

Bright Start Elementary Family School Handbook 2009-2010

Bright Start Elementary Mission Statement

“We share the responsibility with the family and the community for the continuous physical, emotional, intellectual and social development of each child. We will provide an environment in which all children can learn.”



Lakeview Community Schools Mission Statement “Achieving Quality Education For All Learners Through Teamwork”

**9497 Paden Road
Lakeview, MI 48850**

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NOTICE OF NONDISCRIMINATION

The Lakeview Community School District does not discriminate on the basis of race, color, national origin, gender, age, marital status, height, weight, religion, or disability in its programs and activities, the following person has been designated to handle inquiries regarding the non discrimination policies. Dixie Pope, Superintendent, 123 Fifth Street, Lakeview, Michigan 48850 989.352.7221 ext. 2401

Welcome to an exciting year of learning for your child!

Bright Start serves children in preschool, kindergarten, first, and second grades.

We stand ready to help your child learn all that she or he can. Others in the school community Board of Education members, bus drivers, paraprofessionals, secretaries, and administrators, are eager to support and to maximize your child's achievements, as well.

It is a privilege to work with your child.

On to a great year!

Bright Start Elementary Staff

Gary Jensen, Principal
Peg Adelberg, Administrative Assistant

Preschool

Kindergarten:

Sheryl Crane
Jessica Orr
Kim Tompsett
Deb Powers

Title I

Kelly Nielsen
Kim Tanis
Diane Zehnder
Jill Dagley

Other

Nichole Straub – Speech
Pam Burtch – Resource
Kathy Hewett – Social Worker
Pam Behrenwald – Music
Starr Jensen - Fitness

First Grade

Sue Andresen
Wendy Bates
Molly Huber
Susan Maybank

Second Grade

Sarah Johnson
Betsy Naasko
Marney Ryan
Kristin Skeith

Paraprofessionals

Patsy Alvera
Jim Andresen
Pam Bradfield
Carmen Brow
Tim Burden
Lori Hand
Brenda Smith
Kris Outman

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Dixie Pope, Ed.D, Superintendent
Rick Temple, Director of Transportation
Patricia Root, Accounting Supervisor
Sue Pitcher , Administrative Support Receptionist

Sara Shriver, M.A, Director of Instruction
Pam Main, Human Resource Supervisor
Dan Kain, Director of Facilities

School Board Members

Board of Education Meeting Schedule is the 2nd Monday of every month at the High School Media Center

Daryl Johnson
Timothy Rasmussen
Douglas Beckett
Tim Reed

Edward Jonaitis
Jeff Davis
Jack Jeppesen

E-mail addresses are staff person’s last name, first initial of their first name and @lakeviewschools.net. Example:
Principal Gary Jensen (jenseng@lakeviewschools.net).

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Child Development

What are K-2 children like?

Every child is unique but there are some general “truths” about children during the early childhood years through age 8 or 9.

Truth:

Childhood is a journey not a race.

More than at any other period, children differ in their rates of learning as they move through the basic stages of brain development. To be “slower” than someone else in learning does not mean one will always be less skilled than the “faster” child. Think back to your child’s toddler years. She or he may have learned to talk, walk, or do something else **sooner or later** than others. However, your child is likely an able talker (or walker) today. While all grades have children with varying abilities, no where is this more true than at the early childhood level. Children of like potential can be at different stages or steps in their development. Teachers meet students at these “steps” and help them climb.

An interesting comparison can be made with teenagers. They physically change at vastly different rates. Some 13-year-olds look like 18-year-olds while others look like 9-year-olds. It is like this for young children, except the greatest changes are happening mentally, in the brain, rather than physically.

What does this suggest?

- Accept children “where they are” developmentally and provide activities that best develop their budding abilities.
- Make classroom ready for children rather than requiring children to be “ready” for classrooms.
- Do not overly compare children as it may foster competitive classrooms instead of cooperative ones where more learning occurs.
- Expect teachers to celebrate children’s development yet also identify and help with any areas of difficulty.
- Expect teachers to provide learning activities which maximize development and learning.

