

2024-2025

# Innocademy Zeeland

## Family Resource Guide

*Innocademy is an inclusive public school academy that prepares PreK-8<sup>th</sup> grade students to have a global mindset through whole child, Spanish language, nature rich learning.*



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# Welcome!

Welcome to the family...we hope Innacademy feels like a home away from home.

## Mission Statement

Innacademy is an inclusive Public School Academy that prepares PreK-8th grade students to have a global mindset through whole child, Spanish language, and nature-rich learning.

## Vision Statement

Innacademy focuses on the whole child to positively impact the whole world.

## Michigan Integrated Continuous Improvement Process (MICIP) Goal

By following the MICIP process and using the MICIP platform, we, as a team of stakeholders, developed a goal. The goals state that 1) "By June 2025, the district math proficiency as measured by the state assessment will meet or exceed the state target of 47.55% proficient. Each year the percent proficient will increase by 1.5% each year" and 2) "By June 2026, the number of students who have reached ELA proficiency or advanced as measured by the state assessment, as well as the district exceeding the state proficiency target of 60%, will reach 60%. Each year the percent of students will increase at a minimum of 2.5%." We are currently working on adding an attendance specific goal for this upcoming school year.

## Student Pledge & Compact

I pledge to be the leader of myself by utilizing the 7 Habits (be proactive, begin with the end in mind, put first things first, think win win, seek first to understand then to be understood, synergize and sharpen your saw) to grow independently and as a member of our community. I will strive to be RESILIENT by not giving up and finding support when times get tough. I will be RESPECTFUL by listening and caring about others. I will be RESPONSIBLE for what I do and say. I will make decisions that keep myself and others SAFE. I promise to do my best everyday.

**As a student, I will:**

- Be **RESILIENT** by doing my best work on classwork, tests, and activities
- Be **RESPECTFUL** of others, myself, and the learning environment.
- Be **RESPONSIBLE** by bringing what I need for each class, each day and being on time.
- Be **SAFE** by following the rules each day, wearing clothing that fits the task, and staying healthy.

## Parent/Guardian Pledge & Compact

I pledge to uphold Innacademy's best practices, as noted in this resource guide. I will support Innacademy by investing my time, passions, and skill sets in ways that are best for my family. I will engage in parent meetings, communicate with school staff, help my child succeed by ensuring their attendance, and engage in his/her growth as a learner at home and school.

**As a parent/guardian, I will:**

- Believe my child can learn and provide a place at home to complete homework.

- Prepare my child for school by providing a balanced nutritious diet, dressed appropriately, and ensure my child has adequate amount of sleep.
- Spend 20-45 minutes a night reading, writing, or doing math with my child.
- Encourage educational technology to my child at home (Ex: math, reading apps)
- Maintain open, positive and respectful relationship and communication with staff.
- Commit to bringing my child on time every day between 8:20 and 8:45 a.m. and schedule appointments to the best of my ability before or after school or over break weeks so that my child is set up for success.
- Read the family resource guide and ask questions as needed to teacher.

## Staff Pledge & Compact

I pledge to do all I can to honor and grow each child as a uniquely intellectual, spiritual, emotional, and social being. I will foster a classroom environment that supports students towards their personal learning goals. I will support the families with whom we partner in this important endeavor.

### As a staff member, I will:

- Believe all children can learn.
- Maintain open, positive and respectful relationship and communication between school and home
- Provide a safe, caring environment for student learning.
- Respect and value the uniqueness of each family.
- Provide enriched and challenging instruction aligned with the state core curriculum.
- Create positive relationships with students.
- Seek ways to involve parents in student learning and/or trips.

## Staff Contact Information

Staff	Spends time with...	Location	Grade Level Objectives	Email
<b>Precademy</b>				
Ms. Aimee	Precademy	4-day preschool	Preschool	aimee.steur@innocademy.com
Ms. Grace	Precademy	4-day preschool	Preschool	grace.potter@innocademy.com
Ms. Michelle	Precademy	2-day preschool	Preschool	michelle.ling@innocademy.com
Ms. Jamie	Precademy	2-day preschool	Preschool	jamie.genzink@innocademy.com
<b>Classic Elementary</b>				
Ms. Kayleigh	Classic Youngest	Classic Youngest	Kindergarten	Kayleigh.alger@innocademy.com

Ms. Molli	Younger Friends	Green Room	1st Grade	molli.mchugh@innocademy.com
Ms. Kerri	Younger Friends	Green Room	2nd Grade	kerri.bosch@innocademy.com
Ms. Jo	Middle Friends	Blue Room	3rd Grade	jo.heisler@innocademy.com
Ms. Megan	Middle Friends	Blue Room	4th Grade	megan.anders@innocademy.com
Mr. Ky	Middle Friends	Yellow Room	5th Grade	ky.lacy@innocademy.com
Ms. Kim	K-5th Grade FLES	Classic Spanish	Elementary Spanish	kim.looman@innocademy.com
Ms. Renee	Classic K-6	Intervention Space	Academic Interventionist	renee.frye@innocademy.com
Ms. Stephanie	Special Education	Elementary Resource Space	Student Support	stephanie.parrott@innocademy.com
TBD gen ed PARA	All elementary friends	Elementary Student Support Space	Student Support	
TBD gen ed PARA	All elementary friends	Elementary Student Support Space	Student Support	
Gen Ed Para	All elementary friends	Elementary Student Support Space	Student Support	cyndi.nykamp@innocademy.com
Ms. Joelle (behavior para)	All elementary friends	Elementary Student Support Space	Student Support	joelle.vruggink@innocademy.com
Ms. Aida (SpEd Para)	All elementary friends	Elementary Student Support Space	Student Support	aida.morin@innocademy.com
Ms. Tawne (SpEd Para)	All elementary friends	Elementary Student Support Space	Student Support	tawne.aernouts@innocademy.com
Ms. Celia	All elementary friends	Elementary Student Support Space	Student Support	celia.lanser@innocademy.com
<b>Las huellas Elementary</b>				
Ms. Ruth	Amigos Youngest LH	LH Youngest Room	TK: Transitional Kinder	ruth.gutierrez@innocademy.com
Ms. Natalia	Amigos Youngest LH	LH Youngest Room	Kindergarten	natalia.bravo@innocademy.com
Ms. Marisol	Amigos Younger LH	LH Green Room	1st Grade	marisol.arvizu@innocademy.com
Ms. Rachel	Amigos Younger LH	LH Green Room	2nd Grade	rachel.potter@innocademy.com
Ms. Elisabeth	Amigos Middle LH	LH Blue Room	3rd Grade	elisabeth.vanwolde@innocademy.com

