



hsisd.org

“Learning For All...Whatever It Takes”

Student/Parent Handbook

Brookside Learning Center and North Pointe Center Schools

2023-2024

HERITAGE SOUTHWEST INTERMEDIATE SCHOOL DISTRICT

Andy Hubbard, Superintendent
Tina Wimberley, Director of Special Education
Tracy Beatty, Supervisor of Special Education
Michele Derenzy, Supervisor of Special Education

HERITAGE SOUTHWEST INTERMEDIATE SCHOOL DISTRICT BOARD OF EDUCATION STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

EQUAL OPPORTUNITY EMPLOYMENT

Applicants for admission and employment, students, parents, employees, sources of referral for applicants for admission and employment, and all unions and professional organizations holding collective bargaining agreements with HSISD are hereby notified that the Board of Education of the HSISD does not discriminate on the basis of race, color, religion, national origin or ancestry, age, sex, height, weight, marital status or disability shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it receives any financial assistance from the United States Department of Education.

In order to investigate complaints, answer inquiries and guide the implementation of compliance efforts the Superintendent or his/her designee shall appoint Grievance Coordinators, whose names shall be publicized at least annually. Any person having inquiries concerning the HSISD 's compliance with the regulations implementing Title VI, Title IX, Age Discrimination Act, Section 504, Title II (ADA), and Sexual Harassment is directed to contact:

Joshua Townsley (269) 445-6223
Grievance Coordinator
Heritage Southwest Intermediate School District, 61682 Dailey Road
Cassopolis, Michigan 49031-9648

who have been designated by HSISD to coordinate the ISD's efforts to comply with the regulations implementing Title VI, Title IX, Age Discrimination Act, Section 504, Title II (ADA), and Sexual Harassment. The Grievance Coordinators, upon request will provide a copy of the Grievance Procedure and investigate all complaints in accordance with the procedure.

Individuals with disabilities who require assistance (i.e. Interpreters) or special arrangements to participate in a program or activity sponsored by HSISD, please contact Joshua Townsley at (269) 445-6223. We request that you provide a 48-hour notice so that the proper arrangements may be made.

This and other written publications of the district are available in alternative accessible format (i.e. enlarged print, braille, audio tapes). Please contact the Director of Special Education, at (269) 445-6286 to request an accessible format.

HERITAGE SOUTHWEST INTERMEDIATE SCHOOL DISTRICT
Administrative Guidelines
GRIEVANCE PROCEDURES FOR NONDISCRIMINATION AND EQUAL OPPORTUNITY/ACCESS

Any person who believes that he/she has been discriminated against or denied equal opportunity or access to programs or services may file a complaint, which shall be referred to as a grievance, with the District's Civil Rights Coordinator.

Director of Instructional Services
Heritage Southwest Intermediate School District
61682 Dailey Road
Cassopolis, MI 49031
(269) 445-6223

The individual may also, at any time, contact the U.S. Dept. of Education, Office of Civil Rights, 600 Superior Avenue, Room 750, Cleveland, OH 44114-2611.

The person who believes he/she has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the District Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complainant. He/she may initiate formal procedures according to the following steps:

- **Step 1** - A written statement of the grievance signed by the complainant shall be submitted to the District Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.
- **Step 2** - If the complainant wishes to appeal the decision of the District Civil Rights Coordinator, he/she may submit a signed statement of appeal to the Superintendent within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.
- **Step 3** - If the complainant remains unsatisfied, he/she may appeal through a signed written statement to the Board within five (5) business days of his/her receipt of the Superintendent's response in step two. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

The District Coordinator will provide a copy of the District's grievance procedure to any person who files a complaint and will investigate all complaints in accordance with this procedure.

A copy of each of the Acts and the regulations on which this notice is based may be found in the Civil Rights Coordinator's office.

The Heritage Southwest Intermediate School District Board of Education holds its regularly scheduled meetings on the second Wednesday of every month at 5:30 p.m. The public is invited to attend

Parents, Guardians, Caregivers, and Students,

Welcome.

It is the belief of the Heritage Southwest Intermediate School District that the well-being of society and the individual depends, to a great extent, on the effectiveness of the public educational system. Our goal is to positively impact our students through a well structured environment. We believe that an effective educational system will:

- Expect students to exhibit high moral, ethical, and academic behavior.
- Provide each student with an equal opportunity to fully develop as an individual and to function cooperatively with others.
- Provide students with a foundation of skills, knowledge, and social responsibility which will prepare them for further education or job training.
- Encourage the involvement, cooperation and support from community members.
- Provide the means for assessing, evaluating and improving the progress of our school system.

The staff of Heritage Southwest Intermediate School District believes that each student has the right to attend school in a safe and caring educational environment. We believe that all students have the right to an education and that others may not disrupt or distract from that purpose. We have designed this information guide and set of standards to ensure that each student has the opportunity to reach his or her full academic potential.

We also believe that open communication and parent involvement is extremely important to each student's success. Keeping open, positive communication with school staff will do a great deal in improving your child's behavior. If at any time you have any questions, concerns, or ideas, please call the school at:

Brookside (269) 445-6250

North Pointe Center (269) 390-5060

Heritage Southwest Intermediate School District
Diagnostic, Therapy, and Instructional Staff serving Brookside and North Pointe

Name	Title	Phone
Andy Hubbard	Superintendent	269-445-6204
Tina Wimberley	Assistant Superintendent of Special Education	269-445-6286
Andi Smallbone	Special Education Administrative Assistant	269-445-6218
Tracy Beatty	Supervisor of Special Education	269-445-6260
Michele Derenzy	Supervisor of Special Education	269-390-5055
Robert Tarantino	Monitor and Compliance Officer	269-445-6248
Molly High	Transition Coordinator	269-445-6278
Joshua Townsley	Director of Instructional Leadership	269-445-6223
Mikki Spagnoli	Director of CTE & Early Middle College	269-445-6224
Erin Kucharski	CTE Coordinator	269-445-6201
Madison Munroe	CTE Administrative Assistant	269-445-6212
Wendy Velez	North Pointe Administrative Assistant	269-390-5060
Diane Schultz	Brookside Administrative Assistant	269-445-6250
Kristen Holt	SXI Teacher	269-445-6236
Ann Pinard	SCI Teacher	269-445-6244
Brandy Wilds	EI Teacher	269-445-6246
Brandy Meiser	EI Teacher	269-445-6263
Nanci Tarantino	EI Teacher	269-390-5045
Pamela Sova	Early Childhood Special Education Teacher	269-445-6235
Natasha Holesinger	Early Childhood Special Education Teacher	269-445-6228
Julie Rosenkranz	HSISD ECSE	269-445-6272
Julie Aigotti	Early On/Special Education Teacher	269-445-6233
Erik Haskins	MoCI Teacher	269-390-5284
Shannon Lehew	MoCI Teacher	269-390-5043
Haley Weldy	MoCI Teacher	269-390-5042
Grace Williams	MoCI Teacher	269-390-5041

Allison Hoff	MoCI Teacher	269-445-6245
Lindsey Yoder	MoCI Teacher	269-445-6259
Teddi Reynolds	MOCI Teacher	269-445-6254
Lori Lahti	District Nurse	269-445-6242
Emily Roodbergen	LPN	269-445-6242
Molly Dobberstein	Registered Nurse	269-445-5049
Dixie Kile	Certified Medical Assistant	269-445-6244
Diane Boughton	TC VI/O&M	269-390-5034
Lisa Babcock	Physical Therapist	269-445-6265
Kimberly Linton	Physical Therapist	269-445-6250
Ayren Parrish	Physical Therapist	269-445-6230
Mara Vergon	Occupational Therapist	269-390-5039
Chelsea Yoder	Occupational Therapist	269-445-6274
Leah Wojahn	Occupational Therapist	269-445-6257
Ashton Mullin	Occupational Therapist	269-390-5039
Chris Kroepel	Early On Service Provider	269-445-6209
Christine Hunt	Special Ed/Early-On Speech Therapist	269-445-6232
Annie Howell	Speech Language Therapist	269-445-6271
Matosha Morin	Speech Language Therapist	269-390-5047
Cecily Ogden	School Social Worker	269-390-5036
Vacancy	School Social Worker	269-390-5038
Amanda Street	School Social Worker	269-445-6264
Carrie Rabbitt	Behavior Systems Coordinator	269-445-6264
Barbara Orpurt	ASD Consultant	
Lynn Anderson	School Psychologist	269-445-6247
Jamie Limberty	School Psychologist	269-390-5032
Sara England	School Psychologist	269-445-6229
Denise George	School Psychologist	269-390-5033
Taehyun Kim	School Psychologist	269-445-6274
Craig Blasko	School Psychologist/EO	269-390-5294

Heritage Southwest Intermediate School District
Transportation Administration

Kim Vaughn	Director of Operations & Transportation	269-445-6255
Crystal Smith	Dispatcher	269-445-6256

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School Hours—The school day at the various HSISD programs are as follows:

Brookside Learning Center - all program classrooms

8:45-3:02 (½ day: 8:45-11:56)

North Pointe Center all program classrooms

7:25-1:42 (½ day 7:25-10:41)

Half Days-Early Release Days

All HCISD classroom staff will participate in additional half days to allow for staff professional development. The half days are indicated in the School Hours section above and vary according to the building housing our program. The Half Day PD days are indicated on the attached school calendar.

