

2023-2024 Student Handbook

Richardson Elementary School



RES Staff & Student Pledge

Be Respectful
Be Responsible
Be Safe

Table of Contents

Foreword.....	3
Administrator’s Welcome Letter	4
School Calendar.....	5
Vision and Mission Statements	6
Social Media Platforms.....	6
School Mailing/Telephone/Fax Information	7
Building Administrators	7
Oscoda Area Schools’ Board of Education	8
Richardson Elementary School Improvement Goals	9
Enrollment/Transferring.....	10
Review of Materials.....	11
Student Code of Conduct	11
Expected Behaviors	11
Students’ Rights and Responsibilities	12
Key to Academic Marks.....	13
Employability Skills	13
Discipline Procedures for Rules Violations.....	15
Due Process Rights	15
Suspension.....	16
Expulsion.....	17
Suspension and Expulsion Infractions.....	17
Search & Seizure of Pupils’ Lockers.....	30
Attendance Policy.....	31
School Policies and Procedures.....	35
Breakfast and Lunch Programs.....	36
Student Dress Code.....	38
Visitors/Volunteers.....	39
Busses and Procedures	40
Safety.....	42
Health & Clinic.....	43
Programs and Services	48
Grade Promotion and Retention	50
3 rd Grade Reading Law.....	51
Other Information: Equal Education Opportunity, Title IX, ADA	51
Family Educational Rights and Privacy Act (FERPA)	52
Student Records	53
Community Resources	56
Student Internet Access & Acceptable Use Policy (AUP)	56
Pesticide Control	59
Concussion Information	50
Behavior/MTSS Flow Chart	62
Title I Notification	65
List of School Faculty.....	68
Approach to Extreme Parent Behavior.....	69
Student/School/Family Compact.....	73
Communication Chain of Command	75
Handbook Acknowledgement.....	76

Foreword

This student handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year and to provide specific information about certain Board policies and procedures. This handbook contains important information that you should know. Become familiar with the following information and keep the handbook available for frequent reference by you and your parents. If you have any questions that are not addressed in this handbook, you are encouraged to talk to your teachers or the building principal.

This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior handbook and other written material on the same subjects.

This handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board's policies and the School's rules as of August 15, 2023. If any of the policies or administrative guidelines referenced herein are revised after August 15, 2023, the language in the most current policy or administrative guideline prevails.

A Welcome from the Administration.....

Dear Students and Parents:

Welcome! The staff at Richardson Elementary School looks forward to a productive and exciting new school year!

This informational handbook has been developed so that our students and families understand our school's policies and procedures and have the opportunity for a great learning experience! *This document outlines what is expected of students, parents, teachers and the school.*

Our hope is that every student has a positive learning experience at Richardson Elementary School! A partnership between parents, teachers and administrators is critical for student success. Parent help in monitoring assignment completion and due dates is invaluable to the success of their child. ***Please contact the teacher (s) at the first sign of a problem.*** By working together, we can help your student to achieve success.

Please take the time to thoroughly familiarize yourself with this handbook. Take the time to read the School Compact that is included in this handbook.

We encourage parents and families to be involved at Richardson Elementary School. There will be many opportunities to interact and participate through classroom/school activities, becoming a classroom volunteer, membership of the Parent Teacher Organization (PTO) and/or participating in our District School Improvement Team.

On behalf of the Richardson Elementary School team, we welcome you to a new school year as a Richardson Elementary Owl! We are proud of our school and sincerely want you to be too!

Please feel free to contact either of us at 989-739-9173 if you have any questions, thoughts or ideas for a wonderful school year!

Sincerely,

Mrs. Ann Sheffer,
Richardson Elementary Principal

Mrs. Lorrie Mongeau
RES Dean of Students

2023-2024 School Year Calendar

The school day runs from 8:00am-3:00pm. Students may start entering the building at 7:40am.

For early release days, students are dismissed at 12:30pm.

Oscoda Area Schools

2023-2024

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- Full Day Professional Development
- Early Release (12:30) - Staff professional Development
- No School
- First Day for Students
- Parent Teacher Conferences - Students Released at 12:30 p.m.
- First Day for Kindergarten
- End of Marking Period
- Exams - Students Released at 12:30 p.m. (January 17 and June 5 teachers - professional endeavors)
- End of First Semester - Students Released at 12:30 p.m. - Records
- Last Day for Students - Students Released at 12:30 p.m. - Records

* At the District's discretion, up to five (5) additional days of professional development may be scheduled in lieu of student instructional days.

180 Student Days

185 Teacher Days

District Mission and Vision Statement

Vision Statement: “Students First”

Mission Statement: The mission of the Oscoda Area School District, through partnership with the home and community, is to deliver comprehensive and challenging learning experiences, preparing all students to become productive, responsible members of society.

Staff and Student Pledge: Be Respectful, Be Responsible, Be Safe

Social Media:

Oscoda Area Schools authorizes the use of social media to promote community involvement and facilitate effective communication with students, parents/guardians, staff (including District-approved volunteers), and the general public. Oscoda Area Schools defines Social Media as: online platforms where users engage one another and/or share information and ideas through text, video, or pictures. Social media consists of any form of online publication or presence that allows interactive communication, including, but not limited to, text messaging, instant messaging, websites, web logs (“blogs”), wikis, online forums (e.g. chat rooms), virtual worlds, and social networks. Examples of social media include, but are not limited to, Facebook, Facebook Messenger, Google Hangouts, Twitter, LinkedIn, YouTube, Flickr, Instagram, Pinterest, Skype, and FaceTime. Social media does not include sending or receiving email through the use of District-issued email accounts. Apps and web services shall not be considered social media unless they are listed on the District’s website and District-approved social media platforms/sites.

Oscoda Area Schools identifies the following as approved social media platforms/sites:

Approved District Level Social Media Platforms/Sites

1. Facebook
2. YouTube

Approved Building or Department Level Social Media Platforms/Sites

1. Facebook
2. YouTube

Approved Extra-Curricular Level Social Media Platforms/Sites

1. Facebook
2. YouTube

Approved Individual Level (Professional Purposes) Social Media Platforms/Sites

1. Facebook
2. YouTube

School Mailing/Telephone/Fax Information

Oscoda Area Schools Address: PO Box 694, 3550 E. River Road, Oscoda, MI 48750
Telephone: 739-2033 Fax: 739-2325

RES School Address: PO Box 694, 3630 E. River Road, Oscoda, MI 48750
Telephone: 739-9173 Fax: 739-2510

OHS School Address: PO Box 694, 3550 E. River Road, Oscoda, MI 48750
Telephone: 739-9121 Fax: 739-1688

OAS Building Administrators

RES Principal.....	Ann Sheffer	739-9173
RES Dean of Students	Lorrie Mongeau	739-9173
OHS Principal.....	Rebecca Brooks	739-9121
OHS Assistant Principal.....	Seth Alda	739-9121
Athletic Director.....	Cheri Meier	739-9121
Assistant Athletic Director.....	Dean Caldwell	739-9121

Central Office

Superintendent.....	Scott Moore	739-2033
Director of Categorical.....	Charlie Negro	739-9173
General Manager.....	Michael Barnhart	739-2033
Coordinator of Compliance and Human Resources....	Kristina French	739-2033
Coordinator of Payroll/Benefits.....	Elizabeth Roy	739-2033
Chief Financial Officer.....	Sean Pear	739-2033

Other Numbers

Transportation Office.....	Tina Ruedisueli	739-2024
Food Service Manager.....	Kim Rehil	739-2401
Owl Clinic.....	Elise Langley, NP	569-6002

Oscoda Area Schools Board of Education

President.....;..... Tony Ommani

Vice President..... Donald R. Ellis III

Secretary..... Mary Reitler

Treasurer..... Tim Kellstrom

Trustee..... William Gaines

Trustee..... Kathy Kent

Trustee..... Sharon Savage

The Board of Education meetings, unless otherwise notified, are held on the second Monday of each month at 7:00 p.m. at the Oscoda High School Board of Education Office. All parents are encouraged to attend and take an active interest in the schools.

All dates and times are subject to change with proper notification from the Board of Education Office

Board Resolution Passed 8/15/2022:

*The Board of Education recognizes that the goal of offering a guaranteed and viable curriculum is defined by the State of Michigan Revised School Code (Excerpt) pursuant to Section 380.1278 Act 451 of 1976 as: ***“The core academic curriculum shall define academic objectives to be achieved by all pupils and shall be based upon the school district’s educational mission, long-range pupil goals, and pupil performance objectives.”***

Development, integration, evaluation along with the adjustment of curriculum is a constant and unending professional process conducted by the staff in partnership with the home and community. The Board of Education authorizes the principal at each building to determine the appropriate curriculum resources within the Board approved course offerings. Staff have a responsibility to teach the standards adopted by the state of Michigan and this District in an appropriate manner and consistent with the mission statement of this District absent of personal or political bias. The Board of Education authorizes District administration to utilize the platform of Curriculum Works to store the appropriate curriculum approved by each building principal for delivery of instruction to students.

Richardson Elementary School MICIP Goals

Goal 1: Implement a guaranteed and viable curriculum in order to teach content with fidelity in Tier One instruction in all areas.

Goal 2: Use the MDE MTSS Practice Profile as our framework for MTSS implementation in order to improve structures to support ALL students.

Goal 3: Implement an effective system of support in SEL/behavior, we will promote healthy social and emotional development, increase academic performance, reduce behaviors, and support success and well-being in school and beyond.



Enrollment

Families wishing to enroll their child with Oscoda Area Schools must complete an enrollment packet with the school and supply the required documents prior to a student attending school. Enrollment information can be found on the district website and in the school office (Policy 5111). In general, State law requires students to enroll in the school district in which their parent or legal guardian resides, unless enrolling under the District's open enrollment policy.

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

- A. a birth certificate or similar document,
- B. court papers allocating parental rights and responsibilities, or custody (if appropriate),
- C. proof of residency,
- D. proof of immunizations.

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

Homeless students who meet the Federal definition of homeless may enroll and will be under the direction of the District Liaison for Homeless Children with regard to enrollment procedures.

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

Transfer Out of the District

Prior to a student leaving the district, the student must return any items that belong to the school district. Families should let the district know that their child will be transferring schools. Transfer will be authorized only after the student has completed the arrangements, returned all school materials, and paid any fees or fines that are due. Before a student is officially dropped from Oscoda Area Schools a request for records form must be received from the school that they are transferring to. School officials, when transferring student records, are required to transmit disciplinary records including suspension and expulsion actions against the student. No student under the age of eighteen (18) will be allowed to withdraw from school without the written consent of his/her parents.

Review of Instructional Materials and Activities

Students new to Oscoda Area Schools receive curriculum brochures when they enroll. In accordance with Board Policy (Policy 2416, 5780, 9130), parents have the right to review any instructional materials being used in the school. They also may observe instruction in any class, particularly those dealing with instruction in health and sex education. Any parent who wishes to review materials or observe instruction must contact the principal and submit form 9130 F3, prior to coming to the School. Parents' rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

Scholarship

The obvious purpose of being a student is to learn. The responsibility for your learning, whether it is easy or hard for you, is yours. Your future depends on what you do right now and how well you do it.

Scheduling and Assignment

The principal will assign each student to the appropriate classroom and program. Any questions or concerns about the assignment should be discussed with the principal.

Student Code of Conduct

A major component of the educational program at Oscoda Area Schools is to prepare students to become responsible workers and citizens by learning how to conduct themselves properly and in accordance with established standards. The Richardson Elementary School will actively work to see that a safe and orderly environment is maintained for all students. Each year the classroom teacher will review the basic rules with the students (Policy 5600).

Student Assistance

Any student who decides that they need to talk to someone is reminded that many people are available for you. You may talk to your teacher(s), the counselor, or the principal. Our doors are always open to you. All you need to do is to ASK and TALK when things are too difficult for you to handle.

Annual Notification

This information fulfills the Oscoda Area Schools' annual notification requirements to parents, guardians and students.

Expected Behaviors

Each student shall be expected to:

1. Be Respectful, Be Responsible, and Be Safe.
2. Respect the civil rights of others.
3. Act courteously to adults and fellow students.
4. Be prompt to school and attentive in class.
5. Work cooperatively when involved in a common goal regardless of the other's ability, gender, race or ethnic background.

6. Complete assigned tasks on time and as directed.
7. Help maintain a school environment that is safe, friendly, and productive.
8. Act in a manner that reflects pride in self, family, and in the school.
9. Abide above-mentioned behaviors and conduct while attending co-curricular activities.
10. Care for personal property. The school will not be responsible for personal property. Valuables such as jewelry or irreplaceable items should not be brought to school. The school may confiscate such items and return them to the student's parents.
11. Respect property owned by the school district. Damage to or loss of school equipment and facilities wastes taxpayers' money and undermines the school program. Therefore, if a student does damage to or loses school property, the student or his/her parents will be required to pay for the replacement or damage. If the damage or loss was intentional, the student will also be subject to discipline according to the Student Discipline Code.
12. Comply with expectations regarding Internet Access. Handbook signatures indicate a level of understanding the district's Acceptable Use Policy.
13. Abide by national, state and local laws and school rules.

Being Respectful Means...

1. Showing proper regard for others.
2. Being a person fit to be heard and seen.
3. Having good conduct and manners.
4. Acting in a manner that reflects positively upon yourself, your family and your school; having a good reputation.

Being Responsible Means...

1. Fulfilling obligations.
2. Being dependable.
3. Being trustworthy and truthful.
4. Showing self-control.

Being Safe Means...

1. Exercising good judgment before making a decision.
2. Being conscious of your surroundings at all times.
3. Being aware of others' needs as well as your own.
4. Following expected and acceptable behavior.

Students' Rights and Responsibilities

The rules and procedures of the school are designed to allow each student to obtain a safe, orderly, and appropriate education. Students can expect their rights to freedom, expression, association, and to fair treatment as long as they respect those rights of their fellow students and the staff and do not disturb the educational process.

Students are expected to follow directions from teachers and staff and obey all school rules. Disciplinary procedures are designed to ensure due process (a fair hearing) before a student is removed because of his/her behavior.

Parents have the right to know how their child is succeeding in school and will be provided information on a regular basis and as needed, when concerns arise. Many times it will be the responsibility of the student to deliver that information. If necessary, the mail may be used to ensure contact. Parents are encouraged to build a two-way link with their child's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish his/her educational goals. Parents need to contact the school if they have questions or concerns about their child's education.

Key to Academic Marks

Standards Key for Kindergarten and First Grade:

The rubric is for academic work and employability skills:

4 (Achieved)	The student consistently demonstrates grade level standards independently
3 (Progressing)	The student is progressing towards achieving grade level standards with minimal to no assistance
2 (Limited Progress)	The student is progressing towards achieving grade level standards with on-going assistance.
1 (No Progress)	The student shows no progress towards achieving grade level standards with on-going assistance
Blank	Not assessed at this time

2nd Grade

The rubric is for academic work and employability skills:

A	Independently and consistently demonstrates essential outcomes.
B	Independently and consistently demonstrates essential outcomes with error.
C	Inconsistently demonstrates essential outcomes with errors or requires assistance
D	Inconsistently demonstrates essential outcomes with many errors and requires considerable assistance.
E	Not demonstrating essential outcomes.

3rd - 6th Grades

A 100.00-92.50	A- 92.49-89.50	B+ 89.49-86.50	B 86.49-82.50
B- 82.49-79.50	C+ 79.49-76.50	C 76.49-72.50	C- 72.49-69.50
D+ 69.49-66.50	D 66.49-62.50	D- 62.49-59.50	E 59.49-00
CR - Credit	NC - No Credit		

Academic/Extracurricular Eligibility (6th Grade)

Sixth grade students who are failing two or more classes at the time of any eligibility check will be ineligible for participation in games, contests, dances and other school sponsored events until they are deemed eligible following an eligibility check. Eligibility will be determined by a marking period grade report pulled each Friday. Students determined to be ineligible will not be able to participate in extracurricular activities beginning the following Monday and lasting for a period of seven days. Similar to the Athletic Handbook, students must be in full attendance the day of the event.

Employability Skills

Classroom teachers will rate students on their employability skills each reporting period. This rating will accompany the academic grade the student has earned. The conduct of students will generally affect their academic success and ability to achieve. Employability skills include: follows rules, exhibits positive attitude, works independently, accepts responsibility, completes all assignments, follows directions, demonstrates organizational skills, respects others and attendance.

Student Grades

Students' grades are available online through the Skyward Family Access at our website. Login information can be requested on the website under the Skyward Family Access Request Form. In addition, student report cards are prepared at the end of each marking period. Progress reports are also sent home throughout the school year. Parents and students should carefully examine these reports and contact your teacher(s) if you have any questions.

Student Well Being

Student safety is a responsibility of the staff. All staff members are familiar with emergency procedures such as fire, lock down and tornado drills and accident reporting procedures. Should a student be aware of any dangerous situation or accident, s/he must notify any staff person immediately.

State law requires that all students must have an emergency medical card completed, signed by a parent or guardian, and filed in the school office. A student may be excluded from school until this requirement has been fulfilled.

Students with specific health care needs should deliver written notice about such needs along with proper documentation by a physician, to the School Office.

Notice of Use of Video Surveillance/Electronic Monitoring of School Facilities

Video surveillance/electronic monitoring equipment is used to monitor the school grounds and property in order to protect the health, welfare, and safety of students, staff, visitors and Board property (Policy 7440).

