



# MILLET MUSTANGS

MELVIN G. MILLET LEARNING CENTER

*Parent Student Handbook*

**SAGINAW ISD**  
SERVE • INNOVATE • EMPOWER



## COMMITMENT

*It is our commitment to facilitate the development of essential skills by implementing high leverage practices in Special Education within a caring, supportive learning environment.*

# Table of Contents

USDA Nondiscrimination Statement.....	4
Introduction, Believing is Achieving.....	5
Attendance.....	6
Discriminatory Harassment of Students.....	7
Transportation.....	10
Emergency School Closing & Delays.....	12
Building Safety & Security Procedures.....	13
Requirements for School Enrollment.....	14
Student Health Immunization Compliance.....	15
School Illness.....	16
Doctor’s Orders for Medication & Procedures.....	18
Accidents & Injuries at School, School Dress Code.....	19
Breakfast & Hot Lunch Program, Support Services, Parent-Teacher Communication.....	20
Parent/Guardian Involvement Plan.....	21
Community Based Instruction, Visiting the School .....	23
Planned Behavioral Intervention.....	25
Behavior Crisis Management.....	26
Suspension & Expulsion .....	27
Student Records .....	28
Saginaw ISD Bylaws & Policies.....	29
Search & Seizure, School Property .....	29
Weapons on School Ground.....	31
Drug Free Schools.....	32
Millet School Calendar .....	33

## USDA Nondiscrimination Statement

**For all other FNS nutrition assistance programs, State or local agencies, and their sub recipients, must post the following Nondiscrimination Statement:**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800)877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866)632-9992. Submit your completed form or letter to USDA by:

1. **Mail:** U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
2. **Fax:** (202)690-7442; or
3. **Email:** [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.

## Introduction

The Melvin G. Millet Learning Center is a Saginaw County based Special Education Center, serving students with special needs from all 12 School Districts located within Saginaw County. The Millet Learning Center is part of the Saginaw Intermediate School District. Children are enrolled into the Millet Learning Center through their local school district through the IEP process.

This handbook is an explanation of the administrative policies and procedures at the Millet Learning Center with useful student centered information.

## Believing is Achieving

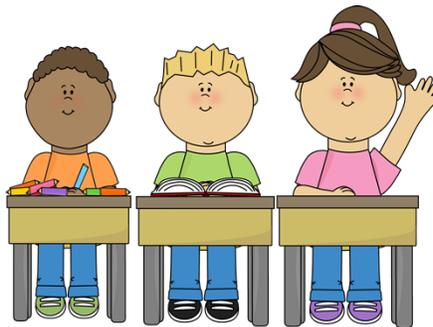
1. All students have the right to an education.
2. All students should have the opportunity to achieve their greatest level of independence.
3. High leverage practices are to be incorporated into instruction.
4. All students are to be treated with fairness and respect.
5. All students have unique needs as well as personal strengths.

## Attendance

Good attendance means that students are present and on time. A full time student at the Melvin G. Millet Learning Center is expected to attend school Monday through Friday, 8:25 a.m. to 3:15 p.m. As a part of their educational experience, good attendance and punctuality will help to prepare students for life and encourage good conduct and the habit of dependability.

The following attendance procedures should be followed:

1. All full day students are expected to be in their scheduled classrooms by 8:30 a.m. unless prior arrangements have been made.
2. In the case of student illness/full-day absence, the transportation department should be contacted as soon as the parent/guardian knows that the student will not be riding the bus. See Transportation Guidelines for contacts.
3. Students arriving after the start of the school day must enter through the Main Office and be signed in. ALL entrances are secured at the start of the school day.
4. Whenever possible, dental and medical appointments should be scheduled outside of the school day.
5. Notify the school office in advance whenever it is necessary to remove a student during the school day. Also, let the office know when a student will be picked up by the parent/guardian and will not be riding the bus home.



## Discriminatory Harassment of Students

Discriminatory harassment of students by School District elected officials, employees, vendors, contractors or others doing business with the School District, students, parent(s)/guardian(s), invitees, volunteers or guests will not be tolerated. Similarly, student-on-student discriminatory harassment is prohibited, equally, and will not be tolerated.

Discriminatory harassment includes unwelcome advances or requests for sexual favors or other verbal or physical conduct relating to an individual's gender, race, color, national origin, age, sexual orientation, religion, height, weight, marital status or handicap/disability when:

- Submission to such conduct or communication is made either an explicit or implicit condition of utilizing or benefiting from the services, activities, or programs of the School District.
- Submission to, or rejection of, the conduct or communication is used as the basis for a decision to exclude, expel or limit the harassed student in the terms, conditions or privileges of the School District.
- The harassment substantially interferes with the student's education, creates an intimidating, hostile, or offensive environment, or otherwise adversely affects the student's educational opportunities.