Ms. Morgan	Amigos Middle LH	LH Blue Room	4th Grade	morgan.cummings@innocademy.com
Ms. Liliana	Amigos Middle LH	LH Yellow Room	5th Grade SLA & SS	liliana.jogerst@innocademy.com
Ms. Maria	Amigos	Student Support Space	Student Support	maria.torres@innocademy.com
Ms. Debbie	All elementary friends	Student Support Space	Student Support	debbie.duran@innocademy.com
Ms. Tania	Amigos all elementary friends	Student Support Space	Student Support	tania.yunissi@innocademy.com
Mr. Brad	Amigos LH	Intervention Space LH	Academic Intervention	brad.vanbeek@innocademy.com
<b>Classic &amp; Las huellas Middle School</b>				
Mr. Alvin	Older & Oldest Friends	Middle School	8th Grade Homeroom Teacher	alvin.essenburg@innocademy.com
Ms. Jessie	Older & Oldest Friends	Middle School	7th Grade Homeroom Teacher	jessie.webb@innocademy.com
Ms. Adriana	Older & Oldest Friends	Middle School	6th Grade	adriana.hanson@innocademy.com
Mr. Brad	Older & Oldest Friends	Middle School	6th-8th Classic Spanish	brad.vanbeek@innocademy.com
Ms. Liliana	Older & Oldest LH Friends	LH Middle School	6-8th Las huellas Spanish Language Arts & Social Studies	liliana.jogerst@innocademy.com
Ms, Robyn	Special Education	Middle School Hub	Student Support	robyn.keplinger@innocademy.com
<b>Specials, Support Staff, &amp; More!</b>				
Ms. Hillary	TK-8th Friends	Music Room	Music	hillary.schmidt@innocademy.com
Ms. Emily	TK-8th Friends	Art Room	Art	emily.vandam@innocademy.com
Mr. Chad	TK-8th Friends	Connections Room	Connections	chad.zuber@innocademy.com
Ms. Rachel V.	Everyone	N/A	EL Coordinator	rachel.vereeke@iesschools.org
Ms. Melissa	TK-8th Friends	Tech Hub	Tech Support	melissa.meyer@iesschools.org
Ms. Lindsey	TK-8th Friends	All classrooms as needed	Substitute	N/A
Ms. Jen	TK-8th Friends	Resource Space	Behavior Intervention	jennifer.kahwa@innocademy.com
Ms. Kristin	TK-8th	Office #1	School Social Work	kristin.frederick@innocademy.com

	Friends			
Ms. Lisa	TK-8th Friends	Office #3	School Psychologist	lisa.runyon@iesschools.org
Ms. Abby	TK-8th Friends	Elementary Student Support Space	Occupational Therapist	abby.bennett@iesschools.com
Ms. Becca	Precad-HS	Speech Therapy Room	Speech & Language	rebecca.beebe@innacademy.com
Ms. Madalyn	Elementary Friends	Speech Therapy Room	Speech & Language	madalyn.alexander@iesschools.org
Ms. Jennifer W.	All students precademy thru H.S.	Office #4	Special Education Director/Case Manager	jennifer.weis@iesschools.org
Ms. Jessenia	All students TK-8th	Office #2	School Lead	jessenia.martinez@innacademy.com
Ms. Kate	Everyone	IES office	Pupil Accounting	kathryn.mathe@iesschools.org
Ms. Raquel	Everyone	Front desk	Hospitality	raquel.hulst@innacademy.com
Ms. Jane	Everyone	Front desk	Hospitality	jane.lanser@innacademy.com
Ms. Leisa	Everyone	Precad/Inno/Icademy	Enrollment & Communication	leisa.lobbezoo@innacademy.com
Mr. Oscar	Everyone	Everywhere	Custodian	oscar.rodriguez@innacademy.com
Mr. Austin	Everyone	Everywhere	Custodian	austin.shumaker@iesschools.org
Mr. Patrick	Everyone	Bus	Bus Driver	N/A
Ms. Claudia	Everyone	Classic Just Right Library	Library Volunteer	N/A
Ms. Sarah, Ms. Ruth	Everyone	Lunchroom	Food Service	hot.lunch@innacademy.com
Mr. Jamison	All Staff	IES office	Human Resources	jamison.andrus@iesschools.org
Mr. Dave	All Schools	IES office	Finance	dave.zimmer@iesschools.org
Ms. Deb	All Schools	IES office	IES Director	deb.feenstra@iesschools.org

# Who We Are

## Multi-Age Learning

Innocademy's multi-age learning approach consists of two interlaced facets - academic and social. Our multi-age learning environment provides experiences and interaction for students at a variety of age levels throughout the day. Best practices in teaching create a learning environment that consists of hands-on, student-directed, and project-based learning. The most emphasized approach to enhance student achievement is a commitment to a small student to teacher ratio. A smaller student-to-teacher ratio leads to higher student achievement because of increased individualized instruction and attention. The component of multi-age that we have uniquely designed for Innocademy is Synergy Squads. This is a partnership combining an older and younger class who work together, mentoring each other during activities and projects. Synergy Squads participate in stewardship activities,

academic support, and team-building on a regular basis. These groups not only foster ownership and pride in our school, but also function as a place where students are united by interest and passion, but differ in age, gender, and learning ability. This intentional time is meant to simulate a real-world environment. Students, staff, and parents consistently rank this approach as one of the most valued aspects of Innocademy.

## **Just Right Grouping**

Our Just Right Grouping approach allows students to be placed in groups that fit their ability level. Using the following measures we determine a “just right” fit for each individual student: NWEA’s Measures of Academic Progress (MAP) and Michigan’s M-STEP standardized assessments, common assessments like running records, and daily formative assessments. Each child is closely studied in regards to their academic, social, and emotional needs and achievement. “Just Right Learning” groups naturally allow students who are ready for accelerated learning to be met where they are. Students learn at different paces and we know some need extra support with targeted intervention may also be needed. Parents and teachers together will collaborate to make decisions for individual children which may include working with a Just Right Group that is outside of their chronological grade level. This usually is for Math and Reading subject areas.

## **Nature Rich Education**

We know that an exceptional education doesn’t have to take place in a classroom; in fact, many times it takes place outdoors. “Spending time in nature enhances educational outcomes by improving children’s academic performance, focus, behavior, and love of learning.” ([Children and Nature Network](#)) Because we value outdoor education, we provide transportation twice a week to teachers as they plan their trips for the year.

## **Curriculum**

Below is a brief overview of Innocademy’s curriculum. These resources support the teachers’ work of teaching the common core standards that have been adopted by 41 states. Click here for grade level guides to the standards for English Language Arts and Math. <http://www.corestandards.org/> Also, middle school students have the opportunity to earn iCademy Global high school credit through online coursework. Courses most commonly taken include Spanish, Algebra, and Geometry.

