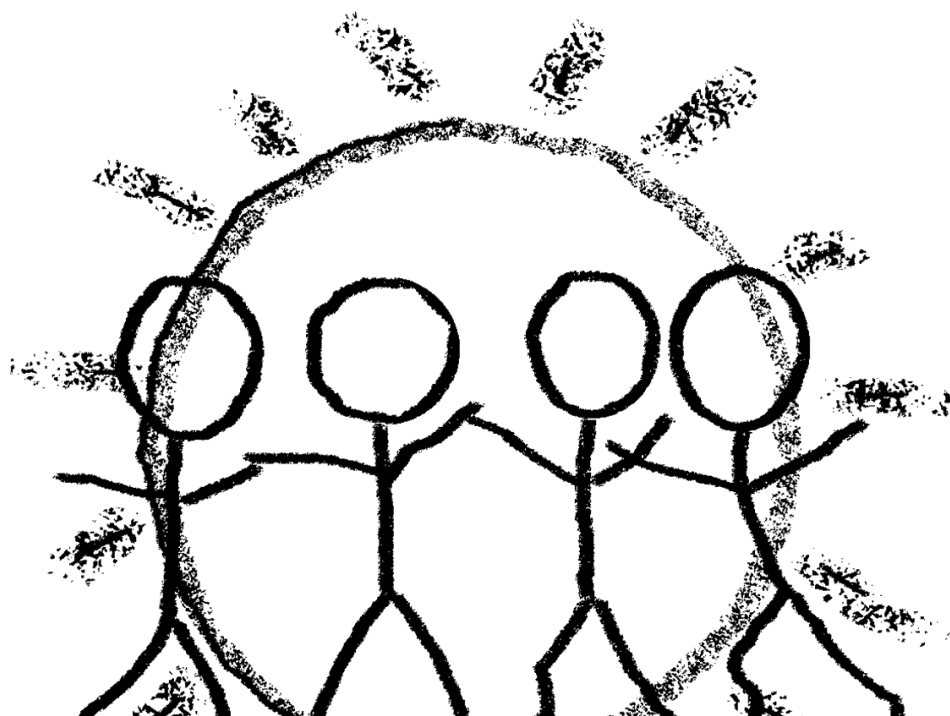




**Bentley
Bright Beginnings**

Owosso Public Schools

***2026-2027
Parent Handbook***

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WELCOME!

Welcome to our school! We are excited to have you as a part of the Bentley Bright Beginnings family. At Bentley Bright Beginnings, every child is important. Our program is academically rich and designed to promote your child's growth and development. We will help your child develop the critical-thinking skills and intellectual curiosity that fuel success in the classroom and beyond.

Our dedicated and highly trained teachers focus on more than just reading, writing, and arithmetic by creating active learning experiences focused on character building, physical activity, and social/emotional development while incorporating the STEM philosophy (science, technology, engineering, and mathematics). We believe that every activity is an opportunity to teach. A well-planned environment helps promote a child's inquisitiveness and approach to the learning process. Each of our classrooms is designed to specifically support and encourage a child's growth, depending on his or her age group in a safe, stimulating environment to create meaningful experiences for your child every day.

A transition into any new environment can be challenging and can cause anxiety for any child or adult. Our staff is trained to be alert of your child's reaction to their new environment and will be sensitive to their feelings. After enrolling your child at Bentley Bright Beginnings, your child may visit the classroom and be introduced to his/her teacher. This will also give you an opportunity to get to know the teachers and staff involved in the care of your child prior to their first day.

This handbook will help you understand our center goals and policies. Our guidelines are designed to make sure that each child receives the best education possible. Please look over the information so that you are familiar with our operation and guidelines. Also included with this packet is the registration paperwork required for your child's file. Please complete these and return them to the office. Your child will not be enrolled in a classroom until the appropriate paperwork is on file in the office.

We look forward to getting to know you and your child. We are excited to provide your family with a rich learning environment where your child(ren) will develop to their full potential. Thank you for choosing to be a part of the Bentley Bright Beginnings family.

If you wish to contact Bentley, please call the office at 989.725.5770 during the office hours of 7:30-4:00 Monday through Friday.

Sincerely,

Alexandra Eskew
Bentley Bright Beginnings Administrator
Director of Early Childhood Education

This handbook is intended for use by students, parents, and staff as a guide to the rules, procedures, and general information about the District. The use of the word “parent” in this handbook means a student’s natural or adoptive parent or legal guardian. Students and their parents are responsible for familiarizing themselves with this handbook, and parents should use the handbook as a resource to assist their students with following its rules and procedures.

Students must comply with all school policies, regulations, rules, and expectations. The use of the word “Policy” in this handbook includes bylaws or policies adopted by the Board of Education. Although the information in this handbook is comprehensive, it is not intended to address every situation that may arise during a school day or school year. This handbook does not create a contract between the District and parents, students, or staff. The administration is responsible for interpreting the rules contained in the handbook to ensure the implementation of the school’s educational program and well-being of all students. If a situation arises that is not specifically addressed by this handbook, the administration may respond based on applicable law and policy.

The rules and information provided in this handbook may be supplemented or amended by the administration at any time, consistent with applicable law and policy.

IMPORTANT INFORMATION

District Website

www.owosso.k12.mi.us

Board Policies

Board Policies are available at: <https://www.owosso.k12.mi.us/boardpolicy>

Facilities

Bentley Bright Beginnings

1375 W. North Street
Owosso, MI 48867

Phone: 989-725-5770

Fax: 989-729-5694

Personnel

Alexandra Eskew, Early Childhood Director
Maddie Pratt, Executive Secretary

2026-2027 District Calendar



2026

August

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November

M	T	W	T	F
	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

2027

January

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April

M	T	W	T	F
		1	2	
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

- No school on days circled in gold.
- Half days circled in blue.

The school year may be extended should the number of days warrant.

View daily activities at www.owosso.k12.mi.us.

2026-2027 Calendar

August

- 17-19 Professional Development & Teacher Work Days
- 20 First Full Day (All Students)

September

- 3 Half Day for All Students: Teacher Work Day
- 4 & 7 No School: Labor Day Recess
- 8 School Resumes
- 23 LHS Evening PT Conferences

October

- 16 End of Marking Period & LHS End of 1st Quarter
- 21 OMS & OHS Evening PT Conferences
- 22 Half Day Elementary Only: Afternoon & Evening PT Conferences
- 23 No School
- 30 Half Day for All Students: Teacher Work Day

November

- 3 No School: Professional Development
- 25-27 No School: Thanksgiving Recess

December

- 18 Half Day for All Students: Teacher Work Day, End of 1st Semester & LHS End of 2nd Quarter
- 21-31 No School: Holiday Recess

January

- 1 No School: Holiday Recess
- 4 School Resumes: 2nd Semester Begins
- 18 No School: Martin Luther King Jr. Day & Professional Development

February

- 4 Half Day Elementary Only: Afternoon & Evening PT Conferences
- 10 LHS Evening PT Conferences
- 11 Half Day for All Students: Teacher Work Day
- 12 & 15 No School: Presidents' Day Recess

March

- 12 End of Marking Period
- 25 Half Day for All Students: Teacher Work Day & LHS End of 3rd Quarter
- 26-31 No School: Spring Recess

April

- 1-2 No School: Spring Recess
- 5 School Resumes

May

- 20 OHS Graduation
- 21 OHS Graduation Rain Date
- 22 8th Grade Awards Ceremony
- 27 LHS Graduation
- 28 Half Day for All Students: Teacher Work Day
- 31 No School: Memorial Day

June

- 3 5th Grade Celebration
- 4 Half Day for All Students: Last Day of School

BENTLEY BRIGHT BEGINNINGS PARENT HANDBOOK

PHILOSOPHY:

We believe children learn best in a nurturing environment that fosters active learning. Our educational programs are based on sound principles of child development. They are rich in language, autonomy, exploration, and discovery. Children are introduced to lessons and activities that are specifically planned to stimulate each child's natural curiosity for learning. We support children so they feel confident and secure to explore and grow in a stimulating educational and social environment. These learning opportunities support children's emotional, intellectual, creative, social, and physical growth. Our staff is competent, professional, and educated, enabling us to provide safe, dependable, high-quality care for your child(ren) in a comfortable, relaxed environment.

EARLY CHILDHOOD INITIATIVE:

1. To strengthen communication and curriculum articulation between the district's early childhood programs and elementary schools.
2. To continue partnerships with community resources to provide information and support for parents, extended families, and caregivers to be their children's first teachers.
3. To increase access to, and participation in, outreach activities such as parent education workshops, reading fairs, and other programs designed to meet family needs.
4. To increase early identification and intervention for children with learning disabilities through greater collaboration between district programs and the Shiawassee RESD.
5. To expand the base of children attending quality early childhood programs in Owosso by researching how other school districts fund their programs and utilizing their models to increase funding for Owosso.

MISSION:

To facilitate the social, intellectual, physical, and emotional development of children, in order for them to become independent learners/thinkers and to gain the skills to be successful in school/life. We strive for every student to "Be Kind, Be Safe and Try your Best" as a building wide positive behavior model.

STATEMENT OF SERVICES:

Bentley Bright Beginnings is a year-round program that offers preschool and child care for children ages 6 weeks through 5th grade. Our daily activities consist of a flexible schedule that has been created to provide diversity and challenge for children in all age groups. We offer a structured program for children of all ages, which includes a year-round curriculum. Our

activities include: individual, small, and large group time; quiet and active play; large and small motor activities; child and teacher-initiated play; language and literacy lessons; and math/science-focused exploration.

HOURS AND DAYS:

Bentley Bright Beginnings is open Monday through Friday, from 6:30am to 5:30pm during the school year and 7:00-5:30 during the summer. We are closed at minimum, New Year's Eve Day, New Year's Day, Presidents Day, Good Friday, Memorial Day, the Fourth of July, Labor Day, Thanksgiving Day, the day after Thanksgiving, Christmas Eve Day and Christmas Day. **On No School days for OPS and some days surrounding holidays, we will post a Sign-Up Day sheet for those days, as they are not typical days for the District. Sign Up Day sheets will be posted by the sign-in sheets or sent home in your child's mailbox at least 4 weeks in advance. If the center does not get enough children signed up for these days, we may close on these days due to insufficient enrollment. You will be notified of these 2 weeks in advance.** Schedules may change as needed; you will be notified immediately if there are any changes to the above schedule.

SNOW DAYS AND INCLEMENT WEATHER:

When Owosso Public Schools is closed for the entire day due to inclement weather (i.e. snow day), Bentley Bright Beginnings child care will remain open, weather permitting but open at 7:30am to allow enough time for our staff to safely arrive to Bentley. ALL preschool classes will be cancelled. Bentley Bright Beginnings will make every effort to remain open during the snowy and icy weather.

If Owosso Public Schools close after school has already begun, child care will be open for students who have signed up in advance for care during inclement weather (see form in registration packet). There is a fee for this service and you will be charged the additional amount (non-contracted) after the inclement weather day.

In the event of a school delay, child care will be open. There is a fee for this service and you will be charged the additional amount (non-contracted) after the inclement weather delay day.

STATE LICENSING

We understand the importance of keeping strict compliance with the state licensing regulations in order to ensure a quality environment for your children. Bentley Bright Beginnings complies with applicable state licensing regulations and policies. These requirements include staff qualifications, facility/playground regulations, health and safety guidelines, child/staff ratios, and medication/illness policies.

The licensing notebook is available to parents during regular business hours. The licensing notebook contains all the licensing inspection and special investigation reports and related corrective action plans since May 28, 2010. Licensing inspection and special investigation reports from at least the past 2 years are available on the child care licensing website at www.michigan.gov/michildcare.

HEALTH PLAN

- The purpose of our health plan is to keep our health records up to date, and to maintain a healthy atmosphere for all children in our care.
- Children, families and staff will comply with our sickness policy in order to keep our facility as healthy as possible and to conform to the state licensing rules. This is important for the well-being of all individuals who are part of Bentley Bright Beginnings.
- Each year it is required that families update each of their child(ren)'s paperwork including their health appraisal and immunization records. Both of these are due within 30 days of enrollment.
- It is important for children to see their doctors for all well- baby and well -child visits and to keep up on their immunizations. If immunizations are "opted" out of, you must get a waiver from the health department.
- You can find local health providers online. We ask that you follow the regular timeline for immunizations. If you have concerns about your child's development or we see an area of concern, we may recommend a Child Study. We also have hearing and vision screenings annually which are provided by the Health Department for each child.
- Please read though our handbook for more specific information about the paperwork that is required. Please see our "Illness and continued health portion" which must be closely followed.

ADMISSION REQUIREMENTS:

Enrollment in our program is open to all families of our community. We operate on a non-discriminatory basis. No one shall be excluded from any of our programs because of race, color, religion, disability, sex or national origin. Only the child(ren)'s parent or legal guardian may enroll a child(ren) (proof of custody may be required). All forms provided to you upon enrollment must be completed before your child may attend Bentley Bright Beginnings. All requested personal information is kept confidential. Parents are required to update all emergency data as needed, including address, home, cell/work numbers, and individuals authorized to pick up your child. Current immunization information must be submitted to the center upon enrollment and all immunizations must be current. Bentley Bright Beginnings must be informed of custody situations in advance and will request that the proper paperwork be in the child(ren)'s file. Parents will be required to comply with all state regulations and center rules as set forth in this Parent's Handbook.

ADMISSION AND WITHDRAWAL:

Parents wishing to enroll their children in the center are encouraged to set up an appointment with the center office to tour the center, meet the Administrator, and their child(ren)'s Lead Teacher. The purpose of the informal tour is to answer any questions you might have concerning our policies and procedures and make you aware of what the daily schedule looks like for your child(ren)'s average day. At this time, we will give you a copy of the parent handbook and registration information necessary to enroll your child(ren) in the center.

PAPERWORK, FORMS and ANNUAL RENEWAL:

We are required by the state to have current and updated information on each child in our center. This is also for your safety. As mentioned above, we require all forms to be filled out on each child prior to their first day at Bentley Bright Beginnings. There will be a deadline given for compliance to this requirement. Failure to renew paperwork does not constitute withdrawal from the program and fees will continue to accrue according to the newest published rates including all late payment fees and all other fees due. If Bentley Bright Beginnings is penalized or fined for incomplete information on one of our admissions forms or for failure to update/renew this information due to a parent's neglect, that fine will be passed on to the client responsible including an additional \$50 administration fee.

DROP-OFF:

Parents **must** accompany their child(ren) into the Bentley Bright Beginnings building every morning/afternoon and sign their child(ren) in immediately after dropping their child(ren) off in the appropriate room/designated area. Children will not be permitted in the building prior to opening hours. Each child care family will be issued a security card to gain access to the building. Each child must be signed in and out with an accurate drop off/pick up time and the adult's initials. This is a requirement of state licensing. The sign in/out sheets are located on a clipboard, outside each classroom. The children are not allowed to come into the Bentley Bright Beginnings building alone or to sign themselves in unless prior written permission has been given by the parent and approved by the Administrator. This is for their protection in case of a fire or other emergency. We require that all children have direct contact with a person upon arrival for early detection of apparent illness, communicable disease, or unusual condition or behavior which may adversely affect the child or the group. If any of these things are determined, the child must go home immediately.

PICK-UP:

All children must be picked up and signed out by an adult and/or person as indicated on the child's emergency card. All children must be signed out before being picked up from their classroom. Anyone, including all parents, who are allowed to pick the child up, **must** be listed on the child's emergency card or be approved in writing by a parent/guardian. In an emergency, parents may call the center and give verbal approval of an alternate individual. However, this is strongly discouraged. Each child must be signed in and out with an accurate drop off/pick up time and the adult's initials. Anyone not recognized by sight will be asked for a picture ID. In the event that someone out of the ordinary is to pick-up your child, please alert the office prior to that time. This is in addition to them being on the child's emergency card or approval as stated above. It is the parent's responsibility to notify the office and make changes on this document whenever necessary. This form is re-done annually.

