

Elementary School Parent Handbook





Vision

To create a world-class education today to shape tomorrow's leaders

Mission

To provide an education that challenges all students to achieve their maximum potential in academics, arts, and athletics and prepares them to succeed in a global society

Beliefs

- We believe everyone can learn.
- We believe everyone wants to learn.
- We believe effective learning is our highest priority.
- We believe a safe and caring environment enhances learning.
- We believe every person has value.
- We believe every person is unique.
- We believe learning is a lifelong process.
- We believe education is the shared responsibility of student, school, family, and community.
- We believe in the total development of every individual to his or her fullest potential.
- We believe in a quality education, equitably provided.
- We believe all schools can improve.

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Oxford Community Schools recognizes the uniqueness and significance of a child's early school years, and provides a balanced program of academic, social-emotional, and physical education opportunities for each student. We believe an excellent elementary education demands that families, communities, and schools work together to support each child's development.

Please read through this handbook to acquaint yourself with basic school district procedures and policies. Discuss them with your child as well. During the school year, you will receive additional information about the activities in your child's school, and how you can become involved.

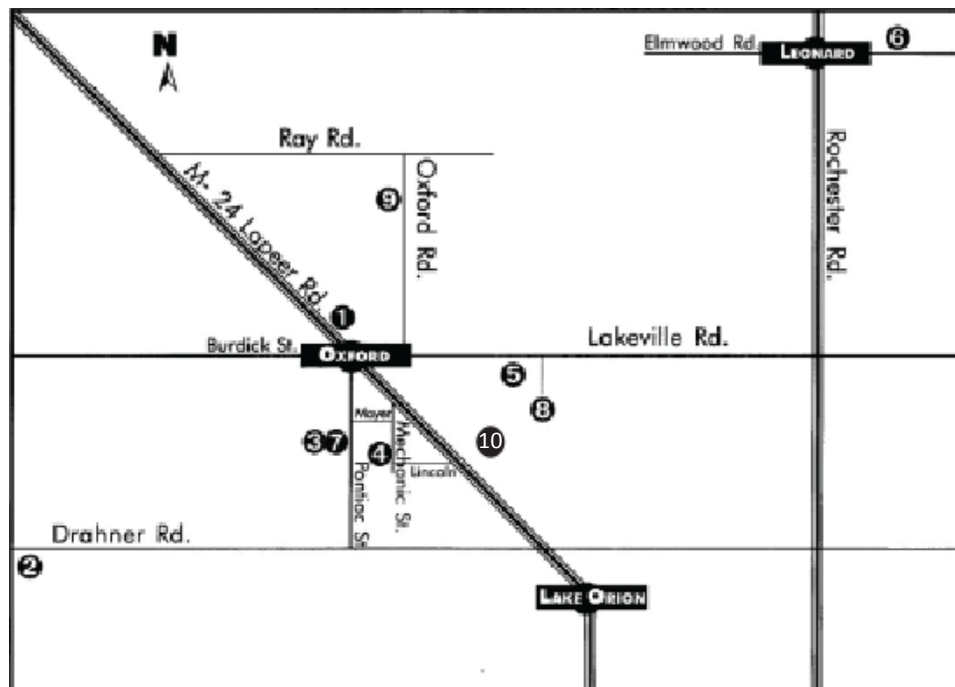
Research tells us that three important influences on student success are:

- high expectations by teachers, parents, and students;
- students and parents working together to meet these expectations; and
- hard work.

Our school district is dedicated to providing your child with a meaningful and valuable school experience. We welcome and encourage your participation!

Building Locations

- | | |
|---|----------------------------------|
| 1. Administrative Services (ADM) Board of Education | 6. Leonard Elementary (LEO) |
| 2. Clear Lake Elementary (CL) | 7. Oxford Elementary (OES) |
| 3. Oxford Early Learning Center (OELC) | 8. Oxford Middle School (OMS) |
| 4. Daniel Axford Elementary (DA) | 9. Oxford High School (OHS) |
| 5. Lakeville Elementary (LKV) | 10. Oxford Virtual Academy (OVA) |



Board of Education Office

10 N. Washington St., Oxford MI 48371
Ph. 248.969.5000 / Fax: 248.969.5016
Emergency Phone Line: 248.969.5070
Website: www.oxfordschools.org
Timothy Throne, Superintendent
Ken Weaver, Deputy Superintendent of Curriculum and Instruction
Sam Barna, Assistant Superintendent of Business and Operations
David Pass, Assistant Superintendent of Human Resources
Denise Sweat, Assistant Superintendent of Student Services

Clear Lake Elementary

2085 W. Drahner Rd., Oxford 48371
Ph. 248.969.5200 / Fax: 248.969.5216
Attendance: 248.969.5250
School Hours: 9:03 a.m. to 4:05 p.m.
Brad Bigelow, Principal

Daniel Axford Elementary

74 Mechanic St., Oxford 48371
Ph. 248.969.5050 / Fax: 248.969.5099
Attendance: 248.969.5053
School Hours: 8:53 a.m. to 3:55 p.m.
Chad Boyd, Principal

Lakeville Elementary

1400 Lakeville Rd., Oxford 48371
Ph. 248.969.1850 / Fax: 248.969.1855
Attendance: 248.969.1870
School Hours: 8:41 a.m. to 3:43 p.m.
Kristen Guinn, Principal

Leonard Elementary

335 E. Elmwood St., Leonard 48367
Ph. 248.969.5300 / Fax: 248.969.5310
Attendance: 248.969.5350
School Hours: 9:03a.m. to 4:05 p.m.
Paul McDevitt, Principal

Oxford Elementary School

109 Pontiac St., Oxford 48371
Ph. 248.969.5075 / Fax: 248.969.5085
Attendance: 248.969.5030
School Hours: 9:03 a.m. to 4:05 p.m.
Jeff Brown, Principal

Oxford Middle School

1420 Lakeville Rd., Oxford 48371
Ph. 248.969.1800 / Fax: 248.969.1840
Attendance: 248.969.1891
Dacia Beazley, Principal
Carl Sproul, Assistant Principal
Kristie Saterstad, Assistant Principal

Oxford High School

745 N. Oxford Rd., Oxford 48371
Ph. 248.969.5100 / Fax: 248.969.5145
Attendance: 248.969.5130
Athletics: 248.969.5110 / Fax: 248.969.5125
Steve Wolf, Principal
Kurt Nuss, Assistant Principal
Kristy Gibson-Marshall, Interim Assistant Principal
Jordan Ackerman, Director of Athletics

Oxford Virtual Academy

176 S. Washington, Oxford 48371
Ph. 248.969.5197 / Fax 248.886.9116
Janet Schell, Principal
Matt Santala, Assistant Principal

Early Childhood Center

105 Pontiac St., Oxford 48371
Ph. 248.969.5035 / Fax: 248.969.1881
Washea Jackson, Director

Food Services

745 N. Oxford Rd., Oxford 48371
Ph. 248.969.5167 / Fax: 248.969.5140
Karen Bissett, Supervisor

Transportation/Maintenance

1500 Lakeville Rd., Oxford 48371
Ph. 248.969.1857 / Fax: 248.969.1860
Tony Sarkins, Supervisor

Student Services

10 N. Washington St., Oxford 48371
Ph. 248.969.5019 / Fax: 248.969.5016
Denise Sweat, Assistant Superintendent

Technology

1420 Lakeville Road, Oxford 48371
Ph. 248.969.1819 / Fax: 248.969.5160

Students register at the Administration Offices, 10 N. Washington St., Oxford, MI.
Call 248.969.5019 for additional information.