Any student who believes that he or she has suffered harassment shall immediately report the incident(s) to his/her school Program Director or supervisor, or an Assistant Program Director or supervisor, or to the following person:

The Superintendent of Schools  
Saginaw Intermediate School District  
3933 Barnard Road  
Saginaw, MI 48603  
(989)249-8726

Should the complaint be against the Superintendent, the incident shall be reported to:

Vice-President of the Board of Education  
Saginaw Intermediate School District  
3933 Barnard Road  
Saginaw, MI 48603  
(989)249-8726

The School District will make every effort to assure that a student reporting an incident(s) of discriminatory harassment will not suffer any form of reprisal.

In determining whether the alleged conduct constitutes discrimination or harassment, the totality of the circumstances, the nature of the harassment and the context in which the alleged incident(s) occurred will be investigated. The building Civil Rights Coordinator, or his/her designee, has the responsibility of investigating complaints of discriminatory harassment of students. In cases where the alleged harassment involves a member of the Board of Education, the School District will appoint outside legal counsel to investigate the complaint. The results of an investigation and any action taken thereon will be communicated to the complaining person.

The School District considers proven discriminatory harassment based on religion, race, color, national origin, age, sex, height, weight, marital status, handicap, or disability to be a major offense, which will result in disciplinary action of the offender. Disciplinary action against a School District employee may include termination of employment. Disciplinary action against a student may include expulsion. Disciplinary action against a Board of Education member may range from Board of Education public censure to removal of the Board Member from an officer position he/she may hold.

Sexual harassment, may include, but is not limited to the following:

- Verbal harassment or abuse
- Pressure for sexual activity
- Sexting (Sending of inappropriate pictures/text through cell phones or internet)

Discriminatory Harassment of Students may include but is not limited to:

- Repeated remarks with sexual or demeaning implications
- Unwelcome touching
- Sexual jokes, posters, cartoons, etc.
- Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, safety, job, or performance of public duties.

In addition, any form of retaliation against the compliant or witness is in itself a form of sexual harassment.

## Step 1

Upon completion of, or at any point in the grievance process, complainants have the right to file a complaint with the Office for Civil Rights, US Department of Education, Washington, D.C. 20201

The complainant should first be directed to the following address:

Office of Civil Rights  
125 E Union St #7  
Flint, MI 48502  
(810)760-2805 (phone)

Within five (5) business days of receipt of answers to the informal complaint. The coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

## Step 2

A complainant wishing to appeal the written (or Step 1) decision of the local Civil Rights Coordinator may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

## Step 3

If still unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education within five (5) business days or receiving the Superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty (40) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) days of this meeting. The decision of the Board of Education shall be final.

The local Coordinator, on request, will provide the complainant with a copy of the district's grievance procedure and investigate all complaints in accordance with the procedure. A copy of each of the Acts and the regulation on which this notice is based may be found in the Civil Rights Coordinator's office.

## Transportation

The Saginaw Intermediate School District provides all school bus transportation to and from the Millet Learning Center. The following guidelines and bus rules have been put into place to provide the safest possible transportation for all students.

### Transportation Guidelines

1. Parents/guardians call the transportation office at (989)799-1885 whenever a student will not be riding the bus. This call should be made as early as possible so that route adjustments can be made, if necessary.
2. Bus drivers have been instructed to stop at assigned bus stops only. If an assigned bus stop must be changed, such as dropping off at an alternate location, notify the transportation office prior to the day of the change. To be acceptable, an alternate stop must:
  - a. Meet the safety laws pertaining to school bus stops;
  - b. Be approved by the Transportation Director;
  - c. Be within an existing route.
3. Students must be ready a few minutes before the scheduled pick-up time. The bus cannot wait for more than two minutes past this time.
4. Each student will be dropped off at the assigned bus stop if:
  - a. The bus driver has observed that an adult is at home to receive the student, or
  - b. Written permission is on file at the Transportation Office authorizing the student to be dropped off without someone receiving him/her.
5. If no one is at home to receive the student, he/she will be driven to the alternate drop off. If no one is home at the alternate drop off, and the emergency contact cannot be reached, the student will be brought back to the Transportation Department to await pick up by the parent/guardian. If the Transportation Department must close for the evening, and no one can be reached, local police will be contacted for assistance.
6. Parents/guardians should call Transportation when planning to drop off or pick up a student from school.

