

# CHARACTERCOUNTS!<sup>®</sup>

Courageous

Communicators

Thinkers

Knowledgeable

Open-Minded

Reflective

Principled

Inquirers

Balanced

Caring



OWOSSO PUBLIC SCHOOLS

*Ready for the World*

**2018-2019**

**Elementary**

**Handbook**



**OWOSSO PUBLIC SCHOOLS**

*Ready for the World*

**Family/Student Handbook  
2018/2019**

**Character Counts! &  
Life Long Learner Profile Attributes  
Schedule**

<b>Month</b>	<b>CC! Pillar</b>	<b>Life Long Learner Profile Attribute</b>
September	Responsibility	Balanced
October	Trustworthiness	Reflective
November	Citizenship	Inquirer and open-minded
December	Caring	Caring
January	Fairness	Risk-taker
February	Respect	Communicator
March	Respect	Principled
April	Trustworthiness	Knowledgeable
May	Caring	Thinker

[www.owosso.k12.mi.us](http://www.owosso.k12.mi.us)

**Facilities**

Bentley Bright Beginnings, 1375 W. North Street	989-725-5770
Bryant, 925 Hampton Street	989-723-4355
Central, 600 W. Oliver Street	989-723-2790
Emerson, 515 E. Oliver Street	989-725-7361
District Office, 645 Alger Avenue	989-723-8131
Transportation, 630 Jerome Street	989-725-7665
4-Wings, 1375 W. North	989-729-5414



# Table of Contents

<b>WELCOME</b> .....	<b>5</b>
VALUES AND BELIEF STATEMENT.....	6
CHARACTER COUNTS! STATEMENT .....	6
<b>PARENT INVOLVEMENT</b> .....	<b>7</b>
VOLUNTEERS .....	7
PARENT/TEACHER ORGANIZATION (PTO).....	7
PARENT INVOLVEMENT, RESPONSIBILITIES AND RIGHTS PARENT-STUDENT-TEACHER COMPACT .....	7
<b>ATTENDANCE</b> .....	<b>8</b>
ADMISSIONS AND ENROLLMENT .....	8
SCHOOL DAY/HOURS .....	8
TARDINESS/ABSENCES.....	8
EXTENDED ILLNESS ASSISTANCE/MAKE-UP WORK .....	9
ATTENDANCE POLICY/ILLNESS .....	9
APPOINTMENTS/EARLY DISMISSAL .....	9
VACATIONS.....	9
<b>HEALTH AND SAFETY</b> .....	<b>10</b>
BULLYING POLICY 5517.01 .....	10
EMERGENCY/INFORMATION CARDS/ACCIDENTS-ILLNESS .....	10
SPECIAL HEALTH PROBLEMS .....	10
IMMUNIZATIONS .....	10
ADMINISTERING MEDICATION TO STUDENTS.....	11
MISCELLANEOUS HEALTH PROBLEMS .....	11
CONTROL OF NONCASUAL-CONTACT COMMUNICABLE DISEASES.....	12
ASBESTOS .....	12
PREPAREDNESS FOR TOXIC AND ASBESTOS HAZARDS .....	12
STUDENT INSURANCE .....	12
STUDENT SAFETY AND SCHOOL SAFETY ZONE INFORMATION.....	12
DRILL PROCEDURES (FIRE, TORNADO, INTRUDER, EVACUATION, LOCK-DOWN) .....	12
SCHOOL CLOSINGS, DELAYS AND EARLY RELEASES .....	13
LOCKERS/DESKS .....	13
INTERVIEWING OF STUDENTS.....	13
<b>TRANSPORTATION</b> .....	<b>13</b>
BUS TRANSPORTATION .....	13
PICKING UP CHILDREN .....	14
<b>CLASSES, RECESS AND RESTROOM USE</b> .....	<b>14</b>
GENERAL AND SPECIAL AREA/ENCORE CLASSES .....	14
RECESS .....	14
RESTROOM OPPORTUNITIES .....	14
<b>LUNCH AND BREAKFAST</b> .....	<b>15</b>
BREAKFAST/LUNCH .....	15
<b>STUDENT WORK AND COMMUNICATION OF PROGRESS</b> .....	<b>16</b>
OWOSSO PUBLIC SCHOOLS PHILOSOPHY .....	16
CITIZENSHIP REPORTS TO PARENTS .....	16
REPORT CARDS .....	16
HOMEWORK .....	17
STUDENT PLANNERS (GRADE 3-5) .....	17
PARENT/TEACHER CONFERENCES.....	17
<b>MISCELLANEOUS INFORMATION</b> .....	<b>17</b>
WALKERS/BIKERS.....	17
STUDENT PHOTOGRAPHS AND DIRECTORY INFORMATION .....	17
PARTIES/SPECIAL ACTIVITIES .....	18
AFTER SCHOOL ACTIVITIES .....	18

SCHOOL-SPONSORED CLUBS AND ACTIVITIES .....	18
NONSCHOOL-SPONSORED CLUBS AND ACTIVITIES .....	18
VISITORS/PETS.....	18
FIELD TRIPS .....	18
SCHOOL SUPPLIES .....	19
LOST AND FOUND .....	19

<b>STUDENT BEHAVIOR .....</b>	<b>20</b>
-------------------------------	-----------

STUDENT CONDUCT .....	20
SCHOOL DRESS .....	20
PROHIBITED ITEMS/SUBSTANCES.....	20
PERSONAL ELECTRONICS .....	20
TOBACCO FREE SCHOOLS.....	21
DRUG AND ALCOHOL FREE SCHOOLS.....	21
NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY.....	21
STUDENT CONDUCT WARRANTING DISCIPLINARY ACTION.....	21
GUIDELINES FOR RESPONSE.....	24

<b>APPENDIX .....</b>	<b>25</b>
-----------------------	-----------

NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY .....	25
SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISSABILITY .....	32
STUDENTS LIVING IN TRANSITIONAL HOUSING/LIMITED ENGLISH PROFICIENCY.....	38
FAMILY EDUCATION RIGHTS AND PRIVACY ACT.....	38
COMPUTER TECHNOLOGY AND NETWORKS - BOARD POLICY 7540.....	38
INTRUDER/EVACUATION DRILL PLAN.....	38
UNDERSTANDING CONCUSSION .....	40
BULLYING FORM .....	42
PERMISSION-FORMS CHECKLIST.....	43
VOLUNTEER SCREENING .....	44
PESTICIDE/HERBICIDE ADVISORY.....	46
HEALTH CARE PLAN .....	48
PERMISSION FORM FOR ADMINISTRATION OF MEDICATION.....	50
TECHNOLOGY USER AGREEMENT.....	52
PARENT-STUDENT-TEACHER COMPACT.....	54
CONFIRMATION OF HANDBOOK/CONCUSSION REVIEW.....	57



## WELCOME

Dear Parents,

Welcome to Owosso Public Schools! This is an exciting time and many positive educational changes are taking place. This Handbook was developed to answer commonly asked questions and provide specific information about certain policies and procedures. If you have additional questions, you are encouraged to contact the schools directly. Directory information is on the front of this Handbook. We urge you to keep it with your other reference materials, such as phone books, for easy access. Handbook information and Board Policies are also available on the school district web site [www.owosso.k12.mi.us](http://www.owosso.k12.mi.us). Changes will be communicated by district and/or building communication.

It is important to know that you and your children have received the information contained in this Handbook, as some important changes are reflected in it. Please sign and return to school the form *Confirmation of Handbook Review* located at the back of this Handbook by the first Friday of the school year to indicate you have received and reviewed it. This and other important signature documents are on colored paper at the back. If you have questions, comments, or concerns, please call your building principal or write them on the form and your principal will get back with you.

Have a great year  
*Elementary Principals*  
Owosso Public Schools

### MISSION STATEMENT

**The Owosso Public Schools will ensure rich educational opportunities for each student in an environment of mutual trust and respect.**

## VALUES AND BELIEF STATEMENT

### **District Value Statement: *We facilitate learning;***

- *embrace passion;*
- *expect greatness;*
- *collaborate;*
- *succeed.*

***We believe in a systemic approach to organizational development where all elements in our district interlock and support each other.*** Our practice will improve over time. Because we believe in human systems, our culture will respect and care for our students.

***We believe in high quality professional development.*** We recognize that every staff person in our district is a professional, and we allow time to interact with each other to improve. We gather information from staff regularly to adapt professional development to address immediate concerns and needs, as well as future plans and goals. We use the strengths of the professionals in our district to present professional development. We value interaction and meaningful group discussion as a way to influence our work. We believe in more than one option for staff members during professional development days to better fit the needs of individuals.

***We believe in vision.*** We value the importance of the student in the educational process. We became educators because we are people oriented. Our energy is focused on what is best for students. As a system, our focus needs to be centered on the student. We will develop and implement a community-wide shared focus and understanding of our mission.

***We believe in communication.*** Communication is an important part of any district. We believe in a consistent message about our district and our goals. We bring people together and reinforce the sense of community around the vision. We believe it is important to focus on what is happening, and just as important, why we are doing what we are doing. We believe it is important to inform students about the why, including why we are out of the classroom on professional development days. What students say to their parent impacts community perception. Parents and community members should always be included in two-way communication. The quality of engagement is seen as critical to stimulating real change.

***We believe in roles and structure.*** There are numerous roles that district employees, at all levels, assume. Just as important, there are responsibilities for each role. Utilizing a well-structured system, each person's duties and responsibilities can individually benefit the district.

***We believe in data-driven decision making.*** It is important to use data when planning, when making decisions, and when evaluating performance. Students are empowered through the use of data to develop personal plans for success that are supported at every level in the organization.

## CHARACTER COUNTS! STATEMENT

Owosso Public Schools believes in the importance of character education and as such has adopted district-wide the CHARACTER COUNTS! program. CC! is the most widely implemented approach to character education in our Nation. As a nonprofit, nonpartisan, and nonsectarian program, CC! teaches the definition and values of being an ethical person by making good choices through the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. CC! focuses on the rewards of character instead of punishments with a proven dramatic reduction in behavior problems, reduced truancy, and increased test scores.

