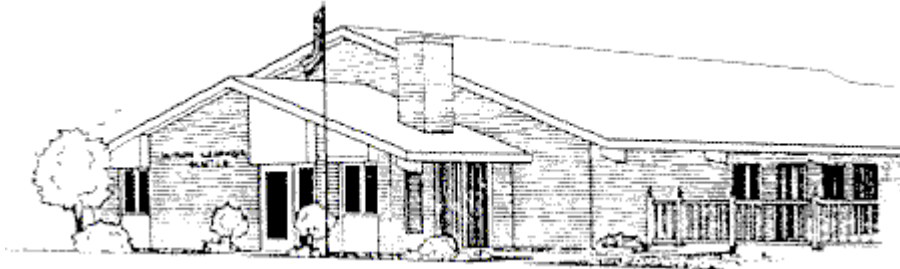


STUDENT HANDBOOK

HURON LEARNING CENTER CAMPUS PROGRAMS

"Huron Intermediate School District is dedicated to educational leadership, effective programs, and quality services in collaboration with community partners to educate all learners."



The Special Student Services Team of the Huron Intermediate School District is dedicated to the challenge of enabling students and families to achieve meaningful and purposeful lives.

ADMINISTRATION

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Carol Brown, Director of Special Education
Geraldyn Kolar, Monitor/ Supervisor
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TABLE OF CONTENTS

WELCOME	3
PROGRAMS	3
NONDISCRIMINATION POLICY	3
SUPPORT SERVICES	4
LIMITED ENGLISH PROFICIENCY	4
ACADEMICS	4
TIME SCHEDULE	5
SCHOOL ENROLLMENT/WITHDRAWL & ATTENDANCE	5
STUDENT ILLNESS/ INJURY AT SCHOOL.....	5
CONTROL OF COMMUNICABLE DIEESEASES	6
MEDICATION POLICY	6
SCHOOL MEALS.....	6
PARENT/ VISITOR INVOLVEMENT	7
TRANSPORTATION.....	8
SEVERE WEATHER POLICY	9
EVACUATION/ SAFETY PROCEDURES	9
PREPAREDNESS FOR TOXIC AND ASBESTOS HAZZARDS	9
FEDERAL EDUCATION RIGHTS AND PRIVACY ACT (FERPA)	9
INTRODUCTION TO CODE OF CONDUCT	10
WHEN AND WHERE THE CODE OF STUDENT CONDUCT APPLIES:.....	10
VIOLATIONS OF THE STUDENT CODE OF CONDUCT	11
SCHOOL RESPONSE TO VIOLATIONS.....	13
Minor.....	13
Major.....	13
Critical.....	13
Staff Authrhority	14
Short-Term & Long-Term Suspension/Expulsion/Staff Authority.....	14
SECLUSION & RESTRAINT.....	14
POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS/ SCHOOL EXPECTATIONS	15
STUDENT RIGHTS AND RESPONSIBILITIES	15

BULLYING	15
SCHOOL STORAGE PLACES	16
DUE PROCESS PROCEDURES.....	17
Learners subject to suspension	17
Appeal to Board of Education for Reconsideration	18
Suspension and Expulsion of Students Receiving or Otherwise Eligible for Special Education.....	18
INTERVIEW OF STUDENTS BY PUBLIC AGENCY	18
NOTIFICATION TO LAW ENFORCEMENT AGENCIES	18
ACCEPTABLE US OF TECHNOLOGY	19
PROCEDUARL SAFEGUARDS	20
Attachment 1.....	20
Technology Use Guidelines.....	20
Handbook Evaluation	21

WELCOME

Welcome to the Huron Learning Center campus programs. We are pleased that you/your child have chosen to participate in one of our programs. The Huron Learning Center offers progressive programs operated by professional staff. Students from birth to 26 years of age (students are not more than 25 years of age as of September 1st of the school year of enrollment) are enrolled in a rich continuum of offerings. The programs provide school-aged students and young adults an education, which maximizes their potential to be their personal best now and in the future. These programs are complemented by a variety of ancillary services designed to meet the individualized needs of the students.

It has long been recognized that a good education for each and every student is dependent upon the school establishing and maintaining an environment which enables students to learn as much as possible during his/her school years. The Board of Education believes that the cooperation with local district and the learner's home is a vital ingredient to the learner's proper growth and education.

This handbook is an explanation of the policies and procedures intended to support such an environment.

PROGRAMS

Moderately Cognitively Impaired (MOCI) Programs:

Elementary MOCI

Intermediate MOCI

Secondary MOCI

Adult Program

Severely Multiply Impaired (SXI)

P.R.E.P. (Preparing Responsible and Employable Persons)

W.B.L. (Work Based Learning)

S.T.E.P.S. (Success Through Effective Positive Steps)

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NONDISCRIMINATION POLICY

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the age Discrimination Act of 1975, and the Americans with Disability Act of 1990, the Board of Education declares it to be the policy of this District to provide an equal opportunity for all learners, regardless of gender, religion, race, color, national origin or ancestry, age, disability, marital status, place of residence within the boundaries of the District, or social or economic status, and/or any other legally protected characteristic, to learn through the curriculum provided by the District. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Carol Brown, Director of Special Education
1299 S. Thomas Rd., Bad Axe, MI 48413
989 269-3474

Joe Murphy, Superintendent
1299 S. Thomas Rd., Bad Axe, MI 48413
989 269- 3460

SUPPORT SERVICES

All students are unique and their personal and educational needs vary. The staff at Huron Learning Center campus programs include specialized support staff who are available to assist with those individualized needs. These professionals may provide direct, indirect or consultative services to students, teachers, or parents. In most cases, the support staff is available for consultation regarding concerns pertaining to school or home.