When a student first enters Oxford Community Schools, enrollment is an easy two-step process:

STEP 1

Pre-Enroll online at www.oxfordschools.org

STEP 2

Bring in the required documents to 10 N. Washington St., Oxford, MI 48371

- ❖ 2 Proofs of Residency:
 - Current mortgage or property tax
 - statement or lease agreement
 - **AND** current utility bill
- ❖ Original Birth Certificate
 - Child must be age 5 by October 1, 2014
- ❖ Health Appraisal (kindergarten only)
 - Must be completed by a doctor
- ❖ Immunization Records
- ❖ Vision Test (kindergarten only)
- ❖ Parent/Guardian's Driver's License
- ❖ Custody documents
- ❖ Special education documents (IEP, MET or 504 Plan

Good attendance and punctuality are necessary for students to be successful in school. Students are required to be in school on a daily basis, and they should only be absent in the case of illness or extenuating circumstances. Students are expected to be on time to school each day and ready for class to begin at the sound of the bell.

Absences

If your child is absent or tardy, please call the attendance line before school begins. Please call each day your child is absent, unless you have previously indicated s/he will not be in school.

Clear Lake – 248.969.5250

Lakeville - 248.969.1870

OES – 248.969.5030

Daniel Axford – 248.969.5053

Leonard – 248.969.5350

The attendance and tardiness guidelines for elementary schools include five (5) progressive steps for both attendance and tardiness which are designed to be informative and to lend assistance whenever possible. The absences and tardy protocol in this policy are those that are accumulated over the course of **one (1) academic year**. School-related and homebound absences (as defined below) are excused and not included within the tabulation.

The five (5) steps of the absence policy for students taking seated coursework are as follows:

- A. After five (5) **consecutive** (total includes excused and non-excused) absences
Parent phone call. (Building Administrator contact)
- B. No more than ten (10) consecutive and/or non-consecutive absences
1st formal parent written contact (letter stating concern and absence dates). Copy of this policy sent with letter.
- C. No more than fifteen (15) consecutive and/or non-consecutive absences
2nd parent written contact (letter, meeting with principal and health referral if appropriate). Referral to school social worker and referral to local agency, if warranted (intermediate school district, Oxford-Addison Youth Assistance). Schedule conference with parent and devise action plan.
- D. No more than twenty (20) consecutive and/or non-consecutive absences
3rd parent written contact sent to parent indicating impending referral to Oakland County Truancy Officer with an additional absence; referral to social worker.
- E. Twenty-one (21) or more consecutive and/or non-consecutive absences
District makes referral to Oakland County Truancy Officer/Juvenile Court regarding truancy and educational neglect; referral to social worker.
- F. Students are allowed to have four (4) excused school related absences. Students with more than four (4) school related absences who wish to attend field trips will be allowed to attend additional school related field trips with administrator approval.

The five (5) steps of the tardiness policy are as follows:

- A. After five (5) **consecutive** tardies
Parent phone call. (Building Administrator contact)
- B. No more than ten (10) consecutive and/or non-consecutive tardies
1st formal parent written contact (letter stating concern and tardy dates). Copy of this policy sent with letter.
- C. No more than fifteen (15) consecutive and/or non-consecutive tardies
2nd parent written contact (letter, meeting with principal and health referral if appropriate). Schedule a meeting with parent to form action plan.
- D. No more than twenty (20) consecutive and/or non-consecutive tardies
3rd parent contact including meeting with principal and referral to local agency (intermediate school district and/or Youth Assistance).
- E. Twenty-one (21) or more consecutive and/or non-consecutive tardies
4th parent contact including meeting with principal and referral to appropriate support services.

By necessity, our attendance guidelines must be flexible to allow for those inevitable childhood illnesses. As a result, each child's attendance pattern is reviewed individually and illnesses (i.e., chickenpox) are taken into consideration. After five (5) consecutive excused absences, parents will be contacted and homebound services will be initiated if an extended period out of school is anticipated. Homebound services require written diagnosis by a physician. Absences due to family vacations are strongly discouraged.

Attendance for students taking online coursework is different than for those taking seated coursework due to the flexibility of an online instructional day. Students will be considered to have one (1) unexcused absence for five (5) consecutive days of inactivity in the course. The District will reasonably accommodate where necessary for students affected by homelessness.

Assignment Makeup for Excused Absences

When a student is absent for three or more days, assignments may be sent home upon a parent's request. Once the student returns to school, the teacher will provide follow up to the student regarding missed content. Parents should consult with the teacher regarding their grading policy. For example, a grade or credit is given for completed assignments that are turned in within a teacher's identified assignment/test window (i.e. one day to complete the assignment upon return to school for each day absent) .

Late Arrival/Early Dismissal

If compelling circumstances require a student to be late to school, or be dismissed before the end of the school day, a parent must notify the school, stating the reason for the request.

- ❖ Students who check in after the start of the elementary school day and prior to being 1.5 hours late will receive a tardy.
- ❖ Students who arrive more than 1.5 hours after the start of the elementary school day will receive a half day absence.
- ❖ Students who check out prior to the end of the elementary school day and with less than 1.5 hours remaining in the school day will receive a tardy.
- ❖ Students who check out more than 1.5 hours before the end of the elementary school day will receive a half day absence.

Your child will be released only to you or to a person authorized by you on your emergency form. You or the authorized individual must come to the office with a valid State issued ID to sign-out and pick-up your child.

Vacations

Vacations that keep children out of the regular planned school calendar are strongly discouraged. If you must take your child out of school for a special trip, please notify the office and your child's teacher in writing, one week in advance, so that homework and other assignments can be prepared. On occasion, make-up work will be assigned when the child returns.

Our elementary program is carefully planned, encompassing best practice and relevant research to optimize student development and achievement. Instruction focuses on experience, providing for active exploration of the environment, guided discovery, and both structured and unstructured learning opportunities.

All of our elementary schools have earned **International Baccalaureate Authorization**, being named IB Primary Years Program (PYP) World Schools. This distinction recognizes our curriculum as one that promotes critical thinking, problem-solving, community involvement, and collaboration around thematic instruction to accomplish national and state content standards. The International Baccalaureate Primary Years Programme experience culminates in 5th grade with Exhibition, an in-depth inquiry based project that is presented to the community.

In the early grades, K-2, we emphasize language arts skills – reading, writing, listening, and speaking. These first few years also focus on learning the social relationship skills for successful citizens. The K-2 curriculum includes a focus on concepts from mathematics, science, social studies, fine arts, health, and physical education. The upper elementary grades, 3-5, use the early elementary base to further develop the major ideas or themes in each subject area. Students at this level focus on increasing content knowledge and application skills.

Curriculum Guides, available for kindergarten through grade five, provide the specifics for the instruction taught in each subject area and grade level. The Guides are available online at www.oxfordschools.org.

Language Arts

The curriculum resources focus on the workshop model for reading and writing. Additionally, we utilize word study practices to support spelling concepts.

