arts: ELA 4 Summit provides a well-balanced approach to literacy that connects reading, writing, grammar, vocabulary, and spelling into one integrated program. Dedicated time for keyboarding practice is also included. The course is made up of 12 units. Each unit contains workshops that center on one major focus (reading, writing, or word study) for instruction and reinforcement of big ideas. In reading workshops, students read independently in a variety of genres and formats—fiction, poetry, drama, nonfiction, and magazines—before exploring each text through various activities. In writing workshops, students analyze model writing samples and then work through the writing process to develop original compositions of their own. They learn about grammar, usage, and mechanics and apply those skills as they revise and proofread their work. In word study workshops, students grow their vocabulary by learning the meanings of groups of conceptually related words. Students also learn to focus on spelling patterns that are necessary to be fluent, proficient readers, writers, and spellers.

Math: Math 4 Summit is designed to support true depth of knowledge required by today's standards. With rich content to form conceptual understanding and enough practice to support mastery, including time built-in for individualized independent practice, games, and offline practice, Summit Math 4 includes the tools and technology that students need to succeed in a blended learning environment. Summit Math 4 focuses on expanding understanding of operations with whole numbers, developing a greater understanding of fractions, discovering decimals and their relationship to fractions, and exploring geometric figures.

Science: Students develop scientific reasoning and perform hands on experiments in Earth, Life, and Physical Sciences. They construct an electromagnet, identify minerals according to their properties, use chromatography to separate liquids, and assemble food webs.

History: Concluding their investigation (spanning grades 1–4) into history from the Stone Age to the Space Age, fourth grade students turn to the study of the modern world. They will:

- Learn about the Age of Enlightenment and the Scientific Revolution, and meet Isaac Newton and Benjamin Franklin.
- Become familiar with James Madison and American constitutional government, as well as Napoleon in France.
- Learn about various revolutions in Latin America.
- See how great changes—nationalism, industrialism, and imperialism—shaped, and sometimes shattered, the modern world, leading to the two world wars.
- Study many inventors and innovators who achieved great advances in communication, transportation, medicine, and government.

## *Grade 5*

Language Arts: ELA 5 Summit provides a well-balanced approach to literacy that connects reading, writing, grammar, vocabulary, and spelling into one integrated program. Dedicated time for keyboarding practice is also included. The course is made up of 12 units. Each unit

contains workshops that center on one major focus (reading, writing, or word study) for instruction and reinforcement of big ideas. In reading workshops, students read independently in a variety of genres and formats—fiction, poetry, drama, nonfiction, magazines, and graphic novels—before exploring each text through various activities. In writing workshops, students analyze model writing samples and then work through the writing process to develop original compositions of their own. They learn about grammar, usage, and mechanics and apply those skills as they revise and proofread their work. In word study workshops, students grow their vocabulary by learning the meanings of groups of conceptually related words. Students also learn to focus on spelling patterns that are necessary to be fluent, proficient readers, writers, and spellers.

**Math:** Math 5 Summit is designed to support true depth of knowledge required by today’s standards. With rich content to form conceptual understanding and enough practice to support mastery, including time built-in for individualized independent practice, games, and offline practice, Summit Math 5 includes the tools and technology that students need to succeed in a blended learning environment. Summit Math 5 focuses on expanding understanding of operations with fractions, developing a greater fluency with operations with multi-digit numbers, expanding understanding of decimals, and learning to perform operations with decimals, learning about the coordinate plane, and exploring volume.

**Science:** Students perform experiments, develop scientific reasoning, and recognize science in the world around them. They build a model of a watershed, test how cell membranes function, track a hurricane, and analyze the effects of gravity.

**History:** The first half of a detailed two-year survey of the history of the United States, this course takes students from the arrival of the first people in North America through the Civil War and Reconstruction. Lessons integrate topics in geography, civics, and economics. Building on the award-winning series *A History of US*, the course guides students through critical episodes in the story of America. Students investigate Native American civilizations; follow the path of European exploration and colonization; assess the causes and consequences of the American Revolution; examine the Constitution and the growth of the new nation; and analyze what led to the Civil War and its aftermath.

### *Grade 6*

**Language Arts:** This course equips students with the essential language arts skills needed throughout their academic careers. Students read and analyze a variety of informational and fictional texts. Instruction and reading strategies accompany reading selections to help engage students in the text and sharpen their comprehension. Students express their ideas and knowledge using standard (formal) English in written and oral assignments. Writing expressive, analytical, and procedural compositions helps students develop communication skills necessary in today’s world. Vocabulary is taught explicitly and through an array of vocabulary acquisition strategies that give students the tools to independently increase their vocabulary. Students study grammar, usage, and mechanics; and practice sentence analysis, sentence structure, and

proper punctuation. The course includes discussion activities that engage students in the curriculum while creating a sense of community.

**Math:** In the Summit Math 6 course, students deepen their understanding of multiplication and division of fractions to apply their knowledge to divide fractions by fractions, with an additional focus on increasing efficiency and fluency. Students gain a foundation in the concepts of ratio and rate as an extension of their work with whole number multiplication and division, and in preparation for work with proportional relationships in Grade 7. Students also make connections among area, volume, and surface area, and continue to lay the groundwork for deep algebraic understanding by interpreting and using expressions and equations.

**Science (choose 1 of 3 choices):**

**SCI06** The Summit Earth Science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, the curriculum gives students an opportunity to relate to their everyday world. Students will explore topics such as the fundamentals of geology, oceanography, meteorology, and astronomy; Earth's minerals and rocks; Earth's interior; plate tectonics, earthquakes, volcanoes, and the movements of continents; geology and the fossil record; the oceans and the atmosphere; and the solar system and the universe. Lesson assignments help students discover how scientists investigate the science of our planet.

**SCI07** The Summit Life Science program invites students to investigate the world of living things--at levels both large and small—by reading, observing, and experimenting with aspects of life on Earth. Students explore an amazing variety of organisms, the complex workings of the cell and cell biology, the relationship between living things and their environments, and discoveries in the world of modern genetics. Students tackle such topics as ecology, microorganisms, animals, plants, cells, animals, species, adaptation, heredity, genetics, and the history of life on Earth. Lesson activities and assignments help students discover how scientists investigate the living world.

**SCI08E3** The Physical Science program introduces students to many aspects of the physical world, focusing first on chemistry and then on physics. The course provides an overview of the physical world and gives students tools and concepts to think clearly about matter, atoms, molecules, chemical reactions, motion, force, momentum, work and machines, energy, waves, electricity, light, and other aspects of chemistry and physics. Among other subjects, students study the structure of atoms; the elements and the Periodic Table; chemical reactions; forces, including gravitational, motion, acceleration, and mass; and energy, including light, thermal, electricity, and magnetism.

**History and Social Sciences (choose 1 of 6 choices):**

**HST05 SUMMIT AMERICAN HISTORY BEFORE 1865:** The first half of a detailed two-year survey



of the history of the United States, this course takes students from the arrival of the first people in North America through the Civil War and Reconstruction. Lessons integrate topics in geography, civics, and economics. Building on the award-winning series *A History of US*, the course guides students through critical episodes in the story of America. Students investigate Native American civilizations; follow the path of European exploration and colonization; assess the causes and consequences of the American Revolution; examine the Constitution and the growth of the new nation; and analyze what led to the Civil War and its aftermath.

**HST06 SUMMIT AMERICAN HISTORY SINCE 1865:** The second half of a detailed two-year survey of the history of the United States, this course takes students from the westward movement of the late 1800s to the present. Lessons integrate topics in geography, civics, and economics. The course guides students through critical episodes in the story of America. Students examine the effect of the settlement of the American West; investigate the social, political, and economic changes that resulted from industrialization; explore the changing role of the United States in international affairs from the late nineteenth century through the end of the Cold War; and trace major events and trends in the United States from the Cold War through the first decade of the twenty-first century.

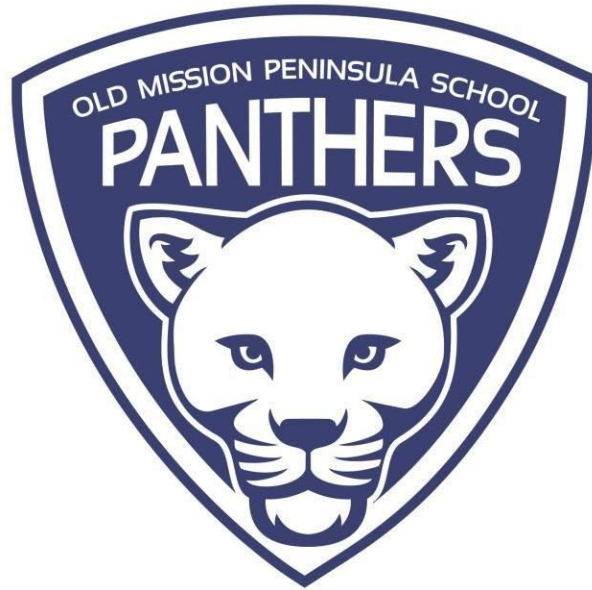
**HST07 SUMMIT WORLD HISTORY I:** Surveys the story of the human past from the period before written records, prehistory, through the fourteenth century. The course is organized chronologically and, within broad eras, regionally. The course focus is the story of the human past and change over time, including the development of religion, philosophy, the arts, and science and technology. Geography concepts and skills are introduced as they appear in the context of the historical narrative. Students explore what archaeologists and historians have learned about the earliest hunter-gatherers and farmers, and then move to a study of the four river valley civilizations. After a brief writing unit, they study the origins of Confucianism, Hinduism, Buddhism, and Judaism and the eras in which they developed. The second half of the course traces the story of classical Greece and Rome, the Byzantine Empire, the origins of Christianity and Islam, and then continues through the fourteenth century in Europe, North Africa, and East Asia. Historical thinking skills are a key component of Intermediate World History. Students practice document and art analysis, conduct research, and write in a variety of formats. They also practice map reading skills and look at how historians draw conclusions about the past as well as what those conclusions are.