PARKING POLICY:

Bentley Bright Beginnings has a parking lot where you may park when dropping off or picking up your child(ren). We strongly urge you to turn your car off and lock it when you come in to drop-off or pick-up your child(ren). Bentley Bright Beginnings is not responsible for items lost or stolen from cars or from the parking lot or facility. Please do not park in the bus loading zone or handicapped spaces (unless you have clearly visible identification). These areas are

painted in yellow/red lines along the sidewalk. We have several buses that need to use these areas at various times throughout the day.

Effective 4-1-09 MICHIGAN PENAL CODE (EXCERPT)

Act 328 of 1931

750.135a Leaving child unattended in vehicle; prohibition; violation; definitions.

Sec. 135a.(1) A person who is responsible for the care or welfare of a child shall not leave that child unattended in a vehicle for a period of time that poses an unreasonable risk of harm or injury to the child or under circumstances that pose an unreasonable risk of harm or injury to the child.

(3) As used in this section:

(a) "Child" means an individual less than 6 years of age.

(b) "Physical harm" and "serious physical harm" mean those terms as defined in section 136b.

(c) "Unattended" means alone or without the supervision of an individual 13 years of age or older who is not legally incapacitated.

(d) "Vehicle" means that term as defined in section 79 of the Michigan vehicle code, 1949 PA 300, MCL 257.79.

History: Add. 2008, Act 519, Eff. Apr. 1, 2009

EMERGENCY CARDS:

Parents must provide emergency information for each student enrolled in the District. The information should include the family physician's name, contact information for parents or a responsible adult, and any necessary emergency instructions. Parents must promptly inform the school if this contact information changes.

All persons authorized to pick a child up from the center must be listed on the child's emergency card. To avoid confusion, it is the responsibility of the parent enrolling the child in to our center to properly complete all forms. Whenever any information on this card changes, it is your responsibility to notify us and update or re-do the card. In a custody situation, the parent enrolling the child in to our center takes full responsibility to ensure that this is in accordance with their specific court agreement, which must be attached to the enrollment

forms if any limitation of rights is suggested. If a parent who is not listed or who believes the information given to us is inaccurate or contests the authorization details, they must first offer proof that they are indeed the legal parent or guardian and have legal rights to pick the child up. We will then request legal documentation (order signed by a judge) as to the parenting time schedule, including drop off and pick up times. The center reserves the right to not allow any individual onto our property for drop-off or pick-up if they have created a problem.

ALLERGIES:

We must be aware of any food or other known allergies that affect your child. If your child has any known allergies, please note all of them on your child's emergency card (front side). This allows us to alert our staff to be aware of their allergy. This form must be updated annually. We also need to be aware of any non-food allergies that can affect your child. You will need to fill out a "Medication Permission and Instructions" form if your child requires an Epi-pen or other emergency treatment.

MEDICAL CONSENT:

Your child's emergency card will give us your consent to call an ambulance or your child's doctor/dentist if s/he needs emergency care. Please list your child's primary doctor and the hospital you would prefer for treatment (in the event of an emergency) on your child's emergency card. Also, please list phone numbers, addresses, and additional emergency phone number contacts. It is strongly suggested that all emergency contacts be listed on your child's emergency card. If your child has any allergies or is on any medications, please include this information on the card. You must also complete a Medication Form for any allergy-related medication to be stored at the center. This form allows for the administration of any medication(s) prescribed by the child's doctor. All of these forms **must** be re-done annually. Whenever any information on the Medication Form changes, it is your responsibility to notify us and update or re-do the form.

INFORMATION CHANGE:

Parents are to notify the center of any change in home or work phone numbers and addresses. This is for your child's safety so that we may reach you in an emergency. The center requires that someone listed on the emergency card of each child be available within thirty (30) minutes notice to come and pick up a sick child or a child that we have determined needs to go home. It is required that all changes of phone numbers, places of employment, residence, or changes in pick-up information be turned in to the office immediately. Please give the Administrator written notice of the change as soon as possible.

IMMUNIZATION REQUIREMENTS:

Immunization records must be presented on or before the first day the child attends the center. A photo copy of these will be kept on file. When your child receives additional immunizations, you are required to bring your immunization card/form back in for us to make a copy of it so that we can update your file. All children enrolled must have their immunization records up-to-date or provide an exemption affidavit. Parent's wishing to take a religious exemption must contact the office to get the proper procedure for providing an

affidavit of such a religious opposition. The child's immunization record must be provided by the parent and all information must be current. The parent shall also provide proof of this with a Health Appraisal form signed by a health care provider. This form must be turned in within 30 days of a child's first day at the center. This form will state that the child has received all current, age-appropriate immunizations. If Bentley Bright Beginnings is penalized or fined for non-compliance of immunization cards due to a parent's neglect, that fine will be passed on to the client responsible including an additional \$50 administration fee.

The District will not permit a student to attend school unless the parent provides evidence of immunizations or exemptions consistent with [Policy 5713 Immunizations and Communicable Diseases](#) and state law.

MEDICATION:

All medication to be given to a child **must** be in the original bottle/container with the instructions clearly printed on it as provided by the doctor's prescription or by the pharmaceutical company. All medicine, including scripted and un-scripted medications, must be in an up-to-date bottle and not be out-dated or past-dated. All prescription medication must have the child's name on the script. All non-prescription medicine must have a permanent sticker with the child's name and the date the medication was left at the center. A "Medication Permission and Instructions" form needs to be filled out prior to the administration of any medication. All medicines must be personally handed to the teacher in charge at the time of arrival along with the "Medication Permission and Instructions" form (filled out completely). Bentley Bright Beginnings reserves the right not to give medicines if the dosage is questionable or not according to the label. Bentley Bright Beginnings reserves the right to request a doctor's consent via hand written prescription for any non-prescription medications. Any remaining medication will be returned to the parent upon completion of the course of medication.

Whenever possible, parents should arrange student medication schedules to eliminate the need for administration of medication at school. When a student requires prescription or over-the-counter medication at school, the following procedures apply:

- The student's parent must annually submit a written request and consent form as required by the District.
- A building principal or designee must request that the parent supply medications in the exact dosage required whenever feasible.
- The building principal or designee will notify the student's parent of any observed adverse reaction to medication.
- All medications must be in the original container.

For additional information and requirements, see [Policy 5713 Immunizations and Communicable Diseases](#) and state law.

ASTHMA INHALERS AND EPINEPHRINE AUTO-INJECTORS/INHALERS:

A student may possess and use an asthma inhaler or epinephrine auto-injector or inhaler with written approval from the student's healthcare provider and consistent with Policy 5703. A minor student must also have written permission from the student's parent. The required documentation must be submitted to the building principal or designee. If a student is authorized to self-possess or self-administer an asthma inhaler or epinephrine auto-injector or inhaler, the building principal or designee will notify the student's teachers and other staff as appropriate.

Additionally, the school must maintain a written emergency care plan drafted by a physician in collaboration with the student's parent. The emergency care plan will contain specific instructions related to the student's needs. The physician and parent should update the emergency care plan as necessary to address any changes in the student's medical circumstances.

ILLNESS AND CONTINUED HEALTH:

These guidelines are for the welfare of all of the children in our care. In order to provide a safe and healthy environment, we rely on our parents to monitor their children with these guidelines in mind. Outdoor play is essential to your child's development. We feel that if your child is too sick to play outdoors, then they are too sick for group care. A child that is ill or has a temperature of 100 degrees or above should be kept at home. All children shall have direct contact with a staff member upon arrival for early detection of apparent illness, communicable disease, or unusual condition or behavior (see the Drop-Off section above). A child that is too ill to remain in the center shall be supervised and cared for in a separate area away from the other children in the center until the child can be cared for elsewhere.

If the center becomes aware that a staff member, volunteer, or child in care has contracted a communicable disease, then the center shall notify parents of the name of the communicable disease and the symptoms of the disease.

The child will be sent home if s/he is running a temperature of 100 degrees or higher, if s/he is vomiting or has diarrhea, or if it is suspected that s/he has a contagious disease. If a child needs to be sent home and his/her parents are unreachable, we will call the emergency contact listed on the child's emergency card. If contact cannot be made, the building principal or designee will take any reasonable action necessary on the student's behalf, consistent with state law.

In the event you are called to pick up an ill child, you must pick your child up within 30 minutes, or late pick-up fees may apply. The center reserves the right to request the child see a physician or have a physician's note prior to returning.

Students who feel ill or are hurt while at school should seek immediate assistance from their classroom teacher or the nearest staff member.

Students showing symptoms of a communicable disease may be sent home. The District may require a statement from a licensed physician or local health official before allowing the student to return to school.

When your child shows signs of illness at home, please do not send them to any Bentley Bright Beginnings programs. This results in further inconvenience to parents (needing to leave work/home to pick up their sick child) and increases the risk of possible exposure to other children.

Communicable Diseases

The District, in conjunction with local health department officials, may exclude students who:

- Are suspected of having a communicable disease until a physician or local health department official determines the student is no longer a risk; or
- Lack of documentation of immunity or are otherwise considered susceptible to a communicable disease until the local health department officials determine the risk of spreading the disease has passed.

Communicable diseases include, but are not limited to, diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, COVID-19, and other conditions indicated by the local and state health departments. Any removal will only be for the contagious period or as directed by the local health department.

Head Lice

A student with nits within ¼ inch of the scalp or live lice may remain at school until the end of the school day. The student will be restricted from activities that involve close head-to-head contact or sharing of personal items. The District will notify the student's parent and provide educational materials on head lice prevention and treatment.

The student will be readmitted to school after treatment so long as the parent consents to a head examination and the examining District official does not find live lice on the student. If the District official finds nits within ¼ inch of the student's scalp, the student may return to class, but the District must inform the student's parent about the need to remove the nits. District personnel will not ostracize or embarrass a student with lice or nits and will maintain student confidentiality.

If a student has a persistent infestation after 6 weeks or 3 separate cases within 1 school year, the District will form a team that may include the student's parents, teacher, social workers, or administrators to determine the best approach to resolve the issue. See [Policy 5709 Lice, Nits, and Bed Bugs](#).

When a child will be sent home sick:

- 1) Fever of 100 degrees or higher
- 2) Vomiting or Diarrhea
- 3) Eye Discharge (Conjunctivitis is extremely contagious)

- 4) Excessive cough and/or nasal discharge
- 5) Any unidentified rash with the exception of skin irritations due to allergy or eczema.
- 6) With regard to head lice, the District has a “no nit” policy, which Bentley Bright Beginnings also follows. There cannot be any sign of infestations on the child (i.e. nits, “flea dirt”, etc.).

Parents will be notified by phone of any symptoms of impending illness that occur during the day (i.e. headache, fever, vomiting, cramps, etc.). If we feel your child is not well, you will be asked to pick him/her up. If your child is too sick to participate in all activities (like recess), your child should not be brought to the center.

When can my child return to school after an illness?

Usually a child can come back to the school under any of these circumstances:

- 1) The child’s temperature has been below 100 degrees for at least 24 hours without a fever reducer (i.e. Tylenol, aspirin, Motrin, etc.).
- 2) It has been at least 24 hours since the last episode of vomiting or diarrhea.
- 3) Eyes are no longer discharging and the condition has been treated with an antibiotic for at least 24 hours.
- 4) The nasal discharge is not thick, yellow, or green.
- 5) The rash has subsided or a physician has determined that the rash is not contagious (documentation from a physician is needed).
- 6) The child cannot return until 24 hours after appropriate treatment has begun and has to be checked by office staff before re-entering. There cannot be any sign of infestations on the child (i.e. nits, “flea dirt”, etc.). Children may return when there are no apparent nits or infestations.
- 7) The child has been diagnosed as having a bacterial infection and has been on an antibiotic for at least 24 hours.

WHEN A CHILD CAN RETURN TO CARE AFTER AN ILLNESS:

These guidelines are recommended by the American Academy of Pediatrics and the American Public Health Association. These guidelines will be observed unless your child has a doctor’s release that specifically re-admits them to the center.

Fever Free: Must be fever free for 24 hours (without the administration of a fever reducer, i.e. Tylenol, aspirin, etc.) with the exception of an ear infection. In the case of an ear infection, the child may return after treatment of antibiotics has started.

Vomit Free: Must not have vomited for 24 hours.

Uncontrolled Diarrhea: Defined as an increased number of stools compared with the child’s normal pattern, with increased watery stool and/or decreased formed consistency that cannot be contained by the diaper or toilet use. The child cannot return until s/he has had

normal stools for 24 hours. If a child is on a medication that causes diarrhea, we need a doctor's note for the file (which we can keep for further reference) and if the child is teething we can allow the child to continue coming to the center at that time (if it is determined this is the cause of the diarrhea) with a doctor's note.

<u>Conjunctivitis (Pink Eye):</u>	24 hours after documented treatment for conjunctivitis has begun.
<u>Mouth Sores:</u>	Must have a doctor's note stating that the child is non-infectious.
<u>Rash:</u>	With any rash, the child cannot return until they have a doctor's note stating that the illness is not a communicable disease.
<u>Infestations (e.g. head lice, scabies, fleas):</u>	Cannot return until 24 hours after appropriate treatment has begun and has to be checked by office staff before re-entering. There cannot be any sign of infestations on the child (i.e. <u>nits</u> , "flea dirt", etc.). Children may return when there are no apparent nits or infestations.
<u>Tuberculosis:</u>	Must have a doctor's note stating that the child is non-infectious.
<u>Impetigo:</u>	Cannot return until 24 hours after documented treatment has begun. Sore(s) must be covered until healed completely.
<u>Strep Throat:</u>	Cannot return until 24 hours after documented treatment has been initiated.
<u>Varicella (Chicken Pox):</u>	Cannot return until 7 days after onset of rash/ and until all lesions have dried and crusted.
<u>Shingles:</u>	Child needs to be excluded only if the sores cannot be covered by clothing or a dressing, until the sores have crusted.
<u>Whooping Cough:</u>	Cannot return until 5 days after appropriate treatment has been started.
<u>Mumps:</u>	Cannot return until 9 days after onset of swelling of glands near the ear.
<u>Hepatitis A:</u>	Cannot return until one week after the onset of illness or after immune serum globulin has been given to the appropriate

children and team members in the program as directed by the responsible health department staff.

<u>Measles:</u>	Cannot return until 6 days after the rash appears.
<u>Rubella:</u>	Cannot return until 7 days after the rash appears.
<u>Ringworm:</u>	Cannot return until 24 hours after starting treatment or a doctor's note saying noninfectious. Sore(s) must be covered until healed completely.
<u>Hand Foot and Mouth:</u>	Cannot return until 6 days after onset of rash or until all lesions have dried and crusted.
<u>RSV:</u>	Cannot return until a minimum of 7 days after the onset symptoms. Symptoms can last 3 weeks. Must have a doctor's note to return.
<u>Viral Gastroenteritis (Rotavirus):</u>	Cannot return until 72 hours after symptoms occur.
<u>Scabies:</u>	Must have a doctor's note stating that the child is non-infectious.
<u>Croup:</u>	Cannot return until 6 days after onset of symptoms (cough). Must have a doctor's note stating that the child is non-infectious.
<u>COVID:</u>	Must follow current CDC guidelines. Please see district's policy located on OPS Website.

ACCIDENT REPORTS:

Safety is a top priority of Bentley Bright Beginnings. There are times when a child may have an accident/incident/injury between your child and another child. If the accident/incident/injury requires "more than a hug," our teachers will complete a report for you detailing what happened and the nature of the injuries. If any first aid is administered, the treatment will be described to you. A copy of this accident report, signed by the teacher in charge at the time of the accident, will be provided to you and a copy filed in the office. If your child happens to be injured by another child, we ask you to please respect the child's privacy by not asking us to reveal the name of the child. This not only puts our staff in an awkward situation but is against our confidentiality policy. We will handle any and all behavior problems in a professional, confidential, and appropriate manner. If your child has an accident/incident/injury that does not involve another child and requires "more than a hug," our teachers will also complete the same report detailing what happened, the nature of the injuries, and any first aid administration, if there is any given.

