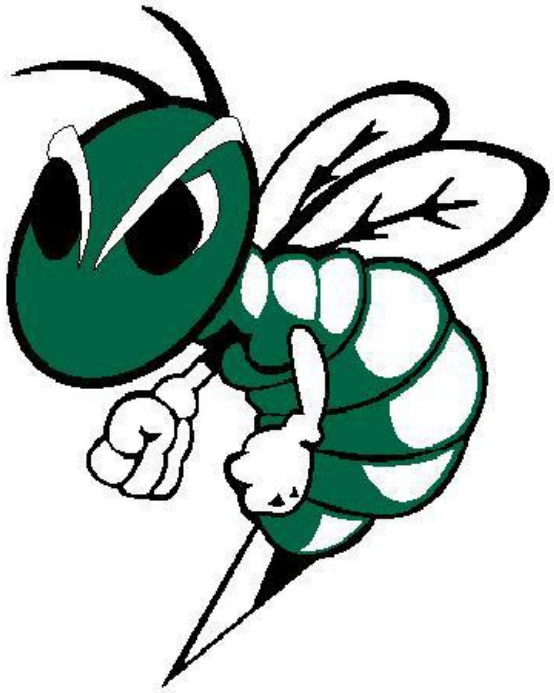
Central Montcalm

Upper Elementary School



Student and Parent Handbook

2021-2022

Table of Contents

Chapter 1: Introductory information and general notices:
Comments from the principal
Central Montcalm mission statement
Board of Education members
Personnel information
Parent involvement
Emergency Closing and Delays
Emergency contacts
Enrolling in school
CMUE Daily schedule
Chain of communication
Change of address
Distribution of printed material
Equal opportunity
Electronics
Fundraising
Library/media center
Lockers
Lost and found
School/Teacher newsletters
Telephones
Vacations
Volunteers
Withdrawal and transfer
Care of property
Scheduling and Assignment

Chapter 2: Academic information:
Student records
Accommodating persons w/disability
Assessment
Field trips
Grading scale
Gym/PE
Homework
Recess
Report cards/conferences
Review of instructional materials
Textbooks

Chapter 3: Attendance:
Attendance policy
Absences/unexcused absences
Homebound/hospitalization services
Truancy
Dismissal by Guardian

Chapter 4: Student fees and Meal costs:
Chapter 5: Transportation and parking:
Bus discipline/policy
Bus rules
Closed campus

Chapter 6: Discipline and student code of conduct:
Code of conduct
Student discipline code
Behavior violations
Due process
Expectations (PBIS)
Gum
Dress code
Student safety and security
Student seclusion and restraint
Suspension

Chapter 7: Health and safety:
Communicable diseases
Chronic illness
Diabetes
Critical incident plan
Safety drills
Immunizations
Injury/illness/accident/emergency
Head lice
Mandated reporters
Medication policy
Tornado policy
Preparedness for hazards & pest management

Chapter 8: Internet and technology:
Electronic information-acceptable use policy

Chapter 9: Special education:
Nondiscrimination
Discipline/manifestation review
Due process
ELL
IEP

Chapter 10: Parental rights and notification:
Parent Teacher Organization
Parent involvement
FERPA
Search and seizure
Students rights of expression
Appendix:
PBIS Handbook
Parent involvement
COVID-19 information

August 16, 2021

Dear Central Montcalm Upper Elementary Parents/Guardians and Students,

It's a great day to learn at Central Montcalm Upper Elementary. This building is full of dedicated staff and students who are ready to work hard and succeed. It's going to be a great year and we are looking forward to working with you.

Our CM family colors are green and white with the hornet being our mascot. The words to our fight song are:

Go Central High School
you look fine tonight
Lift up high the banner
That's colored green and white Rah, Rah, Rah!
Onward our hornets
You are Central's Pride
Fight on for our school's honor
And a victory for the Central side

The following pages of this handbook have been prepared for you and your child(ren). For your convenience, it has been organized in chapters of subject. In this handbook you will find information, procedures, and our expectations. If at any time, during the year, you or your child(ren) have a question, please feel free to contact me.

Sincerely,

Jane Trimper
Principal, CMUE

Elastic clause

The school administration reserves the right to amend any provision in this handbook, which he/she deems to be in the best interest of the educational process. The school administration retains the right to issue penalties for acts of discipline not specifically stated herein and to alter penalties, as he/she considers necessary.

CENTRAL MONTCALM PUBLIC SCHOOL DISTRICT

Mission: To advance quality learning

Vision: A learning community where all people strive for continuous improvement in everything they do**.**

Board of Education Members

Board of Education

Bill Simpson, President
Brennan Bowen, Vice President
Bill Collins, Secretary
Lisa Lund, Treasurer
Jim Lingeman, Trustee
Rob Train, Trustee
Brandy Ryan, Trustee

Board of Education Administration 831-2000
Marty James, Superintendent
Mandy McLaughlin, Director of Curriculum Instruction & Assessment

Central Montcalm Secondary School 831-2100
Charity Groom, Principal
Bob Naylor, Assistant Principal

Central Montcalm Upper Elementary 831-2300
Jane Trimper, Principal

Central Montcalm Elementary 831-2500
Amy Frias, Principal

Food Service 831-2106
Amy Main, Director

Transportation 831-2240
Mark Kimball, Director

CENTRAL MONTCALM UPPER ELEMENTARY

1488 S. Sheridan Road
Stanton, Michigan 48888

CMUE Vision

Central Montcalm Upper Elementary students will be dynamic learners and productive citizens.

CMUE Mission

QUALITY EDUCATION in an ENRICHING ENVIRONMENT

CMUE Staff 2021-2022

Office
Jane Trimper, Principal
Marissa Shick, Secretary
Holly Guilford, Secretary

Custodial
Sandy Penner
Phil Kava

Kitchen
Amy Main, Food Director
Karla Rasmussen
Angie Probyn
Dee Richmond

Interventionists
Julie Hatley, Social Worker
Patrick Hill, Behavior Support
Susie Loew
Nicole Eggleston

3rd Grade Teachers
Alicia Kelley
Deb Kuczynski
Abigail Seamon
Cassidee Aiston

4th Grade Teachers
Erin Blumberg
Michelle Rockafellow
Jenny Dankert
Shelby McIntyre

5th Grade Teachers
Beth Clingenpeel
Kylie Guild
Jill Tobey
Sarah Willmore

Specials
Sara Potter, Music
Austin Sargent, PE

Para Professionals
MaryAnn Clay
Brandy Fuhrman
Renee Johnson
Millie King
Cindy Navarre
Michelle Willmore

Library Clerk
Jennifer Shinabargar

Special Education Teachers
Katrina Campbell, Speech
Sarah Korte, Spec. Ed.
Shauna Thompson, Spec. Ed.

Contact information can be found on our school's website:
http://www.central-montcalm.org/upper-elementary

PARENT INVOLVEMENT

See Appendix B.

EMERGENCY CLOSING AND DELAYS

If the school must be closed or the opening delayed because of inclement weather or other conditions, the School will notify local radio and television stations. The district will also send out an alert via School Messenger (See diagram below).

Parents and students are responsible for knowing about emergency closings and delays.

SCHOOLMESSENGER®

The Trusted Platform for School Community Engagement

Parents and Guardians

You can take advantage of our Text Messaging Service

Our school utilizes the SchoolMessenger system to deliver text messages, straight to your mobile phone with important information about events, school closings, safety alerts and more.*

You can participate in this free service* just by sending a text message of "**Y**" or "**Yes**" to our school's short code number, **67587**.

You can also opt out of these messages at any time by simply replying to one of our messages with "**Stop**".

SchoolMessenger is compliant with the Student Privacy Pledge™, so you can rest assured that your information is safe and will never be given or sold to anyone.

Opt-In from your mobile phone now!

Just send "Y" or "Yes" to 67587

Information on SMS text messaging and Short Codes:

SMS stands for Short Message Service and is commonly referred to as a "text message". Most cell phones support this type of text messaging. Our notification provider, SchoolMessenger, uses a true SMS protocol developed by the telecommunications industry specifically for mass text messaging, referred to as "short code" texting. This method is fast, secure and highly reliable because it is strictly regulated by the wireless carriers and only allows access to approved providers. If you've ever sent a text vote for a TV show to a number like 46999, you have used short code texting.

*Terms and Conditions – Message frequency varies. Standard message and data rates may apply. Reply HELP for help. Text STOP to cancel. Mobile carriers are not liable for delayed or undelivered messages. See schoolmessenger.com/txt for more info.

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ENROLLING IN THE SCHOOL

The parents or legal guardian must enroll new students coming to CMUE. When enrolling, parents must provide copies of the following:

A. a birth certificate or similar document
B. proof of residency
C. proof of immunizations
D. (if applicable) court papers allocating parental rights and responsibilities or custody.

Under certain circumstances, temporary enrollment may be permitted. In such cases, parents will be notified about documentation required to establish permanent enrollment.
This may be done online at: https://centralmontcalm-mi.finalforms.com/.

