

OXFORD MIDDLE SCHOOL STUDENT HANDBOOK 2018-2019



HOME OF THE WILDCATS

Phone
248.969.1800

Fax
248.969.1840

Attendance Line
248.969.1891

MRS. DACIA BEAZLEY
Principal

MRS. KRISTIE SATERSTAD
Assistant Principal
A-K

MR. CARL SPROUL
Assistant Principal
L-Z

MS. HEATHER THICK
Counselor
A-F

MR. JEREMY LAVALLEY
Counselor
G-O

MRS. CHRIS GILL
Counselor
P-Z

MR. DEVON BANKS
Dean of Students
A-Z

MISSION STATEMENT

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.

VISION STATEMENT

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

OXFORD MIDDLE SCHOOL School Improvement Goals

- Students at Oxford Middle School will enhance their preparation for success in a global environment.
- Students at Oxford Middle School will improve their reading performance.
- Students at Oxford Middle School will improve their mathematical skills and knowledge.
- Students at Oxford Middle School will improve their skills and knowledge within social studies.
- Students at Oxford Middle School will improve their skills and knowledge within science.
- Students at Oxford Middle School will improve their writing performance.

INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME

Oxford Middle School participates in the Middle Years Programme and is authorized as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Oxford Middle School believes is important for our students.

*Only schools authorized by the IB organization can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme.

OXFORD MIDDLE SCHOOL STUDENT HANDBOOK ~ TABLE OF CONTENTS

Bell Schedule	2
Attendance Policy	4
Hall Passes	4
Behavior Standards	5
Grade Reporting and Progress Reports	6
Extra-Curricular and After School Activities	8
Counseling Services	8
Medical Services	8
School Safety and Security	9
Technology	9
Additional Information	10
Parental Compact	10

2018-2019 Bell Schedule

6th Grade Bell Schedule													
A - Day		B - Day		C - Day		D - Day		E - Day		F - Day			
1st	7:29-8:15	1st	7:29-8:26	1st	7:29-8:26	1st		1st	7:29-8:26	1st	7:29-8:26		
Adv	8:20-8:40	Adv	8:31-8:56	Adv	8:31-8:56	Adv		Adv	8:31-8:56	Adv	8:31-8:56		
2nd	8:45-9:30	2nd	9:01-9:57	2nd	9:01-9:57	2nd		2nd	9:01-9:57	2nd	9:01-9:57		
3rd	9:35-10:20	3rd	10:02-10:58	3rd	10:02-10:58	3rd		3rd	10:02-10:58	3rd	10:02-10:58		
4th	10:25-11:10	Lunch	10:58-11:28	Lunch	10:58-11:28	4th	10:05-11:00	Lunch	10:58-11:28	Lunch	10:58-11:28		
Lunch	11:10-11:40	4th	11:33-12:30	4th	11:33-12:30	Lunch	11:00-11:30	4th	11:33-12:30	4th			
5th	11:45-12:40	5th	12:35-1:32	5th	12:35-1:32	5th	11:35-12:31	5th		5th	11:33-12:30		
6th	12:45-1:36	6th	1:37-2:33	6th		6th	12:36-1:32	6th	12:35-1:32	6th	12:35-1:32		
7th	1:41-2:33	7th		7th	1:37-2:33	7th	1:37-2:33	7th	1:37-2:33	7th	1:37-2:33		

7th Grade Bell Schedule													
A - Day		B - Day		C - Day		D - Day		E - Day		F - Day			
1st	7:29-8:15	1st	7:29-8:26	1st	7:29-8:26	1st		1st	7:29-8:26	1st	7:29-8:26		
Adv	8:20-8:40	Adv	8:31-8:56	Adv	8:31-8:56	Adv		Adv	8:31-8:56	Adv	8:31-8:56		
2nd	8:45-9:30	2nd	9:01-9:57	2nd	9:01-9:57	2nd		2nd	9:01-9:57	2nd	9:01-9:57		
3rd	9:35-10:20	3rd	10:02-10:58	3rd	10:02-10:58	3rd		3rd	10:02-10:58	3rd	10:02-10:58		
4th	10:25-11:10	4th	11:03-11:28	4th	11:03-11:28	4th	10:05-11:00	4th	11:03-11:28	4th			
5th	11:15-11:40	Lunch	11:28-11:58	Lunch	11:28-11:58	5th	11:05-11:30	Lunch	11:28-11:58	5th	11:03-11:28		
Lunch	11:40-12:10	4th	12:03-12:30	4th	12:03-12:30	Lunch	11:30-12:00	4th	12:03-12:30	Lunch	11:28-11:58		
5th	12:15-12:40	5th	12:35-1:32	5th	12:35-1:32	5th	12:05-12:31	5th		5th	12:03-12:30		
6th	12:45-1:36	6th	1:37-2:33	6th		6th	12:36-1:32	6th	12:35-1:32	6th	12:35-1:32		
7th	1:41-2:33	7th		7th	1:37-2:33	7th	1:37-2:33	7th	1:37-2:33	7th	1:37-2:33		

8th Grade Bell Schedule													
A - Day		B - Day		C - Day		D - Day		E - Day		F - Day			
1st	7:29-8:15	1st	7:29-8:26	1st	7:29-8:26	1st		1st	7:29-8:26	1st	7:29-8:26		
Adv	8:20-8:40	Adv	8:31-8:56	Adv	8:31-8:56	Adv		Adv	8:31-8:56	Adv	8:31-8:56		
2nd	8:45-9:30	2nd	9:01-9:57	2nd	9:01-9:57	2nd		2nd	9:01-9:57	2nd	9:01-9:57		
3rd	9:35-10:20	3rd	10:02-10:58	3rd	10:02-10:58	3rd		3rd	10:02-10:58	3rd	10:02-10:58		
4th	10:25-11:10	4th	11:03-12:00	4th	11:03-12:00	4th	10:05-11:00	4th	11:03-12:00	4th			
5th	11:15-12:10	Lunch	12:00-12:30	Lunch	12:00-12:30	5th	11:05-12:01	Lunch	12:00-12:30	5th	11:03-12:00		
Lunch	12:10-12:40	5th	12:35-1:32	5th	12:35-1:32	Lunch	12:01-12:31	5th		Lunch	12:00-12:30		
6th	12:45-1:36	6th	1:37-2:33	6th		6th	12:36-1:32	6th	12:35-1:32	6th	12:35-1:32		
7th	1:41-2:33	7th		7th	1:37-2:33	7th	1:37-2:33	7th	1:37-2:33	7th	1:37-2:33		



2018-19 OXFORD COMMUNITY SCHOOLS-MIDDLE SCHOOL SCHEDULE

First Day of School – 8/27/18
Last Day of School – 6/7/19

Students
Labor Day-08/31-9/3
No School (PD/Coop) – 11/16
Thanksgiving - 11/21-11/25
Holiday Br. – 12/22–01/6/19
MLK-Prof. Dev. – 01/21/19
Mid-Winter – 02/18/19
Spring Break - 3/30-4/7/19
Testing 8th-7:29 AM-4/9/19
4/9 – DS (6th, 7th) 10:05 AM
No School – 04/19/19
Memorial Day – 5/27/19
6/7/19 (Stud Red) 10:40 am

