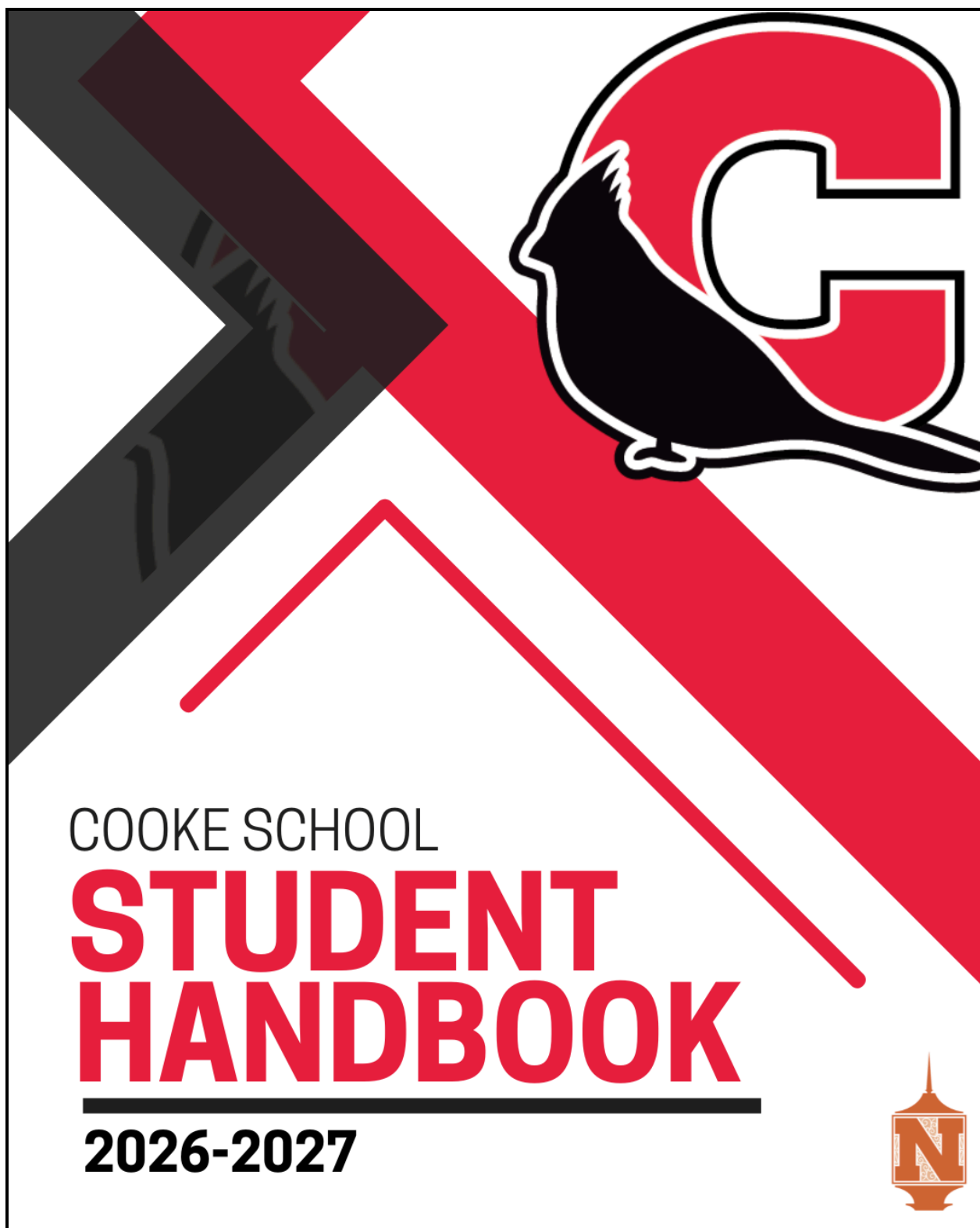




COOKE SCHOOL

STUDENT HANDBOOK

2026-2027



PRINCIPAL'S WELCOME

The purpose of this handbook is to provide you with information regarding the policies and procedures of Cooke School, as well as secure open and continuous communication between home and school. We consistently work to create positive and cooperative relationships with our students and their families and/or caregivers. Our policies align with those of the Northville Board of Education, as a proud part of Northville Public Schools. These policies are just one of the many ways we assure that we provide a safe and welcoming learning environment for our students, preserve educational time by ensuring students are attending school whenever possible, provide embedded learning opportunities to grow in all areas of development, and work collaboratively toward the end goal of communication, learning, and working. We hope that you will find the information in this handbook helpful.



If you have any questions or concerns, please feel free to call either of us for clarification through the main office at 248-344-3550. This phone number can also be used to reach any of our staff—our administrative assistants will be happy to connect you or take a message. If you prefer to email, our email addresses are listed below, as well as a provided list of email addresses of our certified staff. In addition, all classrooms use daily communication logs as another avenue to communicate back and forth with your student's teacher or other team members.

We look forward to working with you and extend our best wishes for a happy, healthy, and productive year. Go Cardinals!

Jennifer Bugar

Jennifer Bugar, Principal/Supervisor
bugarje@northvilleschools.org

Erin Nadeau

Erin Nadeau, Assistant Supervisor
nadeauer@northvilleschools.org

Northville Public Schools

Our Purpose

In partnership with students, parents, and all stakeholders, Northville Public Schools will create flexible, learner-centered school communities that advance learning and leadership within every learner while fostering the skills and dispositions necessary for success.

Our Vision

All students will graduate from Northville Public Schools with the skills and dispositions necessary to maximize their potential as contributing members of a global society.

Our Commitment to All

In Northville Public Schools, diversity, equity, and inclusion are foundational to opening a World of Possibilities for and with every student. We commit to developing a community that fosters a sense of belonging, respect, and access for all in order for students across race, ethnicity, socioeconomic factors, abilities, and identities to reach their maximum potential.

2026-2027 Student Handbook

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

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

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

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Important Information

District Website

<https://www.northvilleschools.org/>

Board Policies

Available at: [NPS Board Policies](#)

Cooke School
21200 Taft Road
Northville, MI 48167

Contact Information

Main Office: (248) 344-3550
Fax: (248) 344-3551

Administration

Jennifer Bugar, Cooke Principal/ Supervisor
Erin Nadeau, Cooke Assistant Supervisor

Student Services: (248) 344-3532

Attendance Line: (248) 344-3555

District Administration

Dr. RJ Webber, Superintendent
Devin Kling, Assistant Superintendent for Finance & Operations
Rebecca Pek, Assistant Superintendent of Human Resources & Development
Emily Pohlonski, Assistant Superintendent of Instructional Services
Jadie Kieft, Executive Director of Special Education
Krystal Muhammad, Director of Instructional Services
Brian Sumner, Director of Human Resources and Employee Relations
Darby Hoppenstedt, Director of Community Partnerships and Wellness

COOKE MISSION STATEMENT

To prepare our students for a productive and meaningful life by increasing academic, communication, vocation, life skills and recreation to be used in school, at home and in the community.

Our Motto

I CAN communicate.
I CAN learn.
I CAN work.



Administration & Office Staff

Jennifer Bugar	Principal and Supervisor	bugarje@northvilleschools.org
Erin Nadeau	Assistant Supervisor	nadeauer@northvilleschools.org
Karen Reich	Administrative Assistant	reichka@northvilleschools.org
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Classroom Teachers

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Traster, Courtney	SCI	Room 29	trasterco@northvilleschools.org

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Corace, Janelle	Occupational Therapy	coraceja@northvilleschools.org
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Demers, Lisa	School Nurse	demersel@northvilleschools.org
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Schroeter, Tim	School Social Worker	schroeterti@northvilleschools.org
Ai, Donggege (Doris)	School Nurse (LPN)	aido@northvilleschools.org
Wiley, Kristin	Speech Language Pathologist	wileykr@northvilleschools.org

2026-2027 Cooke Calendar



COOKE CALENDAR NORTHVILLE PUBLIC SCHOOLS

COOKE 2026-2027

KEY/LEGEND

- First Day of School
- 1/2 Day AM - PD Day PM
- No School - Full Day PD
- 1/2 Day - Records Day
- 1/2 Day - Holiday
- No School
 - Winter Recess
 - Holidays
 - Mid Winter Break
 - Spring Break
- 1/2 Day Last Day School
- First Day Summer Program
 - First Two Weeks
 - Second Two Weeks
- Last Day Summer Program



AUGUST 2026

MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER 2026

MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER 2026

MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER 2026

MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER 2026

MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY 2027

MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY 2027

MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH 2027

MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL 2027

MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY 2027

MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE 2027

MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

JULY 2027

MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

BELL SCHEDULE

SCHOOL	ARRIVAL	DISMISSAL	1/2 DAY DISMISSAL
COOKE	8:05 AM	2:20 PM	11:35 AM
NHS - Satellite	7:45 AM	2:00 PM	11:25 AM
Hillside - Satellite	8:15 AM	2:30 PM	11:45 AM
Summer Program	8:30 AM	12:15 PM	



Northville Public Schools - 405 W. Main St. - Northville MI 48167
www.northvilleschools.org

2026-2027 Cooke Daily Schedule

The special education staff of Cooke work varied hours to meet the needs of our students. Para Educators follow the general building staff hours for the classroom in which they are assigned.