Current support staff include:

- Speech Pathologist
- Occupational Therapist
- School Social Worker
- Behavior Support
- School Psychologist
- Teacher Consultant
- Audiologist
- Physical Therapist
- School Nurse

Direct or consultative services by these staff members should be recommended by the Individualized Educational Planning Committee (IEPC).

LIMITED ENGLISH PROFICIENCY

Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extra-curricular programs of the district. It is, therefore the policy of this district that those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular program offered by the district. Parents should contact the building principal at 989 269-9274 to inquire about evaluation procedures and programs offered by the district.

ACADEMICS

REVIEW OF INSTRUCTIONAL MATERIALS AND ACTIVITIES

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

GRADES/ASSESSMENT

The HLC does not issue diplomas or credit for course work leading to a diploma. Issuance of a diploma is the responsibility of the local school district for students who meet the requirements of the Michigan Merit Curriculum. The HLC also does not issue grades as progress is monitored through the goals and objectives generated during the IEPC process. However, students working towards a diploma will be awarded grades by their local school per recommendation of the STEPS program. Progress is monitored according to the schedule of their local school district.

Depending on the student's course of study (diploma or certificate of completion), the student will take the appropriate assessment that corresponds to their course of study such as MEAP, MI-ACCESS, Dynamic Learning Maps, PSAT, and/ or Smarter Balance. For students that spend time in their local school as well as HLC, the testing location will be the where the student spends the majority of their day.

TIME SCHEDULE

Students are served at HLC between the hours of 8:45 a.m. and 3:30 p.m. Schedules are individualized to meet the each student's needs and are addressed in the IEP. The phone number for the Huron Learning Center is 989-269-9274.

SCHOOL ENROLLMENT/WITHDRAWAL & ATTENDANCE POLICY

Every student at the Huron Learning Center is a student at their local district first. Therefore, prior to enrollment at the HLC, student must be enrolled at their resident district or school of choice district (within the boundaries of Huron ISD).

Any student who wishes to withdraw from the school should contact their child's teacher or building principal to ensure that proper forms are completed.

The school district emphasizes the value of regular attendance in enabling students to benefit from the school's education programs. Michigan law places responsibility on each student to attend school on a daily basis, and on each parent or guardian to send their child to school on a daily basis.

More important, however, is the effect of regular and punctual attendance on the student's educational achievement. Regular school attendance also helps develop positive traits such as punctuality, dependability and self-discipline that are important vocational skills needed later in life. Not only is each day's lesson important to the individual student, the student's participation in class contributes to the education of others. Frequent absences and tardiness, for any reason, are certain to adversely affect the student's schoolwork. Each student is expected to be in school every day except when illness, injury, or some condition beyond the student's control prevents attendance. It is expected that parents communicate absences with school personnel in a timely manner. Excessive absences (consecutive or cumulative) will result in a phone call from the school to investigate reasons for absences and to problem solve attendance issues. Further absences could result in a referral to the district Truancy Officer. Failure to comply with the Truancy Officer's request may lead to court involvement.

STUDENT ILLNESS/ INJURY AT SCHOOL

Please **DO NOT** send a student to school if he/he:

1. Has vomited or run a high fever within the past 24 hours.
2. Is continually coughing, or has thick nasal secretions of a green or yellow color.
3. Has other signs of illness, such as a rash, diarrhea or complains of not feeling well.

Students should not return to school until all of their symptoms have disappeared. If a student is being treated with antibiotics, we recommend that he/she stay home for 24-48 hours following the first dose of medication.

If a student has been hospitalized or has been absent because of an extended illness, you must provide the school with a written release from the doctor for their return to school. This release slip should also clearly outline any treatments, medications, or restrictions necessary for the student at school. A doctor's note may also be required when sending a child back to school who has had a contagious condition (pink eye, lice, etc.).

The District shall arrange for individual instruction to students of legal school age who are not able to attend classes due to a medical condition. This service shall be provided according to Special Education Administrative Rule 340.1746.

If it is determined that a student cannot remain in school because of illness, excessive seizures, injury, etc., it is imperative that someone be available to pick them up. We strongly suggest that you establish a network of people, who could care for the sick child, if we are unable to reach you. This information should be included on the Emergency Information and Authorization Form, which must be completed each year. **The importance of updated, accurate information cannot be**

over-emphasized. It is the parent's responsibility to inform the school of **ANY** changes (telephone number, contact person, etc.) If a student is injured, we cannot start treatment without a signed Emergency Treatment form. If a student has a medical emergency and parents or emergency contacts cannot be reached, the school will call 911.

CONTROL OF COMMUNICABLE DISEASES

Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. The school's professional staff has the authority to remove or isolate a student who has been ill or has been exposed to a communicable disease. Specific diseases include; scarlet fever, strep infections, scabies, impetigo, ringworm and other vaccine preventable diseases. A student who is attending school with an immunization waiver will be excluded from school if the school has a case of the communicable disease which they have NOT been immunized for. The school will work with the Huron County Health Department to determine when the student with a waiver may return to school.

