

Central Montcalm Elementary School



Student/Parent Handbook

2020-21

www.central-montcalm.org

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COMMENTS FROM THE PRINCIPAL

Dear Central Montcalm Elementary Parent(s)/Guardian(s) and Student,

Welcome to Central Montcalm Elementary School. Our school has students in preschool, kindergarten and first grade! I look forward to assisting you in the beginning stages of your educational journey this school year. The exceptional staff at Central Montcalm is also looking forward to working with you on giving your child a positive, productive, learning experience. These early years of education are important to build a solid foundation for continuous learning through the upper grades.

This is the start of your child learning about school spirit. The Hornet is our school mascot. Our school colors are green and white. On Fridays, all staff and students are invited to wear green and white, Hornet attire.

This handbook is designed to help you find information about procedures, policies and expectations regarding Central Montcalm Elementary School. This information is for students and parents. If you have any questions, please feel free to contact your child's teacher or me at 831-2500.

Go Hornets!

Wilberta Wittkopp, Principal

This handbook has been prepared to give you, as briefly as possible, information that will help you throughout the school year. Read this book carefully for it will help answer many questions about your needs and what will be expected at CME. Please remember this handbook and all policies in it have been adopted by the Central Montcalm Board of Education.

HORNET FIGHT SONG

Go Central High School
You look fine tonight
Lift up high the banner
That's colored green and white Rah Rah Rah
Onward our hornets
You are Central's Pride
Fight on for our school's honor
And a victory for the Central side

Central Montcalm Public School

Board of Education

Bill Simpson, President
Bill Collins, Secretary
Brandy Ryan, Trustee
Jamie Hopkins, Trustee

Brennan Bowen, Vice President
Jim Lingeman, Trustee
Lisa Lund,, Treasurer

Board of Education Administration

831-2000

Amy Meinhardt, Superintendent
Julie Milewski, Curriculum Director

High School

831-2100

Marty James, Principal

Middle School

831-2200

Charity Groom, Principal

Central Montcalm Upper Elementary

831-2300

Jane Trimper, Principal

Central Montcalm Elementary

831-2500

Wilberta Wittkopp, Principal

Food Service

831-2106

Amy Main, Supervisor

Transportation

831-2240

Mark Kimball, Director

Central Montcalm Elementary Staff

Office

Wilberta Wittkopp (wwittkopp@central-montcalm.org), Principal
Jennifer Weinheimer, (jweinheimer@central-montcalm.org), Administrative Assistant

Four-Year-Old Program Teachers

Casey Ryan (cryan@central-montcalm.org)
Tonia Reinke (treinke@central-montcalm.org)
Kim Beech, ParaProfessional and Terrie Weston, ParaProfessional

Kindergarten Teachers

Shannon Bowen (sbowen@central-montcalm.org)
Michelle Hyrns (mhyrns@central-montcalm.org)
Shelley Misner (smisner@central-montcalm.org)
Krista Johnson (krking@central-montcalm.org)

1st Grade Teachers

Kristy Curry (kcurry@central-montcalm.org)
Amy Kolbe (akolbe@central-montcalm.org)
Stephanie Boehm (shiltz@central-montcalm.org)
Cecelia Feuerstein (cmagnuson@central-montcalm.org)
Cecilia Feuerstein (cfeuerstein@central-montcalm.org)

Title 1 and At-Risk

Robin Bennett(robenett@central-montcalm.org)

Physical Education and Music

Albert Mayer, (amayer@central-montcalm.org), Music Teacher
Karen Wickerham (kwickerham@central-montcalm.org), PE
Teacher and Title Teacher

Special Education

RuthAnn Maxwell, Resource Room
Taylor Villarreal,, Speech
Rena Baxter, O.T.
Meagan Sherwood, Social Worker
Laura Hoekema, School Psychologist

Para Professionals

Jennifer Train
Deanna Crawford
Michele DeHaan
Alison Stauffer
Buffy Marks

Cooks

Mary Jo Rasmussen , Head Cook
Marge Miller, Cook's Helper

Custodian

Stacy Hunt
Rickie Alexander

DISTRICT MISSION STATEMENT

To advance quality learning

DISTRICT VISION STATEMENT

A learning community where all people strive for continuous improvement in everything they do

CME MISSION STATEMENT

Preparing today's child for tomorrow's world

ELASTIC CLAUSE

The school administration reserves the right to amend any provision in this handbook, which he/she deems to be in the best interest of the educational process. The school administration retains the right to issue penalties for acts of discipline not specifically stated herein and to alter penalties, as he/she considers necessary.

CENTRAL MONTCALM ELEMENTARY SCHOOL STUDENT DAILY SCHEDULE

REGULAR SCHEDULE: 7:30-2:45

2-HOUR DELAY SCHEDULE: 9:30-2:45

2-HOUR EARLY RELEASE SCHEDULE: 7:30-12:45

1/2-DAY RELEASE: 7:30-11:10

PARENT INVOLVEMENT

See Appendix A

ACCOMMODATING PERSONS WITH DISABILITIES

Persons with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, and/or activities. Persons with disabilities having questions about accessibility or needing accommodations should contact the superintendent or building principal. Notification of the need for accommodation should occur as far in advance as possible of the school-sponsored function, program, or meeting.

EMERGENCY CONTACTS

Please inform the office immediately if you have any change of address, phone number or emergency contact information so records may be kept current.

DISMISSAL BY GUARDIAN

No student will be allowed to leave school prior to dismissal time without a written request signed by a person whose signature is on file in the School office or the parent coming to the school office to request the release. No student will be released to a person other than a custodial parent(s) without written permission signed by the custodial parent(s) or guardian.

ENROLLING IN THE SCHOOL

The parent or legal guardian must enroll new students coming to CME. When enrolling, parents must provide copies of the following:

- A. a birth certificate or similar document
- B. proof of residency
- C. proof of immunizations (page 13)
- D. (if applicable) court papers allocating parental rights and responsibilities or custody

Under certain circumstances, temporary enrollment may be permitted. In such cases parents will be notified about documentation required to establish permanent enrollment.

SCHEDULING AND ASSIGNMENT

The principal will assign each student to the appropriate classroom and program. Any questions or concerns about the assignment should be discussed with the principal.

LIBRARY/MEDIA CENTER

Students will go to the library to borrow book(s) weekly. Students are responsible for any materials borrowed from the Media Center. Bills will be issued for any materials not returned.

LOCKERS

Lockers/Cubbies are provided on a loan basis and remain the property of the school. The contents and condition of the locker is the responsibility of the student. Locker clean-out and periodic inspections may occur. Students may not use stickers in their lockers. Glass and open beverage containers are not permitted.

SCHOOL/TEACHER NEWSLETTER

The office sends home a newsletter weekly regarding whole school events and teachers send newsletters weekly/bi monthly regarding happenings in the classroom/grade level. School newsletters can be found on our webpage at www.central-montcalm.org.

SCHOOL VOLUNTEERS

All school volunteers must complete the "Volunteer Information Form" (available in the school office) and be approved by the school principal before assisting at the school. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building secretary or principal. Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination. All volunteers must pass a background check prior to working with students. Please allow 10 days/2 weeks for approval.

VISITORS

Arrangements for student or parent visitors must be made with the teacher/principal. Adult visitors are welcome with a passed background check and must report to the office to sign in and out. All visitors are required to wear a visitor badge.

LOST AND FOUND

Students are reminded that all books, as well as personal items, are their responsibility. CME cannot be responsible for misplaced, lost or stolen articles. Found articles will be placed on the bench by the cafeteria. Students and parents are welcome to check the lost and found any time. Items unclaimed at the end of each year will be donated to charity.

WITHDRAWAL OR TRANSFER

If you find it necessary to transfer to another school, be certain to contact the office before leaving in order that we can best assist you in having a smooth transition from one school to another. Please also be sure your child returns any textbooks, library books, or school owned equipment prior to leaving.

CHAPTER 2: ACADEMIC INFORMATION

REVIEW OF INSTRUCTIONAL MATERIALS AND ACTIVITIES

Parents have the right to review any instructional materials being used in the school. They also may observe instruction in any class, particularly those dealing with instruction in health and sex education. Any parent who wishes to review materials or observe instruction must contact the principal prior to coming to the School. Parents' rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

REPORTING TO PARENTS

Report cards or Progress Reports will be sent home a total of four times of the year.

