



Student/Family Handbook



Mission Statement:

We are an innovative school dedicated to developing independence in our students.

Principal.....Ms. Aubree Spencer
Coordinator.....Mrs. Megan Lozen

WoodsEdge Learning Center
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Phone: 269-250-9400
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Superintendent.....Dr. Dedrick Martin
Executive Director of Special Education..... Ms. Angela Telfer



Statement of Intent: The Student Handbook was developed to answer many of the commonly asked questions that you may have during the school year and to provide specific information about certain Board policies and procedures. This handbook contains important information for you. Please become familiar with the following information and keep the handbook available for frequent reference. If you have any questions that are not addressed in this handbook, we encourage you to contact us.

This handbook summarizes some of the official policies and administrative guidelines of the Board of Education and the District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines should control. This handbook is effective immediately and supersedes any prior handbook and other written material on the same subjects.

This handbook does not equate to an irrevocable contractual commitment to the student but only reflects the current status of the Board's policies and the School's rules. If any of the policies or administrative guidelines referenced herein is revised, the language in the most current policy or administrative guidelines prevails.

Additional information can be found in the WoodsEdge Learning Center Annual Report which is on our school website www.kresa.org/woodsedge. If you would like a hard copy of our Annual Report, please let us know and we will gladly send it to you.

Dear Parents and Guardians,

Welcome to WoodsEdge Learning Center! We are sure that you will feel part of our school family in no time at all.

At WoodsEdge, you can expect helpful, courteous staff that is willing to help you understand your child's strengths, needs, and ways to teach the skills that will help him or her be as independent as possible. Whether your child is just starting school and you are new to the whole idea of special education, or whether your child has grown to be a young adult and you are planning transition services for when your child leaves the education system, or somewhere in between, we want to help make that path as smooth as possible.

You can expect regular communication from us in a variety of ways. Since communication is a challenge for most of our students, you will receive communication from your child's teacher regularly, so that you know what is happening in class. You will receive information about helpful workshops and our school newsletter. We expect that parents will communicate important information with us as well. Knowing how your student is doing at home helps us design instruction to meet their needs, and we can get you connected with resources if you need help.

The information in this student handbook is designed to help you understand our policies and procedures and to give you access to resources. Most importantly, it is the introduction to the ongoing partnership we will develop with you in order to help your child achieve the goals that we set together each year.

We encourage you to visit our website for more about our school, including staff contact information

Once again, welcome to our school!

Sincerely,

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Mission: ***WoodsEdge Learning Center is an innovative school dedicated to developing independence in our students.***



MISSION

We are an innovative school dedicated to developing independence in our students.

VISION

A community without barriers

MISSION IN ACTION

- 1) WE are committed to making sure that every student has a way to communicate.
- 2) WE allow students TIME to do things independently.
- 3) WE ask: What am I doing for my students that they could do for themselves?
- 4) WE use state-of-the-art technology to foster independence.
- 5) WE implement evidence-based practices.
- 6) WE use a team approach.
- 7) WE recognize each student as a unique individual with unique strengths and needs.

WoodsEdge Learning Center

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I. General Information

Enrollment in the School and Classroom Assignment

WoodsEdge Learning Center serves students identified with Cognitive Impairments (CI), Severe Multiple Impairments (SXI), Autism (ASD) and other disabilities from school districts throughout Kalamazoo County

Students at WoodsEdge Learning Center range in age from Kindergarten through age 26.

Any student residing within one of the Kalamazoo RESA School Districts may be referred for services at WoodsEdge Learning Center by the local school district or the Kalamazoo RESA Pre-Primary Evaluation Team (PET). After extensive evaluation, an Individualized Educational Planning (IEP) meeting is held. If it has been determined by the IEP that the resident district is not an appropriate placement, the student may be placed at WoodsEdge Learning Center. Specific teacher assignment is determined by the administration with input from staff and parents.

Each year an Individual Educational Plan (IEP) must be completed for each student. Parents, staff, and the student (if appropriate), will work together to plan a program of goals and objectives for the student. School placement is discussed at each IEP meeting, with the goal of placing students in the least restrictive environment with the proper supports.

Attendance

It is important for students to attend school each day for learning to be continuous. Before or on the day that a legitimate absence occurs, the parent/guardian shall contact the school office to request that their child be excused. If such a request is not received, the absence shall be considered unexcused. A determination of whether an absence is excused or unexcused will be made by the building administration. As per district policy excused absences include:

- illness (when frequent or prolonged absences occur a written statement from a physician may be requested)
- extreme emergency or death in the family
- school related and approved activities

Notification of absence concern will be sent to parents and copied to the local school district administrator according to the table below. Continued excessive absences could result in a meeting with the director and/or a truancy referral.

		<i>Attendance Notification</i>	<i>Days Absent</i>
In		1st letter of concern (Phone call to review attendance policy)	10 absences
		2nd letter of concern and attendance plan meeting (Possible IEP to discuss progress)	15 absences
		Possible home visit	20 absences
		Referral to truancy officer	25 absences

cases where absences are due to an extended or chronic illness or health condition, modifications may be made to the notification schedule. Each case will be considered individually before a letter of concern is sent.

Tardiness

It is important that students attend for their full school day schedule in order to avoid missing instruction. Tardies disrupt the school routine for both the student and the classroom. A student is considered tardy if they arrive after 8:30 a.m. in the morning or if they arrive after 11:30 a.m. in the afternoon. Before or on the day that a legitimate tardy occurs, the parent/guardian should contact the school to notify the school that their child will be late, and request that the tardy be excused. If such a request is not received, the tardy will be considered unexcused. A determination of whether a tardy is excused or unexcused will be made by the building administration. As per district policy, excused tardies could include:

- medical or therapy appointment (the school may request documentation from physician or therapist)
- extreme emergency
- school related and approved activities

Notification of tardiness concern will be sent to parents/guardians according to the following table. Continued excessive tardiness could result in a team meeting with a school administrator and/or a truancy referral.

<i>Tardiness Notification</i>	<i>Days Tardy</i>
1st letter of concern (Phone call to review attendance policy)	15 tardies
2nd letter of concern and attendance plan meeting (Possible IEP to discuss progress)	20 tardies
Possible home visit	25 tardies
Referral to truancy officer	30 tardies

In cases where tardies are due to a chronic illness or health condition, modifications may be made to the notification schedule. Each case will be considered individually before a letter of concern is sent. Students with IEPs that include medical/psychological documentation recommending reduced day schedules will be considered based on the information provided to the school.

→ **Notification of Absence**

Consistent attendance is essential to your child's success in school. If your student is going to be absent, please call the office as soon as possible and provide an explanation. If you know ahead of time that a student will be absent, a call or written note is requested. Call the absence line at 269-250-9402. This is a voice mailbox and can be called 24 hours a day. When you call this number leave:

- The date
- Your name
- Child's name
- Teacher's name
- Reason for absence

If you have not called the school, and your child is absent, you will receive a call checking to be sure that you know your child is absent.

Daily Schedule

Student Hours: 8:30-2:30 Full Day
8:30-11:30 OR 11:30-2:30 Half Day

The WoodsEdge Learning Center office is open from 7:30 am to 3:30 pm Monday through Friday and 7:30 am to 3:00 pm on Friday (September – June) and 7:30 a.m. to 3:30 p.m. Monday through Thursday, Closed Friday (July – August).

If a student is going to be late, parents must contact the school office by 9:00 a.m. so that we know your child is safe and a lunch can be ordered for them if needed. On half days, all students will be dismissed at 11:30 a.m.— **no lunch or afternoon medication or meal will be provided.** Students attending an offsite classroom will follow the school building schedule and calendar.

Educational Program

Education for WoodsEdge Learning Center students follow the laws mandated by the Individuals with Disabilities Education Act and the Michigan Special Education Rules and Regulations. Additional information on these mandates is contained in the Kalamazoo RESA Special Education Parent Handbook with Procedural Safeguards. Please contact the school office for a copy.

WoodsEdge Learning Center is a school for students with autism and moderate to severe cognitive disabilities and multiple impairments. Our school is appropriate for students who, because of their disabilities, are currently unable to benefit from the educational programs offered by the local schools. Our focus is on helping students to become as functionally independent as possible. Our curriculum is based on the common core essential elements set forth by the Michigan Department of Education. It is a modified version of the general education benchmarks designed to allow our students similar learning opportunities as their peers in general education, while emphasizing the life-skills aspects of our curriculum.

Showering

Showers are used to help students learn and maintain good personal hygiene and to maintain a pleasant and sanitary school environment. Showering is a life skill that we want our students to learn. If your child is fearful or the shower is a challenging sensory experience, the school staff may work with you to develop a step-by-step plan to teach tolerance and independence.

When showers may be used:

- When a student possesses body odor or is soiled causing negative attention or distraction to others or the instructional process or to eliminate body fluid exposure.
- After physical education activities based upon availability and program practices.

Supervision and assistance to be provided:

- Students will be supervised and assisted as necessary depending on their age, cognitive ability, physical ability, independence, and needs.
- In general, and when possible, a same sex staff person will be used in cases where the student must be directly visually supervised or assisted. Indirect supervision may be provided by staff of either sex (staff person within the vicinity to verbally check on student but not within visual sight).
- Depending on the severity of the student's disability and needs, attempts will be made to provide only the minimum amount of staff assistance necessary to complete personal hygiene activities.

Procedure:

- Students are asked to take a shower and supervision/assistance is provided as appropriate.
- If the student refuses and his/her poor hygiene distracts others or interferes with instruction, the student may be directed to continue school assignments in isolation. If necessary, parents may be contacted to arrange for the student to be taken home. Parents are requested to correct the student's hygiene problem before the student returns to school.
- Continued hygiene problems may result in further actions, such as a meeting with the parent/guardian, and addressing this area as a goal within the student's Individual Educational Plan. Staff will maintain records as appropriate to document student hygiene concerns.

Toileting and Diapering

It is the goal of WoodsEdge Learning Center to assist students' activities of daily living and allow them to become as functionally independent as possible.

Toileting:

- Communication and consistency are essential with toilet training success. Because of this, we ask parents for input and to try to be consistent with the student's home toilet training routine.
- Students are toileted according to their individual needs and schedules for the entire class.
- Ideally, a same sex staff person will assist student during toileting. However, gender make-up in classrooms varies, and may not always be possible. If parents have concerns, please contact the student's teacher. It is the parent's responsibility to provide diapers, and other necessary personal hygiene supplies for their child while at school (wipes, extra pads). An additional set of clothes is also highly encouraged.

Diapering:

- Students will be checked/changed generally every 90 minutes or more frequently if warranted.
- Ideally, a same sex staff person will assist the student during diapering. However, staff gender make-up in classrooms varies, and may not always be possible. If parents have concerns, please contact your student's teacher.
- It is the parent's responsibility to provide diapers and other necessary personal hygiene supplies for their child while at school (wipes, extra pads). An additional set of clothes is also highly encouraged.

Meal Service

WoodsEdge Learning Center offers free breakfast to all students. Breakfast and lunch are served whole, chopped, or pureed, according to each student's dietary needs.

Students may purchase a hot lunch at school or bring a sack lunch from home (please keep in mind that we are a peanut/nut product free school). WoodsEdge Learning Center contracts with Kalamazoo Public Schools (KPS) to provide food service. Prices for lunch or beverages are determined by the KPS Food Service Department each year. All meals are regular diet unless the Michigan Department of Education Form is filled out and signed by a physician (form is available

from KPS food service); additionally, administration may request/require a current swallow study if your child is showing signs of difficulty swallowing during mealtimes.

School lunches must be paid for each day or in advance. Records of payment are kept by the KPS food service staff. If the student is absent, lunch money paid in advance will be credited to the following day/week. Please do not expect to charge lunches.

Information regarding free or reduced-price lunches is sent home at the beginning of each school year or is available upon request from the school office.

If you have any questions regarding the school lunch program, contact Kimberly Morey at Kalamazoo Public Schools (337-0117).

Illness/Injury

If a student is injured or becomes ill while at school, appropriate care will be provided until the parent/guardian arrives, if the student must be picked up. It is the responsibility of the parents to provide prompt transportation for the child who becomes sick or injured at school (within 1 hour). It is not the purpose or design of the school to care for sick children. Ultimately, medical treatment is the responsibility of the parent/guardian. The parent/guardian will be notified by either the teacher or school nurse (in the instance of an injury) and will receive a copy of the student accident report form.

When it comes to matters of health, safety, and wellbeing of staff, visitors, and students — administrators may defer to the professional judgment of the nursing staff to act in the best interest of WoodsEdge Learning Center.

Based on your child's illness/symptoms, the nursing personnel may request that you pick up your child and/or keep your child home for observation/recuperation the next day(s).