Other “Truths:”

- Parents are children’s first and most influential teachers.
- The early childhood years are critical for brain development. Teachers literally help children build concepts or “circuits the hardware” of all future learning.
- Children reason and learn based on what they can see and touch. Abstract, “all-in-the-head,” adult thinking comes much later, after children have concretely built understandings. Thus, active, hands-on learning is most effective.
- Children’s development, physical, emotional, social, and intellectual, is connected and corresponds to brain areas. Another way of describing development is as multiple intelligences which learners possess and teachers cultivate.
- Sensitive adults can do a great deal to bring children to their next highest levels of understanding and thinking. How? By structuring learning that gives children needed skills and applications of those skills. The State of Michigan calls for teaching that fosters:

*High quality thought, deep knowledge, substantive conversation
with knowledgeable adults and peers, and real-life connections.*

Beliefs:

- Every child is absolutely precious to the school community.
- Each child has unique talents and abilities.
- We respect, honor and celebrate the parent-child bond as the strongest human relationship.
- As “helping professionals,” we strive to work as partners with parents and families in the best interests of their children.
- We embrace the challenge to continually develop excellence in instruction.

Family and School Partnerships!

As your community school, we strive to create an “open door” kind of feeling. Parent involvement and support of all kinds are welcomed. We need you and we are here for you, as well.

Many working families face enormous time pressures and don’t have time for traditional involvement activities like bake sales and helping with parties. This is Okay. Why?

...the most important and effective form of involvement that parents can engage in is involvement with their own children, in their own homes—involvement that says to a child, “I am your first and most important teacher. Nothing I do is more meaningful to me than the time I spend with you.”

(Young Children magazine, The National Association for the Education of Young Children, May 1997, p.11)

After all, isn’t that the essence of parent involvement? One-on-one time with a child helping him or her with homework ...turning dinner into a math lesson as a recipe is measured or table for four is set...snuggling and reading a book together. The essence is in the details of daily life. Look for ways to naturally make the most of the time you do have with your family. That said, we still appreciate occasional bakers, party helpers, and other types of volunteers. **Consult with your child’s classroom teacher** for ways you can help or when you just want to visit. **She or he is your first and most important contact.** There is also an active parent’s group that makes important contributions to the quality of school life. In general, you can expect that your teacher’s monthly newsletter will keep you “in the know” about activities, parent group meeting, and opportunities to volunteer.

Your involvement, whatever its form, sends the powerful message that **kids count and school matters.** This is our school, a special place where special things happen with kids and families. **Welcome!**

Curriculum Matters

Instruction and curriculum are the engines for excellence in education. Teachers and parents are the drivers.

Teachers use the State of Michigan core curriculum for language arts, math, reading and science. Each year one of these areas of the curriculum is formally reviewed and fine-tuned.

Along with the core curriculum, the State of Michigan recommends four instructional standards, ways of teaching the curriculum, to maximize student achievement. The aim is to engage students in learning that sparks:

- High quality thought or problem solving;
- In-depth knowledge;
- Substantive conversation that leads to more learning; and
- Real life applications that make learning meaningful and memorable.

Teachers tend to do this through hands-on-activities, themes, projects or units that allow children to apply, practice, and sharpen their developing abilities. Classroom paraprofessionals, perhaps better called “Achievement Tutors,” boost educational quality by helping teachers reach more children right when they need some extra help.

Curriculum Guides are available for each grade level at Bright Start office and will soon be available on our web page.

Conferences

Conferences are held two to three times per school year. Sometimes, students are involved in their own conferences, sharing portfolios of their best work, and or demonstrating their learning.

Besides these official chances to visit, teachers and parents stay in touch throughout the year via notes, phone calls, classroom visits, or specially scheduled appointments. Parents are invited to contact the school whenever they have a question or a concern.

In addition to conferences; progress reports or report cards will be sent home.

**Reading P.A.T.H.S. - (Parents and Teachers Helping Students)
Title I Program**

What is Title I?

