

Revised 11/23/2022

Huron Learning Center Student Handbook

"Lead...Learn...Serve..."



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

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WELCOME

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

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

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

PROGRAMS

Moderately Cognitively Impaired (MOCI) Programs:

Elementary MOCI

Intermediate MOCI

Secondary MOCI

Adult Program

Severely Multiply Impaired (SXI)

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

W.B.L. (Work Based Learning)

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

E.C.S.E. (Early Childhood Special Education)

INSTRUCTORS

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SCHOOL HOURS

Schedules are individualized to meet each student's needs and are addressed in the IEP.

Students are served at HLC between the hours of 8:45 a.m. and 3:30 p.m.

Half day hours are 8:45-11:45 and lunch is NOT provided.

SUPPORT SERVICES

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

Current support staff include:

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

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

NONDISCRIMINATION POLICY

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

Lane Walker
Career Technical Education Director
(989) 269-9284
1160 S. Van Dyke Road
Bad Axe MI 48413
lwalker@huronisd.org

Geralyn Kolar
Special Education
Monitor/Supervisor/Transition Coordinator
(989) 269-6406
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SEVERE WEATHER POLICY

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

Any change in the school schedule or school closing at Huron Learning Center campus programs due to weather will be announced over WLEW 1340 AM or 102.1 FM or TV 5.

To sign up for our Notification Alert System go to the Huron ISD home page

(<https://www.huronisd.org/sys/notifyme/Subscribe>) and click on the icon located near the center of the page and fill out your contact information to receive the alerts. Examples of possible alerts from the notification system include school closings, early dismissal, or delayed start time for programs and are delivered via text message and/or email.



If there is a delay in the school day due to weather school doors will open at 12:00 (noon).

ACADEMICS

REVIEW OF INSTRUCTIONAL MATERIALS AND ACTIVITIES

Parents have the right to review any instructional materials being used in the school. They also may observe, through one-way glass, instruction in any of their child's educational settings. Any parent who wishes to review materials or observe instruction must contact the classroom teacher or principal prior to coming to the school. Parents' rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

GRADES/ASSESSMENT

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

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

SCHOOL ENROLLMENT/WITHDRAWAL & ATTENDANCE POLICY

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

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

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

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

TRUANCY POLICY

The law requires that children from the ages of 6-18 are to be enrolled in a structured educational program. In the absence of attendance standards, acceptable and unacceptable absenteeism is a matter left to local School Boards. Regular attendance is necessary for academic progress and poor attendance interferes with academic learning and continued student achievement. Therefore, the following protocols will be used in addressing truancy matters among the public schools of Huron County:

- Up to 5 absences: To be handled by local school personnel through phone call, letter, meeting with student and/or parents. Parents given notice of intent to refer to County Truancy Officer.
- 5 absences/month: After 5 absences, in a given month, schools may contact TO and request a Pre-Petition Conference with the Juvenile Officer.
- 7-12 absences: School contacts Truancy Officer and provides documentation of prior efforts, including date, time, and outcome of meeting with parents.
- 13th absence: School contacts Truancy Officer, TO sends a letter to parents outlining their obligations regarding compulsory attendance and future court involvement if attendance doesn't improve.
- 15th absence: School contacts TO, TO refers matter to Prosecuting Attorney.

Each school district maintains autonomy and full authority to make accommodations for extenuating circumstances. Open lines of communication between local school districts and the County Truancy

Officers are encouraged. Students moving from one Huron County School to another shall take their documented attendance with them to maintain continuity in addressing truancy in the County. In the event that a truancy matter is petitioned into court, a representative from the local school district will attend.

STUDENT ILLNESS/ INJURY AT SCHOOL

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

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

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

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

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

If it is determined that a student cannot remain in school because of illness, excessive seizures, injury, etc., it is imperative that someone be available to pick them up. We strongly suggest that you establish a network of people, who could care for the sick child, if we are unable to reach you. This information should be included on the Emergency Information and Authorization Form, which must be completed each year. **The importance of updated, accurate information cannot be over-emphasized.** It is the parent's responsibility to inform the school of **ANY** changes (telephone number, contact person, etc.) If a student is injured, we cannot start treatment without a signed Emergency Treatment form. If a student has a medical emergency and parents or emergency contacts cannot be reached, the school will call 911.