Student Discipline Code

The Board of Education has adopted the following Student Discipline Code. The Code includes the types of misconduct that will subject a student to disciplinary action. The Board has also adopted the list of behaviors and the terms contained in the list.

It is the school staff's responsibility to provide a safe and orderly learning environment. History has shown that certain student actions are not compatible with a "safe" and "orderly" environment. Discipline is within the sound discretion of the School's staff and administration. Due process ensures that disciplinary action is imposed only after review of the facts and/or special circumstances of the situation.

Discipline Procedures for Rules Violations

Due Process Rights

Before a student may be suspended or expelled from school, there are specific procedures that must be followed.

Oscoda Area Schools makes a sincere effort to have disciplinary actions take place that will allow the student to remain in school. Discipline concerns must be dealt with at the earliest sign of a problem in order to maintain an atmosphere that allows staff to teach and students the opportunity to learn.

Disobedience is defined as violating school rules. This includes problems in classrooms, hallways (i.e. running, wrestling, food or drinks), in the lunchroom and on school grounds. Should a student or parent have questions regarding the propriety of an in-school disciplinary action, they should contact the school principals.

Staff members will use the following procedures for violations of any school rule. The consequences of misbehavior are as follows:

Education: Students are taught behavior expectations at the beginning of the school year as well as throughout the year.

Verbal Warning: A discussion with the student and contact with the child's parent or guardian.

Parent Contact: We believe that parents are an integral part of the education of the student and as a result we request and appreciate their involvement.

Restorative Practices: To develop community and to manage conflict and tensions by repairing harm and building relationships. In addition to consequences assigned, students may also be assigned a restorative component to learn lagging skills.

Consequences: If the student behavior is serious enough to warrant immediate discipline

or other consequence, parent or guardian will be made aware that the unacceptable behavior warrants a disciplinary action. The parent is contacted by the adult involved. The consequences for the behavior will be established (suspension from school will be established by a Building Level Administrator, unless a student is SNAP suspended). All detentions are for one hour, unless other arrangements are made with one of the principals.

Parents will be responsible for making transportation arrangements for their child to serve after-school detentions.

Conference: A conference may be scheduled by the teacher if a student's behavior and/or grades become an issue to the student's academic success in the classroom. The conference may include the student, the parent or guardian, the staff member involved and an administrator. Discipline may be given if the unacceptable behavior continues. The conference will focus on creating a plan for the success of the student.

Snap Suspension

Under Michigan Revised School Code MCLA 380.1309, a teacher is authorized to suspend a student from any "class, subject or activity" for up to one day when the student's behavior interferes with the teacher's ability to effectively teach or manage the class, subject, or activity, or is attributable to student conduct defined by the school policy as behavior justifying suspension from a class. The teacher must "immediately" report the snap suspension to the principal, and send the student to the office for "appropriate action" by the principal. "As soon as possible" after the suspension, the teacher *shall* contact the student's parent/guardian. The student *shall not* be returned to the teacher's classroom that day without mutual agreement of the teacher and the principal. At the discretion of the principal or designee, the student receiving a teacher-imposed suspension from a class, subject or activity may be permitted to attend other classes, subjects or activities if the student conduct does not qualify for multiple day suspension or expulsion in accordance with board of education policy and the Student Code of Conduct. All teacher imposes suspensions shall be applied in a manner consistent with Oscoda Area Schools' student discipline procedures, as well as federal and state laws for students determined to be eligible for special education programs/services or reasonable accommodations for their disabilities. A meeting between the teacher, student, parent, and RES administration may be required to discuss the infraction occurring and how to address the behavior moving forward.

Suspension from School

When a student is being considered for suspension of ten (10) days or less, the administrator in charge will notify the student of the charges. The student will then be given an opportunity to explain his/her side and the administrator will then provide the student the evidence supporting the charges. After that informal hearing, the principal/assistant principal will make a decision whether or not to suspend. If a student is suspended, his/her parents will be personally contacted and/or notified in writing within one (1) day of the reason for and the length of the suspension. The suspension may be appealed. Here is the appeal process:

Suspension of more than one (1) school day, but not more than ten (10) school days may be appealed in writing to the principal within two (2) school days of the parents' receipt of the

written suspension notice. The written appeal must contain the reason(s) that the suspension is being appealed.

- a. The student shall be reinstated during the appeal process unless it is determined that the student's attendance would jeopardize the safety of the student or of others.
- b. Upon review, the principal may uphold the suspension, establish an alternative suspension of lesser severity, or reverse the suspension in its entirety. The review may include, but not limited to, a meeting with the parents if, in the principal's opinion, this is appropriate.
- c. The principal will reach the decision and inform the parents in writing within ten (10) school days after the receipt of the written request.
- d. The decision of the principal may be appealed in writing to the Superintendent within two (2) school days of the parents' receipt of the decision. The Superintendent will reach a decision and inform the parents in writing within ten (10) school days after the receipt of the written request.
- e. The Superintendent's decision shall be considered final. The parents may appeal to the Board only in cases of alleged violation of due process (Policy 5611) by the Superintendent. In such cases, the appeal shall be made in writing to the Board President within two (2) school days after the parents' receipt of the decision and shall include a statement of the alleged violation of the policy. The Board shall notify the parents of its decision within ten (10) school days of receipt of the written request.

Suspension from co-curricular and extra-curricular activities may not be appealed. During the appeal process, the student is allowed to remain in school unless safety is a factor. If that is the case, the student shall be immediately removed under the Emergency Removal Procedure.

Each day of suspension represents one school day. (Weekends, snow days, holidays and vacations do not count.) When a student is suspended, s/he may (and is expected to) make-up work missed while on suspension. Any learning that cannot be made up such as labs, field trips, and the like or any learning that the student chooses not to make-up may be reflected in the grades earned. It is the student's responsibility to obtain work that was missed due to suspension.

A student being considered for suspension of more than ten (10) days will be given due process as described earlier.

Expulsion from School

When a student is being considered for expulsion, the student will receive a formal letter of notification addressed to the parents as well as a personal contact. The letter will contain:

- The charge and related evidence;
- The time and place of the Board meeting;
- The length of the recommended expulsion;
- A brief description of the hearing procedure;

- A statement that the student may bring parents, guardians or counsel;
- A statement that the student may give testimony, present evidence and provide a defense;
- A statement that the student may request attendance of school personnel who were party to the action or accused the student of the infraction.

Students being considered for expulsion may or may not be immediately removed from school. A formal hearing may be scheduled with the Board of Education during which the student may be represented by his/her parents, legal counsel and/or by a person of his/her choice.

Within ten (10) days after notification of expulsion, the expulsion may be appealed, in writing, to the Board President. The appeal will also be formal in nature with sworn testimony before official(s) designated by the Board of Education. Again, the right to representation is available. All opportunity to earn grades or credit through the normal educational process ends when a student is expelled.

A student is not to return to school for up to one school year. Timelines will be established at the time of expulsion for when the appeal process for possible re-admittance to the Oscoda Area Schools can begin.

Discipline of Disabled Students

Students with disabilities will be entitled to the rights and procedures afforded by the Individuals with Disabilities Act (I.D.E.A.) and the Americans with Disabilities Act (A.D.A.).

Suspension and Expulsion Infractions

Under Oscoda Area School Board policies 5600, 5610, and 5610.02, there are certain student acts that may result in immediate suspension or recommendation for expulsion.

The school district conducts an instructional program for the benefit of the students living in the school district. It is desirable to have all students remain in school until they have graduated from high school. Every resource available to the school district and the parents shall be used to achieve this purpose.

Under certain conditions it may be in the best interest of a student or the other students of a school for a student to be denied the privilege of attending school. Some of the infractions that may result in immediate suspension are given below. The list below is not inclusive of all offenses that may result in an after school detention or suspension. The frequency and severity of a student's conduct will be taken into consideration as discipline is levied.

1. **Smoking/Vaping (Tobacco):** OAS is a tobacco free zone. Tobacco free campus signs are posted on campus grounds in accordance with M.C.L. 333.12603. Students are not permitted to possess or use tobacco products of any kind while on school property or at any school related function. Police may be contacted and suspension will occur. Students ages 10 and older who sell, distribute, use or possess tobacco/vapes may be referred to the police/court system. Smoking/Vaping and other tobacco uses are a danger to a student's health and to the health of others. The school prohibits the sale, distribution,

use, or possession of any form of tobacco or electronic cigarettes or similar devices during school time or at any school activity. This prohibition also applies to the use or possession of tobacco products by students in District buildings, on District property (owned or leased), on District buses, and at any District-related event and when going to and from school and at school bus stops. Violations of this rule could result in suspension or expulsion. "Use of tobacco" shall mean all uses of tobacco, including cigars, cigarettes, or pipe tobacco, chewing tobacco, snuff, or any other matter or substance that contains tobacco, in addition to papers used to roll cigarettes. The display of unlighted cigars, cigarettes, pipes, look-alikes, other "smoking" paraphernalia or tobacco products on one's person is also prohibited by this policy. The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to "JUUL's"), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.

2. **Inappropriate Language/Gesture:** The act of using profane, obscene or abusive language by students in verbal or written form, pictures or caricatures, gestures in or on any school property.
3. **Stealing:** The act of acquiring the property of another without approval, by theft, coercion or fraud.
4. **Forgery:** The act of fraudulently using, in writing, the name of another person, or falsifying times, dates, grades, addresses or other data or school forms and other forms of communication.
5. **Aggressive Behavior:** The act of antagonistic bodily contact directed toward another student in or on school property, including bus stops and any activity under school sponsorship (i.e. dances or athletic events).
6. **Physical Assault:** The act of intentionally causing physical harm to another through force or violence, resulting in serious bodily harm and/or injury. Hitting or kicking any school employee is considered an act of violence and will result in removal from school. Physical assault at school against a District employee, volunteer, or contractor which may or may not cause injury may result in charges being filed and/or the student to expulsion. Intentionally striking a staff member will result in 5 to 30 days of OSS and potential recommendation for expulsion.
7. **Insubordination:** The failure to respond to or carry out a reasonable request by a staff member or the act of verbal or physical opposition to a member of the school staff. Repetitive insubordination will result in removal from school.
8. **Inappropriate Behavior:** The act of deliberate or willful conduct detrimental to normal functions of the program activity under school sponsorship or the act of threats to staff

members or to the students. When a student becomes so disruptive that they detract from the educational process of others, the student will be removed from school.

9. **Vandalism:** The act of willful destruction of school property or the property of others.
10. **Verbal/Written Threats:** Verbally threatening a staff member/student/person associated with the District Verbal assault at school against a District employee, volunteer, contractor, or student/peer or making bomb/shooting threats or similar threats directed at a school building, property, or a school-related activity will be considered verbal assault. Verbal threats or assault may result in suspension and expulsion. Verbal assault is a communicated intent to inflict physical or other harm on another person, with a present intent and ability to act on the threat.
11. **Indecency:** The act of offending against commonly recognized standards of propriety or good taste.
12. **Public Display of Affection:** The act of holding hands, hugging, and/or kissing another student while on school property or at any event or activity scheduled by the school, either at a school function, on campus or off-campus during school sponsored field trips.
13. **Cell Phone/Electronic Devices:** The act of possessing a cell phone/non-school electronic device on your person during school hours. These are also called Personal Communication Devices (PCDS). A student may possess a personal communication devices (PCDs) or other electronic communication devices (ECDs) and electronic storage devices (ESDs) in school, on school property, at after school activities, and at school related functions provided that during school hours, school events, and on a school vehicle its use is not disruptive or distracting to the educational process, the scheduled activity, or other participants, provided that the PCD or other ECD/ESD remains off. Cell phones/non-school electronic devices should be kept turned off and out of sight during the school day. A smart watch will be counted as a cell phone if it is being utilized to text or call during the school day. Wireless headphones such as AirPods (and the like) will be considered as an electronic device. Except as authorized under Board policy, use of PCDs and electronic storage devices in school, on school property, at after school activities and at school-related functions will be subject to disciplinary action. Below are the offenses for possessing/using the device during school hours.
 1. *First Offense:* Cell phone/non-school electronic device will be taken and the student can get it back at the end of the day.
 2. *Second Offense:* Cell phone/ non-school electronic device will be taken and a guardian must pick it up.
 3. *Third Offense:* Cell phone/ non-school electronic device will be taken, a guardian must pick it up, and the student will have to serve an After School Detention.

4. *Fourth Offense*: Cell phone/ non-school electronic device will be taken, guardian must pick it up, and the student will have an In School Suspension (ISS).

The school prohibits the use of any video device from any restroom, locker room or other location where students and staff “have a reasonable expectation of privacy.” A student improperly using any device to take or transmit images will face disciplinary action up to and including suspension, loss of privileges, and may be recommended for expulsion.

“Sexting” is prohibited at any time on school property or at school functions. Sexting is the electronic transmission of sexual messages or pictures, usually through cell phone text messaging. Such conduct not only is potentially dangerous for the involved students, but can lead to unwanted exposure of the messages and images to others, and could result in criminal violations related to the transmission or possession of child pornography. Such conduct will be subject to discipline and possible confiscation of the PCD.

Taking or transmitting images or messages during testing is also prohibited. If a student is caught transmitting images or messages during testing, s/he will fail the exam and receive an alternate assignment or be suspended. S/He also faces automatic withdrawal from the class depending on the severity of the incident. Loss of privileges is an accompanying penalty, and expulsion is a possibility, even on the first offense.

14. **AUP Violations**: Any violation of the acceptable use of school technology policy. Depending on the severity of the violation the student may be suspended and lose technology privileges.
15. **Academic Dishonesty**: This includes the following items, but is not limited to:
 - a. **Plagiarism**:
 - i. using writings, passages, ideas of others and passing them off as your own
 - ii. using an outside source (any work, published or unpublished, by a person other than you) without proper acknowledgement
 - b. **Cheating**: The act of holding hands, hugging, and/or kissing another student while on school property or at any event or activity scheduled by the school, either at a school function, on campus or off-campus during school sponsored field trips.
 - i. Misrepresenting someone’s work as your own
 - ii. Assisting or allowing someone to copy your work and represent it as their own
 - iii. “Wandering eyes” (allowing your eyes to stray to another person’s work on quizzes or tests)
 - iv. Using unauthorized material including textbooks, notes, calculators, or computer programs during an examination or other assignment

- *First Offense: Student will be given a zero for the assignment. Teacher will contact the guardian regarding this.*
- *Second Offense: Student will be given a zero for the assignment and an ISS. Teacher will contact the guardian regarding this.*
- *Third Offense: Student will be given a zero for the assignment and 2 days of ISS. Teacher and administrator will contact the guardian regarding this.*

16. **Skipping:** The absence from a class without permission from the teacher, the refusal to attend a class and/or leaving class without permission.

- *First Offense: Student will be given an after school detention. Teacher will contact the guardian regarding this.*
- *Second Offense: Student will be given a half day of ISS. Teacher will contact the guardian regarding this.*
- *Third Offense: Student will be given 1 day of ISS. Administration will contact the guardian regarding this.*

If a student leaves the building without permission, the student will be suspended for a minimum of one school day due to safety concerns. Depending on the severity and intensity of the behavior, additional suspension days may be warranted.

17. **Harassment:** School Board Policy 5517 prohibits harassment. This includes inappropriate conduct by other students as well as any other person in the school environment, including employees, Board members, parents, guests, contractors, vendors and volunteers. It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy applies to all activities on school property and to all school sponsored activities whether on or off school property.

Harassment is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical or emotional well being. This would include harassment based on any of the legally protected characteristics, such as sex, race, color, national origin, religion, height, weight, marital status or disability. This policy, however, is not limited to these legal categories and includes any harassment that would negatively impact students.

Harassment through any means, including electronically transmitted methods (e.g. Internet, telephone or cell phone, personal digital assistant (PDA), computer or wireless handheld device), may be subject to District disciplinary procedures. Such behavior is considered harassment whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle if it is considered to have a negative impact on the school environment. Any student that believes s/he has been/or is the victim of harassment should immediately report the situation to the teacher, the principal or assistant principal. Complaints will be investigated in accordance with AG 5517.

Every student should, and every staff member must report any situation that they believe to be improper harassment of a student. Reports may be made to those identified above.

If the investigation finds harassment occurred it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers and contractors, and removal from any officer position and/or a request to resign for Board members.

Retaliation against any person for complaining about harassment, or participating in a harassment investigation, is prohibited. Suspected retaliation should be reported in the same manner as harassment. Intentionally false harassment reports, made to get someone in trouble, are also prohibited. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

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

Harassment

- A. submission to such unwelcome conduct or communication is made either an explicit or implicit condition of utilizing or benefiting from the services, activities, or programs of the School District;
- B. submission to, or rejection of, the unwelcomed conduct or communication is used as the basis for a decision to exclude, expel or limit the harassed student in the terms, conditions or privileges of the School District;
- C. the unwelcomed conduct or communication interferes with the student's education, creates an intimidating, hostile or offensive environment, or otherwise adversely affects the student's educational opportunities. This may include racial slurs, mocking behavior, or other demeaning comments.

Verbal

Written or oral innuendoes, comments, jokes, insults, threats, or disparaging remarks concerning a person's gender, national origin, religious beliefs, etc. toward a fellow student or staff member. Conducting a "campaign of silence" toward a fellow student, staff member, or other person associated with the District by refusing to have any form of social interaction with the person.

Non-Verbal

Placing objects, pictures or graphic commentaries in the school environment or making insulting or threatening gestures toward a fellow student, staff member, or other person associated with the District.

