

Handbook

For Students/Parents



C.O.O.R. Educational Center
11051 North Cut Road, P.O. Box 827
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Mission Statement

The C.O.O.R. Intermediate School District will plan and provide the highest level of programs and services to meet current needs and anticipate those of the future. This will be achieved in partnership with all local educational interests through communication, collaboration and cooperation. The ultimate results will be excellent learning opportunities for a lifetime.

This Handbook for Students/Parents is designed to assist in meeting the purposes expressed in the Mission Statement. It is intended to provide both general and specific information concerning your student's school environment, and to answer the most commonly asked questions about the daily operation of the C.O.O.R. Educational Center.

Bill of Rights for Special Needs Families

You have the right to the following Basic Guiltless Freedoms:

- To take one day at a time.
- Have hostile thoughts once in a while.
- To be alone at times.
- To cry when you need to.
- To have a vacation without the children sometimes.
- To get angry without being ashamed.
- To have time together to enhance your marriage.
- To devote as much time as you want to the cause.
- To tell teachers and other professionals how you feel.
- To demand that your opinions are respected.
- To know that you make the best decisions.

From a lecture by Geri Arias, M.S.W.

Annual Notification of Rights

The educational records of any student enrolled in the C.O.O.R. Intermediate School District are protected under the Family Educational Rights and Privacy Act, Part II, April 11, 1988, 34 CFR Part 99 (FERPA).

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

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 C.O.O.R. Educational Center principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The C.O.O.R. 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 right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the C.O.O.R. Intermediate School District to amend a record that they believe is inaccurate. They should write the C.O.O.R. Educational Center principal (or appropriate school official), clearly identify the part of the record they want changed and specify why it is inaccurate. If the C.O.O.R. Intermediate School District decides not to amend the record as requested by the parent or eligible student, the C.O.O.R. Intermediate School District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the C.O.O.R. Intermediate School District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the C.O.O.R. Intermediate School District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the C.O.O.R. Intermediate School District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.)

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the C.O.O.R. Intermediate School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-4605

Directory information will be released at the discretion of the staff at C.O.O.R. Intermediate School District without consent of the parent or eligible student unless a signed directive is received directing the district not to release such information. A form for this purpose is available at the C.O.O.R. Intermediate School District offices.

Current Listing of C.O.O.R. Intermediate School District Staff Who Have Access to Special Education Records

The C.O.O.R. Intermediate School District is the repository for special education records for all students receiving special education services. The C.O.O.R. Intermediate School District Superintendent, Director of Special Education and Assistant Director of Special Education have **UNLIMITED** access to all special education records.

C.O.O.R. Intermediate School personnel have **LIMITED** access to personally identifiable information for students enrolled in their classroom program or special education service.

Other personnel listed below also have **LIMITED** access:

Director of Career & Technical Education

School Psychologists

Physical Therapists/Occupational Therapists

Career & Technical Education Counselors

Director of R.O.O.C. Inc.

R.O.O.C. Supervisors & Secretaries

Deans Transportation (Transportation directions & necessary health information only)

Supervisor of Special Education – West Branch-Rose City Area Schools

Review of Student Records

Authorized staff members will review student records in the C.O.O.R. offices only. Permission to remove student records from the room in which they are stored is granted to the staff provided those staff members sign the checkout card. Permission to remove student records may be obtained from the Director of Special Education or the Assistant Director of Special Education. Records must be returned to the office within one workday of removal. The C.O.O.R. Administrator assigned to safeguard all student records is William Wachowiak, Assistant Director of Special Education

Notice of Nondiscrimination Policy

It is the policy of the C.O.O.R. Intermediate School District that it does not discriminate on the basis of race, color, national origin, gender, age, height, weight, political belief, religious belief, marital status, or disability in the educational programs and activities operated by the District, including employment.

Any inquiry concerning Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex and/or related to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of sex, race, color or national origin, should be directed to:

Name: Gregory Bush
Title: Superintendent
Address: 11051 North Cut Road, P.O. Box 827, Roscommon, MI 48653
Phone: (989) 275-9520
Fax: (989) 275-5881

Inquiries related to Section 504 of the Rehabilitation Act of 1973/ADA, which prohibits discrimination on the basis of disability and /or Title II of the Americans with Disabilities Act of 1990 and Age Discrimination Act of 1975 which prohibits discrimination on the basis of disability and age, should be directed to:

Name: William Wachowiak
Title: Assistant Director of Special Education
Address: 11051 North Cut Road, P.O. Box 827, Roscommon, MI 48653
Phone: (989) 275-6887
Fax: (989) 275-9512

Student Code of Conduct

Expected Conduct and Discipline

Students have responsibilities when attending school. They should demonstrate proper behavior in school, on school grounds, at school activities and en route to and from school. Examples of proper behavior include following directions the first time they are given, keeping hands, feet and other objects to self, using appropriate language and voice levels, using good manners, being considerate of others and respecting property.

Students are expected to follow rules established to help everyone be successful during their time in school. When rules are not followed, students will first be disciplined as outlined by the classroom rules.

If the student is not able to follow the established rules without additional help, a written behavior plan may be developed by the teacher with assistance from the behavior support team and parents. All behavior plans developed for students are designed to help the student learn more appropriate ways to communicate and interact with others.

On the rare occasion, a student is not able to benefit from either classroom rules and/or individual behavior support plan; a short-term suspension may be warranted. Any student suspended for more than 10 days in a school year for behavior that represents a pattern will have an IEP meeting to address the behavioral issues. This meeting will conduct or review a functional behavioral assessment and develop or review a behavioral support plan based on the functional assessment. If appropriate, the IEP will review the student's present placement to determine if it is appropriate.

For certain offenses outlined by the Board of Education, a student with a disability may be expelled from school and prevented from attending school at the CEC. Expulsion is a decision, which is made only by the Board of Education after the student has been allowed full due process under United States and Michigan law. Any student expelled from school will have an IEP meeting to develop an alternative educational setting and program to meet their IEP'd goals and objectives.

All students shall have the right to due process in disciplinary and investigative proceedings. A student's due process safeguards consist of the opportunity to: 1. Be informed of categories of misconduct and penalties or corrective actions, 2. Be informed of charges against them and resulting penalties or other actions, which may be used. In cases involving any suspension or exclusion from school, written notice will be sent to parents/guardian, 3. Have a hearing regarding misconduct charges with an opportunity to offer a defense and to examine any documents relating to the charges. 4. Have the right to appeal to another authority following C.O.O.R. Board Policy if student is not guilty and is being subjected to disciplinary action which is not in keeping with this guide or if due process as outlined here has not been followed. (Building principal has the discretion to have corrective action remain in effect during the appeal activities.)