Title I is the Federal Program designated to help children at risk of failing in reading, writing, math, science and social studies.

What is P.A.T.H.S.?

P.A.T.H.S. is the Title I program at Bright Start Elementary. It is our team effort approach to working with children who need extra assistance in reading and writing.

Who is part of the P.A.T.H.S. team?

Parents, classroom teachers, Title I teachers and paraprofessionals, administrators, and students all play a part in the reading team.

What does the P.A.T.H.S. program look like for children?

Each child in the program receives a 30 minute lesson, one-on-one, every day. Trained professionals work with these children to accelerate their reading and writing skills. (Refer to the diagram below for a detailed idea of what happens in the 30 minute lessons.)

Familiar Reading (10 Min.)	Writing (10 Min.)	New Book (10 Min.)
<ul style="list-style-type: none"> • Read 2 familiar books • Running record • Letter practice • Word Practice 	<ul style="list-style-type: none"> • Generate a story • Write a story • Reread the story, edit • Cut-up and reassemble the story 	<ul style="list-style-type: none"> • Introduce new book • Look at the pictures • Talk about tricky words • Child reads the story • Talk about tricky parts

What is the goal of the P.A.T.H.S program?

The goal of the P.A.T.H.S program is to accelerate children’s reading and writing skills and get them caught up with the average of their classmates in a short period of time. Each child’s program differs in length according to the child’s needs, however, the program is designated to be approximately 12-16 weeks.

How are the children selected for the program?

Children are selected for the program based on the highest priority needs. Classroom teachers, assessment scores, and grade level rankings suggest students with the highest needs. As children are selected for the program, parents are contacted by the Title I teacher to discuss the format, responsibilities, and goals of the program.

What are the roles of the parents?

Parents are responsible to work with their child 10 – 15 minutes each night with homework provided by the P.A.T.H.S program, meet with teachers at conferences, and come in to observe a 30 minute lesson.

Who should you contact for more information?

Kelly Nielsen, Kimberly Tanis, Diane Zehnder

Discipline

Positive

Focus on the act, not the “actor,” and what the child can do to remedy the current situation or make a better choice in the future.

Assertive

Zero tolerance for harm to self, others, or property.
School is a physically and psychologically safe place.

Teachers have a right to teach. Students have a right of learn.

Short-run Goal: Obtain desired behavior.

Expectations for behavior are clear.

Consequences are immediate and consistent.

Consequences are natural or logical rather than unrelated. For example, if an individual writes on a desk or a wall that same individual washes the desk or the wall.

Long-run Goal: Develop caring, contributing “citizens.”

- Adults model pro social behaviors: respect for others, courtesy, kindness, etc.
- Requiring that children take ownership of their difficulties builds personal responsibility and self-esteem.
- Helping children solve current conflicts equips them to handle future conflicts more independently.

Proactive

Reduce the need for discipline by consciously building a caring community of learners.

Common sense suggests and research confirms that students who “get along” with others do better academically in school.

Parents are informed as soon as possible and involved as partners.

Bullying Prevention

Bullying is when someone is being mean, hurting, or scaring another person. School staff specifically teaches and requires children to interact positively with others.

- The Social Studies curriculum teaches citizenship. The school year begins with a building-wide theme that establishes school community and classroom rules for safety and getting along with others. These are reinforced and deepened throughout the school year in each classroom.
- The Michigan Model curriculum provides several bullying prevention lessons at each grade level.
- School-wide Character Counts lessons build the six pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.
- Staff receives ongoing training and support to develop children’s social skills and behaviors of friendliness, cooperation, helpfulness, and the positive resolution of conflict.
- School Intervention Assistance and Child Study Teams partner with families to prevent children from experiencing social, emotional, behavioral, or academic difficulties.
- Comprehensive school counseling, social work, and special education services are available.
- Established discipline procedures and follow-up are in place for safety first, physical and emotional, for all in the school environment.