SUBJECT	CURRICULAR RESOURCE	ASSESSMENTS
English Language Arts: Reading, Writing, Phonics	<ul style="list-style-type: none"> <li>● Amplify CKLA (K-5th)</li> <li>● Amplify ELA (6th-8th)</li> </ul>	<ul style="list-style-type: none"> <li>● NWEA Reading Fluency &amp; DIBELS Y5- Kindergarten</li> <li>● NWEA MAP 1-8th</li> <li>● M-STEP 3-7th</li> <li>● PSAT 8th</li> </ul>
Spanish Language Arts (Las Huellas students)	<ul style="list-style-type: none"> <li>● Benchmark Taller (K-5th)</li> <li>● Espanol 7</li> </ul>	<ul style="list-style-type: none"> <li>● NWEA Reading Fluency &amp; DIBELS Y5- Kindergarten</li> <li>● NWEA MAP 1-8th</li> <li>● M-STEP 3-7th</li> <li>● PSAT 8th</li> </ul>
Daily Spanish (for Classic Students)	<ul style="list-style-type: none"> <li>● Sonrisas Level 1-3</li> </ul>	<ul style="list-style-type: none"> <li>● Unit assessments &amp; projects</li> </ul>
Math	<ul style="list-style-type: none"> <li>● <a href="#">K-5th: Investigations in Numbers, Data, and Space</a></li> <li>● <a href="#">6th-8th: Connected Mathematics Project 3 (CMP3)</a></li> </ul>	<ul style="list-style-type: none"> <li>● Unit assessments</li> <li>● Delta Math K-8th</li> <li>● NWEA MAP K-8th</li> <li>● M-STEP 3-7th</li> <li>● PSAT 8th</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>● <a href="#">Grades K-2 &amp; 5-8: TCI</a></li> <li>● <a href="#">Grades 3 &amp; 4: Giants</a></li> </ul>	<ul style="list-style-type: none"> <li>● Unit assessments &amp; projects</li> <li>● M-STEP 5th &amp; 8th</li> </ul>
Science	<ul style="list-style-type: none"> <li>● <a href="#">Mystery Science K-5th</a></li> <li>● <a href="#">Project Learning Tree &amp; Project Wild</a></li> <li>● Outdoor Discovery Center partnership</li> </ul>	<ul style="list-style-type: none"> <li>● Unit projects</li> <li>● M-STEP 5th &amp; 8th</li> </ul>
Social Emotional Learning	<ul style="list-style-type: none"> <li>● <a href="#">Second Step K-5</a> Scope &amp; Sequence</li> <li>● <a href="#">MS</a> Scope &amp; Sequence</li> <li>● PowerUp (6th- 8th girls)</li> <li>● Resilience Partnership-Healthy Manhood (6th-8th boys)</li> </ul>	<ul style="list-style-type: none"> <li>● SAEBRS Screener (teacher and/or student)</li> </ul>
Global Mindset	<ul style="list-style-type: none"> <li>● <a href="#">Empowering Students to Improve the World in Sixty Lessons</a></li> </ul>	

## Specials

In addition to our core curriculum of ELA, Math, Science, Social Studies, and Spanish, “**Specials**” classes are offered in 30-45 minute classes per week throughout the year for students in Transitional Kindergarten through 4th grade.

- **Art**  
Students grow creatively as they experiment with art mediums and materials, study art techniques and elements, and explore art from cultures around the world. Students are exposed to art, encouraged to express themselves, and then celebrated as individuals whose work is personal and meaningful.
- **Music**  
Music is an integral part of educating the whole child at Innocademy. We believe by making music as an essential part of our curriculum we are able to better help our students learn and grow by: stimulating neural pathway development leading to greater gains in core academics; growing an appreciation for other communities’ music and cultures both domestically and abroad; and developing their own passion and skills within music.
- **Connections**  
Connections class will work to unite our vision statement to our academic practices through Project Based Learning. Units will focus around our vision of developing a Global Mindset through Nature-Rich and Innovative Lessons. Students will connect what they are doing in science and social studies to experiences within the community and in our own school grounds. Additionally, students will work through the design process to solve problems including the use of technology such as Lego robotics, Sphero, and Specdrums. Through these projects, and direct lessons on the UN Sustainable Development Goals, students will learn about new cultures, their celebrations, and the struggles they face.
- **Sports Skills**  
Sports Skills seeks to develop students’ sportsmanship, resilience, and confidence through a whole child-approach to physical education. Students will grow to appreciate and encourage each other, seek a positive mindset in difficult situations, and boost their self-confidence while learning and playing new sports and games. This is offered as an additional option to students.

## Field Experience Scope and Sequence

Another approach that enhances student achievement and cultural awareness are the field experiences...traveling near and far at an earlier age than most traditional schools. The trips that are planned for our students progress in distance and depth as they grow from a younger friend to an oldest friend.

	Youngest/er Friends: Kindercademy - 2nd	Middle Friends: 3rd-4th	Older Friends: 5th	Older Friends: 6th/7th	Oldest Friends: 8th Grade Capstone
2024-2025	Local Attractions  (City governments, parks, farms, zoos, museums, restaurants, etc.)	3rd- 1 day trip 4th: 2 day, 1 night trip	5th- 3 days, 2 nights 6th & 7th- 4 days, 3 nights 8th- 5 days/ 4 nights		

Our teaching team invests huge amounts of time planning and coordinating field experiences to keep costs to a minimum. Several school-sponsored fundraising opportunities are available to take advantage of to help offset expenses and include: these are shared out as they are planned and received. *The profits from these fundraisers are automatically deposited into a Student Field Trip account to be used for field trips only. Unused balances may be transferred to a sibling or another Innocademy student. Unfortunately, we cannot issue refunds or checks.*

**Your child’s classroom teacher will share out more details about their trip with you. Please ask them directly for questions you may have.**

## Transportation

Innocademy does not provide transportation to and from school. As such, there are certain field trips throughout the school year where we rely on parent volunteers to provide students with transportation. All parent drivers are required to provide proof of insurance and have a background check on file two weeks prior to the field trip.

Please stop by the front desk to fill out this form two weeks in advance. All students under the age of 8 or under 4ft 9 inches are required to provide their own booster seat for transportation during these experiences.

## Outdoor Discovery Center Partnership



We’ve developed a sustained partnership with the ODC network that supports us in connecting deeper classroom learning with people, land, and nature. This allows students to adventure into nature at the Outdoor Discovery Center and other locations in the area.

In order to fully participate in these experiences, students need to come prepared with proper outdoor clothing, waterproof footwear, skin protection, etc. Keeping an extra change of clothes at school is encouraged. Thrift shopping, networking with other families, and online marketplaces are great ways to get quality gear for reasonable prices.

# Notes Regarding The Innocademy Community

## Arrival & Dismissal

Please use the same parking lot for drop off & pick up:

**East Lot: Las Huellas** (if you have students in both programs, please use the West Lot (Classic side, otherwise known as McDonald's side)

**West Lot: Classic** (otherwise known as the McDonald's side)

**Arrival/Drop-Off:** 8:20-8:40am

- There is no adult supervision outside before 8:20 am, PLEASE have your child(ren) stay in your vehicle until 8:20. Innocademy staff is not responsible for your children before 8:20am. The green flag will be placed by the gaga ball pit when there is an adult outside to supervise.
- Students have the opportunity to play outside until 8:40 when teachers pick up their students to begin our instructional day at 8:45. **Almost all students start their day right away with Math, so it's extra important to be on time.**

**Dismissal/Pick-up:** 3:30 -3:45 pm

- **Please, please stay in your vehicle. This is for the safety of all and greater efficiency.**
- Our goal is to have all students outside by 3:30 p.m.
- For the safety of all students, please remind your children they should be calmly waiting in the designated areas along the sidewalk with their siblings.
- For your child's safety and because we do not have a crossing guard, children are not able to cross the street off campus on their own. They must have an adult to help them physically cross from our sidewalk to where you are parked.