# PARENT INVOLVEMENT

## VOLUNTEERS

The students and staff of Owosso Schools enjoy wonderful response from parent and community volunteers. Each year a volunteer interest sheet is sent home to indicate areas for which you would like to volunteer. If for some reason you do not receive a sheet, and you would like to volunteer, please call your elementary school. We honor our volunteers for giving valuable time and interest for the welfare of students. Volunteers are asked to sign in and out at the building office each time they volunteer and to honor school requirements regarding such things as confidentiality.

Purposes of the school volunteer program are:

- To increase the educational expertise of students
- To provide enrichment experiences
- To give more individual attention to students
- To promote greater parent and community involvement
- To provide opportunity for parents and community members to develop and maintain positive relationships with their schools
- To provide positive role models for children

Volunteers are screened for the protection of your children. ***The form must be completed every year. The Volunteer Screening Form and Guidelines for Volunteer Screening Process are both included at the back of this book.***

## PARENT/TEACHER ORGANIZATION (PTO)

It is hoped that all parents will become active participants in each building's PTO. Notices are sent home about meetings, programs, and activities. Goals of PTO are to foster communication between school and community and to assist in providing a quality program for students by sponsoring programs, events, and fund-raisers. PTO meetings also serve as part of the school improvement process with opportunities to learn and to offer feedback/suggestions. Building PTO officers also participate in the District PTO, for the alignment of policies, procedures, and activities across the district.

The Owosso School Board supports an effective partnership of school and home and invites parents to be meaningfully involved in all aspects of school. OPS supports a Parent Involvement Plan for the District that includes the **Parent-Student-Teacher Compact** and encourages communication about progress, needs, and assessment results through parent conferences, report cards, and progress reports, along with other means of communication. Parents may access the OPS website for curriculum, discipline, and attendance information.

The Board encourages parents to support their child's career in school by participating in school functions, organizations, and committees; supporting discipline and a safe, orderly environment; requiring their children to observe rules and regulations; supporting consequences for misbehavior in school; sending children to school with proper attention to health, cleanliness, and dress; maintaining an active interest in their child's work; reading communications from the school, and responding as appropriate; and communicating with the school by attending parent/teacher conferences, etc. In turn, staff members are encouraged to take an active role in Parent Organization meetings and activities. Parents may access Board Policy 2112 - PARENT INVOLVEMENT IN THE SCHOOL PROGRAM by visiting the OPS website: [www.owosso.k12.mi.us](http://www.owosso.k12.mi.us).

## PARENT INVOLVEMENT, RESPONSIBILITIES AND RIGHTS PARENT-STUDENT-TEACHER COMPACT

Education succeeds best when there is a strong partnership between home and school—a partnership that thrives on communication and includes students, parents, teachers, and administrators. Many times parents believe that to be involved in school they must volunteer or directly participate in school-related activities. While this is wonderful, our best parent involvement comes from the opportunities you offer your children as shown on the Compact. These are the things that fortify school success, and for them we thank each and every one of you! We urge parents and guardians to:

- Contact teachers with questions, comments, or concerns. If concerns remain, parents are encouraged to contact the principal.
- Encourage children to put a high priority on education and commit to making the most of the opportunities the school provides.
- Review the information in the *Handbook* (including the *Student Code of Conduct*) with their children and sign and return the attached forms, as appropriate.
- Become familiar with academic and enrichment activities, monitor progress, and contact teachers as needed.
- Become familiar with this district and building *Parent-Student-Teacher Compact* document sent home in this *Handbook*.
- Exercise the right to review teaching materials, textbooks, tests, etc.
- Review student records when needed.
- If an instructional activity conflicts with parents' religious or moral beliefs, parents may remove their child from the classroom for that period of time, and other instructional activities will be assigned that student.
- Title I buildings have guidelines, implemented in consultation with parents, that encourage participation in their child's education and in meetings which allow for two way communication and planning about the Title I program. Title I buildings are Emerson, Bryant and Central Schools.
- Parents have the right to know if teachers have met qualification and licensing criteria; their areas of expertise and certificates; the qualifications of other staff members who support their child's learning; information on the level of achievement on state assessments; and receive notice if a student is assigned a teacher who does not meet qualified status.

## ATTENDANCE

### ADMISSIONS AND ENROLLMENT

Parents and/or guardians of students enrolling in the district for the first time and/or moving from building to building furnish evidence regarding that birth certificate, place of residence, identity, immunizations and other health screenings. Parents are urged to contact the school or administration office as soon as possible after establishing residency. Applications from non-resident students will be taken in accordance with procedures published by the district annually. Each elementary school is assigned a particular attendance area of the district, but "school of choice" is available as space permits. Parents who intend to move from the district are asked to give advance notice, if at all possible. Records will be forwarded to the receiving school with a parental signature following payment of any fees/fines and/or school materials returned. A student who has been suspended/expelled by another public school in Michigan may temporarily be denied admission to OPS schools during that period of time, or pending a hearing with the Superintendent, if needed.

### SCHOOL DAY/HOURS

Elementary office hours are from 8:00 a.m. - 4:30 p.m. Classes begin at 8:45 a.m. and end at 3:40 p.m. Half day dismissal time is 12:00 noon. Crossing Guards, Safety Patrols, and Playground Monitors are on duty by 8:20 a.m., although this may vary by building. Please do not drop off or allow children to arrive at school earlier than monitors are on duty so proper supervision is in place. There is no after-school supervision on playgrounds. Students are expected to go home after school and may return to play only with parent knowledge and permission.

### TARDINESS/ABSENCES

Students are expected to be in classrooms, ready to learn when school begins. Students arriving after 8:45 must bring a note, or parents may call. Students arriving after 10:30 a.m., or who leave before 2:00 p.m. will be marked absent for one-half day. Parents must notify the office by note or phone call explaining the absence by the day of the student's return to school. Excessive absences may result in conditions for excused absences becoming more restrictive (doctor excuses, etc.), or loss of credit/possible retention. The principal may determine these changes in consultation with the county attendance/truancy officer. District delays and/or early dismissals change the times when students are considered tardy/absent.

- State of Michigan mandates school attendance on a regular basis.



- Excused absences are issued to students who are absent due to illness, death in the family, or for religious participation as defined by state law. A note or phone call to the office stating one of the above reasons will result in an excused absence.
- Unexcused absences or a tardy are issued to students who are absent/tardy for reasons not within the scope of state regulations governing school attendance (above). This includes family vacations.
- After five absences/tardiness the principal is notified. At ten, parents may be contacted for a meeting with the principal. At fifteen, a certified letter may be sent and the truancy officer contacted for assistance. This may occur earlier if truancy is suspected. After five consecutive days of absence, a doctor's excuse may be required.
- Truancies are issued to students who are absent without prior approval by parents. Chronic tardiness and/or absences may also be considered truancy.

#### EXTENDED ILLNESS ASSISTANCE/MAKE-UP WORK

Students who must be absent from school for medical reasons for more than five days have access to a home or hospital tutor. Contact the principal and provide a doctors statement (nature of the condition, probable duration, a request for instruction, and evidence of the student's ability to participate in this educational program) before a prolonged medical absence so tutoring may begin as soon as possible. If not planned, please let the office know as soon as possible so a home/hospital tutor may be arranged.

Teachers provide make-up work for all absences except truancy. The length of time for completing this work shall be approximately equivalent to twice the period of absence unless it is necessary, because of school year schedules, etc., to make a change. Make up work should be requested by 9:30 and may be picked up in the office after school.

#### ATTENDANCE POLICY/ILLNESS

- |   |                              |
|---|------------------------------|
| • Fever (at a normal temperature for 24 hours before returning to school) | • Ear, eye or skin discharge |
| • Severe coughing   | • Diarrhea                   |
| • Sore throat   | • Unknown rash               |
| • Chills  | • Upset stomach              |
| • Swollen glands  | • Uncontrollable itching     |

If your child is absent, please contact the school office before 9:30 a.m. the morning of the absence. Voice mail is available for after-hour calls. This policy is for the safety of your children, and your cooperation will be greatly appreciated. Per Board Policy, if students are absent, we must receive a phone call or a dated, signed note from parents or guardians on the first day back stating the reason for the absence.

#### APPOINTMENTS/EARLY DISMISSAL

We encourage you to schedule your child's appointments before or after school hours. If this is not possible, and you must pick up your child, we ask that you first come to the office. If someone other than the parent or guardian (or someone not listed on the child's Emergency Card) must pick up a child, we must have parental permission before the child may be released. While this may be inconvenient, it helps assure that an unauthorized person does not remove the child from school. Students who are gone more than half the morning or afternoon will be marked absent for that half-day.

Permission for early dismissal will not be granted without parental request. Telephone requests can be honored only if the caller can be reasonably identified as the parent or guardian. Students must be signed out at the school office.

#### VACATIONS

The school calendar sent home each year will help in planning vacations. We approve vacations upon parents' request. If a vacation during the school year is necessary, please notify the teacher prior to the anticipated time. Please remember that there will be make-up work when the student returns and teachers may assign logs, reports, etc. Unexcused absences are issued to students who are absent due to recreational, business, or family activities.

## HEALTH AND SAFETY

*Note: The Michigan Health Model curriculum for each grade level has been developed by the state to teach students about health and safety issues. This curriculum is available for review by contacting your child's school office and/or the Curriculum Director.*

### 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 Principal.

### EMERGENCY/INFORMATION CARDS/ACCIDENTS-ILLNESS

It is imperative, and follows state law, that each child has a **current** Emergency Card on file. A student may be excluded from school until this requirement has been fulfilled. The purpose of this card is to give direction to school staff in case of emergency, illness, accident or early dismissal. In the event of a serious illness or accident at school we will attempt to notify you immediately by telephone. In the event we are unable to reach you, subsequent calls will be made based on information you have supplied on the Emergency Card. Please indicate persons to contact who are local and generally available during school hours. If we are unable to contact anyone listed, the police or 911 may be contacted. All injuries must be reported to a teacher or the office. No student will be released from school without parental permission.