Harassment

Harassment of a student by another student(s) will not be tolerated. Harassment includes any verbal or physical action and any use of racial or ethnic remarks that creates a hostile, intimidating or offensive learning environment. Any form of sexual harassment, which includes unwelcome sexual advances or any form of improper physical contact or sexual remarks, is prohibited.

A student who experiences any form of harassment from a fellow student or anyone else at school is to report the incident to his/her teacher or the school principal. Reports will be treated as confidential and in such a way as to avoid embarrassment to the reporting student and will be investigated promptly. Anyone found to have violated the rules against harassment shall be subject to disciplinary action up to and including suspension or expulsion from school

Bullying

**BOARD OF EDUCATION
COOR INTERMEDIATE SCHOOL DISTRICT
8260 BULLYING**

STUDENTS 8260

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 school board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, graphic, or physical act (including electronically transmitted acts- i.e., cyberbullying, through the use of inter net, cell phone, personal digital assistant (PDA), computer, or wireless handheld device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, 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.

Drugs

It is prohibited to use, possess, conceal or distribute drugs at any time on school property, in district vehicles or while participating in school related activities on or off school property. The term "drugs" includes all dangerous controlled substances as defined by Michigan law; all chemicals which release toxic vapors (inhalants such as glue); all alcoholic beverages; any prescription or over the counter drugs except those for which the office has a signed usage form; anabolic steroids; "look-alike" drugs which appear to be prohibited drugs; and any other illegal substance defined and prohibited by Michigan law.

Any student suspected of use, possession or distribution of any drug will be subject to immediate investigation by an administrator. Disciplinary action, with possible suspension and expulsion from school, will be taken as determined to be appropriate. Drug and alcohol counseling referrals will be made as needed.

Tobacco

Tobacco is defined as all uses of tobacco, including cigars, cigarettes, snuff or anything that contains tobacco. All use of tobacco is prohibited on school grounds by school policy, as well as, State law. Students suspected of use or possession of tobacco will be subject to immediate investigation by an administrator. Disciplinary action with possible suspension and expulsion from school will be taken as determined to be appropriate.

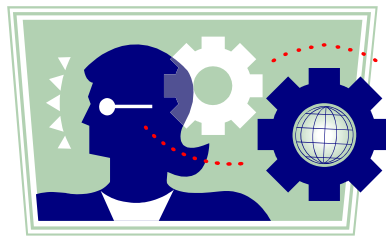
Student Dress Code

CEC staff teaches the students in our classroom what is appropriate in situations. The CEC staff expects that our students will arrive at school with appropriate clothing. Here are a few guidelines for appropriate school clothing:

- Make sure the clothing is appropriate for the anticipated weather
- Shorts are acceptable but reaching no higher than mid-calf
- Clothing with drug and alcohol advertisements or sayings are not acceptable
- Clothing with sexually suggestive sayings are not acceptable
- Students must wear modest clothing during school. Short skirts, low-cut tops, and low-riding pants are not appropriate for school
- Jeans that are excessively ripped to show bare skin are not appropriate
- Yoga pants are not acceptable

If you have any questions, please contact your student's teacher.

Section 1



C.O.O.R. Educational Center &
Program Philosophies

C.O.O.R. Educational Center

The C.O.O.R. Educational Center (CEC) is an educational institution providing specialized services to Cognitively Impaired, Autistic and Severely Multiply Impaired students in the C.O.O.R. I.S.D. service area. The CEC provides services for 75 to 85 students per year through six different programs.

Programs for students with Severe Cognitive Impairments and Severe Multiple Impairments are divided into two classes: Primary ages 4 to 16, and Secondary, ages 16 to 26. Programs for students with moderate cognitive impairments are divided into three classes: Primary ages, 4 to 13, Secondary, ages 13 to 18, and adult, ages 18 to 26. The Primary and Secondary programs are housed in the Center while the adult students are based in a classroom located in downtown Roscommon.

Students attending the centralized programs at the CEC, participate in educational programming based on a functional skills curriculum. The Center's curriculum is grounded in the *"Special Education Programs Outcome Guides for Trainable Mentally Impaired, Severely Mentally Impaired and Severely Multiply Impaired"*. The performance standards from *"Addressing the Unique Educational Needs of Students with Disabilities"* are used for student outcomes. This allows the Center to provide students with a realistic set of achievable expectations, which mirror the Michigan Curriculum framework.

Keeping with the functional skills curriculum concept, the purpose of the educational process at the center is to facilitate the student's success in the larger community. The CEC experience provides an extensive set of age appropriate community-based educational activities focusing on the hands-on participation. Programming for primary and secondary age students includes the development of communication skills, self-care skills, daily living skills, socialization skills, physical education, pre-vocational education and vocational education. Adult students are provided with a very intense set of community-based training experiences designed to provide a coordinated set of activities between the school and adult service providers. These activities include pre-vocational training, work-study, self-determination skills, integration of community skills, and assistance in developing an adult living plan, referral to agencies such as Michigan Rehabilitation Services, Community Mental Health, and other public or private agencies that can assist the student.

Cognitive Impairment Program Philosophies

PURPOSE: The Moderate and Severe Cognitively Impaired programs are twofold. They must be student and parent centered. The students work on self-care, communication, daily living skills, appropriate vocational skills and socialization. The parents are provided guidance and support so they can improve their effectiveness in working with their mentally impaired son or daughter.

POPULATION: All Moderate and Severe Cognitively Impaired individuals in Crawford, Oscoda, Ogemaw and Roscommon Counties between the ages of 4 through 25 are eligible for the program.

Cognitive Impairment is an educational term used by an individualized educational planning committee, based on a comprehensive evaluation by a psychologist and/or other pertinent information, for a student having the following behavioral characteristics:

1. Cognitive impairment shall be manifested during the developmental period and be determined through the demonstration of all the following behavioral characteristics:

- a. Development at a rate at or below approximately 2 standard deviations below the mean as determined through intellectual assessment.
- b. Scores approximately within the lowest 6 percentiles on a standardized test in reading and arithmetic. This requirement will not apply if the student is not of an age, grade, or mental age appropriate for formal or standardized achievement tests.
- c. Lack of developmental primarily in the cognitive domain.
- d. Impairment of adaptive behavior.
- e. Adversely affects a student's educational performance.

2. A determination of impairment shall be based upon a comprehensive evaluation by a multidisciplinary evaluation team, which shall include a psychologist.

