



Parent
LAKE ORION COMMUNITY SCHOOLS
TEACHING AND LEARNING NEWSLETTER
2017/2018 ~ January/February



Message from Heidi...

Dear Parents/Guardians,

Happy New Year! I hope you have had a great start to 2018.

As the second half of our school year begins, we reflect on the things we have accomplished and begin to act on the initiatives for the remainder of the year.

While initiatives vary by level, there is one that has been consistent throughout elementary, middle and high school: science. We have adopted new resources, aligned curriculum, revised course sequences and provided professional development for teachers. This work will continue through the remainder of the year.

I am very proud of the changes we have made as a district in science. Teachers are excited about the instructional practices and students are becoming more and more engaged in the new standards.

Thank you to those that have taken the time to attend Parent University. We hope you have found the topics and sessions beneficial. If you have suggestions for future topics, please contact me.

Please enjoy this quarterly Teaching and Learning Parent Newsletter.

Heidi Mercer
Assistant Superintendent of Teaching and Learning

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ATTACHMENTS

1. Parent University
2. Kindergarten Program Options
3. Optimist Club Fundraiser

**DRAGON
COUNTRY**



SAVE THE DATE ~ JANUARY 29, 2018

WHO: 6 - 12 Parents

WHAT: Dater's Ed Presentation

TIME: 6:30 p.m. - 8 p.m.

WHERE: Lake Orion HS KIVA

Presentation by:
Lisa Jander, author of
Teen Dating Mechanic

ATTACHMENT #1



13 Apps to Help Kids Stay Focused

Common Sense Media <https://www.commonsensemedia.org/lists/13-apps-to-help-kids-stay-focused>

So much of the time, our technology is a way to escape – and get off-task. We catch ourselves checking our phones at work, and our kids check them during homework time. If Daniel Tiger is on, there's no getting a little kid out the door. But instead of distraction, we can use devices to work for us and help us get things done. Need help organizing your kid's chores? There's an app for that. Creating good habits? Got you covered. There's even an app to help you not use other apps! So check out these fantastic tools to help keep you focused.

	KazuTime	Age 5+	Puppies help kids master tasks, visualize time passing.	Devices: iPhone, iPod Touch, iPad, Android, Fire phone, Kindle Fire (2016)
	ChoreMonster: make chores fun for kids!	Age 6+	Handy chore chart uses monstrous humor to motivate kids.	Devices: iPhone, iPod Touch, iPad (2014)
	Morning Kids	Age 6+	Fun, incentive-driven tool for morning routines.	Devices: iPhone, iPod Touch, iPad (2015)
	Chore Pad	Age 7+	Productivity app lets families set own tasks and rewards.	Devices: iPhone, iPod Touch, iPad (2012)
	Choiceworks Calendar	Age 8+	Empowering calendar tool helps alleviate anxiety.	Devices: iPad (2015)
	30/30	Age 10+	Must-have time-management app for attention deficits.	Devices: iPhone, iPod Touch, iPad (2015)
	Bear in Mind App: To do list, reminder, tasks	Age 10+	Cool tool keeps kids on task via lists, alarms, VIP list.	Devices: iPhone, iPod Touch, iPad (2017)



	Forest: Stay focused, be present	Age 12+	Watch focus grow, have real-world impact with visual tool.	Devices: iPhone, iPod Touch, iPad, Android, Windows Phone (2016)
	Google Keep	Age 12+	Record, save, and share info seamlessly with Google Drive.	Devices: iPhone, iPod Touch, iPad, Android, Chromebook (2015)
	Moment- Screen Time Tracker	Age 13+	Slick app needs full access to track device use, set limits.	Devices: iPhone, iPod Touch, iPad (2016)
	Streak	Age 12+	Form or break habits, track progress daily with sleek tool.	Devices: iPhone, iPod Touch, iPad (2016)
	Habitica: Gamified Task Manager	Age 13+	Better habits only a game away; has purchases, messages.	Devices: iPhone, iPod Touch, iPad, Android (2017)
	iHomework 2	Age 13+	Planner features ultra-detailed, flexible homework tracking.	Devices: iPhone, iPod Touch, iPad, Mac (2016)

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS

All English Language Learners (ELLs) will take the WIDA Access between Feb. 5 and March 23, 2018. This assessment determines an ELL's proficiency in reading, writing, listening, speaking and comprehension in English. Parents can expect test results once the district receives them from the Michigan Department of Education, usually during the late summer.

