



Joseph K. Lumsden
Bahweting Anishnabe
Public School
Academy 2022-2023
Parent and Student Handbook

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www.iklschool.org

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Joseph K. Lumsden Bahweting Anishnabe School
2022-2023 School Calendar

All Staff Return	August 29
Labor Day Break for School Year Staff (Except Teachers) (Paras Optional)	September 1 - September 5
Labor Day Break for Teachers	September 2 - September 5
First Day of School	September 6
Native American Day - Staff In-Service	September 23*
Fall Count Day- Your Student's attendance is vital	October 5
Professional Development - Staff In-Service	October 14*
End of 1st Marking Period/Teacher Workday	November 11*
Parent/Teacher Conferences	November 17*, 18*
Thanksgiving/Autumn Break	November 23, 24, & 25
School Resumes	November 28
Holiday Break	December 22* - January 2
School Resumes	January 3
End of 2nd Marking Period/Teacher Workday	January 27*
Parent/Teacher Conferences	February 3*
Spring Count Day- Your Student's attendance is vital	February 8
Winter Break Days	February 10 - 13
School Resumes	February 14
Noon Dismissal/Staff Professional Development	March 10*
Spring Break – Noon Dismissal	March 24*
Spring Break	March 27 - March 31
School Resumes	April 3
Good Friday - End of 3rd Marking Period/Teacher Workday	April 7*
Easter Monday-No School	April 10
School Resumes	April 11
Parent/Teacher Conferences	April 13*- 14*
Memorial Day Break – Noon Dismissal	May 26*
Memorial Day Break	May 29
School Resumes	May 30
Field Day/Teacher Workday	June 8*
Noon Dismissal/Last Day of School	June 9*
(End of 4th Marking Period)	*Indicates noon dismissal

Administrative & Management Staff

Theresa Kallstrom	Superintendent
Carolyn Dale	Principal
Chris Gordon	Dir. Of Curriculum, Instruction, State, Federal & School Programs
Becky Aldrich	Director of Business and Finance
Regina Rolstone	Human Resources
Holly Traynor	Special Education Director
Matt Patzwald	Manager of Technology Services

Central/Support Staff

Troy McBride	Dean of Students
TBA	Special Education Behavior Technician
Michele Savoie	School Secretary
Melissa Morehouse	School Secretary
TBA	Special Education Secretary
Megan Baril	Business Office Assistant
TBA	School Social Worker
Tonya Williams	Special Education School Social Worker
Ginger Stratton	Administrative Assistant
Jamie Eavou	Intervention Specialist
Lori Jodoin	Parent Involvement Coordinator
Carolyn MacArthur	Business & Data Specialist
TBA	Speech and Language Pathologist
Alison Kasprzak	Nurse
Stacey Daley	Nurse
Andrew Stiling	Technology Support

Instructional Staff – Elementary

Emily Reynolds	Kindergarten
TBA	Kindergarten
Jaci McDowell	Kindergarten
TBA	First Grade
Christina Gillett	First Grade
Lisa Casselman	First Grade
Tara Allison	Second Grade
Tan-A Hoffman	Second Grade
Wendy Spray	Second Grade
TBA	Third Grade
Peter Joseph	Third Grade
Jeanie Veeneman	Third Grade
TBA	Third Grade
Shelly Butzin	Fourth Grade
Marcee Garland	Fourth Grade
TBA	Fourth Grade
Travis Ash	Fifth Grade
Elayna Clow	Fifth Grade
Lorie Zenker	Fifth Grade

Instructional Staff - Middle School

Kathleen Connors	Language Arts
Janna Deneau	Language Arts
Aaron Litzner	Language Arts
Alison Innerebner	Math
Emily Mettner	Math
Heather Purple	Science
TBA	Science
Robert Donaldson	Social Studies
Sara Stec	Social Studies

Instructional Staff - Specialty Areas

Teresa Ridley	Art Education
Kirstyn Beaulieu	Academic Services
Angela Chaput	Academic Services
Katie Heyboer	Academic Services
Richelle Berry	Academic Services
Cara Tazelaar	Academic Services
Chris Paquin	Academic Services
Kara Felczak	Academic Services
Laura Franklin	Academic Services
Anangaabii (LTS)	Culture and Language
TBA	Culture and Language Coordinator/Teacher
Amy McCoy	Culture and Language
Barbara Rogers	Art/Music/Gifted and Talented
Susan Solomon	Gifted and Talented
Cathy Wilkinson	General Music/Orchestra
Chloe Kannan	Literacy Coach
Mike Gordon	Math Coach
Karen Mitchell	Media Specialist
Greg Chromy	Physical Education and Athletic Director
Jessica Singleton	Physical Education/Health
Donna Kozma	Reading Recovery/Academic Serv./Assessment Specialist
TBA	Special Education
TBA	Special Education
TBA	Special Education
Denise Roe	Special Education
Noel Flammia	Special Education
Amanda Perdomo	Special Education
Mary Natske	Special Education
Tracey Knight	Technology

Paraprofessionals (K-8)

Alex Briglio	Elementary
Vici Clement	Elementary
Jennifer Corbiere	Elementary
Shanna Croad	Elementary
Molly Davie	Elementary
Dan Leach	Elementary
June Maloney	Elementary
Tabitha Newell	Elementary
Brandi Reno	Elementary
Suzanne Soule	Elementary
Tammy Folkersma	Elementary
Tarah Eitrem	Elementary
TBA	Elementary
TBA	Elementary
TBA	Elementary
TBA	Elementary
Maureen Fitzpatrick	Middle School
Shari Robertson	Middle School
Sara Litzner	Middle School
TBA	Middle School
Brooke Rizzo	Special Education
Linda Schmaltz	Special Education
Debra Lujan	Special Education
Robyn Smith	Special Education
Barb Garn	Special Education
Dawn Benner	Special Education
Heather LaPointe	Special Education
Julie King	Special Education
Jacob Thomann	Special Education

Transportation, Maintenance & Custodial Staff

TBA	Transportation Supervisor
James Killips	Bus Driver
Gary Krans	Bus Driver
Mark Pancheri	Bus Driver
Zelda Pancheri	Bus Driver
Tyler Zabelka	Bus Driver
Jane Palermo	Bus Driver
Robert Hoffman	Maintenance/Custodian
Ken Eagle	Maintenance/Sub Bus Driver
Ericka Bumstead	Maintenance/Custodian
Myles Meehan	Maintenance/Custodian
Michael Eagle	Custodian

Food Service

Patricia Albon	Cook
Lisa Brunet	Cook
TBA	Cook
Zelda Pancheri	Cook
Jaime Methner	Cafeteria Clerk

SECTION ONE: GENERAL INFORMATION

WELCOME

The Joseph K. Lumsden (JKL) Bahweting Anishnabe School Board Members and Staff extend a warm welcome to parents/guardians and students. We are committed to providing a comprehensive educational program in an environment designed to foster social, emotional, cultural, and intellectual growth and development. This handbook provides important information about school programs, practice and policies during a regular school year. Please review it carefully and contact us should you have any questions.

MISSION STATEMENT

JKL Bahweting Anishnabe School, in cooperation with parents and community, provides an educational program that develops each student's individual abilities. We are committed to providing educational excellence through rigorous and relevant programs within a safe, nurturing and culturally rich environment.

EQUAL EDUCATION OPPORTUNITY

It is the policy of Joseph K. Lumsden Bahweting Anishnabe School to provide an equal educational opportunity for all students. Any person who believes that any School staff person has discriminated against a student on the basis of race, color, disability, religion, gender, age, ancestry, national origin or other protected characteristics has the right to file a complaint. To make a formal complaint or to obtain additional information, contact the School Administrator or designee.

ENROLLING IN THE SCHOOL

Enrollment space is limited and parents/guardians should complete all registration materials within the requested time periods to ensure initial or continued enrollment.

For initial enrollment, parents/guardians will need to bring:

- A birth certificate*
- Custody papers from a court (if applicable)*
- Both sides of Tribal card (if applicable)*

To **finalize** enrollment, parents/guardians will need to complete:

- Census Verification*
- Dr./Dentist information*
- Authorization and Permission Form*
- Racial/Ethnic Verification*
- Intense Bi-Lingual Certification*
- Application*
- Affirmation of prior discipline (if applicable)*
- Age Waiver (if applicable)*

Returning Students: Although enrollment preference is given to returning students, previous year's enrollment does not constitute re-enrollment for the following year. Failure to complete requested enrollment documents may result in loss of a student's space. Parents/guardians are requested to complete the re-enrollment ("are you returning") letter materials by the requested deadline to confirm continued enrollment spaces for their children.

New Applicants: New applicants for the new school year need to apply during our "OPEN ENROLLMENT". We will notify the public of any open enrollment date. At that time we will accept applications from anyone interested in their child attending our school. Prior to having an open enrollment, notes will be sent home to existing students to determine if there are any siblings in the household that wish to attend our school. Once the number of positions available is determined, there will be a lottery of those students applying to attend Bahweting School. All applicants' names will be drawn and given a number. Available space will be offered to those students in the order of their draw number. New applications will be accepted for the current school year until the open enrollment period for the following school year. These enrollment applicants will be added at the end of the lottery wait list.