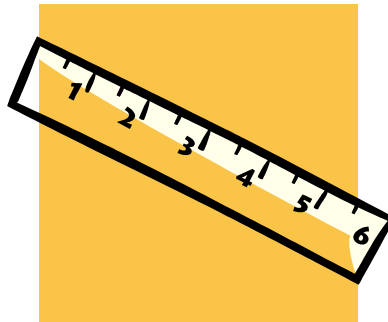
PROGRAM: The program for students with Severe Cognitive Impairments is staffed with one certified teacher and a minimum of two Para-professionals for a maximum of 12 students. The maximum number of students may be extended to 15 if an additional Para-professional is assigned with the placement of the 13th student. Individual educational activities focus on behavior, self-care, communication, motor development, community functioning, socialization and daily living skills for the students.

The program for students with Moderate Cognitive Impairments is staffed with either one certified teacher and one Para-professional for a maximum of 15 students, or with one lead teacher with a maximum of 30 students, with not more than 10 students for each Para-professional. Individual educational activities focus on behavior, self-care, communication, motor development, community functioning, socialization and daily living skills for students.

Parent conferences and observations are encouraged in an effort to coordinate both home programming and school programming efforts.

Efforts are extended to enhance a positive self-concept. Praise and rewards coupled with performance expectations result in task completion and provide a chance for the student to succeed.

Section 2



C.O.O.R. Educational
Center Rules

Parent Visits in the Classrooms

All of our teachers welcome parents into their classrooms. However, remembering that it is our first duty to educate our students from the minute they get off the bus until they get back on the bus please remember the following rules:

- Please contact the classroom teacher at least one day prior to your visit. Our students sometimes take community outings and may not be in the classroom when you arrive. In addition, like all schools, we give State-mandated tests during the school year and your presence can be distracting to your student.
- When you arrive at the school, make sure you check in with the office. It is important that we know at all times who is on the premises.
- When in the classroom, please avoid talking with staff during instructional time. As principal, I expect that the staff is focused at all times on the students.
- Remember to try to be invisible when you are in the classroom. At first you will be distracting to the students in the classroom, but if you try to be invisible, the students will get used to you and behave as if you were not there.
- While everyone wants to help children, remember that our students are working on goals such as independently washing hands, picking up objects they dropped, learning to use words or communication devices to ask for things, and staying in the classroom. Only the staff know which student is working on which goal, so please do not assist or interfere with students or staff unless asked to do so.
- Please do not talk about students while in the classroom.
- If you would like to talk to the teacher after your visit, please do so at the teacher's convenience. The teachers are not able to concentrate on classroom management while talking with you.
- If you have concerns about the classroom, please arrange a separate time to meet with the teacher and myself.
- The teacher knows the classroom and the students. If the teacher asks you to leave the classroom, it may be because a student is becoming agitated and may become aggressive or other reasons. Please respect the wishes of the teacher and leave the classroom immediately.
- Please limit the amount of time you spend in the classroom. Talk to the classroom teacher if you have specific things you wish to see.
- Make sure you inform the office if there are people (ex-spouse, grandparents) that you do not (or they should not because of a PPO, for example) want visiting your student at school.
- If your presence or leaving will cause your student to be upset, talk to the teacher and try to brainstorm ways to see your student in the classroom.
- If you want to leave with your student early, please make sure the teacher knows this prior to your visit.

Corporal Punishment

In March 1992, the Michigan State legislature amended P.A. 451 of 1976, Section 1312, to read in part as follows:

..."corporal punishment" means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline.

A person employed by or engaged as a volunteer or contractor by a local or intermediate school board shall not inflict corporal punishment upon a pupil under any circumstances.

A person ...may use reasonable physical force upon a pupil as necessary to maintain order and control in a school or school related setting for the purpose of providing an environment conducive to safety and learning.

Six specific instances are given in the law under which "reasonable physical force" may be used. These are:

1. To restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school district functions within a school or at a school-related activity, if that pupil has refused to comply with a request to refrain from further disruptive acts.
2. For self-defense or the defense of another.
3. To prevent a pupil from inflicting harm on himself or herself.
4. To quell a disturbance that threatens physical injury to any person.
5. To obtain possession of a weapon or other dangerous object upon or within the control of a pupil.
6. To protect property.

THE ONLY ACCEPTABLE TIME FOR ANY C.O.O.R. EMPLOYEE TO USE PHYSICAL FORCE IS TO PREVENT INJURY TO STUDENTS OR TO HIM/HERSELF.

All employees will be given the opportunity to learn proper physical management techniques. If an employee has not been trained, he/she may NOT use any physical management, but must ask for help from a trained person.

Reporting Suspected Child Abuse or Neglect

"Child abuse" is defined as harm or threatened harm to a child's health or welfare, which occurs through non-accidental physical or mental injury, and includes sexual abuse, sexual exploitation, or maltreatment.

"Child neglect" includes negligent failure to provide adequate food, clothing, shelter, or medical care, and placing a child at unreasonable risk to health or welfare to eliminate that risk when able to do so and the risk is known.

All instances of suspected child abuse or neglect **must** be reported to the Department of Social Services by the person who feels abuse or neglect has taken place. An oral report **must** be made within twenty-four (24) hours with a written report filed on DSS Form 3200 within seventy-two (72) hours.

All reports of suspected abuse or neglect are to be treated as confidential by the Department of Social Services, but you may be contacted by the Department for additional information.

The Department of Social Services does not normally notify the reporting person or the parent/guardian of the outcome of its investigation.

The reporting person is at no liability if the report of suspected abuse or neglect is filed "in good faith", without bias toward the suspected abuser.

By State law, all teachers, social workers, psychologists, occupational therapists and physical therapists need to report suspected abuse and neglect. Recently, the C.O.O.R. Board of Education policy has been changed to mandate that **all** C.O.O.R. staff, including para-professionals, must report suspected abuse and neglect.

All staff must report to the principal their intent to report suspected abuse and neglect.

Phone Use Information

C.O.O.R.'s telephone system allows direct contact with classrooms, therapists and the Special Education office. The direct access system works only if you have a touch-tone telephone. If you have a rotary dial telephone, you need to wait for the receptionist to answer.

With a touch-tone telephone, call the C.O.O.R. main number, (989) 275-9555. After the recording answers, dial the extension number of the person you want to reach. If they are on the phone or not in the area, you may leave a recorded message. Or you may dial 0 to return to the Operator for assistance. Calls can be made to C.O.O.R. and messages left any time of day or night with this system.

Fall Information Mailing

Before the beginning of each school year, a Fall Information packet is mailed to parents/guardians of each student at the COOR Educational Center. Included in this packet are forms, which need to be completed and returned to the office each year. Application guidelines and forms for hot lunch are also enclosed. All forms must be updated and returned to school every year. This same packet is given to all new students entering school.