General building hours for students and staff are:

STUDENT HOURS

Building	Student Day	Student ½ Day (No Lunch Served)	Student Day Summer Program
Northville High School Satellite	7:45 am - 2:00 pm	7:45 am - 11:25 am	At Cooke
Cooke Proper (Main Building)	8:05 am - 2:20 pm	8:05 am-11:35 am	8:30 am - 12:15 pm
Hillside Middle School Satellite	8:15 am - 2:30 pm	8:15 am - 11:45 am	At Cooke

STAFF HOURS

Building	Staff Day	Staff ½ Day	Staff Day Summer Program
Northville High School	7:30 am - 3:00 pm	7:30 am - 11:35 am	At Cooke 8:00 am - 12:45 pm
Cooke School	7:45 am - 3:15 pm	7:45 am - 11:50 am	8:00 am - 12:45 pm
Hillside Middle School	7:45 am - 3:15 pm	8:10 am - 12:10 pm	At Cooke 8:00 am - 12:45 pm

Cooke School's Vision: *We will provide a positive and stimulating learning environment driven by a well-defined curriculum with a foundation in common assessment and collaboration among students, staff and families. Our staff will work as a professional learning community to continuously improve instruction utilizing best practices and current research. Our students will be provided individualized supports to foster independence, to encourage communication and self advocacy, thus preparing students of all ability levels to be well equipped to meet the challenges of education, work and life.*

Cooke School is operated by Northville Public Schools for students with cognitive impairments. Our students come to us via referrals from 9 local districts in Western Wayne County. Our population includes students that have Severe Cognitive Impairments (SCI), Severe Multiple Impairments (SXI), and students that are Dually Diagnosed (DD) with both Cognitive Impairments and Emotional Impairments. Our school offers a Certificate of Completion program as a means of graduation. Our students qualify to attend school through the age of 26, although some are ready to move on sooner.

Cooke School students are served by an excellent classroom staff of certified teachers and para-educators. Additionally, students may qualify to receive ancillary services through physical therapy, occupational therapy, speech/language therapy, behavioral support, social work intervention, and/or medical/school health services. Students at Cooke participate in weekly Adaptive Physical Education, and have opportunities to participate in the Special Olympics and Unified opportunities. This year, we continue our partnership with our music therapy organization, to which all Cooke students receive on a weekly basis. Our school administrators and professional office staff are available to answer any questions you may have regarding the programming options at Cooke.

The programs at Cooke offer students a wide variety of educational opportunities. Communication, academic, and basic social skills are the core, but we have a broad focus on self-care and activities in daily living, pre-vocational and vocational skills, recreational skills, as well as leisure skills. Technology is integrated into each classroom and provides additional individualized supports through the Assistive Technology approach to accessing instruction. Students are instructed through the Essential Elements alternative learning standards framework of the Common Core. In addition, our students continue to practice applying their learning and increasing their independence in a variety of settings, both within our school and in the community. Our students engage in community-based instructional programs, and when they reach transition age, receive opportunities to participate at vocational job sites within Cooke School (through classroom-run and building-run microbusinesses), throughout Northville Public Schools District, as well as with many of our local business partners.

Cooke School continues to implement a school-wide Positive Behavior Intervention Support (PBIS) model, which was initially adopted and implemented in 2012. During the 2021-2022 and 2022-2023 school years, the Cooke staff updated their building-wide language to focus on the following pillars:

- Be Safe: Keep my body in control, Have safe feet, Have safe hands
- Be Respectful: Wait, Have a quiet mouth, Keep personal space
- Be Responsible: Take a break, Ask for help, Follow directions, Raise my hand, Ask for a turn, Work

PBIS is an evidenced-based best practice which takes a positive approach to teaching appropriate communication and replacement behaviors. For example, staff use a 4:1 ratio of positive to corrective statements to improve and reward positive student behavior. We are very pleased to be recognized as a PBIS School, and we are continually working to fine-tune our skills each year. In the 2023-24 school year, all staff was trained in Restorative Practices, which connects nicely with the PBIS model and will be in year three of this implementation this year. Classrooms are teaching PBIS skills with a monthly focus, which is shared with families. Classrooms have restorative agreements with each other and they work with students to problem solve as a classroom team.

When our students leave Cooke, they are prepared to participate in their home communities. While some of our students will attain employment, a large number of students will be employed in “supported” positions, meaning that as they work at community businesses, they will receive ongoing coaching and assistance. Although transition planning begins at an early age, formal transition assessments and plans are written for students the year that they turn 16. Our school staff assists students and families as they consider their vision for post-school life, as well as how to connect to and move through the complex adult services system. The community-based vocational training we provide our students is a crucial component of their post-school success.

In addition to 20 on-site classrooms within Cooke proper, Cooke School has two satellite classrooms at Northville High School (SXI, SCI) and two satellite classrooms at Hillside Middle School (SXI and SCI). Both schools offer the Peer Links program, which is an evidence-based program that promotes the social/emotional development of all students involved. During the 2023-2024 school year, Cooke proper implemented (and continues to maintain) in-house peer-to-peer activities, as well, partnering with Amerman Elementary School, Hillside Middle School, and Northville High School. We are looking forward to building more peer-to-peer opportunities for our students at Cooke. We are a Unified school district, and last year we began additional Unified opportunities at our satellites and at Cooke proper with Ridgewood Elementary.

Cooke’s School Improvement Goals

At the close of the 2024-25 School Year, the School Improvement Committee evaluated the previous School Improvement Plan. We met our targets, but the committee determined that these goals remained appropriate and that further work would incorporate additional measurements and assessment points. We will continue to work on these improvements with new targeted skills/line items in some areas for 2026-27 School Year. We are implementing a new PreK-Age 26 curriculum, [TeachTown](#), provided by the county to Act 18 Center Programs, to support all of these areas.

Goal 1: Students will demonstrate a 10% increase in their ELA scores from fall administration to spring administration of the Cooke Common Assessment.

Goal 2: Students will demonstrate a 10% increase in their math scores from fall administration to spring administration of the Cooke Common Assessment.

Goal 3: Students will demonstrate a 10% increase in their behavior scores as measured by fall to spring administration of the Cooke Common Assessment.

Student success on achieving these 3 School Improvement goals will be assessed through a data review of the Cooke Common Assessment and teacher instructional log. Grade level strategies and best practice is used to assure that each student is making progress.

The following Professional Learning activities will be provided to support the successful implementation of this school improvement plan:

A school-wide professional learning opportunity for all classroom and ancillary staff to receive instruction and modeling on the use of Core Vocabulary in the classroom as a tool for instruction in literacy and math, as well as scientific knowledge.

A school-wide professional learning opportunity for all classroom and ancillary staff to receive instruction and modeling on specific learning targets, formative assessment, and charting of student growth.

Collaborative time for teachers to meet and discuss strategies and materials to be used in teaching and assessing literacy and math concepts in the classroom so that we can learn from each other. Team teaching will be implemented in every classroom this year.

Professional learning opportunities at the beginning of the 2026-27 school year to ensure all staff are oriented to the school-wide positive behavior support framework/matrix, legal changes regarding seclusion and restraint, restorative practices, as well as instruction and training for teaching students tiered interventions. Staff will also work towards promoting social emotional learning across the school year, as well as continuing our implementation of Restorative Practices.

To financially support the implementation of our school improvement goals, the district has upgraded technology with a technology bond. Previously purchased hardware and software materials necessary for Boardmaker continue to be available in each classroom. Each classroom is equipped with Promethean Boards, which enhances learning through technology. Students and staff in the program have access to Clicker 7 to increase student writing, which was purchased in 2019 through an NEF Grant. General funds may also be used to support classrooms that need to purchase reading materials to facilitate literacy programming and assessment. Wayne RESA grant money has also helped fund the PBIS program, specifically, to support the fidelity of implementation of a multi-tiered system of support regarding behavioral intervention. In 2026 we continue to implement the curriculum purchased, Emergent Literacy curriculum, News Currents, for current events, as well as continuing with the Practical Assessment Exploration System (PAES) Lab for our high school and transition-aged students, as well as fully implementing the TeachTown curriculum for all students PreK-26.

Notice of Non-Discrimination

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

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

Designated Title IX Coordinators:

Rebecca Pek
Assistant Superintendent, Human Resources & Development
(248) 344-3537
pekre@northvilleschools.org

Jadie Kieft
Executive Director of Special Services
(248) 344-3543
kieftja@northvilleschools.org

Designated Section 504 Coordinator:

Jadie Kieft
Executive Director of Special Services
(248) 344-3543
kieftja@northvilleschools.org

Designated Civil Rights Coordinator/Employment Compliance Officer:

Rebecca Pek

Assistant Superintendent, Human Resources & Development

(248) 344-3537

pekre@northvilleschools.org

The District's Non-discrimination, Anti-Harassment, and Non-Retaliation Policy and Grievance Procedures is available at <https://www.northvilleschools.org/about/procedural-notifications>

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

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

A student found to have engaged in unlawful discrimination, including unlawful harassment or retaliation, may be subject to discipline, including suspension or expulsion, consistent with Policy 5206.

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

Examples of Unlawful Harassment

"Unlawful harassment" is verbal, written, or physical conduct that denigrates or shows hostility or aversion toward a person because of the person's membership in a Protected Class that has the purpose or effect of: (1) creating an intimidating, hostile, or offensive environment; or (2) unreasonably interfering with the person's ability to benefit from the District's educational programs or activities.

- **Race, color, and national origin harassment** can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct. Harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics is considered race, color, and national origin harassment. Policy 3115 can be found here: <https://meetings.boardbook.org/Public/Organization/1326>.
- **Disability harassment** can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as disability-motivated physical threats, attacks, or other hateful conduct. Policy 3115 can be found here: <https://meetings.boardbook.org/Public/Organization/1326>.
- **Sex-based harassment** can take many forms. For the definition of sex-based harassment, including sexual harassment under Title IX, see Policy 3118 which can be found here: <https://meetings.boardbook.org/Public/Organization/1326>.

See Appendix A to review the Sexual Harassment and Assault Information Guide.

Section I: District-Wide Policies and Procedures

Assemblies

Assemblies are planned and scheduled throughout the school year. Students are expected to attend all assemblies as designated by school administration. Unauthorized video and audio recording during assemblies is not permitted.

Attendance

Students are expected to attend school every day school is in session. Students are to arrive before the first class and stay until the scheduled end of their school day. If a student is unable to attend school, the student or parent must report that absence through either ParentConnection or by calling the building attendance number.