Reading is a great way to expand an ELL's vocabulary, and with a variety of resources and activities, it can be a fun way to bond with your child. You may also may

be wondering, as a multilingual parent, if you should be encouraging your child to read in their native language, in English, or both. Lydia Breiseth explores this topic in her article, "Why Reading to Your Kids in Your Home Language Will Help Them Become Better Readers." She provides research showing that when kids are read to in their first language, they have an easier time learning to read in their second language. Click on the following link to learn more: <http://www.colorincolorado.org/article/why-reading-your-kids-your-home-language-will-help-them-become-better-readers>



SCIENCE DEPARTMENT

The Michigan Science Standards (MSS) allow students to experience rich science learning across their K-12 years. The MSS requires students to use the skills of scientists with science and engineering practices while developing their understanding of science content. Students will participate in Physical Science, Life Science, Earth and Space Science, and Engineering and Design at all grade levels. This will allow students to develop a deep, working knowledge of science and experience how science cuts across other disciplines.

For additional information on the standards, visit: Michigan Department of Education - Science

For specific grade band information on what to expect in classrooms, click on the Parent Guide links below. These parent guides come from the Next Generation Science Standards web site. The Michigan Science Standards were developed from the Next Generation Science Standards and the K-12 Science Framework.

- **Elementary (K-2)– Parent Guide**
- **Elementary (3-5)– Parent Guide**
- **Middle School (6-8)– Parent Guide**
- **High School (9-12)– Parent Guide**



English Language Arts

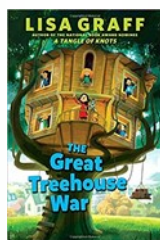
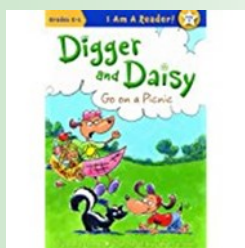
Kelly Day, Kate DiMeo, and Kevin Kast



Optimist Essay Contest for Students

The deadline for the Optimist Essay Contest is fast approaching. The deadline to submit your application and essay is Feb. 3rd, 2018. Send all entries to kevin.kast@lok12.org. The contest is sponsored by Optimist International to give young people room to develop their own views around a central idea. In addition to developing skills for written expression, participants also have the opportunity to win a college scholarship. **The winner of the Lake Orion contest will earn a \$100 gift card, and their essay will be sent to the Optimist district level.** Once essays are scored at the district level, a **\$2,500 District Optimist Scholarship and plaque will be awarded to the winner.** In addition, the winner's essay will be sent to the international level to be judged along with winners from other Optimist districts. One international winner will be chosen. **Students should compose a 700 to 800-word essay around this central idea of, "Can Society Function Without Respect?"** For complete 'Official Rules' visit <http://www.optimist.org/>

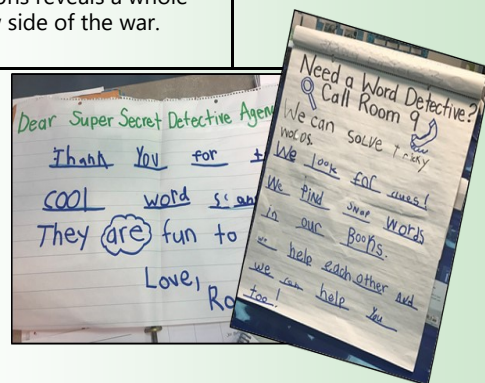
From Our Bookshelf to Yours . . .



The <i>Digger and Daisy</i> series By Judy Young Level F	The <i>Sofia Martinez</i> series By Jaqueline Jules Level K	<i>The Great Treehouse War</i> By Lisa Graff (she has lots of books)	<i>Shooting the Moon</i> By <u>Frances O'Roark Dowell</u>	<i>Marcello in the Real World</i> By Francisco X. Stork
Buzz and his dad are partners as they invent, explore and usually land in a scientific predicament. A high energy series, perfect for budding scientists!	The hilarious Dino Files chapter book series follows a nine-year-old dinosaur expert, his paleontologist grandparents, a cat named Saurus, and fossils that might not be so extinct!	A moving historical fiction novel whose heroine triumphs against all odds. Love, Spies and WWII-you won't be able to put it (or the sequel) down. A Newberry Honor Book	When 12-year-old Jamie Dexter's brother joins the Army and is shipped to Vietnam, Jamie is thrilled and proud. She can't wait to get letters from the front lines describing the excitement of real-life combat. But TJ's first letter isn't a letter at all. It's a roll of undeveloped film, the first of many. What Jamie sees when she develops TJ's photographs reveals a whole new side of the war.	Marcello, a teen with an autism-like condition that doctors have not been able to identify, hears music that no one else can hear. While working a summer job at his father's law firm, he learns about jealousy, anger, competition, suffering, and injustice.