P/T Conference Dates
P/T Conf. (4-7 pm)-11/12/18
P/T Conf. (5-8 pm)-11/15/18
P/T Conf. (12-3 pm)-11/16/18
P/T Conf. (4-7 pm)-2/28/19

End of Marking Periods
1st quarter ends-11/02/18
2nd quarter ends-01/18/19
3rd quarter ends-03/22/19
4th quarter ends – 06/07/19

Delayed Start (10:05 a.m.)
Sept. 5, 12, 19, 26; Oct. 3, 10, 17, 24, 31;
Nov. 7, 14, 28; Dec. 5, 12, 19; Jan
9, 16, 30; Feb. 6, 13, 27; Mar. 6, 13, 20;
Apr. 9, 24; May 1, 8, 15, 22

M-STEP
8th Grade: 4/8-5/3
7th Grade: 4/29-5/24
6th Grade: 4/29-5/24

Saturday School
7:30am-9:00am (Media Center)
Grade Level Incentive Field Trips
8th Grade: May 31, 2019
7th Grade: June 5, 2019
6th Grade: June 6, 2019

Bell Schedule:

- A: All Classes
- B: No 7th hour
- C: No 6th hour
- D: No 1st, 2nd & 3rd hour
- E: No 5th hour
- F: No 4th hour

JULY 2018						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST 2018						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19						25
26	A	A	A	A		

SEPTEMBER 2018						
S	M	T	W	T	F	S
						1
2		A	D	A	A	8
9	B	C	D	E	F	15
16	B	C	D	E	F	22
23	B	C	D	E	F	29

OCTOBER 2018						
S	M	T	W	T	F	S
	B	C	D	E	F	6
7	B	C	D	E	F	13
14	B	C	D	E	F	20
21	B	C	D	E	F	27
28	B	C	D			

NOVEMBER 2018						
S	M	T	W	T	F	S
				E	F	3
4	B	C	D	E	F	10
11	B	C	D	E		17
18	A	A				24
25	B	C	D	E	F	1

DECEMBER 2018						
S	M	T	W	T	F	S
2	B	C	D	E	F	8
9	B	C	D	E	F	15
16	B	C	D	E	F	22
23						29
30						

JANUARY 2019						
S	M	T	W	T	F	S
						5
6	B	C	D	E	F	12
13	B	C	D	E	F	19
20		C	A	E	F	26
27	B	C	D	E		

FEBRUARY 2019						
S	M	T	W	T	F	S
					F	2
3	B	C	D	E	F	9
10	B	C	D	E	F	16
17		C	A	E	F	23
24	B	C	D	E		

MARCH 2019						
S	M	T	W	T	F	S
					F	2
3	B	C	D	E	F	9
10	B	C	D	E	F	16
17	B	C	D	E	F	23
24	B	C	A	E	F	30

APRIL 2019						
S	M	T	W	T	F	S
						6
7	B	D	C	E	F	13
14	B	C	A	E		20
21	B	C	D	E	F	27
28	B	C				

MAY 2019						
S	M	T	W	T	F	S
			D	E	F	4
5	B	C	D	E	F	11
12	B	C	D	E	F	18
19	B	C	D	E	F	25
26		A	A	A	A	

JUNE 2019						
S	M	T	W	T	F	S
						1
2	A	A	A	A		8
9						15
16						22
23						29

8th Grade P-SAT
6th/7th Grade Delayed Start

No School
M-STEP Window

Delayed Start (10:05 am)
Saturday School (7:30am)
No Stud. – Teacher Day
End of Quarter

Early Release (10:40 am)
Grade Level Incentive
Assembly Day

******Please Note: The OMS School day ends at 2:33 pm. All students MUST be in a SUPERVISED activity (Ex. Club, athletic practice or event) in order to remain on school premises. Any student not attending a supervised event should make arrangement to be off campus after dismissal in order to avoid disciplinary consequences for loitering. Any parent pick-up that happens after 2:50pm, must be done so by the main office.**

ADVISORY PERIOD

Advisory period provides the environment and activities that will foster bonding with other students and an adult teacher. The teacher will serve as an advocate for the students. Advisory is intended to help students cope with academic concerns and set goals to facilitate positive school experiences. Finally, it is intended to heighten student awareness of good citizenship through providing opportunities for meaningful contributions to their school community. The advisory period will support student character development, study skills, diversity awareness, Olweus Bullying Prevention Program, Wildcat Point activities, M-STEP preparation, and many other important school-based programs.

ATTENDANCE POLICY

Regular attendance and punctuality are closely related to good school achievement and help develop valuable personal habits. Oxford Middle School will mail a letter regarding attendance when a student has reached 10, 15, and 20 days absent during the school year, including excused, unexcused and pre-arranged absences. The Oakland County Truancy Officer may be notified due to persistent chronic absences. We will reasonably accommodate where necessary for students affected by homelessness.

ABSENCE PROCEDURE

Parents are requested to call the school at 969-1891 before 9:00 a.m. each time that their son or daughter is absent. Students whose parents do not call must bring in a written excuse when they return to school in order to be considered excused. Excuses must be signed by the parent, state the date and reason for the absence, and be presented to the office upon returning to school.

TYPES OF ABSENCES

There are three types of absences:

1. **Excused** absences have the knowledge and consent of a parent or guardian. Students are permitted and expected to make up work in a timely fashion and are eligible for full credit. It is the student's responsibility to request the make-up assignments and turn them in to the designated teacher at the designated time.
2. **Unexcused** absences which occur without the permission or knowledge of a parent or guardian are considered "skipping" and often lead to disciplinary measures. In addition, students are expected to request and make up the work missed.
3. **Pre-arranged absences** cover those occasions when parents find it necessary to take their son or daughter out of school for 3 or more days. A note to this effect should be sent to the school several days in advance, so that a pre-excused absence form can be given to the student. The student must then secure the signatures of all of his teachers on this form. This enables the teacher to provide advance assignments and other information as to what will be covered during the absence. In all cases, assignments supplied and not turned in will receive a zero.

HOMEWORK POLICY FOR ABSENT STUDENTS

- All students will be given time to make up missed assignments due to an absence. One day for each day absent will determine the amount of allotted time before the assignments are due.
- Any student absent the day an assignment is due will be allowed to turn in that assignment upon his/her return to school.
- Homework collected by the student before a pre-arranged absence will be due at the discretion of the classroom teacher.
- Any student who acquires an unexcused absence may lose credit for that assignment at the discretion of the teacher.
- Students share the responsibility with teachers to get the missed assignments due to absences. **Students are expected to check Haiku for assignments.**

TARDINESS

Almost all tardiness is avoidable. This is the tardiness policy:

Students must be in their classrooms when the period begins. If students arrive to any of the classes late for a justifiable reason, they should secure a pass from the staff member responsible for their being late.

- You will be notified when a student is marked tardy. Three or more tardies will result in a detention. Frequent tardiness may result in an office referral. Students arriving to class more than five minutes after the bell will be considered absent and truant.

CHECK-IN PROCEDURE

Students who are tardy to school will report to the office and check in with the Secretary.

LEAVING THE SCHOOL

Since the staff is responsible for the students from the time of their arrival until they are dismissed, it is essential that school officials account for all students throughout the day. Students must, therefore, secure permission and sign out in the office before leaving school for appointments or any other purpose. A parent must come into the building in order for the office to give permission to leave school. Students are not to leave the school building or grounds without proper permission under any circumstances.

