

***Roscommon Area Public Schools***  
***ROSCOMMON ELEMENTARY SCHOOL***  
**Student/Parent Handbook**  
**2023-2024**



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**ROSCOMMON, MI 48653**

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**RAPS VISION:** *Roscommon Area Public Schools will serve as a school community that provides an exceptional education for all students. Our vision guides our Strategic Plan which was put into place in 2017 and is our guide into the future.*

**RAPS MISSION:** *It is our mission to educate and inspire all students to achieve academic and social growth that leads to a successful future. Our mission is the heart of our Strategic Plan that continuously demands excellence.*

Roscommon Area Public Schools  
**ROSCOMMON ELEMENTARY SCHOOL**

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### **ROSCOMMON ELEMENTARY SCHOOL**

#### **Section 1: General Information**

##### ***1.1 Roscommon Area Public Schools Board of Education***

#### **Roscommon Area Public Schools Board Of Education (2023-24)**

President.....	Scott Hess
Vice-President.....	Dan Scow
Secretary.....	Janae Ostling
Treasurer.....	Todd Jansen
Trustee.....	Shannon Welty Gee
Trustee.....	Kurt Loll
Trustee.....	Lauren Eva

##### ***1.2 Administration***

#### **Roscommon Area Public Schools Administration (2022-23)**

Superintendent	Catherine R. Erickson	275-6600
Business Manager	Stephanie Baker	275-6600
<i>Roscommon Elementary</i>		
Principal	Desiree' Baerlocher	275-6610
<i>Roscommon Middle School--</i>		
Principal	Michelle Maloney	275-6640
<i>Roscommon High School--</i>		
Principal	M.J. Ewald	275-6675

Assistant Principal and Athletic Director	Mitch Koehn	275-6683
Transportation & Custodial Supervisor	Joe Meadows	275-5311
Food Services Supervisor	Val Larange	275-6685

## **ROSCOMMON ELEMENTARY SCHOOL**

### ***1.3 Roscommon Elementary School Personnel***

Desiree Baerlocher, Principal  
Nichole Collini, Secretary  
Kendra LaHaie, School Social Worker  
Becky Bunn, School Psychologist  
Bill Quackenbush, Behavior Interventionist

#### **Kindergarten**

Katie Bibbey  
Michelle Napolitano  
Alexandra Weiler

#### **1<sup>st</sup> Grade**

Sherry Blossfeld  
Alexandria Grainger  
Karen LaFramboise

#### **2<sup>nd</sup> Grade**

Lacey Lehman  
Kristi Stachurski  
Aspen Udebrock

#### **3<sup>rd</sup> Grade**

Lindsay Gonska  
Jennifer Neville  
Lyssa York

#### **4th Grade**

Shannon House  
Ronda Hutek

#### **Specials**

David Skinner	Physical Education
Tammy Chmielewski	Music
Heather Coffey	Technology Education
Wendy Prieskorn	Media Specialist/Technology

#### **Special Education**

Julia McGee

### **Special Services**

Victoria Jensen  
Jessica Partaka  
Denise York

Speech Pathologist  
Occupational Therapy  
Physical Therapist

### **Title 1**

Marci Galloway  
Michelle Patterson  
Megan Nichols

ELA and Math Interventionist  
Instructional Coach  
ELA and Math Interventionist

### **Paraprofessionals**

Michelle Brewer  
Callie Adams  
Elizabeth Peterson  
Desirae Kent  
Athena Holiday  
Laura Frisbie  
Heather Cross  
Julie McNaughton

### **RAPS GSRP (Preschool)**

Kelli Britton  
Hunter Lowe  
Brooke Barton  
Caitlin Moore  
Jordan Cross  
Amie Halford  
Marci Galloway

Teacher  
Teacher  
Teacher Assistant  
Teacher Assistant  
Caregiver  
Caregiver  
Director

### **Custodians**

Lori DeVault  
Matt Kuziel

### **Kitchen**

Heather Hunt  
Jill Snider  
Sarah Watson

### **Maintenance/Transportation**

Joe Meadows

**ROSCOMMON ELEMENTARY SCHOOL**

## **1.4 *Hours of Operation***

### **Hours Of Operation**

**7:15 a.m. — Office Opens**  
**7:30 a.m. --- Building doors open to students**  
**7:55 a.m. — School Begins**  
**3:00 p.m. — Student Dismissal**  
**3:15 p.m. — Office Closes**

## **1.5 *EMERGENCY CLOSING***

### **Emergency Closing**

If school should be canceled or dismissed early due to threatening weather or mechanical failure, parents may be notified the following ways:

- ListServ
- 9&10 News
- UpNorth Live

***It is imperative that your child knows exactly what to do and where to go if school is dismissed early due to weather or mechanical failure.*** Make sure that you have thoroughly discussed your plan with your child and that your child knows where to go and what to do. When school is closed, all after-school functions are automatically canceled.

## 1.6 *Welcome!*

Roscommon Area Public School District and Roscommon Elementary provides students with a comprehensive elementary program. Instruction in reading, spelling, writing, math, science, social studies, and health is based upon a sequential set of learning objectives. Students are also instructed in music and physical education weekly. Reading support and special education services are available to students with special learning needs.

The intent of this handbook is to provide you with information about our elementary school programs, procedures, and policies. Your familiarity with the information in this handbook will help us work together to provide a positive and productive learning environment for your child.

We look forward to working with you throughout the school year. Helping your child learn how to learn is our number one priority. Your support is essential in helping your child achieve full success in school. You can help us help your child by doing the following:

- During the first week or two of school in the fall, go over bus schedules, pick up and drop off plans with your child. Buses should run close to their scheduled times, however, our drivers need time to adjust to their new schedule. Please be patient!
- Make sure your child is well rested. A good night's sleep is important for a productive day at school.
- Label clothing and personal items with your child's first and last name. Send a water bottle for your student.
- Give your child his/her "very own" place to study--a nice, quiet spot--away from the TV with limited technology.
- **READ! READ! READ!** Read to and with your child every day!
- Assure and reassure your child that the teachers and other staff members are interested in helping him/her be a successful learner. Let your child know school is interesting and that learning is fun and exciting.
- Most importantly, get involved in your child's education. Talk with your child daily about school. Questions like, "What was the [most important], [most interesting], [most unusual] thing you learned about today?" will help start discussion.
  - 1) Visit your child's classroom.
  - 2) Participate in parent/teacher conferences.
  - 3) Your involvement will help your child understand how important school really is
- Discuss the school's discipline policy with your child. Show your support for the rules, and help your child understand the reasons for them.
- Involve your child in setting rules for appropriate behavior at home
- Help your child understand the consequences of violence.
- Teach your child how to solve problems. Praise your child when s/he follows through.
- Help your child find ways to show anger that do not involve verbally or physically hurting others. When you get angry, use it as an opportunity to model these appropriate responses for your child-and talk about it.
- Help your child understand the value of accepting individual differences.
- Note any disturbing behaviors in your child. For example, frequent angry outbursts, excessive fighting and bullying of other children, cruelty to animals, fire setting, frequent behavior problems at school and in the neighborhood, lack of friends, and alcohol or drug use can be signs of serious problems. Get help for your child. Talk with a trusted professional in your child's school or in the community.
- Keep lines of communication open with your child-even when it is tough. Encourage your child always to let you know where and with whom s/he will be. Get to know your child's friends.