MEDICATION POLICY

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

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

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

- A copy of the written order from the child's healthcare provider as described above for prescription medications that includes a statement that student may carry the medication and is capable of self-administration.

- Completed permission form, signed by parent/guardian.
- The medication the pupil possesses is prepared by a pharmacist and labeled to include the dosage and frequency of administration.
- The student takes reasonable precautions to keep secure any medication, and under no circumstances will make available, provide, or give the item to another person.
- The student immediately reports the loss or theft of any medication brought onto school campus.
- The student is trained to self-administer medication.

CONTROL OF 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. The school's professional staff has the authority to remove or isolate a student who has been ill or has been exposed to a communicable disease. Specific diseases include: scarlet fever, strep infections, scabies, impetigo, ringworm and other vaccine preventable diseases. A student who is attending school with an immunization waiver will be excluded from school if the school has a case of the communicable disease which they have NOT been immunized for. The school will work with the Huron County Health Department to determine when the student with a waiver may return to school.

SCHOOL MEALS

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

Lunches should be paid for in advance on a weekly, monthly or yearly basis. Lunches may not be charged. Payment should be made to Huron ISD. If a student receives free lunch and wants an extra lunch, they need to pay full price for the extra lunch. If a student does not receive free lunch and does not have money in his/her account, please send a sack lunch or they will receive a yogurt, cheese stick and whole wheat crackers along with other items to meet the requirements of a balanced school lunch. If a student is absent in the morning, but will be arriving in time for lunch, the school office must be notified by **9:00 a.m.**, so a lunch can be ordered for the student.

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

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

To file a program complaint of discrimination, complete the form <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, (AD-3027) found online at: <https://www.usda.gov/oascr/how-to-file-a-program-discrimination-complaint>, or at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights

- 1400 Independence Avenue, SW STOP 9410
 Washington, D.C. 20250-9410;
- (2) Fax: 1 (833) 256-1665 or (202) 690-7442; or
- (3) Email: program.intake@usda.gov.

PARENT/VISITOR INVOLVEMENT

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

As Huron Learning Center staff, we will:

- Provide a safe, positive learning environment.
- Show that we care about all students and respect the uniqueness of all students and their families.
- Deliver high quality curriculum through motivation and interesting learning experiences.
- Address each student's needs and encourage individual talents.
- Value and respect the importance of parents' role in the education of their child.

Volunteer Requirements:

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

- Complete a Volunteer Background Check form with inquiries into any conviction of a crime, felony, and abuse/neglect of a child. A public sex offender registry clearance will be completed (PSOR) through MI State Police and anyone on the registry will not be permitted to volunteer.
- Sign a confidentiality statement.
- Obtain and wear a Visitor Tag from the office.

CONFIDENTIALITY

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

- Encourage my child's development and progress in school by ensuring my child attends school on time each day and is ready to learn.
- Show the value of learning self-control and hard work by recognizing and praising my child's effort and progress in school and helping them to understand the importance of learning.
- Contribute to good home/school communication by sharing information that may affect the school, respond to communication, and collaborate with the school to help solve concerns.

If a parent has a concern regarding their student's teacher, instructional practices, and/or any other school related concerns follow the steps below:

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

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

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

TRANSPORTATION

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

BUS RULES

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

Parents are responsible for the following:

- Supporting the school and TAT personnel in enforcement of the above bus rules.
- Seeing that your child safely boards the bus and is buckled up.
- Greeting the bus driver when your child is returned home.
- Identifying another responsible adult to load or unload your child, if assistance is necessary, and you are not available.
- You must call the Thumb Area Transit (TAT) office (269-2121 or 1-800-322-1125) or by email at tatdispatch@gmail.com if your child will not be riding the bus to or from school. Any changes in drop-off/pick up locations can be handled by calling TAT. **IT IS YOUR RESPONSIBILITY TO CALL TAT TO INFORM THEM OF ANY CHANGES IN YOUR CHILD'S BUS SCHEDULE.** Also, for safety reasons, notify us if you have contacted TAT and asked to have your child dropped off at a different address.
- **If there any changes to your student's individual schedule not related to the HLC, parents are responsible for communicating those changes with TAT.**
- *If you do not communicate with TAT, and are a no show for pick-up, your child's afternoon ride will be cancelled. A no show/ no call for 2 consecutive days will result in TAT cancelling all rides until parent responds.*

TRANSPORTATION TO SCHOOL BY CAR

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

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

EVACUATION DRILLS/SAFETY PROCEDURES

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

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

VIDEO SURVEILLANCE

Video surveillance cameras are in use at all times both indoors and outside in all common areas.