CENTRAL MONTCALM UPPER ELEMENTARY SCHOOL STUDENT DAILY SCHEDULE

REGULAR SCHEDULE: 7:30 am to 2:45 pm
2-HOUR DELAY SCHEDULE: 9:30 am to 2:45 pm
TWO-HOUR EARLY RELEASE SCHEDULE: 7:30 am to 12:45 pm
HALF-DAY EARLY RELEASE SCHEDULE: 7:30 am to 11:10 am

CHAIN OF COMMUNICATION

If a problem develops or a parent senses a child is having difficulty with an assignment, a teacher, or an incident at school, parents are encouraged to talk to the teacher immediately to bring about increased understanding and a quick resolution. Issues not satisfactorily resolved with a teacher, may be addressed with the CMUE principal. It is suggested you follow this "chain of communication" in order to reach a satisfactory resolution.

CHANGE OF ADDRESS, PHONE NUMBER OR EMERGENCY CONTACTS

Please inform the office immediately if you have any change of address, phone number or emergency contact information so files may be kept current.
This may be done online at: https://centralmontcalm-mi.finalforms.com/.

DISTRIBUTION OF PRINTED MATERIAL

Prior permission from the principal must be obtained before printed materials may be distributed near or on school property.

EQUAL EDUCATION OPPORTUNITY

The Central Montcalm School District does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, age, or religion in its programs and activities. For information on the person designated to handle inquiries regarding the School District's non-discrimination policies please contact: Board Of Education Office, Central Montcalm Public Schools, 1480 S. Sheridan Road, Stanton, MI 48888 TELEPHONE: 989-831-2001
The School District's complaint procedure may be obtained from the board office. For further information, you may also contact: Office for Civil Rights U.S. Department of Education 600 Superior Avenue East, Suite 750 Cleveland, OH 44114-2611 TELEPHONE: 216-522-4970 FAX: 216-522-2573 TDD: 877-521-2172 EMAIL: OCR.Cleveland@ed.gov

ELECTRONICS AND ITEMS THAT DISTRACT FROM LEARNING

Electronic devices, such as cell phones, etc. are not to be used during normal school hours. Students may not carry a device in school except for health or other specific reasons approved by the Board of Education. A cell phone required by a parent must remain turned off and remain in the student's locker. This expectation applies to the time when your child is at recess, too. If your child brings items to school that distract from their learning or the learning of others, they may be asked to put the item in their locker, take the item home or put the item in a teacher designated spot.

FUNDRAISING

Students are invited to take part in a fundraiser each fall to build class monies for grade level needs, field trips and cost of busing. Our Parent Teacher Organization hosts popcorn Fridays and one fundraiser each mid-year to cover enrichment activities at CMUE for all students.

LIBRARY/MEDIA CENTER

Students will go to the library to borrow book(s) weekly. Students are responsible for any materials borrowed from the Media Center.

LOCKERS

All book bags; backpacks, coats, etc. are to remain in lockers until the end of the day. The contents and condition of the locker is the responsibility of the student. Locker clean out and periodic inspections will occur. Students may not use stickers or hang inappropriate material in their lockers. Glass and open beverage containers are not permitted in lockers. School officials may search lockers at any time.

LOST AND FOUND

Students are reminded that all books, as well as personal items, are their responsibility. CMUE cannot be responsible for misplaced, lost or stolen articles. Found articles will be placed on the lost and found hooks outside the gym. Parents are encouraged to look at the lost and found items regularly. Items will be donated to local agencies three times a year.

SCHOOL/TEACHER NEWSLETTER

The office sends home a newsletter weekly regarding school events. Teachers will communicate regularly regarding happenings in the classroom/grade level. School newsletters can be found on our webpage at www.central-montcalm.org and our Facebook page.

TELEPHONES

The office phone is available for student use in the event of an emergency or illness. Every teacher has his/her own telephone number and voicemail for your convenience. Please do not expect to talk with your student or teacher during instructional hours. Teachers will gladly and promptly return your calls during a time without students.

VACATIONS DURING THE SCHOOL YEAR

Parents are encouraged not to take their child out of school for vacations. When a family vacation must be scheduled during the school year, the parents should discuss the matter with the principal and the student's teacher(s) to make necessary arrangements. It may be possible for the student to receive certain assignments that are to be completed during the trip.

VOLUNTEERS & VISITORS

All school volunteers must complete the "Volunteer Information Form" (available in the school office) **yearly** and be approved by the Board Office before assisting at the school. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents.
For school-wide volunteer opportunities, please contact the building office. Volunteers and visitors are required to check in and out at the main office and receive a visitor badge before going to their destination. All volunteers must pass a background check prior to working with students**.**
All visitors are restricted to the office and not permitted past the office. All visitors are required to wear a face mask and fill out a health screener. Only staff and students are allowed in the building.

WITHDRAWAL AND TRANSFER

If you find it necessary to transfer to another school, be certain to contact the office before leaving in order that we can best assist you in having a smooth transition from one school to another. Please be sure your child returns any textbooks, library books, or school owned equipment prior to leaving.

CARE OF PROPERTY

Students are responsible for the care of their own personal property. The school will not be responsible for personal property. Valuables such as jewelry or irreplaceable items should not be brought to school. The school may confiscate such items and return them to the student's parents.

If a student does damage to, or loses school property, the student or his/her parents will be required to pay for the damage or replacement. If the damage or loss was intentional, the student will also be subject to discipline according to the Student Discipline Code.

SCHEDULING AND ASSIGNMENT

The principal will assign each student to the appropriate classroom and program. Any questions or concerns about the assignment should be discussed with the principal.

Chapter 2: Academic information

STUDENT RECORDS

STUDENT PRIVACY PROTECTIONS

The Protection of Pupil Rights Amendment affords parents certain rights regarding the District's conduct of surveys, collection and use of information for marketing purposes, and certain physical examinations. These include the right to:

A. *Consent* before the student is required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education:

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Sexual behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom the students have close family relationships;
6. Legally-recognized privileged relationships, such as those with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
8. Income, other than that required by law to determine program eligibility.

B. *Receive notice and an opportunity to opt a student out of* –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under Michigan law; and
3. Activities involving the collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

C. *Inspect*, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum

Parents/eligible students who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605

Instructional Material- A student's parent/guardian may review the curriculum, textbooks, and teaching materials of the school in which the student is enrolled at a reasonable time and place and in a reasonable manner.

ACCOMMODATIONS TO PERSONS WITH DISABILITIES

Persons with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Persons with disabilities having questions about accessibility or needing accommodations should contact the superintendent or building principal. Notification of the need for accommodation should occur as far in advance as possible of the school-sponsored function, program, or meeting.

ASSESSMENT

To measure student progress, students will be tested in accordance with State standards and District policy. District assessments for math, reading & writing will take place during school hours and students will also be tested with Michigan assessments online as follows:

3rd Grade- Math, English Language Arts
4th Grade - Math, English Language Arts
5th Grade – Math, English Language Arts, Social Studies, Science

FIELD TRIPS

Field trips are an extension of the learning experience for students. Parents/guardian permission is required for a student to participate. A universal permission form will be sent home with students on the first day of school, to cover all field trips for the school year. Students may be denied the privilege of a field trip, or parents may be requested to accompany their child, when misconduct warrants these measures.

GRADING/ASSESSMENT PROCEDURE

Grade reporting is done four times per school year. Progress reports will be sent home at mid-marking period. Student's grades for fourth and fifth grade are based on the following scale:

A	=	94-100	B-	=	80-82	D+	=	67-69
A-	=	90-93	C+	=	77-79	D	=	63-66
B+	=	87-89	C	=	73-76	D-	=	60-62
B	=	83-86	C-	=	70-72	E	=	Below

GYM/PHYSICAL EDUCATION

All students are expected to **wear gym shoes** for physical education and to participate in gym class. Ill/injured students may be excused from participation for one day with a written excuse from the parent/guardian.
Illness/Injury requiring non-participation for more than one day must be accompanied by a written statement from a physician indicating the nature of the disability and the date when the child may return to normal activity.

HOMEWORK

Research shows that reading every day will increase fluency and comprehension. We encourage parents to help their children develop a homework schedule from listening to their child read out loud for ten minutes a day to working on assignments or reading silently up to 60 minutes a day.

RECESS

Recess time during the school day is set aside so that students have the opportunity to run, play, and exercise daily as to be better able to concentrate on their class work. All students are expected to go outside during recess time. Students are to be dressed for the weather as most recesses are outside and students are expected to go out. Exceptions may be made for medical reasons, disciplinary actions or for special school activities. A written request from a parent for an ill or injured child to remain inside may be accepted for one day. Any requests for more than one day must be accompanied by a doctor's statement indicating the reason, and date when the child may resume outdoor recess.

REPORTING STUDENT PROGRESS AND PARENT/TEACHER CONFERENCES

Parent/teacher conferences are held in the fall. The purpose of the conference is to exchange information with parents regarding the strengths of their child and areas still needing improvement. Parents are encouraged to share information, which they deem necessary to the success of their child, and can make appointments with the teacher and/or the principal at additional times as necessary. Report Cards will be sent home at the end of each marking period.

REVIEW OF INSTRUCTIONAL MATERIALS AND ACTIVITIES

Parents 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 sex education. Any parent who wishes to review materials or observe instruction must contact the principal prior to coming to the school. Parents' rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

TEXTBOOKS

Textbooks needed for students will be provided by the school district. It is the student's responsibility to use books property and prevent their loss or damage. Students will be required to pay for lost or damaged books.

Chapter 3: Attendance

In all Central Montcalm Schools, here is what you can expect to happen in regards to school attendance:

ATTENDANCE POLICY

Good school attendance is a habit every student should develop while attending elementary school. Good attendance is essential for each student to take advantage of his/her educational opportunities. If it is necessary for a child to be absent from school, please let the school know by either providing a note or calling the office. The office phone number is **(989)831-2300** and our message system is working 24 hours a day.