- Listen to your child if s/he shares concerns about friends who may be exhibiting troubling behaviors. Share this information with a trusted professional, such as the school psychologist, principal, or teacher.
- Be involved in your child's school life by supporting and reviewing homework, talking with his/her teacher(s), and attending school functions such as parent conferences, class programs, open houses, and PTO meetings.
- Work with your child's school to make it more responsive to all students and to all families. Share your ideas about how the school can encourage family involvement, welcome all families, and include them in meaningful ways in their children's education.

## **1.7 NON-DISCRIMINATION POLICY**

The Roscommon Area Public Schools is an equal opportunity education institution and will not discriminate in its educational programs, activities, or employment practices on the basis of race, color, creed, national origin, sex, age, religion, ancestry, sexual orientation, handicap/disability, union membership, or other legally protected classification. Announcement of this policy is in accordance with state and federal laws, including Title VI, Title IX, and Section 504. All inquiries should be made to Ms. Catherine Erickson, Superintendent of Roscommon Area Public Schools at 989-275-6600.

## **Section 2: Discipline**

### **2.1 *General Information***

Our primary goal at Roscommon Elementary School is to educate—not to discipline. Students are expected to conduct themselves in an appropriate manner at all times. Student behavior must demonstrate respect for others, respect for property, and respect for learning.

Within our elementary school building, we are committed to making our students aware of classroom, building, playground, and bus expectations from the beginning of school in the fall and throughout the year. Parent support is essential in helping the school reinforce expectations for positive learning and appropriate behavior. Please review the information in this handbook with your child. In addition, also review the other classroom and building newsletters that are sent home regularly.

### **2.2 *ANTI-BULLYING POLICY***

#### **ROSCOMMON AREA PUBLIC SCHOOLS**

It is the policy of the District (#5517) to provide a safe educational environment for all students. Bullying of a student at school is strictly prohibited. This policy shall be interpreted and enforced to protect all students and to equally prohibit bullying without regard to its subject matter, motivation or intent.

#### **A. Prohibited Conduct.**

1. **Bullying.** Bullying of a student at school is strictly prohibited. For the purposes of this policy, "bullying" shall be defined as:

Any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly by doing any of the following:

- a. Substantially interfering with educational opportunities, benefits, or programs of one or more students;
  - b. Adversely affecting a student's ability to participate in or benefit from the District's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
  - c. Having an actual and substantial detrimental effect on a student's physical or mental health; or
  - d. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.
2. **Retaliation/False Accusation.** Retaliation or false accusation against a target of bullying, anyone reporting bullying, a witness, or another person with reliable information about an act of bullying is strictly prohibited.

- B. Reporting an Incident.** If a student, staff member, or other individual believes there has been an incident of bullying in violation of this policy, s/he shall promptly report such incident to the appropriate principal or designee, or the Responsible School Official(s), as defined below.

A report may be made in person, via telephone, or in writing (including electronic transmissions). If an incident of bullying is reported to a staff member who is not the appropriate principal or designee, or a Responsible School Official, the staff member shall promptly report the incident to one or more of the aforementioned individuals.

- C. Investigation.** All reported allegations of a policy violation or related complaint about bullying be promptly and thoroughly investigated by the building principal or designee. A description of each reported incident, along with all investigation materials and conclusions reached by the principal or designee shall be documented and filed separately with similar materials in the District's central administrative office.
- D. Notice to Parent/Guardian.** If the principal or designee determines that an incident of bullying has occurred, s/he shall promptly provide written notification of same to the parent/guardian of the victim of the bullying and the parent/guardian of the perpetrator of the bullying.
- E. Annual Reports.** At least annually, the building principal or designee, or the Responsible School Official shall report all verified incidents of bullying and the resulting consequences, including any disciplinary action or referrals, to the Board of Education. The annual Board report may be given in writing, in person at a regular Board meeting, or as otherwise requested by the Board of Education.
- F. Responsible School Official.** The Superintendent ("Responsible School Official") shall be responsible for ensuring the proper implementation of this policy throughout the District. The foregoing appointment shall not reduce or eliminate the duties and responsibilities of a principal or designee as described in this policy.
- G. Posting/Publication of Policy.** Notice of this policy will be: (a) annually circulated to all students and staff, (b) annually discussed with students, and (c) incorporated into the teacher, student, and parent/guardian handbooks.

The Responsible School Official shall also periodically arrange or otherwise provide educational programs for students and parents/guardians on preventing, identifying, responding to, and reporting incidents of bullying and cyberbullying. The Responsible School Official may arrange for classroom teachers to address the foregoing issues within the classroom curriculum.

## **H. Definitions**

1. "At school" means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. "At school" also includes any conduct using a *telecommunications access device* or *telecommunications service provider* that occurs off school premises if the device or provider is owned by or under the District's control.
2. "Telecommunications Access Device" means that term as defined in Section 219a of the Michigan Penal Code, 1931 PA 328, MCL 750.219a, as may be amended from time to time. As of January 2012, "Telecommunication Access Device" is defined to mean any of the following:
  - a. Any instrument, device, card, plate, code, telephone number, account number, personal identification number, electronic serial number, mobile identification number, counterfeit number, or financial transaction device defined in MCL 750.157m (*e.g.*, an electronic funds transfer card, a credit card, a debit card, a point-of-sale card, or any other instrument or means of access to a credit, deposit or proprietary account) that alone or with another device can acquire, transmit, intercept, provide, receive, use, or otherwise facilitate the use, acquisition, interception, provision, reception, and transmission of any telecommunications service.
  - b. Any type of instrument, device, machine, equipment, technology, or software that facilitates telecommunications or which is capable of transmitting, acquiring, intercepting, decrypting, or receiving any telephonic, electronic, data, internet access, audio, video, microwave, or radio transmissions, signals, telecommunications, or services, including the receipt, acquisition, interception, transmission, retransmission or decryption of all telecommunications, transmissions, signals, or services provided by or through any cable television, fiber optic, telephone, satellite, microwave, data transmission, radio, internet based or wireless distribution network, system, or facility, or any part, accessory, or component, including any computer circuit, security module, smart card, software, computer chip, pager, cellular telephone, personal communications device, transponder, receiver, modem, electronic mechanism or other component, accessory, or part of any other device that is capable of facilitating the interception, transmission, retransmission, decryption, acquisition, or reception of any telecommunications, transmissions, signals, or services.
3. "Telecommunications Service Provider" means that term as defined in Section 219a of the Michigan Penal Code, *supra*, as may be amended from time to time. As of January 2012, "Telecommunications Service Provider" is defined to mean any of the following:
  - a. A person or entity providing a telecommunications service, whether directly or indirectly as a reseller, including, but not limited to, a cellular, paging, or other wireless communications