MEDICATION POLICY

Whenever possible, schedule the administration of medication for times when your child is home. The school nurse or designated personnel will administer prescription medication as long as the following is in place:

- A copy of the written order from the child's healthcare provider which includes the name of the medication, dosage, time to be given, length of time the medication will be prescribed and the reason for the medication to be given. A valid, current prescription label that contains this information may be substituted for this order.
- Completed permission form, signed by parent/guardian
- Medication brought in by the parent/guardian in the original, pharmacy labeled container

The student may carry medication and/or self-medicate (i.e. asthma inhalers, insulin) if the following is in place:

- A copy of the written order from the child's healthcare provider as described above for prescription medications that includes a statement that student may carry the medication and is capable of self-administration
- Completed permission form, signed by parent/guardian
- The medication the pupil possesses is prepared by a pharmacist and labeled to include the dosage and frequency of administration
- The student takes reasonable precautions to keep secure any medication, and under no circumstances will make available, provide, or give the item to another person
- The student immediately reports the loss or theft of any medication brought onto school campus
- The student is trained to self-administer medication

The school nurse or designated personnel will administer over the counter (OTC) medication if the following is in place:

- A copy of a written order from the healthcare provider
- Completed permission form, signed by parent/guardian
- Medication not stocked in the school health office is brought in by parent/guardian in the original container labeled with student's name

SCHOOL MEALS

Huron Learning Center campus programs serve nutritious meals every school day. Students may buy lunches for a fee established each year. All students have the option to receive breakfast on a daily basis and will be charged at the appropriate rate.

Lunches should be paid for in advance on a weekly, monthly or yearly basis. Lunches may not be charged. Payment should be made to Huron ISD. If a student receives free lunch and wants an extra lunch, they need to pay for the extra lunch. If a student does not receive free lunch and does

not have money in his/her account, please send a sack lunch or they will receive a yogurt, cheese stick and whole wheat crackers along with other items to meet the requirements of a balanced school lunch. If a student is absent in the morning, but will be arriving in time for lunch, the school office must be notified by **9:00 a.m.**, so a lunch can be ordered for the student.

Free and reduced meals are provided for families who qualify under federal guidelines. Please fill out the application form available at the school office. You may apply for free or reduced lunch at any time during the school year. If you are not eligible now, but have a decrease in household income, become unemployed, or have an increase in household size, fill out an application at that time.

If you are a licensed foster care home and have foster children living with you, they may be eligible for benefits regardless of your household income.

Children who receive free or reduced meals are treated the same as children who pay regular price. In the operation of child meal programs, no child will be discriminated against because of race, color, national origin, age, sex or handicap. If you believe you have been discriminated against in this manner, please contact the school principal or write to: The Secretary of Agriculture, Washington, D.C. 20250.

PARENT/VISITOR INVOLVEMENT

The Huron Learning Center actively encourages parental participation in all of the programs it operates. Parents are involved in a wide variety of activities including, but not limited to: Parent Teacher Conferences, Individual Education Planning Team Meetings, Individualized Family Service Plan Meetings, Parent Surveys, Program Advisory Committees, and Program Orientation. Parents are also welcome to observe their student in the classroom setting through one-way glass. Parents who wish to observe need to make prior arrangements with the building administrator.

Volunteer Requirements:

If a visitor wishes to spend time in one of the classrooms, he/she must also stop in the office and complete the following requirements.

- Complete a screening form with inquiries into any conviction of a crime, felony and abuse/neglect of a child.
- Sign a confidentiality statement.
- Obtain and wear a Visitor Tag from the office.

As the parent, or guardian/care provider, I will:

Encourage my child's development and progress in school by

- Reading to my child daily;
- Reviewing, discussing, and assisting with homework; and
- Ensuring that my child attends school on time each day.

Show the value of learning self-control and hard work by

- Helping my child understand the importance of learning; and
- Recognizing and praising my child's efforts and progress.

Contribute to good home/school communication by

- Sharing information with school staff about unique family or child circumstances that may affect my child at school;
- Reading newsletters, notes, and other communications and discussing and/or responding when appropriate;
- Actively participating in parent-teacher conferences and attending IEPT/IFSP meetings, home visits, staffings, open houses, and parent trainings; and
- Working cooperatively with the school to resolve concerns/conflicts by following these communication steps:

1. Contact direct service provider to discuss concern (e.g. teacher, speech therapist, physical therapist, etc.).
2. Contact supervisor of service/program to discuss concern.
3. Contact building principal to discuss concern.
4. Contact Director of Special Services to discuss concern.

** If an explanation is offered for extenuating circumstances that prevent the parent/guardian from a full commitment, school official(s) will consider accessing resources that assist parent(s)/guardian(s) with achieving their goals. (See P.A 107 and HISD Policy; "Relations with Parents" 9250)*

If you require a confidential conversation with the teacher, please make those arrangements separately so that all of your needs and concerns can be addressed in a private manner that does not interfere with student instruction.

TRANSPORTATION

Transportation for students attending Huron Learning Center campus programs is generally provided by Thumb Area Transit (TAT). Students are picked up at their home before school and transported back home after school and/or between the HLC and the local schools if the student spends more time in their local school.

BUS RULES

Students should stay in their seat, buckle their seat belt, use a quiet voice, and follow directions given by the bus driver. The Code of Conduct addressed later in this document applies to behavior on the bus. Preschool students will be seated at the front of the bus.