School Closings

If the HSISD is closed due to inclement weather, no students will be in attendance, no transportation will be provided.

School Messenger

This system has been added to PowerSchool to contact families for school closings. You can receive text messages by opting in to the School Messenger system. Receive messages re: school delays, closings, etc
Our automated messenger service will contact up to three (3) contacts. Please designate which number(s) or email you want to be contacted on in the shaded box on the Student Enrollment Form.

School closing information will be broadcast on the following television stations:

- Televisión:
 - o WNDU (Channel 16 — South Bend)
 - o WSBT (Channel 22 — South Bend)
 - o WWMT (Channel 3 — Kalamazoo)

Most closing announcements will start as early as 6:00 a.m., or as soon as they are received.

PLEASE **DO NOT** CALL THE SCHOOL OR TELEVISION STATIONS TO GET WEATHER (CLOSING) INFORMATION.

Special Weather Information

If Heritage Southwest Intermediate School District (HSISD) is OPEN and any Cass County school district is CLOSED due to weather, HSISD transportation will NOT pick up students in the district that is closed.

If Dowagiac Union School District is CLOSED due to weather, and HSISD is OPEN, North Pointe and Brookside programs will be OPEN, but we will NOT pick up students living in the Dowagiac district because of road conditions.

If Cassopolis Public Schools are CLOSED due to weather, and HSISD is OPEN, HSISD is OPEN, North Pointe and Brookside programs will be OPEN, but we will NOT pick up students living in the Cassopolis district because of road conditions.

If Marcellus Public School District is CLOSED and HSISD is OPEN, HSISD is OPEN, North Pointe and Brookside programs will be OPEN, but we will NOT pick up students living in the Marcellus district because of road conditions.

If Edwardsburg Public School District is CLOSED and HSISD is OPEN, HSISD is OPEN, North Pointe and Brookside programs will be OPEN, but we will NOT pick up students living in the Edwardsburg district because of road conditions.

Attendance

The HSISD Board of Education as an agency of the state is required to enforce regular attendance of students. The Board recognizes that regular attendance and promptness are marks of a good student and a good citizen. In school, as in other facets of life, regular attendance and punctuality are necessary for success.

Attendance shall be required of all students participating in District programs, exempted by another Board policy or by other provisions of state law, during the days and hours that the programs are in session.

The HSISD programs require, from the parent of each student or from an adult student who has been absent for any reason, a written statement of the cause for such absence. The HSISD programs reserve the right to verify such statements and to investigate the cause of each single absence.

Repeated infractions of this Board policy requiring the attendance of enrolled students will result in the following steps indicated in the Cass County Truancy Protocol.

- Up to 6 unexcused absences: To be handled by local school personnel through telephone calls, letters, meetings with the student and/or parent(s). Parent(s) given notice of intent to refer to the County Truancy Officer.
- 6-9 unexcused absences: School contacts County Truancy Officer and provides documentation of prior efforts, including date, time, and outcome of meeting with parent(s).

The HSISD programs consider the following factors to be reasonable excuses for time missed at a District program:

- Illness
- Recovery from accident
- Required court attendance
- Professional appointments
- Death in the immediate family
- Observation or celebration of a bona fide religious holiday

Such other good causes as may be acceptable to administration Attendance need not always be within District facilities, but a student will be considered to be in attendance if present at any place where the program is in session by authority of the administration.

HSISD authorizes but does not encourage the administration to suspend a student from a particular class or from school, if sincere efforts by the staff and parents/guardians cannot rectify the pattern of absence. In keeping with its philosophy, HSISD supports efforts to provide for out-of-school alternative educational opportunities for truant students rather than to heighten the effects of absence through suspension.

Transportation

Transportation for students attending HSISD programs is provided by HSISD. Parents/guardians will be notified of the schedules by the transportation department. If for some reason you don't receive notification, please contact the transportation department or the school. If a student's residence (living location) should change, please notify the transportation department and the school secretary, as soon as possible.

Student Records

Student educational records are official and confidential documents protected by the Family Educational Rights and Privacy Act (FERPA), to access student records, proper procedure must be followed. The Family Educational Rights and Privacy Act (FERPA) gives parents/guardians certain rights regarding their child's student records. The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding school surveys and the collection and/or use of information for marketing purposes and certain physical exams. For detailed information, contact the school office.

Emergency Forms (Accidents or Emergency Illness)

These forms must be filled out yearly or as often as changes in important information (address, phone number, etc....) occur. It is important that you read these forms carefully, add special instructions, and sign them. Also, please include any medication(s) changes. In case of an accident or emergency illness, every attempt will be made to notify parents/guardians during the emergency. If the parents/guardians can be reached in time, the parent should make arrangements for treatment. If the emergency requires immediate action, the school nurse or other school personnel will make arrangements for the student to receive medical attention at the nearest medical facility. The emergency information you give to us accompanies any injured or ill student to the medical facility.

Review of Instructional Materials and Activities

Parents/guardians have the right to review any instructional materials being used in the classrooms. They also may observe instruction in any class, particularly those dealing with instruction in health, human development, and sex education.

Any parent who wishes to review materials or observe instruction must contact the principal prior to coming to the school. Parent's rights to review instructional materials and activities are subject to reasonable restrictions and limits.

Lunch and Breakfast Program

Breakfast and lunch are available for all students unless a child is excused from participating due to dietary or other reasons. Generally low fat milk is served. The meal is planned to meet the requirements of nutrition and quality established by the federal government. All students receive a free breakfast and lunch. If you choose to pack a lunch for your student, milk can be purchased. Prices are listed separately each year due to price fluctuation. Our food programs are provided by Sodexo through Dowagiac Union Schools.

Leaving the Building

Students are not permitted to leave the building while classes are in session unless it is a class outing. In the event that a student leaves the building in an unauthorized manner the local police department will be notified and the parent/guardian will be contacted.

Note: Please remember that the students do go outside the building during the school day and should be dressed appropriately for the weather conditions.

Visitors and Volunteers

Visitors are always welcome at the HSISD programs. Please be prepared to state the purpose of your visit by registering and securing a visitor's pass.

All volunteers must be cleared by a background check per iChat prior to volunteering in a classroom or attending a field trip. For the safety of students and staff, we ask that all visitors check in at the office. Please be prepared to state the purpose of your visit by registering and securing a visitor's pass.

Parent-Teacher Conferences

Parent-Teacher conferences are scheduled in the fall and spring of each school year. Please consult your school calendar for the exact dates. In addition to the regularly scheduled parent-teacher conferences, annual IEP reviews are also scheduled yearly for each student to review goals/objectives, progress, program services, and any necessary changes. Every effort is made to schedule a meeting at convenient times, as they are extremely important to the progress your child makes in school.

Parents and teachers are urged to request a conference anytime during the year as questions, concerns, or special situations arise. We strongly believe that student growth and development can be maximized and problems minimized when parents and teachers work closely together.

Fire, Tornado, and Lockdown Procedures

Michigan law dictates that public schools conduct emergency drills during the school year. Accordingly, five fire, two tornado, and three lockdown drills are held periodically throughout the year so that our staff and students are prepared in case of an emergency.

Every precaution is taken to ensure the safety of the students. All students shall be directed by the teachers to their assigned area or exit. Emergency procedures are posted in each classroom.

If a tornado has been sighted, the school is notified and proper action is taken for the safety of students and staff. Students will not be released from school until we are notified that it is safe. It is important that we keep our phone lines clear to receive incoming messages.

PLEASE DO NOT CALL THE SCHOOL FOR INFORMATION DURING A THREAT.