company or other person or entity which, for a fee, supplies the facility, cell site, mobile telephone switching office, or other equipment or telecommunications service.

- b. A person or entity owning or operating any fiber optic, cable television, satellite, internet based, telephone, wireless, microwave, data transmission or radio distribution system, network, or facility.
- c. A person or entity providing any telecommunications service directly or indirectly by or through any distribution systems, networks, or facilities.

## ROSCOMMON AREA PUBLIC SCHOOLS

DATE ADOPTED: 5/16/2012



### 2.3 *Policies on Student Behavior*

The Roscommon Area Public Schools Board of Education has adopted specific policies dealing with certain student behaviors. Each school must follow the consequences specified within those policies. Please contact the school office if you have questions regarding specific policies. We will highlight three policies that affect all students within our district:

**Bus Conduct:** "Riding a bus to school is a *privilege, not a right!* Poor conduct will not be tolerated. Appropriate behavior from each student is expected at all times. Students are expected to aid bus safety by remaining in their seats and not distracting the driver. The driver is in complete charge of his/her bus at all times and is acting in the same capacity as a teacher would be in the classroom. The severity of the misbehavior will determine what action will be taken. At the elementary school level, the consequences are as follows:

- A First offense, the student may be issued a warning.
- A Second and Third offense may result in a one to three day suspension from the bus.
- A fourth offense will result in up to a six-week suspension from the bus.

Please notify the bus garage *first* at 989-275-5311 to resolve any bus issues or concerns.

### **Suspension Guidelines - Major Discipline Violation: Examples: Physical Aggression and Theft**

While the following suspension sequence will typically be followed, based on the severity of the incident, the building administrator reserves the right to determine the consequence.

- 1<sup>st</sup> Offense– At the discretion of the principal, depending upon the seriousness of the incident, the consequence could either be a warning or a one-day suspension.
- 2<sup>nd</sup> Offense– One-day suspension
- 3<sup>rd</sup> Offense– Two-day suspension
- 4<sup>th</sup> Offense– Suspension and referral, child cannot return until parents come in for a conference at which time a plan for further consequences is collaboratively planned.

### **Appeal Process**

Should parents disagree with disciplinary consequences received as a result of student behavior at Roscommon Elementary School you may:

1. Appeal the decision of the teacher to the Assistant Principal/Principal.
  2. Appeal the decision of the Principal to the Superintendent.
  3. Appeal the decision of the Superintendent to the Board of Education.
  4. Appeal the decision of the Board of Education to a court of law.
- All consequences will be held in abeyance pending the result of the appeal process.

### **Behavioral Threat Assessment**

Recognizing that student conduct may present a danger to students and staff members, in an emergency, school officials must act promptly to minimize risk. Building-level threat assessment teams shall be headed by the Principal and include a school counselor, instructional personnel, and, where appropriate, the School Resource Officer. When logistics and staff assignments make it feasible, a Team may serve more than one (1) school.

## **2.4 *Discriminatory Harassment Of Students***

Harassment will not be tolerated. This includes teasing or any other behavior which threatens a person's security. Such behavior may include verbal or written comments, as well as unacceptable physical presence. Sexual harassment is absolutely unacceptable and will be dealt with as outlined in the Roscommon Area Public School District Policy Manual #8018. This includes verbal and/or written comments, gestures, suggestive actions, racial slurs, and name-calling that are obscene or demeaning to a person. Harassment of any kind will result in an investigation by school officials. If harassment is substantiated, the result may be a range of consequences from notification of parents up to and including suspension from school and there may be involvement with the school resource officer.

## **2.5 *Weapons-Free School Zone***

Michigan Public Act 328 (effective January 1, 1995) establishes "weapons-free" school zones on all school property. The weapons-free zone extends 1000 feet beyond school property. Under this act, any student who possesses a weapon in a weapons-free zone is guilty of a misdemeanor with possible penalties of up to three months imprisonment and \$200 fine.

Be aware that State and Federal law requires mandatory suspension for any student that is found with a dangerous weapon in a school building or on any school grounds and the school resource officer will be informed.

At RES, any student who verbally threatens death or bodily harm to anyone will be disciplined. Additionally, a behavior threat assessment may be completed and the school resource officer will be informed/involved.

## **2.6 *Student Responsibility Center***

Roscommon Elementary has adopted the Student Responsibility Center (SRC). This center will work with students to apply the lessons that come from our True Success behavior skills curriculum. SRC promotes students analyzing their own behavior and working with a behavior interventionist to identify appropriate strategies that will allow them to be successful in the classroom. SRC is a process that assists staff members in working with students to build good habits so that there is no interruption of the teaching and learning in the classroom.

SRC is based on the belief that teachers have the right to teach and students have the right to learn in a safe environment. SRC is designed to teach students how to respect the rights of others, self-regulate behavior, understand the purpose of rules and work with others in a collaborative atmosphere. In essence, SRC is an ideal extension of our Roscommon Elementary School's vision of school and community partnership to develop lifelong learners.

**The following process will be used by all teachers.**

**Step 1:** The classroom norms for learning and "BUCKS" expectations for being a member of a classroom and school community are clearly defined. The teacher directly instructs and models how to be a contributing member of a learning environment.

**Step 2:** If a student chooses not to follow the classroom norms, he/she is reminded of the expectations and given the opportunity to re-engage in the classroom learning. If the student continues to not follow the norms, he/she will be referred to the SRC and parent contact will be made by the teacher.