Your child **must** stay home if they have any of the following:

1. Fever of 100.4 degrees or higher
2. Vomiting
3. Diarrhea (will be sent home if has 2 episodes at school **regardless of** if it is due to illness, medication, or a procedure)
4. Persistent cough
5. Unusual congestion or nasal drainage
6. Abnormal or difficulty in breathing
7. Abnormal, increased, or excessive seizure activity
8. Excessive tiredness or atypical sleeping
9. Open wounds that cannot be kept covered
10. New or suspicious rash/sore
11. Injury of a concerning nature
12. Abnormal or extreme discomfort

If a student comes to school with any of these symptoms, they will be sent home. Your child **must be picked up within 1 hour of the initial phone call.**

Return to school requirements:

- Keep your child home until their fever has been gone for 24 hours without fever reducing medication (Tylenol, Motrin, etc.)
- Keep your child home for 24 hours after their last vomiting or diarrhea episode.
- Medical release or return to school note will be required PRIOR to resuming school (fax to nursing office at 269 250-9405)
 - If hospitalized (medical or psychiatric facility)
 - Emergency Department evaluation
 - Surgery or medical procedure performed
 - Prolonged absence due to medical reasons

COVID related information

People with Coronavirus have a wide range of symptoms. Students must stay home if they have the following symptoms:

- Fever (100.4 or greater) or chills
- Dry cough or cough growing more severe with time
- Shortness of breath or difficulty breathing
- Severe headache
- Sore throat
- Diarrhea
- Vomiting or nausea
- Loss of taste/smell
- Runny nose or congestion
- Muscle aches

Per the KRESA COVID plan, updated 9/19/24 –check the website for subsequent updates:

Student tests positive for COVID

Based on CDC and Kalamazoo County Health Department guidelines, if a student exhibits COVID-19 symptoms or has tested positive for COVID-19:

The student must remain at home until at least 24 hours after both their symptoms are getting better overall, and they have not had a fever (and are not using fever-reducing medication). Note that depending on the length of symptoms, this period could be shorter, the same, or longer than the previous guidance for COVID-19.

If a student has tested positive for COVID-19, they must mask while at KRESA sites upon their return until their symptoms have completely resolved.

Some students may face barriers to completing antigen tests and wearing masks on a caseby-case basis. In these instances, please contact site supervisor and KRESA's Health Resource Advocate for further instructions.

Please contact the school with any antigen test results. KRESA will similarly require a student who reports to school with symptoms to return home until they can meet the above criteria or have a medically provided reason for their symptoms.

**Please contact school nurses for questions or information regarding COVID*

Emergency Procedures/Drills

Our school complies with all fire safety laws and will conduct fire drills in accordance with State law. Emergency procedures have been developed through consultation with our county disaster coordinator. Per state law, information about the dates of safety drills is available on the Kalamazoo RESA website following completion of the drills. Specific instructions regarding how to proceed will be provided to students by their teachers who will be responsible for safe, prompt, and orderly evacuation of the building. All students will be supervised and assisted. The alarm signal for fire drills consists of pre-recorded spoken warning and flashing lights (in common areas).

Lockdown drills in which the students are restricted to the interior of the school building and the building is secured will occur in accordance with State law. The alarm system for a school lock down is different from the alarm system for fires and tornadoes and consists of an announcement via the PA system.

Tornado drills will be conducted using the procedures provided by the State. Students will remain in the building in the event of a tornado watch. They will be moved to a designated safe area during a warning or tornado sighting. During these watches and warnings, students remain in their wheelchairs, so that we can quickly get them to safety. In case of a tornado warning (or actual tornado), students will not be released from school until we are notified that it is safe. The alarm signal for tornadoes is a pre-recorded spoken warning and lock down drills will be announced via the paging system.

PLEASE DO NOT CALL THE SCHOOL FOR INFORMATION DURING AN EMERGENCY. It is important that we keep our lines clear to receive incoming messages.

WoodsEdge Learning Center has developed a Critical Incident Response Guide. This guide establishes procedures to be followed in the event of an incident that threatens the safety of students and staff. Details have not been released for security reasons. If you would like further information, please contact administration at 269-250-9400.

Helpful Contacts/ Communication Supports – Family Help Books are available in English and Spanish in the front office of WoodsEdge Learning Center. In addition, if you need assistance, please contact our school social worker at 269-250-9428.

ADVOCACY & SUPPORT GROUPS

- **ASK Family Services - 269-343-5896 www.askforkids.org**
Advocacy Services for Kids (ASK) has merged with Parent to Parent of SW MI to form ASK Family Services to better serve families and children with developmental, mood, emotional, or behavioral challenges.
- **Community Advocates for Persons with Developmental Disabilities (The Arc)—269-342-9801 www.communityadvocates.org**
Provide advocacy assistance to individuals with developmental disabilities & their families. Also provides information and referrals to community agencies, mental health programs & educational services.
- **Disability Network of Southwest Michigan—269-345-1516 or Toll free: 800-394-7450 www.dnswm.org**
Disability Rights Advocacy—Provides employment accommodation/accessibility advocacy, accessibility evaluations on building/stores, discrimination cases/ Americans with Disabilities Act issues/causes, and have support groups.
- **Gryphon Place Helpline – Dial 211 or 269-381-HELP (269-381-4357) – www.gryphon.org (Online chat also available.)**
Dial 2-1-1 (if using a cell phone call 269-381-HELP) for information and referral services and get connected to community resources. A community resource advisor is available 24 hours a day 7 days a week to help you find answers, whether it's assistance with food or in paying heating bills, mediating conflicts, fighting drug addictions, or any number of issues that so many in our community face.

- **Michigan Alliance for Families – 1-800-552-4821 – www.michiganallianceforfamilies.org**
Michigan Alliance for Families is a statewide resource to connect families of children with disabilities to resources to help improve their children's education. We help facilitate parent involvement as a means of improving educational services and outcomes for students with disabilities.
- **Disability Rights of Michigan-- Lansing Office, 4095 Legacy Parkway, Suite 500, 517-487-1755 or Toll Free:1-800-288-5923, or TTY 517-374-4687 www.drmmich.org**
Michigan Protection & Advocacy Service, Inc. (MPAS) is the independent, private, nonprofit organization designated by the governor of the State of Michigan to advocate and protect the legal rights of people with disabilities in Michigan. MPAS services include information and referral, short-term assistance, selected individual and legal representation, systemic advocacy, monitoring, and training. We try to answer any questions you may have relating to disability. We have experience in the following areas: discrimination in education, employment, housing, and public places; abuse and neglect; Social Security benefits; Medicaid, Medicare and other insurance; housing; Vocational Rehabilitation; HIV/AIDS issues; and many other disability-related topics.
- **MRC Industries-Connections—269-343-0747 www.mrcindustries.org**
MRC's mission is to encourage and support individuals living with a disability to achieve their fullest potential through employment, skill building, and active community involvement.
- **MRC Industries-Corner Club/Pathways—269-342-0173 www.mrcindustries.org**
Pathways provide a variety of vocational, social and recreational services and are based on the clubhouse model of psychosocial rehabilitation. Psychosocial rehabilitation programming offers an array of member directed and staff provided supports for individuals challenged with severe mental illness. The program is a bridge for persons with mental illness linking them to a safe environment where they can regain confidence, explore their abilities and be supported as they re-enter the world of work.

EMERGENCY SERVICES

- **Community Centers**
 - **Comstock Community Center—269-345-8556**
Provides emergency financial assistance to residents of Comstock Township and/or Comstock School District residents. Provides emergency food, health clinic, holiday assistance and prescription help for residents of Kalamazoo County.
 - **Douglass Community Center—269-343-6185 – www.dcakalamazoo.com**
At the Douglass, we want to ensure that effective, efficient, and quality opportunities are available for development of families on the Northside of Kalamazoo. We provide services in behavioral health, and recreation for youth, adults, and families.
 - **Portage Community Center—269-323-1942 – www.portagecommunitycenter.org**
For 40 years the Portage Community Center has been the only human services organization in the City of Portage. We help Portage residents with emergency assistance, youth development as well as several hosted programs. It is our goal to Make Life Better for those in our community! Provides Emergency Assistance: food, clothing, financial, WIC coupons, Well Child Clinic, holiday food baskets, personal care items, and immunizations to the residents of the City of Portage and/or Portage School District.
 - **South County Community Services—269-649-2901 – www.southcountycs.us**
Provides emergency food, clothing, WIC, medical equipment and Christmas baskets to residents of southern Kalamazoo County (Vicksburg, Schoolcraft, Climax, Fulton, Scotts, and surrounding townships).

■ **Food**

- **Michigan Department of Health and Human Services (MI Bridges) —269-337-4900 or 855-ASK-MICH (855-275-6424) – www.mibridges.michigan.gov**
The Food Assistance Program supplements the food purchasing power of low-income individuals and families. Generally, eligibility for food assistance depends on the financial situation of all members of the household group.
- **Gospel Mission—269-345-2974 – www.kzoogospel.org**
Provides 3 meals daily to all those in need. Breakfast-7:00a.m.; lunch 12:30 p.m. (Sundays at 1:00 p.m.); dinner chapel/meal 6:00 p.m. (Saturday/Sunday 7:00 p.m.). On Holidays (Thanksgiving, Christmas Day, and New Year's Day), lunch and dinner are combined and are served at 4:00pm.
- **Kalamazoo Loaves & Fishes—269-343-3663 – www.kzoolf.org – call between 9am and 1pm**
Will provide four days food items once within 30 days. It is recommended you call as close to 9am as possible since pantries fill up quickly. Picture identification must be presented at the pantry. Food distributed through 24 churches and community sites, including outer county areas like Galesburg, Vicksburg and Richland. Referrals from human service agencies are accepted for those needing food assistance beyond normal eligibility. Must be resident of Kalamazoo County. If you need help applying for SNAP or other government programs. Loaves and Fishes can help: call Phyllis Hepp at 269-488-4267 x 210 to schedule an appointment.
- **Ministry with Community Drop In Center—269-343-6073 – www.ministrywithcommunity.com**
Provides hot lunch daily from 1:30-2:30 p.m. and breakfast from 8-9 a.m., both served 365 days a year.. Also available are phones, showers, lockers, mail service and laundry facilities, assistance with birth certificates and identification and basic life skills. All services are on a first-come, first-serve basis. Social Workers can also connect individuals with services and other community agencies. Appointments with social workers are also first-come, first-serve.
- **Salvation Army—269-344-6119 – www.tsakalamazoo.org**
Provides emergency assistance for food to low income families or families in crisis. Households in need may acquire food up to four times per year, or every three months. The amount of food is based on number of individuals in the household. Emergency pantry can also provide personal care items, and clothing vouchers.
- **WIC/KCHCS—269-373-5002 – www.kalcounty.com/hcs/wic/wicworks.html**
Provides coupons for milk, cheese, eggs, juice, peanut butter, dried beans, peas, infant cereal and formula for pregnant/lactating women and infants/preschoolers; based on income and screening for medical and nutritional risks.

■ **Housing**

- **The ARK Shelter--Toll Free 1-800-873-8336 – www.ccdok.org/the-ark-shelter/**
Provides 24-hr emergency shelter and crisis intervention; for youth 10-22 years old who are considered to be in crisis, homeless or runaways. Voluntary shelter for up to 21 days; counseling for youth and family at shelter, and in convenient community locations.
- **Community Healing Center Recovery Shelters – New Beginnings for Men (269-382-9820 x146) and Bethany House for Women (269-382-9820 x141) – <https://communityhealingcenter.org/recovery-homes/>**
Provides transitional housing for men and women in recovery who are homeless to help individuals regain stability and independence in their lives. Staff assist individuals with developing goals and objectives to move toward self-sufficiency and recovery. Bethany House allows young children with their mothers.
- **YWCA Domestic Assault Program—269-385-3587 – www.ymcakalamazoo.org/domestic-assault-program/**
Provides free, safe shelter for up to 5 weeks for victims of intimate partner violence (domestic violence) and their dependent children. Any survivors of domestic violence who identify as women are eligible to stay on-site at the YWCA emergency shelter. Also offer free counseling, support groups, legal aid, parenting classes, etc.

- **Oakland House Shelter - Emergency Overnight Shelter (Integrated Services of Kalamazoo or ISK)—269-532-1270**
Provides emergency shelter for vulnerable, hard to place people over the age of 18. Priority given to ISK clients and those referred by community agencies.
- **Eleanor House and Rapid Re-Housing Center (HRI)— 269-382-5609**
Provides 24-hr emergency shelter for families in need of emergency shelter. Housing search assistance & support services are available to help stabilize homeless families. Family Shelter Program will accept two-parent or one-parent families; must wait six months before repeating use. Phone contact preferred.
- **Housing Resources Inc. (HRI)—269-382-0287 – www.housingresourcesinc.org**
Clearing house for homeless persons or people experiencing housing problems in Kalamazoo County. The services include general housing information & counseling, referral to appropriate agencies, emergency shelter placements, advocacy services, housing options and limited financial assistance. Must be a Kalamazoo County resident for at least 6 months; must be a sustainable solution; and must have income or pending income.
- **Kalamazoo Gospel Mission—269-345-2974 – www.kzoogospel.org**
Offers emergency shelter men, women and children. Women and children are housed in the family shelter while men stay in the men's dorm. Three meals a day are offered onsite, along with laundry services, personal care items and clothing vouchers. Those in need can call, or drop in.
- **Open Doors Shelters: Next Door (females only)—269-349-2119; Open Door (males only)—269-349-2119; and Residence Community (low-wage working individuals and families) – 269-343-6064 x 401.**
Provides separate residential programs for men and women who have nowhere to live. Programs help individuals to become financially stable and self-supporting including support for job search, recovery, and GED programs. The Residence Community can help low-income, working individuals and families who are priced out of the housing market.
Pathway Home Program - 269-389-0572 offers a pathway to homeownership for Kalamazoo community members who are currently qualified and committed renters.
- **Residential Opportunities, Inc. – 269-343-2731- www.residentialopportunities.org**
ROI is a non-profit organization that, in collaboration with the community, provides residential and support services for individuals with disabilities and their families.