7. If a student being picked up from school by the parent/guardian and uses a wheelchair, it is the parent/guardian responsibility to transport the wheelchair home.
8. When a student misses the bus, it will be the parent/guardian responsibility for transporting to school that day.
9. Only school employees and students are allowed to board the bus. No one other than transportation staff is to operate the bus lift and door.
10. Within the limits of Special Education Law, the Director of Transportation reserves the right to suspend any individual from transportation service displaying behavior that endangers the safety of themselves or others.

## *Student Transportation Safety Rules*

1. Student remains in seat at all times.
2. Student faces forward in seat, does not stand or kneel on seat or put feet in aisle way.
3. Student does not fight or use inappropriate language.
4. Student does not damage property.
5. Student will not injure others.
6. Medications are to be given to the driver upon boarding the bus.



## Emergency School Closings and Delays

In the event that school has to be closed, delayed or released early, parents/guardians will be notified through the automated School Messenger System and local TV stations noted below. TV stations also have web sites to check for school closing and weather information. SISD MILLET LEARNING CENTER will be listed.

WNEM TV-5

WJRT TV-12

WEYI TV-25

When the district in which a student lives is closed as a result of a weather related emergency, but Millet Learning Center is open, **there will be no bus transportation to or from that district.** You may transport your child(ren) to and from school on those days.

## School Delay

If the SISD Transportation is operating and your local school district has a delay, SISD buses will operate as normal.

When there is a delay, **students are not allowed in school prior to the delayed start time** because there will be no staff available to supervise them. When school is delayed 2 hours the start time will be 10:25 a.m.

We cannot accommodate students dropped off early.

## Zilwaukee Elementary Closing/Delay

Millet Learning Center students that attend Zilwaukee Elementary will follow the Saginaw Public School District for closings, delays and early releases. This information will be listed on the above mentioned TV stations as SAGINAW PUBLIC SCHOOL DISTRICT. If the SISD Transportation is operating and the City of Saginaw School District is delayed, the SISD bus will make every effort to meet the delayed start time.



## Building Safety and Security Procedures

A number of procedures and regulations have been developed for student safety and security. All entry doors are locked during the school day. Parents/guardians picking up or dropping off students are required to follow the check in procedure at the main office window. **Please do not ask staff for entry through other doors.** Students will only be released to adults listed on the Emergency Information and Authorization Form. We ask that you keep this information updated from year to year and when changes occur.

Millet Learning Center, through consultation with experts in the field of school security, has developed plans and drills to implement the following levels of security for the protection of students and staff. These levels of security are:

### Secure Phase (Alert Phase)

When the school has been alerted to a possible external threat, such as an off campus critical incident, all outside doors are locked, and activity level within the building is kept to a minimum. This is a non-emergency type phase that is enacted to protect both staff and students from outside threats.

### Lock Down Phase

When the school has an immediate internal or external threat to the building, students and staff, all areas inside the building are locked, secured, and no movement is allowed in the halls. This is an emergency type phase that is enacted to protect both staff and students from ALL threats. Three lock-down drills are performed each school year. Parents/guardians will be notified via school messenger after each lock down drill.

### Fire and Tornado

We are required by law to perform five fire drills per school year. In case of a fire emergency or drill, students and staff will evacuate the building to a safe distance from the building and out of harm's way. Procedures and site specific exit maps are posted in each classroom and office throughout the building; a copy of each is available upon request.

We are required by law to perform two tornado drills per school year. In case of an actual tornado, students and staff will evacuate classrooms to a designated shelter area. Procedures and site specific exit maps are posted in each classroom and office throughout the building; a copy of each is available upon request.

**No one will be allowed to enter the building during these drills.**

## Requirements for School Enrollment

*The following information must be on record in the office for students attending classes.*

### **Birth Certificate and Proof of Residency**

Parents/guardians are required to provide a certified copy of the student's birth certificate at the time of enrollment. Parents/guardians are also required to show proof of residency, by showing two (2) pieces of documentation of address/residency at the time of enrollment.

### **Emergency Information and Authorization Form**

This contains essential emergency contact information that must remain up-to-date. It is the parents/guardians responsibility to notify the school when phone numbers and other essential information changes. This makes it possible to quickly reach responsible people for decisions and assistance in providing necessary care in case an emergency situation arises.

### **School Physical/Health Appraisal**

Each student is required to have a physical or health evaluation before entering school. This will make it possible to determine if there are any health concerns which might affect the student's ability to learn or would require modification of the school program.

### **Vision & Hearing Screening**

All students entering school for the first time must have proof of vision and hearing screening completed between the ages of three and five as required by the Michigan Department of Community Health. Additional vision screenings are recommended approximately every two years.

## Immunizations

State law requires that children attending school must be immunized against common childhood illnesses. Immunization records must be up-to-date and on file at the school. Laws requiring immunizations supersede Special Education law that requires schools to provide a Free Appropriate Public Education. For answers to questions about student immunization records, families should contact either the local health department or their primary care physician.