Did you know?

One of the strategies used by early elementary teachers is interactive writing. Students practice word work, concepts of print, sight words, grammar, punctuation and early literacy skills. Teachers are also able to differentiate by having students work on the parts that would most benefit his/her learning. All this in only about 15 minutes a day!





ELEMENTARY MATH DEPARTMENT

Mathematics Learning: A Journey, Not a Sprint

By Matthew Larson, President - National Council for Teachers of Mathematics

One of the questions I am frequently asked goes something like this: "What do you think about acceleration?" The question is often asked in the context of teachers working with parents who want their child to skip grade level work or entire courses so they can get into the next grade or course more quickly. The parental goal more often than not is to ensure their child can complete calculus in high school. As a school district math curriculum administrator, I faced "acceleration pressure" from parents nearly weekly.

Should we support acceleration? This question, like many questions in mathematics education, does not have a binary answer. The answer is "it depends." Sometimes acceleration is appropriate and sometimes it isn't. What does the answer depend on? Here the answer is clearer: it depends on the student's demonstrated significant *depth of understanding* of all the content that would be skipped. If a student demonstrates significant depth of understanding of some but not all the content that would be skipped, then this is more appropriately an opportunity for enrichment rather than acceleration.

Last fall NCTM released a new position statement titled *Providing Opportunities for Students with Exceptional Mathematical Promise* (recently endorsed by the National Association for Gifted Children) In this position statement NCTM argues that "when considering opportunities for acceleration in mathematics, care must be taken to ensure that opportunities are available to each and every prepared student and that no critical concepts are rushed or skipped, that students have multiple opportunities to investigate topics of interest in depth, and that students continue to take mathematics courses while still in high school and beyond."

At the elementary level, and even into secondary school, **speed completing computational tasks or carrying out routine symbolic manipulations cannot be the basis for acceleration.** Too many parents, and others for that matter, still have a narrow definition of mathematics as computation and symbolic manipulation.

We must emphasize to parents, teachers, counselors, administrators, and students that the goals of learning mathematics are multidimensional and balanced:

students must develop a deep conceptual understanding (why), coupled with procedural fluency (how), but in addition they also need the ability to reason and apply mathematics (when), and all while developing a positive mathematics identity and high sense of agency. All four goals are critical components of what it means to be mathematically literate in the 21st century.

There is evidence that students who speed through content without developing depth of understanding are the very ones who tend to drop out of mathematics when they have the chance (Boaler, 2016). Acceleration potentially decreases student access to STEM careers if it results in students dropping mathematics as quickly as possible, rather than cultivating and developing the joy of doing and understanding mathematics. This is important to point out to parents, as dropping out of mathematics is clearly not an outcome parents want to encourage.

As Jo Boaler (2016, p. 192) has written, "mathematics learning is not a race, and it is mathematical depth that inspires students and keeps them engaged and learning mathematics well, setting them up for high-level learning in the future." But for some parents the metaphor of mathematics as a race is deeply embedded in their expectations for mathematics teaching and learning.

Acceleration should not happen at the expense of creating gaps in student understanding by skipping foundational learning standards. Skipping or rushing through instruction in ways that fail to develop depth of understanding may lead students eventually to drop out of mathematics, cut off their future mathematical opportunities, thus denying them the potential to be fully actualized as members of our democratic society.

We need to engage students in ways so that they can embrace their own mathematical journeys and be empowered by mathematics in their own lives. Yes, acceleration may be appropriate if a student has demonstrated significant, deep, and complete understanding of grade level or course-based mathematics. We certainly want each and every student to be appropriately challenged.



