



Bentley
Bright Beginnings

Owosso Public Schools

2023-2024
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.

Sincerely,

Laurie Winke
Bentley Bright Beginnings Administrator
Director of Early Childhood Education

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 from 6:30am to 6:00pm, Monday through Friday. 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 this 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. 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 WITHDRAWL:

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:

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.

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.

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. 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.

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.

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.
- Conjunctivitis (Pink Eye):** 24 hours after documented treatment for conjunctivitis has begun.
- Mouth Sores:** Must have a doctor’s note stating that the child is non-infectious.
- Rash:** With any rash, the child cannot return until they have a doctor’s note stating that the illness is not a communicable disease.
- Infestations (e.g. head lice, scabies, fleas):** 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.
- Tuberculosis:** Must have a doctor’s note stating that the child is non-infectious.
- Impetigo:** Cannot return until 24 hours after documented treatment has begun. Sore(s) must be covered until healed completely.
- Strep Throat:** Cannot return until 24 hours after documented treatment has been initiated.
- Varicella (Chicken Pox):** Cannot return until 7 days after onset of rash/ and until all lesions have dried and crusted.
- Shingles:** Child needs to be excluded only if the sores cannot be covered by clothing or a dressing, until the sores have crusted.
- Whooping Cough:** Cannot return until 5 days after appropriate treatment has been started.
- Mumps:** Cannot return until 9 days after onset of swelling of glands near the ear.
- Hepatitis A:** 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 non-infectious. 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:

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals who have access to the District's programs and facilities. 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, at 989-723-3460.

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.

If you suspect that your child may be a student with a disability who needs either special education or general education with related aids and services, please contact either your building Principal or the district's Section 504 Coordinator, is Bridgit Spielman, Principal, Central Elementary, 600 W. Oliver St., Owosso, MI 48867 (989) 723-2790, 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 **Board Policy 8330**

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.

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. **Children must be toilet trained before enrolling in a preschool program.**

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.**

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:

- Children learn through dynamic investigation
- Children instigate their own learning
- Learning comes from open-ended experiences
- 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

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

Autonomy and Social Skills

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

Work Habits

- Memory skills
- Following directions
- Task persistence and completion

Language

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

Mathematics

- Patterns and classifications
- Geometry
- Measurement
- Numbers and numbers sense

- Basic addition and subtraction
- Money

Orientation in Time and Space

- Vocabulary
- Measure of time
- Passage of time (past, present, future)
- Actual and represented space
- Simple maps
- Basic geographical concepts

Science

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

Music

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

Visual arts

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

CULTURAL 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.

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 “SUN”SATIONS:

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Summer “Sun”sations is a 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 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.

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

- A detailed interview and screening process.
- 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.
- Infant, child, and adult CPR and first aid certification.
- 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.

- Monthly parent newsletters to keep you informed as to the overall program.
- Parent Board – updated with current information about Bentley Bright Beginnings and curriculum.
- 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.
- Parent/Teacher conferences and/or progress reports twice each year (preschoolers).
- 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: rowell@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

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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)
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 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.

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

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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), morning, and afternoon snacks are provided for all preschool students. Breakfast and afternoon snacks are provided for school-age children. 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:

As stated in your service contract, there is a non-refundable registration fee of \$25.00 (per family) due prior to the child's first day at Bentley Bright Beginnings. This fee is due upon initial enrollment. The registration fee will be deposited in your billing account and will be used towards the first week of tuition charges. An equipment fee of \$25.00 (per family) is due by July 1st of each year to help absorb the cost of consumables and equipment that is broken, lost, etc. throughout the year.

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.

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. Parents may pay by check, cash, cashier's check, money order, or credit card **until December 30, 2023**. 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 TUITON 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.

RECIEPTS AND STATEMENTS:

You will 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 will be added to your account if pick-up takes place after closing (6:00pm). After 6:05, 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 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.

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.

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.”

TOBACCO FREE SCHOOLS:

The Owosso Public Schools and grounds are tobacco free twenty-four hours a day, seven

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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.

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 ELECTRONIC MONITORING:

In order to protect Board property, promote security and protect the health, welfare and safety of students, staff and visitors, the Board of Education authorizes the use of video surveillance and electronic monitoring equipment on school property, and in school buildings and school buses. Information obtained through video surveillance/electronic monitoring may be used to identify intruders and persons breaking the law, Board policy, or the Student Code of Conduct (i.e., it may be used as evidence in disciplinary actions and criminal proceedings). Additional Policy information can be located in **Board Policy 7440.01**

BULLYING POLICY 5517.01

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.

SECTION 504/ADA

PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY

Pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1990, as amended ("ADA") and the implementing regulations (collectively "Section 504/ADA"), no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The Board of Education does not discriminate in admission or access to, or participation or treatment in its programs or activities. As such, the Board's policies and practices will not discriminate against students with disabilities and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the District.