**Ending the Day Early:** School dismisses at 3:30pm. If your child needs to leave early for an appointment, please notify the school by 8:45 a.m. via your teacher's class bloomz or via email and [attendance@innocademy.com](mailto:attendance@innocademy.com). You must sign out your child before leaving school on the clipboard at the front desk.

**Early Dismissal:** On half days, school ends at 12:00. Dismissal/Pick-up runs from 12:00-12:15pm.

## Calendar

Our balanced calendar is designed to maximize learning and retention as we avoid the 3 month summer slide. The roughly 6-week on, 7th-week off rotation offers periodic recharging and time with family.



## 2024-2025 INNOCADEMY SCHOOL CALENDAR

July/August 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	29	30	31	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

September 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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					

October 2024						
Su	Mo	Tu	We	Th	Fr	Sa
		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		

November 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					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

December 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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				

January 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			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	

February 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						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	

March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						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					

April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
					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			

May 2025						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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					

Innocademy Calendar Key						
	School Day 8:45 - 3:30pm					
	1/2 Day - Dismissal at 12pm					
	No School					
	Staff PD - No School					
	Count Day					
	Records Day - No School					
	Conferences					
	MLK Day - No School					
	Open House 6 - 7:30pm					

- Beginning of Year Open House will happen on July 31st from 6-7:30pm
- School Begins Each Day at 8:45am & Ends at 3:30pm
- All 1/2 Day School Hours are 8:45am - 12pm
- Conferences - 1st Day - Full Day of School 8:45am - 3:30pm and Conferences from 4-8pm
- Conferences - 2nd Day - 1/2 Day Dismissal at 12pm - Conferences from 1-5pm
- State of Michigan Count Day is a full, normal day for all students - Please arrive on time and stay for the entire day
- Professional Development Days are for staff only, No School for Students

## Assessment Calendar

Along with daily informal assessments, students will “show what they know” in a variety of formalized assessments over the year that are during fall, winter and spring. Please make sure your child is on time on these days.

### Attendance

School begins promptly at 8:45 am. If your child arrives at school after 8:45 am or needs to leave early for an appointment, PLEASE make certain you utilize the sign in/sign out sheet located on the clipboard at our Innocademy reception area. **For medical appointments, a doctor’s note needs to be provided in order to excuse the absence and your child must return to school for the remainder of the school day.** It is critical that we report our attendance accurately to the State of Michigan. If, for any reason, your student will be absent on a school day, please email [attendance@innocademy.com](mailto:attendance@innocademy.com) **AND** your child’s classroom teacher. Once your child reaches 5% of accumulated absences, a letter will be sent home for your support in monitoring the absences and making sure you are communicating reason for each absence. At 7% there is another letter that is sent home and at 10% there is another letter sent home in hopes of ensuring that families are fully aware of the absences up to that date. An excused absence is due to illness or medical appointments (with a medical note provided to school) or funeral. Parents must communicate with their child’s teacher and the attendance email noted above. At most, every child should not be absent for more than 10 school days in the entire academic year.

Chronic absenteeism has been proven to result in lower grades, students being more likely to drop out of school, and delinquent behaviors. As a result, the Ottawa Area Intermediate School District has adopted more specific and stringent guidelines for addressing attendance concerns.

	Excused and/or Unexcused Absences
Innocademy staff sends letter 1	5%
Innocademy staff sends letter 2 and includes our OAISD Truancy Officer	7%
Innocademy staff sends letter 3 and includes our OAISD Truancy Officer to schedule an in person meeting	10% or greater
Innocademy staff sends letter 3 follow up if no improvement in student’s attendance has been made	Greater than 11%

**It is important to note that when your family chooses to travel on school days, they are not excused and do count towards their total amount of absences for the year.** Please use the planned break weeks built in our balanced calendar for your family trips. It is crucial that your child is here every day for the entire day for their academic and personal development. Thank you for making sure they are here and on time for the day!

Please reference our attendance handbook [here](#) for more information.

## Illness

Please help us create a safe, healthy environment for all of our students and teachers. We ask for your help in maintaining a safe environment by keeping your child home any time he or she is ill or becoming ill. It can be a tough call but if we all adhere to the guidelines, we can help make these days happen less for everyone. We will continue to rely on our professional medical partners at the Ottawa County Health Department for their most up-to-date [guidance for K-12 Schools](#).

*In general per the Ottawa County Health Department, these include:*

- Fever within the previous 24 hours, must be fever free without the use of medications for 24 hours.
- ANY vomiting or diarrhea in the past 36 hours. Must be completely symptom free without the use of medications for 36 hours. If they still are not eating normally, they shouldn't return to school.
- Any symptoms of diseases (COVID-19, scarlet fever, measles, mumps, chicken pox, whooping cough, etc.)
- Runny nose with any colored discharge
- Excessive coughing
- Sore throat
- Any unexplained rash
- Pink eye
- Head lice - Child should be treated and free of all nits/live bugs prior to returning to school. The following [link](#) does an exceptional job of explaining what lice looks like, the treatment, and myths.

If a student becomes ill during the school day, a parent will be contacted to determine if the student should go home using the guidelines above. Any minor injuries must be reported to a teacher and they will be treated and returned to class. If medication is required, the medication policy 5330 will be followed.

## Lice

Should a student be identified during school hours to have an active case of head lice, student will be able to return to class, but restricted from activities involving close head-to-head contact or sharing personal items with other children. Immediate removal of the child is unnecessary. If the child has lice, they probably have been infested for weeks, and prompt removal of the child could lead to embarrassment and ridicule. Teacher will notify parents of lice directly and ask that the parent to provide treatment to student. Student will be checked for lice the next day by staff. Should lice be found student will not be re-admitted to school and will need to return home for further treatment. Parent should continue to treat for lice and have daily lice checks and nit removal for the next two to three weeks.

## Medical Concerns

In your enrollment packet you should have filled out a Health Appraisal regarding any medical concerns. However, please feel free to contact your student's teacher regarding any concerns or updates to medical history.

## Medications

No staff member is permitted to dispense non-prescribed medication (OTC medication) to any student. A doctor's note is required per Michigan law; please see staff at the reception area for the parent authorization form for these types of medications.

Furthermore, every effort should be taken to avoid taking prescribed medications during the school day. If it is unavoidable, please see staff at the reception area for the appropriate forms. Written permission by doctor and parent is required. Please remember that medication MAY NOT be sent to school in a student's lunch box, pocket, or on their person. If a student has medication in their possession, that student may be in violation of school drug policy. Please see Board Policy 5330 (Board Policies can be found at <https://innocademy.com/about/board/>) for further information on medications.

Sunscreen or bug spray can only be applied during the school day by student without any assistance from staff members. Sunscreen or bug spray cannot be shared with other students. Students must have a parent note giving permission for them to bring these items on file with the classroom teacher or with the front desk staff.

## Enrollment Information

The enrollment process follows the protocols found in Schedule 7.5. All students enrolled must be current with all immunizations required by law or have an authorized waiver from a county health department. This is for the safety of all students and in accordance with state law. It is of the utmost importance that any changes in address, phone numbers, or pertinent medical information be shared with our front desk staff so that we can keep a current and accurate database.