Although absences may be excused, it does not detract from the importance of being in school and participating in the learning process. While both excused and unexcused absences will be considered when addressing excessive absenteeism and truancy, parents and students have the opportunity to explain the reason(s) for the absences and provide documentation.

A student who violates attendance expectations may be subject to discipline and any other applicable consequences.

How to Report an Absence

Students will attend all classes on time each day, follow the attendance guidelines and monitor their attendance on Student Connect. Parents will login to ParentConnection to report their child's absence and the reason for the absence by midnight on the day following the absence, or before the student leaves the building. Parents should also regularly monitor student's attendance on Parent Connect.

Faculty will encourage good attendance by shaping classroom strategies that motivate student attendance and punctuality. Counselors will communicate with staff and parents and provide supportive assistance when appropriate. Administrators will communicate concerns, collect data, observe patterns and monitor classroom attendance. Office staff will maintain accurate attendance records and work together with students, parents, and staff.

Each parent has a login to ParentConnection, so either parent can report the absence.

1. Login to ParentConnection
2. In the top banner, click on Report Absence
3. Select the student or students that will be absent by checking the box next to the name.
4. If it is a full day absence, there is a checkbox you can select, otherwise, you uncheck the box and enter the date and time range.
5. Add any notes you wish to provide to the school.
6. Click the submit button to complete the request.
7. The absence will then be reviewed and approved by the school office.

You can review any parent-reported absences by clicking on the “Previously reported” button. For more information about ParentConnection call the Parent Portal Help Desk at 248-349-3400, OPT 3 or email parentportal@northvilleschools.org

Parents may also call the Cooke Attendance Line at 248.344.3555.

Absence Categories

Excused - an absence in which a parent/legal guardian notifies the school by midnight of the following school day. The following absences will be considered excused if they are confirmed by communication to the school from the student’s parent:

- a. the student’s physical or mental illness (verification from a physician, physician assistant, or nurse practitioner is required after 4 consecutive days of absence for illness);
- b. medical appointments for the student;
- c. death or serious illness of the student’s family member;
- d. attendance at a funeral;
- e. appearance at court;
- f. professional appointments;
- g. school-related absences: field trips, CBI, prevocational opportunities, special olympics/athletics, or other special circumstances;
- h. observance of religious holidays of the student’s own faith;
- i. other circumstances acceptable to the school administration.

Unexcused - an unexcused absence is not an excused absence as defined above, an absence without a parent/guardian call, at the latest, by midnight the day following the absence, or leaving the building without **prior** permission from a parent/legal guardian as well as signing out at the attendance office.

NPS Attendance Policy/Procedure

Extenuating Circumstances:

We recognize there may be unexpected, serious circumstances which arise during the course of the school year. Families are encouraged to contact building administrators immediately to report such events so we may work together to insure the child’s success.

After 4-6 absences within a semester:

A letter will be sent home raising the concern about the number of absences from school and stressing the importance of attending school. Parents are encouraged to contact the building should additional information and/or extenuating circumstances need to be shared about student absences.

After 7-10 absences within a semester:

An additional letter will be sent home raising the concern about the number of absences from school and stressing the importance of attending school. Parents will be contacted.

After 11-14 absences within a semester:

Grade level administrator will meet with the student and parent/guardian. Further interventions will be considered such as: Saturday school, a referral to the Northville Youth Network, MTSS Committee, School Resource Officer and/or the county Prosecutor’s Office for truancy.

At or after 14 absences within a semester:

Unless documented extenuating circumstances exist that have been approved by an administrator, if a

student exceeds 14 absences (excused or unexcused) in a class, they will be referred to Northville Youth Network, MTSS, and our School Resource officer and/or the county Prosecutor's Office for truancy.

After 20 consecutive absences within a semester:

Unless documented extenuating circumstances exist that have been approved by an administrator, if a student exceeds 20 absences (excused or unexcused) in a class, students will be disenrolled from Northville Public Schools.

Early Departure/Dismissal

Students who must leave the building prior to the end of the school day must be signed out by their parent/guardian and/or emergency contact, in the main office.

Pre-Arranged Absences

Northville Public Schools asks for your cooperation in arranging vacation plans that coincide with the district's vacation schedule, as assignments, labs, and discussions may not be possible to replicate/make-up at a later date. To facilitate proactive communication with teachers, students who know they will be missing extended classes should submit a **pre-arranged absence form** (located in the attendance/main office) to their teachers prior to the absence.

Tardies

Tardies (T) are recorded for students not arriving on time to class. Administration tracks tardies. Continued tardiness and consistent late arrival to class will result in administration reaching out to families to inquire about needed supports, which may also involve social work and/or resident district support (if/when applicable).

Bullying

All types of student-on-student bullying, including cyberbullying, without regard to subject matter or motivation, are prohibited. The District's Anti-Bullying Policy 5207 can be found here: <https://meetings.boardbook.org/Public/Organization/1326>.

Cafeteria/Lunch Period

Students eat with their classrooms either within their classroom or in the main cafeteria.

A computerized cash system in the cafeteria allows students to deposit money in their account. Money is automatically deducted for items purchased. Please log in to Parent Connect to deposit money into student accounts.

Cell Phone Use & Other Electronic Devices

Students may not use Wireless Communications Devices on school grounds during instructional time, except as otherwise provided in Board Policy 5209.

“Wireless Communications Device” is an electronic device capable of, but not limited to, text messaging, voice communication, entertainment, navigation, accessing the internet, sending and receiving photos and videos, or producing email.

“Instructional time” **for students in grades K-8** is defined as the start of the school day when instruction begins until dismissal at the end of the school day.

“Instructional time” **for students in grades 9-12** is defined as the start of the school day when instruction begins until dismissal at the end of the school day excluding lunch, passing time and non-mandatory seminar times.

“School grounds” means a building, playing field, or property used for school purposes to impart instruction to children or used for functions and events sponsored by a school. School grounds does not include a building used primarily for adult education or college extension courses.

Students may use Wireless Communications Devices on school grounds during school hours, including during instructional time, if the Wireless Communications Device is:

- a. medically necessary for a student to monitor a health issue;
- a. required by a student’s Section 504 Plan or IEP;
- b. a District-owned device;
- c. designated by the District to be used for instructional purposes;
- d. permitted by a classroom teacher for lesson-specific academic assignments; or
- e. used during an emergency situation in accordance with the District’s emergency operations plan under Policy 3402, so long as it does not interfere with school emergency protocols or first responders or endanger students or staff.

Wireless Communications Devices must be stored in the student’s locker or other designated storage area during school hours if a student chooses to bring them to school, except as otherwise provided in this Policy. Students are personally and solely responsible for the security of their Wireless Communications Devices. The District is not responsible for theft, loss, or damage of any Wireless Communications Device.

Students may not use Wireless Communications Devices while they are in locker rooms, restrooms, or any other area in which others may have a reasonable expectation of privacy unless medically necessary or required by the student’s Section 504 Plan or IEP.

Such devices shall not be used to capture images, video or audio at school without the consent of the individuals being recorded. The use of such devices at school may not negatively impact or compromise another student’s educational opportunity. The administration may confiscate such devices in cases that the student(s) are not complying with the criteria above.

Taking, disseminating, transferring, or sharing obscene, pornographic, lewd, or otherwise illegal photographs, video, audio, or other similar data, whether by electronic data transfer or otherwise (including via cell phone or other electronic device), may constitute a crime under state or federal law. A student engaged in any of these activities at school, at a school event, or on school-provided

transportation, may be subject to discipline pursuant to this Policy and the student code of conduct. A student engaged in any of these activities outside of school may be disciplined if the student's activities substantially disrupt the school environment.

The Superintendent, building principals, and teachers are authorized to develop building-level and classroom rules for students' use of Wireless Communications Devices. Those rules must be clearly communicated to students. A student who violates the rules or this Policy is subject to corrective or disciplinary action, consistent with Policy and the student code of conduct.

School administrators and teachers may confiscate a student's Wireless Communications Device if the student's use or possession of the Wireless Communications Device violates this Policy, the student code of conduct, or any applicable building or classroom rule. The building principal or designee may require a meeting with the student's Parent to discuss the rule violation before returning the Wireless Communications Device.

Students who violate this Policy are subject to corrective or disciplinary action, consistent with Policy and the student code of conduct.

Children's/Adult Protective Services Investigations

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

Classroom Behavior

Teachers may establish classroom conduct rules that students must follow.

Closed Campus

The school campus is a closed campus. All students must remain on campus during school hours. Students who leave campus without authorization are subject to disciplinary action.

Communicable Diseases

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

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

Communicable diseases include, but are not limited to, diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, COVID-19, and other conditions indicated by the local and

state health departments. Any removal will only be for the contagious period or as directed by the local health department.

Concussion Protocol

Before allowing a student to participate in any athletic activity, including physical education, the District will annually:

- A. Provide MHSA educational materials on concussion awareness to each student and to the student's Parent; and
- B. Obtain a statement signed by each student and respective Parent acknowledging receipt of MHSA concussion awareness educational materials. The District will maintain this signed statement for 5 years or until the student is 18, whichever is longer.

The District's complete concussion protocol is in Policy 5712 including information on student removal from activity for possible concussion and return-to-play requirements and can be found here: <https://meetings.boardbook.org/Public/Organization/1326>.

Damage to School Property

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

Dress and Grooming

It is recognized that student dress and grooming are the responsibility of the parent and the student. School administration respects the right of individual expression relative to one's appearance, but when one's appearance begins to adversely affect the educational process, or disrupt the educational environment, it is the staff's responsibility to intervene. Clothing and accessories, including but not limited to, purses, backpacks, jewelry and electronic device covers or decals, may not display racial or ethnic slurs, historical symbols of oppression (i.e. confederate flag), gang affiliation, vulgar, obscene or sexually suggestive language or images, nor may they promote items or products that students may not legally purchase or possess (i.e. alcohol, tobacco, vapes or illegal drugs.)