Parents are responsible for the following:

- Supporting the school and TAT personnel in enforcement of the above bus rules.
- Seeing that your child safely boards the bus and is buckled up.
- Greeting the bus driver when your child is returned home.
- Identifying another responsible adult to load or unload your child, if assistance is necessary, and you are not available.
- You must call the Thumb Area Transit (TAT) office (269-2121 or 1-800-322-1125) or by email at tatdispatch@gmail.com if your child will not be riding the bus to or from school. Any changes in drop-off/pick up locations can be handled by calling TAT. **IT IS YOUR RESPONSIBILITY TO CALL TAT TO INFORM THEM OF ANY CHANGES IN YOUR CHILD'S BUS SCHEDULE.** Also, for safety reasons, notify us if you have contacted TAT and asked to have your child dropped off at a different address.
- If there any changes to your student's individual schedule not related the HLC, parents are responsible for communicating those changes with TAT.

Occasionally students are transported on a public school bus in coordination with the student's local school. These arrangements are made ahead of time with the family's consent.

TRANSPORTATION TO SCHOOL BY CAR

Some parents choose to transport their child to and from school. If you do transport your child, please be sure to park and enter the building at the northwest entrance of the complex.

- **Please be reminded that students may not be dropped before 8:45 a.m. This time is preparation/meeting time for staff and no one may be available to assist your student upon their early arrival.** For the same reason, please pick your child up on time.
- If someone other than yourself will be picking your child up, send a note or call us. We check for picture identification, so tell them to bring in a driver's license. Legally, we are unable to release a child to anyone other than the parent unless they are listed on the emergency form, or we have permission from the parent.

- For safety reasons, please bring your child into school and make a staff member aware of his/her arrival. **DO NOT DROP YOUR CHILD OFF AT THE CURB OR SCHOOL DOOR UNLESS ONE OF OUR STAFF IS AT THE DOOR WAITING FOR YOU CHILD.**

SEVERE WEATHER POLICY

Huron Learning Center campus programs operate according to the calendar adopted by the Huron Intermediate School District Board of Education.

Any change in the school schedule or school closing at Huron Learning Center campus programs due to weather will be announced over WLEW 1340 AM or 102.1 FM or TV 5. Notify me is also a service which will send alerts to your phone when a cancellation occurs. Instructions for signing up for the service is available on the school's website. You will receive a separate document that addresses the specifics of a weather delay, cancellation or early dismissal.

EVACUATION DRILLS/SAFETY PROCEDURES

The school complies with all fire & tornado safety laws and will conduct fire/tornado drills in accordance with State law. Specific instructions on how to proceed will be provided to students by their teachers who will be responsible for safe, prompt, and orderly evacuation of the building. Non-weather related evacuation plans are practiced and posted in classrooms.

The HLC building has 2 entrances, however, visitors should enter the building through the main entrance, which is located at the northwest end of the complex. The other entrance is locked during the school day and is designated for bus drop off and pick up only. Lockdown and safe mode procedures, while uncommon, are utilized when safety of students and staff is at risk.

PREPAREDNESS FOR TOXIC AND ASBESTOS HAZARDS

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

FEDERAL EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

NOTIFICATION OF DIRECTORY INFORMATION

In compliance with federal regulations, the Huron Intermediate School District has established the following guidelines concerning student records.

1. The principal of the Huron Learning Center campus programs is responsible for the processing and maintenance of all student records. Her office is located at 1299 South Thomas Road, Suite 2, Bad Axe, MI 48413. The phone number is 989-269-9274.
2. Each student's records will be kept in a confidential file located at the Huron Learning Center campus. The information in a student's record file will be available for review **only** by the parents or legal guardian of a student, an adult student (18 years of age or older), and those designated by Federal law or District regulations.
3. A parent, guardian, or adult student has the right to request a change, or addition to a student's records and together obtain a hearing with District officials or file a complaint with the U.S. Office of Education if not satisfied with the accuracy of the records or with the District's compliance with the Federal Education Rights and Privacy Act.
4. The district has established the following information about each student as "Directory Information" and will make it available upon a legitimate request, unless a parent, guardian, or adult student notifies the Records Control Officer **in writing** within 10 days from the date of this notification that she/he will not permit distribution of any or all such information:

Learner's name; address; telephone number; date and place of birth; photograph; major field of study; participation in officially recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; date of graduation; awards received; or any other information which would not generally be considered harmful or an invasion of privacy, if disclosed.

5. A copy of the Board of Education's Policy and the Federal Law are available at Huron Intermediate School District Administrative Office located at 1299 S. Thomas Rd., Suite 1, Bad Axe, MI 48413

INTRODUCTION TO CODE OF CONDUCT

The Huron Intermediate School District/Huron Learning Center is dedicated to creating and maintaining a positive learning environment for all students. Teachers, administrators, parents, and students must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate for the learning community.

The Board requires that each learner adhere to the Code of Conduct. Such rules require that learners:

- Conform to reasonable standards of socially-acceptable behavior.
- Respect the person's rights, and property of others.
- Preserve the degree of order necessary to the educational program in which they are engaged

The Code of Student Conduct sets forth student rights and responsibilities while at school and school-related activities, and the consequences for violating school rules. When determining the appropriate action to be taken as a consequence of student misconduct, school officials may use intervention strategies and/or disciplinary actions, depending upon the severity or repetition of misconduct; age and grade level of the student; disability and/or functioning level of the student; circumstances surrounding the misconduct; impact of the student's misconduct on others in the school community, and any other relevant factors.