Homeless Students: We work to ensure students in temporary living situations enroll, regularly attend, and succeed in school. We serve students grades K-8 at JKL Bahweting Anishnabe school. The McKinney-Vento Act guarantees that students in temporary living situations have equal access to the same free and appropriate public education provided to others.

If you live temporarily in a shelter, motel, vehicle, campground, on the street, in abandoned buildings, a temporary foster care placement or double up with relatives or friends, you are considered eligible for services under the McKinney-Vento Act. These students have the right to:

- Continue in their "school or origin" (the school they last attended when permanently housed or the school they last attended), if that is your choice and it is feasible, or attend the neighborhood school where you are currently living.
- Receive transportation to the school of origin if requested.
- Immediately enroll and attend classes without providing a permanent address, past school or immunization records, proof of guardianship, etc. You still must fill out enrollment packets.
- Receive free lunch.
- Receive equal access to education and support services if eligible, participate in before- and after-school activities.

When receiving services from the JKL Bahweting, you can expect:

- To be treated with dignity.
- To be treated as an individual with personalized needs.
- To have your privacy respected and protected.
- To be given a form to sign that gives our office permission to provide services and exchange information with schools and relevant community agencies.

Services are enhanced when:

- Phone calls are returned promptly.
- We are given advance notice of requests.

It is your responsibility to:

- Call the school when the student will be absent.
- Call your transportation contact when arranged transportation is not needed.
- Call us if you plan to move so we can help with any transition.
- Call us when your contact information changes.

We want to hear from you if you think your rights have been violated or if you have a complaint about these services. Your services WILL NOT be impacted when you lodge a complaint.

- Please call us and tell us your concern. We will work together on a solution.
- If you feel like your needs were not met, you will be put in contact with the school homeless liaison within 5 days.
- If the matter is still not resolved, the homeless liaison will set up a meeting with an EUPISD administrator within 5 days.
- If we are unable to reach a resolution locally, we will advise how to file a written complaint with the Michigan Department of Education.

Eligibility: The federal McKinney-Vento Act considers individuals who lack a fixed, regular and adequate nighttime residence as homeless. This includes students living in the following:

- Emergency shelters/transitional housing
- Motels or hotels.
- Unsheltered or in substandard housing.
- Shared housing due to a loss of housing, economic hardship, safety concern, etc.
- Temporary foster care placement (less than 6 months) or living temporarily with a non-parent guardian.

Services:**Referrals**

- Connect students and families with medical and mental health services as requested.
- Assist with clothing needs.
- Link families with local housing resources.

Food

- Provide free breakfast, lunch, and snack.

Personal Items

- School supplies and backpacks
- Clothing

Transportation

- Offer transportation to and from school.

Financial Assistance

- Assist students with a wide variety of school-related financial needs such as school supplies, field trips, and school activities.

Academic Support

- Work to connect students to tutoring.
- Intervene to assist with truancy.

Advocacy

- Offer advocacy, technical support and guidance in matters involving school enrollment and other academic difficulties

SCHOOL DAY:

Full Day 8:20 a.m. – 3:50 p.m.

Half Day 8:20 a.m. – 12:00 p.m.

Your student's classroom learning starts promptly at 8:20. Students should arrive to school by 8:10 to have enough time to prepare themselves for the day including:

- delivery of money, notes, etc. to the office
- eating breakfast
- storing items in lockers
- **settling into their classroom seat ready to learn by 8:20**

At 8:20 classroom teachers will begin instruction. Students arriving to the classroom after 8:20 will be sent to the office for a tardy slip. Breakfast will be served in the classroom or cafeteria. Students arriving after 8:20 due to transportation (late bus or self-transportation) will be provided breakfast, however, students may be provided a "breakfast to go" option.

BREAKFAST PROCEDURES

Please be advised that JKL Bahweting School is open at 7:45 a.m. to provide a full breakfast to our students. The full breakfast is available from 7:45 until 8:10. Students arriving after 8:10 will be offered a "breakfast to go pack" to eat in class.

EARLY RELEASE OF A STUDENT

To protect the well-being of our students, no student will be allowed to leave school prior to dismissal time unless he or she is properly signed out by a parent/guardian or other individual who is named on the Student Information Card on file in the school office. Parents/guardians who are picking up their child early are to report to the office. Parents/guardians may need to wear a mask or have temperature taken upon entry. Office staff will contact the teacher and request your child be sent to the office.

In the event your student chooses to leave school grounds without permission, police will be called and you will be notified immediately.

STUDENT WELL-BEING

All staff members are responsible for ensuring student safety and well-being, including freedom from harassment or bullying. Staff are familiar with emergency procedures such as fire, security and tornado drills and reporting accidents. Staff are trained in first aid procedures. Should a student be aware of any dangerous situation or accident, s/he must notify a staff person immediately.

State law requires that all students have on file in the office an emergency medical card completed and signed by a parent/guardian.

A student may be excluded from School until this requirement has been fulfilled.

SCHOOL NURSE

The school nurse is in the building during the school day. Her major focus is the early detection and correction of health problems of students, including, but not limited to, responding to acute illness and injury, facilitating health screenings, and attending to the routine and emergency needs of students with chronic health conditions. However, due to the current Coronavirus or Covid 19 Pandemic, her role during the 2022-2023 school year may focus on the prevention, assessment and treatment of those symptoms.

INJURY AND ILLNESS

All student injuries occurring during the school day, or at a school-sponsored event, or while being transported by school bus, must be reported to a staff member. Students who become ill (*fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea, vomiting or diarrhea*) will quarantine and be made comfortable until a parent picks them up. If the injury is minor, the student will be treated and allowed to return to class. If additional medical attention is required, the office staff or nurse will follow the school's emergency procedures. If an injury occurs at home or any place other than at school (or a school-sponsored event), the parent/guardian is responsible for providing first aid and determining if additional medical attention is necessary.

A student who becomes ill during the school day should request permission from the teacher to go to the office. The office staff/nurse will determine whether or not the student should remain in school or go home. No student will be released from school without proper parental permission.

IMMUNIZATIONS

Michigan law **requires** that each student entering kindergarten or a new school district in grades 1-12 have a certificate of immunization, or one of two approved statements of exemption (waivers), at the time of registration or not later than the first day of school. In addition, the law states that every student entering the seventh grade has a certificate of immunization or one of two approved statements of exemption (waiver).

Before a child can be permitted to enter or attend school, parents or guardians must present documentation that their child has received all required doses of vaccines, or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.

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

1. A valid medical contraindication exists to receive a vaccine. A medical waiver must be completed and signed by the child's physician, stating the contraindication, the vaccines involved, and the time period during which the child should not receive the vaccines.
2. The parents or guardians hold religious or philosophical beliefs against receiving a vaccination. This waiver must be signed by the parent or guardian and the local health department.
3. The child has received at least one dose of each immunizing agent; however, the next dose or doses are not yet due.

If a student does not have all the necessary shots or waivers, the Principal may remove the student or require compliance within a set deadline.

USE OF MEDICATIONS

Students who are in need of medically authorized medication during the course of the school day may have their medication administered by the nurse or authorized school staff. The following procedures will be followed for collection, distribution, and storage of the medication.

1. The student's parent or guardian will give the school written permission and request to administer medications to their child. Each medication will require a separate medication authorization form and must be updated when any changes occur. The medication authorization form is included in this section of the Student Handbook or on the school website.
2. Written instructions from the student's physician are required for all medications, including any and all over-the-counter medications. These instructions must include the name of the student, name of the medication, dosage of the medication, mode of administration, and time or frequency that the medication is to be administered to the student. This physician's order, which is part of the medication authorization form, will be kept on record by the school.
3. Any and all medications, including over-the-counter medications such as Tylenol, Tums, or Cough Drops must be provided by the parent/guardian.
4. Medications are to be brought to the school by the parent or guardian and given to the office staff or nurse. If a parent is not able to bring medication to the office, they may make arrangements with the office to give it to a bus driver or other staff member.
5. All prescription medication must have a pharmacy label on the container that includes the student's name, the most current date of the prescription, the name of the medication, the exact dosage of the medication, the mode in which the medication is to be administered and the exact time or the frequency that the medication is to be administered.
6. Over-the-counter medications must be in the original container and must have the student's name on it.
7. No medications will be administered without a medication authorization form for either a physician prescribed medication or an over-the-counter medication. As well, medications will not be administered if the student is sent into school with medications.

8. Parents or guardians must pick up any medications remaining at the end of the year. Any medications not picked up will be disposed of properly as identified according to PA 51 of 2002.
9. All medications will be stored in a locked cabinet either in the front office or the nurse's office.

COMMUNICABLE DISEASE AND HEAD LICE

Because a school has a high number of people in a relatively confined space, it is necessary to take specific measures when the health or safety of the group as a whole is at risk. A communicable disease is described as a highly contagious illness of either viral or bacterial origin that is very easily spread from person to person. The following guidelines are followed to ensure the health and safety of students and staff.

Students who become ill (show Covid 19 Symptoms) during the school day.

Symptoms include:

- Fever of 100.4 or higher
 - Chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
-
- Students will be quarantined and made comfortable until parents pick them up.
 - Students can return to school with medical documentation or after staying home for 72 hours to monitor symptoms.
 - If students return to school with continued symptoms after staying home for 72 hours, medical documentation will be required to return to school.
 - Upon a positive Covid-19 test, the Chippewa County Health Department will be notified.
 - JKL will follow Chippewa County Health Department guidelines for contacting the parents of students and staff who came into contact with the infected student.

