

Grosse Pointe Public School System
Elementary Handbook
2015-16

Welcome to Elementary School

We are proud of our outstanding educational programs. This handbook has been prepared to provide parents with essential information about our elementary schools and to answer questions about policies, procedures, and programs.

Teachers and administrators are dedicated to helping each student reach his or her potential. If you have questions or concerns not addressed here, please contact your child's teacher or school principal. When concerns arise, we remind parents to try to solve problems at the closest level, so classroom questions should go first to the teacher, then building administrator, then central office, then the Board of Education.

We also invite families to participate in the many activities and functions scheduled in the schools throughout the year. Working together, we will provide our elementary students with one of the finest educational programs in the nation.

District Mission Statement

The Grosse Pointe Public Schools, in partnership with students, staff, parents and community, will be at the forefront of education. An evolving curriculum and the highest standards of instruction and learning in every class, every day, will ensure that each student is challenged to fully develop individual abilities, skills and character to succeed in life.

We are committed to creating an environment that cultivates knowledgeable, responsible, and caring citizens who embrace life's possibilities with a passion for continuous learning.



An Educated Person

An educated person, at the end of grade 12, by the quality standards of the Grosse Pointe Public School System, acquires and uses the capabilities to reason and solve problems; access and communicate information in and across literary, mathematical, scientific-technological, geographical-historical-cultural (including languages), economic-political-civic, fine arts-aesthetics, physical and mental health, and career and practical living traditions with ethical, responsible behavior independently and in collaboration with others.

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Elementary Schools

Defer School, 432-4000
15425 Kercheval, Grosse Pointe Park 48230
Karen Sullivan, Principal

Ferry School, 432-4100
748 Roslyn, Grosse Pointe Woods 48236
Gloria Hinz, Principal

Kerby School, 432-4200
285 Kerby, Grosse Pointe Farms 48236
Sara Delgado, Principal

Maire School, 432-4300
740 Cadieux, Grosse Pointe 48230
Sonja Franchett, Principal

Mason School, 432-4400
1640 Vernier, Grosse Pointe Woods 48236
Elaine Middlekauff, Principal

Monteith School, 432-4500
1275 Cook, Grosse Pointe Woods 48236
Shelleyann Keelean, Principal

Poupard School, 432-4800
20655 Lennon, Harper Woods 48225
Penny Stocks, Principal

Richard School, 432-4900
176 McKinley, Grosse Pointe Farms 48236
Mary MacDonald-Barrett, Principal

Trombly School,, 432-5000
820 Beaconsfield, Grosse Pointe Park 48230
Walt Fitzpatrick, Principal

Barnes Early Childhood Center, 432-3800
20090 Morningside Road, Grosse Pointe Woods 48236
Sue Lucchese, Student Services Department Supervisor
Lillie Loder, Student Services Department Supervisor
Stephanie Hayes, Director of Student Services

Keith Howell, Director of Pre-K-Elementary Instruction
Dr. Gary C. Niehaus, Superintendent

General Information

Elementary Calendar Event	2015-16	2016-17
First Teacher Day	9/1/15	8/30/16
Full Day Staff Development	9/2-3/15	8/31-9/1/16
AM 1/2 day students, PM Staff Development (First Student Day)	9/8/15	9/6/16
AM 1/2 Day Students, PM Staff Development	10/30/15	10/31/16
Full Day Staff Development, No school for students	11/3/15	11/8/16
School Day, Evening Conferences	11/11/15	12/7-8/16
AM, PM, Evening Conferences – No School for students	11/12/15	12/8/16
GPPSS Open House 1-3 p.m. all schools	11/15/15	TBD
AM 1/2 Day Students, PM Records. End of Marking Period	11/24/15	11/22/16
Thanksgiving Break	11/25-27/15	11/23-25/16
Winter Break School Closed	12/21/15-1/1/16	12/26/16-1/6/17
MLK Day School Closed	1/18/16	1/16/17
Kindergarten Information Night Every Elementary 7 p.m.	1/21/16	TBD
Multi-age Information Night at Trombly Elementary 6 p.m.	1/28/16	TBD
Full Day Staff Development	1/29/16	1/27/17
Mid Winter Break School Closed	2/15-19/16	2/20-24/17
AM 1/2 Day Students, PM Records. End of Marking Period	3/15/16	3/14/17
Spring Break School Closed	3/25-4/1/16	4/14-21/17
School Day, Evening Conferences	4/13/16	3/29/17
AM, PM, Evening Conferences – No School for students	4/14/16	3/30/17
Incoming Kindergarten Transition Event	5/10/16	TBD
AM 1/2 Day Students, PM Staff Development*	5/20/16	5/19/17
Memorial Day School Closed	5/30/16	5/29/17
AM 1/2 Day Students, End of Marking Period	6/15-16/16	6/14-15/17
Last Teacher Duty Day	6/17/16	6/16/17

CREATING A WINNING PARTNERSHIP

One key to helping your child receive a quality education is a strong partnership between home and school based on two-way communication and trust. As your child's first teacher, you have tremendous influence over their intellectual growth and learning achievements. When we get to know each other we work together most effectively.

Attendance/Absence

Attendance at school for the entire academic year is mandatory for students age six to sixteen, unless other qualified educational arrangements are made (MCL 380.1561). Students are most successful when they are in class regularly. Students are excused for illness and medical appointments. **Please call the school absentee recorder number by 9 a.m. on the day of your child's absence.** If your child is not in school and the office has not been notified, an attempt will be made to contact you. This is for your child's protection.

Punctuality is a lifetime habit that students should develop. Students are expected to arrive on time each day, prepared to learn. If a student arrives late, he or she must report to the office and check in. Parents will be contacted if a student is excessively tardy or absent. Please see sample letters in the appendix.

Release During School Hours

If a student must leave during school hours, parents must write a note to the teacher and principal. The student must be picked up in the school office and signed out by a parent or parent designee. Parents must note on the student's emergency card the persons with whom the student has permission to leave school. Students cannot be released to any adult not listed on the emergency card without permission from the parent. If your child will be leaving for lunch, please contact the school office to establish the procedures used in this situation.

Doctor/Dental Appointments

Parents are encouraged to make doctor/dental appointments after school when school is not in session.

Other Absences

Students should not be taken out of school for family vacations. If families must be out of town when school is in session, parents should not request make-up work in advance. If a teacher requires special make-up work, it will be given to the student in meaningful amounts **after** the trip.

Calling/Contacting the School

Here are key points for facilitating effective home-school communication:

- Speak with the person closest to the problem. Most of the time questions can be resolved with the classroom teacher or staff member concerned.
- If, for any reason, you do not think the problem is solved after the initial contact, try again. If you continue to have concerns, contact the building principal, then the central office administrators.
- Remember, building secretaries and office assistants cannot change policies or procedures. Talk with the teacher or building principal.
- Deal with the problem as soon as you know there is one. Call and make an appointment. Please do not stop the teacher in the hall or outside a classroom door to discuss an issue.
- Every elementary school uses many ways of communicating with parents as communication between home and school is critical to each child's academic success. Take advantage of technology: sign up for e-alerts, visit the Flyer section of the website, take surveys to share your feedback, and find out if your child's teacher prefers email or calls over backpack notes. Devise a system that works for you.