"An individual with a disability" means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aides or services, or learned behavioral or adaptive neurological modifications.

With respect to public preschool, elementary and secondary educational services, a qualified person with a disability means a disabled person:

- A. who is of an age during which nondisabled persons are provided educational services;
- B. who is of any age during which it is mandatory under Michigan law to provide educational services to disabled persons; or
- C. to whom the State is required to provide a free appropriate public education pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA).

With respect to vocational education services, a qualified person with a disability means a disabled person who meets the academic and technical standards requisite to admission or participation in the vocational program or activity.

Compliance Officer(s)

The Board designates the following individual(s) to serve as the District's 504 Compliance Officer(s)/ADA Coordinator(s) (hereinafter referred to as the "District Compliance Officer(s)").

Title IX Coordinator:
Dallas Lintner
LHS Principal
Lincoln High School
7645 Alger St.
Owosso, MI 48867
(989)723-8231
dwycrc@owosso.k12.mi.us

The Section 504 Coordinator:
Bridgit Spielman
Principal
Central Elementary
600 W. Oliver St.
Owosso, MI 48867
(989) 723-2790
spielman@owosso.k12.mi.us

The name(s), title(s), and contact information of this/these individual(s) will be published annually on the School District's web site.

Building Principals shall serve as Building Section 504/ADA Compliance Officer(s) ("Building Compliance Officers").

The District Compliance Officer(s) are responsible for coordinating the District's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the ADA. A copy of Section 504 and the ADA, including copies of the implementing regulations, may be obtained from the District Compliance Officer(s).

Parent Handbook

The District Compliance Officer(s) will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted internal complaint procedure, and will attempt to resolve such complaints.

The Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. See below. The Board will further establish and implement a system of procedural safeguards in accordance with Section 504, including the right to an impartial due process hearing. See AG 2260.01B.

Training

The District Compliance Officer(s) will also oversee the training of employees in the District so that all employees understand their rights and responsibilities under Section 504 and the ADA, and are informed of the Board's policies, administrative guidelines and practices with respect to fully implementing and complying with the requirements of Section 504/ADA.

The Board will provide in-service training and consultation to staff responsible for the education of persons with disabilities, as necessary and appropriate.

Facilities

No qualified person with a disability will, because the District's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies.

For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities. This includes, but is not limited to, providing accommodations to parents with disabilities who desire access to their child's educational program or meetings pertinent thereto. Programs and activities will be designed and scheduled so that the location and nature of the facility or area will not deny a student with a disability the opportunity to participate on the same basis as students without disabilities.

Education

The Board is committed to identifying, evaluating, and providing a free appropriate public education (FAPE) to students within its jurisdiction who have a physical or mental impairment that substantially limits one or more major life activities, regardless of the nature or severity of their disabilities.

An appropriate education may include regular or special education and related aids and services to accommodate the unique needs of students with disabilities. For disabled students who are not eligible for specially designed instruction under the IDEIA, the special education and related aids and services (including accommodations/modifications/interventions) they need in order to have their needs met as adequately as the needs of nondisabled students are met, shall be delineated, along with their placement, in a Section 504 Plan (Form 2260.01A F13). Parents/guardians/custodians ("parents") are invited and encouraged to participate fully in the evaluation process and development of a Section 504 Plan.

The Board is committed to educating (or providing for the education of) each qualified person with a disability who resides within the District with persons who are not disabled to the maximum extent appropriate. Generally, the District will place a person with a disability in the regular educational environment unless it is demonstrated that the education of the person in the regular environment, even with the use of supplementary aids and services cannot be achieved satisfactorily. If the District places a person in a setting other than the regular educational environment, it shall take into account the proximity of the alternate setting to the person's home.

The District will provide non-academic extracurricular services and activities in such a manner as is necessary to afford qualified persons with disabilities an equal opportunity for participation in such services and activities. Non-academic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interests groups or clubs sponsored by the District, referrals to agencies that provide assistance to persons with disabilities, and employment of students. In providing or arranging for the provision of meals and recess periods, and non-academic and extracurricular services and activities, including those listed above, the District will verify that persons with disabilities participate with persons without disabilities in such services and activities to the maximum extent appropriate.

Notice

Notice of the Board's policy on nondiscrimination in education practices and the identity of the District's Compliance Officer(s) will be posted throughout the District, and published in the District's recruitment statements or general information publications.

Complaint Procedures

Parent Handbook

If a person believes that s/he has been discriminated against on the basis of his/her disability, the person may utilize the following complaint procedures as a means of reaching, at the lowest possible administrative level, a prompt and equitable resolution of the matter.