The Code of Student Conduct will be administered uniformly and fairly, without partiality or discrimination.

WHEN AND WHERE THE CODE OF STUDENT CONDUCT APPLIES:

The Code of Student Conduct applies before, during, and after school:

1. When a student is "at school".

"At school" means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event such as Special Olympics whether or not it is held on school premises.

2. When a student's conduct at any other time or place has a direct and immediate effect on maintaining order and discipline, or on protecting the safety and welfare of students or school district staff; and

3. When a student is using school telecommunications networks, accounts, devices, or other district services. Including the use of a telecommunications device, off school premises, if the device or service provider is owned or under the control of the school. This includes and is not limited to the use of school iPads during and after school hours.

VIOLATIONS OF THE STUDENT CODE OF CONDUCT

Student misconduct is classified into three levels. In addition to these three levels of discipline, an administrator may suspend a student for his or her conduct in a class, subject or activity. The definitions of misconduct at each level are not all inclusive, but only representative and illustrative. A student who commits an act of misconduct not listed herein is nonetheless subject to disciplinary action. Depending on severity or repetition, a minor violation may be reclassified as a major or critical violation. Additionally, the nature of the student's disability and its relationship to the violation will be given consideration when responding to the specific violation.

School district staff may use intervention strategies such as teacher/student conferences, auxiliary staff/student intervention, and teacher/parent/guardian contacts for minor and major violations. The staff will refer critical violations directly to school administrators, because of the serious and/or unlawful nature of the misconduct. At the option of school administrators, a student accused of any violation of the Code of Student Conduct may be referred to a school social worker or community human service agency, in conjunction with or in lieu of other disciplinary procedures. Where the misconduct is subject to mandatory discipline under state law, however, the school board will act to impose any mandatory sanctions.

If a student fails to comply with the terms of the disciplinary action, such failure is a separate violation of the Code of Student Conduct, at the same level for which the student was initially disciplined; the student may be disciplined for the additional violation.

A teacher may issue suspensions for up to one day with administrative approval. The principal or assistant principal may issue short-term suspensions. The district's board of education or its designee may issue long-term suspensions or expulsions.

VIOLATION DEFINITIONS

Academic Misconduct/Lying & Cheating

Plagiarizing, cheating, gaining unauthorized access to, or tamper with educational materials.

Property Damage

Willfully causing defacement of, or damage to, property of the school or others. Actions that impair the use of something are destructive.

Disorderly Conduct/Disruption

Behaving in a manner that prevents the teacher from starting an activity or lesson, or has to stop instruction to address the disruption.

Inappropriate Displays of Affection

Engaging in inappropriate displays of affection, such as kissing, touching, or long embraces of a personal nature.

Inappropriate Dress and Grooming

Dressing or grooming in a manner that is distracting or indecent, to the extent that it interferes with the learning and teaching process.

Disrespect/Defiance/Insubordination

Refusing to follow directions, rules, talking back and/or socially rude interactions.

Technology Violation

Using technology and/ or any school devices in a manner that does not align with the technology use guidelines.

Out of Bounds (running)

Leaving the school building, classroom, cafeteria, assigned area, or campus without permission from authorized school personnel.

Possession of Inappropriate Personal Property

Possessing personal property that is prohibited by school rules or that is disruptive to teaching and learning.

Inappropriate Abusive Verbal Language/Gestures

Verbal language that includes swearing or name calling or use of words or gestures in an inappropriate way toward students or staff members.

Sexual Harassment/Assault

Making unwelcome sexual advances, engaging in improper physical contact, making improper sexual remarks, or otherwise creating an intimidating, hostile or offensive learning environment.

Indecent Exposure

Exposing any part of their body that is considered to be private.

Drugs/Alcohol/Tobacco

Smoking, drinking, using tobacco or drugs or possessing any substances containing these items in any area under the control of the school district.

Trespassing

Accessing an area that they do not have permission to be in.

Bullying/ and or Cyberbullying

See definition below

Harassment

Any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).

Intimidation/Menacing Any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with person's property; or to intentionally interfere with or block a person's movement without good reason.

Forgery/Theft/Possession of Stolen property

Signing a person's name without their permission, possessing, having passed on, or being responsible for removing someone else's property

Threat (verbal/written/physical)

Threatening another with bodily harm or coercing another to act or refrain from acting in a verbal, non-verbal, physical, written or electronic manner.

Arson/Combustibles

Possessing substances/objects capable of causing bodily harm and/or property damage or planning and/or participating in malicious burning of property

False Fire Alarms/Bomb Report

Intentionally sounding a fire alarm or causing a fire alarm to be sounded or tampering with a fire alarm system, communicating or causing to be communicated that a bomb is located in the building or on school property or at a school related event

Physical Aggression/Assault

Intentionally causing or attempting to cause physical harm to another through force or violence (MCL 380.1310 {3} {b}, MCL 380.1311a {12} {b})

Weapons/Dangerous Instruments

Possessing, handling, transmitting, or using as a dangerous weapon, any instrument capable of harming another person

School Response to Violations

Some students require an individualized behavior plan to ensure their success and progress in school. These plans will be considered when imposing consequences in response to violations.