Classroom Visits by Parents

The school system supports the involvement of parents in the educational process and encourages parents to maintain regular contact with their children's teachers. At the same time, parents should understand the school system's responsibility to safeguard the learning environment for all students and be sensitive to the disruption that can result from having visitors frequently observe a class and place demands on the teacher's time. In addition, the school system has an obligation to protect the privacy of all students and their families by ensuring that frequent visits by one parent do not allow that parent to develop inappropriate knowledge of the behavior or academic progress of other students. Accordingly, parents must adhere to the following guidelines:

- **All parent visits are subject to a two-day prior approval by the principal.**
- To protect the privacy of other students, parent visits should be kept to a minimum.
- Parent visitors must check in at the school office prior to the start of the class they wish to observe and follow procedures for ID badges, escorts, etc. Parents should arrive before the start of class and limit their stay to 45 minutes or one class period.
- Parent visitors should quietly observe classroom activities from a location designated by the teacher, unless specifically requested otherwise by the classroom teacher.
- No more than two parents will be permitted in a classroom on a given day, except on special open house or visitation days arranged by the superintendent of schools.
- The parental visitation permission slip requires parents to keep any information on the behavior or performance of other students strictly confidential.
- Visits will not be allowed during tests or other student examination/evaluation sessions.
- Visiting parents should refrain from using classroom observations for impromptu parent-teacher conferences during or outside class time. An appointment should be made with the teacher if the parent wishes to discuss a visit or his/her child's educational progress.
- Parents who fail to abide by these guidelines or who intentionally disrupt the educational process and activities of the school may be asked to leave and/or be denied future visits.
- School principals may establish special guidelines for visitors who do not have children in the classroom.

For complete information, *see* Board Policy 9150 and related Administrative Regulations

Closing School

In the event of bad weather or other emergency, the superintendent may close schools. Closing schools involves weighing a number of issues, including: condition of local roads, sidewalks, and school parking lots; conditions outside Grosse Pointe that could affect the ability of staff to get to school; and weather forecasts for the day. The superintendent makes the decision based on reports from the assistant superintendent for business and grounds, local police and fire departments, and the National Weather Service. The district website, and local radio and TV stations announce school closings. Parents will also receive a phone call via the district's automated calling system. Please wait for a call or check the radio or TV rather than contacting school.

In the event of an emergency closing during the school day, every effort will be made to contact a parent. Students will remain at school until a parent or their designee arrives.

Code of Conduct/Discipline

The Grosse Pointe Public School System has a discipline policy which covers all students. It is posted online at www.gpschools.org under the School Board dropdown, click “Policy,” then “Student Code of Conduct” for the complete version.

The mission of the Grosse Pointe School System, in partnership with parents and community, includes ensuring that each student is challenged to fully develop individual abilities, skills, and character to succeed in life. In addition, the vision of the district includes the creation of a school environment that cultivates the development of knowledgeable, responsible and caring citizens. To create and maintain such a school environment, respect for the rights of others, consideration of their privileges and cooperative citizenship shall be expected of all members of the school community. Students are expected to show respect for real and personal property, pride in their work, attain high achievement within the range of their ability, and demonstrate exemplary personal standards of courtesy, decency and honesty.

The Code of Conduct identifies standards of conduct needed to support the educational objectives of the School System and to protect each student’s right to a safe, orderly, and productive learning environment. While reasonable rules and regulations regarding behavior are necessary for a safe and orderly school environment, the district affirms its commitment to support the efforts of all students to manage their own behavior. Support for students may be demonstrated in a variety of ways.

When a student violates the expected standards of behavior, it is important that the district respond in a manner that restores the conditions that promote learning for all students while at the same time allowing the disciplined student to meet his/her learning obligations. The District should provide interventions and/or alternatives that are appropriate to the offense and proportional in degree, consistent with current law, normally progressive in nature, and constructive and limited to that which is reasonably necessary to promote the district’s educational objectives.

The Board also believes that the Code of Conduct must provide a clearly defined opportunity for a student who stands accused of unacceptable conduct to a fair appeal process and allow opportunity for the student’s learning to continue.

APPLICATION AND SCOPE OF THE CODE

The Code of Conduct covers all students enrolled in The Grosse Pointe Public School System. The Code applies to a student who is on school premises, going to or from school, in a school-related vehicle, or at a school-sponsored activity or trip. While the School System is not responsible for supervising or regulating off-campus activities, the School System may impose disciplinary or remedial measures in the event that off-campus activities of students, including travel to and from school, directly interfere with the operations, discipline, or general educational environment of The Grosse Pointe Public School System. Implementing the Code is primarily the responsibility of the principal.

Directory Information and Media Release

In accordance with the provisions of the Family Privacy Act of 1974, the Grosse Pointe Public School System must give public notice that it considers a student's name, address, and phone number "directory information," which is available to the public. It is also possible that photos or videotapes of students may be released to newspapers, web sites, or other media in connection with school activities. If you do not want your child's directory information, photos, or videotapes made available to the public, with the exception of random group pictures, you may have him/her excluded by notifying the Department of Support Services, Grosse Pointe Public School System, 389 St. Clair, Grosse Pointe, MI 48230.

Dress Code

Children should dress so they are comfortable at school. They should come to school dressed to go outside each day. Students should have boots, something to cover their legs, coats, hat, and mittens or gloves in winter.

Every school office has a wind-chill chart, which principals use as a guide as to whether students will have outside recess. The chart uses air temperature and wind speed to determine whether the wind chill is dangerous (when less than 0 degrees with wind chill). All schools also have a weather radio, which allows principals to monitor the National Weather Service forecasts. Only when information from these sources shows that it would be dangerous for students and teachers to go outside is outdoor recess cancelled.

During warm weather, students may wear shorts. Students' fingertips must touch the bottom of the shorts for the length to be acceptable for school. Midriff tops are not appropriate attire. Tank tops must be at least two fingers wide. Students must change these items in order to remain at school.

Students may not wear shirts with offensive language or pictures on them. They will be required to change if these items are worn to school. Hats are not to be worn in the building. Shoes should be appropriate and safe.

Kids Club/Camp O'Fun/Preschool/Childcare

Before- and after-school child care is available at every elementary school. The program is licensed by the State of Michigan and is fee based. Information and registration forms are available on the website www.gpschools.org, in the school office, and in the Kids Club office at 389 St. Clair (432-3067). A summer Camp O'Fun program and tuition-based preschool program (for ages 6 weeks—5 years) are run through the same office. The GPPSS Child Development Program is located inside Barnes Early Childhood Center, with a four-year-old preschool classroom at Trombly Elementary as well.

School and Personal Property

Your child is responsible for the care and safekeeping of all textbooks and related learning materials provided by GPPSS. Parents will be charged for items that are lost or damaged beyond normal wear and tear.

Lost and Found have various locations in each school. Students and parents should check for lost items on a regular basis. Periodically, unclaimed items will be donated to charity. All articles, clothing, and lunch boxes should be labeled with the student's first and last name in order to minimize losses. Please note that personal items such as toys, CD players, iPods, GameBoys, etc. are **not** to be brought to school. Some teachers allow students to bring items on designated days to share with classmates.

Students should not carry more money than is needed for milk, lunch, etc. Please remember there is an online Pre-pay system for lunches at www.gpschools.org. For special times, money should be in a labeled envelope.

Lunch Program

- Lunch and milk can be purchased in school. Payments can also be made online through PayPal at www.gpschools.org
- Breakfast is available at Defer, Mason and Poupard.
- The lunch program is run by Sodexo. For questions, call 313-432-3208.
- Lunch menus are distributed online-click the lunch box icon in the top right corner of the website.
- Student purchases can be monitored online and parental restrictions on those can be made as well.
- Applications for a free or reduced cost lunch are available in the school office and online.
- Children are expected to use good manners, show respect for others, and leave the table in a clean condition for other students. All trash and recyclable items should be placed in the proper containers.

PTO

The elementary school Parent Teacher Organization (PTO) is made up of parents, teacher representatives, and the building principal. Each school has a written set of bylaws governing the election of officers, responsibilities, and meeting times. The PTO usually sponsors fundraising activities for field trips, assemblies, special projects, and enrichment materials and activities not funded in the school or district budget. Please check your building's PTO webpage or newsletter for more information.