In accordance with Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504"), parents and students will be notified of their right to file an internal complaint regarding an alleged violation, misinterpretation or misapplication of Section 504. In addition, students and their parents will be notified of their right to file a complaint with the U.S. Department of Education's Office for Civil Rights. Finally, students and parents will be advised of their right to request a due process hearing before an Impartial Hearing Officer (IHO) regarding the identification, evaluation or educational placement of persons with disabilities, **including the right to participation by the student's parents or guardian and representation of counsel**, and their right to examine relevant education records.

Internal complaints and requests for due process hearings must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint or the request for a hearing, and offer possible solutions to the dispute. The complaint or request for due process hearing must be filed with a District Compliance Officer within specified time limits. The District's Compliance Officer is available to assist individuals in filing a complaint or request.

Internal Complaint Procedures

An internal complaint may be filed by a student and/or parent. A student and/or parent may initiate the internal complaint procedure when s/he/they believe that a violation, misapplication or misinterpretation of Section 504 has occurred. Additionally, the following procedure may be used for any disagreement with respect to actions regarding the identification, evaluation, or educational program or placement of students who are identified as disabled or believed to be disabled pursuant to Section 504, and are not eligible under the IDEIA, except in the case of disciplinary actions where the provisions of the Student Code of Conduct apply. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the U.S. Department of Education's Office for Civil Rights or requesting a due process hearing.

- Step 1 Investigation by the Building Compliance Officer: A student or parent may initiate an investigation by filing a written internal complaint with the Building Compliance Officer. The complaint should fully describe the circumstances giving rise to the dispute and how the child is adversely affected. The complaint must be filed as soon as possible, but not longer than thirty (30) calendar days after disclosure of the facts giving rise to the complaint. The Building Compliance Officer shall conduct an impartial investigation of the complaint. As part of the investigation, the Building Compliance Officer shall permit the complainant to present witnesses and other evidence in support of the complaint. The investigation shall be completed within fifteen (15) school days of the written complaint being filed. The Building Compliance Officer will notify the complainant in writing of his/her decision.
- Step 2 Appeal to the District Compliance Officer: If the complaint is not resolved satisfactorily at Step 1, the student or parent may appeal the Building Compliance Officer's decision in writing to the District Compliance Officer. The appeal must be made within five (5) school days following receipt of the Building Compliance Officer's decision. The District Compliance Officer will review the case, may conduct an informal hearing, and will notify all parties in writing of his/her decision within ten (10) school days of receiving the appeal.
- Step 3 If the complaint is not resolved satisfactorily at Step 2, the student or parent may request a due process hearing, provided the complaint involves an issue related to the identification, evaluation, or placement of the student.

If it is determined that the Complainant was subjected to unlawful discrimination, the Building and District COs must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate and effective, and tailored to the specific situation.

OCR Complaint

At any time, if a student or parent believes that s/he has been subjected to discrimination based upon his/her disability in violation of Section 504 or the ADA, the individual may file a complaint with the U.S. Department of Education's Office for Civil Rights ("OCR"). The OCR can be reached at:

U.S. Department of Education

Office for Civil Rights
Cleveland Office
1350 Euclid Avenue, Suite 325
Cleveland, Ohio 44115
(216) 522-4970
FAX: (216) 522-2573
TDD: (216) 522-4944
E-mail: OCR.Cleveland@ed.gov
Web: <http://www.ed.gov/ocr>

Except in extraordinary circumstances, the OCR does not review the result of individual placement and other educational decisions, so long as the District complies with the "process" requirements of Subpart D of Section 504.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful discrimination, or participates as a witness in an investigation, is prohibited. Specifically, the Board will not retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by Section 504 or the ADA, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws.

29 U.S.C. 794, Section 504 Rehabilitation Act of 1973, as amended
34 C.F.R. Part 104
42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended
Adopted 11/24/08
Revised 8/9/10
Revised 1/10/11
Revised 1/16/12
Revised 6/23/14
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Title
PARENT AND FAMILY ENGAGEMENT

Code
po2112
Adopted
July 11, 2005
Last Revised
December 10, 2018

2112 - PARENT AND FAMILY ENGAGEMENT

The Board of Education recognizes and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents and family members in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism. This policy shall serve as the District policy, as well as the Parent and Family Engagement policy for each school in the District.

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), defines the term "parent" to include a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

The term "family" is used in order to include a child's primary caregivers, who are not the biological parents, such as foster caregivers, grandparents, other family members and responsible adults who play significant roles in providing for the well-being of the child.

Family engagement is a collaborative relationship between families, educators, providers, and partners to support and improve the learning, development and health of every learner. The principles of family engagement include: relationships as the cornerstone; positive learning environments; efforts tailored to address all families, so all learners are successful; purposeful and intentional efforts that clearly identify learner outcomes; and engaging and supporting families as partners in their child's education.