If a student is unable to receive a required immunization due to medical reasons or personal or religious beliefs, an immunization waiver form must be obtained from the health department or physician and completed by the parent/guardian and the physician.

- A copy of the immunization record must be on file with the school nurse prior to the first day of school.
- Students who have not completed the required immunizations will **NOT** be allowed to attend school unless a waiver is on file.

## *Student Health Immunization Compliance*

1. Students with an incomplete immunization record will receive a letter from the school nursing office. In this letter, the state accepted waiver/delay circumstances are presented with a form and instructions for choosing them if desired. In addition, a list of agencies that may be contacted to provide immunizations will be provided.
2. For the purpose of providing a report to the state, the supervising nurse and secretary review all immunization records of new enrollees for completeness.
3. To protect our medically fragile students and to make sure that all immunizations are complete, all students will be screened for completion of immunization.
4. The teachers, principals, and transportation departments are provided names of students who will be excluded until their immunizations are complete.
5. The nursing office determines whether the evidence is sufficient for reinstatement, and supplies written information to the same people as in 4 above.

## School Illness

Contact the school nurse to report student illness. This information is very important to communicable disease prevention at school. For more complete diagnosis or confirmation of illness, it is important to see a primary care physician. The student should be excluded from school until fully recovered or until approved to return by the physician.

The following are some guidelines for signs and symptoms of when to keep students home from school and call a healthcare provider for recommendations:

- Excessive tiredness
- Vomiting
- Sore throat
- Headache
- Runny nose
- Cough; persistent or productive
- Open sores that are draining or not healing
- Diarrhea or persistent abdominal pain
- Swelling & tenderness of lymph glands
- Sores or crusts on scalp, face or body
- Skin rash
- Fever of 100°F or ↑
- Flushed face
- Red watery eyes

**The parent/guardian or emergency contact will be notified by an administrator or nurse when a student becomes seriously ill at school.** A school nurse will be involved in finalizing decisions about removal from school. The nurse will be available for additional communication about health concerns should this become necessary. **Please keep the school informed of any changes to home or emergency numbers. In the event a student cannot remain in school due to health reasons; it is imperative that someone be available to pick them up.**

When parents/guardians are contacted to pick up their children in these situations, it should be treated as a very serious matter that requires a rapid response for the safety and health of the student and/or others coming into contact with the students. The parent/guardian is responsible for making any necessary arrangements to transport the student home promptly and to provide for any necessary medical treatment. Remember the following when the students return to school after an illness:

- No symptoms of illness for 24 hours or (1 whole day) before returning
- First dose of any new medication must be given at home
- Remain home at least 24 hours after the first dose of an antibiotic
- **Physician's Order Form is required for medications, lotions, creams, etc., to be given at school**

\* There may be additional procedures and precautions implemented related to COVID considerations. Parents will be advised as information becomes available.

If there has been a student absence (or it is possible to know in advance) due to hospitalization, surgery, or extended illness, it is necessary to bring a doctor's statement prior to return that states it is now safe to return to school. Any orders for medication, treatments or activity restrictions will be required BEFORE a student returns to school. Please notify the school nurse whenever there is a hospitalization so the necessary forms can be mailed to avoid delays in the child returning to school and school activities.

## Head Lice

Head lice can happen to anyone. It is not a sign of having poor health habits or being dirty. The most important fact to remember is that the problem should be quickly treated because delays will only help spread the infestation through the family and the school.

Students sent home with suspected head lice may be excluded until they have received treatment as recommended by their physician or the Saginaw County Department of Health. ***A parent/guardian may accompany a student to school after treatment and removal of all nits from the hair.*** The school nurse will check all returning students to be sure the treatment has been effective and nits have been removed.

- Check with the family physician or health department to make sure the correct product is used for the treatment. (Some products may cause or increase seizures).
- Follow the directions carefully. Products should be applied to the hair only. Avoid contact with the rest of the body such as rinsing the hair in the bathtub or shower.
- ALL nits should be removed before returning to school.
- Saginaw County Health Department will be consulted for other health concerns, i.e. bed bugs, zika, etc.



## Doctor's Orders for Medications and Procedures

### **Medications**

If a student must take medication during school hours, a Physician's Order Form must be completed and signed by both the parent/guardian and the physician. Medication includes prescription, non-prescription or over-the-counter, herbal and homeopathic treatments whether taken daily, short term or as needed including those taken by mouth, by inhaler or Nebulizer, by injection, and those applied to the eyes, ears, nose, mouth, skin, or given rectally. Please do not put medications in backpack or personal belongings.