State of Michigan School Weapons Law

Students who bring dangerous objects to school, which could be used as weapons, are subject to expulsion by Michigan law. **Expulsion is mandatory for a student who brings a firearm, or knife with a three inch or longer blade.**

While weapons are more of a concern with older students, make sure that your elementary student leaves all jack knives, hunting weapons, or weapon-like items at home.

Sexual Harassment

There is a Michigan law designed to protect students from being bothered by others who would intimidate, touch, or make comments that are sexual in nature. At the elementary level, this would include persistent, unwanted or inappropriate touching, kissing, or threats to do so.

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 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 building principal.

Attendance

There’s just no way around it. – The absent or tardy child misses chances to learn. Make-up work can be more like make-do. Why? The child was not present for the classroom interactions that extend and strengthen learning. Other kids may lose-out, too, because they missed a chance to have their thinking “sparked” by that classmate. Even the teacher loses, because she or he can’t teach someone who isn’t there.

School is your child’s job. To set a work habit that lasts a lifetime, they must be here on time every day unless illness or a family emergency occurs. **When a child arrives late or returns from an absence, he or she must bring a note from a parent or guardian.** Not doing so means absence or tardy must be marked “unexcused.”

How do we want kids to feel about attending school?

“Be Here or Be Square.”
“Come Rain or Shine, Be on Time.”
“I love school.”
“I can’t wait to get to school.”

School Hours

7:35 a.m. Building Opens

7:45 a.m. School Starts

2:45 p.m. Dismissal

Leaving School

Child Release Policy

When a student needs to leave early, a parent or other designated person must go to the office to sign-out the child. **Please do not go to the child’s classroom first.** All staff takes seriously the fact that families have entrusted their children to us and only release children to authorized persons through proper procedures.

If a parent or guardian wants someone who is not listed on the emergency card to pick-up the child, the parent must send written permission in advance or with the child that day. Identification cards must be available upon request.

With legal arrangements prohibiting release to a parent, we must have a court order to this effect. Then, if such an attempt occurs, the child will not be released and the custodial parent or guardian(s) will be contacted. Police may also be called. The guardian or parent with custody is responsible for informing the school of any special circumstances and providing relevant court documents to be kept on file in the school office.

Homework

The purpose of homework is to reinforce class learning and develop a “steady, study habit.” Therefore, encourage your child to work independently at home with assistance from family members as needed. Occasionally, students may have projects or “homework” where greater family participation is beneficial. It is usually helpful if children have a regular time when homework is to be done. If your child is struggling with his or her work, let the teacher know.

Homework when a child is absent

For a one day absence, the teacher will provide the child with any necessary instruction and assignments upon the student’s return. If the student will be absent for a longer period of time, please contact his or her teacher for homework arrangements.

Health Matters

Here is the information that will help us serve your child better “in sickness and in health!” All children can learn, except when they are ill. Your child should be consulted by a physician when she or he has one or more of the following symptoms.

Fever 100 degrees or higher

Pain such as an earache or a stomach ache

Severe coughing

Chills

Nausea or vomiting

Red or watery eyes

Diarrhea

Severe sore throat

Rash

Please send a written excuse for your child’s absence when he or she returns to school. For those wishing to call or to send an e-mail, the phone number for the administrative assistant (Mrs. Peg) is (989 352-8404). Mrs. Peg’s e-mail is adelbergp@lakeviewschools.net.

Medication Policy

For everyone’s safety, we have got to “just say no!”

Children may not bring medicines of any kind, over-the counter or prescription, to school. That means no cough drops or other types of lozenges and no syrups.

If a child must take a prescription medication during the school day, a parent or other adult family member must bring the medication to the school office in its original container and fill-out a medication form.

Playground Fun

Bright Start Elementary has a beautiful playground built by the Parent Teacher Organization (PTO).

Outdoor play provides the chance for children to use their “large muscles,” play freely, and develop social skills as they participate in games, share equipment, and interact with others.

Playground paraprofessionals help children enjoy outdoor activities safely. There are swings, slides, assorted climbers, and open areas for games.