Registration

A child must be five years old on or before December 1 to enter kindergarten. Parents living in the school district are notified by mail when it is time for kindergarten registration. Refer to the district Kindergarten Handbook for further information. A parent or legal guardian must bring the child's original birth certificate, social security number, and record of immunizations and vision testing when he/she registers for school. This is necessary for all students attending the Grosse Pointe Public Schools.

Parents who have recently moved or are in the process of moving into the school district must first establish residency at the Administration Building, 389 St. Clair, Grosse Pointe, MI 48230, before students can be registered. Call **313-432-3083** to schedule an appointment.

An emergency form must be completed for each student. The form provides the school with information for releasing students and where parents can be contacted in case of a student illness or other emergency. One form is kept on file in the school office and a copy is used by the classroom teacher for field trips.

Immunizations

Students are required to be vaccinated against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, and hepatitis B. Non-medical waiver forms are now only available at the Wayne County Health Department.

Kindergarten Round-Up/Visitation

Students will be notified by their neighborhood school when special pre-kindergarten visits are scheduled each spring. These visits introduce the children to their school and help ease fears and anxieties about the transition from home to school. Each elementary will hold its own Kindergarten Info Night at 7 p.m., January 21, 2016.

Student Records

Student records are transferred from one school to another by mail. The parents or guardian will be asked to sign an authorization form for transfer of records to the new school. All student records are kept confidential.

School Hours

Elementary:	Delayed Start Mondays: 9:05 a.m.-3:38 p.m. 8:25-11:34 a.m./12:24-3:38 p.m.
Middle School:	Delayed Start Mondays: 9:05 a.m.-3:17 p.m. Tuesday-Friday: 8:25 a.m.-3:17 p.m.
High School:	Delayed Start Mondays: 8:42 a.m.-3:05 p.m. Tuesday-Friday: 8 a.m.-3:05 p.m.

Students are expected to be picked up promptly at dismissal time, unless they are involved in a parent-authorized, supervised activity or enrolled in School Age Child Care.

Visitors

For our children's safety, all parents and visitors must pick up an ID badge in the school office before proceeding to a classroom. Each elementary school is equipped with a buzzer system.

Volunteers

Volunteers are an integral part of the enriched classroom experience. Their support of teacher-planned activities is encouraged and welcomed. Volunteers must pick up ID badges in the school office. Volunteers must follow the same code of ethics that the professional staff follow. This includes keeping confidential matters confidential. Volunteers, particularly those driving for field trips, will be required to share personal information for background checks.

ACADEMIC PROGRAM

Every student in the Grosse Pointe Public Schools has the right to achieve his/her learning potential in an environment that nurtures self-worth. High expectations of students are held by all teachers and administrators. Curriculum and methodology may be adjusted to ensure students achieve success appropriate to their ability. Individual instruction, small and large group instruction, flexible grouping and other sound practices that facilitate learning are encouraged. The academic needs of all students are addressed throughout the school year, from those of high-ability students to those of students who require other types of support and services.

Annual Report

The district and each school are required by State law PA-25 to publish and present an annual report each year by October 15. These documents are posted online at www.gpschools.org (under “Our District” click “Annual Reports”). Included is data on assessments, offerings and parent participation.

Curriculum

The elementary curriculum emphasizes total child development—cognitive, affective, social, and physical. It has been planned to help young people acquire the knowledge, concepts, and skills required for intelligent citizenship, wise consumerism, self-fulfillment, and successful participation in the world of work. Curriculum summaries for kindergarten through fifth grade can be found on the website or by contacting the Office of Curriculum, Assessment, Instruction and Technology at 313-432-3040. A copy of the complete curriculum (*Elementary School Curriculum Guide and Program of Studies*) is also available upon request in each elementary school.

Differentiated Instruction

Differentiated instruction is an integral part of the school district’s educational philosophy. Differentiation is instruction for a grade level or course with “no walls and no ceiling” for students. It ensures that each student is challenged by a variety of instructional strategies suited to his/her achievement and ability levels, learning styles and interests. All students in every classroom at every grade level are nurtured and encouraged to learn and grow as much as they can.

Cluster Groups

Cluster groups provide services for students who need expanded differentiation within the classroom setting. Having learning partners of similar ability in language arts and/or math allows students to develop more appropriately. Identification of these students is made through the assessment process in conjunction with teacher and parent recommendations.

Magnet Classrooms

Qualified students in grades 2-5 are eligible for magnet homerooms, which are located in two of the district’s elementary buildings. These classrooms offer a level of challenge which may not be possible in the regular classroom. They also provide learning partners for students who differ significantly in their pace and style of learning. The identification process for placement in a magnet classroom includes referrals by the classroom teacher and/or parents and district assessment data. A district committee evaluates all information when recommending students for placement in these classrooms.

District Multi-Age Program

In the Grosse Pointe Public School System, the Multi-age classroom is a three year commitment where students remain with a teacher for 1st-3rd grade reducing the number of transitions a student needs to make. This allows for continuity of expectations and instruction, and builds a powerful long-term relationship between student, teacher and family. The Multi-age classroom follows the Grosse Pointe curriculum. Content areas such as science and social studies which are grade level specific are taught on a cyclic basis and at differing levels of complexity. Key concepts are taught to the whole group and exploratory activities are differentiated according to level of complexity. Students learn to accept natural differences of children in age and achievement. There are opportunities for all students to play different roles in the educational process. Community Service is another important component of the Multi-age classroom where children and family members join together in support of their community and common good. Children in the Multi-age classroom have the opportunity to visit with friends from other classrooms through recess, lunch, grade level field trips and other enrichment activities.

Educational Trips

Educational trips which relate to district curriculum and classroom learning and activities may be planned for students. Parents will be notified in advance of trip plans and will be asked for written permission for their child to participate as well as to provide booster seats as required by law. When necessary, fees will be assessed to cover expenses such as bus fare and admission.

Homework

A reasonable amount of individual study at home is beneficial for most elementary students, especially those in the upper elementary grades. These assignments reinforce basic skills and provide enrichment activities and opportunities for independent research. Parents are strongly urged to provide a designated homework time for their children. Homework guidelines were developed by a district-wide committee of teachers, administrators, and parents and are updated regularly.



Library Information

The Michigan Library Privacy Act prohibits a student's library record from being disclosed without the signed consent of the adult liable for return of or payment for library materials. A district library information release form will be given to students for their parent's signature at the beginning of the school year. Parents can then request library information by telephone. District library cards are also available in school libraries. We encourage families to use the wonderful Grosse Pointe Public Libraries and visit their website www.gp.lib.mi.us for programs, events and resources.

Parent Communication

Every elementary school uses many ways of communicating with parents: e-mail, newsletters, web sites, local news media, social media (search for GPSchools on Twitter and Grosse Pointe Public School System on Facebook), notes, phone calls, PTO meetings, informal meetings, parent-teacher and student-involved conferences, as well as written Reports of Progress. Communication between home and school is critical to your child's academic success. Please also see sample letters our district uses at the back of this handbook.

Technology—Acceptable Use

The Grosse Pointe Public School System has a policy on the acceptable use of computers and the school system's computer network. Parents should read the policy and discuss it with their elementary student in ways he or she can understand. Failure to abide by the rules can result in termination of the student's access to technology, and other disciplinary measures.

HEALTH

Injury/Illness

Only minimal first aid can be given by school staff. Parents will be called at home or work if an injury or illness occurs. If no parent can be reached, school personnel will call other persons on the student's emergency card or 911 if necessary.