Medications must be sent to school in a labeled container including the student's name, prescribing physician's name, the name of the medication, dose and specific directions for administration. Please request an extra prescription labeled container from the pharmacy when filling a prescription. Medication should be given to the bus driver for transport to school or it can be delivered to the school by the parent/guardian. If the family believes a student may be capable of bringing and taking medications independently, contact the school nurse in advance. A Physician's Order Form or doctor's prescription is required and must state that the student is capable of assuming this responsibility. The school nurse or principal may discontinue a student's right to self-administer and self-carry if there is misuse of the medication that would pose a danger to the student or others. Parents/guardians will be informed of the misuse and denial of the student's right to self-carry and self-administer. A new Physician's Order Form must accompany any change in medication, dosage, time or route of administration.

### **Special Health Care Needs**

Special treatments such as catheterization, Nebulizer treatments, tube feedings, blood glucose testing, and dressing changes that are required during school hours require a Physician's Order Form signed by both the parent/guardian and prescribing physician. All special health care procedures must be scheduled through the school nurse. The parent/guardian is responsible for providing all equipment and supplies necessary and for informing the school nurse of any changes in the student's health.

### **Special Diets**

State regulations require a physician's order be obtained and updated annually for any dietary and/or restrictions or special dietary needs. Appropriate dietary substitutions will be made according to the physician's recommendations.

## Accidents & Injuries at School

If a minor accident or injury takes place at school, the school nurse will report this to parents as soon as possible by telephone or in writing. If the injury requires emergency treatment, the student will be transported to the hospital indicated and the parent/guardian will be contacted as soon as possible.

Please keep the school informed of any student bruises or injuries, as well as their cause. Children are active explorers of their environment and frequently make errors in judgment. They can quickly move into potentially dangerous situations and experience a mishap resulting in an injury. This is normal and all parents/guardians raising children have encountered it. Although we are careful in our judgment, any potentially suspicious injuries must be reported.

**All schools are mandated by the State of Michigan to report possible student abuse and neglect to Protective Services.**

## School Dress Code

The Administration at the Millet Learning Center considers the matter of individual student dress to be the responsibility of the parents/guardians. The following guidelines have been established to assist those responsible in selecting appropriate dress:

1. Students should strive for reasonable personal cleanliness so they are not offensive to any other person.
2. Clothing which promotes alcohol, drugs, or tobacco will not be allowed.
3. Clothing and grooming considered distracting, indecent, or inappropriate for the classroom will not be allowed.
4. Any type of clothing that has lewd or offensive connotations will not be allowed.

Students who come to school inappropriately dressed may not be allowed to remain at school. Compliance with these guidelines will help us provide a positive environment in which to learn.

A variety of supplies, purchased by parents, may need to be kept at school. Depending on the needs of the individual student, this may include such items as sufficient diapers and wipes; as well as a change of clothes. The teacher may ask that particular necessities be provided.

**The school does not supply diapers or wipes.  
This is the responsibility of the parent.**

## Breakfast and Hot Lunch Program

Millet Learning Center will be participating in the Community Eligibility Provision (CEP) as part of the National School Lunch and School Breakfast Programs. All students enrolled at our school receive a healthy breakfast and lunch at no charge to the household each day.

State regulations require a physician's order be obtained and updated annually for any dietary and/or restrictions or special dietary needs. Appropriate dietary substitutions will be made according to the physician's recommendations.

## Support Services

All children are unique and their personal and educational needs vary. The faculty at the Millet Learning Center includes specialized support staff that is available to assist with those individual needs that cannot be met by the classroom teacher. These professionals may provide direct, indirect or consultative services to students, teachers, or parents. In most cases, the support staff is available for consultation regarding concerns pertaining to school or home. The following Pupil Support Services personnel may be assigned to individual students as determined by an Individualized Educational Program (IEP).

- Speech Therapist
- School Nurse
- Occupational Therapist
- Physical Therapist
- School Social Worker
- Physical Education Teacher
- Teacher Consultant
- Orientation and Mobility
- Vision Impaired Consultants
- Hearing Impaired Consultants

## Parent – Teacher Communication

Opportunities for communication include scheduled IEP team meetings, planned visits or attending school open houses (see regulations below). Progress reports are sent out at the end of each marking period from each teacher, much like a report card. We encourage regular written communication logs between home and school. The Millet Learning Center abides by the Family Educational Right and Privacy Act (FERPA) when communicating about students. Please be aware that the classroom teacher has the primary responsibility for communication with parents/guardians.