SCHOOL CODE OF CONDUCT

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

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

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

The Code of Student Conduct sets forth student rights and responsibilities while at school and school-related activities, and the consequences for violating school rules. When determining the appropriate actions to be taken as a consequence of student misconduct, school officials may use intervention strategies and/or disciplinary actions, depending upon the severity or repetition of misconduct; age and grade level of the student; disability and/or functioning level of the student; circumstances surrounding the misconduct; impact of the student's misconduct on others in the school community, and any other relevant factors. The Code of Student Conduct will be administered uniformly and fairly, without partiality or discrimination.

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

- When a student is "at school".
"At school" means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event such as Special Olympics whether it is held on school premises or not.
- When a student's conduct at any other time or place has a direct and immediate effect on maintaining order and discipline, or on protecting the safety and welfare of students or school district staff; and
- When a student is using school telecommunications networks, accounts, devices, or other district services. Including the use of a telecommunications device, off school premises, if the device or service provider is owned or under the control of the school. This includes and is not limited to the use of school iPads during and after school hours.

VIOLATIONS OF THE STUDENT CODE OF CONDUCT

An administrator may suspend a student for his or her conduct in a class, subject, or activity. A student who commits an act of misconduct not listed herein is nonetheless subject to disciplinary action. Depending on severity or repetition, a minor violation may be reclassified as a major or critical violation. Additionally, the nature of the student's disability and its relationship to the violation will be given consideration when responding to the specific violation.

Academic Misconduct/Lying & Cheating

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

Property Damage

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

Disorderly Conduct/Disruption

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

Inappropriate Displays of Affection

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

Inappropriate Dress and Grooming

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

Disrespect/Defiance/Insubordination

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

Technology Violation

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

Out of Bounds (running)

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

Possession of Inappropriate Personal Property

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

Inappropriate Abusive Verbal Language/Gestures

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

Bullying/ and or Cyberbullying

See Bullying

Harassment

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

Sexual Harassment/Assault

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

Indecent Exposure

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

Drugs/Alcohol/Tobacco

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

Trespassing

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

Forgery/Theft/Possession of Stolen property

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

Threat (verbal/written/physical)

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

Arson/Combustibles

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

False Fire Alarms/Bomb Report

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

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

Physical Aggression/Assault

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

Weapons/Dangerous Instruments

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

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

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

SCHOOL RESPONSE TO VIOLATIONS

Some students require an individualized behavior plan to ensure their success and progress in school. These plans will be considered when imposing consequences in response to violations. Each violation will be handled on a case-by-case basis and is at the discretion of the building principal based on student ability.

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

- Parent phone call
- Mediation/Detention time
- Short-term suspension
- Long term suspension
- Expulsion
- Transportation to outside facility for emergency services (e.g. Hospital, Mental Health)
- Placement in an alternative education program or transfer to another building

SHORT TERM SUSPENSION

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

LONG TERM SUSPENSION

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

EXPULSION

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

Staff Authority

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

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

Requesting an emotional, behavioral, and/or chemical dependency evaluation and treatment and/or counseling recommendation - the intervention strategy or discipline may require the student to follow any or all treatment recommendations of the evaluation; the evaluation must be from a source approved by the administration. [NOTE: Drug related behaviors pose an immediate threat to student safety. In all critical drug related cases, a school suspension is imposed even for the first offense.] Recommendation to the Board of Education or its designee for long term suspension or expulsion.

RESTORATIVE JUSTICE/PRACTICES

Mitigating Factors: When reviewing suspension under and over ten days or expulsion, the following must be considered:

- pupil's age;
- disciplinary history
- whether the pupil had a disability
- the seriousness of the violation
- whether the violation threatened the safety of any pupil or staff member
- whether Restorative Practices will be used to address the violation
- whether a lesser intervention would properly address the behavior

NOTE: The method used for consideration of the factors is at the sole discretion of the Board. MCL 380.1310d

Restorative Practices: Practices that emphasize repairing the harm to the victim and the school community caused by a pupil's misconduct. The following restorative practices will be utilized when reviewing misconduct and suspension:

- Manifestation Determination Review
- Student Conferences
- Review of the Functional Behavior Assessment and Behavior Intervention Plan

Parents/caregivers and all other involved members will meet to problem solve and put proactive strategies in place for the student.