** Please note it is against the law to set off a false fire alarm. Anyone found to have set off a false alarm will be referred to law enforcement authorities and billed for the cost incurred by the school district, fire department, and law enforcement agency

Notification to Parents on Bloodborne Pathogens

HSISD is subject to federal and state regulations to restrict the spread of Hepatitis B virus (HBV), Hepatitis C (HCV), and human immunodeficiency virus (HIV) in the workplace. These regulations are designed to protect employees of HSISD who are, or could be, exposed to blood or other contaminated bodily fluids while performing their job duties. Because of the very serious consequences of contracting HBV, HCV, or HIV, the District is committed to taking the necessary precautions to protect both students and staff from its spread in the school environment. Part of the mandated procedures includes a requirement that the District request the person who was bleeding to consent to be tested for HBV, HCV, or HIV. The law does not require parents or guardians to grant permission for the examination of their child's blood, but it

does require the District to request that consent, although we expect that incidents of exposure will be few, we want to

notify parents of these requirements ahead of time. That way, if the situation does develop you will understand the reason for our request and will have had an opportunity to consider it in advance. These are serious diseases, and we sincerely hope that through proper precautions and cooperation we can prevent them from spreading. If you have any questions or concerns, please contact the school nurse, Lori Lahti at (269) 445-6242.

Birth Certificates - Michigan

(1) Upon enrollment of a student for the first time in a local school district, public school academy, or intermediate school district, the local school district, public school academy, or intermediate school district shall notify in writing the person enrolling the student that within 30 days he or she shall provide to the local school district, public school academy, or intermediate school district either of the following:

(a) A copy of the student's birth certificate must be provided at enrollment. HSISD will verify the student birth certificate and will be returned to the parent/guardian. (HSISD will *not* retain a copy in their file).

(b) Other reliable proof, as determined by the local school district, public school academy, or intermediate school district, of the student's identity and age, and an affidavit explaining the inability to produce a copy of the birth certificate.

(2) If a person enrolling a student fails to comply with subsection (1), the local school district, public school academy, or intermediate school district shall notify the person enrolling the student in writing that, unless he or she complies within 30 days after the notification, the case must be referred to the local law enforcement agency for investigation. If the person enrolling the student fails to comply within that 30-day period, the local school district, public school academy, or intermediate school district shall notify the local law enforcement agency.

(3) The local school district, public school academy, or intermediate school district shall immediately report to the local law enforcement agency any affidavit received under this section that appears inaccurate or suspicious in form or content.

(4) Within 14 days after enrolling a transfer student, the school shall request in writing directly from the student's previous school a copy of his or her school record. Any school that compiles records for each student in the school and that is requested to forward a copy of a transferring student's record to the new school shall comply within 30 days after receipt of the request unless the record has been tagged under section 1134. If a student record has been tagged under section 1134, a copy of the student record must not be forwarded, and the requested school shall notify the law enforcement agency that notified the school district of the missing student under section 8 of 1968 PA 319, MCL 28.258, of the request.

(5) A local school district, public school academy, or intermediate school district shall not disclose any personally identifiable information contained in a student record to a law enforcement agency, except in compliance with 20 USC 1232g, commonly referred to as the family educational rights and privacy act.

Vaccines

All students are required to be fully vaccinated or receive an exemption for the 2022-23 academic year. All students are required to have on file with the office a set of forms, to comply with state and federal laws and to ensure the health and safety of the students. The necessary forms are as follows:

The school is required to report the immunization status of all students. From time to time, these records must be updated and your student may be required to obtain additional shots. Michigan law requires all students to submit an official immunization record. This proof of immunization may be a document from your private physician or Health Department Clinic, which includes vaccine name and month/year of each dose. The chart below is an example of the required immunizations.

VACCINES REQUIRED FOR CHILDCARE AND PRESCHOOL IN MICHIGAN

Whenever infants and children are in group settings, there is a chance for diseases to spread. Both, infants, and children must follow state vaccine laws in order to attend childcare and preschool. These laws are the minimum standard for preventing disease outbreaks in group settings. The best way to protect a child from other serious diseases is to follow the recommended vaccination schedule at cdc.gov/vaccines. By following the recommended schedule infants and children will be fully protected and any vaccination requirements will be met.

	2-3 months	4-5 months	6-15 months	16-18 months	19 months – 4 years	5 years
Diphtheria, Tetanus, Pertussis (DTaP)	1 DTaP	2 DTaP	3 DTaP		4 DTaP	
Pneumococcal Conjugate (PCV13)	1	2	3 or age-appropriate complete series	4 or age-appropriate complete series		None
H. influenzae type b (Hib)	1	2		1 at or after 15 months or age-appropriate complete series		None
Polio	1	2			3	
Measles, Mumps, Rubella (MMR)*	None			1 at or after 12 months		
Hepatitis B*	1	2			3	
Varicella (Chickenpox)*	None			1 at or after 12 months or current lab immunity or history of varicella disease		
This is not a cumulative chart.						
For example, a child 19 months to 5 years old is required to have 4 doses of DTaP to enter childcare or preschool to be fully protected.						

***If the child has not received these vaccines, documented immunity is required.** These rules apply to children who are the above ages upon entry into childcare or preschool. During disease outbreaks, incompletely vaccinated children may be excluded from childcare and preschool. Parents and guardians choosing to decline vaccines must obtain a certified non-medical waiver from a local health department. Read more about waivers at michigan.gov/immunize. All doses of vaccines must be valid (correct spacing and ages) for childcare and preschool entry purposes.

The Michigan Department of Health and Human Services will not exclude from participation in, deny benefits of, or discriminate against any individual or group because of race, sex, religion, age, national origin, color, height, weight, marital status, gender identification or expression, sexual orientation, partisan considerations, or a disability or genetic information that is unrelated to the person's eligibility.

MDHHS-Pub-1254 (Rev. 6-21)

Communicable Diseases

Communicable diseases must be reported to the school nurse, who will file the required report with the Cass County Health Department. Students who have been diagnosed with, or are suspected of having a communicable disease may be excluded from school. The chart below gives examples of some common communicable diseases and return/recovery times. In the event of communicable diseases that are more serious in nature, Board policy will be followed regarding school attendance/closing.

The school nurse provides routine health checks. Students found to have severe colds, sores, and any contagious disease will be removed from the classroom and parents/guardians will be advised to come and remove the student from school. (Please do not send your child to school if he/she has a severe cold, bad cough, continual draining from nose, eyes, or ears, flu, fever 100.4 degrees or higher, severe stomach/intestinal upset, or any contagious disease). Upon the discretion of the school nurse, a doctor's permit may be required before a child may return to school.

COVID Protocol for the 22-23 school year

1. Mask wearing- Students and staff are no longer wearing masks. Masks are optional for those that would like to wear them.
2. Contact tracing- We are doing limited contact tracing. Notifying the classroom staff and students/families when there is a positive case.
3. Quarantine/ isolation requirements- If a student of staff tests positive they stay home for 5 days since symptoms started or positive test and can return after 5 days, wearing a mask for an additional 5 days. Most students are out for 10 days because they cannot wear a mask.

* Head lice are a common problem all schools face, especially in the spring and fall of the year. For the protection of all the children, students must be completely free of all lice and nits (eggs) before returning to school. Simply treating the hair with special shampoo and/or assuming the eggs are dead is not acceptable. (Parents must bring the student in to be checked by the nurse before re-admittance).

Disease	May Return	Approximate Recovery Time
Cold Symptoms	Reduction of cough and runny nose, no fever	Depending on condition 1-6 days
Chicken Pox	No new eruptions - All pox dry and crusty	Depending on condition or fever, may have old scabs
Hepatitis	Doctor's note	Several weeks
Impétigo	Doctor's note or clearing of condition	24 hours after first medicine
Measles (Rubella)	Doctor's note	4 to 8 days
Measles (Rubeola)	Doctor's note (7 days hard red)	Minimum of 4 days after appearance of rash
Mononucleosis	No exclusion unless doctor recommends	Depending on condition
Mumps	Doctors note	When swelling and fever are gone
Pediculosis/Scabies - Head and Body Lice	No Lice remaining	May return as soon as adequate treatment has started
Pink Eye	Doctor's note or clear eyes evident	24 hours after treatment has started
Ringworm	After treatment has started upon nurse's clearance	24 hours after antifungal treatment has started
Strep infection:		
1. Scarlet Fever	Doctor's Note 24 hrs. after treatment has started	Depends on severity
2. Strep Throat	Same as above	Same as above

Medication

If a student is required to be administered a prescription or an over-the-counter medication during school hours, the following procedures will be followed:

1. The student's physician must provide written orders of the dosage and when it should be administered and telephone number for where the physician can be contacted.
2. The parent/guardian must provide written permission for the school to administer the medication and a telephone number for contact in case of an emergency.
3. The student or parent must bring the medicine to school in a container properly labeled by the pharmacy or physician, or in factory packaging (state law). All medications should be clearly identified on the outside of the container and will be stored in a locked cabinet.
4. The school nurse will communicate (through the classroom teacher) regularly with parents/guardians and physicians about any problems or effects of administering medication during school hours.