**HST08 SUMMIT WORLD HISTORY II:** Continuing a survey of World History from prehistoric to modern times, K12 online lessons and assessments complement the second volume of *The Human Odyssey*, a textbook series developed and published by K12. This course focuses on the story of the past from the fourteenth century to 1917 and the beginning of World War I. The course is organized chronologically and, within broad eras, regionally. Lessons explore developments in religion, philosophy, the arts, and science and technology.

**SOC07 SUMMIT INTERMEDIATE CIVICS AND ECONOMICS:** In this course, students learn about the government and economic system of the United States and their roles in it. They begin their study with looking at colonial America and the importance of the documents, such as the

Constitution, that the Founding Fathers wrote. Students then turn their attention to the structure of the U.S. government as they learn about the executive, legislative, and judicial branches. They study the role of elections, voting, and public opinion in the American political process, as well as the role that state and local governments play. They learn citizenship skills that will enable them to participate in their government and communities throughout their lives. Turning to economics, students study the free enterprise system that the American economy is based on and learn about how economic growth is measured, types of businesses, the process of developing the government budget, and the role the government takes in the U.S. economy. They also gain personal finance knowledge, such as the importance of budgeting, saving, and the responsible use of credit. Students examine the role that banks and international trade play in their lives. They also look at the different types of economies in the world, the interdependence of countries today, and the spread of democracy around the world.

**SOC08 SUMMIT INTERMEDIATE GLOBAL STUDIES:** In this course, students take a detailed look at the physical and cultural world around them. Beginning with the study of geographic themes that provide a framework to analyze different parts of the world, students turn their focus to each geographical region of the world—North America; South America; Europe; Asia; Africa; and Oceania, Australia, New Zealand, and Antarctica. They learn more about the physical and cultural traits that makes each region unique and study their commonalities as well. Students also look at issues such as trade, globalization, the environment, conflict, and other topics that influence the world today. Students also learn and apply research skills as they undertake research projects that give them a more in-depth focus on specific regions of the globe.



**Old Mission Peninsula School**

**2020-2021**

**STUDENT HANDBOOK**

Old Mission Peninsula School 2020-2021 STUDENT HANDBOOK

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2020/2021

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Authorizer:

Grand Valley State University

This Handbook is subject to update as polices are approved by the Board of Directors. Updated editions of the Handbook will be available in the school office and posted to the school's website.

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## WELCOME LETTER

Dear Families,

Welcome to Old Mission Peninsula School! We are happy to welcome you to the 2020-2021 school year. We are so excited to have students back in our classrooms! Our goal is to warmly invite each student into our school community to re-connect, gain more understanding of social/emotional practices, embrace culture and globalism, and most importantly, engage in high level learning.

This school year will be like no other, as we are all well aware. There are policies and procedures strictly put into place to ensure all students and staff remain healthy and safe. The wonderful OMPS teachers are ready and more than willing to make this school year the best that they can for your children. Masks may be covering all of our faces, but the smiles are wide in anticipation of this new school year, and you can see it in all of the sparkling eyes!

This handbook is designed to help answer any questions you may have about policies and procedures that OMPS follows. It contains information that you should know, so please read through it carefully. Even if you are returning to OMPS, it is still important to review the handbook because we update it on an annual basis. If you should have any questions or a need for further information that may not be included in the family handbook, please do not hesitate to contact the school.

Sincerely,

*Danielle Clayton & Renee Kolle*

Principals

## **MISSION, VISION & GOALS**

### Mission

Provide an active, meaningful, and challenging educational community where learning is collaborative and accessible to all students and is focused on continuous academic improvement and social and character growth.

### Vision

To provide a high-quality Kindergarten to Grade 7 non-profit school, centrally located on Old Mission Peninsula, that utilizes the unique campus and the strength of the community to foster a comprehensive learning experience

### Goals

1. Create a school climate where students and staff are excited to show up and put their best foot forward socially and academically. Quality is celebrated and shared community-wide, instilling a level of pride that elevates the student's drive to produce his/her highest quality work.
2. Make standards come alive by connecting learning to real-world issues and needs.
3. Promote discovery, inquiry, critical thinking, problem solving, and collaboration through meaningful cross-disciplinary projects.
4. Facilitate student engaged assessment practices to build student ownership of learning, focus students on reaching standards-based learning targets, and drive achievement.
5. Provide training and instructional support that allows both teachers and students opportunities for continuous data-driven improvement; where growth is celebrated.
6. Engage the community by incorporating fieldwork, experts, and service learning.
7. Build a culture of respect, responsibility, courage, and kindness where students and adults are committed to quality work and citizenship.
8. Prepare students for global citizenship through utilization of interdisciplinary teachings (e.g. developing knowledge of diverse cultures/political systems, while simultaneously instructing on the various symbiotic science components of the planet).



## ACADEMIC PROGRAM

Old Mission Peninsula School is chartered through Grand Valley State University as a public school academy. We comply with all applicable to State and Federal education laws.

### Expeditionary Learning

OMPS' Academic Program is inspired by the Expeditionary Learning (EL) model for teaching and learning, which **challenges students to think critically and take active roles in their classrooms and communities, resulting in higher achievement and greater engagement in school.**

For a student in the EL model:

- **Learning is active.** Students are scientists, urban planners, historians, and activists. They investigate real community problems and collaborate with peers to develop creative, actionable solutions.
- **Learning is challenging.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and their thinking.
- **Learning is meaningful.** Students apply their skills and knowledge to real-world issues and make positive change in their communities. They see the relevance of their learning and are motivated by understanding that learning has purpose.
- **Learning is public.** Through formal structures of presentation, exhibition, critique, and data analysis, students and teachers build a shared vision of pathways to achievement.
- **Learning is collaborative.** School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior. Trust, respect, responsibility, and joy in learning permeate the school culture.

### Curriculum Overview

K-6 Programming includes the four core areas of Literacy (EL Curriculum), Math (Singapore Math), Science (Project Based Programming), Social Studies (HMH 3-6 Grade Level Curriculum 1-2 History Alive).

All Students K-6 have access to the following coursework and programs: Art (once weekly); Music (twice weekly); Music and Movement (once weekly); Physical Education/Gym (three times weekly).

All Qualifying Students have access to Special Education Services provided by our full time Special Education Coordinator.

All Qualifying Students have access to the Multi-Tiered Support System (MTSS) that is supported through a Child Study Team process focusing on research-based intervention programs in literacy and math which are progress monitored through the AIMSWEB program and Book-Nook.

## Course Descriptions

### LANGUAGE ARTS:

OMPS implements the Expeditionary Learning (EL) curriculum. The core practices of EL address five key dimensions of life and learning in school: curriculum, instruction, assessment, culture and character, and leadership.

EL's K-6 ELA curriculum is a comprehensive, standards-based core literacy program that engages teachers and diverse learners through compelling, real world content. The curriculum addresses an expanded definition of student achievement that emphasizes high quality work. The curriculum infuses rigor and joy and embodies a focus on equity and closing the achievement gap. The curriculum is content-based: students read, think, talk, and write about meaningful topics to build world knowledge. EL honors student engagement, including movement and play for primary learners. The curriculum is comprehensive: it explicitly teaches and formally assesses all standards and strands of current ELA guidelines. The curriculum respects the cultural and linguistic needs of English language learners, and engages and supports students with disabilities. Additionally, EL's ELA curriculum includes extensions for students ready for more challenge.

EL helps standards come alive for students by connecting learning to real-world issues. The core of the EL curriculum and instruction is the Learning Expedition. Expeditions bring together all the components of interdisciplinary project based learning and provides a structure that allows teachers to initiate and monitor learning standards. Expeditions start with 1) a focused topic that is derived from cross-curricular content maps and 2) learning targets clearly defined for students that are set by state standards. The expedition topic is then supported by open-ended guiding questions and students embark on case studies, field work and service learning to find answers and build cross-disciplinary understanding of the topic. All expeditions have products and projects that lead students through skill building, lab work, research, writing and editing and building with the end goal of work presentation in front of a real-world audience.

EL curriculum works to build respectful culture, responsibility, courage, and kindness where students are committed to quality work and citizenship.

### MATH:

OMPS uses Math in Focus: The Singapore Approach. This curriculum utilizes problem solving as the center of math learning and concepts are taught through the use of a concrete–pictorial–abstract learning progression utilizing real-world, hands-on experiences. Math in Focus supports the goals of the Common Core State Standards for Mathematics, is research-based, and focuses on classroom learning, discussion, and practice. It balances conceptual understanding, visual learning, and problem solving for students in all grades.

### TECHNOLOGY/SCIENCE:

OMPS builds more comprehensive STEM programming for K-7 students each year with supportive technologies and curricula. Computers are integrated into teaching and learning at OMPS.

OMPS utilizes Delta Education, FOSS Next Generation K-8 to engage students with meaningful active learning experiences. FOSS Next Generation puts the Next Generation Science Standards (NGSS) into practice by integrating all three dimensions: the Disciplinary Core Ideas, the Science and Engineering

Practices, and the Crosscutting Concepts, within classroom-proven tools and strategies to engage students and teachers in experiences that lead to deeper understanding of the natural and designed world. FOSS Next Generation integrates robust reading and literacy strategies to support the Common Core ELA for all students and integrates technology to deliver learning experiences.

In addition, for 6th grade, and additional middle school grades as they are added, OMPS utilizes Mi-STAR middle school science curriculum. With the Mi-STAR curriculum, students become solution builders as they use science and engineering practices to address a real-world challenge that spans each unit. Mi-STAR was developed by a specialty team of teachers, scientists, engineers, and curriculum specialists at Michigan Technology University and meets Michigan State Standards as well as the Next Generation Science Standards for middle school.