It is critical that you also list persons NOT allowed to pick up a child, and that your children know what to do in case of emergency dismissal, etc. Calling from school is generally not an option. **It is extremely important you notify the office in the event of a change of address, home or work phone number, or other pertinent information. In case of emergency dismissal, for instance, it is the information written on the card that will be followed.**

### SPECIAL HEALTH PROBLEMS

Please make the principal and teachers aware **annually** of any special health problems which your child may have. We will be happy to cooperate with you in arriving at the best methods of assisting these students. If problems occur during the school year, the office and teacher should also be notified. There is a *Health Care Plan* form at the end of this *Handbook*.

### IMMUNIZATIONS

Kindergartners and all students new to the district must follow state law regarding the following immunizations:

- **DPT (Diphtheria, Pertussis, Tetanus)** - Four doses required, one dose after age 4.
- **Polio** - Four doses required.
- **MMR (Measles, Mumps, Rubella)** - Two doses required after 12 months of age.
- **Hepatitis B series** -Three doses required.
- **Varicella (Chickenpox)** - One dose required after 12 months of age.

### ADMINISTERING MEDICATION TO STUDENTS

Schools are subject to state law for the dispensing of medications. All Owosso Public Schools follow the procedures listed below: (Note: Board Policy 5330 regarding medication may be found on the district website at [www.owosso.k12.mi.us](http://www.owosso.k12.mi.us) .

- 1) The school will keep medication in a safe place and administer medication to students. Refrigeration is available for medication that must be kept cold.
- 2) The parent/guardian must provide the school with **written permission by filling out an official *Permission Form for Administration of Medication form***. (A copy of this form is at the back of this Handbook.) Whether the medication is by prescription or over-the-counter, school personnel may only administer it with this signed form on file.
- 3) By law, a student is not to be in possession of any medication without specific written permission. IF it is deemed by both parent and physician that a child must carry his/her own medication for emergency purposes/not convenience (and if having it available in the office is not sufficient for your child's safety), AND if your child is deemed responsible enough to use the medication only for whom and as prescribed, students may carry emergency medication (i.e., epi-pens/inhalers). The ***Permission Form for Self-Administration of Medication*** must be signed by both parent and physician. A copy of this form is available through school offices. (Note: The student must report to the office after taking the medication.)
- 4) Written instructions on any forms must include the student's name, name of medication, name of the prescribing physician, dosage, and when to administer the medication. (This information may already be on the container.)
- 5) Medication must be in its **original container**. (This applies to prescription and non-prescription medication).
- 6) Medication will be administered by one adult in the presence of a second adult (unless in a life-threatening emergency). The office will keep a log of medication administered to students.
- 7) **Students may not transport medications. Medication left at school will not be sent home with the student.** Parents must pick up any remaining medication at the end of the school year. Medication left at school may be discarded and not carried over into the next school year.

**MEDICATIONS WILL NOT BE DISPENSED FROM THE OFFICE WITHOUT THE OFFICIAL FORMS ON FILE IN THE BUILDING OFFICE.**

**NOTE: NEW FORMS MUST BE COMPLETED EACH SCHOOL YEAR.**

### MISCELLANEOUS HEALTH PROBLEMS

NOTIFY THE SCHOOL if any of the following conditions occur.

**HEAD LICE:** Head lice can be a nuisance but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice. Head lice are an infestation of hair with lice and nits (eggs). Others may get head lice from direct contact with others' hair and clothing. Proper laundering, home cleaning, and special treatments are absolutely necessary to eliminate the problem. Students may return to school when treatment has been completed and there are no nits left in the student's hair. Elementary students must be accompanied by an adult on the first day back to school after being diagnosed with head lice. The child will be checked upon return to determine whether all lice and nits have been eliminated. In general, students are expected back to school after one full day.

**SCABIES:** Caused by a mite that burrows under the skin. Scratching spreads the condition. Direct contact with skin and clothing exposes others. Medication and special laundering of clothing and bedding are required. Students may return to school after the first treatment.

**RINGWORM:** This is an infectious fungus condition of the skin. It appears as a flat ring-shaped lesion. It is contagious to others by direct contact of skin or clothing. Prescription medication is available for treatment. Good hygiene and thorough laundering of clothing is necessary. Students may return to school following treatment and the lesion(s) have begun to heal or can be covered.

**IMPETIGO:** This is a contagious infection of the skin indicated by a crusty lesion or lesions containing pus. Oral and topical medications, as prescribed by a physician, may be used. Students may return to school when they are no longer infectious, as determined by the child's physician. A physician's note may be required.

**A child should not return to school until these conditions have been properly treated. In some instances a doctor's excuse may be required.**

#### CONTROL OF NON CASUAL-CONTACT COMMUNICABLE DISEASES

In the case of non-casual-contact, communicable-diseases, the school has the obligation to protect the safety of the staff and students. In these cases, the person in question will have his/her status reviewed by resource people, including the Shiawassee County Health Department, to ensure that the rights of the person affected and those in contact with that person are respected. The school will seek to keep students and staff persons in school unless there is definitive evidence to warrant exclusion.

Non-casual-contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS Related Complex (condition), HIV (Human-immunodeficiency), HAV, HBC, NCV (Hepatitis A, B, C); and other diseases that may be specified by the State Board of Health. As required by federal law, parents will be requested to have their child's blood checked for HIV, HBV, and other blood-borne pathogens when the child has bled at school and students or staff members have been exposed to the blood. Any testing is subject to laws protecting confidentiality.

#### ASBESTOS

An extensive asbestos survey has been conducted by Trust Thermal Systems, Eagle, Michigan. The Health Department has approved the management/response plans. There is a notebook in each school office stating where asbestos exists and the management/response plans for the building. In all cases, the asbestos has been encased and is not dangerous. Parents wishing to look at the documentation may check with office personnel.

#### PREPAREDNESS FOR TOXIC AND ASBESTOS HAZARDS

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

#### STUDENT INSURANCE

Information about inexpensive student insurance is sent home each fall and may be available throughout the year. Please consider its purchase as appropriate. Your child may be required to have insurance to participate in certain activities.

#### STUDENT SAFETY AND SCHOOL SAFETY ZONE INFORMATION

Michigan law establishes a Student Safety Zone that extends 1000 feet from the boundary of any school property in relation to weapons, drugs, and tobacco. Individuals are prohibited from engaging in these activities at any time on District property, within the Student Safety Zone, or at any District-related event. Registered sex offenders must obey legislation regarding being on/near school property.

#### DRILL PROCEDURES (FIRE, TORNADO, INTRUDER, EVACUATION, LOCK-DOWN)

Student safety is a responsibility of all staff. Staff members are familiar with emergency procedures. If a student is aware of any dangerous situation, he/she must notify any staff person immediately.

Students are instructed in the quickest and safest way to leave the building in case of fire or other emergencies. Tornado and fire drills are practiced. During a tornado warning, students are taken to the safest place in each building. They are not sent home. Parents may pick up only their own children in such an emergency.

Intruder and evacuation drills are practiced on a regular basis. It is extremely important that emergency cards are up to date.

### SCHOOL CLOSINGS, DELAYS AND EARLY RELEASES

Please listen to TV/radio stations for this information. In delays, staff arrives later, as well, so please do not send students early. Owosso Schools' Weather Line is 725-1227. If you have questions about schools being open, that is the fastest way to check. Parents have the final responsibility for their children attending school in poor weather. Teachers work with students to make up work missed on these days. Attendance policies regarding arrival times, tardiness, etc., are adjusted on these days based on the number of hours delayed or released.

### LOCKERS/DESKS

Lockers and desks are school property, and may be inspected/searched for reasons including health and safety. During this search school authorities may seize illegal or unauthorized materials discovered. Students are expected to assume full responsibility for the contents of their lockers and personal effects. A student's personal effects (purse, backpack, etc.) may also be searched if a school official has reasonable suspicion that the student is in possession of illegal or unauthorized materials, including the possession of articles belonging to others. Periodic general locker inspections may be conducted without notice. Under certain circumstances students may also be searched with an adult witness present. The extent of the search will be governed by the seriousness of the alleged infraction, the student's age, and the student's disciplinary history.

### INTERVIEWING OF STUDENTS

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal or designee will verify and record the identity of the officer or other authority and ask for an explanation, as appropriate, of the need to question or interview the student. It is the responsibility of the interviewing agency to follow up with parents.

## **TRANSPORTATION**

### BUS TRANSPORTATION

Bus privileges are available to eligible students to and from school and for various activities. To ensure a safe and enjoyable ride, the following expectations must be understood and followed. Thank you for reviewing these with your child. We appreciate the cooperation of all parents and students.

- Students must follow bus drivers' directions.
- For your children's safety, parents (or another responsible adult) of Kindergarten students must be visible to the driver at the time of drop-off, or the student will be transported back to their school.
- Students who create disturbances will be issued a student discipline report and could be denied bus privileges. Parents will be notified.
- Students are to use classroom conduct—no profane/vulgar language/actions, for instance.
- Students are to stay seated and keep hands, heads, arms, and property inside the bus and to themselves at all times.
- Bus vandalism will be charged to the student/parent and may result in police reports.
- Non-bus students will be permitted to ride the bus in pre-arranged or emergency situations. Pre-arranged changes must have a dated note from parents and phone contact with the director of transportation. If a child is to ride the bus home to another child's house, there must be a note from BOTH sets of parents. The principal/designee must also sign the note(s). The note should be given to the bus driver. (Transportation: 725-7665)
- Parents should contact the transportation department, if pick-up is not necessary on country routes.
- Students must cross only at corners with crossing guards or patrols at city school stops. Rural students are to cross **ONLY** in front of the bus.
- If a student misses the bus at the end of the day, he/she must go to the office and contact parents.
- Video and audio surveillance equipment may be used on or around school transportation vehicles to support safe and orderly transportation.

### PICKING UP CHILDREN

If you pick up your children at the close of the day, please remember that students **MUST NOT** cross a street unless it is at a corner with Safety Patrols or Crossing Guards. When children cross the street at places other than at a corner, they place themselves in serious jeopardy. **Parents picking up students at the end of the day should establish a meeting place outside the building.** Many people in the building during transition times may create dangerous conditions.