Parent-Teacher Conferences will be set for October. At the fall conference, all parents will be scheduled for an individual time.

Parents may request to see their child's teacher or meet with an administrator anytime during the school year.

You are encouraged to keep in close contact with the school throughout the year.

GRADES

Student's grades are based on the following scale:

- 1-Area of concern, experiencing difficulty with expectations/standards
- 2-Beginning to demonstrate understanding of expectations/standards
- 3-Progressing towards expectations/standards
- 4-Meeting or exceeding expectations/standards
- X-Participates
- *Blank areas do not apply at this time

HOMEWORK POLICY

Definition: Homework is defined as schoolwork that is to be completed, reviewed, or practiced outside the normal school hours.

Position Statement: The staff at CM Elementary believes there is a direct correlation between student achievement and the amount of time a student spends on a subject. With this in mind, we support the idea that homework on a regular basis can improve achievement. Therefore, we are requesting that parents make a commitment to set aside a time each evening (M-TH) for school related activities. We would suggest as a recommendation that in Grades K-1st that 20 minutes at the most is appropriate. This time is for completion of schoolwork, studying spelling, to be read to, learning Math facts, and reviewing for tests. The teacher will remind the students daily of their need to study and complete school related tasks.

STUDENT WORK RESPONSIBILITIES

The staff at Central Montcalm Elementary recognizes the importance of good study habits, the need to complete assignments on time, and the value of becoming a responsible person. To this end, we will adhere to the following set of guidelines in every classroom:

1. All assignments are to be completed on time. Incomplete or missing assignments shall be finished.
2. When a student is absent, it is the student and/or parent's responsibility to meet with his/her teacher(s) to

secure missed assignments. Upon the student's return to school, the teacher will set a time for completion of all missed assignments.

3. All written work shall be done in a student's best handwriting, or the student may be required to do it over.
4. The quality of all work should reflect a student's best ability.

It is our belief that consistency in following these rules will help all students become more responsible. We also take the position that failure to develop good habits could result in students not achieving their potential or not taking advantage of their educational opportunities. Therefore, we seek parents' support and cooperation in developing this whole area of Student Work Responsibilities.

TEACHER AGREEMENT

It is important that my students achieve. Therefore, I as your child's teacher shall strive to do the following.

Provide quality teaching and leadership.
Demonstrate care and concern for each student.
Make efficient use of academic learning time.
Use special activities in the classroom.
Provide an environment that promotes communication between parents, students and myself.
Encourage students and parents by providing information about student progress.
Give students strategies to increase competence.

GYM/PHYSICAL EDUCATION

All students are expected to wear gym shoes for physical education and to participate in gym class. Ill/injured students may be excused from participation for one day with a written excuse from the parent/guardian. A written statement must accompany Illness/Injury requiring non-participation for more than one day from a physician indicating the nature of the disability and the date when the child may return to normal activity.

RECESS

Recess time during the school day is set aside so that students have the opportunity to run, play, exercise daily and be better able to concentrate on their class work. All students are expected to go outside during recess time. Students are to be dressed for the weather as most recesses are outside and students are expected to go out. Exceptions may be made for medical reasons, disciplinary actions, or for special school activities. A written request from a parent for an ill or injured child to remain inside may be accepted for one day. Any requests for more than one day must be accompanied by a doctor's statement indicating the reason, and date when the child may resume outdoor recess.

FIELD TRIPS

Field trips are an extension of the learning experience for students. Parent/guardian permission is required for a student to participate. A parent may be requested to accompany their child, when misconduct warrants these measures.

CHAPTER 3: ATTENDANCE

CLASS ATTENDANCE POLICY

Good school attendance is a habit every student should develop while attending elementary school. Good attendance is essential for each student to take advantage of his/her educational opportunities. If it is necessary for a youngster to be absent from school, we require the following:

- * Have a parent/guardian call the school on the day or days of the absence. This call can be made anytime, day or night to 831-2500. (A message can be left on the phone with the student name, reason for absence(s) and date(s) of absence(s).

or

* Upon the student's return to school a written note signed by a parent/guardian shall be turned in to the office. This note should be dated and give a reason for the absence(s) and the date(s) of the absence(s).

Prearranged Absences: In certain situations, parents will know when their youngster will be absent from school. In these cases, a parent should contact the school and make arrangements for homework prior to the student missing school.

Excused Absences: All absences will be excused as long as the parent notifies the school and the absenteeism is for a legitimate reason and has not become excessive.

Sufficient reason shall include, but not limited to:

1. Illness of the student
2. Funeral
3. Doctor/dental appointment that cannot be scheduled outside the school day
4. Prearranged absences
5. One day for treatment of head lice

Unexcused Absences: Students will be unexcused until a written note is sent in explaining the absence. Students will be required to complete their work and it will be graded as credit or no credit. No credit will be equated to a failing grade.

Sufficient reason does not include:

1. Missing the bus or oversleeping
2. Car trouble
3. Vacations—unless prior arrangements have been made
4. More than one day for treatment of head lice

Tardiness: Is when a child arrives at or after the school start time, and also when a student leaves early at the end of the day before dismissal. This is also a bad habit and is discouraged. Excessive tardiness will result in a meeting with the student, parent and administrator and may result in disciplinary action.

CENTRAL MONTCALM PUBLIC SCHOOLS WILL FOLLOW AND ADHERE TO THE MONTCALM AREA ISD ATTENDANCE/TRUANCY/EDUCATIONAL NEGLECT. (During the Pandemic of COVID-19, CMPS will be following recommendations from the Health Department).

In all Central Montcalm Schools, here is what you can expect to happen in regards to school attendance:

- A.) Once your child has accumulated **three (3)** unexcused absences, the school truancy/educational neglect referral process will be started. You may receive a letter, phone call, home visit, or possibly all three, to alert you that your child is missing too much school. The school **may** refer to the Department of Human Services for prevention/intervention and/or **may** request MAISD Truancy Officer intervention.
- B.) Once your child has accumulated **five (5)** unexcused absences, the school may refer the case to the MAISD Truancy Officer for follow up.
- C.) Once your child has accumulated **eight (8)** unexcused absences, the school and the MAISD Truancy Officer may refer the student/parent truancy case to the Prosecuting Attorney for judicial review/action.

Please Note:

******Once a student has reached ten (10) absences of any variety (excused and/or unexcused) the parent of the student will be required to provide documentation from a medical doctor for any other absences after the tenth (10th) absence. The required excuse from a medical doctor must give the specific date(s) of the required absence(s) and furthermore, the medical doctor's excuse must be presented to the elementary school office within three business days of the absence(s). Without this required medical doctor's clearance, any absence after the maximum of ten (10) will automatically be unexcused and will cause the school to begin the truancy process on a student as mentioned in the attendance/truancy/educational neglect policy above.

Authorized exceptions to this policy, which may allow a student to exceed the maximum (10) number of absences, will be determined by the school administration/designee and may cover:

- School-imposed absence with principal approval/determination
- Deviations from normal bus routine caused by inclement weather conditions
- Approved one-time family requested vacation, limited to five (5) consecutive school days per school year.
- Attendance to funeral with documentation provided by parent

HOMEBOUND/HOSPITALIZATION SERVICES

A student who is absent or whose physician anticipates the student's absence from school for an extended period of time, or has ongoing intermittent absences because of a certified medical condition, may be eligible for instruction in the student's home, hospital, or licensed treatment facility. To be eligible for such services, the student's attending physician must certify that the student has a medical condition that requires the student to be confined to the home or hospitalized during regular school hours for more than five (5) consecutive school days. Students who are able to attend school part-time are expected to do so and do not qualify for homebound and hospitalized services. Written documentation from a physician must be presented at the time of request indicating nature of illness, anticipated length of hospital or home stay, and effective date of illness/injury. For information on homebound or hospitalized instructional services, please contact the school office.

CHAPTER 4: MEAL COSTS

BREAKFAST AND LUNCH PROGRAM

Both breakfast and lunch programs are offered at Central Montcalm Elementary School. The program adheres to the policies and regulations as set forth by the United States Government, State Department of Education, and the Board of Education. The purpose of the program is to provide nutritious meals for each student. We have found this to be an important part of the school day. **Application and guidelines for free and reduced breakfast, and lunch may be picked up at any school office or online at www.lunchapp.com.** This program is completely confidential.