HALL PASSES

Due to the fact that students need to be utilizing class time for learning, students are strongly advised to use the rest area on the break between classes. If a pass is necessary, students are required to use their teacher's hall pass device. In order to receive a pass from class, students must politely request a pass from the teacher.

MEDIA CENTER

Except when meeting there as part of a class, students using the media center during the day must have a pass issued by their classroom teacher and sign in at the desk. The media center should be quiet and orderly at all times, and students should never bring in food or beverages. All students are urged to make the widest possible use of the media center for recreational reading as well as class assignments.

BEHAVIOR STANDARDS

OLWEUS BULLYING PREVENTION PROGRAM

Oxford Middle School has implemented the Olweus Bullying Prevention Program. The Olweus definition of Bullying: "Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself."

Three Key Components of Bullying Behavior:

1. Involves an Aggressive Behavior
2. Involves a *Pattern of Behavior over Time*
3. Involves an Imbalance of Power or Strength

Please see the Oxford Community Schools District Website for additional details including disciplinary application of the Code of Conduct.

Below you will find some basic rules that will help better judge the appropriateness of a behavior. This is not a comprehensive list of behavior expectations. The OMS code is not limited to the listed behaviors.

General Rules

- Hallways should be free of food and drink.
- Be in your assigned area on time.
- Follow directions of all staff at all times.
- Electronic devices such as cell phones, ipods and video games must be turned off when not being used for educational purposes. Lunch Periods are an exception: students may earn "electronics at lunch" privileges based upon responsible hallway and lunchroom behavior.
- Use appropriate language.
- Respect the rights and property of others.
- This is a bully free school zone, students are not permitted to bully, intimidate, or harass other students.
- Walk in the hall.
- Keep hands, feet, and objects to yourself.
- Plagiarism and Collusion are not acceptable. Please refer to the District's Academic Honesty Policy, found on our website.
- Vandalism will be prosecuted and the school reimbursed for damages.
- All students staying after school must be in an adult supervised activity (clubs, athletics, re-take room or media center). If the student is not participating in an after school activity, then they must leave the building by 2:45. Failure to do so could result in a disciplinary action.
- The OMS School day ends at 2:33 pm. All students MUST be in a SUPERVISED activity (Ex. Club, athletic practice or event) in order to remain on school premises. Any student not attending a supervised event should make arrangement to be off campus after dismissal, in order to avoid disciplinary consequences for loitering.

Restroom Rules

- Proper use of all items is expected. There is to be no photography or recording in restrooms.
- No loitering.
- No graffiti. Acts of vandalism will be prosecuted and the school will be reimbursed for damages.

Cafeteria Rules

- Cell phone use for 8th grade only
- No cuts in line.
- Sit while eating.
- Clean up your area
- With a pass, you are allowed to use the restroom, go to the office or make a phone call.
- Students will not be allowed to run to lunches.
- Food and drink must stay in the cafeteria.

STUDENT DRESS AND APPEARANCE

DRESS CODE EXPECTATIONS

Rationale: We encourage our students to dress in a manner that contributes to a positive learning atmosphere in the school. While we understand students will dress according to their own taste, their appearance must not interfere with the learning process, endanger health or safety, cause disruption, or violate the civil code or commonly accepted community standards of decency. Oxford Secondary Schools have created the following expectations:

- A. Shorts or skirts must meet finger-tip length when arms are hung straight to the side.
- B. Pants/shorts with rips/holes/mesh must fall below the finger-tip length when arms are hung straight to the side.
- C. Low slung pants may not reveal undergarments, shorts, or boxers.
- D. Shirts that are low cut, midriff-baring, open-back, or see-through may not be worn. Camisoles or undergarments must not be visible.
- E. Outdoor clothing such as hats, hoods, coats, sunglasses, backpacks may not be worn in the building (small purses or string-bags are acceptable).
- F. Clothing or accessories with messages suggesting drugs, alcohol, tobacco, sex or any other "image" deemed suggestive, offensive or disruptive by Administration may not be worn.
- G. Pajamas and/or slippers may only be worn on designated Spirit Days.

**The above expectations may be amended by Administration as deemed necessary due to fashion trends.*

CODE OF CONDUCT

The effective cooperation of the many people in a school and the successful operation of the many programs they are involved in demands that series of rules and regulations be adopted to govern them. These have been incorporated by the Board of Education into a "Code of Conduct" which is provided to all students, and outlines their school rights and responsibilities in detail. Various school rule violations as well as a consequence matrix are included, and may be located on the Oxford Community Schools website.

http://oxfordmiddle.oxfordschools.org/UserFiles/Servers/Server_734904/Image/Code%202017-2018%20final%20website.pdf

DETENTION

Detention before and after school (2:35-3:15 pm) and during lunch hours may be imposed by an administrator or teacher for violations of various school rules. Detention often serves as a deterrent to future misconduct. Detention can provide a chance to work with the student regarding the causes of his/her problem. Students must be given at least one day's notice before a detention is imposed so that parents can make necessary alternate transportation arrangements. Detention notices are to be signed by a parent and returned to the staff member the day after issuance.

SUSPENSION AND EXPULSION

While every effort is made to resolve problems utilizing restorative practices with students and parents with all available resources, reasonable and fair discipline remains critical to the maintenance of an effective school program. The suspension of students from school for a limited period of time may therefore be imposed by an administrator for serious violations of school regulations, or less serious, but chronic violations which have not responded to other approaches according to guidelines established in the district's "Code of Conduct."

Students may be suspended for such offenses but not limited to; possession or use of tobacco, alcohol or nonprescription drugs; fighting; truancy or chronic tardiness; possession of illegal fireworks or dangerous weapons; and gross disrespect to a faculty member. *During the duration of an Out-of-School suspension your student is not allowed on school property or to attend before or after school-related functions without prior administrative approval. Attending a school event while on suspension may result in further discipline.*

Whenever a suspension is deemed necessary, the student will be informed of the violation and the duration of the proposed suspension/ and will be afforded the opportunity to present any relevant information which might contribute to his defense. If a suspension is imposed, the student's parent or guardian will be notified of its length and cause. Parents may appeal suspensions according to the appeal process found in the Student Code of Conduct.

The expulsion of students from school is a disciplinary action of last resort taken by the Board of Education upon recommendation of the administration. Expulsion procedures include written notification to the student and parents as to charges and evidence and a formal hearing at which contrary evidence. Defense witnesses and legal counsel are permitted. Provisions are also made for appeal and other protections of individual rights.

Detailed information regarding suspension and expulsion are included in the Code of Conduct which is provided to all students and available on the OMS website.

BUS REGULATIONS

Bus transportation to and from school is provided for all students who live beyond walking distance. In order to prevent unnecessary damage to vehicles, avoid disruptions in transportation and school schedules and protect student health and safety, a series of bus regulations have been established.

- Use of proper language on the bus
- Follow all safety guidelines provided by bus driver (sitting in seat, facing forward, using inside voice)
- Allow the bus driver to focus on their main job which is to ensure that students arrive safely from home to school

These will be reviewed with students in detail at the beginning of the year. Failure to comply with them will result in disciplinary action, possibly including the issuance of tickets and the temporary or permanent loss of bus riding privileges.

GRADE CARDS, PROGRESS REPORTS, PARENT ACCESS TO POWERSCHOOL

REPORT CARDS

Report cards are e-mailed to parents approximately one week after the conclusion of each quarter. Parents and students will receive information for PowerSchool, which allows students and parents to view grades on an ongoing basis.