Administrators will determine when attire or accessories are inappropriate. Students who fail to adhere to dress code policy will be asked to change their attire or remove an accessory or remain in the office, or be sent home until acceptable attire is delivered to them or parent contact is made. Multiple infractions and/or failure to comply may lead to discipline.

Board Policy 5206-1 Student Code of Conduct - Dress: A student shall not dress or groom in a manner which, in the judgment of a building administrator, is unsafe to the student or others or causes a disruption to the educational process. Penalty - administrative intervention to permanent expulsion.

School Resource Officers (SRO)

Northville Public School partners with the City of Northville, Northville Township and Novi Township. School Resource Officers from each of these entities are assigned to support all of our school buildings. NPS benefits from the presence of an SRO during school days, whenever possible. The SRO is not an employee of the District. Although not employed by the District, the SRO may be granted access to student educational records (including video footage) when a legitimate interest exists, at the direction and supervision of a school administrator.

Emergency Contact Information

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

Emergency School Closing Procedures

Communication

In the event of an emergency school closure, such as a bad weather day or when school is unexpectedly closed early, the District will notify students, parents, and the general public about the closure in the following manner:

- ParentSquare Rapid Notification System (Email, Text, Voice)
- District Social Media
- District Website Alert
- Local school news alert notifications via media outlets

Emergency Evacuation Procedure

Northville Public Schools utilizes the SRP and ALICE protocols, a proactive approach for responding to potential threats. Each teacher will review the emergency evacuation procedure with his or her respective classes. It is expected that students will comply with the directions given by the teacher during any emergency situations.

Fees

The District will not charge students a fee to participate in curricular activities. The District may charge students a fee to participate in extracurricular and noncurricular activities to cover the District's reasonable costs. The District may require students to furnish specialized equipment and clothing required for participation in extracurricular and noncurricular activities or may charge a reasonable fee for the use of District-owned equipment or clothing.

Field Trips

Classes occasionally take field trips (or Community Based Instruction) off school property for educational enrichment. Each student must submit a completed permission form signed by the student's parent before being allowed to attend a field trip.

A student's failure to comply with Board Policy, the Student Code of Conduct, or any other applicable rules or behavioral expectations while on a field trip may result in disciplinary action and removal or exclusion from the trip or future field trips.

Students who have not met academic or behavioral expectations may not be allowed to attend field trips/CBI.

First Aid, Illness, or Injury at School

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

When the building principal or designee determines that a student is too ill or injured to remain at school, school staff will contact the student's parent or other designated responsible adult to pick up the student from school. If the student requires immediate medical attention, the District will first attempt to contact a parent or other designated responsible adult when reasonably possible. If contact cannot be made, the building principal or designee will take any reasonable action necessary on the student's behalf, consistent with state law.

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

Please note that additional health guidelines will be shared with all families in accordance with CDC and Wayne County Health Department Guidelines.

- Students should not be sent to school with an elevated temperature, gastrointestinal symptoms, or any type of contagious condition.
- Parents will be contacted when students are too ill to remain at school. Parents are expected to pick up their children from school promptly.
- Students will be sent home from school if any of the following are present:
 - Significant elevation in temperature relative to baseline, resulting in a fever
 - Persistent diarrhea
 - Repeated vomiting
 - Any suspected communicable diseases
- If a child's condition worsens significantly and a parent has not picked up the student, EMS will be contacted and the student will be transported to a medical facility.
- Students must remain home for at least 24-48 hours following an instance of illness involving fever, repeated vomiting, or communicable disease, per Wayne County Health Department Guidelines.
- Parents or caregivers must establish back-up plans for unexpected situations or illness in advance.
- Student absences from school must be reported. Parents must call the district attendance line (248) 344-3555 or the school office regarding the reason for their student's absence. The district attendance line is available at any time prior to the start of school and is the preferred method of communication.
- All communicable diseases must be reported to school personnel.
- In the case of a confirmed communicable condition, the recommendations of the Wayne County Health Department will be followed to determine the date of re-admittance.
- If the student is absent for more than two days, parents are encouraged to pick up missed assignments at the school. Please follow the building guidelines for the procedure to pick up missed work.

- In order to facilitate a smooth transition back to school, please notify the school prior to the student's return after an extended absence.

Extended Student Absence Procedure for Illness/Medical

- Students who are absent for hospitalization, surgery, or for an extended period must contact the student's teacher or administration to inform them of the duration of time out of school as soon as possible
- Administration will follow up with parent(s) and/or guardian(s) regarding Hospitalization procedures
- Students who have had a communicable disease will be readmitted to school according to the Wayne County Health Department Guidelines.
- The parent/guardian must report the reason for a student's absence to the school on a daily basis except in the event of a known extended absence.

Guest Teachers

Guest teachers are utilized by the school district to carry on the educational program during the absence of the regular classroom teacher. Guest Teachers are the teacher of record during the school day. It is the expectation of the administration and faculty that students will be cooperative and supportive of the Guest Teacher.

Head Lice

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

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

District personnel will not ostracize or embarrass a student with lice or nits and will maintain student confidentiality.

If a student has a persistent infestation after 6 weeks or 3 separate cases within 1 school year, the District will form a team that may include the student's Parents, teacher, social workers, or administrators to determine the best approach to resolve the issue.

Homeless Children and Youth

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

A student or parent in a homeless situation who requires assistance should contact the District's homeless liaison:

Ms. Jadie Kieft
405 W. Main Street
Northville, MI 48167
(248) 344-3543
kieftja@northvilleschools.org

For detailed information about Homeless Children and Youth, see Policy 5307 which can be found here: <https://meetings.boardbook.org/Public/Organization/1326>.

Immunizations

For a student entering the District for the first time and entering 7th grade, a parent must provide the building principal or designee with a certificate stating that the student has received at least 1 dose of an immunizing agent against each disease specified by the Michigan Department of Health and Human Services (MDHHS) or other responsible agency or documentation of an applicable approved exemption.

The student's parent must provide the certificate or documentation at the time of registration, or no later than the first day of school. A parent of a student who has not received all doses of any required immunizing agent must provide the District an updated immunization certificate demonstrating that the immunizations have been completed as required by the MDHHS. The updated certificate must be provided within 4 months of the student entering the District for the first time or upon entering 7th grade.

The District will not permit a student to attend school unless the parent provides evidence of immunizations or exemptions consistent with Policy 5713 and state law.

Law Enforcement Interviews

Law enforcement officers may be called to the school at the request of school administration. Students may be questioned by law enforcement consistent with Policy 5201 which can be found here: <https://meetings.boardbook.org/Public/Organization/1326>.

Limited English Proficiency

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

Locker Use

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

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

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

Lost and Found

All lost and found items are to be taken to the Main Office for placement in the Lost & Found. Students may claim lost articles there. Unclaimed items may be donated to a local charity or otherwise disposed of throughout the school year.

Lunch and Breakfast

Lunch and breakfast can be provided by the school cafeteria or sent to school with the student. Special dietary requirements are supported by the cafeteria and in accordance with student medical/personal needs

Free & Reduced Lunches

Online applications for free and reduced lunches can be accessed [here](#). Any questions should be directed to the Food Services Department at 248-344-3690.

How do I set up a lunch account for my student?

Parents can open a lunch account for their student by having the student bring in a check made payable to Northville Public Schools that they will give to the lunchroom cashier. The cashiers will deposit the money into their account.

Parents also have the ability to electronically add a payment to their child's cafeteria (food services) account. To access this feature, log in to the [Parent Connect](#) system, click on the "Cafeteria" module and then click on the "Online Food Services Payments" link in the upper right hand corner of the screen. Once completed and processed, the payment will be applied to the child's cafeteria account. These transactions are processed through PayPal which charges a processing fee of \$0.30 plus 2.9% of the transaction total. A PayPal account is not needed to complete the transaction. Payments can be made with Visa, MasterCard, American Express, and Discover.

Medication

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

- The student's parent must annually submit a written request and consent form as required by the District.
- A building principal or designee (school nurse) must request that the parent supply medications in the exact dosage required whenever feasible.

- The building principal or designee will notify the student's parent of any observed adverse reaction to medication.
- All medications must be in the original container.

If medications need to be administered at school, our nurses require the following information:

- the name of the medication
- current dosage
- method of administration
- time of the day the medication is to be administered
- reason for medication
- duration of administration
- reportable side effects

The "Physician's Authorization for Medication" form provided by the school generally includes the necessary information. A valid prescription label must be on the bottle as well.

Your local district will have a policy regarding whether or not medications may be transported on the school bus. We recommend that medications be brought to school by an adult or transported by the bus staff in a locked case. Medication must be out of the students' reach/access, as this is an important safety issue. A locked banker's bag is a viable way to transport medication in a backpack. **Please never put medication in your student's backpack without letting the bus staff know it's there.**

When unsecured medication is sent to school in a student's backpack, a safety concern arises. Other students on the bus could get this medication out of the backpack. They could then swallow the medication, putting them at risk.

If you are unable to bring in your student's medication yourself, please make arrangements for someone else to assist you.

Due to our concern about the health and welfare of the students, if a student's medication does arrive in the backpack, we will not send home the empty bottle. It will then have to be picked up at school by the responsible parent or caregiver.

For additional information and requirements, see Policy 5703, which can be found here: <https://meetings.boardbook.org/Public/Organization/1326>.

Asthma Inhalers and Epinephrine Auto-Injectors/Inhalers

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

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

Parent Concerns & Inquiries

The NPS school administration and staff welcomes parent communication. When a question or concern materializes directly involving their student, parents should first contact their student's teacher to discuss the matter. In the event that discussion does not provide for a satisfactory resolution, the matter should next be directed to the Principal/Assistant Principal.

If after the Building Principal has become involved, and an unresolved concern still exists, the matter should next be directed to the District's central office level, beginning with the appropriate Assistant Superintendent, and then the Superintendent. Any unresolved concern after the Superintendent's involvement is then best directed to the Board of Education.

Please allow for a 24-hour window prior to receiving a response to your email or phone call.