▪ **Other Emergency Needs**

- **American Red Cross— 1-800-RED-CROSS (1-800-733-2767) or for Emergency Assistance – 1-800-774-6066 – www.redcross.org.**
Provides a variety of services for families and individuals in need including disaster relief, support for military families, and health and safety services including CPR, first aid, lifeguarding and babysitting and caregiving training, along with information about emergency preparedness. Emergency services and military family services are available 24 hours a day, 7 days a week, 365 days a year.

Disaster Relief Program provides emergency assistance with basic needs due to disaster/house fire; Kalamazoo, St. Joseph, and Allegan Counties.

Military Family Services links military families with resources for emergency communication - 1-877-272-7337.

- **Michigan Department of Health Human Services —269-337-4900 – www.michigan.gov/mdhhs**
Provides income supportive services, medical assistance, FIP, emergency needs for life threatening situations, children's and adult protective services, foster care, adoption, food assistance, basic adult services, & services to delinquent youth.

- **Kalamazoo Deacon' s Conference—269-344-7333 – www.kzoodc.org**
Provides problem solving and support for people seeking clothing, furniture and household items.

EMPLOYMENT & JOB TRAINING

- **Michigan Rehabilitation Services—269-337-3700 or toll free 1-877-901-9187 www.michigan.gov/mdhhs**
MRS partners with individuals and employers to achieve quality employment outcomes and independence for individuals with disabilities.
- **MRC Industries—269-343-0747 www.mrcindustries.org**
Community Employment service helps adults with disabilities find supported employment in the community. We put people with disabilities to work through the following ways: individual placements – the individual is placed in a position with on-going support from MRC staff; work crews – groups of individuals supervised by MRC staff do routine work at sites within the community.
- **Michigan Works! Employment and Resource Center – 269-383-2536 – www.michiganworkssouthwest.org**
The Michigan Works! System is a customer focused workforce development system that prepares people for work. Assistance to all employers and job seekers is available to ensure that employers are provided with a supply of skilled workers and individuals are provided with an opportunity to advance knowledge and skills to achieve economic self-sufficiency
- **Volunteer Center of Greater Kalamazoo— www.volunteerkalamazoo.org**
Now operated by Gryphon Place, our Mission is to foster, promote and support volunteer involvement in order to maximize the effectiveness of human service organizations and to achieve solutions which improve the quality of life in Kalamazoo County. Find local volunteer opportunities by visiting their website.
- **Goodwill Industries of Southwestern Michigan, Inc.— 269-382-0490 www.goodwillswmi.org**
Our Human Services programs help individuals define and achieve realistic career goals through the following rehabilitation activities: career assessment, career exploration & work evaluation; transferable skills analysis & substance abuse assessment; work readiness & work adjustment; paid work experience; work readiness & work adjustment; computer skills training and adaptive technology (visually impaired & blind); employment resource room; personal empowerment training; job seeking skills training, job search, job club & individual placement; job developing & job retention services.

FINANCIAL AND EQUIPMENT/SUPPLIES

- **Children's Special Health Care Services** Operated by KCHCS – 269-373-5200
Assist individuals with special health care needs in accessing the broadest possible range of appropriate medical care, health education and supports. Provides medical services, equipment and supplies
- **Family Support Subsidy Program** (517) 241-5773
The Family Support Subsidy (FSS) Program provides financial assistance to families that include a child with severe developmental disabilities (SCI, SXI, or ASD) who meet income guidelines. Families are able to use this money for special expenses incurred while caring for their child.
- **Easter Seal Society of Michigan, Inc.** 4065 Saladin Drive, S.E., Grand Rapids, Michigan 49546
Phone: 1.800.292.2729 – www.easterseals.com
Equipment loan program, infant car seats, ramp assistance, in addition to providing a variety of services for children and adults with disabilities and their families.

GUARDIANSHIP

- **Community Advocates for Persons with Intellectual and Developmental Disabilities (The Arc)—269-342-9801**
www.communityadvocates.org

Provide advocacy assistance to individuals with developmental disabilities & their families. Also provides information and referrals to community agencies, mental health programs & educational services.

HEALTH CARE -for an extensive list of physicians, dentists and other healthcare providers, please contact our offices to be put in touch with our on-staff social worker.

- **Unified Clinics—269-387-7000 www.wmich.edu/unifiedclinics**
Programs provide clinical services which include: speech therapy, audiology, low vision, occupational therapy, geriatric services and children's trauma assessment services, disability services, women's health clinic, and substance abuse counseling.
- **Family Health Center – 269-349-2641 – www.fhckzoo.com**
Provides medical care for underserved populations in Kalamazoo county. Provides free or low cost care for individuals without insurance on a sliding fee scale. Services include family medicine, pediatrics, physical and occupational therapy, obstetrics/gynecology, walk in clinics for immediate medical care, dental services, and behavioral and mental health.

INFORMATION AND REFERRAL

- **HELP Line- Gryphon Place 2-1-1 or 269-381-HELP (381-4357)**
2-1-1 is the national abbreviated phone dialing code for free access to health and human services information and referral (I&R). 2-1-1 is an easy-to-remember and universally recognizable number that makes a critical connection between individuals and families in need and the appropriate community-based organizations and government agencies. Callers can find help getting food, housing, drug treatment or money to pay the electric bill as easily as they get police help by dialing 911.

MENTAL HEALTH

- **Community Mental Health-Access Center - 269-373-6000 - www.kazoocmh.org – 24 Hour Crisis Hotline – 888-373-6200**
Kalamazoo Community Mental Health Services is dedicated to "empowering people to succeed." We believe that all people deserve the chance to grow, learn, choose and participate in all the community has to offer. Kalamazoo Community Mental Health Services will work with the individual, their family, friends, and others to address their needs. Our Access Center staff will help determine whether the individual qualifies for services. Once this has been determined, our staff will meet with the individual to discuss needs and desired outcomes.
- **Elizabeth Upjohn Community Healing Center— 269-343-1651 or Toll Free 1-800-338-5444 - www.communityhealingcenter.org**
The Guidance Clinic has helped children and families with emotional and behavioral problems. We can help children feel better about themselves, teaching them the building blocks of success that will make them happy, healthy adults. Our team of caring professionals represents the complete range of mental health specialists available today—psychiatrists, psychologists, clinical social workers, and marriage and family therapists.
- **Family & Children Services—269-344-0202 www.fcsources.org**
Counseling Center provides individual, couple family counseling and psychological testing for children and adults. Services address depression, anxiety, school performance and behavior, work performance, relationship issues, ADHD and child management issues.

Family And Community Treatment (FACT) provides intensive, in-home treatment for families with a child at risk of an out of home placement or a placement due to the child's mental health issues.

- **Family & Children Services—269-373-6000 or Toll Free 888-373-6200 - www.fcsource.org**
Mobil Crisis Response provides immediate response 24-hours a day, seven days a week for families in Kalamazoo County where a youth is in crisis.

RECREATION & LEISURE

- **Special Olympics— 269-491-0000 -- www.somi.org/area16/index.html**
Special Olympics is a grass-roots movement that provides year-round sports training and athlete competition to children and adults with intellectual disabilities

Sports Offered: Alpine Skiing, Aquatics, Athletics, Basketball, Bocce, Bowling, Cross Country Skiing, Golf, Gymnastics, Poly Hockey, Powerlifting, Soccer, Softball, Young Athletes.
- **City of Kalamazoo Parks and Recreation Department — 269-337-8191 -- www.kzooparks.org**
The following programs are offered through Recreation, Leisure, and Cultural Services: adult softball, volleyball, basketball, and tennis tournaments; T-Ball for youths, after school programs, summer playground programs, Chautauqua, Kik Pool, and Woods Lake Beach; recreational programs for senior citizens and citizens with disabilities; cultural arts and other festivals and concerts. All programs are open to anyone who wishes to participate, regardless of the challenges they face.
- **Challenger Little League of Kalamazoo – www.challengerkalamazoo.com**
Challenger Little League was created to enable boys and girls with physical or mental challenges, ages 6-26, to enjoy the game of baseball along with the millions of other children who participate in this sport worldwide. Challenger Little League of Kalamazoo enables every child the opportunity to participate in a structured, athletic program which helps to strengthen their self-esteem, creates another opportunity to mainstream into other divisions of play, and instills the disciplines of teamwork, citizenship, and fair play—which are hallmarks of the National Little League Program—regardless of the ability. Teams are set up according to abilities, rather than age and “buddies” are used to support participation and independence.
- **Kalamazoo Institute of Arts—269-349-7775 www.kiarts.org**
The KIA Art School offers a full schedule of exciting classes for adults, young adults and children. On hand is a highly professional faculty comprised of practicing artists eager to share their love of art through teaching. State-of-the-art studios provide the perfect setting for courses in ceramics, painting, drawing, graphic design, jewelry, papermaking, glass, photography, printmaking, sculpture and weaving.

RESIDENTIAL

- **Michigan Department of Health and Human Services -- 269-337-4900 - www.michigan.gov/dhhs**
Independent Living Services (ILS) offers a range of Medicaid and non-Medicaid services to individuals of any age who require consultation or assistance to maintain and maximize functional capacity within their own homes or other independent living arrangements.

Home Ownership Services may help prevent loss of a home, providing services such as: house payments (mortgage or land contract payments), including principal, interest, legal fees and escrow for taxes and insurance; property taxes and fees; mobile home lot rent for owners or purchasers of mobile homes; insurance coverage required by a mortgage or land contract. Can apply through MI BRIDGES – www.mibridges.michigan.gov
- **Residential Opportunities, Inc. — 269-343-3731 — www.residentialopportunities.org**
ROI is a non-profit organization that, in collaboration with the community, provides residential and support services for individuals with disabilities and their families.
- **Community Living Options (CLO) — 269-343-6355 -- www.communitylivingoptions.org**

CLO provides a range of support services that help people with disabilities participate as fully in the community as possible while living in the safest, least restrictive settings. Services offered include a program to help people participate in community living, a program that offers support to people in their own homes, and ownership of a single family residence which is rented to persons with mental illness and their family for a small percentage of their income.

SKILL BUILDING & COMMUNITY SUPPORTS

- **CLO- Alcott Center Skill Building Assistance Program — 269-381-3645 -- www.communitylivingoptions.org**
Alcott Center, a division of Community Living Options, provides a range of support services that help people with disabilities participate as fully in the community as possible while living in the safest, least restrictive settings. Services offered include: to provide more independence in the community employment sector, to help consumers live in the community by providing socialization skills, daily living skills.
- **MRC Industries — 269-343-0747 -- www.mrcindustries.org**
Community Support Service serves individuals in one-on-one, small (2-4) and large (5-14) groups depending upon individuals' needs/preferences and funding.

We also offer community based social/recreational or cultural/educational experiences that can accommodate medical, behavioral, or aging issues.

We do skill building based upon individual need

- **Center for Disability Services (CDS) — 269-387-7200 – www.wmich.edu/disabilitycenter**
Our mission is to assist people with developmental disabilities to develop personal, social and community skills and supports that will improve their quality of life. We help attain lifelong goals by creative and innovative methods and affiliations with the community.

SOCIAL SECURITY

- **Michigan Department of Health and Human Services — 269-337-4900 -- www.michigan.gov/dhhs**
Under agreement with the federal government FIA through their Disability Determination Services makes determination for SSI on behalf of the federal government.
- **Social Security Administration — 866-331-9008 – TTY 800-325-0778 -- www.ssa.gov**
Supplemental Security Income disability programs are the largest of several Federal programs that provide assistance to people with disabilities. SSI pays benefits based on financial need.
- **Disability Network of Southwest Michigan — 269-345-1516 or Toll Free 877-674-5209 -- www.dnswm.org**
This program assists people with disabilities who receive either Supplemental Security Income (SSI), Social Security Disability Insurance (SSDI), or both, to understand and begin using work incentives to return to work. A Community Work Incentives Coordinator (CWIC) works individually with people currently working or seeking a job and helps them plan for a more secure financial future through work incentives.

TRANSPORTATION

- **Care-A-Van – 269-337-8220**
Care-A-Van is a shared ride services offering low cost trips for medical, education, employment, and social or personal business purposes within Kalamazoo County.
- **Disability Resource Center of Southwest Michigan (Disability Network)—269-345-1516 or Toll free: 800-394-7450 www.drccil.org**

Acquiring or regaining the skill to drive can be an important step toward independence. Our program was developed to increase independence for individuals with disabilities.