The Importance of Mental Math

In a world where smart phones have given us instantaneous access to information, we might be asking ourselves “why should my child develop strong mental math skills?” After all, a calculator tool is now standard on every smart phone and even more complicated math apps have been developed to assist our students with daily math problems. These apps answer the question “why do I have to know how to multiply decimals if I can just use the calculator to get my answer?” As it turns out, a strong mental math foundation can often be faster than technology, increase accuracy of calculations and in the end, improve PSAT and SAT scores.

The following are reasons why mental math is important and useful.

Mental math is usually faster than technology. Using an efficient strategy, not an algorithm, can you calculate 25% of 80? Instead of the typical $.25 \times 80$, which involves two digit by two digit multiplication (usually paper and pencil too), you thought about .25 as one-fourth and you split 80 into 4 equal parts? This would result in 20 as one of those parts. Even just adding two digit numbers can be quicker if we think of them differently. $64 + 28$ can be done procedurally by adding the ones column, carrying the 1 to the tens column, then adding the tens column. It would be faster if I thought about $60 + 20$ is 80 and $4 + 8$ is 12 so $80 + 12$ is 92.

Mental Math harbors a deeper conceptual understanding. For many of the reasons for why mental math is faster, when trying to calculate a problem with a traditional algorithm, the most common problem is not remembering how to do the algorithm properly. This comes from not knowing why the algorithm exists as it does. We were taught to memorize methods often times without learning why or how it works. Our students today learn many methods to solve problems that focus on making sense of the numbers before moving to the algorithms. Dividing fractions is a perfect example of this. In the past, the algorithm was to keep the first fraction, change the division sign to multiplication and then flip the second fraction. Today, the focus is more on the meaning of division like in a problem $\frac{1}{2} \div \frac{1}{4}$. Mentally this problem is asking how many $\frac{1}{4}$'s are there in $\frac{1}{2}$? The answer is 2. The conceptual understanding of the division problem allows students to arrive at the answer and make sense of the problem faster than the memorized algorithm.

Mental Math creates a better memory. Mental math promotes faster calculations by allowing the brain to quickly recall memorized math facts. This is not an emphasis on memorization, rather the emphasis is on manipulating what you are able to quickly recall to calculate a given problem. For example, with the ability to recall basic facts students can calculate 194×7 by multiplying first 200×7 , then subtracting 6×7 , $1400 - 42 = 1358$. This mental math practice also promotes the brain's ability to retain the results of the calculations after each step. This translates to better recollection of everything not just mathematics and in some research, has shown to postpone the onset of Alzheimer's (<http://mikaelsyding.com/mental-core-exercises-and-the-difference-between-doing-and-not-stopping/>)

Mental Math increases accuracy of calculations. As mentioned in previous reasons supporting mental math, a very common mistake in algorithm calculation comes from the lack of conceptual understanding. Does the answer make sense? In order to answer that question, students need to have done some estimating and mental calculation in order to know if the answer is reasonable or makes sense. Maybe a wrong button was pressed on the calculator? Maybe they translated the problem wrong from the book? By using mental math, a student can approximate so they will know what their calculation should be close to, resulting in a higher percentage of correct answers!

Mental Math improves PSAT and SAT scores. We have talked about how using mental math strategies can actually reduce the time it takes to arrive at an answer. This is especially important on a high stakes test like the SAT that is timed! A recent study by the Journal of Neuroscience discussed the results of students who used a calculator verses no calculator to solve their problems. The students using the calculator only used it for the most complex questions and to check answers at the end if there was time. The students without the calculator used estimation and mental math strategies in order to eliminate incorrect answer choices and find correct answers. The conclusive findings showed students who used mental math as their primary method of calculation were shown to have higher results on these standardized tests than those that relied on calculators and memorized algorithms. For the entire study and more details, visit <http://www.jneurosci.org/content/jneuro/33/1/156.full.pdf>

For 10 tips to improve your mental math ability, go to the website below!

<https://gizmodo.com/10-tips-to-improve-your-mental-math-ability-1792597814>



Teachers spend the day growing as Professionals on MLK Day

Lake Orion staff participated in professional development on Jan. 15, 2018. Elementary teachers were at Paint Creek Elementary for the day learning all about the newly adopted Phenomenal Science program that will be implemented next school year. The day was spent learning about new instructional strategies in science as well as beginning to dig through the units.