Note: The physician's office or Health Department Clinic may fax a copy of the medication order(s) to the District Nurse to North Pointe at 269-390-5061 or to Brookside 269-445-6253

Ok2Say- Student Safety Program

OK2SAY is the student safety program that allows students to confidentially report tips on potential harm or criminal activities directed at students, school employees, and schools. OK2SAY is a nationally recognized program giving students the tools to step up and speak out when they are concerned about their safety or the safety of another.

How can I submit a tip?

Tips can be submitted 24-hours-a-day, 7-days-a-week by telephone, text message, email, mobile app, or via the OK2SAY website. Multimedia attachments and links to additional information are encouraged.

How does OK2SAY help prevent harmful student-related behavior?

OK2SAY gives students the tool to break the culture of silence and connect with adult authorities who can help. Threats of retaliation and stigmatization often discourage students from reporting the dangerous behaviors of their peers. Based on research from the U.S. Secret Service, in 81% of violent incidents in U.S. schools, someone other than the attacker knew of the attacker's plan but failed to report it. OK2SAY aims to eliminate this culture of silence by providing a confidential, collaborative communication system where students and authorities can work together to respond to safety threats.

PBIS

PBIS is a framework for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all pupils. PBIS emphasizes four integrated elements:

- a) socially valued and measurable outcomes;
- b) empirically validated and practical practices;
- c) systems that efficiently and effectively support implementation of these practices; and
- d) continuous collection and use of data for decision-making.

As a multi-tiered behavioral framework, PBIS emphasizes a model for both prevention and intervention. PBIS has demonstrated through research: improvement in overall school climate and safety, an increase in perceived school safety, and reductions in problem behavior and bullying behaviors. Effective implementation of PBIS has been shown to reduce office discipline referrals and school suspensions. There is a correlation between the use of PBIS and improvement in social skills and emerging evidence linking PBIS to improved academic outcomes.

PBIS emphasizes the establishment of organizational supports or systems that give school personnel capacity to use effective interventions accurately and successfully at the school, district, and state levels. These supports include:

- a) team-based leadership;
- b) data-based decision-making;
- c) continuous monitoring of pupil behavior;
- d) regular universal screening;
- e) effective ongoing professional development.

PBIS is not a packaged curriculum but an approach to behavior support that defines core elements that can be achieved through a variety of strategies. Schools implementing PBIS invest in prevention efforts to reduce the need for seclusion and restraint procedures. Schools teach, practice, and reinforce behaviors that result in positive pupil academic and social outcomes. Through systematic behavior monitoring, pupils requiring additional assistance are quickly identified and provided the appropriate resources to experience success in school. Multi-Tiered System of Support.

Tier 1 Universal prevention All pupils (100 percent of pupil population) Zones of Regulation	<ol style="list-style-type: none">1. Behavioral expectations defined, explicitly taught, and practiced.2. Environments structured to promote success.3. Continuum of strategies identified to acknowledge desired behaviors and correct undesired behaviors.4. Ongoing collection and use of data for problem solving and decision making.
Tier 2 Targeted Interventions (5–15 percent of pupil population) Check-In-Check-Out	<ol style="list-style-type: none">1. Universal screening to identify pupils requiring additional support.2. Ongoing progress monitoring for at-risk pupils.3. Targeted supports, including increasing: structure and

	<p>predictability, contingent adult feedback, and home/school communication.</p> <p>4. Ongoing collection and use of data for problem solving and decision making.</p>
<p>Tier 3 Intensive Interventions (1–5 percent of pupil population) Functional Behavior Assessment Behavior Support Plan</p>	<p>1. Individualized evaluation/functional behavioral assessment.</p> <p>2. Data driven individualized intervention plan incorporating pupil’s strengths and needs.</p> <p>3. Collaborative (school-home-community), teambased, person-centered planning.</p> <p>4. Ongoing collection and use of data for problem solving and decision making.</p>

At Heritage Southwest ISD we have three leadership teams, one at Brookside Learning Center, one at North Pointe Center and a Tier 2/Tier 3 Team that meet monthly to plan activities for students and updates for our staff. Our staff have participated in professional learning for the past four years within each Tier of PBIS, planning and resources. We continue to work with the Countywide PBIS team to improve our practices. We offer positive reinforcement throughout the day in each classroom PreK-Young Adult Transition.

Student Behavior

We believe that there are standards which apply to all. When a student fails to meet these standards, problems are created for himself and others. With any gathering of people we usually find that rules and regulations help us all come close to achieving our goals. The following are a few rules concerning what is not allowed:

1. Fighting
2. Swearing and the use of profanity and/or abusive language and foul names
3. Leaving the school without permission
4. Interfering with learning in the classroom
5. Disruptive behavior
6. Disrespect/Bullying toward any student or school employee
7. Threatening any student or school employee
8. Having or using alcohol, drugs, or tobacco

We fully expect that students will show respect for each other and all adults in the school setting. It is hoped that this good behavior will carry over into the student's everyday life.

Physical Management (Restraint or Redirection)

It is the duty of HSISD to maintain a school environment that is safe and conducive to learning. Any appropriately trained staff member may use reasonable physical force to manage dangerous situations. This involves, but is not limited to, the removal of a dangerous weapon, the protection from harm to self or others, prevention of major property damage, and the redirection of an oppositional student. Parents/guardians will be notified of any such occurrences. All standards adopted by the State Board of Education in its "Supporting Student Behavior: Standards for the Emergency Use of Seclusion and Restraint" document will be strictly complied with per current Michigan Regulations.

In 2006, the Michigan Department of Education, State Board of Education adopted "Supporting Student Behavior: Standards for the Emergency Use of Seclusion and Restraint." In December 2016, the State of Michigan adopted new laws restricting the use of seclusion and restraint in schools. MCL 380.1307 now states: It is the intent of the legislature that sections 1307 to 1307h [MCL 380.1307 to 380.1307h] shall provide for a uniform policy regarding the use of seclusion and restraint in the public schools that accomplishes the following objectives:

- Promotes the care, safety, welfare, and security of the school community and the dignity of each pupil.
- Encourages the use of proactive, effective, evidence- and research-based strategies and best practices to reduce the occurrence of challenging behaviors, eliminate the use of seclusion and restraint, and increase meaningful instructional time for all pupils.
- Ensures that seclusion and physical restraint are used only as a last resort in an emergency situation and are subject to diligent assessment, monitoring, documentation, and reporting by trained personnel.
- Clearly defines the terms "seclusion," "restraint," "emergency seclusion," and "emergency physical restraint," and clearly states the procedures for the use of emergency seclusion and emergency physical restraint.

All HSISD Classroom Staff are trained and recertified in Crisis Prevention Intervention once every two years. We have two certified trainers on staff at Heritage Southwest ISD. We follow the Policy of Emergency Use of Seclusion and Restraint. We utilize the Documentation form and Debriefing form following all student restraints.

Suspension or Expulsion

On the basis of the present status of current school law, the Supervisor of Heritage Southwest ISD is delegated the authority to separate temporarily or suspend a student from school. With any suspension the following precepts shall be adhered to:

- The student shall be fully informed of the charges brought against him/her, including the rationale for the action and the conditions of time and termination. Students will be given an opportunity either verbally or in writing to respond to the charges. (This complies with the United States Supreme Court decision of Goss vs. Lopez).
- The administrator will make every attempt to notify the parents by phone or personal contact, if the student is to be separated temporarily or suspended from school. Written notation of such contact shall be made in the student's cumulative file.
- Verbal notification shall be followed by written communication to the parent or guardian stating the charges, reasons, and conditions of the separation or suspension. A copy of the letter shall be placed in the student's cumulative file.

380.1310D SUSPENSION OR EXPULSION OF PUPIL; FACTORS; EXERCISE OF DISCRETION; REBUTTABLE PRESUMPTION; SECTION INAPPLICABLE FOR POSSESSION OF FIREARM IN WEAPON FREE SCHOOL ZONE; CONSIDERATION OF FACTORS MANDATORY; DEFINITIONS.