When your child is absent from school, please contact the office. When you call this number please leave your name, your child's name, the class they are in and the reason for their absence. This policy is imperative to the safety of our children and eliminates the need for staff to call about absent students. If you do not call in your child's absence, we will call you to find out where your child is. We do this to make sure that each child is accounted for and not lost somewhere between your home and school.

If a parent desires a list of make-up work when a student has been absent, please call and request it prior to coming to school so the teacher has time to gather it without disruption to class time.

If your child is going to be out of school for a long time due to a medical concern, please contact the school office. Homebound services may be available if needed.

Excused Absences:

Absences are considered excused if a parent notifies the school and the absence is for a legitimate reason. Reasons for an excused absence may include, but are not limited to the following:

1.) Illness or injury-extended or frequent situations require a written doctor's excuse
2.) Medical appointments that cannot be scheduled outside of the school day
3.) Head lice treatment
4.) Serious illness of a family member
5.) Death in the immediate family
6.) An appearance in court
7.) Observation of a holiday or religious ceremony

UNEXCUSED ABSENCES

Absent students will be considered unexcused until notification of the absence, and the reason for absence is given to the school by a parent and it meets the definition of excused. In a case of excessive absences, an absence will be considered unexcused without a doctor's note. Parents will receive written notification if this is the case.

TARDINESS

Students coming into school late need to first stop at the office before going to their classroom. A pass will be issued by the office to take to the classroom teacher. Students who arrive after 7:35 will be marked tardy.
Being on time is another life skill that should be developed. Excessive tardiness will result in a contact by the principal (verbal or written) and may result in a meeting with the student, parent and principal, which could result in further disciplinary action.

STUDENTS PICKED UP DURING THE DAY

Students must remain on school property during the entire school day unless permission is granted. Students are dismissed during school hours only for emergencies or appointments. Please remember to turn in doctor's notes for all appointments. Picking a student up early does constitute an absence as they did not complete an entire school day. An early leave is defined as any student leaving before 2:45 p.m. All aspects of school are deliberate and important; even the daily wrap-up procedures at the end of a school day where important information and reminders are often shared with students.
To pick up your child during the school day, please go to the school office to request your child be called from the classroom and to sign him/her out. Teachers will not release students unless notified by the office to do so.
If someone other than the custodial parent attempts to pick up a child for any reason during the school day, and that person is not listed on the emergency information form in the office, or the child does not have a note from the custodial parent, the parent will be contacted for verification. If the office is unable to reach the parent, the child will not be permitted to leave the school building. Your child's safety is our number one priority.

TRUANCY

Unexcused absences from school (truancy) is not acceptable. Truancy is reported to officials and may result in a hearing before a judge in a court of law; or a report to local authorities concerning lack of parental responsibility in providing proper care and supervision of a child if 15% loss of time in school is reached and can be considered after three unexcused absences. After a three-day absence due to illness, a doctor's slip is needed. Truancy is reported to the Intermediate School district and the truant officer can direct a truancy case to the judicial system.

A.) Once your child has accumulated **three (3)** unexcused absences, the school truancy/educational neglect referral process will be started. You may receive a letter, phone call, home visit, or possibly all three, to alert you that your child is missing too much school. The school ***may*** refer to Department of Human Services for prevention/intervention and/or ***may*** request MAISD Truancy Officer intervention.
B.) Once your child has accumulated **five (5)** unexcused absences, the school refers the case to the MAISD Truancy Officer for follow up.

C.) Once your child has accumulated **eight (8)** unexcused absences, the school and the MAISD Truancy Officer refers the student/parent truancy case to the Prosecuting Attorney for judicial review/action.

PLEASE NOTE

**Once a student has reached ten (10) absences of any variety (excused and/or unexcused) the parent of the student will be required to provide documentation from a medical doctor for any other absences after the tenth (10th) absence. The required excuse from a medical doctor must give the specific date(s) of the required absence(s) and furthermore, the medical doctor's excuse must be presented to the elementary school office within three business days of the absence(s). Without this required medical doctor's clearance, any absence after the maximum of ten (10) will automatically be unexcused and will cause the school to begin the truancy process on a student as mentioned in the attendance/truancy/educational neglect policy above.

Authorized exceptions to this policy, which may allow a student to exceed the maximum (10) number of absences, will be determined by the school administration/designee and may cover:

- School-imposed absence with principal approval/determination
- Deviations from normal bus routine caused by inclement weather conditions
- Approved one-time family requested vacation, limited to five (5) consecutive school days per school year.
- Attendance to funeral with documentation provided by parent

HOMEBOUND/HOSPITALIZED SERVICES

Homebound/hospitalized services will be available only to eligible handicapped students and students who will be out of school for five (5) or more days. Requests for homebound/hospitalized services may be made through the CMUE office. Written documentation from a physician must be presented at the time of request indicating the nature of illness, anticipated length of hospital or home stay, and effective date of illness/injury.

Chapter 4: Student fees and Meal plans

BREAKFAST/LUNCH PROGRAM

The Food and Nutrition Staff strive to serve nutritious, tasty, and appetizing meals that the students will enjoy. Both breakfast and lunch will be free for all students. Milk is also available for purchase.

Students are responsible for cleaning up after themselves. Students may also be asked to help out by cleaning tables and picking up trash in the cafeteria.

Prices for meals at CMUE:

Breakfast – Free for all students
Lunch – Free for all students
Milk – $0.50

Chapter 5: Transportation and Parking

BUS DISCIPLINE/POLICY

Please refer to the CM Transportation handbook for information pertaining to transportation code of conduct, penalties for infractions and for general transportation safety guidelines and policies. Students will receive a copy of this the first day of school. A copy of this handbook can be seen on the CM website and may be requested by Calling 831-2240. If school is cancelled and a student has earned a suspension from the bus, the day will count toward the suspension.

BUS RULES

Riding a school bus is a privilege and students are expected to demonstrate the same appropriate and respectful behavior on the bus that is displayed in a classroom. Students must ride their assigned buses. Students misbehaving on a bus will be issued a **written warning and/or a bus misconduct report**. Parents will be contacted.

CLOSED CAMPUS

CMUE has a "closed campus" during the school day. The parent/guardian must approve **in writing** both the student's absence and method of transportation home before school approval to leave the building will be given.

All students entering or leaving the building after the start of the school day must sign in or out at the school office.

• Your child should arrive at school and in their class on time daily and should leave directly after school unless prior arrangements have been made to stay after for a supervised activity.

–**School begins: 7:30 a.m.** –**School ends: 2:45 p.m.**

•Students are not permitted to leave the building with anyone except their parents/guardian or authorized emergency contact person. Any requests for a student to be picked up by someone other than those listed on the emergency form must be submitted in writing by the parent/guardian and approved through the office.

•Students who arrive late or leave early are to be signed in and/or out at the office. You may bring them directly to the office or send them to ring the bell. Please wait to see that your child has entered the building before leaving.

When picking up your child early from school, you may come into the office and sign them out or call the office and we will send them to you when they have gathered their belongings.

Chapter 6: Discipline and student code of conduct

CODE OF CONDUCT – Responsibility of Students:

A major component of the educational program at CMUE is to prepare students to become responsible workers and citizens by learning how to conduct themselves properly and in accordance with established standards. We expect students to be respectful, responsible and safe.

Our school is using Positive Behavior Intervention and Supports (PBIS). Please see PBIS Handbook in Appendix A.

All school expectations will be taught to all children. Based on how well students follow the expectations, there will be both a positive recognition system and a correction system.

Positive Consequences

Positive consequences are based on principles of reinforcement. Reinforcement is a naturally occurring behavioral process that can increase the rate, intensity, duration or form of a behavior. The goal of any reinforcement system is not to manage or control behavior, but to help students improve behavior and move students to self motivation and reinforcement. Positive Consequences include but are not limited to: Hornet High Five Tickets, Golden Hornets, positive praise, celebrations to acknowledge no Behavior Incident Forms, and increased privileges.

Correction System

Despite our best efforts to model, teach and reinforce expected behavior, some students will still engage in problem behavior. When responding to problem behavior at CMUE, we will be guided by the following principles:

1. We will respond to problem behavior only in ways that maintain the safety, well-being and dignity of the child.

2. A primary focus in response to problem behavior is the instruction of the expected behavior.
3. Our primary goal in responding to problem behavior is to minimize the loss of instructional time for that student and all other students in the setting.

The primary goal is to identify minor problem behavior early and calmly intervene to get the student back on track and prevent major behavior problems from occurring. If the student does not respond to initial redirects, consequences may be required.

Staff will manage minor and staff managed behavior problems in the classroom. (See Continuum of Responses and Behavior Definitions in the PBIS handbook in the Appendix A.)

If behavior is severe or disruptive, it will be an office managed behavior and will be dealt with by office personnel.