If there are any questions regarding any of the forms, call the CEC Administrative Assistant at (989) 275-9550.

Breakfast and Lunch

During the regular school year, both breakfast and lunch are available for those students at the Educational Center who wish to have them. C.O.O.R. qualifies as a Community Eligibility Option School, in that Free Breakfasts and Lunches are available to all of our students at no cost to them or their families. However, a Household Information Survey does need to be completed for each student so that the State has the necessary information to grant us this option.

Menus are normally sent home with students at the beginning of each month.

Health Criteria for School Attendance

Children learn best when they are well and able to attend school regularly. When a child is not feeling well, he/she is not able to deal effectively with the demands of the illness and with the demands of school at the same time.

School must be a place in which children feel safe and secure enough to be able to play and learn those skills, which will assist them in living as full a life as they can. To help the children at the C.O.O.R. Educational Center meet this critical goal, the following procedure will be observed when necessary.

Students at the C.O.O.R. Educational Center will be sent home if possible when any of these conditions are present:

- *A low-grade temperature of 100 degrees taken by mouth or in the ear canal*
- *Diarrhea*
- *Vomiting*
- *Green purulent drainage from the nose*
- *Dry mucous membranes in the mouth or nose. Heavy coughing for two (2) days*

Children should not return to school for at least 24 hours after any of the above symptoms have subsided. In addition to the conditions listed above, a student will be sent home or not transported to school if he/she has a suspected or confirmed contagious condition, such as scabies, ringworm, pinkeye, head lice, impetigo, chicken pox and mumps. Specific information will be sent home with the student outlining the required steps for the student to be allowed to return to school.

Parents/guardians will be notified when a suspected or confirmed outbreak of a contagious condition occurs in the student's classroom or in the C.O.O.R. Educational Center, as appropriate.

The C.O.O.R. Board of Education has adopted a Communicable Disease Control Policy for the prevention, control and containment of contagious diseases in schools. The policy can be found in Section 300 of this handbook.

Guidelines for Administering Prescribed Medications in School

The C.O.O.R. Intermediate School District shall provide adequate control and supervision of medication prescribed by a physician for students enrolled in C.O.O.R. operated education programs.

Guidelines:

1. Medication administered to students by C.O.O.R. Intermediate School District personnel are limited to those **ordered in writing by a licensed physician** and authorized by the parent/legal guardian.
2. A valid form with the physician's order, signature and *written authorization* from the parent/guardian requesting that the school district comply with the physician's order shall be filled out and returned to the school.
3. The parents or guardian shall immediately notify the school district and shall submit a written physician's order in the event the prescription is discontinued or modified.

4. The medication must be brought to school in a container appropriately labeled by the physician or pharmacy. A minimum of a two-week and a maximum of one-month supply of medication is encouraged. Daily carrying of medication is to be avoided. Medication must be transported to school by giving it to the bus driver or bringing it directly to the classroom.
5. Refill of the prescription shall be the responsibility of the parent/guardian. The classroom teacher will aid the parent by sending a communication that medication supply is low if necessary. If a supply of medication, prescription change, etc., has not been given to the school, the school staff will not administer the medication.
6. All prescription medication will be maintained in a secured place, accessible to authorized personnel only.

Guidelines for Administering Short-Term Prescription and Over-The-Counter Medications in School

Classroom staff members may administer short-term prescription and over-the-counter medications to students with written permission of parents/guardians. A copy of the required form can be found in Section 300 of this handbook. Additional copies can be obtained from either the classroom staff or from the C.O.O.R. Educational Center office.

Short-term prescription drugs are those intended to be given for less than four (4) weeks, such as antibiotics and decongestants.

Over-the-counter drugs include asthma sprays and inhalers, lotions, creams, ointments, aspirin, Tylenol, premenstrual syndrome medication, and cough syrup.

The medication must be brought to school in the original container. Daily carrying of medication is to be avoided. Refill of the drugs is the responsibility of the parent/guardian.

Such over-the-counter medications can be administered for a maximum of four (4) weeks.

All student medications will be kept in a location accessible only to authorized classroom staff.

Medicaid Reimbursement Information

Some expenses for services provided to Medicaid-eligible students can now be reimbursed directly to C.O.O.R. These include physical and occupational therapy, speech therapy, evaluations, and other consultant services. The CEC will ask for written consent from the parents/guardians to bill Medicaid for these services, only if the child is Medicaid-eligible. If there are additional questions about the Medicaid reimbursement, please contact: Ruggero Dozzi, Director of Special Education, at (989) 275-9558.

Immunizations

Students attending C.O.O.R. Programs are expected to have completed the required immunizations or a statement of exemption outlined by the Michigan Department of Public Health. Immunization records are maintained and reviewed annually by the Educational Center Secretary. Parents/guardians will be notified of any immunizations, which need to be completed and of all changes in the Department of Public Health requirements.

Local county Health Departments can provide immunizations free of charge or for a minimal fee. Appointments must be made for immunizations.

County Health Departments:

Roscommon County.....	366-9166
Grayling Office.....	348-7800
West Branch Office.....	345-5020
Mio Office.....	826-3970

Parents/guardians have 60 days after enrolling their students or receiving notice of the need for immunizations to provide proof of immunization to C.O.O.R. Intermediate School District. The student will **not** be allowed to attend the program until the immunizations are completed.

Sections 9208 and 9211 of the Michigan Public Health Code require that a parent, guardian, or person in loco parentis applying to have a child registered for the first time in a Michigan school or in a program of group residence, care, or camping in this state shall present to officials at the time of registration or not later than the first day of school or program enrollment, a certificate of immunization verifying that the child has been vaccinated against diphtheria, tetanus, pertussis, measles, mumps, rubella, and poliomyelitis. Vaccination for Haemophilus Influenza type B is also required for preschool-aged children.

Michigan recently modified the administrative rules that change how nonmedical waivers for immunizations will be processed for school/childcare programs. The new rule went into effect on January 1, 2015. Parents/Guardians must follow these steps when requesting a nonmedical waiver:

1. Contact your county health department for an appointment to speak with a health educator.
2. During the visit, there will be an opportunity to have a discussion about immunizations with the county health department staff. If at the end of the visit, you request a nonmedical waiver for your child, you will receive a copy of the current, certified (stamped and signed) State of Michigan Nonmedical Waiver Form. Forms cannot be altered in any way (such as crossing information out).
3. Take completed, certified waiver form to your child's school.

Transportation

Students at the C.O.O.R. Educational Center are transported to and from school daily by a contracted company, Dean Transportation. At the beginning of each school year, parents/guardians will receive information from the Transportation Coordinator regarding emergency procedures, designated secondary drop-off locations and inclement weather policies. Specific driver names and estimated pick-up times will be provided along with a copy of the Transportation Rules.