Teachers and paraprofessionals emphasize “**Rules of Thumb**” to Keep it Fun.

- Stay on the playground, which includes the area with play equipment and adjoining fields. Stay away from woods or anyplace without other people.
- Keep hands, feet, and equipment off of other people.
- When climbing, keep at least two limbs on the equipment. For example: two hands or a hand and a foot.
- To use the slide, climb carefully so that your body stays off the climber in front of you. (An imaginary butterfly or bird should be able to fly in between the two of you.) Wait at the top until the person in front has gone down and moved away from the bottom. Now it is safe.
- Stay far from swinging swings.
- Run or throw in open areas where there is enough room.
- If you want to play with someone or use something (like a swing), tell the person so he or she knows what you want.
- When you need help, tell one of the grown-ups on the playground. If someone is bothering you say “Stop.” If the person does not stop, go away from that person to one of the grown-ups on the playground.
- Play away from equipment with water or mud underneath it. Bring and wear outdoor clothes that keep you dry and comfortable each day.
- It is friendly to offer to help someone or suggest a way to play together.

“Weather” or Not! to go outside

Unless it is raining or the wind chill is below 5 degrees, children get to play outside. Contrary to popular belief, this is healthier for children than staying inside. On cold but not-too-cold days, when children have a chance to go outside and get “roses in their cheeks,” it shakes mothballs out of young minds as well.

Thus, only in special circumstances, explained by a doctor’s note to the office or classroom teacher, should children miss a chance to “be in the great outdoors.”

Once wet or cold weather hits, please **be sure your child wears or brings warm clothing, boots, and mittens to school every day even if it seems mild in the morning.**

By the way, helping children lay-out needed items the night before school reduces next day “I-forgots,” fosters responsibility, and eases the transition to bedtime.

Severe Weather Procedures

Please complete and return the Early Dismissal Plan form that was sent home with this handbook. If school is dismissed early due to weather or other reasons, we will know if your child should go home in the usual way or do something different. If the form is not returned, the teacher must send your child to his or her usual destination. Also, **please discuss with your child** where he or she is to go in the event that school ends early.

During tornado or thunderstorm watches, recesses will be canceled. If during school hours there is a tornado **warning**, children and staff will take shelter in designated areas of the building.

While parents may pick up children during severe weather conditions, please consider that they may be safer in the building or, on a bus, than in the family car.

School cancellations or early dismissals are reported

Radio

WBBL – 1340 AM

WKLQ – 107.3 FM

WLAV – 96.9 FM

WTNR – 94.5

WHTS – 105.3
WSNX – 104.5
WLHT – 95.7

WBCT 0 93.7
WTKG – 1230 AM
WNWZ – 1410 AM

WBFX – 101.3 FM
WMAX – 96.1 FM
WTRV – 100.5 FM

WOOD – 1300 AM/105.7 FM
WGRD – 97.9

Television

WGVU TV 35

WOOD TV 8
WXMI TV 17

WOTV TV 41
WZZM TV 13

WWMT TV 3

Please do not call the office so that lines can remain open for vital weather updates or safety instructions.

Student Records

Your child's yearly school records, called a CA-60, are kept in a file in the office. The CA (pronounced see-ay) 60 contains copies of report cards, yearly height and weight measurements, hearing and vision screen results, the results of any special testing or special education evaluations, a picture of your child each year of school, attendance information, and other information.

Under the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380), "FERPA:"

- You have the right to review this file within forty-five days of your requesting to view.
- Those not directly involved in your child's education may not review the file without your consent.
- You may file complaints and request changes if information is misleading or inaccurate.
- Divorced parents have equal access unless there is a court order prohibiting one parent or the other from contact with the child.
- All parents' access to school records ends when the child becomes eighteen years of age.

If your child moves to a school outside of the district, you must fill out a records release form at the new school so that the file can be mailed to the new school.