INDIVIDUALS WITH DISABILITIES:

Eligible students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act are entitled to a free appropriate public education. The District will follow state and federal law and applicable rules and regulations in identifying, locating, evaluating, and educating students with disabilities.

To obtain a copy of the district's Section 504 policies and procedures, please contact any building Principal or the district's Section 504 Coordinator, Bridgit Spielman, Principal Bryant Elementary, 925 Hampton Street, Owosso, MI 48867, 989-723-4355, spielman@owosso.k12.mi.us. See [Policy 5601 Special Education](#) and [Policy 5603 Section 504](#).

A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEA) and State law. Contact the building Principal through the school's main office to inquire about evaluation procedures and programs.

A parent who believes their student is eligible for special education or accommodations due to a disability or suspected disability should contact your building Principal or the district's Section 504 Coordinator, Bridgit Spielman, Principal Bryant Elementary, 925 Hampton Street, Owosso, MI 48867, 989-723-4355, spielman@owosso.k12.mi.us.

Children who are part of our ECSE programs will have an IEP with the collaboration of staff and families to meet the individual needs of the child. Our special education staff is offered ongoing training on inclusion/special needs. The confidentiality of children and families is respected, communication with families is ongoing and is responsive to the needs of families. A variety of teaching strategies are used to meet the individual needs of children within our programs. The Bentley Bright Beginnings staff facilitate or enhance interactions between children with and without disabilities.

STUDENT RECORDS:

Parents and Legal guardians have access to student records. A request can be made at the main office or by phone (989)725-5770. Records include items such as student information, attendance records, photograph permissions etc. Additional information can be found in [Policy 5309 Student Records and Directory Information](#).

RIGHTS OF CUSTODIAL AND NON-CUSTODIAL PARENTS

Unless a parent has provided the building principal or designee with a court order that provides otherwise, District personnel will treat each parent, regardless of custody or visitation rights, the same as to accessing student records, meeting and conferring with District personnel, visiting a child at school, and transporting a child to or from school. District personnel are not responsible for enforcing visitation or parenting time orders.

Parents, regardless of custodial status, will be provided information about conference times so both parents may attend a single conference. The District is not required to schedule separate conferences if both parents have been previously informed of scheduled conference times.

If either or both parents' behavior is disruptive, staff may terminate a conference and reschedule it with appropriate modifications or expectations.

DISCIPLINE:

At Bentley Bright Beginnings the staff is trained to use positive reinforcement as a means of discipline. Our goal is to find solutions and to provide the very best environment for your child. We have a detailed Discipline Policy; please refer to the registration packet for a copy. Teachers may establish classroom conduct rules that students must follow.

The District may discipline students who engage in misconduct, up to and including suspension or expulsion from school.

The District will take steps to effectively discipline students in a manner that appropriately minimizes out-of-school suspensions and expulsions. The District will comply with applicable laws related to student discipline, including the consideration of specific factors and possible use of restorative practices.

If an administrator determines that an emergency requires the immediate removal of a student from school, the administrator may contact the student's parent or local law enforcement or take other measures to have the student safely removed from school.

Students who are involved in extracurricular activities and engage in misconduct may face consequences related to the activity in addition to the consequences provided in this handbook.

The District reserves the right to refer to an appropriate non-school agency any act or conduct which may constitute a crime. The District will cooperate with those agencies in their investigations as permitted by law.

The District's rules and policies apply to any student who is on school property or school-affiliated transportation, who is in attendance at school or at any school-sponsored activity or function, or whose conduct at any time or place directly interferes with the operation, discipline, or general welfare of the school, regardless of location, date, or time.

DAMAGE TO SCHOOL PROPERTY:

Students who damage school property either intentionally or unintentionally may be subject to discipline and required to pay to replace or restore the property.

LOCKER USE:

Pursuant to [Policy 5102 Lockers](#), 5102, lockers are District property and may be made available for student use. Lockers are assigned to students on a temporary basis, and District administration may revoke a student's locker assignment at any time. The District retains ownership of lockers notwithstanding student use.

Students have no expectation of privacy in their lockers. The building principal or designee may inspect lockers without any particularized suspicion or reasonable cause and without advance notice. Upon the request of the building principal or designee, law enforcement may assist with searching lockers.

During a locker search, student privacy rights will be respected for any items that are not illegal or violate Board Policy or building rules.

LAW ENFORCEMENT INTERVIEWS

Law enforcement officers may be called to the school at the request of school administration. Students may be questioned by law enforcement consistent with Policy 5201. Students may be questioned by school officials at any time, without parent notice or consent, consistent with the District's obligation to maintain a safe and orderly learning environment.

LOST AND FOUND

All lost and found items are to be taken to Office Students may claim lost articles there. Unclaimed items may be donated to a local charity or otherwise disposed of.

PARTIES

Classes may have seasonal or curriculum-related parties during the year. Students must follow all expectations and rules established by the teacher or other relevant staff during the party. Invitations for private parties and non-school-sponsored events may not be distributed in the classroom.

PLAYGROUND/RECESS RULES

Students must follow these rules during recess or while using the playground:
Students who violate playground rules may be disciplined.

Staff will supervise students when the students use the playground or recess area during the school day or as part of a school activity. At all other times and circumstances, the District does not provide supervision of its playgrounds, equipment, or surrounding areas.

RIGHTS OF CUSTODIAL AND NON-CUSTODIAL PARENTS:

Unless a parent has provided the building principal or designee with a court order that provides otherwise, District personnel will treat each parent, regardless of custody or visitation rights, the same as to accessing student records, meeting and conferring with District personnel, visiting a child at school, and transporting a child to or from school. District personnel are not responsible for enforcing visitation or parenting time orders.

Parents, regardless of custodial status, will be provided information about conference times so both parents may attend a single conference. The District is not required to schedule

separate conferences if both parents have been previously informed of scheduled conference times.

If either or both parents' behavior is disruptive, staff may terminate a conference and reschedule it with appropriate modifications or expectations.

PROTECTION OF PUPIL RIGHTS

The District respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy as required by law. The policy is available on the District's website or upon request from the District's administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to the Superintendent. Parents may have access to any survey or other material described in the Protection of Pupil Rights policy by submitting a written request to the Superintendent. A copy of the District's annual notice to parents regarding the Protection of Pupil Rights Amendment is attached as **Appendix C**.

SEARCH AND SEIZURE:

To maintain order and discipline in school and protect the safety and welfare of students and school personnel, school authorities may search a student or the student's personal effects (e.g., purse, book bag, athletic bag) as permitted by law and may seize any illegal, unauthorized, or contraband materials discovered in the search. As noted in "Locker Use," student lockers and desks are school property and remain at all times under the District's control. Student lockers and desks are subject to search at any time for any reason and without notice or consent.

School officials may use canines, metal detectors, wands, or other tools to conduct searches.

A student's failure to permit a search and seizure may be grounds for disciplinary action. A student's person and personal effects may be searched whenever a school official has reasonable suspicion to believe that the student possesses illegal or unauthorized materials. If a properly conducted search yields illegal or contraband materials, these items may be turned over to law enforcement or stored in a secure place at school until a disciplinary hearing.

STUDENT EDUCATION RECORDS

The District may collect, retain, use, and disclose student education records consistent with state and federal law. See [Policy 5309 Student Records and Directory Information](#) for an overview of the District's collection, retention, use, and disclosure of student records.

Parents may inspect and review their minor child's education records, regardless of custody status, unless a court order specifies otherwise. An eligible student (i.e., a student who is 18 years or older or an emancipated minor) may also inspect and review their education records.

RIGHT TO REQUEST EXPLANATION OR INTERPRETATION:

A parent or eligible student may request, in writing, an explanation or interpretation of a student's education records. School officials will respond to any reasonable request.

RIGHT TO REQUEST AMENDMENT OF EDUCATION RECORDS:

A parent or eligible student may request that a student's education record be amended if the parent or eligible student believes the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights as explained in [Policy 5309 Student Records and Directory Information](#).

DIRECTORY INFORMATION

The District designates the following information as directory information:

1. An "education record" is a record directly related to a student that the District or its agents maintain, except that an education record does not include:

records kept in the maker's sole possession that are used as a personal memory aid and that are not accessible or revealed to any person except a temporary substitute for the maker;

records maintained by a law enforcement unit of the District, as defined by the Family Educational Rights and Privacy Act (FERPA), if the record was created for a law enforcement purpose;

records relating to a student who is at least 18 years old that are created or maintained by a psychiatrist, psychologist, or other recognized professional or paraprofessional acting or assisting in that capacity that are created or maintained only for the student's treatment (exclusive of remedial educational activities or educational activities that are part of the District's instructional program) and that are disclosed only to persons providing treatment (except that the records may be personally reviewed by a physician or other appropriate professional of the student's choice);

records created or received by the District after a person is no longer a student in the District and that are not directly related to the person's attendance as a student in the District;

grades on peer-graded papers or assignments before they are collected or recorded by a teacher; or

records relating to a person employed by the District that are maintained in the normal course of business, relate only to the person's employment, and are not available for any other purpose. Records relating to a person employed as a result of that person's status as a student are, however, "education records."

2. "Personally identifiable information" means a student's name; the name of a student's Parent or family member; the student's address or the address of a family member; a

personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

3. "Directory information" is the information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. The Board designates the following as directory information:

- a. student names, addresses, and telephone numbers;
- b. photographs and videos depicting a student's participation in school-related activities and classes;
- c. date and place of birth;
- d. grade level;
- e. enrollment status (e.g., full-time or part-time);
- f. dates of attendance (e.g., 2023-2027);
- g. the most recent educational agency or institution attended.

The Board further designates District-assigned student email addresses as directory information for the limited purposes of: (1) facilitating the student's participation in and access to online learning platforms and applications; and (2) inclusion in internal school and District email address books.

School officials may disclose "directory information" without the prior written consent of a parent or eligible student unless the parent or eligible student specifically notifies the District that the parent or eligible student does not consent to the disclosure of the student's directory information for 1 or more of the uses for which the District would commonly disclose the information.

A Directory Information Opt Out Form is attached to this handbook as Appendix E. This form allows the parent or eligible student to elect not to have the student's directory information disclosed for 1 or more of the listed uses. Upon receipt of a completed Directory Information Opt Out Form, school officials may not release the student's directory information for any of the uses selected on the form.

ADDRESS CONFIDENTIALITY PROGRAM

The District will not disclose a student's or parent's phone number or address or the parent's employment address to another person who is the subject of a court order that prohibits

disclosure of the information if the District has received a copy of the order. The District will not disclose a confidential address, phone number, or email address in violation of the Address Confidentiality Program Act if the student or the student's parent notifies the District that the student or the student's parent has obtained a participation card issued by the department of attorney general.

TECHNOLOGY:

Use of District technology resources is a privilege, not a right. Students are expected to use computers, the Internet, and other District technology resources for school-related educational purposes only. Students and their parents are required to sign and return the Acceptable Use Agreement attached as Appendix F before they may use or access District technology resources. Students who violate the District's Acceptable Use Agreement may have technology privileges terminated or suspended and may be subject to discipline, up to and including expulsion.

THREAT ASSESSMENT AND RESPONSE

The Board of Education is committed to providing a safe environment for all members of the school community. Our commitment to security includes creating and maintaining a safe school climate and supportive culture as a foundation for preventing violence and mitigating risk.

Students are encouraged to report any threat immediately. Threats may be reported to any District employee in-person, by e-mail, or by telephone. Students may also report threats through the OK2SAY program.

The District's Threat Assessment and Response is found in Policy 5714.

TOILET TRAINING:

Toilet training is best accomplished with the cooperation of teachers, parents, and children. Children learn toileting skills through consistent, positive encouragement from adults at home and at the center. Toilet training usually begins around 2 years of age. When a child shows an interest in toilet training, the parents and teachers should discuss a toilet training plan that describes how they will cooperate to encourage toilet training. This plan is a commitment to work with the child in a consistent manner and is not a timeline for completing toilet training.

Each child will begin at a different time and progress at a different rate. The staff will provide documentation of your child's progress each day. The Administrator and staff are available as a resource to answer any questions about your child's toilet training progress at Bentley Bright Beginnings. Several complete changes of clothes should be kept at the center during this process.

TOYS:

Bentley Bright Beginnings has a wide variety of toys, games, and other resources to offer children during center time. Personal toys are not permitted in the center, as they can cause disputes and can be broken or lost. The exception to this is show-and-tell or sleep-toys

which should be labeled with the child's name. Bentley Bright Beginnings is not responsible for stolen, lost or broken toys/clothing.

CLOTHING:

We encourage the children to dress for play and comfort as the seasons change. Since our program is based on play and exploration, your child WILL get dirty!! Children will have opportunities for outdoor play (weather permitting). Children will go outside if the temperature is above 20 degrees or below 100 degrees, with the wind chill and heat index taken in to consideration. It is required that you bring one set of extra clothes for your child in case of a spill or accident. We have some extra clothes available, but we may not have the item your child needs in his/her size. If your child comes home in clothes from the center, please wash the clothes and return them within one week. **It is strongly suggested that all clothing brought or worn to the center have the child's name on it.**

In general, clothing should be clean and appropriate for the climate and the situation. Student dress, cleanliness, or personal appearance that is a threat to the safety, health, or welfare of others; violates any statute, [Policy 5101 Student Expression](#), or the Dress Code; or substantially disrupts the educational environment or that school officials reasonably forecast will substantially disrupt the educational environment, is grounds for remedial or disciplinary action.

The final decision in any situation involving inappropriate attire rests with building administrators.

Students who are dressed inappropriately will be asked to change clothing immediately. If necessary, parents will be called to bring appropriate clothing, students can use extra clothing provided by the District, or the student may be sent home to change. Repeated dress code violations may result in more severe consequences.

DIAPERS:

Please provide diapers, wipes, and diaper ointment (if needed) for children who are not toilet trained. All items must be labeled with the child's first and last name. You can bring a package of diapers/wipes to leave at the center. You will be notified when your child is running low on diapers/wipes. If adequate supplies are not provided, you will be billed \$.50 per diaper and \$1.00 per day if the child does not have wipes.

SUPPLIES:

Each child will be provided with all the instructional supplies necessary here at Bentley Bright Beginnings. Additional personal items which may be needed include:

- 1) A small blanket for rest time
- 2) A crib sheet for a mat/crib
- 3) If your child prefers a small pillow and/or a stuffed animal/doll for resting, please be sure to provide one daily or leave one in the child's cubby at school.

Please mark all items clearly with your child's name. Please note that all items must be taken home once a week (at a minimum) to be washed.

CURRICULUM:

Children learn by doing. They learn through play, experimentation, exploration, and testing. Learning should be a joyful, natural experience. We have chosen a curriculum based on the developmental needs of the children in each classroom that fosters individual growth through opportunities for exploration. An amazing 90% of brain growth occurs between the ages of 0 to 5. Each classroom's lesson plan and daily schedule are posted near the child's classroom. We incorporate current trends in early childhood education and then structure this curriculum to meet the needs of the majority of the children in the group. Our curriculum, although it will vary depending on age, is guided by the following underlying principals:

- o Children learn through dynamic investigation
- o Children instigate their own learning
- o Learning comes from open-ended experiences
- o Adults are facilitators of children's learning

INFANT CURRICULUM:

We will keep your child on his/her daily schedule as much as possible. During the day, we will do activities with your child to help him/her develop their social, emotional, cognitive, language and physical skills. These activities may include: playing with toys, art, pretending, enjoying stories and books, discovering sand and water, music, and exploring outdoors.

Infants and toddlers will be screened twice annually with an ASQ (Ages and Stages Questionnaire) by the lead teacher of their classroom. Results will be shared with parents after each screening.