Parent Involvement in Education

A copy of the District's Parent Involvement in Education, Policy 5401, can be found here: <https://meetings.boardbook.org/Public/Organization/1326>.

Parties

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

PBIS (Positive Behavior Intervention and Support)

PBIS is a framework that provides faculty and staff with information to help prevent behavior problems and help make school a safe and positive learning environment. It is a research-based program which can result in increased time for instruction, an increase in positive behaviors school-wide and a decrease in disruptive behaviors. Cooke specific information is later in this document.

Playground/Recess Rules

Students must follow these rules during recess or while using the playground:

Cooke students are expected to be safe, respectful, and responsible while on the playground, to remain on the playground and to follow directions of the staff while participating in indoor or outdoor recess or activities.

Students who violate these rules may be disciplined.

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

Protection of Pupil Rights

The District respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy as required by law. The policy is available on the District's website or upon request from the District's administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to the Superintendent. Parents may have access to any survey or other material described in the Protection of Pupil Rights policy by submitting a written request to the Superintendent. A copy of the Protection of Pupil Rights, Policy 5308, can be found here: <https://meetings.boardbook.org/Public/Organization/1326>.

Public Display of Affection

Students may not engage in public displays of affection that are disruptive to the school environment or distracting to others as determined by the Building Administration.

Rights of Custodial and Non-Custodial Parents

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

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

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

Search and Seizure

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

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

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

Student Interviews

Students may be questioned by school officials at any time, without parent notice or consent, consistent with the District's obligation to maintain a safe and orderly learning environment.

Technology

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

Threat Assessment and Response

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

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

Transportation Services

School Vehicle Rules

Riding in school vehicles is a privilege, not a right. Students must comply with the Student Code of Conduct while in school vehicles. This includes school vehicles provided by the student's resident or local districts.

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

School Vehicle Misconduct Consequences

Students who violate the school vehicle rules will be referred to the building principal for discipline. Disciplinary consequences may include parent notification, suspension of vehicle/bus riding privileges, exclusion from extracurricular activities, in-school suspension, and suspension or expulsion.

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

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

All of our Cooke students are Northville Public Schools students; however, transportation is provided through our local/resident districts for each student, as determined by the IEP process. Should you have a question or concern regarding your student's transportation, please contact your local district.

Local District Transportation Phone Numbers

Canton Preparatory High School (Secondary)	734- 404-6776
Crestwood School District Transportation	313-274-3510
Garden City Public Schools Transportation	734-762-8325
Livonia Public Schools District Transportation	734-744-2517
Northville Public Schools Transportation	248-465-2070
Plymouth-Canton Community Schools Transportation	734-416-3027
Redford Union School District Transportation	313-242-4401
Romulus Community School District Transportation	734-532-1654
South Redford School District Transportation	313-535-4000
Van Buren Public School District Transportation	734-699-5100
Wayne-Westland Community Schools	734-419-2150
Westwood Community School District	313-565-3874

Cab Companies affiliated with Local Transportation Departments

AmbuTrans	248-471-7400
Give-A-Lift	248-599-5010
Fidelity Transportation	248-536-2022
Trinity Transportation	734-284-9229
Dean Transportation	734-591-3888

Video Surveillance and Photographs

The District may monitor any District building, facility, property, bus, or vehicle with video recording equipment other than areas where a person has a legally recognized and reasonable expectation of

privacy (e.g., restrooms and locker rooms). Except in those school areas, a person has no expectation of privacy.

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

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

Visitor Policy

All visitors must sign in upon entering the building and obtain a visitor tag. Visitor tags must be visible at all times. Upon exiting the building visitors should sign out. Students are not permitted to bring friends, relatives and/or other visitors to school with them. Unauthorized persons in the school building or on school grounds will be asked to leave the campus.

Volunteer at School

Northville Public School District requires that a criminal background check via the Internet Criminal History Access Tool (ICHAT) with the Michigan State Police be conducted for individuals who school officials reasonably expect may have regular and continuous contact with students, or may at times be with students absent the presence of a school staff member. This may include but is not limited to: pre-student teachers, field trip chaperones, regular volunteers, extra-curricular group leaders and anyone handling cash or district funds.

Please complete the ICHAT form below to submit your request if you are planning to volunteer. This is required to be completed annually. If you have any questions, please contact the school office.

See District Website for authorizing and ICHAT: [ICHAT Form](#)

Withdrawal From School

Students who are transferring from the District must submit written notice to the building principal or designated grade level principal at least 1 week before the withdrawal. It is expected that all materials and textbooks are returned before student records will be sent to any educational institution, military institution, or employer.

Section II: Academics

Parent Connection

To encourage students and parents to stay apprised of student academic information, grades, attendance, and other information, Parent Connection is an online resource for parents to stay current on what is happening in the daily lives of their student. Each parent or guardian listed on the student's registration will be given login instructions, a PIN number and password. Because some parents live at

different addresses, an account has been established for each parent individually. Parent Connection is available 24 hours a day, 7 days a week.

How to Update your Contact Information in ParentPortal

Parents/Guardians can update contact information for themselves and their students directly by logging in to the MISTAR ParentPortal. This ability for parents to more easily update contact information will help ensure timely and relevant communication to and from home and school for students, parents and staff.

This feature allows parents and guardians to:

1. Update parent phone numbers and email addresses in the MISTAR database
2. Change their student's primary phone number, used by the district's parent notification system, Parentsquare, to alert parents of snow days, attendance issues, building updates and other important messages. (Note: Parents can also opt NOT to receive other important school and district-wide news and information)

Click on "My Information" at the top right of the page. Update the fields you would like changed and hit "Submit". The change will be flagged as pending until approved by school personnel. Please allow up to 5 days for changes to be approved.

Student Bill of Rights

As a student with a disability, you have certain rights based on both Federal and State laws. You and your family will be presented with a document annually that will explain your procedural rights and responsibilities. The Procedural Safeguards Notice and available sources for parents you received describes protections under the IDEA. The Procedural Safeguards Notice is available here: [Procedural Safeguards Notice- MDE Office of Special Education](#)

This document will help you understand your rights related to getting an education and other key issues. Your parents, classroom teacher, school administrators can all assist you if you need further information or are having a problem with asserting any of the rights listed below.

If you need additional help, check with your teacher for agencies to contact.

You Are Eligible for Special Education and Have the Right to:

- A free appropriate public education through age 26 or high school graduation with a diploma, whichever comes first.
- A statement of transition service needs included in your IEP, at least by age 16. Transition services are strategies to prepare you for success after school.
- Attend and participate in your IEP meetings or any other meetings to consider your transition needs and services.
- Be educated with other students who are not disabled to the maximum extent appropriate.
- The right to be informed, at least one year before you reach the age of majority, that all parental rights under State law will transfer to you when you turn 18. See [Procedural Safeguards](#)

Curriculum & Instruction

Common Core State Standards – Essential Elements

All public schools in Michigan are held accountable to the Michigan academic content standards, known as the Common Core State Standards (CCSS). The state has aligned with these national guidelines for English Language Arts and Mathematics. Within the Language Arts area, standards are divided into: Reading, Writing, Speaking & Listening, and Language. The Math area is also divided into skills, yet these vary by grade level. The CCSS are not intended to be a “curriculum”, but rather a set of research and evidence based standards that prepare students to be college and/or career ready and that are “real life relevant”.

For our students, we focus on the [Essential Elements](#) of those standards. The Essential Elements (EE) are those key elements (content and skills) that are linked to the common core grade levels for students with significant cognitive disabilities. We continue to use the Extended Grade Level Content Expectations ([EGLCE's](#)) for Science and Social Studies, and the Unique Learning Systems (ULS) for our post-secondary students. The Federal and State laws are clear, all students have the right to a Free and Appropriate Public Education, and that instruction will address state standards for instruction. Our classroom teachers design their lessons based on these Essential Elements and their alignment with the grade level standards outlined in the Common Core. This allows them to create lessons that are research/evidence based as well as functionally relevant. These standards are reflected on your student's report card.

If you have questions or are looking for additional information regarding these standards, information is available at www.mde.gov or www.resa.net.

You may be asking yourself, “But what about my student's functional needs?” At Cooke, teachers are able to address these content areas in ways that are functional for our students. The education your student gets at Cooke has your student learning about academic content in ways that also address their functional needs. Teachers and therapists address their communication, sensory, and social/behavior needs throughout their units of instruction.

Community Based Instruction (CBI)

Community Based Instruction is an important part of our program at Cooke. CBI provides students a myriad of opportunities to learn and practice academic and life skills in the actual settings in which they'll be expected to apply them. CBI includes pre-teaching and follow-up activities, so that skills are introduced, taught and practiced, and then reviewed. We are fortunate to have access to transportation that allows us to experience multiple locations, which includes fast food restaurants (McDonalds, Subway, Chick-Fil-A, Burger King, etc.), retail shops, (Target, Kohl's, Twelve Oaks Mall, etc.), grocery stores (Kroger, Costco, Meijer, etc.), public libraries, public parks, and more. At these sites, our students practice skills such as ordering food, selecting items from a list, locating items, price comparisons, authentic money exchange, and appropriate social behaviors which include various interactions with familiar and unfamiliar persons.

Students also gain experience in the community via vocational training as well. Our students begin their vocational instruction via in-house vocational opportunities and through ongoing assessment of their skills and interests. Examples of in-house vocational opportunities include: laundry service, shredding, sorting, recycling, greeting card creations, cleaning, gardening, and delivering packages and mail. Several classrooms have also established microbusinesses such as running the Hot Spot, PBIS store (Casey's Corner), Cardinal Coffee Cart, The Hydration Station, Cooke juice bar, and many more.