In the early grades, students focus on learning to read. Emphasis is on the basic foundation skills of print concepts (how to handle a book, left to right directionality, the concepts of words), phonemic awareness (understanding the small units of sound, the ability to hear sounds, rhymes, and blends), letter-sound identification, sight words and high frequency words, spelling patterns, oral language, comprehension (understanding and applying what is read), and writing skills. The goal is that by the completion of the third grade, students will be independent readers and writers.

The focus for upper elementary students is reading for learning. They continue to sharpen reading, writing, listening and speaking skills at more comprehensive and complex levels, but now apply those communication skills in all subject areas. A study of various literary styles and writing activities further expand students' skills and knowledge in language arts.

Readers are Leaders, Reading Recovery, Early Intervention in Reading, and other research-based programs provide help to students who are delayed in acquiring reading and/or writing skills.

Mathematics

The primary math resource utilized to support growth in math is Math Expressions.

Math helps students to develop their computational skills, concepts, and vocabulary. It also expands problem-solving strategies and emphasizes real world connections and applications. Students use manipulatives, models, and calculators to help them learn new concepts.

Science

The primary science resource utilized to support growth in K-5 science is the Battle Creek Science program. Students investigate topics in each of the three science disciplines: life, earth, and physical science. Instructional emphasis includes discovery and inquiry-based learning, informational reading, experimental design, and reflective writing.

Social Studies

The primary social studies resource utilized to support Social Studies is Oakland Schools Scope & IB PROGRAMME OF INQUIRY. This curricular area focuses on geography, history, economics, and civic events occurring in nearby communities, regions in the United States, and around the world. Government and laws are studied through major events, historical figures, time periods, and locations. Students use maps, graphs, tables, and charts to organize and interpret events, communities, and its people. Each grade level has a primary area of focus:

- K-2 – Their communities
- Grade 3 – Michigan History
- Grade 4 - U.S. government / Michigan History
- Grade 5 - Early American History up to the U.S. Constitution

Chinese

Students in all elementary grades (DA, OES, CL) discover a world beyond our nation on a daily basis. As a measure to assist children in acquainting them of their existence in a global marketplace, students learn elements of the Chinese language through the study of Chinese culture, history, traditions, etiquette, and geography. Students learn the foundations of the Chinese alphabet, number system, calendar, common greetings and phrases, and how to communicate with Chinese students across the globe via e-pals. Students become engaged in hands-on projects that help acquaint themselves to these new concepts.

Spanish

Students in all elementary grades (LKVL, LEO) discover a world beyond our nation on a daily basis. As a measure to assist children in acquainting them of their existence in a global marketplace, students learn elements of the Spanish language through the study of culture, history, traditions, etiquette, and geography. Students learn the foundations of the Spanish alphabet, number system, calendar, common greetings and phrases, and communicate with Spanish students across the globe via e-pals. Students become engaged in hands-on projects that help acquaint themselves to these new concepts.

Art

Art is an essential component to a child's cognitive development and provides connections across a variety of disciplines. Art education includes not only learning a variety of skills in drawing, painting, collage, printmaking, sculptures, and clay, but a background in art history, cultural origins, criticism, and aesthetics.

Music

Students learn about music as well as share in a variety of experiences including singing, movement, simple musical instruments, learning about notes, rhythm, instrumentation, singing, harmony, and musical variety. Classes perform for both the school and families during the year.

Orchestra and Band

Students in grades 4 and 5 have the opportunity to participate in Orchestra. Students in Grade 5 have the opportunity to participate in Band. This before-school opportunity assists the beginning strings and band student into learning the foundational elements of reading music notes (determining quarter notes, half notes, dotted quarter, dotted half, three-eighth notes), leading to the playing of simple songs and melodies that touch on different genres. Students, as they become proficient, will also begin to compose and perform a simple original composition. Students perform several concerts for the

community throughout the year.

Health & Physical Education

This curriculum emphasizes the total fitness of students as well as developing lifelong healthy habits. Students will build body movement, sport skills, physical balance, and explore many sport and recreational activities. Parents must send a note from a doctor to the teacher if a student cannot participate due to injury or illness.

Health education is an integral part of our school curriculum, helping students to acquire the knowledge and skills necessary to promote healthy lifestyles in their homes and communities.

In fifth grade, students learn about growth, development, and puberty education based on guidelines established by the Michigan State Board of Education. This program is intended to complement, not challenge, parental and home training; to affirm the rights of parents to become involved in the education of their children; to encourage open dialogue among the home, school, and community; and to stress informed decision-making based on factual information and a better understanding of the attitudes and beliefs of others.

Technology

Technology is incorporated into all areas of the curriculum. Students learn terms, become familiar with keyboarding, word processing, the Internet, and networking through applications and projects integrated into their classes.

Use of the district's technology resources, including access to the Internet, is a privilege, not a right. Access to these resources is only for enhancing the education of students. All parents and students are required to become familiar with the school district Acceptable Use Policy and sign an agreement before accessing the technology resources.

Media Center

The media center is open to all students. They are encouraged to check out books and are taught how to select and find books and other materials. The media center also offers many technical resources to students. Students and their parent/guardian are responsible for the replacement cost if the checked out item is destroyed, damaged, or lost.

Suzuki Strings

This extracurricular activity is offered to students in K-3. This program provides an opportunity to participate in Suzuki Strings for an additional fee. Students are able to select from violin, cello, or classical guitar. Lessons occur twice a week before or after school for grades 1-3; kindergarten lessons are during the school day.

Co-Curricular

School clubs, student council, and programs such as Super Singers and LEGO Clubs reinforce learning, develop leadership, and encourage problem-solving skills while making friends. Find out about the many opportunities offered at your school and how students and parents can participate.

Field Trips

Field trips provide an extension of the classroom lessons and are arranged by the teacher to support the educational program. Parents may be asked to cover the costs of the trip (including transportation by bus).

Each time a field trip is planned, every student must submit a Field Trip Permission Slip, signed by a parent/guardian in order to participate. There can be no exceptions.

Homework

Homework is assigned as an extension of the instructional program and to reinforce skills taught in the classroom.

Parents should schedule a homework time for every child at least four nights per week. This time should average 15 minutes for a kindergarten student up to 45 minutes for a fifth grade student. To assist your child in completing homework assignments, consider these suggestions:

- ❖ ask your child daily for his/her assignments;
- ❖ set aside a specific time;
- ❖ choose a quiet place free from excessive noise, interruptions, and other distractions;
- ❖ equip the study area with pens, paper, ruler, etc.;
- ❖ organize to use time efficiently; and
- ❖ carefully check your student's assignments for completeness and timeliness. Sign homework folder if necessary.

School Age Requirement

Students must be 5 on or before 09/01 of the current school year. Students who turn five between September 2 and December 1 of the current school year may register for Kindergarten but must have a signed waiver on file with Student Services or they cannot attend Kindergarten.

Developmental Kindergarten

The Developmental Kindergarten (DK) was developed to support students and families that would like another year to grow before entering the K-12 school system. This is an all day program run daily for students who turn five between June 1 and December 1 of the current school year. Students that meet the age requirements may enroll for our Developmental Kindergarten program.

Teacher Requests

Each elementary building handles teacher requests differently. In most schools, teacher requests are discouraged. Please contact your building principal to learn about your school's process for teacher requests.

Placement, Promotion, and Retention

Optimal school achievement is obtained when students experience success in their daily activities and build upon successful experiences as they encounter new learning situations. All aspects of the student must be considered as grade placements are made.