PRESCHOOL CURRICULUM:

The preschool curriculum will cover the following areas:

Movement and Coordination

- o Physical attention and relaxation
- o Gross motor skills
- o Eye-hand and eye-foot coordination
- o Group games
- o Creative movement

Autonomy and Social Skills

- o Sense of self and personal responsibility
- o Working in a group setting

Work Habits

- o Memory skills
- o Following directions
- o Task persistence and completion

Language

- o Oral language

- o Nursery rhymes, poems, finger plays/songs
- o Emerging literacy skills

Mathematics

- o Patterns and classifications
- o Geometry
- o Measurement
- o Numbers and numbers sense
- o Basic addition and subtraction
- o Money

Orientation in Time and Space

- o Vocabulary
- o Measure of time
- o Passage of time (past, present, future)
- o Actual and represented space

- o Simple maps
- o Basic geographical concepts

Science

- o Human, animal, and plant characteristics
- o Physical elements (water, air, and light)
- o Tools

Music

- o Attend to different sounds
- o Imitate and produce sounds
- o Listen and sing
- o Listen and move

Visual arts

- o Attend to visual detail
- o Creating art
- o Looking at and talking about art

CULTURAL and LANGUAGE INTEGRATION:

Our program is committed to respecting every child's cultural background and diverse needs. All children are entitled to an educational experience that is responsive to their family's, racial, ethnic and cultural backgrounds. We incorporate diverse cultures into our program, as we believe it is important for children from all backgrounds to be exposed to different cultures and diversities. We invite families of all backgrounds to participate in school activities. Our staff will refrain from making assumptions of others. Staff will also be given opportunities to future their knowledge of different cultural backgrounds and ways to incorporate this into lesson planning. We support the use of all home languages in the classroom and will work alongside the parents to best represent any preferred language in the room.

Limited proficiency in the English language should not be a barrier to a student's equal participation in the District's instructional or extracurricular programs. Those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular programs offered by the District. Parents should contact the building administrator to inquire about evaluation procedures and programs offered by the district.

DAILY SCHEDULE:

Although your child's schedule varies somewhat day to day, a typical flow of a day's activities is below:

Activity/Center Time: Activities specific to the weekly theme are presented along with basic activities such as puzzles, table manipulatives, dramatic play, blocks, etc.

Group Time: Group times are child-centered participative sessions. The planned group activities include reading, music, movement, finger plays, discussion, dramatization, games, and social stories.

Outdoor time: The playground is an extension of the classroom. Children can participate in an activity of their own choosing. Inclement weather, special events, or celebrations will occasionally affect the scheduling of outdoor time.

Snacks and Meal Time: Staff sit with children while they are eating, encouraging and participating in conversation.

Rest Time: Children are given the opportunity to nap or rest each day (depending on the child's schedule).

Specific activities vary based on age; all are posted in each classroom.

STUDENT TO TEACHER RATIOS:

Student to teacher ratios are based upon guidelines set by STATE law. The following chart shows the maximum ratios that we observe.

Age of children	State Staff : Child Ratio	Bentley Bright Beginnings Staff : Child Ratio
6 weeks – 12 months (<i>Infant Room</i>)	1 : 4	1 : 4
11 months – 2 ½ years (<i>Wobbler & Toddler Rooms</i>)	1 : 4	1 : 4
2 ½ years – 3 years	1 : 8	1 : 8
3 years	1 : 10	1 : 8
4 years	1 : 12	1 : 10
5 years	1 : 18	1 : 16
School Age (6+)	1 : 18	1 : 16

MIXED-AGE GROUPING

Our program encourages times for mixed-age grouping of children to provide a rich learning environment that recognizes all children are unique and develop at their own pace and according to their individual interests and abilities. In times of the day where mixed-age grouping is implemented, children who are at least one year apart in age are sometimes placed in the same classroom. Our teachers and staff are educated in mixed-age grouping to help ensure it is implemented with the utmost focus on the child's development and safety. Mixed-age grouping is an effective tool in child development providing many benefits including:

- o Older children learn to be helpful, patient and tolerant, while developing increased confidence in their own skills and abilities.
- o Younger children have the opportunity to learn more advanced cognitive and socialization skills from the older children.
- o Individual differences in development are better accommodated.
- o Children are challenged to think about problems in a more creative and flexible way as they observe children of different ages approaching problems differently than they do.

TRANSITION PLAN:

Bentley Bright Beginnings will create an individualized transition plan to help children who are about to transition from one class to the next. This is to help the children become familiar with the new classroom, teachers, and children. It also allows the new teachers to get to know the individual needs of each child prior to the transition of an entire group or several children together. The plan allows flexibility in order for us to best meet the needs of each child. Each child's individual need is different; therefore, the transition plan may vary quite a bit from child to

child. Your child's teacher or the Administrator will provide more details about transitioning and when your child will move to another classroom.

SUMMER PROGRAM:

A summer program offered during the summer months for children of all ages. The program is built around weekly themes. Activities include various arts and crafts projects, music, water fun days, sports, science exploration, reading, cooking, active team-building games, and field trips for children grades Incoming K – 5th. A separate summer contract/paperwork is required for enrollment.

FIELD TRIPS

Field trips are valuable extensions of class work and allow students to participate in and/or see firsthand something studied during the course of the year. The district may fund field trips taken during the school day. When district funds are not available, students may be charged for expenses, students are not prohibited from participating because of inability to pay. Extended field trips go beyond the regular school day and may be paid by a sponsor, parent/guardian, or approved fundraising. A child may participate in field trips with a permission slip signed by the parent/guardian and returned to school. Full details regarding special rules or procedures are sent home with field trip requests. Parents chaperoning a group must be able to focus their attention on the group for which they are responsible. Only class members and their adult chaperones are permitted to attend the field trip. Occasionally, a teacher will allow students to bring souvenir money. This is on a trip-by-trip, teacher-by-teacher basis. Information about bringing money will be on the permission slip and must be strictly adhered to. Occasionally, there is an in-district event that all students attend at no cost. Field trip permission forms are not necessary in these instances. All participants must exhibit acceptable behavior as defined by conduct codes and Board Policy.

A student's failure to comply with Board Policy, the Student Code of Conduct, or any other applicable rules or behavioral expectations while on a field trip may result in disciplinary action and removal or exclusion from the trip or future field trips. Students who have not met academic or behavioral expectations may not be allowed to attend field trips.

OUR STAFF:

At Bentley Bright Beginnings we strive to provide nurturing, quality care in a highly interactive learning environment. Our friendly qualified staff are an integral part of providing this environment. Our current staff has had

- o A detailed interview and screening process.
- o Approval by the state of Michigan through a background analysis that cross references state and federal criminal records, as well as child abuse reporting records to ensure that each employee has a background that is clear.
- o Infant, child, and adult CPR and first aid certification.
- o 24 hours of annual training focused on early childhood education and development.

We firmly believe in professional training and continued education for all of our employees. Each has qualified themselves to work with your children by attending specific training classes and often college level courses to learn about early education and needs of children. We

emphasize training and encourage all of our employees to exceed the state minimum number of 24 annual clock hours of training required to be qualified to continue to work in an early education setting.

WRITTEN COMMUNICATION:

The success of our program is based on establishing a partnership between our parents and our staff. Open and frequent communication will help your child have a positive early learning experience. We will keep you informed concerning your child's day and overall development.

- o Monthly parent newsletters to keep you informed as to the overall program.
- o Parent Board – updated with current information about Bentley Bright Beginnings and curriculum.
- o Daily written communication in the form of “Daily Report” forms (Infant and Toddler rooms), “Owie Reports”, and classroom memos will be placed in the child's “cubby” from time to time.
- o Parent/Teacher conferences and/or progress reports twice each year (preschoolers).
- o Parents always have the option of requesting specific parent/teacher interaction to aid in the child's development.

VERBAL COMMUNICATION:

We will communicate during drop-off and pick-up times. This is not a good time for extended conversations since the staff members/teachers have responsibilities for all of the children in the group. Furthermore, the person caring for your child at the pick-up time may not be the individual who has spent the majority of the day with your child. We suggest that you go to your child's “lead” or “primary” teacher to obtain detailed information on your child's general growth and development. You can call to see how your child's day is going or to speak to your child's teacher for a more detailed conversation. There is typically an office employee who is available for you to talk to in person or on the phone. You may also email the Administrator at: eskew@owosso.k12.mi.us for additional communication.

PARENTAL INVOLVEMENT:

We encourage all parents and/or guardians to be involved in your child's activities. We believe that participation is key to any successful program. At Bentley Bright Beginnings, we strive to fill the gap created during early separation and educational opportunities when parents are not available. We welcome parent visits. We have an open-door policy that allows parents access to the center during operating hours. We have enclosed a sample list of some of the opportunities for involvement in our center. Parents are in no way limited to the involvement listed below. Any parent wishing to be involved in another area is strongly encouraged to contact the office with their suggestion.

1. Fall Open House
2. 2 individual parent/teacher conferences per year (preschool)
3. Programs and special activities, such as: The Holiday Bash, Parent/Child events, field trips, etc.
4. Classroom volunteer (must complete a volunteer screening form-Appendix G)
5. Come and eat lunch with your child
6. Send special treats for snack or meals (please notify the teacher a day or two in advance)
7. Help with a center fundraiser

8. On site field trips (when we bring a “field trip” type activity to our center)

We also expect parental involvement in discipline and behavior intervention as outlined in these policies.

POLICY FOR PARENTS WHO CANNOT PARTICIPATE IN SPECIAL EVENTS:

In the event that a parent feels like they would like to be more involved in the center but cannot due to their work schedule, or due to other conflicts, we will help them find a project or area which they can do on their own time. A member of the staff will meet with the parent to find their area of interest. We will offer suggestions to them based on their interests and time. For example, if the parent likes to sew, we may offer to have them make doll clothes or repair sheets.

CHILDREN’S BIRTHDAYS:

Birthdays are special days for children. If you wish to celebrate your child’s birthday, please make early arrangements with your child’s teacher. Hard or chewy candy and balloons are not permitted because they pose a choking risk.

VISITING THE CENTER:

You are welcome to visit your child at the center at any time. We do ask that you check in with the office before going to your child’s room. It is the responsibility of each employee to make sure any visitor for a child or employee has checked in with the office. People not listed on the child’s emergency card, will not be allowed to visit your child. In a custody situation, please note that the same procedure will be followed as listed in the “Pick-Up” section. Parents are encouraged to pre-arrange opportunities to share lunch with their child or visit the class. Extended family members (such as grandparents and aunts/uncles) are also welcome to visit in certain pre-arranged situations. The custody challenges of our current society demand that we follow strict guidelines in this regard. Feel free to contact the Lead Teacher or office personnel if you wish to set up a “visit” from an extended family member.

VOLUNTEERS:

Any parent wishing to volunteer in a classroom on a regular basis must go through the District volunteer screening process. This includes people who volunteer five or more times per year and/or chaperones a field trip. Volunteers must complete and submit the District Volunteer Screening form in Appendix G to the office. An office staff person or classroom teacher will notify you once we receive permission from central office allowing that person to volunteer. Our screening process could also include, but not limited to: 1) a signed statement indicating whether or not they have had a conviction of any law in any state, or any record of founded child or dependent abuse in any state; 2) a signed statement indicating whether or not they have a communicable disease or other health concern that could pose a threat to the health, safety or well-being of the children; 3) undergoing a fingerprinting and background check; 4) a signed statement regarding child abuse. Any “visitor” who spends extended periods of time at the center will be considered a volunteer and will be required to go through the screening listed above. All volunteers will be supervised by staff at all times.

A volunteer shall **not** be present in the center until there is documentation from the department of human services on file at the center that he or she has not been named in a central registry case as a perpetrator of child abuse or child neglect. Documentation from the department of

human services that a volunteer has not been named in a central registry case as the perpetrator of child abuse or child neglect shall be on file at the center before having unsupervised contact with a child in care.

VOLUNTEER SCREENING

Effective immediately and in compliance with the School Safety Legislation and Board Policies 3105, 4205 and 4112, all individuals who volunteer regularly in the Owosso Public Schools of five (5) or more times a year or chaperone field trips, whether one day or overnight, must be approved by the school district central office after completion of a criminal background check. A person desiring to volunteer must provide information to the District, including that person's name, address, telephone number, and a form of identification to complete the Volunteer Screening Form. See [Policy 3105 Visitors and Volunteers](#). The District may lawfully require a volunteer to complete an application and consent to a background check as described in [4205 Hiring and Background Checks](#).

Please remember that while this law may seem intrusive to families and a hassle for everyone, it is intended to provide another level of security and safety for your children. If you have been volunteering at school this year already or are planning to do so, your child's teacher will provide you with required permission form(s) [Volunteer Screening Form](#) that must be signed by you to begin the approval process. Volunteer Screening Forms must be received at least ten (10) business days prior to volunteering to allow Central Office adequate time to conduct the screening. Failure to do so may result in the inability for a volunteer to chaperone a scheduled field trip. (See **Appendix G** for Volunteer Screening Form)

I want to thank each person who has partnered with us as a volunteer in any capacity this year. If you have not been able to volunteer yet this year, please consider doing so. We simply can't do without your valuable help.

PESTICIDE MAINTENANCE:

In the event pest removal is necessary in the center, parents will be given two methods of written notification prior to the treatment. This advance notice will contain information about the pesticide, including the target pest or purpose, approximate location, date of application, contact information at the center, and a toll-free number for a national pesticide information center recognized by the Michigan department of agriculture. Liquid spray or aerosol insecticide applications may not be performed in a room of the center unless the room will be unoccupied by children for not less than 4 hours or longer if required by the pesticide label use instructions.

PREPAREDNESS FOR TOXIC AND ASBESTOS HAZARDS

The school district is concerned for the safety of students and attempts to comply with all federal and state laws and regulations to protect students from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction. A copy of the school district's Preparedness for Toxic Hazard and Asbestos Hazard Policy and asbestos management plan will be made available for inspection at the Superintendent's office upon request.

INTRUDERS:

The safety of the children is our first concern. Although we have an open-door policy and welcome parents to visit their children, we also have a commitment to the parents of the other children in the program. Since we cannot attest to the background of anyone that has not gone through our screening process, we also cannot allow parents to spend extended periods of time in our facility without requiring them to complete certain screening requirements. These are set by state law and our policies.

MEALS AND SNACKS:

Breakfast (universal breakfast) and Lunch are provided for all students. Parents provide snacks during Preschool and in the Infant and Toddler classrooms. If your child is in attendance during lunch time, you may either purchase a hot lunch from our food service program or pack a cold lunch for your child. Cold lunches must have an ice pack (if needed), as we do not refrigerate lunches (Infant and Toddler rooms are an exception). All lunches should come prepared, as staff cannot heat/cook children's lunches. In the event that your child does not have a hot or cold lunch, we will serve him/her a lunch. All food served needs to be nutritious and healthy. Each child will be encouraged to eat what is prepared and to try new items as introduced. Please alert our staff of any food allergies or food restrictions as we want to accommodate and respect individual preferences.

FOOD FOR INFANTS:

Parents must provide food/formula/liquid/milk for children in the Infant room. The Infant room is equipped with warming pots and refrigerators. All bottles are required to be prepared and to have a sticker with the child's name and the date the bottle was made. Please be certain to inform staff in the classroom the type of formula your child is using and any other facts regarding diet. Any unused baby food will be sent home or thrown away each evening. Breast milk must be handled in a manner consistent with universal precautions. Please clearly identify all breast milk.

FOOD FOR TODDLERS/PRESCHOOLERS:

Parents must provide food for toddlers and preschoolers unless they choose to use the school lunch program. School lunches will not be available during any snow days or school breaks. The food containers must be labeled with the child's name and date it was made. If you are providing food in a large container, the large container must be labeled with first and last names, the smaller individual container may remain un-labeled.

PORTRAITS AND PICTURES:

We offer school pictures two times a year, in the fall and the spring. You will receive proofs before purchasing. In addition, we may take pictures of the children playing or for use on their cubbies, for a project, for promotional use, or in the weekly edition of the Trojan Times (in the Argus Press newspaper). There is a picture permission form included in the registration packet giving us permission to take your child's picture or include them in short video footage. You have the option to decline picture permission.