Bus Safety

Drivers: At arrival or dismissal, use the drop-off/pick-up loop. If you are coming into the building, park in the lot closest to the street to keep the other areas clear for buses. **Please never let a child cross a parking lot without an adult.**

Please talk to your child about bus safety rules. Children must:

- Stay off the road and wait until the bus comes to a complete stop and the door opens.
- Wait to cross the street 10 feet in front of the bus until the driver signals you that it is safe.
- Remain seated until the bus has stopped at their destination.
- Keep hands away from windows.
- Use an "inside," quiet voice when visiting with a seatmate so that the driver is not distracted by noise. Visit with people in other seats later, off the bus.
- Behave as well as one would in the classroom.
- Obey the rules of the driver or lose bus privileges.

Your child's safety and comfort are top priority. Bus drivers take care to place younger students in the front of the bus.

You can help by making sure your child is:

- aware of the rules
- has no strings, or long parts on his or her possessions (coats, shoes, boots, hats, backpacks, etc.) which could catch on something. Scarves, tucked inside of coats please.

Emergency Cards

These cards that parents fill-out are vital. It tells us who to call in case of an emergency, who can pick-up a child, whether or not a child has a chronic condition, and what hospital and doctor to notify if needed.

If a condition (like asthma or an allergy, for example) is potentially life-threatening indicate that on the card and attach an additional, detailed note for your child's teacher and the office. You should also discuss the situation directly with your child's teacher and the principal to ensure that *we know exactly what to do quickly* in an emergency situation.

Please be sure to **completely fill-out both sides** of the card and return it to school the very next school day in your child's backpack.

Dressing for School

Students need clothing that is comfortable, appropriate for the season, and not distracting to learning. Shirts with offensive language or slogans about drugs, alcohol, or sex may not be worn. Shorts or skirts should be mid-thigh length or longer. Midriffs should be covered.

Practical Suggestions!

- A full-sized backpack with your child's name on it.
- Please, for your child's safety no scarves, stocking caps, or clothing with long strings that can catch in bus doors or playground equipment.
- An extra pair of socks kept in your child's backpack in case feet get wet.
- Easy-to-manage, OK if it gets messy clothing, a few pair of jeans, some darker colored turtlenecks, sweaters, sweatshirts, and tennis shoes.
- Find snow pants and boots early before supplies get scarce.
- Mittens keep hands warmer and are easier to put on than gloves.
- Slip-on boots for younger students (no strings over which to trip, no buckles or zippers to get stuck) with velcro closures if desired.

Optional

- For kindergartners: Velcro shoes so your child can put on his or her shoes without waiting for an adult. To help children know right from left shoes, mark the inside edge of each shoe differently. Much learning and teaching time is lost switching shoes from wrong to correct feet, picking knots, and retying shoes.
- A permanent marker so that you can label **every** item of your child's.
- No toys at school (or in backpacks). They tend to get broke or lost, causing unhappiness. At school, children have a wide range of exciting learning materials from which to choose. Please save toys for home.

These tips should help your child be more independent at school and not get belongings mixed up, which can be very upsetting to children. It also helps us have more quality teaching time with your child.

If you have already purchased items or prefer other choices, please know that we are happy to assist children as needed.

School Breakfast and Lunch Program

We participate in the National School Lunch Program with breakfast and lunch available to students for a fee, a reduced fee, or free. Students may also bring lunches from home.

Many parents are surprised to learn that much of our funding from the state and federal government is based on the percentage of our families that qualify for free or reduced lunch. So that **our school and our kids get full funding for education, we ask that every family submit a form for free and reduced lunch, even if you don't think you would qualify or use the service if you did qualify.**

Yes it is okay to qualify and not take the free and reduced benefit. **Just qualifying means more dollars for education at Lakeview Community Schools.**

Information on this application is confidential. Classroom teachers will send the application home. Please return it the very next day of school if possible. You will be notified by mail if your family qualified. If you have questions about the form, please call the office or visit the office for help.

Per day prices are:

Breakfast (includes milk) \$1.25 – reduced price \$.30.

Hot Lunch (includes milk) \$1.75 – reduced price \$.40.