These behaviors may include but are not limited to:

- Fighting, assault, physical aggression
- Serious Disruption
- Overt Defiance
- Harassment
- Racially insensitive remarks or actions
- Unsafe activities

Possible Responses/Consequences may include but are not limited to:

- Parent Contact
- Detention
- Suspension
- Loss of Privileges (ex. Recess)
- Restitution (Restorative Practices)
- Notify Law Enforcement
- Formal Behavior Plan
- Charging Students & Parents for Damage

In most cases, every attempt will be made to use in-school support and maintain access to instructional activities to the greatest extent possible. However, out of school suspension may be warranted in the most extreme cases such as when the physical safety of the student, a peer or a staff member is of concern. **We pride ourselves in remaining confidential about student consequences. You will be informed only about your child or children.**

Individual Student Behavioral Supports

The Tier 2 Behavior Team at CMUE will regularly review discipline referral data to identify areas for intervention for students who are at-risk. For students who engage in repeated, chronic behavior, additional supports will be put into place. Research has found that 10-15% of students will require additional support to be successful socially in school. Some will respond to simple levels of intervention but some will need more intensive individualized support.

CMUE will be providing research-based interventions including Check-In/Check-Out, Social Skills Groups and Individualized Positive Behavior Plans. Daily data will be collected for all interventions implemented, and the Tier 2 Behavior team will evaluate the effectiveness of the intervention for that student.

STUDENT DISCIPLINE CODE

The Board of Education has adopted the following Student Discipline Code. The code includes the types of misconduct that will subject a student to disciplinary action. The Board has also adopted the list of behaviors and the terms contained in the list.

It is the school staff's responsibility to provide a safe and orderly learning environment. History has shown that certain student actions are not compatible with a "safe" and "orderly" environment. Discipline is within the sound discretion for the School's staff and administration. Due process ensures that disciplinary action is imposed only after review of the facts and/or special circumstances of the situation. In the event that staff members need to restrain and/or seclude students, it

must be done in accordance with Board of Education Policy #5630.01. Such intervention may be used only as a last resort in emergency situations, if students pose a threat to themselves or others based on their behavior.

Behavior Violations

Each of the behaviors described below are prohibited at school and may subject the student to disciplinary action including suspension and/or expulsion from school and, depending on the violation, may be reported to law enforcement officials.

1. **Use, possession, distribution, or sale of drugs, alcohol, steroids, inhalants, or look-alike drugs.** Sale also includes the possession or sale of over-the-counter medication to another student. Attempted sale or distribution is also prohibited.
2. **Use, sale, distribution or possession of any form of tobacco or tobacco products.**
3. **Possession of a weapon.** This includes conventional objects like guns, pellet guns, knives, or club type implements. It may also include any toy that is presented as a real weapon or reacted to as a real weapon. State law may require permanent expulsion for any cutting instrument consisting of a blade longer than three inches fastened to a handle, any explosive, poison gas, bombs, grenades, rockets, missiles or mines. Criminal charges may be filed for this violation.
4. **Use of an object as a weapon.** Any object that is used to threaten, harm or harass another may be considered a weapon. This includes, but is not limited to, padlocks, pens, pencils, laser pointers, jewelry and so on. Intentional injury to another can be a felony and/or a cause for civil action.
5. **Knowledge of dangerous weapons or threats of violence.** For the safety of all students, staff and visitors, students are required to report knowledge of dangerous weapons or threats of violence to the principal. Failure to report such knowledge may subject the student to discipline.
6. **Purposely setting a fire.** Anything, such as fire, that endangers school property or its occupants will not be tolerated. Arson is a felony and will be reported to the proper authorities.
7. **Physically assaulting a staff person, student or other person**. Physical assault is defined as "intentionally causing or attempting to cause physical harm to another through force or violence".
8. **Verbally threatening a staff person, student or other person.** Verbal assault is a communicated intent to inflict physical or other harm on another person, with a present intent and ability to act on the threat. Verbal assault also includes the making of bomb threats or similar threats directed at a school building, property, or a school-related activity.
9. **Extortion.** Extortion is the use of threat, intimidation, force or deception to take or receive something from someone else. Extortion is against the law.
10. **Falsification of schoolwork, identification, and/or forgery.** Plagiarism and cheating are also forms of falsification and subject the student to academic penalties as well as disciplinary action.
11. **False alarms, false reports, bomb threats.** A false emergency alarm, report or bomb threat endangers the safety forces that are responding, the citizens of the community, and persons in the building. **What may seem like a prank is a dangerous stunt**.
12. **Explosives.** Explosives, fireworks, and chemical-reaction objects such as smoke bombs, pipe bombs, bottle bombs, small firecrackers and poppers are forbidden and dangerous.
13. **Trespassing.** Suspended or expelled students are not allowed on school property without prior authorization of the Principal. Also, students are not allowed on school property, or in unauthorized areas, during unauthorized times.
14. **Theft.** Stealing school or personal property is considered theft.
15. **Disobedience. School staff is acting "in loco parentis", which means they are allowed, by law, to direct a student as would a parent. This applies to all staff, not just teachers. If given a reasonable direction by a staff member, the student is expected to comply. When a student refuses to accept the usual discipline for an infraction, the refusal can result in a sterner action such as suspension or expulsion.**
16. **Damaging property.** Vandalism and disregard for school property will not be tolerated. Violators may incur repair, replacement costs along with discipline.
17. **Persistent absence or tardiness.** Attendance laws require students to be in school the entire school day or have a legitimate excuse. Excessive absences will be reported for truancy.

18. **Aiding and abetting violation of school rules.** If a student assists another student in violating any school rule, they may also be disciplined.
19. **Engaging in public displays of affection.** Boy/Girlfriends demonstrating affection (holding hands, kissing, etc.) is personal and not allowed at school.
20. **Possession of electronic equipment.** Students are not allowed to use laser pens, pagers, cellular telephones, MP3 players, "boom-boxes", portable TV's, radios, electronic phones during school hours. The property will be confiscated and disciplinary action will be taken.
21. **Violation of individual school or classroom rules.** Individual rules are for the safe and orderly operation of that environment. Students will be oriented to specific rules, all of which will be consistent with District policy.
22. **Violation of bus rules.** Refer to bus rules/transportation.
23. **Moral Affront.** Students will not engage in behaviors or language that is considered obscene and/or vulgar.
24. **Disruption of the educational process.** Any actions or manner of dress that interferes with school activities or disrupts the educational process is unacceptable. Such disruptions also include delay or prevention of lessons, assemblies, field trips, athletic and performing arts events.
25. **Harassment.** The school believes that every individual deserves to be able to come to school without fear of demeaning remarks or actions. The harassment of other students or members of the staff, or any other individuals is not permitted. This includes any repeated speech or action that creates a hostile, intimidating or offensive learning environment. Harassment includes, but is not limited to:
    a. Sexual Harassment: Verbal, non-verbal or physical contact.
    b. Gender/ Ethnic/ Religious/ Disability Harassment: Verbal, non-verbal or physical assault.
    c. Harassment includes such activities as stalking, bullying, name-calling, taunting, and hazing. Any student who is found to have repeatedly demeaned or harassed a staff member, student or third party, will be subject to discipline in accordance with law. Students who believe they have been harassed, bullied or intimidated will report to the principal who will follow board policy 5517.

26. **Unauthorized use of school or private property.** Students are expected to obtain permission to use any school property or any private property located on school premises. Any unauthorized use shall be subject to disciplinary action. This includes use of the internet and communication networks in a manner not sanctioned by policy and administrative guidelines. Violations of this rule could result in suspension or expulsion.

27. **Refusing to accept discipline.** The school may use informal discipline to prevent the student from being removed from school. When a student refuses to accept the usual discipline for an infraction, the refusal can result in a sterner action such as suspension or expulsion.

28. **Bullying**. It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior. Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior. This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

DUE PROCESS

On the basis of present school law the authority to temporarily separate or suspend a student is delegated by the Central Montcalm Board of Education to the building administration.

A student charged with misconduct has a right to due process. Such a student will have the opportunity to explain his/her actions or status regarding the charges. If, then, the administrator determines that charges against the student should stand, disciplinary action will be ordered.

EXPECTATIONS

All staff, students and visitors will be expected to follow the expectations created through PBIS. See PBIS Handbook in Appendix A.

Central Montcalm Upper Elementary Behavior Expectation Matrix									
Location ⇒ Expectations ⇓	**Buses**	**Parking Lot/ Entry Way**	**Classroom or Instructional Area**	**Bathrooms**	**Hallways**	**Cafeteria**	**Playground**	**Office**	**Assemblies**
Respect	*Listen to and follow the driver's directions *Be on time (arrive 5 min. prior to bus) *Be a "Bucketfiller"; treat others kindly *Use kind and appropriate words *Level 2 voice *Take care of the bus	* Listen and Follow directions * Use school-appropriate language *Wait quietly and calmly *Be kind to others	*Listen and follow directions *Use school-appropriate language *Wait your turn to share *Be kind to others * Take care of and maintain technology	*Respect personal space and privacy *Use school-appropriate language *Wait your turn *Use a voice level 1 or 0 *Be kind to others	*Listen and follow directions *Use a voice level 1 or 0 *Respect personal space *Be kind to others	*Listen and Follow Directions *Use a voice level 2 *Use utensils appropriately *Use good manners *Be kind to others	*Listen and Follow Directions *Use school-appropriate language *Take turns and share *Take care of school property & equipment *Be kind to others	*Listen and follow directions *Use a voice level 1 or 0 *Wait quietly and calmly at line/carpet *Use good manners *Respect personal space *Be kind to others	*Listen and Follow Directions *Voice level 0 *Wait your turn to share *Sit facing forward and on bottom *Clap to show appreciation *Be kind to others
Responsible	*Go directly to your assigned bus *Use the jump seat *Exit at assigned stop *Go directly to your assigned seat *Be helpful *Ask permission to open windows *View school-appropriate material on technology	* Go directly to your destination * Wait your turn * Listen and follow directions	*Take care of personal belongings *Clean up after yourself *Give your best effort *Listen and follow directions * Follow directions on social media and websites	*Go directly to your destination *Clean up after yourself	*Go directly to your destination *Take care of your personal belongings	*Throw away trash *Get lunch card *Get supplies and condiments in line *Eat your own food	*Be honest * Put equipment in proper location *Wear weather-appropriate clothing	*Wait quietly and calmly at line/carpet *Take care of your belongings *Go directly to and from office *Be honest	*Listen and Follow Directions *Make Own Choices *Sit in your classroom's assigned area *Wait quietly and calmly for program to begin