In the event that your child is determined to have live adult lice, the parent or guardian will be contacted to pick their child up. The expectation is that the student will receive treatment to kill the lice and nit removal be done to prevent reinfestation. Students must be checked by the nurse or authorized front office staff prior to readmission to school. Students will be permitted to return to school if there are a small number of nits remaining. Again, the expectation is that the parent or guardians will continue to check their child's head and remove nits until there are none remaining.

HEALTH CARE PLANS/CHRONIC HEALTH CONCERNS

Students who are diagnosed with chronic diseases such as Diabetes, Asthma, Food Allergies, Seizure Disorder, etc are required to have a Health Care Plan (including an Emergency Care Plan) completed by the student's physician and kept on file at the School. This allows for the safety of the student during school and on scheduled field trips. The nurse will assist the parent or guardian in completing the necessary forms and will coordinate services with the physician. If medications are necessary in the treatment of the disease while at school, the medication guidelines will apply. All school staff who are in a "need to know" position while working with the student will be trained according to the Health Care Plan that has been approved by the physician.

Many students are prescribed inhalers for asthma and/or epinephrine for life-threatening allergic reactions (anaphylaxis). If the physician indicates on the medication authorization form that the student may self carry/self-administer the inhaler or epinephrine and the parent requests it, the school nurse may approve that the student be allowed to do so. This will be indicated by her signature on the medication authorization form. The school nurse will coordinate services with the physician. Parents may submit a waiver if their child has a health condition that prohibits them from wearing a face covering.

JKL Bahweting Public School Academy
MEDICATION ADMINISTRATION AUTHORIZATION FORM

(This order is valid only for school year 2021-2022 including the summer session)

* This form is required, by law, for all medications, including non-prescription (over-the-counter) medication.

* No medication will be administered without both the prescriber's and the parent/guardian's signatures. * A separate authorization form is required for each medication.

* A new authorization form must be completed any time there is a change in a medication's strength or time of administration, and at the beginning of each school year.

PRESCRIBER'S AUTHORIZATION AND ORDER

(This section is to be filled out by the student's MD/DO/PA/NP)

Name of Student: _____ Date of Birth: _____

Medication Name: _____ Strength/Dose: _____

Frequency: _____ PRN? ____yes ____no Route: _____ Circle
time(s) of day medication is to be administered at school: 8am 9am 10am 11am 12pm 1pm 2pm 3pm

Diagnosis or reason for medication: _____

Significant potential side effects: ☐ none expected ☐ specify _____

Medication shall be administered from: _____ to: _____

(Month / Day / Year) (Month / Day / Year)

If this medication is an asthma inhaler, epinephrine auto-injector, or other emergency medication, is student authorized to self-carry/self-administer? ____ yes ____ no

Special Instructions: _____

Prescriber's Name/Title: _____ Phone: _____

Prescriber's Signature: _____ Fax: _____

PARENT/GUARDIAN REQUEST & AUTHORIZATION:

I request designated school personnel to administer the medication as prescribed by the above prescriber. I certify that I have legal authority to consent to medical treatment for the student named above, including the administration of medication at school.

I authorize the school nurse to communicate with the above health care provider as allowed by HIPAA.

☐ Check this box if you are requesting and approve to have your child self-carry/self-administer his or her medication as authorized by the above prescriber.

Parent/Guardian Signature: _____ Date: _____

Home/Cell Phone #: _____ Work #: _____ Email: _____

SELF-CARRY/SELF-ADMINISTRATION OF MEDICATION AUTHORIZATION/APPROVAL

Self-carry/self-administration of medication (including emergency medication) that is authorized by the prescriber above must be approved by the school nurse according to the Academy's medication policy.

School RN approval for self-carry/self-administration of medication:

Signature Date

* Prescription medication must be in a container labeled by the pharmacist or prescriber.

* Non-prescription medication must be in the original container with the label intact.

* An adult must bring the medication to the school.

* The school nurse (RN) will call the prescriber if a question arises about the child and/or the child's medication.

SPECIAL PROGRAMS

Special Education:

Bahweting School provides Special Education services for students identified as having a disability defined by the Individuals with Disabilities Education Act (IDEA). Services are delivered within the regular educational classroom through inclusion and/or in a resource room. A few students may have a placement of a self-contained special education classroom. Students are found eligible for Special Education services through the proper evaluation and placement procedures, governed by State and Federal guidelines. Parents/guardians are encouraged to be active participants in the Student Assistance Team and referral process. To inquire about the procedure or programs, a parent/guardian should contact the Special Education Director.

Academic Services:

The Bahweting School Academic Service Program is a federally funded program through Title I of Public Law 107-110. The purpose of the Title I Program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging State academic standards and academic assessments through additional assistance.

AMERICANS WITH DISABILITIES ACT - SECTION 504

The Americans with Disabilities Act (ADA) requires the School Board to ensure that no individual will be discriminated against on the basis of a disability. This protection applies not just to students, but to all individuals.

Students with disabilities may be served within the regular education program with an accommodation plan developed by school staff in conjunction with parents/guardians. Parents/guardians who believe their child may have a disability that substantially limits the child's ability to function properly in school should contact the building Principal.

Child Find & Procedure Checklist JKL Bahweting Anishnabe PSA

Policy
JKL Bahweting Anishnabe PSA will ensure that all children with disabilities within the boundaries of the public school, including children with disabilities who are homeless or wards of the State, and children with disabilities attending private schools or home schools, regardless of the severity of their disability, and who are in need of speciation and related services are identified and evaluated.
Procedures
Individuals with Disabilities Education Act (IDEA 2004)
1) Charter Schools will identify, locate, and evaluate all children with disabilities within their population served who are in need of special education and related services

- 2) Child Find must also include children who are suspected of being children with a disability and are in need of special education, even though:
 - a) They are advancing from grade to grade or
 - b) They are highly mobile children, including those who are migrant children
- 3) Charter schools will maintain a record of children who are receiving special education and related services

- a) Each public agency shall inform the general public and all parents within its boundaries of responsibility of the availability of special education services for students aged 3 through 26 years and how to access those services, including information regarding early intervention services for children aged birth through 2 years
- b) Charter schools are responsible for public awareness and child find for private schools within their geographic boundaries

Child Find identification and Referral

- 1) Charter schools shall establish, implement, and disseminate to its school-based personnel and all parent written procedures for the identification and referral of all children with disabilities aged birth through 26 years. Charter Schools must include children with disabilities attending private schools and home schools, regardless of the severity of the disability
- 2) Each charter school will require all school-based staff to review the written procedures related child identification and referral on an annual basis and will maintain documentation of the staff review
- 3) Identification (screening for possible disabilities) shall be completed within 45 calendar days after:
 - a) Entry to kindergarten and any student enrolling without appropriate records of screening, evaluation, and progress in school; or
 - b) Parent notification of concern regarding developmental or educational progress by their child aged 3 through 26
- 4) Screening procedures shall include vision and hearing status and consideration of the following areas:
Cognitive or Academic, Communication, Motor, Social or Behavioral, and Adaptive development

5) For a student transferring into a school, the public agency shall review enrollment data and educational performance in the prior school. If there is a history of special education for a student not currently eligible for special education or of poor progress, the name of the student shall be submitted to the administrator/Student Assistance Team for consideration of the need for a referral for a full and individual evaluation or their services

6) If a concern about a student is identified through screening procedures or review of records, the parents of the student shall be notified of the concern within 10 school days and informed of charter school's procedures to follow up on the student's needs

7) Each charter school shall maintain documentation of the identification procedures utilized, the dates of entry into school or notification by parents of a concern, and the dates of screening. The dates shall be maintained in students' permanent records.

8) If the screening indicates a possible disability, the name of the students shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. A parent or student may request an evaluation of the student. For parentally placed private school students, the school district within whose boundaries the nonprofit private school is located is responsible for such evaluation.

9) If, after consultation with the parent, the charter school determines that a full and individual evaluation is not warranted, the charter school shall provide prior written notice and procedural safeguards notice to the parent in a timely manner.

SPECIAL EDUCATION

JKL adheres to the American Disabilities Act and the Individuals with Disabilities Education Act, the federal special education laws that ensure all individuals with a disability are provided with the same rights and opportunities as others. The Child Find procedure is used to determine if a student needs special education services or 504 Plan. Students that receive special education services will receive a Free and Appropriate Public Education (FAPE) at JKL. Parents are an important part of the special education process, are provided with Procedural Safeguards (a state document that outlines parental rights), give parent input during the IEP process and give consent before special education services begin.

Students who are found eligible for special education services as determined by evaluations from a multidisciplinary evaluation team per parent consent may be found to have a Specific Learning Disability, Autism Spectrum Disorder, Other Health Impairment (often due to a health issue that impacts the student's education process, such as Attention Deficit Hyperactivity Disorder or Diabetes), Cognitive Impairment, Emotional Impairment, Speech Language Impairment, Vision or Hearing Impairments and more. The teachers, parents, special education service providers and sometimes the students will form an Individual Education Program which is a legal, annual document that consists of present levels of functioning, goals and objectives, accommodations, services/supports and more.

If you have questions about special education, you can contact the school Director of Special Education or the Superintendent.