## Parent/Guardian Involvement Plan

### **The staff will:**

- Provide a safe, positive learning environment.
- Show care and respect for all students and their families.
- Deliver a high quality individualized curriculum through motivating and interesting hands on learning experiences.
- Address each student's unique needs and encourage their individual talents.
- Value and respect the importance of parent/guardian roles in the education of their children.
- Communicate academic progress and attendance information.
- Establish methodologies and scheduling to allow parents/guardians to visit classrooms and participate in school activities.
- Help parents/guardians to support learning and positive behavior at home.
- Help students become an active member of his/her community.
- Help students and parents/guardians understand their rights and responsibilities at the age of majority.

### **The students will:**

- Arrive at school and attend class on time each day.
- Put forth their best effort which includes paying attention and participating in the class activities.
- Promptly deliver to parents/guardians and teachers all letters, messages and notes from school or home.
- Cooperate with other students and adults at school.
- Respect the rights and property of others and follow all school rules.
- Use appropriate language to communicate with adults and other students.
- Work to become an active member of their community and live as independently as possible in their home.
- Be actively involved in designing, setting goals, and implementing a personal development plan.
- Recognize that they have responsibilities along with their rights.

**The parents/guardians can help their student succeed by encouraging their development and progress in school. For example:**

- Review and discuss activities in school.
- Encourage their student to attend school on a regular basis.
- Encourage and assist their student in reading life skills information such as recipes, directions, safety words and personal information at home and in the community.
- Assist their student in becoming involved in community activities with peers.
- Support their student as he/she practices skills, learned at school, in home.
- Help student connect what is learned at school to the real world.
- Recognize and praise the student's efforts and progress.

**Contribute to good home/school communication. For example:**

- Share information with school staff about unique family or life circumstances that may affect the student at school.
- Read newsletters, notes, and other communications and discuss and/or respond when needed (or appropriate).
- Attend and participate in IEP meetings, school open house activities and other appropriate school functions.
- Share concerns and work together with the school to resolve problems.



## Community Based Instruction

Community Based Instruction (CBI) is educational instruction in naturally occurring community environments providing students “real life experiences”. The goal is to provide a variety of hands on learning opportunities at all age levels to help students acquire the skills to live in the world today. Community Based Instruction:

- Promotes inclusion or integration in real environments with peers and community members
- Provides access to age-appropriate environments and materials
- Increases expectations
- Identifies individual strengths, preferences and interests
- Assists in improved self-determination skills
- Provides opportunities for social and interpersonal communication

Our classes here at Millet Learning Center will be integrating CBI into our curriculum. Students will be accompanied by Millet Staff including teachers, paraprofessionals, therapist and nursing staff as needed. Students will be transported by school bus or district owned vehicles. Students must have written permission from parent/guardian in order to participate in Community Based Instruction.

## Visiting the School

Millet Learning Center recognizes the central role of parents/guardians in the education of their children. We support active parent/guardian involvement in the educational process. Parents/guardians are encouraged to maintain regular contact with their child’s instructor. To familiarize themselves with their student’s learning environment, they are encouraged to come to planned conferences, school open house and visitation days.

Parents/guardians may also visit their student’s classroom on other days, subject to the prior approval of the school administration and in observance of the regulations provided. These regulations are necessary to safeguard the learning environment by reducing the disruption that can be caused by having visitors frequently observe the classroom and place demands on the teacher’s time. We also take seriously our obligation to protect the privacy rights of all students and their families by ensuring that the frequency of visitations by one parent/guardian does not allow that person to develop inappropriate knowledge of the behavior or learning progress of other students.

The following regulations apply to parent/guardian visits:

1. All parent/guardian visitations are subject to the approval of the supervising school principal, who is charged with the responsibility of safeguarding the learning environment and privacy of students.
2. Visitors are required to check in at the school office prior to the time in which they wish to observe, and wait for an escort per building policy before proceeding to any other part of the building. Visitor tags will be provided at the office.
3. Parents/guardians in classrooms are there as guests and are asked to behave as quiet observers of classroom activities, unless specifically requested otherwise by the classroom teacher. Visitors should arrive and leave at the agreed upon times.
4. No more than two visitors shall be permitted in a classroom on any given day, except for special occasions such as a scheduled open house.
5. To protect the privacy of other students, the parent/guardian of a student is limited to two classroom visits per marking period and agrees to keep any information gained on the behavior or performance of other students strictly confidential.
6. Visitation shall not be allowed during tests or other student examination/evaluation.
7. Visiting parents/guardians are to refrain from using classroom observations for impromptu conferences either during or outside of class time. An appointment should be made with the teacher if the parent/guardian wishes to discuss their student's educational progress. Teachers are expected to use the time before school, after school, and between classes for preparation, meetings, and discussion with colleagues.