Central Montcalm Upper Elementary Behavior Expectation Matrix									
Location ⇒ Expectations ↓	**Buses**	**Parking Lot/ Entry Way**	**Classroom or Instructional Area**	**Bathrooms**	**Hallways**	**Cafeteria**	**Playground**	**Office**	**Assemblies**
Safe	*Stay off the road while waiting *Wait for the bus to stop/signal to cross *Cross in front of the bus *Use the front door *Walk *Stay seated properly *Keep everything inside the bus *Keep hands, feet, and belongings to self *Keep aisle clear	* Keep hands, feet, & belongings to self *Walk *Be where you are supposed to be.	* Keep hands, feet, & belongings to self *Walk *Respect personal space * View appropriate materials on technology	* Keep hands, feet, & belongings to self *Report inappropriate behavior *Wash hands	*Keep hands, feet, & belongings to self *Stay to the right *Walk *Face forward *Respect personal space	* Keep hands, feet, & belongings to self *Walk *Stay seated until dismissed	* Keep hands, feet, & belongings to self *Report inappropriat e behavior	* Keep hands, feet, & belongings to self *Allow adults to answer the doorbell and phone *Be where you are supposed to be.	* Keep hands, feet, & belongings to self *Walk *Sit on the seat portion of the bench

GUM

CMUE is a gum free school and we ask that adults and children aid the school community by adhering to this "No Gum" policy.

STUDENT DRESS CODE

While fashion changes, the reason for being in school does not. Students are in school to learn. Any fashion (dress, accessory or hairstyle and hair color) that disrupts the educational process, shows an affinity to gang or violent mentality, or presents a safety risk to the student or others will not be permitted. Violations of the dress code may result in the removal of the offensive wear, a call home for other clothing, or changing to clothing from the clothes closet. Please make sure students are dressed appropriately for school. Personal expression is permitted within these general guidelines: Students must be clean and neat, wear shoes, and be dressed appropriately for the weather. The following styles or manners of dress are prohibited:

- Chains
- Hats, caps or hoods of any kind unless approved for a school activity.
- Bare midriffs, bare lumbar/buttock area, exposed bra or underwear
- Halter tops, tube tops, or split up the side clothing
- Short shorts or short skirts – 10 inches on side seam from waistband
- Pants hanging off the hips or dragging on the ground
- Suggestive or vulgar clothing with offensive pictures or slogans or a negative or offensive double meaning (Including but not limited to advertisements for alcohol, drugs, tobacco products, sexual innuendo.)

STUDENT SAFETY AND SECURITY

To maintain order and to protect the safety and welfare of students and school personnel, school authorities may search a student or student's locker with just cause, and may seize any illegal or unauthorized materials discovered in the search. Student lockers and desks are school property and remain at all times under the control of the school district. However, students are expected to assume full responsibility of the security of their lockers and desks. School authorities for any

reason may conduct periodic general inspections of lockers and desks at any time, without notice, without student consent, and without a search warrant.

STUDENT SECLUSION AND RESTRAINT

In the event that staff members need to restrain and/or seclude students, it must be done in accordance with procedures and guidelines. Such intervention may be used only as a last resort in emergency situations, if students pose a threat to themselves or others based on their behavior. Only school staff and substitute personnel who are trained in permissible seclusion and physical restraint measures shall use such techniques.

SUSPENSION FROM SCHOOL

Absence from school due to suspension shall be considered an authorized absence, neither excused nor unexcused. A suspended student will be responsible for making up schoolwork lost due to suspension. It is recommended that the student complete assignments during the suspension and turn them in to the teacher upon his/her return to school. Assignments may be obtained from the teacher beginning with the first day of suspension. Make up of missed tests may be scheduled when the student returns to school. If school is cancelled, the suspension is exonerated for that day.

Chapter 7: Health and Safety

COMMUNICABLE DISEASES

Because the school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk due to casual contact communicable diseases and pests. The school's professional staff has the authority to remove or isolate a student who has been ill, or has been exposed to a communicable disease or highly transient pest, such as lice or scabies. Specific diseases/conditions include, but are not limited to: diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, chicken pox, impetigo, influenza, pink eye, ringworm, shingles, common cold, infectious hepatitis.

Signs of illness to watch for: cough, headache, fever, runny nose, skin eruption, sore throat, or vomiting.

In the case of non-casual contact, communicable-diseases, the school still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have his/her status reviewed by a panel of resource people, including the County Health Department, to ensure that the rights of the person affected and those in contact with that person are respected. The school will seek to keep students and staff persons in school unless there is definitive evidence to warrant exclusion.

Non-casual contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS Related Complex (condition), HIV (Human-immunodeficiency), HAV, HBV, HCV (Hepatitis A, B, C); and other diseases that may be specified by the State Board of Health.

As required by Federal law, parents will be requested to have their child's blood checked for HIV, HBV, and other blood-borne pathogens when the child has bled at school and students or staff members have been exposed to the blood. Any testing is subject to laws protecting confidentiality.

CHRONIC ILLNESS or FOOD ALLERGIES

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal at 989-831-2300. Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports and accommodations so that he/she can access educational programs and services. The School District's Section 504 Policy is available in the board office.

Not all students with severe allergies or chronic illnesses may be eligible for a Section 504 Plan. Our School District also may be able to appropriately meet a student's needs through other means.

DIABETES

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan should be submitted to the school principal. Parents/guardians are responsible for and should:

A. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
B. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
C. Sign the Diabetes Care Plan.
D. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

Your child may also be eligible for an individualized Section 504 Plan to provide needed supports and accommodations so he/she can access educational programs and services.

CRITICAL INCIDENT PLAN

The school has a plan for evacuations and lock downs. Plans have been prepared in conjunction with the local law enforcement officials. Our first priority is the safety of all students and staff. Students will not be allowed to leave the building if a lockdown is issued.

FIRE DRILLS, TORNADO DRILLS, TOXIC CRISES DRILLS

All drills are at regular intervals, required by law and are an important safety precaution. It is essential that when the first signal is given, everyone obey promptly without thinking and arguing. We practice and are assessed after each drill.

IMMUNIZATION INFORMATION

By State law, all children in Michigan public schools must have received all required immunizations in order to enroll in and attend school. The complete vaccine series for: Diphtheria/Pertussis/Tetanus (DtaP, DTP, Td, Tdap or DT) with one dose in the last 5 years, Polio, MMR, Hepatitis B, Varicella (chicken pox-either vaccine or history of chicken pox) and one dose of Meningococcal (age 11-18). The requirement may be waived by the local health department.

Required Childhood Immunizations for Michigan School Settings

School communicable disease rules are the minimum standard for preventing disease outbreaks in school settings. To best protect patients from all diseases we have the power to prevent, healthcare providers in Michigan should follow the 2015 Recommended Immunization Schedule at www.cdc.gov/vaccines or www.michigan.gov/immunize. **All doses of vaccines must be given with appropriate spacing between doses and at appropriate ages to be considered valid.

Entry Requirements for All Public & Non-Public Schools		
Age → Vaccine**↓	4 years through 6 years	7 years through 18 years including all 7th grade students
Diphtheria, Tetanus, Pertussis	**4** doses DTP or DTaP, one dose must be on or after 4 years of age	**4** doses Diphtheria and Tetanus OR 3 doses if #1 given on or after the first birthday. 1 dose of Tdap for children 11 years of age or older upon entry into 7th grade or higher.
Polio	**4** doses of polio. Only 3 doses of polio are required if dose 3 is administered on or after the fourth birthday.	**4** doses of polio. Only 3 doses of polio are required if dose 3 is administered on or after the fourth birthday.
Measles,* Mumps,* Rubella*	**2** doses on or after 12 months of age	
Hepatitis B*	3 doses	
Meningococcal Conjugate	None	1 dose for all children 11 years of age or older upon entry into 7th grade or higher
Varicella* (Chickenpox)	**2** doses of varicella vaccine at or after 12 months of age OR current lab immunity OR reliable history of disease	

*** If vaccination is not administered, current laboratory evidence of immunity is required.**

INJURY/ILLNESS/ACCIDENT/EMERGENCY

Students are directed to report any accident or injury to the first staff member available. When students are ill, the teacher will follow CMUE policy and parents will be notified in the event of serious accident, injury or illness. An ambulance or emergency vehicle may be called to the school in serious cases to transport the student to a hospital or physician's office, at the expense of the parent/guardian.