Minor

A minor violation is any incident that is handled by the classroom staff. Any of the following intervention strategies and disciplinary actions may be used, but is not limited to the following:

- Individualized instruction
- Time away within the classroom setting
- Loss of privilege(s)
- Conference with the student
- Behavior Chart
- Consequences related to PBS expectations and class-wide program
- Change in student's class schedule

Major

A major violation is any incident that is handled by the classroom staff and requiring administrative involvement and/or ancillary staff involvement. Any of the following intervention strategies and disciplinary actions may be used, but is not limited to the following:

- Any school response to a minor violation, listed above
- Short-term bus suspension
- Community Service
- Parent Contact
- In-school suspension
- Short-term out of school suspension
- Staffing
- Functional Behavior Assessment/Behavior Intervention plan/ Individualized Instruction
- Restitution
- Agency Referral
- Law Enforcement Agency Notification

Critical

A critical violation is any incident that is handled by the classroom staff and requiring administrative involvement and/or ancillary staff involvement and may include a formal investigation of the incident. Any of the following intervention strategies and disciplinary actions may be used, but is not limited to the following:

- Any school response to a minor or major violation, listed above;
- Long term suspension
- Expulsion
- Transportation to outside facility for emergency services (e.g. Hospital, Mental Health)
- Placement in an alternative education program or transfer to another building

In the event a student is expelled for possession of a dangerous weapon in a weapon-free school zone, arson in a school building or on school grounds, or criminal sexual conduct in a school building or on school grounds, the school board shall ensure that, within three days after the expulsion, an official of the school district refers the individual to the appropriate county department of the family independence agency or county community mental health agency, and notifies the individual's parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, notifies the individual of the referral. (MCL 380.1311[4]).

Requesting an emotional, behavioral, and/or chemical dependency evaluation and treatment and/or counseling recommendation - the intervention strategy or discipline may require the student to follow any or all treatment recommendations of the evaluation; the evaluation must be from a source approved by the administration.

Recommendation to the Board of Education or its designee for long term suspension or expulsion;

[NOTE: Drug related behaviors pose an immediate threat to student safety. In all critical drug related cases, a school suspension is imposed even for the first offense.]

SHORT TERM SUSPENSION

A short-term suspension occurs when a student is suspended for one (1) school day, up to and including ten (10) school days. During a short-term suspension, the student's rights and privileges of attending school and extracurricular activities, are suspended.

LONG TERM SUSPENSION

A long-term suspension is when a student is suspended for more than ten (10) school days. During a long-term suspension, the student's rights and privileges of attending school, including extracurricular activities, are suspended.

EXPULSION

An expulsion occurs when the school district's board of education terminates the student's rights and privileges to attend school, including extracurricular activities. An expulsion is for an indefinite time, unless otherwise specified by the school board or state law. The parent/guardian of the student may petition the school board to request the student's reinstatement to school, as permitted by state law.

Staff Authority

The authority of any member of the school staff extends to all school district students while the students are on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises.

SECLUSION & RESTRAINT

A behavior that requires immediate intervention constitutes an emergency. Emergency seclusion or restraint may be used only under emergency situations and if essential to providing for the safety of the pupil or the safety of others. (www.mde.org)

- Emergency seclusion and emergency physical restraint may not be used in place of appropriate less restrictive interventions
- Emergency seclusion and emergency physical restraint shall be performed in a manner that, based on research and evidence, is safe, appropriate, and proportionate to and sensitive to the pupil's needs.
- School personnel shall immediately (24 hours) call key identified personnel for help from within the school building at the onset of an emergency situation.

- Emergency seclusion should not be used any longer than necessary, based on research, to allow a pupil to regain control of his or her behavior.
- Each use of seclusion or restraint and the reason for each use shall be documented in writing and reported to the school building administrator and the parent or guardian immediately. Following an incident, school personnel must also debrief and consult with parents, or with parents and pupils, as appropriate

POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS/SCHOOL EXPECTATIONS

A major component of the educational program at the Huron Learning Center is to prepare students to become responsible workers and productive citizens by learning how to conduct themselves properly and in accordance with established standards.

The HLC utilizes Positive Behavioral and Intervention Supports (PBIS). This program teaches expectations, reinforces appropriate behavior, and uses data to drive decision making. The school wide expectations are:

- Be Safe
- Be Ready
- Be Kind

STUDENT RIGHTS AND RESPONSIBILITIES

Individual rights relate to individual responsibilities and must be seen in relationship to the safety, health and welfare of all students in each school.

Expectations of student conduct should be kept within the bounds of reasonable behavior expected of all members of the community. Expectations of student conduct also take into account the disability and functional level of each individual student. Students should have freedom and encouragement to express their individuality in school, as long as their conduct does not intrude instruction. There must be a balance between individual freedom and the orderly operation of a classroom.

All students should learn to recognize the consequences of their language, manners, and actions toward each other and school staff. Students need to learn to understand that they benefit from an orderly school operation and, as members of the school community, acknowledge their responsibility to promote a good learning environment.

If a student feels unsafe or is threatened, the student or the student's parent/guardian should contact the principal or teacher.

BULLYING

It is the intent of the Huron Learning Center to provide a safe and nurturing educational environment for all of its students. Bullying toward a student, whether by other students, staff or third parties, including Board members, parents, guests, contractors, vendors, and volunteers is strictly prohibited. Huron Learning Center provides "an assurance of confidentiality for an individual who reports an act of bullying and procedures to safeguard that confidentiality" (MCL 380.1310b(5)(j)).