REGISTRATION AND EQUIPMENT FEES:

An equipment fee of \$25.00 (per child) is due by June 1st of each summer to help absorb the cost of in house field trips, consumables and equipment that is broken, lost, etc. throughout the summer.

WEEKLY TUITION FEES:

Parents must pay for the hours of care as indicated by their service contract and any additional “non-contracted” care that may accrue, regardless of any absences from the center. Service contracts may be adjusted as needed with a two weeks written notice of intent to change services. Contract changes (adding care) will be accepted if space is available in the classroom but is not guaranteed. Contracts are re-done annually prior to the start of school and during school breaks. A weekly statement of activity will be provided. Add-on fees may occur such as in the case of children who need additional services due to an irregularity in their schedule, such as: a late pick up, optional day of child care, or a school break. In the case of summer break, a new contract will be entered into by the parent/guardian’s specifying the schedule for care needed.

Preschool Programs are priced out for the entire school year. Each week, you are required to pay the same amount for tuition regardless of attendance during preschool hours. You will not be charge preschool tuition during Winter break, spring break, or summer break. Please review your contract for your contracted care hours..

PAYMENT POLICIES AND PROCEDURES:

Weekly fees are due in advance on the Friday prior to the next week. No account will ever be allowed to carry a balance longer than 2 weeks unless arrangements have been approved by the Director. As of **January 1st, 2024**, all tuition payments **MUST** be paid with a credit card through our tuition express system. With this system, you must sign a form to have payments automatically ran each billing cycle. We will bill all tuition on the last business day of the week for the next week’s tuition. A fee of \$20 will be added to your account if there has been 2 or more declined charges for tuition. If your card is declined, you must provide a form of payment within a week and pay off your balance or services can be terminated. Any account owing more than 2 weeks worth of tuition, may result in termination of services.

All tuition is non-refundable, except for pre-paid tuition that is over-and-above any additional charges, including the two weeks notice. See the REFUNDS policy below. Registration fees are non-refundable. Bentley Bright Beginnings may seek collection of fees due and clients may be required to pay a two week termination fee and any collection costs/attorney’s fees incurred by Bentley Bright Beginnings to collect this amount. If Bentley Bright Beginnings elects, it may immediately terminate all services provided, including but not limited to the immediate dismissal of the children from the facility.

DHS/ STATE PAID TUITION CLIENTS:

Bentley Bright Beginnings is authorized to receive payments from DHS the (Department of Human Services - state child care assistance program). If you qualify for free or reduced meals, you might be eligible to receive assistance through DHS. Our participation in this program in no way limits our freedom or right to set and enforce the policies listed in this handbook. Clients wishing to use DHS assistance must make these arrangements on their own and list us as their DHS child care provider. You may enroll in the program as a DHS client once the office has received a letter of authorization from DHS, establishing your eligibility in our program. Clients

wishing to transfer from a private pay client to a DHS client must notify the office. The registration fee and annual equipment fee is the responsibility of the client and not that of DHS. All DHS clients are required to pay the difference between Bentley Bright Beginnings tuition rates and the DHS rates; a weekly co-pay is **required**. A payment plan may be arranged to help facilitate collection of this fee at the discretion of the Administrator. It is the responsibility of each DHS client to ensure weekly payments are made. Failure to do so will result in a late payment fee of \$15. Failure to make co-payment amounts may void your contract with DHS whether you stay at Bentley Bright Beginnings or move on to another center.

DISCOUNTS:

Bentley Bright Beginnings offers a sibling discount for each sibling listed on the service contract. The child with the most hours at Bentley Bright Beginnings must be listed as the first child.

REFUNDS:

In the event you have over-paid, the credit will be applied to your next week's tuition. In the event you have a balance after your child's last day, all applicable fees (including the two weeks notice required) will be subtracted from any balance prior to a final refund being issued. Checks for this are cut weekly and will be mailed according to our monthly bill payment schedule.

RECEIPTS AND STATEMENTS:

You can request to receive weekly billing statements. Annual statements for tax and accounting purposes are available by January 31.

LATE PICK-UP FEE:

There will be a \$15.00 fee added to your account if pick-up takes place after closing (5:30pm). After 5:35, if your child is not picked up, it will be a \$1 per minute until someone arrives to pick them up. This fee is non-negotiable and is the responsibility of all clients and will not be covered by any scholarships or DHHS assistance. An attempt will be made to contact individuals on the emergency card after children have been left 5 minutes past closing. Children left at the center later than 60 minutes past closing will be considered abandoned and Child Protective Services will be informed. Parents, or those picking the children up, are required to call ahead if they feel they are going to be more than 15 minutes later than their service contract indicates.

Parents who are notified that a child is ill and needs to leave the center for the day, have a "reasonable period of time" to pick-up the child from the center or the above "Late Pick-up Fee" will also apply. If no parent or emergency contact can be reached within 30 minutes of trying to contact them, the "Late Pick-up Fee" will also apply.

NON-NOTIFICATION FEE:

There will be a \$5.00 fee added for each time the center is not notified that your child will not be attending afterschool childcare. There will be 2 grace periods. For each instance after the 2 grace periods, there will be a \$5.00 fee added to your account. This fee is non-negotiable and is the responsibility of all clients.

VACATIONS, ABSENCES AND LEAVING THE CENTER:

Vacations and illnesses will be charged at the regular hourly rate. We request that all absences for Child care to be reported to the Bentley Bright Beginnings office prior to or the day of the

absence. We require a two week written notice prior to your child leaving the center or a change in your child's contract. Fees for two weeks will be added if a two week written notice is not given prior to your child leaving the center. Failure to notify the center will cause all fees to accrue until **written** notification is received. When notification is received, two additional weeks will be added to your billing account. The center reserves the right to require the dis-enrollment of a child according to our "Discipline Policy." The center also reserves the right to require the dis-enrollment of any child whose parent and/or guardian has become a problem at the center or who has developed and un-cooperative, aggressive, dissatisfied, or angry demeanor towards the center, its policies or its staff. The center may expel a family from care as a result of non-payment for accrued tuition fees. As of June 3, 2024, we no longer are offering No Charge Days.

CONFIDENTIALITY POLICY

This center will ensure that all matters concerning the Childcare and its users will remain confidential at all times.

QUIET/REST TIME:

It is our philosophy that children under 5 years of age need adequate quiet time and/or rest as a part of their daily routine. Since all of the children are constantly engaged in a stimulating activity, we require that everyone rest on mats after lunch. Infant's individual schedules will determine when they nap. The following chart is a guideline as to the sleep needs of children under 15 years of age:

Age of Child	Suggested Hours of Sleep	Suggested Number of Naps
One Month	15.50 hours	3
Three Months	15.00 hours	3
Six Months	14.25 hours	2
Nine Months	14.00 hours	2
One Year	13.75 hours	2
Eighteen Months	13.50 hours	1
Two Years	13.00 hours	1
Three Years	12.00 hours	1
Four Years	11.50 hours	0-1
Five to Nine Years	10-11 hours	0
Ten to Fifteen Years	9-10 hours	0

We believe that children need a balance of activities that include large motor and active play as well as structured quiet time. Our program includes a quiet time for all children younger than school age (based on the child's schedule). This will be established by their daily schedule posted in that respective classroom.

CHILD ABUSE REPORTING POLICY:

The State of Michigan requires that Bentley Bright Beginnings and all members of child care institutions be on the lookout for, and report to the State and appropriate authorities, any and all suspected cases of abuse/neglect of a child.

At Bentley Bright Beginnings our center and staff are mandatory reporters of child abuse. All incidents or suspected incidents will be turned over directly to Child Protective Services for investigation. We are not allowed to do our own investigation and are required by law to report anything of a suspicious nature. It is advised that clients make the staff aware of any lingering bruising or other visible injury to minimize suspicion of possible child abuse or endangerment.

The District will cooperate with Children's Protective Services (CPS) during an investigation of suspected child abuse or neglect. Cooperation may include allowing CPS access to a student without parent consent if CPS determines access is necessary to complete the investigation or prevent abuse or neglect. As a matter of law, the identity of an individual who makes a report of suspected child abuse or neglect is confidential and will not be disclosed.

Employees are screened every year by the Department of Human Services for any records as being identified as a perpetrator of child abuse and/or neglect on the Child Abuse/Neglect Central Registry system. Each employee is required to sign a statement of abuse and neglect, as follows: "I, _____, am aware that abuse and neglect of children is against the law. I am aware of and understand the policies on child abuse and neglect implemented at Bentley Bright Beginnings. I understand that I am required by law to immediately report suspected abuse and neglect to Children's Protective Services."

Homeless Children and Youth

The District will provide a free public education to homeless children and youth who are in the District and will afford them the educational rights and legal protections provided by federal and state law. Homeless children and youth will not be stigmatized or segregated based on their homeless status and will have the same access to services offered to students who are not homeless.

A student may qualify for certain rights and protections under the federal McKinney-Vento Act if that student or his/her family is living in any of the following situations:

- In a shelter
- In a motel or campground due to the lack of an alternative adequate accommodation
- In a vehicle, park abandoned building, bus or train station
- Doubled up with other people due to loss of housing or economic hardship

A student or parent in a homeless situation who requires assistance should contact your school office of the District's homeless McKinney-Vento liaison:

Tasha Speck, McKinney-Veto Liaison
645 Alger St., Owosso, MI 48867
989-723-8131
speck@owosso.k12.mi.us

For detailed information about Homeless Children and Youth, see [Policy 5307 Homeless Students](#).

TOBACCO FREE SCHOOLS:

The Owosso Public Schools and grounds are tobacco free twenty-four hours a day, seven days a week. Owosso Public Schools enforces PA 1993, No. 140 and promotes practices aiding students and employees to abstain from use of all tobacco products, intervening early when use is detected, taking corrective disciplinary action when necessary, and making after-care support accessible for students and staff in need of it.

DRUG AND ALCHOL-FREE SCHOOLS:

The use, distribution, dispensing and/or manufacturing of controlled substances or alcohol by students, employees, or any other person on school property, including school vehicles, is prohibited.

TRANSPORTATION POLICY:

Parents are responsible for their child's transportation to the center (with the exception of 4-year olds enrolled in Preschool or ECSE Preschool). Bentley Bright Beginnings will provide transportation for school-aged children to and from their respective elementary school for child care before school. Bentley Bright Beginnings will provide transportation for field trips as the opportunities arise. Parents will be notified about field trips in advance and written permission will be obtained. This form should be re-done annually. The center complies with all State laws that pertain to motor vehicles as well as transporting children who are enrolled in a licensed child care center.

SCHOOL VEHICLE RULES

Riding in school vehicles is a privilege, not a right. Students must comply with the following rules and all school conduct rules and directives while riding in school vehicles. In addition, students must comply with the Student Code of Conduct while in school vehicles.

When in school vehicles, the following rules apply:

1. Students must promptly comply with any directive given by the driver.
2. Students must wait in a safe place for the vehicle to arrive, clear of traffic and away from where the vehicle stops.
3. Students may not fight or engage in bullying, harassment, or horseplay while riding or waiting for school vehicles.
4. Students must enter the vehicle without crowding or disturbing others and go directly to a seat.
5. Students must remain seated and keep aisles and exits clear while the vehicle is moving.
6. Students may not throw or pass objects on, from, or into vehicles.
7. Students may not use profane language, obscene gestures, tobacco, alcohol, drugs, or any other controlled substance on the vehicles.
8. Students may not carry weapons, look-a-like weapons, hazardous materials, nuisance items, or animals onto the vehicle.
9. Students may converse in ordinary tones and volumes but may not be loud or boisterous and should avoid talking to the driver while the vehicle is moving. Students must be absolutely quiet when the vehicle approaches a railroad crossing and any time the driver calls for quiet.
10. Students may not open windows without the driver's permission. Students may not dangle body parts or other items (e.g., legs, arms, backpacks) out of the windows.
11. Students must secure any item(s) that could break or cause injury if tossed about the inside of the vehicle if the vehicle were involved in an accident.
12. Students must respect the rights and safety of others at all times.
13. Students must help keep the vehicle clean, sanitary, and orderly. Students must remove all personal items and trash upon exiting.
14. Students may not vandalize or intentionally cause damage to the vehicle.
15. Students may not leave or board the vehicle at locations other than the assigned stops at home or school unless approved prior to departure by the superintendent or designee.

Video cameras may be placed on vehicles and buses to monitor student behavior on the vehicle/bus. Exceptions or modifications to these rules may be made as necessary to accommodate a student with a disability.

SCHOOL VEHICLE MISCONDUCT CONSEQUENCES

Students who violate school vehicle rules will be referred to the Transportation Director or building principal for disciplinary action. Consequences may include parent notification, suspension of vehicle or bus riding privileges, exclusion from extracurricular activities, in-school suspension, or suspension/expulsion from school. The building principal will consult with the Transportation Director to determine any disciplinary action beyond the suspension of vehicle or bus riding privileges.

These consequences are not progressive and school officials have discretion to impose any listed consequence they deem appropriate in accordance with state and federal law and board policy.

Records of vehicle misconduct will be forwarded to the appropriate building principal and will be maintained in the same manner as other student discipline records. Reports of serious misconduct may be reported to law enforcement.

INSURANCE REQUIREMENTS:

Bentley Bright Beginnings complies with the minimum insurance coverage as suggested by our independent agent. For more information concerning policies and liability, please see the Administrator or Central Office.

ADDITIONS AND CHANGES:

Bentley Bright Beginnings reserves the right to edit or adapt the policies in this handbook as the needs arise. The center will make all changes and additions available at the time these changes are made. Clients and customers will be notified of these changes through the normal written communication system of the center at the time they are made effective.

MOVIE POLICY:

Only G rated movies will be shown on an occasional basis.

HARASSMENT/ABUSE POLICY:

Unwelcome physical contact or comments, which create an intimidating, hostile, offensive or uncomfortable environment. Per Board Policy, if a student has concerns about harassment by an adult or student, the student should immediately report the concern to the building principal or another administrator. All reports will be recorded and investigated. If a satisfactory conclusion is not reached within ten days, the Deputy Superintendent should be contacted. Anyone found to have violated this policy will be subject to disciplinary action, up to and including expulsion or termination (if an employee). Discretion of all parties will be honored. However, by law all school employees must report suspected cases of abuse to Social Services and/or the Prosecuting Attorney.

VIDEO SURVEILLANCE AND PHOTOGRAPHS

The District may monitor any District building, facility, property, bus, or vehicle with video recording equipment other than areas where a person has a legally recognized and reasonable expectation of privacy (e.g., restrooms and locker rooms). Except in those school areas, a person has no expectation of privacy.

The District may use video recordings for any lawful purpose, including student discipline, assisting law enforcement, or investigations.

Students may not make recordings: on school property; when on a vehicle owned, leased, or contracted by the District; or at a school-sponsored activity or athletic event unless otherwise authorized by Policies 5210 or 5805, applicable law, or a District employee.

BULLYING [Policy 5207 Anti-Bullying](#)

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including board members, parents, guests, contractors, vendors, and volunteers is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation. This policy applies to all “at school” activities in the district, including activities on school property, in a school vehicle, and those occurring off school property if the student or employee is at any school-sponsored event. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment. Any student who feels they have been a victim of bullying or harassment should report the situation immediately to the Director.

All types of student-on-student bullying, including cyberbullying, without regard to subject matter or motivation, are prohibited. The District’s Anti-Bullying Policy is attached to this handbook as Appendix B.

[SECTION 504/ADA](#)

[PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY](#)

[Policy 5601 Special Education](#) **SPECIAL EDUCATION**

Eligible students with disabilities under the Individuals with Disabilities Education Act (IDEA) are entitled to a free appropriate public education through an individualized education program. The District will follow state and federal law and applicable rules and regulations in identifying, locating, evaluating, and educating students with disabilities.

IDEA-eligible students are protected from discrimination under state and federal law, including Section 504 of the Rehabilitation Act, as outlined in Policy 5603.

Legal authority: 20 USC 1400 et seq.; 34 CFR Part 300; MCL 380.1701 et seq.; MARSE R 340.1701 et seq.