GIFTED AND TALENTED

The Bahweting School Gifted and Talented Program is a federally funded program through the Bureau of Indian Education. The purpose of the Gifted and Talented Program is to provide targeted enrichment in an accelerated educational program, including the use of school-wide programs or additional services that increase the amount and quality of instructional time.

STUDENT RECORDS

Student records may be kept or reviewed by teachers, counselors and administrative staff who have a legitimate educational interest in the information.

Confidential records contain educational and behavioral information that has restricted access based on the Family Education Rights and Privacy Act (FERPA) and Michigan law.

This information can only be released with the written consent of the parents/guardians. The only exception to this is to comply with State and Federal laws that may require release without consent. Students and parents/guardians have the right to review all educational records, request amendments to these records, insert addendum to records, and obtain copies of such records. Requests should be made in writing to the Building Principal, at least 24 hours in advance and there may be a charge for the copies.

STUDENT VALUABLES AND ELECTRONICS

Any necessary electronic equipment/interactive devices and materials will be supplied by the school. Students are not allowed to bring radios, iPods, electronic toys, laser pens, trading cards, fidgets and the like without the permission of the classroom teacher. If your child has a documented medical condition and needs a fidget, contact his/her teacher and the school can supply a fidget. These items cause disruptions in the classroom. Students are encouraged not to bring any items of value to school. The School cannot be responsible for their safekeeping and will not be liable for loss or damage to personal valuables.

Students at JKL are provided a chromebook to use for instruction at school and during distance learning. Students are expected to responsibly use and care for their school devices and bring them back and forth to school as needed.

CELL PHONE USE

A student may possess a cell phone in school, on school property, at after school activities and at school related functions, provided that during school hours and on a school vehicle the cell phone remains off and must be concealed. (Individual bus drivers may give special permission to use cell phones on bus rides). Students who are issued combination lockers are required to turn off and store their electronic devices in their locker during the school day.

The use of any digital camera or recording feature or camera function of cell phones is also prohibited unless permission is given in advance. Digital cameras and other recording devices are prohibited in locker rooms and restrooms.

Possession of a cell phone by a student is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege.

Violations of this policy may result in confiscation of the cell phone and parent pick-up of the device. The student who possesses a cell phone shall assume responsibility for its care. At no time shall the school be responsible for preventing theft, loss or damage to cell phones brought onto its property.

AFTER SCHOOL PROGRAMS

Bahweting School offers After School Programs from September to May. These classes operate Monday through Thursday from 4:00-5:00 p.m. All students must be picked up by 5:15. After School Programs do not operate on half days or days when there is no school. If programs need to be canceled for any reason, as much notice as possible will be given. If a student has been placed in either **in school or out of school suspension they will not be able to attend** after school programs on that day. Parents are responsible for making transportation arrangements from the After School Program and must notify the office if someone other than themselves will be picking up their child. Person(s) must be on the approved pick-up list.

REVIEW OF INSTRUCTIONAL MATERIALS

Parents/guardians have the right to review any instructional materials being used in the School. They also may observe instruction in any class, particularly those dealing with instruction in health and reproductive education. Any parent/guardian who wishes to review materials or observe instruction should contact the Principal prior to coming to the School.

TEACHER CREDENTIALS

Bahweting School receives funds from the Title I program, a federally supplemented program designed to help children reach high academic standards. In receiving funds from this program, we are required to inform you of the following information that is available to you regarding the professional qualifications of your child's classroom teachers. Information will be provided to you upon request and in a timely manner. This information includes:

- Whether your child's teacher has met Michigan qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your child's teacher is teaching under emergency or other provisional status through which Michigan qualifications or licensing criteria have been waived.
- The baccalaureate degree major of your child's teacher and any other graduate certification or degree held by the teacher and the field of discipline of the certification or degree.
- Whether your child is provided service by paraprofessionals and if so, their qualifications.

You will also receive timely notice if your child is assigned to or has been taught for four or more consecutive weeks by a teacher who is not highly qualified. A highly qualified teacher would be defined as a teacher who meets Michigan's qualifications and licensing criteria for the grade level or subject area in which the teacher is providing instruction. Please contact the Principal if you have any questions.

MEAL SERVICE

JKL Bahweting School Food Service Program provides nutritious, balanced meals, which conform to State guidelines. Breakfast is available from 7:45 -8:10 a.m.; lunch times are staggered through the noon hour.

The district participates in the National School Lunch and School Breakfast Program CEP (Community Eligibility Program). The CEP program allows all students enrolled at our school to receive a healthy breakfast and lunch at school at NO CHARGE to your household each day of the 2022-2023 school year.

Parents should complete the Application for Title I and 31A Educational Benefits Survey, which is needed for administrative purposes, not to determine eligibility. This survey allows our school to benefit from various State and Federal supplemental programs like Title IA, At Risk (31a), Title IIA, E-Rate, etc. This survey is critical in determining the amount of money the school receives from a variety of supplemental programs. All information on the survey submitted is confidential. Without your assistance, the school cannot maximize utilization of available State and Federal funds.

Students with meal allergies that may require accommodations should complete a Request for Special Meals and/or Accommodations Form, this form can be obtained in the front office. This form can be found on our website or parents may pick-up a form in the office.

FIRE, SECURITY AND TORNADO DRILLS

Bahweting School complies with all fire safety laws and conducts fire, security, tornado, and lock down drills in accordance with State and Federal law. Every room in the building has a fire/emergency evacuation plan and students receive instructions on how to evacuate the building in a safe, prompt, and orderly manner. Lockdown drills are scheduled 2-3 times throughout the school year. Tornado drills are conducted during the tornado season using the procedures provided by the State. Parents can access the new requirements for transparency in reporting on the school website.

SECURITY & VIDEO SURVEILLANCE

Policy 7440 of the Board of Education provides this notice to all students, the public and its employees of the potential use of video and audio surveillance and electronic monitoring on school property, and in school buildings, classrooms, and busses in order to protect school property, promote security and protect health, wealth, and safety of students, staff and visitors.

EMERGENCY CLOSINGS AND DELAYS

If the school must be closed, dismissed early, or the opening delayed because of inclement weather or other conditions, the school will notify the following radio and television stations, and post on our website. For those parents who have submitted an email address, there will be an instant message alert sent to your phone and email

www.jklschoool.org

TV 9 & 10

TV 7 & 4

99.5 Yes FM

101.3 Rock 101

Early dismissals are rare, but in the event it does happen, parents/guardians should develop a plan with their children so that children are not delivered to an empty house.

VISITORS

While Bahweting School encourages parents/guardians to be actively involved in their child's education, visitors will be limited during the 2022-2023 school year based on current Covid-19 data due to social distancing with the following safeguards in place:

Scheduled Meetings:

- Only visitors with a scheduled meeting with school staff will be allowed to enter the school.
- Parents with an appointment such as SAT meetings, 504 or IEPs will enter through the middle school office with meetings being held in the middle school conference room
- Parent meetings will be held virtually whenever possible.
- Parents will check in at the middle school office, may be required to wear a mask, use hand sanitizer and have their temperature taken.

Unscheduled Visitors:

- Parents or visitors will check in at the main office for school business that cannot be taken care of by phone, email, etc.
- All visitors will be required to wear a mask, use hand sanitizer and have their temperature taken

ELECTRONIC SIGN IN PROGRAM

In order to properly monitor the safety of students and staff all visitors, including parents/guardians, must report to the office upon entering the school, where they will be required to enter their information into JKL's electronic sign-in program, Lobby Guard. Visitors will be required to enter in their first and last name, the person they are visiting, and reason for visit, as well as take a quick photo. If the visitor has their driver's license available to scan, that will speed up the process. After answering the series of questions, Lobby Guard will print the visitor a name tag. If a person wishes to confer with a member of the staff, s/he should call for an appointment prior to coming to the school. Students may not bring visitors (including pets) to school without first obtaining permission from the Principal.

FREQUENT VISITORS/VOLUNTEERS

Regulations require that all individuals having contact with or supervision of students more than five times per school year must complete a volunteer background check. Packets for this can be picked up in the main office. Parents or guardians, who are interested in volunteering or chaperoning on field trips or overnight events, must complete a volunteer packet. Volunteers must be at least 18 years of age. Unaccompanied minors are not permitted in the building.

If your child is NOT allowed to be near an adult due to legal restrictions, please provide a copy of the court-ordered paperwork to the secretary in the Main Office.

LIBRARY

All students have assigned time during the week to use the library. The library is available for research, storytelling, and Accelerated Reader. If a book is damaged or lost a fee for the repair or replacement of the book will be initiated and determined by the school librarian. There is also a parent resource section available for checkout.

LOST AND FOUND

The Lost and Found Area is located in the lockers in the K-1 hallway & 3-5 hallway. Please encourage your students who have lost items to check there. Unclaimed items are given to charity periodically throughout the school year. Our PAC newsletter and website will advise the charity donations dates at the end of each marking period. In order to minimize the number of lost items, parents are requested to label the inside of all personal items so lost items can be quickly returned to students.

BICYCLES

Students are permitted to ride their bicycles to school. All bikes must be placed in the bike racks and may not be ridden until school is dismissed for the day. Students should refrain from riding their bikes on the school sidewalks. It is recommended that bikes have locks to secure them to the bike rack. If a bike is stolen or missing from school property a report should be made to the Sault Tribe Police. The school will not accept responsibility for stolen bicycles or any other personal items.