#### SOCIAL STUDIES:

OMPS follows the Michigan K-8 Social Studies Grade Level Content Expectations. Learning about and participating in Community is an integral part of education at OMPS. Community is defined at all levels from the classroom and school community to their country and the global community. Through inquiry and exploration of the disciplines of geography, history, civics, government and economics, students begin to understand what it means to be an active participant in our society. Students experience growth in their understanding and learning through lessons designed to invite discourse and foster community engagement.

#### ARTS/MUSIC AND MOVEMENT:

At OMPS we recognize that the arts and music belong in core programming and are fundamental to contributing to brain development and skill building across all disciplines.

All K-6 students attend an art class each week. Kindergarten students attend art class thirty minutes per week while students in grades 1-6 receive 50 minutes per week. Classes focus on art production techniques as well as art appreciation and history. Students explore ideas about themselves and their world through work in various art processes such as painting, clay, collage, fiber art and drawing. Students also experience art opportunities integrated within their current EL modules.

All Students K-6 have access to Music and Movement class three times per week. The OMPS music program allows students to creatively express themselves through singing, dancing, and playing instruments. Students develop an appreciation for music through exposure to songs from different cultures, and in different languages.

#### PHYSICAL EDUCATION:

OMPS is committed to the development of the whole child and therefore physical education is a significant component of the curriculum. OMPS follows the Michigan Model for Health in all grades.

Students engage in directed physical play and skills development each week in Physical Education classes. All students in Kindergarten through Sixth grade have 30 minute sections of physical education two times per week. Classes align with the 2017 Michigan Physical Education Standards for K-12, which is a program of curricula and instruction designed to develop motor skills, knowledge, and behaviors for healthy active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence.

## 2020-2021 K12 Online Program Course Catalog

### Kindergarten

**Language Arts:** Students receive structured lessons on readiness skills through emphasis on phonics, language skills, literature, and handwriting to help develop comprehension, build vocabulary, and promote a lifelong interest in reading.

**Math:** Kindergarten students are introduced to numbers through 30. Students learn through reading, writing, counting, comparing, ordering, adding, and subtracting. They experience problem solving and encounter early concepts in place value, time, length, weight, and capacity. They learn to gather and display simple data. Students also study two- and three-dimensional figures—they identify, sort, study patterns, and relate mathematical figures to objects within their environment.

**Science:** Kindergarten students begin to develop observation skills as they learn about the five senses, the earth's composition, and the basic needs of plants and animals.

**History:** The kindergarten History program teaches basics of world geography with the seven continents. Students will:

- Explore the Great Barrier Reef in Australia, the frozen expanses of Antarctica, and the grasslands and rain forests of Africa.
- Learn what it is like to climb the Andes and ride with the gauchos.
- Become familiar with the landmarks, people, and stories of many countries in Europe and Asia, as well as North America, including Canada and Mexico.
- Learn about American History through biographies of famous figures, from Christopher Columbus and the Pilgrims to Thomas Jefferson and Sacagawea, from Harriet Tubman and Susan B. Anthony to Abraham Lincoln and Theodore Roosevelt, from Thomas Edison and the Wright brothers to Cesar Chavez and Martin Luther King, Jr.

### Grade 1

**Language Arts:** Students receive structured lessons on readiness skills through emphasis on phonics, language skills, literature, and handwriting to help develop comprehension, build vocabulary, and promote a lifelong interest in reading.

**Math:** Students extend their work with place value to numbers through 100, emphasizing fluency of addition and subtraction facts, and focusing on number sentences and problem solving with addition and subtraction. Students begin work with money, telling time, ordering events, and measuring length, weight, and capacity with non-standard units. Students identify attributes of geometric figures and also extend their work with patterns and data, including representing and comparing data.

**Science:** Students learn to perform experiments and record observations, and understand how scientists see the natural world. They germinate seeds to observe plant growth, and make a weathervane.

**History:** This course kicks off a program that, spanning the elementary grades, provides an overview of world geography and history from the Stone Age to the Space Age. Through lively stories and activities, students will:

- Meet nomadic children in ancient Mesopotamia who settle in the Fertile Crescent.
- Explore the great pyramids in ancient Egypt, and meet mighty pharaohs such as King Tut.
- Learn about the historical origins of Judaism through stories of Abraham, Joseph, Moses, and David.
- Learn about the origins of democracy in ancient Greece, as well as the first Olympic games, the

Trojan War, Alexander the Great, and the marvelous myths of the ancient Greeks.

- Visit ancient India and hear stories of the historical origins of Hinduism and Buddhism.
- Travel down great rivers in ancient China, hear the wisdom of Confucius, and witness the building of the Great Wall.

### *Grade 2*

**Language Arts:** Students receive structured lessons on readiness skills through emphasis on phonics, language skills, literature, and handwriting to help develop comprehension, build vocabulary, and promote a lifelong interest in reading.

**Math:** Students focus primarily on number concepts, place value, and addition and subtraction of numbers through 1,000. Special emphasis is given to problem solving, inverse operations, properties of operations, decomposition of numbers, and mental math. Students study money, time, and measurement; geometric figures; analyzing and displaying data with new representations; and determining the range and mode of data. Early concepts about multiplication, division, and fractions are introduced.

**Science:** Students perform experiments to develop skills of observation and analysis, and learn how scientists understand the world. They demonstrate how pulleys lift heavy objects, make a temporary magnet and test its strength, and analyze the parts of a flower.

**History:** Second graders continue their investigation (spanning grades 1–4) into history from the Stone Age to the Space Age. Through lively stories and activities, second graders will:

- Explore ancient Rome and meet Julius Caesar.
- Learn about the beginnings of Christianity during the Roman Empire.
- Hear stories of the raiding and trading Vikings.
- Appreciate the achievements of early Islamic civilization.
- During the early Middle Ages in Europe, meet knights in armor, and hear stories of St. George, Robin Hood, and Joan of Arc.
- Visit the medieval African kingdoms of Ghana, Mali, and Songhai.
- Travel the Silk Road across China, and meet the powerful emperor, Kublai Khan.
- Learn about the fighting samurai and the growth of Buddhism and Shintoism in feudal Japan.

### *Grade 3*

**Language Arts:** ELA 3 Summit provides a well-balanced approach to literacy that connects reading, writing, grammar, vocabulary, and spelling into one integrated program. Dedicated time for keyboarding practice is also included. The course comprises 14 units, including 2 assessment units. Each unit contains workshops that have one major focus (reading, writing, or word study) for instruction and reinforcement of big ideas. In reading workshops, students read independently both classic and contemporary works in a different genres and formats—fiction, poetry, drama, nonfiction, and magazines—before exploring each text through various activities. In writing workshops, students study writing models and then use the writing process to write a variety of compositions. They learn about grammar, usage, and mechanics and apply those skills as they revise and proofread their work. In word study workshops, students grow their vocabulary by learning the meanings of groups of conceptually related words. Students also learn to focus on spelling patterns that are necessary to be fluent, proficient readers, writers, and spellers.

**Math:** Summit Math 3 is designed to support true depth of knowledge required by today’s standards. With

rich content to form conceptual understanding and enough practice to support mastery, including time built-in for individualized independent practice, games, and offline practice, Summit Math 3 includes the tools and technology that students need to succeed in a blended learning environment. Summit Math 3 focuses on reviewing patterns and number sense; discovering addition, subtraction, multiplication, and division strategies; exploring shapes and calculating area; learning about fractions and equivalent fractions; measuring time, length, liquid volume, and mass; and exploring and making data displays.

Science: Students learn to observe and analyze through hands-on experiments, and gain further insight into how scientists understand our world. They observe and chart the phases of the moon, determine the properties of insulators and conductors, and make a three-dimensional model of a bone.

History: Continuing their investigation (spanning grades 1–4) into history from the Stone Age to the Space Age, third grade students will:

- Explore the Renaissance, and meet Petrarch, da Vinci, Michelangelo, Gutenberg, Galileo, and more.
- Journey through the Age of Exploration with Dias, da Gama, Magellan, and more.
- Get to know the Maya, Aztecs, and Incas.
- Visit civilizations in India, Africa, China, and Japan.
- During England's Golden Age, meet Elizabeth I, Sir Walter Raleigh, and William Shakespeare.
- Explore Jamestown, Plymouth, and the thirteen colonies in Colonial America.
- Learn about the American Revolution.

#### *Grade 4*

Language Arts: ELA 4 Summit provides a well-balanced approach to literacy that connects reading, writing, grammar, vocabulary, and spelling into one integrated program. Dedicated time for keyboarding practice is also included. The course is made up of 12 units. Each unit contains workshops that center on one major focus (reading, writing, or word study) for instruction and reinforcement of big ideas. In reading workshops, students read independently in a variety of genres and formats—fiction, poetry, drama, nonfiction, and magazines—before exploring each text through various activities. In writing workshops, students analyze model writing samples and then work through the writing process to develop original compositions of their own. They learn about grammar, usage, and mechanics and apply those skills as they revise and proofread their work. In word study workshops, students grow their vocabulary by learning the meanings of groups of conceptually related words. Students also learn to focus on spelling patterns that are necessary to be fluent, proficient readers, writers, and spellers.

Math: Math 4 Summit is designed to support true depth of knowledge required by today's standards. With rich content to form conceptual understanding and enough practice to support mastery, including time built-in for individualized independent practice, games, and offline practice, Summit Math 4 includes the tools and technology that students need to succeed in a blended learning environment. Summit Math 4 focuses on expanding understanding of operations with whole numbers, developing a greater understanding of fractions, discovering decimals and their relationship to fractions, and exploring geometric figures.