Menus can be picked up at each school office and are generally sent home in the weekly newsletter.

Breakfast Cost:	FREE
Lunch Cost:	FREE
Milk only:	\$.50/day

Parents are encouraged to pay ahead in each student's account. Each time a student eats a meal or gets milk the amount will be deducted from her/his account. Please make sure any money sent to school has the child's first and last name and the teacher's name.

CHAPTER 5: TRANSPORTATION

BUS/TRANSPORTATION POLICY

All changes for buses or end of the day arrangements/pick-ups MUST be written and turned in the office at the beginning of the day. Any transportation changes need to be made before 1:30.

Please refer to the CM Transportation Handbook. Students will receive a copy of this the first day of school. A copy of this handbook can be seen on the CM website and may be requested. Please call 831-2240 for any bussing information or questions.

CHAPTER 6 DISCIPLINE AND STUDENT CODE OF CONDUCT

BUILDING RULES

1. School begins at 7:30 am and ends at 2:45. Please do not drop off before 7:20 and picked up by 3:00

2. There is to be no soliciting in the building except for approved activities.
3. Students are not permitted to leave the building with anyone except their parents or guardian. If a student is to be picked up by someone other than the parent or guardian, prior arrangements must be made in writing through the office..
4. Students are responsible for all textbooks and library materials assigned to them. Any losses will be their responsibility.
5. Students are not to bring toys, novelties, knives, water guns, radios, cassette players, etc. to school.
6. State law may require expulsion for any cutting instrument consisting of a blade longer than three inches.
7. Possession or use of pyrotechnic devices (firecrackers, "poppers". etc.), tobacco, and/or controlled substances will result in suspension from school.
8. Students are expected to wear gym shoes for physical education. (Please no sandals).
9. Students are not to chew gum.
10. Students are not to wear hats in the building except during recess and on designated days.
11. Students are expected to maintain good safety practices.

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT SYSTEM

See Appendix B

At CME, teachers educate students on how to become a good learner. A visual reminder is used to help students learn the appropriate behavior so they can have successful academic achievement.

	Green	Yellow	Red
Feet	Quiet on the floor and to yourself	Touching others and/or making noise	Hurting others and/or kicking
Hands	Hands to myself and quiet	Touching others and/or making noise	Hurting others and/or throwing
Ears	Both ears ready to listen to the speaker and follow directions	Listening to someone or something other than the speaker and not following directions	Covering ears disrespectfully
Mouth	Quiet-no talking or making sounds	Talking or making sounds	Mean talking or action
Eyes	Look at the speaker	Looking at someone or something other than the speaker, eye rolling or mean looks	

A calendar will be sent home so you are aware of how well your student is doing on being a classroom learner. A red for a day will result in a phone call home so parent(s), teachers and students can work together to make school a positive learning experience for everyone.

RESPECT TO EMPLOYEES/ADULTS

Student respect for all employees (administration, teachers, paraprofessionals, custodians, bus drivers, cooks, secretaries, etc.) is essential to maintain an orderly environment so that all students can take full advantage of their educational program. Respect for school employees, the community and school board through established policies support a positive school climate. Examples of disrespect are as follows, but not limited to:

1. Failure to obey a reasonable directive of an employee/adult.
2. Speaking to an employee/adult in a disrespectful manner.
3. Using profane, or obscene gestures in the presence of an employee/adult.

STUDENT RIGHTS OF EXPRESSION

The School recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non-sponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following school guidelines:

A. Materials cannot be displayed if it:

1. is obscene to minors, libelous, indecent and pervasively or vulgar,
2. advertises any product or service not permitted to minors by law,
3. intends to be insulting or harassing,
4. intends to incite fighting or presents a likelihood of disrupting school or a school event.

5. presents a clear and present likelihood that, either because of its content or manner of distribution or display, it causes or is likely to cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.

B. Materials may not be displayed or distributed during class periods, or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there is proper access and egress to the building.

Students who are unsure whether or not materials they wish to display meet school guidelines may present them to the principal twenty-four (24) hours prior to display.

SUSPENSIONS AND EXPULSIONS

SHORT SUSPENSION

The student will be excluded from school and related school activities for a period of up to 3 school days. In these cases, parents will be notified and a conference between the administrator, student, parents and other school staff will be conducted. (Parent/Guardian/Emergency Contact Person may be called to pick the student up from school.) Students need to be picked up immediately upon phone call.

LONG SUSPENSION

The student is excluded from school and related school activities for a period of 4 to 7 days. Parents will be notified and a conference between the administrator, student, parents, and other appropriated school staff will be conducted and recorded in student behavior file.

EXPULSION

The principal, through the superintendent, may recommend that a student be expelled. The student is suspended pending a hearing and/or action by the Board of Education. Through this action, the student is excluded from school and all school activities for the remainder of the current semester. Under special cases, exceptions in the length of the expulsion may be recommended to the Board of Education by the school staff. The student and parents are notified of charges by telephone and letter. The procedure for expulsion follows in accordance with the rights of the student within due process, and recorded an administrative behavior file.

SEARCH AND SEIZURE

Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the health and safety of others. All searches may be conducted with or without a student's consent.

Students are provided lockers, desks, and other equipment in which to store materials. It should be clearly understood that this equipment is the property of the school and may be searched at any time if there is reasonable suspicion that a student has violated the law or school rules. Locks are to prevent theft, not to prevent searches. If student lockers require student-provided locks, each student must provide the lock's combination or key to the principal.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items which have been confiscated. In the course of any search, students' privacy rights will be respected regarding any items that are not illegal or against school policy.

All computers located in classrooms, labs and offices of the District are the District's property and are to be used by students, where appropriate, solely for educational purposes. The District retains the right to access and review all electronic, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the District's computer system, and electronic mail. Students should have no expectation that any information contained on such systems is confidential or private.

The District with or without the student's knowledge or permission may do review of such information. The use of passwords does not guarantee confidentiality, and the District retains the right to access information in spite of a password. All passwords or security codes must be registered with the instructor. A student's refusal to permit such access may be grounds for disciplinary action.

CAFETERIA RULES

1. No food is to be taken from the cafeteria unless students are eating in their classrooms.
2. All waste must be returned to the disposal area.
3. Students are to remain seated unless needing utensils or condiments.
4. Talking will be limited to normal inside voices—no shouting, whistling, etc.
5. Students choosing food from the food bar are expected to eat what they take.
6. Appropriate table manners are encouraged.

PLAYGROUND RULES

1. Always play with safety in mind.
2. The playground paraprofessionals are the teachers of the playground and are to be respected at all times. Disrespect, sassing, and belligerent behavior to adults will not be tolerated.
3. Fighting, rough play, tackle football, throwing snowballs or rocks is unsafe and not allowed.
4. Profanity, or obscene gestures will not be allowed at any time.
5. Students are to play in designated areas and are never to leave school property.
6. Students are expected to remain outside until the bell rings unless the playground supervisor sends them in.
7. All ball games are to be played in designated areas or beyond the playground equipment. A school employee must approve ball and bat usage.
8. There should only be one person in a swing at a time.

DRESS CODE

Student apparel shall remain within the bounds of common decency. Students whose dress or appearance interferes with or disrupts the educational process within the classroom, school building, or on school premises shall not be allowed at school. The following is a list of unacceptable clothing:

1. Students or vulgar clothing with offensive pictures or slogans. (Suggestive shall include, but not limited to, phrases referring to alcohol, tobacco, sexual innuendo, or controlled substances (drugs)).
2. Apparel with slogans or pictures that have a negative or offensive double meaning.
3. Halter tops, tube tops, bare midriff tops are considered unacceptable unless an appropriate cover up is worn.
4. Inappropriate or no undergarments.
5. Hats or caps of any type unless worn for an approved school activity.
6. All types of chains or choke chains are not permitted.
7. Closed toed shoes are recommended.

Violations of the above policy will be dealt with in the following manner: Parents will be notified (call/letter). Students may be asked to change or parents will be asked to pick up the student or bring a change of acceptable clothing.

* Note: By state law, footwear is required on all students.

HARASSMENT/BULLYING

It is a violation of school rules, and the law, for any student to harass, intimidate, or bullies another student or staff member. If a student is the victim of any unwanted sexual misconduct or communications, derogatory remarks, conduct concerning his/her gender, religion, race, ethnic group, or disability, the student should report such behavior to the teacher/principal immediately.