**Step 3:** Once in SRC, the student will create a plan. This begins with the student analyzing his/her own behavior. Staff will problem solve with students to identify a strategy to correct the problem behavior. The student then returns to the classroom environment with a strategy in place so that the behavior is not repeated. The teacher will meet with the student to review the plan. Both teacher and the student will work to see that the plan is implemented and the student is a contributing member of class.

## **2.7 Restorative Justice**

Research has shown Restorative Justice improves the school environment, enhances the learning and development of young people, and promotes safety, inclusion, respect, and positive relationships (Ashley & Burke, 2009, p. 18). Research also shows that schools who implement RJ programs see a lowered reliance on detention and suspension; a decline in disciplinary problems, truancy, and dropout rates; and an improvement in school climate and student attitudes (Graves & Mirsky, 2007). Roscommon Area Public Schools will consider and use Restorative Justice Practices when possible, there are times when the developmental appropriateness and severity of an incident will result in some deviation from the rubric.

These Restorative Justice policies and practices take into account students' developmental stages, cultural backgrounds, and individual differences which may include:

**Restorative:** Provide opportunities for the student to restore relationships between themselves and stakeholder(s) they have affected due to the behavior incident (apology, student contracts, community service, restitution, etc.).

**Reflective:** Provide opportunities for students to reflect about the decisions they made that led to the discipline (reflection sheets, role-playing, interviews, etc.).

**Instructional:** Provide teaching opportunities for students that target the function of the behavior and helps them learn the skills needed to not engage in such behaviors again (behavior lessons, social skills, teaching opportunities, behavior exams, etc.). (Hannigan & Hannigan, 2017).

## **2.8 Cell Phones and other Communication Devices**

Students may be in possession of a cellular telephone, pager/beeper, or other electronic communications device subject to the terms of this policy. Use of the device shall be limited to the period before classes begin in the morning and after the last class in the afternoon. Such devices shall not be used during instructional time, at lunch, or in the passing time between classes unless there is a bona fide health or safety emergency.

1st offense: Turned into the office and returned at the end of the day.

2nd offense: Turned into the office, lunch detention and student to call parent during lunch detention. Cell phone returned at the end of the day.

3rd offense: Cell phone must remain at home or be turned into the office in the morning and picked up in the afternoon. If student does not comply, parents/guardians must pick up the cell phone if confiscated.

It is a crime in Michigan to use any electronic device to take photographs of or otherwise record individuals without the consent of the person entitled to privacy. Therefore, in no case will any personal communication devices be allowed that provide for a wireless, unfiltered connection to the Internet or that have the capability to take photographs of any kind. Students violating this policy may be subject to disciplinary action; i.e., loss of phone privileges, detention, suspension and/or expulsion.

## **2.9 Substance Abuse Board Policy**

According to Board of Education Policy 8530, the possession, manufacture, use, delivery, or sale of alcoholic beverages or controlled substances by students in school or at school/district sponsored events is forbidden. **This includes, but is not limited to, alcohol, tobacco (including E-cigarettes, vaping, juuling), illegal or controlled substances and look-alike substances.** The presence of these substances on school property may result in disciplinary action.

# **Section 3: School Programs and Procedures**

## **3.1 Assignments**

We expect all students to complete and turn in assigned work. Generally, the time provided in the classroom for completing assignments is sufficient for students. Occasionally, it will be necessary for your child to complete assignments at home. Students who have not completed assignments after a reasonable period of time will be expected to work after school. Your child's teacher will provide specific information regarding after-school work time. You will be notified, at least one day in advance, if your child is to work after school so that you can work out the details for transporting your child home.

## **3.2 Books and Supplies**

All necessary educational materials will be provided by the school district. Books will be loaned to the students each year. Pride should be taken in the care and maintenance of all books. It is the student's responsibility to take care of the assigned books and materials. The student will be charged for the replacement of any lost or damaged textbooks, library books, and math manipulative tool kit items.

### **UNIFORM BOOK FINE**

Lost or destroyed:	New or after 1 year use: List price
After 2 years use:	4/5 of list price
After 3 years use:	3/5 of list price

After 4 years use: 2/5 of list price  
After 5 years use: 1/5 of list price  
Pencil or ink marks: From \$.50 to replacement cost as per above scale.

### **3.3 Family Changes**

#### ***Residency***

If you move to a new location within our school district, it is necessary that we have your new address and telephone number as soon as possible. In addition, it is essential that we have the name and phone number of a relative, friend or neighbor we can contact if we are unable to reach you. If you plan to move to another district, please be sure to return all school property.

#### ***Custody Arrangements***

Where necessary, families and parents need to have up to date custody documents turned in to the school. The school and student will not be placed in the middle of custody disputes. Families are required to provide proper documentation and agree about dismissal plans.

### **3.4 Homework**

Homework is any work assigned to the child that is to be completed outside of the classroom. Sometimes it will be merely finishing up classroom assignments. Our staff believes that homework should **not** take so much of a child's time that he/she is denied opportunities to engage in other activities.

Roscommon Elementary School's math program includes a Home Links component, which will require at-home reinforcement of the concepts taught at school.

The pattern of learning and study that your child develops in the elementary years will affect him/her throughout his/her lifetime. Please support proper study habits by providing a time and place for your child to study. Setting aside a time each day for at-home study can greatly enhance successful learning for your child.

### **3.5 Lost and Found**

There is an area at the elementary school for "lost and found". Please check this area often if your child has lost any items. All unclaimed items will be donated or discarded at the end of the school year.

### **3.6 Michigan Health Education Model**

Roscommon Area Public Schools has adopted the Michigan Model for our Health Education Program, which includes a specific, state mandated curriculum for Human Sexuality. All material used for this instructions is available for review at each school in the district. Should you desire to have your child excluded from any particular unit, requests should be made, ***in writing***, prior to the lesson taught. Human Reproduction is NOT taught at the K-4 grade level. (Notification will be sent home prior to any lesson.)

### **3.7 Student Counseling Services**

The objective of the District's school based Student Counseling Services is to assist, identify, refer and follow-up with students currently experiencing or at high risk for problems. This includes, but is not limited to: substance abuse, depression, suicide, family violence, family problems, or health related issues that might ultimately interfere with school success. All team members are specially trained, work in the building, and respect the confidential nature of the information shared during the process.



### **3.8 Parent-Teacher Conferences**

If there is something you feel a teacher should know about your child, or if for any reason you would like a conference, please contact your child's teacher and an appointment can be scheduled. Scheduled conference times for all parents will be arranged in the Fall and scheduled as needed in the Spring.