## Emergency Contacts

If there are any changes to address, email, phone number, and emergency contact information throughout the school year, it is the parent's responsibility to inform staff (child's primary teacher as well as Ms. Kate [at kathryn.mathe@iesschools.org](mailto:kathryn.mathe@iesschools.org)) as soon as possible.

# Behavior Expectations

## Positive Behavior Intervention & Supports (PBIS)

**POSITIVE FOCUS**  
Staff are celebrating the positive behaviors that students do every day.

**MAKING A POINT**  
Expected behaviors are taught like core content. We revisit them often!

**TALK THE TALK**  
We use common language that fits students at their level, from Young 5's to 8th.

**4:1 RATIO**  
Our goal is to share 4 positive comments for every 1 reminder.

**ACKNOWLEDGEMENTS**  
Students & staff earn tickets when they are caught being respectful, responsible, resilient, or safe.

**WATCH US GROW!**  
We are striving hard each week to focus on the positives and are tracking our data.  
Our average each week is **700 TICKETS!**

**INNOCADEMY**  
**PBIS**  
POSITIVE BEHAVIOR INTERVENTION & SUPPORTS

**I am Respectful**  
**I am Responsible**  
**I am Resilient**  
**I am Safe**

Tickets can be entered into drawings for treats & prizes:  
Lunch line fast passes, extra recess, desserts, a treasure box, & more!  
Drawings are held each Friday!

### Whole School Expectations

Most instances of misbehavior are minor and handled by the teacher present. We have 4 simple, school-wide expectations:

- 1) Be Respectful
- 2) Be Resilient
- 3) Be Responsible
- 4) Be Safe

If an expectation is not being met, the three if/thens are:

- 1) reminder from teacher
- 2) learn away from friends
- 3) communication home

**Behavior Rubrics & Formal Discipline**

A behavior rubric is utilized to address inappropriate behavior to ensure the safety of all students. (see attachments at the end of this doc) There can be cases of serious misbehavior that will require formal discipline and protocols. Please see Board Policy 5610 for more specific information (Board Policies can be found at <https://innocademy.com/about/board/>).

We have three Behavior Response Rubrics to recognize the different learning and expectations of our younger, middle, and older students. In an effort to remain consistent in our response to specific behaviors, we refer to the following Response Rubrics that are organized by the frequency and severity of behavior demonstrated.

Below is a thumbnail image of what a rubric looks like. It is strongly encouraged to click on the links below to see the specific responses. We teach and expect our students to be respectful, responsible, resilient, and safe.

***Please note: Behaviors that are outlined as level 3 or 4 may cause for a threat assessment to be completed by school lead, social worker, behavior interventionist and/or psychologist.***

Level 3 - Major T.K.			
Behaviors	Unsafe/Hands/Words Level 3	Disrespect Level 3	Irresponsible Level 3
	Physical Contact Pushing/fighting, Choking Hitting/kicking, Spitting/biting Throwing objects Physical/aggressive defiance with a Teacher; Threatening the above behaviors Abusive language Racial/ethnic or sexual in nature - Ridiculing/humiliating - Harassment/Bullying/Cyber Bullying, Inappropriate/Sexual Gestures/Words (physical response) - Retaliation/Intimidation/Exerts - Retaliation for being reported False reporting - Imitating a weapon with intent	- Lying/Stealing - Cheating/Plagiarism	- Stealing - Damaging property/vandalism that costs money to repair/clean or someone to take time to fix - Technology Misuse
1st Incident	2nd Incident	3rd Incident	4th Incident
Removal from area and loss of privilege.	Removal from area and loss of privilege.	Removal from area and loss of privilege.	Removal from area and loss of privilege.
Discuss alternate action/model practice	Discuss alternate action/model practice	Discuss alternate action/model practice	Discuss alternate action/model practice
Opportunity for apology	Opportunity for apology	Opportunity for apology	Opportunity for apology
Two Supervised lunch or recess	Three Supervised lunch or recess	Half day in school suspension including lunch and recess.	One full day in school suspension including lunch and recess.
Problem Solving Worksheet	Problem Solving Worksheet	Problem Solving Worksheet	Problem Solving Worksheet
Meet with child and parents/guardian	Meet with child and parents/guardian and Administrator	Meet with the child, parents/guardian and Administrator and develop a positive behavior plan.	Meet with the child, parents/guardian and Administrator and revise the positive behavior plan.  Meeting with parents and child before returning to his/her classroom.

- [Transitional Kindergarten & Kindergarten Behavior Response Rubric](#)
- [1st-2nd Grade Response Rubric](#)
- [3rd-5th Grade Behavior Response Rubric](#)
- [6th-8th Grade Behavior Response Rubric](#)

Innocademy will not discriminate on the basis of religion, race, national origin, color, disability, gender or age. Furthermore, any and all forms of harassment (sexual, emotional, physical) committed against a student or teacher will be dealt with in a matter according to Michigan law.

At Innocademy we have a zero-tolerance policy on bullying or intimidation. Acts of this nature are viewed as severe and will be addressed immediately.

Complaints will be investigated in accordance with the procedures as described in Board Policy 2026 (Board Policies can be found at <https://innocademy.com/about/board/>).

## Behavior Threat Assessment and Management

Behavioral Threat Assessment & Management (BTAM) Guidelines offer school staff a systematic, team-based approach to assess the risk of violence and address dangerous behavior through an integrated intervention plan. This tool provides documentation of the incident, an assessment of the present threat to the school, and an intervention plan template. The intent of this tool is not to determine whether a threat was made, but rather if the student poses a threat at this moment in time and to reduce the risk that a violent act will be carried out. The primary objective of a threat assessment is to provide help for the student and to ensure positive outcomes for the student and community. This process is most effective when used as one part of a continuum of social, emotional, and behavioral supports in a school, which focuses on positive school climate and student connectedness (e.g. PBIS).

The BTAM Process is intended to:

- Be used as soon as possible after staff have addressed immediate legal, health, and safety concerns. This process should be started the same day that the threat or dangerous behavior occurs, if possible. If not possible, then the next working day.
- Guide school staff in conducting a thorough assessment of threatening and dangerous behavior when concerns are reported to them.
- Guide decision-making about the need for further action.
- Guide and document decisions regarding potential for violence by considering known principles of risk assessment.

## Student Support Services

### Multi-Tiered System of Supports (MTSS)

IES utilizes a Multi-Tiered System of Supports (MTSS) in order to best support students' learning and social-emotional needs. MTSS is a framework to provide all students with the best opportunities to succeed **academically** and **behaviorally** in school. The principles and practices of an MTSS are based upon what research has shown to be effective in creating successful and sustainable system change and providing the most effective instruction to all students. The MTSS framework includes a variety of programs and supports, including those listed later on this document.

What are the essential components of MTSS?

As defined by MDE, the essential components of MTSS are:

- Team-Based Leadership
- Tiered Delivery System
- Selection and Implementation of Instruction, Interventions and Supports
- Comprehensive Screening & Assessment System
- Continuous Data-Based Decision Making

## Data Dig/Intervention Process

All students in grades K-8 are screened three times a year to monitor progress throughout the curriculum. District reading and math assessments and NWEA Measures of Academic Progress (MAP) are used as assessment tools. The Data Dig process uses the results of these assessments to determine which students may require additional support in reading and math.

