



Old Mission Peninsula School

2020-2021

STUDENT HANDBOOK

Old Mission Peninsula School 2020-2021 STUDENT HANDBOOK

Old Mission Peninsula School
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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 1st 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) 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"> ● The first step of disciplinary action is in each classroom. ● Faculty will maintain an orderly environment, conducive to learning and with their own consequences for students who are disruptive. ● 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.
Level 2 Parent Notification	<ul style="list-style-type: none"> ● The parent is notified by mail or a note home of the misbehavior.
Level 3 Parent Contact	<ul style="list-style-type: none"> ● A conference with the parent is held in order to discuss the incident and appropriate disciplinary action.
Level 4 Behavior Support Plan (BSP)	<ul style="list-style-type: none"> ● 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. ● 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. ● The BSP shall be signed by all parties and copies are made for the parent and kept in the student's file. ● If the disciplinary action is related to unexcused tardies or absences, an Attendance Corrective Action Plan (A-CAP) will be implemented. ● 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.
Level 5 Suspension of 10 school days or less, or other disciplinary intervention	<ul style="list-style-type: none"> ● 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.

	<ul style="list-style-type: none"> ● 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. ● 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.
Level 5 & 6 Long Term Suspension or Expulsion	<ul style="list-style-type: none"> ● 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. ● 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.

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.