### **3.9 Physical Education**

Tennis shoes are required for physical education. Without tennis shoes, the chance of injury increases. Please label your child's tennis shoes with first and last name. On the days your child's class has physical education, please be sure that he/she wears pants to school.

### **3.10 Recess**

**ALL** children are expected to go outside for recess except in inclement weather. We do not send students outdoors if it is raining or below 0°F temperature and/or wind chill. ***We expect that any student who is well enough to attend school should be able to participate in outdoor recess.*** All students should wear boots, hats, and mittens when appropriate. Children should have shoes to wear in the building after removing their outdoor footwear. Parents must provide a physician's statement if their child is to stay indoors.

### **3.11 Report Cards**

Roscommon Elementary School assesses students on a regular schedule using performance based criteria. Report cards at each grade level are aligned with state identified grade level expectations and provide specific information relative to each child's progress in acquiring those goals.

### **3.12 School Parties**

Classroom parties with healthy snacks are allowed for Halloween, Christmas, Valentine's Day, and/or field day. The recognition of a child's birthday at school is an optional decision between the teacher and parents. If a parent wishes to provide a healthy birthday snack, this should be planned in advance with the teacher. Parents/guardians who attend events must have an iChat approved prior. Additionally, school events are for RES students only, please do not bring other children into the classroom with you. Parents who wish to take their child home directly from classroom activities must report to the office **PRIOR** to signing the student out of the building.

### **3.13 School Records**

Your child's record of grades, achievement test scores, and health records are filed in the school office for staff use only. Parents may request an appointment with the principal to review their own child's records. Charges may apply for any copies requested.

### **3.14 Smoking**

In order to protect the health and welfare of students, employees, and the public from the harmful effects of smoking, and to provide an appropriate role model for our students, the Board of Education prohibits the use of tobacco or vaping on or in all school property, buildings and vehicles. (*Board of Education Policy #8230 Adopted December 17, 1997*)

### **3.15 Student Solicitation**

Students are not allowed to sell any items in the building, on school grounds, or on the bus.

### **3.16 Student Use of Telephone**

Except in an emergency, students are not permitted to use the phone to call home. It is not considered an emergency to call regarding shoes for physical education, books for class, assignments for class, library books or after school activities. Helping your child(ren) to organize in advance for the coming school day will enable them to develop self-responsibility.

### **3.17 Toys**

Students are discouraged from bringing toys, radios, electronic equipment, skateboards, and other valuable items to school. Toys and other items may be permitted at the discretion of the classroom teacher. **Students who bring personal items to school assume responsibility for loss, theft or breakage.**

### **3.18 Visitors/Volunteers/Chaperones**

If you are planning on volunteering, helping out in your child's classroom, or chaperoning for a field trip, we must conduct a background check before you will be able to participate. Forms are available in the school office and must be completed at least one week before you can participate.

Parents/guardians are welcome in the school only if there is proper communication with your child's teacher/staff. Visits must be arranged with the classroom teacher. We do require that parents check in at the office when you come into the building to obtain a **"visitor's pass."** If you are in the school building without a "visitor's pass," expect to be questioned by school personnel. This is a matter of school security.

If parents/guardians would like to sit in a classroom for a period of time, make arrangements in advance with the teacher. Please do not bring other children into the classroom with you. Teachers are not able to have conferences with parents during regular class sessions. Please call for an appointment if you wish to meet with the teacher.

Parents wishing to chaperone field trips will be required to have an approved background check (iChat) on file with the school, this process may take several weeks. Due to supervision and safety issues other children, including siblings, friends or relatives are not allowed to attend field trips with chaperones. Please keep in mind that there is limited space available for field trip chaperones due to transportation and location requirements. There may be instances where chaperones are required to pay their own way or drive separately. Teachers are responsible for informing accompanying adults (chaperones) of their duties and responsibilities. Professionalism is required at all times when chaperoning a trip and a chaperone may be assigned to a group of students. **Tobacco/substance use of any kind is not permitted on school trips by chaperones.**

### **3.19 Pets**

Pets are **NOT PERMITTED** in the school building during school hours.

### **3.20 Early Dismissal**

Occasionally, an emergency makes it necessary for us to close school and send the children home early. When this occurs, it is impossible to contact all parents. Please be sure to review your plan with your child so he/she is aware of what to do when school is unexpectedly closed early.

### **3.21 *Students Leaving School Grounds***

Students will remain on school grounds at all times unless given permission to leave.

### **3.22 *Field Trips***

Occasionally, throughout the school year, requests are made for parents to chaperone field trips. These chaperones are in charge of a small group of students. Since this responsibility requires their complete attention, we ask that they do not bring siblings. This also provides an opportunity to give special one-on-one attention to your child involved during the field trip learning experience. Chaperones are required to have background checks before the trip and follow chaperone guidelines on all school-sponsored activities.

Parents who are attending field trips cannot carry weapons and/or firearms with them on the school bus and/or the field trip destination. This list is not exhaustive, and includes, but is not limited to knives, taser guns, or firearms. **Tobacco/substance use of any kind is not permitted on school trips by chaperones.**

We like to take a proactive approach to students attending class field trips. If we are concerned for a child's safety, he/she will be required to have a parent accompany him/her on the field trip in order to attend. This will be communicated to parents prior to the field trip by the classroom teacher.

### **3.23 *Technology***

Roscommon Elementary School students will be issued technology to be used during the school year. If the device is damaged, there may be a fee. In the event that the device would need to be sent home due to remote learning or an extended closure, families are responsible for returning the device to the school when requested. If the device is not returned there may be a fee. Additionally, technology will be tracked by district administration.

### **3.24 *Video Surveillance***

The board authorizes the use of video cameras on school property to ensure the health, welfare, and safety of all staff, students, and visitors to school property, and to safeguard school facilities and equipment. The school shall notify staff and students through student/parent and staff handbooks that video surveillance may occur on school property. When other students are involved, parents/families may not be permitted to watch video recordings. Students or staff in violation of board policies, administrative regulations, and building rules, or laws shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies. Video recordings may become a part of a student's educational record or a staff member's personnel record.

### **3.25 *School Resource Officer***

The mission of the SRO Program is to promote school safety by building a positive school climate in which everyone feels safe and students are supported to succeed. The SRO Program also seeks to reduce violent crime committed by and against youth in our community. The SRO Program accomplishes this mission by supporting safe, secure, and orderly learning environments for students, teachers and staff. SROs will establish a trusting channel of communication with students, parents, and teachers and establish regular feedback opportunities. The role of the SRO is not to enforce school discipline or punish students. SROs will serve as positive role models to instill in students good moral standards, good judgment and discretion, respect for other students, and a sincere concern for the school community. SROs will provide information on community resources available to students and parents. Goals and objectives are designed to develop

and enhance rapport between youth, families, deputies, school administrators, and the community in order to promote overall student achievement and success.