Promotion:

Students are promoted at the end of the school year when he/she is doing the caliber of work (grade level) that indicates the student has met the criteria established content standards.

Placement:

Occurs when a student is not doing the caliber of work that indicates the student should be promoted to the next grade. However, the Student Intervention Team recommends and the building administrator concurs, that it is in the student's best interest to move to the next grade.

Retention:

Occurs when a student is not doing the caliber of work that indicates the student should be promoted to the next grade, based on the recommendation of the Student Intervention Team with the concurrence of the building administrator.

Student Intervention Team:

A Student Intervention Team is to be appointed by the principal each year to consider situations in which students may not be promoted to the next grade or may not graduate. Such a team should include classroom teachers, counselors and other support staff, building principal and/or parents.

Final decisions on student promotion, placement, or retention rest with the building principal.

To implement Board policy, the following guidelines are to be utilized:

Elementary Level (Board Policy 5140)

- 1) Criteria for Consideration
 - a) When the Student Intervention Team is convened, the following criteria shall be considered:
 - i) current level of achievement;
 - ii) potential for success at the next level; and
 - iii) emotional, physical, social maturity.
- 2) Time Line for Elementary Grade Placement Changes
 - a) Before Parent/Teacher Conference: Principal will review grade placement procedures with teachers;

- b) October-January: Teacher should inform parents of student progress;
- c) Early March: Teacher will notify principal, if an alternative grade placement or retention is being considered. The Student Intervention Team will be convened by the principal;
- d) Early April: If placement or retention is still being considered, parents should be notified by this time and commitment to the decision secured; and
- e) May-June: Decision on placement

Special Education

Our school district seeks to ensure that children with special needs receive quality and appropriate services. In Michigan, from the moment of birth, children may be eligible to receive special education services if it can be demonstrated that they have a handicapping condition.

A handicapping condition does not have to be readily apparent, but is anything which significantly interferes with a child's ability to benefit from regular education instruction. Subtle learning or behavior problems may be defined as handicaps just as much as a physical impairment.

If you suspect that your child is experiencing a delay in some area of development (speech, physical problems, motor skills, slow at learning new things), please contact the Principal to arrange for a Special Education evaluation.

504 Accommodation Plans

It is the intent of the Board of Education that no otherwise qualified student with a disability shall be excluded from participation in, denied the benefits of, or be subjected to discrimination solely on the basis of his/her disability in any program or activity conducted by the district.

It is further the intent of the Board of Education to identify, evaluate and provide a free appropriate public education to each qualified student with a disability within its jurisdiction

regardless of the nature or severity of the disability. Section 504 nondiscrimination requirements apply to any student who:

- ❖ Has a physical or mental impairment that substantially limits one or more major life activities;
- ❖ Has a record of such an impairment;
- ❖ Is regarded as having such an impairment.

However, when special treatment is under consideration to address K-12 disability related educational needs, eligible students are identified only under the first prong of this definition, i.e., eligible students are those who presently have a physical or mental impairment that substantially limits one or more major life activities.

NOTE: Students who are identified as eligible for special education programs and services according to the Individual with Disabilities Education Act (IDEA 2004) criteria are not addressed under this policy. The needs of such students are provided for elsewhere under state and federal law, and the Oakland County Intermediate School District Plan.

Standardized Assessment

Students participate each year in state and national tests. The M-Step State Assessment measures individual skills in science and social studies.

Language Arts & Math – Grades 3 to 5

Science – Grade 4

Social Studies – Grade 5

The Michigan Literacy Progress Profile (MLPP) is an assessment tool used in kindergarten through fifth grade to assess all areas of language arts during a student's early education years.

In addition, our district-created standardized assessments evaluate students in reading, writing, and math, for grades kindergarten through fifth (K-5). All test results are shared with students and parents. Results are also a valuable tool used to assess and improve school programs.

School Closings/Delays

Weather conditions can change rapidly in our part of the country. Occasionally, the school district is faced with the difficult decision to close or delay school. Please be aware that:

1. School may be closed for the day, or delayed in opening by one or two hours. Parents and students are asked to listen to announcements regarding school closings on the following "official" AM radio stations:
 - ❖ WJR (760)
 - ❖ WWJ (950)
2. Parents can also learn of any emergency closings by:
 - ❖ watching local TV stations (2,4,7, WWJ-TV, WKBD-TV 50)
 - ❖ calling the school district Emergency phone line at 248.969.5070;
 - ❖ telephone call, email, or text from School Messenger
 - ❖ checking the district website at www.oxfordschools.org; or
 - ❖ via the Internet at www.cancellations.com. Simply type in our district zip code (48371), and then select the Oxford Community Schools site. Any emergency postings will be listed. You can also register at the site to receive an automatic e-mail should the school district post any closings or delays.
3. Should inclement weather develop during the day making the early dismissal of school necessary, parents who work outside the home should make other arrangements for their child's supervision.
4. If school is dismissed early and your child must go somewhere other than the regularly scheduled bus stop, please furnish the school with the name, address, and telephone number of where your child should be taken. Having this information in advance will help to avoid the confusion and worry that early dismissals often cause.

Disaster Drills

To ensure a proper understanding of fire drills, tornado drills, and evacuation procedures, several practice drills are held during the school year. All students are instructed on safety routines by their teacher during drills. According to current law, completed disaster drills are posted on each school's website.

First Aid

We will administer first aid when needed. First aid consists of the following only: We will wash a wound, put on Band-Aids or ice, make the child comfortable, observe the child, and stabilize injuries. We do not use any form of cleansers, ointments, or medication.

When we suspect more than first aid may be needed, we will contact you (at home or work) or the emergency numbers you have supplied. Emergency treatment, if needed, will be given by the Oxford/Addison Township Fire Department E.M.S., and an ambulance may be called. Families are responsible for all medical costs.

Illnesses & Accidents

Should a student illness or injury occur while at school, parents are notified and may be required to take their child home. The **most important record** we keep at school is each **student's Emergency Form**, containing the names and phone numbers of persons to contact in the event we are unable to reach a parent. **Please notify your school when any changes are necessary, to ensure accurate information is available.**

Medical Action Plans

In yearly student information updates (online), parents are given an opportunity to complete a Medical Action Plan for the following conditions:

- ❖ Severe Allergy
- ❖ Diabetes
- ❖ Asthma
- ❖ Seizures
- ❖ Other significant health condition

If a condition is diagnosed after the start of the school year, please contact the building principal to create a Medical Action Plan.

Medication

The health of each child is of great importance to all school staff. In keeping with Section 178, Act #157 of Public Acts of 1971, it is the adopted procedure in Oxford Schools that under no circumstances shall any school employee attempt to suggest a medical diagnosis or prescribe or give medication of any kind, including over-the-counter medications (such as cough drops or aspirin) to a student unless:

- ❖ written authorization from the student's parents/guardians is on file in the school office;
- ❖ instructions for administering the medication signed by the physician is on file in the school office;
- ❖ the medication is kept in the school office, in the original pharmacy container, in a location designated by school administration;
- ❖ The medication is administered by trained personnel;

and

- ❖ the medication is delivered to the school office by an adult and not transported to school by a child.
- ❖ Records are kept each time medication is administered and these records are available to parents for their review.