Physical

Any intimidating or disparaging action such as hitting, hissing, or spitting on a fellow student, staff member, or other person associated with the District.

18. Sexual Harassment may include, but is not limited to:

- a.** verbal harassment or abuse;
- b.** pressure for sexual activity;
- c.** repeated remarks with sexual or demeaning implications;
- d.** unwelcome touching;
- e.** sexual jokes, posters, cartoons, etc.;
- f.** suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, or safety;
- g.** a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;
- h.** remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.

[Note: An inappropriate boundary invasion by a District employee or other adult member of the School District community into a student's personal space and personal life is sexual harassment. Further, any administrator, teacher, coach, other school authority who engages in sexual or other inappropriate physical contact with a student may be guilty of criminal "child abuse" as defined in State law. M.C.L. 722.621 et. seq.]

This means conduct on the basis of sex that satisfies one or more of the following:

- A.** A Board employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (often called "quid pro quo" harassment);
- B.** Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- C.** "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)A(v), or "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30). "Sexual assault" means any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent. Sexual assault includes rape, sodomy, sexual assault with an object, fondling, incest, and statutory rape.

If there has been a claim of sexual harassment or assault, a formal investigation will take place. There are prohibitions against making false statements in any investigations related to sexual harassment/assault.

Public Act 144 of 2018 amends the Michigan Penal Code and applies to students who plead guilty to, are convicted of, or are adjudicated for committing: (1) criminal sexual

conduct (CSC) or (2) assault with intent to commit criminal sexual conduct. MCL 750.520 now requires courts to issue an order during sentencing or disposition that prohibits a student who plead to, was convicted of, or was adjudicated for CSC or assault with intent to commit CSC, from attending the same school building or riding the same school bus as the victim. The perpetrator, not the school, is responsible for complying with the court order.

Public Act 145 of 2018 amends Section 1311(1) of the Revised School Code and authorizes a board, subject to the seven mitigating Section 1310d factors, to suspend or expel a student who commits CSC against another student enrolled in the same district. MCL 380.1311. This section now expressly allows a school to discipline a student for off campus CSC against another student. Expulsion under the new Section 1311 (1) does not, however, constitute expulsion from all public schools subject to reinstatement. Public Act 145 also adds a new mandatory basis for permanent expulsion subject to possible reinstatement. The amended law now requires schools to permanently expel, again subject to reinstatement and the Section 1310d factors, any student who “pleads to, is convicted of, or is adjudicated for criminal sexual conduct” against another student in the district, regardless of where the CSC took place.

Public Act 146 amends the Revised Judicature Act and allows a minor public school student who is the victim of CSC by another student to seek a personal protection order (PPO) against the student perpetrator. MCL 600.2950. The PPO would prevent the perpetrator from attending the same school building as the victim. Again, the perpetrator, not the school, is responsible for complying with a PPO.

A. Verbal

The making of written or oral sexual innuendos, suggestive comments, jokes of a sexual nature, sexual propositions, or threats to a fellow student, staff member, or other person associated with the District.

B. Non-Verbal

Causing the placement of sexually suggestive objects, pictures, or graphic commentaries in the school environment or the making of sexually suggestive or insulting gestures, sounds, leering, whistling, and the like to a fellow student, staff member, or other person associated with the District.

C. Physical Contact

Threatening or causing unwanted touching, contact, or attempts of same, including patting, pinching, pushing the body, or coerced sexual intercourse, with a fellow student, staff member, or other person associated with the District. Removal of clothing such as “panting” will be treated as “sexual harassment.”

19. **Possessing or Using Weapons:** The act of possessing, using or threatening to use any weapons, explosives or instruments capable of inflicting bodily injury. A weapon includes, but is not limited to, firearms, guns of any type whatsoever including air and

gas-powered guns (whether loaded or unloaded), knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons and explosives. It may also include any toy that is presented as a real weapon or reacted to as a real weapon. Criminal charges may be filed for this violation. Possession of a weapon may subject a student to expulsion and possible permanent exclusion. It makes no difference whether or not the weapon belongs to someone else, unless the student can provide convincing evidence that the weapon was placed in the student's possession without his/her knowledge. If it can be confirmed that a weapon was brought on District property by a student other than the one who possessed the weapon, that student shall also be subject to the same disciplinary action.

Weapon Free School Zone. Public Act 50/195 (MCL 380.1311) requires school districts to expel a student who possesses a dangerous weapon in a weapon free zone or who commits arson or criminal sexual conduct in a school building or on school grounds. For students in Grade 5 and below, the earliest date for reinstatement is possible after ninety (90) days. For students in Grade 6 and above, the waiting period is one hundred and eighty (180) school days. The due process rights of students are part of the law.

For the purpose of this public act, examples of dangerous weapons include a firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocket knife opened by a mechanical device, an iron bar or brass knuckles. A weapon free school zone is defined as a building or playing field, property used for school purposes to impact instruction to students, property used for school sponsored functions or events, or a vehicle used by the school to transport students, property used for school - sponsored functions or events, or a vehicle used by the school to transport students to and from school property. (Board Policy #5772)

State law may require that a student be permanently expelled from school, subject to a petition for possible reinstatement if s/he brings onto or has in his/her possession on school property or at a school-related activity any of the following:

- A. any explosive, incendiary, or poison gas including bombs, grenades, rockets, missiles, mines, or device that can be converted into such a destructive item
- B. any cutting instrument consisting of a sharp blade over three (3) inches long fastened to a handle
- C. any similar object that is intended to invoke bodily harm or fear of bodily harm (e.g. air gun, blow-gun, toy gun, etc.)

20. **Bullying:** Any mean look, gesture, word or action repeated over time that hurts a person's body, feelings, friendship, or property. This includes name calling and general intimidation directed towards another student (Policy 5517.01).

Anti-Bullying: Matt Epling Safe School Law (MCL 380.1310b and PA 478)

Bullying will not be tolerated at OAS, nor will retaliation or false accusation of a target of bullying, a witness, or a student with information regarding an act of bullying. The staff will ensure that the policy is implemented and any concerns regarding bullying at school should be directed to them. An investigation will begin immediately and parents will be contacted by school administrators. For purposes of this policy bullying will also include "cyber bullying" as described in PA 478.

It is the policy of the District to provide a safe and nurturing educational environment for all of its students.

This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

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

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

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

21. **Cyberbullying:** The act of making a comment on a public media forum that contributes to emotional or physical harm of another student.

Michigan's [Public Act 457](#) defines cyberbullying as posting a message or statement onto a public media forum with the intent to mislead, damage, intimidate, frighten or harass a person to cause emotional distress, or to cause the person to be harmed or harm themselves. Under the law, if a person who cyberbullies someone causes the victim to suffer from an assault or battery by the bully or by any other person, the bully can be charged with a misdemeanor and imprisoned for up to a year and fined \$1,000. The law states that if a cyberbully causes the death of a victim, regardless of whether the bully physically caused the death, they could be charged with a felony and face up to 20 years in prison.

22. Possession and/or use of controlled substances: The possession and/or use of alcohol, controlled substances, and mood-altering chemicals or look-a likes etc.:

- a. *First Offense:* Parents and law enforcement officials will be contacted immediately. The student will be suspended ten (10) school days. The building administrator may reduce the suspension to three (3) days if:

The student and family agree to a drug and alcohol assessment provided at a State approved alcohol/drug agency in the community and conducted by a Certified Alcoholism/Drug Abuse Counselor. Costs for any services outside the school are not the responsibility of the school. If the student/family does not follow through on recommendation of substance abuse counselor the suspension reverts to ten (10) days.

- b. *Second Offense:* Parents and law enforcement officials will be contacted immediately. Suspension of ten (10) days and a recommendation for expulsion will be made to the Board of Education by the building administrator. The Board of Education may hold a recommendation for expulsion in abeyance if:

The student and family agree to a drug and alcohol assessment provided at a State approved alcohol/drug agency in the community and conducted by a Certified Alcoholism/Drug Abuse Counselor, and follows his/her recommendations. Costs for any services outside the school are not the responsibility of the school.

Breath-Test Instrument: Administrators are authorized to arrange for a breath-test instrument, according to the Superintendent's guidelines, for the purpose of determining if a student has consumed any alcoholic beverage. It is not necessary for the test to determine the blood-alcohol level, since the board has established a zero tolerance for alcohol use.

23. Sale of Controlled Substances: The delivery, transfer, and/or sale of alcohol, controlled substances, any mood altering chemical or look-a likes, etc. Parents and law enforcement officials will be contacted immediately. The student will be suspended and recommended to the Board of Education for expulsion.

(Drug - Free School and Communities Act): *This law requires a school district to adopt and implement a drug prevention program for its students. Oscoda Area Schools' Belief Statement is that the school district conducts an instructional program for the benefit of students attending our school district. Possession or use of controlled substances, alcohol, or mood-altering chemicals is illegal and prohibited on school property and at school related activities. Such behavior interferes with the instructional program, is harmful to students that are directly involved and is not in the best interest of the student as a whole. Accordingly, it is the policy of the board to maintain a drug free workplace and promote a "no use" message regarding drugs and alcohol. (Board Policies 3122.0/4122.01/5530)*

School Board Policy on Drug Free Schools (5530 F2): *In accordance with Federal Law, the Board of Education prohibits the use, possession, concealment, or distribution of drugs by students on school grounds, in school or school approved vehicles or at any school related event. Drugs include any alcoholic beverage, anabolic steroid, and dangerous controlled substance as defined by State statute, or substance that could be considered a "look-alike" controlled substance. Compliance with this policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action, in accordance with due process and as specified in the student handbook, up to and including expulsion from school. When required by State law, the District will also notify law enforcement officials.*

The District is concerned about any student who is a victim of alcohol or drug abuse and will facilitate the process by which s/he receives help through programs and services available in the community. Students and their parents should contact the local agency and/or school principal whenever such help is needed. These programs and services are listed in the back of this handbook (see Community Resources That Can Help).

24. **Gross Misconduct:** Any combination of 2 or more behavior infractions that result in disciplinary action.
25. **Other:** Other behavior which is either illegal or disruptive to the school environment. Toy weapons should not be brought to school as they cause alarm and a disruption. If a threat is made with a toy weapon, then this becomes an illegal matter at that time. The school safety officer and the administration will work together to investigate this. Other behaviors, but not limited to are: arson, gang-related activity, hazing, false fire alarms, fire crackers or related objects, bomb threats, gambling, possessing lighters, matches or laser lights, trespassing in unauthorized areas, and intimidation or interference with school authorities. ***These infractions will result in Suspension and/or Expulsion from school.***

Elastic Clause

This list **does not** include all suspendable offenses, but gives some examples of them. **The school administration reserves the right to establish fair and reasonable rules and regulations for occurrences requiring action that may arise, which are not covered in this handbook. The school administration also reserves the right to issue penalties for acts of discipline not specifically stated herein and to alter penalties when it is considered necessary. In all cases, any action taken shall be as consistent as possible with previously established rules, regulations and punishments for similar incidents.**

Suspended students may **not** participate in or attend school-sponsored events, including athletic practices and activity meetings, while suspended. In addition, students who are suspended may **not** be on school property during the suspension period.

Teachers can also “snap suspend” a student under any of the above offenses. Each student is entitled to the due process rights. These rights are found elsewhere in this handbook.

Search & Seizure of Pupils’ Lockers & Locker Contents

Lockers are School Property:

All lockers assigned to pupils are the property of the school district. At no time does the school relinquish its exclusive control of its lockers. OAS is not responsible for the loss of locker contents due to theft. OAS strongly urges students to leave electronic devices (cellular phones, MP3 players, game systems, tablets, etc.) at home.

Legitimate Use of School Lockers:

The school assigns lockers to its pupils for the pupils’ convenience and temporary use. Pupils are to use lockers exclusively to store school related materials and authorized personal items such as outer garments, footwear, grooming aids or lunch. Pupils shall not use the lockers for any other purpose, unless specifically authorized by school board policy or the school principal or his/her designee, in advance. Pupils are solely responsible for the contents of their lockers and should not share their lockers with other pupils.

Search of Locker Contents: Random searches of school lockers and their contents have a positive impact on deterring violations of school rules and regulations, ensure proper maintenance of school property and provide greater safety and security for pupils and personnel. Accordingly, the board authorizes the school principal or his/her designee to search lockers and contents at any time, without notice, and without parental/ guardianship or pupil consent.

The school principal or his/her designee shall not be obligated, but may request the assistance of a law enforcement officer in conducting a locker search. The school principal or his/her designee shall supervise the search. In the course of a locker search, the school principal or his/her designee shall respect the privacy rights of the pupil regarding any items discovered that are not illegal or against school policy and rules.

Seizure: When conducting locker searches, the school principal or his/her designee may seize any illegal or unauthorized items, items in violation of board policy or rules or any other items reasonably determined by the school principal or his/her designee to be a potential threat to safety or security of others. Such items include, but are not limited to the following: firearms, explosives, dangerous weapons, flammable material, illegal controlled substances or controlled substance analogues or other intoxicants, contraband, poisons and stolen property. Law enforcement officials shall be notified immediately of such dangerous items or seizure of items that schools are required to report to law enforcement agencies under the Statewide School Safety Information Policy. Any items seized by the school principal or his/her designee shall be removed from the locker and held by the school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent/guardian of a minor pupil, or a pupil eighteen (18) years of age or older, shall be notified by the school principal or his/her designee of items removed from the locker.

In the course of any search, student's privacy rights will be respected regarding any items that are not illegal or against board policy (Board Policy 5771).

Use of Trained Dog: The board also authorizes the use of canines, trained in detecting the presence of drugs or devices, when the Superintendent has reasonable suspicion that illegal drugs or devices may be present in a school.

This means of detection shall be used only to determine presence of drugs in locker areas and other places on school property where such substances could be concealed. Canine detection must be conducted in collaboration with law enforcement authorities or other certified organizations and is not to be used to search students unless a warrant or parental permission has been obtained prior to the search.

Dogs shall not be used in rooms occupied by persons except for demonstration purposes, with the handler present. When used for demonstration purposes, the dog may not sniff the person of any individual and shall be well separated from the audience. Only the dog's official handler will determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, the student having the use of that place or responsibility for it shall be called to witness the search. If a dog alerts on a locked vehicle, the student who brought it onto district property shall be asked to unlock it for inspection.

The above inspections shall be unannounced and may be made at the discretion of the superintendent or designee.

Students and parents/guardians shall be informed of this policy at the beginning of each year.

Police Arrest Powers on School District Property:

Effective August 21, 2000 the Code of Criminal Procedure was amended to provide that an officer may make a misdemeanor arrest without a warrant when:

The police officer has reasonable cause to believe a misdemeanor has taken place or is taking place on school property and reasonable cause to believe the person committed or is committing the violation, regardless of whether the violation was committed in the police officer's presence.

General Attendance Policy

Michigan General School Laws - Section 1561

Every parent, guardian or other person in the State of Michigan, having control and charge of any child between the ages 6 and 18 years, shall be required to send such child, equipped with proper textbooks necessary to pursue his or her school work, to the public school during the school year, and such attendance shall be continuous and consecutive for the school year fixed by the district in which the child is enrolled; provided, that in School Districts which maintain school during the entire year and in which the school year is divided into quarters, no child shall be compelled to attend the public schools more than three quarters in any one year, but the absence of no child shall be permitted for any two consecutive quarters.

It shall be the duty of the attendance officer of the district, whenever notified by the teacher, superintendent, or other person of violations of this act, and the county attendance officer, when notified by the county superintendent of schools, to investigate all cases of non-attendance at school, and if the children complained of are not exempt from the provisions of this chapter under the conditions named in section 1561, then he shall immediately proceed as provided hereinafter in this chapter. When a child has been repeatedly absent from school without valid excuse or is failing in school work or gives evidence of behavior problems and after attempts to confer with the parent or other person in parental relationship to such child have failed, the county superintendent of school may request the attendance officer to notify such parent or other person in parental relationship by registered mail to come to the school or to a place designated by him at a time specified to discuss the child's absence or failing work or behavior problems with the proper school authorities.

Regular attendance is both required by law and necessary for academic success. Each day in each class, valuable learning is taking place. When students are absent from school, they are missing some portion of their overall education.

Students are expected to be in school the whole day if attending extracurricular activities such as athletics and dances.

Attendance Policy

It is imperative that students be in attendance each school day in order not to miss a significant portion of their education. Many important learnings result from active participation in the classroom and other school activities which cannot be replaced by individual study.

Attendance is important in the development of a high quality work ethic which will be a significant factor in a student's success with future employers. One of the most important work habits that employers look for in hiring and promoting a worker is his/her dependability in coming to work every day and on time. This is a habit the School wants to help students develop as early as possible in their school careers.

1. Excused Absences

Students with a health condition that causes repeated absence are to provide the school office with an explanation of the condition from a registered physician.

Parents must provide an explanation for their child's absence by no later than 3:00pm on the day of the absence or by the following day. They are to call the office and explain the reason for the absence. If the absence can be foreseen and the "good cause" must be approved by the principal, the parent should arrange to discuss the matter as many days as possible before the absence will occur so that arrangements can be made to assist the student in making up the missed school work.

Students who are excusably absent for more than 5 days in a grading period, regardless of the

reasons, will be considered "frequently absent". If there is a pattern of frequent absence for "illness", the parents will be required to provide a statement from a physician describing the health condition that is causing the frequent illness and the treatment that is being provided to rectify the condition. Without such a statement, the student's permanent attendance record will indicate "frequent unexplained illness", a possible sign of poor work ethic and irresponsible behavior.