Science: Students develop scientific reasoning and perform hands on experiments in Earth, Life, and Physical Sciences. They construct an electromagnet, identify minerals according to their properties, use chromatography to separate liquids, and assemble food webs.

History: Concluding their investigation (spanning grades 1–4) into history from the Stone Age to the Space Age, fourth grade students turn to the study of the modern world. They will:

- Learn about the Age of Enlightenment and the Scientific Revolution, and meet Isaac Newton and Benjamin Franklin.

- Become familiar with James Madison and American constitutional government, as well as Napoleon in France.
- Learn about various revolutions in Latin America.
- See how great changes—nationalism, industrialism, and imperialism—shaped, and sometimes shattered, the modern world, leading to the two world wars.
- Study many inventors and innovators who achieved great advances in communication, transportation, medicine, and government.

### *Grade 5*

Language Arts: ELA 5 Summit provides a well-balanced approach to literacy that connects reading, writing, grammar, vocabulary, and spelling into one integrated program. Dedicated time for keyboarding practice is also included. The course is made up of 12 units. Each unit contains workshops that center on one major focus (reading, writing, or word study) for instruction and reinforcement of big ideas. In reading workshops, students read independently in a variety of genres and formats—fiction, poetry, drama, nonfiction, magazines, and graphic novels—before exploring each text through various activities. In writing workshops, students analyze model writing samples and then work through the writing process to develop original compositions of their own. They learn about grammar, usage, and mechanics and apply those skills as they revise and proofread their work. In word study workshops, students grow their vocabulary by learning the meanings of groups of conceptually related words. Students also learn to focus on spelling patterns that are necessary to be fluent, proficient readers, writers, and spellers.

Math: Math 5 Summit is designed to support true depth of knowledge required by today's standards. With rich content to form conceptual understanding and enough practice to support mastery, including time built-in for individualized independent practice, games, and offline practice, Summit Math 5 includes the tools and technology that students need to succeed in a blended learning environment. Summit Math 5 focuses on expanding understanding of operations with fractions, developing a greater fluency with operations with multi-digit numbers, expanding understanding of decimals, and learning to perform operations with decimals, learning about the coordinate plane, and exploring volume.

Science: Students perform experiments, develop scientific reasoning, and recognize science in the world around them. They build a model of a watershed, test how cell membranes function, track a hurricane, and analyze the effects of gravity.

History: The first half of a detailed two-year survey of the history of the United States, this course takes students from the arrival of the first people in North America through the Civil War and Reconstruction. Lessons integrate topics in geography, civics, and economics. Building on the award-winning series *A History of US*, the course guides students through critical episodes in the story of America. Students investigate Native American civilizations; follow the path of European exploration and colonization; assess the causes and consequences of the American Revolution; examine the Constitution and the growth of the new nation; and analyze what led to the Civil War and its aftermath.

### *Grade 6*

Language Arts: This course equips students with the essential language arts skills needed throughout their academic careers. Students read and analyze a variety of informational and fictional texts. Instruction and reading strategies accompany reading selections to help engage students in the text and sharpen their comprehension. Students express their ideas and knowledge using standard (formal) English in written and oral assignments. Writing expressive, analytical, and procedural compositions helps students develop

communication skills necessary in today's world. Vocabulary is taught explicitly and through an array of vocabulary acquisition strategies that give students the tools to independently increase their vocabulary. Students study grammar, usage, and mechanics; and practice sentence analysis, sentence structure, and proper punctuation. The course includes discussion activities that engage students in the curriculum while creating a sense of community.

**Math:** In the Summit Math 6 course, students deepen their understanding of multiplication and division of fractions to apply their knowledge to divide fractions by fractions, with an additional focus on increasing efficiency and fluency. Students gain a foundation in the concepts of ratio and rate as an extension of their work with whole number multiplication and division, and in preparation for work with proportional relationships in Grade 7. Students also make connections among area, volume, and surface area, and continue to lay the groundwork for deep algebraic understanding by interpreting and using expressions and equations.

**Science (choose 1 of 3 choices):**

**SCI06** The Summit Earth Science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, the curriculum gives students an opportunity to relate to their everyday world. Students will explore topics such as the fundamentals of geology, oceanography, meteorology, and astronomy; Earth's minerals and rocks; Earth's interior; plate tectonics, earthquakes, volcanoes, and the movements of continents; geology and the fossil record; the oceans and the atmosphere; and the solar system and the universe. Lesson assignments help students discover how scientists investigate the science of our planet.

**SCI07** The Summit Life Science program invites students to investigate the world of living things--at levels both large and small—by reading, observing, and experimenting with aspects of life on Earth. Students explore an amazing variety of organisms, the complex workings of the cell and cell biology, the relationship between living things and their environments, and discoveries in the world of modern genetics. Students tackle such topics as ecology, microorganisms, animals, plants, cells, animals, species, adaptation, heredity, genetics, and the history of life on Earth. Lesson activities and assignments help students discover how scientists investigate the living world.

**SCI08E3** The Physical Science program introduces students to many aspects of the physical world, focusing first on chemistry and then on physics. The course provides an overview of the physical world and gives students tools and concepts to think clearly about matter, atoms, molecules, chemical reactions, motion, force, momentum, work and machines, energy, waves, electricity, light, and other aspects of chemistry and physics. Among other subjects, students study the structure of atoms; the elements and the Periodic Table; chemical reactions; forces, including gravitational, motion, acceleration, and mass; and energy, including light, thermal, electricity, and magnetism.

**History and Social Sciences (choose 1 of 6 choices):**

**HST05 SUMMIT AMERICAN HISTORY BEFORE 1865:** The first half of a detailed two-year survey of the history of the United States, this course takes students from the arrival of the first people in North America through the Civil War and Reconstruction. Lessons integrate topics in geography, civics, and economics. Building on the award-winning series *A History of US*, the course guides students through critical episodes in the story of America. Students investigate Native American civilizations; follow the path of European exploration and colonization; assess the causes and consequences of the American Revolution; examine the Constitution and the growth of the new nation; and analyze what led to the Civil War and its aftermath.



**HST06 SUMMIT AMERICAN HISTORY SINCE 1865:** The second half of a detailed two-year survey of the history of the United States, this course takes students from the westward movement of the late 1800s to the present. Lessons integrate topics in geography, civics, and economics. The course guides students through critical episodes in the story of America. Students examine the effect of the settlement of the American West; investigate the social, political, and economic changes that resulted from industrialization; explore the changing role of the United States in international affairs from the late nineteenth century through the end of the Cold War; and trace major events and trends in the United States from the Cold War through the first decade of the twenty-first century.

**HST07 SUMMIT WORLD HISTORY I:** Surveys the story of the human past from the period before written records, prehistory, through the fourteenth century. The course is organized chronologically and, within broad eras, regionally. The course focus is the story of the human past and change over time, including the development of religion, philosophy, the arts, and science and technology. Geography concepts and skills are introduced as they appear in the context of the historical narrative. Students explore what archaeologists and historians have learned about the earliest hunter-gatherers and farmers, and then move to a study of the four river valley civilizations. After a brief writing unit, they study the origins of Confucianism, Hinduism, Buddhism, and Judaism and the eras in which they developed. The second half of the course traces the story of classical Greece and Rome, the Byzantine Empire, the origins of Christianity and Islam, and then continues through the fourteenth century in Europe, North Africa, and East Asia. Historical thinking skills are a key component of Intermediate World History. Students practice document and art analysis, conduct research, and write in a variety of formats. They also practice map reading skills and look at how historians draw conclusions about the past as well as what those conclusions are.

**HST08 SUMMIT WORLD HISTORY II:** Continuing a survey of World History from prehistoric to modern times, K12 online lessons and assessments complement the second volume of *The Human Odyssey*, a textbook series developed and published by K12. This course focuses on the story of the past from the fourteenth century to 1917 and the beginning of World War I. The course is organized chronologically and, within broad eras, regionally. Lessons explore developments in religion, philosophy, the arts, and science and technology.

**SOC07 SUMMIT INTERMEDIATE CIVICS AND ECONOMICS:** In this course, students learn about the government and economic system of the United States and their roles in it. They begin their study with looking at colonial America and the importance of the documents, such as the Constitution, that the Founding Fathers wrote. Students then turn their attention to the structure of the U.S. government as they learn about the executive, legislative, and judicial branches. They study the role of elections, voting, and public opinion in the American political process, as well as the role that state and local governments play. They learn citizenship skills that will enable them to participate in their government and communities throughout their lives. Turning to economics, students study the free enterprise system that the American economy is based on and learn about how economic growth is measured, types of businesses, the process of developing the government budget, and the role the government takes in the U.S. economy. They also gain personal finance knowledge, such as the importance of budgeting, saving, and the responsible use of credit. Students examine the role that banks and international trade play in their lives. They also look at the different types of economies in the world, the interdependence of countries today, and the spread of democracy around the world.

**SOC08 SUMMIT INTERMEDIATE GLOBAL STUDIES:** In this course, students take a detailed look at the physical and cultural world around them. Beginning with the study of geographic themes that provide a framework to analyze different parts of the world, students turn their focus to each geographical region of the world—North America; South America; Europe; Asia; Africa; and Oceania, Australia, New Zealand, and Antarctica. They learn more about the physical and cultural traits that makes each region unique and study

their commonalities as well. Students also look at issues such as trade, globalization, the environment, conflict, and other topics that influence the world today. Students also learn and apply research skills as they undertake research projects that give them a more in-depth focus on specific regions of the globe.

## **GENERAL INFORMATION**

### **Admission and Enrollment Policy**

Admission to the School shall be open to all age-appropriate children for grade levels offered in accordance with the School's charter contract without charge for tuition and without discrimination on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin or any other basis that would be illegal for an existing school district. Admission shall comply with all applicable federal and state laws.