RECESS

All elementary students are granted a recess during the day, either as part of their lunch period or as a scheduled activity. Students go outdoors unless prohibited due to inclement weather. They need proper attire such as hats, gloves, boots, jackets, snow pants, etc., during the winter and wet seasons. Staff members monitor students during all outdoor recess periods. **Children may be excused from outdoor recess for medical reasons only, for two (2) consecutive days with a written excuse from the parent/guardian and followed by a doctor's excuse, for periods longer than two (2) days.**

CLASS PARTIES / TREATS

Teachers may hold classroom parties in observance of holidays or other special occasions. If parents/guardians wish to provide treats to celebrate their child's birthday, they are requested to notify the teacher at least one day in advance to make sure there are no restrictions due to Covid 19, food or nut allergies and send sufficient amounts of healthy snacks/treats for all children. Students are not allowed to pass out party invitations at school unless everyone in class receives one.

DRUG FREE SCHOOLS

In accordance with State and Federal law, the Board of Education prohibits the use, possession, concealment, or distribution of drugs by students on school grounds, in school, in school approved vehicles, or at any school-related event. Drugs include any alcoholic beverage, controlled substances as defined by State statute, or any substance that could be considered a "look alike" controlled substance. Any student who violates this policy will be subject to disciplinary action, up to and including expulsion from school.

MANDATORY REPORTING

In accordance with State and Federal law, all school staff are required to report incidents or suspected incidents of child abuse and neglect which have occurred, which are occurring, or which may occur to child protection agencies and possibly to law enforcement.

INTERVENTION SERVICES

Bahweting School employs a school Social Worker and Intervention Specialist to provide consultation to teachers and provide short term intervention and referral services to students and parents/guardians. Our Intervention Staff does not provide ongoing counseling services to students but will provide assistance to students and parents/guardians in locating and making appointments for these services in the local area.

ASBESTOS HAZARD EMERGENCY RESPONSE ACT (AHERA)

The Asbestos Hazard Emergency Response Act (AHERA) is a Federal statute requiring that all public school buildings be inspected for the presence of asbestos and have a management plan prepared detailing how the school will manage the hazards posed by the asbestos. Each school is required to be inspected for asbestos, and have its management plan updated every three years.

We have an asbestos management plan, which identifies where asbestos is located in the school. The plan is available for public review in the administrator's office during normal business hours. The designated AHERA contact for Bahweting School is the School Administrator.

WEAPONS

The Board of Education prohibits students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the school for the purpose of school activities approved and authorized by the school including, but not limited to, property leased, owned, or contracted for by the school, a school-sponsored event, or in a school vehicle without the permission of the School Administrator.

The term "weapon" means any object 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 air and gas powered guns (whether loaded or unloaded), knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.

SECTION TWO:

ACADEMICS

CURRICULUM

Bahweting School curriculum is based on the Common Core State Standards (CCSS) in Math and Language Arts and the Next Generation Science Standards (NGSS) in science and the C3 Standards for social studies. Instruction is aligned with the Michigan State Assessment (M STEP). Students receive daily instruction in Language Arts, Science, Social Studies, and Mathematics. All grades receive instruction in Computer Science, Art, Music/Orchestra, Physical Education, Health, and Native American Culture and Language.

FIELD TRIPS

Bahweting School offers a variety of field trips which are educational experiences held off school grounds. Prior to taking any trips, teachers will send information home and ensure that parental authorization has been given on the Student Information Card. Attendance and conduct rules apply to all field trips. If your child does not follow the expectations set forth in the JKL Discipline Code while on a Field Trip, a referral will be written, and the student may not be allowed to go on the next field trip. No student may participate in any school-sponsored trip without parental consent. If space is available parents may ride the bus on field trips. **Parents wanting to ride the bus on field trips must complete a background check prior to the field trip.** Seats for parents will be given on a first come first serve basis.

GRADES

Standards-based Report Card

(Student Progress and Growth)

JKL Bahweting Anishnabe PSA uses Standards-Based Report Cards for grades K-8.

Standards describe what a student should know and be able to do at each grade level in all subjects. The report card is designed to give parents better information about how their child(ren) are progressing and how their learning skills (behaviors) may be affecting their academic progress. Below are definitions of all the terms that will be used on the standards based report card.

Academic Expectations

Academic Growth Expectations	Definitions of Academic Growth Expectations
1- Highly Proficient	In addition to a score 2 performance, student demonstrates in-depth inferences and applications that go beyond what was taught.
2- Proficient	Student exemplifies independent mastery and can apply/transfer grade level standards in a variety of ways.
3- Partially Proficient	With assistance, student is making progress towards independent mastery and application/transfer of grade level standards.
4- Unsatisfactory Progress	Even with assistance, student is not making satisfactory progress towards independent mastery of grade level standards.

Learning Skills:	Definition:
Goal Setting	1 – Ability to consistently understand and develop goals. 2 – Ability to understand and develop goals most of the time. 3 – Inability to understand and develop goals most of the time. 4 – Inability to understand and develop goals.
Organization	1 – Ability to keep the learning environment in order. 2 – Ability to keep the learning environment in order most of the time. 3 – Inability to keep the learning environment in order most of the time. 4 – Inability to keep the learning environment in order.
Time/Task Management	1 – Ability to complete tasks in a timely manner. 2 – Ability to complete tasks in a timely manner most of the time. 3 – Inability to complete tasks in a timely manner most of the time. 4 – Inability to complete tasks in a timely manner.
Social Interaction	1 – Ability to get along with others. 2 – Ability to get along with others most of the time. 3 – Inability to get along with others most of the time. 4 – Inability to get along with others.

Motivation	<p>1 – Strong desire to learn supports educational objectives.</p> <p>2 – Moderate desire to learn supports educational objectives.</p> <p>3 – Desire to learn sometimes supports educational objectives, but consistent redirection is needed.</p> <p>4 – A lack of learning motivation is present causing a significant negative impact on achieving learning objectives.</p>
Adaptability	<p>1 – Adjusts well to the learning environment including transitions to new situations.</p> <p>2 – Adjusts well to the learning environment most of the time and can usually transition to new situations.</p> <p>3 – Has difficulty adjusting to the learning environment and cannot transition to a new situation without additional support.</p> <p>4 – Cannot adjust to the learning environment including transitions to new situations.</p>

Learning Skills (Behaviors)

REPORT CARDS and PROGRESS REPORTS

Teachers complete report cards at the end of each nine-week grading period. Parents are provided a copy of their child's report card at parent/guardian / teacher conferences or through the mail. Progress reports are sent home ½ way through the marking period for core subjects. Parents may access grades through the parent portal or by contacting your child's teacher. Required Parent-Teacher conferences are held at the end of the 1st marking period and again in the Spring.

PROMOTION AND RETENTION

Promotion and retention decisions are made to ensure students are placed in the educational setting most appropriate to their needs at the various stages of their growth.

In general, students are recommended for promotion when they have achieved the instructional objectives of the present grade and demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Primary factors in the consideration of retention are academic achievement in all subject areas, attendance records, academic potential for the succeeding grade as determined by tests, teacher assessments, district assessments, Student Assistance Team recommendations, social development and emotional maturity.

When retention is being considered, the possibility will be discussed with parents/guardians as early as possible.

GRADE PLACEMENT

Grade placement is the responsibility of the Principal; except for incoming Kindergarten students, who may consult with instructional and academic support staff in the decision making process. Placement will be based on general achievement, with consideration given to the mental, physical, and social development of the student.

STUDENT ASSESSMENT

As mandated by State and Federal Law, Bahweting School participates in state-based assessments. This year's assessment tests will be given in April/May. Results are sent home to parents/guardians.

ASSESSMENTS

Assessment Grade Level	State-Based Assessments	NWEA North West Educational Association	Study Island Pre-Test Post-Test
Kindergarten	KRA Kindergarten Readiness Assessment	MA ELA	SS
First		MA ELA	SS
Second		MA ELA	SS
Third	MA ELA	MA ELA SC	SS
Fourth	MA ELA + WR	MA ELA SC	SS
Fifth	MA ELA SC	MA ELA SC	SS
Sixth	MA ELA SS	MA ELA SC	SS
Seventh	MA ELA + WR	MA ELA SC	SS
Eighth	MA ELA SC	MA ELA SC	SS

Key: SS= Social Studies SC= Science MA=Math ELA= English Language Arts WR=Writing

ASSIGNMENT POLICY

Assignments will be given to provide students opportunities to practice and prove competence in areas of study. Assignments will begin in class and the student may be required to complete them at home. Assignments need to be turned in by the target date. Students with three or more missing assignments will be assigned to the After School Structured Learning Center. Exceptions may be made for students who have excused absences.

Students will be given one-calendar day for each day absent to complete assignments given during an excused absence (e.g. following a two day absence, a student will have two calendar days to complete the make-up work) without a penalty. When work is turned in late three times in a row or when it is turned in consistently late, the student may be required to attend our after school Structured Learning Center.

Plagiarism will not be tolerated. Consequences may include receiving a failing grade for the assignment or other disciplinary action.

Family Planned Absences

Parents need to complete the prearranged planned absence/homework request form 1 week in advance of the planned absence. It is the parent/student responsibility to complete all assignments, with a teacher specified due date. This form is available at our website.