All reports shall be kept confidential and shall be investigated as soon as possible. If parents feel as though their child is being bullied/harassed, please contact the building principal who will follow Board Policy 5517.

CHAPTER 7 HEALTH AND SAFETY

INJURY AND ILLNESS

All injuries must be reported to a teacher or the office. If minor, the student will be treated and may return to class. If medical attention is required, the office will follow the School's emergency procedures.

A student who becomes ill during the school day should request permission to go to the office. An appropriate adult in the office will determine whether or not the student should remain in school or go home. No student will be released from school without proper parental permission.

It is recommended that students who have had a fever remain at home until 24 hours of no fever without medication has occurred.

IMMUNIZATIONS

Required Childhood Immunizations for Michigan School Settings

School communicable disease rules are the minimum standard for preventing disease outbreaks in school settings. To best protect patients from all diseases we have the power to prevent, healthcare providers in Michigan should follow the 2015 Recommended Immunization Schedule at www.cdc.gov/vaccines or www.michigan.gov/immunize. **All doses of vaccines must be given with appropriate spacing between doses and at appropriate ages to be considered valid.

Entry Requirements for All Public & Non-Public Schools		
Age → Vaccine**↓	4 years through 6 years	7 years through 18 years including all 7 th grade students
Diphtheria, Tetanus, Pertussis	4 doses DTP or DTaP, one dose must be on or after 4 years of age	4 doses Diphtheria and Tetanus OR 3 doses if #1 given on or after the first birthday. 1 dose of Tdap for children 11 years of age or older upon entry into 7 th grade or higher.
Polio	4 doses of polio. Only 3 doses of polio are required if dose 3 is administered on or after the fourth birthday.	4 doses of polio. Only 3 doses of polio are required if dose 3 is administered on or after the fourth birthday.
Measles,* Mumps,* Rubella*	2 doses on or after 12 months of age	
Hepatitis B*	3 doses	
Meningococcal Conjugate	None	1 dose for all children 11 years of age or older upon entry into 7 th grade or higher
Varicella* (Chickenpox)	2 doses of varicella vaccine at or after 12 months of age OR current lab immunity OR reliable history of disease	

* If vaccination is not administered, current laboratory evidence of immunity is required.

**Students susceptible to these diseases may be excluded from school.

Effective January 1, 2015, parents/guardians must obtain a certified nonmedical waiver from a local health department.



Rev. May 7, 2015

COMMUNICABLE DISEASES

Because the school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk due to casual contact communicable diseases and pests. The school's professional staff has the authority to remove or isolate a student who has been ill, or has been exposed to a communicable disease.

Specific diseases/conditions include, but are not limited to diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, chicken pox impetigo, influenza, pink eye, ringworm, shingles, common cold, infectious hepatitis, or scabies.

Signs of illness to watch for: cough, headache, fever, runny nose, skin eruption, sore throat or vomiting.

CONTROL OF NON CASUAL-CONTACT COMMUNICABLE DISEASES

In the case of non casual-contact, communicable-diseases, the school still 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 a panel of resource people, including the 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, HBV, HCV (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.

Non Casual-contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS Related Complex (condition), HIV (Human-immunodeficiency), HAV, HBV, HCV (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.

MEDICATION POLICY

Administering medication to students

The Board of Education recognizes that the school should assist parents in the maintenance of student health, and recognizes that existing law enables school employees to administer medication under certain conditions. Therefore, the School Board authorizes but does not mandate, the administration of medication(s) to students at school.

Responsibilities of Parent/Guardian

1. An Authorization for Medication Request Form will be completed by the parent/guardian for each medication. In addition, a physician statement must be completed and signed by the physician.
2. The principal (or designee) shall administer the prescribed medication.
3. All medication must be in a container and appropriately labeled by a pharmacy or physician.
4. The Board urges parents/guardians/physicians to schedule the administration of all required medication in the home outside school hours to the extent possible. When that is not possible, medications and/or treatment will be permitted, as feasible, during school hours.
5. Medications will be destroyed one week after the termination date or one week after the close of school if not picked up by parent/guardian.
6. Non-prescription oral medications, i.e. aspirin, cough syrup; will not be administered by school employees and must not be sent to school with students.
7. Parents/guardians may administer medication(s) to their child at the school, if arrangements to

do

so are made with the building principal or designee.

8. The parents/guardian shall be responsible to notify the building principal in writing of any changes in the medication or its administration.

Injections

The Michigan Attorney General's opinion (No. 5679, April 11, 1980) allows a school administrator, teacher or designated employee to administer medication in the form of an injection in an emergency if he/she is properly trained to perform the injection and does so pursuant to the instructions of a physician. School personnel in emergency situations shall follow the following procedures:

1. An attempt to contact the parent/guardian will be made.
2. Injections from a physician-prescribed kit may be administered by the individual requiring the injection or by a school employee under the supervision (written orders/instruction) of a physician.

Emergency Situations

In an emergency, parent(s)/guardian(s) will be contacted if possible. An ambulance or an emergency vehicle may be called to the school in serious cases to transport the student to a hospital or physician's office, at the expense of the parent/guardian.

LICE POLICY

Central Montcalm Public Schools follows the State of Michigan/Michigan Department of Community Health policy recommendation regarding lice:

Students with live lice are not allowed in school. Any student with live lice may remain in school until the end of the day (if they are found after school begins), but specific procedures must be followed. Immediate treatment at home is advised. The student will be readmitted to school after treatment and examination. If, upon examination, the school-designated personnel find NO live lice on the child, the child may reenter the school. Any student with nits (farther than 1/4" from scalp) should be allowed in school. (Active infestations can be defined as the presence of live lice or nits found within 1/4" of the scalp. Nits that are found beyond 1/4" of the scalp have more than likely hatched, or are no longer viable.)

*Parents should remove nits daily and treat if live lice are observed.

SCHOOL CLOSING OR DELAYED START DUE TO SEVERE WEATHER

In case of severe weather-snow, fog, ice, etc., the official announcement of school closings or delays may be heard over the local radio and TV stations. The school will also send out an alert School Messenger. Parents and students are responsible for knowing about emergency closings and delays.

TORNADO OR SEVERE WEATHER

The present policy calls for school to continue operation during severe weather conditions. However, in times of severe weather conditions, pre-established safety precautions will be followed.

For example:

Tornado Watch: Students will not be allowed to go on the playground and we will monitor the weather.

Tornado Warning: Students will follow the tornado procedure that has been established by the elementary school. This procedure has been recommended to the school by the office of Emergency Preparedness of Montcalm County. All people will remain at their assigned places of shelter until school authorities are officially notified of the termination of the danger period. Upon receiving this notification, school will resume its normal operation. If the alert extends beyond the normal dismissal time, students will be held until the all clear is given and then be dismissed.

EMERGENCY DRILLS

Fire, tornado, lockdown drills are required by law and are an important safety precaution. Evacuation may be part of our lockdown or safety procedure. It is essential that when the first signal is given, everyone obeys promptly and clears the building by the prescribed route as quickly as possible.

CHAPTER 8: INTERNET AND TECHNOLOGY

ELECTRONIC INFORMATION-ACCEPTABLE USE POLICY

BOARD OF EDUCATION CENTRAL MONTCALM SCHOOL DISTRICT STUDENT EDUCATION TECHNOLOGY ACCEPTABLE USE AND SAFETY

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board provides Education Technology so that students can acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board of Education provides students with access to the Internet for limited educational purposes only and utilizes online educational services to enhance the instruction delivered to its students. The District's Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of the District's computers, laptops, tablets, personal communication devices (as defined by Policy 5136), network, and Internet connection and online educational services ("Education Technology" or "Ed-Tech"). The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Education Technology. Users have no right or expectation to privacy when using the Ed-Tech (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the network and Internet).

This policy and its related administrative guidelines and the Student Code of Conduct also govern students' use of their personal communication devices (that is, according to Policy 5136, computers, laptops, tablets, e-readers, cellular/mobile telephones, smartphones, and any other web-enabled device), when connected to the District's network, the District's Internet connection, and online educational services ("Education Technology" or "Ed-Tech"). The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Education Technology. Users have no right or expectation to privacy when using the Ed-Tech (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the network and Internet).

First, and foremost, the Board may not be able to technologically limit access to services through its Educational Technology to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures which protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The Superintendent or Technology Director may temporarily or permanently unblock access to websites or online education services containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using Education Technology. The Board supports and respects each family's right to decide whether to apply for independent student access to the Education Technology.