Who are the members of the Data Dig Team?

The Data Dig team may consist of the school lead, classroom teacher, speech and language pathologist, reading interventionist, school psychologist, and resource room teacher.

What is the Purpose of the Data Dig?

The Data Dig is a collaborative process of instruction, assessment, and intervention. It is designed for the early identification of students who are struggling in reading and math. The Data Dig revolves around providing targeted instructional interventions with regular progress monitoring. The goal of the Data Dig process is to increase the likelihood of successfully mastering reading and math skills within the regular classroom.

How does the Data Dig/Intervention process work?

The Data Dig team collects data on students from the universal screening conducted three times a year for all K-8 students and analyzes the data to determine if there are any students showing a need for more support in the area of reading and math. The team then makes recommendations for how students will be grouped, what interventions will be provided at the Tier II and Tier III level, how students will be monitored for progress, and what staff member/s will be appointed to work with each student. Tier movement is happening all of the time. Students are able to move throughout the tiers during the entire school year depending on their current academic needs.

## Child Study Team (CST)

The Child Study Team process was developed to ensure students are provided reasonable accommodations and modifications within the general education setting in order to best support academic, behavioral, and social-emotional growth.

What is the purpose of CST?

The purpose of the Child Study Team process is to work together to identify the student's learning/behavioral strengths and needs, to put strategies into action, and to take frequent progress monitoring data in order to evaluate the effectiveness of the interventions and to determine if any changes/modifications are needed

What is the CST process?

Any staff member that participates in a student's academic process may recommend a student for the CST process. The team should consider specific areas of concern, including social-emotional concerns, behavioral concerns, and/or academic concerns.

The CST follows these steps:

- Review the student's strengths, interests, and talents.
- Discuss reasons for referral, overall performance level, and behavior in the learning environment.
- List interventions previously tried and their rate of success. (School interventions may include accommodations, modifications, and behavior plans. Home interventions may include follow up with health/mental health concerns, behavior plans, academic support, etc)
- Brainstorm interventions that address concerns
- Select interventions to try
- Develop a plan for carrying them out
- Agree on a time to meet again to discuss progress.
- Put the intervention plan into action and evaluate it over time. **\*\*Interventions should be implemented, tracked and documented over at least 2 six-week periods.**
- The CST meets every 4-6 weeks to discuss the success, or lack thereof, of the intervention. The CST will evaluate whether as a result of the intervention, the student's performance improves, remains the same, or regresses.
  - If the interventions are effective and the student seems to be back on track, the team may decide to:
    - Pair back or discontinue the intervention. *This option is chosen if data indicates that the student no longer requires interventions in order to benefit from general education instruction and programming.*
    - Continue with the current plan and hold future meetings as needed. *This option is chosen if data indicates that the child continues to need interventions in order to benefit from general education instruction and programming.*
  - If the interventions don't bring about the desired change, the team may decide to:

- Try another round of interventions or alter the current ones
- Refer the student for a 504 evaluation (if the child has a medical diagnosis that requires specific accommodations to “level the playing field” and ensure school success)
- Refer the student for a special education evaluation to find out if he/she is eligible for special education services as a student with a disability. *Proper documentation of the interventions attempted and outcome tracking must be provided upon referral to the special education staff.*

## Special Education

In accordance with the Child Find process, IES offers evaluations to children suspected of having a disability that impacts their ability to fully participate in the educational setting (at no charge to families) in order to identify students who may be in need of special education services. IES has a full diagnostic staff that conducts student evaluations and provides support services to students, teachers, and parents. Diagnostic staff may include the following: teacher consultants/special education resource teachers, speech language pathologists, school social workers, school psychologists, occupational therapists, and physical therapists. We value partnering with parents and students to develop Individualized Education Programs (IEPs) for students who are eligible for special education services. IES offers a wide continuum of programs and services for students who qualify for special education.

### Evaluations for Specific Learning Disabilities

Currently, IES uses an evaluative model commonly referred to as “pattern of strengths and weaknesses” (PSW) to determine initial eligibility for a specific learning disability (SLD). The PSW model involves two main components. The first component is to review the student’s response to targeted interventions in the general education setting. Prior to considering SLD eligibility, it should be clear that intensive general education interventions were attempted but unsuccessful in correcting the academic delays. The second component is to review existing data and administer assessments in an effort to determine if a pattern of strengths and weaknesses can be identified.

## Careportal

The Careportal is an online platform that connects people/organizations who want to help meet the needs of children and families with schools and other organizations who can identify those needs. Innocademy is able to submit a request for a family need through the Careportal, such as a car repair to be able to transport the student to/from school, food, furniture, etc. Please contact your child’s classroom teacher to make a request to have a need met.

## McKinney-Vento

The McKinney-Vento Homeless Assistance Act is a federal law created to support the enrollment and education of homeless students. McKinney-Vento is intended to provide homeless students the same educational opportunities as housed students by removing as many barriers to learning for homeless students as possible. Please contact the McKinney-Vento Liaison, Kristin Frederick, at [kristin.frederick@innocademy.com](mailto:kristin.frederick@innocademy.com) to inquire about eligibility and support.

## **Title I and Intervention**

Title I is a federal aid program for elementary, middle and high schools. Title I money is given to school districts based on the number of low income families in each district. Each district uses its Title I money for extra educational services for children most in need of educational help. The focus of the Title I program is on helping all students meet the same high standards expected of all children, build capacity for parent involvement and provide professional development for building staff. We use the Title I funding to provide academic intervention services.

## **Substance, Weapon, Search and Seizure**

We have a Zero Tolerance policy for any alcohol, drugs, tobacco and weapons on school grounds. Anything that intends harm or is presumed to commit harm is considered a weapon. Innocademy reserves the right to decide what is and is not considered a weapon. Any student caught with a weapon on campus may be immediately suspended and/or expelled.

If there is reasonable suspicion that a student is in violation of law or school rules, they are subject to a search and/or seizure of their possessions. A search may be conducted with or without a student's consent at any time. Refer to Board Policy #7217, 7434 (Board Policies can be found at <https://innocademy.com/about/board/>) for further information.

## **Personal Technology Devices**

Personal technology devices (ex: cell phones, smart watches, hand held video gaming consoles, etc) are permitted to be brought on campus by students. However, Innocademy is not responsible for lost, stolen, or damaged devices. **Personal technology devices may only be used before 8:20 AM and after dismissal at 3:45 PM.** If parents/guardians need to contact their children or vice versa, they can connect through the front desk and/or the child's classroom teacher.

Student personal technical devices need to remain in lockers during the school day unless the teacher has permitted them for academic use in class. There may be opportunities to use handheld devices in a deliberate learning environment. Texting and other non-academic technology use in the classroom is disruptive to learning and is not allowed. If a device is seen in use during the school day without teacher permission, a parent will need to come in at the end of the day to pick up the device from the front desk.

## Valuables

Students are encouraged not to bring valuable items to school. Innocademy is not responsible for their safekeeping. We are not liable for loss or damage to valuables such as jewelry, clothing, electronic devices, and other valuables not listed.