(1) Before suspending or expelling a pupil under section 1310, 1311(1), 1311(2), or 1311a, the board of a school district or intermediate school district or board of directors of a public school academy, or a superintendent, school principal, or other designee under section 1311(1), shall consider each of the following factors:

- (a) The pupil's age.
- (b) The pupil's disciplinary history.
- (c) Whether the pupil is a student with a disability.
- (d) The seriousness of the violation or behavior committed by the pupil.
- (e) Whether the violation or behavior committed by the pupil threatened the safety of any pupil or staff member.
- (f) Whether restorative practices will be used to address the violation or behavior committed by the pupil.
- (g) Whether a lesser intervention would properly address the violation or behavior committed by the pupil.

(2) Except as provided in subsection (3), this section applies to give the board of a school district or intermediate school district or board of directors of a public school academy, or its designee, discretion over whether or not to suspend or expel a pupil under section 1310, 1311(1), 1311(2), or 1311

- (a) In exercising this discretion with regard to a suspension of more than 10 days or an expulsion, there is a rebuttable presumption that a suspension or expulsion is not justified unless the board or board of directors, or its designee, can demonstrate that it considered each of the factors listed under subsection (1). For a suspension of 10 or fewer days, there is no rebuttable presumption, but the board or board of directors, or its designee, shall consider each of the factors listed under subsection (1).

(3) This section does not apply to a pupil being expelled under section 1311(2) for possessing a firearm in a weapon free school zone.

(4) Except as provided in subsection (3), consideration of the factors listed in subsection (1) is mandatory before suspending or expelling a student under section 1310, 1311(1), 1311(2), or 1311a. The method used for consideration of the factors is at the sole discretion of the board of a school district or intermediate school district or board of directors of a public school academy, or its designee.

(5) As used in this section:

- (a) "Expel" means to exclude a pupil from school for disciplinary reasons for a period of 60 or more School days.
- (b) "Firearm" means that term as defined in section 1311.
- (c) "Suspend" means to exclude a pupil from school for disciplinary reasons for a period of fewer than 60 school days.
- (d) "Weapon free school zone" means that term as defined in section 1311.

380.1311 Suspension or expulsion of pupils.

(1) Subject to subsection (2), the school board, or the school district superintendent, a school building principal, or another school district official if designated by the school board, may authorize or order the suspension or expulsion from school of a pupil who commits criminal sexual conduct against another pupil enrolled in the same school district or a pupil guilty of gross misdemeanor or persistent disobedience if, in the judgment of the school board or its designee, as applicable, the interest of the school is served by the authorization or order. If there is reasonable cause to believe that the pupil is a student with a disability, and the school district has not evaluated the pupil in accordance with rules of the superintendent of public instruction to determine if the pupil is a student with a disability, the pupil shall be evaluated immediately by the intermediate school district of which the school district is constituent in accordance with section 1711.

(2) Subject to subsection (3) and section 1310d, if a pupil possesses in a weapon free school zone a weapon that constitutes a dangerous weapon, commits arson in a school building or on school grounds, commits criminal sexual conduct in a school building or on school grounds, or pleads to, is convicted of, or is adjudicated for criminal sexual conduct against another pupil enrolled in the same school district, the school board, or the designee of the school board as described in subsection (1) on behalf of the school board, shall expel the pupil from the school district permanently, subject to possible reinstatement under subsection (6). However, a school board is not required to expel a pupil for possessing a weapon if the pupil establishes in a clear and convincing manner at least 1 of the following:

- (a) The object or instrument possessed by the pupil was not possessed by the pupil for use as a weapon, or for direct or indirect delivery to another individual for use as a weapon.
- (b) The weapon was not knowingly possessed by the pupil.
- (c) The pupil did not know or have reason to know that the object or instrument possessed by the pupil constituted a dangerous weapon.
- (d) The weapon was possessed by the pupil at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

(3) There is a rebuttable presumption that expulsion under subsection (2) for possession of a weapon is not justified if both of the following are met:

- (a) The school board or its designee determines in writing that at least 1 of the factors listed in subsection (2)(a) to (d) has been established in a clear and convincing manner.
- (b) The pupil has no history of suspension or expulsion.

(4) If an individual is expelled under subsection (2), the expelling school district shall enter on the individual's permanent record that he or she has been expelled under subsection (2). Except if a school district operates or participates cooperatively in an alternative education program appropriate for individuals expelled under subsection (2) and in its discretion admits the individual to that program, and except for a strict discipline academy established under sections 1311b to 1311m or a cyber school as defined in section 551, an individual expelled under subsection (2) is expelled from all public schools in this state and the officials of a school district shall not allow the individual to enroll in the school district unless the individual has been reinstated under subsection (6). Except as otherwise provided by law, a program operated for individuals expelled under subsection (2) shall ensure that those individuals are physically separated at all times during the school day from the general pupil population. If an individual expelled from a school district under subsection (2) is not placed in an alternative education program, strict discipline academy, or cyber school, the school district may provide, or may arrange for the intermediate school district to provide, appropriate instructional services to the individual at home. The type of services provided shall meet the requirements of section 6(4)(u) of the state school aid act of 1979, MCL 388.1606, and the services may be contracted for in the same manner as services for homebound pupils under section 109 of the state school aid act of 1979, MCL 388.1709. This subsection does not require a school district to expend more money for providing services for a pupil expelled under subsection (2) than the amount of the foundation allowance the school district receives for the pupil as calculated under section 20 of the state school aid act of 1979, MCL 388.1620.

(5) If a school board expels an individual under subsection (2), the school board shall ensure that, within 3 days after the expulsion, an official of the school district refers the individual to the appropriate county department of social services or county community mental health agency and notifies the individual's parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, notifies the individual of the referral.

(6) The parent or legal guardian of an individual expelled under subsection (2) or, if the individual is at least age 18 or is an emancipated minor, the individual may petition the expelling school board for reinstatement of the individual to public education in the school district. If the expelling school board denies a petition for reinstatement, the parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, the individual may petition another school board for reinstatement of the individual in that other school district. All of the following apply to reinstatement under this

subsection:

(a) For an individual who was enrolled in grade 5 or below at the time of the expulsion and who has been expelled for possessing a firearm or threatening another person with a dangerous weapon, the parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, the individual may initiate a petition for reinstatement at any time after the expiration of 60 school days after the date of expulsion. For an individual who was enrolled in grade 5 or below at the time of the expulsion and who has been expelled under subsection (2) for a reason other than possessing a firearm or threatening another person with a dangerous weapon, the parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, the individual may initiate a petition for reinstatement at any time. For an individual who was in grade 6 or above at the time of expulsion, the parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, the individual may initiate a petition for reinstatement at any time after the expiration of 150 school days after the date of expulsion.

(b) An individual who was in grade 5 or below at the time of the expulsion and who has been expelled for possessing a firearm or threatening another person with a dangerous weapon shall not be reinstated before the expiration of 90 school days after the date of expulsion. An individual who was in grade 5 or below at the time of the expulsion and who has been expelled under subsection (2) for a reason other than possessing a firearm or threatening another person with a dangerous weapon shall not be reinstated before the expiration of 10 school days after the date of the expulsion. An individual who was in grade 6 or above at the time of the expulsion shall not be reinstated before the expiration of 180 school days after the date of expulsion.

(c) It is the responsibility of the parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, of the individual to prepare and submit the petition. A school board is not required to provide any assistance in preparing the petition. Upon request by a parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, by the individual, a school board shall make available a form for a petition.

(d) Not later than 10 school days after receiving a petition for reinstatement under this subsection, a school board shall appoint a committee to review the petition and any supporting information submitted by the parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, by the individual. The committee shall consist of 2 school board members, 1 school administrator, 1 teacher, and 1 parent of a pupil in the school district. During this time the superintendent of the school district may prepare and submit for consideration by the committee information concerning the circumstances of the expulsion and any factors mitigating for or against reinstatement.

(e) Not later than 10 school days after all members are appointed, the committee described in subdivision (d) shall review the petition and any supporting information and information provided by the school district and shall submit a recommendation to the school board on the issue of reinstatement. The recommendation shall be for unconditional reinstatement, for conditional reinstatement, or against reinstatement, and shall be accompanied by an explanation of the reasons for the recommendation and of any recommended conditions for reinstatement. The recommendation shall be based on consideration of all of the following factors:

(i) The extent to which reinstatement of the individual would create a risk of harm to pupils or school personnel.

(ii) The extent to which reinstatement of the individual would create a risk of school district liability or individual liability for the school board or school district personnel.

(iii) The age and maturity of the individual.

(iv) The individual's school record before the incident that caused the expulsion.

(v) The individual's attitude concerning the incident that caused the expulsion.

(vi) The individual's behavior since the expulsion and the prospects for remediation of the individual.