Milk can also be bought separately by students who bring their lunch from home \$.40.

Please send breakfast, lunch, or milk money for the entire week on Mondays (or whenever the first day of school is that week) in an envelope or small zip lock bag labeled with your child's name, building attending, home room teacher, and amount enclosed. Thank you.

Additional Information

Head Lice Policy: No Nits

When a case of suspected head lice has been found in your child's classroom, the parents of all students in that classroom are being notified via a letter. This is not a cause for panic. **But it is extremely important for you to check your child's head.** Keep checking every two days until there are no head lice found for ten consecutive days.

The best way to prevent transmission:

Teach children not to share combs, brushes, hair ornaments, hats, caps, scarves, headsets, or any other personal headgear.

Do not try on other people's hats (even in department stores).

Teach children to hang coats separately – placing hats and scarves inside coat/jacket sleeves.

Clean or disinfect shared headgear (i.e. helmets) with Lysol, or rubbing alcohol before being used by others.

Conduct regular head checks of your child.

If head lice are found on your child:

Check others in the household for signs of head lice or nits. If found complete the following steps on all infested individuals according to the directions on the box as some children may be too young to treat.

Use an effective head lice treatment.

Remove nits from the head by combing. This is the most important lice control measure.

Complete nit removal is time-consuming but is critical for successful treatment.

Remove all of the lice and nits from the environment by washing or vacuuming.

There is no need to spray pesticides at home.

Perform daily head checks and remove nits for three weeks until head lice are gone. Continue to check your child weekly to detect re-infestation.

If you have difficulties treating head lice on your child or you have questions, you may call the school nurse at 989-352-7221, ext 2317, the local health department at 989-831-5237, or your family physician.

Necessary Details for the Start of the School Year!

Monday Money Days!

For students who purchase lunch and breakfast, please send money for the entire week on Mondays (or whatever their first day of school is that week). This will save teaching and learning time.

Prices are:

Breakfast (includes juice/milk)	\$1.25	reduced = \$.30
Lunch (includes milk)	\$1.75	reduced = \$.40
Milk	\$.40	

Money can be sent in an envelope or a small zip lock bag labeled with the child's full name, building attending, teacher and amount enclosed.

If, for example, your child misses breakfast and needs to eat at school, it is o.k. to send money for that day.

To apply for free or reduced lunch/breakfast, please ask the office or your child's teacher for an application. Information is confidential and helps the school qualify for extra money for education whether or not eligible families use the benefit!

****Emergency Cards and Early Dismissal Plans!****

Your child will bring home a blue Emergency Card and a bright yellow Early Dismissal Plan form on the first day of school. It is vital that these are completed and returned the very next day of school so that we can best help your child if the need arises.

****Other Items to Complete, Sign and Return****

In addition to the Emergency Card and Early Dismissal Plan, please also return the Family School Handbook Verification, Photo Permission Form, and the Title I Goals Compact (required by the federal government because the school receives funding to provide students with extra help in reading and other academic areas.) For your convenience these three forms are attached to the back of this handbook.

Safe Students

Safety is a top priority especially at arrival and dismissal times. Staff assists students along the front sidewalk and in the building. Families can help by keeping the parking lot immediately in front of the school clear for buses. To drop-off or pick-up children, please use the loop at the East end of the building. If you're spending time in the building, please park in the lot closest to the road. Never release a child to cross any parking area alone. *Thank you for your help!*

Immunizations

The State of Michigan requires that immunizations be current before a child can begin school. We do not want any child to have to start school late. Parents can help by making sure students' immunizations are up-to-date through their family doctor or the Mid-Michigan District Health Department (989-831-5237).

Medications

If a child is taking medication, it is best to give it at home. For students who must take prescription medicine during the school day, a medication form must be filled-out and returned to the office. Regulations require that two staff members double-check the process of dispensing medication. Medications can be given once a day at approximately noon. Please call Principal Gary Jensen if you have any questions or concerns.