Transportation rules are to be followed whenever students are being transported, regardless of the vehicles being used, the time of day or the destination.

Transportation services may be suspended as outlined in the Transportation Rules, which may be found in Section 300 of this handbook.

Should you have any questions in regards to transportation, please contact the Transportation Coordinator for Dean Transportation at (989) 275-9531.

Bus Riding Rules

- Obey Driver
- No Smoking
- No Drinking
- No Eating
- Stay in Seat
- Keep Hands & Feet to Yourself
 - No Spitting
 - No Fighting
 - No Swearing
 - No Hollering

Snow Days

When weather and driving conditions require the closing of school, that information will be transmitted to local radio stations. In addition, local television broadcast stations will be called. It may not be feasible to get through to each and every station, but the stations listed below will be called:

RADIO

WUPS – 98.5 FM – Houghton Lake

WHGR – 1290 AM – Houghton Lake

WGRY – 101.1 FM – Grayling

TV

WWTV – TV 9 & 10

WPBN – CH 7

WNEM – CH 5

WFQX – CH 33

The C.O.O.R. Intermediate School District covers an area of approximately 2,500 square miles (larger than two of our states). There are six school districts in C.O.O.R.: West Branch/Rose City, Roscommon Area Public Schools, Houghton Lake, Crawford AuSable (Grayling), Mio AuSable and Fairview. Dean Transportation buses travel to each of these school districts to bring students to the C.O.O.R. Educational Center and ATC. In an area this large, it is not unusual to have different weather conditions from one school district to another. (It may be raining or snowing in West Branch while the sun is shining in Grayling.) Likewise, it is not unusual for one school district to be closed because of bad weather, while others remain open.

The Criteria for Closing C.O.O.R. is:

C.O.O.R. closes only if the Roscommon Area Public Schools closes their schools due to inclement weather.

We do not send buses or vehicles into a district closed because of inclement weather. We do follow local guidelines in which we caution our drivers about attempting to travel down any unplowed side roads.

If a student's home district is closed and C.O.O.R. is open, the student may attend class if a parent or guardian, or their designee provides transportation to and from school.

If a district is closed because of a non-safety related issue, such as a power outage, furnace failure, etc., C.O.O.R. busses will pick up students in that local district. If you have any questions as to whether buses will pick up your student, please contact Dean Transportation at (989) 275-9531.

In case of early school closings, it is imperative that parents are at home to receive their child/children, or Dean Transportation has alternate drop-off information. If neither the parent nor the alternate drop off person is home, the child will have to be returned to the bus garage and parents will be required to pick up the child. C.O.O.R. programs will not close early except for inclement weather or emergency situations.

Section 3



Policies

Mandatory School Attendance Policy

State Rules mandate that all children between the ages of 6 and 16 must attend school. "The child's attendance shall be continuous and consecutive for the school year..." The staff at the C.E.C. understands that many of our students have many medical problems and may be sick more frequently than non-disable students. However, we also know that students learn better with consistent school attendance.

If a student misses school without a valid reason, State Rules mandate that we contact the truancy officer for the Intermediate School District. The truancy officer may decide to contact the local Child Protective Services Department of the Department of Community Health for further investigation.

Prior to contacting the truancy officer, the student's teacher will contact the parents expressing concern over the student's absences and ask the parents to provide a written excuse why the student has been absent. If there is no parent response, or give an insufficient reason for the student's absences, the principal will send a certified letter to the home. If there is no response and the student has continued absences, the truancy officer will be notified.

It is not always necessary to send a doctor's note when a student returns to school after a short absence. A short note from you is sufficient. However, if the student has missed school frequently or is expected to miss school for a long period of time, please contact your student's teacher to explain the reason(s). A doctor's note may be necessary to assure us your student is well enough to return to school.

Weapons and Drugs

The staff at the C.E.C. strives to maintain a safe educational environment. We have a zero tolerance for students who endanger staff and students by bringing dangerous items to school. Due to the varied nature of our student's disabilities, we will individualize the consequences if a student brings illegal drugs or weapons to school.

The staff at the C.E.C. will follow the following procedures if a student is discovered with illegal drugs or weapons in school or at a school-sponsored event:

1. Evaluate the immediate safety of staff and students. If necessary, call 9-1-1 if there is immediate danger.
2. Contact an administrator
3. Review the situation with the administrator
4. Determine what, if any, discipline procedures should be done.
5. Contact the student's parents
6. If the student will be removed from school for more than ten school days, follow §§300.530-300.537 of the IDEA '04.

The term "drugs" includes look-alike substances and alcohol, but not legally prescribed medication.

C.O.O.R. INTERMEDIATE SCHOOL DISTRICT

Communicable Disease Control Policy

The C.O.O.R. Intermediate School District will work cooperatively with the Crawford, Ogemaw, Oscoda, and Roscommon County Health Departments to enforce and adhere to the Michigan Public Health Code (Act 368 of 1978, Parts 51 *and* 92, as amended) for the prevention, control, and containment of communicable disease in schools.

- A. Students are expected to be in compliance with the immunization requirements specified in Parts 51 (Rule 5 of the Communicable Disease Rules) and 92 of the Public Health Code. In compliance with the Public Health Code and Rules students not meeting the immunization requirements may be excluded from school attendance unless a request for extension for a reasonable length of time is certified and filed. The procedure concerning a request for exemption for immunization will also be in compliance with this Code and Rules. School personnel will cooperate with public health personnel in completing and coordinating all immunization data, exemptions and exclusions, including the necessary Immunization Assessment Program forms (IPTOO's), to provide for preventable communicable disease control. (Obtained from the draft version of the Michigan Department of Public Health rules for communicable disease control. The current Public Health Code and Rules are currently still in effect.)
- B. The superintendent or a school official designated by the superintendent has the authority to exclude a student or staff member from school when reliable evidence or information from a qualified source (e.g. medical professional, parent/guardian, or the infected eligible student or staff member) confirms him/her of having a communicable disease or infection that is known to be spread by any form of casual contact* and is considered a health risk to the school population. Such a student or staff member shall be excluded unless their physician approves school attendance or the condition is no longer considered contagious. All reportable communicable diseases will be referred to the appropriate county health department.
- C. When reliable evidence or information from a qualified source (e.g. medical professional, parent/guardian, or the infected eligible student or staff member) confirms that a student/staff member is known to have a communicable disease or infection that is known not to be spread by casual contact*, (e.g. AIDS/HIV, Hepatitis B and other like diseases), the infected student/staff member will have the right to remain in the school setting.
 1. If issues or decisions regarding school attendance arise that cannot be informally resolved or if an identified compelling reason exists, the district will follow the protocol for a case-by-case review as outlined in Appendix A. Unless C.2. below applies, the student/staff member will remain in the school setting during this review.
 2. An exception exists if the superintendent after consulting with the appropriate medical professional(s), learns there are clearly documented risks to the infected individual or others in the school setting resulting from other conditions, communicable diseases or infections that could pose an immediate health threat. If a communicable disease or infection that is known to be spread by casual contact is present the provisions of Part B. will apply.
 3. If the above named individual is a student who has been determined to be handicapped pursuant to the administrative rules for special education, or is suspected of being physically or otherwise health impaired (POHI) the protocol for

special education students outlined in Appendix B will be followed.