LICE

Central Montcalm Public Schools follows the State of Michigan/Michigan Department of Community Health policy recommendation regarding lice:

Students with live lice are not allowed in school. Any student with live lice may remain in school until the end of the day (if they are found after school begins), but specific procedures must be followed. Immediate treatment at home is advised. The student will be readmitted to school after treatment and examination. If, upon examination, the school-designated personnel finds NO live lice on the child, the child may reenter the school. Any student with nits (farther than 1/4" from scalp) should be allowed in school. (Active infestations can be defined as the presence of live lice or nits found within 1/4" of the scalp. Nits that are found beyond 1/4" of the scalp have more than likely hatched, or are no longer viable.)

*Parents should remove nits daily and treat if live lice are observed.

MANDATED REPORTERS

Schoolteachers, social workers, and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Michigan Family Independence Agency.

MEDICATION POLICY

The Board of Education recognizes that existing law enables school employees to administer medication under certain conditions. Therefore, the Board authorizes, but does not mandate, the administration of medication(s) to students at school. If a student is required to take medication during school hours, and the parent/guardian is unable to administer the medication, the principal or his/her adult designee may administer the medication in compliance with the **written instructions of a physician and the written permission of the parent/guardian**. The necessary physician and parent forms are available in the office.

The exact dosage, method of delivery (oral, topical, etc.) and frequency of administration must be clearly marked on the prescription label of the medication container, and the request form, or on the written instructions signed by the health Care professional. The school is prohibited by law from dispensing aspirin, Tylenol, or other over-the-counter pain medication without written permission from the doctor and parent on the appropriate forms. The parent/guardian must assume responsibility for informing the principal's office in writing of any change in the child's medication and for providing a new prescription or Health Care Professional note to change original prescription dosage and/or directions. The parent/guardian is also responsible for keeping track of the amount of medication at school and transporting the medication to and from school. **Students may NOT carry medication to or from school.** It is the student's responsibility to report to the office on time to receive their medication. Unused medications will be destroyed one week after the termination date or one week after the close of school if not picked up by the parent/guardian.

INJECTIONS

The Michigan Attorney General's opinion (No. 5679, April 11, 1980) allows a school administrator, teacher or designated employee to administer medication in the form of an injection in an **emergency** if he/she is properly trained to perform the injection and does so pursuant to the instructions of a physician. The following procedures shall be followed by school personnel in emergency situations:

1. An attempt to contact the parent/guardian will be made.
2. Injections from a physician-prescribed kit may be administered by the individual requiring the injection or by a school employee under the supervision (instruction) of a physician.

TORNADO POLICY

•Tornado Watch - Forecast of the possibility of a tornado: In case of a tornado watch, a person is designated to keep watch. Students are to continue with classes as usual, however, teachers will be notified of the possibility of a forthcoming warning. The only exception may be that outdoor physical education classes or other outdoor classes may be brought back into the building. If this occurs at the end of the school day, buses will leave on time.

•Tornado Warning - A tornado has been sighted in the area: In the event of a warning (public announcement on the P.A.), teachers are directed to take their students to their designated areas. Tornado warnings in effect at the end of the school day will necessitate buses **NOT** leaving the school until the warning is officially terminated.

PREPAREDNESS FOR HAZARDS AND PEST MANAGEMENT

Central Montcalm Upper Elementary School is concerned for the safety of the students and staff members and will attempt to comply with all Federal and State statutes and regulations to protect them from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction.

In its efforts to comply with Asbestos Hazard Emergency Response Act (AHERA), Michigan Occupational Safety and Health Act (MIOSHA), and the Asbestos Abatement Contractors Licensing Act, the Central Montcalm School Board recognizes its responsibility to:

A. inspect all District buildings for the existence of asbestos or asbestos-containing materials;
B. take appropriate actions, in accordance with State law and EPA regulations, based on the inspections;

C. establish a program for dealing with friable asbestos, if found;
D. maintain a program of periodic surveillance and inspection of facilities or equipment containing asbestos;
E. comply with EPA regulations governing the transportation and disposal of asbestos and asbestos containing materials.

PEST MANAGEMENT NOTIFICATION

Advisory to All Parents/Guardians

Central Montcalm PS has an Integrated Pest Management program. Inherent with this are the District's efforts to reduce pesticide use as much as possible, and we have been successful to date. This program does not rely on routine pesticide applications to resolve problems. You will receive advanced notice of the application of a pesticide, at your child's school. This advance notice will be given 48 hours before the application.

You WILL receive notice via a posting at the entrance to the school building. Complete this form ONLY if you are requesting additional advance notification of a pesticide application by U.S. first-class mail. If you are requesting prior notification of pesticide treatments conducted at this school or day care center, other than a bait or gel formulation, and you would like the notice to be delivered by United States first-class mail, postmarked at least three days prior to the planned treatment, please complete the information on the following form and submit it to:

Central Montcalm Public School, PO Box 9, Stanton, Michigan 48888 or call 989-831-2001.

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Prior Notification Request by US. First-class Mail

PARENT NAME: ______________________________ STUDENT NAME: ____________________________

ADDRESS: __________________________________ CITY, ZIP: ___________________________________

DAY PHONE: ________________________________ EVENING PHONE: ____________________________

Please check one:
( ) I wish to be notified by mail prior to a scheduled pesticide application inside of the school
( ) I wish to be notified by mail prior to a scheduled pesticide application outside of the school
( ) Both of the above

____ Date: ______________________
Signature of Parent/Guardian of record

ELECTRONIC INFORMATION - ACCEPTABLE USE

Technology covered by this policy includes the use of District software, audio and video media, computers and hardware peripherals, network, telecommunications, video and audio equipment. The use of District technology is a privilege that can be revoked at any time by the District.

STUDENT EDUCATION TECHNOLOGY
ACCEPTABLE USE AND SAFETY

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board provides Education Technology so that students can acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board of Education provides students with access to the Internet for limited educational purposes only and utilizes online educational services to enhance the instruction delivered to its students. The District's Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of the District's computers, laptops, tablets, personal communication devices (as defined by Policy 5136), network, and Internet connection and online educational services ("Education Technology" or "Ed-Tech"). The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Education Technology. Users have no right or expectation to privacy when using the Ed-Tech (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the network and Internet).

This policy and its related administrative guidelines and the Student Code of Conduct also govern students' use of their personal communication devices (that is, according to Policy 5136, computers, laptops, tablets, e-readers, cellular/mobile telephones, smartphones, and any other web-enabled device), when connected to the District's network, the District's Internet connection, and online educational services ("Education Technology" or "Ed-Tech"). The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Education Technology. Users have no right or expectation to privacy when using the Ed-Tech (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the network and Internet).

First, and foremost, the Board may not be able to technologically limit access to services through its Educational Technology to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures which protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The Superintendent or Technology Director may temporarily or permanently unblock access to websites or online education services containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using Education Technology. The Board supports and respects each family's right to decide whether to apply for independent student access to the Education Technology.

The technology protection measures may not be disabled at any time that students may be using the Education Technology, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

Pursuant to Federal law, students shall receive education about the following:

A. safety and security while using email, chat rooms, social media, and other forms of direct electronic communications
B. the dangers inherent with the online disclosure of personally identifiable information
C. the consequences of unauthorized access (e.g., "hacking") cyber bullying and other unlawful or inappropriate activities by students online, and
D. unauthorized disclosure, use, and dissemination of personal information regarding minors

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Education Technology. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber bullying awareness and response. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students will be assigned a school email account that they are required to utilize for all school-related electronic communications, including those to staff members and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments.
Further, as directed and authorized by their teachers, they shall use their school-assigned email account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students and staff members are responsible for good behavior on the Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Education Technology that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users of the Board's Education Technology are personally liable, both civilly and criminally, for uses of the Education Technology not authorized by this Board policy and its accompanying guidelines.

The Board designates the Superintendent and Technology Director as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the District's Education Technology and the Internet for instructional purposes.

Any parent or lawful guardian who does not want their child's picture or information published electronically should inform the child's teacher in writing.

TECHNOLOGY POLICY

The use of District technology is a privilege that can be revoked at any time by the District. Each individual user is responsible for the reasonable care of technology, including hardware, software, and their password, while in their possession or while using it. Students are responsible for reading the entire Electronic Information Acceptable Use Policy and will be held accountable for following the entire policy.

The district reserves the right to revoke a user's account, as well as take disciplinary or legal action if it is determined that the user is engaged in unauthorized activity or is violating this policy.

Chapter 9- Special Education

INDIVIDUALS WITH DISABILITIES

The American's with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals who have access to the District's programs and facilities.

A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEA) and State law.

NON-DISCRIMINATION

It is the policy of the school district that no person shall on the basis of race, color, national origin, creed, sex, disability, handicap, religion or marital status be denied the benefits of any program at Central Montcalm. This Free and Appropriate Public Education (FAPE) is offered in the least restrictive environment.

DISCIPLINE/MANIFESTATION REVIEW

If the student with a disability violates a student code of conduct and is suspended or expelled, and parents have the right to ask for a Manifestation Review to determine if the violation is a manifestation of the disability. (See the parent handbook provided at the IEP.)

DUE PROCESS

Any disagreement between parents and the school district that cannot be mediated at an IEP can be resolved by filing a Due Process Complaint. (See the parent handbook provided at the IEP).

ELL

English Language Learners are identified by process and served educationally by professionals within the school ISD.