Drop Off and Pick Up at the Loop

Loop drop off will start in the morning at approximately 7:35 and will be closed at 7:50.

Loop pick up will start at 2:45 and close at 3:00 P.M. If children are not picked up, they will be returned to the office at 3:00 P.M.

Bright Start 2009 - 2010
Family School Handbook Verification

Students Name _____ Date _____

A parent or guardian has read the handbook and will ask the teacher or principal if there are any questions or concerns about its contents. To help keep school a healthy, safe and joyful place of learning for all, our family plans to follow the handbook guidelines.



Parent or Guardian Signature(s)

School is my special place. I already know *a lot* about how to be safe and friendly so that school is fun and full of playful learning! For example, I can...

- ❖ walk in class and the halls so that no one, including myself, falls down or gets bumped;
- ❖ hang-on with both hands when using the swings, climber or slides;
- ❖ stay with my school grown-ups and only go places that my teacher or other school grown-ups take me;
- ❖ use words to tell others what I need or want so that they know and can help me;
- ❖ call others by their names because a name is special and tells who you're talking to;
- ❖ practice sharing so that everyone gets a turn;
- ❖ help others when my teacher or other school grown-ups say it is all right and safe to do so;
- ❖ remember that my school grown-ups care about me and are here to help me have fun at school and learn how to do a lot of things that big kids do; and
- ❖ stay seated on the bus (or in the car), enjoying a book or quietly talking with my seatmate, so that the driver can drive me to where I need to go.

(Signature - or Pretend Writing- of Student if Parent or Guardian Wishes☺)

Photo Permission Form

Dear Parents:

As you know, Lakeview Community School is proud of all of our district's students. Occasionally there is opportunity to showcase their progress and achievements through various media including, but limited to, newsletters, the Lakeview Link, building papers, local newspaper, and our webpage.

By signing this form, you give Lakeview Community Schools permission to use your child's directory information as well as any photographs. (The Board designates as student "directory information": a student's name; address; date and place of birth; major field of study; participation in officially recognized activities and sports, if a member of an athletic team; dates of attendance; date of graduation; awards received; or any other information which would not generally be considered harmful or an invasion of privacy, if disclosed).

The Lakeview Community Schools will not use your child's information or photographs for any commercial purposes or sell the information to be used for a commercial purpose.

Your signed permission will remain in effect throughout your child's education K-12. At any time, you are welcome to change your signed permission form by contacting the school.



Parent or Guardian Signature(s)

LAKEVIEW COMMUNITY SCHOOLS
Title I Literacy and Math Parent Compact
Learning is fun when we all work together!



As a Student I will:

- ❖ Attend school everyday unless I am sick.
- ❖ Do my personal best on my school assignments.
- ❖ Ask my teacher questions when I don't understand something.
- ❖ Read to my parents each night.
- ❖ Return books and parents' signatures each day.
- ❖ Treat others as I like to be treated.

As a Parent I will:

- ❖ Talk to my child about her/his school activities everyday.
- ❖ Assist my child with her/his homework assignments.
- ❖ Read to my child often.
- ❖ Provide daily time for my child to read to me.
- ❖ Attend all conferences.
- ❖ Be a positive role model to my child.

Student's Signature

Parent's Signature

As a Teacher I will:

- ❖ Provide high quality learning experiences in my classroom.
- ❖ Maintain high behavioral and academic expectations for all children.
- ❖ Find out what techniques and materials work best for the student.
- ❖ Encourage parental involvement in their child's education.
- ❖ Give feedback to the Title I teacher about the student's classroom progress.
- ❖ Be a positive role model for your child.

As a Title I Instructor I will

- ❖ Provide quality individual or small group instruction for the student.
- ❖ Offer the student strategies to accelerate their learning.
- ❖ Maintain high behavioral and academic expectations.
- ❖ Encourage parental involvement in their child's education.
- ❖ Give feedback to the classroom teacher about the student's progress in Title I.
- ❖ Be a positive role model for your child.

Teacher's Signature

Title I Instructor's Signature