"Bullying" is defined as any gesture or written, verbal, psychological, graphic, physical act, or any **cyberbullying** through electronic communication (including electronically transmitted acts – i.e. internet, telephone or cell phone, personal digital assistant (PDA), or wireless hand held device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

- A. substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
- B. adversely affecting the ability of a student to participate in or benefit from the school district's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
- C. having an actual and substantial detrimental effect on a student's physical or mental health; and/or
- D. causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Any student who believes s/he has been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Principal or Assistant Principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

School Storage Places

LEGITIMATE USE OF SCHOOL STORAGE PLACES

The Huron Intermediate School District Board of Education recognizes that the privacy of learners or his/her belongings may not be violated by unreasonable search and seizure and directs that no learner be searched without individualized reasonable suspicion or in an unreasonable manner.

The Board acknowledges the need for storage of learner possessions and may provide storage places, including desks, cubby holes and lockers, for that purpose. Where locks are provided for such places, learners may lock them against incursion by other learners, but in no such places shall learners have such an expectation of privacy as to prevent examination by a District official. The principal at the direction of the Board shall conduct a regular inspection of all student storage places.

SEARCH OF STORAGE SPACE CONTENTS

Professional staff members are charged with the responsibility of safeguarding the safety and well-being of the learners in their care. In the discharge of that responsibility, professional staff members may search the person or property (including vehicles) of a learner, with or without the learner's consent, whenever they have individualized reasonable suspicion that the search is required to discover evidence of a violation of law or of District rules. The extent of the search will be governed by the seriousness of the alleged infraction, the learner's age, and the learner's disciplinary history. Search of a learner's person or intimate personal belongings shall be conducted by a professional staff member of the learner's gender, in the presence of another professional staff member of the same gender, and only in exceptional circumstances when the health or safety of the learner or of others is immediately threatened.

Except as provided below, a request for the search of a learner or a learner's possessions will be directed to the principal, who shall seek the freely offered consent of the learner to the inspection. Whenever possible, a search will be conducted by the principal or designee in the presence of the learner and a professional staff member other than the principal. A search prompted by the reasonable belief that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property.

SEIZURE

When conducting locker/storage space searches, the principal or his/her designee may seize any illegal or unauthorized items, items in violation of board policy or rules, or any other items reasonably determined by the public school principal or his/her designee to be a potential threat to the safety or security of others. Such items include, but are not limited to the following: firearms, explosives, dangerous weapons, flammable material, illegal controlled substances or controlled substance analogues or other intoxicants, contraband, poisons, and stolen property. Law enforcement officials shall be notified immediately upon seizure of such dangerous items, or seizure of items that schools are required to report to law enforcement agencies under the Statewide School Safety Information Policy. Any items seized by the public school principal or his/her designee shall be removed from the storage area and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent/guardian of a minor pupil, or a pupil eighteen (18) years of age or older, shall be notified by the public school principal or his/her designee of items removed from the storage area.

The principal shall be responsible for the prompt recording in writing of each learner search, including the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found; and the disposition made of them. The principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a learner.

DUE PROCESS PROCEDURES

The Board recognizes the importance of safeguarding a learner's constitutional rights, particularly when subject to the District's disciplinary procedures.

To better ensure appropriate due process is provided a learner, the Board establishes the following guidelines:

Learners subject to suspension:

A learner must be given both written notice of his/her suspension, the reasons, therefore, and the opportunity to respond to the charges against him/her prior to the suspension.

In cases other than expulsion:

In all cases where disciplinary sanctions have been imposed, a learner, and/or his/her parent or guardian, have the right to a hearing with the appropriate administrator. Hearings on appeal need not repeat matters or procedures accomplished at a prior hearing.

In cases involving suspensions of five (5) days or less, the principal's decision is final.

In cases involving suspensions of more than five (5) days, but not more than ten (10) days, the parent or guardian may appeal such decision to the Superintendent or his/her designee within five (5) school days following the principal's decision. The decision of the Superintendent or his/her designee is final.

Expulsion cases:

The decision of the Board to expel is final. However, it shall be the prerogative of the Board, upon written request, to grant a second hearing before the Board if, in its judgment, such a hearing is justified.

Suspensions cases:

Students whose presence pose a continuing danger to persons or property, or an ongoing threat of disrupting the educational process, may be immediately removed from the school without prior notice, explanation, or opportunity to respond. In such cases, the above procedures shall be provided as soon as practical. The student and parent/guardian shall be notified of the circumstances and action taken.

Appeal to Board of Education for Reconsideration

A student aggrieved by the decision of the board of education may, within five (5) days of receipt of the decision, petition the board of education for the opportunity to request review or reconsideration by the board or its designee. The petition shall be in writing and contain the

reasons that the board or its designee's decision should be reviewed or reconsidered. The board of education may grant or deny the request for an appeal or request for reconsideration. If granted, the board shall notify the student in writing of the procedures to be used for the appeal or request for reconsideration.

Suspension and Expulsion of Students Receiving or Otherwise Eligible for Special Education

Students previously identified under state and federal regulations as eligible for special education are entitled to an extra measure of consideration for the disability in student discipline procedures. Also, other due process provisions are triggered for any student if a review of a student's record indicates significant prior knowledge about a potential but unidentified disability. School personnel are advised to consult with their local and intermediate district administrators for special education and to refer to the most recent edition of Special Education Considerations in Student Disciplinary Procedures (Michigan Department of Education).