Students should remain at home while they are ill. The unofficial guideline is to remain fever free for 24 hours without medication. A doctor's note is needed if the student needs to be excused from regular activities for more than one day.

Medications

All medications are to be brought to the school by the parent—do not send medications with your student. All medications must be stored in the school office. School personnel must administer medication in strict accordance with the student's physician. No medication is to be taken independently by the student. A parent/physician slip is available through the school office and is required for all medications including aspirin, cold remedies, cough medicines, eye drops, etc. It is the parent's responsibility to secure the information from the physician along with his/her signature. These precautions are safeguards for all children. Staff members are to administer medication or treatment only in the presence of another adult, except in the case of an emergency that threatens the life or health of the student. Please see district policy 5330.

Please observe the following when medication is to be administered at school:

- Written permission from the student's parents or legal guardian must be on file in the school office.
- A written statement from the student's physician must be on file in the school office.
- All medical procedures must take place in the school office or clinic unless otherwise designated by the building principal.
- Medication must be in the original container from the pharmacy and clearly marked with the student's name, dosage, and dosage schedule.
- Inhalers and Epi-pens for use when needed must also be stored and used in the school office or clinic unless otherwise specified if there is on file at the student's school a written emergency care plan prepared by a licensed physician in collaboration with the student and his/her parent/legal guardian.
- Parents should pick up all medication at the end of the school year.
- This policy and the administrative guidelines developed to establish appropriate procedures shall be implemented in such a manner to comply with District's obligations and the student's needs under any Individualized Education Plan, Section 504 Plan, or other legally required accommodation for individuals with disabilities.

Notification Regarding Contagious Diseases

Cases of contagious diseases should be reported to the school office. Students must remain at home while they are contagious. Please consult the following chart for additional information. Certain contagious conditions will be reported to the parents of all students in the classroom. Suggested treatment details from the health department will be given when a student is diagnosed with head lice.

Disease (Organism)	Incubation Period	Symptoms & Signs	Period of Communicability	Actions &/or Exclusion Period
ANIMAL/HUMAN BITES (Bacteria, Viruses & fungi)	Variable. Rabies in man from animal bite is 10 days to over 1 year, usually 2-8 weeks.		Variable depending on organism involved.	Seek medical attention immediately. Report animal bites to local animal control center.
CHICKEN POX & Herpes Zoster (shingles) (virus)	2 - 3 weeks; commonly 13-17 days.	Fever & characteristic lesions which appear usually in successive crops	As long as 5 but usually 1-2 days before onset of rash & not more than 1 week after first crop of lesions appear.	Exclude until 1 week after eruption of first crop of lesions and all lesions have crusted or upon written approval of physician.
COMMON COLD (viruses)	12 to 72 hours; usually 48 hours		Usually 24 hours before onset of symptoms to 5 days after onset	Exclude until symptoms have disappeared, usually within 5 days from onset.
CONJUNCTIVITIS (Pink Eye)	Variable dependent upon infecting agent	Redness, irritations of eyes, sensitivity of eyes to light, discharge depending on organism.	During course of active infection.	Exclude until under medical care and drainage from eyes has cleared.
FIFTH DISEASE (Hungarian Measles; Erythema Infectiosum)	About 4-15 days		Unknown duration. Probably a few days before rash begins	No exclusion providing rash is diagnosed as fifth's disease by physician.
HAND, FOOT, & MOUTH DISEASE (virus)	3-5 days	Fever & lesions.	As long as organisms are present.	Exclude until lesions have begun to heal & fever is gone & physician approves return.
IMPETIGO	Variable, indefinite; commonly 4-10 days.	Clusters of blisters and pustules which later form yellowish crusts	While sores are draining.	Exclude until under treatment and lesions healing & no new lesions appear.
INFECTIOUS MONONUCLEOSIS (MONO)	4 to 6 weeks although in young children this period is shorter.	The first symptoms of mononucleosis typically include fever, headaches, muscle aches and unusual fatigue, such as the need for 12 to 16 hours of sleep daily. These symptoms are followed very shortly by: Sore Throat, Enlarged Glands, Chills, and Joint Aches, Loss of Appetite, Nausea, Abdominal Pain, and Enlarged Spleen.	Unknown possibly 6 – 8 weeks	Written approval from a physician.

Preventing Illness

Only minimal first aid can be given by school staff. Parents will be called at home or work if an injury or illness occurs. If no parent can be reached, school personnel will call other persons on the student's emergency card or 911 if necessary.

Students should remain at home while they are ill. The unofficial guideline is to remain fever free for 24 hours without medication. A doctor's note is needed if the student needs to be excused from regular activities for more than one day.

Serious Health Concerns

The parents of a student with a serious health concern, such as diabetes or a life-threatening allergy, must inform the school of the condition and make certain the teacher(s) and principal know how to quickly respond to the child's needs.

SAFETY

Anti-Harassment/Bullying (Policy 5517)

The Board of Education believes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy applies to all activities on school property and to all school sponsored activities whether on or off school property. Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

The Board will vigorously enforce its prohibition against harassment based on sex, race, color, national origin, religion, disability, genetic information, or any other unlawful basis, and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify the problems. The Board will investigate all allegations of harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

Bicycle Safety

Parents should review the following bicycle safety rules with their children:

- Bicycle riders should always wear helmets.
- Bicycle riders should obey all traffic signs and all laws regarding bicycle use.
- Bicycle racks are provided at each school. All bikes should be locked. The school is not responsible for stolen bikes.
- Bikers should walk their bikes on school property and at intersections.
- No bicycle should carry more than one person at a time.
- No bicycle rider should carry anything that prevents him/her from keeping both hands on the handlebars.
- Bicyclists should yield to walkers.
- Bicyclists should ride only on the sidewalk.

Emergency Drills

Fire, safety, and severe weather procedures are reviewed with students at the beginning of every year. Drills are conducted throughout the school year. If an imminent storm is forecast near dismissal time, students will not be released until the danger passes. During those times, only parents may pick up their children. Students will be released to other adults only with written parental permission on the emergency card.

Playground Safety

Fresh air and exercise are proven to enhance a child's physical and educational growth. Recess is an important part of the GPPSS elementary program. Adults supervise lunch and recess activities. Playground and lunch time rules are discussed at each school and are part of the Positive Behavior Support program (see website for details). Parents will be notified if a student repeatedly violates these rules, and students may be excluded from recess at school. Your child should come to school dressed for outdoor play, even in winter months. Our general guideline is to keep students inside when temperature drops below 0° with the wind chill.

Safety Patrol Hours

Safety patrol hours vary by school. Schedules are determined by safety supervisors in consultation with the principal. Safeties may not be required to report to their posts on dangerously cold days.

Sexual Harassment

The school system is committed to creating and maintaining an environment free from sexual harassment. All contact between students, teachers, and other adult employees of the school system should respect the individual student, be of a nature that does not make a student uncomfortable, and be conducive to a stable learning environment. Sexual harassment of students by other students or by employees of the school system is unlawful under both Michigan and federal law.

Student sexual harassment may include, but is not limited to, the following:

- Making unwelcome sexual advances or unwelcome comments of a sexual nature.
- Telling jokes having a sexual theme.
- Showing pictures or drawings of a sexual nature.
- Making demands for sexual favors accompanied by threats.
- Making demands for sexual favors accompanied by promises of preferential treatment.
- Verbal, written, visual, auditory, or graphic communication of a sexual nature.
- Patting, pinching, or unnecessary contact with a student's body.

If a student feels he/she has been sexually harassed, the student or parent should immediately report this concern to a social worker, counselor, building principal, or superintendent. A complaint form is available in the school office. For complete information, see Board Policy 5517 and related Administrative Regulations at www.gpschools.org under the School Board dropdown menu, click Policy.