Oakland County Health Division

Immunizations

Each child must be up-to-date on his/her immunization record. Routine inoculations are available, at no charge, at Oakland County Health Centers. If, however, your health insurance covers the cost of vaccines, OCHD asks that you see your private provider for that service. A complete listing of required immunizations is located on page 18 (Appendix 1). Call 248.858.1280 for more information.

Vision and Hearing Screening

The Oakland County Health Division sends technicians to our elementary schools for the purpose of screening for hearing and vision problems. It is only a screening. If a problem is suspected, you will be notified so you can arrange for further testing with your doctor(s).

Kindergarten, second, and fourth grade students are screened for hearing; and first, third, and fifth graders for vision. Teachers and/or parents may request screening on nonscheduled years.

Reporting Diseases

School districts are required to report certain diseases to the Oakland County Health Department. Please see Appendix 1 in the back of this handbook.

Lice

Whenever a student is found to be infested with head lice, s/he is to be sent home for treatment and not readmitted until the parent completes the required forms and it is confirmed that the child is free of any nits. The necessary treatment is contained in the Lice document that is sent to the parent. The other students in the infested student's classroom and the student's sibling(s) should be examined for evidence of either the lice or lice eggs (nits). The examinations should be done by designated staff or volunteers.

Pesticide Application Notification Periodically, common areas (hallways, large meeting rooms, kitchens, storerooms, building entrances) of district buildings receive an application of pesticides. Classrooms are generally not sprayed. Before each pesticide inspection and/or application, proper notification is posted alerting the public.

Parents have the right to request prior notification of

pesticide applications to the building or grounds by completing a form in your school's office. Pesticides may be applied in an emergency situation without prior notification to parents/guardians. If that is necessary, you will be notified as soon as possible.

Privacy Regulations

Each year the school district provides notice to students and their parents of its intent to make available upon request certain information known as directory information: a student's name, address, telephone number, photograph, date and place of birth, and any other information which would not generally be considered harmful or an invasion of privacy if disclosed.

Parents may refuse to allow the district to disclose any or all of such directory information upon written notification to the district within twenty (20) days after receipt of public notice.

The district may disclose directory information on former students without student or parental consent.

Media Opt Out Form

If parents want to deny their son/daughter's participation in documents published on the district web site or other digital communication, appear in a photo that may be published, appear in video broadcasts or appear in printed publications, they must annually fill out the Oxford Community Schools Media Opt-Out Form located on the district website or on page 21.

Lunch

The Food Services Department provides nutritious hot lunches at all elementary schools for kindergarten through fifth graders. Menus are sent home twice a year and are available online at www.oxfordschools.org.

Oxford uses a debit card system which allows parents to deposit money to their child's account. To purchase lunch, the cost is automatically deducted from the student's account. Student lunches can be paid through Sendmoneytoschool.com on the Oxford Schools website.

You can check your child's current debit card balance on Sendmoneytoschool.com or PowerSchool.

Milk is included in the price of a hot lunch. If students bring their own lunches, they may purchase milk with cash or by using their debit cards.

Applications for free and reduced lunch are available on our website and sent home annually. To apply, simply fill out and return to school. Application can be made anytime during the school year. To request an application, please call the school office.

Recess

Supervised outdoor play and exercise are an important part of the daily program which contribute to your child's health and social experiences. Students should come to school each day dressed for current weather conditions.

All students go outside for 20 minutes except on rainy or severe weather days when the temperatures fall below 10° Fahrenheit (including any wind chill factor.) Doctor's notes should accompany a parent's request to keep their child indoors. Children who are too ill to go outside should be kept home.

Student Conduct

Discipline is first and foremost the responsibility of each child's parents or guardians. Our goal is to identify and encourage appropriate student behavior that promotes a safe, orderly school environment where quality teaching and learning can occur. Our students are generally well-behaved and courteous, but when rules are broken, consequences will result. The Oxford Community Schools Student Code of Conduct is available online at www.oxfordschools.org.

Whenever you have a question or concern regarding conduct or discipline, do not hesitate to contact your school principal.

Typical Disciplinary Process

At the elementary level, there are a few levels of disciplinary action.

- ❖ Intervention Level
 - Student makes a choice that breaks a classroom or school rule
 - Staff members handle the investigation and consequences
 - Staff member may log the incident in the student's record
- ❖ Code of Conduct Level
 - Student makes choices that break rules within the Code of Conduct (i.e. aggressive behavior, bullying, insubordination)
 - Student is referred to the office by a staff member (they may log the entry in student record)
 - If a student was hurt in the process, teacher should contact the parent of the "victim" to inform them of their child's status
 - Principal handles the investigation and consequences according to the Code of Conduct

- Parent(s) of the disciplined student will be notified of the incident and consequences (via letter, phone call, or email)
- ❖ Law Enforcement Level
 - There are seven elements of the Code of Conduct that could lead to Law Enforcement involvement in an investigation.
 - If the police are involved, parents will be contacted immediately and will be required to be present when the officer conducts a student interview
 - Consequences for such acts are severe in nature and are not limited to school discipline (police may also have consequences)

Description of Disciplinary Steps

Classroom Discipline

Effective teaching and learning cannot take place in a disruptive and uncontrolled atmosphere. Teachers, therefore, have both the right and duty to maintain appropriate classroom behavior by imposing classroom discipline apart from, but consistent with, the principles described in the Code. Indeed, the extent to which formal use of the Code can be avoided is one measure of the general effectiveness of classroom discipline.

Temporary Class Closure

Class closure is the temporary denial of a student's right to attend a particular class or classes while a matter of immediate concern related to said class or classes is being resolved.

1. Classes may be closed by a principal or assistant principal for a period not to exceed three school days.
2. The student will be notified by the administrator of the class closure, of the reasons therefore, and of the requirements necessary for his/her readmission to class or classes.
3. If the matter of concern is not resolved within the specified period, alternate disciplinary action must be taken.

Loss of Extracurricular Privileges

1. Building administrators may suspend students from participating in, or being present at, extracurricular activities.
2. Coaches and sponsors of extracurricular activities shall have the authority to determine whether a student may participate in said activities, but only on the basis of predetermined rules which have received proper administrative approval.
3. Professional staff members present at any extracurricular activity have full authority to require a student to leave such activity when the student's behavior violates established school rules. A report of said student's misconduct and of the action taken will be made to the appropriate school administrator at the earliest opportunity, and no later than the beginning of the next subsequent school day.

Teacher Initiated Suspension*

A teacher may suspend a student from a class, subject, or activity for up to one (1) full school day for violations of Categories B & C, which could result in a suspension under the provisions of the District Student Code of Conduct. *MCLA 380.1309

Temporary Suspension

Temporary suspension is the exclusion of a student from the premises and the denial of his/her attendance at, or participation in, classes and other school related activities for a period of up to ten school days.

Long Term Suspensions and Expulsions

A long-term suspension is a suspension for a definite period of school days exceeding 10 days.

Weapons

Two laws are in place to help schools provide a safe and orderly environment for student learning. Under these laws, school districts must expel, for at least one year, any student who brings a firearm to school.

School districts must expel any student who has a dangerous weapon in a weapon-free school zone, or who commits arson or rape in a school building or on school grounds. A dangerous weapon is defined as a firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles. Students in kindergarten through grade five can be reinstated after 90 school days.

THIS IS VERY SERIOUS. Expelled does not mean suspended!