HONOR STUDENTS

Honor roll recognition will be determined each quarter by the following grade point average criteria:

BRONZE HONORS	SILVER HONORS	GOLD HONORS
3.0 to 3.49	3.5 to 3.99	4.0

END OF THE YEAR ACADEMIC RECOGNITION

Academic recognition will be determined by the students' cumulative grade point average (first three quarters) according to the following criteria:

BRONZE HONORS	SILVER HONORS	GOLD HONORS
3.0 to 3.49	3.5 to 3.99	4.0

PROMOTION POLICY

[Core classes = language arts, math, science and humanities.]

Summer School: Summer School will be recommended to remediate any student who fails (59% or less) a Core Semester Class for the year (ex.: failing 7th Grade Math in S1, as well as S2).

Retention Procedures: A middle school student who fails (59% or less) 6 of 8 Core Semester Classes will be retained.

Students who do not meet the standards of the promotion policy will be **evaluated** for retention or other intervention strategies. A remediation plan may be developed.

Evaluation Process:

Team teachers, the student's counselor, and the student's assistant principal will evaluate and make a recommendation based on the student's academic performance.

Appeal Procedures:

When a student is retained, the student's parent/guardian may appeal the retention in writing within ten (10) days of the last day of the school year. Said appeal must be made to the building principal.

TRANSFER STUDENTS

- Students transferring in to OMS with 2 weeks left in the quarter shall receive no grades from OMS (previous school shall grade).
- Students transferring in to OMS with 3 weeks left in the quarter shall receive Pass/Fail grades from OMS (previous school shall grade).
- Students transferring in to OMS with 4-6 weeks left in the quarter shall receive blended grades from their previous school and OMS.
- Students transferring in to OMS with more than 6 weeks left in the quarter shall be given grades based on OMS work.

GRADING POLICY

OMS has implemented a standardized grade weighting policy. OMS courses are assigned to one of eight subject areas, and student work is evaluated for quarterly grades within the following categories:

- *Language A, Language B, Science, Humanities, Arts, Technology:* Gradebook will reflect **Summative Assessments:** Major Papers, Projects, Tests (60% weight), **Formative Assessments:** Quizzes, Other Classroom Assessments (30% weight), and **Practice Activities:** Homework, Classwork (10% weight). Summative Assessments MUST be completed; students will make up missing summative assignments by attending Saturday School or Homework Clubs after school. Formative Assessment “Quizzes” may be retaken upon student request (within 5 school days & outside of class time) should the student score less than 80% in order to demonstrate improvement in understanding.
- *Math:* The above policy applies, however the gradebook weighting is as follows – **Summative Assessments 50%, Formative Assessments 25%, and Practice Activities 25%.**
- *Physical Education:* The above policy applies, however the gradebook weighting is as follows – **Summative Assessments 40%, Formative Assessments 20%, and Practice Activities 40%.**
- *Intervention Classes (Math Lab, Content Reading, Academic Intervention):* **Quarter= total points, Semester=term weights**
- *Special Ed Enrichment:* **Quarter= total points, Semester=term weights**

INTERNATIONAL BACCALAUREATE AND MIDDLE YEARS PROGRAMME (MYP)

The MYP is designed for students aged 11 to 16 (6th – 10th grade). It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century. The eight subject areas (Math, Language & Literature, Language Acquisition, Science, Individuals and Society, Physical Education & Health, Arts, Design) are linked by key concepts to help students draw connections within and between the classes they study. Additionally, students are assessed on tasks that require them to demonstrate their learning through application. For more information, please visit the OMS International Baccalaureate webpage.

http://oxfordmiddle.oxfordschools.org/academics/international_baccalaureate

CITIZENSHIP GRADING POLICY

CITIZENSHIP GRADES FOR OMS COURSES AND ADVISORY

Report cards will reflect a Four Point Scale, and students will be graded per the following:

1	Outstanding	Student behavior may demonstrate any of the following: <ul style="list-style-type: none"> • Consistently demonstrate positive attitude toward learning process • Preparation is excellent • Consistently contributes to class discussions in a positive manner • Student is a role model for others in the classroom
2	Good	Student behavior may demonstrate any of the following: <ul style="list-style-type: none"> • Behavior is good • Often prepared for class • Often contributes to class discussions when called upon
3	Satisfactory	Student behavior may demonstrate any of the following: <ul style="list-style-type: none"> • Behavior is usually acceptable • Preparation for class is inconsistent • Occasionally contributes to class discussion when called upon
4	Needs Improvement	Student behavior may demonstrate any of the following: <ul style="list-style-type: none"> • Behavior is often inappropriate, may include disrespect towards peers/teacher • Often unprepared for class • Rarely contributes to class discussions

EXTRA-CURRICULARS AND AFTER SCHOOL ACTIVITIES

AFTER SCHOOL POLICY

In an effort to maintain a safe school environment, students who are involved in extracurricular activities after school must remain in the assigned area for that activity. All students who do not have teacher supervision must leave the school building immediately after school is dismissed.

CLUBS

Extracurricular activities offer students the opportunity for enjoyment, service, leadership, cooperation and the development of many skills. The following activities have typically been available at Oxford Middle School:

Student Council	Honors Orchestra	Bowling Team	Computer Club
Art Club	Honors Choir	Ski & Snowboard	Homework Club
Drama Club	Thunder Drummers	Destination Imagination	Academic Games
Chess Club	Bike Club	Equestrian	Robotics Club
	WEB Leaders	Pizza and Pages	

When there is sufficient student interest and a willing faculty sponsor, groups may be formed to pursue these or other activities by securing proper approval from the administration. Students must be in attendance for half the school day to participate in an after school activity, including practice. This does not apply to students involved in a field trip or other school-related activities. These activities are dependent on school board approval.

ATHLETICS

<u>Fall Sports</u>	<u>Early Winter Sports</u>	<u>Late Winter Sports</u>	<u>Spring Sports</u>
Football	Volleyball (Girls)	Boys' Basketball	Girls' Track
Girls' Basketball	Competitive Cheer		Boys' Track
Cross Country	Wrestling		
Sideline Cheer			

ATHLETIC ELIGIBILITY

The rules of the Michigan High School Athletic Association, Oxford Athletic Code, and Oxford Board of Education Policy are used as a guide for determining athletic academic eligibility. A student's conduct may warrant his/her removal from an athletic team. Participation in all school extracurricular programs is available to 6th, 7th and 8th graders who meet academic and behavioral standards. Loss of eligibility may be appealed by parents through the principal.

Previous Semester Record:

Students must be passing 50% of their classes for the marking period prior to participation, except that first year students may be eligible without reference to their records in 6th grade for the first marking period (including transfer students).

Weekly Eligibility Report to Coaches:

Each Thursday during the season, a grade report will be run through PowerSchool for each student-athlete. In order to be eligible for competition the following week, the student-athlete may not fail more than one class. If a student-athlete is not in compliance with the current OACS Athletic Code Eligibility Standards, the student will be ineligible from Monday to Sunday of the following week.

COUNSELING SERVICES

Counselors are available to assist students in discovering and developing their needs, abilities and interests. Students are encouraged to see a counselor if they are having personal, social or education problems or if they need information concerning such areas as course offerings, scheduling and career planning. Parents are also encouraged to contact school counselors by telephone or appointment. Counselors may be reached by calling the Middle School Counseling office at 969-1821.