The Specialized Driving Program includes a comprehensive, individualized evaluation completed by a registered occupational therapist who is a certified Driver Rehabilitation Specialist and an experienced, driver educator.

- **Metro Van -- 269-337-8222 or 269-337-8858 -- www.kmetro.org**

Metro van is a service for individuals who are unable, as a result of a disability, to use the regular accessible bus service some or all of the time; Metro Van provides curb-to-curb transportation service. This service is assured under the Americans with Disabilities Act (ADA).

- **Metro Transit — 269-337-8222 -- www.kmetro.org**

Metro Transit provides fixed-route public transit service to the Kalamazoo urbanized area, consisting of the cities of Kalamazoo, Portage and Parchment and the townships of Comstock, Cooper, Kalamazoo, Texas and Oshtemo.

Metro Transit routes have frequencies of 15-minutes, 30-minutes, 45-minutes, and 60 minutes, depending on the time of day and the route. Listed below are the routes and their respective departures from downtown during peak hours (Monday - Friday 10 am - 3 pm and after 7:15 pm), non-peak hours, and Saturdays.

Metro Transit operates Monday - Saturday from 6 am to 12:15am; Saturday 6:00am – 10:15pm, and Sundays 8:15am to 5:15pm. See route schedule for days and times for fixed route service.

Lockers

All students are given a locker to use to store their outer clothing and backpacks. Teachers assign student lockers. None of the lockers have locks, so please do not send expensive items to school with your child. The school is not responsible for lost student items that are not needed at school.

Medications

If a student is to receive medication during school hours, the following procedures must be followed:

- The student's physician must provide a signed written order on the KRESA medication authorization form available at the front desk or from the nursing staff that includes medication name, form of the medication, dosage, time to administer, route, and specific instructions along with the physician's contact information.
- The parent/guardian must provide written permission for the school to administer the medication.
- Prescription medication must be sent to school in a bottle or box with pharmacy affixed label. All over the counter medication must be sent to school in original packaging. Outdated medication will not be administered.
- The preferred way to get medication to WoodsEdge is for the parent or guardian to bring the medication to school in person.
- WELC does not apply essential oils or aroma therapy due to our many medically fragile and respiratory compromised students and staff. We ask that all students and visitors remember we are a scent free, latex free, peanut/nut free building.
- Anytime an emergency medication is administered, students must be picked up from school immediately, these medications may include:
 - All seizure rescue medications

- All diabetic rescue medications
- All epi pens

Office Hours

The WoodsEdge Learning Center office is open from 7:30 am to 3:30 pm Monday through Thursday and 7:30 am to 3:00 pm on Friday. During July and August, the office is open Monday through Thursday from 7:30am to 3:00pm. WoodsEdge is closed on Fridays during July and August.

Program Calendar

WoodsEdge Learning Center is a year-round school. Our calendar can be found on the Kalamazoo RESA Website: www.kresa.org Click on "About Us" at the top of the page. Click on Kalamazoo RESA Calendars. Click on WoodsEdge Learning Center.

School Closings

Snow, Ice, Fog or Inclement Weather, Illness

School closing announcements are carried on local radio & TV stations the day of closing. When Portage Public Schools are closed, WoodsEdge Learning Center is closed. This is also true for fog delays.

Sometimes it is necessary to send students home after they have arrived at school due to severe weather or other catastrophic events. Every effort is made to alert the parent/guardian of this situation. No child is discharged without some contact having been made to individuals indicated on the student's enrollment form.

Parents will also receive an automated email notification and an automated voicemail notification via School Messenger, provided the parent has given the school their current contact information.

In the event your local school or school district is closed due to illness, per the Kalamazoo County Health Department, your child(ren) may **NOT** attend WELC until your local school/district is re-opened. This is to prevent illness from spreading further.

School Hours

Student Hours: 8:30-2:30 Full Day
8:30-11:30 OR 11:30-2:30 Half Day

The WoodsEdge Learning Center office is open from 7:30 am to 3:30 pm Monday through Thursday and 7:30 am to 3:00 pm on Friday. During July and August, the office is open Monday through Thursday from 7:30am to 3:00pm. WoodsEdge is closed on Fridays during July and August.

If a student is going to be late, parents must contact the school office by 9:00 a.m. so that we know your child is safe and a lunch can be ordered for them if needed. Lunch cannot be provided if parents call after 9:00 a.m. When students will be dismissed at 11:30 a.m. or if your child is arriving late—**no lunch or afternoon medication or meal will be provided.**

Student Drop-off/Pick-up

Special circumstances may arise when you bring your child to school or pick him/her up. Student safety is our number one concern.

If you drop off and pick up your child at school, enter through the front entrance and into the reception area. **Please leave the student drop off parking spaces that are nearest the front door for parents of students with wheelchairs or other physical disabilities.**

A staff member will come to meet you in the drop off loop to welcome your child to school as soon as they can. Please understand that if you arrive during your child's class pool time, the staff are in the pool and cannot receive your child until everyone is out, showered and dressed. Your wait time may be long if you arrive during this time.

Drop off

- If there is a change from your child's daily schedule, notify your local district transportation department
- Notify the school office as soon as possible if your child will arrive after 9:00 a.m.
- No student supervision is available before 8:30 a.m.
- Call the office at 269-250-9400, give child's name and teacher's name and your child will be walked out to your vehicle.
- The receptionist will contact the classroom upon your arrival

Pick-Up

- If there is a change from your child's daily schedule, notify your local district transportation department
- Call the office at 269-250-9400, give child's name and teacher's name and your child will be walked out to your vehicle.
- Pick up no later than dismissal time (11:30/2:30)
- The receptionist will contact the classroom staff to bring your child to your vehicle.

No student will be allowed to leave school prior to dismissal time without the office being contacted. If someone other than the parent/guardian is picking up a student, a written request signed by the parent/guardian must be given to the receptionist. Students will only be released to a person whose name is on file in the school office which the parent/guardian has authorized on the student registration/emergency form. In other words, no student will be released to a person other than a custodial parent/guardian without written permission signed by the custodial parent/guardian. These procedures are designed specifically for the safety of your child.

Divorce often makes student custody confusing. Custody will be verified only through a written court document. An individual not specifically known to have custody will not be allowed to take a student from school without verified permission from the custodial parent. Should custody change, it is the responsibility of the custodial parent to immediately furnish the school with court papers documenting it. WoodsEdge cannot interfere with the parental rights of custodial parents and must follow established court orders.

School Security

The security features of our building are designed to control the environment in order to keep our students and staff safe. Security features include:

- **Door alarms that speak the words** "Warning, door is open" when a door is opened without a key card. When this happens the office staff can see on a computer screen which door was opened. If our staff doesn't contact the office to let us know why the door was opened, we will send help to that area to be sure that a student didn't go outside unattended.
- **Key Card Access:** Staff has KRESA name tags that have a computer chip that allows them to open all doors with key card access. Without a card, these doors will not open during the school day.
- **Automatic doors that are on timers:** The automatic doors can only be opened with an authorized key card. Some parents have expressed concern that they couldn't leave through one of the automatic doors, but we designed the building intentionally not to allow exit at these doors during the school day without using a key card because we didn't want our students walking or wheeling up to an automatic door, having it open and then they can continue outside. Some students are working on independent mobility in the building, and this is a precaution to keep them safe.
- **One visitor entrance:** All visitors/parents must call the office on the call box outside the front door and state their business. The receptionist will buzz visitors/parents into the reception area. The office has a door that allows access to the rest of the building that can only be unlatched by the receptionist.

Animals/Pets at School

WoodsEdge Learning Center has an established "Animals/Pet at School" policy in order to reduce illness and accidents to staff and/or students by animals. Any requests must be approved by administration.

Withdrawal from School

Any family who wishes to withdraw their child from the school should contact the school director or the local special education director from their district.

Transportation

It is a priority of bus personnel to transport students safely and in an orderly manner. Student and parent cooperation when boarding and riding contributes to a safe and orderly environment. There may be times when students experience difficulties, either medical or behavioral, on the bus. Students and/or parents are encouraged to communicate questions and concerns to their local transportation department.

Parent/Guardian Responsibility Regarding Transportation:

- To ensure that their children arrive at the bus stop on time in the morning and have an adult present (if your child requires it) at student drop-off in the afternoon.
- To provide necessary protection of their children going to and from the bus stop.
- To accept joint responsibility with the school authorities for proper conduct of their children while on the bus.
- To make reasonable effort to understand and cooperate with those responsible for student transportation.
- Depending on student's level of need, parents may be asked for assistance.

For further information about transportation please contact your individual district transportation departments.

Transportation Contacts

- | | |
|---------------------|----------|
| • Climax-Scotts | 746-5130 |
| • Comstock | 250-8690 |
| • Galesburg-Augusta | 484-2015 |
| • Gull Lake | 548-3890 |
| • Kalamazoo | 337-0500 |
| • Parchment | 488-1290 |
| • Portage | 323-5151 |
| • Schoolcraft | 488-7395 |
| • Vicksburg | 321-1070 |

Visitors

WoodsEdge Learning Center limits visitors in our building to keep students safe from illness and to keep disruptions in instruction to a minimum. **Visitors must be pre-approved by administrators** and we ask that you arrange a visit at least 48 hours in advance. Administration may limit visit time and frequency as needed to protect student privacy and instructional time. See KRESA board policy in Section VI of this handbook.

At WoodsEdge Learning Center, visitors who have been approved in advance will be welcomed in the office, where they will sign in and receive a visitor's pass. Once signed in, we ask visitors to wait in the reception area while office personnel contact the appropriate staff member to give direction.

WoodsEdge Learning Center receives frequent requests for tours. Periodically tour requests could be denied or postponed. This is to prevent disruption to student learning and to keep students safe from illness.

Volunteers

There is always a need for an "extra pair of hands" at WoodsEdge Learning Center. If you are interested in volunteering or know someone who would be interested, please call the WoodsEdge receptionist at 269-250-9400. Some activities when volunteers are especially needed are:

- lunch time (need assistance with feeding, cleaning and monitoring students)
- vocational room/recycling room/student closet
- school library
- support in the classroom
- support classrooms before/after/during pool times.

We are fortunate to have high school co-op students, high school work experience students, university practicum students, university teacher interns, and community volunteers assist within the building. Parent volunteers are also always welcome! Volunteers are required to complete a volunteer application and submit to a background check before volunteering. Parents who want to volunteer regularly must also complete the volunteer application and submit to a background check.

Pool Closing Procedures

If a student has a BM accident or is sick in the pool, the pool must be shut down for the remainder of the day. Depending on the type of accident, the pool will be either shocked with chlorine or drained. Parents of the student will be notified by the teacher and if this is a regular occurrence, a prevention plan will be considered to address the accidents and to determine ways to avoid its reoccurrence. If the student has a BM accident or is sick in the pool more than once, for the safety of all students, an exclusionary decision may be made for a specified amount of time.

II. Academics/Curriculum:

Curriculum

WoodsEdge Learning Center's curriculum was created in cooperation with multiple center-based programs throughout the state of Michigan. The curriculum project was supported and funded through the Michigan Association of Administrators of Special Education (MAASE) and its sub group, Supervisors of Low Incidence Programs (SLIP).

There are 3 levels of the WoodsEdge Curriculum; Participation, Supported Independence, and Functional Independence. All are aligned with the Michigan Common Core standards. A link to the curriculum in its entirety can be found on our website.

Curriculum materials used include the TeachTown Encore Curriculum, Unique Learning System (aligned to the Common Core Standards); and Handwriting Without Tears.

Community Based Instruction

WoodsEdge Learning Center staff believes many of the skills our students need to learn can best be taught in the community or natural environment. For example, a local grocery store can become a "classroom" where students can learn functional reading skills as they use a shopping list, math, and money concepts as they purchase items, appropriate social behavior as they push a shopping cart and wait in line, and many other skills that will be important to their everyday lives in the real world. In order to provide opportunities for students to practice skills in the community, part of the program at WoodsEdge Learning Center is centered on this concept.

Students from all age groups travel to locations in Portage, Kalamazoo and the surrounding area to work on specific functional objectives that are considered an important part of their Individual Educational Plan (IEP). Parental support plays a large role in ensuring the success of CBI activities. Parents may be asked to send a shopping list and money to school for student purchases at local stores and restaurants. In addition, a parent's role as "teacher" is certainly recognized, as parents can provide many additional experiences for their children within their community. Parents are asked to provide consent for the year yearly enrollment forms. Notification of trips will be given through individual classroom teachers.

Credit/Grading Policy

WoodsEdge Learning Center students are not graded or assessed in traditional ways, because of the nature of our students' unique needs. Teachers regularly assess progress in the curriculum with teacher made assessments and curriculum assessments. Information is recorded and graphed and reported to parents at report card times WoodsEdge Learning Center does not give credit or graduate students with a diploma.