Excused Absences

Students will be given one calendar day for each day absent to complete assignments given during an excused absence (e.g. following a two day absence, a student will have two calendar days to complete the make-up work).

In-School Suspension

Teachers will provide classroom assignments to be completed at this time. Teachers will assemble required assignments at their earliest convenience.

Out of School Suspension

Teachers will provide assignments that may include current assignments as well as previously incomplete work. Teachers will assemble required assignments at their earliest convenience for parents/guardians to pick up. Students will receive credit for work completed during out of school suspension periods.

SCHOOL PROJECT POLICY

Major projects may be assigned for students to demonstrate all skills and knowledge acquired in a unit of study. Usually these projects will be worked on in class. Time for these projects will be allotted during class time but may require work done at home. Projects are due on the date designated by the teacher.

COMPUTER TECHNOLOGY AND NETWORKS

Before any student may utilize the school's computer network or equipment, s/he and his/her parents/guardians must sign an Acceptable Use Policy that defines the conditions under which the student may participate. Failure to abide by all the terms of the agreement may lead to suspension of the student's computer use and possible disciplinary action.

EXTRA CURRICULAR ACTIVITY ELIGIBILITY

In order to participate in extracurricular activities such as basketball, lacrosse, cheerleading, etc., students must maintain a 3 (Partially Proficient) or better in all classes. Eligibility of current classes will be determined on a weekly basis through the use of a weekly eligibility report. Students who have a 4 or lower and are not making adequate progress in a subject area must attend the Student Learning Center (SLC). If a student is ineligible for three consecutive weeks, the student will be dismissed from the team. When serving an In-School Suspension or an Out Of-School Suspension, students are not allowed to attend extra-curricular events.

PARENT ACCESS: PARENT PORTAL

Our data system allows for viewing student information from any computer with the internet. If you are interested in having access to the Parent Portal, please email our Data Specialist at cmacarthur@jkl.school.org to obtain directions and your first time access code. You can check your child's attendance, grades, missing assignments, lunch accounts, etc. If you are having problems accessing this information, please do not hesitate to contact the office.

SECTION THREE:

TRANSPORTATION

BUS TRANSPORTATION

Bahweting School provides bus transportation for students who live in the Sault Ste. Marie and Kinross areas. Bus schedules and route information are available on parent portal or by contacting the Transportation Department at (906) 635-5055 ext 210. For the safety of our students, route schedules, and limited seating on our buses, students may not ride alternate buses they are not assigned to.

BUS CONDUCT

Students who are riding to and from school on transportation provided by the school are required to follow basic safety rules. The driver is responsible for student safety and may assign seating or direct the student in any reasonable manner to maintain that safety. In order to ensure study safety during the Covid-19 Pandemic, the following measures will be taken:

- Students in the same family will sit together
- All students will have assigned seats on the bus with social distancing to the extent possible.
- The Transportation Supervisor will communicate bussing details to families about each student's bus route.
- All students may be required to wear a school-provided mask on the bus.
- All students will use hand sanitizer when boarding and debarking the school bus. - Students with a temperature of 100.4 degrees Fahrenheit will not be allowed to board the bus.

PENALTIES FOR INFRACTIONS

JKL Bahweting Anishnabe PSA utilizes Positive Behavior Intervention and Supports (PBIS) Bus Expectations to ensure that students follow rules and procedures that keep them safe on the way to and from school. They are listed below:

1. Walk directly to your bus
2. Obey Bus Driver's instructions
3. Use appropriate language and quiet voices
4. Keep hands and feet to yourself at all times
5. Stay in assigned seated at all times
6. Keep track of your own belongings
7. No eating or drinking on the bus
8. Keep the bus neat and clean at all times

To ensure that all students are safe on their way to and from school, our drivers and our Administrators will be utilizing the following chart for any infractions regarding PBIS Bus Expectations:

Violation of PBIS Bus Expectations	Proactive Strategies or Consequence
1 st occurrence	Documented Restorative Conference between student and the driver (no Conduct Referral)
2 nd occurrence	Documented phone call/other contact by the driver to the parent explaining the behavior and enlisting the support of the parent (no Conduct Referral)
3 rd occurrence	Conduct Referral with a Documented Warning and required Restorative parent meeting with the driver, administrator, and the student. Student stays off of the bus until the meeting occurs.
4 th occurrence	Conduct Referral and two days off of the bus and required Restorative parent meeting with the driver, administrator, and the student.
5 th occurrence	Conduct Referral and five days off the bus and required Restorative parent meeting with the driver, administrator, and the student.
Any further occurrences	Conduct Referral and 4 weeks (20 school days) off of the bus and required restorative parent meeting with the driver, administrator, and the student.
*Major Infractions of Bus Expectations	*Consequences will be determined on a case by case basis

VIDEO ON SCHOOL BUSES

The Board of Education has authorized the installation of video cameras with audio on school buses for the purpose of monitoring student behavior. If a student is reported to have misbehaved on a bus and his/her actions were recorded on a video, the video will be submitted to an administrator or designee and may be used as evidence of the misbehavior. Since these videos are considered part of a student's record, they can be viewed only in accordance with Federal law.

The driver will not discharge students at places other than their regular stop without proper authorization. **Drivers will not discharge Kindergarten students without evidence of a parent/guardian or caregiver being present at the designated stop. Students will be returned to school and parents/guardians will be responsible to pick their student up at the school.**

Also, this is just a reminder that you need to call the Transportation Office (635-5055 x210) if your child is not riding the bus on a particular morning. We know that sometimes things come up and you cannot call on a moment's notice, so our drivers will stop by for three consecutive mornings without parental notice and then will not stop by your house until you contact the Transportation Office.

Finally, your child needs to be ready to come out of the house five minutes prior to their scheduled pick-up time. This will help to keep the drivers on schedule.

PARENT TRANSPORTATION

Student safety is our primary concern and parents are requested to follow the following procedures for morning drop off and end of the day pick up. Parents are to use the following designated areas in the morning and at the end of the day for dismissal.

No parking is allowed in the bus loop located in the front of the building. Parents needing to drop off their children between 7:45 a.m. and 8:30 a.m. are to use the parking lot to the East of the building. Please pull in the farthest drive and drop your student off at the designated spot. Students may enter the building and proceed to their designated areas.: K-1st entrance by the small gym, 2nd grade main entrance, 3rd-5th 3-5 wing entrance, and 6th-8th athletic entrance.

Parents picking their child/children up at the end of the day are encouraged to wait until 4:00 at which time the buses depart. Parents must park in the designated lots and wait outside for their child to exit. Students will exit through their designated entrances and use the sidewalk to walk to their vehicle.

Following these procedures will help us alleviate traffic congestion at these high volume times and keep our students and families safe.

Parents needing to make changes to end-of-day arrangements for their students, must call the main office prior to 3:00 PM when possible, in order to give the office ample time to notify the student and the transportation department of the change. If changes to transportation arrangements are made after 3:00 PM, the main office will do everything possible to get the message to the appropriate parties, but if the office is not able to reach them, the parent may be responsible for picking up the child at the school.

SECTION FOUR:

STUDENT CONDUCT

ATTENDANCE

The Bahweting School recognizes the importance of regular attendance and compliance with the Michigan Compulsory Attendance Law, which states: “Every parent/guardian, or other person having control and charge of a child from the age of six to sixteen, shall send that child to school during the entire school year”. Presence in the classroom is vital to educational growth. Daily attendance is required for both face-to-face and distance learning if students are going to continue their academic progression. Students, who have repeated absences and tardies, whether excused or unexcused, may experience academic delays. They may be required to attend parent/guardian/principal conferences, be referred for additional academic services, and be subject to disciplinary procedures and/or other such actions, as deemed necessary. (See Truancy Protocol below).

ABSENCES

JKL school day begins at 8:20 a.m. Any student that is late for class/school will be considered tardy; four tardies equal one unexcused absence.

Absences are only excused if medical/dental/mental health documentation is provided or when sent home by the school Nurse.

Absences on half days are considered a full day’s absence and count towards the allowable limit (12 for the entire school year). If your student is going to be absent for three or more consecutive days, please submit a pre-arranged absence form one week prior to the scheduled absence.

TARDIES

Elementary School: A student not in their classroom by 8:20 a.m. will be considered tardy unless the student’s bus arrives late to school. Four tardies will equal one full day of an unexcused absence.

Middle School: Students will be marked tardy if not in class at the start of each period. Any student arriving at school after 12:00 p.m. will receive a ½ day absence for the a.m.

Any student arriving after 8:20 a.m. to school is to report to the school office before proceeding to class. The parent/guardian must also come into the main office to sign the child in for the day.

Four tardies to classes will result in a 1 day unexcused absence and a Restorative parent meeting will be scheduled.

TRUANCY PROTOCOL

In accordance with the State of Michigan Compulsory Attendance Law, and in cooperation with the Chippewa County Prosecutor's office as well as Sault Ste. Marie Tribe of Chippewa Indians, JKL will follow the procedures listed below when students age six to 16 years of age accumulate excessive absences.

After the 6th Absence

A conference may be held with the student and/or parent and a school official. The purpose of the conference will be to discuss the excessive absences, the attendance policy, and the consequences if the student continues to be absent.

After the 9th Absence

A school official will attempt to contact a parent/guardian to discuss the student's ongoing attendance issue. A letter may be sent to the adult/s responsible for the student, if a school official fails to contact the parent/guardian by phone.