[Policy 5603 Section 504.](#)

SECTION 504

The District does not discriminate against any student with a disability, as that term is defined in Section 504 of the Rehabilitation Act (Section 504), in any District program or activity. Any claim

of disability-based discrimination will be addressed pursuant to [Policy 5202 Unlawful Discrimination, Harassment, and Retaliation Against Students](#).

Eligible students are entitled to a free appropriate public education through a Section 504 plan. Students with disabilities who are also eligible for services under Policy 5601 will receive a free appropriate public education through an IEP.

The District will follow federal law and applicable regulations and guidance in identifying, locating, evaluating, and educating students with disabilities under Section 504. The Superintendent or designee will develop and implement procedures for identifying and serving eligible students under Section 504 that are consistent with federal law.

For purposes of this Policy, a free appropriate public education means the provision of regular or special education and related services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, and that are provided without cost (except for District fees imposed on students without disabilities and their Parents).

DESIGNATED SECTION 504 COORDINATOR

Bridgit Spielman, Principal, Bryant Elementary
925 Hampton St., Owosso, MI 48867
989-723-4355
spielman@owosso.k.12.mi.us

PARENT INVOLVEMENT IN EDUCATION

Parent Involvement [Policy 5401 Parent Involvement in Education](#)

The District will take the following steps to encourage Parent involvement in their student's education:

1. Parents will be provided the opportunity to review District-approved curriculum, textbooks, and instructional materials, including any material that will be used in connection with a survey, analysis, or evaluation, upon request.

Requests to review curriculum, textbooks, and instructional materials must be made to the building principal.

Parents may review textbooks based on availability and may review instructional materials within a time frame determined by the building principal or designee.

2. Parents will be permitted to attend and observe instructional activities in a class or course in which their student is enrolled and present.

Parents must make an appointment with the building principal to observe instructional activities in a class or course in which the student is enrolled and present. The building principal will permit a Parent observation unless the building principal determines that the observation would disrupt the class or course. Frequent observations are likely disruptive. Absent unusual circumstances, as determined by the building principal, observations that last more than 30

minutes or occur on consecutive days will not be permitted. Parents who want to observe instructional activities also must adhere to Policy 3105.

Parents are not permitted to observe testing.

Parents may inspect and review their student's education records, upon written request, consistent with Policy 5309 and state and federal law.

At the beginning of the school year, the District will notify Parents of students attending Title I schools of the right to request a copy of this Policy. The District will provide a copy of this Policy to a requesting Parent in a timely manner.

B. Assessments and Surveys

1. State assessments

Pursuant to state law, the District will not approve Parent requests to opt students out of state assessments.

National Assessment of Educational Progress

As a condition of receiving federal funds and as required by state law, the District may be selected to participate in the National Assessment of Educational Progress (NAEP). To help ensure that the District has a representative sample of students taking the NAEP, which will allow the District to assess the quality and effectiveness of its programming on a national level, the District strongly encourages all eligible students to participate. Student participation in NAEP is voluntary.

The District will notify Parents of students eligible to take the NAEP before the assessment is administered. Parents wishing to opt their students out of the NAEP assessment must notify the District in writing at least 3 school days before the assessment date to ensure that the District can coordinate supervision and alternative activities for students who have opted out.

Surveys

Parents will be notified before their student participates in surveys on certain topics in accordance with [Policy 5308 Protection of Pupil Rights](#).

Legal Legal authority: MCL 380.1137, 380.1280b, 380.1295, 380.1507(3)

CONCUSSION PROTOCOL

The District will comply with the concussion protocol in [Policy 5712 Concussion](#).

Educational Material for Parents and Students (Content Meets MDCH Requirements)

Sources: Michigan Department of Community Health. CDC and the National Operating Committee on Standards for Athletic Equipment (NOCSAE)

UNDERSTANDING CONCUSSION

Some Common Symptoms:

Headache	Double Vision	Fogginess	“Feeling Down”
Pressure in head	Blurry Vision	Grogginess	Not “Feeling Right”
Nausea/ Vomiting	Sensitive to Light	Poor Concentration	Feeling Irritable
Dizziness	Sluggish	Memory Problems	Slow response time
Balance Problems	Haziness	Confusion	Sleep Problems

WHAT IS A CONCUSSION?

A concussion is a type of traumatic brain injury that changes the way the brain normally works. A concussion is caused by a fall, bump, blow, or jolt to the head or body that causes the head and brain to move quickly back and forth. A concussion can be caused by a shaking, spinning or a sudden stopping and starting of the head. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious. A concussion can happen even if you haven’t been knocked out.

You can’t see a concussion. Signs and symptoms of concussions can show up right after the injury or may not appear or be noticed until days or weeks after the injury. If the student reports any symptoms of a concussion, or if you notice symptoms yourself, seek medical attention right away. A student who may have had a concussion should not return to play on the day of the injury and until a health care professional says they are okay to return to play.

IF YOU SUSPECT A CONCUSSION:

1. SEEK MEDICAL ATTENTION RIGHT AWAY – A health care professional will be able to decide how serious the concussion is and when it is safe for the student to return to regular activities, including sports. Don’t hide it, report it. Ignoring symptoms and trying to “tough it out” often makes it worse.

2. KEEP YOUR STUDENT OUT OF PLAY – Concussions take time to heal. Don’t let the student return to play the day of injury and until a health care professional says it’s okay. A student who returns to play too soon, while the brain is still healing, risks a greater chance of having a second concussion. Young children and teens are more likely to get a concussion and take longer to recover than adults. Repeat or second concussions increase the time it takes to recover and can be very serious. They can cause permanent brain damage, affecting the student for a lifetime. They can be fatal. It is better to miss one game than the whole season.

3. TELL THE SCHOOL ABOUT ANY PREVIOUS CONCUSSION – Schools should know if a student had a previous concussion. A student’s school may not know about a concussion received in another sport or activity unless you notify them.

SIGNS OBSERVED BY PARENTS:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Can’t recall events prior to or after a hit or fall
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes

CONCUSSION DANGER SIGNS:

In rare cases, a dangerous blood clot may form on the brain in a person with a concussion and crowd the brain against the skull. A student should receive immediate medical attention if after a bump, blow, or jolt to the head or body s/he exhibits any of the following danger signs:

- One pupil larger than the other
- Is drowsy or cannot be awakened
- A headache that gets worse
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Cannot recognize people/places
- Becomes increasingly confused, restless or agitated
- Has unusual behavior
- Loses consciousness (even a brief loss of consciousness should be taken seriously.)

HOW TO RESPOND TO A REPORT OF A CONCUSSION:

If a student reports one or more symptoms of a concussion after a bump, blow, or jolt to the head or body, s/he should be kept out of athletic play the day of the injury. The student should only return to play with permission from a health care professional experienced in evaluating for concussion. During recovery, rest is key. Exercising or activities that involve a lot of concentration (such as studying, working on the computer, or playing video games) may cause concussion symptoms to reappear or get worse. Students who return to school after a concussion may need to spend fewer hours at school, take rests breaks, be given extra help and time, spend less time reading, writing or on a computer. After a concussion, returning to sports and school is a gradual process that should be monitored by a health care professional.

Remember: Concussion affects people differently. While most students with a concussion recover quickly and fully, some will have symptoms that last for days, or even weeks. A more serious concussion can last for months or longer.

To learn more, go to www.cdc.gov/concussion.

***Please sign and return the Concussion Awareness Acknowledgement form in your registration packet.**

NOTICE OF NON-DISCRIMINATION

The District does not discriminate on the basis of race, color, national origin, ethnicity, religion, sex (including gender identity or expression, sexual orientation, pregnancy, childbirth, or a related condition), age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected basis, and prohibits unlawful discrimination, including harassment and retaliation, in any education program or activity that it operates, including in admission and employment.

Inquiries about unlawful discrimination, including unlawful harassment and retaliation, may be referred to the District's applicable Coordinator and/or an agency with jurisdiction, such as the U.S. Department of Education's Office for Civil Rights, the Michigan Department of Civil Rights, the Equal Employment Opportunity Commission, or the Department of Justice.

Designated Title IX Coordinator

Rich Collins, Principal, Owosso Middle School
765 E. North Street, Owosso, MI 48867
989-723-3460
collinsr@owosso.k12.mi.us
Or

Dr. Catheryn Dwyer, Assistant Superintendent of Curriculum & Instruction
645 Alger St., Owosso, MI 48867

989-723-8131
dwyerc@owosso.k12.mi.us

Designated Section 504 Coordinator

Bridgit Spielman, Principal, Bryant Elementary
925 Hampton St., Owosso, MI 48867
989-723-4355
spielman@owosso.k.12.mi.us

Designated Civil Rights Coordinator/Employment Compliance Officer

Carrie Yoho-Human Resources Director
645 Alger St.
Owosso, MI 48867
989-723-8131
yoho@owosso.k12.mi.us

The District's Non-discrimination, Anti-Harassment, and Non-Retaliation Policy and Grievance Procedures is available at [Board Policies and Bylaws](#).

To report information about conduct that may constitute unlawful discrimination, including unlawful harassment and retaliation, or make a complaint of such conduct, please contact the applicable Coordinator listed above.

Any student who witnesses an act of unlawful discrimination, including unlawful harassment or retaliation, is encouraged to report it to District personnel. No student will be retaliated against based on any report of suspected discrimination. A student may also anonymously report an incident of unlawful discrimination. The District will investigate anonymous reports pursuant to its investigation procedures described by Policy. Minor students do not need parent permission to file complaints or participate in the Grievance Process described by Policy.

A student found to have engaged in unlawful discrimination, including unlawful harassment or retaliation, may be subject to discipline, including suspension or expulsion, consistent with [Policy 5206 Student Discipline](#).

The District provides equal access to the Boy Scouts and other designated youth groups as required by law.

Examples of Unlawful Harassment

"Unlawful harassment" is verbal, written, or physical conduct that denigrates or shows hostility or aversion toward a person because of the person's membership in a Protected Class that has the purpose or effect of: (1) creating an intimidating, hostile, or offensive

environment; or (2) unreasonably interfering with the person's ability to benefit from the District's educational programs or activities.

- **Race, color, and national origin harassment** can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct. Harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics is considered race, color, and national origin harassment.
- **Disability harassment** can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as disability-motivated physical threats, attacks, or other hateful conduct.
- **Sex-based harassment** can take many forms. For the definition of sex-based harassment, including sexual harassment under Title IX, see [Policy 3115A Definitions for 3115 Series](#). Policies 3115-3115H are attached to this handbook as **Appendix A**.

APPENDIX A: NON-DISCRIMINATION, ANTI-HARASSMENT, AND NON-RETALIATION

(including Title IX and Elliott-Larsen Civil Rights Act)

Policy 3115 Non-Discrimination, Anti-Harassment, and Non-Retaliation

The District does not discriminate on the basis of race, color, national origin, ethnicity, religion, sex, sexual orientation, gender identity or expression, pregnancy, age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected basis in admission, access to District programs and activities, or employment. Unlawful discrimination, including unlawful harassment and retaliation, in District programs, services, and activities is prohibited.

Title IX sexual harassment is covered by [Policy 3118 Title IX Sexual Harassment](#).

A contract to which the District is a party will be read to include a covenant by the contractor and its subcontractors not to discriminate against an employee or applicant for employment with respect to hiring, tenure, terms, conditions, or privileges of employment, or a matter directly or indirectly related to employment, because of race, color, national origin, religion, sex (including pregnancy, gender identity, or sexual orientation), age, height, weight, and marital status.

The Board directs the Superintendent or designee to designate one or more employees to serve as the District's applicable Coordinator(s), as described in [Policy 3115B Designation of Coordinators](#).

A. Definitions: For definitions related to the District's non-discrimination, anti-harassment, and non-retaliation policy, including examples of prohibited conduct, see [Policy 3115A Definitions for 3115 Series](#).

B. Designation of Coordinators: To find the appropriate coordinator/compliance officer, see [Policy 3115B Designation of Coordinators](#).

C. Supportive Measures: For more information about supportive measures, see [Policy 3115C Supportive Measures](#).

D. Informal Resolution: For more information about informal resolution, see [Policy 3115D Informal Resolution](#).

E. Grievance Procedure and Remedies: For more information about the grievance procedure for investigating unlawful discrimination, harassment, and retaliation complaints, and for possible remedies, see [Policy 3115E Grievance Procedure and Remedies](#).

F. Complaint Dismissal and Appeals: For more information about dismissing a complaint, appealing a complaint dismissal, or appealing a determination of responsibility, see [Policy 3115F Complaint Dismissal and Appeals](#).

G. Reserved

H. Training and Notice: For more information about training requirements and notice of the District's non-discrimination policy, see [Policy 3115H Training Requirements and Policy Notice](#).

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Policy 3115A Definitions for 3115 Series

The following definitions apply to policies 3115-3115H, 4101, 4102, and 5202, which address non-discrimination, anti-harassment, and non-retaliation:

“Appeals Officer” means a person who is designated to hear a determination appeal or a dismissal appeal. The Appeals Officer may not be the same person as the Coordinator, Decisionmaker, Investigator, or Informal Resolution Facilitator.

“Complainant” means: (1) a student or employee who is alleged to have been subjected to conduct that could constitute Unlawful Discrimination; or (2) a person other than a student or employee who is alleged to have been subjected to conduct that could constitute Unlawful Discrimination and who was participating or attempting to participate in the District’s education program or activity at the time of the alleged Unlawful Discrimination.

“Complaint” means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged Unlawful Discrimination.

“Coordinator” means the person(s) designated by the District to coordinate the District’s compliance with state and federal non-discrimination laws. The Coordinator may be the same person as the Investigator and Decisionmaker.

“Day” means a day that the District’s central office is open for business, unless otherwise indicated.

“Decisionmaker” means the person designated to issue a determination as to whether Unlawful Discrimination occurred. The Decisionmaker may be the same person as the Coordinator and Investigator.

“Disciplinary Sanctions” means consequences imposed on a Respondent following a determination that the Respondent engaged in Unlawful Discrimination.

“Grievance Procedure” means the process outlined in Policy 3115E.

“Informal Resolution Facilitator” means the person designated to facilitate an informal resolution process. The Informal Resolution Facilitator may not be the same person as the Investigator or the Decisionmaker.

“Investigator” means the person designated to investigate a complaint of Unlawful Discrimination. The Investigator may be the same person as the Coordinator and Decisionmaker.

“Key Role” means Coordinator, Investigator, Decisionmaker, Informal Resolution Facilitator, or Appeals Officer.

“Party” means a Complainant or Respondent.

“Remedies” means measures provided, as appropriate, to a Complainant or any other person the District identifies as having had their equal access to the District’s education program or activity limited or denied by Unlawful Discrimination. These measures are provided to restore or preserve that person’s access to the District’s education program or activity after the District determines that Unlawful Discrimination occurred.

“Respondent” means a person who is alleged to have violated the District’s prohibition on Unlawful Discrimination.

“Retaliation” means intimidation, threats, coercion, or discrimination against any person by the District, a student, or an employee or other person authorized by the District to provide aid, benefit, or service under the District’s education program or activity, for the purpose of interfering with any right or privilege secured by the 3115 Policy Series, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the 3115 Policy Series. Retaliation does not include a requirement that a District employee participate in a Grievance Procedure.

“Supportive Measures” means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a Complainant or Respondent, not for punitive or disciplinary reasons, and without fee or charge to the Complainant or Respondent to:
Restore or preserve that Party’s access to the District’s education program or activity, including measures that are designed to protect the safety of the Parties or the District’s educational environment; or Provide support during the District’s Grievance Procedure or during an informal resolution process.

“Unlawful Discrimination” means to treat a person differently or less favorably due to the person’s race, color, national origin, ethnicity, religion, sex (including gender identity or expression, sexual orientation, or pregnancy), age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected basis or any other legally protected class, and includes unlawful harassment and retaliation based on a person’s membership in a protected classification.