WoodsEdge students participate in the MI-Access. MI-Access is Michigan's alternate assessment system, designed for students with disabilities whose IEP (Individualized Educational Program) Team has determined that [M-STEP \(Michigan Student Test of Educational Progress\)](#), even with accommodations, are not appropriate. MI-Access satisfies the federal *Individuals with Disabilities Education Act* (IDEA) as reauthorized in 2004 and the *No Child Left Behind Act* (NCLB) of 2001 that require all students with disabilities be assessed at the state level. This assessment is required for students ages 9-14 and age 17 (Grades 3-8 and grade 11).

In addition to state assessments, progress reports are completed 3 times a year on students' individual goals and objectives. These reports are shared with parents via parent teacher conferences and/or a mailing home.

When you have questions about your student's progress, please call the school. Your student's teacher will call you or arrange a time to meet with you.

Homework Policy

Homework is not expressly required of our students; however, we value the close working relationships we develop with parents and share strategies to help students carry over the life skills and communication skills they learn at school into the home and other environments. Please talk with your student's teacher about how you can provide practice in these important skills at home.

Support Services

WoodsEdge Learning Center has many professional staff that provides special services for our students.

Health Services are provided by school nurses. Our Registered Nurses support the medical/health needs of students so that they can access their education. The nursing team is also responsible for administering medications in accordance with board policy.

Psychological Services are provided by our District psychologist or the school psychologist in our local District whose responsibility is to assess and certify students to qualify for special education services and to help provide information regarding present levels of academic and functional performance. The School Psychologist may also help teachers with behavior plans and support at times.

Speech & Language Services are provided by a team of speech and language pathologists that works directly with students and staff within individual classrooms providing a variety of language experiences and materials suited to meeting the varied communication goals of students. Picture Exchange Communication System, sign language, symbol systems, LAMP, Core Words, and augmentative communication devices are all a part of our program. Individual student systems will be designed with our speech and language pathologists, parents and teachers.

Physical Therapy (PT) is provided by our physical therapists, who assess the needs of the students and carry out individual therapy prescription/treatment. In addition, the PT serves as a consultant to classroom staff - training them in proper exercising and positioning of physically involved students. The PT is assisted by physical therapist assistants (PTA). The PT's and PTA's deliver direct therapy but also train staff in procedures to be used in the classroom for maintaining a student's abilities or physical status. Our PT staff are critical components of the MOVE program, which supports students who are able to improve their independence in mobility skills.

Occupational Therapy (OT) is provided by Occupational Therapists whose responsibility is to assess students and develop and implement treatment plans, which are driven by the selected IEP goals. The Certified Occupational Therapy Assistants (COTA) assists the OT. The OT and COTA carry out occupational treatment programs related to sensory-motor, fine motor, visual perceptual skills and activities of daily living. The OT and COTA consult with classroom staff and provide adapted equipment to integrate these attained skills into the student's daily routine.

Social Work Services are provided by a school social worker who serves as a home/school /agency liaison related to home environment behavior management techniques and may assist in obtaining social services available in the community.

Behavior Support Services are provided by our Behavior Support Specialists and Behavior Technicians to support students and classroom staff to help improve student behavior by building skills.

Additional support for WoodsEdge Learning Center students is provided by instructional paraprofessionals as mandated by State of Michigan Rules and Regulations. Students from Western Michigan University, Kalamazoo College, Kalamazoo Community College, or local high schools may be referred to us for program (volunteer) work to complete course requirements as well.

Vocational and Adult Programs

We prepare students for the activities or jobs that they might be interested in after they leave school. Beginning at age 16 parents and school staff will develop a transition plan, which will be updated at each IEP. This plan guides the family and school staff, as well as the student, through steps to help them achieve their goals---what they would like to be doing when they leave school.

WoodsEdge Learning Center incorporates activities that develop production skills, such as: assembly and disassembly, collating, sorting, packaging, shredding documents, recycling, weaving, jewelry making, plant care, etc. Students will be prepared to work in either continuous supervised work setting or community placements with intense, ongoing support to the student/employee.

III. Student Activities:

Extracurricular

WoodsEdge Learning Center does not have traditional extracurricular activities. If a parent is interested in having their child participate in extracurricular activities in their local school district, please contact the teacher, who will help connect you with the right contact people.

Our music therapist works with students to prepare several concerts each year that students enjoy performing. We encourage parents to attend these memorable events.

Physical Education and Sports

WoodsEdge Learning Center promotes student physical activity and participation as appropriate for each student's ability. This is done in several ways, for example, through adapted physical education classes, swim classes, use of school fitness equipment, and movement breaks throughout the school day. Two certified Adapted Physical Education Teachers teach our gym and aquatics classes, along with support from paraprofessionals.

School Parties and Dances

Celebrations may include, but are not limited to, a Halloween costume parade, a holiday program, a Valentine's Day dance, Prom/formal dance, and graduation ceremony. Please talk to your child's teacher for more specific schedule of events. We respect the beliefs of all our students, and as such parents may ask their child's teacher to provide alternative activities for their child during a celebration.

Reaching for the Arts

Reaching for the Arts is a self-supporting committee that provides programs and activities to students throughout the year. Past performers have included the Kalamazoo Symphony Orchestra String Quartet, the Kalamazoo Symphony Orchestra Woodwind Quartet, Guy Lewis, Dunuya/Rhythm Life Collective (African Drum and Dance Group), The Kalamazoo Recorder Players, and Keith Hall and his Jazz Quintet.

For more details about Reaching for the Arts, please contact the school office at 269-250-9400.

Special Classes

Students can attend adapted physical education classes, music therapy, and swimming each as scheduled as part of our regular programming for students. Special circumstances may warrant a need for some students to be excused from certain classes, so we individualize to meet each student's needs.

All students participating in swimming will need a signed parental permission slip each year. In addition, any student with a tracheotomy or other specialized medical condition will need parent/guardian and a physician's order including specific instructions before being allowed in the pool.

Classroom Social Activities

At times classrooms have special events (these may include special holiday or birthday parties). Please check with individual classrooms if you would like to send in "treats" for the celebration.

Please remember, due to a significant number of students with a peanut/nut/scent/latex allergy—WoodsEdge Learning Center is peanut/nut/scent/and latex product (ex: balloons) free school.

IV. Student Conduct:

Dress Code

- Clothing should always be neat and clean.
- No clothing that displays drugs, alcohol, tobacco products or that is obscene or offensive.
- See-through clothing materials are inappropriate.
- Midriffs should always be covered.
- No coats, hats, hoods, bandannas or sunglasses allowed during the school day (inside), except for special circumstances (high sensory need, for example).
- No baggy or intentionally torn pants. Pants are to remain around the waist. If pants tend to be loose and slip lower, a waist belt or suspenders must be used.
- Skirts, dresses and shorts should extend a thumb-length beyond the end of the longest fingertip when the arm is straight at the wearer's side.
- Dress must reflect modesty. No low-cut shirts, dresses; no tube tops, tank tops, muscle shirts, half shorts, short shorts, bare-back/halter tops, visible underwear, high-cut (short) skirts or dresses. No see-through tops or muscle shirts.
- Footwear with a substantial sole is required (e.g. soft-soled slippers or flip-flops are inappropriate).
- Dress should be appropriate for the weather and for playground activities.

It is also recommended that parents/guardians send in an extra change of clothing for students, so that in the event of soiling, parents will not be inconvenienced to pick-up their child or drop-off a change of clothing.

Cell Phones

Student cell phones are not allowed in classrooms. Cell phones cannot be used during the school day. We strongly encourage parents not to send cell phones to school with their students, as they could be lost or broken.

Personal Property at School

The homeroom teacher may decide appropriate equipment/property the student may bring to school. Items such as toys, records, radios, magazines, camera, etc. can be educationally relevant. Please understand that items such as these may interrupt the learning process for the student and others. Please check with the teacher before sending items. The school cannot be responsible for the loss or damage to these items. Your child's teacher will let you know about any special programs or "show and tell" types of activities where these items may be permissible.

PBIS (Positive Behavior Intervention and Supports)/Expectations



The WoodsEdge Way is how we focus on expectations for behavior in our school. Our expectations focus on three main areas and students are taught what it means to be safe, independent and communicate in all areas of the building. Students earn Wolf Bucks from Staff for following expectations in all settings. Periodically, students have an opportunity to spend their Wolf Bucks at the school store for various prizes. Students will also be acknowledged for following expectations by a visit from Paws, the WoodsEdge Mascot.

The WoodsEdge Way

WE are Safe

WE are Independent

WE Communicate

WE are the Wolves!

We encourage parents to use the same terminology at home. If you have questions, please contact your student's teacher.

Challenging Student Behavior

Students with disabilities may exhibit inappropriate behaviors from time to time. WoodsEdge Learning Center staff understands that ALL behavior is communication. On occasion, a student may, due to his/her inability to reason or understand the consequences of his/her actions, engage in behaviors that may present a danger to him or herself or others. In these situations, specific procedures are used. These procedures require training. Kalamazoo RESA's procedures require the use of the least intrusive method(s) to address behavior issues whenever possible. . We use the Ukeru method which includes verbal and nonverbal communication, managing and de-escalating conflict by converting/diverting aggression, building an environment focused on comfort versus control, and recognizing traumatic experiences of individuals who receive services for developmental, behavioral and mental health needs. In addition, the physical techniques involve a system of blocking actions to protect the caregiver and the student during behavioral episodes of physical aggression.

It is the responsibility of WoodsEdge Learning Center Staff to encourage appropriate behavior by giving students consistent, positive feedback and reinforcement. When inappropriate behavior occurs, a variety of informal techniques can be used to assist the student. In cases of chronic or severe behavior, a meeting with support staff, classroom staff and parents/guardian is arranged to determine the necessary interventions.

Behavior management techniques may include restrictive measures, but this will be addressed through a formal behavior plan that will include parent notification and consent.

V. Appendix:

Commonly Used Abbreviations:

ADA - Americans with Disabilities Act
 ADD - Attention Deficit Disorder
 ADHD - Attention Deficit Hyperactivity Disorder
 ARC - Organization that advocates with and/or on behalf of persons with developmental disabilities and their families
 ASD - Autism Spectrum Disorder
 CBE - Community Based Education
 CBI - Community Based Instruction
 CI - Cognitive Impairment (**WAS** formerly known as EMI, TMI and SMI)
 CIL - Center For Independent Living
 CMH - Community Mental Health
 CP - Cerebral Palsy
 CTC - Community Transition Council
 DD - Developmental Disability
 DDI - Developmental Disability Institute
 D/HH – Deaf/Hard of Hearing
 ECDD - Early Childhood Developmental Delay (**WAS** formerly known as PPI)
 EI - Emotional Impairment
 EMI - **Was** Educable Mentally Impaired (**Now** known as COGNITIVE IMPAIRMENT CI)
 ESY - Extended School Year
 FAPE - Free, Appropriate Public -Education
 FIA – **Was** Family Independence Agency (**Now** Michigan Department of Health and Human Services)
 HI - Hearing Impairment
 ICC - Interagency Coordinating Council (LICC: local; RICC: regional; SICC: statewide)
 IDEA - Individuals with Disabilities Education Act
 IEE - Independent Educational Evaluation
 IEP - Individualized Educational Program

IEPT - Individualized Education Program Team
IFSP - Individual Family Service Plan
ISD - Intermediate School District
LD - Learning Disability
LEP - Limited English Proficiency
LDA - Learning Disability Association
LEA - Local Education Agency
LOF - Letter of Finding
LRE - Least Restrictive Environment
MCD/RS - Michigan Career Development/Rehabilitation Services
MDE, OSE/EIS - Michigan Department of Education, Office of Special Education and Early Intervention Services
MET - Multi-Disciplinary Evaluation Team
OCR - Office of Civil Rights
*OHI - Other Health Impairment (**WAS** formerly known as POHI)*
OSEP - Office of Special Education Programs
OSERS - Office of Special Education and Rehabilitation Services
OT - Occupational Therapy
P&A - Protection and Advocacy
PA 451 - Michigan Special Education Regulations
PAC - Parent Advisory Committee
PE - Physical Education
*PI - Physical Impairment (**WAS** formally POHI)*
PLAAFP - Present Level of Academic Achievement and Functional Performance
PLEP - Present Level of Educational Performance
*POHI - **WAS** Physically and Otherwise Health Impaired (**NOW** known as PI or OHI)*
*PPI – **WAS** Pre-Primary Impaired (**Now** known as EARLY CHILDHOOD DEVELOPMENTAL DELAY ECDD)*
PSA - Public School Academy (Charter Schools)
PT - Physical Therapy
SLI - Speech and Language Impaired
*SMI - **Was** Severe Mentally Impaired (**Now** known as COGNITIVE IMPAIRMENT CI)*
SSI - Supplemental Security Income
SXI - Severely Multiply Impaired
TBI - Traumatic Brain Injury
TC - Teacher Consultant
*TMI - **Was** Trainable Mentally Impaired (**Now** known as COGNITIVE IMPAIRMENT CI)*
VI - Visual Impairment
VR - Vocational Rehabilitation

VI. KRESA Information and Policies

To review all of KRESA's board policies visit our website: www.kresa.org
 Board policies can be found under the About Us tab, then Board of Education.