After the 12th Absence

An attendance planning meeting may be held at the school. The student and parent/guardian will be required to attend this meeting. Failure to attend the meeting may result in a complaint being filed with the Prosecutor's office.

Further Absences

A complaint may be forwarded to the Prosecutor's office.

***FOUR (4) TARDIES WILL EQUAL ONE (1) UNEXCUSED ABSENCE**

In accordance with the Chippewa County Truancy Protocol, any students receiving a 4th tardy will have an absence recorded in the student attendance record which will be counted toward the six (6) day limit. For subsequent tardies, absences will only be recorded after each time four (4) additional tardies have accumulated and so on.

DRESS AND GROOMING

Students are expected to be clean, well groomed, and dressed suitably for attendance at school. This responsibility rests upon the students and parents/guardians. Students are to wear appropriate footwear for Physical Education and other activities. Any fashion (dress, accessory, or hairstyle) that disrupts the educational process or presents a safety risk will not be permitted. Students must have appropriate clothing for the weather conditions in the event of a fire alarm. Hats and hoods are not allowed to be worn in the school building, shirts must overlap the waistband and cover the back and chest areas. Pants, shorts, skirts cannot show any skin above the mid thigh area.

Click here for Dress Code Presentation: [JKL Dress Code Presentation](#)

Failure to comply with the above will result in the following corrective actions:

- **1st occurrence** – Warning to student not to wear the inappropriate item again and student will be asked to change if he/she has something appropriate to change into on site.
- **Subsequent occurrences** – Student will be asked to change to appropriate article of clothing. Parents/guardians will be called to bring something appropriate if the student does not have an alternate option onsite.

SEARCH AND SEIZURE

Students are provided lockers, desks, and other equipment in which to store materials and supplies. This equipment is the property of the school and may be searched at any time if there is reasonable suspicion that a student has violated the law or school rules. Students are not permitted to use personal locks for their locker.

Search of a student and his/her possessions may be conducted if there is a reasonable suspicion that the student is in violation of the law or school rules. A search may also be conducted to protect the safety of others. All searches may be conducted with or without a student's consent.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held and/or turned over to the police. The school reserves the right not to return items that have been confiscated.

CODE OF CONDUCT

The goal of Bahweting School is to provide quality educational services to assist all students in obtaining high levels of achievement. To meet this goal, we have implemented a Positive Behavior Intervention System to prohibit behaviors that disrupt the teaching process, the learning process, or threaten the safety and well-being of students and staff members. We are also including Restorative Practices to address behaviors that disrupt the teaching, learning, and safety of everyone.

Positive Behavior Intervention Support Definition:

School-wide Positive Behavior Intervention (PBIS) / Multi Tiered Systems of Support (MTTS-B) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of prosocial skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

TIER 1 – ALL STUDENTS (0-2 Referrals)

Students at this level follow the Classroom Management Plan and Student Discipline Policy.

TIER 2 - SOME STUDENTS (3-5 Referrals)

Students will be referred to the Student Assistance Team. Parents will attend a meeting to help develop a Positive Behavior Support Plan.

TIER 3 – FEW STUDENTS (6+ Referrals)

In addition to the support available in Tiers 1 and 2, parents will participate in ongoing Student Assistance Team meetings as the team works to increase positive behavior. The family may be referred to outside agencies.

Examples of preventative measures include, but not limited to; reflections, whole group instructions or small group instructions, breaks, phone calls to parent/guardian, or social skills lessons.

Student Responsibility

Our student discipline philosophy is that each student must take the responsibility for his/her conduct. Each student makes choices concerning his/her behavior, even behaviors which are in reaction to another person/s words or actions. Staff will help students to develop skills necessary for making appropriate choices concerning their behavior.

Parent/guardian Accountability

Parents/guardians play a crucial role in developing and maintaining positive student behaviors and attitudes. Parent/guardian attitudes toward school set the tone for how their children will feel about school. It is expected that parents/guardians take part in the accountability of their child's behavior. In some circumstances, the school may request a parent/guardian to take an active role in the intervention process (i.e. providing transportation from detention, meetings, student shadowing, obtaining outside services, etc.). These types of parent/guardian-assisted interventions may be used as an alternative to, or prior to, a suspension or expulsion.

Restorative Practices Definition:

Restorative Practices is a system of formal and informal processes that build and sustain a culture of kindness, respect, responsibility and justice. This is achieved through emphasizing the importance of trusting relationships as central to building community and repairing relationships when harm has occurred.

The fundamental premise of Restorative Practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in positions of authority do things with them, rather than *to* them or *for* them.

Restorative Practices cultivate a culture in which everyone feels like they belong. They build a particular sense of community in which every member ---- students, teacher, parent volunteers, aides ---- feel that they are seen, heard, and respected.

Restorative Practices promote inclusiveness, relationship - building and problem - solving, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm.

Expected Student Behaviors

Each Bahweting School student shall be expected to:

- 1. Come to school each day, on time, prepared (meaning coming to class with pencils, paper, books and completed homework), and ready to learn.*
- 2. Respect the rights and property of others, including the right to learn in a safe and orderly environment, free of verbal and physical harassment.*
- 3. Respect the authority of teachers and school staff, and not interfere with the provision of academic programs and services.*
- 4. Display appropriate social skills and behaviors at all times within the school building, on the grounds, and in school vehicles.*
- 5. Comply with national, state, and local laws.*
- 6. Not engage in any behavior that presents a risk to the safety, health and/or property of self, other students, staff member/s and/or visitor/s.*
- 7. A student cannot interfere with a teacher's ability to teach.*
- 8. A student cannot interfere with another student's right to learn.*

DISCIPLINE PROCEDURES

Generally accepted standards of behavior are consistent throughout the school. Each teacher in conjunction with students will develop clear classroom expectations suited to the specific needs of the class. These expectations are posted, and reviewed periodically with the students, throughout the school year.

Two types of disciplinary action, **Minor** and **Major** infractions, are generally given. **Minor** infractions of classroom rules are dealt with informally by the teacher. **Major** infractions will result in a Conduct Referral which will be addressed by the Dean of Students or an administrator.

DISCIPLINE CODE/CONSEQUENCES DISCIPLINARY INFRACTIONS
<u>Threats of Bodily Harm</u> Minor —Never a minor infraction Major —Threats of harm to individuals or groups, e.g. “I’m going to kill you”, “Go kill yourself”, “I am going to blow up/shoot up/ burn down the school” *Up to a 10 day OSS

Abusive/Inappropriate Language

Minor—Unsuitable use of words, name calling, inappropriate tone in a conversational manner—not directed at any one person, e.g. stupid, shut up, idiot

Major—Verbal threats, anything sexual, religious or racial slurs, swearing/cursing directed at others in a demeaning or provoking nature, e.g. “B....”, “F... Y..”

Any inappropriate language directed at staff, e.g. shut up, hell no, I refuse, etc.

Physical Contact/Physical Aggression/Assault

Minor—Inappropriate touching that does not result in injury, e.g. horseplay by all parties involved

Major—Intentional physical contact or contact which causes injury, e.g. fighting/instigating a fight, punching, hitting, pushing, tackling, biting, spitting, shoving, etc.

Disrespect/Defiance/Noncompliance/Insubordination

Minor—Behavior, activity, or action deliberately undermining any school personnel’s authority, e.g. mocking, tone of voice, rolling eyes, asking redundant questions, noncompliance after one adult request to stop the behavior

Major—Refusal or noncompliance after repeated requests (more than one) from an adult to immediately stop the behavior, e.g. (same as for the minor)

*Middle School students with repeated infractions may be placed on the *MS DDI Plan*

Lying/Cheating

Minor—Lying: Making statements which one knows to be untrue, e.g. white lie; Cheating; Using dishonest methods to gain academic advantage, e.g. willingly copying another’s work/ answers or letting someone copy your work/answers

Major—Lying: lying to get another in trouble or a lie that leads to other students in trouble; Cheating—overt and purposeful plagiarism, changing ones grade or score on any school/school related work

Skippping Class

Minor—Never a minor infraction

Major—Deliberate failure to attend class, e.g. being in any area not specifically given permission to be in to willfully miss or “get out” of class

Property Damage/Vandalism

Minor—Any intentional action that damages school property, e.g. damage that can be repaired to pre-infraction state with little or no effort/funds

Major—Any damage that cannot be reversed/repared with a reasonable amount of effort and/or funds

Forgery/Theft

Minor—Never a minor

Major—Forgery: Falsification of any document, e.g. reproducing another’s signature on any

document; Theft: Stealing school or personal property from faculty, school employees, or other students

Electronic Devices

Minor—1st offense: take from the student, put the device in a secure place and return at the end of the school day.

Major—Unauthorized use/misuse of any electronic device—cell phone, Ipod, MP3 player, PSPs, laptops, netbooks, etc.

*2nd offense: Take from student, and give to Dean to hold for parent pickup.

Harassment

Minor—Inadvertent comments that make others uncomfortable, e.g. only minor if there is not a pattern of behavior

Major—Repeated verbal abuse, touching, gestures, flipping the bird, giving of pictures/notes, following, directly/willfully spreading rumors that could be socially/emotionally detrimental, racial/religious/ethnic/sexual remarks, etc.