- D. Mandatory screening for communicable diseases that are known not to be spread by casual contact is not warranted as a condition for school entry or for employment or continued employment.
- E. Irrespective of the disease presence, routine procedures shall be posted and used and adequate sanitation facilities *and* supplies will be available for handling blood or body fluids within the school setting or school buses. All school personnel will be trained in the proper procedures for handling blood and body fluids and these procedures will be strictly adhered to.
- F. Confidentiality of Medical Information
 1. All persons privileged with any medical information that pertains to students or staff members shall be informed of their legal obligation and liability and required to treat all proceedings, discussions and documents as confidential information. Before any personally identifiable medical information is shared with anyone in the school setting, the statutory protections of the Family Educational Rights and Privacy Act (FERPA) of 1974 will routinely be followed.
 2. The district will revise, if necessary, their FERPA policy to provide:
 - a. A requirement that written consent of the eligible student or parent/guardian will be routinely obtained before releasing personally identifiable medical information from a school record. Written consent will include:
 - The information on the disease, infection or condition that may be disclosed;
 - The reason for the disclosure; and
 - To whom the disclosure may be made.
 - b. A process for determining what and to whom personally identifiable medical information can be released from a school record if written consent cannot be obtained and it is deemed necessary to do so. This process will include:
 - The convening of a committee by the Superintendent to evaluate the request for release of specific information to particular persons.
 - An evaluation of the request in regards to district responsibility, FERPA and other legal liability, and the existence of a "legitimate educational interest."
 - A determination of "legitimate educational interest" based on whether sharing this information with a specific individual would favorably affect: (a) the students ability to learn and function in the classroom and related settings; (b) the teacher and other district staffs ability to teach or provide other services; (c) the containment of a communicable disease for persons at risk; (d) and the immediate health and safety of the student.
 - An emphasis on whether release of this information could lead to discriminatory practices or unauthorized re disclosure.
 3. If the presence of a communicable disease that can be spread by casual contact must

be disclosed to persons in the school community, the district will make every attempt to release only general information about the existence of a specific communicable disease in the school with no personally identifiable information.

4. All personally identifiable medical information of a sensitive nature will be kept in a separate file from the students CA 60 *and* will not be released in any form without compliance of subsection F.2.
- G. In accordance with Public Act 139 of 1990, instruction *on* the principal modes by which dangerous communicable diseases, including, but not limited to, human immunodeficiency virus (HIV) infection *and* acquired immunodeficiency syndrome (AIDS) are spread and the best methods for the restriction and prevention of these diseases shall be taught in every school. Each person who teaches kindergarten to twelfth grade pupils about HIV infection and AIDS shall have training in HIV and AIDS education for young people. The choice of curricula to be used for HIV infection *and* AIDS education shall be approved by the district school board. In-service education on dangerous communicable diseases, confidentiality, school policy and the proper handling of blood and other body fluid spills will be provided to all staff members.

* "Casual contact" is used here to refer to any contact that does not permit the direct exchange of blood into the bloodstream, semen, or vaginal secretions from *one* person to another, e.g. shaking hands, sneezing, coughing, sharing eating utensils, sharing food or beverages, toilet seats, furniture, telephones, office equipment, insect bites." ("Responding to HIV and AIDS," A Special Publication for NEA Members from the Health Information Network 1989. pp.8-9.)

District Protocol

A. General Procedure

1. Persons with a communicable disease or infection that is known not to be spread by casual contact will remain in the school setting unless an appropriate medical professional confirms that there are clearly documented risks to the infected individual or others in the school setting resulting from other conditions, communicable diseases or infections that could pose an immediate health threat. The district will follow the case-by case review process if it is needed for issues or decisions that may arise regarding school attendance that cannot be informally resolved or if an identified compelling reason exists that requires further consideration.
2. Written permission of the parent/guardian, eligible student or employee to release information will be sought before the review panel is convened and before personally identifiable information is shared with the panel. If written permission cannot be obtained and the superintendent determines the information to be necessary, he/she will have the authority under FERPA and district policy to disclose personally identifiable information only to the review panel for reasons of a "legitimate educational interest" and the "health or safety of the student or other individuals" (FERPA Regulations, Sections 99.31 & 99.36). Any other disclosure is forbidden without the written permission or majority agreement of the review panel and superintendent approval.
3. If the superintendent determines that the review panel process is not necessary and the parent/guardian, eligible student or staff member requests the panel to meet, the superintendent or the local public health officer shall convene the panel as soon as the required panel members can be convened, but in any event *no* later than five school

days from the date of the request.

4. If the student or staff member has been determined to be handicapped pursuant to the Vocational Rehabilitation Act of 1973, as amended (Section 504), and its regulations, or is suspected of being so handicapped and requests that the district make certain adaptations or accommodations, the review panel shall consider and determine any such requests on behalf of the district.

B. Case Review Process

1. Disclosure

- a. HIV information received from a public health official:

Any information disclosed to any school employee by an authorized representative of the health department that pertains to an individual who is HIV infected, *or* any information shared because the health official determines there to be a foreseeable risk of transmission of HIV to pupils in the school district, cannot be re-disclosed by that school employee to anyone without the written consent of the parent/guardian, eligible student, or employee. (Subject in the event of re-disclosure to criminal penalties. Section 5131 of the Public Health Code.)

1. The health department official is requested to inform the superintendent if ever such disclosure is deemed necessary.
2. If the disclosure by the health official occurs because of a foreseeable risk of transmission the student/staff member will be excluded from the school setting until the review panel meets and decisions are made in accordance with the protocol in this appendix.
3. When the superintendent is informed by a health official he/she will:
 - Obtain the written permission of the parent/guardian, eligible student or staff member for approval to re-disclose to the review panel if a review is necessary; *or*
 - The health official will be requested to disclose the information to the review panel members if a review is necessary.