Parent Handbook

Through this policy, the Board directs the establishment of a Parental Involvement Plan by which a school-partnership can be established and provided to the parent of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall reflect the Board's commitment to the following:

A. Relationships with Families

1. cultivating school environments that are welcoming, supportive, and student-centered;
2. providing professional development for school staff that helps build partnerships between families and schools;^{1,2}
3. providing family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers;^{1,2}
4. providing coordination, technical support and other support to assist schools in planning and implementing family involvement activities.²

B. Effective Communication

1. providing information to families to support the proper health, safety, and well-being of their children;
2. providing information to families about school policies, procedures, programs, and activities;^{1,2}
3. promoting regular and open communication between school personnel and students' family members;
4. communicating with families in a format and language that is understandable, to the extent practicable;^{1,2}
5. providing information and involving families in monitoring student progress;²
6. providing families with timely and meaningful information regarding Michigan's academic standards, State and local assessments, and pertinent legal provisions;^{1,2}
7. preparing families to be involved in meaningful discussions and meetings with school staff.^{1,2}

C. Volunteer Opportunities

1. providing volunteer opportunities for families to support their children's school activities;²
2. supporting other needs, such as transportation and child care, to enable families to participate in school-sponsored family involvement events.²

D. Learning at Home

1. offering training and resources to help families learn strategies and skills to support at-home learning and success in school;^{1,2}
2. working with families to establish learning goals and help their children accomplish these goals;
3. helping families to provide a school and home environment that encourages learning and extends learning at home.¹

E. Involving Families in Decision Making and Advocacy

1. engaging families as partners in the process of school review and continuous improvement planning;²
2. engaging families in the development of its District-wide parent family engagement policy and plan, and distributing the policy and plan to families.^{1,2}

F. Collaborating with the Community

1. building constructive partnerships and connecting families with community-based programs and other community resources;^{1,2}
2. coordinating and integrating parent and family engagement programs and activities with District initiatives and community-based programs that encourage and support families' participation in their children's education, growth, and development.^{1,2}

Implementation

The Superintendent will provide for a comprehensive plan to engage parents, families, and community members in a partnership in support of each student's academic achievement, the District's continuous improvement, and individual school improvement plans. The District's plan, as well as each school's plan will be distributed to all parents and students through publication in the Student Handbook or other suitable means. The plan will provide for annual evaluation, with the involvement of parents and families, of the plan's content effectiveness and identification of barriers to participation by parents and families with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; the needs of parents and family members to assist with the learning of their children (including engaging with school personnel and teachers); and the strategies to support successful school and family interaction. Each school plan will include the development of a written school-parent compact jointly with parents for all children participating in Title I, part A activities, services, and programs. The compact will outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Evaluation findings will be used in the annual review of the Parent and Family Engagement policy and to improve the effectiveness of the District plan. This policy will be updated periodically to meet the changing needs of parents, families, and the schools.

¹Indicates IDEA 2004 Section 650 & 644 parent involvement requirements

²Indicates Title I Section 1118 parent involvement requirement

Revised 2/28/11

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Legal
Sec. 1112, 1118 ESEA
M.C.L.A. 380.1294

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.**

2020-2021
Bullying Incident Report Sheet

Name of complainant:	Name of alleged perpetrator:
Time and location of incident:	Parties (if any) witnessing incident:
Name of staff recording incident:	Date and time of report:
What happened – indicate if recorded by complainant or by assisting staff:	
Additional comments (indicate source of comments i.e. staff, parent, alleged perpetrator...):	
Is this the first time this type of incident has occurred: Yes No	Were there any contributing factors (ex. race/color, gender, disability etc...)
Date of notification of parent of complainant: Name of person contacted and method used:	Date of notification of alleged perpetrator’s parent: Name of person contacted and method used:
Has a parent meeting been established? (If yes, please indicate date and time)	
Describe the action plan that has been established and the date for follow up:	

Notification of Nondiscrimination Statement and Compliance Officers:

The Owosso Public School District does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or gender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category,

(collectively, “Protected Classes”), in its programs and activities, including employment opportunities. In addition, arrangements can be made to ensure that the lack of English language proficiency is not a barrier to admission or participation.

The following compliance officers have been designated to handle inquiries regarding the nondiscrimination policies and grievance procedures: Dr. Dallas Lintner, Principal, Lincoln Alternative High School, 645 Alger St., Owosso, MI 48867, (989) 725-2839, lintner@owosso.k12.mi.us or Dr. Catheryn Dwyer, Assistant Principal, Owosso Middle School, 765 E. North St., Owosso, MI 48867 (989) 723-3460, dwyerc@owosso.k12.mi.us. The Section 504 Coordinator is Bridgit Spielman, Principal, Central Elementary 600 W. Oliver St., Owosso, MI 48867 (989) 723-2790 spielman@owosso.k12.mi.us.