The secondary teachers were at Lake Orion High School for their professional development, which focused on social and emotional topics. Some of the sessions offered were: Crisis Intervention and the Prevention of Self-Harm, Mindfulness, How to Help Students with Anxiety in the Classroom, Creating an Inclusive Environment for LGBTQ Students, All You Really Need to Know About Transgender Identity, Supporting and Understanding the English Learner, Poverty in our Schools, Teacher Wellness and Adult Emotional Intelligence, and Understanding and Supporting Distracted Students. In addition, a group of secondary teachers and administrators participated in a restorative practices professional development.



Lake Orion Schools would like to send a huge thank you to Jim Westcott at Great Harvest Bread Company for donating breakfast for the secondary teachers at the high school.





Newly released Parent Dashboard from MDE

Michigan Department of Education has released a dashboard for parents. This Parent Dashboard is an integral component of the state's Strategic Plan to make Michigan a Top 10 education state in 10 years. It builds on the Strategic Partnership with Parents, Families, and Community Services that encourages and promotes meaningful, authentic engagement with parents and families.

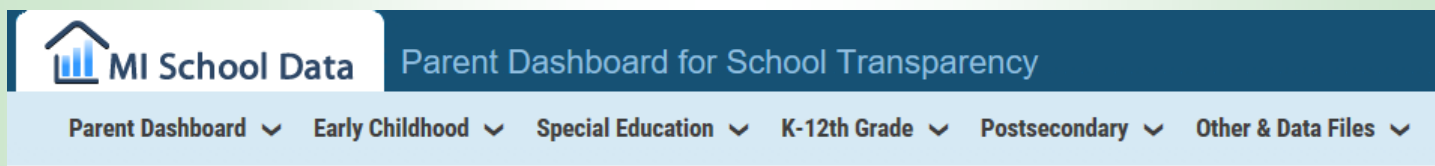
"Parents asked and we listened," said State Superintendent Brian Whiston. "I'm very pleased to make the Parent Dashboard available to parents and other Michigan education stakeholders who want a more complete picture of how their local schools are serving children."

The Parent Dashboard for School Transparency, available at www.MISchoolData.org/ParentDashboard, is a combined effort of MDE and the Center for Educational Performance and Information (CEPI) – based on significant parent feedback on its planning, content, and design.

CEPI Director Tom Howell said the Parent Dashboard shows nearly 20 separate measures that parents say are important to them.

"Families and others can use the dashboard to compare a school's performance with the average performance of other, similar Michigan schools, including charter schools," Howell said. "The site is user-friendly and can be accessed on any computer or mobile device."

The dashboard allows deeper dives into the performance of various groups of students, such as gender, race, subject, and services to students.





**ANNOUNCEMENT FROM
FRIENDS OF DIFFERENT LEARNERS**

WHEN

**January 27, 2018
11a.m. – 2p.m.**

WHERE

**Groves High School
20500 West 13 Mile Rd, Beverly Hills, MI 48025**

***Camp & Resource Fair
+ Micro Businesses***

The 16th annual Camp & Resource Fair + Micro Businesses is an opportunity for families and professionals to connect with services and products that support children with special needs in Southeastern, MI.

Shop and support local Micro/Small Business founded by the special needs community. You will find candles, artwork, pet treats and more!

(Some businesses are cash only)

WWW.FRIENDSOFDIFFERENTLEARNERS.ORG

OPEN TO EVERYONE-FREE!

**ENTER SCHOOL GROUNDS FROM SOUTH ENTRANCE TO
WEST PARKING LOT – FREE PARKING!**

Programs for PRESCHOOL TO YOUNG
ADULTS serving all Different Learners with
Special needs including:

ADHD
Autism
Dyslexia
Intellectual Disabilities
Learning Disabilities
Mental Health
Physical Disabilities
Speech & Hearing
Vision
Cerebral Palsy
Down Syndrome &
Complex Disabilities
Programs including:
Adaptive Sports
Advocates
After School Programs
Alternative Education
Books & Toys
Camps
Medical & Therapeutic
Recreations & Arts
Respite Support
Social Skills
Tutors
And more!