Search and Seizure - 5771

The Board of Education has charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search school property such as lockers used by students or the person or property, including vehicles, of a student, in accordance with the following policy.

School Property

The Board acknowledges the need for in-school storage of student possessions and shall provide storage places, including desks and lockers, for that purpose. Where locks are provided for such places, students may lock them against incursion by other students, but in no such places shall students have an expectation of privacy as to prevent examination by a school official. The Board directs the school principals to conduct a routine inspection at least annually of all such storage places. In the course of any search, student's privacy rights will be respected regarding any items that are not illegal or against Board policy.

The Board also authorizes the use of canines, trained in detecting the presence of drugs or devices, when the Superintendent has reasonable suspicion that illegal drugs or devices may be present in a school. This means of detection shall be used only to determine the presence of drugs in locker areas and other places in the school where such substances could be concealed. Canine detection must be conducted in collaboration with law enforcement authorities or other certified organizations and is not to be used to search students unless either a warrant or parental permission has been obtained prior to the search.

Student Person and Possessions

The Board recognizes that the privacy of students or his/her belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion or in an unreasonable manner. The extent of the search will be governed by the seriousness of the alleged infraction, the student's age, and the student's disciplinary history.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board.

Reasonable suspicion that a communication device has been used to violate District policies or administrative guidelines shall be subject to disciplinary action and may result in the communication device being confiscated.

Administrators are authorized to arrange for a breath-test instrument, according to the Superintendent's guidelines, for the purpose of determining if a student has consumed an alcoholic beverage. It is not necessary for the test to determine blood-alcohol level, since the Board has established a zero tolerance for alcohol use.

Except as provided below, a request for the search of a student or a student's possessions will be directed to the principal. S/He shall attempt to obtain the freely-offered consent of the student to the inspection; however, provided there is reasonable suspicion, s/he may conduct the search without such consent. Whenever possible, a search will be conducted by the principal in the presence of the student and a 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.

Search of a student's person or intimate personal belongings shall be conducted by a person of the student's gender, in the presence of another staff member of the same gender, and only in exceptional circumstances when the health or safety of the student or of others is immediately threatened.

The principal shall be responsible for the prompt recording in writing of each student 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; and any subsequent action taken. The principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

Attendance -5200:

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

Attendance shall be required of all students participating in District programs, except those exempted under Policy 5223 or by other provisions of State law, during the days and hours that the programs are in session.

A student may be considered a full-time equivalent student provided the student is enrolled in as defined by State law, per school year.

Absences for Religious Instruction -5223

The Board of Education desires to cooperate with those parents who wish to provide for religious instruction for the children but also recognizes its responsibility to enforce the attendance requirements of the State.

Upon the signed request of a student's parent, the Board will allow exceptions to the student's continuous attendance:

- A. for religious instruction outside the school building for no more than two (2) class hours per week;
- B. attendance at confirmation classes providing the child is twelve (12) or thirteen years of age and the instruction period is no longer than five (5) months in either of those years.

A student must be properly registered, and a copy of such registration must be filed with the principal.

The time for release for religious instruction or education shall be arranged by the Superintendent in keeping with the regulations of the State Board of Education. S/He will also assure the appropriate continuance of the instructional program in the public school during such release times.

No solicitation for attendance at religious instruction shall be permitted on District premises. No member of the staff shall neither encourage nor discourage participation in any religious instruction program.

Bullying and Other Aggressive Behavior Toward Students -5517.01:

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

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

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property, if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file.

To the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate authorities may be notified, depending on the nature of the complaint and/or the results of the investigation.

Reporting

No later than May 30, 2015, the District shall submit to the Department of Education a copy of this Policy.

The District shall report incidents of bullying to the Department of Education on an annual basis according to the form and procedures established by the Department of Education.

Should this Policy be amended or otherwise modified, the District shall submit a copy of the amended or modified Policy to the Department of Education no later than thirty (30) days after adopting the modification.

Implementation

The Superintendent is responsible to implement this policy, and may develop further guidelines, not inconsistent with this policy. This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the District reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

Procedure

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 or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

A student may also submit a report or complaint to any of the above designated individuals through email, voicemail, regular mail or by leaving a sealed note addressed to the individual at that person's office or desk. The student may submit a report or complaint anonymously, but this may affect the ability to fully investigate the matter, when the complaining student is not available to provide additional information during the course of the investigation.

The identity of a student who reports bullying, hazing or aggressive behavior, as well as those students who provide information during an investigation will remain confidential to the extent possible and to the extent allowable by law. Only school personnel directly involved in the investigation of the complaint or responsible for remedying any violations will be provided access to the identity of the complaining student(s) and student witnesses, and then only to the extent necessary to effectively deal with the situation.

The identity of the student who files the report or complaint will not be voluntarily shared with the alleged perpetrator(s) or the witnesses unless the student (and his/her parent/guardian) give written permission to do so. Any investigation report will likewise not be voluntarily produced with the names of the reporting student(s) or witnesses. However, under certain circumstances, the District may be required by law to disclose the report and/or the student(s) names. Also, under certain circumstances, the identity of the reporting student may become obvious even without disclosure by school personnel.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. While reports may be made anonymously, formal disciplinary action may not be taken solely on the basis of an anonymous report without other corroborating evidence.

The Principal (or other designated administrator) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit after a report or complaint is made.

If the investigation finds an instance of bullying or aggressive behavior has occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials.

If, during an investigation of a reported act of harassment, intimidation and/or bullying/cyberbullying, the Principal or appropriate administrator believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal will report the act of bullying and/or harassment to one of the Anti-Harassment Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy 5517 - Anti-Harassment.

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the Superintendent. The Superintendent shall submit a compiled report to the Board on an annual basis.

Non-Retaliation/False Reports

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated. Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

Making intentionally false reports about bullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

Definitions

The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, hazing, harassment or other aggressive behavior, regardless of whether it fits a particular definition, s/he should report it immediately and allow the administration to determine the appropriate course of action.

"Aggressive behavior" is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.

"At School" is defined as in a classroom, elsewhere 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. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.

"Bullying" is defined as any written, verbal, or physical acts, including cyber bullying (i.e. any electronic communication, including, but not limited to electronically transmitted acts, such as 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.

Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.

- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

"Harassment" includes, but is not limited to, 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" includes, but is not limited to, 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.

"Staff" includes all school employees and Board members.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

Discipline/Suspension: In compliance with federal and state laws, students with a documented disability (Individual Education Plan or Section 504 Plan) have specialized procedures that must be followed in the case of the student violating the Student code of Conduct. All students are given due process rights relative to student discipline under Sections 380.1311 of the Michigan School Code.

Emergency Medical Authorization -5341

The District will distribute annually to parents or guardians of all students the Emergency Medical Authorization form. or obtain a completed form from the student's constituent local district.

In the event emergency medical treatment for a student is necessary, the District will adhere to the instructions on the authorization form.

Emergency medical authorizations will be kept in a separate, easily accessible file at building principal's office during the school year. At the end of the school year, the authorizations will be stored with the student's cumulative records.

Any time a student or a group of students is taken out of the District to participate in a District-related event, the staff in charge of the event must take the Emergency Medical Authorizations for those students.

Whenever it is necessary for staff members to use emergency procedures in order to care properly for a student, they are to follow the procedures described in the Superintendent's administrative guidelines and are not to abide by any "Do Not Resuscitate" (DNR) agreement that may exist for a student, unless ordered to do so by a court of law.

FERPA: Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.
- Public Law 112-278 (Uninterrupted Scholars Act, January 2013). This act permits educational agencies and institutions to disclose a student's education records, without parental consent, to a caseworker or other representative of a State or local child welfare agency or tribal organization authorized to access a student's case plan "when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student."
- **ANNUAL NOTICE:** Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

If you would like to keep your student's directory information private, please contact the school office in writing by September 30th to make that request.

Homebound Instruction Program - 2412

The Board of Education shall provide, pursuant to requirements of the State Board of Education, individual instruction to students of legal school age who are not able to attend classes because of a physical or emotional disability.

Applications for individual instruction shall be made by a physician licensed to practice in this State, parent, student, or other care giver. A physician must:

- A. certify the nature and existence of a medical condition;
- B. state the probable duration of the confinement;
- C. request such instruction;
- D. present evidence of the student's ability to participate in an educational program.

Applications must be approved by the Assistant Superintendent of Special Education.

The District will provide homebound instruction only for those confinements expected to last at least five (5) days.

The District shall recommend that the instruction begin within three (3) days from the date of notification for nonspecial-education students. In the case of students under an IEP, the instruction is to begin within fifteen (15) days after notification in order to arrange for a meeting of an I.E.P.C., if necessary.

The program of homebound or hospitalized instruction given each student shall be in accordance with regulations of the State Board of Education with such exceptions as may be recommended by the physician. Teachers of homebound special education students shall hold a Michigan teaching certificate appropriate for the level of instruction for which the assignment is made or for the type of instruction called for by an I.E.P.C. The amount of instructional time shall not exceed five (5) hours per week. Teachers of nondisabled students must hold a valid teaching certificate.

The District reserves the right to withhold recommendation for homebound instruction when:

- A. the instructor's presence in the place of a student's confinement presents a hazard to the health of the teacher;
- B. a parent or other adult in authority is not at home with the student during the hours of instruction;
- C. the condition of the student is such as to preclude his/her benefit from such instruction.

MEDICAID BILLING FOR SCHOOL BASED SERVICES - NOTICE OF RIGHTS

With the informed written consent of the parent/guardian, the Medicaid School Based Services program, as authorized by the Individuals with Disabilities Education Act (IDEA), allows school districts to bill the Michigan Medicaid program for reimbursement for health services provided by the school-districts pursuant to the IEPs or IFSPs for Medicaid eligible students with disabilities.

Participation in the **Medicaid School Based Services Program** in Michigan:

- Provides districts partial reimbursement for IEP/IFSP services: Occupational Therapy, Physical Therapy, Speech Therapy, Psychological Services, Social Work Services, Orientation and Mobility Services, Transportation, Nursing Services, Case Management, Assistive Technology, Audiology and Personal Care services.
- Does **NOT** affect a family's Medicaid insurance benefits and there is **NO** cost to the family, now or in the future.
- Helps school districts because it offsets some of the costs of health care that we provide to children and students.
- Is voluntary, and must comply with both the Individuals with Disabilities Education Act (IDEA) and the Family Educational Rights and Privacy Act (FERPA). **Specifically, before a district may access a family's Medicaid benefits for the first time to pay for school based health services, it must first give appropriate notice of the consent being sought, and then obtain the parent/guardian's written consent for two purposes:**
 - 1.) **To release personally identifiable information** about their child to the Michigan Medicaid and billing agencies in order to obtain this reimbursement. This information could include date of birth, disability, gender, school, date of therapy, type of therapy, progress reports, and Medicaid number;
 - 2.) **To allow the district to access the family's Medicaid benefits** to pay for school based health services.

This initial consent for release of personally identifiable information and permission to access Medicaid is voluntary and may be revoked in writing at any time. If the parent refuses consent, or revokes consent previously given, the district will cease to receive any Medicaid reimbursement for school based health services, but will still have the obligation to provide these services at no cost.

This notice of rights must be given to the parent/guardian prior to accessing Medicaid benefits for the first time and annually thereafter. If you have any questions, please contact the KRESA Special Education Department at: (269) 250-9323.

Immunization - .5320

Students must meet the immunization requirements set by State for attendance at school in order to enroll or attend.

Students who do not meet the immunization requirements on the opening day of a District program shall be admitted in accordance with District administrative guidelines. Transfer students shall not be admitted without proof of immunization as required by the State.

There are three (3) circumstances in which a required vaccine may be waived or delayed:

- A. A valid medical contraindication exists to receiving the vaccine. The child's physician must certify the contraindication on the appropriate form.
- B. The parents hold religious or philosophical beliefs against receiving a vaccination. Any parent/guardian/in loco parentis who wants to claim a nonmedical waiver will need to receive education regarding the benefits of vaccination and the risks of disease from a county health department before obtaining the certified nonmedical waiver form through the Local Health Department.
- C. The child has received at least one (1) dose of each immunizing agent and the next dose(s) are not due yet.

When the District provides information on immunizations, infectious disease, medications, or other school health issues to parents and guardians of students in at least grades 6, 9, and 12, the Board shall include information about meningococcal meningitis and the vaccine for meningococcal meningitis and about human papillomavirus and the vaccine for human papillomavirus. The information shall include at least the causes and symptoms of meningococcal meningitis and how it is spread and the risks associated with human papillomavirus. In addition, the information shall include sources where parents/guardian may obtain additional information about both diseases and where they may obtain meningococcal meningitis and/or human papillomavirus vaccination of a child.

Head Lice

If a student is found to be infested with head lice, he/she will be sent home for treatment/removal and a notification letter will be transmitted to the parent(s)/ guardian(s). A student is required to be nit free to return.

The student shall not be readmitted to school until the parent transports the student to school and is cleared by a trained staff member.