(vii) If the petition was filed by a parent or legal guardian, the degree of cooperation and support that has been provided by the parent or legal guardian and that can be expected if the individual is reinstated, including, but not limited to, receptiveness toward possible conditions placed on the reinstatement.

(viii) Not later than the next regularly scheduled board meeting after receiving the recommendation of the committee under subdivision (e), a school board shall make a decision to unconditionally reinstate the individual, conditionally reinstate the individual, or deny reinstatement of the individual. The decision of the school board is final.

(ix) A school board may require an individual and, if the petition was filed by a parent or legal guardian, his or her parent or legal guardian to agree in writing to specific conditions before reinstating the individual in a conditional reinstatement. The conditions may include, but are not limited to, agreement to a behavior contract, which may involve the individual, parent or legal guardian, and an outside agency; participation in or completion of an anger management program or other appropriate counseling; periodic progress reviews; and specified immediate consequences for failure to abide by a condition. A parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, the individual may include proposed conditions in a petition for reinstatement submitted under this subsection.

(7) A school board or school administrator that complies with subsection (2) is not liable for damages for expelling a pupil under subsection (2), and the authorizing body of a public school academy is not liable for damages for expulsion of a pupil by the public school academy under subsection (2).

(8) The department shall develop and distribute to all school districts a form for a petition for reinstatement to be used under subsection (6).

(9) This section does not diminish any rights under federal law of a pupil who has been determined to be eligible for special education programs and services.

(10) If a pupil expelled from a public school district under subsection (2) is enrolled by a public school district sponsored alternative education program or a public school academy during the period of expulsion, the public school academy or alternative education program shall immediately become eligible for the prorated share of either the public school academy or operating school district's foundation allowance or the expelling school district's foundation allowance, whichever is higher.

(11) If an individual is expelled under subsection (2), it is the responsibility of that individual and of his or her parent or legal guardian to locate a suitable alternative educational program and to enroll the individual in such a program during the expulsion. The office of safe schools in the department shall compile information on and catalog existing alternative education programs or schools and nonpublic schools that may be open to enrollment of individuals expelled under subsection (2) and under section 1311a, and shall periodically distribute this information to school districts for distribution to expelled individuals. A school board that establishes an alternative education program or school described in this subsection shall notify the office of safe schools about the program or school and the types of pupils it serves. The office of safe schools also shall work with and provide technical assistance to school districts, authorizing bodies for public school academies, and other interested parties in developing these types of alternative education programs or schools in geographic areas that are not being served.

(12) As used in this section:

(a) "Arson" means a felony violation of chapter X of the Michigan penal code, 1931 PA 328, MCL 750.71 to 750.79.

(b) "Criminal sexual conduct" means a violation of section 520b, 520c, 520d, 520e, or 520g of the Michigan penal code, 1931 PA 328, MCL 750.520b, 750.520c, 750.520d, 750.520e, and 750.520g.

(c) "Dangerous weapon" means that term as defined in section 1313.

(d) "Firearm" means that term as defined in section 921 of title 18 of the United States Code, 18 USC 921.

(e) "School board" means a school board, intermediate school board, or the board of directors of a public school academy.

(f) "School district" means a school district, intermediate school district, or public school academy.

(g) "Weapon free school zone" means that term as defined in section 237a of the Michigan penal code, 1931 PA 328, MCL 750.237a.

Drug and Alcohol Abuse

Drugs, Narcotic Drugs, and Marijuana: A student shall not sell, possess, use, purchase, deliver, or be under the influence of any drug, narcotic drugs, marijuana, counterfeit drug, or other controlled substance as defined in the Controlled Substance Act of 1971, being MCL 335.301 et. seq. and as defined in other Michigan or federal statutes, while on school grounds, or off school grounds at a school activity, function, or event.

Alcohol: A student shall not sell, possess, use, purchase, deliver, or be under the influence of any alcoholic beverage while on school grounds, or off school grounds at a school activity, function, or event.

Depending upon the age of the student and seriousness of the offense, any or all of the following options will be administered: Parent contact, parent conference, police contact, referral to health department, recommendation to attend health department counseling sessions, involve the family with Substance Abuse Agency, referral to Woodlands Behavioral Health, referral to other agencies as appropriate, disciplinary measures, and participation in an IEP (Manifestation Determination and possible reconsideration of program placement). Parent and student rights of due process will be in effect.

Use of Tobacco

Smoking and other tobacco uses are a danger to a student's health and to the health of others. HSISD prohibits the sale, distribution, use, or possession of any form of tobacco during school hours, any school activity, or on the grounds. This prohibition also applies when going to and from school and at bus stops. Violations of this rule could result in suspension or expulsion. "Use of tobacco" shall mean all uses of tobacco, including cigars, cigarettes, e- cigarettes, vapes, or pipe tobacco, chewing tobacco, snuff, or any other matter or substance that contains tobacco, in addition to papers used to roll cigarettes. The display of unlighted cigars, cigarettes, pipes, and other "smoking" paraphernalia or tobacco products on one's person is also prohibited.

Search and Seizure

Recognizing the privacy rights of students, Heritage Southwest ISD programs will adhere to the established Board of Education policy, in regard to student personal belongings. No students may be searched without individualized reasonable suspicion or in an unreasonable manner. The principal shall be responsible for the prompt recording in writing of each student search, including the reason for the search: information received that established the need for the search and the name of the informant, if any, the persons present when the search was conducted, any substances or objects found, and the disposition of them. The principal shall be responsible for the custody control and disposition of any illegal or dangerous substance or object taken from the student.

Interviewing of Students by Police

No student suspected of violation of state, federal, or local ordinances may be interviewed on school property by a police officer or any other authority unless a school official is present at all times during the interview to protect the rights of the juvenile and the parents/guardians have been notified.

Bullying and Other Aggressive Behaviors

It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior. This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property, if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

Harassment

Harassment of students is prohibited, and will not be tolerated. This includes inappropriate conduct by other students as well as any other person in the school environment, including employees, Board members, parents, guests, contractors, vendors and volunteers. It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy applies to all activities on school property and to all school sponsored activities whether on or off

school property.

Harassment is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical or emotional well being, and includes any harassment that would negatively impact students.

Any student who believes s/he has been/or is the victim of harassment should immediately report the situation to the teacher or principal.

Dress Code

All students are expected to be dressed neatly, cleanly, and appropriately for school. This means light clothing for spring and fall, and warm clothing for winter. Extremes in dress that might cause health or safety problems and/or disruptions in school will not be allowed. Listed below are clothing items that are **not** permissible. This list may not include all clothing items that are **not** permissible; we ask that you use reasonable judgment in dressing and checking the attire of your student.

1. Clothing items, that advertise tobacco products, alcohol (including beer), drugs, sex (nudity), vulgarity (foul language), or violence.
2. Any top that exposes a midriff on persons of either gender..
3. Short shorts, running or biking (spandex) shorts, tennis shorts, or those shorts that are "skin tight" and revealing.
4. Clothing that is torn, frayed, or has holes, and jeans/pants that are not securely fastened at the waist. These items will be judged on an individual basis, if they aren't disruptive to the education process, they may be permissible.
5. Pocket chains or other attachments that disrupt the educational process.
6. Sunglasses or headgear (baseball caps, hats) are not to be worn inside the building.

It is important that you label your child's items, with your child's name. Properly labeled items will be returned to the student immediately. A lost and found box is maintained so that unlabeled items can be retrieved.

Locker/Storage Cubicles

There are no privacy expectations in school lockers/cubicles or its content. The principal or designee may search lockers/cubicles or contents. Law enforcement agencies may assist.

Personal Property

Students are responsible for the security of personal items. Certain personal items are prohibited in the school environment by state law, Section 1303 of the Revised School Code, which reads as follows:

"The board of a school district shall not permit any pupil to carry an electronic communication device, or other personal communication device in school except for health or other unusual reasons approved by the board, and may develop penalties that it considers appropriate for a pupil who violates this prohibition."

Other personal items that students may not bring to school are: iPads, tablets, toys, extra money, etc... The classroom teacher will inform you of any special programs or show and tell types of activities where these items may be permissible.

Lost and Found

All lost and found articles are stored in the main office. Lost items should be turned in as soon as possible.

Building Use and Care

HSISD believes that student learning is enhanced when they are educated in clean well maintained environments. To accomplish that we need the help of all involved.

All food and beverages must be consumed in designated areas. Students and their families are responsible for any damage to books and other school property which they intentionally damage or destroy. Restitution may be made through monetary means or through an equal exchange of labor.