INTERVIEW OF STUDENTS BY POLICE OR OTHER PUBLIC AGENCIES

The school district endeavors to cooperate with law enforcement agencies. Students may be interviewed in school by law enforcement officials. School officials will grant law enforcement interviews with a student after considering the (1) type of incident; (2) seriousness of the incident; (3) age, functional level and maturity of the student; (4) relationship of the incident to school and the educational process; and (5) whether time is of the essence.

When practical, school personnel will be present during the police interview, and an attempt will be made to contact the parent/guardian prior to the interview. If the student is a minor and the parent was not present during the interview, the parent/guardian will be notified by the principal that an interview has taken place.

School personnel are required by law to file a report if they suspect that a student has been abused or neglected. During the process or investigation, personnel from the Family Independence Agency or law enforcement individuals may interview a student at school.

NOTIFICATION OF LAW ENFORCEMENT AGENCIES

State law requires each school board to comply with the statewide school safety policy adopted by the Superintendent of Public Instruction, Attorney General, and Director of Michigan State Police on October 4, 1999. (MCL 380.1308). The statewide school safety policy requires the following types of incidents occurring at school be reported to a local law enforcement agency:

Armed Student or Hostage	Robbery or Extortion
Suspected Armed Student	Unauthorized Removal of Student
Weapons on School Property	Threat of Suicide
Death or Homicide	Suicide Attempt
Drive-By Shooting	Larceny (Theft)
Physical Assault (Fights)	Intruders (Trespassing)
Bomb Threat	Illegal Drug Use or Overdose
Explosion	Drug Possession or Drug Sale
Arson	Vandalism or Destruction of Property
Sexual Assault	Minor in Possession of Alcoholic Liquor or Tobacco Products
Student off School Property	

ACCEPTABLE USE OF TECHNOLOGY

The Huron Learning Center provides students with access to the HISD electronic communication system, which includes Internet, for educational purposes only. Students use will include classroom activities, career development, and limited self-discovery activities as assigned by the program instructors.

There is a wide range of material on the Internet, some of which may not be fitting with values of the families of our students. It is not possible for the District to monitor and enforce a wide range of social values in student use of the Internet. A complete copy of the district's acceptable use policy is available in the Main Office for parents who have additional questions.

In using technology, students should be aware of the following parameters:

- The use of any and all technology is for educational purposes only, as assigned by the program instructor.
- Students will not plagiarize or infringe on copyright of work found on the internet or the District's system. Plagiarism is the taking of ideas or writings of others and presenting them as if they were original to the user.
- Students will not use the District system to access material that is profane or obscene (pornography) that advocates illegal acts, or that advocates violence, discrimination (hate literature), or that advocates harassment, discrimination or disruption to the educational process. Accidental access to these sites/information must be reported to the program instructor immediately.
- Students shall not, for any reason, access personal email accounts originating elsewhere or the District's email system without permission of the program instructor.
- If electronic communication becomes necessary students will use appropriate language at all times.
- Access to "chat-rooms" is prohibited.
- Students will not download or install software without prior authorization from the program instructor.
- Students will not make configuration changes to the system software or take actions that block the use of a system by others.
- Where applicable, students are responsible for the use of their individual account and should take all reasonable precautions to prevent others from using their account. Do not share passwords!!
- Students should inform their instructor if they detect an inappropriate use of any technology or equipment.
- Students may not utilize copying/printing equipment for personal purposes without permission of the program instructor.
- Students should be aware that all technology, networks, software licenses are the property of the Huron Intermediate School District, and that routine maintenance and monitoring of the system may lead to the discovery that a student has or is violating the district acceptable use policy. An individual search will be conducted if reasonable suspicion exists that the student has violated the law or the student code of conduct. Students should be aware that their personal files are discoverable under the State of Michigan's Freedom of Information Act and HISD Board Policy.

PROCEDURAL SAFEGUARDS

This document provides parents of students with disabilities, from birth through age 26, an overview of their educational rights with respect to special education. The procedural safeguards are supplied yearly at the annual IEPC meeting. If you did not receive a copy or would like an additional copy, please contact the Huron Learning Center at 989 269-9274.

INSTRUCTIONS TO PARENTS/GUARDIANS: Please sign, detach, and return this page to your child's teacher after reading this Handbook (which includes the Code of Student Conduct and Technology Use Guidelines). If your child is able to sign his/her name please obtain your child's signature. Your signature indicates that you have read and understand the procedures and policies outlined within the Handbook.

Huron Learning Center

Name of Teacher:

Name of Student:

Distribution Date:

As the parent/guardian of _____, I have read and discussed the Code of Student Conduct and Acceptable Technology Use with my child.

Parent/Guardian Signature

Date: _____

Student Signature if applicable

Date: _____

Please see reverse side

Dear Parent/Guardian/Student

4

Thank you for reviewing the Huron Learning Center Campus Programs Student Handbook. We would like your comments and suggestions on how we can improve the Handbook. Please take a couple of minutes to answer these questions and return the form to the Huron Learning Center Office. Thank you.

Jill Iskow
Principal

I found the Handbook easy to understand.

Yes

No

Comments _____

What I liked most about the Handbook

is _____

What I liked least about the Handbook

is _____