The technology protection measures may not be disabled at any time that students may be using the Education Technology, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

Pursuant to Federal law, students shall receive education about the following:

	A.	safety and security while using email, chat rooms, social media, and other forms of direct electronic communications
	B.	the dangers inherent with the online disclosure of personally identifiable information
	C.	the consequences of unauthorized access (e.g., "hacking") , cyberbullying and other unlawful or inappropriate activities by students online, and
	D.	unauthorized disclosure, use, and dissemination of personal information regarding minors

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Education Technology. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students will be assigned a school email account that they are required to utilize for all school-related electronic communications, including those to staff members and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned email account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students and staff members are responsible for good behavior on the Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Education Technology that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users of the Board's Education Technology are personally liable, both

civily and criminally, for uses of the Education Technology not authorized by this Board policy and its accompanying guidelines.

The Board designates the Superintendent and Technology Director as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the District's Education Technology and the Internet for instructional purposes.

Any parent or lawful guardian who does not want their child's picture or information published electronically should inform the child's teacher in writing.

P.L. 106-554, Children's Internet Protection Act of 2000

P.L. 110-385, Title II, Protecting Children in the 21st Century Act

18 U.S.C. 1460

18 U.S.C. 2246

18 U.S.C. 2256

20 U.S.C. 6777, 9134 (2003)

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)

47 C.F.R. 54.520

CHAPTER 9: SPECIAL EDUCATION

INDIVIDUALS WITH DISABILITIES

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

A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEA) and State law.

DISCIPLINE OF STUDENTS WITH DISABILITIES

The School District will comply with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 when disciplining students with disabilities. Behavioral interventions will be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors.

EDUCATION OF STUDENTS WITH DISABILITIES

It is the intent of the school district to ensure that students who are disabled within the definition of the Individuals with Disabilities Education Act ("IDEA") or Section 504 of the Rehabilitation Act of 1973 ("Section 504") are identified, evaluated, and provided with appropriate educational services. The school district provides a free appropriate public education in the least restrictive environment and necessary related services to all students with disabilities enrolled in the school. For the provision of special education programs and services under the IDEA, the term "student with a disability" means a person between ages 3 and 26 for whom it is determined that special education services are needed. A student who reaches age 26 after September 1 is a "student with a disability" and entitled to continue a special education program or service until the end of that school year. For the purposes of complying with Section 504, a "student with a disability" is a person who:

1. Has a physical or mental impairment, which substantially limits one or more of such person's major life activities;
2. Has a record of such an impairment; or

3. Is regarded as having such an impairment

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

CHAPTER 10: STUDENT RECORDS AND PRIVACY

STUDENT PRIVACY PROTECTIONS

The Protection of Pupil Rights Amendment affords parents certain rights regarding the District's conduct of surveys, collection and use of information for marketing purposes, and certain physical examinations. These include the right to:

A. Consent before the student is required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education: 1. Political affiliations or beliefs of the student or the student's parent/guardian; 2. Mental or psychological problems of the student or the student's family; 3. Sex behavior or attitudes; 4. Illegal, anti-social, self-incriminating, or demeaning behavior; 5. Critical appraisals of others with whom the students have close family relationships; 6. Legally-recognized privileged relationships, such as those with lawyers, doctors, or ministers; 7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or 8. Income, other than that required by law to determine program eligibility.

B. Receive notice and an opportunity to opt a student out of – 1. Any other protected information survey, regardless of funding; 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under Michigan law; and 3. Activities involving the collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

C. Inspect, upon request and before administration or use – 1. Protected information surveys of students; 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and 3. Instructional material used as part of the educational curriculum. Parents/eligible students who believe their rights have been violated may file a complaint with: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-4605. Instructional Material- A student's parent/guardian may review the curriculum, textbooks, and teaching materials of the school in which the student is enrolled at a reasonable time and place and in a reasonable manner.

SCHOOL RECORDS

School student records are confidential and information from them will not be released other than as provided by law. A federal law known as the "Family Educational Rights and Privacy Act" ("FERPA") gives parents and eligible students (age 18 and older) the following rights with respect to their student records.

1. **RIGHT TO INSPECT:** You have the right to inspect and review substantially all of your education records maintained by or at the school district. This right extends to the parent of a student under 18 years of age and to any student age 18 or older.
2. **RIGHT TO REQUEST AMENDMENT:** You have the right to seek to have corrected any parts of an education record which you believe to be inaccurate, misleading or otherwise in violation of your rights. This right includes the right to a hearing to present evidence that the record should be changed if a designated school official decides not to alter the education records according to your request. If no change is made to the education record after the hearing, you have a right to place a written rebuttal in the record.
3. **RIGHT TO PREVENT DISCLOSURES:** You have the right to prevent disclosure of education records to third parties with certain limited exceptions. It is the intent of the Board of Education to limit the disclosure of information contained in your education records to those instances when prior written consent has been given to the disclosure, as an item of directory information of which you have not refused to permit disclosure, or under the provisions of FERPA which allow disclosure without prior written consent.
4. **RIGHT TO COMPLAIN:** You have the right to file a complaint with the U.S. Department of Education concerning the alleged failure of the school district to comply with FERPA. Your complaint should be directed to: Family Policy and Compliance Office U.S. Department of Education 600 Independence Ave, SW Washington, DC 20202-4605

CHAPTER 11: PARENTAL RIGHTS AND NOTIFICATION

ENGLISH LANGUAGE LEARNERS

The school offers opportunities for English Language Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain.

Parents/guardians of English Language Learners will be:

- (1) given an opportunity to provide input to the program,
and (2) provided notification regarding their child's placement in, and information about, the school district's English Language Learners programs

For questions related to this program or to express input in the school's English Language Learners program, contact the elementary school office.

EQUAL OPPORTUNITY/NONDISCRIMINATION STATEMENT

The Central Montcalm School District does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, age, or religion in its programs and activities. For information on the person designated to handle inquiries regarding the School District's non-discrimination policies please contact: Board Of Education Office Central Montcalm Public Schools 1480 S. Sheridan Road Stanton, MI 48888 989-831-2001 The School District's complaint procedure may be obtained from the board office. For further information, you may also contact: Office for Civil Rights U.S. Department of Education 600 Superior Avenue East, Suite 750 Cleveland, OH 44114-2611 Telephone: 216-522-4970 FAX: 216-522-2573; TDD: 877-521-2172 E-mail: OCR.Cleveland@ed.gov

MANDATED REPORTERS

School teachers, social workers, and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Michigan Family Independence Agency.

SUBSTANCE ABUSE PROGRAMS

By law, Central Montcalm must comply with the Drug Free School and Communities Act of 1986 as amended. Age-appropriate, developmentally based drug and alcohol education programs are provided in the districts health education program through Michigan Model. Education programs dealing with Substance Abuse are conducted with students through the Michigan Model Health Program. The classroom teacher on a consistent and coordinated basis presents these programs. Additional information and services are available to both the school and parents by cooperating agencies within the community. which includes the following; Montcalm Wellness Center, Substance Abuse Consultation Services, Sheriff's Department, and the Michigan State Police.

Pest Management Program

Advisory to All Parents/Guardians

Central Montcalm PS has an Integrated Pest Management Program. Inherent with this are the District's efforts to reduce pesticide use as much as possible, and we have been successful to date. This program does not rely on routine pesticide applications to resolve problems. You will receive advanced notice of the application of a pesticide, at your child's school. This advance notice will be given 48 hours before the application.

You **WILL** receive notice via a posting at the entrance to the school building. Complete this form **ONLY** if you are requesting additional advance notification of a pesticide application by U.S. first-class mail.

If you are requesting prior notification of pesticide treatments conducted at this school or day care center, other than a bait or gel formulation, and you would like the notice to be delivered by United States first-class mail, postmarked at least three days prior to the planned treatment, please complete the information on the following form and submit it to:

Central Montcalm Public School, P O Box 9, Stanton, Michigan 48888 or call 989-831-2001.