Bed Bugs

Regular pest control checks will be conducted, and steps will be taken to minimize the spread of pests while maintaining a positive learning environment. The school contracts with a certified pest control company to conduct regular checks for insects and pests, including bed bugs. These inspections will occur on a scheduled basis and more frequently if a concern arises.

In the Event of a Bed Bug Sighting:

1. **Identification:**
If bed bugs are found on a student, they will not be excluded from the classroom. The priority is to address the issue discreetly to avoid stigmatization and disruption to the student's learning experience.
2. **Handling of Student Belongings:**
The student's belongings, including backpacks, clothing, and any other items, will be carefully collected and placed in a sealed trash bag to prevent the spread of bed bugs. The belongings will be securely stored until they can be properly treated.
3. **Classroom Protocol:**
The classroom will be immediately assessed, and pest control services will be contacted to treat the area as soon as possible as soon as students are gone home for the day.
4. **Notification:**
A report will be made to the administration detailing the situation. This report will include information about the discovery, actions taken, and a follow-up plan for pest control treatment. Parents/guardians of the affected student will also be notified confidentially.
5. **Follow-Up:**
After the pest control services treat the classroom and any affected areas, a follow-up inspection will be conducted to ensure all pests have been eliminated. Any additional treatment or precautions will be addressed at that time.

Confidentiality:

All steps taken will ensure the privacy and confidentiality of the affected student. The school will make every effort to manage the situation discreetly and respectfully.

Responsibilities of Staff:

Teachers and staff are responsible for maintaining a watchful eye for potential pests. They should report any concerns to administration or the pest control company immediately to prevent further issues.

Non-Discrimination Policy - 2260: The Agency will not discriminate against any person based on gender/sex, sexual orientation, race, color, national origin, religion, height, weight, age, disability, or any other status by federal, state or local law. The Board reaffirms its long-standing policy of compliance with all applicable federal and state laws and regulations prohibiting discrimination including, but not limited to, Titles VI and VII of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d, et seq.; and 42 U.S.C. §§ 2000e, et seq.; Title IX of the Educational Amendments of 1972, 20 U.S.C. §§ 1681, et seq.; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794; The Americans With Disabilities Act of 1990, 42 U.S.C. §§ 1210, et seq.; The Persons with Disabilities Civil Rights Act, MCL §§ 37.1101, et seq.; and The Elliott-Larsen Civil Rights Act, MCL §§ 37.2101, et seq.

for the Director of Special Education is appointed the Civil Rights Coordinator regarding complaints of disability/handicap discrimination involving educational services, programs and activities.

Religious/Patriotic Ceremonies and Observances - 8800

Decisions of the United States Supreme Court have made it clear that it is not the province of a public school to advance or inhibit religious beliefs or practices. Under the First and Fourteenth Amendments to the Constitution, this remains the inviolate province of the individual and the church of his/her choice. The rights of any minority, no matter how small, must be protected. No matter how well intended, either official or unofficial sponsorship of religiously oriented activities by the school are offensive to some and tend to supplant activities which should be the exclusive province of individual religious groups, churches, private organizations, or the family.

District staff members shall not use prayer, religious readings, or religious symbols as a devotional exercise or in an act of worship or celebration. The district shall not function as a disseminating agent for any person or outside agency for any religious or anti-religious document, book, or article. Distribution of such materials on District property by any party shall be in accordance with Policy 7510 and AG 7510A - Use of District Facilities and Policy 9700 and AG 9700 - Relations with Special Interest Groups.

The Board acknowledges that it is prohibited from adopting any policy or rule respecting or promoting an establishment of religion or prohibiting any person from the free, individual, and voluntary exercise or expression of the individual's/person's religious beliefs.

However, such exercise or expression may be limited to lunch periods or other non-instructional time periods when individuals are free to associate.

Observance of religious holidays through devotional exercises or acts of worship is also prohibited. Acknowledgement of, explanation of, and teaching about religious holidays of various religions is encouraged. Celebration activities involving nonreligious decorations and use of secular works are permitted, but it is the responsibility of all faculty members to ensure that such activities are strictly voluntary, do not place an atmosphere of social compulsion or ostracism on minority groups or individuals, and do not interfere with the regular school program.

The Board shall not conduct or sanction a baccalaureate service in conjunction with graduation ceremonies. The Board shall not include religious invocations, benedictions, or formal prayer at any school-sponsored event.

The United States Flag and Pledge of Allegiance

The flag of the United States shall be raised above each public-school building operated by the district at all times during school hours, weather permitting. This flag shall measure at least 4 feet 2 inches by 8 feet. A United States flag shall also be displayed in every classroom or other instructional site in which students recite the Pledge of Allegiance.

All students in attendance at school will be provided an opportunity to recite the Pledge each day that school is in session. However, no student shall be compelled to recite the Pledge of Allegiance. No student shall be penalized for failure to participate in the Pledge and the professional staff shall protect any such students from bullying as a result of their not participating in the Pledge.

The building principal or administrator shall be responsible for determining the appropriate time and manner for reciting the Pledge, with due regard to the need to protect the rights and the privacy of a nonparticipating student.

Student Seclusion and Restraint – 5630.01:

This policy is intended to provide the framework for organizational supports that result in effective interventions based on team-based leadership, data-based decision-making, continuous monitoring of student behavior, regular universal screening and effective ongoing professional development. The District is committed to investing in prevention efforts and to teach, practice and reinforce behaviors that result in positive academic and social outcomes for students.

In the event that staff members need to restrain and/or seclude students, it must be done in accordance with this policy, which is intended to:

- A. promote the care, safety, welfare and security of the school community and the dignity of each student;
- B. encourage the use of proactive, effective, evidence and research-based strategies and best practices to reduce the occurrence of challenging behaviors, eliminate the use of seclusion and restraint, and increase meaningful instructional time for all students; and
- C. ensure that seclusion and restraint are used only as a last resort in an emergency situation and are subject to diligent assessment, monitoring, documentation and reporting by trained personnel.

In furtherance of these objectives, the District will utilize Positive Behavioral Interventions and Supports (PBIS) to enhance academic and social behavior outcomes for all students. PBIS implemented by the District will include socially valued and measurable outcomes, empirically validated and practical practices, systems that efficiently and effectively support implementation of these practices, and continuous collection and use of data for decision-making.

EMERGENCY SECLUSION

A. Prohibited Practices and Limitations on Use

The following practices are prohibited under all circumstances, including emergency situations:

1. confinement of students who are severely self-injurious or suicidal
2. corporal punishment, as defined in M.C.L. 380.1312(1) of the revised school code, 1976 PA 451
3. the deprivation of basic needs
4. anything constituting child abuse
5. seclusion of pre-school children
6. seclusion that is used for the convenience of school personnel
7. seclusion as a substitute for an educational program
8. seclusion as a form of discipline or punishment
9. seclusion as a substitute for less restrictive alternatives, adequate staffing or school personnel training in PBIS
10. when contraindicated based on (as documented in a record or records made available to the school) a student's disability, health care needs, or medical or psychiatric condition

B. Definition of Emergency Seclusion

Seclusion means the confinement of a student in a room or other space from which the student is physically prevented from leaving. Seclusion does not include the general confinement of students if that confinement is an integral part of an emergency lockdown drill required under Section 19(5) of the Fire Prevention Code, 1941 PA 207, M.C.L. 29.19, or of another emergency security procedure that is necessary to protect the safety of students.

Emergency seclusion is a last resort emergency safety intervention involving seclusion that is necessitated by an ongoing emergency situation and that provides an opportunity for the student to regain self-control while maintaining the safety of the student and others.

To qualify as emergency seclusion, there must be continuous observation by school personnel of the student and the room or area used for confinement:

1. must not be locked
2. must not prevent the student from exiting the area should staff become incapacitated or leave that area
3. must provide for adequate space, lighting, ventilation, viewing, and the safety of the student
4. must comply with State and local fire and building codes

C. Time and Duration

Emergency seclusion should not be used any longer than necessary, based on research and evidence, to allow a student to regain control of his/her behavior to the point that the emergency situation necessitating the use of emergency seclusion is ended, but generally no longer than:

1. fifteen (15) minutes for an elementary school student;
2. twenty (20) minutes for a middle school or high school student

If an emergency seclusion lasts longer than the suggested maximum times above, the following are required:

1. additional support (which may include change of staff, introducing a nurse or specialist, or additional key identified personnel)
2. documentation to explain the extension beyond the time limit

Additional procedures and requirements applicable to both seclusion and restraint are set out below.

EMERGENCY RESTRAINT

A. Prohibited Practices

The following procedures are prohibited under all circumstances, including emergency situations:

1. mechanical restraint
2. chemical restraint
3. corporal punishment as defined in 380.1312(1) of the revised school code, 1976 PA 451, otherwise known as the Corporal Punishment Act
4. the deprivation of basic needs
5. anything constituting child abuse
6. restraint that is used for the convenience of school personnel
7. restraint as a substitute for an educational program
8. restraint as a form of discipline or punishment
9. restraint as a substitute for less restrictive alternatives, adequate staffing or school personnel training in PBIS
10. when contraindicated based on (as documented in a record or records made available to the school) a student's disability, health care needs, or medical or psychiatric condition
11. any restraint that negatively impacts breathing, including any positions, whether on the floor, facedown, seated or kneeling, in which the student's physical position (e.g., bent over) is such that it is difficult to breathe, including situations that involve sitting or lying across an individual's back or stomach

12. prone restraint (the restraint of a person face down)
NOTE: School personnel who find themselves involved in the use of a prone restraint as the result of responding to an emergency must take immediate steps to end the prone restraint.
13. the intentional application of any noxious substance(s) or stimuli that results in physical pain or extreme discomfort
 A noxious substance or stimuli can either be generally acknowledged or specific to the student.
14. physical restraint, other than emergency physical restraint
15. any other type of restraint not expressly allowed

B. Definition of Restraint

Restraint means an action that prevents or significantly restricts a student's movement. Physical restraint is intended for the purposes of emergency situations only, in which a student's behavior poses an imminent risk to the safety of the individual student or to the safety of others. An emergency situation requires immediate intervention.

Emergency physical restraint is a last resort emergency safety intervention involving physical restraint that is necessitated by an ongoing emergency situation and that provides an opportunity for the student to retain self-control while maintaining the safety of the student and others. An emergency situation requires immediate intervention. Emergency physical restraint may not be used in place of appropriate less restrictive interventions.

There are three (3) types of restraint: physical, chemical, and mechanical.

1. **Physical restraint** involves direct physical contact.

Restraint does not include actions undertaken for the following reasons:

- a. to break up a fight
- b. to take a weapon away from a student
- c. to briefly hold the student (by an adult) in order to calm or comfort him/her
- d. to have the minimum contact necessary to physically escort a student from one area to another
- e. to assist a student in completing a task/response if the student does not resist or if resistance is minimal in intensity or duration
- f. to hold a student for a brief time in order to prevent an impulsive behavior that threatens the student's immediate safety (e.g., running in front of a car)
- g. to stop a physical assault as defined in M.C.L. 380.1310
- h. actions that are an integral part of a sporting event, such as a referee pulling football players off from a pile or similar action

2. **Chemical Restraint** is the administration of medication for the purpose of restraint.

Restraint does not include administration of medication prescribed by and administered in accordance with the directions of a physician.

3. **Mechanical Restraint** means the use of any device, article, garment, or material attached to or adjacent to a student's body to perform restraint.

Restraint does not include the following:

- a. an adaptive or protective device recommended by a physician or therapist (when it is used as recommended)
- b. safety equipment used by the general student population as intended (e.g., seat belts, safety harness on school transportation)

C. Time and Duration

Restraint should not be used:

1. any longer than necessary, based on research and evidence, to allow students to regain control of their behavior to the point that the emergency situation necessitating the use of emergency physical restraint is ended; and
2. generally no longer than ten (10) minutes.

If an emergency restraint lasts longer than ten (10) minutes, all of the following are required:

1. additional support, which may include a change of staff, or introducing a nurse, specialist, or additional key identified personnel
2. documentation to explain the extension beyond the time limit

Additional procedures and requirements applicable to both seclusion and restraint are set out below.

USE OF EMERGENCY SECLUSION/RESTRAINT

A. When to Use Emergency Seclusion/Restraint

Seclusion/restraint must be used only under emergency situations and if essential. Emergency situation means a situation in which a student's behavior poses an imminent risk to the safety of the individual student or to the safety of others. An emergency situation requires immediate intervention.