OAKLAND SCHOOLS OFFERINGS

Understanding The IEP Process: Michigan Alliance for Families
Jill Mazur Skornicka & Kanika Littleton
When: Feb. 3, 2018 (8:30 a.m. - 3 p.m.)
Where: Oakland Schools Main Campus (Conference Room A)
Registration: www.michiganallianceforfamilies.org/rsvp

Skills for Effective Advocacy: Michigan Alliance for Families
Jill Mazur Skornicka & Kanika Littleton
When: Feb. 3, 2018, (8:30 a.m. - 3 p.m.)
Where: Oakland Schools Main Campus (Conference Room A)
Registration: www.michiganallianceforfamilies.org/rsvp

FOR
PARENTS

ATTACHMENT 1

STOP. RECKLESS. DATING.

PARENT
UNIVERSITY

Dater's Ed: A proactive education
to avoid the need for a reactive solution

We are in the midst of a TEEN DATING CRISIS:

- Teen Sex and Pregnancy
- Teen Dating Violence and Abuse
- Teen Drug and Alcohol Abuse
- Teen Depression, Anxiety and Stress
- Textual Harassment and Digital Abuse

Lisa Jander, the “Teen Dating Mechanic,” author, speaker, certified life and relationship coach and former director of a video dating service has helped hundreds of teens and their parents learn to navigate the teen dating years without ending up in the junkyard of broken hearts.

Author of *Dater's Ed*, Lisa Jander **paves the way for healthy teen relationships** with her comprehensive online curriculum for teens teaching them how to “date defensively, navigate safely and steer clear of unhealthy relationships” using driving and cars as the analogy. **Dater's Ed is to dating what Driver's Ed is to driving.** The online course, “Dater's Ed,” provides the bridge between teens and parents creating a healthy family framework to map the course for success.

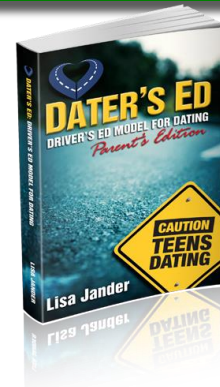
MEDIA:



- **Guest Expert** on TV affiliates such as Fox, ABC, NBC and MidPoint
- **Guest Expert** on hundreds of radio talk shows
- Contributes numerous articles on relationships for print and online
- Featured in publications including Parenting OC, The Examiner, and Epic Times
- Keynote and LIVE speaking engagements for audiences such as National Charity League and Common Ground
- Facilitates multiple workshops for schools, churches and youth coalitions



LISA JANDER
“TEEN DATING MECHANIC”



Join us for a Special Parent Presentation

**Monday, January 29, 2018
6:30 p.m. - 8:00 p.m.**

**Lake Orion High School -
KIVA**

*****All attendees receive a FREE
copy of the book,
“Dater's Ed”**

**To register please click on the link
below:**

<https://parentuniversitydatersed.eventbrite.com>

**Child care will be provided by LOHS
students**

For more information or questions, contact:

Kerri Anderson
kerri.anderson@lok12.org
248-693-5400



2018-2019 Lake Orion Kindergarten Program Options



LAKE ORION KINDERGARTEN: The Lake Orion School District is thrilled to offer, as its recommended program, a full day kindergarten experience in all six of our elementary buildings to children who are 5 years of age on or before September 1. Full day programming does not add additional curriculum, but rather ensures that the existing curriculum is taught in ways that reflect the needs and development of these young learners. Full day programs allow kindergarten teachers more time for formal and informal instruction, as well as the flexibility to differentiate the curriculum to meet student's needs and interests. Also significant is that the additional time develops a student's social competence, creative problem-solving, and gross and fine-motor skills. The opportunity for kindergartners to play and learn experientially develops their language, cognitive and social-emotional skills. The unhurried pace of a full-day provides a stress-free environment in which children grow and thrive.

DEVELOPMENTAL KINDERGARTEN: The Lake Orion School District believes that the traditional Lake Orion kindergarten experience meets the needs of all kindergarten students, including those students who are socially and emotionally less mature. However, the district recognizes that some parents strongly believe their child would be better served by attending developmental kindergarten for a year before entering kindergarten. If your child turns five between July 1 and December 1, **Developmental Kindergarten** is an option. This option is **free** to families wishing to enroll their child in DK. Contingent upon parental interest and available classroom space, the district will strive to provide parents this option at limited locations. If this is an option you are interested in, a screening process will be in place this year to determine if your child qualifies for Developmental Kindergarten. Transportation is not provided for Developmental Kindergarten. When you contact your neighborhood school regarding kindergarten, you should indicate if you are interested in Developmental Kindergarten for your child.