Admission shall be limited to those students who are residents of the state, except a foreign exchange student. A child is eligible to enroll in Kindergarten if they are at least five years old by September 1<sup>st</sup> of the school year of enrollment. If a child will be 5 years of age no later than December 1 of the school year applied for, the district may enroll the child for that school year if the parent or legal guardian has notified the district in writing (waiver) that he or she intends to enroll the child in kindergarten for that school year.

The School will remove barriers to the enrollment and retention in school of children and youth experiencing homelessness by developing and implementing practices and procedures consistent with the McKinney-Vento Homeless Education Assistance Act and applicable state law. The school will ensure that all identified homeless children and unaccompanied youth receive a free and appropriate education and are given meaningful opportunities to succeed in the school.

The school will comply with all applicable federal and state laws related to admissions and enrollment.

### **Open Enrollment Period and Notice**

The "Open Enrollment Period" shall be from the first day of school of the current school year until 5:00 p.m. on the last day of business in February of the current school year. Notice of the Open Enrollment Period and application process will be designed to inform the persons most likely to be interested in the school.

The school will provide notice of open enrollment by (a) printing a legal notice of the enrollment period in a local newspaper of general circulation; (b) mailing a written notice of the open enrollment period and an application to all families who inquire about school enrollment; (c) posting a written notice of the open enrollment period at the school; and (d) posting the application on the school's website.

As part of the enrollment process, the school staff will seek to meet with families, parents and students prior to the first day of school via parent and student orientation meetings. In this

way, applicants and their parents will have the opportunity to become fully informed as to the nature and scope of the school, its curriculum, and requirements.

### **Application Procedures**

Interested parties may obtain applications at:

- The school website
- The school office (phone, email, or in-person)

Applications will be emailed, mailed or faxed to anyone requesting an application by telephone.

For the current school year, applications for available seats will be filled in the order received, or added to the wait list in the order received and according to enrollment priority.

Applications for the subsequent school year are received during the Open Enrollment Period. If applications received exceed offered seats in any grade level (“over-subscribed grades”), the school will conduct a random selection process for the oversubscribed grades only.

All applications received after the Open Enrollment Period will not be eligible to participate in the random selection process and will be added to the end of the accepted list if offered seats are still available after the random selection process, or to the resulting waiting list created at the time of the random selection process.

Accepted applicants must confirm their intent to attend the school within ten (10) business days of acceptance by returning the forms included in the acceptance packet.

If a newly-enrolled student does not attend the first day of school or call in to request an excused absence on the first day of school, the student will forfeit his/her registered status in the school and will no longer be enrolled. The school will attempt to contact all such students before de-enrolling.

Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the school for successive years without having to re-enter the random selection process. However, they will be required to complete a re-enrollment form by the end of the Open Enrollment Period showing intent to re-enroll for the subsequent school year.

All applicants on a waiting list must resubmit an application for the following school year during the next Open Enrollment Period.

## Attendance Policy

- The school day runs from 8:15am until 3:20pm.
- Doors open for student arrival at 8:00am. Students will walk directly to their classroom. Parents who wish to speak with a teacher are asked to make an appointment for another time. Parents who have made arrangements to be in a classroom as a volunteer must report to the office to sign in and receive a visitor badge if they plan to remain at school.
- The front lobby doors will be locked at 8:15am.
- Special circumstances may result in an individual attendance plan for students living in homeless, foster, or unaccompanied situations.

## Coming in Late or Leaving Early

If your child arrives late to school:

- Please check in at the office prior to your child going to his/her classroom to receive the appropriate pass. You will be issued a pass for your child to give to his/her teacher.
- Tardy: If a student arrives after 8:15am, they are considered tardy and must sign into the office before heading to their classroom.
- Our school lunch needs to be documented by 8:30am. If you know that your child is going to be tardy, please notify the teacher before 8:30am if your child intends to purchase a lunch that day. If not, we will assume that lunch will be brought from home.

Excessive tardies impact student learning, and may require a meeting with the administration.

- Because of our concern for the safety of our students, no student is to leave the school grounds at any time without permission from the office.
- Parents must check in at the school office when picking up their child for any excused dismissal. Please remember that learning is taking place right up to dismissal.
- No child will be released to a person other than a parent or a guardian during school hours without the written permission of the parent or guardian.
- The person to whom the child is to be released will be required to sign a log in the school office indicating time and purpose of the release. Identification will be required if the person is not known to the office staff.
- Safe, secure classrooms and disruption-free instruction require us to seek total cooperation of parent(s)/legal guardian(s) in not going directly to the classroom.

## Absences

- We ask that families contact the school by 8:30 if a child is going to be absent.
- Teachers may require students to make up work they feel is necessary for the student to keep up with the rest of the class.

Excessive absences impact student learning, and may require a meeting with the administration.

In order for students to progress, it is important that they attend all classes. Students must be excused by a parent if they are absent, tardy, or leave early. Excused absences are defined as absences caused by illness, death in the family, medical or dental appointment, religious observance, and court appearance. An Unexcused Absence is defined as an absence that is unnecessary and avoidable. This absence includes, but is not limited to:

- Absences not verified by a parent/guardian within 24 hours and leaving class without permission or leaving campus without checking with the office. OMPS maintains a closed campus, so students may not leave the school at any time during the school day without the permission of the school and their parent(s).

Please notify the school if your child has been diagnosed with a communicable disease and keep the student home until fully recovered. When notifying the office about a sick child, please relay the nature of the illness. Our policy is that children need to be fever free for 24 hours before returning to school. OMPS Leadership shall have discretionary authority to excuse an absence for a reason the administrator deems consistent with the policy. Students are considered unexcused if the parent does not contact the office.

## Dress & Grooming

All OMPS students must adhere to dress code guidelines.

- A student will not dress in a manner that disrupts the educational process or is detrimental to the health, safety, or welfare of others.
- A pair of gym shoes must be worn during PE classes.
- During winter months, students must come to school with attire that is appropriate for outdoor activities (i.e. jacket, gloves, boots).

The following clothing will be considered inappropriate during the school day:

- Any clothing that reveals inappropriate symbols or pictures
- Any clothing that reveals a midriff, low-cut neckline, or displays a deep underarm
- Any clothing that disrupts or distracts from the learning environment
- Any clothing that is deemed indecent, inappropriate, or dangerous by school staff
- Shoes with wheels attached or lights turned on

Families in need of assistance to provide appropriate clothing in accordance with the dress code should contact the school office. Every effort will be made to provide students with appropriate clothing

## **Valuables**

Students are discouraged from bringing items of value to school as OMPS is not responsible for the replacement of lost or stolen items. Parent(s)/legal guardian(s) are encouraged to ensure the child has properly secured money brought to school. If a large sum of money is required, parent(s)/legal guardian(s) are encouraged to see the teacher or the office staff before or after school and make payment. Parent(s)/legal guardian(s) are encouraged to place money sent to school in an envelope with a note stating the reason the money is being sent. The child's name and teacher's name should be clearly written on the outside of the envelope.

## **Parental Involvement**

OMPS relies on parent(s)/legal guardian(s) for your involvement in your child's education, growth, and development. Parent(s)/legal guardian(s) are children's first and most effective teachers. We encourage parent(s)/legal guardian(s) to become active partners with their child(ren)'s teacher(s). Studies indicate the biggest indicator of a child's academic success is parental involvement in their education.

## **Visitors**

All parent(s)/legal guardian(s) or visitors must report to the main office upon entering school grounds to sign-in and to discuss your visit. A daily sign-in sheet will be available for use by parent(s)/legal guardian(s) and pre-approved visitors who visit the school. All parent(s)/legal guardian(s) and approved visitors will be given a "Visitor's Badge", which must be visible. Sign-in and approval procedures are necessary for the safe protection of our children and to avoid disruption of classes. Parents who would like to observe their child's classroom, or bring in birthday treats please notify the teacher or the main office 24 hours prior to visit. Birthday celebrations will be scheduled with your child's teacher. No peanuts please.

## **Volunteers (During the 2020-2021 school year, volunteer opportunities are put on hold.)**

Parent(s)/legal guardian(s) and other community members are sought as volunteers to assist the faculty and staff to enhance the educational program and provide quality services for our students. Volunteer activities include such responsibilities as tutors, mentors, classroom assistants, computer assistants, and room mothers/fathers. All school volunteers must complete the "Volunteer Information Form" (available in the school office) and be approved by the school principal before assisting at the school. A background check will be required for volunteers and must be completed before service can begin. Please visit the main office for information.

## **Teacher Qualifications**

Parents may request information about the qualifications of their child's teachers and paraprofessionals, including:

- Whether the teacher has met State certification requirements;
- Whether the teacher is teaching under an emergency permit or other provisional status by which State licensing criteria have been waived;
- The teacher's college major;
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
- Whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

## **Field Trips (During the 2020-2021 school year, field trips are put on hold.)**

Field trips are both integral to the EL program yet remain a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline.

All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Behavioral or safety concerns;
- Other reasons as determined by the school.

## **Emergency School Closings**

In case of bad weather and other local emergencies, please listen to any local radio or television station to be advised of school closings or early dismissals. School closings for any reason will be announced by 6:00 a.m. If bad weather or other emergency occurs during the day, please listen to local media stations for possible early dismissal information. This information will also be posted on the website, Facebook, and an automated phone call.

For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal.

If we dismiss early for an emergency, all after-school functions are automatically cancelled.



## **Student Records “Rights”**

The Federal Family Educational Rights and Privacy Act of 1974 provides parents/guardians or guardians of students under the age of 18 the right to examine official records, files, and data relating to the student. If you wish to review your child's record, please contact the office.