B. General Procedures for Emergency Seclusion/Restraint:

1. An emergency seclusion/restraint may not be used in place of appropriate, less restrictive interventions.
2. Emergency seclusion/restraint shall be performed in a manner that is:
 - a. safe;
 - b. appropriate; and
 - c. proportionate to and sensitive to the student's:
 1. severity of behavior;
 2. chronological and developmental age;
 3. physical size;
 4. gender;
 5. physical condition;
 6. medical condition;
 7. psychiatric condition; and
 8. personal history, including any history of physical or sexual abuse or other trauma.
3. School personnel shall call key identified personnel for help from within the school building either immediately at the onset of an emergency situation or, if it is reasonable under the particular circumstances for school personnel to believe that diverting their attention to calling for help would increase the risk to the safety of the student or to the safety of others, as soon as possible once the circumstances no longer support such a belief.
4. While using emergency seclusion/restraint, staff must do all of the following:
 - a. ensure that at all times during the use of emergency seclusion/restraint there are school personnel present who can communicate with the student using the student's primary mode of communication
 - b. ensure to the extent practicable, in light of the ongoing emergency situation, that the emergency seclusion/restraint does not interfere with the student's ability to communicate using the student's primary mode of communication
 - c. document observations
 - d. continually observe the student in emergency seclusion for indications of physical distress and seek medical assistance if there is a concern
 - e. involve key identified personnel to protect the care, welfare, dignity, and safety of the student
5. Each use of an emergency seclusion/restraint and the reason for each use shall be documented and reported according to the following procedures:

- a. a report shall be written for each use of seclusion/restraint (including multiple uses within a given day) and the written report(s) provided to the parent or guardian within the earlier of one (1) school day or seven (7) calendar days
 - b. report in writing or orally to the parent or guardian immediately
 - c. document in writing and report in writing or orally to the building administration immediately
6. After any use of an emergency seclusion/restraint, staff must make reasonable efforts to debrief and consult with the parent or guardian, or the parent or guardian and the student (as appropriate) regarding the determination of future actions.

C. Students Exhibiting a Pattern of Behavior

If a student exhibits a pattern of behavior that poses a substantial risk of creating an emergency situation in the future that could result in the use of emergency seclusion/restraint, school personnel should do the following:

1. conduct a functional behavioral assessment
2. develop or revise a PBIS plan to facilitate the reduction or elimination of the use of seclusion/restraint
3. develop an assessment and planning process conducted by a team knowledgeable about the student, including at least:
 - a. people who are knowledgeable in PBIS
 - b. people who are responsible for implementation of the PBIS plan
 - c. the student (if appropriate)
 - d. the parent or guardian
4. develop a written emergency intervention plan ("EIP") to protect the health, safety, and dignity of the student. An EIP may not expand the legally permissible use of emergency seclusion/restraint.

The EIP should be developed by a team in partnership with the parent or guardian. The team shall include:

1. a teacher;
2. an individual knowledgeable about legally permissible use of seclusion/restraint; and
3. an individual knowledgeable about the use of PBIS to eliminate the use of seclusion/restraint.

The EIP should be developed and implemented by taking all of the following documented steps:

1. describe in detail the emergency intervention procedures
2. describe in detail the legal limits on the use of emergency seclusion/restraint, including examples of legally permissible and prohibited uses
3. inquire of the student's medical personnel (with parent or guardian consent) regarding any known medical or health contraindications for the use of seclusion/restraint
4. conduct a peer review by knowledgeable staff
5. provide the parent or guardian with all of the following, in writing and orally:
 - a. A detailed explanation of the PBIS strategies that will reduce the risk of the student's behavior creating an emergency situation.
 - b. An explanation of what constitutes an emergency, including examples of situations that would fall within and outside of the definition.
 - c. A detailed explanation of the intervention procedures to be followed in an emergency situation, including the potential use of emergency seclusion/restraint.
 - d. A description of possible discomforts or risks.
 - e. A detailed explanation of the legal limits on the use of emergency seclusion/restraint, including examples of legally permissible and prohibited uses.
 - f. Answers to any questions.

A student who is the subject of an EIP should be told or shown the circumstances under which emergency intervention could be used.

D. Data Collection and Reporting

The building administrator shall develop a system of data collection, collect the data and forward all incident reports and data regarding the use of seclusion/restraint to the Superintendent.

The data must:

1. be analyzed to determine the efficacy of the school's school-wide system of behavioral support;
2. be analyzed in the context of suspension, expulsion, and dropout data;
3. be analyzed for the purposes of continuous improvement of training and technical assistance toward the reduction or elimination of seclusion/restraint;
4. be analyzed on a schedule determined by the Michigan Department of Education (MDE);
5. be reported to the MDE, if and as required;
6. include a list of appropriately trained, identified personnel and their levels of:
 - a. education;
 - b. training; and
 - c. knowledge.

NOTE: The District must report to the MDE on the use of seclusion and restraint periodically. MDE will develop guidelines that outline the process for reporting redacted, aggregated data regarding the emergency use of seclusion and restraint.

Training Framework

A comprehensive training framework will be implemented which includes the following:

- A. awareness training for all school personnel who have regular contact with students; and
- B. comprehensive training for key identified personnel.

All substitute teachers must be informed of and understand the procedures regarding the use of emergency seclusion and emergency restraint. This requirement may be satisfied using online training developed or approved by MDE and online acknowledgement of understanding and completion of the training by the substitute teacher.

Comprehensive Training for Identified Personnel

Each building administrator will identify sufficient key personnel to ensure that trained personnel are generally available for an emergency situation. Before using emergency seclusion or emergency physical restraint with students, key identified personnel who may have to respond to an emergency safety situation must be trained in all of the following:

- A. proactive practices and strategies that ensure the dignity of students
- B. conflict resolution
- C. mediation
- D. social skills training
- E. de-escalation techniques
- F. positive behavioral intervention and support strategies
- G. techniques to identify student behaviors that may trigger emergency safety situations
- H. related safety considerations, including information regarding the increased risk of injury to students and staff when seclusion or restraint is used
- I. instruction in the use of emergency seclusion and emergency physical restraint
- J. identification of events and environmental factors that may trigger emergency safety situations

- K. instruction on the State policy on the use of seclusion and restraint
- L. description and identification of dangerous behaviors
- M. methods for evaluating the risk of harm to determine whether the use of emergency seclusion or emergency physical restraint is warranted
- N. types of seclusion
- O. types of restraint
- P. the risk of using seclusion and restraint in consideration of a student's known and unknown medical or psychological limitation
- Q. cardiopulmonary resuscitation and first aid
- R. the effects of seclusion and restraint on all students
- S. how to monitor for and identify physical signs of distress and the implications for students generally and for students with particular physical or mental health conditions or psychological limitations
- T. ways to obtain appropriate medical assistance

GLOSSARY OF TERMS

"Chemical Restraint" means the administration of medication for the purpose of restraint.

"De-escalation Techniques" means evidence- and research-based strategically employed verbal or nonverbal interventions used to reduce the intensity of threatening behavior before, during, and after a crisis situation occurs.

"Documentation" means documentation developed by the Michigan Department of Education that is uniform across the State.

"Emergency Situation" means a situation in which a student's behavior poses imminent risk to the safety of the individual student or to the safety of others. An emergency situation requires an immediate intervention.

"Functional Behavioral Assessment" means an evidence-and research-based systematic process for identifying the events that trigger and maintain problem behavior in an educational setting. A functional behavioral assessment shall describe specific problematic behaviors, report the frequency of the behaviors, assess environmental and other setting conditions where problematic behaviors occur, and identify the factors that are maintaining the behaviors over time.

"Key Identified Personnel" means those individuals who have received the mandatory training described in M.C.L. 380.1307G(B)(I) to (XVI), listed under Comprehensive Training for Identified Personnel above.

"Law Enforcement Officer" means an individual licensed under the Michigan Commission on Law Enforcement Standards Act, M.C.L. 28.601 to 28.615.

"Mechanical Restraint" means the use of any device, article, garment, or material attached to or adjacent to a student's body to perform restraint.

"Physical Restraint" means restraint involving direct physical contact. **"Positive Behavioral Intervention and Support (PBIS)"** means a framework to assist school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum of intensifying supports based on student need that unites examination of the function of the problem behavior and the teaching of alternative skill repertoires to enhance academic and social behavior outcomes for all students.

"Positive Behavioral Intervention and Support Plan" means a student-specific support plan composed of individualized, functional behavioral assessment-based intervention strategies, including, as appropriate to the student, guidance or instruction for the student to use new skills as a replacement for problem behaviors, some rearrangement of the antecedent environment so that problems can be prevented and desirable behaviors can be encouraged, and procedures for monitoring, evaluating, and modifying the plan as necessary.

"Prone Restraint" means the restraint of an individual face down.

"Regularly and Continuously Work Under Contract" means that term as defined in section M.C.L. 380.1230.

"Restraint" means an action that prevents or significantly restricts a student's movement. Restraint does not include the brief holding of a student in order to calm or comfort, the minimum contact necessary to physically escort a student from one area to another, the minimum contact necessary to assist a student in completing a task or response if the student does not resist or resistance is minimal in intensity or duration, or the holding of a student for a brief time in order to prevent an impulsive behavior that threatens the student's immediate safety, such as running in front of a car. Restraint does not include the administration of medication prescribed by and administered in accordance with the directions of a physician, an adaptive or protective device recommended by a physician or therapist when it is used as recommended, or safety equipment used by the general student population as intended, such as a seat belt or safety harness on school transportation. Restraint does not include necessary actions taken to break up a fight, to stop a physical assault, as defined in M.C.L. 380.1310, or to take a weapon from a student. Restraint does not include actions that are an integral part of a sporting event, such as a referee pulling football players off of a pile or a similar action.

Restraint that negatively impacts breathing means any restraint that inhibits breathing, including floor restraints, facedown position, or any position in which an individual is bent over in such a way that it is difficult to breathe. This includes a seated or kneeling position in which an individual being restrained is bent over at the waist and restraint that involves sitting or lying across an individual's back or stomach.

"School Personnel" includes all individuals employed in a public school or assigned to regularly and continuously work under contract or under agreement in a public school, or public school personnel providing service at a nonpublic school. Except for the obligations set out above to document seclusion or restraint, report to/consult with parents, undertake the required actions if a student shows a pattern of behavior, and collect and report data to the state, school personnel does not include a law enforcement officer (as defined above) assigned to regularly and continuously work under contract or under agreement in a public school.

"Seclusion" means the confinement of a student in a room or other space from which the student is physically prevented from leaving. Seclusion does not include the general confinement of students if that confinement is an integral part of an emergency lockdown drill required under Section 19(5) of the Fire Prevention Code, 1941 PA 207, M.C.L. 29.19, or of another emergency security procedure that is necessary to protect the safety of student.

Adapted from Michigan State Board of Education Policy for the Emergency Use of Seclusion and Restraint adopted in March of 2017

Revised 7/20/17

Use of Tobacco Products by Students - 5512:

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use or possession of tobacco product by students in District buildings, on District property (owned or leased), on District buses, and at any District-related event.

For purposes of this policy,

- A. "tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth.
- B. "use of a tobacco product" means any of the following:
 1. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device
 2. the inhaling or chewing of a tobacco product
 3. the placing of a tobacco product within a person's mouth, and/or
 4. the use of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance

The term “tobacco” includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to “JUUL’s”), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.

In order to protect students and staff who choose not to use tobacco from an environment noxious to them, the Board prohibits the possession, consumption, purchase or attempt to purchase and/or use of tobacco or tobacco substitute products by students at all times (twenty-four (24) hours a day, seven (7) days a week) on Board premises, in Board-owned vehicles, within any indoor facility owned or leased or contracted for by the Board, and/or used to provide education or library services to children, and at all Board-sponsored events.

This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to school grounds.

Advertising/Promotion

In accordance with Policy 9700.01, tobacco advertising is prohibited on school grounds, in all school-sponsored publications, and at all school-sponsored events.

Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters, and other personal articles are not permitted on school grounds, in school vehicles, or at school-sponsored events.

Educational Programming

Tobacco-use prevention education shall be coordinated with the other components of the school health program. Staff responsible for teaching tobacco-use prevention education shall have adequate pre-service training and participate in ongoing professional development activities to effectively deliver education programming. Preparation and professional development activities shall provide basic knowledge about the effects of tobacco use and effects of peer pressure on tobacco use combined with effective instructional techniques and strategies and program-specific activities.

Students who violate this policy shall be subject to disciplinary action in accordance with the Student Code of Conduct/Student Discipline Code and in accordance with policies of the Board.

Weapons 4217:

The Board of Education prohibits support staff members from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, including athletic events, or in a District vehicle.

The term “weapon” means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type, including spring, air and gas-powered guns (whether loaded or unloaded) that will expel a BB, pellet, or paint balls, knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives or any other weapon described in 18 U.S.C. 921.

The Superintendent shall refer a staff member who violates this policy to law enforcement officials. The staff member will also be subject to disciplinary action, up to and including termination, as permitted by applicable Board policy and the terms of existing collective bargaining agreements.

Exceptions to this policy include:

- A. weapons under the control of law enforcement personnel;
- B. items approved by a principal as part of a class or individual presentation under adult supervision, if used for the purpose of and in the manner approved; (Working firearms and ammunition shall never be approved.)

- C. theatrical props used in appropriate settings;
- D. starter pistols used in appropriate sporting events;

Staff members shall immediately report knowledge of dangerous weapons and/or threats of violence by students, staff members, or visitors to the appropriate administrator. Failure to report such information may subject the staff member to disciplinary action, up to and including termination.