In the very rare circumstances that any parent/guardian may choose to disregard these regulations, or intentionally disrupt the educational process of the school, they may be asked to leave. Failure to vacate the premises in this instance when requested may result in removal. In the event that this occurs, the administration reserves the right to deny any permission for any future visits.

## Planned Behavioral Intervention

Behavior intervention is the organized application of behavioral learning principles to change inappropriate behavior. The goal is to teach students alternative strategies so their behavior no longer requires specialized or restrictive services and situations. When behavior interferes with learning or a safe and orderly environment for others, this behavior is studied through the process of developing a Functional Behavioral Assessment that may lead to a Behavior Intervention Plan (BIP).

Development and implementation of a BIP is the responsibility of the teacher. It is expected that the teacher will consult with the parent/guardian in a collaborative, problem solving attempt to address any behavior that rises to this level of concern. Supportive assistance from other professionals is available through the organized process of the Behavioral Review Team. Millet Learning Center's Behavior Support Manual is a very useful resource guide to aid in this process. If a BIP has any potentially aversive elements to it, this will require review by the Behavioral Review Team and informed consent from the parent or legal guardian prior to implementation. However, this is different from crisis management explained in the later section. Regardless of potential discomfort, crises involve additional considerations that must be addressed for sufficient care, welfare, safety and security of all involved. Recurring crises indicate the need for additional analysis and planning.

BIPs are considered to be instructional methods plans. For this reason, they are a plan of how the teacher teaches and are not, therefore, part of an Individualized Educational Plan (IEP). However, one can be required by an IEP Team as a service to be performed, it can help to achieve a behavioral goal on the IEP, and the extent to which progress is made in changing the behavior will always be documented and can be reported on a regular basis.

At Millet Learning Center, the use of positive methods is a necessary element in our behavioral program. We consider our best efforts those things we do "with" not "to" students. Staff will model, teach and guide expected appropriate behaviors. This can include, but is not limited to the following; teaching replacement skills, coping skills and social interaction skills. Students will be given appropriate choices and positive attention as a means of promoting the desired behavior. We want to teach adaptive behavior, facilitate alternative communication systems, improve/maintain current positive functional skills or expand an individual's ability to make choices and control their environment. It is hoped and expected that through these techniques, we will be showing students better ways to meet their needs and prevent the development of serious behavior problems.

## Behavior Crisis Management

### Acting Out Students

Serious “acting out” involves any episode in which a student engages in highly disruptive, aggressive, or violent behavior and shows a pattern of on-going refusal or inability to regain self-control despite staff directions and support. If this seems likely to occur again, it will require a long term planned intervention to modify this behavior, as indicated in the above section on behavioral intervention. Any intense episode of acting out behavior constitutes an emergency or crisis that must be contained so that order can be restored for the benefit of all.

Staff will use approved methods to achieve the best possible care, welfare, safety and security of all involved in that setting. Every effort will be made to engage the student in a way that will meet that students needs at the moment in an effort to deescalate the crisis. Approved methods include Nonviolent Crisis Intervention as approved by the Crisis Prevention Institute.

Until a physically acting out student is able to regain self-control, physical means may be necessary to provide sufficient care. Staff will never use threats, verbal abuse, deprivation of basic needs, corporal punishment, or otherwise intentionally cause physical discomfort as a means to correct behavior. Staff at Millet Learning Center attend Nonviolent Crisis Intervention annually.

### Emotional Recovery vs. Time Out

An Emotional Recovery Room is used, at times, with students who are engaging in serious acting out behavior and are so out of control that he or she shows no signs of being able to regain physical self-control without assistance over an extended period of time. When used, this is considered a helpful option that will reduce the risk of injury to self or others. An instructional staff member is present at all times to continuously monitor student behavior, and help the student to calm down and make more appropriate choices. In the rare circumstance that there is a problem with fear of smaller rooms (claustrophobia) or tendencies to self- injury, the location or procedure is modified to remove this problem. If it is not possible to sufficiently modify the location or procedure, an Emotional Recovery Room is not used.

Regardless of its availability, an Emotional Recovery Room is used as a last resort when nothing else is working to help a student regain self-control in a serious acting out episode in which someone might get hurt. Approved procedures are carefully followed, documentation is kept, and parents informed whenever it has been used.

Repeated usage with a student requires a special, written Behavior Intervention Plan (BIP) following careful study and review with other professionals toward a goal of assisting the student to no longer need this restriction. Implementation would only occur with informed parent/guardian consent and parents/guardians receiving a copy of this plan.

### **Post-intervention**

One of the best means of preventing another crisis behavior event is to use good post-intervention. That is, what we do immediately after a crisis may help to prevent the occurrence of a future crisis. As part of Nonviolent Crisis Intervention training, staff have been trained in how to work with students after a crisis is over, and how to problem solve among themselves in a way that future crises are less likely to occur.