During the next grading period, a "frequently-absent" student will be placed on "attendance watch" to monitor whether or not the pattern continues. If it continues, the student may be denied the opportunity to participate in non curricular school activities and events and a notation made on his/her grading record concerning his/her frequent absence from school. Such a report may be provided to postsecondary institutions and/or possible employers.

Excused Absences Procedures:

- A. When you are absent from school, your parents are requested to either call the school office to inform them of your absence, or after each absence present a note dated and signed by parent or guardian explaining the absence.
- B. The note must be turned into the office. Excused absences are: illness, death or serious illness in the family, doctor or dental appointments, observance of major religious holidays, and court ordered appearances.
- C. A doctor's slip **is** required if you are persistently absent from school. If the appointment is local, the student may only get their absence excused for a half day, as long as there is a doctor's slip turned into the office.
- D. If a student is signed out of school prior to 2:30 PM or one half hour before the end of the school day, it will result in an absence for those hours missed or PM absent depending on their schedule.
- E. Michigan Law does not distinguish between excused or unexcused absences when determining truancy.

2. Prearranged Excuses

- A. Prearranged excuses may be issued for the following: observance of a major religious holiday of the family's faith, medical or dental appointments that cannot be scheduled outside school hours, or trips to accompany parents or guardians.
- B. The procedure for pre-arranged excuses - A note signed by parent or guardian stating the expected duration of and/or reason for the absence must be provided to the office prior to the absence taking place. Teachers will determine how work missed is to be made up.

3. Unexcused Absences

- A. An absence will also be classified as unexcused if the parent did not phone the office to inform the school of the absence, student has no written excuse from the parent, the excuse presented is unacceptable, or the absence is due to skipping school. Other examples include, but are not limited to, missing the school bus, oversleeping, babysitting or lack of sleep. A suspension is also an unexcused absence as the student misbehaved contributing to this.

- B. A student whose absence has been classified unexcused is required to study and do any work missed during the absence. Credit will be given for work made up due to unexcused absence.

4. School-Related Absence

Students on school activities approved by the school will not be counted as absent from school. All absences will be judged as either excused or unexcused by the principal or his/her designee.

5. Making-Up School Work

Students will be expected to make up all work missed during all absences. Students' requests for homework/missing work will be given to their teacher(s). The student will have the same number of days to make up work as the number of absent days. When a major test or project is missed, it will be made up with credit at the convenience of the teacher.

6. Tardiness to School

All students arriving late to school after classes have begun will report to the office to sign in. Parent/Guardian must sign the student in or send a note for the tardy to be excused. A student is considered tardy when they sign in after 8:00 am. If a 3rd-6th grade student signs in after 8:30, it is considered a 1st hour absence. If a K-2 student signs in after 9:00 am it is considered an AM absence. It is essential for students to be on-time. Repetitive tardiness and/or absences will result in a referral to the County Truancy Officer.

7. Tardiness to Class

Due to the close proximity in which students are expected to transition, there should be no reason for tardiness to class. If a student wishes to use the restroom or office between classes, they must report to their next teacher and inform him/her of their needs. If a student is repetitively tardy, a teacher may utilize their discretion in assigning After School Detention. The teacher will contact the parent and arrange the time and date of After School Detention.

8. Attendance Notification Letter

As a reminder to parents and students, an attendance letter will be mailed home once a student has been absent approximately 5 days with another letter being sent at 9 days absent (excused or unexcused.). At 9 days a meeting will be requested with the family and the school to come up with a plan to help improve the attendance. Excessive absences do have a negative effect on a students' academic success.

9. Acute Attendance Problems

Any student with **more than 18 days** (excused and unexcused) of unverified absences (without documentation) is considered truant and a complaint will be referred to the Intermediate School District Attendance Officer, the Juvenile Division of the Probate Court, for appropriate action as per the guidelines of the State of Michigan.

School Policies and Procedures

Acceptable Use Policy, Internet

Students who use the Internet must sign an Acceptable Use Policy (AUP). This Agreement states that the student will use the Internet for Educational purposes only and will not intentionally use it in any unauthorized way. If this occurs, the student may not be allowed to access the Internet and may be subject to disciplinary action. Students that do not have a signed form on file will not be allowed to use school equipment to access the Internet. A copy of the AUP can be found at the back of this handbook.

Students who have lost computer privileges are still required to complete any and all assignments that require the use of technology or their grades will be reflective of their incomplete work.

Arrival Time

Since the staff is busy in the morning preparing for the day's activities, if you need to drop off students at Richardson Elementary School before 7:40 am PLEASE MAKE ARRANGEMENTS WITH THE OFFICE AHEAD OF TIME.

Birthdays and Special Occasions

Please contact your child's teacher or the school office **before** having flowers, balloons, or gifts delivered to the school as a surprise on birthdays or other special occasions.

Communication-School Visits

Periodically, both the office and many of the teachers/teams send messages and newsletters home. These will keep you up to date on school activities, upcoming events and items of interest. If you feel you've missed something, give us a call. The number of visitors in the building will be restricted. If you wish to attend a class, please contact the teacher/administration at least 24 hours in advance to see about obtaining approval for this to happen.

Extra-Curricular Activities

The same rules of the school day are in force. All school rules apply to all extra-curricular activities.

Facilities

Permits or information for the use of the school may be obtained by calling the office. When the schools are closed due to weather conditions, all activities will be canceled.

Field Trips

A well-planned field trip supports and enhances the classroom curriculum. Your child's teacher will notify you well in advance of any upcoming trips outside the school building.

Halls

1. Follow traffic direction.
2. Keep your lockers clean.
3. Do not go to your lockers during class time without a written pass.
4. Hall passes are required during class time.
5. Whistling, shouting, loud talking, running, pushing and tripping are not allowed.
6. Put all trash in containers.
7. The discipline code will be followed if misbehavior occurs.

Parent and Family Engagement

The district Parent and Family Engagement Plan can be accessed on our district website at <https://www.oscodaschools.org/o/res/documents>. This plan is reviewed and updated annually.

Passes

Students leaving class for any reason MUST have a pass from their teacher. No exceptions! Students should not come into the office between classes or without a pass unless there is an emergency. It is the STUDENT'S RESPONSIBILITY to get a pass. Any student found without a pass will be reprimanded.

Leaving Early

If a child is to be picked up early for any reason, please send a note or call early in the day to inform the office. No child will be released without the proper identification or recognition of the person picking him/her up. ***Parents are not to go to the classroom to get the child.*** FOR THEIR PROTECTION, students leaving school early must report to the office. Students must be signed out of the office by their parents or an authorized adult. **No student may wait outside to be picked up.**

In School Suspension/After School Detention

Depending upon the severity of the behavioral offense, students may be assigned an After School Detention or an In School Suspension (ISS). In School Suspension will be staffed by a certified staff member. The student will have work to complete while in ISS, but then will also have to complete a reflective piece as well to look back on the behavior and what took place. Students can ride the bus to and from school for ISS, but then remain in the ISS room for the duration of the day. If a student can not follow the behavior expectations in ISS, then a parent phone call will be made asking to pick the student up. The student could then possibly be suspended for at least the following day.

For an After School Detention, a teacher will contact the parent to arrange this. After School Detention is from 3:00pm-3:50pm. Students must be picked up from the RES office at 3:50pm.

2023-2024 FREE Breakfast & Lunch Program

All students at Richardson Elementary School will have access to free breakfast and free lunch this year. **Part of the federal free breakfast/lunch program requires families to complete brief surveys throughout the year.**

Meal Charge Procedures

In the event that Oscoda Area Schools does not qualify for the Community Eligibility Provision, allowing for universal breakfast and lunch, parents and guardians must plan for their child to have sufficient access to food at school on each school day and must actively monitor and manage their child's school food service account. Parents can check with a food service cashier at the school or call the Food Service Office at (989) 739-2401 to check their students' balances. Students are given notes to take home or are verbally informed when their account is getting low. Automated School Messenger calls and low balance emails may also be sent if the account is in the negative. There is an online account system that also allows parents to view student accounts from any computer. Your student account is not a charge account. Negative amounts must be paid in order for your student to continue getting school meals. Richardson Elementary School and Oscoda High School students will be allowed to charge up to five lunches, and then the account must be paid up in full. Students over the charge limit will be asked to call home and notify their parent/guardian. The student will receive a substitute lunch as determined by food service staff (AG 8500D).

Contact at Food Service at 984-2114 to request paperwork for special dietary requests or any food service related questions.

Breakfast and lunch menus are available in the office of your child's school.

Lunch Time Activities & Rules (Richardson Elementary School Students)

We would like your lunchtime to be relaxing and enjoyable. The following rules will be helpful for you to note:

We expect students to:

- a. Use "school voices" at all times.
- b. Display appropriate, safe behavior.
- c. Throw away paper and garbage in the designated trash baskets.
- d. Recycle your tray to the proper location.
- e. Get permission from a lunch monitor to leave your area.
- f. Remain in the designated areas while enjoying lunch.

Noon Time Activities - Designated Areas

In order to make the hallways quiet, orderly and safe, students have designated areas to report to for lunch. There is no need to be in the halls during lunch unless you have a specific purpose to go to the office or have signed up to return to a teacher's room.

Outdoor Rules

1. Stay on school property.
2. Stay away from windows, parked cars and the wooded areas.
3. Do not throw anything that may cause harm or injury or touch other people.
4. Do not go to other school buildings.
5. Respect all school equipment

6. Absolutely no food or beverages allowed outside in the playground areas without permission from an authorized staff member.
7. Remain in the designated areas while enjoying recess.

Recess

Recess is an important time for exercise, movement, interaction, etc. Parents should be aware of the weather forecast for each day. With this knowledge, children should be sent to school in outerwear suitable for weather conditions. If a student must remain inside for recess due to a health problem, a written excuse from the doctor is needed. Students properly excused to remain inside will be seated in the lunchroom, or seated in the office.

Students go outside everyday, unless the 'feels like' temperature is 0 degrees, or it is raining.

Student Dress Code

Students are asked to use good judgment in choosing school dress. A student's appearance is important in setting the proper atmosphere for learning. Our main concern is that dress should not be of such a nature as to distract from the educational setting.

Students dressed inappropriately will be required to change into more appropriate attire (at the discretion of the administration) before attending class. Clothing may be provided by the school. Students who consistently display "improper" dress will be subject to disciplinary action.

Coats/backpacks: Coats are not to be worn to class. Teachers may make exceptions to this rule if the temperature in the classroom makes it necessary. Backpacks and bookbags may not be allowed in classrooms due to safety/health concerns.

Face Coverings: *If these are required per an order from the State of Michigan, MDHHS, or CDC.

Hats/head coverings: Hats, hoodies, bandanas and other head coverings may not be worn during the school day, unless approved by administration. Hats may be worn during the school day celebrating special circumstances/events approved by building administrators. Hats/head coverings may also be worn after school hours.

Mutilated clothing: Clothing which is ripped, not patched and/or has wear holes above mid-thigh is not permitted.

Obscene clothing: Any clothing with sexual innuendos; alcohol, drug, or tobacco products; derogatory comments or caricatures is not permitted.

Costumes: Costumes are not to be worn at school. Exceptions may include celebration of special circumstances/events approved by building administrators.

Shirts/tops/pants: Muscle shirts, tank tops, and tops with low necklines and see-through clothing are not permitted. The bottom of midriff/crop shirts should meet the top of the pant/short/skirt. Shirts must have shoulder straps that are a minimum of 2 inches in width and must cover the area below the underarms. **At no time will students be permitted to wear clothing that reveals underwear or portions of the body considered inappropriate.**

Shorts, dresses and skirts: Shorts, dresses and skirts must be mid-thigh.

Chains/spikes: Chain wallets and heavy chain neck/arm wear is not permitted. Spiked chains, spiked bracelets and spiked rings are not permitted.

Footwear: Footwear is required at all times. Slippers, rollerblades, and roller shoes are not permitted.

Unauthorized Items/Activities

Radios, walkmans, ipods, mp3 players, and electronic games are allowed in school lockers, but are not allowed to be used during the school day. If a student is caught with one of these items outside of their locker, it will be confiscated. Any personal items brought to school (trading cards, cell phone, etc.) may be confiscated if they interfere with the educational process. Cell phones and smart watches (with the texting/calling options) are not to be used during the school day. If a student has repetitive cell phone use/disruptions, they will be subject to disciplinary action. If you wish to contact your student while they are in school, please call the office. Bicycles and skateboards are not allowed on school property without written permission from the principal and parents. Laser lights or similar devices are prohibited. There will be NO TRADING or SELLING of any item on school premises without the approval of the Building Principal. The administration must approve any fundraising done at the school.

Visitors

Parents are welcome to visit our school. Anyone wishing to visit the building and go beyond the office, must contact the office at least 24 hours prior to your visit to get permission for this to occur. **All visitors must sign in at the office, and wear a visitor's badge.**

Board policy 9150 states that "All persons (other than school district employees, regular bonafide students and persons present on school district business) upon entering during the school business day, any building or grounds operated under the authority of Oscoda Area School District, shall immediately report to the building office and identify themselves and state the nature of their business."

Volunteers

Parents, area professionals, merchants and others provide additional information to our students to broaden their school experiences. Please contact your child's teacher or the office if you are interested in being a school volunteer. Our school could not be as effective without the many parents and others who give so much of their time.

All volunteers must register through the Oscoda Area School Central Office before being able to serve as a volunteer (such as working in classrooms or serving as a chaperone). Please contact that office at 989-739-2033 to begin the process of registering with our district as a volunteer.

Busses and Procedures

Transporting students to and from school is a serious business. The driver is in charge of the bus and students at all times. **A list of the rules of bus conduct from the transportation department has been issued to all students.** All rules are nothing more than common sense. To ensure safety and proper conduct on the bus, drivers have been instructed to issue “Bus Conduct Reports” to those students who demonstrate unacceptable behavior. Copies of these reports are kept on file in the Transportation Office. **Questions regarding all bus misconduct must be directed to the transportation supervisor.** Continued misconduct by the student will be reported to the parents and may result in suspension from the bus and/or school. School buses are for the sole purpose of transporting students to and from school or school related events.

BUS CONDUCT

Students who are riding to and from school on transportation provided by the school are required to follow all basic safety rules. This applies to school-owned buses as well as any contracted transportation.

The driver may assign seating or direct students in any reasonable manner to maintain that transportation safety.

Students must comply with the following basic safety rules:

Prior to loading (on the road and at school)

Each student shall:

- * be on time at the designated loading zone;
- * stay off the road at all times while walking to and waiting for the school transportation;
- * wait until the school transportation is completely stopped before moving forward to enter;
- * refrain from crossing a highway until the driver signals it is safe to cross;
- * go immediately to a seat and be seated.

It is the parents' responsibility to inform the bus driver when their child will not be aboard school transportation. The bus will not wait. Drivers will not wait for students who are not at their designated stops on time.

During the trip

Each student shall:

- * remain seated while the school transportation is in motion;
- * keep head, hands, arms, and legs inside the school vehicle at all times;
- * not litter in the school vehicle or throw anything from the vehicle;
- * keep books, packages, coats, and all other objects out of the aisle;
- * be courteous to the driver and to other riders;
- * not tamper with the school vehicle or any of its equipment.

Leaving the bus

Each student shall:

- * remain seated until the vehicle has stopped;
- * cross the road, when necessary, at least ten (10) feet in front of the vehicle, but only after the driver signals that it is safe;
- * be alert to a possible danger signal from the driver.

The driver will not discharge students at places other than their regular stop at home or at school unless s/he has proper authorization from school officials.

VIDEO RECORDINGS ON SCHOOL BUSES

The Board of Education has installed video cameras on school buses to monitor student behavior. Actual videorecording of the students on any particular bus will be done on a random-selection basis.

If a student misbehaves on a bus and his/her actions are recorded, the recording will be submitted to the principal and may be used as evidence of the misbehavior. Since these recordings are considered part of a student's record, they can be viewed only in accordance with Federal law.

NO CHANGES in the delivery destination will be accepted for students served by school bus transportation without notification to the school office before 1:30 p.m. (The ***ONLY*** exceptions will be made for emergency situations). Due to lowering the number of students on a bus at a time, we may not be able to accommodate all transportation change requests.

We are a school district of over 400 square miles. The areas and roads we cover vary a great deal, especially in the winter months. We make every effort to get our students safely to school and back home. Transportation personnel begin checking road conditions at 4 a.m. If school closure is recommended, the Superintendent is notified to make the final decision. Sometimes road and weather conditions change. If you feel it would be unsafe to send your child/children to school, you have that option.

The Transportation Department (739-2024) will gladly answer any questions about transport.

Safety

Entering the School

Entrance doors will remain locked during the school day. All visitors will be required to identify themselves through the camera/buzzer system at the main entrance of the building. Unless prior arrangements have been made, all visitors will be required to wait in the foyer. In addition, parents/guardians picking their child up from school early will also be required to wait in the foyer.

School Closings

While every effort is made to keep the schools open, occasionally, for safety reasons, their closing is necessary. Should conditions require this; announcements will be made as soon as the decision to close school is made on the following radio and television stations:

TV	Channel 5	WNEM Bay City
TV	Channel 11	WBKB Alpena
Radio	WCLS F.M.	Oscoda - 100.7
Radio	Bay 108 F.M.	Alpena - 108
Radio	Mix 106 F.M.	Tawas - 106
Radio	WSTD F.M.	Sterling - 96.9
Radio	WKJC F.M.	Tawas - 104.7
Radio	WIOS A.M.	Tawas - 1480

The District will also send out an automated call to all students' primary guardian telephone number, with the closing information. When available reports indicate emergency weather conditions are likely to occur at any moment, once the students are in school, it may be necessary to release them early. We would suggest that preparations for such a possibility be made in advance so that your student doesn't find himself/herself locked out of a house or unsupervised at home.