- b. Information Received from other sources:

School employees, who, while on school business, receive information from a reliable and qualified source (parent/guardian or student) indicating that a student has a communicable disease known not to be spread by casual *contact*, are requested to inform the superintendent in order to permit school policy to be enforced in a consistent manner. The school employee shall be informed of the confidentiality regulations of the district as well as the statutory provisions of the Family Educational Rights and Privacy Act (FERPA) regarding re-disclosure.

2. Upon learning of a student/staff member within the C.O.O.R. Intermediate School District who has been identified by a qualified source (other than a public health official) as having a communicable disease that is known not to be spread by casual contact, the superintendent shall:
 - a. Immediately consult with the physician of the student/staff member and/or

the health official from the Health Department to obtain information as to whether a documented risk exists to the infected individual or others in the school setting resulting from other conditions, communicable diseases or infections that could pose an immediate health threat through casual contact.

1. If the student/staff member's physician or the health department physician indicates the student/staff member is well enough to remain in the school setting and poses no immediate health threat through casual contact to the school population because of their illness, the student/staff member shall be allowed to remain in the school setting.
 2. If the student/staff member's physician or the health department health official indicates the student/staff member is currently not well enough to remain in the school setting and/or that a documented risk exists to the infected individual or others in the school setting resulting from other conditions, communicable disease or infections that could pose an immediate health threat through casual contact, the student/staff member shall be excluded from the school setting and the superintendent representative of the infected student/staff member, or health department health official may request the review panel to be *convened* to discuss the conditions under which the individual may return to school.
- b. Consult with the parent/guardian, eligible student or staff member on the issues of the situation *and* determine if the review panel should be involved to address issues or decisions that may arise or if an identified compelling reason exists that requires further consideration. The superintendent, parent/guardian, or eligible student or staff member may request the review panel process.
- c. Submit to the parent/guardian, eligible student or staff member in writing a notice of their rights and the method of appeal for any decisions.

C. The Review Panel

1. Review Panel Membership

- a. A physician knowledgeable about the individual's medical condition.
- b. A health official from the appropriate County Health Department who is familiar with the disease.
- c. A student/employee advocate (e.g., counselor, child advocate, social worker, employee/union representative, etc. from in or outside the school) approved by the eligible student, staff member or parent/guardian.
- d. A school representative familiar with the student's behavior in the school or the employees work situation (in most cases the building principal or school nurse) as identified by the superintendent.
- e. Either the parents/guardians of the student, the eligible student, employee, or their representative.
- f. A district administrator other than the superintendent or assistant superintendent.

2. The superintendent will assign a stenographer to record proceedings.
3. The superintendent will designate the chair of the panel. The chair is responsible for assuring a due process hearing that is fair and just. The chair shall ensure an impartial hearing for all interests concerned.
4. The superintendent may be present during the information gathering process but will be excused when the panel is deliberating towards the "Proposal for Decision" recommendations to the superintendent.
5. The chair of the review panel will designate the panel member who will write the "Proposal for Decision."

D. The Review Panel Process

1. If it is determined the Review Panel shall meet it shall be as soon as the required panel members can be convened, but in any event not later than five school days from the date of the decision or request to meet. The following aspects should be considered in that review:
 - a. The circumstances in which the disease is contagious to others and the current status of implementing correct procedures for handling blood or body fluids within the school setting or school buses.
 - b. The infections or illnesses the student/staff member could have as a result of this disease that may be contagious through casual contact in the school setting.
 - c. The behavior, and neurologic development of the student and any potential impact on communicability.
 - d. The expected type of interaction with others in the school setting and the implications to the health and safety of those involved.
 - e. The psychological impact on the infected individual concerning remaining in the school setting.
 - f. The impact of contagious diseases occurring within the school population while the infected person in the attendance.
 - g. The potential request by the person with the disease to be excused from attendance in school or on the job.
 - h. The method of protecting the student/staff member's right to privacy, including maintaining confidential records.
 - i. The recommendation of whom, if anyone, should be informed and under what legal conditions would anyone be informed without written permission.
 - j. The recommendation as to whether the student/staff member should continue in the school setting, the reason necessitating the panel's needing to consider the question, and if currently not attending under what circumstances he/she may return.
 - k. The recommendations as to whether any type of restrictions or alternative delivery of school programs is advisable.

- l. The determination of whether an employee would be at risk of infection through casual contact when delivering an alternative educational program.
- m. The determination of when the case should be reviewed again by the panel.
- n. Any other relevant information.

2. Proposal for Decision

- a. Within three (3) business days after convening the panel, the superintendent shall be provided with a written record of the proceedings and the "Proposal for Decision." The Proposal serves as a recommendation to the superintendent. It is based on the information brought out in the review panel process and will include the rationale for the recommendations. If there is a minority viewpoint by panel members following the review process, that should also be included in the report.
- b. If the Proposal for Decision is to exclude the affected person from the school setting because documented risks to the infected individual or others in the school setting resulting from other conditions, communicable diseases or infections that could pose an immediate health threat, the Proposal for Decision shall include the conditions under which the exclusion will be reconsidered.
- c. The parent/guardian or affected person will be given a copy of the Proposal. The review panel members will be given the opportunity to review the content of the Proposal for Decision.

3. The Superintendent's Decision

- a. The superintendent shall affirm, modify, or take exception to the Proposal for Decision within three (3) business days after receipt of the Proposal for Decision unless a rehearing request on that Proposal has been made. (See Appeal Process, Rehearing Request.)
- b. In the event the superintendent takes exception to the Proposal for Decision, he/she shall prepare a written statement that sets forth the reasons for the exceptions and the basis for that decision.
- c. The parent/guardian or affected person and the Health Department health official will be given a copy of the Superintendent's Decision. The other review panel members will be given the opportunity to review the content of the Superintendent's Decision.

E. Appeal Process

1. Rehearing Request

- a. The parent, guardian or affected person who considers the Proposal for Decision unjust may request a rehearing, in writing, directed to the chair of the review panel within three (3) days of the date of the Proposal for Decision. Grounds for requesting a rehearing are limited for 1) new evidence or information that is important to the decision; or 2) substantial error of fact.
- b. The chair, within three (3) business days from the date of receipt of the request for rehearing shall either grant or deny the request for rehearing. If the request for rehearing is denied, the chair shall immediately submit the

Proposal for Decision to the superintendent. If the request for rehearing is granted, the chair shall reconvene the same panel that originally heard the matter within five (5) business days of the date the hearing is granted.

- c. Within three (3) business days after the rehearing the chair shall submit the Proposal for Decision to the superintendent. The parent/guardian or affected person will be given a copy of the Proposal. The review panel members will be given the opportunity to review the content of the Proposal for Decision.