### ***Suspension and Expulsion***

Federal and State laws regulate suspension and expulsion for students with disabilities. Suspensions that accumulate to 10 or more days for students with disabilities represent a possible change of placement. These suspensions are subject to special rules and limitations that require the guidance of an Individualized Educational Plan (IEP) developed by an IEP Team. State law requires additional considerations when drugs or weapons are involved in a decision to exclude a student from school.

When aggressive, disruptive behavior problems are chronic or severe enough to interfere with learning, disciplinary action may be required. When more extensive suspension is contemplated, the IEP Team makes the determination of whether a student's actions are related to his/her disability at a Manifestation Determination Meeting. A Functional Behavior Assessment (FBA) may be recommended leading to development of an appropriate Behavior Intervention Plan (BIP), or modification of an existing one. Information developed in the behavior assessment process can be helpful in making a determination of whether or not a student's behavior was a manifestation of his or her disability.

If extended suspension is required, the school district continues to meet its obligation to work with parents to plan for and provide interim, alternative programming to meet the student's special education needs. Every effort will be made to reach a mutual agreement on appropriate programming and placement. In general, a guiding philosophy of the Individuals with Disabilities Act (IDEA) has been interpreted to mean that students with disabilities are never denied educational services when their actions are related to their disabilities.

## Student Records

### Notification of Parent Rights under FERPA

**The Family Education Rights and Privacy Act (FERPA) affords parents and eligible students over 18 years of age certain rights with respect to the student's educational records. These rights are:**

1. The right to inspect and review the student's education records within 45 days of the day the school receives a written request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will respond based on board policy and notify the parent or eligible student of the time and place where the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the supervising principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person serving on the SISD School Board; a person or company with who the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a

student seeks to enroll. In this last event, school officials will make a reasonable attempt to notify the parent or eligible student of the records request.

4. We recognize the right of parents to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5920  
Phone: 1-800-USA-LEARN (1-800-872-5327)

## *Saginaw Intermediate School District Bylaws and Policies*

### **Search and Seizure**

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.

The Superintendent shall prepare administrative guidelines to implement this policy.

## *Weapons on School Grounds*

The Board of Education prohibits visitors from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the Board including, but not limited to, property leased, owned, or contracted for by the Board, a school-sponsored event, or in a Board-owned vehicle.

The Board has a constitutional and statutory obligation to provide a free and appropriate education to all students who qualify. This includes the obligation to provide a safe and secure learning environment. The presence of dangerous weapons on school property or at school sponsored events, except under very controlled circumstances, creates a potentially dangerous situation for students, staff and visitors, and may trigger precautionary safety responses which disrupt the educational process and learning environment for students.

The Board therefore concludes that prohibiting weapons on school property and at school sponsored events is reasonably related to legitimate educational concerns, including the ability to provide a safe and secure learning and social environment for its students and controlling and minimizing disruptions to the educational process.

Federal law establishes a "Weapon-Free School Zone" that extends 1,000 feet from the boundary of any school property.

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, explosives or any other weapon described in 18 U.S.C. 921.

This prohibition applies regardless of whether the visitor is otherwise authorized by law to possess the weapon, including if the visitor holds a concealed weapons permit. The following are the exceptions to this policy:

- A. Weapons under the control of law enforcement personnel;
- B. Starter pistols used in appropriate sporting events.

These restrictions shall not apply in the following circumstances to persons who are also properly licensed to carry a concealed weapon:

- A. A county corrections officer, a member of a Sheriff's posse, a police or sheriff's reserve or auxiliary officer, or a State Department of Corrections parole or corrections officer, a private investigator, a Michigan State Police motor carrier officer or Capitol security officer, a State court judge, a security officer required by the employer to carry a concealed weapon while on the premises, a court officer.
- B. A retired police or law enforcement officer, a retired Federal law enforcement officer, or a retired State court judge.

The Superintendent shall take the necessary steps to prosecute for a violation of the Weapon-Free School Zone.

In the event that a visitor violates this policy and refuses to leave the property or take other action as directed by the administrator, the administration is directed to immediately initiate a lockdown of the affected school or area, consistent with the lockdown procedures set out in Policy 8420. There are no exceptions to this mandate.

The Superintendent shall refer a visitor who violates this policy to law enforcement officials and may take any steps necessary to exclude the visitor from Board property and Board-sponsored events.

## Drug Free Schools

Use of tobacco or other drugs is not permitted on any school grounds. In addition to buildings and grounds, this includes parking lots, and driveway entrances, and any other school sponsored event or location.