Traffic Safety

Drop-off and pick-up areas are limited at every building. Each school has its own unique procedure designed for its drop-off/pick-up area. Please see the school website or ask the office for procedures unique to your child's school. **Remember that our schools are neighborhood schools and were built with the intention of accommodating walking students.**

The safety of students depends on strict compliance with traffic laws. Patience, courtesy, and common sense are essential when parents drive or park near school. Parents should follow regulations provided by each school.

- Parents who drive students should use extreme care.
- Walkers must be given the right of way.
- Students should not walk between parked cars.
- Students should not exit a vehicle on the road side. They could be struck by another car.

Walking Safety

All Grosse Pointe public elementary schools are within walking distance of most students' homes. Parents are encouraged to allow their children to walk to and from school whenever possible

- Students should use sidewalks, cross streets only at crosswalks, and obey the safety patrol and crossing guards.
- Before crossing, they should look both ways to be sure the way is clear.
- Students should watch for turning cars.
- Students should never go into the street from between parked cars.
- Students should never talk to strangers
- They should report any incident to the closest safety patrol member, crossing guard, teacher, and/or principal.

TESTING AND ASSESSMENT

Elementary Testing Schedule

We have a team of teachers, administrators and parents studying what we test and when for elementary students. While we need data for decision making, we also need to balance time allocated for testing with what is best for teaching and learning.

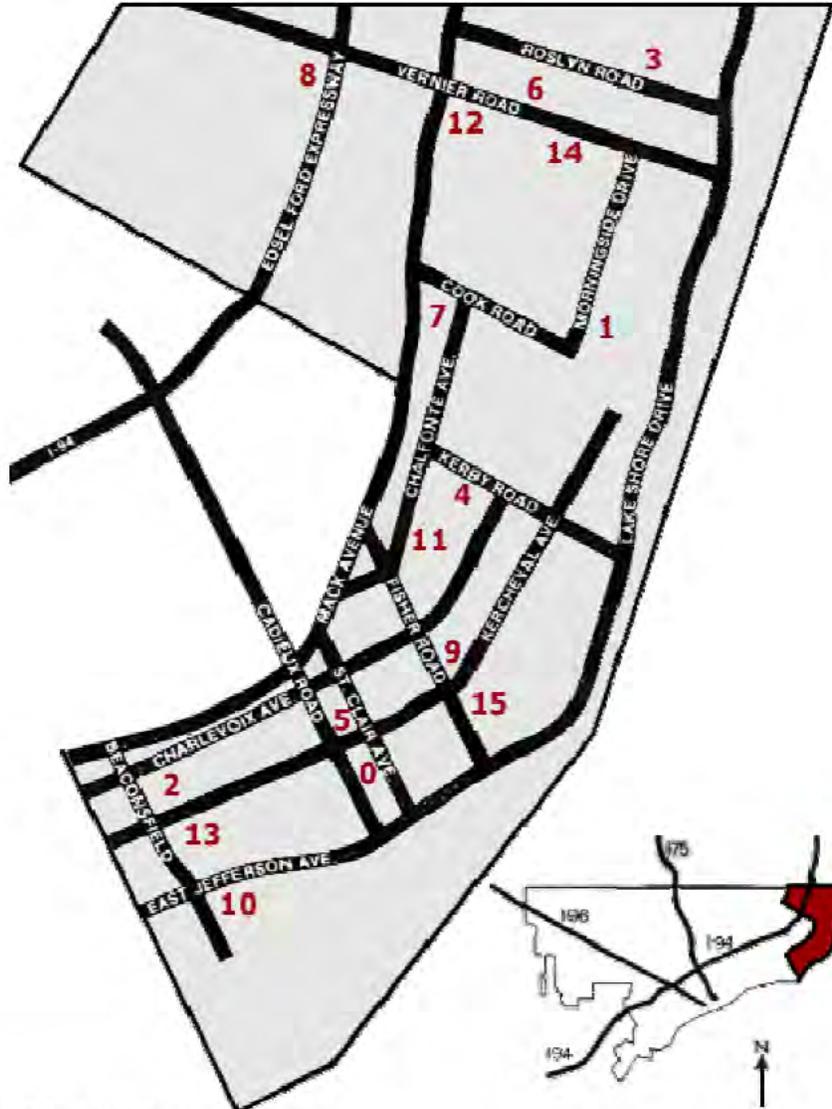
Historically we have used NWEA, MEAP (now M-STEP), Grosse Pointe Writing, and 5th Grade Honors Placement Tests in addition to classroom assessments.

More information on testing will be distributed and posted as it is determined.

Elementary Marking Periods 2015-2016

Period	Dates	Written Report Sent Home
1	September 8-November 24	Mid December
2	November 25-March 15	Late March
3	March 16-June 16	End of School Year

MAP OF THE SCHOOL DISTRICT



0. Administration Building (389 St. Clair Ave.)
1. Barnes Early Childhood Center
2. Defer Elementary School
3. Ferry Elementary School
4. Kerby Elementary School
5. Maire Elementary School
6. Mason Elementary School
7. Monteith Elementary School
8. Poupard Elementary School
9. Richard Elementary School
10. Trombly Elementary School
11. Brownell Middle School
12. Parcels Middle School
13. Pierce Middle School
14. North High School
15. South High School

LEGAL NOTICES

Board Policies

Board of Education policies are posted online at www.gpschools.org. Under School Board, click Policy. There is a search tool using key words. Related administrative guidelines are also available there.

Distribution of Materials

Periodic distribution of non-school related materials does not constitute an endorsement by the School System of those materials or of the groups sponsoring them. Approval to post these materials/flyers on the district website is made through Community Relations and approval is needed to place them in the information racks of individual schools by that school's staff, space permitting. To view the Flyer section of the website go to www.gpschools.org and click Flyers. To post a flyer for a nominal fee, please email rebecca.fannon@gpschools.org or call 313-432-3007.

Non-Discrimination Policy

The Grosse Pointe Public Schools System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Stefanie Hayes, Director of Student Services

20090 Morningside

Grosse Pointe Woods, MI 48236

Phone: (313) 432-3851

Stefanie.Hayes@gpschools.org

If the individual filing the grievance alleges that the Section 504/ADA coordinator has engaged in discrimination, then the individual filing the grievance must provide the documentation to the:

Deputy Superintendent for Educational Services

389 St. Clair

Grosse Pointe, MI 48230

Phone: (313) 432-3016

For further information on notice of nondiscrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Right To Review Student Records

(See Board Policy and Administrative Guidelines posted at www.gpschools.org.) In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, parents or guardians have the right to examine the school's official records for their child. Specifically this act mandates the following additional rights:

- The right to have no records released to non-eligible agencies, institutions, or persons without prior consent.
- The right to be informed of the release of records to eligible agencies, institutions, or persons.
- The right to challenge at any time the accuracy and fairness of student records.
- The right of due process in matters relating to student records.

SAMPLE LETTERS HOME

To the Parents of
Street
City, MI 48236

ABSENCE 1st NOTICE

Regarding: / Grade:
Teacher:
Full Day Absences: ___ / Half Day Absences: ___ / Current Year's Tardies: ___

Dear Parents:

The progress of your child in school depends greatly on regular school attendance and not missing class time. In keeping with our efforts to do the utmost for all of our children, I am asking for your cooperation and assistance in the matter of _____'s attendance.

_____ School is always concerned when a student has a large number of absences. As you are aware, school attendance and punctuality have an important effect on student progress and responsibility development. Our concerns are two-fold. First, when _____ is absent, she is missing valuable instruction. She may have a difficult time transitioning into the lessons because she has missed important instructions or details that were given when not at school. Secondly, the habits and routines that are being set now are the foundation for the time-management skills _____ will use in future years.