## **CLASSES, RECESS AND RESTROOM USE**

### GENERAL AND SPECIAL AREA/ENCORE CLASSES

**General Classroom:** Students are assigned to a classroom/teacher/program by the principal. Any questions or concerns about this placement should be discussed with the principal.

**Physical Education:** Children participate in P.E. classes unless a physical condition dictates otherwise. A doctor's excuse is required for prolonged absences from participation. For safety all students must wear gym shoes. Girls must wear shorts under skirts and dresses.

**Library/Media Center:** Students are given ready access to the materials located there, and most materials are available for check out. Parents are requested to assist children with returning these items by the due date. Students may be fined and/or charged for late, lost, or damaged items.

**Computer Availability:** Computer lab time is scheduled at least once each week. All Internet users shall abide by the District Acceptable Use Policy, pertaining laws, and posted rules. **Failure to do may result in immediate suspension of computer access and/or more severe disciplinary action. The Computer and Network Access Policy and Permission forms are in the Handbook.**

To obtain access to the District's data network, all staff and students (or parent, if the student is under 18 years of age) must read the **Owosso Public School Board Policy 7540 – Computer Technology and Networks** (found on page 35) and sign the *Technology User Agreement Form*. In addition to providing these forms at the back of the Handbook they are available year-round as needed). This document has been created to provide a consistent District standard and ensure that students understand the expectations outlined *in the policy*. Any student who does not sign and return the *Technology User Agreement Form* will not be able to participate in electronic programs.

**Fine Arts:** Students learn to appreciate and participate in the visual and dramatic arts. Classes are scheduled once per week for students in grades K-5.

**World Studies:** Elementary students receive weekly instruction in a foreign language and culture.

**Music/Band:** Both vocal and instrumental music classes are offered. All students participate in vocal music once a week. Fifth graders may choose to participate in band, offered two times per week, October through May.

### RECESS

Students have opportunities to play outside following lunch and at other times of the day. Students go outside to play unless weather conditions prohibit, generally rain or if below zero wind-chill. Therefore, we encourage students to dress appropriately for the weather. Students are expected to follow the rules and directions of the playground monitors and teachers who take students outside. Permission to remain inside for prolonged periods is granted for reasons of illness or recovery with a doctor's note.

### RESTROOM OPPORTUNITIES

Students have several opportunities to use the restrooms each day. If your child has a need for more frequent use, please send a note to school. This will avoid unnecessary anxiety and embarrassment.

## LUNCH AND BREAKFAST

### BREAKFAST/LUNCH

A hot lunch program is provided for all students who wish to participate. The lunch period is thirty minutes for lunch and a short recess. Menus are sent home the beginning of each year. Current pricing: full breakfast is \$1.35, lunch is \$1.75, and milk purchased separately is \$.40.

The Owosso Public Schools participate in the National School Lunch and Breakfast Program, which provides qualifying students with a **free or reduced priced breakfast and lunch** daily. Applications are sent home each fall, or may be picked up at school offices during the year. **We encourage parents to take advantage of this service.** Whether students participate in the lunch program or not, schools may be eligible for other programs based on an accurate count of students eligible for the program. Confidentiality is maintained for students and their families. **If students had free/reduced lunches/breakfasts the previous year, they are eligible for those services through the month of September, or until the applications have been received and reviewed.**

APPLICATIONS MUST BE SUBMITTED EACH YEAR.

Our food service program is designed to work most effectively on a **pre-payment system**. Each student has an account into which parents deposit money. When students eat, that account is deducted. This speeds up the serving time and allows more time for students to eat. We accept daily payment, but **we highly encourage parents to use pre-payment.**

- Place money into an envelope with your child's name, teacher's name, and the amount.
- If you would like the money applied to more than one student account, please indicate that on the envelope, as well.
- Checks should be made payable to Owosso Food Service.

**Owosso Elementary Charge Policy:** The charge limit for elementary students is a maximum amount equivalent to three school lunches. Students will not be able to charge after they have reached this point. Students who reach this point will receive a peanut butter and jelly sandwich, milk, and food bar items. If students' accounts are in the negative from the previous year, they will not be allowed to charge at all until that balance is paid in full. Questions or payment arrangements can be made through the Food Service Office, 729-5511. If parents do not want their children to be able to charge at all, please send a note through your child's school office or call Food Services.

Bills are sent home every two weeks, if there is a low or negative balance. In addition to sending letters to parents, some buildings stamp children's hands to help remind them to tell their parents they are getting low on their account balances. Parents are able to check lunch balances on the Internet, at [www.owosso.k12.mi.us](http://www.owosso.k12.mi.us).

When students bring a **cold lunch**, they may bring a healthy beverage from home or may purchase milk at school on a daily basis (40 cents). Carbonated beverages are discouraged.

Students are expected to follow the rules of safety and courtesy while in the lunchroom and during lunch recess. Parents are welcome to bring or eat lunch with their child(ren). However, the unkind practice of bringing lunch for some students while excluding others cannot be allowed. Students are also not allowed to share lunches unless it is a treat brought for that purpose and does not exclude children. Parents who purchase or send lunches have the right to assume that it is their child(ren) who are eating it, or they should bring it home.

# STUDENT WORK AND COMMUNICATION OF PROGRESS

## OWOSSO PUBLIC SCHOOLS PHILOSOPHY

Grading communicates and certifies student learning of content standards and benchmarks, based on a variety of assessment techniques to students, parents, teachers, and the community. Assessment and evaluation of student work by teachers is a critical form of communication and provides an opportunity to communicate to students and parents with specific, meaningful feedback in as positive and constructive a manner as possible. It is also intended to provide the student with a clear understanding of areas mastered or in need of practice, and encouragement and motivation for undertaking new learning challenges. Student performance is evaluated using a variety of techniques and evaluation is based on individual student achievement of content standards and benchmarks.

The grading and reporting practices of the Owosso Public Schools are to be fair, equitable, and useful to students, parents, and teachers. The teachers' goal is to collect samples of student work in as many different forms as possible in order to evaluate each student's performance over time and report such observations through progress reports and other communications to parents.

## CITIZENSHIP REPORTS TO PARENTS

**THE SCALE BELOW INDICATES CITIZENSHIP AS PERCEIVED BY THE TEACHER AND IS REPORTED TO PARENTS ON REPORT CARDS EACH MARKING PERIOD.**

<b>OUTSTANDING</b>	Demonstrates integrity; positive role model; develops group relationships; always prepared; exhibits respect for diversity and individual rights; demonstrates leadership
<b>SATISFACTORY</b>	Accepts responsibility; attentive; self-directed; positive attitude; consistently prepared; uses time effectively; cooperative; honest; dependable; has a sense of the common good, justice, and equality
<b>Needs Improvement</b>	Often unprepared; may lack motivation to consistently perform in a positive manner; poor time management and acceptance of responsibility for learning and behavior; sometimes late and poorly prepared
<b>Unsatisfactory</b>	Rude; disruptive; self-involved; talkative; loud; negative; profane; uncooperative; poorly prepared; disinterested; consistently requires teacher intervention
<b>___ See Instructor</b>	A conference is desired. Please call the school to make an appointment with the teacher.

## REPORT CARDS

Report cards are issued four times each year. Parents are asked to review the contents of these reports carefully with their child. We recommend that you stress accomplishments and encourage additional effort where need is shown. If you have questions, please contact the teacher. Progress Reports may be sent home between marking periods. Parents may request more frequent reports. We encourage parents to maintain close contact with teachers.

### **Grading Scale (in percentages):**

A	95-100	B-	80-82	D+	67-69
A-	90-94	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	E	59



## HOMEWORK

It is recognized that the length and complexity of homework assignments may increase with the grade level and vary with individual differences. Although different amounts and kinds of homework are given at different grade levels, the general purposes include the following:

- To provide students with reinforcement and supplemental learning opportunities that cannot be scheduled during the regular instructional day
- To help maintain high academic standards
- To encourage students to become independent learners and good time managers
- To provide opportunities for parent/school partnerships in support of education

## STUDENT PLANNERS (GRADE 3-5)

Student planners and/or weekly work folders are used for all elementary grades. Planners are provided as an opportunity to increase communication between school and home. We encourage parents to check planners regularly for assignments and notes. Parents may use the planners to communicate with teachers, as well, by using it to correspond with the teacher regarding assignments, concerns, questions, etc.

## PARENT/TEACHER CONFERENCES

Individual parent/teacher conferences are held two times each year. Parents are encouraged to contact the teacher at any time, however, for questions, comments, or concerns at any time during the year.

# MISCELLANEOUS INFORMATION

## WALKERS/BIKERS

Students walking, skating, biking, using scooters, etc. to or from school should follow sidewalks and cross **ONLY** with crossing guards or safety patrols. **Bicycles must be licensed and locked.** Helmets are encouraged. The school is not responsible for theft or damage of bikes, scooters, skates, etc. Please check regarding specific building policies if you wish your child to use these modes of transportation going to and from school. In general skateboards, heelies/wheelies, and rollerblades are not allowed on school property and only students in grade three and above may ride bicycles to and from school. We encourage parents to remind walkers and bikers often about traffic and personal safety rules.

IT IS DISTRICT POLICY THAT STUDENTS GO HOME IN THEIR NORMAL MANNER UNLESS THERE IS A **NOTE OR PHONE CALL** STATING OTHERWISE.

## STUDENT PHOTOGRAPHS AND DIRECTORY INFORMATION

Photographers may be contracted to take student photos and make them available to parents. No student shall be required to have his photo taken and/or added to yearbooks. Photographs/videos of students in classrooms and extracurricular settings are sometimes taken by representatives of area media, school staff, parents, and students. These may be used in media news reports, district newsletters and brochures, school yearbooks, and school newspapers. In addition, information considered *directory information* for past and current students may be disclosed by the school. This may include name, address, phone number, date/place of birth, participation in officially recognized activities/sports, dates of attendance, degrees/awards received and other similar personally identifiable information.