Before a student can be reinstated, s/he must attend a hearing where a panel will decide whether the student can re-enter the public schools.

As a parent, it is your responsibility to be sure that your child does not bring any weapons to school. THERE WILL BE NO EXCEPTIONS TO THESE LAWS. Please discuss these important laws with your child.

Single & Noncustodial Parents

Specific instructions for access to students, such as picking up children from school, should be discussed in detail with the office before events occur.

If one parent has been awarded custody of the student by the courts, that parent needs to provide Student Services with a copy of the custody order and inform the school in writing of any limitations in the rights of the noncustodial parent through legal documentation. Without such notice, Oxford Schools will presume that the student may be released into the care of either parent.

All parents, custodial or noncustodial, have the right to see their child's records, confer with the teacher, and be a part of educational planning, unless specifically prohibited from doing so by law. The school will need a copy of any such court order on file in the school office. Please update annually.

Visitors

Parents are welcomed and encouraged to visit in their child's classroom, and to observe the regular, ongoing instructional programs. So that class routines are not unduly disturbed, please plan your visit in advance with your child's principal (and teacher). A classroom observation form must be completed prior to entering the classroom. For the protection of all our children, we must identify all adults in the school. Please bring your state issued ID to check in at the office.

All visitors, volunteers, and classroom helpers must report to the school office and sign in upon entrance to the building. Students or relatives from other schools may NOT visit your child's school during the regular school hours.

Volunteers

Parent volunteers make their school a better place for all students. You can be a part of this force that gives time, energy, and ideas by helping in classrooms, media centers, for specific activities, and through the Parent Organizations. Please call your school office to volunteer.

Conferences

Teachers schedule appointments with all parents to conduct formal parent/teacher conferences held at the end of the first trimester. This important opportunity affords you time to meet

privately with your child's teacher to discuss your student's progress. In the spring, conferences or portfolio nights are scheduled as needed. We are happy to arrange additional parent/teacher conferences any time during the school year. Please contact the teacher whenever you have concerns.

Curriculum Night

Parents are invited to this important evening to become acquainted with your child's teacher. During the presentation, we will introduce you to the curriculum for the year, as well as share important information about your school and how you can make a difference in your child's educational experience.

School Communication

Many teachers prepare **weekly class newsletters**, maintain **Power School** grading system, and maintain **Haiku pages** to keep parents informed of classroom assignments, activities, and events. In addition, each school electronically sends newsletters about upcoming events, calendar reminders, school programs, PTO news, and important issues of interest to parents and families. The school district also regularly publishes and mails the district newsletter, the *Wildcat Review*, to all school district residents.

Website

Check the district website for valuable information about our schools. Included are calendars, school closings, publications, lunch menus, curriculum, sports activities, school board meetings, agendas and minutes, PTO events, and much more. The address is:
www.oxfordschools.org.

Yearbook

The availability of a yearbook is determined yearly by the individual school buildings. Please see your school's main office for information on purchasing a yearbook.

Parent & School Collaborative Groups

Our elementary schools' Parent Organizations (PTO/PSC) are active groups, involved in many projects, activities, and fundraisers to support students by:

- ❖ enriching and assisting education programs, teachers, and schools;
- ❖ creating and managing activities to benefit students; and
- ❖ assisting with the purchase of equipment supplies, field trips, and assemblies.

We encourage all parents to attend Parent Organization meetings to become involved in school activities and better informed on school news and issues. Check your school calendar for specific dates and times for meetings

in your school.

School Pictures

The district contracts with a school photographer for student pictures each year. Pictures are used to access the lunch debit card system, and to borrow materials from the media centers. Purchase of the student's pictures is optional for the parent.

Telephone Use

The school phone is available for student use for emergencies only. Please make sure your student knows their afternoon plans before school begins. Please also see School Board Policy #5136 on Communication Devices (cell phones) at www.oxfordschools.org or <http://www.neola.com/oxford-mi/> for more information.

Smoking

The Tobacco Free Schools Act bans the use of all tobacco products on school property. This includes all buildings and property controlled by the school district. Additionally, the district prohibits the use of all tobacco products at all times, days, evenings, and weekends on all school property at school and non- school events.

Standards-Based Report Cards

Our Standards Based Report cards are issued three times a year for students in grades kindergarten to five. Each report card identifies the standards that the students were taught and evaluated on during each term. This specific information is intended to inform the student and their parents of their progress toward the learning goals for the school year.

Standards Based Instruction

Students concentrate on true mastery of a topic or skill. Teachers concentrate on teaching essential standards that every student must learn. Each lesson taught is connected to a standard, and learning targets along the way mark progress toward meeting the standard. Learning goals are clear and opportunities to meet them are varied.

Standards Based Assessment

By providing rigorous learning goals with performance standards, students know in advance what they will need to learn, and they will have more than one opportunity to show they have met the standard. Teachers will use both informal and formal assessment to measure progress. Assessments can include projects, quizzes, tests and daily assignments. Students will have multiple assessment opportunities –and different assessment options – to demonstrate their understanding of the standards.

Standards Based Reporting

Grades reflect that a student is above, at, or below mastery of the **current expectation of progress toward** standards. So a “good grade” means you’ve put in the work and you know the material. Standards-Based Education focuses on what a student knows, not how long it took to get there. It gives students the practice they need and more than one opportunity to demonstrate success—if they need it. And each student’s work is measured against the standard, not other students’ performance.

Standards-Based Grading

Students are graded on the development of skills and knowledge, what they know and can do, rather than their

completion of tasks. Students will be provided multiple opportunities to meet the standards and are offered a variety of ways to demonstrate their learning. In assessing the whole child, two separate categories will be reported:

- ❖ **Academic achievement** which is an accurate evaluation of what a student knows and is able to demonstrate **for the expectation of the current moment.**
- ❖ **Nonacademic indicators** which describe the actions and behaviors that support achievement.

Standards-Based Guiding Principles:

For standards-based grading and reporting to fully impact student achievement, the following principles should be applied.

- ❖ Standards-based grading and reporting should be clear and meaningful to all stakeholders.
- ❖ Grades/marks should reflect academic standards demonstrating what students know and are able to do.
- ❖ Non-academic indicators are essential in understanding the whole child and should be reported on separately from academic grades and marks.
- ❖ The teaching of essential standards and providing multiple opportunities/methods to determine proficiency are necessary.
- ❖ Quality assessments and rubrics are key to the process.

Tracking Student Progress:

When students share what they know about their progress as learners, they develop insights into their own learning. By reflection on their learning, students are learning more deeply, they will remember longer and it is the learner, not the teacher, who is doing the work. In a standards-based classroom students are provided with opportunities to look back on their journey- to see where they’ve been and how far they’ve come. A standards-based system allows them to track their learning along the way. When you receive your student’s report card, please take the time to discuss it with your student. Talk about both positives and negatives and how your student might improve. It is helpful to set goals together. Parents should sign in the space provided on the envelope and return the envelope to school as quickly as possible.