I cannot stress enough to you the importance of regular attendance in order that each child receives maximum benefits from regular daily instruction. We urge our parents to assist us in our goals, which are necessary to give our children every opportunity to benefit from regular attendance at school.

- We know your child has been ill; however, our school policy dictates we inform you of excessive absences (10 or more absences). **FIRST NOTICE**
- We know your child has been on vacation; however, our school policy dictates we inform you of excessive absences (10 or more absences). **FIRST NOTICE**

If there are special circumstances that would explain why _____ has been absent so many times, please contact me as soon as possible. Our school psychologist and social worker are available to help if needed. Your cooperation in improving your child's attendance will be appreciated.

Sincerely,

Principal

TARDY



_____ Elementary School

Office of the Principal
Street Address
City, Michigan ZIP
Phone: 313/432-XXXX

To the Parents of _____ ,

In an effort to help students understand and produce academic excellence, parents and school must work together. It is important that school and home both stress the need to be in school on time every day. We are sorry to inform you that your child has been

TARDY _____ Days

REMINDER: Students are to be in his/her classroom by the 8:25 a.m. bell in the morning, and the 12:24 p.m. bell in the afternoon. Our hope is that by providing you with this awareness, you can assist your child in being at school on time every day that school is scheduled.

Please call me at 432-_____ if you have any questions or if I can be of assistance to you in helping your child improve his attendance and/or promptness. Thank you for your concern and cooperation.

Sincerely,

_____, Principal
_____ Elementary

- 10 or more tardies. **FIRST NOTICE**
- Due to excessive absences/tardiness, please contact Principal _____ to schedule a conference (phone or in person). **SECOND NOTICE**
- Due to excessive absences/tardiness, we have had to contact the Attendance Officer at the Wayne County Regional Educational Service Agency (RESA). **THIRD NOTICE**

cc: Classroom Teacher
Student Permanent File

ABSENCE/TARDY SUBSEQUENT NOTICE



_____ Elementary School

Office of the Principal
Street Address
City, Michigan ZIP
Phone: 313/432-XXXX

Date

To the Parents/Guardians of _____,

The purpose of this letter is to inform you that your child, _____, has a significant number of tardies and/or absences for the current school year. When a student is frequently tardy or absent for an excessive number of days, it has a negative impact on his/her learning.

Students and parents must understand that school attendance is not a matter of choice, but a legal requirement. Our records indicate that your child has the following tardies and/or absences as of DATE.

ABSENT _____
TARDY _____

THE LAW

Attendance at a public school for the entire school year is mandatory for students between the ages of six and sixteen, unless other qualified educational arrangements are made. (MCL 380.1561)

Failure to comply with the compulsory education act can subject a parent/guardian to criminal prosecution and, if convicted, up to 90 days in jail, or a fine, or both.

Continued excessive absences/tardiness will result in a truancy report filed with the Wayne County Prosecutors Office. If you have any questions, please do not hesitate to contact me at 313/432-4504. Thank you for your concern and cooperation.

Sincerely,

_____, Principal
_____ Elementary

- 10 or more tardies. **FIRST NOTICE**
- We know your child has been ill; however, our school policy dictates we inform you of excessive absences (10 or more absences). **FIRST NOTICE**
- We know your child has been on vacation; however, our school policy dictates we inform you of excessive absences (10 or more absences). **FIRST NOTICE**
- Due to excessive absences/tardiness, please contact Mr. Howell to schedule a conference (phone or meeting). **SECOND NOTICE**
- Due to excessive absences/tardiness, we have had to contact the Attendance Officer at the Wayne Intermediate School District. **THIRD NOTICE**



THE GROSSE POINTE PUBLIC SCHOOL SYSTEM

Department of Student Services
20090 Morningside
Grosse Pointe Woods, MI 48236
(313) 432-3850
Fax (313) 432-3852

PERMISSION TO RELEASE AND OBTAIN RECORDS

Date: _____

Name/School

Title

Address

City/State/Zip/ Phone

This is an authorization for the release and exchange of information on the following student between you and Grosse Pointe School District Representative listed below. Information will be used to assist in planning and coordinating of school and treatment activities.

Student Name: _____ D.O.B. _____

Parent/Guardian: _____

Address: _____

School: _____ Grade: _____

School Representative: _____

Title: _____ Contact # _____

Address listed above

Signature of Parent/Guardian/Student _____

Driver's License Number _____

Signature of Witness (optional) _____

PLEASE FORWARD PSYCHOLOGICAL REPORTS, CURRENT AND PAST METS, IEP'S,
MEDICAL REPORTS, ETC.

8/9/02



FORM I TRANSPORTATION

Agreement to serve as a driver on a trip

_____ Elementary School

Office of the Principal
Street Address
City, Michigan ZIP
Phone: 313/432-XXXX

Teacher:
Trip:
Date:

As a volunteer driver/chaperone I understand/agree:

Thank you for volunteering to serve as a driver on this trip. We appreciate your help in making this experience possible. Your signature indicates you understand both your responsibility and that of the School System related to this trip.

- IChat forms must be filled out and cleared **before** parents are allowed to chaperone/drive.
- Siblings are not allowed on field trips.
- Only parents are allowed on field trips as chaperones.
- Parents should not stop anywhere on the way to or from a site.
- Parents should not be talking on their cell phones; it is a distraction while supervising/interacting with students.
- Parents should not be showing videos in their cars or allowing video games.
- Children are not allowed to have telephones, ipods, game systems, etc. on field trips.
- All children who are required because of their size or age to have booster seats must have them; no exceptions.
- Children may not sit in the front seat of a vehicle.
- Many students have special dietary concerns, do not give snacks to students while driving on field trip.
- We will not visit the gift shop. Please do not buy any gifts for the students in your vehicle.
- Students assigned to your vehicle must be with you at all times throughout the field trip.

I, (driver's name) _____, understand that volunteers who have been designated to transport students are covered beyond the primary coverage of their personal liability insurance by the liability section of the School System insurance program. Drivers must rely on their own personal liability insurance for protection against negligence suits. Under the current interpretation of Michigan No-Fault Insurance, a child's parents' insurance covers him/her in case of injury while riding in my automobile. Any driver and/or owner of a private automobile is responsible for liability incurred on an educational trip just as he or she would be in the normal operation of the vehicle. Liability insurance carried by the Board of Education provides secondary coverage beyond the limits carried on the private automobile. Drivers are responsible for seeing that passengers are appropriately seated and use seat belts. Drivers must wear seat belts, may not smoke at all during the trip, and may not use cell phones while driving.

I have a current valid Michigan driver's license # _____ and a good driving record.
Further, I carry liability insurance that is current in keeping with MI No Fault Insurance law.

X _____



Classroom Volunteer Guidelines and Code of Ethics

_____ Elementary School

Office of the Principal
Street Address
City, Michigan ZIP
Phone: 313/432-XXXX

Welcome Classroom Volunteers! You provide a valuable service to our teachers and students. We appreciate the time, effort, and care you provide in our classroom.

CODE OF ETHICS FOR VOLUNTEERS

- Classroom and student work is always confidential. Please don't discuss student problems with anyone except the teacher.
- Do not compare students within the classroom or school.
- Since there are as many different methods of teaching as there are teachers, please do not compare different methods of teaching. There is no one best way to do anything.
- Work positively for the good of the school. Comments and concerns should be directed only to the supervising teacher or to the building principal.

I agree to abide by the "Volunteer Code of Ethics."