Fire, Tornado and Lockdown Drills (School Safety Drills)

We are required by law to conduct five fire drills, three lockdowns and two tornado drills each school year. The school complies with all fire safety laws and will conduct fire drills in accordance with State law. Documentation of completed school safety drills will be posted on the district website within 30 school days after the drill is completed and maintained on the website for at least three years (Board Policy 8420). Specific instructions on how to proceed will be provided to students by their teachers who will be responsible for safe, prompt, and orderly evacuation of the building. The alarm signal for fire drills consists of an alarm sounding signaling that everyone should exit the building.

Tornado drills will be conducted during the tornado season using the procedures provided by the State. The alarm signal for tornadoes is different from the alarm signal for fires and lock down drills and consists of a specific announcement being made.

Lock down drills in which the students are restricted to the interior of the school building and the building secured will occur a minimum of two (2) times each school year. The alarm system for

a school lock down is different from the alarm system for fires and tornadoes and consists of a specific announcement being made.

Health & Clinic

Student Insurance

If you are interested in acquiring insurance for your student, please contact the District General Manager at (989) 739-2033 for more information.

Cardiac Response Plan

In the event we have an individual struck with Cardiac Arrest the following details need to be known in order to ensure the best possible results.

Cardiac Response Team OHS

Rebecca Brooks, Building Principal
Seth Alda, Assistant Principal
Cheri Meier, Athletic Director
Dean Caldwell, Teacher, Athletic Director
Mike Berenkowski, Teacher and First Aid Trainer
Dorothy Poland, Secretary
Jeffrey Rush, Teacher
Christine Byrne, Teacher
Rob Clink, Community Resource Officer
Elise Langley, NP, AHC Nurse Practitioner

Cardiac Response Team RES

Ann Sheffer, Building Principal
Lorrie Mongeau, Dean of Students and Lifeguard Certified
Courtney Martin, Building Secretary
Ben Guffey, Teacher and Athletic Coach
Mark Whitley, Teacher and Athletic Coach
Rob Clink, Community Resource Officer
Elise Langley, NP, AHC Nurse Practitioner

Procedure for an individual stricken with Cardiac Arrest

1. Survey the scene, make sure others are safe
2. Delegate someone to call 911
3. Locate a CPR mask
4. Administer CPR
 - a. Give 30 chest compressions hard and fast, 2 inches
 - b. Give 2 breaths
 - c. Repeat until AED can be used
 - d. Locate an AED

- e. Open the AED and follow directions

OHS has 3 AED machines.

1. Main Office
2. Intersection of 200 and 300 hallways includes CPR Mask
3. Athletic Entrance near Concession Door includes CPR Mask

RES has 3 AED machines

1. Outside Main Office, gym side
2. New Gym Hallway at Drinking Fountains
3. Commons Area on River Road side

Injury and Illness

All injuries must be reported to a teacher or the office. If minor, the student will be treated and may return to class. If medical attention is required, the office will follow the School's emergency procedures.

A student who becomes ill during the school day should request permission to go to the office. An appropriate adult in the office will determine whether or not the student should remain in school or go home. No student will be released from school without proper parental permission.

Control of Casual-Contact Communicable Diseases and Pests

Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. The school's professional staff has the authority to remove or isolate a student who has been ill or has been exposed to a communicable disease or highly-transient pest, such as lice.

Specific diseases include; diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, and other conditions indicated by the Local and State Health Departments.

Any removal will only be for the contagious period as specified in the school's administrative guidelines.

Head Lice

Head checks are done periodically to prevent the spread of head lice. The district provides parents and guardians with information regarding head lice and treatment through brochures and newsletters. Active infestations can be defined as the presence of live lice or nits found within $\frac{1}{4}$ inches of the scalp. Nits that are found beyond $\frac{1}{4}$ inches of the scalp have more than likely hatched or are no longer viable. When a member of the school staff suspects and confirms a child is infested with head lice, the following procedures will be followed:

- 1. If a child is found to have live lice or an active infestation, their parent will be required to immediately pick up the child from school. If a parent cannot be reached, the emergency contacts listed will be called and asked to pick up the child.**

2. **At the time a child is picked up from school due to head lice, an appointment will be scheduled for the parent to bring the child back for a recheck within the next three days to verify there is no live lice infestation. The parent has the option to bring the child in sooner for a re-check. The parent must bring the child to school for re-checks; they will not be allowed to ride the bus to school for a recheck.**
3. **Transportation privileges for the child in question will be suspended until school personnel notify the Transportation Department that the child's transportation privileges have been restored.**

Contagious Disease

To avoid exposing or being exposed to various diseases, students are urged to remain at home when they have a fever, sore throat, considerable nasal congestion or a cough. If your child has a contagious disease, please notify the school.

Immunizations

Each student must have the immunizations required by law or have an authorized waiver. This is for the safety of all students and in accordance with State law. If the student does not have the necessary shots/waivers, she/he will not be allowed to attend class until the proper medical personnel fulfill the obligation. Any questions about immunizations or waivers should be directed to the school office. Michigan School Code requires that all children be protected against diphtheria, pertussis (whooping cough), tetanus, polio, measles, rubella and mumps.

Each new student must have completed a basic series of at least five (5) doses of diphtheria, pertussis and tetanus vaccine (DPT) and four (4) doses of trivalent oral polio vaccine and two (2) measles, mumps and rubella (MMR) before admission to school. A third immunization for measles, mumps and rubella should be given if the initial vaccine was given prior to the child's first birthday. Failure to complete these basic immunization requirements, in the absence of a valid exemption (medical or religious) requires a student to be excluded from school attendance. The State of Michigan Health Department currently recommends Hepatitis B immunization. This series is required for all school age students beginning with the year 2000.

If your child needs any immunizations, they may be obtained by appointment from the Iosco County Health Department (362-6183) located at 420 West Lake St. Tawas City, Alcona residents may use the Harrisville Health Department (724-6757). An appointment can also be made at the Alcona Health Owl Clinic (569-6002).

Hearing/Vision Screening

Hearing and vision screening is conducted annually in school by District Health Department No. 2. If the results of the screening indicate further assessment may be warranted, you will receive a letter directly from District Health Department No. 2.

Owl Clinic:

Located within the school is the Alcona Health Owl Clinic. Families can complete a consent form and the Owl Clinic will be able to provide health services to families. More information and the consent form can be found by clicking here:

Medication

The dispensing of prescribed medication by school personnel shall be done in accordance with the following procedures:

- All medications must be turned in to the office.
- The office personnel, as designated by the building administrator, will administer medications to students.
- Written directions from the physician must be given to the office.
- Parents must give written permission for the medication to be given.
- Medication may be conveyed to school directly by the parent or transported by transportation personnel (bus driver and/or bus aide) at parental request. This should be arranged in advance. A two to four (2-4) week supply of medication is recommended.
- A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of day. This log will be maintained along with the physician's written instructions and the parent's written permission release.
- Over the counter medications, i.e. aspirin, cough syrup, etc., will not be given unless the physician orders them.
- Only the office personnel will accept medication that is injected.

Extended Illness

When you know your child will be absent for an extended period of time, please notify the school so that work may be prepared for sending home.

Control of Non Casual-Contact Communicable Diseases

In the case of non casual-contact, communicable diseases, the school still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have his/her status reviewed by a panel of resource people, including the County Health Department, to ensure that the rights of the person affected and those in contact with that person are respected. The school will seek to keep students and staff persons in school unless there is definitive evidence to warrant exclusion.

Non casual-contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS Related Complex (condition), HIV (Human-immunodeficiency), HAV, HBV, HCV (Hepatitis A, B, C); and other diseases that may be specified by the State Board of Health.

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

The Board of Education has adopted a comprehensive Health Education Program which includes education on human sexuality and venereal and other non casual-contact communicable diseases such as AIDS. It is designed to provide an appropriate means for students to acquire the knowledge, skills, and attitudes necessary to maintain good health. The program also includes instruction in abstinence from sex as a responsible method for preventing unwanted pregnancy and sexually-transmitted diseases and as a positive lifestyle for unmarried young people.

In compliance with State law and with its desire to maintain effective communication with parents and the community, the Board has made arrangements for the programs and instructional materials to be available for review by any parent or interested member of the community. If you wish to review any or all of the programs, please contact the principal of your child's school. After reviewing the programs, if you wish to discuss them, please contact the principal or the school office.

Your child is required to participate in these courses, but the law allows you the right to have your child excused from participating in classes which include instruction in sex education, reproductive health, family planning, and AIDS education. The Board's policy is to honor parents' written requests that their child be excused from certain classes in any course. If you wish for your child to be excused from certain portions of this class, please provide the request in writing at least 1 week prior to the topic being taught.

The regulations issued by the Occupational Safety and Health Administration (OSHA) to restrict the spread of Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV) in the workplace are designed to protect employees of the District who are, or could be, exposed to blood or other contaminated bodily fluids while performing their job duties.

Because of the very serious consequences of contracting HBV or HIV, the District is committed to taking the necessary precautions to protect both students and staff from its spread in the school environment.

Part of the Federally-mandated procedures include a requirement that the District request the person who was bleeding to consent to be tested for HBV and HIV. This information would then be provided both to the exposed employee and the treating physician to determine proper medical treatment.

The law does not require parents or guardians to grant permission for the examination of their child's blood, but it does require the district to request that consent. Although we expect that incidents of exposure will be few, we wanted to notify parents of these requirements ahead of time. That way, if the situation does develop, you will understand the reason for our request and will have had an opportunity to consider it in advance. These are serious diseases, and we sincerely hope that through proper precautions and cooperation we can prevent them from spreading.

Concussion Protocol

All physical education and athletic programs of the District shall comply with the concussion protocols of the Michigan High School Association, the requirements of State law, and the Department of Community Health guidelines regarding concussion awareness training and protection of youth athletes.

Programs & Services**English Language Learner Programs**

Oscoda Area Schools is committed to providing all students with a robust education regardless of the student's native language. Our English Language Learner (ELL) program is designed to assist students, whose primary language is not English, progress in their education. As such, families should complete the English Language Survey at the time of their student's enrollment. Once a student has been identified as possibly eligible for Oscoda Area Schools' ELL program, the district's Testing Coordinator will arrange to have WIDA Screener testing completed for the student within 30 school days. The results of this test will be used as the basis for determining whether the student qualifies for ELL services. If a student qualifies, the student will be able to receive services from the ELL program. This could include: tutoring with a qualified individual fluent in the student's primary language, assignment of technology resources, intervention services, after school workshop, or other strategies identified for the specific student's benefit. Due to the fact that each learner will join our district at differing levels of language proficiency, all ELL programs will be tailored to the student's specific measured needs. All ELL students will take the required WIDA assessment in February to assess how much growth the student has gained each year. This is a requirement until the student receives exit level scores on this assessment. For more information regarding Oscoda Area Schools' ELL program, visit the district's strategic plan located online at www.oscodaschools.org or contact the District General Manager at (989)739-2033.

Homebound Instruction

The District shall arrange for individual instruction to students of legal school age who are not able to attend classes because of a physical or emotional disability.

Parents should contact the school administration regarding procedures for such instruction. The District will provide homebound instruction only for those confinements expected to last at least five (5) days.

Applications for individual instruction shall be made by a physician licensed to practice in this State, parent, student, or other caregiver. A physician must: certify the nature and existence of a medical condition; state the probable duration of the confinement; request such instruction; present evidence of the student's ability to participate in an educational program.

Homeless Students (McKinney Vento)

Upon enrollment of a homeless child or in the event a child's status changes to homeless during the school year, an appointed Liaison will coordinate with appropriate administrative staff to assure that the school last attended by a homeless child is immediately contacted to provide

relevant academic or other relevant records. If upon enrollment, the homeless child is found to be in need of any immunization requirements for enrollment by State law or any other medical records, the Liaison will assist the family or student in obtaining the immunizations or necessary medical records. The Liaison will also contact the Director of Transportation to assure transportation of the homeless student is provided in accordance with the Board's Transportation Policy.

Any disputes regarding the enrollment or assignment of a homeless student will be referred to the Liaison for expeditious resolution. The Liaison should attempt to resolve disputes within five (5) school days. Any dispute which cannot be resolved by the Liaison should be reported to the State Coordinator for the Education of Homeless Children and Youth at the Michigan Department of Education. According to State guidelines, the State Coordinator has an additional five (5) school days from the time of notification to bring about resolution. Individuals dissatisfied with the State Coordinator's proposed resolution can appeal such decision to the State Superintendent of Public Instruction within five (5) school days for final resolution of the dispute.

As part of his/her assigned duties, the Liaison will coordinate and collaborate with the State Coordinator for Homeless Children and other community and school personnel responsible for providing education and related services to homeless children. Such coordination should be designed to facilitate homeless children having access and reasonable proximity to available education and related support services and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.

If you have any questions on eligibility and services under the McKinney-Vento Act please contact our Homeless Liaison, JJ Axline at (989) 739-9121.

Special Education Programs

These programs are designed to give extra support to students who are diagnosed through Special Education Testing. To qualify for this program, a child must meet district and state guidelines and have a significant problem in one or more of the learning processes.

Child Find

The child study process involves a staff team that meets regularly to determine if there are any students who have academic, behavioral, social, or emotional concerns brought to their attention by teachers or parents/guardians who have concerns or information of this nature. The group will determine the best course of action to take to help each child be successful in the school setting. The team members may include: the Principal, Assistant Principal, Teacher(s), School Social Workers, Special Educator, and School Resource Officer.

School Success Partnership Program

The Northeast Michigan Community Service Agency Inc.'s School Success Partnership Program (School Success) serves school-aged children and youth from Pre-Kindergarten through 6th grade who are at-risk for academic failure and is available at Richardson Elementary School.

Students served by School Success experience a variety of issues and conditions that affect school performance and create barriers to academic success including family issues (e.g., divorce, unemployment, death, etc.), attendance issues, behavioral issues, transitional issues, and unmet mental health and/or medical needs.

A School Success Liaison will meet with the parent(s)/guardian, child, teachers, and school administrators to develop and create a plan for student success. These plans address all areas of concern and include intervention strategies for school and home. School Success Liaisons make weekly student contacts and bi-weekly contacts with parent(s)/guardian, teachers and other community resources. The program is designed to link families with resources and coordinate services when needed.

Ausable Valley Community Mental Health Services

Ausable Valley Community Mental Health Authority provides State funded public mental health services in Iosco, Ogemaw, and Oscoda counties in Northern Michigan. Services are provided to people with an Intellectual or Developmental Disability (I/DD), a Serious Persistent Mental Illness (SPMI), and or those who may be Seriously Emotionally Disturbed (SED). AVCMHA also provides crisis screening services and is committed to providing high quality services. Therapists and counselors co-locate on a scheduled basis within Richardson Elementary School to provide services to their elementary aged clients within the school setting.

Alcona Health Center Behavioral Health Services Department

The purpose of Alcona Health is to promote, develop and operate such facilities and programs as are necessary to provide quality healthcare to all residents of Alcona County and the surrounding areas, regardless of ability to pay.

The Behavioral Health Services Department at Alcona Health Center welcomes all patients who have established with a Medical Primary Care Physician (PCP). The Behavioral Health Consultants (BHCs) are fully licensed Professional Counselors and/or Masters of Social Work in the State of Michigan, and at least one is available in all Alcona Health Center sites, including Oscoda Area High School and Richardson Elementary School. The BHCs are able to provide counseling and therapy to all ages, and also to individuals and families.

Grade Promotion and Retention

The sections of the *Revised School Code* that address this issue are contained in the Michigan Compiled Laws under MCL 380.10, 380.11a, 380.1280b, and 380.1282. *Local Board Authority.* Promotion and retention decisions may be difficult. People may disagree about policies and criteria and research may not provide educators with a definitive answer to the question of whether to promote or retain. However, despite the problems inherent in making promotion and retention decisions, it is clear that educators and boards of education have authority to adopt policies that are based on objective criteria. The *Revised School Code*, sections 380.11a and 380.1282, provides a board of education “general powers” to “exercise a power incidental or appropriate to the performance of any function related to the operation of the school district in the interests of public elementary and secondary education in the school district.” [MCL 380.11a

and 380.1282]. Moreover, the courts have confirmed that a school board has the authority to retain pupils on the basis of their failure to achieve at the appropriate level.