MEDICAL SERVICES

The school cannot offer direct medical services except for giving necessary first aid and dispensing prescription medications. Prescription medication should be delivered to the office by the parent along with the written physician authorization form used by Oxford Schools.

ILLNESS

Students who become ill during the school day should report to the office immediately. Whenever possible, they will be returned to classes after a period of rest, but if necessary parents will be contacted to arrange for their transportation home.

MEDICATION

Parents of students who must take medication during the school day must:

- Bring the medication to the office.
- Provide a physician's statement stating the name of the medication, the directions for administering, and any possible side effects which might be expected. **Parents must complete a form that is available in the office for this purpose or online at <http://oxfordmiddle.oxfordschools.org/page/2904/subcat/151>**

- Medication will be kept in the office with proper dosage instructions, and administered as required.
- Students may not carry over the counter or prescribed medicines with the exception of epi-pens and inhalers.

HEALTH RESTRICTIONS

Students with injuries or medical histories which might interfere with their regular participation in school activities are asked to provide their counselor with pertinent information in writing from their parents or physician. This information should include the nature of the problem, restrictions on activities, and any symptoms for which staff should watch. All medical information will be provided to necessary staff members.

SCHOOL SAFETY AND SECURITY

VISITORS

All visitors are to report to the school office upon entering the school. Students may not bring friends from other schools to class or after school functions.

FIRE AND TORNADO DRILLS

Fire and tornado drills are held periodically during the school year. Proper procedures for evacuating the building in case of fire or for moving to a safe location in case of tornado are posted in all rooms, and will be reviewed with students by the faculty. Students should become completely familiar with these procedures, and in case of an alarm should move to their designated location quickly and quietly. Students should conduct themselves during all drills as if an actual emergency existed.

LOCKDOWN PROCEDURES

Lockdown drills are held periodically during the school year. Proper procedures for locking down the building in case of emergency will be reviewed with students by the faculty. Students should become completely familiar with these procedures. In case of an announcement, everyone should move to their designated location quickly and quietly. Students should conduct themselves during all drills as if an actual emergency existed.

EMERGENCY SCHOOL CLOSING

When it becomes necessary to close school due to adverse weather condition or other emergencies, the School Messenger system is utilized. Please ensure that your contact information is up to date. The following radio stations WJR (760), WPON (1460), WWJ (950), WXYZ (1270) and WMPC (1230 Lapeer) will be notified. Students and parents are asked to listen to one of these stations or log on to the district website rather than trying to call the schools to see whether or not they will be in session.

TELEPHONES

Telephones in the school office are intended for official business use. They are to be used by students only in case of emergencies. Students making prank calls such as false "911" will be prosecuted.

LOCKERS

Students are assigned lockers at the beginning of the school year and are not allowed to change lockers without permission from the administration. Students are asked to keep them in good condition by not forcing the doors closed on overly large objects, shutting the lockers noisily, or otherwise abusing them. Students should not share their combination with other individuals, leave their locker unlocked, or use it to store money or other valuables. You are reminded that lockers are subject to inspection by the administration.

VALUABLES

Personal toys and items of value such as iPods, tablets, laptops, trading cards, etc. should not be brought to school. Such items are not pertinent to the educational process and if lost or damaged not the responsibility of the school or staff. Only those items relevant to the educational process should be brought to school.

CELL PHONES

The use of cell phones for conversing, reading or writing text messages, assessing voicemail, viewing or taking pictures is strictly prohibited during school hours. Phones are to remain off and out of sight during the school day (Exception is lunch period for 8th grade). Consequences range from confiscation to suspension.

LOITERING:

Lingering in hallways, restrooms, parking lots or other areas inside the school building without legitimate purpose and/or proper authorization

TECHNOLOGY

ACCEPTABLE USE POLICY

Use of the District's Technology Resources, including access to the Internet, is a privilege, not a right. This policy shall apply to all students, teachers, administrators and users of the Technology Resources who have access privileges through association with the District. Use of the Technology Resources entails responsibility and termination of this privilege, as well as other disciplinary or legal action, may result if this policy is violated or if other improper use is discovered.

It is the sole intent of the District that the Technology Resources will be used in compliance with the District's curriculum, the students' career development and appropriate self-discovery. The District has not established Technology Resources as a public forum, either full or limited. System security shall be protected through the use of passwords. Each user is responsible for maintaining the privacy of his or her password to avoid unauthorized access and/or inappropriate use. To protect the integrity of the system, the following guidelines shall be followed:

1. Users shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another user's name.
3. Users shall immediately notify the District if a security problem is suspected or identified.

The District's Technology Resources shall only be used to access information related to the District's curriculum. The District's curriculum shall include, by way of demonstration and not limitation, a student's course work, a teacher's instructional program, and an administrator's duties. The use of all technology is for educational purposes only. For the complete copy of the Oxford Community Schools' Acceptable Use Agreement Policy (Policy #7540).

ADDITIONAL INFORMATION

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Under the Family Educational Rights and Privacy Act of 1974, parents and students eighteen or over may review school records directly related to the student for whom the request is made. Requests for review of records may be filed through the principal's office at the school where the student is attending. The school district has a reasonable length of time (not to exceed 45 days) to comply with such request, and records cannot be altered or purged in any manner once a request to review has been filed.

Parents have the right to request amendment of the educational records if they believe them to be inaccurate, misleading or in violation of the student's privacy. Refusal to amend the records could result in a hearing on the contents and/or a letter of rebuttal which would be included as part of the records and which would be disclosed whenever records were released.

In most cases, written permission is required before student records can be released or reviewed by an outside agency. As a matter of policy, the Oxford Community Schools will forward records on request to a school in which the student seeks or intends to enroll. Under the conditions for release, parents or students eighteen or older may request copies of any or all records released. School districts can release directory information without permission, and for this purpose the Oxford Community Schools classify the following as directory information: name; address; telephone number; date and place of birth; height and weight; dates of attendance and current grade placement; participation in officially recognized school sports and activities; degrees, honors and awards received. The parent or eligible student has the right to refuse the release of directory information upon notification of the building principal on or before September 30.

The Family Educational Rights and Privacy Act of 1974 is in effect in all school districts that receive federal funding, and punitive action under the law for non-compliance could lead to withholding of these federal funds. A copy of the Oxford Community Schools policy on student records is on file at the Board of Education office, and further information concerning it may be secured from:

Tim Throne
Board of Education Office
105 Pontiac Street
Oxford, Michigan 48371 Phone: 969-5000

NONDISCRIMINATION CLAUSE

Non-Discrimination Clause: Oxford Community Schools does not discriminate on the basis of race, color, religion, national origin, sex (sexual orientation or gender), disability, age, height, weight, marital status or any other legally protected characteristic, in its programs, services or activities, including employment opportunities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: David Pass, Assistant Superintendent of Human Resources, 10 North Washington Street, Oxford, MI 48371, (248) 969-5004.

PARENTAL COMPACT

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parent"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goal(s).