Prior Notification Request by US. First-class Mail

PARENT NAME: _____

STUDENT NAME: _____

STREET ADDRESS: _____

CITY, ZIP: _____

DAY PHONE NUMBER: _____

EVENING PHONE NUMBER: _____

Please check one:

☐ I wish to be notified by mail prior to a scheduled pesticide application inside of the school

☐ I wish to be notified by mail prior to a scheduled pesticide application outside of the school

☐ Both of the above

Signature of Parent/Guardian of record

Dated: _____

APPENDIX __A__ 2112 - PARENT INVOLVEMENT IN THE SCHOOL PROGRAM

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

A	Developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing desired learning outcomes.
B	Providing a mutually supportive school and home environment, which encourages learning.
C	Supporting a consistent and shared approach to child guidance and discipline.
D	Providing for the proper health, safety, and well-being for their child.

E	Supporting the development of English language proficiency skills.
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The Board is committed to communicating with parents at a level and in a language they can understand.

The Board, through this policy, directs the establishment of a parent involvement plan, which can be communicated to the parent of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication. The Parent Involvement Plan shall be distributed to all parents and students through publication in the Student Handbook or other suitable means.

The Superintendent shall direct the development of a Parent Involvement Plan for the District, which may include, among others, the following strategies:

A	Provide parents with their child's individual assessment results, reading results, progress reports, report cards and parent conferences.
B	Provide parents with the school's Code of Conduct.
C	Arrange flexibly scheduled parent/teacher conferences and parent requested conferences.
D	Publish in the District's school newsletter(s) information regarding the Parent Involvement Plan and parent involvement opportunities.
E	Encourage home reading programs. Books may be provided for students to read at home.
F	Maintain a consistent District wide effort to communicate regularly with parents.
G	Distribute periodic newsletters from teachers informing parents of upcoming District events and curriculum being taught.
H	Make calls, use e-mail letters as needed for teachers and administrators to communicate with parents.
I	Encourage active faculty participation in PTA or similar school parent groups.
J	Have students perform for parents and community.
K	Encourage parents to serve as chaperones for class field trips and other school activities.
L	Recognize parents and volunteers who have helped throughout the year.
M	Provide opportunities for discussions between parents, administrators and staff to address problems and find solutions for students having difficulties, either academically or socially.

Relations with Parents

The Board needs parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the Board encourages parents to support their child's career in school by:

A	Participating in school functions, organizations and committees;
B	Supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;
C	Requiring their child to observe all school rules and regulations;
D	Supporting and enforcing consequences for their child's willful misbehavior in school;
E	Sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
F	Maintaining an active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
G	Reading all communications from the school, signing, and returning them promptly when required;
H	Cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

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

Adopted 3/14/05

APPENDIX __B__

Central Montcalm Public Schools

Positive Behavior Intervention Supports, Handbook and Policies

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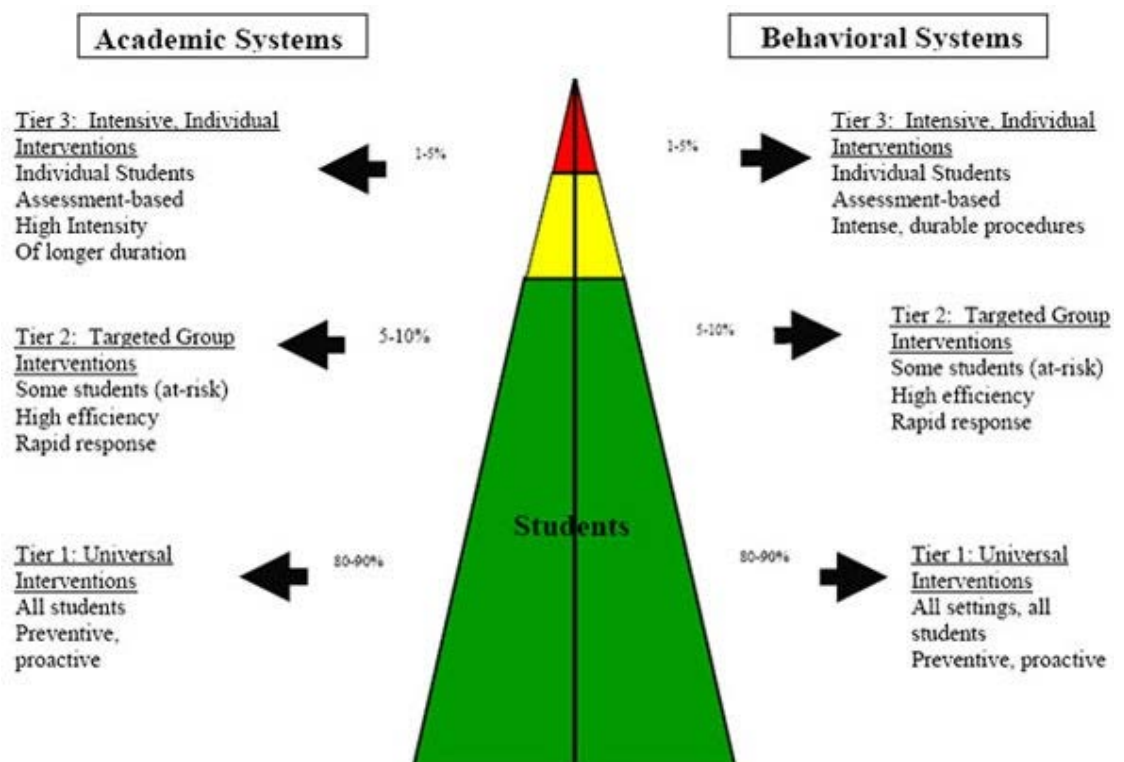
Introduction to PBIS

What is PBIS?

School - wide Positive Behavioral Interventions & Supports (PBIS) are a proactive, team - based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, teaching of behaviors, and the use of data - based problem solving to address behavioral concerns. School - wide PBIS increases the ability to educate all students by providing research - based, school - wide, classroom, and individualized interventions.

PBIS methods have been proven to significantly reduce the occurrence of problem behaviors. Students are taught clearly defined behavioral expectations and provided predictable responses to their behavior, both positive and corrective. When solid PBIS systems are in place, 80 - 85% of students will meet these expectations. The 15 - 20% of students not consistently meeting expectations will receive additional support through group and individual interventions. This model is represented visually in the form of a triangle (see image below).

3-Tiered Model of School-Wide Support



Adapted from *Response to Intervention: Policy Considerations and Implementation* (Batsche, et al 2005).
Note: Percentages are approximations and may vary by district.

Introduction to PBIS (cont.)

In addition to teaching and consistently responding to behavior, another key element of PBIS is an analysis of discipline referral data. This team based approach to data analysis will allow Central Montcalm's School Leadership Teams to identify problem areas, brainstorm interventions, acknowledge students exhibiting positive behavior, and communicate the findings to all staff, students, and parents.

The goals of PBIS are consistent with those found in other educational initiatives/laws, such as Education Year 2000, No Child Left Behind. The Michigan State Board of Education even has a PBIS Policy which schools are required to follow.

Michigan State Board of Education PBIS Policy

The vision of the State Board of Education is to create learning environments that prepare students to be successful citizens in the 21st Century. The educational community must provide a system that will support students' efforts to manage their own behavior and assure academic achievement.

An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote pro-social behavior and respectful learning environments. Research-based positive behavior support systems are appropriate for all students, regardless of age.

The principles of Universal Education reflect the belief that each person deserves and needs a positive, concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood. A positive behavior support policy incorporates the demonstration and teaching of positive, proactive social behaviors throughout the school environment.

A positive behavior support system is a data-based effort that concentrates on adjusting the system that supports the student. Such a system is implemented by collaborative, school-based teams, using person-centered planning. School-wide expectations for behavior are clearly stated, widely promoted, and frequently referenced. Both individual and school-wide learning and behavior problems are assessed comprehensively. Functional assessment of learning and behavior challenges are linked to an intervention that focuses on skill building. The effectiveness of the selected intervention is evaluated and reviewed, leading to data based revisions. Positive interventions that support adaptive and pro-social behavior and build on the strengths of the student lead to an improved learning environment. Students are offered a continuum of methods that help them learn and maintain appropriate behavior and discourage violations of codes of student conduct.

In keeping with this vision, it is the policy of the State Board of Education that each school district in Michigan implements a system of school-wide positive behavior support strategies.