Homebound Instruction

HSISD shall arrange for individual instruction to students of legal school age who are not able to attend school because of a medical, physical, or emotional disability.

Parents/guardians should contact the school administration regarding procedures for such instruction. Requests must be approved by the administration/IBP team. The District will provide homebound instruction only for those confinements expected to last at least five (5) days.

Requests for individual instruction shall be made by a physician licensed to practice in the state of Michigan, parent, guardian, student, or other authorized caregiver. A physician must: certify the nature and existence of a medical

condition, state the probable duration of the confinement, and present evidence of the student's inability to participate in an educational program.

Use of Telephones

Office and classroom telephones are not to be used for personal calls. Except in an emergency, students will not be called to the office to receive a telephone call. Telephones may be made available in the school for students to use when the situation warrants. Students are not to use telephones to call parents to receive permission to leave school. Office and classroom staff will initiate all calls on behalf of a student seeking permission to leave school. Students may not bring to school a cellular telephone, or other electronic communication device except for health or other unusual reasons approved in advance by the administration.

Annual Asbestos Report

Federally mandated Asbestos Hazard Emergency Response Act (AHERA), requires every public school district to report to its school community on the Asbestos Containing Materials (ACM) in all school buildings. The friable ACM in our building is located primarily in boiler rooms and pipe tunnels. Every six months conditions are checked and, when necessary, minor repairs are made. Our goal is to provide a safe environment for our school family by closely monitoring the conditions of the asbestos in our facilities. If you have any questions or concerns regarding the ACM in our buildings, please contact Kim Vaughn, Director of Operations & Transportation at (269) 445-6255.

Pesticide

According to Public Act 451, each month the kitchens, storage areas, and lounges are sprayed by Terminex. On the day of application, spraying occurs after school when students are not present.

APPENDIX A - Special Education Acronyms

Below is a partial listing of some of the acronyms you may come in contact with during your child's education

ABA	Applied Behavior Analysis	LESA	Educational Service Agency
ADA	Americans with Disabilities Act	MAPS	McGill Action Planning System
AD(H)D	Attention Deficit (Hyperactivity) Disorder	MDE	Michigan Department of Education
AG	Annual Goal	MET	Multidisciplinary Evaluation Team
AI	Autism	MiCI	Mild Cognitive Impairment
AS	Asperger's Syndrome	MoCI	Moderate Cognitive Impairment
ASD	Autism Spectrum Disorder	O&MO	Orientation and Mobility
AUEN	Addressing Unique Educational Needs	OSE/EIS	Office of Special Education & Early Intervention Services
CBI	Community Based Instruction	OT	Occupational Therapist
CI	Cognitive Impairment	OHI	Other Health Impairment
COACH	Creating Options & Accommodations for Children	PAC	Parent Advisory Committee
CP	Cerebral Palsy	PBIS	Positive Behavioral Intervention Support
DD	Developmental Disability/Delay	PDD	Pervasive Developmental Delay
ECDD	Early Childhood Developmental Delay	PECS	Picture Exchange Communication System
EI	Emotional Impairment	PI	Physical Impairment
ESY	Extended School Year	PSA	Public School Agency
FAPE	Free Appropriate Public Education	PT	Physical Therapist
FTE	Full Time Equivalency	SCI	Severe Cognitive Impairment
HI	Hearing Impairment	SPEAC	State Special Education Advisory Committee
IDEA	Individuals with Disabilities Education Act	SLI	Speech and Language Impairment
IEE	Independent Education Evaluation	SSW	School Social Worker
IEP	Individualized Education Program	STIO	Short Term Instructional Objective
IEPT	Individualized Educational Program Team	SXI	Severe Multiple Impairment
IFSP	Individualized Family Service Plan	TBI	Traumatic Brain Injury
ISO	Intermediate School District	TC	Teacher Consultant
ITP	Individualized Transition Program	TSLI	Teacher of Speech and Language Impairment
LD	Learning Disabled/Disability	VI	Visual Impairment
LEA	Local Educational Agency		
LRE	Least Restrictive Environment		

APPENDIX B - Terms Associated With Special Education Programs

Advocate: An individual, either a parent or professional with knowledge or training concerning the issues of students with disabilities, who accompanies/represents parents and students at IEP meetings, due process hearings and other non-judicial proceedings seeking enforcement of the educational rights of that student.

Ancillary and Other Related Services: Services specially designed to meet the unique needs of persons with disabilities through age 25. These services include the following: audiological, medical, psychiatric, psychological, speech and language, or educational evaluations; occupational, physical, recreational, music, art, or other therapy; accommodations and modifications; assistive technology devices and services; mobility and orientation services; transportation; school psychological; school social work; and instruction provided by special education teachers designed to assist regular education students who are homebound, hospitalized, placed in juvenile detention facilities, or early childhood age children.

Annual Goals: A set of general statements, which represent expected achievement over a year's time for persons with disabilities enrolled in special education programs and services.

Assessment: Specific tools used to gather information. This includes formal and informal tests; student records; work products; and observations of the student in the classroom, other school environments, and the community. This information is used to evaluate the student's needs.

Alternate Assessment: Federal law IDEA requires that the progress of all students be measured by statewide assessments; not all students, however, can take standardized tests like the MEAP. The MI-Access assessment for each student with an IEP is based on student performance and the level of independence the student will most likely achieve upon leaving school. The IEPT will decide upon the appropriate state assessment for each student.

Assistive Technology Devices and Services: Items that increase, maintain, or improve functional capabilities of students with disabilities, or services that help staff use these items.

Autism Spectrum Disorder: A neurological based developmental disorder occurring within the first 3 years of life. Now considered a spectrum disorder, with varying degrees of severity, it affects communication, socialization, and sensory perception.

Behavior (Intervention) Plan (BIP): A plan developed by a team to address situations when behavior problems interfere with learning.

Complaint: A specific written and signed allegation by an agency, private individual, or organization that there is an unresolved violation or misinterpretation/misapplication of the law, the State or Educational Service Agency (ESA) Plans, an Individualized Education Program (IEP), court decision, or decision of a hearing officer.

Comprehensive Evaluation: A series of assessments and observations, formal and informal, conducted for the purpose of determining eligibility for special education and related services and for determining the current level of educational performance.

Comprehensive Re-evaluation (also known as "Three-year reevaluation"): A three-year review of a student's special needs, progress and current level of educational performance. A waiver gives the IEPT flexibility in coordinating this review.

Consent: An agreement in writing to carry out an activity after being fully informed in one's native language of all information relevant to the activity.

Departmentalize: A secondary level delivery system in which two or more special education teachers group special education students by instructional content areas.

Disability, Person With: A person determined by an Individualized Educational Program Team (IEPT), or a hearing officer to have a characteristic or set of characteristics as defined in the descriptions of the disability (autism, emotional impairment, hearing impairment, cognitive impairment, physical impairment, other health impairment, early childhood developmental delay, specific learning disability, speech and language impairment, visual impairment, traumatic brain injury) and who, because of the disability, needs special education supports.

Dissenting Report: A written report that is attached to an IEP, which provides a perspective other than the consensus perspective.

Education Records: Confidential written information about a student with a disability; record is stored in a central location and accessible to parents.

Evaluation Review: An IEP meeting to decide questions related to evaluations.

Extended School Year (ESY): Special education programming that extends beyond the 180 days of the regular school year. Eligibility and services are determined by the IEPT.

Free Appropriate Public Education (FAPE): The requirement in federal law that each student with a disability must receive a publicly funded education that is individually designed to meet that student's unique needs.

Functional Behavior Assessment: An assessment of the factors that affect a student's behavior, typically including a review of the environment and the student's needs.

Functional Independence: The first level of MI Access alternate assessments. Functional independence addresses the educational needs of students with mild mental impairment. These students are capable of meeting their own needs and living successfully in their communities with occasional support from others. Through this support, these students should be able to assess their personal strengths and limitations and access resources, strategies, supports and linkages that will help them maximize their potential effectiveness.

Inclusion: The placement of a student with a disability in a general education classroom with his/her age-appropriate peers, with the support necessary for him/her to benefit from his/her educational experiences. A program is designed to meet his/her individual needs.

Independent Educational Evaluation (IEE): An evaluation conducted by a qualified examiner(s) who is not employed by the public agency responsible for the education of the student. A contracted agent for the purpose of conducting an independent evaluation is not considered an employee of the public school agency.

Individuals with Disabilities Education Act (IDEA): The federal law that sets national standards for educating students with disabilities. State laws must meet or exceed the standards of IDEA.