PARENTAL INVOLVEMENT PLAN FOR OXFORD MIDDLE SCHOOL

The Parent Involvement Plan for the District and the Middle School will include, among others, the following strategies:

- An Annual Report is presented each year for public review. Standardized test results are reviewed and sent home to parents. Educational Development Plans are created for each 7th & 8th Grade student detailing a student's projected career focus, educational outcomes, and course requests for the student's four years of high school.
- The Parent Involvement Plan will be sent home each year in the student handbook.
- Results of student assessments are provided regularly through a variety of channels:

Student Assessment:	Frequency of Communication:
P-SAT (8 th Grade)	Results will be made available upon receipt
M-STEP	Results will be made available upon receipt
Classroom Performance	Quarterly Report Cards, Conferences
PowerSchool	Updated frequently during the quarter
IEP's-Special Education	Quarterly, Annually, Every Three Years
Parent Teacher Conferences	November, March

- Parent Teacher Conferences are scheduled during the month of November and at beginning of March. Those parents unable to meet during conferences may contact teachers and set up a mutually agreed upon time to meet. This dialogue continues through communication between parents and teachers via e-mail, websites, phone calls, and voicemail.

- An Open House is held at the beginning of each year so parents may meet teachers and become acquainted with the curriculum at the school. Parents can request a meeting to view the curriculum.
- Parents also have the opportunity to access grades for their students through PowerSchool, which is updated frequently by teachers. Students have the opportunity to share their classroom work with their parents and to meet with the teacher as needed. Additional parent meetings are scheduled on an as need basis, before, after or during the teacher's conference hour. Parents are also scheduled for Assist Team meetings when there are concerns with the student's performance.
- A Parent-Student-Teacher Compact will be implemented. This compact outlines the needs and responsibilities for a strong partnership between home and school to provide a strong education for the student. This compact will be reviewed annually.
- At the beginning of each school year, teachers provide each student a course syllabus, detailing course objectives, classroom rules, etc.
- School newsletters in the form of a School Messenger e-mail and websites keep the school community aware of events, programs, and activities taking place in the building and offer opportunities for involvement. Major events scheduled are found on the district calendar. Three times during the school year, the district provides a newsletter to inform parents of events and news throughout the district at all levels.
- As part of the enrollment process, a language survey portion is included on the form. The ESL teacher assesses students to determine the level of services.
- Involvement in community programs allows the business community and the school administration the opportunity to establish positive partnerships.
- Tutoring lists are available through the counseling office for parents who wish to provide additional academic support to their student.
- Involvement in PTO, as well as booster clubs for extracurricular activities, is available to all parents and community members.
- The school, principal, teacher, parent will work in partnership to maintain regular communication between home and school to provide the best education for the students.

Relations with Parents

The Board needs parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the Board encourages parents to support their child's career in school by:

- participating in school functions, organizations and committees;
- supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;
- requiring their child to observe all school rules and regulations;
- supporting or enforcing consequences for their child's willful misbehavior in school;
- sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
- maintaining and active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
- reading all communications from the school, signing, and returning them promptly when required;
- cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

PROTOCOL/POLICY

OMS and OHS 6-12 Academic Honesty Protocol

Philosophy

Throughout history, original ideas have paved the way for others to expand and build upon those ideas. While it is important to use others' original ideas to push our ideas further, it is also important to give credit to those original sources. When students neglect to give credit to those sources, academic dishonesty is committed. Students need to ensure that work turned in as their own is indeed their own. The work must also include proper citations to avoid plagiarism.

Oxford Schools recognizes the destructive nature of academic dishonesty and has created the following guidelines to help stop it.

Types of Dishonesty

Plagiarism: Using another's thoughts, words, or work, in portion or entirety, and then representing that foreign material within one's document as one's own original work.

Examples: Student copies and pastes someone else's published work without proper citations. A student copies off another student's test. Student copies translated work from Google translator, another website or app.

Collusion: Allowing one's work to be reproduced, in portion or entirety, without proper and public citation and documentation.

Example: One student allows another student to copy his/her homework.

Duplication: Submitting another's work in its entirety as one's own.

Example: A student submits his/her sister's work from two years ago.

Invention: Creating information without history, support, or verification, and representing it as fact, either directly or through suggestion.

Example: A student creates a source.

Manipulation: Refashioning legitimately-borrowed information through any degree of alteration or withholding so that a student's argument appears more valid.

Example: A student alters lab data to make it fit their argument.

Expectations of Behavior

Use of Translators: Translators are used to access new knowledge or learning, not to demonstrate what you know in an assessment. Translators should not be used during a test, quiz or writing assignment.

Use of Technology: Use of computers, cell phones, or other assistive technologies are not allowed unless directed by your teacher during a test or quiz. Use of computers for projects and other writing assignments should follow proper citation standards.

Testing Behaviors: Use of notes, cheat sheets, classmates work, or other unauthorized resources during a test, quiz, lab, or on-demand writing is not allowed (unless specifically allowed by the teacher). To maintain the integrity of the assessment, students should not share or communicate test materials.

Collaboration Behaviors: Students working in collaborative groups on individual or group projects are expected to submit work demonstrating their own knowledge by following teacher guidelines and project expectations.

Penalties

Academic Dishonesty is considered a Category C infraction in the Student Code of Conduct, and the consequences vary across steps, depending on the number of occurrences and severity of the plagiarism committed. All offenses are subject to the student work in question receiving a zero, immediate parent notification, and a timely office referral. Students will have an opportunity to redo and submit an alternative assessment within a limited time frame. Once students submit the alternative assessment, the zero will be replaced with the score earned on the alternative assessment.

Standardized-External Assessments

All non-Oxford assessments will follow the policies dictated by the externally assessing organization.

Action Steps for Teachers:

Steps for suspected academic dishonesty cases:

1. Teacher determines whether academic dishonesty was intentional vs. unintentional
2. Teacher contacts parent and Dean of Students so that all parties are informed and proper logging can occur.
3. Teacher provides an opportunity for student to redo and resubmit an alternative assessment under supervision* without grade penalty.
4. If intentional, Dean of Students will refer to student code of conduct. If multiple offenses occur, student will receive a more severe consequence. Need approval from new HS Principal: Intentional Consequences at the HS will result in students taking exams.

*Supervision: MS: Retake room, homework club, Saturday School, prearranged time with teacher

HS: Saturday school, Wednesday Wake-Ups, prearranged time with teacher

Updated: June 2017

OMS and OHS 6-12 Assessment Protocol

Oxford's Mission is 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.

Philosophy and Goals

At Oxford Secondary Schools, we strongly believe that learners construct their own understanding. In devising meaningful learning and assessment three questions must be considered: What do we want to learn? How best will we learn? How will we know what we have learned?

Oxford Secondary Schools expect assessments:

- to provide students the opportunity to adopt greater roles of responsibility, become more effective communicators, and assume greater ownership of their learning
- to increase—not merely monitor—student confidence, motivation, and learning
- to inform instruction and to guide the buildings and district in School/District Improvement processes
- to develop a culture of professional learning using formative and summative assessments through the PLC process
- to make appropriate instructional, program, building, and district decisions based on student data at all stages in the learning process
- to support the vision and rigor to meet our State Standards and Criteria provided by IB, AP, PLTW, and CTE.
- to support the requirements of our Teacher Evaluation System

The essential role of assessment in curriculum and instruction:

Everyone involved with assessment including teachers, students, and parents must have a clear understanding of the reasons for the assessments, what is being assessed, the criteria for success, and the method by which the assessment is being made. Ongoing assessment is integral to guiding students through the learning process as assessment data will inform both teaching practices and our curriculum planning. Coupled with tools for analyzing data, this system will produce high levels of student achievement and stakeholder satisfaction.