## Section 4: Medical/Health/Grooming Information

### 4.1 *Accidents*

Sometimes when children are actively engaged in physical activities, there are injuries. We make every effort to maintain safe play areas and equipment and to provide adequate supervision.

If a child sustains a minor injury, school personnel will treat it. The only first aid applied is ice and/or a Band-Aid. An accident report will be completed on most injuries.

A more serious injury will result in calling home for a parent to come and get the child. If you, or the others designated on the emergency form cannot be reached, the principal will decide what action to take to get needed treatment.

It is imperative that you list current phone numbers and additional names and numbers on your child's white emergency card in case of an emergency at school.

### 4.2 *Cleanliness*

Students are expected to come to school looking clean and neat, and dressed in a manner that is commonly accepted as being in good taste (See 4.5 – Student Dress Policy). Showers or baths are necessary for general health and to prevent body odor. We expect that parents will assume the responsibility for checking a child's attire before he/she leaves for school each day.

### 4.3 *Live Lice*

The entire school is routinely checked for head lice. Parents are notified immediately if their child has live lice or nits. Information is sent home on how to treat the problem. Students with live lice may not be allowed to return to school until treated and all nits are removed. **Parents must accompany the student to school when they return and must remain with the student until he/she is re-checked and are found free of live lice and nits have been removed.**

### 4.4 *Medication and Health Concerns*

Students requiring *any* medication during school hours shall provide the school with an *Administration of Medication Form* stating the dosage, time, date, and parent and doctor signature. **All medication, both prescription and "over the counter" must be in the original containers and clearly labeled.** Children **CAN NOT** transport any type of medication on the school bus. Every effort will be made to administer the medication at school. However, it is the child's responsibility to request the medication at the appropriate time. An *Administration of Medication Form* for **ALL** medication must be on file at the office and completed annually. The parent will be called when the child appears ill enough to go home.

There is **NO** distinction between prescription and over-the-counter drugs. Therefore, it is imperative that **NO** medications be distributed from the classroom. If a student brings any medication to school, it must come to the office immediately with a completed *Administration of Medication Form*.

If your child is vomiting or has a fever, the student must be fever/vomit free for 24 hours before returning to school.

#### **4.5 *Student Dress Policy***

Recognizing that school is a place of business and that pride in ourselves and in the entire student body is a worthwhile objective, we, the students, faculty, and administration recognize the following dress policy:

- Responsibility for dress rests primarily with the parents. They should ensure that their children are properly dressed for attendance at school. If in doubt, be conservative.
- During our few hot days, shorts are permitted for children. They must be mid thigh.
- Tops must come to the waist.
- No clothing advertising drugs, alcohol, tobacco, or explicit or vulgar content is acceptable.
- Hats, hoods, and other head pieces may be worn at the discretion of the classroom teacher.

### **Section 5: Attendance**

**5.1** Roscommon Area Public Schools believes that an important part of every student's preparation for life beyond our campus is to develop a positive attitude toward attendance through a responsible attendance pattern in school. The underlying premise of this regulation is that all absences result in the loss of valuable instructional time that cannot be recreated with make-up work outside of class. Another premise of this regulation is our belief that the vast majority of parents/guardians exercise good judgment when making decisions about school attendance. Consistent with this belief, parents/guardians providing timely notification will result in absences being excused.

The State of Michigan requires attendance from age six (6) to eighteen (18). Regular attendance is important to achieve success in school. Curriculum and standards have never been so rigorous; in-class participation and collaboration have never been so essential. Therefore, Roscommon Elementary School expects students to be in school every day with few exceptions.

Students who accumulate twelve (12) or more absences during a school year are considered truant. Parents and students will be notified via phone call home at four (4) absences. At eight (8) absences, parents will receive a letter. At twelve (12) absences, a request to attend a conference during which school staff and families will discuss attendance issues, clarify any questions about a student's attendance, and reinforce how attendance impacts student achievement and success. For cases in which absences exceed twelve (12) during a school year, administration will use their discretion and will potentially contact law enforcement and the court system for further intervention. Transfer students (within the county) with chronic absenteeism may be considered for truancy on an individual basis.

Some absences are unavoidable, but every effort should be made to keep absences to a minimum. There are four types of absences:

1. Excused with court-recognized documentation
2. Excused with parental permission
3. Medical documentation
4. Unexcused

**5.2 Excused with court-recognized documentation:** Occasionally, students are absent for reasons that can be documented with evidence beyond a parent's phone call. Whenever possible, please provide this evidence as it secures concrete support that the school and the court will accept should your child have excessive absences during a semester. These types of absences do not count toward truancy. The following are examples of absences for which you can get evidence/documentation:

- Note from a physical or mental health professional
- Court date
- Suspension from school

**5.3 Excused with parental permission:** Sometimes students are absent for reasons deemed appropriate by parents, but there is no documentation. On these days, we ask that parents call the main office (989-275-6612) to indicate why the student is not in school. These absences count toward the number of absences calculated to determine truancy. Even though there is no documentation, the court looks more favorably upon absences that have been acknowledged by parents (excused) than those that are seemingly ignored (unexcused).

**\*\*If you know in advance that your child will miss multiple days of school, please communicate with your child's teacher early enough that he/she has the opportunity to design meaningful activities for your child to do in lieu of school attendance. Even though classroom experiences cannot be replicated, we want to maximize the impact of all skill practice that happens while students are away. Often, we can incorporate elements of family trips and personal experiences into academic skill practice.**

**5.4 Medical Documentation:** If a student needs to be absent due to a doctor's appointment, please provide the school with the appropriate medical documentation.

**Unexcused:** This type of absence simply means that the student was not in school and that there was no communication from parents to indicate the reason for the absence.

**Tardy / Early Pick-up:** A tardy and an early pick-up both count as partial absences, meaning that the student was not present for part of the school day. School begins at 7:55 a.m.. and dismisses at 3:00 a.m. With few exceptions, students are expected to be on time for school and to stay all day. Please note that **5 tardies/early pickups = ½ day of unexcused absence** unless appropriate documentation is presented, at which time the absence can be categorized as excused.