Individualized Vocational Training (IVT)

Individualized Vocational Training is a program which allows student "interns" to train one-on-one with employers in community job sites. Students start with a job coach from the Cooke staff, but the coach fades away as the students become more independent. Students learn to take direction from workers at the job sites and to be less dependent on school personnel. Students also have the option of further skill building at off-site locations such as the Sheraton Hotel, Northville High School Cafeteria, Ace Hardware, Northville Board Office, Papa John's, Northville Library, Hillside Middle School, Senate Coney Island, We Rock the Spectrum, and Sunrise Assisted Living. At these sites, students get on-the-job training in custodial skills, paper shredding, laundry, food service, stocking and organizing, as well as retail merchandising. In every setting, however, the most important aspects of vocational training are appropriate worker traits and social behaviors. Our students learn that to be successful in a job they must show up every day clean and ready to work, be on time, follow directions, and get along with their coworkers.

In the big picture, the student's curriculum is aligned to the [Essential Elements](#). A student's individual needs are then addressed via scaffolding within the classroom as well as through goals and objectives outlined in their annual Individualized Education Plan (IEP). These address areas that may be impeding a student's ability to progress in the curriculum, and/or impact their ability to be independent in adult life. Although our students all have moderate to severe disabilities, we know that EVERYONE has the ability to learn and grow, and we always set high expectations for our students and support them in reaching their goals.

Individualized Educational Plans

Every student at Cooke School will have an Individualized Educational Planning Team meeting (IEPT) annually. The student, family members and/or caregivers, and other important people in the student's life are encouraged to attend. At this meeting, the student's current performance, strengths, and areas of need are discussed. Progress that the student has made on instructional and ancillary objectives during the previous year is evaluated and discussed. Input from all IEP members is welcomed, and goals and objectives for the upcoming year are established.

Every student at Cooke School has a 3-year IEP meeting. Prior to this meeting, the team will come together for a Review of Existing Evaluation Data (REED) and determine what additional information is needed to assess the student's growth over the past three years. The team will then complete assessments relevant across domains and capture this information on the Multidisciplinary Evaluation Team Summary (MET). A Multidisciplinary Evaluation Meeting is held to re-determine eligibility for Special Education services, any changes needed to instructional practices, and any additional updates or changes needed for programming for the student.

Upon the transition age of your child (age 16), you are encouraged to invite an agency representative to attend their IEP meetings moving forward with you. This helps to establish a strong relationship between school services and the student's services at home and within the community. This will also be essential as your student nears the age of program completion, and assists in establishing their placement(s) after they complete school.

Although IEP meetings are scheduled according to these guidelines, a parent or guardian can request an IEP meeting at any time.

Transition Planning

Although we are always looking toward life beyond formal education, and considering it at age 14, it is within the year that the student reaches age 16 that a formal transition plan is developed. This plan is formulated with input from the student, parents/guardian, and the school team. The student's voice

drives this plan. It focuses on the student's strengths as well as areas of need related to transition from school to adult life. This is a legal component of the IEP report and is updated annually. The transition plan defines skills the student is learning to help him/her achieve maximum independence as an adult, and it also outlines future planning steps the family is encouraged to complete to prepare for the student's school completion at a maximum age of 26 (many students may be ready sooner). The plan is divided into five areas: Education, Employment, Daily Living, Leisure & Socialization, and Community Involvement

Including future planning tasks and identifying the individuals responsible for completing these tasks, helps the IEP team prioritize what needs to be done to ensure that the student has the skills and community agency connections necessary for a smooth transition into the world of adult services. Individuals responsible for completing a task could be the student, parents or caregivers, school staff members, or community agency representatives.

Multi-Tiered System of Support (MTSS)

Improving student academic and behavior outcomes is about ensuring ALL students have access to the most effective and accurately implemented instructional, social emotional and behavioral practices and interventions possible. A Multi-Tiered System of Supports (MTSS) is a framework that uses an integrated data collection and assessment system to provide targeted supports and interventions so that ALL students have the opportunity to succeed academically, behaviorally and social-emotionally in school.

MTSS is a preventative, tiered system of supports that vary in intensity and frequency. This three-tiered approach ensures best practice instruction and the implementation of interventions matched to student needs. Progress is monitored frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve students' learning and support staff implementation of effective practices.

Parent/Teacher Conferences

Parent/Teacher Conferences are held twice a year in the fall and in the spring, with fifteen minute time slots available for parents to meet teachers. Fall semester conferences are held during the month of October and spring semester conferences are held during the month of March. The exact dates and times will be available on the school's website as well as on the Cooke Calendar. Individual parent conferences with teachers may be arranged as needed throughout the school year.

PTSA/PTA (Parent, Teacher, Student Association)

The PTSA/PTA meets monthly to discuss pertinent Michigan and National PTSA/PTA issues as related to Cooke students and families. The principal attends each meeting to give a report and to hear any concerns not requiring a private meeting. Our Cooke PTA works hard to provide for our students and school environment. Meetings are typically virtual and open to all. Please refer to your Cardinal Update for the schedule and look for Cooke PTA information.

Summer Program

Two of the three of our programs (Severely Multiply Impaired and Severely Cognitively Impaired programs) attend summer program days as a part of their required program days. Students

within our Dual Diagnosed program may qualify for [Extended School Year](#) depending on their progress.

Daily Communication & Homework

Daily communication should be occurring to and from in every classroom. Classroom teachers may assign homework. Parents who have questions about homework or concerns about class work should contact their student's teacher.

Placement

The District has the sole discretion to make promotion, retention, and placement decisions for its students, consistent with state and federal law. The District may consider parent requests that a student be placed in a particular classroom, building, educational program, or grade. The District's placement decision is final.

Additional Parent Resources

Procedural Safeguards

The Procedural Safeguards Notice and available sources for parents you received describes protections under the IDEA. This notice and the list of available resources to assist you in understanding your rights are available here: [Procedural Safeguards Notice- MDE Office of Special Education](#)

Community Mental Health (Agency support for your son or daughter):

Detroit Wayne County Community Mental Health Your Choice Program: 1-888-490-9698

Purpose: To use the person centered planning process to determine services, needs, dreams, and wishes for people who have developmental disabilities.

Services are determined through the person centered planning process and can include respite, psychiatric/psychological assistance, case management, and other services. The cost for any services are reviewed by the community mental health agencies involved. Please contact the following agencies to request assistance regarding obtaining services:

- Call the Your Choice Program directly and ask for the enrollment packet: 1-888-490-9698
- Call The Guidance Center in Southgate, Michigan and ask for assistance: 1-734-785-7701
- Call the Wayne Center in Detroit, Michigan and ask for assistance: 1-313-871-2337
- Call Community Living Services and ask for assistance: 1-734-467-7600

Please contact the Social Worker or Transition Specialist at Cooke School if you have any additional questions or concerns, at 248-344-3550.

ARC of Western Wayne County

2257 South Wayne Road; Westland, MI, 48186 Phone: 734-729-9100

Website: [The Arc of Western Wayne County](#)

This agency provides support and services for developmentally disabled individuals and their families. Services offered are: recreation, estate planning, income tax help, support group, political action, guardianship, and advocacy.

Social Security Administration

Inkster Social Security Office: 28657 Cherry Hill; Inkster, MI 48141 1-800-772-1213

- Or contact the Social Security office nearest you

- Or visit their website at: <http://www.socialsecurity.gov>

Purpose: To determine eligibility for social security programs based on eligibility guidelines which include income and the severity of the disability.

Process: Make an appointment with your local social security office. You will need to provide information about your income and resources. You will also need a copy of your student's IEP and most recent psychological evaluation.

Family Support Subsidy Program

Detroit Wayne County Community Mental Health Agency

Purpose: To determine eligibility for the family support subsidy program for children under the age of eighteen only. This program has specific guidelines such as income, severity of disability, and citizenship requirements.

Process: Contact the Detroit Wayne County Community Mental Health Agency at 313-833-2500 and ask for the Family Support Subsidy program office. Request an information packet and please ask for any assistance regarding this application process if needed by contacting Cooke School at 248-344-3561.

Michigan Department of Human Services

MDHS has eligibility requirements for all assistance programs which can only be assessed if you contact them directly (ex. For food stamps or cash assistance).

- Inkster Location: 2700 Hamlin; Inkster, MI 48141 Phone: 313-277-4800
Redford Service Center: 27260 Plymouth Road; Redford, MI 48239
Phone: 313-937-4200

Parent Support and Advocacy Program (Michigan Protection and Advocacy Service, Inc)

Purpose: To assist parents of children with developmental disabilities to become more knowledgeable about services in the mental health system.

- Michigan Protection and Advocacy Service – Lansing Office
4095 Legacy Parkway, Suite 500; Lansing, MI 48911-4263
Phone: 1-800-288-5923 (Toll Free) or 517-487-1775 Fax: 517-487-0827
Email: molson@mpas.org
- Michigan Protection and Advocacy Service – Livonia Office
29200 Vassar Blvd, Suite 200; Livonia, MI 48154-2116
Phone: 1-800-414-3956 (Toll Free) or 248-473-2990 Fax: 248-473-4104

Summer Programs

- Western Wayne County Therapeutic Recreation- You can visit their website at <http://www.wwctr.info/> and click on the "contacts" button to find the contact person for your local community.
- PAM Assistance Center- You can request a free guide issued annually by PAM Camp-O-Rama that lists camps available to the developmentally disabled.
Contact: PAM Assistance Center: 601 W. Maple Street; Lansing, MI 48906
Phone: 517-371-5897 or 1-800-274-7426
- Michigan's Assistive Technology Resource Phone: 517-224-0333 or 1-800-274-7426

Section III: Student Extracurricular & Athletics

Students are encouraged to participate in the Special Olympics and Inclusive Activities at Cooke, or unified games which are offered by Cooke. Information will be provided in the Cardinal Update and from the Adaptive Physical Education teacher/Special Olympics coach, or with information with your classroom teacher.

A student's failure to comply with Policy, the Student Code of Conduct, or any other applicable rules or behavioral expectations while participating in or attending a student club, activity, or athletic competition, meeting, event, or practice, may result in disciplinary action.

Extracurricular Activities

Participation in extracurricular activities is a privilege, not a right. Students are encouraged to participate in extracurricular activities, such as Special Olympics. Participation is open to students who meet the eligibility requirements established by the District and any applicable governing body.