Assessment Purpose

Our Assessment Action Plan is a crucial step in understanding the Teaching and Learning Cycle, answering the following questions:

What do students need to know, understand, and be able to do?

- The curriculum is articulated by our State Standards and our local curriculum (aligned to the MYP Criteria in grades 6-10 and criteria in specified content area courses) and designed to engage students in higher order cognitive skills through multiple learning modalities.

How will we teach effectively to ensure students learn?

- facilitate student thinking and provide opportunities for students to apply their understanding of new circumstances
- use data to inform, enhance, and improve the teaching and learning process
- use PLC data teams and curriculum reflection to help guide teachers with best practices, which are then reinforced by professional development and coaching
- develop global thinkers by creating assessments set in a variety of cultural and linguistic contexts

How will we know that students have learned?

At the classroom level teachers,

- determine the level of understanding using both summative and formative assessment
- use informal and common formative assessments as well as common summative assessment to guide the teaching and learning experiences inside the classroom
- provide feedback for students and teachers for continued learning

What do we do when students don't learn or when they reach mastery before expectation?

- encourage students to reflect on their own learning, set goals, and create an action plan for future success or advancement
- with the use and analysis of common formative assessment teachers will determine each student's need for further differentiated instruction based on a body of evidence

Definition of Assessment

Assessment is best defined as “the process of observing learning” that entails “describing, collecting, recording, scoring, interpreting information, and providing timely, clear and actionable feedback about a student’s or one’s own learning.”

In order for assessments to serve as reliable indicators for Oxford stakeholders, assessments:

- are directly related to student learning
- are used to monitor and take action on a student’s learning, *not merely to audit it*
- encourage students to monitor their own learning
- inform both teacher and student to adjust instruction for student growth

In order for assessment to be a deliberate process, it has to:

- be manageable for teachers and students
- be modeled, shared, developed and evaluated in a supportive learning environment
- aid in determining the effectiveness of instruction and the curriculum
- have individual and school-wide performance communicated to all stakeholders

Universal Screener	Common Formative (FFA)	Common Summative (SA)	District Benchmark	
Purpose	Used to quickly identify students for RTI and for progress monitoring	Quickly informs instruction by providing specific, immediate, actionable feedback	Evaluates learning by providing a cumulative snapshot	Benchmarks and monitors progress by providing multiple data points across time

When are they used	3 times a year at Sept, Jan, April	Prior	Feedback that identifies student learning goals and needs	Summative assessments provide feedback after instruction has ended on a particular set of knowledge or skills. They occur when a unit ends, the end of a term or in the spring in terms of our high stakes testing cycle.	Benchmark assessments mirror the end-of-year content, format, administration conditions, etc. Each Benchmark covers the same content and has the same design. Assessments used to
--------------------	------------------------------------	-------	---	---	---

OMS and OHS Schools: 6-12 Special Needs Protocol

*Definition of "special needs" – any permanent or temporary diagnosed need that could put a student at a disadvantage and prevent him from being able to adequately demonstrate skills and knowledge (Special Cases, Article 15).

In Oxford Community Schools, we recognize and appreciate that no two students are the same. Every student is, in fact, a general education student first with individual and unique personal and educational needs. While we encourage all students to embody the IB Learner Profile and strive for academic success, we understand that this is no simple task for many students who are simultaneously trying to overcome other obstacles in their lives and/or in the classroom. This document outlines the common practices for addressing our students with special needs in an effort to allow *all* students as much access to the MYP curriculum as practicable. As our students and schools continually evolve, so will this document. To stay current, our intention is to revisit the needs of our special education population, availability and effectiveness of services, philosophy, and procedures on a bi-annual basis (or as needed).

Question: clarity on district philosophy for Special Needs population is needed

What are the goals of the Special Needs Policy?

We are ambitious in our goals for this policy and define them as follows:

- to offer free and appropriate education to all students in our school system.
- to provide all children access to curriculum through creative and differentiated teaching methods.
- to foster compassion and caring in all of our staff and students to create a safe learning environment.
- to guide all students to reach their unique intellectual capacities. (How is this intentionally happening? Is the OHS diploma kid getting the life skills they need?)
- to support our students as risk-takers. (Clarity- for students to achieve growth goals that are set.)
- to encourage all students to be global-minded thinkers.
- to communicate with and provide professional development for all stakeholders about our students, their progress, and their changing needs.
- to collaboratively monitor success of the policy by analyzing data collected. (Can we use the PLC process to facilitate conversations that meet the philosophy?)

What are the expectations of those who have access to this policy?

The only way to ensure success for our students with special needs is to hold all parties responsible for their particular role in this joint endeavor. These parties—or "stakeholders"—include parents, students, families, teachers, staff and Team O. We have the following expectations:

Of Parents/Students/Families

- Families will communicate the special needs of their students to the best of their abilities.
- Families will provide accurate and current special needs documentation (when possible).
- Families will be actively engaged in and supportive of their students' learning at home.
- Families will take the steps necessary to contact appropriate staff members to voice concerns, clarify programming, and ensure best practices.

Of Teachers/Staff

- Staff will be proactive in familiarizing themselves with their students and their individual special need(s).
- Staff will seek out and utilize appropriate tools and resources- including active collaboration with their co teacher- to best serve their special need students.

- Staff will respect student privacy and maintain discretion in providing special need services.
- Staff will make a concentrated effort to communicate with parents and students as often as necessary and appropriate.

Of Team O (District personnel, administrators, and other staff members)

- The team will provide and maintain safe learning environments for all students.
- The team will collaborate with all stakeholders to inform and guide special needs students in making decisions concerning educational programming.

Who are our students with special needs (SEN)?

Our special needs student population includes students who have certain challenges—whether permanent or temporary—that limit their ability to perform academically. These challenges could be (but are not limited to) the following:

- Specific learning disabilities
- Behavioral and/or emotional issues
- Communication and/or language disorders
- Physical and/or sensory conditions
- Medical conditions
- Mental health issues
- Grief- related issues
- Second language barriers
- Other factors that place students at-risk

Students with any of the above listed challenges qualify for one (or more) of the following services: Special Education, counseling support, English as Second Language, or other ancillary support programs. Each support department has their own methods for identifying and assessing students in need of services.

How do we identify and assess students with special education needs (SEN)?

Students entering Oxford Community Schools are identified as a student with special education needs by parents, previous school district, or healthcare professionals. We then review the previous district's documentation and determine what services the student should receive and if/when we need to reevaluate that student.

Those students who have not received services in the past can be referred for SEN evaluation by their parent or guardian or by school staff. If an evaluation for special education services is requested, it will be conducted by the rules in accordance with federal and State of Michigan guidelines (IDEA and MARSE) in order to appropriately place students in the least restrictive environment as deemed by the relevant stakeholders. All support decisions in regards to student educational needs will be based on student progress.

How do we service students with SEN?

Depending on the student's determined degree of need, there are a variety of instructional services that we can offer that students, from the least to the greatest restrictive environment: unsupported-general education, teacher/counselor consultation, supported instruction through the use of co-teacher or paraprofessional, direct instruction, or self-contained cross-categorical instruction.

If—with appropriate support and accommodations—a student with SEN is capable of progress in general education classes, that child receives necessary and appropriate accommodations.