2018-2019 Lake Orion Kindergarten Program Locations

Developmental Kindergarten building options will be determined once student enrollment is confirmed.

Lake Orion Community Schools have six elementary buildings, which all offer kindergarten programming. The curriculum at each building is designed to meet the standards and benchmarks set by the State of Michigan.



ELEMENTARY SCHOOLS: *Blanche Sims, Carpenter, Orion Oaks, Paint Creek, Stadium Drive, and Webber*

Each elementary school is designed to reflect the unique characteristics of the families and neighborhoods it serves. Differentiated instruction and enrichment programs are created around the needs, interests and talents of the students in each building, resulting in a challenging and supportive educational environment. Enrollment is open to students living within the school's boundaries. This learning community provides an atmosphere of caring and trust in which children are nurtured and thrive academically, socially and emotionally.

2018-2019 Lake Orion Kindergarten Programs

DATES TO REMEMBER

Kindergarten Information Nights *for Residents*

Blanche Sims	March 7, 2018	6:30 - 7:30 P.M.
Carpenter	March 7, 2018	6:30 - 7:30 P.M.
Orion Oaks	March 7, 2018	6:30 - 7:30 P.M.
Paint Creek	March 7, 2018	6:30 - 7:30 P.M.
Stadium Drive	March 7, 2018	6:30 - 7:30 P.M.
Webber	March 7, 2018	6:30 - 7:30 P.M.

THIS IS AN EVENT FOR ADULTS ONLY

2018-2019 Lake Orion Kindergarten Registration

**DEVELOPMENTAL KINDERGARTEN AND KINDERGARTEN
RESIDENT ENROLLMENT**

(No appointment required)

Tuesday, March 20, 2018

11:00 A.M.—1:00 P.M.

2:00 P.M.—6:30 P.M.

Room 109


Community Educational Resource Center

455 East Scripps Road



*Registration for the School Age Child Care program will
also be available for incoming kindergarten students.*

PLEASE BRING THE FOLLOWING FOR DEVELOPMENTAL KINDERGARTEN AND KINDERGARTEN REGISTRATION

- ◇ Enrollment begins with InfoSnap, our on-line enrollment system. Please visit www.lakeorion.k12.mi.us and click on 
- ◇ Original, certified birth certificate
- ◇ Immunization records
- ◇ Parent photo identification (driver's license, passport)
- ◇ Divorce decree/Custody papers (if applicable)
- ◇ Proof of Residency - Two pieces of proof are required. Proof may be a purchase agreement, mortgage statement, lease agreement, closing statement, property tax statement, utility bills.
- ◇ Kindergarten students will need a health appraisal and vision screening **prior to the start of school!**
- ◇ *An age waiver form is required for students born between September 2nd and December 1st, 2013. This form can be found on our website under Central Enrollment - Dev K & Kindergarten Age Waiver Form 2018-2019.*

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- If you are unable to attend walk-in enrollment on March 20, 2018 or have questions regarding enrollment, please contact the Central Enrollment Office at 248-814-0215 or at Nancy.Limback@lok12.org. Enrollment appointments may be scheduled for **after** March 20, 2018 by using the appointment scheduler link found on the Submission Confirmation page of InfoSnap once you submit your online enrollment forms via InfoSnap.
 - If your child needs before/after school care, please call the Early Childhood Office at 248-693-5439.



LAKE ORION OPTIMIST CLUB

FUNDRAISER

WHERE: *Times Square Deli*

500 North Lapeer Road

(Kroger Plaza)

Lake Orion

WHEN: February 12—February 18, 2018

(Monday through Saturday)

PHONE: 248-814-8100



Time Square has generously offered to donate to the Optimist Club
20% of all sales in house and carry out.

PRESENT THIS FLYER AT TIME OF PURCHASE

Be sure to go on Friday, February 16th, for their delicious all-you-can-eat fish fry!!!

The Optimist Club is a group of local business owners, educators, community leaders and citizens who's mission is to help make a better future for the young people of our community.

Some of their events include:

Citizen of the Month Awards

Youth Appreciation Awards

Oratorical contest/awards

Fourth Grade Recognition Awards