Student's Name (Please print)

Grade

Student's Name (Please print)

Grade

Student's Name (Please print)

Grade

Volunteer's Signature

Date

Print Name

Date

VOLUNTEER ICHAT RESULTS



_____ Elementary School

Office of the Principal
Street Address
City, Michigan ZIP
Phone: 313/432-XXXX
Fax: 313/432-XXXX

Dear _____ :

As you know, the Grosse Pointe Public School System is committed to providing students with a healthy, safe and secure learning environment. In following District requirements for school volunteers your Volunteer Inquiry Release form was submitted and processed. Unfortunately based on the records result we are unable to approve you as a volunteer driver for school field trips.

The record results are based on a computer match per the information you provided. The ICHAT system has limitations that may cause false positives or false negatives. Sometimes records inadvertently contain errors. For example, the nature or date of the conviction might be wrong, or the record might contain a conviction that should have been removed from the record. In such cases you should obtain certified copies of the court judgment or other documents which show that the information contained on the criminal record is incorrect. You may receive a photocopy of this ICHAT report upon your request.

Thank you for your cooperation and efforts to help us provide as much protection as possible for our students. We are looking forward to continuing our partnership in the safe education of our children. Please feel free to contact me if you have any questions or need any clarification regarding this process.

Sincerely,

_____, Principal

Elementary

CLASS PLACEMENT



_____ Elementary School

Office of the Principal
Street Address
City, Michigan ZIP
Phone: 313/432-XXXX

Date

Dear Parents,

We will soon be making preliminary plans for classroom assignments for the 2012-2013 School Year. I will work with each grade level team to assign students to a particular classroom group. Our teachers have worked with your children throughout the school year and have gained valuable insight regarding the social, academic and emotional needs of your children. I will consider the following factors as we prepare classroom assignments for the next school year:

Academic needs and abilities	Individual learning styles
Social and emotional needs	Cluster groupings and learning partners
Student combinations/Social mixture	Class size/Gender balance
Student personality	Special needs groupings

Parental requests for a specific teacher will not be accepted or used as criteria for student placements.

Parents wishing to provide input to the school in regard to the learning needs of their children may do so by completing a **Student Information Form**. These forms will be available in the office. All forms must be returned to the office by _____; late forms will not be accepted. Student Information Forms will be used as an additional factor for preparing classroom assignments, not as a teacher request.

I ask that you rely on our professional judgment and trust that class placements are made to provide the best possible learning environment, while focusing on balancing classes for the entire grade level of students. As in the past, class lists will be finalized in August when our enrollment is updated. Classroom assignments will be mailed out the week before school starts. Common grade level supply lists will be posted on our website at the end of June and sent home with students in the last newsletter.

Sincerely,

Principal

_____ Elementary

HEAD LICE



_____ Elementary School

Office of the Principal
Street Address
City, Michigan ZIP
Phone: 313/432-XXXX

Date

Dear Parent/Guardian,

At least one case of head lice has been found in your child's classroom, so parents of all students are being notified. This is not cause for panic; it is cause for action to be taken to prevent or treat head lice. Each year millions of school-aged children in the United States get head lice. Though head lice may be a nuisance, the American Academy of Pediatrics (AAP) states that they are not a health hazard or a sign of poor hygiene and, in contrast to body lice, are not responsible for the spread of any disease. As such, the AAP and health department policies state no healthy child should be excluded from or miss school because of head lice, and no-nit policies for return to school should be abandoned.

The following is information to help you check for, treat, and prevent the spread of head lice. Head lice are tiny insects, about the size of a sesame seed (2-3 mm long) and tan or grayish white in color. It is extremely important for you to check your child's head every two days until there are no head lice found for 10 consecutive days.

The best way to prevent transmission:

- Teach children not to share combs, brushes, helmets, 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 with Lysol or rubbing alcohol before being used by others.
- Conduct regular head checks of your child.

If lice are found on your child:

- Check others in the household for signs of lice or nits. If found, complete remaining steps on all.
- Remove nits from the head by combing sections of hair in a well-lit room. This is the most important lice control measure. Complete nit removal is time-consuming but is critical for successful treatment.
- Use an effective, non-toxic head lice treatment and follow directions carefully. Note precautions for pregnant women and people with asthma. Home remedies like using petroleum jelly, mayonnaise, tub margarine, herbal oils, or olive oil have not been scientifically proven to work. Also, never coat your child's hair with dangerous products like gasoline or kerosene, or use products that are made for use on animals.
- Remove all lice from the environment by washing and vacuuming. Wash clothes, towels, hats, and bed linens in hot water and dry on high heat.
- Perform daily head checks and remove nits for three weeks until head lice are gone. Continue to check your child weekly to detect reinfestation. If you have difficulties treating the head lice on your child, please contact the school, local health department, or your child's physician.
- For more information go to: www.michigan.gov and search for the Michigan Head Lice Manual

Sincerely,

Principal

Parents' Guide to NWEA Assessments

What are the different NWEA (Northwest Evaluation Association) assessments?

MAP— NWEA's computerized adaptive tests are called Measure of Academic Progress, or MAP. When taking a MAP test, the difficulty of each question is based on how well a student answers all the previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. In an optimal test, a student answers approximately half the items correctly and half incorrectly. The final score is an estimate of the student's achievement level.

MAP for Primary Grades – These tests are also computerized, but use speech and headphones to assist students as they are tested. Two of the sub-tests are not adaptive and the results are reported in number correct; the other sub-test is adaptive to the student's level as he/she takes the test.

What subjects are assessed?

MAP is currently used by the GPPSS for Mathematics and Reading assessments.

MAP for Primary Grades tests include Screening (diagnostic) tests, Skills Checklist (diagnostic) tests, and Survey with Goals (adaptive) tests in Reading and Mathematics.

How long does it take to complete a test?

Although the tests are not timed, it usually takes students about one hour to complete each MAP test and about ten minutes to complete each of the MAP for Primary Grades sub-tests.

When will my student be tested and how often?

MAP - Districts have the option of testing their students up to four times a year. GPPSS students are tested at the beginning of the school year in fall, in the middle of the year, and at the end of the school year in spring.

MAP for Primary Grades – These tests can be administered many times during the school year to give a snapshot of the actual learning that is taking place around these foundational skills and concepts.

What are NWEA assessments used for?

NWEA assessments are used to measure your student's progress or growth in school. You may have a chart in your home on which you mark your child's height at certain times, such as on his or her birthday. This is a growth chart. It shows how much he or she has grown from one year to the next. NWEA assessments do the same sort of thing, except they measure your student's growth in mathematics and reading skills. The scale used to measure your child's progress is called the RIT scale (Rasch unIT). The RIT scale is an equal-interval scale much like feet and inches on a yardstick. It is used to chart your student's academic growth from year to year.

How do teachers use the test scores?

NWEA tests are important to teachers because they keep track of progress and growth in basic skills. They let teachers know where a student's strengths are and if help is needed in any specific areas. It is important to keep in mind, however, that these scores represent just one snapshot of a child's learning and progress. Teachers combine this information with other data (e.g., daily classroom performance, other assessment data, observations, parent input, etc.) about each student to help them guide instruction in the classroom and as a means of determining classroom grouping for differentiated instruction, designing lessons, and diagnosing student needs.

Ways to help your child with Reading

- Provide many opportunities for your child to read books or other materials. Children learn to read best when they have books and other reading materials at home and many chances to read.
- Read aloud to your child. Research shows this is the most important activity that parents can do to increase their child's chance of reading success. Keep reading aloud even when your child can read independently.
- Make time for the library.
- Play games like *Scrabble*, *Spill* and *Spell*, *Scattergories*, and *Balderdash* together.
- Follow your child's interests—find fiction and nonfiction books that tie into these interests.
- Work crossword puzzles with your child.
- Give a magazine subscription for a gift.