OMPS believes that all student records shall be treated as confidential and exist primarily for OMPS use or as otherwise stipulated. To request a review of your students records a parent/guardian must contact the main office to schedule an appointment. To request a hardcopy of your student's records a parent/guardian must submit the request in writing to the main office. The Office Manager will then contact the parent/guardian to notify when the request can be reasonably fulfilled and that it will be filled at a reasonable cost in compliance with the law. In situations where the parents/guardians of a student are divorced or separated, each parent custodial and/or non-custodial has equal rights to their child's records unless a court order specifies otherwise. The School's personnel shall not recognize private agreements between the student's parents/ guardians.

## **Confidentiality of Record**

With few exceptions, no individuals or organizations but the parent, student, and school personnel working directly with the student can have access to information in the student record without the specific informed, written consent of the parent or the student.

## **McKinney-Vento Homeless Assistance**

Students who meet the federal definition of “homeless” and qualify for the McKinney-Vento Act are provided the same public education and school services as all other students in the School. Students will not be stigmatized or segregated based on their status as homeless. No homeless student will be denied enrollment based on a lack of proof of residency. Families who are facing these difficulties may reach out the School's liaison for homeless children who will perform all duties as assigned by the School Leaders.

## **ACADEMICS**

### **School Materials**

Required textbooks and related learning materials are provided by the school free of charge. Students are responsible for taking care of school owned materials and are expected to pay replacement or damage costs if applicable.

### **Homework**

Homework is important to the learning process and is assigned on a regular basis. Teachers check homework every day in a variety of ways. A grade appropriate homework policy will be distributed by your child's teacher.

### **Testing**

The School administers two types of standardized testing. The Michigan mandated MSTEP tests in the spring (for grades 3-6), and the NWEA in the fall, winter, and spring, for all grades.

The results of the state assessment tests and the criterion-reference tests are used to assist in the improvement of curriculum and instruction in the areas of English/Language Arts, Math, Science and Technology, and History and Social Studies. Parent(s)/legal guardian(s) will be sent individual scores for their children when available. Test scores will be included in the student's cumulative file.

### **Classroom Placements**

The faculty gives serious consideration to students' class assignments. Class placements are based on the teacher's knowledge of students' previous performance and best educational judgments. Parent(s)/legal guardian(s) may provide input to the best educational assignment for their child. Any requests to change teachers, needs to be done so in writing. Any teacher changes made will be at the Leadership Team's discretion.

For new students, a child's assignment will typically be made according to the recommendation of the child's last previously attended school.

### **Promotion from Grade to Grade/Grade Retention**

The School Leaders are authorized to make initial grade placement of a student and to promote, accelerate, or retain students after initial grade placement. After initial grade placement, a student is expected to progress through grades, spending one year in each grade. On occasion, it may be in the best interest of the student to have a new grade placement, if a student's parent(s)/legal guardian(s) or teacher believes a grade change should be considered, a written request for consideration should be provided to the Director of Academics, including the reasons for such consideration. The final decision regarding placement of a student rests solely with the Director of

Academics and will align with Board Policy.

## **Report Cards and Progress Reports**

Students will receive report cards at the end of each trimester.

## **Special Education**

It is the intent of OMPS to ensure that students who are disabled within the definition of the Individuals with Disabilities Education Act ("IDEA") or Section 504 of the Rehabilitation Act of 1973 ("Section 504") are identified, evaluated, and provided with appropriate educational services.

The school district provides a free appropriate public education in the least restrictive environment and necessary related services to all students with disabilities enrolled in the school.

For the provision of special education programs and services under the IDEA, the term "student with a disability" means a person between ages 3 and 26 for whom it is determined that special education services are needed.

For the purposes of complying with Section 504, a "student with a disability" is a person who:

1. Has a physical or mental impairment, which substantially limits one or more of such person's major life activities;
2. Has a record of such an impairment; or
3. Is regarded as having such an impairment.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office. The School will comply with IDEA and Section 504 of the Rehabilitation Act of 1973 when disciplining students with disabilities. Behavioral interventions will be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors.

The goal of special education programming is to provide students with the educational plan that best meets their individual needs in the least restrictive environment.

OMPS works with the Traverse Bay Area Intermediate School District (TBAISD). TBAISD provides Speech/Language Therapy, Occupational Therapy, Physical Therapy, School Social Work Services, School Psychologist and other services for students who meet eligibility requirements for service. or further information on all special education services and programming, contact the School Leaders.

## **Health Education**

A student shall not be enrolled in a class in which the subjects of family planning or reproductive health are discussed unless the student's parent/guardian is notified in advance of the course and the content of the course, is given a prior opportunity to review the materials to be used in the

course,

and is notified in advance of his/her right to have the student excused from the class.

Upon the written request of a student or the student's parent/guardian, a student shall be excused, without penalty or loss of academic credit, from attending a class in which sex education instruction is provided. "Class" means an instructional period of limited duration within a course of instruction and includes an assembly or small group presentation.

If a student's parent/guardian files with the school a continuing written notice that the pupil is to be excused from a class in which sex education instruction is provided, the student shall not be enrolled in such a class unless the parent/guardian submits a written authorization for that enrollment.

## **SERVICES**

### **Food Service Program**

OMPS offers a school lunch program with a menu of hot and cold lunch items. Parents can find lunch sign up information and pricing on the OMPS website. OMPS will offer free/reduced lunches to eligible students. Be sure to fill out the Free and Reduced Price Lunch Application and return it to the school as soon as possible.

Students may bring lunch from home. Parent(s)/legal guardian(s) are encouraged to pack lunches that satisfy our wellness policy. Children do not have access to a microwave.

### **Transportation**

Students are transported to and from school by parents or carpool drivers. Bay Area Transportation Authority (BATA) Bus Route 16 on Old Mission Peninsula provides public bus service on OMP during morning drop off and afternoon pick up times and includes a stop at the school. Please contact BATA ([www.BATA.net](http://www.BATA.net)) for additional information and fee schedule.

## **HEALTH AND SAFETY**

### **Snacks**

Students in grades K-6 will have a snack in the morning and/or in the afternoon. We ask parents to provide their children with healthy snacks each day.

### **Water Bottles**

We encourage students to drink water throughout the day by keeping water bottles with them at all times while they are in school.

## **Communicable Diseases**

The school will observe recommendations of the Michigan Department of Health and Human Services regarding communicable diseases.

1. The student's parent/guardian is required to notify the school office if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent/guardian.
3. A student excluded because of a communicable disease will be permitted to return to school only when the parent/guardian provides the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.

## **Head Lice**

The school will observe the following protocols regarding head lice.

1. The student's parent/guardian is required to notify the school office if their child is suspected of having head lice.
2. Infested students will be sent home following notification to the parent/guardian.
3. The school will provide written instructions to the parent/guardian regarding appropriate treatment for the infestation.
4. A student excluded because of head lice will be permitted to return to school only when the parent/guardian brings the student to school with confirmation of treatment. The school will re-examine the student's hair. The student will be re-admitted to school if no live lice are found. Periodic checks of the student's hair by designated school personnel will be done over the next few weeks to assure successful treatment. Parent/guardian should continue daily lice checks and nit removal for the next two to three weeks.

## **Emergency Medical Card**

Parent(s)/legal guardian(s) will also be asked to sign an emergency medical card to permit the teacher or adult in charge to secure medical assistance for the child in an emergency. If your child is injured or becomes ill at school, we will make every effort to contact you. Of course, in an emergency situation the child should be transported to the nearest medical facility able to render appropriate care, regardless of parental preference. Typically, this decision is made by an EMT (emergency medical technician) or other first responder. Please be sure that your emergency contact information on your Student Registration Form is filled out completely and accurately and on file in the school office so that we will be able to reach you at home or at work. The registration form should also list the names and numbers of at least two other people we can call in case we are unable to contact you. Please be sure that the people you list as emergency contacts are aware of this and are willing and able to take responsibility for your child.

## **Immunizations**

Students need to be up-to-date with the required immunizations for their age group. Students may be refused access to the school if their immunizations fall out of compliance. Please check with your pediatrician or the health department website at Michigan.gov for the most up-to-date information. If you have opted out of immunizations for your child and have a certified State of Michigan Nonmedical Waiver Form, please note that the school will only accept the original, current State of Michigan form (Current date: January 1, 2017) and the form cannot be altered in any way.

## **Medications**

Medication Michigan law requires that before any medication, including over-the-counter medication and herbal treatments, can be administered to students, the school office must have the following:

- a signed statement form, including directions completed by the parent or guardian, for over-the-counter medications
- a signed statement from a physician and parent explaining doses and any precautions for prescription medication
- the current prescription container from the pharmacy or original packaging for over-the-counter medications

Students are not allowed to keep any type of medication in the possession in the classroom. All prescription medication should be sent to school in a container labeled by the pharmacist. Only enough medicine for the exact amount of doses given in school should be sent. We cannot send the bottle home daily.

Please note: children are not allowed to transport medication to and from school. Parents must bring the medication to the office.

## **Self-Administration of Medication**

A student may possess an epinephrine auto-injector (EpiPen®) and/or an asthma inhaler prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form. The school and district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardian must agree to indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/or asthma inhaler, or the storage of any medication by school personnel.



### **Concussions and Head Injuries**

A student who exhibits signs, symptoms or behaviors consistent with a concussion (i.e. loss of consciousness, headache, dizziness, confusion, or balance problems), shall be immediately removed from physical participation and shall not return to the activity until he/she is evaluated by an appropriate licensed health professional who has the ability to recognize and treat concussions and receives written clearance to do so. Written medical clearance will then be maintained in the student's CA-60 file until he/she is 18 years of age.