The District has exclusive control over extracurricular activities including, but not limited to, formation, naming, structure, operation, financing, and discontinuance.

Student athletes are also subject to the Board Policy 5206-3, Athletic Code of Conduct and any applicable team rules.

See Policy 5507, which can be found at <https://meetings.boardbook.org/Public/Organization/1326>.

Transportation To/From Extracurricular Activities

The District may provide transportation to students who participate in school-sponsored events. If District-provided transportation is available, students must ride to and from those events in a school vehicle unless otherwise excused by the activity sponsor.

For additional information regarding Athletics and Activities please refer to Policy 5206-3, Extra Curricular, Co-Curricular and Athletic Student Code of Conduct, which can be found here: <https://meetings.boardbook.org/Public/Organization/1326>.

Section IV: Discipline and Code of Conduct

Discipline Generally

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

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

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

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

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

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

Discipline Documentation

If it is determined that a student violated the Code of Conduct. Teachers and staff will communicate with parents regarding the infraction. Students will meet with Administration to discuss the incident reported, possible restorative actions, and possible consequences. Discipline documentation remains in the student's file until graduation.

Forms of School Discipline & Applicable Due Process

In-School Suspension

The building administrator may require a student to serve in-school suspension, during which students follow strict rules and must work on assignments the entire time, except for short breaks. Students not completing their In-School Suspension will face further disciplinary action.

Snap Suspension - Suspension from Class, Subject, or Activity by Teacher

A teacher may suspend a student from any class, subject, or activity for up to 1 full school day if the teacher has good reason to believe that the student:

- Intentionally disrupted the class, subject, or activity;
- Jeopardized the health or safety of any of the other participants in the class, subject, or activity; or
- Was insubordinate during the class, subject, or activity.

Any teacher who suspends a student from a class, subject, or activity must immediately report the suspension and its reason to the building principal or designee. If a student is suspended from a class, subject, or activity, but will otherwise remain at school, the building principal or designee must ensure that the student is appropriately supervised during the suspension and, if the student is a student with a disability, that all procedures applicable to students with disabilities are followed.

Any teacher who suspends a student from a class, subject, or activity must, as soon as possible following the suspension, request that the student's parent attend a parent/teacher conference to discuss the suspension. The building principal or designee must attend the conference if either the teacher or the parent requests the building principal's attendance. The building principal or designee must make reasonable efforts to invite a school counselor, school psychologist, or school social worker to attend the conference.

Removal for 10 or Fewer School Days ([Board Policy 5206A](#))

Before a student is suspended for 10 or fewer school days, an administrator will: (1) provide the student verbal notice of the offense the student is alleged to have committed, and (2) provide the student an informal opportunity to respond and explain what happened. Except in emergency circumstances, an administrator will not suspend the student unless, after providing the student notice and an opportunity to explain, the administrator is reasonably certain that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. The building administrator will consider the 7 factors provided in the Student Code of Conduct before suspending a student.

Removal for More than 10 and Fewer than 60 School Days or Expulsion

Before a student is suspended for more than 10 school days but less than 60 school days, the Superintendent or designee will provide the parent or student with: (1) written notice of the offense the student is suspected to have committed; (2) an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and (3) an opportunity for a hearing at which the student may present evidence and witnesses to show that the student did not commit the alleged offense or that suspension is not an appropriate consequence.

The Superintendent or designee will provide the parent or student at least 3 calendar days' notice before the hearing. The parent and student may be represented, at their cost, by an attorney or another adult advocate at the hearing.

The Superintendent or designee will not suspend the student unless, following the hearing, he or she is convinced by a preponderance of the evidence that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. The Superintendent or designee will consider the 7 factors noted in the Student Code of Conduct before suspending a student.

A parent or student may appeal the Superintendent's or designee's decision to the Board. The appeal must be submitted to the Board within 3 calendar days of the decision. The Board will hear the appeal at its next regularly scheduled meeting. The Board's decision is final. The student's suspension will run while the appeal is pending.

Student Code of Conduct ([Board Policy 5206-1](#))

This Student Code of Conduct is meant to be a guide and is subject to the discretion of administration and the Board.

Administration will, as required or permitted by state law, always consider the use of restorative practices as an alternative to, or in addition to suspension or expulsion. Nothing in the following table limits the District's ability to impose more or less severe disciplinary consequences depending on the situation's unique circumstances and the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices will be used to address the behavior; and
- Whether a lesser intervention would properly address the behavior.
- The District will also comply with Policy 5206 Section I for victims of an alleged sexual assault.

Nothing in this handbook limits the District's authority to discipline a student for conduct that is inappropriate in school, but that is not specifically provided in this table. Depending on the circumstances of a particular situation, separate athletic or extracurricular sanctions may be imposed, in accordance with the applicable handbook or rules.

Section V: Building-Specific Rules and Procedures

Bringing your student to Cooke

- If you bring your student to school, you **MUST** bring them to the **FRONT ENTRANCE ONLY**. The School Office will then call the classroom, and a staff member from your student's classroom will come to the office to get your child. The start times for Cooke programs are as follows: 7:45 a.m. at Northville High School Satellite Rooms, 8:05am at Cooke Proper (Main Campus), 8:15 a.m. at Hillside Middle School Satellite Rooms. Communication books and/or email to the teacher allow for excellent correspondence between home and school. If there is a need for extensive conversation, please request a meeting.
- When you are bringing your student to school, parents/guardians need to notify your local district transportation department. Otherwise, they will assume that your student is absent and may not send a bus to pick them up at the end of the day. The phone numbers of the local district transportation departments are printed at the end of this book.
- Students who arrive late **MUST BE SIGNED IN** at the school office. Even if students are independent, they cannot be dropped off alone. If you have to bring your student to school after 10:00 a.m., your student will be marked as a half day absent.

Picking your student up from school

- Students **MUST BE SIGNED OUT** in the school office. Cooke office staff will contact your student's classroom, and a staff member will bring your student to the office to meet you.
- If you intend to pick up your student at the end of the school day, you must notify the Cooke School Office at (248) 344-3550, prior to the end of the school day (2:20 p.m. at Cooke proper,

2:30 p.m. at Hillside Middle School, 2:00 p.m. at NHS) or we will send your student home on the bus.

All of these procedures help us provide a “smooth” school day for the students. Your cooperation is greatly appreciated.

Extra Clothing

Students that are not yet toilet trained should keep a complete set of clothing at school. Make sure all clothing is labeled with your son’s/daughter’s name. When we send home soiled clothing, parents need to send a clean replacement to school the following day. If we send home borrowed clothing from another student, please wash the clothing and return it to school the next day. Parents are responsible for diapers, wipes, and tissue.

Accident and Emergency Care

Staff are required to report all accidents to the office. Staff are also required to report any injury the student comes to school with. Staff will fill out an Accident/Incident Report and parents may be called.

If any accident requires professional attention, a parent or guardian will be called and asked to take the child to a medical facility. If a student must be transported to the hospital by ambulance, a staff member will accompany the child until a parent comes to the hospital.

Community Based Instruction (CBI)

Students are given opportunities to participate in the community. Parents will be required to electronically sign a permission slip. This permission slip will cover the entire year’s outings. You will receive a new permission slip yearly in our annual Back to School Forms & Consents; students without this permission will not be allowed to participate.

Bad Weather/School Closings

In the event of bad weather or a mechanical problem, we may have to cancel school. Local radio and television stations will make the broadcast. Whenever Northville Public Schools are closed, Cooke School is closed. When your resident district is closed but Northville is open, there normally is no bussing to Cooke School, but you may drive your student to and pick your student up from Cooke on those days.

Change in Classroom Assignment

It may become necessary for your child to change classrooms during the school year. This change could be made for a variety of reasons. Our first concern is for your son/daughter. We want to make sure that each student is in a classroom that best meets his or her needs. Teachers, ancillary providers, support staff, and administrators discuss classroom placement options that would better fit the needs of the student. Parents are always informed before a classroom change is made. An IEP does not have to be called, if the placement and eligibility remain the same.

Dress Code

All students must maintain a reasonable standard of cleanliness and personal hygiene. In addition, students should come to school dressed appropriately for active participation in the scheduled activities. We encourage comfortable, well-fitted, age-appropriate clothing that conforms to the standards of the Northville Public Schools community.

- Students must wear shoes or other footwear. For safety reasons, closed-toe shoes with low heels are recommended.
- Students’ outdoor jackets, and coats will be removed and stored in their lockers during the school day.
- A student shall not dress or groom in a manner which, in the judgment of a building administrator, is unsafe to the student or others or causes a disruption to the educational process.

Money & Valuables

Students may bring in money to be used in the school store or for CBI trips, but we discourage them from carrying large amounts. In addition, it is not a good idea for students to bring valuable items (jewelry, CD

players, personal video games, etc.) to school. We attempt to keep all of our students' belongings secure, but the best security is to leave valuable items at home.

School-Wide Positive Behavior Intervention Support at Cooke School

At Cooke Positive Behavior Intervention Support (PBIS) is a proactive approach to behavior management on a school-wide level, in a variety of settings such as the classroom, lunchroom, playground, hallways, bathrooms; these supports are provided to groups and/or with an individual student.

The Cooke School PBIS team fully implemented the PBIS system in 2013. The team then developed a process focused on teaching each student what is expected of them (Matrix), to acknowledge students when expectations are met (positive acknowledgment), and to have staff be consistent in correcting and teaching the expected student behaviors (redirection and incidental teaching). Expectations of being a Safe, Respectful, and Responsible student are stressed across all settings and times of the day at Cooke School. Even our school mascot, Casey, demonstrates these skills! Since its inception, and with the participation of our staff and families, our plan has continued to grow and improve. We have continued to expand this system, adding social skills lessons, student leadership opportunities, and a school run point store where students can purchase prizes using points they earned with positive behavior. Staff receive ongoing training throughout on the implementation of PBIS. Monthly focused lessons are utilized and shared with families electronically in our school newsletter, Cardinal Update.