Dress Code

We believe that students who dress appropriately act appropriately. The student dress code ensures that students, parents, staff, and community members are not distracted, harassed, intimidated, or offended by student dress. Please help your child to select clothing best suited for a school setting. Inappropriate dress would consist of, but not be limited to:

- ❖ items that promote drugs, alcohol, or tobacco;
- ❖ items with profane sexually suggestive writing, pictures, images;
- ❖ gang-related graffiti or attire, or any items supporting organizations in conflict with school policies and practices;
- ❖ nonprescription sunglasses within classrooms;
- ❖ muscle shirts, tank tops, tube tops, mesh shirts, spandex clothing, clothing with bare midriffs or bare backs;
- ❖ short-shorts or mini-skirts (shorts and skirts must measure fingertip length when arms hang to the sides);
- ❖ going without shoes, or flip-flops or sandals without backs that do not stay on feet;
- ❖ chains, handcuffs, spiked leather, and other metal paraphernalia; and
- ❖ hats and coats worn in school.

Fundraising by Students

Students may not conduct personal sales of any items during school hours. Fundraising by students on behalf of a second party is prohibited during school hours unless it is on the behalf of a school project.

Items from Home

Students may not bring to school, except by the written permission of the teacher, personal belongings that are not required for their academic program. This includes items such as iPods, candy, skateboards, hair spray, game devices, trading cards, toys, etc. Please do not allow your child to bring valuables to school which may be lost or stolen. Items will be collected and turned into the office where parents may pick them up.

Labeling

Each student's belongings, including school supplies, lunch boxes, outdoor clothing (boots, gloves, etc.) should be plainly marked to avoid loss. Valuable items should be left at home.

Lost and Found

Articles found on school grounds or in the building will be placed in the lost and found box. Encourage your child to check the day an item is lost. Whenever in the building, you are encouraged to check for any missing items. Unclaimed clothing is donated to shelters. Money, jewelry, etc., will be held in the office until the end of the school year.

Pets

Students may not bring pets or other animals to school. On occasion, parents may bring animals to school for a brief showing with prior teacher approval. Please do not allow family pets to follow students to school. For student safety, the Oakland County Animal Shelter will be called if dogs or cats are found on school grounds and ownership cannot be determined.

Bus

Before school begins, you will receive an email with the approximate bus pickup times and locations. Students may ride only on their scheduled bus. If a child must ride another bus, please contact the transportation department 24 hours prior to the scheduled event. If you have specific questions or concerns, contact Transportation at: 248.969.1888.

Basic Bus Rules

While on the bus or at the bus stop, our students must always:

- ❖ Always follow the driver's directions;
- ❖ Be courteous with words and actions;
- ❖ Keep voices low for safety;
- ❖ Keep all objects and body parts inside the bus;
- ❖ Avoid eating on the bus;
- ❖ Avoid using profanity.

Possible Bus Consequences

Students that do not follow the bus rules may receive a bus ticket. The ticket is sent to the building principal. The principal and student will meet to discuss the ticket, student's actions, and the assigned consequence. Here is a list of possible bus ticket consequence:

- ❖ Conference with the Principal;
- ❖ Loss of Recess Privileges;
- ❖ After School Detention;
- ❖ Bus Suspension.

Parking

Parents and visitors to the school should park in the lots provided and **not** in the driveway. When driving your child to school, be courteous to others and cautious of children. Please follow your school's specific rules regarding safe student drop-off and pick-up.

Walkers/Bicycles

Discuss walking, bicycle, and skateboarding safety with your child before school begins. This preparation should include planning a route to and from school, with consideration of the high level of traffic from cars and buses at arrival/dismissal times. Students should not be in the parking lot before or after school until all traffic has cleared. Students should cross streets only in designated school crossing zones.

For safety considerations, students must walk their bicycles/skateboards upon arrival on school grounds. Students should park and lock their bicycles in the designated areas immediately upon arrival. Bicycles may not be used during school hours.

Enrichment

On several occasions throughout the year, a variety of fun and recreational programs are held at school or at nearby locations. Arts, crafts, games, skating, cooking, sports, and other programs provide additional experiences to enrich the school curriculum. Enrichment activities may be sponsored by the school or parent groups.

Child Care Services

The school district provides safe, quality child care services both before and after school. Registered students can participate daily or on an occasional basis. To register or to learn more information regarding specific times and fees, contact The Oxford Early Learning Center at 969.5035.

Job Opportunities

Oxford Community Schools offers a wide range of part-time and full-time employment opportunities. Positions as teacher substitutes, classroom assistants, along with jobs in our Food Services, Transportation, and Maintenance departments are frequently available. To learn more about a position with the school district, check out our website at: www.oxfordschools.org or call Human Resources at 248.969.5001.

Parks & Recreation

The Oxford Township Parks and Recreation department organizes a variety of activities for all ages, many of which are held on school grounds and in school buildings. A list of programs is printed twice a year, and frequent flyers on programs for school age children are provided to our parents. For additional information, call their office at 248.628.1720.

APPENDIX A: Required Childhood Immunizations

School communicable disease rules are the minimum standard for preventing disease outbreaks in school settings.

IMMUNIZATIONS	AGES 4-6	AGES 7-18
DIPHTHERIA, TETANUS & PERTUSSIS	<i>4 doses DTP or DTaP, one dose must be on or after 4 years of age</i>	<i>4 doses D and T OR 3 doses Td if #1 given on or after 7 years of age. 1 dose of Tdap*** for children 11 through 18 years IF 5 years since the last dose of tetanus/diphtheria containing vaccine.</i>
POLIO	<i>4 doses are required, if dose 3 administered on or after 4 years of age, only 3 doses are required</i>	<i>3 doses are required</i>
MEASLES*, MUMPS* & RUBELLA*	<i>2 doses on or after 12 months of age.</i>	
HEPATITIS B	<i>3 doses are required.</i>	
MENINGOCOCCAL****	<i>None</i>	<i>1 dose for children 11 years of age or older upon entry into 6th grade or higher.</i>
VARICELLA (CHICKEN POX)*	<i>2 doses of varicella vaccine at or after 12 months of age or current lab immunity or reliable history of disease.</i>	

*Current laboratory evidence of immunity is acceptable instead of immunization with antigen.

**All doses of vaccines must be given with appropriate spacing between doses and at appropriate ages to be considered valid.