Inappropriate Public Displays of Affection

Minor—Any public displays of physical contact other than friendly hugs, e.g. hand holding, sitting on lap

Major—Any public displays of physical contact, e.g. kissing, repeated hand holding, repeated sitting on lap, inappropriate consensual touching

Bullying

(Zero Tolerance Offense)

Minor—Never a minor infraction

Major—Bullying is defined as a situation which has three characteristics:

1. **Harm**—Someone gets hurt either physically, socially, or emotionally
2. **Imbalance of Power**—One person or group does not have the physical, verbal, or social skills to effectively deal with the other person or group
3. **Repeated**—The harm and imbalance of power are repeated over a period of time

Use/Possession of Tobacco/Vape

(Zero Tolerance Offense)

Minor—Never a minor infraction

Major—Possession and/or use of tobacco and/or tobacco paraphernalia at school or any school-sponsored activity, e.g. smoking, possession or use of cigarettes, vapes, smokeless tobacco or paraphernalia (matches, lighters, spit bottles, etc.)

*Automatic 10 days OSS (5 days with Anti-Vaping/Smoking class)

Use/Possession of Alcohol
(Zero Tolerance Offense)

Minor—Never a minor offense

Major—Possession/use of alcohol or being under the influence at school/any school-sponsored activity

*Automatic 10 days OSS (5 days with Anti-Alcohol class)

Use/Possession of Weapons/Drugs
(Zero Tolerance Offense)

Minor—Never a minor infraction

Major—Possession of firearms or dangerous weapons/drugs on school property or during school related activities, e.g. razor blades, pocket knives, guns (real or look-alikes), or other objects/drugs readily capable of causing bodily harm

Consequences for Minor Referrals	Consequences for Major Referrals
<ul style="list-style-type: none">• Loss of recess• Move Seat• Letter of apology• Written assignment• Completion of reflection sheet• Lunch detention• Loss of privileges• Restitution• Parent contact• Social Skills lesson• Social Work staff support• Other (teacher discretion)	<ul style="list-style-type: none">• Lunch detention• Letter of apology• Restitution• Parent contact• Written assignment• After School Program restriction• In-school suspension• Social Skills lesson with parent/child in lieu of out-of-school suspension• Out-of-school suspension• Expulsion

Table of Possible Disciplinary Actions									
All Conduct Referrals will result in parent contact and a hard copy will be mailed home.									
Misconduct Category	Verbal Warning	Privilege Restriction	Letter of Apology	Parent/ Guardian Conference	Social Skills Lesson	Detention	I S S	O S S	Expulsion
Abusive Language/ Hate Speech	X	X	X	X	X	X	X	X	
Abusive/ Inappropriate Language	X	X	X	X	X	X	X	X	
Physical Assault (Injury)							X	X	X
Defiance/ Insubordination	X	X	X	X	X	X	X	X	
Lying/ Cheating	X	X	Failure Grade	X	X	X	X		
Skipping Class	X	X	X	X	X	X			
Property Damage/ Vandalism	X	X	Restitution	X	X	X	X	X	X
Forgery/ Theft	X	X	Restitution	X	X	X	X	X	
Possession of Cell Phones/ Technology Violation	X	X	Confiscation	X		X	X	X	X
Harassment/ Bullying	X	X		X	X	X	X	X	X
PDA			X	X	X		X	X	
Tobacco/ Drugs/ Alcohol								X	X
Weapons							X	X	X
Cyber Bullying (school hours or equipment)	X	X	X	X	X	X	X	X	X

Formal Discipline:

Formal disciplinary interventions are made for students who engage in repeated acts of Minor offenses; are persistently truant or tardy; engage in Major violations, which have the potential to threaten the well-being of oneself, other students, staff or other persons in the school; or involve destruction of school property. Parent contact/conferences will occur in all instances that result in a disciplinary referral(s). Formal discipline is always issued by an administrator or designee, and can involve removal of the student by in school suspension (ISS), out of school suspension (OSS), or expulsion. Due process procedures will be followed in all cases of suspension or expulsion.

SUSPENSION

Suspension involves removal from school for a set number of school days. Suspension may be issued as an initial intervention for a Major offense, or for repeated Minor offenses. Due process procedures will be followed prior to invoking a suspension. Removals of one day or less, which will not lead into a longer suspension, may not be appealed.

Students on suspension will be permitted to make up missed class work, but are not permitted on School property before, during, or after school or at school related functions. Staff may require a re-entry meeting prior to the student's return to school if a student has been suspended for three or more days. Removal of more than ten days may require school board action.

Due Process for Suspension

Students will not be suspended without parent/guardian notification. The following procedure will apply:

1. *An administrator or designee will meet with the student and inform him/her of the charges, and evidence and provide the student an opportunity to present his/her version.*
2. *An administrator or designee will inform the parent/guardian of the charges, the rationale and the length of the suspension. Communication will be by phone, with written notification mailed within 24 hours.*
3. *Parents/guardians may request a conference with an administrator or designee to discuss the suspension. The administrator or designee may alter the suspension based on the outcome of the conference.*
4. *The students and parents/guardians will be informed of their rights and the means of appeal.*
5. *The appeal will consist of an Administrative Review of the suspension, not a formal court proceeding and court rules of evidence shall not be enforced.*
6. *Parents/Guardians may request an Administrative Review within three days after receipt of the suspension notice. The request for an appeal must be in writing to the School Administrator.*
7. *The student will be allowed to attend and be permitted to give his/her version of the facts and to offer testimony of other witnesses.*
8. *The School Administrator may alter the suspension based on the outcome of the appeal.*

EXPULSION

If a student commits certain acts of misconduct which harm or threaten harm to other students, staff or building visitors, or continues to engage in misconduct, resulting in suspension, an administrator or designee may recommend expulsion for the remainder of the semester, the school year or permanently. Possession of weapons, or acts of assault, may result in suspension followed by expulsion. If expulsion is recommended, the due process procedures listed below will be followed.

Due Process for Expulsion

- 1. The School Administrator will forward, to the parents/guardians, in writing, the charges and recommendation for expulsion, and the length of the recommended expulsion.*
- 2. Parents/guardians and students may request and meet with the School Administrator in his/her office, with or without counsel.*
- 3. Related documents will be available to the parents/guardians and students.*
- 4. The student will have the right to present evidence in his/her behalf.*
- 5. The student and parents/guardians may present witnesses, on behalf of the student.*
- 6. The students and parents/guardians will receive a written record of the meeting.*
- 7. The School Administrator will make a recommendation for expulsion to the School Board.*
- 8. The School Board will review and act upon the recommendation of the School Administrator.*
- 9. The student and parents/guardians may appeal any unfavorable decisions to the School Board, within 10 days.*
- 10. The School Board will designate Board members or other officials to conduct the appeal hearing.*
- 11. Any decisions made by the School Board on the appeal, will be final.*

DISCIPLINE AND DUE PROCESS FOR STUDENTS WITH DISABILITIES

Students with disabilities are entitled to the rights and procedures afforded by the Individual with Disabilities Education Act (I.D.E.A.) and the Americans with Disabilities Act (A.D.A.), or Section 504 of the Rehabilitation Act.

Students who have an IEP are provided with positive behavior support through JKL's schoolwide discipline plan and are fully expected to behave in a safe, responsible and respectful manner as all other students are. Students that continue to struggle to follow the schoolwide discipline plan may be given a Functional Behavior Assessment that includes information, data and observations by Special Education Staff, General Education staff, parents and the student. Parent or guardian consent is required for a student to have an FBA. The FBA process takes up to 30 school days. The result of an FBA is often a Behavior Intervention Plan, which is an individualized behavior intervention plan to be included in the IEP with the main goal of improving the student's problematic behavior in order to provide access to and support academic success. Students with disabilities that have chronic behavior issues may have additional support which could include alternate discipline planning included in their IEP. The goal is to provide students with positive proactive support to prevent problematic behavior by teaching/learning, restorative activities, reflection, self-monitoring skills, social emotional activities, natural consequences, purposeful breaks, sensory breaks, reset time, incentives, etc., and prevent the negativity of chronic punitive consequences, removals and habitual exclusion from special class activities. Students with disabilities may not be removed (in-school and out-of-school suspensions) from class for disciplinary consequences for more than 10 days. A manifestation Determination Review meeting with special education staff, general education teacher, and parents is required if there are 10 days of removal from class. The purpose of the MDR is to determine whether the behavior that resulted in the removal was manifested by the student's disability. Disciplinary activity is monitored by the special education staff. If you have any questions about discipline for students with disabilities, please contact the special education director or the superintendent.

Bullying and Other Aggressive Behavior Towards Students (Policy 5517.01)

It is the policy of the School 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 School, 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 School 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.

Implementation

The School Administrator 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 School 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 Dean of Students. 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 School Administrator should be filed with the Board President.

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. Reports may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

The Principal (or other administrator as designated) 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.

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 School Administrator. The School Administrator 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 school.

“Bullying” is defined as any gesture, written, verbal, graphic, or physical act (including electronically transmitted acts-i.e. internet, telephone or cell phone, personal digital assistant (PDA) or wireless handheld 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’s educational programs or activities by placing the student in a 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 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 a 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 school business, and others not directly subjected to school control at inter-district or intra-athletic competitions or other school events.

JKL also has a full-time Sault Tribe School Police Officer whose role is to enhance the safety and security of the school.