## Electronic Device Usage Policy and Acceptable Use Policy

Innocademy is grateful to have access to iPads, laptops and other electronic devices for each student. Board Policy 7540 (Board Policies can be found at <https://innocademy.com/about/board/>) outlines our acceptable use policy in detail. Damaged technology will be assessed for fees on a case-by-case basis for misuse versus accident. Each of our classrooms utilizes technology as a tool to encourage innovation in our students' learning. Younger age groups have access to iPad sets. Tech involvement scaffolds up to our oldest friends who have the opportunity to participate in a 1 to 1 Chromebook program. We're always working to expand our tech offerings and teach students how to use devices responsibly. Please see our Parent & Student Technology Handbook and Agreement for more information.

## Student Fees and Charges

Innocademy, on occasion, charges specific fees for field trips, non-curricular activities and programs. Such fees cover the cost of activities. Teachers will be the primary communicators around these class related fees. Students can be fined for excessive wear, damage, or any abuse/neglect to property and equipment. Late fines for Inno library books can be avoided by returning borrowed materials promptly.

## Daily Schedule

8:20 AM - Supervised morning recess \*please note students may not be dropped off before this time as there are no staff available until this time.

8:45 - Instruction begins

12:15-12:35 - Lunch for younger friends (TK-2) & recess for older friends (3-8)

12:35-12:55 - Recess for younger friends (TK-2) & lunch for older friends (3-8)

12:55 - Classes resume

3:30 PM - School dismissed

## Recess

Just a reminder that we go outside EVERY day at school for recess unless:

- Lightning has been spotted in the past 30 minutes
- Tornado watch is in effect
- "Feels like" temps read 0° or below
- "Feels like" temps read 100° or above.

The only time students are allowed to stay inside is if they have been invited to do so by a teacher. When appropriate, students should be bringing LABELED gloves, hats, boots and snow pants so that they are able to enjoy the outdoors. We encourage families to check the daily weather forecast to prepare for the day accordingly.

## Daily Planners

Many classes utilize a daily planner. A planner is where students write either what they are learning throughout their day and/or homework they need to remember to do. This can be a great springboard for discussion as well as a communication tool with your child's teacher or child.

## Just Right Level Library

Engagement with our JRL is scaffolded as students grow and learn.

Youngest students visit our JRL (Just Right Library) daily with their individual book bag. These bags have books that are at your child's just right reading level and fit their interests. Depending on the age level, the bag may also include a log to record their experience with their book. They will come home with these book bags every night to read to you. You will then sign their slip, tuck everything back in the bag, and return it the next school day.

Older students have the opportunity to visit our JRL throughout the week or as they are ready for a new book to explore. We encourage students to follow their interests while also reaching out of their comfort zone, including non-fiction texts.

If you are finding that they are becoming frustrated with a book, please connect with your child's teacher so that we can work with them to select something more appropriate.

If your child's JRL book becomes lost or damaged, please know there is a replacement cost that will be incurred to ensure our library stays well stocked.

*"The more that you read, the more things you will know. The more you learn, the more places you'll go."*

– Dr. Seuss, "I Can Read With My Eyes Shut!"

## Lunch, Snacks, & Drinks

Research tells us that when we are dehydrated, even a little, it can affect our focus, productivity and overall health. PLEASE send a water bottle (labeled with your student's name) to school with them and encourage them to drink often. We do ask, however, that you do not send juices, milk, or energy drinks in the water bottles. While they are fun treats once in a while, they are not a good substitute for water and do not give our bodies what they need like water is proven to do. We do offer a time for everyone to eat a healthy snack brought from home to help them get through the day.

Families can always choose to bring lunch from home or order lunch from school. **Microwaves and refrigerators are not available, so please use an appropriate container if you wish to keep your child's lunch hot or cold. Please also remember to pack any utensils necessary.**

Holland Christian Schools Food Service is our lunch provider. Students are given two or three lunch choices daily. Monthly lunch menus are available on our school newsletter sent weekly and on our school facebook page.

All Innocademy students will be able to receive a free daily breakfast and lunch at school. For future years, should we need to apply for Free and Reduced Meals, visit <https://hollandchristian.familyportal.cloud/>.

In order to pay for hot lunch, you may send checks, cash, or pay online. If you send a check, please make it payable to "Holland Christian Schools" as they are the ones to provide us with lunch services. There is an online option for hot lunch payment through [this site](#). With many students, we want to make certain that any money you send to school gets credited to your student/family. Please, when sending any money to school for anything, we ask that you:

- Place it in an envelope labeled with your student's name
- Record the amount enclosed
- Note the purpose of the payment (ex: hot lunch) \*\*Precademy & Hot Lunch drop boxes are located behind the front desk

**Breakfast & Lunch are free! If your child only needs milk it is 50 cents. Should your Middle schooler want an extra slice of pizza that is \$1.50 and must have money in their account to order.**

**ALLERGY ALERT:** We do have students with severe nut allergies. Please do not include nuts or nut products in snacks or lunches. Out of a concern for allergies and limiting the spread of germs, we ask students to not share lunch or snack items.

## Grades

Students are regularly being assessed for progress. Teachers are always able to meet with parents and discuss specific students. Report cards are a formal communication of that progress at the end of each semester in January & in June. Every student receives a report card indicating their mastery level of essential Common Core Standards adopted by 41 states: Exceeding, Meeting, Progressing, or Concern. Please note: exceeding means student is just right grouped up in that area to the next grade level. Meeting means they are at grade level. Progressing means student is showing growth in the area towards being at grade level. Concern means student is now showing much growth or is below grade level and/or needs a lot of support.

Middle school students have grades and progress reported on Infinite Campus' Parent Portal bi-weekly. This is accessible 24 hours a day beginning in the second month of school. Please help your child learn how to check their grades on a regular basis in efforts to stay on top of their academic progress. If you have any questions about their grade please reach out to their classroom teacher.

## Homework

Homework expectations vary by age level. We expect that students will read each night for a minimum of 15-30 minutes depending on the age of your child. Please look for specific information from your child's teacher.

When homework is assigned, it is the expectation it will be completed and turned in the next school day unless otherwise stated. In the event that your student does not bring his/her homework back to school, recess time may be used to complete work. This is because homework does provide the teacher with what the student knows

or does not know and uses this to inform instruction. A meeting by teacher with parent/student will be requested if student shows a pattern of missed homework. For our students in middle school, homework will most likely be more than just reading and math as they are engaged in more rigorous content with more responsibility placed on them to be an independent learner. Students can access this via their google classroom and/or weekly spreadsheets from their teacher.

## Staff Connections

*What if I Have a Question For My Child's Teacher?*

Please do not ever hesitate to ask a question of any of your child's teachers. We are here to listen and help! Some parents feel like they need to "save up" their questions for a parent/teacher conference time. No need! We would prefer to answer questions and work with you regarding your child's learning as soon as things come up throughout the year. As always, thanks for your partnership.