- Students who arrive after 7:55 but before 8:30 are considered tardy. After 8:30, they are counted ½ day absent. **\*\*Please note that breakfast is no longer available after 8:10.**
- Students who leave after 2:00 but before 3:00 are considered early pick-up. If they leave before 2:00, they are considered ½ day absent.

**Late for school** – Bell rings at 7:55, after this time your child will be counted as late.

**Absences** are any day your child misses a day of learning, for any reason. Medical cases will be considered with proper documentation and may not be factored into your child's total absences. This is a case by case basis and it is required you have dated medical documents and full cooperation from the parent to keep the school office aware of medical needs and concerns.

## **5.5 *Making up Missed Work***

Class work missed during the first two days of a student's absence will be made up upon the student's return. Sufficient time will be allowed for returning students to complete the class work missed. Parents should call the school at the end of the first day of their child's absence if it appears that the child will be out of school longer. The homework will be available at the school office at 3:05 p.m. on the next school day.

# **Section 6: Lunch Program**

## **6.1 *General Information***

All students will be offered the option of eating both breakfast and lunch while attending Roscommon Elementary School. Household information sheets will still need to be completed by every family so that we can register our students with the state. Additional copies are in the office. If you have any questions, call Central Kitchen at 275-6685.

Students need to use their student ID cards when picking up their breakfast or lunch. Charging of meals is not allowed.

Students are expected to follow all posted cafeteria rules and procedures. Soda pop is not permitted for students at lunch. Pop in the classroom will only be allowed if the classroom teacher permits it.

# **Section 7: Transportation Information**

## **7.1 *Drop Off General Information***

Parent/guardian drop-off location and details for each grade will be communicated through ListServ prior to the start of the year. Bus riding students will enter in a structured manner from the bus. Students walking or riding a bicycle home or to school may not leave the building until the last bus has left the loading area. Building doors open at 7:30am, do not drop off students prior to this time. Kindergarten parents will be permitted to drop students off in classrooms the first day of school at 7:45am. Following that, arrangements to visit your child's classroom need to be made with the classroom teacher. All other grade level drop offs will occur at the main entrance each day. During drop-off and dismissal, be mindful of holding up the line.

## **7.2 *Riding a Different Bus***

Students may only ride different buses if it has been approved by the bus garage to accommodate regular childcare. Students shall not be transported to different stops for birthday parties, social events or any program not sponsored by the District. The same policy shall apply to a non-bus student who on a specific occasion has a justifiable reason for riding a school bus to a specific destination.

## **7.3 *Pick-Up During or Immediately After School***

If you are planning to pick up your child during or at the end of the school day, please call the office before **ONE O'CLOCK**. If we do not receive a phone call or change in PikmyKid from the

parent/guardian, your child will be required to ride the bus. In addition, we will not release a child to anyone other than a parent or guardian unless we have permission from the parent/guardian. We reserve the right to request identification from individuals picking up a student.

K-4 students that are pick-ups at the end of the day will be dismissed using the PikMyKid app, from the loop doors closest to the front of the building.. Please register for the PikMyKid app as this will be required for all pick-ups unless the family does not own a SmartPhone.



## Section 8: Curriculum

### *8.1 Curriculum and Course Offerings*

#### **Kindergarten to 4th Grade**

##### **Math**

Our mathematical focus prepares students for a world where they need to be mathematical thinkers, not just doers. Our goal is to help all students become fluent in mathematics. Fluency goes beyond just knowing how a particular process can be used to solve a problem. It also requires understanding why that process can be used to solve a problem. It also requires understanding why that process works. Teachers instruct using Eureka Mathematics, a comprehensive curriculum, that carefully sequences the mathematical progressions into expertly crafted modules. In grades K-4, students learn to think, strategize and solve problems....not just get answers. Important mathematical models are taught and practiced. Students are expected to become proficient using strategies that emerge from these models.

##### **English Language Arts**

English Language Arts instruction ensures students gain skill and confidence in reading, writing, speaking, and listening. K-4 utilizes Open Up Bookworms curriculum, which includes three 45 minute blocks: English Language Arts, Shared Reading, and Differentiated Instruction. Our program provides explicit instruction in building foundational skills, fluency, comprehension, and knowledge. The curriculum is designed based on language development research, which includes the science of reading. The English Language Arts block focuses on grammar instruction, related written responses, and exposure to above grade level text with comprehension strategies. During the Shared Reading block, students read grade-level text aloud with the support of the teacher that focuses on fluency, vocabulary,



and comprehension. Differentiated reading instruction provides targeted instruction based on student performance and need.

### **Social Studies**

Teacher created units promote the knowledge, skills, intellectual processes, and dispositions required of people to be actively engaged in fulfilling their responsibility of civic participation. As members of a culturally diverse, democratic society in an interdependent world, students learn how to make informed and reasoned decisions for the public good. These units start in Kindergarten with learning about myself and others with moving into what is a community to state and federal government by the end of 4th grade. The overall goal of our Social Studies instruction is to develop social understanding and civic efficacy. The Grade Level Content Expectations (GLCE) balance disciplinary content with processes and skills that contribute to responsible citizenship and form a foundation for middle school and high school social studies coursework.

### **Science**

Students will be experiencing a shift in lesson instruction as teachers develop Understanding by Design units with a focus on students being engaged in doing science by engaging the same practices used by scientists and engineers. Furthermore, students will engage in science and engineering practices in the context of core ideas that become ever more sophisticated as students move through school. Students will see the connections of these disciplinary-based core ideas to the bigger science concepts that cross disciplinary lines. The K-5 grade level organization reflects the developmental nature of learning for elementary students in a manner that attends to the important learning progressions toward basic foundational understandings. Within each grade level/span the performance expectations are organized around topics. While each topical cluster of performance expectations addresses the topic, the wording of each performance expectation reflects the three-dimensions of science learning outlined in *A Framework for K-12 Science Education*: cross-cutting concepts, disciplinary core ideas, and science and engineering practices. Upper grade levels also supplement units with Mystery Science programming.

### **Music K-4th**

“Sing, Play, Dance all Day” Students in grades K-5 experience the joy of creating and making music using a combination of the Orff and Kodaly approach. This is the foundation of our K-12 Music Program. Students learn about the elements of music while participating in singing, creating, moving and playing classroom percussion instruments including an extensive collection of xylophones, metallophones and glockenspiels. In grades 3 & 4 all students are introduced to the soprano recorder. 5th grade students continue to develop skills needed for the successful transition to 6th grade choir and band. All students have the opportunity to perform in seasonal concerts demonstrating the skills that are developed in the music room. Students in grades 2-5 also have the opportunity to participate in an after-school Children’s Choir.