Ways to help your child with Math

- Spend time with kids on simple board games, puzzles, and activities that encourage better attitudes and stronger math skills. Even everyday activities such as playing with toys in a sandbox or in a tub at bath time can teach children math concepts such as weight, density, and volume. Check your television listings for shows that can reinforce math skills in a practical and fun way.
- Encourage children to solve problems. Provide assistance, but let them figure it out themselves. Problem solving is a lifetime skill.
- The kitchen is filled with tasty opportunities to teach fractional measurements, such as doubling and dividing cookie recipes.
- Point out ways that people use math every day to pay bills, balance their checkbooks, figure out their net earnings, make change, and how to tip at restaurants. Involve older children in projects that incorporate geometric and algebraic concepts such as planting a garden, building a bookshelf, or figuring how long it will take to drive to your family vacation destination.
- Children should learn to read and interpret charts and graphs such as those found in daily newspapers. Collecting and analyzing data will help your child draw conclusions and become discriminating readers of numerical information.

Websites for Kids and Parents

Math

www.aaamath.com

Math practice and activities

www.coolmath.com

Interactive math games

www.funbrain.com

Great site for kids

www.aplusmath.com

A+ Math

<http://mathforum.org/dr.math/>

Ask Dr. Math

www.tangram.i-p.com/

Interactive tangrams

www.edhelper.com

Help for all subjects

Language Arts/Reading

www.funbrain.com

Language Arts games and more

www.m-w.com/game/

Merriam Webster Word Game of the Day

www.vocabulary.com

Vocabulary activities

www.superkids.com/aweb/tools/words

Vocabulary builders

www.writesite.org

Interactive Language Arts and Journalism

www.kidsreads.com

Book reviews, games, authors, and more

Lexile

A Lexile is a unit for measuring text difficulty that is linked to the reading RIT score. Lexile is reported on an equal interval scale, like the RIT scale. 10L is at the low end of the scale and 1700L is at the high end. Books for beginning readers are listed as BR on the scale. The Lexile range is included on individual student progress reports. It allows educators and parents to find books, periodicals, and other reading material that is appropriately challenging for each student.

Students are considered to be at an appropriate level when they can comprehend approximately 75% of the material they read. This ensures that students are neither frustrated nor bored, and are stimulating their learning processes while rewarding their current reading abilities.

A Lexile measures syntactic complexity—the number of words per sentence. We know that longer sentences are more complex and require more short-term memory to process. A Lexile also measures semantic difficulty—a measure of vocabulary. This measure looks at the frequency of words in a text compared to a body of over 400 million words. This is the largest repository of text in the world and is quickly approaching 500 million words.

The Lexile database currently includes over 30,000 books. You can access the Lexile web site at www.lexile.com. You can search titles (both Spanish and English) at the web site free of charge. The regular search feature allows you to search by title, author, ISBN, subject, or Lexile range. By using the detailed search on the same page, you can also search by theme, interest, or content area. Other features of the web site include frequently asked questions, the *Lexile Times Newsletter*, a parent link, and a reading calendar. Check it out!

It is very important for parents to keep in mind that Lexile does not evaluate genre, theme, content, or interest. Even though a student might be able to read books at a certain Lexile, the content or theme of the text may not be appropriate for that particular student because of his or her age or developmental level. Also, a student may be able to read more difficult content if it is an area of interest for that child since he or she may already be familiar with some of the vocabulary necessary to comprehend the text.

Some Examples of Books

Green Eggs and Ham	30L	Harry Potter and the Chamber of Secrets	940L
Amelia Bedelia	140L	Hatchet	1020L
Clifford, the Big Red Dog	220L	Pride and Prejudice	1100L
Bony-Legs	370L	The Adventures of Robin Hood	1270L
Curious George	400L	Little Women	1300L
Sarah, Plain and Tall	560L	Profiles in Courage	1410L
Charlotte's Web	680L	The Good Earth	1530L
Jurassic Park	710L	The Principles of Scientific Management	1670L
The Fellowship of the Ring	860L	Discourse on the Method and Meditations on First Philosophy	1720L

Commonly Used Terms

District Average—The average RIT score for all students in the school district in the same grade who were tested at the same time as this student.

Lexile—A Lexile is a unit for measuring text difficulty. This unit is linked to the reading RIT score. By determining the level of text difficulty students can comprehend, Lexiles can be used to determine student reading ability.

MAP—Measures of Academic Progress (MAP) are a series of computerized adaptive tests that measure a student's general knowledge in Reading and Mathematics.

MAP for Primary Grades – These tests include Screening, Skills Checklists, and Survey with Goals tests in Reading and Mathematics.

Norm Group Average—The average score observed for students in the norm group.

Percentile – A percentile means that the student scored as well as or better than that percent of students taking the test in his/her grade. There is about a 68% chance that a student's percentile ranking would fall within this range if the student tested again relatively soon.

Percentile Range—Percentiles are used to compare one student's performance to that of the norm group.

Percentile Rank—The percentile rank is a normative statistic that indicates how well a student performed in comparison to the students in the norm group. The most recent norm sample was a group of over 2.3 million students from across the United States. A student's percentile rank indicates that the student scored as well as, or better than, the percent of students in the norm group. In other words, a student with a percentile rank of 72 scored as well as, or better than 72% of the students in the norm group.

RIT—Tests developed by NWEA use a scale called RIT to measure student achievement and growth. RIT stands for Rasch UnIT, which is a measurement scale developed to simplify the interpretation of test scores. The RIT score relates directly to the curriculum scale in each subject area. It is an equal-interval scale, like feet and inches, so scores can be added together to calculate accurate class or school averages.

RIT scores - range from about 140 to 300. Students typically start at the 140 to 190 level in the third grade and progress to the 240 to 300 level by high school. RIT scores make it possible to follow a student's educational growth from year to year.

Standards— Standards are statements, developed by states or districts, of what students should know and be able to do, related to specific academic areas.

Where can parents go for more information about the NWEA assessments?

Parents can go to the NWEA website at www.nwea.org/ to find out more information about the company, the assessments, and the resources they provide. You can also check with your child's teacher and/or principal if you have further questions.

Other commonly requested parent resources

- **CARE of Southeastern Michigan's** mission is to educate, link and support individuals, families, businesses and communities affected by family concerns, workplace challenges, mental health conditions and the misuse of alcohol, tobacco, and other drugs in southeastern Michigan. Contact: 313-332-0972, www.careofsem.com
- **Grosse Pointe Foundation for Public Education (GPFPE)** brings our community together to fund extraordinary educational opportunities for our children. Contact: 313-432-3058 www.gpfpe.org
- **GPPSS Childcare** programs include summer day camp (Camp O'Fun), before and after school care (Kids' Club) and preschool and child development (ages 6 weeks-5 years inside Barnes Early Childhood Center). Contact: Andrea Sanders, 313-432-3009 or 313-432-3066 for billing
- **Juvenile Diabetes Research Foundation** Metro Detroit/SE MI and NW Ohio Chapter, 24359 Northwestern Hwy Suite 225, Southfield, MI 48075, 248-355-1133, www.jdrfdetroit.org<<http://www.jdrfdetroit.org>
- **SERVE** student volunteer program is district-wide and connects volunteers to opportunities, using KALPA software to track student participation. Contact: 313-432-3770, email: serve@gpschools.org
<http://gpschools.schoolwires.net/Page/1169>
- **The Family Center of Grosse Pointe and Harper Woods** serves as the community's hub of information, resources and referral for both families and professionals with the goal of raising healthy, successful children together. Contact: Debbie Liedel, 313-432-3832, www.familycenterweb.org



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