If parents do not wish personally identifiable information, photos or videos made part of publicity, usually in the Owosso Public Schools' yearbooks and school and/or area newspaper publications, please send a letter of notification to the principal designating the specific categories of directory information you do not want released with respect to your child. In accordance with law, a parent of a student currently in attendance in the Owosso Public Schools has 10 days from the date of this notice each fall to notify the school district in writing. **There is a place on the back of the enrollment form to check, or parents may write a letter requesting their child's name or photograph not to be published.**

### PARTIES/SPECIAL ACTIVITIES

Party policies vary by building and grade level. However, parties are considered and developed as an educational experience for the children, involving them in planning, preparing, implementing, and cleaning up. Please do not bring younger siblings to class parties. **If religious beliefs do not allow your child to participate, please contact the teacher or principal.**

To eliminate hurt feelings, invitations to home parties are not to be given out at school unless all children in the classroom, or all boys or girls in that classroom, receive them. If this is not the case, we encourage you to mail individual invitations.

### AFTER SCHOOL ACTIVITIES

During the school year we offer after school activities. The staff member in charge sets specific times for these functions to begin and end. Parents are responsible for transportation home immediately following these activities.

### SCHOOL-SPONSORED CLUBS AND ACTIVITIES

Each elementary school provides students the opportunity to broaden their learning through a variety of curricular-related activities that support regular classroom instruction. Extra-curricular activities do not necessarily reflect the school curriculum, but are made available to students to allow them to pursue additional worthwhile activities such as recreational sports, drama, performing arts and the like. All students are permitted to participate in the activities of their choosing, as long as they meet the eligibility requirements.

### NON-SCHOOL-SPONSORED CLUBS AND ACTIVITIES

Non-school-sponsored student groups organized for religious, political, or philosophical reasons may meet during non-instructional hours. The application for permission can be obtained from the principal. The applicant must verify that the activity is being initiated by students, that attendance is voluntary, that no school staff person is actively involved in the event, that the event will not interfere with school activities, and that non-school persons do not play a regular role in the event. All school rules will still apply regarding behavior and equal opportunity to participate. Non-district sponsored organization may not use the name of the school or school mascot. Supervision by a responsible adult is required for all activities held in Owosso Public Schools facilities.

### VISITORS/PETS

Parents are partners in the educational development of their children and are welcome to visit classrooms. Please make arrangements ahead of time, if at all possible. We do require that siblings not accompany parents, and require parents to check in at the office. Student visitors during instructional time are not encouraged and permitted only under special arrangements through the principal. Parents may bring pets for a brief visit if the pet is used to children and not aggressive. Arrangements are made through the classroom teacher.

### 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.

#### SCHOOL SUPPLIES

Many times students prefer to have their own pencils, crayons, scissors, etc. However, all necessary materials are supplied by the school district. Students are responsible for all books and materials assigned to them. Fines may be charged for lost or misused books and materials.

#### LOST AND FOUND

Parents are encouraged to mark articles of clothing. This allows us to return many of the items in our Lost and Found each year. Parents and students are encouraged to check, as well. Unclaimed articles are periodically given to charitable organizations.

# STUDENT BEHAVIOR

## STUDENT CONDUCT

It is necessary for children to develop self-discipline, and while staff will work with parents and students toward this goal, we ask that parents discuss with their children the importance of good behavior and a good attitude at school. Children must develop social skills that allow them to respect the rights of others, get along with their peers, understand the purpose of rules, and work with adults in a cooperative manner. The ultimate aim is to help children develop the ability to control their own behavior through responsible decision-making. We cannot tolerate dangerous or disrespectful behavior, bullying, obscene language, or destruction of school property. On occasion, students may be required to stay after school for extra help or for discipline reasons. Parents will be informed if their child is required to do so. Students not attending discipline detentions before or after school will be subject to alternative disciplinary measures up to and including suspension from school. The list and chart that follow offer valuable information about violations of safety and/or courtesy. A range of possible consequences is also noted. Special cases may include involving outside agencies or seeking restitution of damages. In all cases it is our goal is to have students participate as fully as possible in the process. Additionally, each building has unique rules, policies, and procedures based on various circumstances.

Behavior interventions in classrooms are focused on positive behavior through responsible decision making. The district uses *Love and Logic*, *Character Counts!*, *Second Step*, a backpack program for parent connections, student recognition, and other events, programs, and resources to provide positive behavior support.

When children are not willing to follow standards or obey the rules of school and society, consequences result. We ask that parents discuss with their children the importance of good behavior and a good attitude.

## SCHOOL DRESS

While fashion changes, the reasons for being in school do not. Any fashion and/or accessory, hair, etc., that disturbs the educational learning environment, as determined by the principal, will not be allowed. We take pride in the appearance of our students. Proper dress reflects the quality of our schools and impacts student conduct and schoolwork. Children should be dressed appropriately for school and weather. Clothing should be clean and may not be too tight, revealing, or baggy. (Specifically, stomachs, backs, and shoulder tops should be covered. A general rule for shorts and skirts is fingertip length, particularly in the upper grades.) Clothing revealing body piercing (other than ears), unnaturally colored hair that is distracting to the educational process, clothing that promotes drugs, alcohol, tobacco, or is offensive/degrading is also prohibited. Parents may be contacted and students asked to change. Some clothing may create safety issues. This includes *flip-flops* and other flimsy footwear with no support or protection for children's feet. Sturdy shoes are a must in buildings and on playgrounds.

## PROHIBITED ITEMS/SUBSTANCES

Students may not bring item(s) to school intended to be, or may be considered to be, a weapon or dangerous in any way. The Michigan legislation has made **EXPULSION MANDATORY** if students are in possession of certain items. Among these are knives, guns, and explosive devices. Students may also not bring aerosol or pump spray containers, pagers, lighters, matches, bats or hard balls.

## PERSONAL ELECTRONICS

It is strongly recommended students not bring cameras, cell phones, radios, tape/CD players, extra money, or valuables since they may be broken, lost, or stolen. OPS is not responsible for lost or stolen items. If there are occasions when these are appropriate for a school activity, parents will be notified. If a parent/guardian feels it is necessary for a student to bring a cell phone or any other wireless electronic communication device to school, they must be turned off from 8:40-3:40 p.m. Parents may be asked to pick up these items from school if they are at school. Students, not the school, will be responsible for the care of personal property.

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

**Drug and Alcohol 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.

#### Nondiscrimination and Equal Employment Opportunity

The Owosso Public School District does not discriminate on the basis of race, color, national origin, sex (including sexual orientation and transgender 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: Jeff Phillips, Principal, Owosso High School, 765 E. North St., Owosso, MI 48867, (989) 723-8231, [phillips@owosso.k12.mi.us](mailto:phillips@owosso.k12.mi.us) or Title IX Coordinator Catheryn Dwyer, Assistant Principal, Owosso Middle School, 219 N. Water St., Owosso, MI 48867 (989) 723-3460, [dwyerc@owosso.k12.mi.us](mailto:dwyerc@owosso.k12.mi.us). The Section 504 Coordinator is Bridgit Spielman, Principal, Central Elementary School, 800 W. Oliver St., Owosso, MI 48867 (989) 723-5786, [spielman@owosso.k12.mi.us](mailto:spielman@owosso.k12.mi.us)

#### STUDENT CONDUCT WARRANTING DISCIPLINARY ACTION

The following information is part of Board Policy on Student Rights and Student Conduct. These actions will warrant disciplinary action and potential legal action if they occur on the way to or from school, during the school day, or at school sponsored activities.

**Definitions:** *SUSPENSION* is the temporary removal, up to ten days, of a student from school or class for violation of the rules. This does not result in automatic loss of credit. *EXPULSION* is the permanent removal of a student from school for gross misbehavior, legal issues, or persistent violation of the rules. Expulsion automatically results in loss of academic credit. The Board hears appeals when appropriate.

**Alcohol, Tobacco, and other Drugs** – No student may possess, manufacture, distribute, or use tobacco, alcohol, or unauthorized medication, as defined by law on school property or at school events. Look-alikes are also prohibited. **Permission Forms for Medication are available.**

**Appearance** – Dress, hairstyles, clothing, etc., must be in good taste—not dangerous or disruptive to the educational process.

**Arson** – The intentional setting of fire, or the attempt to set fire.

**Bomb Threats** – Issued verbally or in writing. Current legislation results in expulsion.

**Bullying/Threatening/Intimidating** – Verbally/physically threatening the well-being/safety of others. (This may include electronically transmitted acts.)

**Burglary/Larceny/Robbery** – Stealing of school or personal property or attempting to do so through threats.

**Cheating/Plagiarism** – Copying the work of another and representing it as one’s own.

**Closed Campus** – Leaving the school premises without authorization during school hours.

**Disrespect** – Verbal or written abuse of school staff or students.

**Explosives/Pyrotechnics** – Possessing, using, or transferring explosives, including, but not limited to, snappers, sparklers, smoke bombs, or fire crackers.

**Fighting** – Hostile bodily contact.

**False Alarms** – Issuing, by words or action, a false or misleading report of fire or other crisis.

**Firearms/Weapons** – Possessing, using, or threatening to use any weapon or instrument capable of inflicting injury and/or as defined by law. All Owosso Schools adhere to the Weapons Free School Zone commitment.

**Forgery** – Fraudulently using in writing the name of another or falsifying information.

**Gambling** – Any game of chance which involves the exchange of money or property.

**Gross Misbehavior** – Deliberate or willful conduct detrimental to the normal functioning of a program or activity

**Harassment/Abuse** – 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.

**Inciting Others to Violence or Disobedience** – Encouraging others by word, action, or deed to disrupt the educational process.

**Indecency** – Acts against commonly recognized standards of good taste as interpreted by administrators and teachers. (This may include public displays of affection.)

**Insubordination** – The failure to respond or carry out a reasonable request by a staff member.

**Loitering/Trespassing** – Being in the building, a part of the building, or on school grounds without permission before, during, or after school hours or school year. Suspended/expelled students are not allowed on school property or to attend school functions during the term of suspension.

**Obscenity/Profanity** – Using obscenity or profanity in verbal, written form, or pictures.

**Persistent Disobedience** – Repeated misbehavior/noncompliance with the rules and regulations of the school.

**Smoking** – Smoking or possession of tobacco products.

**Truancy** – Unauthorized absence from school. Chronic tardiness and/or absences may be considered truancy. State law requires daily attendance.