Examples of Unlawful Harassment

Unlawful harassment may include, but is not limited to:

Race, Color, or National Origin Harassment, which is prohibited by Title VI and Title VII of the Civil Rights Act of 1964 and the Michigan Elliott-Larsen Civil Rights Act. Race, color, or national origin harassment is unwelcome conduct based on a person’s actual or perceived race, color, or national origin that creates a hostile environment or becomes a condition of continued employment. Race includes traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. Race, color, or national origin harassment may take many forms, including slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct.

Under this Policy, harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics, will be considered race, color, or national origin harassment.

Disability Harassment, which is prohibited by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Michigan Persons with Disabilities Civil Rights Act. Disability harassment is unwelcome conduct based on a person’s actual or perceived disability that creates a hostile environment or becomes a condition of continued employment. Disability harassment may take many forms, including slurs, taunts, stereotypes, or name-calling, as well as disability motivated physical threats, attacks, or other hateful conduct.

Sex-Based Harassment, which is prohibited by Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Michigan Elliott-Larsen Civil Rights Act, and includes harassment based on sex, sex stereotypes, sex characteristics, pregnancy, sexual orientation, and gender identity. Title IX sexual harassment is governed by Policy 3118.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Policy 3115B Designation of Coordinators

The District designates the following person(s) to serve as non-discrimination Coordinators:

Title IX Coordinator(s)

Mr. Rich Collins-Principal
765 E. North Street
Owosso, MI 48867
989-723-3460
collinsr@owosso.k12.mi.us

Dr. Cathy Dwyer-Asst Superintendent
645 Alger St
Owosso, MI 48867
989-725-8131
dwyerc@owosso.k12.mi.us

Section 504 Coordinator
Bridgit Spielman-Principal
925 Hampton St
Owosso, MI 48867
989-723-4355
spielman@owosso.k12.mi.us

Civil Rights Coordinator/Employment Compliance Officer
Carrie Yoho-Human Resources Director
645 Alger St.
Owosso, MI 48867
989-723-8131
yoho@owosso.k12.mi.us

A Complaint against a Coordinator listed above may be made to the Superintendent or Board President. A Complaint against the Superintendent may be made to the Board President. A Complaint against the Board President may be made to the Board Vice President.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Policy 3115C Supportive Measures

MeasuresSupportive

The District will offer and coordinate Supportive Measures, as appropriate, for Complainants, Respondents, and others whose access to the District's education program and activity was impacted by alleged Unlawful Discrimination. Supportive Measures are designed to restore or preserve a person's access to the District's education program or activity or provide support during the District's Grievance Procedure and informal resolution process. Supportive

Measures are available at any time, including before, during, and after the Grievance Procedure or Informal Resolution Process.

Supportive Measures must not unreasonably burden any Party.

B. Students with Disabilities

If a Party is a student with a disability, the applicable Coordinator or designee should consult with one of more members, as appropriate, of the student's Section 504 or Individualized Education Program Team (as applicable), to ensure compliance with Section 504 or the IDEA in the implementation of Supportive Measures.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Policy 3115D Informal Resolution

In lieu of resolving a Complaint through the Grievance Procedure, and if offered by the District, the Parties may elect to participate in an informal resolution process. If the Complaint involves Title IX Sexual Harassment, the informal resolution process in Policy 3118 applies. Informal resolution is not available to resolve a Complaint that includes allegations that an employee engaged in sex-based harassment of a student, or when such a process would conflict with Federal, State, or local law.

Informal resolution does not require a full investigation and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Policy 3115E Grievance Procedure and Remedies

Grievance Procedure

1. Generally

The District has adopted the following Grievance Procedure that provides for the prompt and equitable resolution of Unlawful Discrimination, including harassment and retaliation, Complaints, excluding Title IX Sexual Harassment complaints. This Grievance Procedure will be used to investigate and resolve Complaints of Unlawful Discrimination, including harassment and retaliation, between and among students, employees, volunteers, contractors, and Board members.

The District will treat Complainants and Respondents equitably.

The District requires that any individual serving in a Key Role not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent. The District presumes that the Respondent is not responsible for the alleged Unlawful Discrimination until a determination is made at the conclusion of the Grievance Procedure.

2. Grievance Procedure Timeframes

The District anticipates that most investigations will be concluded within 60 days. Investigations that involve several parties or witnesses, or investigations that are more complex, may exceed 60 days.

1190647568. Confidentiality

The District will take reasonable steps to protect the privacy of the Parties and witnesses during its Grievance Procedure. These steps will not restrict the ability of the Parties to obtain and present evidence, including consulting with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the Grievance Procedure.

Evidence Considerations

The Decisionmaker will objectively evaluate all relevant evidence. Credibility determinations will not be based on a person's status as a Complainant, Respondent, or witness.

Complaint Consolidation

The District may consolidate Complaints when the allegations arise out of the same facts or circumstances.

Notice of Allegations

Upon receiving a Complaint, the applicable Coordinator will notify the Parties of the following:

The Grievance Procedure and any informal resolution process;

Sufficient information available at the time to allow the Parties to respond to the allegations, including the identities of the Parties involved in the incident(s), the conduct alleged to constitute Unlawful Discrimination, and the date(s) and location(s) of the alleged incident(s); and

Retaliation is prohibited.

If, during an investigation, the District decides to investigate additional allegations of Unlawful Discrimination by the Respondent toward the Complainant that are not included in the notice provided or that are included in a Complaint that is consolidated, the District will notify the Parties of the additional allegations.

Investigation

The District will ensure an adequate, reliable, and impartial Complaint investigation. The burden is on the District - not on the Parties - to conduct an investigation that gathers sufficient evidence to determine whether Unlawful Discrimination occurred.

The Parties will be provided an equal opportunity to present fact witnesses and other inculpatory and exculpatory relevant evidence.

Throughout the investigation, the Investigator must determine what, if any, facts remain in dispute. If dispositive facts are not reasonably in dispute (e.g., based on Party admissions, irrefutable evidence), further investigation is not required.

Determination

Following the investigation and evaluation of the evidence, the Decisionmaker will:

Use the preponderance of the evidence standard to determine whether Unlawful Discrimination occurred.

Notify the Parties in writing of the determination whether Unlawful Discrimination occurred, including the rationale for such determination and the procedures and permissible bases for the Complainant and Respondent to appeal, if applicable.

Comply with this Grievance Procedure before imposing any disciplinary sanctions against a Respondent.

Remedies

If there is a determination that Unlawful Discrimination occurred, the applicable Coordinator will, as appropriate:

Coordinate the provision and implementation of remedies to a Complainant and other people the District identifies as having had equal access to the District's education program or activity limited or denied by Unlawful Discrimination;

Coordinate the imposition of any Disciplinary Sanctions against a Respondent; and

Take other appropriate prompt and effective steps to ensure that Unlawful Discrimination does not continue or recur within the District's education program or activity.

False Statements

A person who knowingly files a false Complaint or makes a materially false statement is subject to discipline, including discharge from employment or expulsion.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Policy 3115F Complaint Dismissal and Appeals

Complaint Dismissal

The District may dismiss a Complaint if:

1. The District is unable to identify the Respondent after taking reasonable steps to do so;
2. The Respondent is not participating in the District's education program or activity and is not employed by the District;
3. The Complainant voluntarily withdraws any or all of the allegations in the Complaint and the applicable Coordinator declines to initiate a Complaint; or
4. The District determines the conduct alleged in the Complaint, even if proven, would not constitute Unlawful Discrimination.

Upon dismissal, the District will promptly notify the Complainant of the basis for the dismissal. If the dismissal occurs after the Respondent has been notified of the allegations, the District will also notify the Respondent of the dismissal and the basis for the dismissal promptly following notification to the Complainant, or simultaneously if notification is in writing.

Upon dismissal, the District will take prompt and effective steps, as appropriate, through the applicable Coordinator, to ensure that Unlawful Discrimination does not continue or recur within the District's education program or activity. The District will offer Supportive Measures to the Complainant as appropriate. The District will also offer Supportive Measures to the Respondent as appropriate if the Respondent has been notified of the Complaint allegations.

B. Determination Appeal Procedures

Unless expressly stated in writing by the Decisionmaker, determinations are not subject to appeal.

Legal authority: 34 CFR 106.1, et seq.

Policy 3115-F-1 Discrimination, Harassment, and Retaliation Complaint Form

District Letterhead

This form is being submitted by: _____

Complainant Name: _____

Phone: _____ Email: _____

If the Complainant is a student:

Date of Birth: _____ Grade: _____

School Building Attending: _____

If the Complainant is an employee:

Job Title: _____ Building: _____

Complaint Details

Reporter's Name and Relationship to Complainant: _____

Reporter's Phone: _____ Reporter's Email: _____

Respondent's Name: _____ Respondent's
Relationship to
Complainant: _____

1. Describe the alleged discrimination that you are requesting the District investigate. Please be specific. Describe the incident(s) and identify the individuals and potential witnesses involved. Describe or attach any evidence you believe is relevant. Attach additional pages if needed.

2. Describe the date/time/location(s) of the alleged incident(s).

3. What would you like the District to do to remedy the situation?

Signature

Date

For more information about the District’s complaint investigation process, see Policies 3115 through 3115H.

A person alleging discrimination may file a Complaint using the District’s Grievance Procedure. A Complaint may also be filed at any time with the Office for Civil Rights (OCR), U.S. Department of Education, 1350 Euclid Avenue, Suite 325, Cleveland, OH 44115. Filing a Complaint with the District is not a prerequisite to filing with OCR.

Use of this form is not required, but it does assist the District in gathering data related to the Complaint to ensure a prompt investigation. A Complainant's failure to use this form will not be the basis to delay an investigation.

Policy 3115H Training Requirements and Policy Notice

A. Training Requirements

All Coordinators and individuals assigned to serve in a Key Role must be adequately trained.

B. Nondiscrimination Notice Requirement

The District will prominently post on its website a notice of nondiscrimination, clearly stating that it applies to students, parents, employees, and applicants for admission and employment. The notice of nondiscrimination will comply with all applicable laws.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

APPENDIX B: ANTI-BULLYING

All types of bullying, including cyberbullying, without regard to subject matter or motivating animus, are prohibited.

Prohibited Conduct

1. Bullying, including cyberbullying, a student at school is prohibited. Bullying is any written, verbal, or physical act, or electronic communication that is intended to or that a reasonable person would know is likely to harm one or more students directly or indirectly by doing any of the following:

- a. substantially interfering with a student's educational opportunities, benefits, or programs;
- b. adversely affecting a student's ability to participate in or benefit from the District's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
- c. having an actual and substantial detrimental effect on a student's physical or mental health; or
- d. causing substantial disruption in, or substantial interference with, the District's orderly operations.

1. Retaliation or false accusations against the target of bullying, anyone reporting bullying, a witness, or another person with reliable information about an act of bullying, are prohibited.

Reporting an Incident

If a student, staff member, or other person suspects there has been a bullying incident, the person must promptly report the incident to the building principal or designee, or to the Responsible School Official(s), as defined below.

A report may be made in person, by telephone, or in writing (including electronic transmissions). If a bullying incident is reported to a staff member who is not the building principal, designee, or a Responsible School Official, the staff member must promptly report the incident to the building principal, designee, or a Responsible School Official.

To encourage reporting of suspected bullying or related activities, each building principal, after consulting the Responsible School Official(s), will create, publicize, and implement a system for anonymous reports. The system must emphasize that the District's ability to investigate anonymous reports may be limited.

Complaints that the building principal has bullied a student must be reported to the Superintendent. Complaints that the Superintendent has bullied a student must be reported to the Board President.

C. Investigation

All bullying complaints will be promptly investigated. The building principal or designee will conduct the investigation, unless the building principal or Superintendent is the subject of the investigation. If the building principal is the subject of the investigation, the Superintendent or designee will conduct the investigation. If the Superintendent is the subject of the investigation, the Board President will designate a neutral party to conduct the investigation.

A description of each reported incident, along with all investigation materials and conclusions reached, will be documented and retained.

D. Notice to Parent/Guardian

If the investigator determines that a bullying incident has occurred, the District will promptly notify the victim's and perpetrator's parent/guardian in writing.

E. Annual Reports

At least annually, the building principal or designee, or the Responsible School Official, must report all verified bullying incidents and the resulting consequences, including any disciplinary action or referrals, to the Board.

The District will annually report incidents of bullying to MDE in the form and manner prescribed by MDE.

F. Responsible School Official

The Superintendent is the "Responsible School Official" for this Policy and is responsible for ensuring that this Policy is properly implemented. This appointment does not reduce or eliminate the duties and responsibilities of the building principal or designee as described in this Policy.

G. Posting/Publication of Policy

The Superintendent or designee will ensure that this Policy is available on the District's website and incorporated into student handbooks and other relevant school publications.

The Superintendent or designee will submit this Policy to the MDE within 30 days after its adoption.

Training. The Responsible School Official will provide and require annual training opportunities for District personnel who have significant contact with students on preventing, identifying, responding to, and reporting incidents of bullying.

Educational Programs. The Responsible School Official will periodically arrange or otherwise provide educational programs for students and parents on preventing, identifying, responding to, and reporting incidents of bullying and cyberbullying. The Responsible School Official may arrange for teachers to address these same issues within the classroom curriculum.

H. Definitions

1. “At school” means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether it is held on school premises. “At school” also includes any conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if the device or provider is owned by or under the control of the District.

2. “Telecommunications access device” means any of the following:

a. any instrument, device, card, plate, code, telephone number, account number, personal identification number, electronic serial number, mobile identification number, counterfeit number, or financial transaction device defined in MCL 750.157m (e.g., an electronic funds transfer card, a credit card, a debit card, a point-of-sale card, or any other instrument or means of access to a credit, deposit, or proprietary account) that alone or with another device can acquire, transmit, intercept, provide, receive, use, or otherwise facilitate the use, acquisition, interception, provision, reception, and transmission of any telecommunications service; or

b. any type of instrument, device, machine, equipment, technology, or software that facilitates telecommunications or which is capable of transmitting, acquiring, intercepting, decrypting, or receiving any telephonic, electronic, data, internet access, audio, video, microwave, or radio transmissions, signals, telecommunications, or services, including the receipt, acquisition, interception, transmission, retransmission, or decryption of all telecommunications, transmissions, signals, or services provided by or through any cable television, fiber optic, telephone, satellite, microwave, data transmission, radio, internet based or wireless distribution network, system, or facility, or any part, accessory, or component, including any computer circuit, security module, smart card, software, computer chip, pager, cellular telephone, personal communications device, transponder, receiver, modem, electronic mechanism or other component, accessory, or part of any other device that is capable of facilitating the interception, transmission, retransmission, decryption, acquisition, or reception of any telecommunications, transmissions, signals, or services.

1. “Telecommunications service provider” means any of the following:

a. a person or entity providing a telecommunications service, whether

directly or indirectly as a reseller, including, but not limited to, a cellular, paging, or other wireless communications company or other person or entity which, for a fee, supplies the facility, cell site, mobile telephone switching office, or other equipment or telecommunications service;

b. a person or entity owning or operating any fiber optic, cable television, satellite, internet based, telephone, wireless, microwave, data transmission, or radio distribution system, network, or facility; or

c. a person or entity providing any telecommunications service directly or indirectly by or through any distribution systems, networks, or facilities.

Legal authority: MCL 380.1310b; MCL 750.157m, 750.219a

APPENDIX C: PROTECTION OF PUPIL RIGHTS

Policy 5308 Protection of Pupil Rights

Surveys, Analyses, and Evaluations

Parents may inspect any survey created by a third party before that survey is administered or distributed to their student. All survey inspection requests must be made in writing to the building principal before the survey's scheduled administration date.

The District must obtain written consent from a student's Parent before the student is required to participate in a survey, analysis, or evaluation funded, in whole or in part, by the U.S. Department of Education that would reveal sensitive information. For all other surveys, analyses, or evaluations that would reveal sensitive information about a student, the District will provide prior notice to the student's Parent and an opportunity for the Parent to opt their student out.

Employees may not request or disclose the identity of a student who completes a survey, evaluation, or analysis containing sensitive information.