Parental Right to Request regarding the rights of a parent on this issue, the law does recognize: Section 380.10: “It is the natural, fundamental right of parents and legal guardians to direct the care, teaching and education of their children. The public schools of this state serve the needs of the pupils by cooperating with the pupil’s parents and legal guardians to develop the pupil’s intellectual capabilities and vocational skills in a safe and positive manner.” This authority does not give a parent the ability to determine at what grade level their child shall be placed. While a local school board policy may consider the recommendation of a parent as an objective standard and incorporate it in the promotion and retention policy, the ultimate decision is based on school board policy. *Early Elementary Assessment.* Beginning in the 2000-2001 school year, public schools and public school academies shall administer annually to all students in grades one to five a nationally-recognized norm-referenced test or another assessment, which may include a locally-adopted assessment approved by the superintendent of public instruction [MCL 380.1280b]. For additional information, please contact The Office of Educational Assessment and Accountability at (517) 373-1342. *This information is provided as a service of the Michigan Department of Education and is distributed with the understanding that the Department is not engaged in rendering legal advice. An individual desiring or requiring legal advice should seek the services of an attorney.*

Third Grade Reading Law

Being a good reader is critical if a student is going to be successful in school. In 2016, the Michigan Legislature passed the Third Grade Retention Law to ensure that students exit 3rd grade reading at or above grade level. In accordance with this law, and as a means of better informing classroom instruction, districts will be providing K-3 assessments to students across the state. These assessments will identify students who need intensive reading instruction and intervention and will also provide useful information to help teachers tailor instruction to meet individual student needs. K-3 students will be assessed at the beginning, middle, and end of the school year. The law also requires districts to provide early and regular written communication with parents of K-3 students with reading difficulties. Communication will include information about current services being provided, additional reading support planned for your child, and strategies for you to help your child at home (Read-At-Home plan).

Other Information

Equal Education Opportunity

The Board of Education declares it to be the policy of this District to provide an equal opportunity for all students, regardless of race, color, creed, age, disability, religion, gender, ancestry, national origin, place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District (Policy 2260).

If any person believes that the Oscoda Area School District or any of the District’s staff has inadequately applied the principles and/or regulations of (1) Title II, Title IV, and Title VII of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504

of the Rehabilitation Act of 1973, (4) The Americans with Disabilities Act, she/he may bring forward a complaint, which shall be referred to as a grievance to the District Civil Rights Compliance Officers:

Charles Negro
Director of Categorical Funding
negroc@oscodaschools.org
(989)739-9173
3630 East River Road
Oscoda, MI 48750

Kristina French
HR and Compliance
Coordinator
frenchk@oscodaschools.org
(989)739-2033
3550 East River Road
Oscoda, MI 48750

Michael Barnhart
District General Manager
barnhartm@oscodaschools.org
(989)739-2033
3550 East River Road
Oscoda, MI 48750

Title IX

The Board of Education of the Oscoda Area Schools, Iosco and Alcona Counties School District does not discriminate on the basis of sex in its education program or activity, and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District's Title IX Coordinator(s) is/are:

Michael Barnhart
District General Manager
(989)739-2033
3550 East River Road
Oscoda, MI 48750
barnhartm@oscodaschools.org

Kristina French
HR and Compliance Coordinator
(989) 739-2033
3550 East River Road
Oscoda, MI 48750
frenchk@oscodaschools.org

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator(s), the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

The Board has adopted a grievance process that provides for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process is included in Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities, which is available at:

<https://go.boarddocs.com/mi/oscoda/Board.nsf/Public?open&id=policies>. The grievance process specifically addresses how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond.

Americans with Disabilities Act – Section 504

The Americans with Disabilities Act (A.D.A.) requires the school to ensure that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but also to all individuals. Students with disabilities may be served within the regular education program with an accommodation plan developed by school staff. Parents, who believe their child may have a disability that substantially limits the child's ability to function properly in school, should contact the Central Office at 739-2033. Upon request to the Superintendent, the

District shall make reasonable accommodation for a disabled person to be able to participate in the activities of the school.

Genetic Information Nondiscrimination

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits employers and other entities covered by GINA Title II, including the Board of Education, from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by law. To comply with this law, do not provide any genetic information when responding to this request for medical information (unless the request pertains to a request for FMLA leave for purposes of caring for an immediate family member with a serious health condition). "Genetic information," as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic test, the fact that an individual or an individual's family member sought or received genetic services or participated in clinical research that includes genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services (Policy 1422.02/1622.02/3122.02/4122.02).

Student Records

There are two basic kinds of records – directory information and confidential records – kept by schools. Neither the Board nor its employees shall permit the release of the social security number of a student, or other individual except as authorized by law (see AG 8350). Documents containing social security numbers shall be restricted to those employees who have a need to know that information or a need to access those documents. When documents containing social security numbers are no longer needed, they shall be shredded by an employee who has authorized access to such records.

1. Directory information can be given to any person or organization for nonprofit making purposes when requested, unless the parents of the student restrict the information, in writing, to the building principal. **Parental requests to withhold directory information must be renewed annually with the school.** Directory information includes: Student name, address, phone number, date and place of birth, major field of study, participation in officially recognized activities and sports, height and weight if a member of an athletic team, dates of attendance and graduation, degrees, awards received, honor rolls, photographs and scholarships.
2. Confidential records contain educational and behavioral information that has restricted access based on the Family Education Rights and Privacy Act (FERPA) and Michigan Law. This information can only be released with the written consent of the parents, the adult student, or a surrogate. The only exception to this is to comply with State and Federal laws that may require release without consent. Confidential records include test scores, psychological reports, behavioral data, disciplinary records, and communications with family and outside service providers.

3. Students and parents have the right to review all educational records generated by the School District, request amendment to these records, insert addendum to records and obtain copies of such records. Copying costs may be charged to the requester. If a review of records is desired, please contact the building principal, in writing, stating the records desired. The records will be collected and an appointment will be made with the appropriate persons present to answer any questions there may be. (Board Policy 8330).

Parents and adult students have the right to amend a student record when they believe that any of the information contained in the record is inaccurate, misleading or violates the student's privacy. A parent or adult student must request the amendment of a student record in writing and if the request is denied, the parent or adult student will be informed of their right to a hearing on the matter (Board Policy 8330).

Individuals have a right to file a complaint with the United States Department of Education if they believe that the District has violated FERPA (Board Policy 8330).

Consistent with the Protection of Pupil Rights Amendment (PPRA), no student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an unemancipated minor, his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. political affiliations or beliefs of the student or his/her parents;
- B. mental or psychological problems of the student or his/her family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or his/her parents; or
- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

Consistent with the PPRA and Board policy, the Superintendent shall ensure that procedures are established whereby parents may inspect any materials used in conjunction with any such survey, analysis, or evaluation.

Further, parents have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

The Superintendent will provide notice directly to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and

within a reasonable period of time after any substantive change in this policy. In addition, the Superintendent is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- A. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information for otherwise providing that information to others for that purpose); and
- B. the administration of any survey by a third party that contains one or more of the items described in A through H above.

The Family Policy Compliance Office in the U.S. Department of Education administers both FERPA and PPRA. Parents and/or eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW 20202-4605
Washington, D.C.
www.ed.gov/offices/OM/fpc

Informal inquiries may be sent to the Family Policy Compliance Office via the following email addresses:

FERPA@ED.gov and PPRA@ED.gov

Family Educational Rights and Privacy Act (FERPA)

Parents and guardians have the right to file complaints with the U.S. Department of Education concerning alleged failures to the agency or institution to comply with requirements of this act. Parents have the right to review and amend student records, consent to disclosure of certain records and to obtain a copy of the school-board FERPA policy by contacting the Board of Education Office at 3550 River Road, Oscoda, MI 48750. (Board Policy 8330)

AuSable Township Ordinance #35 Controlling Unauthorized Persons on School Property

This is to officially notify you of this enforceable ordinance, which states in part:

“The Superintendent of Schools or designee, with proper authority, may order or cause the removal from school buildings or school property, of any individual whom that person knows or has reason to believe to be a person who is instigating or may instigate, by any means whatever, a disturbance of any sort on the school property.” Please be advised that when and where appropriate, the school will call the local law enforcement agency and request them to remove the person involved from the school property.

Community Resources That Can Help

Alcona County Juvenile Court	989-724-9470
Iosco County Juvenile Court	989-362-3991
AuSable Valley CMH	989-362-8636/989-739-1469
Crisis Hotline	800-442-7315
Alcona Hotline	989-356-2161
Parent Helpline	800-942-4357
Rainbow Runaway	800-292-3003
Shelter Inc., Alpena	800-996-6228/989-356-9650
Iosco County Health Department	989-362-6183
Iosco County MDHHS	989-362-0300
Alcohol/Drug Help Line	800-252-6465
East Tawas Catholic Human Services	989-356-6385
Tawas Substance Abuse Info.	989-362-8636

Health Services

Alcona Health Center Harrisville	989-724-5655
Alcona Owl Clinic	989-569-6002
AHC Lincoln	989-736-8157
Burns Clinic	231-487-2362
District Health Dept #2	800-504-2650
Healthy Community 2000	989-362-9404
AHC Oscoda Clinic	989-739-2550
Poison Control	800-764-7661

Hospitals

Alpena General	989-356-7390
McLaren Bay	989-894-3000
Covenant	989-771-4000
St. Mary's	989-776-8000
Tawas Ascension St. Joseph	989-362-3411
West Branch MidMichigan Medical	989-345-3660

OSCODA AREA SCHOOLS**STUDENT INTERNET ACCESS AND ACCEPTABLE USE AGREEMENT**

Use of the District's technology, including student access to and use of the Internet through Oscoda Area School's Internet provider, is limited to legitimate educational purposes to support and enhance the School District's curriculum in a manner consistent with the School District's mission statement. Access to and use of the Internet, through the OAS Internet provider, is a privilege offered to students for the following purposes:

- To assist in the collaboration and exchange of information;

- To facilitate personal growth in the use of technology;
- To enhance information gathering and communicating skills; and
- To provide resources which will enhance the Student's entire educational experience.

In exchange for the privilege of access to and use of the Computer Network/Internet through OAS Internet provider the student acknowledges that this privilege may be revoked at any time by the District at the sole discretion of the District and that improper use of Internet resources may also give rise to further disciplinary action consistent with District Policies and/or the Student Handbook. The Student agrees to abide by the following terms and conditions:

1. That the following uses of the Internet throughout the OAS Internet provider are strictly prohibited and may subject the student to restriction, suspension or termination of educational technology privileges, and to appropriate disciplinary sanctions, such conduct to include, but not be limited to:
 - a. Unauthorized entry into a file, whether to use, read, change or for any other purpose.
 - b. Unauthorized transfer, deletion or duplication of a file.
 - c. Unauthorized use of another individual's identification password.
 - d. Unauthorized access to telecommunications files or facilities.
 - e. Interference with the work of another student, faculty member or school official.
 - f. Use of computing facilities to draft, send or knowingly view or receive inappropriate communications including, but not limited to, those communications which are indecent, offensive, obscene, profane, vulgar, threatening, defamatory, an invasion of privacy or otherwise prohibited by law.
 - g. Violation of copyright, trademark, trade secrets or licensing agreement.
 - h. Use of OAS Internet provider for the purchase, sale and/or advertisement or posting of goods or services or for political lobbying.
 - i. Use of the computing facilities for any activity detrimental to the stability and security of the School District's telecommunications equipment, the Internet provider for OAS and/or the Internet. This prohibited activity includes, but is not limited to:
 - i. The introduction of a virus, either intentionally or through irresponsible handling of data and telecommunications resources;
 - ii. Malicious destruction of hardware, software, or data;
 - iii. Attempting to learn or use accounts or passwords other than those issued to the student; or Disclosing, for any reason, one's own password or personal information, name, address or phone number of the student or other person.
2. That the student may be responsible for attending appropriate training sessions in the use and care of educational technology and should refrain from using any

technology for which the student has not received training.

3. That the student may be required to make full financial restitution for any damages to educational technology or unauthorized expenses incurred through the use of educational technology.
4. That the OAS Internet provider is a monitored telecommunications network and no stated or implied guarantee is made regarding the privacy of electronic mail (E-mail) or any other telecommunications.
5. That the District and/or Internet resources are intended for exclusive use by the registered users and that the student is responsible for the use of any account/password and/or access privileges.
6. That the District does not warrant that the functions of the system will meet any specific requirements the user may have, or that it will be error free or uninterrupted.
7. That the District should not be liable for any direct or indirect, incidental, or consequential damages (including, but not limited to, lost data, information, or time, or any harm caused by exposure to offensive material) sustained or incurred in connection with the use and operation of the system or inability to use the system.
8. That the District reserves the right to monitor information activity, and file server disk space utilized by the Student.
9. That in consideration for the privilege of access to and use of computer network/Internet resources through OAS Internet provider, the student release the District, the Internet provider and their employees, agents, and operators from any and all claims of any nature arising from the student use of, misuse of, or inability to use, the District, Intermediate School District, Internet provider and/or Internet resources.
10. The student agrees to abide by these rules or regulations of system usage and such further rules and regulations as may be further added from time to time by the District. These rules will be available in hard copy from the Central Office.
11. Parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should

follow when using Education Technology. The Board supports and respects each family's right to decide whether to apply for independent student access to the Education Technology.

When the parent signs the school handbook, the parent is also agreeing to the following paragraph:

As the Student's parent or guardian, I have read the Agreement for Internet Access and Use and the accompanying cover letter. I understand that access to the Internet is a privilege provided to students for educational purposes only. I understand that the District has installed blocking software that is designed to limit access to pornographic or abusive material on all computers but it is possible that such material may nevertheless be encountered. I will not seek to hold the District responsible for materials acquired on the Internet. I hereby release the District and its employees, agents, and operators from any and all claims of any nature arising from my child's use of, misuse of, or inability to use District, the Internet provider and/or Internet resources. In addition, I agree to indemnify the District and/or the Internet provider for any damage or liability caused by or arising out of my child's use or misuse of the Internet resources or equipment as provided by the District, and/or the Internet provider.

Pesticides Advisory to Parents:

As required by State of Michigan law (AG 8431A), you will receive advance notice regarding the non-emergency application of a pesticide such as an insecticide, fungicide or herbicide, other than a bait or gel formulation, that is made to the school or daycare grounds or buildings during this school year. Please note that notification is not given for the use of sanitizers, germicides, disinfectants, or anti-microbial cleaners. In certain emergencies, such as an infestation of stinging insects, pesticides may be applied without prior notice to prevent injury to students, but you will be notified following any such application.

Advance notification of pesticide applications, other than a bait or gel formulation will be given by at least 2 methods. The first method will be by posting at the main entrance to the school, which is located at 3630 East River Road, Oscoda, MI 48750. The second method will be by posting in a public, common area of the school, other than an entrance. We will post the notice on the bulletin board in the cafeteria area.

If you prefer to receive the notification by first class mail, please complete the "request for advance notification by first class mail" form (Form 8431A F1) and return it to the RES office.

Preparedness for Toxic and Asbestos Hazards

The School is concerned for the safety of students and attempts to comply with all Federal and State Laws and Regulations to protect students from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction. A copy of the School District's *Preparedness for Toxic Hazard and Asbestos Hazard Policy* and asbestos management plan will be made available for inspection at the Board offices upon request.

Concussions

Educational Material for Parents and Students (Content Meets MDCH Requirements)

Sources: Michigan Department of Community Health. CDC and the National Operating Committee on Standards for Athletic Equipment (NOCSAE)

Understanding Concussion

Some Common Symptoms:

Headache	Sensitive to Light	Memory Problems
Pressure in the Head	Sensitive to Noise	Confusion
Nausea/Vomiting	Sluggishness	“Feeling Down”
Dizziness	Haziness	Not “Feeling Right”
Balance Problems	Fogginess	Feeling Irritable
Double Vision	Grogginess	Slow Reaction Time
Blurry Vision	Poor Concentration	Sleep Problems

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 fall, bump, blow, or jolt to the head or body that causes the head and brain to move quickly back and forth. A concussion can be caused by a shaking, spinning or a sudden stopping and starting of the head. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious. A concussion can happen even if you haven’t been knocked out.

You can’t see a concussion. Signs and symptoms of concussions can show up right after the injury or may not appear or be noticed until days or weeks after the injury. If the student reports any symptoms of a concussion, or if you notice symptoms yourself, seek medical attention right away. A student who may have had a concussion should not return to play on the day of the injury and until a healthcare professional says they are okay to return to play.

If you suspect a concussion:

1. Seek Medical Attention Right Away - A health care professional will be able to decide how serious the concussion is and when it is safe for the student to return to regular activities, including sports. Don’t hide it, report it. Ignoring symptoms and trying to “touch it out” often makes it worse.
2. Keep your Student Out of Play - Concussions take time to heal. Don’t let the student return to play the day of injury and until a healthcare professional says it’s okay. A student, who returns to play too soon, while the brain is still healing, risks a greater chance of having a second concussion. Young children and teens are more likely to get a concussion and take longer to recover than adults. Repeat or second concussions increase the time it takes to recover and can be very serious. They can cause permanent brain damage, affecting the student for a lifetime. They can be fatal. It is better to miss one game than the whole season.

3. Tell the school about any previous concussion - Schools should know if a student had a previous concussion. A student's school may not know about a concussion received in another sport or activity unless you notify them.