The School District staff may also use intervention strategies such as teacher/student conferences, auxiliary staff/student intervention, and teacher/parent/guardian contacts for minor and major violations.

The staff will refer critical violations directly to school administrators, because of the serious and/or unlawful nature of the misconduct. At the option of school administrators, a student accused of any violation of the Code of Student Conduct may be referred to a school social worker or community human service agency, in conjunction with or in lieu of other disciplinary procedures. Where the misconduct is subject to mandatory discipline under state law, however, the school board will act to impose any mandatory sanctions.

DUE PROCESS PROCEDURES

The Board recognizes the importance of safeguarding a learner's constitutional rights, particularly when subject to the District's disciplinary procedures. To better ensure appropriate due process is provided to a learner, the Board establishes the following guidelines:

Learners subject to suspension:

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

In cases other than expulsion:

In all cases where disciplinary sanctions have been imposed, a learner, and/or his/her parent or guardian, have the right to a hearing with the appropriate administrator. Hearings on appeal need not repeat matters or procedures accomplished at a prior hearing. In cases involving suspensions of five (5) days or less, the principal's decision is final. In cases involving suspensions of more than five (5) days, but not more than ten (10) days, the parent or guardian may appeal such decision to the Superintendent or his/her designee within five (5) school days following the principal's decision. The decision of the Superintendent or his/her designee is final.

Expulsion cases:

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

Short Term Suspensions

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

The student and parent/guardian shall be notified of the circumstances and action taken.

Appeal to Board of Education for Reconsideration

A student aggrieved by the decision of the board of education may, within five (5) days of receipt of the decision, petition the board of education for the opportunity to request review or reconsideration by the board or its designee. The petition shall be in writing and contain the reasons that the board or its designee's decision should be reviewed or reconsidered. The board of education may grant or deny the request for an appeal or request for reconsideration. If granted, the board shall notify the student in writing of the procedures to be used for the appeal or request for reconsideration.

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

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

EMERGENCY SECLUSION & EMERGENCY RESTRAINT

Use: When a student’s behavior poses an imminent risk to the safety of the student or another, such that immediate intervention is required. *(An emergency situation is not created if property is the only thing at risk.)*

Procedures for Emergency Seclusion and Emergency Restraint: Emergency seclusion and emergency restraint must be performed in a manner that, based on research and evidence, is safe, appropriate, and proportionate to and sensitive to the student’s severity of behavior, chronological and developmental age, physical size, gender, physical condition, medical condition, psychiatric condition, and physical history.

Emergency Seclusion: “A last resort emergency safety intervention involving seclusion that is necessitated by an ongoing emergency situation and that provides an opportunity for the pupil to regain self-control while maintaining the safety of the pupil and others.”

Prohibited Use: preschool students or severely self-injurious or suicidal students, for convenience of staff, for discipline or punishment, a substitute for educational programming, or instead of less restrictive alternatives.

Emergency Restraint: An action that prevents or significantly restricts a pupil’s movement. Physical restraint is intended for the purposes of emergency situations only, in which a pupil’s behavior poses imminent risk to the safety of the individual pupil or the safety of others.

Prohibited Use: Corporal punishment, deprivation of basic needs, child abuse, seclusion (other than emergency seclusion), mechanical restraint, chemical restraint, restraint that negatively impacts breathing, prone restraint, physical restraint (other than emergency restraint), any other type of restraint.

Policy for Use: Used only as a last resort

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

http://www.michigan.gov/documents/mde/PolicyForSeclusion-Restraint_564940_7.pdf

POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS/SCHOOL EXPECTATIONS

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

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

- Be Safe
- Be Ready
- Be Kind

STUDENT RIGHTS AND RESPONSIBILITIES

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

All students should learn to recognize the consequences of their language, manners, and actions toward each other and school staff. Students need to learn to understand that they benefit from an orderly school operation and, as members of the school community, acknowledge their responsibility to promote a good learning environment. If a student feels unsafe or is threatened, the student or the student's parent/guardian should contact the principal or teacher.