State law requires all Michigan schools to provide educational materials on the signs/symptoms and consequences of concussions to each student participating in an athletic activity (extra-curricular sports and/or gym class) and their parents/guardians and to obtain a signed statement acknowledging receipt of the information to keep on record. Please see concussion information at the end of this handbook and be sure to return the signature page to the school.

### **Students with Severe Food Allergy or Chronic Illness**

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal at (231) 252-0225.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports and accommodations so that he/she can access educational programs and services.

Not all students with severe allergies or chronic illnesses may be eligible for a Section 504 Plan. Our School also may be able to appropriately meet a student's needs through other means.

### **Pets or Animals at School**

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a disability. This rule prohibiting animals on school property may be temporarily waived by the building principal in the case of a unique educational opportunity for students, provided that: (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

### **Student Fundraising**

Fundraising activities by school organizations must be approved in advance by the principal. Organization sponsors assume the responsibility for supervising the project, accounting for funds, making reports, and any other details involved in the project.

**Smoke Free School Zone**

The use of any tobacco products within the school buildings, the school facilities or on the school grounds by any individual, including school personnel, is prohibited.

**Student Safety Zone**

Michigan law establishes a Student Safety Zone that extends 1,000 feet from the school property in relation to weapons, drugs, registered sex offenders, and tobacco. Individuals are prohibited from engaging in these activities on School property, within the Student Safety Zone, or at any School-related event.

**Safety Drill Procedures and Conduct**

Safety drills will occur at times established by the School Leaders. Students shall comply with the directives of school officials during emergency drills. Each school shall conduct minimum of five (5) fire drills, two (2) tornado drills, and three (3) lock-down drills each school year. There may be other drills at the direction of the administration. Drills will not be preceded by a warning to the students.

**Safe School Video System**

Video cameras are installed throughout the school building to ensure safety and security of all students and employees and of all guests to OMPS. The video system may also be used by the School Leaders to provide parent(s)/legal guardian(s) with direct information on their child's academic participation and behavior.

**Child Abuse or Neglect**

Michigan State law requires the school to report any suspicious or obvious abuse or neglect of a child to the Michigan Department of Health and Human Services within 24 hours of concern being noted. Please be aware that the staff takes this responsibility seriously and will act immediately to meet this reporting requirement of the law.

**Student Distribution of Non-School-Sponsored Materials**

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with board policy and must occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the material is endorsed by the school board.

## DISCIPLINE

### Overview

OMPS strongly believes that there is a direct correlation between good school/classroom decorum and student achievement. Students who do not observe the rules of good conduct (courtesy, honesty, listening to others, respect, kindness, etc.) in the classroom, before and after school, and on the playground are interfering with the optimum learning and safety of others as well as minimizing their own opportunities to learn. Thus, our staff takes a very proactive role in making sure every student has the optimum learning environment in which to learn. Inappropriate behavior will be referred to the administration.

Early intervention	<ul style="list-style-type: none"> <li>● The first step of disciplinary action is in each classroom.</li> <li>● Faculty will maintain an orderly environment, conducive to learning and with their own consequences for students who are disruptive.</li> <li>● The behavior may be a violation of the code of conduct or a disruption of the orderly operation of the classroom or a school activity. The inappropriate behavior with the student is addressed.</li> </ul>
Level 2 Parent Notification	<ul style="list-style-type: none"> <li>● The parent is notified by mail or a note home of the misbehavior.</li> </ul>
Level 3 Parent Contact	<ul style="list-style-type: none"> <li>● A conference with the parent is held in order to discuss the incident and appropriate disciplinary action.</li> </ul>
Level 4 Behavior Support Plan (BSP)	<ul style="list-style-type: none"> <li>● When the behavior(s) has reached a level of persistent disobedience, the teacher and/or principal shall schedule a meeting with the parents in order to implement a BSP.</li> <li>● A BSP will take into consideration the cause of the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and necessary consequences that will take place if the behavior continues.</li> <li>● The BSP shall be signed by all parties and copies are made for the parent and kept in the student's file.</li> <li>● If the disciplinary action is related to unexcused tardies or absences, an Attendance Corrective Action Plan (A-CAP) will be implemented.</li> <li>● If a student violates the BSP, the School Principal, or the Principal's designee in the Principal's absence, has the discretion to impose additional disciplinary measures or recommend the student to the Board for additional disciplinary measures up to and including expulsion.</li> </ul>
Level 5 Suspension of 10 school days or less, or other disciplinary intervention	<ul style="list-style-type: none"> <li>● When the act of misconduct is a severe violation of the Student Code of Conduct or the student engages in persistent disobedience, the school may impose consequences that include suspension of up to 10 school days, or other disciplinary interventions such as restorative practices, restitution, counseling and/or exclusion from school activities.</li> </ul>

	<ul style="list-style-type: none"> <li>● The School Principal, or the Principal’s designee in the Principal’s absence, may convene a meeting with the student, parents and others to develop or update an existing Behavior Contract that outlines the expected behavior and disciplinary action.</li> <li>● The Behavior Contract shall be signed by all parties and copies are made for the parent and kept in the student’s file. The student will be granted a right to due process as described in the Due Process Procedures of this Student Code of Conduct.</li> </ul>
Level 5 & 6 Long Term Suspension or Expulsion	<ul style="list-style-type: none"> <li>● When the act of misconduct constitutes a crime under state law, a severe violation of the Student Code of Conduct persistent disobedience, or is so extreme that it threatens the safety of others, the School Principal may impose disciplinary measures or recommend the student for disciplinary measures up to and including expulsion.</li> <li>● The Principal may also recommend to the Board for additional disciplinary measures, up to and including expulsion, any student who has repeated Level 5 or above (as defined in the School-Wide Behavior Management System) recorded behavior incidences during the current school year.</li> </ul>

### **Mitigating Factors**

Mitigating factors are factors that the OMPS administration shall consider prior to the suspension or expulsion of a student. These factors include:

1. Student’s age
2. Student’s disciplinary record
3. Whether the student has a disability
4. Seriousness of the behavior
5. Whether the violation or behavior threatened the safety of any other student or staff
6. Whether restorative practices will be used to address the violation or behavior
7. Whether a lesser intervention would address the violation or behavior

### **Due Process**

- OMPS recognizes exclusion from the educational programs, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and is one that cannot be imposed without appropriate due process, since exclusion deprives a child of the right to an education.
- OMPS also recognizes that it may be necessary for a teacher to remove a student from class for conduct disruptive to the learning environment, and that such removals are not subject to a prior hearing, provided the removal is for a period of less than twenty-four (24) hours.

However, if an emergency removal may result in a suspension, then due process must be ensured.

- In all cases resulting in short-term suspension, long-term suspension or expulsion, appropriate due process rights described in Policy 5611 and AG 5610 must be observed.
- The School Leader or designee shall check to make sure the student is not classified as disabled under Section 504. Students with disabilities under IDEA or Section 504 shall be expelled only in accordance with their rights under Federal law.
- The School Leader may suspend a student for a period not to exceed 10 school days. Unless otherwise defined in Federal and/or State law, expulsion is defined as the permanent exclusion of a student from the Academy.

## **Behavior**

### *Disruption of an Appropriate Learning Environment*

Disruption of an appropriate learning environment includes, but is not limited to:

- Repeated disruption
- Offensive language
- Teasing
- Intimidation
- Aggressive behavior toward a staff member or student

### *Defiance/Persistent Disobedience*

Students at OMPS are expected to act respectfully towards administration, staff and other students. They are expected to follow instructions and cooperate with their teachers, the school staff and administration. Persistent disobedience will not be tolerated.

Persistent disobedience includes, but is not limited to:

- Behavior that repeatedly takes away from the learning of others
- Repeated disruption in the classroom
- Repeated disruption in the hallways
- Repeated disruption at school events

### *Fighting/Physical assault of another person (students and adults)*

Fighting is unacceptable for any reason at OMPS and will not be tolerated. A fight is defined as a physical altercation occurring between two or more students. The physical nature of a fight could include but is not limited to hitting, punching, slapping, poking, grabbing, pulling, tripping, kicking, and pinching.

Fighting/Physical assault includes, but is not limited to:

- |            |            |
|------------|------------|
| ● Hitting  | ● Pulling  |
| ● Punching | ● Tripping |
| ● Slapping | ● Kicking  |
| ● Poking   | ● Pinching |
| ● Grabbing |            |

### *Verbal/written assault or threat (students and adults)*

Verbal or written attacks of members of the OMPS staff or students will not be tolerated.

Verbal or written assault/threat is the act of directing negative statements toward someone, causing emotional harm. This consists of behaviors that are non-physical, but which can still be rather damaging. Verbal or written assault tend to simulate control in a person to person relationship, which aligns with the bullying definition.

Verbal/written assault or threat include, but is not limited to:

- Verbal or written threat
- Verbal or written insult
- Verbal or written humiliation toward someone

### **Smoking, tobacco possession/use, including e-cigarettes, vaporizers, and parapheniala**

All of the following are prohibited on OMPS property:

- Smoking
- Tobacco possession or use (i.e. e-cigarettes, vaporizers, and any kind of parapheniala)
- Illegal drugs

### **Bullying/Harassment**

The school prohibits any and all acts of harassment, bullying and intimidation (including cyber-bullying) of students at school. Bullying is equally prohibited without regard to its subject matter or motivating animus. The school also prohibits retaliation or false accusation against a target of bullying, a witness, or another person with reliable information about an act of bullying.

#### *Bullying*

Bullying means any written, verbal, or physical act, or an electronic communication that is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly. Bullying involves a real or perceived power imbalance.

Imbalance of power: Using power such as physical strength, access to embarrassing information, or popularity to control or harm others.