Individualized Education Program (IEP): A specifically designed instruction program developed by the IEPT, that describes the student's eligibility, the student's present level of performance, annual goals and short term objectives, specific educational and related services, amount of time spent in general education, the least restrictive environment, the reasons why the IEP is accepted or rejected, transition services, and the dates and frequency of services — as specific as possible. The IEP must be reviewed annually or more often as needed.

Individualized Educational Program Team (IEPT): Persons appointed and invited (including parents) by the superintendent or designee to determine a student's eligibility for special education and, if eligible and in need of special education services, to develop an IEP. The IEPT also addresses decisions related to additional evaluations or re-evaluations, as well as student discipline.

Individualized Family Service Plan (IFSP): A plan of service developed by a team for a student with a disability between the ages of 0 and 5 years; emphasizes inter-agency collaboration.

Least Restrictive Environment (LRE): The requirement that each student with a disability be educated and involved as much as possible with non-disabled peers in general education classes and activities. LRE spans placements from fully "self-contained" classrooms with little or no non-disabled peer contact to "full inclusion" wherein the student is involved with non-disabled peers for most or all of the school day. LRE is potentially different for each student.

Manifestation Determination: An IEP meeting to address the relationship between the student's behavior problems and his/her disability.

Mediation: A process in which an impartial facilitator tries to help parents and the public school agency resolve disagreements.

MI Access: Michigan's alternative assessments to the M-STEP, There are currently three levels of assessments, based on the expected independence level that each student will achieve in adult life roles. These are "Functional Independence," "Supported Independence," and "Participation." The IEPT should discuss the different options and select the best assessment tool for each student.

Multidisciplinary Evaluation Team: Two or more professionals from separate disciplines (such as: psychologist(s), teacher(s), social worker(s), speech/language therapist(s), etc) and the parent(s), who share responsibility for conducting a comprehensive evaluation of a student suspected of having a disability or re-evaluating a person with a disability,

Music Therapy: A method used by music therapists to teach students through musical games or playing instruments how to interact with others and develop communication skills.

Normal Course of Study: A regular education curriculum leading to a high school diploma or the special education curriculum approved in the Intermediate School District Plan leading to a high school diploma. The special education curriculum shall include physical education, personal adjustment, and prevocational and vocational training.

Occupational Therapist (OT): A professional who evaluates and determines purposeful activities to facilitate improvement of a student's physical, fine motor, sensory motor, and self-care functioning.

Orientation and Mobility (OM): Support to increase the accessibility of the educational environment for a student with a disability.

Paraprofessional (Parapro): A trained assistant who is directed by the classroom teacher and/or teacher consultant, to help provide accommodations for students with disabilities. This may include helping the teacher make adaptations to the curriculum, assisting students with assignments, working with students in relation to the class as a whole, and helping other students understand the student's disability.

Parent: The mother, father, surrogate, or legally designated guardian of the person with a disability. Parent also means the actual student with a disability when he/she reaches the age of 18 years, if a legal guardian has not been appointed by appropriate court proceedings.

Parent Advisory Committee (PAC): A committee made up of parents of students with disabilities from each local educational agency within the Educational Service Agency (ESA)/Intermediate School District (ISD) appointed by the ESA/ISD Board of Education. The PAC is responsible for participating in the development of the ESA/ISD Plan and advising the ESA/ISD Board of Education on matters relating to special education.

Participation: The third level of MI Access alternate assessments. Participation addresses the educational needs of students with severe or profound mental impairment. These students are expected to require extensive ongoing support in adulthood. These students have significant cognitive and may have physical limitations that impair their ability to

generalize or transfer learning, and render determining their actual ability and skills difficult. Their impairments cause them to be dependent on others for most, if not all, of their daily living needs and will impact any future involvement with major life roles.

Person Centered Plan (PCP): The process of helping person with a disability develop a life plan based on his/her interest, strengths and needs,

Physical Therapist (PT): A professional who assesses and treats a student to improve his/her level of functioning, mainly in the area of mobility and walking skills.

Picture Exchange Communication System (PECS): A system of picture symbol cards, which are used as a communication tool when verbal language is not present. It may also enhance the development of verbal language.

Positive Behavior Support: A broad-based set of proactive approaches used within a comprehensive school-wide system. This school/community system supports students in learning responsible behavior and achieving academic success. The goal is not merely to "eliminate" the behavior, but to understand the behavior's purpose and then teach the student a positive behavior to achieve the same function.

Procedural Safeguards (also known as "Rights" or "Due Process"): Regulations designed to protect students with disabilities and their parents.

Psychological Evaluation: The portion of a student's overall special education evaluation that tests general aptitudes and abilities, eye-hand coordination, social skills, emotional development and thinking skills.

Public Expense: Provision of service(s) by the public school agency (PSA) at no cost to the parent(s). Under special circumstances, the PSA may pay for an outside evaluation, program, or service(s), which may include transportation and/or room and board.

Public School Agency: A public school governed by a board of education, legally constituted within a state, which has administrative control and direction of a public elementary or secondary school (includes both local districts and public school academies/Charter schools).

Public School Academy: A public school governed by a board of education, created by a formal agreement/charter between a person or group of people and an approved educational agency or State, that is exempt from some state education regulations and local school district rules in exchange for agreeing to meet certain accountability requirements.

Resource Room: A classroom designed for students who require 50% or less of their instructional (language arts, mathematics, science and social studies) day in a special education setting. (Elementary: 50% or less of instructional school day; Secondary: three periods or less of instructional school day).

Section 504: Refers to Section 504 of the Rehabilitation Act of 1973, which protects the civil rights of persons with disabilities. It also applies to the provision of services for children whose disability is not severe enough to warrant eligibility for special education services, but could benefit from supportive services and classroom modifications.

Self-Contained Classroom: A separate classroom, located within a general education school, used by students with disabilities, which may have either the same categorical/educational impairment grouping or may be cross-categorical.

Short-Term Instructional Objectives (STIO): Objectives written in measurable terms that relate to the annual goals and represent expected achievement over several weeks or months but not more than one year. A report on the progress towards these objectives must be provided to parents at least as often as every marking period.

Special Education: Specially designed instruction, at no cost to the parents, to meet the unique education needs of each student with a disability who is eligible for services; designed to help each student reach his/her maximum potential. All of the following may be included in the definition of special education: special education classroom instruction; instruction in

physical education; instructional services such as pre primary, teacher consultant, speech and language, homebound and hospitalized, and juvenile detention facilities; ancillary and other related services such as occupational, physical, recreational, music, art or other therapy, mobility and orientation, school psychological and school social work services; supplemental aids, accommodations and modifications.

Special Education Advisory Committee (SEAL): A committee appointed by the State Board of Education to advise that Board on matters relating to the delivery of special education.

Speech Therapist: A professional trained to evaluate and provide therapy for speech and language disorders.

Supported Independence: The second level of MI Access alternate assessment. Supported Independence addresses the educational needs of students with moderate mental impairment. These students will require ongoing support in major life roles. They also may have cognitive limitations that impact their ability to generalize or transfer learning, they may however, be able to follow previously learned routines and demonstrate a variety of independent living skills.

Teacher Consultant (TC): A certified special education teacher, with teacher consultant approval, who provides instructional support to students with disabilities, provides consultation to and/or team teaches with the general education classroom teacher and consults with parents.

Transition: As defined by law, a set of decisions an IEPT makes to prepare students with disabilities for life after school; emphasizing interagency collaboration. (Also a commonly used term that refers to a change of building, level, grade, classroom, or activity at any age.)

Transition Services: A coordinated set of activities for a student, designed within an outcome-oriented process that promotes movement from school to post-school activities. These activities may include post-secondary education, vocational training, integrated employment (including supported employment), access to adult services, independent living and community participation.

Unified Systems: A philosophy and a set of strategies used by a public school agency (PSA) which bring together a variety of resources to meet the educational needs of all children.

Visual Schedules and Supports: Tools that enable a student to keep track of daily activities and also help develop an understanding of time frames and environmental sequences. Examples include individual daily schedules, calendars, lists and graphic organizers.

Waiver: An authorization from the State Board of Education that allows a district or Educational Service Agency/Intermediate School District to implement a particular strategy or innovative approach to meet the needs of students with disabilities



[Assurance of Understanding and Review of the 2021-2022 Student/Parent Handbook](#)

Parents and/or Guardians of HSISD Students,

Please sign and return, this page only, to the school. Keep the handbook for your references throughout the school year.

By signing, I understand that my signature, on this page, indicates that I have received, read, and understand the contents of this handbook.

Student Name

Parent/Guardian Name (please print)

Parent/Guardian Signature

Date