Signs observed by parents

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

Concussion Danger Signs

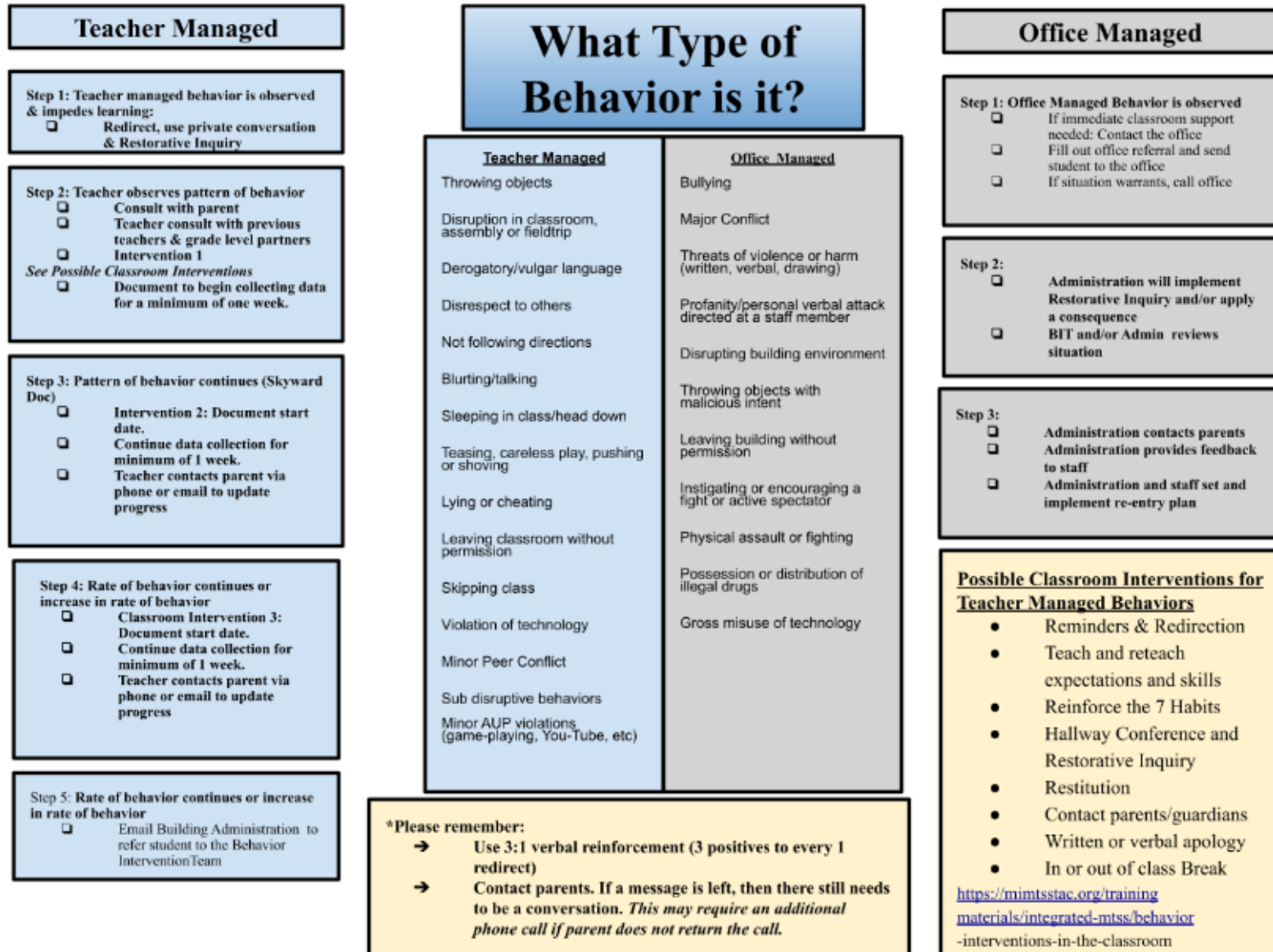
- One pupil larger than the other
- Is drowsy or cannot be awakened
- Cannot recognize people/places
- A headache that gets worse
- Weakness, numbness, or decreased coordination
- Becomes increasingly confused, restless or agitated
- Repeated vomiting or nausea
- Slurred speech
- Has unusual behavior
- Convulsions or seizures
- Loses consciousness (even a brief loss of consciousness should be taken seriously).

How to respond to a report of a concussion:

If a student reports one or more symptoms of a concussion after a bump, blow, or jolt to the head or body, s/he should be kept out of athletic play the day of the injury. The student should only return to play with permission from a health care professional experienced in evaluating for concussion. During recovery, rest is key. Exercising or activities that involve a lot of concentration (such as studying, working on the computer, or playing video games) may cause concussion symptoms to reappear or get worse. Students who return to school after a concussion may need to spend fewer hours at school, take rest breaks, be given extra help and time, spend less time reading, writing or on a computer. After a concussion, returning to sports and school is a gradual process that should be monitored by a healthcare professional.

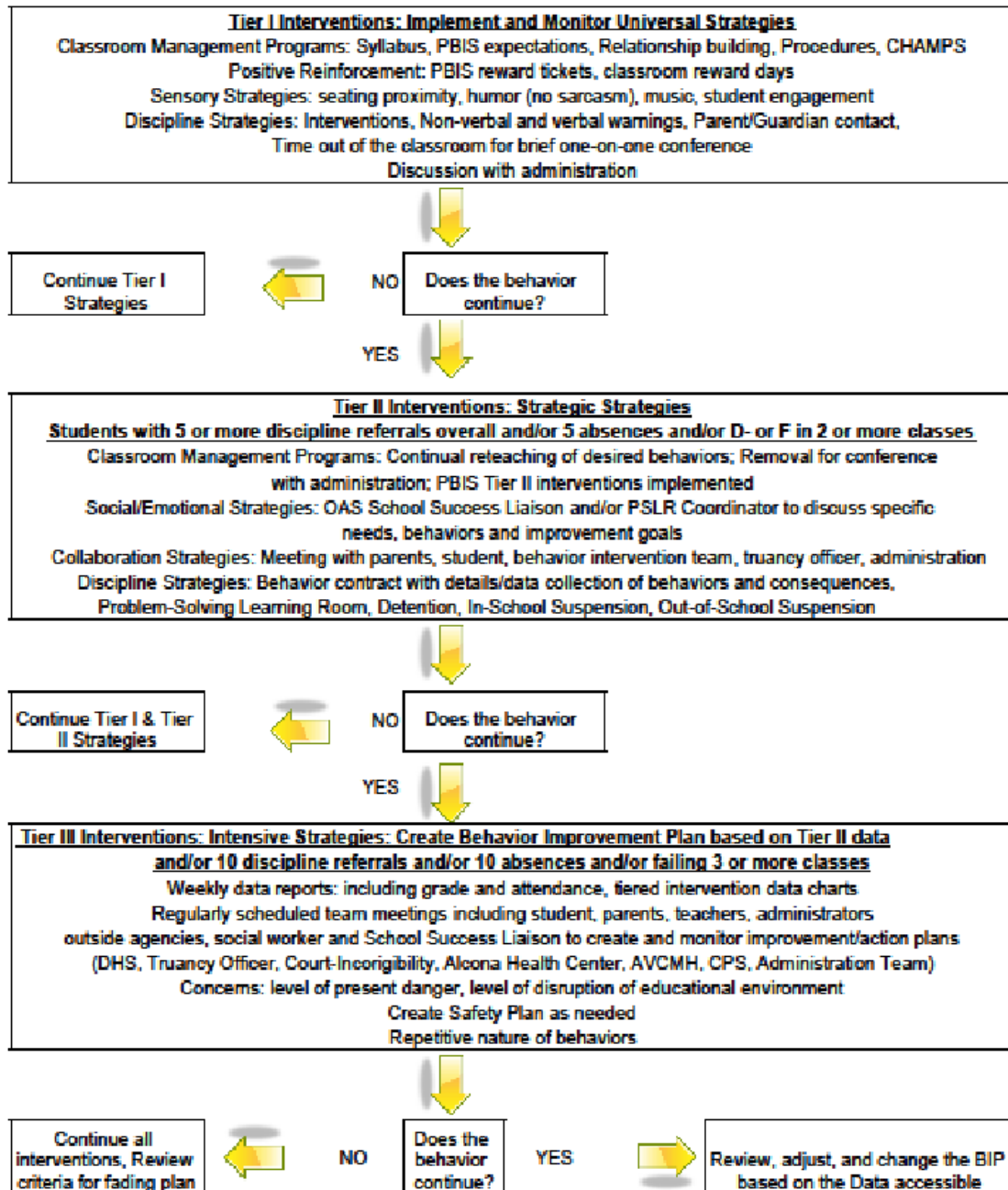
Remember: Concussion affects people differently. While most students with a concussion recover quickly and fully, some will have symptoms that last for days, or even weeks. A more serious concussion can last for months or longer. To learn more, go to www.cdc.gov/concussion.

Oscoda Area Schools
Behavior Support Flow Chart
2023-2024 School Year



<https://mimtsstac.org/training-materials/integrated-mtss/behavior-interventions-in-the-classroom>

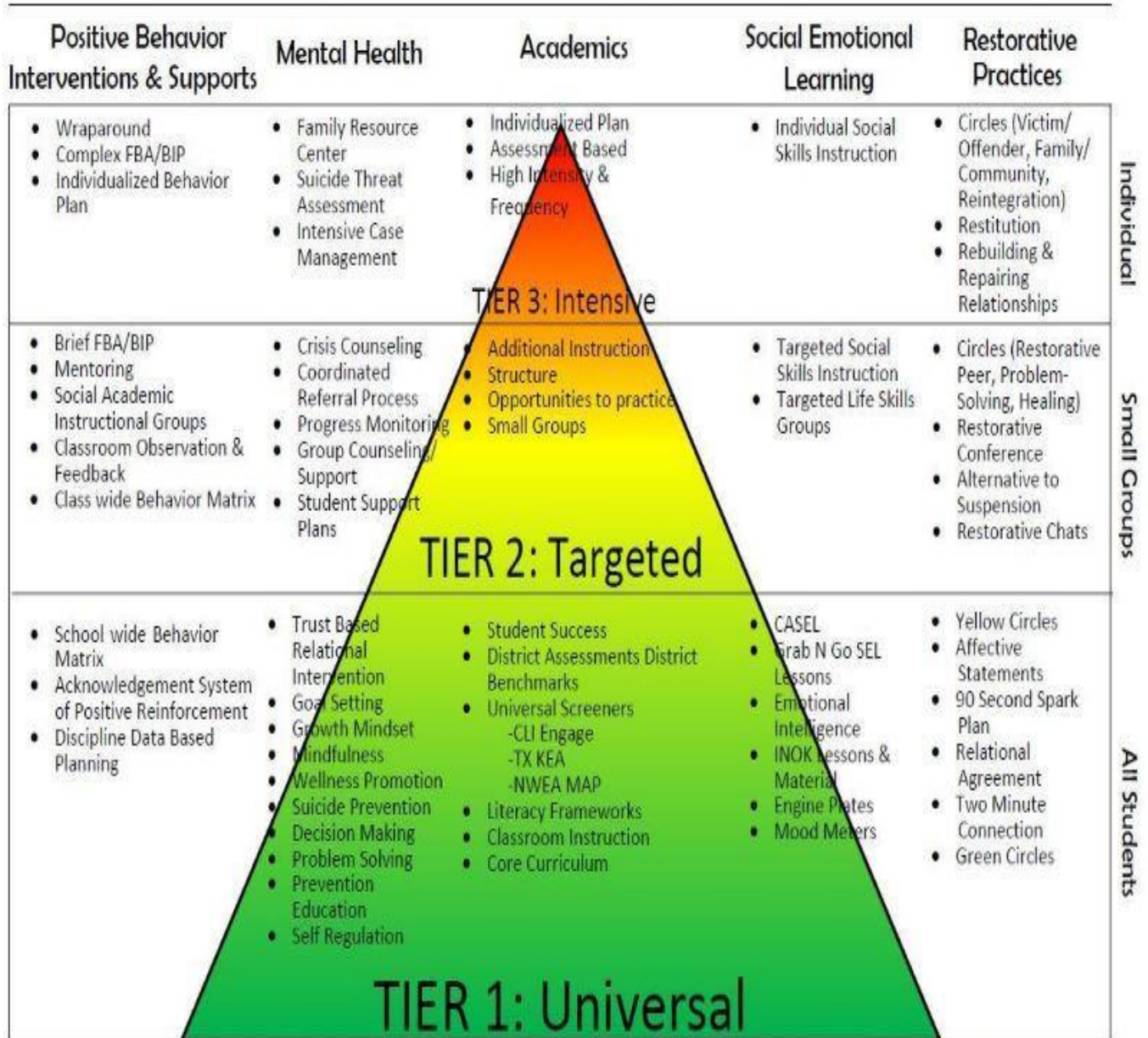
Richardson Elementary School Behavior (Social-Emotional) Intervention Flow Chart



Revised 8/5/2018

Multi-Tiered Systems of Support Framework

Alignment of Student Supports



GOAL: Prevention and support for the optimization of learning in the least restrictive environment.

August 2023

Dear Parent or Guardian,

Your child currently attends a school that receives funds from the Title I, Part A program. Title I, Part A is a federal supplemental program designed to help children reach high academic standards. In receiving funds from this program the district has a requirement to inform you, as parents of children attending a Title I school, of information available to you regarding the professional qualifications of your child's classroom teacher(s).

Information will be provided to you upon request and in a timely manner of the following:

- Whether your child's teacher has met Michigan qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your child's teacher is teaching under emergency or other provisional status through which Michigan qualification or licensing criteria have been waived.
- The baccalaureate degree major of your child's teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

You may request additional information on the level of achievement of your child in each of Michigan's assessments. Michigan uses the M-Step to determine levels of achievement.

You will also receive timely notice if your child is, for whatever reason, assigned, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified. A highly qualified teacher would be defined as a teacher that meets Michigan's qualification and licensing criteria for the grade level or subject area in which the teacher is providing instruction.

Sincerely,

Mrs. Ann Sheffer
Richardson Elementary Principal

Parents' Right To Know

In accordance with the requirement of Section III of Title I, for each school receiving Title I funds, all parents of students in that school may request, and the District will provide, information on the qualifications of the instructional staff working with their children.

You will also receive timely notice if your child is, for whatever reason, assigned, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified. A highly qualified teacher would be defined as a teacher that meets Michigan's qualification and licensing criteria for the grade level or subject area in which the teacher is providing instruction.

For more information about Parents' Rights to Know please contact the Board of Education Office at 989-739-2033.

For more information about Title I Programs
Contact: Charlie Negro,
Director of Categorical Funding
989-739-9173 ext. 2348
negroc@oscodaschools.org

Annual Education Reports and School Improvement Plans

http://oscodaschools.org/board_of_education/annual_reports

Title I Parent Involvement Board Policy #2112

<http://www.neola.com/oscoda-mi/>

Additional information is available on the Oscoda Area Schools website at

www.oscodaschools.org

You can find happenings through the school year, highlights and building based information and activities.

Oscoda Area Schools



Oscoda Area Schools



Title I Annual Program Update

August 1, 2023

Dr. Scott Moore, Superintendent
Mrs. Rebecca Brooks, Principal OHS
Mr. Seth Alda, Assistant Principal OHS
Mrs. Ann Sheffer, Principal RES
Mrs. Lorrie Mongeau, Dean of Students RES

Title I

Title I is a Federal Program designed to help students who are struggling to meet the district's academic curriculum standards.

Oscoda High School (grades 7-12) and Richardson Elementary (grades PK-6) both receive an allocation of the district's Title I funds based on the school's poverty level and enrollment. Each school determines the use of the funds as a result of information gathered in the School Improvement process. These funds are primarily used for additional staff who work with eligible students in their area of need with the goal of increasing student success.

School-based decision-making, professional development and parent involvement are important components of each district's Title I Program.



Title I Services/Programs

At Richardson Elementary and Oscoda High School additional, supplemental instruction and support is provided to students by highly qualified teachers and paraprofessionals through the following strategies.

Richardson Elementary (PK-6)

- Young Owls Preschool Program
- Designated classroom Intervention time scheduled throughout the school day.
- Academic Support Programs
- Summer School Programs
- Parent Involvement Activities
- Parent Information/Resources

Oscoda High School (7-12)

- Designated daily Intervention/EXCEL academic support
- Lunch Academic Workshop
- Academic Support Programs
- Summer School Programs
- Parent Activities Focusing on Career and College Readiness
- Parent Information/Resources

Title I Parent Involvement

The Title I Parent Involvement Plan reflects the Board of Education's commitment to establishing an effective partnership between the school and the student's parents and family.

The Parent Involvement Policy is included in each building's handbook and includes details of how parents can be involved in the Title I Program.

Opportunities for Parent Involvement include but are not limited to participation in the following:

- District School Improvement Team
- Building School Improvement Team
- Parent Teacher Conferences
- Parent Involvement Activities
- Oscoda PTO
- Volunteering
- Mentoring

Title I Parent Compact



The Compact outlines how we, the educators, families and students of OAS will work together to accomplish the district's mission. The Parent Compact is included in each building's handbook.

2023-2024

Richardson Elementary School Staff

Principal

Mrs. Sheffer

Dean of Students

Mrs. Mongeau

Director Categorical Funding

Mr. Negro

Secretaries

Mrs. Lee
Mrs. Martin
Mrs. Briley

Speech & Lang.