**Vandalism/Malicious Mischief** – Willful destruction or defacing of school property or the property of others. Students are required to make restitution for costs and/or damages they cause and are subject to disciplinary consequences in accordance with the Student Code of Conduct and/or applicable law. Parents are responsible for payment/replacement of equipment, materials, etc. that their child(ren) damages, destroys.

**Verbal Assault** – Any willful verbal threat intended to place another in fear of immediate painful, injurious physical contact, coupled with the apparent ability to execute the act.

**NOTE:** Students may be suspended and/or expelled for any of the following:

- Willful violation and/or persistent disobedience of any published Board regulation
- Willful misconduct which substantially disrupts the operation of school/class
- Willful misconduct which substantially impinges upon or invades the rights of others
- Disobedience of an order by a teacher, police officer, security officer, or other school authority which results in interference with the operation of school or invasion of the rights of others.
- Short-term suspensions may be imposed immediately without hearing if danger or severe disruption occurs.

**NOTE:** Beyond those areas covered by law, each elementary school may have unique rules, policies, and procedures based on different circumstances. If you are in doubt about something specific, please contact your child's school.

**NOTE: Corporal Punishment** – The board does not condone the use of force, fear, hitting, or other forms of corporal punishment as appropriate student discipline. No employee shall inflict physical pain upon a student. Reasonable force may be used to maintain order and control. For instance, it may be necessary to restrain or remove a student whose behavior interferes with providing a safe environment conducive to learning.

**Abuse/Neglect: Public School Employees are required by law to report all suspected cases of child abuse/neglect to the Department of Human Services (formerly, Family Independence Agency/Protective Services).**

## GUIDELINES FOR RESPONSE

Note: The areas below are enforced for classrooms, special class areas such as the gym and media center, buses, and on school grounds before, during, and after school. They also apply to all after-school activities. If applicable, actions may be taken regarding student behavior on the way to school and on the way home from school.

	Time Out/Extra Time	Misc. Disciplines	Confiscate Item	Notify Parent/Guardian	Notify Police/Authorities	Initial Responsibility	Suspension**	Expulsion
1. Alcohol/Drugs/Tobacco			A	A	A	O	A	X
2. Arson			A	A	A	O	A	X
3. Possession of matches/lighters, etc.	X	X	A	A	X	S/O	X	
4. Bomb Threats			A	A	A	O	A	X/A
5. Bullying (threatening/intimidating behavior)	X	X	X	A	X	S/O	X	X
6. Burglary/Theft	X	X	A	A	X	O	X	X
7. Cheating/Plagiarism	X	X	A	A		S/O	X	
8. Closed Campus	X	X		A	X	S/O	X	
9. Disrespect of Staff/Others	X	X		X		S/O	X	
10. Dress/Appearance	X	X		X		S	X	
11. Explosives			A	A	X	O	X	X/A
12. Extortion/Blackmail/ Coercion	X	X	X	A	X	S/O	X	
13. False Alarms	X	X		A	X	S/O	X	X
14. Fighting/Physical Attack on Student(s)	X	X	X	A	X	S/O	X	X
15. Firearms/Weapons	X	X	A	A	A	O	A	X/A
16. Forgery	X	X	X	A		S	X	
17. Gambling	X	X	A	A		S	X	
18. Gross Misbehavior	X	X	X	A	X	S/O	X	
19. Harassment/Abuse	X	X		A	X	S/O	X	
20. Inciting Others to Violence or Disobedience	X	X		A	X	S/O	X	X
21. Indecency	X	X	X	A	X	S/O	X	X
22. Insubordination	X	X		X		S/O	X	
23. Loitering/Trespassing	X	X		X	X	O		
24. Obscenity/Profanity	X	X		X		S/O	X	
25. Persistent Disobedience	X	X		A		O	X	
26. Physical Attack on Staff			A	A	X	O	A	X/A
27. Smoking			A	A	X	S/O	A	
28. Truancy	X	X		A	X	O	X	
29. Vandalism/Malicious Acts	X	X	X	A	X	S/O	X	X
30. Violation State Law	X	X	X	A	A	O	X	X/A
31. Violation School Rules	X	X	X	X	X	S/O	X	X

**Key:** X - Possible Consequence    A - Automatic Consequence  
 S - Staff Response                    O - Sent to the office or office notified of the offense  
 S/O - Response begins with staff person, and is sent to office, as necessary

\*\*Includes in-house suspension, as an option.

**Unless regulated by state law, the principal or designee decides which of the above options is most appropriate.**

**This chart supersedes any other set of guidelines or former Handbooks.**

Parents are encouraged to review these options with their children.



**NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY**

Any form of discrimination or harassment can be devastating to an individual's academic progress, social relationship and/or personal sense of self-worth.

As such, the Board of Education does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its educational programs or activities.

The Board also does not discriminate on the basis of Protected Classes in its employment policies and practices as they relate to students, and does not tolerate harassment of any kind.

Equal educational opportunities shall be available to all students, without regard to the Protected Classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District. Educational programs shall be designed to meet the varying needs of all students.

In order to achieve the aforesaid goal, the Superintendent shall:

**A. Curriculum Content**

review current and proposed courses of study and textbooks to detect any bias based upon Protected Classes, ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both genders, various races, ethnic groups, etc. toward the development of human society;

**B. Staff Training**

develop an ongoing program of in-service training for school personnel designed to identify and solve problems of bias based upon Protected Classes in all aspects of the program;

**C. Student Access**

1. review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of the Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;
2. verify that facilities are made available, in accordance with Board Policy [7510](#) - Use of District Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society;

This language does not prohibit the District from establishing and maintaining a single-gender school, class, or program within a school if a comparable school, class, or program is made available to students of each gender.

**D. District Support**

verify that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

**E. Student Evaluation**

verify that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of Protected Classes.

## **District Compliance Officers**

The Board designates the following individuals to serve as the District's "Compliance Officers" (also known as "Civil Rights Coordinators") (hereinafter referred to as the "COs").

Cathy Dwyer  
Assistant Principal OMS  
219 N Water St.  
Owosso, MI 48867

Jeff Phillips  
Principal OHS  
765 E. North St.  
Owosso, MI 48867

989-729-5707  
dwyerc@owosso.k12.mi.us

989-729-5492  
phillips@owosso.k12.mi.us

The names, titles, and contact information of these individuals will be published annually on the School District's web site.

The District will accommodate the use of certified service animals when there is an established need for such supportive aid in the school environment. Certain restrictions may be applied when necessary due to allergies, health, safety, disability or other issues of those in the classroom or school environment. The goal shall be to provide all students with the same access and participation opportunities provided to other students in school. Confirmation of disability, need for a service animal to access the school programming, and current certification/training of the service animal may be required.

The COs are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination, retaliation or denial of equal access. The COs shall also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), and the Age Discrimination Act of 1975 is provided to students, their parents, staff members, and the general public. A copy of each of the Acts and regulations on which this notice is based may be found in the CO's office.

The Superintendent shall annually attempt to identify children with disabilities, ages 0-25, who reside in the District but do not receive public education.

In addition, s/he shall establish procedures to identify students who are Limited English Proficient (LEP), including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis (also see Policy 2225).

## **Reports and Complaints of Unlawful Discrimination and Retaliation**

Students and all other members of the School District community and third parties are encouraged to promptly report incidents of unlawful discrimination and/or retaliation to a teacher, administrator, supervisor, or other District official so that the Board may address the conduct. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the CO within two (2) school days.

Members of the School District community, which includes students or third parties, who believe they have been unlawfully discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

If, during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior, the Principal believes that the reported misconduct may constitute unlawful discrimination based on a Protected Class, the Principal shall report the act to one of the COs who shall investigate the allegation in accordance with this policy. While the CO investigates the allegation, the Principal shall suspend his/her Policy 5517.01 investigation to await the CO's written report. The CO shall keep the Principal informed of the status of the Policy [2260](#) investigation and provide him/her with a copy of the resulting written report.

The COs will be available during regular school/work hours to discuss concerns related to unlawful discrimination/retaliation. COs shall accept complaints of unlawful discrimination/retaliation directly from any member of the School District community or a visitor to the District, or receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, a CO will begin either an informal or formal process (depending on the request of the person alleging the discrimination/retaliation or the nature of the alleged discrimination/retaliation), or the CO will designate a specific individual to conduct such a process. The CO will provide a copy of this policy to any person who files a complaint. In the case of a formal complaint, the CO will prepare recommendations for the Superintendent or oversee the preparation of such recommendations by a designee. All members of the School District community must report incidents of discrimination/retaliation that are reported to them to the CO within two (2) business days of learning of the incident/conduct.

Any Board employee who directly observes unlawful discrimination/retaliation of a student is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) business days. Additionally, any Board employee who observes an act of unlawful discrimination/retaliation is expected to intervene to stop the misconduct, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO or designee must contact the student, if age eighteen (18) or older, or the student's parents if the student is under the age eighteen (18), within two (2) school days to advise s/he/them of the Board's intent to investigate the alleged wrongdoing.

## **Investigation and Complaint Procedure**

Any student who believes that s/he has been subjected to unlawful discrimination or retaliation may seek resolution of his/her complaint through the procedures described below. The formal complaint procedures involve an investigation of the individual's claims and a process for rendering a decision regarding whether the charges are substantiated.

Due to the sensitivity surrounding complaints of unlawful discrimination or retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of a student to pursue a complaint of unlawful discrimination or retaliation with the United States Department of Education Office for Civil Rights ("OCR"). The Cleveland Office of the OCR can be reached at 1350 Euclid Avenue, Suite 325, Cleveland, Ohio 44115; Telephone: (216) 522-4970; Fax: (216) 522-2573; TDD: (216) 522-4944; E-mail: ocr.cleveland@ed.gov; Web: <http://www.ed.gov/ocr>.

## Informal Complaint Procedure

The goal of the informal complaint procedure is to quickly stop inappropriate behavior and facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student who believes s/he has been unlawfully discriminated or retaliated against. This informal procedure is not required as a precursor to the filing of a formal complaint.