"Sensitive information" includes:

- political affiliations or beliefs of the student or the student's Parent;
- mental or psychological problems of the student or the student's family;
- sexual behavior or attitudes;
- illegal, anti-social, self-incriminating, or demeaning behavior;
- critical appraisals of other persons with whom the student has close family relationships;
- legally recognized privileges or analogous relationships, such as those with lawyers, physicians, and ministers;
- religious practices, affiliations, or beliefs of the student or the student's Parent; or
- income (other than that required by law to determine eligibility for participating in a program or for receiving financial assistance under that program).

Invasive Physical Examinations

Parents may refuse to allow their students to participate in any non-emergency, invasive physical examination or screening that is: (1) required as a condition of attendance, (2) administered and scheduled by the district, and (3) not necessary to protect the immediate health and safety of a student.

"Invasive physical examination" means:

1. any medical examination that involves the exposure of private body parts; or
2. any act during an examination that includes incision, insertion, or injection into the body that does not include a hearing, vision, or scoliosis screening.

Collection of Student Personal Information for Marketing

No employee will administer or distribute to students a survey or other instrument for the purpose of collecting personal information for marketing or selling that information.

“Personal information” means individually identifiable information that includes:

1. student’s and Parents’ first and last name;
2. home or other physical address;
3. telephone number; or
4. Social Security Number.

This Policy does not apply to the collection, disclosure, or use of personal information for the purpose of providing educational services to students, such as:

1. post-secondary education recruitment;
2. military recruitment;
3. tests and assessments to provide cognitive, evaluative, diagnostic, or achievement information about students; or
4. student recognition programs.

Inspection of Instructional Material

Parents/guardians may inspect instructional material consistent with Policy 5401.

Notification of Rights and Procedures

The Superintendent or designee will notify Parents of:

2. This Policy and its availability upon request;
3. How to opt their child out of participation in activities as provided for in this Policy.
4. The approximate date(s) when a survey, evaluation, or analysis that would reveal sensitive information is scheduled or expected to be scheduled;
5. The approximate date(s) when the District or its agents intend to administer a non-emergency, invasive physical examination or screening required as a condition of attendance (except for hearing, vision, or scoliosis screenings);
6. How to inspect any survey or other material described in this Policy.

This notification will be given to Parents at least annually at the beginning of the school year and within a reasonable period after any substantive change to this Policy.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Legal authority: 20 USC 1232h

APPENDIX D: SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY

Policy 5601 Special Education

Eligible students with disabilities under the Individuals with Disabilities Education Act (IDEA) are entitled to a free appropriate public education through an individualized education program. The District will follow state and federal law and applicable rules and regulations in identifying, locating, evaluating, and educating students with disabilities.

IDEA-eligible students are protected from discrimination under state and federal law, including Section 504 of the Rehabilitation Act, as outlined in Policy 5603.

Legal authority: 20 USC 1400 et seq.; 34 CFR Part 300; MCL 380.1701 et seq.; MARSE R 340.1701 et seq.

Policy 5603 Section 504

The District does not discriminate against any student with a disability, as that term is defined in Section 504 of the Rehabilitation Act (Section 504), in any District program or activity. Any claim of disability-based discrimination will be addressed pursuant to Policy 5202.

Eligible students are entitled to a free appropriate public education through a Section 504 plan. Students with disabilities who are also eligible for services under Policy 5601 will receive a free appropriate public education through an IEP.

The District will follow federal law and applicable regulations and guidance in identifying, locating, evaluating, and educating students with disabilities under Section 504. The Superintendent or designee will develop and implement procedures for identifying and serving eligible students under Section 504 that are consistent with federal law.

For purposes of this Policy, a free appropriate public education means the provision of regular or special education and related services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, and that are provided without cost (except for District fees imposed on students without disabilities and their Parents).

Designated Section 504 Coordinator

Bridgit Spielman, Principal, Bryant Elementary
925 Hampton St., Owosso, MI 48867
989-723-4355
spielman@owosso.k.12.mi.us

APPENDIX E: DIRECTORY INFORMATION AND OPT OUT FORM

5309-F-2 Directory Information and Opt-Out

Student's Name: _____

School: _____ **Grade:** _____

The Family Educational Rights and Privacy Act (FERPA) requires that Owosso Public Schools obtain your written consent prior to the disclosure of personally identifiable information from your child's education records, unless certain conditions specified by FERPA are met. FERPA distinguishes between personally identifiable information and directory

information, however, and the District may disclose appropriately designated “directory information” without your written consent, unless you have advised the District to the contrary.

If you do not want your student’s directory information released for one or more of the purposes listed below, please complete this form and return it to your student’s school office by [Insert Deadline Date].

If you fail to complete and return this form, the District will presume that you give permission to release your student’s directory information for all the uses listed below.

Your Opt-Out request will be recorded in the student information system and kept on file in the school’s office for 1 school year.

Directory information includes “directory information,” as adopted by the Board in [Policy 5309 Student Records and Directory Information](#).

Please check the boxes next to the purpose(s) for which you do not grant the District permission to disclose your student’s directory information, below.

Owosso Public Schools may not disclose my student’s directory information for the following purposes:

[Insert District’s chosen list of uses of directory information. See examples of common uses of directory information below]

- ☐ For School or District publications, including but not limited to, a yearbook, graduation program, theater playbill, athletic team or band roster, newsletter, and other school and district publications.
- ☐ For School or District auto-dialer system to communicate School or District information.
- ☐ To news media outside the School or District.
- ☐ To the School PTO or District parent organization.
- ☐ To other groups and entities outside of the School or District, including community, advocacy, and/or parent organizations.
- ☐ On official school-related websites or social media accounts.
- ☐ On school employees’ personal classroom websites or social media accounts.

Information to U.S. Military Recruiters and Institutions of Higher Education Recruiters

Federal law requires the District to release a secondary school student’s name, address, and telephone number to U.S. Military recruiters and institutions of higher education upon their request. If you do not want your student’s information released for one or both of those purposes, please check one or both of the boxes below:

- ☐ Do not release my student's name, address, or telephone number to U.S.
- ☐ Military recruiters without my prior written consent.

- ☐ Do not release my student's name, address, or telephone number to institutions of higher education recruiters without my prior written consent.

Parent/Guardian/Eligible Student Signature

Date

APPENDIX F: ACCEPTABLE USE AGREEMENT

Policy 3116 District Technology and Acceptable Use

The Board will provide students, staff, volunteers, and other authorized users access to the District's technology resources, including its computers and network resources, in a manner that encourages responsible use. Any use of District technology resources that violates federal or state law is expressly prohibited.

Children's Internet Protection Act

The Board complies with the Children's Internet Protection Act ("CIPA") and directs its administration to:

1. Monitor minors' online activities and use technology protection measures on the District's computers with internet access to block minors' access to visual depictions that are obscene, constitute child pornography, or are harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. taken as a whole and as to minors, appeals to a prurient interest in nudity, sex, or excretion;

2. depicts, describes, or represents, in a patently offensive way as to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

2. Use technology protection measures on the District's computers with internet access to block all access to visual depictions that are obscene or that constitute child pornography. The technology protection measures may be disabled by authorized personnel during adult use to enable access to bona fide research or for other lawful purposes. The Superintendent or designee will determine which District personnel are authorized to disable the protection measures.

3. Educate minors about appropriate online behavior, including interacting with other people on social networking websites and chat rooms, as well as cyberbullying awareness and response.

4. Prohibit access by minors to inappropriate matter on the internet.

5. Prohibit unauthorized access, including hacking and other unlawful online activity by minors.

6. Prohibit the unauthorized disclosure, use, and dissemination of personal identification information about minors.

7. Restrict minors' access to materials that are inappropriate for minors. The Board defines materials that are "inappropriate for minors" to include obscene depictions, child pornography, and any other material harmful to minors.

8. Encourage the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communication.

The Superintendent or designee will take steps necessary to implement this Policy and to otherwise comply with CIPA.

B. Acceptable Use Agreement

The Superintendent or designee will develop, review, and revise as necessary an acceptable use agreement that must be signed before a user is provided access to the District's technology resources. Different acceptable use agreements may be developed based on the

user's status. At a minimum, the Superintendent or designee will develop an acceptable use agreement to be signed by each of the following groups:

- adult users, including employees, volunteers, and Board members;
- students in grades 7 and above and their Parent; and
- students in grades 6 and below and their Parent.

The acceptable use agreement must be consistent with this Policy and must include, at a minimum, all of the following:

1. A statement that:
 1. use of District technology resources is a privilege that may be revoked at any time;
 2. a user has no expectation of privacy when using District technology resources;
 3. District technology resources use may be monitored by the District and that the use may be subject to FOIA or disclosure in litigation;
 4. District technology resources may not be used to bully, harass, or intimidate others;
 5. misuse of District technology resources may result in loss of access to the resources and potential disciplinary action; and
 6. the District does not guarantee that the District's technology resources will be error free or uninterrupted.
2. Provisions to protect the integrity of District technology resources, including a requirement that each user only access the resources by using that user's assigned user name and password.
3. A list of what constitutes misuse of District technology resources.
4. A prohibition against:
 1. accessing other user accounts or files without authorization;
 2. conducting personal business or activities;
 3. accessing pornography;
 4. communicating inappropriately with students;
 5. accessing or downloading confidential student information which the employee has no legitimate educational need to know; and
 6. accessing or downloading unauthorized software or programs.
2. A requirement that users report any material that is threatening, harassing, or bullying.

3. A release of all claims and liability against the District for use of District technology resources.

C. District Personnel Use

District personnel must comply with Policies 4215 and 4216.

D. State Assessments

During the administration of state assessments (e.g., WIDA, M-STEP, etc.), unless otherwise permitted by this subsection, students and District personnel, including those individuals acting as test administrators, are prohibited from possessing, using, wearing, or otherwise accessing any electronic devices not being actively used for testing purposes when in an active testing session or while on a break when in an active testing session. Pictures, videos, or other communications regarding test content are prohibited during all testing and breaks.

For the purposes of this subsection, an “electronic device” includes any electronic device that can be used to record, transmit, or receive information not used for testing, including but not limited to computers, tablets, iPads, e-readers, smart watches (including Fitbits), smartphones and cell phones, Bluetooth headphones or smart earbuds, or smart glasses.

The Superintendent and building principals are authorized to develop additional building-level rules related to state assessments so long as those rules are not in conflict with this subsection.

1. Students

1. Students shall leave all electronic devices outside of the testing room.

2. If an additional electronic device is medically necessary for a testing student, the device must be left with the test administrator, unless the student is required to possess the device, in which case the test must be administered to the student by a test administrator in a one-on-one setting and the student must be actively monitored at all times while testing.

3. During the testing sessions or breaks, students may not access any additional websites or applications on a device used for testing.

2. Test Administrators

1. Test administrators or other District personnel monitoring or troubleshooting the administration of state assessments must:

1. Ensure that all background applications and alternative websites are disabled on testing devices.

2. Actively monitor students in the testing room and verify that students do not have access to additional electronic devices before, during, and after testing, including breaks.

3. Refrain from disturbing the testing environment, including through texting, speaking, or using electronic devices for non-testing purposes (e.g., to complete other work). Test administrators must silence all electronic devices. Test administrators are prohibited from wearing or accessing a wearable electronic device (e.g., smart watch or Fitbit).

Test administrators may use electronic devices to alert other personnel of issues or emergencies requiring assistance. Such other personnel may use their electronic devices for troubleshooting purposes but should exit the testing room when engaging in those communications.

2. Penalties

The failure to comply with this subsection may result, as applicable, in employee or student disciplinary action and such consequences as deemed necessary or appropriate by the Michigan Department of Education (e.g., invalidation of an individual student's test, or misadministration of the entire testing session and invalidation of all the students' tests).

E. Public Access to Technology

1. Pursuant to the Michigan Library Privacy Act, each school library offering public access to the internet or a computer, computer program, computer network, or computer system (a "Qualifying School Library") will limit minors to only use or view those terminals that do not receive material that is obscene, sexually explicit, or harmful to minors. Persons age 18 or older, or a minor accompanied by the minor's Parent, may access a school library terminal that is not restricted from receiving such material, if any.

2. Only when a Qualifying School Library offers public access as described in subsection D.1., the District must designate at least 1 terminal that is not restricted from receiving such material and at least 1 terminal that is restricted from receiving such material. Library staff must take steps to ensure that minors not accompanied by a Parent do not access the unrestricted terminal. The Superintendent or designee will determine which employees will implement subsection D in each Qualifying School Library.

3. As used in this Policy, "terminal" means a device used to access the internet or a computer, computer program, computer network, or computer system.

Legal authority: 47 USC 254; MCL 397.602, 397.606

APPENDIX G: VOLUNTEER SCREENING FORM



VOLUNTEER SCREENING

Students Full Legal Name _____

Teacher's Name _____

As a prospective volunteer at Owosso Public Schools, I understand it is this agency's policy to secure conviction criminal history information as part of their screening process using the information provided below. I understand the provided information is required to conduct the criminal history background check. I authorize Owosso Public Schools to utilize the information for the sole purpose of obtaining a record of any history of criminal convictions.

Signature of Volunteer: _____

Date: _____

Legal Name: _____
First Middle Last Suffix

Maiden name: _____

Birthdate: _____

Sex: ☐ Male ☐ Female

*It is the policy of Owosso Public Schools that no person shall on the basis of sex, race, color, national origin, or handicap be excluded from participation in, be denied the benefits of, or be subjected to discrimination, in employment or any of its programs or activities.

__Administration

__Athletics

__Bentley

__Bryant

__Central

__Community Ed

__Emerson

__High School

Lincoln High School

__Middle School

Office Use:

Date: _____

Completed By: _____

__ICHAT

NSOPW

MSPSOR

__Approved

 Denied

Notes: _____

As part of the School Safety Legislation that took effect January 1, 2006, Owosso Public Schools will screen any person who volunteers to work with the District through the Sex Offenders Registry list and the Internet Criminal History Access Tool criminal history records check who meets the following criteria.

- Chaperone field trips, whether one day or overnight
- Will be volunteering regularly in the school/classrooms

As part of the screening process, volunteers will be required to complete the attached Volunteer Screening form prior to participating in any activity or program. All criminal history background checks will be conducted at the Central Office. Once the volunteer has been cleared, the prospective school will be notified by the Central Office. Forms should be received at the Central Office at least ten working days prior to the start date of the volunteer participating in any activity or program.

I have offered my services as a volunteer to help the School District in the following areas:

I agree to abide by all relevant Board policies and administrative guidelines while on duty for the District. I understand that, although I am covered under the District's liability insurance policy, I am not covered by its health insurance policy nor am I eligible for workers' compensation. Should I become ill or suffer an accident while doing volunteer work for the District, I agree that I shall be responsible for all hospital and medical charges that may accrue.

I understand further that, as a volunteer, I am not in any manner considered an employee of the District or entitled to any benefits provided to employees. I further release the Board of Education from all liability for any damages, whatever their nature, which may result as a consequence of my volunteer services.

For the protection of the children in the school, the District is required by law to inquire of its staff members whether or not they have ever been convicted of a crime related to children. We would appreciate your cooperation by indicating that you have never been convicted of any of the following offenses: *aggravated murder, murder, voluntary manslaughter, involuntary manslaughter, felonious assault, aggravated assault, assault, aggravated menacing, abuse or neglect of a child, kidnapping, abduction, child stealing, criminal child enticement, rape, sexual battery, corruption of a minor, gross sexual imposition, importuning, voyeurism, public indecency, felonious sexual penetration, compelling prostitution, promoting prostitution, procuring prostitution, disseminating matter harmful to juveniles, pandering obscenity, pandering obscenity involving a minor, pandering sexually-oriented matter involving a minor, illegal use of a minor in nudity-oriented material or performance, endangering children, contributing to the delinquency of children, carrying concealed weapons, improperly discharging a firearm at or into a school or house, corrupting another with drugs, placing harmful objects in or adulterating food or confection.*

Signature of Volunteer/Chaperone

Date