Mrs. Clarke

School Success

Mrs. Fryer
Mrs. VanderVeen

Special Education

Mrs. Doherty
Mrs. Guffey
Mrs. Harger
Mrs. Inman
Mrs. Swarthout

School Social Worker

Ms. Hamilton

Enrichment

Mr. Anderson
Mrs. Masterson
Mrs. Merdzinski
Mr. Whitley

Young Owls

Mrs. Smith
Mrs. Hutchison

Kindergarten

Mrs. Cain
Ms. Erickson
Mr. Green
Mrs. Ostrander
Mrs. Pidgeon

1st Grade

Mrs. Kenyon
Mrs. Miszak
Ms. Negro
Mrs. Omelau

2nd Grade

Mrs. Clarke
Mrs. Kaiser
Ms. Moore
Mrs. Pietres

3rd Grade

Mrs. Alda
Ms. Goodman
Mrs. MacNeill
Mrs. Simpson

4th Grade

Mrs. Hasty
Ms. McCord
Mrs. Moore
Ms. Winters

5th Grade

Mrs. Clark
Ms. Erickson
Mrs. Shearer
Mrs. Williams

6th Grade

Mrs. Beglin
Mrs. Brown
Mr. Guffey
Mrs. Karas

Intervention

Mrs. Farver
Mrs. Smith

Oscoda Area Schools Approach to Extreme Student Guardian Behavior

Oscoda Area Schools believes that students learn and develop in an environment where school staff, parents/guardians, volunteers, and other adults in their life all work well as a team. To that end, Oscoda Area Schools has included communication guidelines into our student handbooks, specifically the parent compact sections thereof, to help provide adequate boundaries to protect staff and students from unnecessarily aggressive or intolerant behaviors. The following processes should be utilized by staff when dealing with these types of behavior. Further, this guide provides a basis upon which repeated violations of this code of conduct can be addressed by administration. It is recognized that each situation is unique and that processes and procedures may be altered to provide equitable, effective and efficient outcomes.

It is important to note however, that in dealing with parents/guardians, discrepancies can become elevated due to the emotional nature of the adults' connection to the students they serve. As such, it is expected that all OAS staff members remain cordial and professional in all communications and interactions with all members of our community, regardless of others' behavior. Further, it is expected that OAS staff members will use good judgment when following the procedures set forth herein and avoid unnecessarily escalating situations as we aim to resolve issues between the school and home.

Guidelines:

The following types of behaviors have been specifically enumerated by OAS as unacceptable or inappropriate.

- Shouting, either in person or on the telephone
- Swearing, degrading, or offensive language, either in person or on the telephone.
- Hitting, slapping, punching, kicking, or pushing of anyone
- Threatening, including threats against employment, or physical intimidation of any person in connection with any program or activity related to OAS
- Use of aggressive hand gestures
- Any violations of federal, state, or local laws/ordinances
- Excessive or aggressive communication, defined as numerous communications regarding the same matter without the recipient's response within a 1 school day time frame (i.e. communications sent on a Friday will be responded to by the end of the school day the following Monday, at a minimum)
- Actions designed to embarrass or humiliate others

Procedure:

Staff members should report any concerns to their direct supervisor immediately about any unacceptable behaviors exhibited by adults during school-related activities.

Verbal Communication Incidents:

Should any of the referenced verbal behaviors above be exhibited by an adult or directed at staff during the normal course of your duties, the following steps could be taken to deescalate the situation, and if necessary, report the incident to your direct supervisor.

Step 1. Politely and professionally express to the adult in question that their behavior is inappropriate and for the conversation to continue productively, this behavior should

stop. For example, “Mr./Mrs. Smith, while I understand that you are upset by this situation, please understand that shouting is not a productive method of communication. If you could please refrain from shouting at me I believe we can resolve this matter more effectively.” If the behavior continues after the initial request for the behavior to stop, proceed to step 2.

- Step 2. Inform the adult that their behavior must cease, referencing the parent compact, and informing them that you will be forced to end the conversation if the behavior continues. For example, “Please be aware that continuing to shout at me does not provide for a productive means of communication and violates our parent compact. I have asked once for you to refrain from this behavior and if it continues I will be forced to end the conversation and make a report to administration.” If the behavior continues proceed to step 3.
- Step 3. Inform the adult that due to continued disregard for standards of conduct you will be terminating the phone call and reporting the conversation to administration. For example, “Unfortunately you continue to shout at me and I will be ending this phone call now. Be advised that I will be reporting this conversation to administration and they will follow up with you regarding this matter. I hope that you have a wonderful day/evening/night.” Proceed to step 4.
- Step 4. Document your interaction with the adult including the following information provided to administration:
- a. Date and time of the telephone call
 - b. Reason for the telephone call
 - c. The name of the individual(s) you were speaking with
 - d. The reason you terminated the call (i.e. shouting continued even after warnings)
 - e. Any inappropriate words or phrases used by the other adult
 - f. Any other information that may be pertinent (i.e. this is the 2nd time this type of issue has occurred with this adult).

Supervisor Process

Once a report has been made by a staff member, Administration should follow up with the adult in question, scheduling a meeting with the adult in question and the staff member to discuss the report. If at any point during the meeting either party escalates the situation or the conversation becomes unproductive, end the meeting and let both parties know there will be a written follow up. The purpose of this meeting is to resolve the outstanding issue with you as mediator. If resolution cannot be reached, the following escalation path should be initiated.

- Step 1. Provide a formal written notice to the party or parties that their conduct was not appropriate, providing specific examples. Highlight that continued issues with conduct of an inappropriate nature will result in a progressive approach to resolution. The progressive approach to resolution is outlined herein.
- Step 2. Should another incident occur, a final written warning should be provided, citing specific examples and any previous warnings issued, indicating that any further issues with conduct will result in the staff member in question being permitted to avoid

communication with the adult in question. Questions regarding the adult's student, if applicable, should include the building level administrator for clarification and resolution.

Step 3. In the event that the behavior is redirected to the building level administration, a formal notice should be provided to the adult in question that outlines their continued behavior, again citing specific examples and previous warnings, has resulted in an inability to effectively communicate and any further issues should be directed through email if it is accessible. Advise the adult that moving forward telephone and in-person communications are prohibited.

*If at any point the behaviors become extreme or violate federal, state, or local statutes or ordinances, at your discretion, you may include or refer the matter to the school resource officer for additional support.

Written Communication Incidents

Should any of the referenced behaviors above be exhibited by an adult or directed at you during the normal course of written correspondence, the following steps should be taken to deescalate the situation, and if necessary, report the incident to your direct supervisor.

Step 1. Politely and professionally remind the adult in question of their responsibilities outlined in the parent compact, copying the text directly from the building's handbook. Continue by addressing the reason for the communication. For example, "Mr./Mrs. Smith, please be advised that our parent compact outlines that your use of profanity is inappropriate. I have taken the liberty of referencing this portion of our handbook for you below [include the parent compact]. In the future please refrain from the use of profanity in your communications with me. Thank you for understanding. To the point in question, your student has not turned in xx assignments resulting in his/her current grade. I can arrange for makeup assignments if that would be helpful, but per my classroom procedures, they will only be worth a maximum of 50% of the original assignments' points and must be completed within xx days." If the behavior continues after the initial request for the behavior to stop, notify your building level administrator and proceed to Step 2.

Step 2. Document your interaction with the adult including the following information and submit the collected information, along with any supporting documentation to your immediate supervisor:

- a. Date and time of all correspondence
- b. Reasons for the correspondence
- c. The name of the individual(s) you were engaged with
- d. The reason you ceased communication (i.e. shouting continued even after warnings)
- e. Any inappropriate words or phrases used by the other adult
- f. Any other information that may be pertinent (i.e. this is the 2nd time this type of issue has occurred with this adult).

Supervisor Process

Once a report has been made by a staff member, Administration should follow up with the adult in question, scheduling a meeting with the adult in question and the staff member to discuss the report. If at any point during the meeting either party escalates the situation or the conversation becomes unproductive, end the meeting and let both parties know there will be a written follow up. The purpose of this meeting is to resolve the outstanding issue with you as mediator. If resolution cannot be reached, the following escalation path should be initiated.

- Step 1. Call or meet with the adult to inform them that their behavior must cease, referencing the parent compact, and informing parents that they may be forced to end communication with the teacher(s) if their behavior continues. For example, “Please be aware that continuing to swear at your student’s teacher does not provide for a productive means of communication and violates our parent compact. You have asked once to refrain from this behavior and if it continues I will be forced to redirect all future communications through my office.” Follow up with a written communication outlining your telephone call. If the behavior continues proceed to step 2.
- Step 2. Should another incident occur, a final written warning should be provided, citing specific examples and any previous warnings issued, indicating that any questions regarding the guardian’s student, if applicable, should be directed to the building level administrator for clarification and resolution.
- Step 3. In the event that further inappropriate behavior is redirected to the building level, a formal notice should be provided to the adult in question that outlines their continued behavior, again citing specific examples and previous warnings, has resulted in an inability to effectively communicate and any further issues should be directed to the building level administrator through email. Advise the adult that moving forward telephone and in-person communications could be prohibited.
- Step 4. If at any point the behaviors become extreme or violate federal, state, or local statutes or ordinances, at your discretion, you may include or refer the matter to the school resource officer for additional support.

Physical Aggression Incidents

In the event you are party to an incident that results in physical aggression or intimidation the following process should be followed to ensure the safety of staff members and students alike.

- Step 1. Notify the building level administrator immediately and any applicable Emergency Operations Procedures should be enacted (i.e. lockdown if appropriate).

Supervisor Process

Once a report has been made by a staff member, Administration should engage the Emergency Operations Plan as necessary. The school resource officer or other member of local law enforcement should also be involved if necessary. Once the situation has deescalated, follow up with the adult in question via telephone to inform them they are not permitted on school grounds until a full investigation can take place. If prudent, set a meeting for the adult in question to give a verbal statement advising the adult they will be required to submit a written statement as well. Engage the Human Resources Department and the Superintendent to conduct an investigation

following prescribed processes. The investigation will produce a final report which will outline the resolution and any requirements of the parties. NOTE – should a physical attack occur; law enforcement professionals may be engaged to conduct their own criminal investigation. OAS staff will assist in this investigation as directed by statute and will consult legal counsel if deemed prudent.

2023-2024

**Richardson Elementary School
Student/School/Family Compact**

The mission of the Oscoda Area School District, through partnership with the home and community, is to deliver comprehensive and challenging learning experiences, preparing all students to become productive, responsible members of society.

A digital copy of this handbook as well as the Parent and Family Engagement Plan can be accessed on the school website at <https://www.oscodaschools.org/o/res/documents>. If you would like a hardcopy of either of these documents, please contact the RES office.

We, the educators, families and students of Richardson Elementary School, will work together to accomplish the mission of OAS.

As a Student, I will continue to:

- Attend school regularly.
- Treat all members of the school community and their property with respect.
- Participate in classroom discussions, activities, and assignments.
- Complete and hand in all classroom and homework assignments.
- Do my best work and keep trying even when the work is hard.

Signature_____ **Date**_____

As a Professional Educator, I will continue to:

- Provide the students with a quality curriculum and research-based instructional practices that will allow them to become effective citizens.
- Provide open communication with parents, students, colleagues, and community.
- Support parents as lifelong learners by providing appropriate resources and learning opportunities.
- Provide a safe, positive, well-managed environment where all children are treated fairly with respect and compassion.
- Continue to be lifelong learners knowledgeable of current best practices in the field of education.

Teacher_____ **Date**_____

As a Parent/Guardian, I/We will continue to:

- Work each day to make my child(ren) my number one priority by creating a home environment where my child understands that living in a group requires standards of

behavior and cooperation, and that one must accept the consequences of one's actions.

- Show respect by going to the teacher first about issues related to my child(ren).
- Work to send a well-nourished, well-rested, well-loved child to school each day.
- Show interest in my child's education: ask questions, be involved, help with homework, and be aware of what goes on at school, support school activities, and monitor home activities which may interfere with progress in school.
- Set an example for my child by being a lifelong learner myself.

Furthermore, RES believes relationships between Oscoda Area Schools, parents/guardians, and community members should be safe, non-threatening, and positive. RES expects all adults involved in any school-related activity and while on school grounds will conduct themselves in a calm and respectful manner. Relationships between RES, parents/ guardians, staff, and community members are safe, non-threatening, and positive to ensure participation with RES programs/activities is possible without fear of aggression, violence, or abuse of any kind. The following behaviors have been identified as inappropriate or unacceptable. Note this list is not all-inclusive, but provides general guidelines to help parents/guardians/community members better understand communication expectations as they pertain to RES and any RES-related activities either on school grounds or elsewhere.

- Shouting, either in person or on the telephone
- Swearing, degrading or offensive language, either in person, on the telephone or other forms of communication
- Hitting, slapping, punching, kicking, or pushing of anyone
- Threatening, including threats against employment, or physical intimidation of any person in connection with any program or activity related to OAS.
- Use of aggressive hand gesture
- Any violations of federal, state or local laws/ordinances
- Excessive or aggressive communication defined as numerous communications regarding the same matter without the recipient's response within 1 school day time frame (i.e. communications sent on a Friday will be responded to by the end of the school day the following school day)

We would like to work together as a school community to promote appropriate and expected behaviors to make the schooling environment as comforting as we can.

Signature_____

Date_____



OSCODA AREA SCHOOLS CHAIN OF COMMUNICATION PROPER PROCEDURES 2023-2024

What should parents and community members do when they have questions or concerns about our school district?

We will strive to maintain clear channels of communication. We want to address your concerns quickly and accurately. To that end, we ask you to follow the proper chain of communication when contacting the schools or confirming information.

Thank you in advance for your cooperation.

**Questions/Concerns
Regarding Your Child or
Classroom Instruction**

**First
Contact**

**CLASSROOM
TEACHER**

**Clarification or Additional
Questions/Concerns of
School Matters**

**Second
Contact**

**BUILDING
PRINCIPAL**

**To contact teachers or
building principals, call
the school and
schedule a meeting
either in person,
virtually or on the
telephone.**

High School
739-9121

Principal: Rebecca Brooks, brooksr@oscodaschools.org
Assistant Principal: Seth Alda, aldas@oscodaschools.org

Richardson Elementary
739-9173

Principal: Ann Sheffer, shefferann@oscodaschools.org
Dean of Students: Lorrie Mongeau, mongeaullorrie@oscodaschools.org

If your questions/concerns have not been satisfied after contacting the teacher and the building principal, contact the representative of the appropriate department for additional information. For general information call 739-2033.

ATHLETICS

Cheri Meier

meierc@oscodaschools.org

Dean Caldwell, assistant
caldwelld@oscodaschools.org

TECHNOLOGY

Jana Stepp

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BOARD OF EDUCATION OFFICE

General/District Manager

Michael Barnhart

barnhartm@oscodaschools.org

OPERATION & PLANT

Tony Brooks

brookst@oscodaschools.org

Danny Marshall, assistant

marshalldanny@oscodaschools.org

TRANSPORTATION

Tina Ruedisueli

ruedisuelit@oscodaschools.org

Jamie Chase, assistant

chasej@oscodaschools.org

If you feel that questions or concerns have not been adequately addressed after contacting all of the appropriate school representatives, please contact the superintendent.

SUPERINTENDENT

Scott Moore

moores@oscodaschools.org

DIRECTOR OF CATEGORICAL FUNDING

Charlie Negro

negroc@oscodaschools.org

739-2033

Central Office Assistant

Angel Clare, clarea@oscodaschools.org

Oscoda Schools Board of Education

President
Tony Ommani

Vice-President
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Secretary
Mary Reitler

Treasurer
Tim Kellstrom

Trustee
Kathy Kent

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William Gaines

Trustee
Sharon Savage

Positive Hard-Working Skilled Resilient Compassionate

Updated 1/24/23

2023-2024 RES Handbook Acknowledgement



The 2023-2024 RES student handbook is available electronically this year. Complete the form below to acknowledge that you received a copy of the handbook. Please make sure that you read through the handbook and be aware of what is in there.

Your signatures below indicate that you have received the 2023-2024 RES Student Handbook. ***Students are bound by the terms of the handbook regardless of whether they return the signed acknowledgement.***

If you would like a printed copy of the handbook, please let your child's teacher know.

I acknowledge that I have read and received the 2023-2024 Student Handbook:

Student Signature: _____

Student Name (Printed): _____

Parent Signature: _____

Date: _____



Expectations for Richardson Elementary School

	Classroom	Lunchroom	Bus	Hallway	Playground	Restrooms
Be Respectful	<ul style="list-style-type: none">• Use kind words & actions• Wait silently• Take care of materials• Follow directions	<ul style="list-style-type: none">• Follow directions• Use quiet voices• Use good manners	<ul style="list-style-type: none">• Use quiet voices• Follow directions from driver	<ul style="list-style-type: none">• Walk quietly• Walk down right side	<ul style="list-style-type: none">• Follow adult directions• Kinds words & actions	<ul style="list-style-type: none">• Clean up after yourself• Respect others privacy• Quiet voices
Be Responsible	<ul style="list-style-type: none">• Follow directions the first time• Give your best effort• Be prepared for class	<ul style="list-style-type: none">• Keep food & drink at table• Respond quickly to "Give me 5"• Clean up your own table & floor area	<ul style="list-style-type: none">• Keep the bus clean• Keep all your things with YOU	<ul style="list-style-type: none">• Get to where you need to go on time• Pick up litter when you see it	<ul style="list-style-type: none">• Put equipment away• Follow procedures• Report problems to adults	<ul style="list-style-type: none">• Flush the toilet• Paper towels in wastebasket• Tell an adult if there is writing on wall or something broken
Be Safe	<ul style="list-style-type: none">• Keep hands to yourself• Use peaceful solutions	<ul style="list-style-type: none">• Follow line procedure• Keep hands & feet to self• Keep legs under the table when sitting	<ul style="list-style-type: none">• Remain seated until bus comes to stop• Silent at railroads	<ul style="list-style-type: none">• Follow hallway procedures• Keep hands, feet, objects to yourself	<ul style="list-style-type: none">• Take turns• Use equipment properly• Keep hands and feet to yourself	<ul style="list-style-type: none">• Wash hands with soap• 1 pump, 1 pull, or 1 push• Get in and out quickly