The two most frequently utilized ways to contact your teacher are through email and Bloomz (elementary only). As a general rule of thumb, email works well for lengthy messages that are not urgent. Bloomz text work well for urgent matters. Bloomz works well for informal everyday communication. ***Please check with your classroom teacher for his/her preferred method of classroom communication. Please be mindful of the time you are sending a message or email; staff have families too.***

Staff emails can be located at the top of this document. We make every effort to reply to emails within 24 hours during the school week. Bloomz codes will be provided by classroom teachers.

Another method to communicate with your child's teacher is to have an in-person meeting. These are highly valuable but need to be scheduled ahead of time with your child's teacher. This ensures that everyone's time is honored and there is enough time for meaningful uninterrupted conversation. **Please note: teachers are not available before school, during or after school day of unless you have scheduled a time beforehand.**

Please keep in mind that our entire staff gathers every Monday for a 4:00 pm-5 pm school-wide meeting therefore Mondays are not good days for staff to meet after school. Thank you in advance for scheduling connections around those crucial times.

## Student-Led Conferences

Student-led conferences provide an opportunity for your child to share their goals and evidence of growth toward those goals with you as their parent/guardian. Conferences are focused on the whole child and include academic, social and emotional achievements and concerns. Conferences are held twice a year (October & March). We expect 100% student attendance at conferences with a parent or guardian. As always, teachers are available to discuss your child at any time throughout the year in addition to conferences.

## Student Records

Parents must notify the staff at the front desk and classroom teacher of plans to transfer their child to another school. Transfer will be authorized after the parent/student has completed the paperwork, returned school materials, and paid any fee or fines that are due. School records may not be released if the transfer is not properly

completed. Access to students' records is protected by FERPA and Michigan law. Please see the Board Policy 2416 (Board Policies can be found at <https://innacademy.com/about/board/>) for specific details. Parents may request a copy of their student's file, but all original paperwork will be transferred from school to school via secure methods.

## Dress Code

Please help your student make sure that they are choosing appropriate clothing for school. Shirts should have a strap of at least two fingers wide (no strapless, spaghetti straps, halters or side low-cut sleeveless shirts) and should completely cover the mid-section. Shorts and other lower-body garments must be at fingertip length or longer with students arms resting at his/her sides. Pants must be worn at waist level. Students not meeting the dress code will be asked to change their clothing, either new from home or school-provided, by a staff member. School dress code is in effect for field experiences and may include additional guidelines appropriate for the experience. Hats and hooded clothing are allowed at their teacher's discretion. **Any clothing or attire overall that is derogatory towards any group of people, is drug or alcohol related, has profanity is prohibited.**

## Wheeled Items

Students are permitted to ride bikes to school, with parent permission and a helmet. Bike racks are available at the front of the school, but locks must be provided by families, if desired. Bikes may not be used during recess as there is not adequate supervision during this time. Students are welcome to bring scooters, skateboards, ripsticks, or rollerblades to school for use during recess but please note students must provide their own helmet and wear it while using these items. ***The following items are not permitted: hoverboards and heelys (wheeled shoes).***

## Birthdays

If you are planning a birthday party for your student and wish to invite students from school, we ask that you please reach out to those students from your home rather than sending party invitations to school. As you can imagine, we have lots of hurt feelings when invitations get passed out to some students, but not others. Thanks so much for your understanding and support!

Birthday treats are welcome, but not required. If a student would like to pass something out to their classmates, they must have enough for everyone in the class. Please note that this will be given out at the end of the day to each student to take home. If it is a food item, it must be individually packaged as we have students with dietary or allergy needs.

## Lost and Found

A collection of misplaced items can be found downstairs in the front lobby area. Pictures are periodically posted on the Innacademy Parents Facebook page before any unclaimed items are donated to local charities.

## Before School and/or After School Opportunities

There will be a couple of choices for students to choose from for either fall, winter or spring that happen either before school or after school once a week. This is on a first come first serve basis and might have a cost to them to help pay for supplies needed. Some of these opportunities include Girls on the run, TTQ, gardening

and board games. More information will be sent out each term with contact information should your child be interested. If it is an after school opportunity, student must be picked up on time. Should they not be picked up on time, student may be removed from such opportunity.

### **Tornado, Fire and Shelter in Place (Lockdown) Drills**

In compliance with safety requirements designated by the State of Michigan, we will hold 5 fire drills, 2 tornado drills, and 3 shelter in place drills throughout the year. Every effort will be made to help students understand their importance in a calm and non-threatening way. We want to make the drills routine for the students and staff so that should an actual emergency arise, our actions are automatic in terms of where to go and what to do. When practicing our shelter in place drills we usually have the help of our police liaison. During the drill he, along with other staff members walk through the school. After the drill, our Officer Liaison meets with our emergency team to talk through the drill and make any suggestions regarding necessary changes. As always, if you have any questions or concerns, please contact your child's teacher directly.

### **School Closings and Delays**

Please be aware that if school is delayed/canceled due to weather conditions, Innocademy will place notifications on Channel 8, Channel 13, Facebook as well as send out an email to your family. We generally follow ZPS closings. If we post that there is a "Two Hour Delay," it means that Innocademy will begin school at 10:45 am instead of 8:45 am. In this case, school will operate like normal including regular lunch and dismissal times.

### **Visiting Innocademy**

All visitors are required to sign in at the front desk and wear a visitor badge. We love having visitors that help us foster independence in our students and model our school expectations of responsibility, respect, resilience, and safety. Since visits to the classroom are often distracting to the learning environment, they need to be pre-arranged with your child's teacher with a purposeful visit that has been planned with the teacher.

For everyone's safety, our doors are locked each day. If you are volunteering at Innocademy for any length of time, please make certain to check in at the front desk. We also ask that you do not open the door for anyone or hold it open for someone. All people should ring the bell to be let in at the front door. Thank you for your help in ensuring we are all safe! Visitors are asked to be mindful of our learning environment while in the building between the hours of 8:45 and 3:30 as our building is very open. We ask that we definitely use our inside voices.

If you know of a family or organization that would like to tour Innocademy, please contact [Leisa.Lobbezoo@innocademy.com](mailto:Leisa.Lobbezoo@innocademy.com).

### **Volunteering & Family Engagement**

We deeply value each of our parents' skills and passions and encourage each to share them with our staff and students to continue building a positive, collaborative, and smarter community! Please bring your driver's license with you as you will need to sign in using it.

## **Volunteering Time and/or Talents**

We will ask each family to complete a survey listing talents and interests so that we can best match you and your valuable offerings to the projects, activities and teams that are a critical part of what we can offer to students.

In order to volunteer, every family member will need a completed background check on file. It is imperative that we have this information from every single person that would like to volunteer. This includes field trips and/or helping with activities during the school day. Please stop by the front desk to fill out this background check form. **If you would like to volunteer please reach out to [sr.engagement@innocademy.com](mailto:sr.engagement@innocademy.com).**

## **Weekly Newsletter Update/Email List**

The weekly newsletter is sent out via email at the end of the school week. Please sign up for email updates by contacting Leisa Lobbezoo at [leisa.lobbezoo@innocademy.com](mailto:leisa.lobbezoo@innocademy.com). Specific classroom communication is via bloomz TK thru 5th grade and via email 6th thru 8th grade.

Thank you so much for taking the time to read this information!

This guide can always be found under the “Parents” heading on our [website](#).