Research reveals that students feel safer, and achieve at a higher level, when they know the school-wide expectations. The implementation of our PBIS approach has resulted in staff and student growth in both of these areas. We have posters, visual supports in classrooms, and common language visuals that all staff wear on their lanyards to ensure communication of our PBIS focus. Our current School Improvement Plan includes a building wide goal that addresses improvements in student behavior.

Research also shows us that school behavior plans that are followed in the home greatly improve their effectiveness in the school. We feel strongly about open communication between home and school, and teachers and staff work diligently to find what mode works best for each family.

Our PBIS program focuses on three areas:

- 1. Be Safe**
- 2. Be Respectful**
- 3. Be Responsible**

The main components of an effective school-wide PBIS system involve:

- Clearly defining and teaching a set of positive behavioral expectations.
- Consistently acknowledging and rewarding appropriate behavior
- Constructively addressing problematic behavior (relative to behavioral expectations)
- Teaching replacement behaviors
- Effectively using behavioral data to assess progress and to problem-solve

Positive Acknowledgement ("catching them being good")

The entire building is committed to catching students when they are demonstrating appropriate behaviors around the building. Teachers, ancillary providers, paraeducators, custodians, office administrative assistants, lunch staff, and administrators, are on a mission daily to acknowledge and reward student behavior. These whole school activities are further supported within each classroom.

ALL School Assemblies

Beginning of year	PBIS Kickoff
Across 26-27 year	All school assemblies celebrate and recognize student success

PBIS Expectations Matrix: Updated by all Cooke Staff during the 2022-2023 school year



Cooke School Intervention Continuum

Tier 1: School-wide Positive Behavior Intervention Supports used for **all** students

- Use of classroom/building strategies to problem solve challenging behaviors and create a positive and safe learning environment:
 - With input from students, classrooms develop and post behavioral expectations
 - Provide daily instruction on behavior strategies
 - Weekly Social Skills Instruction
 - Develop a system for students to request breaks.
 - Use of visual schedule with built-in breaks
 - Use of Brain gym/movement activities

- Sensory activities
- PBIS posters and instruction in a variety of settings
- Think sheet (if appropriate)
- Encourage positive behavior of the student
 - You can do it!
 - Let's have a great rest of the day!
- Reward compliance to return to learning
- Teacher conference with student and parties involved if appropriate
- Active and consistent staff engagement and implementation

Tier 2: Positive Behavior Intervention Supports used for **some** students with an identified need in benefiting from specialized behavioral interventions.

- Use of small group strategies to teach prescribed interventions for identified behaviors impacting a student's social and/or academic environment
 - Check In / Check Out
 - Groups for: social skills, coping strategies, conflict resolution, etc.
 - Restorative practices
 - Specialized interventions
 - Structured breaks
 - Social stories
- Reinforcement system
- Behavior contract
- Frequent team collaboration

Tier 3: Positive Behavior Intervention Supports used for **few** students with specifically identified impacting behaviors in need of intensive behavioral interventions for the behavior change process

- Behavior Intervention Plan (BIP)- An individualized, student-specific formal Behavior Intervention Plan is implemented after a Functional Behavior Assessment is conducted in which target behaviors are identified that specifically impact a student's learning and/or ability to engage appropriately with others. Evidence-based interventions that support replacement behaviors specific to a target behavior are implemented with a BIP.
- Cooke Behavioral Team- Cooke is very fortunate to have a strong behavioral team, consisting of three certified professionals, to assist with implementation of Behavior Intervention Plans in the authentic environment of the classroom. They provide modeling and support to all classrooms, are available to collaborate with building staff, and brainstorm possible interventions.
- Student Safety- The safety of our students and staff at Cooke is a priority. In some cases, Non-Violent Crisis Intervention (NVCI) supports may be utilized by certified staff to maintain the safety of a student in the event of a behavioral crisis.

Restorative Practices

Restorative practices means practices that emphasize repairing the harm to the victim and the school community caused by a student's misconduct. Except in cases involving a firearm at school, restorative practices shall be considered as an alternative or in addition to long-term suspension, expulsion or permanent expulsion of a student. The District will first consider restorative practices to remediate offenses such as: interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, minor class disruption, harassment and cyberbullying as part of the discipline process. Additionally, a district wide Threat Evaluation process is in place to support safety.

Restraint, Seclusion & Exclusion Practices

Only as a last resort in an emergency situation, a student may be required to calm in a location away from his or her assigned classroom. This will generally be in the Behavior Support area. If a student poses a danger to themselves or others, they may be restrained or secluded. All staff are annually trained in Nonviolent Crisis Intervention to ensure that any/all methods are conducted safely and appropriately. These practices are for the minimum time necessary, and are documented and shared with parents/guardians in a timely manner, as outlined by the Michigan Department of Education. The Cooke School program promotes student dignity, care, safety, and welfare of all students. Our team meets

proactively to ensure effective and evidence-based Positive Behavioral Interventions and Support practices are in place to reduce problematic behaviors, and to increase meaningful instruction. Seclusion and restraint is not used in situations where a student's documented disability, health care needs, or medical or psychiatric condition contraindicates it.

Appendix A: Sexual Harassment And Sexual Assault Information Guide

What Is Sexual Harassment?

Sexual harassment is unwanted sexual remarks or behaviors. It can be verbal, physical, or visual. Here are a few examples of sexual harassment:

Verbal

- Making sexual jokes, comments, or spreading rumors targeted at someone (in person or online)
- Making sexual jokes or comments about students' bodies or how they look or act
- Making jokes or comments about students' masculinity or femininity and/or who they are attracted to or love

Physical:

- Pulling at or touching someone's clothing in a sexual manner (like pulling down someone's pants or snapping a bra strap)
- Touching, pinching, or grabbing someone in a sexual way
- Brushing up against someone's body on purpose

Visual

- Posting or sharing sexual comments, pictures, or videos
- Pressuring someone to take or send sexual pictures or videos ("nudes")

Sexual harassment can make someone feel many emotions.

You may feel scared, uncomfortable, upset, embarrassed or angry.

When it comes to sexual harassment, what matters is how the action makes a person think or feel—not the intention of the person who did it.

Sexual harassment can happen anywhere or to anyone. It can take place in person or online. But no matter where sexual harassment happens, it is never okay. It is wrong and it is against the law.

What Is Sexual Assault?

Sexual assault is any sexual act that one person chooses to do to another person without consent (permission) through physical force, threats, or pressure (verbal or emotional).

Here are a few examples of sexual assault:

- Touching someone's genitals, breast, or butt without their permission (consent) over or under clothes
- Unwanted kissing
- Physically forcing someone to perform a sexual act

- Threatening or pressuring a person to do any sexual act
- Unwanted vaginal, oral, or anal penetration with a body part or object (also known as rape)

Sexually assaulting another person is wrong and it is against the law.

In Michigan statute, this is called “Criminal Sexual Conduct.”

About Consent

- Consent means that each person agrees or gives permission.
- Anyone can change their mind at any time.
- Consent means each person understands what is going on and agrees to all of it.
- Someone needs to get consent every single time.
- Just because someone said “yes” before, does not mean “yes” now.
- It is not okay to use threats, emotional pressure, or the fact that another person is drunk or high to get what you want.

If someone doesn’t consent to sexual acts, it is sexual assault.

What if This is Happening to Me?

It is not your fault. You are not alone.

- No one has the right to sexually harass or assault anyone else.
- You have the right to feel safe and respected.
- If you feel like you won’t be harmed, tell them this is not okay and to stop.
- Consider telling a trusted adult if any of these behaviors happen to you. If the trusted adult is a teacher, coach, or school staff, they may have to tell someone else (like a principal, parents, etc.). If you’re not sure if you are ready or want to tell a trusted adult at your school, you can talk to them without saying it happened to you (“I have a friend who...”).
- If the first person isn’t helpful, keep trying until you find someone who is.
- Speaking up is a brave thing to do. Don’t be afraid to seek help from someone you trust.
- Resources listed on the next page are available 24/7 to support you.

Scientific research tells us that people who experience traumatic events like sexual harassment and sexual assault have many different responses in their brains, bodies, feelings, and behaviors. However YOU respond to trauma is okay and is normal.

What if This is Happening to Someone I Know?

Believe. Listen. Support.

- Believe them! If someone tells you that someone has sexually harassed or assaulted them, know that it is very hard to tell someone about this and that person trusts and respects you enough to share this information. Let them know that what happened is not their fault and you are there to support them.
- Listen without judgment. Give them space and time to tell you what they feel comfortable sharing.
- Ask how you can support them. What you would need might differ from what your friend needs, so always ask. Let your friend decide who else can know.

Resources

There is Help.

You can call or chat with any of the resources below 24/7. People who are trained are there to listen and support you no matter what. **You don't have to tell them your name.** They can connect you with people and organizations nearby who can help you with questions or needs.

Michigan's Hotline for Sexual Assault, Domestic Violence, and Human Trafficking (Voices4)

Text or Call: 855-864-2374 **Chat:** <https://mcedsv.org/hotline/>

Youth Resources Web Page: <https://mcedsv.org/resources>



School Title IX Coordinator

If someone sexually assaulted or sexually harassed you at school or at a school event, you can choose to talk to your School District's Title IX Coordinator. Part of their responsibilities is to prevent and respond to sexual assault, sexual harassment, and discrimination based on sex and gender. Note: If you report to a Title IX Coordinator, they are required by law to follow up and may conduct an investigation.

If you report a sexual assault or sexual harassment incident, the policies forbid someone from retaliating or doing something to get back at you.

See Policy 3118 (<https://meetings.boardbook.org/Public/Organization/1326>) for our school's Title IX information and other related policies.

This resource was developed in response to Public Act 57 of 2023 by the Michigan Department of Education in partnership with the Michigan Domestic and Sexual Violence Prevention and Treatment Board and the Michigan Coalition to End Domestic and Sexual Violence (MCEDSV).