The informal process is only available in those circumstances where the parties (the alleged target of the discrimination and individual(s) alleged to have engaged in the discrimination) agree to participate in it.

Students who believe that they have been unlawfully discriminated/retaliated against may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

All complaints involving a District employee or any other adult member of the School District community against a student will be formally investigated.

As an initial course of action, if a student feels that s/he is being unlawfully discriminated/retaliated against and s/he is able and feels safe doing so, the individual should tell or otherwise inform the person who engaged in the allegedly discriminatory/retaliatory conduct that it is inappropriate and must stop. The complaining individual should address the alleged misconduct as soon after it occurs as possible. The COs are available to support and counsel individuals when taking this initial step or to intervene on behalf of the individual if requested to do so. An individual who is uncomfortable or unwilling to inform the person who allegedly engaged in the unlawful conduct of his/her concerns is not prohibited from otherwise filing an informal or a formal complaint. In addition, with regard to certain types of unlawful discrimination, such as sexual discrimination, the CO may advise against the use of the informal complaint process.

A student who believes s/he has been unlawfully discriminated/retaliated against may make an informal complaint, either orally or in writing: (1) to a teacher, other employee, or building administrator in the school the student attends; (2) to the Superintendent or other District-level employee; and/or (3) directly to one of the COs.

All informal complaints must be reported to one of the COs who will either facilitate an informal resolution as described below, or appoint another individual to facilitate an informal resolution.

The School District's informal complaint procedure is designed to provide students who believe they are being unlawfully discriminated/retaliated against with a range of options aimed at bringing about a prompt resolution of their concerns. Depending upon the nature of the complaint and the wishes of the student claiming unlawful discrimination/retaliation, informal resolution may involve, but not be limited to, one or more of the following:

- A. Advising the student about how to communicate his/her concerns to the person who allegedly engaged in the discriminatory/retaliatory behavior.
- B. Distributing a copy of Policy [2260](#) – Non-Discrimination as a reminder to the individuals in the school building or office where the individual whose behavior is being questioned works or attends.
- C. If both parties agree, the CO may arrange and facilitate a meeting between the student claiming discrimination/retaliation and the individual accused of engaging in the misconduct to work out a mutual resolution.

While there are no set time limits within which an informal complaint must be resolved, the CO or designee will exercise his/her authority to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal

complaint. Parties who are dissatisfied with the results of the informal complaint process may proceed to file a formal complaint. And, as stated above, parties may request that the informal process be terminated at any time to move to the formal complaint process.

All materials generated as part of the informal complaint process will be retained by the COs in accordance with the Board's records retention policy and/or student records policy. (See Policy [8310](#) and Policy [8330](#))

## Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one (1) of the parties requested that the informal complaint process be terminated to move to the formal complaint process, or if the student elects to file a formal complaint initially, the formal complaint process shall be implemented.

A student who believes s/he has been subjected to unlawful discrimination/retaliation (hereinafter referred to as the "Complainant") may file a formal complaint, either orally or in writing, with a teacher, Principal, or other District employee at the student's school, the CO, Superintendent, or another District employee who works at another school or at the District level. Due to the sensitivity surrounding complaints of unlawful discrimination, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs. If a Complainant informs a teacher, Principal, or other District employee at the student's school, Superintendent, or other District employee, either orally or in writing, about any complaint of discrimination/retaliation, that employee must report such information to the CO within two (2) business days.

Throughout the course of the process, the CO should keep the parties informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be engaging in; the discriminatory/retaliatory conduct; a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter, the CO will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further discrimination or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the person alleged to have engaged in the misconduct. In making such a determination, the CO should consult the Complainant to assess his/her agreement to the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions s/he deems appropriate in consultation with the Superintendent.

Within two (2) business days of receiving the complaint, the CO or designee will initiate a formal investigation to determine whether the Complainant has been subjected to unlawful discrimination/retaliation.

Simultaneously, the CO will inform the individual alleged to have engaged in the discriminatory or retaliatory conduct (hereinafter referred to as the "Respondent") that a complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies and/or administrative guidelines, including Policy [2260](#) - Nondiscrimination. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the CO or designee will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;

- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the CO or designee shall prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful discrimination/retaliation. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if unlawful discrimination or retaliation occurred, a preponderance of evidence standard will be used.

Absent extenuating circumstances, within five (5) business days of receiving the report of the CO or designee, the Superintendent must either issue a final decision regarding whether the charges have been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the Complainant and the Respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) days. At the conclusion of the additional investigation, the Superintendent shall issue a final written decision as described above.

If the Superintendent determines the Complainant was subjected to unlawful discrimination/retaliation, s/he 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.

A Complainant or Respondent who is dissatisfied with the final decision of the Superintendent may appeal through a signed written statement to the Board within five (5) business days of his/her receipt of the Superintendent's final decision.

In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful discrimination/retaliation regardless of whether the student alleging the unlawful discrimination/retaliation pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

The Complainant may be represented, at his/her own cost, at any of the above described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a Complaint with the Office for Civil Rights or the filing of a court case. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

## **Privacy/Confidentiality**

The School District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. All Complainants proceeding through the formal investigation process will be advised that their identities may be disclosed to the Respondent(s).

During the course of a formal investigation, the CO or designee will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that s/he learns and/or provides during the course of the investigation.

All records created as a part of an investigation of a complaint of discrimination/retaliation will be maintained by the CO in accordance with the Board's records retention policy. Any records that are considered student education records in accordance with the *Family Educational Rights and Privacy Act* or under Michigan's student records law will be maintained in a manner consistent with the provisions of the Federal and State law.

## Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful discrimination/retaliation by taking appropriate action reasonably calculated to stop and prevent further misconduct. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

## 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 any Federal or State civil rights law, 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.

## Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent or designee shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information, provided regarding the Board's policy and discrimination in general, will be age and content appropriate.

The District will endeavor to assist the student and/or his/her parents in their access to District programs by providing notices to the parents and students in a language and format that they are likely to understand.

Materials approved by the State Department of Education describing the benefits of instruction in Braille reading and writing shall be provided to each blind student's individualized planning committee. The District shall not deny a student the opportunity for instruction in Braille, reading, and writing solely because the student has some remaining vision.

M.C.L. 380.1146, 380.1704, 37.1101 et seq., 37.2402, 37.1402, 37.2101-37.2804

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendments Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act

29 U.S.C. Section 794, Rehabilitation Act of 1973, as amended

29 C.F.R. Part 1635

42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

42 U.S.C. Section 2000ff et seq., The Genetic Information Nondiscrimination Act

42 U.S.C. 6101 et seq., Age Discrimination Act of 1975

34 C.F.R. Part 110 (7/27/93)

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, March 1979

Revised 12/11/06  
Revised 1/10/11  
Revised 6/23/14

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## **2260.01 - 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)").

Bridgit Spielman  
Principal Central Elementary School  
600 W. Oliver St  
Owosso, MI 48867

989-729-5786  
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).

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**

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, 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](mailto: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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### STUDENTS LIVING IN TRANSITIONAL HOUSING

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

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

If any of these living situations or similar circumstances apply to you or your family, please contact your school office or Janet Stevens, the district's McKinney-Vento Liaison, at 989-729-5783.

### LIMITED ENGLISH PROFICIENCY

Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extra-curricular programs of the district. It is, therefore the policy of this district that those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular program offered by the district. Parents should contact the building principal to inquire about evaluation procedures and programs offered by the district.

### FAMILY EDUCATION RIGHTS AND PRIVACY ACT

Owosso Public Schools abide by the provisions of the Family Education Rights and Privacy Act with respect to the rights of non-custodial parents. In the absence of a copy of a court order to the contrary, principals and/or designees will, upon request, provide, non-custodial parents with access to academic records and to other school-related information about the child. If a court has ordered that there is to be no information shared, or that one parent does not have legal access, it is the responsibility of the custodial parent to provide the school with an official copy of the court order. (Note: Board Policy 8330 regarding student records can be found on the OPS website: [www.owosso.k12.mi.us](http://www.owosso.k12.mi.us) .)

***Student Disciplinary Records:*** Title IV, Part A, Subpart 4155 of the No Child Left Behind Act requires that there is a procedure in place to facilitate the transfer of disciplinary records, with respect to a suspension or expulsion, by local educational agencies to any private or public school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full or part time basis, in the school.

***Transfer of Student Records:*** Within fourteen days after enrolling a transfer student, the school shall request in writing directly from the student's previous school a copy of the school record. Any schools that compiles records for each student in the school and is requested to forward a copy of the transferring student's record to the new school shall comply within thirty day after receipt of the request unless the record has been tagged pursuant to Section 1134. (Section 1134 deals with records of missing students)

### COMPUTER TECHNOLOGY AND NETWORKS - BOARD POLICY 7540

The Board of Education is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of Board operations. It also recognizes that safeguards have to be established to ensure that the Board's investment in both hardware and software is achieving the benefits of technology and inhibiting negative side effects.

The Superintendent is directed to establish administrative guidelines not only for proper acquisition of technology but also to provide guidance to staff and students concerning making appropriate and ethical use of the computers and other equipment as well as any networks that may be established.

The Superintendent shall establish appropriate procedures to inform both staff and students about disciplinary actions that will be taken if Board technology and/or networks are abused in any way or used in an illegal or unethical manner.

### INTRUDER/EVACUATION DRILL PLAN

Each year OPS buildings practice fire, tornado/severe weather, intruder, and evacuation drills.

Evacuation drills involve staff and students leaving campus to practice procedures we would implement if schools experienced an actual emergency requiring mandatory evacuation.