BULLYING and CYBERBULLYING

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

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

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

The school will consider restorative practices to remediate offenses such as interpersonal conflict, bullying, verbal and physical conflicts, and harassment and cyberbullying- before imposing discipline under this policy. (MCL 380.1310c)

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

SCHOOL STORAGE PLACES

LEGITIMATE USE OF SCHOOL STORAGE PLACES

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

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

SEARCH OF STORAGE SPACE CONTENTS

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

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

SEIZURE

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

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

3rd GRADE READING LEGISLATION

We want every child to read to the best of their ability! In order to ensure this, our school is taking the following steps:

- **We use a Screening tool** to briefly test each child, K-3, for reading proficiency, at least **three times each year**. The first screening occurs **within 30 days of the beginning of the school year**. This test takes several minutes to administer and is like using a thermometer to take your child's temperature. It can be a red flag that there may be a reading problem.
- **We complete additional tests** for any student who may be behind in reading. These tests take a bit longer but help us identify if your child is behind, and if so, what help your child needs.
- **We will notify you, the parent, in writing, if your child has a reading deficiency.**
- **Within 30 days**, we will get together with the teacher, principal, and you the parent, to **create an Individual Reading Improvement Plan** to help your child if they are behind.
- **The plan will include:**
 - Your child's **assessment results**.
 - **Intensive intervention services** your child will receive during the school day in addition to regular classroom reading instruction until they are reading at grade level.
 - **A Read-at-Home Plan** for you that includes tools and training for you to use at home.
- If your child is a struggling reader in **Grade 3**, the plan will also include:
 - Intervention proven to **accelerate reading achievement** within the same year.
 - **More dedicated instructional time** than given the previous year.
 - **Daily, targeted, small-group or 1-to-1 instruction with more detailed and varied explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback.**
 - **More frequent progress monitoring.**
 - Supplemental instruction provided by someone with **specialized reading training**.
- If your child is an **English Language Learner**, the plan will also include ongoing assessments that provide actionable data for teachers to use in interventions, instruction in academic vocabulary, and English language instruction.

Beginning in the **2019-2020** school year, Michigan law requires that:

- **Students enrolled in Grade 3 shall not be enrolled in Grade 4 unless the student is less than one year behind** on the Grade 3 State English Language Arts assessment.
- By June 1, or 14 days after the finalized scoring of State assessment data, parents will be **notified via certified mail from CEPI that their child is subject to being retained** in Grade 3. CEPI is the Center for Educational Performance and Information.
- **As a parent, you have the right to request** of the superintendent, within 30 days of notification, a good cause **exemption** that would allow your child to be enrolled in Grade 4. The Superintendent will **review and discuss the recommendation with your child's Grade 3 teacher**. The Superintendent's determination is final.
- Other **exemptions** to Grade 3 retention may apply if:
 - Your child's **Grade 3 teacher** recommends an exemption to the superintendent.
 - Your child is **proficient on all other areas** of the Grade 3 State assessment, except ELA.
 - Your child is **proficient in science and social studies** as shown through a portfolio.
 - Your child has an **IEP or 504 Plan** which exempts retention or through a discussion with the IEP team. **This exemption would apply to MOST HLC students.**
 - Your child is an **English language learner** with less than 3 years of English instruction.
 - Your child has received **intensive reading intervention for 2 or more years** but still demonstrates a reading deficiency.
 - Your child was **already retained** in kindergarten (including DK), Grade 1, 2, or 3.

- o Your child was continuously enrolled in this school for **less than 2 years** and they were not provided with an appropriate reading improvement plan at their former school.

If your parent request is received within 30 days of the CEPI notification, we will notify you granting or denying the exemption at least **30 days prior to the first day of school**.

- If your child is **retained in Grade 3** under these provisions, *in addition to the requirements for any student with a reading plan*, we will also:
 - o Assign your child to a **highly effective teacher**, OR the highest evaluated teacher of reading in the school, OR a reading specialist.
 - o Provide **reading instruction and intervention** for a **majority of your child's day** that incorporates opportunities to master the grade 4 state standards in other core academic areas, if applicable.
 - o Provide supplemental evidence-based reading intervention delivered by a **teacher with specialized reading training** that is provided before, after, or during school, but **outside of regular English language arts** classroom time.
- If promoted to **Grade 4** because of an exemption, your child **continues to be eligible** for services under the Grade 3 criteria listed above.

If you have additional questions, please contact your child's teacher or the principal.