There are 3 types of bullying:

1. Verbal bullying - saying or writing mean things.

This can include, but is not limited to:

- Continual teasing
- Continual name - calling
- Inappropriate sexual comments
- Continual taunting
- Threatening to cause harm

2. Social bullying - purposefully hurting someone's reputation or relationships.

This can include, but is not limited to:

- Continually leaving someone out on purpose
- Continually telling other children not to be friends with someone
- Continually spreading rumors about someone
- Continually embarrassing someone in public

3. Physical bullying - hurting a person's body or possessions.

This can include, but is not limited to:

- Hitting/kicking/punching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

*Harassment*

1. Sexual - Sexual harassment is against the law and will not be tolerated at OMPS.

Sexual harassment includes, but is not limited to:

- Inappropriate comments
- Inappropriate inferences
- Inappropriate physical contact of a sexual nature

2. Religious - Religious harassment will not be tolerated at OMPS. Religious harassment is the physical or mental harassment against someone on the basis of their religion.

Religious harassment includes, but is not limited to:

- Inappropriate comments
- Inappropriate inferences

3. Racial - Racial harassment will not be tolerated at OMPS. Racial harassment is the physical or mental harassment against someone on the basis of their race, colour, ancestry, place of origin, ethnic background or citizenship.

Racial harassment includes, but is not limited to:

- Inappropriate comments
- Inappropriate inferences

## Restorative Practices

Restorative Practices emphasize repairing the harm to the victim and/or the school community caused by the student's misconduct. Restorative practices may be considered as an alternative or in addition to a suspension or expulsion.

Note: These practices should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, harassment and cyberbullying.

The Restorative Practices Team is a group of OMPS staff members involved in the process of agreeing to restorative practices with the student who committed the misconduct. The Restorative Practices Team should be comprised of the School Leader along with the student's teacher.

Restorative Practices Procedures:

- Meeting with the student, the Restorative Practices Team, and the student's parents to discuss misconduct and propose an outcome.

During the meeting, consider the following practices:

- Victim-offender conferences that are initiated by the victim and are approved by the victim's parent/legal guardian, are attended voluntarily by the victim, the offender, and the Restorative Practice Team.
- Provide the opportunity for the offender to accept responsibility for the harm caused by the misconduct AND participate in setting consequences to repair the harm.
- Document the outcome of the meeting on the Restorative Practices Agreement.
- If the incident warrants a suspension/expulsion and the student is in general education, the School Leader or designee will complete the Due Process Form.

## False allegations against staff, volunteers and students

It is essential that any allegation of abuse made against a member of staff, volunteers or students at OMPS are dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

- If an allegation is determined to be false, OMPS will help determine whether the child concerned is in need of additional services.
- In the event that an allegation is shown to have been deliberately invented or malicious, OMPS will consider whether disciplinary action is appropriate against the person who made it.

Deliberate false accusations could result in police contact to consider whether any action might be appropriate against the person responsible if he/she was not a child.



### **Lunch Room Behavior (During the 2020-2021 school year, lunch time will occur in the classroom.)**

Lunchtime provides students with another opportunity to practice social skills in an informally structured environment. During lunch, students are expected to:

- Speak softly and be considerate of classmates
- Remain seated while eating lunch
- Clean up after themselves
- Be courteous to the people in charge

Bullying, throwing food, taking others food, and or damaging lunchroom furnishings and equipment may result in discipline consequences depending on the severity of the incident.

### **Playground Behavior (During the 2020-2021 school year, some activities/equipment will be unavailable.)**

Students are provided with the opportunity to engage in unstructured, open-ended, social interaction during morning, lunch, and afternoon recesses. Recess time is supervised by an adult who is (are) responsible for student safety. Recess is a time for fun and relaxation and appropriate behavior is expected.

Equipment appropriate for use at recess time is available. Consult with your child's teacher to find out if equipment from home is appropriate for use on the school playground. Equipment brought to school should be appropriate for group activity and should be shared with other students.

Inappropriate playground behavior includes, but is not limited to:

- Climbing trees or fences
- Sledding in undesignated areas
- Sledding on child's stomach or back.
- Walking along the edge of the OMPS driveway
- Excluding others from equipment use
- Playing in areas that are not visible to the adult that is supervising

### **Electronics Policy**

Electronic communication devices, music players, radios, tablets, handheld game systems, and other electronic or battery-operated devices are generally not permitted for student use during the academic day. Students are expected to keep all electronic devices out of sight at all times unless specific permission is given by School staff or administration. Failure to adhere to these expectations will be addressed as follows:

Step 1: Student given a warning and opportunity to put away device

Step 2: Staff member will confiscate electronic item until the end of the day

Step 3: Electronic device will be held in the main office and parent will be notified to come and pick up the item

**Drug/Alcohol Use**

The use and/or possession of drugs or alcohol are illegal and will be treated by the school as a serious offense. Any student found with or using alcoholic beverages or drugs during school hours or at school-related activities shall be referred to the School Leader for long term suspensions or expulsions. The student's parent(s)/legal guardian(s) will be notified and required to attend a conference with the School Leader and possibly the Board of Directors. The police will be notified and the student may be liable for arrest and prosecution. Any teacher suspecting a student of using drugs or alcohol will report this to the School Leader and the student will be seen and evaluated immediately.

**Firearms**

The Federal Gun-Free Schools Act of 1994 requires school districts to expel a student from school for a period of not less than one year if it is determined that the student brought a firearm to school. Expulsion may be permanent.

**Searches by Staff**

In order to maintain order safety and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

**School Property and Equipment Searches**

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers and desks), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials.

**Student Searches**

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school policy.

### **Police and Other Outside Agencies**

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials and representatives of other agencies. Therefore, when a law enforcement and or agency officials find it necessary to question students during the school day or periods of extracurricular activities, the School Leader or designee will be present when possible.

An extensive effort will be made to contact the student's parent or guardian to ensure that the responsible individual is notified of the situation. If custody and/or arrest is/are involved, the School Leader will request that the law enforcement officials observe all procedural safeguards, as prescribed by law.

## FERPA Notice

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Old Mission Peninsula School with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, [School or School District] may disclose appropriately designated “directory information” without written consent, unless you have advised the Old Mission Peninsula School to the contrary in accordance with [School or School District] procedures. The primary purpose of directory information is to allow the Old Mission Peninsula School to include information from your child’s education records in certain school publications. Examples include:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets with names of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

If you do not want Old Mission Peninsula School to disclose any or all of the types of information designated below as directory information from your child’s education records without your prior written consent, you must notify the Old Mission Peninsula School in writing by the end of the first week of the school year. Old Mission Peninsula School has designated the following information as directory information:

- Student's name, address, telephone listing, Electronic mail address, photograph, date and place of birth, dates of attendance, grade level, participation in officially recognized activities and sports, honors, and awards received.

## **PARENT & ATHLETE CONCUSSION INFORMATION SHEET**

### **WHAT IS A CONCUSSION?**

A concussion is a type of traumatic brain injury that changes the way the brain normally works. A concussion is caused by a bump, blow, or jolt to the head or body that causes the head and brain to move quickly back and forth. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious.

### **WHAT ARE THE SIGNS AND SYMPTOMS OF CONCUSSION?**

Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days or weeks after the injury.

If an athlete reports one or more symptoms of concussion after a bump, blow, or jolt to the head or body, s/he should be kept out of play the day of the injury. The athlete should only return to play with permission from a health care professional experienced in evaluating for concussion.

### **SYMPTOMS REPORTED BY ATHLETE:**

- Headache or “pressure” in head; Nausea or vomiting; Balance problems or dizziness; Double or blurry vision; Sensitivity to light; Sensitivity to noise; Feeling sluggish, hazy, foggy, or groggy; Concentration or memory problems; Confusion; Just not “feeling right” or is “feeling down”.

### **SIGNS OBSERVED BY COACHING STAFF:**

- Appears dazed or stunned; Is confused about assignment or position; Forgets an instruction; Is unsure of game, score, or opponent; Moves clumsily; Answers questions slowly; Loses consciousness (even briefly); Shows mood, behavior, or personality changes; Can’t recall events prior to hit or fall; Can’t recall events after hit or fall;

Most concussions occur without loss of consciousness. Athletes who have, at any point in their lives, had a concussion have an increased risk for another concussion. Young children and teens are more likely to get a concussion and take longer to recover than adults.

### **CONCUSSION DANGER SIGNS**

In rare cases, a dangerous blood clot may form on the brain in a person with a concussion and crowd the brain against the skull. An athlete should receive immediate medical attention if after a bump, blow, or jolt to the head or body s/he exhibits any of the following danger signs:

- One pupil larger than the other
- Is drowsy or cannot be awakened
- A headache that gets worse
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech

- Convulsions or seizures
- Cannot recognize people or places
- Becomes increasingly confused, restless, or agitated
- Has unusual behavior
- Loses consciousness (even a brief loss of consciousness should be taken seriously)

**If an athlete has a concussion, his/her brain needs time to heal.** While an athlete's brain is still healing, s/he is much more likely to have another concussion. Repeat concussions can increase the time it takes to recover. In rare cases, repeat concussions in young athletes can result in brain swelling or permanent damage to their brain. They can even be fatal.

1. If you suspect that an athlete has a concussion, remove the athlete from play and seek medical attention. Do not try to judge the severity of the injury yourself. Keep the athlete out of play the day of the injury and until a health care professional, experienced in evaluating for concussion, says s/he is symptom-free and it's OK to return to play.
2. Rest is key to helping an athlete recover from a concussion. Exercising or activities that involve a lot of concentration, such as studying, working on the computer, and playing video games, may cause concussion symptoms to reappear or get worse. After a concussion, returning to sports and school is a gradual process that should be carefully managed and monitored by a health care professional.
3. Remember: Concussions affect people differently. While most athletes with a concussion recover quickly and fully, some will have symptoms that last for days, or even weeks. A more serious concussion can last for months or longer.