Adopted September 12, 2006

Teaching Positive Behavior Expectations

Guidelines for Teaching Positive Behavior Expectations

1. We teach the expectations aggressively over the first three weeks of school. We re-teach expectations several times initially and strongly reinforced at the beginning of the year.
2. Our staff plans to teach review lessons as needed throughout the school year (2 – 3 minutes). If a lot of problems arise in a certain situation, we will re-teach the expectations. We consider it an investment during the start-up phase that will pay off with more orderly behavior thereafter.
3. When we teach behaviors, we model, demonstrate, or role-play. Students sometimes participate and show exactly what the expectations look and sound like. We give students feedback on how they did and praise them for their effort (acknowledge).
4. We repeat this process as often as it takes for students to learn the behaviors. The idea is to teach behavior the same way we teach academics. We know how important practice is for mastery of academics.

Be Safe	Before School ~Walk into the school ~Hands, feet, objects to yourself ~Walk in the same direction	Bathroom ~Walk ~Hands and feet to yourself ~Keep lights on ~1 at a time in the stall	Cafeteria ~Walk in line ~Keep the line moving ~Stay seated until dismissed ~Walk at a safe pace	Hallway ~Walk ~Bellies to back/eyes forward ~Hands, feet, and objects to self	Playground ~Use equipment and materials properly ~Hands, feet, and objects to self ~Keep wood chips/sand/snow on the ground ~"whistle" stop, look, listen	Bus SEE ADDITIONAL BUS MATRIX	Classroom ~Walk ~Hands, feet, and objects to self ~Keep chair on 4 legs ~Use materials properly	Office ~Hands, feet, and objects to self ~Wait patiently while sitting or standing ~Stay where you are told
Be Responsible	~Put things in locker, use the bathroom, get a drink, then walk ~Indoor voice (1 or 2)	~Flush the toilet ~Wash hands with soap and dry with paper towel ~Be quick ~Report problems to the teacher ~Keep bathroom clean ~Use whisper voice (1)	~Get all the things you need ~Try to open milk/food ~Raise hand for help ~Inside voice (1 or 2) ~Clean up	~Put away your belongings quickly ~Get to class ~Lips and hips (voice 0)	~Return equipment ~Line up/whistle/sign ~Coats on body or bench ~Tell an adult if problem	SEE ADDITIONAL BUS MATRIX	~Clean up after yourself ~Give your best effort ~Bring required items daily ~Be a whole body listening learner ~Use appropriate voice level ~Stay on the website given by your teacher ~Walk with, hold and touch technology carefully	~Stay on the carpet while waiting ~Be fair and honest ~Allow adults to answer the phone ~Have an office pass with you ~Knock on any door and wait to be told to enter
Be a Friend	Be a bucket filler by ~Using kind words ~Smiling and greeting others	Be a bucket filler by ~Waiting your turn ~Respecting the privacy of others	Be a bucket filler by ~Using good manners ~Using kind words ~Sitting next to any classmates ~Helping a friend	Be a bucket filler by ~Helping others	Be a bucket filler by ~Being fair and honest ~Using kind words ~Being helpful ~Sharing equipment/taking turns ~Playing with everyone	SEE ADDITIONAL BUS MATRIX	Be a bucket filler by ~Helping others ~Caring about others ~Listening when others are speaking (Whole Body Listening) ~Taking turns ~Sharing ~Keep your hands on your own technology	Be a bucket filler by ~Using kind words ~Keeping your hands off the copy machine

Acknowledging Appropriate Behavior

Components of Positive Recognition

Staff members should strive to acknowledge students positively 4 times for every time a behavior is corrected.

Positive recognition should be:

- Readily available
- Appropriate to the environment
- Easy to deliver
- Can be controlled by teacher
- Is powerful and affirming to the student

Guidelines for Caught Being Good Punch Card Acknowledgments

- All staff members need to have “Caught Being Good” cards for each student.
- Punches should be generously given for targeted positive student behaviors.
- Explain and give examples to students about which behaviors will result in earning punches.
- Make sure ALL students have a punch card.
- When students earn ten punches for ‘targeted’ behaviors, the student can use it to “purchase” items from a school store weekly. All staff, including transportation staff, will acknowledge student behavior as part of the school-wide acknowledgment system. When a student gets a positive ticket from transportation, the student will show it to his/her teacher and will receive a punch on the Caught Being Good Punch Card.

Example of Caught Being Good Example Punch Card



*Students may use their filled cards weekly or save them for a larger item. When students purchase items with their cards, the cards are put in a large bin so students can see how many we have been collecting.

Correcting & Responding to Behavior

Problem Behavior Definitions & Continuum of Responses

		Minor-Staff Managed	Major-Staff Managed	Major-Office Managed
Continuum of Responses & Strategies		<ul style="list-style-type: none"> Teach/Model/Practice Expectations Proximity Change seating/position Withdrawal of Materials Verbal redirection/Warning Signal/Look Student Conference Planned Feedback Pre-Correction Planned Ignoring Parental Contact 	<u>Previous Responses plus:</u> <ul style="list-style-type: none"> Teach/Model/Practice Expectations Student Conference Individualized Instruction Behavior Improvement Form Timeout Contingent Observation Time Owed Loss of Privilege Restitution 	<u>Previous Responses plus:</u> <ul style="list-style-type: none"> Teach/Model/Practice Expectations Individualized Behavior Intervention Plan De-Escalation Exclusionary Timeout Emergency Restraint/Seclusion Interagency Support Parent Contract Alternative Placement In-School Suspension Out-School Suspension Bus Suspension Expulsion
Problem Behavior	Defiance/Insubordination/Non-Compliance	Non-Compliance Not following classroom rules, directions, and procedures	Defiance/Insubordination Continuous refusal <u>without interrupting</u> the learning of others	Defiance/Insubordination Continuous refusal which <u>interrupts</u> the learning of others
	Inappropriate/Abusive Language/Profanity	Inappropriate Use of inappropriate language or gestures unknowingly.	Abusive/Profanity Use of abusive/profane language or gestures knowingly, but student is redirected.	Abusive/Profanity Excessive use of abusive/profane language or gestures ("the finger", throat slashing, pretending to shoot), but student is unable to be redirected.
	Bomb Threat			A verbal or written, threatening behavior

	Bullying			Repeatedly targeting specific people for specific reasons.
	Disrespect	Talking back	Continuous talking back but student is able to be redirected	Continuous talking back which interrupts learning of others. (i.e. screaming, increase of volume)
	Disruption	Talking out of turn, out of seat, wandering, intentional noises or distractions.	Continuous talking out of turn, out of seat, making intentional noises, but student is redirected.	Continuous talking out of turn, out of seat, making intentional noises, but student is unable to be redirected and interrupts the learning of the entire class.
	Dress Code Violation	Student apparel shall remain within the bounds of common decency.		
	Forgery/Theft/Plagiarism		Student is in possession of a minor object such as basic classroom materials, items belonging to peers, or other school items but is redirected.	Student is continually in possession of any object such as basic classroom materials, items belonging to peers, or other school items but is not able to be redirected.

		Minor-Staff Managed	Major-Staff Managed	Major-Office Managed
Problem Behavior	Inappropriate Display of Affection		Student engages in inappropriate, consensual verbal and/or physical contact of sexual nature directed at another student.	Student continues to or repeatedly engages in inappropriate consensual verbal and/or physical contact of sexual nature directed at another student.
	Lying/Cheating		Student does not take ownership of ones	Student continually does not take

			actions, delivers a message that is untrue, or claims others' work as their own but is redirected.	ownership of ones actions, delivers a message that is untrue, or claims others' work as their own and cannot be redirected.
	Physical Contact/ Physical Aggression	Physical Contact Not keeping hands and feet to self when playing or goofing	Physical Aggression Fighting, hitting, punching, biting, scratching, kicking, pushing, but student is redirected	Physical Aggression Continues to or repeatedly engages in fighting, hitting, punching, biting, scratching, kicking, pushing and/or is unable to be redirected.
	Property Misuse/ Damage/Vandalism	Property Misuse Swinging on doors, using school property inappropriately or not as intended.	Damage/Vandalism Throwing or misuse of school property without breaking it or unintentionally harming others. Writing on school property.	Damage/Vandalism Throwing or misuse of school property with the intent of breaking it or harming others. Defacing school property.
	Skip Class	After routines are established, the student misses class for an excessive amount of time, but comes back on their own.	After routines are established, student leaves or misses class without permission but can be redirected.	Student continually leaves or misses class without permission but cannot be redirected.
	Tardy	Not applicable	Not applicable	Not applicable
	Technology Violation	Walking, touching or holding technology inappropriately, intentionally accessing additional applications/sites, can be redirected	Refusal to comply with teacher directive for staff minor behaviors, pounding on, slamming shut, continually and intentionally accessing additional applications/sites and cannot be redirected	Writing on, throwing, slamming technology, intentionally accessing inappropriate sites

	Use/Possession of Alcohol			Student is in possession of, using, or intends to use alcohol.
	Use/Possession of Combustibles			Student is in possession of, using or intends to use lighters, matches, or aerosols.
	Use/Possession of Drugs			Student is in possession of, using or intends to use illegal/substances or imitations
	Use/Possession of Tobacco			Student is in possession of, using or intends to use tobacco.
	Use/Possession of Weapon			Student is in possession of knives (>3in., <3in.) and guns (real or looks alike) or other objects readily capable of causing bodily harm.