NOTIFICATION OF LAW ENFORCEMENT AGENCIES

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

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

PROCEDURAL SAFEGUARDS

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

INTERVIEW OF STUDENTS BY POLICE OR OTHER PUBLIC AGENCIES

The school district endeavors to cooperate with law enforcement agencies. Students may be interviewed in school by law enforcement officials. School officials will grant law enforcement interviews with a student after considering the (1) type of incident; (2) seriousness of the incident; (3) age, functional level

and maturity of the student; (4) relationship of the incident to school and the educational process; and (5) whether time is of the essence.

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

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

REFERRAL TO HURON BEHAVIORAL EMERGENCY SERVICES:

In the event that a student is experiencing a “mental health emergency,” HLC staff will contact Huron Behavioral Health Emergency Services and notify parents/guardian immediately.

A “mental health emergency” is when a person is experiencing a serious mental illness, or a developmental disability, or a child is experiencing a serious emotional disturbance and can reasonably be expected in the near future to harm him/herself or another individual, or because of his/her inability to meet his/her basic needs is at risk of harm, or the person’s judgment is so impaired that he or she is unable to understand the need for treatment.

LIMITED ENGLISH PROFICIENCY

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

FEDERAL EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

NOTIFICATION OF DIRECTORY INFORMATION

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

- The principal of the Huron Learning Center campus programs is responsible for the processing and maintenance of all student records. The office is located at 1299 S. Thomas Road, Suite 2, Bad Axe, MI 48413. The phone number is 989-269-9274.
- Each student’s records will be kept in a confidential file located at the Huron Learning Center campus. The information in a student’s record file will be available for review **only** by the parents or legal guardian of a student, an adult student (18 years of age or older), and those designated by Federal law or District regulations.
- A parent, guardian, or adult student has the right to request a change, or addition to a student’s records and together obtain a hearing with District officials or file a complaint with the U.S. Office of Education if not satisfied with the accuracy of the records or with the District’s compliance with the Federal Education Rights and Privacy Act.
- The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal (or the appropriate school official) a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- The district has established the following information about each student as “Directory Information” and will make it available upon a legitimate request, unless a parent, guardian, or adult student notifies the Records Control Officer **in writing** within 10 days from the date of this notification that she/he will not permit distribution of any or all such information:
Learner’s name; address; telephone number; date and place of birth; photograph; major field of study; participation in officially recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; date of graduation; awards received; or any other information which would not generally be considered harmful or an invasion of privacy, if disclosed.
- A copy of the Board of Education’s Policy and the Federal Law are available at Huron Intermediate School District Administrative Office located at 1299 S. Thomas Rd., Suite 1, Bad Axe, MI 48413

ACCEPTABLE USE OF TECHNOLOGY

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

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

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

- The use of any and all technology is for educational purposes only, as assigned by the program instructor.
- Students will not plagiarize or infringe on copyright of work found on the internet or the District’s system. Plagiarism is the taking of ideas or writings of others and presenting them as if they were original to the user.
- Students will not use the District system to access material that is profane or obscene (pornography) that advocates illegal acts, or that advocates violence, discrimination (hate literature), or that advocates harassment, discrimination or disruption to the educational process. Accidental access to these sites/information must be reported to the program instructor immediately.
- Students shall not, for any reason, access personal email accounts originating elsewhere or the District’s email system without permission of the program instructor.
- If electronic communication becomes necessary students will use appropriate language at all times.
- Access to "chat-rooms" is prohibited.
- Students will not download or install software without prior authorization from the program instructor.
- Students will not make configuration changes to the system software or take actions that block the use of a system by others.
- Where applicable, students are responsible for the use of their individual account and should take all reasonable precautions to prevent others from using their account. Do not share passwords!!
- Students should inform their instructor if they detect an inappropriate use of any technology or equipment.
- Students may not utilize copying/printing equipment for personal purposes without permission of the program instructor.

- Students should be aware that all technology, networks, software licenses are the property of the Huron Intermediate School District, and that routine maintenance and monitoring of the system may lead to the discovery that a student has or is violating the district acceptable use policy. An individual search will be conducted if reasonable suspicion exists that the student has violated the law or the student code of conduct. Students should be aware that their personal files are discoverable under the State of Michigan's Freedom of Information Act and HISD Board Policy.

SEE NEXT PAGE FOR ACKNOWLEDGEMENT SIGNATURE PAGE

Huron Learning Center

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

ACKNOWLEDGMENT OF HANDBOOK CONTENTS

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

Parent/Guardian Signature

Date: _____

Student Signature if applicable

Date: _____