If an actual emergency evacuation of our campus becomes necessary, the following procedures will occur:

1. Students and staff will exit the building.
2. All staff and students will walk to a designated site. (This site varies depending on the emergency. We have received permission from several near-by facilities for this purpose.)
3. District buses may then transport students and staff to another site for shelter and other support as needed.
4. Official public communication will be provided by the Superintendent of Schools and the City of Owosso/Director of Public Safety regarding the emergency and how to pick up your child. This communication may be via TV, radio, phone, email, etc.
5. Once all students and staff have been accounted for, the process of releasing students to parents or guardians will begin, as directed by the Superintendent. **Please note that in an actual emergency, students are released to ONLY parents/legal guardians.**

During an actual emergency, the full cooperation of families would be absolutely necessary to ensure the safety and well-being of all students and staff. Increased traffic near schools would certainly create additional safety issues, interfering with the work of the police and fire departments, for example. Attempts to contact or pick up students prior to their secure arrival and check-in could not be allowed. Such actions would create delays, confusion, and disruption that could compromise the safety and security of everyone involved.

## UNDERSTANDING CONCUSSION

### **SOME COMMON SYMPTOMS**

Headache	Balance Problems	Sensitive to Noise	Poor Concentration	Not "Feeling Right"
Pressure in the Head	Double Vision	Sluggishness	Memory Problems	Feeling Irritable
Nausea/Vomiting	Blurry Vision	Haziness	Confusion	Slow Reaction Time
Dizziness	Sensitive to Light	Fogginess	"Feeling Down"	Sleep Problems
		Grogginess		

### **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](http://www.cdc.gov/concussion).

**Parents and Students Must Sign and Return the  
Educational Material Acknowledgement Form found at the back of this packet.**

### Bullying Incident Report Sheet

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

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## PERMISSION-FORMS CHECKLIST

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- MANDATORY FORM: Technology User Agreement Form**
  - MANDATORY FORM: Confirmation of Handbook Review**
  - MANDATORY FORM: Parent-Student-Teacher Compact**
- 

### **OPTIONAL FORMS:**

- Pesticide/Herbicide**
- Advisory Health Care Plan**
- Permission for Administration of Medication**
- Volunteer Screening Process and Form**



## **GUIDELINES FOR VOLUNTEER SCREENING PROCESS**

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

- Chaperone field trips, whether one day or overnight
- Will be volunteering on a regular basis of five or more times a year

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

### **VOLUNTEER RELEASE FORM**

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

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

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

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

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Signature of Volunteer/Chaperone

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Date

*This is page 2 of a 2 page form-please be sure to complete both pages.*

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## PESTICIDE/HERBICIDE ADVISORY

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As part of the Owosso Public School District's pest management program, pesticides and herbicides are occasionally applied. You have the right to be informed prior to any pesticide/herbicide application made to the school grounds and buildings if students would normally be in those areas within 24 hours following such application. In certain emergencies, pesticides may be applied without prior notice, but you will be provided notice following any such application. If you need prior notification, please complete the information below and submit to:

Director of Operations  
645 Alger  
Owosso, MI 48867  
(989) 723-8131

You may contact Director of Operations at (989) 723-8131 if you have any questions.

✂-----✂

**ONLY COMPLETE IF YOU WISH TO BE NOTIFIED**  
**PESTICIDE/HERBICIDE PRIOR NOTIFICATION REQUEST**

Parent/Guardian Name: \_\_\_\_\_

Student (child's) Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone: \_\_\_\_\_ / \_\_\_\_\_  
*Daytime* *Evening*

Please check one:

- I **DO NOT** wish to be notified prior to a scheduled pesticide treatment inside of the building
- I wish to be notified prior to a scheduled pesticide treatment inside of the building
- I **DO NOT** wish to be notified prior to a scheduled pesticide treatment on the outside grounds of the school
- I wish to be notified prior to a scheduled pesticide treatment on the outside grounds of the school

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



**HEALTH CARE PLAN \***

**Student's Name** \_\_\_\_\_ **Date of Birth** \_\_\_\_\_

**Teacher** \_\_\_\_\_ **Grade** \_\_\_\_\_

**Parent/Guardian** \_\_\_\_\_

**Day time numbers where you can be reached** \_\_\_\_\_

If your child has a significant health condition, please fill out this form and return to the office.

**Emergency Contact** \_\_\_\_\_  
(Name) (Relationship) (Phone Number)

**Doctor's Name** \_\_\_\_\_ **Phone Number** \_\_\_\_\_

**Health Condition** \_\_\_\_\_

**How does this affect your child at school?** \_\_\_\_\_

**Are there any activity restrictions?** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**Please explain:** \_\_\_\_\_

**Does your child take medication for this condition?** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**Please list medications taken for this condition. Indicate medication needed at school.\*\***

Name	Amount	Time
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**List signs and symptoms of an emergency:** \_\_\_\_\_

**Actions to take in an emergency:** \_\_\_\_\_

I understand that this information will be shared with school staff, as needed.

**Reviewed by:**

**Parent/Guardian** \_\_\_\_\_ **Date** \_\_\_\_\_

Rev. 3/08

\*Not every student will need to return this sheet. If your child has a significant health concern, however, please return this form to school as soon as possible each fall.

\*\*A separate medication form will also be needed for students to take medication at school.





**PERMISSION FORM FOR ADMINISTRATION OF  
MEDICATION**

Student: \_\_\_\_\_ Date of birth or age: \_\_\_\_\_

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

School: \_\_\_\_\_ Date form received: \_\_\_\_\_

**\*Medications must  
be brought to the  
office by an adult in  
the original  
package/container.**

**Name of medication:** \_\_\_\_\_

**Reason for medication:** \_\_\_\_\_

**Form of medication/treatment –**

tablet/capsule

liquid

inhaler

injections

nebulizer

topical

**Other:** \_\_\_\_\_

**Instructions (schedule and dose to be given at school):**

\_\_\_\_\_  
\_\_\_\_\_

**Start:** \_\_\_\_\_

**Stop –**

end of school year

other date/duration: \_\_\_\_\_

for episodic emergencies only

**Restrictions and/or important side effects:**

No - none anticipated

Yes – if yes, please describe below:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Special storage requirements:**

none

refrigerate

other: \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Relationship to student:** \_\_\_\_\_ **Contact phone:** \_\_\_\_\_

**Physician's name:** \_\_\_\_\_

**Address:** \_\_\_\_\_ **Phone:** \_\_\_\_\_





# TECHNOLOGY USER AGREEMENT

## Elementary School Parents Permission & Student Agreement

*Parents: Please read this policy to/with your child(ren) before signing.*

Owosso Public Schools supports the use of electronic information technologies for educational endeavors. The district provides student access to informational resources available in a variety of electronic formats for the development of information management skills. Together these allow learners to access current and relevant resources provide the opportunity to communicate in technologically rich environment and assist to become responsible, self-directed, life-long learners.

### Technology-Terms and Conditions for Use

Using the district computers and other electronic equipment is a conditional privilege. I can use the equipment for learning.

1. I will only access **my own accounts** or the generic computer lab account.
2. I will follow the rules, copyright and intellectual use policies explained to me by my teacher(s).
3. I will take responsibility for my behavior while using the equipment.
4. I will be respectful and responsible with the equipment I use and report any problems to my teacher.
5. I will not tell anyone my password and will not use other people's passwords for any reason.
6. I will tell my teacher if the equipment is broken or if someone is not using it properly.
7. I will use only the software and settings that are provided by the school and will not download or copy software or change settings on the computer.
8. I will use the Internet for education only; and if I visit a site that is bad or makes me feel uncomfortable, I will tell my teacher.
9. I will not give out my name, address, phone number or other information about me while using the Internet.
10. I will not use the Internet for any type of bullying and I will let my teacher know if I become aware of any cyber bullying.

### Consequences for misuse:

If I do not follow the rules or my teacher's instructions, I may lose my privilege to use all district equipment. I may also be disciplined by the school. I may have to pay to the school to repair or replace any equipment that I damage on purpose. Depending on the offense, legal action may also be taken.

### **Student User Agreement:**

As a user of the Owosso Public Schools computer network, I hereby agree to comply with the statements and expectations outlined in this document and to honor all relevant laws and restrictions.

**Student Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

### **Parent/Guardian Permission:**

All students are provided with conditional access to district computer resources. In addition to accessing our district computer network, as the parent/legal guardian, I grant permission (by my signature below) the above named student to: access the Internet and Owosso Public School network systems work collaboratively and publish work on teacher selected, educationally appropriate World Wide Web sites

I have read the Owosso Public Schools Information Technologies Acceptable Use Policy. I understand Owosso Public Schools has taken precautions to prohibit access to inappropriate materials. However, I recognize it is impossible for Owosso Public Schools to restrict access to all inappropriate materials and will not hold the district responsible for materials acquired on the network. I understand that I may be held financially responsible for damages or unauthorized expenses incurred as a result of technology use by this student.

**Parent Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Printed name:** \_\_\_\_\_

This form is to be kept at the school site and kept on file by the Technology teacher. It is required for all students that will be using the computer network and/or Internet access. It is to be renewed each year prior to any computer network or Internet usage.

STUDENT NAME: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Grade: \_\_\_\_\_



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## PARENT-STUDENT-TEACHER COMPACT

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Education succeeds when there is a strong partnership between the school, the parents and the students themselves. A clear path of communication, ownership and mutual respect helps to create this partnership. Individual and shared responsibilities for education growth and students success are the foundation of this Compact. The areas outlined below demonstrate our combined assurances that will ensure success for your children.

### Parents Pledge: I will

- Let teachers know if my child has any problems with learning
- Use reading and math materials sent home for parents
- Read to my child 20 minutes a day
- Keep a list of new words and link letters to sounds
- Help my child see how to use math and reading to achieve his or her goals

### Students Pledge: I will

- Let my teacher and family know when I need help
- Read with my family and on my own everyday
- Work on math and reading using the materials that have been sent home
- Write down assignments, do my homework and turn it in every day

### Teachers and Staff Pledge: I will

- Create a partnership with every family in my class/school
- Monitor student progress in reading and math and report to parents monthly
- Make sure that all students get help as soon as it is needed
- Send home learning materials in reading and math
- Explain my grading, teaching and assignment expectations to students and families
- Continue to refine my teaching strategies so all students can learn
- Assign work that is relevant and interesting
- Make sure that my students understand the concepts taught, assignments and grade or evaluate promptly

*By signing this Compact, I am pledging to be a partner in the educational process!*

Parent: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_

Teacher/Staff Member: \_\_\_\_\_