***Tdap is required at 11 years of age or older regardless of grade.

****Meningococcal is not assessed in MCIR/SIRS if the child is 11 years of age and in a grade lower than 6th grade.

Michigan Department of Community Health
March 31, 2013

APPENDIX B: Communicable Disease Reference Chart

DISEASE	INCUBATION PERIOD	PERIOD OF COMMUNICABILITY	ACTIONS TO BE TAKEN AND/OR EXCLUSION PERIOD
CHICKEN POX	Range 2-3 weeks; commonly 14-1 days.	As long as 5 but usually 1-2 days before onset of rash and not more than 5 days after first crop of lesions appear.	Exclude until all lesions have dried or crusted, usually 5-6 days after the eruption of the first crop of lesions (with or without Zovirax therapy).
CONJUNCTIVITIS (Pink Eye)	Variable depending on infecting agent, sometimes within 24 hours	During course of active infection.	Exclude until under medical care and drainage from eyes has cleared.
FIFTH DISEASE (Hungarian Measles)	Variable about 4-20 days.	Prior to onset of rash.	Exclude while fever is present.
HAND, FOOT & MOUTH DISEASE	Usually 3-5 days.	While sores are present, about 7-10 days. Can be found in feces for several weeks during acute stage.	Exclude until no new sores appear and other symptoms (fever, sore throat, drooling) are gone.
HEPATITIS, TYPE A	Range 15-20 days. Average 28-30 days.	2 weeks before onset of symptoms to a maximum of 1 week after onset.	Exclude from food handling and direct patient care until 7 days after onset. Day care exclusion varies.
HEPATITIS, TYPE B	45 days to 6 months; average is 60-90 days (2-3 months).	Several weeks before onset of symptoms until blood is no longer positive for evidence of virus.	No exclusion except for open sores or if child is biting people.
HEPATITIS, TYPE C	2 weeks to 6 months (commonly 6-9 weeks)	1 or more weeks before onset through acute clinical course.	No exclusion except for open sores that cannot be contained or if child is
HERPES SIMPLEX, TYPE I & II	2-12 days.	Usually as long as lesions are present. Has been found in saliva for as long as 7 weeks after mouth lesions.	No exclusion recommended unless child cannot control drooling
IMPETIGO	Variable, indefinite; commonly 4-10 days.	While sores are draining.	Exclude until under treatment, lesions healing and no new lesions appear.
INFLUENZA/INF. LIKE ILLNESS	Usually 1-3 days	From day 1 before up to 5-7 days after onset.	Exclude until 24 hours after fever has resolved.
MEASLES	Range 7-18 days; 10 days average.	Usually 4 days before to 4 days after onset of rash.	Exclude until 4 days after onset of rash.
MENINGITIS (Aseptic/viral)	Depends on type of infectious agent.	Depends on type of infectious agent.	Exclude until physician approves return.
MENINGITIS (Haemophilus influenzae)	Probably short, within 2-4 days.	As long as organisms are present.	Exclude until under treatment and physician
MENINGITIS (Meningococcal Haemophilus influenzae)	Variable, depends on type of bacteria. Range 2-10 days; commonly 2-4 days.	As long as organisms are present.	Exclude until under treatment and physician approves return.
MONONUCLEOSIS	Range 4-6 weeks.	Prolonged communicability may persist up to a year or more.	Exclude until under medical care and physician approves return.

MUMPS	12-25 days, commonly 18 days.	Usually 48 hours before swelling, as long as 6 days before gland involvement to 9 days after swelling.	Exclude until swelling or other symptoms have disappeared.
MRSA (Staphylococcus aureus, methicillin resistant)	Variable	As long as lesions are open or draining.	No exclusion is recommended from attending school or sports if lesion is kept covered and contained and good
PEDICULOSIS (Head Lice)	Eggs hatch in 7-10 days.	Until lice and viable eggs are destroyed.	Exclude until proper treatment has been given.
PERTUSSIS (Whooping Cough)	Range 6-20 days. Average 7-10 days	After onset of cold-like symptoms (first 2 weeks) until 5 days after start of treatment with the appropriate antibiotic.	Exclude until 3 weeks from onset of disease if untreated, until 5 days after antibiotic treatment started.
PINWORMS (Enterobiasis)	Range 2-6 weeks.	As long as eggs are laid.	Exclude until first treatment completed.
RASH, UNDIAGNOSED WITH OR WITHOUT FEVER	Variable depending on agent.	Variable depending on agent.	Exclude until rash has disappeared and fever is gone or until a physician diagnosis is obtained.
RINGWORM	Range 10-14 days (trunk or limbs) 10-14 days (face or scalp)	As long as lesions are present.	Exclude is not necessary unless the nature of contact with others could promote spread. Exclusion from swimming and contact sports is recommended
ROTAVIRUS	Usually 1-3 days	During acute illness. Usually up to 8 days after onset but can be as long as 3 weeks.	Exclude children with diarrhea who use diapers or have toilet accidents. Toilet trained children with no accidents do
RUBELLA (German or 3-day Measles)	Usually 12-23 days; commonly 14-17 days.	From 1 week before to 7 days after onset of rash.	Exclude until 7 days after onset of rash.
SALMONELLA	Range 6-72 hours, commonly 12-36 hours.	During course of infection and until organism is no longer in feces. (Usually several days to several weeks.)	Exclude until symptoms have disappeared. Activity exclusion based on OCHD recommendations.
SCABIES	First exposure 2-6 weeks; subsequent exposure 1-4 days.	Until mites and eggs are destroyed.	Exclude until 24 hours of treatment completed.
SCARLET FEVER AND STREP THROAT	Usually 1-3 days.	Communicability usually ends within 24 hours if treated. 10-21 days if untreated.	Exclude until under treatment of 24 hours.
SHIGELLA	Range of 12-96 hours, commonly 1-3 days.	During course of infection and until organism is no longer in feces, about 4 weeks after onset.	Exclude until symptoms have disappeared and appropriate stool cultures are negative.
SHINGLES (Herpes Zoster)	No incubation period – reactivation of dormant virus.	As long as 1 week after lesions appear.	No exclusion if lesions are kept covered. Otherwise, exclude until all lesions have crusted.

Appendix C:

MEDICAL CONTRAINDICATION

Michigan immunization law requires that a child enrolled in a school or child care center be immunized against the diseases specified unless a valid exemption applies. A child is exempt from these requirements for any specific immunization for any period of time for which a physician certifies that a specific immunization is or may be detrimental to the child's health. Any child with a medical contraindication to a particular vaccination is considered susceptible to that vaccine-preventable disease, and is subject to exclusion from school or center if an outbreak of the disease occurs in the school or center.

PLEASE PRINT:

NAME OF CHILD (Last, First, Middle Initial)

BIRTH DATE (Mo/Day/Yr)

Preschool Program Or Child Care Center or School Name: _____

The following immunization(s) are medically contraindicated and constitute a threat to the child's health:

Reason for exemption: _____

The exemption shall continue until (Mo/Day/Yr): _____

PRINT NAME & ADDRESS OF PHYSICIAN TELEPHONE

PHYSICIAN'S SIGNATURE

DATE

File in the child's permanent record and attach copy to IP-100/101 form.
Courtesy of: Michigan Department of Community Health



OXFORD COMMUNITY SCHOOLS MEDIA OPT OUT FORM

Oxford Community Schools continually works to improve on communications through print and digital connections, as well as local media. We want to consistently showcase our talented students and staff by highlighting their activities and educational work in print and online. **If you wish to deny your son/daughter's participation in the activities listed below, please return the completed form to the Administration Offices at 10 N. Washington Street.**

Oxford's Media Opt Out Form

My son or daughter is DENIED permission to:

- Have artwork or written documents published on the district web site or other digital communication
- Appear in a photo that may be published on the district web site or other digital communication
- Appear in video broadcasts
- Appear in printed publications

Student's Name _____

Grade _____

Parent/Guardian Signature _____

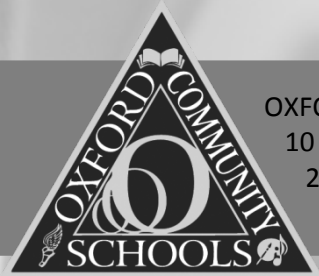
Date _____

I, the student, age 18 or older, DENY my permission for publishing.

Student's Name _____

Date _____

This form MUST be returned to the Board of Education Office, 10 N. Washington Street
This form will be valid until the end of the school year.



OXFORD COMMUNITY SCHOOLS
10 N. Washington St. Oxford, MI 48371
248.969.5000 www.oxfordschools.org

WHERE THE GLOBE IS OUR CAMPUS®