IEP

Individualized Educational Plans for students with disabilities are designed to meet the educational needs of the student when the evaluative team composed of parents, teachers, and qualified professionals deem eligibility is met. The IEP will be a written plan that describes the services and how student goals are being met within a certain time frame. The IEP is reviewed annually. (See the parent handbook given at the IEP)

Chapter 10- Parental Rights and notification

PARENT /TEACHER ORGANIZATION

CMUE parents are automatically part of the PTO. Please follow them at https://www.facebook.com/CMUEPTO/ for more up to date information.

FERPA

SCHOOL RECORDS School student records are confidential and information from them will not be released other than as provided by law. A federal law known as the "Family Educational Rights and Privacy Act" ("FERPA") gives parents and eligible students (age 18 and older) the following rights with respect to their student records. 1. RIGHT TO INSPECT: You have the right to inspect and review substantially all of your education records maintained by or at the school district. This right extends to the parent of a student under 18 years of age and to any student age 18 or older. 2. RIGHT TO REQUEST AMENDMENT: You have the right to seek to have corrected any parts of an education record which you believe to be inaccurate, misleading or otherwise in violation of your rights. This right includes the right to a hearing to present evidence that the record should be changed if a designated school official decides not to alter the education records according to your request. If no change is made to the education record after the hearing, you have a right to place a written rebuttal in the record. 3. RIGHT TO PREVENT DISCLOSURES: You have the right to prevent disclosure of education records to third parties with certain limited exceptions. It is the intent of the Board of Education to limit the disclosure of information contained in your education records to those instances when prior written consent has been given to the disclosure, as an item of directory information of which you have not refused to permit disclosure, or under the provisions of FERPA which allow disclosure without prior written consent. 4. RIGHT TO COMPLAIN: You have the right to file a complaint with the U.S. Department of Education concerning the alleged failure of the school district to comply with FERPA. Your complaint should be directed to: Family Policy and Compliance Office U.S. Department of Education 600 Independence Ave, SW Washington, DC 20202-4605 34 5. RIGHT TO OBTAIN POLICY

SEARCH AND SEIZURE

Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the health and safety of others. All searches may be conducted with or without a student's consent. Students are provided lockers, desks, and other equipment in which to store materials. It should be clearly understood that 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. Locks are to prevent theft, not to prevent searches. If student lockers require student-provided locks, each student must provide the lock's combination or key to the principal. 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 or turned over to the police. The school reserves the right not to return items which have been confiscated. In the course of any search, students' privacy rights will be respected regarding any items that are not illegal or against school policy.

STUDENT RIGHTS OF EXPRESSION

The School recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non-sponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following school guidelines:

A. A material cannot be displayed if it:
    1. is obscene to minors, libelous, indecent and pervasively or vulgar,
    2. advertises any product or service not permitted to minors by law,
    3. intends to be insulting or harassing,
    4. intends to incite fighting or presents a likelihood of disrupting school or a school event,
    5. presents a clear and present likelihood that, either because of its content or manner of distribution or display, it causes or is likely to cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.

B. Materials may not be displayed or distributed during class periods, or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there is proper access and egress to the building.

C. Students who are unsure whether or not materials they wish to display meet school guidelines may present them to the principal twenty-four (24) hours prior to display.

Appendix A
Central Montcalm Public Schools

Positive Behavior Intervention Supports, Handbook and Policies
Central Montcalm Upper Elementary

TABLE OF CONTENTS

Introduction to PBIS

What is PBIS?
Michigan State Board of Education PBIS Policy

Teaching Positive Expectations

Guidelines for Teaching Behavior Expectations (Matrix)

Acknowledging Appropriate Behavior
Components of Positive Recognition
Guidelines for “Hornet High Five” Tickets

Correcting and Responding to Behavior

Problem Behavior Definitions & Continuum of Responses
How to Set a Positive Tone

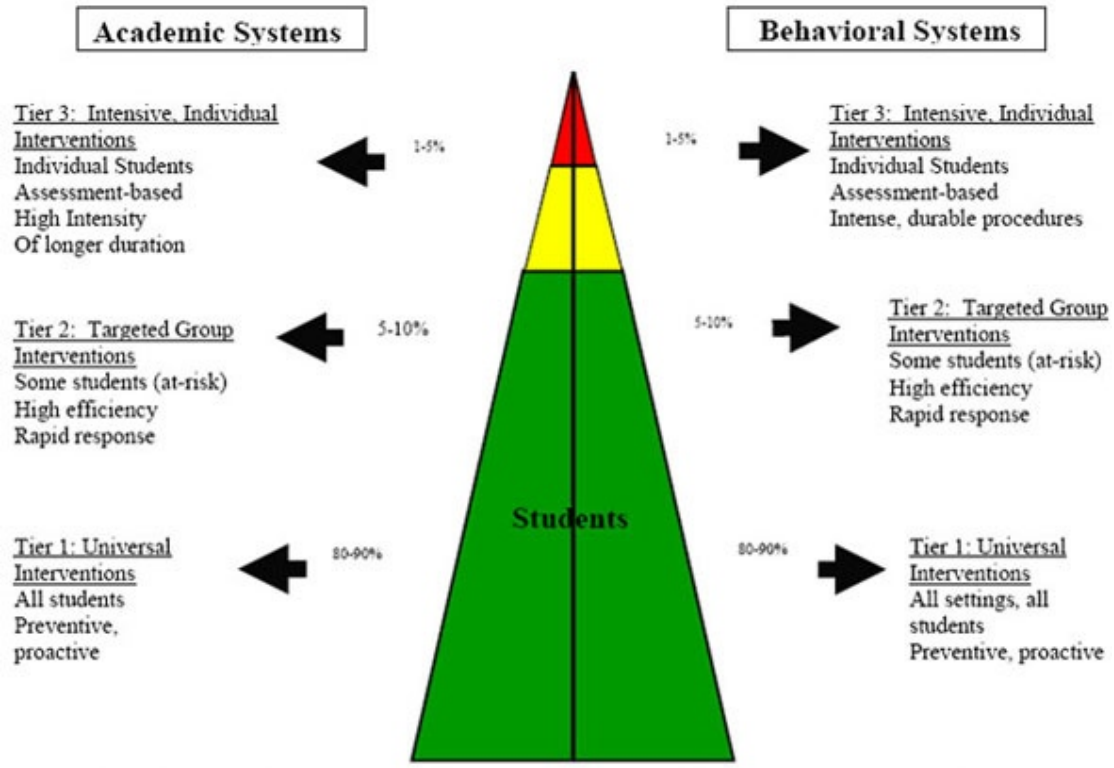
INTRODUCTION TO PBIS

What is PBIS?

School-wide Positive Behavioral Interventions & Supports (PBIS) are a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, teaching of behaviors, and the use of data-based problem solving to address behavioral concerns. School-wide PBIS increases the ability to educate all students by providing research-based, school-wide, classroom, and individualized interventions.

PBIS methods have been proven to significantly reduce the occurrence of problem behaviors. Students are taught clearly defined behavioral expectations and provided predictable responses to their behavior, both positive and corrective. When solid PBIS systems are in place, 80-85% of students will meet these expectations. The 15-20% of students not consistently meeting expectations will receive additional support through group and individual interventions. This model is represented visually in the form of a triangle (see image below).

3-Tiered Model of School-Wide Support



Adapted from *Response to Intervention: Policy Considerations and Implementation (Batsche, et al 2005).*
Note: Percentages are approximations and may vary by district.

In addition to teaching and consistently responding to behavior, another key element of PBIS is an analysis of discipline referral data. This team-based approach to data analysis will allow Central Montcalm's School Leadership Teams to identify problem areas, brainstorm interventions, acknowledge students exhibiting positive behavior, and communicate the findings to all staff, students, and parents.

The goals of PBIS are consistent with those found in other educational initiatives/laws, such as Education YES!, No Child Left Behind. The Michigan State Board of Education even has a PBIS Policy which schools are required to follow.

Michigan State Board of Education PBIS Policy

The vision of the State Board of Education is to create learning environments that prepare students to be successful citizens in the 21st Century. The educational community must provide a system that will support students' efforts to manage their own behavior and assure academic achievement.

An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote pro-social behavior and respectful learning environments. Research-based positive behavior support systems are appropriate for all students, regardless of age.

The principles of Universal Education reflect the beliefs that each person deserves and needs a positive, concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood. A positive behavior support policy incorporates the demonstration and teaching of positive, proactive social behaviors throughout the school environment.

A positive behavior support system is a data-based effort that concentrates on adjusting the system that supports the student. Such a system is implemented by collaborative, school-based teams, using person-centered planning. School-wide expectations for behavior are clearly stated, widely promoted, and frequently referenced. Both individual and school-wide learning and behavior problems are assessed comprehensively. Functional assessment of learning and behavior challenges are linked to an intervention that focuses on skill building. The effectiveness of the selected intervention is evaluated and reviewed, leading to data based revisions. Positive interventions that support adaptive and pro-social behavior and build on the strengths of the student lead to an improved learning environment. Students are offered a continuum of methods that help them learn and maintain appropriate behavior and discourage violations of codes of student conduct.

In keeping with this vision, it is the policy of the State Board of Education that each school district in Michigan implements a system of school-wide positive behavior support strategies.