How to Set a Positive Tone and Increase Direction Following Helpful Hints to Parents.

- Use clear directives – not questions. (i.e. “Sally, please go to your seat.”)
- Establish eye contact
- Give time to respond. Provide wait time (3 seconds)
- Use positive directives more than negative. (i.e. “Please be safe and sit.”)
- Follow-through with student expectations after first request
- Use a positive tone. Avoid yelling and arguing
- Acknowledge compliance

Central Montcalm Public Schools

COVID-19 Elementary Student/Parent Handbook 2020-2021

Message for Parents

Dear Parent(s) and/or Guardian(s),

CMPS has created this Handbook with the essential information to assist families as we navigate the reopening of our schools during the COVID-19 Pandemic. While no public operation can ensure the absence of COVID-19, CMPS is working diligently to ensure all safety measures are put into place while still providing instruction to our students. As the situation with COVID-19 continues to change, changes will need to be made at CMPS. Changes are made based on information from the Centers for Disease Control and Prevention (CDC) and Mid-Michigan Health Department (MMHD) along with federal, state, and local agencies.

Communication

Ongoing communication is a critical element. The following tools will be used to communicate with families:

Communication Tool	Purpose	How to Access the Tool
Central Montcalm Website	To provide updated information regarding our education plan, announcements, and resources	https://www.central-montcalm.org
Central Montcalm Elementary or Central Montcalm Upper Elementary Facebook Page	To provide updated information regarding our education plan, announcements and resources.	You must have a Facebook account and Like us on Facebook
School Messenger	Announcements will be by text or by email.	<p>Go to schoolmessenger.com</p> <p>Our school utilizes the SchoolMessenger system to deliver text messages, straight to your mobile phone with important information about events, school closings safety alerts and more</p> <p>You can participate in this free service just by sending and text of "Y" or "Yes" to our school's short code number 67587</p>

		Updated phone numbers and emails in our school database system will be used.
SeeSaw-Grades K-3 Google Classroom-Grades 4-5th	This is the learning platform for online instruction. The teacher will be putting learning materials, assignments, and announcements here.	Instructions will be given by the teacher
Zoom	This tool will allow you to communicate directly with professional staff. This has the capability for audio and video.	An invite will be sent to you. You will need to have Zoom on your device.
Phone calls	To communicate individually with staff. CME 831-2500, CMUE 831-2300, Transportation 831-2240 Food Service 831-2106, Central Montcalm Board Office 831-2000	

Preparedness Plan

Phases 1-3

- In Phases 1-3, no in-person instruction will take place. Instruction will be offered through online platforms. The platforms will be Google Classroom (Grades 4 and 5) and through SeeSaw (Grades K-3).
- Packets may be used.
- Teachers will also be provided with other ways to deliver content and will be communicating regularly with families and students.

Phases 4-5

- In-person instruction will occur with safety precautions in place as included in the CM preparedness plan and provided by the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap.
- Details are outlined below.

Face Coverings (Phases 4-5)

- Face coverings may be homemade or disposable level-one (basic) grade surgical masks. Homemade mask covering must be washed daily.
- Facial coverings must always be worn in hallways and common areas. Also, masks must be worn on the bus.
- All students in grades PreK-5 must wear facial covering unless students remain with their classes throughout the school day and do not come into close contact with students in another Cohort.
- Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required will be offered a face-covering by a school official (teacher, paraprofessional,

administrator, school secretary, etc.) and asked to put the face-covering on. The instance will be documented in SWIS and Powerschool as an act of defiance.

- Students showing patterns of non-compliance will be removed from the school building and placed into remote instruction until the student agrees to comply with this safety protocol. Parents will be notified of each instance of non-compliance by the school. If a student is permitted to return to school and directed to leave a second time for non-compliance the removal from the school buildings will result in permanent placement into remote instruction for the remainder of the semester, including being banned from being on school premises at any time or at school-related events.
- All staff will be notified of students exempt from wearing masks.

Health Screening: (Phases 4-5)

- Families will screen students for symptoms of Coronavirus (COVID-19) before sending them to school.
- Any child exhibiting the COVID-19 Symptoms below during the day will need to be picked up immediately (as soon as possible, but no longer than 30 minutes for the safety of others). All families will need to have a plan in place to meet the 30-minute requirement.
 - a. Fever over 100.4 degrees Fahrenheit
 - b. Cough
 - c. Headache
 - d. Difficulty breathing
 - e. Sore throat
 - f. Frequent nasal discharge
 - g. Loss of taste or smell
 - h. Vomiting or diarrhea
- While waiting to be picked up, the child will be required to wear a disposable face mask and wait in a designated quarantined area.
- If a student has a fever only, the student will be required to stay at home until he/she is fever free without medication for 72 hours.
- If a student has multiple COVID-19 symptoms, the student is required to stay at home for a minimum of seven days with at least three days fever-free.
- If there is any diagnosis or exposure to COVID-19, CMPS will be following the guidance of the Mid-Michigan Health Department.
- Parents are required to notify the school if their child has COVID-19 or someone in the home has COVID-19 or if the student/family has been exposed due to close, direct contact to COVID-19.

Transportation

- Families are to do a Health Screening before going to the bus.
- All students must use hand sanitizer before entering the bus.
- The bus driver, staff, and all students must wear a mask if medically feasible.
- There will be assigned seating.
- Busses will be cleaned before and after routes.
- If students are sick during the day, parent(s)/guardian(s)/emergency contact person must pick them up. Sick students are not allowed to ride the bus.
- Weather permitting, windows will be open.

Visitor/Parent Restrictions (Phases 1-5)

Visitation into the buildings will be restricted.

- Visitors will not be allowed in the building. Rather, visitors can relay messages through phone communication or intercom with the front office.
- If deemed necessary to enter the office, visitors/parents will need to wear a mask and pass the Health Screening.
- No large gatherings are allowed in Phases 1-5,
- There will be no after school activities.

Hygiene: (Phases 4-5)

- Teachers will teach students proper hygiene techniques (handwashing, cough in elbows or covering with a tissue, sanitizing, and limiting the use of shared material)
- Students and teachers will have a scheduled handwashing/hand sanitizing every 2-4 hours.
- The student will wash hands in the bathrooms with soap and water, but also wash hands when returning to the classrooms.
- Students will sanitize their hands every time entering the classroom from the hallway, bathroom, recess, etc.
- Limited use of shared materials or disinfected between uses.
- Proper classroom cleaning procedures will be followed.
- Students will use water bottles as drinking out of the drinking fountain will not be allowed.

Social Distancing Phases 4-5

Social distancing is an effective way to prevent potential infection. CMPS employees, students, parents, and visitors should practice staying approximately 6 feet away from others and eliminating contact with others as much as possible.

- As feasible, arrange desks/tables apart and have students facing the same direction.
- Students will be taught proper spacing in the hallways, bathrooms and recess.
- Students will be separated to designated areas at recess.
- Students will be eating breakfast and lunch in the classrooms.

Social-Emotional Well-Being Phases 1-6

CMPS recognizes the social-emotional impact of COVID-19. District social workers will provide resources for parents. Social workers will work individually with students on any well-being needs. Parents are encouraged to contact the social worker with concerns.

We have read the information in the Central Montcalm Elementary School Student/Parent Handbook. This contains information pertinent to the rules and expectations of the school in regards to the students that attend Central Montcalm Elementary School. **This form should be returned to the student's teacher.** Please call if you have any questions (989) 831-2500.

Student Name (Please Print) and Date

Parent Signature and Date