### **Physical Education K-4th**

Objectives of our physical education program are improved physical fitness, appreciation of physical activity, sportsmanship development and improved social skills. More objectives of physical education include body awareness, skill development and personality development.

### **Technology K-4th**

The three areas of focus in RES Technology Class are digital citizenship, touch-typing skills, and computer science. With technology being an important part of everyone's daily life, digital citizenship helps students learn the responsible use of technology to learn, create, and participate. Learning about touch-typing in younger years helps to prevent learning bad habits and leads to a lifelong skill. Computer science is much more than just coding. It prepares students for jobs in the technology field, and also encourages and supports all students' creative expression and problem solving skills.

## **Section 9: Behavior Expectations**

**Roscommon Area Public Schools: K-4 Behavior Matrix**

**Roscommon Area Public Schools: K-3 Behavior Matrix**

BUCKS Expectations	Classroom	Hallway	Cafeteria	Library	Assemblies	Bus	Office	Computer Lab	Recess/ Playground	Bathroom	Early Arrival
	Voice Limit 0-3	Voice Limit 1	Voice Limit 1-2	Voice Limit 1	Voice Limit 0-1	Voice Limit 1-3	Voice Limit 2	Voice Limit 1	Voice Limit 4	Voice Limit 0-1	Voice Level Varies
<b>Be Responsible</b>	Put used materials away  Keep desk & coat areas neat  Focus on task/stay on task	Follow all hallway expectations without adult  Go straight to next destination quietly with hands and feet to self  *Voice limit 0 during testing or learning zones	Keep your space clean  Take care of your trash  No silent time-adults yelling-others ways to quiet students down? Sound system?	Put books away in appropriate place  Ask for help if needed  Enter at 0 voice control limit and listen for instructions	Sit on bottoms  Hands to self  Stay with teacher/ classroom  0 voice limit for performances	Follow directions  Take care of bus property (throw away trash)	Have permission to visit office	Enter at 0 voice control limit and listen for instructions	Line up with voice control limit 0 when bell rings  Return playground equipment  Use problem solving strategies before coming to an adult	Flush the toilet  Use one pump of soap  Throw your paper towel away  Exit the bathroom after washing	Students go straight to gym and remain in gym  Keep equipment in zones designated  Use equipment properly
<b>Use Respect</b>	Use determined voice control limit  Raise hand before speaking	Single file line  Hands & feet to self	Use table manners  Say please & thank you  Take the lunch choice you picked in the morning	Take care of books  Help others as needed	Listening ears  Use appropriate responses  Eyes on speaker  Speak only when appropriate	Appropriate language  Listen to driver  Be Polite  Hand & Feet to self	Wait your turn  Use main entrance only	Take care of equipment	Listen to staff and follow directions  Treat others the way you want to be treated  Be honest and follow the rules of the game	Stay in your own stall & respect others' privacy  Leave the bathroom stall door unlocked for the next person  Don't rush	Students will show respect for self and others  Hands to self  Students use respectful voices and actions
<b>Come Prepared</b>	Have materials ready  Quick and quiet transitions	Have all necessary materials	Bring your lunch/stick/ card	Return books on time	Transition quickly	Have all of your belongings  Know where you are going	Have needed materials  Transition quickly	Bring required materials	Wear appropriate attire  Bring needed sports equipment with you	Follow classroom expectations for leaving to use the bathroom	Students will take their belongings when leaving the gym

<b>Keep Safe</b>	Walk Hands to self Push in chair Chair legs on floor	Walk Eyes forward Stay on right side of hallway Pay attention to front of line	Eat your own food Walk Raise your hand if you need something Stay seated	Push in chairs Walk	Stay with class Walk Keep feet and hands to self	Keep feet down Face forward Stay in seat Feet out of aisles Hands to self	Walk	Follow Technology Acceptable Use Policy	Keep hands, feet & objects to yourself Use equipment appropriately	Wash your hands when you are done Enter and exit slowly walking	Use zones appropriately for designated activity Hands and feet to self Students in cafeteria must be and stay with a parent and should have walking feet
<b>Stay Positive</b>	Be kind Persevere	Smile & wave	Appreciate the lunch choices that are available Use kind words	Encourage your classmates to read	Applaud Participate	Be Kind	Use kind words and actions	"I can" mindset	Have fun! Include everyone Positive language Share equipment	Wait patiently if the stalls are occupied	Help, include others Share space and equipment

# 2023-2024

## July '23

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## Roscommon Area Public Schools

299 W. Sunset  
Roscommon, MI 48653  
Phone: 989-275-6600  
[www.rapsk12.net](http://www.rapsk12.net)

Aug 22 Staff Opening Day (8:00 a.m.-3:00 p.m.)

Aug 23 Teacher PD (8:00 a.m.-12:00 p.m.)

Aug 23 District Open House (4:00-6:00 p.m.)

Aug 24 Teacher PD (8:00 a.m.-12:00 p.m.)

Aug 28 First Day of School

Sep 01 No School

Sep 04 No School

Sep 27 Early Release

Oct 25 Early Release

Oct 27 End of 1st Marking Period

Nov 15 No School - Safety Day

Nov 23-24 Thanksgiving Break

Nov 29 Early Release

Dec 13 Early Release

Dec 22- Jan 2 Winter Break

Jan 12 End of Semester - Half Day

Jan 15 No School - Teacher Records Day

Jan 31 Early Release

Feb 16 No School

Feb 19 No School

Feb 28 Early Release

Mar 13 Early Release

Mar 21 End of 3rd Marking Period

Mar 22-Apr 01 Spring Break

Apr 24 Early Release

May 27 No School - Memorial Day

May 29 Early Release

Jun 06 Last Day of School - Half Day (Tentative)

Jun 07 Snow Day Make-Up, If Needed

## January '24

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## March '24

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## April '24

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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## May '24

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

## June '24

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

### An Equal Opportunity Program / Employer

Auxiliary aids, services, and alternative formats will be made available upon request to individuals with disabilities.

Michigan Relay Center 1-844-578-6563 (Voice and TTY)

The Roscommon Area Public School District gives notice that it does not discriminate based on race, color, national origin, ethnicity, religion, sex (including pregnancy, gender identity, and sexual orientation), height, weight, marital status, age, disability, genetic information, veteran status, military service, or any other legally protected class in the education programs and activities operated by the District, including employment. Inquiries regarding discrimination or Title IX complaints should be addressed to Catherine Erickson, Superintendent, [ericksonc@rapsk12.net](mailto:ericksonc@rapsk12.net), 989-275-6600.