Adopted September 12, 2006

TEACHING POSITIVE BEHAVIOR EXPECTATIONS

Guidelines for Teaching Positive Behavior Expectations

1. We teach the expectations aggressively over the first three weeks of school. We re-teach expectations several times initially and strongly reinforce them at the beginning of the year.
2. Our staff plans to teach review lessons as needed throughout the school year (2 – 3 minutes). If a lot of problems arise in a certain situation, we will re-teach the expectations. We consider it an investment during the start-up phase that will pay off with more orderly behavior thereafter.
3. When we teach behaviors, we model, demonstrate, or role-play. Students sometimes participate and show exactly what the expectations look and sound like. We give students feedback on how they did and praise them for their effort (acknowledge).
4. We repeat this process as often as it takes for students to learn the behaviors. The idea is to teach

behavior the same way we teach academics. We know how important practice is for mastery of academics.

* See Expectations diagrams in Student Handbook on page 18.

ACKNOWLEDGING APPROPRIATE BEHAVIOR

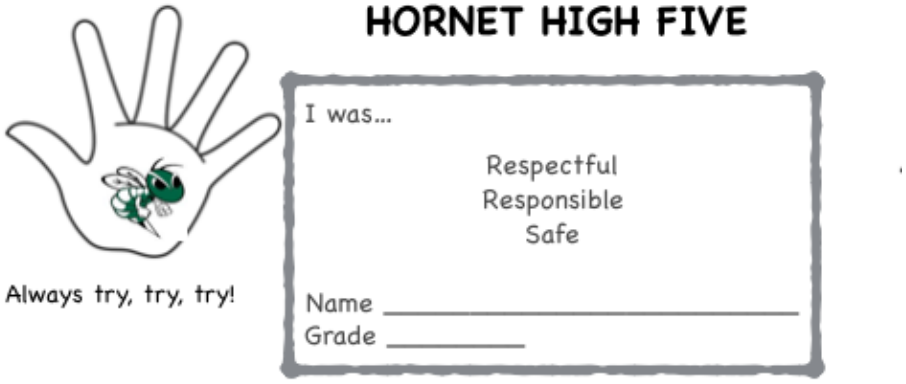
Components of Positive Recognition
Staff members should strive to acknowledge students positively 4 times for every time a behavior is corrected.

Positive recognition should be:

- Readily available
- Appropriate to the environment
- Easy to deliver
- Can be controlled by teacher
- Is powerful and affirming to the student

Guidelines for Hornet High Fives

- All staff members need to have “Hornet High Five” tickets to give to students.
- Each staff member will have a goal to hand out 5 tickets per day.
- Tickets should be generously given for targeted behaviors.
- Explain and give examples to students about which behaviors will result in earning tickets.
- Make sure ALL students have the opportunity to earn tickets.
- When students earn tickets for ‘targeted’ behaviors, the student is responsible for writing their name on the ticket and turning it in as a part of their school system. The school will acknowledge students, as well as transportation staff, as part of their school-wide acknowledgement system.



CORRECTING & RESPONDING TO BEHAVIOR

Problem Behavior Definitions & Continuum of Responses

		Minor- Staff Managed	Major- Staff Managed	Major- Office Managed
Continuum of Responses & Strategies		• Teach/Model/ Practice Expectations • Proximity • Change Seating/ Location • Withdrawal of materials • Verbal Redirection • Signal/Look • Student Conference • Pre-Correction • Planned Ignoring • Parental Contact • Classroom Management System • Students observe and identify appropriate behavior	<u>Previous Responses plus:</u> • Teach/Model/ Practice Expectations • Individualized Instruction • Behavior Improvement Form • Timeout/Alternative Workspace (not office) • Time Owed • Loss of Privilege • Restitution • Parental Contact	<u>Previous Responses plus:</u> • Teach/Model/ Practice Expectations • Individualized Behavior Intervention Plan • De-Escalation • Exclusionary Timeout/Timeout Room • Emergency Restraint/Seclusion • Interagency Support • **Parent Contract/ Commitment** • **Alternative Placement** • **In-School Suspension** • **Out-School Suspension** • **Bus Suspension** • **Expulsion**
Problem Behavior	**Bomb Threat**			Bomb Threat • Any threat of explosive materials being on or near campus • Intent to bring explosive materials to campus
	Bullying			Bullying • Behavior is directed at one or more pupils • It is perceived as being dehumanizing, intimidating, and hostile • It is conveyed through physical, verbal, technological or emotional means • It is motivated by specific characteristics of the victim • It interferes with student learning • Repetitive disrespect and/or aggression is significantly impacting another student.

		Minor- Staff Managed	**Major- Staff Managed**	**Major- Office Managed**
	Defiance/Insubordination/ Non-Compliance	Non-Compliance ● Not following classroom rules, direction, procedures ● Ignoring requests of others-including other students	Defiance/Insubordination ● Refusal to do what is expected, with minimal disruption to student learning ● Level of defiance de-escalates or maintains with redirection	Defiance/Insubordination ● Prolonged refusal that disrupts **students'** learning and/or safety ● Level of defiance continues to escalate
Problem Behavior	**Disrespect**	Disrespect ● Taking back to teacher ● Eye roll ● Shoulder shrug ● Negative comments or threats about other students ● Verbal noises (groans, moans, signs) ● Belittling others ● Mocking others	Disrespect ● Continuous disrespect or threats (as defined in the minor column) to the teacher or students with minimal disruption to the learning ● Level of disrespect de-escalates or maintains with redirection ● Minor responses by teacher have not worked, behavior has not improved	Disrespect ● Severe emotional outbursts ● Disrespect continues and is escalating ● Class learning has become disrupted
	Disruption	Disruption ● Distracting peers ● Talking out of turn/Blurting ● Out of seat, wandering, intentional noises or distractions	Disruption ● Behavior that disrupts the entire class for a short period of time, but the student can be redirected to the task ● Behavior de-escalates	Disruption ● Behavior disrupts the entire class over a long period of time and the student cannot be redirected to the task through the established continuum of consequences ● Behaviors are escalating
	Dress Code Violation	Dress Code Violation ● Not following dress code provided in student handbook		
	Inappropriate/Abusive Language/Profanity	Inappropriate ● Student is speaking casually in a conversation and inappropriate language is used ● When redirected, behavior stops ● Threat used in anger to intimidate; not directed toward an individual, the student is able to calm down	Abusive/Profanity ● Students speaking and using intentional foul language ● Threat used in anger to intimidate; not directed toward an individual	Abusive/Profanity ● Cussing out the teacher or student ● Language is specifically directed towards another person

		Minor- Staff Managed	Major- Staff Managed	Major- Office Managed
	Inappropriate Display of Affection		Inappropriate Display of Affection ● Student unknowingly engages in inappropriate contact of a sexual nature to another student	Inappropriate Display of Affection ● Student engages in (or repeatedly engages in) inappropriate consensual verbal and/or physical contact of a sexual nature to another student

How to Set a Positive Tone and Increase Direction Following- Helpful Hints to Parents.

- Use clear directives – not questions. (i.e. “Sally, please go to your seat.”)
- Establish eye contact
- Give time to respond. Provide wait time (3 seconds)
- Use positive directives more than negative. (i.e. “Please be safe and sit.”)
- Follow-through with student expectations after first request
- Use a positive tone. Avoid yelling and arguing
- Acknowledge compliance

APPENDIX B

2112 - PARENT INVOLVEMENT IN THE SCHOOL PROGRAM

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

A. Developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing desired learning outcomes.

B. Providing a mutually supportive school and home environment, which encourages learning.

C. Supporting a consistent and shared approach to child guidance and discipline.

D. Providing for the proper health, safety, and well-being for their child.

E. Supporting the development of English language proficiency skills.

- The Board is committed to communicating with parents at a level and in a language they can understand.
- The Board, through this policy, directs the establishment of a parent involvement plan, which can be communicated to the parent of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication. The Parent Involvement Plan shall be distributed to all parents and students through publication in the Student Handbook or other suitable means.
- The Superintendent shall direct the development of a Parent Involvement Plan for the District, which may include, among others, the following strategies:

A. Provide parents with their child's individual assessment results, reading results, progress reports, report cards and parent conferences.

B. Provide parents with the school's Code of Conduct.
C. Arrange flexibly scheduled parent/teacher conferences and parent requested conferences.
D. Publish in the District's school newsletter(s) information regarding the Parent Involvement Plan and parent involvement opportunities.
E. Encourage home reading programs. Books may be provided for students to read at home.
F. Maintain a consistent District wide effort to communicate regularly with parents.
G. Distribute periodic newsletters from teachers informing parents of upcoming District events and curriculum being taught.
H. Make calls, use e-mail letters as needed for teachers and administrators to communicate with parents.
I. Encourage active faculty participation in PTA or similar school parent groups.
J. Have students perform for parents and community.
K. Encourage parents to serve as chaperones for class field trips and other school activities.
L. Recognize parents and volunteers who have helped throughout the year.
M. Provide opportunities for discussions between parents, administrators and staff to address problems and find solutions for students having difficulties, either academically or socially.

Relations with Parents

- The Board needs parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.
- For the benefit of the child, the Board encourages parents to support their child's career in school by:

A. Participating in school functions, organizations and committees;
B. Supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;
C. Requiring their child to observe all school rules and regulations;
D. Supporting and enforcing consequences for their child's willful misbehavior in school;
E. Sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
F. Maintaining an active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
G. Reading all communications from the school, signing, and returning them promptly when required;
H. Cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

- Sec. 1112, 1118 ESEA
  M.C.L.A. 380.1294
- Adopted 3/14/05