Those students who are only mildly affected by a special need are often placed in teacher/counselor consultation services. In these cases, the student and teacher/counselor regularly checks in (at predetermined time intervals as determined by team) making contact with the general education teachers when needed to advocate for that student and monitor classroom success. These students are typically independent in the general education classroom with only minimal support necessary for curricular success.

In a supported setting, the student with SEN receives support and accommodations in the general education setting from either a special needs co-teacher or paraprofessional in their deficit class(es).

Students are placed in direct instruction (DI) classes when they *cannot* progress in their grade level classes with support and accommodations. Their IEP goals and data collection determines which content areas require DI classroom placement. In DI classes, special needs teachers provide content instruction in a setting with fewer students so that they can work more closely with students to ensure understanding of concepts and delivery of accommodations.

Students with more severe disabilities are often placed in a self-contained, cross-curricular classroom setting. The students in these classrooms will receive modified instruction according to their academic and functional needs.

How do we identify, service, and assess our English as a second language (EL) students?

Identification of EL students can be found in the Oxford Community Schools Board approved policy: 2225 - LIMITED ENGLISH PROFICIENCY PROGRAM. Service for these students is defined in the Oxford Secondary Schools Language Protocol.

In the event that an EL student is also a student with SEN, the student's support services and accommodations take precedence. The EL instructor communicates and collaborates with the caseload teacher to guide lesson planning and offer feedback for state testing accommodations.”

Do we need to say anything about testing accommodations?

How do we identify and service students in need of counseling support?

Students work with their counselor once a year to develop an educational development plan (EDP). Those students who express a need for further counseling services are seen by their counselor as often as is appropriate for that student's particular situation. If a teacher or parent requests counseling support for a student, an assist team convenes to create a plan for that student's academic success. Invitations to the assist team include: parent or guardian, student's counselor, and an administrator, and input from all of the student's teachers (general education and/or special education) and the student if applicable. If a need is expressed that substantially limits one or more major life activities (such as physical impairment, a chronic condition, or communicable disease) the process of determining eligibility for a 504 plan begins, as guided by the Rehabilitation Act of 1973.

The counseling team works closely with other support staff to best serve our students with special needs. Counselors coordinate between school buildings and schedule "move-up" meetings with high school special education staff and the counselor to make the transition between eighth and ninth grades smoother for our students with SEN. Counselors attend IEPs and are available to parents and students with SEN to answer questions regarding graduation and secondary planning, along with the student's caseload teacher should the student have an IEP. There is also a Transition Coordinator to assist the high school student with post-secondary planning. Additionally, counselors team with special education and EL teachers to create personalized schedules appropriate for those students with SEN.

As emotional or otherwise traumatic experiences occur throughout the school year, students are aware that counseling support is available to them. Counselors take walk-in students with issues that demand immediate attention and rely on other staff and students to share concerns about students who might not be as forthcoming with their issues. Also, the counseling department generates a list each semester that indicates which students are receiving low, troubling grades. The counselors bring in these students to discuss what might be hindering their academic success and devise plans to overcome these hindrances.

What other services are available to serve students with special needs?

Students with social or emotional difficulties often struggle immensely to focus and function throughout the general education day. These students with special needs receive direct social work services to ensure that students have access to the curriculum in spite of their social or emotional difficulties.

Due to the varying degrees of disabilities and special needs of students, other ancillary services are also available. These services include:

- Physical Therapy (PT)
- Occupational Therapy (OT)
- Speech and Language Therapy (SLP)

The PT program works on the students' gross motor deficits, mobility within the school environment, and adapting physical education programs. The OT program targets fine motor deficits, organization of the students' daily supplies, handwriting, and feeding issues. The SLP focuses on improving articulation and language skills of the students. All programs and relative staff collaborate with the classroom and special needs personnel to develop and implement the individualized program to ensure student success. The individual goals and programs for these services are determined at each student's Individual Education Plan (IEP) meeting. Therapists travel to schools within the district to work with their students. Home programs are sometimes given to parents to reinforce what the student and therapist have worked on at school. Annual goals are developed at the IEP meeting and progress is monitored throughout the year, just as with the special needs teachers.

Oakland Schools provides additional supports and services for students with more complex needs. (e.g. vision, hearing, traumatic brain injury, etc.)

How does the Middle Years Programme (MYP) include students with special needs with varying degrees of disabilities and achievement levels?

The MYP is intended to be an inclusive program that can cater to all students. Our approaches to learning (ATL) help teachers and students respond in a flexible way to varied learning needs, including special educational needs of all kinds. The MYP approach to assessment recognizes the importance of assessing the processes of learning as well as the product of learning. When designing MYP units, teachers need to employ techniques for assessing student work that take into account the diverse ways in which individual students understand and communicate their experiences. Without compromising standards, assessment tasks should take into account the requirements of students with special needs and those who are learning in a language other than their mother tongue.

We recognize that there are some students who are incapable of fully participating in the MYP and course offerings. Though the curriculum might be too rigorous for these students, they will still be aware of the IB principles and encouraged to embody the IB Learner Profile in every way possible at their particular learner level. Our goal is to give students the highest level of access to the programme as practicable, following the philosophy that all students are general education students first.

Updated: June 2017

2225 - LIMITED ENGLISH PROFICIENCY PROGRAM

The Board believes in the importance of providing English language instruction to students in the District who are Limited English Proficient (LEP), including immigrant children and youth. The Board's Limited English Proficiency Program ("LEP Program") shall be provided to enable LEP students to demonstrate growth in the areas of listening, speaking, reading, and writing of the English language and effectively participate in the District's educational program. In order to provide that LEP students are properly identified, regularly assessed, provided with high quality language and academic instruction, achieve English language proficiency, and meet the same challenging State academic content and student achievement standards as all students in the District are expected to meet, the Board will adhere to the procedures set forth in these guidelines.

The LEP Program shall be an essential component of the District's educational program and shall use language instruction curricula that is tied to scientifically based research and designed to effectively meet the special and diverse needs of LEP students. Students individual services is determined based on the strengths and weaknesses of each student with the intention of meeting the State instructional objectives, goals, and proficiency standards.

Identification and Assessment

Each student enrolling in the District for the first time will be required to complete a Home Language Survey (see Form 2225 F1) indicating a.) whether or not their child's primary language is one other than English and b.) whether or not the dominant language in their child's home is one other than English. Each completed survey will be included as a part of the permanent record of each student in the District. If either response is affirmative and the student has not been previously screened in the state of Michigan, the English Learner (EL) staff quickly (within 30 days at the start of the school year or 10 days after the start) tests that new student with a state assessment known as the WIDA-ACCESS Placement Test (W-APT) Screener. This brief screener provides an idea of the student's English language abilities in four categories: reading, writing, listening, and speaking. Based on these scores—and conversations with building staff and parents of the student—the EL staff determines whether the student has Limited English Proficiency (LEP) and if/how often they should receive EL support services.

Parental Notification and Consent

If a student is identified and assessed as LEP and determined to be eligible for services, the District will send written notice to the student's parent. Such notice shall be provided within thirty (30) days of the start of the school year or within two (2) weeks of assessment (if the student is not identified prior to the beginning of the school year) and include information regarding: A. B.

the LEP Program and the reasons for the student's identification and assessment;

the student's level of English proficiency;