2. Request for Reconsideration of Superintendent's Decision

- a. The parent, guardian or affected person may request a reconsideration of the Superintendent's Decision within three (3) business days of the date the Superintendent's Decision was issued. The request shall be in writing and shall allege that the Decision contains a substantial error of fact or that the decision is against the great weight of the evidence as set forth in the Proposal for Decision.
- b. An oral presentation by the parent/guardian, affected person or their representative may be granted by the superintendent.
- c. The superintendent shall grant or deny the request for reconsideration within three (3) days after receipt of the request or within three (3) business days following the oral presentation, whichever is applicable.

3. Request for a Board Decision

The parent/guardian, affected person or their representative may make a final written appeal to the president of the Board of Education within five (5) school days after the Superintendent's Decision. The Board shall meet within three (3) business days and hear the student/staff member's appeal along with the Proposal for Decision and Superintendent's Decision. Within two (2) business days of the hearing, the Board shall render its decision in writing with copies sent to the superintendent, health department health official, and parent/guardian or affected person.

4. Review Panel Request for Appeal

If the Proposal for Decision or the Superintendent's Decision is contrary to the majority opinion of the review panel, a majority of the panel has the right to appeal either decision in the same manner stated in the "Appeal Process".

F. General

1. If the student with the disease is not attending school, the district will provide an alternative delivery of school programs.
 - a. If the review panel determines there is a risk of infection through casual contact to the employee while delivering this program the employee may be allowed the option not to serve in the situation.
 - b. If the panel determines there is no risk of infection to the employee the employee will be expected to participate in the delivery of the alternative program. (This may be subject to the collective bargaining agreement for employees.)
2. The review panel member who is serving as the advocate for the infected individual (or another person designated by the panel and approved by the parent/guardian, or

the infected person) will serve as the liaison between the student/staff member, family and attending physician as it relates to the school setting.

3. The rights of an infected staff member or the district administration shall fall under the same guidelines concerning any medical illness, or condition that are outlined in the collective bargaining agreement for employees.
4. Employees of the district shall be expected to teach and provide other normal personal contract services in school to a student or to work with a school employee determined to have a disease known not to be communicable by casual contact unless a determination to the contrary has been made by the review panel.

G. Confidentiality

1. All persons involved in these procedures shall be required to treat all proceeding deliberations and documents as confidential information. Records of the proceedings and the decisions will be kept by the superintendent in a sealed envelope with access limited to only those persons receiving the consent of the parent/guardian or infected person as provided by the Employee Right to Know Act, and the Family Education Rights and Privacy Act.
2. No confidential medical information concerning communicable diseases known not to be spread by casual contact will be recorded in the CA 60 or other student record that is easily accessible.

School Safety Policy

It is important that all schools, regardless of size, promote and preserve a safe environment. Safe schools do not happen automatically, they require collaboration and support from students, parents, the faculty and the community. In accordance with 1999 PA 102, C.O.O.R. ISD has, in conjunction with other school districts in Roscommon County, developed and implemented a school safety plan. This safety plan has been developed with assistance from the local law enforcement, fire departments and the Roscommon County Prosecutor. Components of this plan include:

- Emergency evacuation plans for crisis situations
- Alternative staging area if school must be evacuated
- Emergency Communications Plan to inform parents of events
- School Access Plan
- Student Release System
- Reporting system to inform the local law enforcement officials of crimes committed on school grounds

School Security

For safety concerns, it is requested that all individuals entering the building do so via the main entrance. Visitors are asked to check in at the front office prior to visiting classroom areas. Anyone who is not on the staff in our building is considered a visitor.

Student Release From School

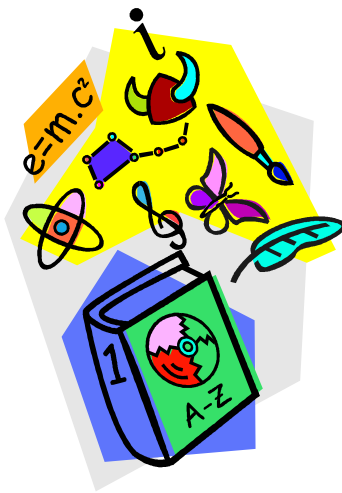
Students are expected to attend school for the entire school day as prescribed by the IEP. Parents/legal guardians wishing students to leave school early should inform the school office, in writing, no later than 9:00 a.m. that day.

Students will not be released to individuals other than their parents/legal guardians without written permission from the parent/legal guardian. If parents or guardians want someone other than themselves to pick up a student on a regular basis, they should have on file at the school office who is allowed to do so.

If it should become necessary to remove students from our school facility because of a building crisis, students will be moved to a secondary staging location. In such a case, parents will be notified by phone if possible. Information will also be disseminated through the same radio and TV stations used to provide information about school closings. Removal to the secondary location will make it easier to release students when it is safe to do so.

Parents wishing to pick up students from the secondary location may do so only after the situation has been stabilized and all students have been accounted for. In such a situation, the student will only be released to an authorized parent or guardian. No student will be released on their own.

Section 4



Glossary

Unity

I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.
One was a teacher, the tools used
Were books, music and art.
The other, a parent, worked with a guiding hand,
And a gentle, loving heart.
Day after day, the teacher toiled with touch
That was deft and sure.
While the parent labored by the teacher's side
And polished and smoothed it o'er.
And when at last their task was done,
They were proud of what they had wrought
For the things they had molded into the child,
Could neither be sold or bought.
And each agree they would have failed
If each had worked alone.
For behind the parent stood the school
and behind the teacher, the home.

Author Unknown

Acronyms and Abbreviations

ASM - Autism Society of Michigan	MAEDC - Michigan Association for Emotionally Disturbed Children
CBI - Community Based Instruction	MD - Muscular Dystrophy
CEC - Council for Exceptional Children	MDE - Michigan Department of Education
CF - Cystic Fibrosis	MET - Multidisciplinary Evaluation Team
CMH - Community Mental Health	MiAccess - Michigan Alternative
CNS - Central Nervous System	MiCI - Mild Cognitive Impairment
CP - Cerebral Palsy	MoCI - Moderate Cognitive Impairment
DHS - Department of Human Services	MRS - Michigan Rehabilitation Services
EI/ED - Emotionally Impaired/Emotionally Disturbed	MS - Multiple Sclerosis (skle-ro-sis)
ERIC - Educational Resource Information Center	MSW - Social Worker (with Master's Degree)
FAPE - Free Appropriate Public Education	OHI - Other Health Impairment
HI - Hearing Impaired	OT - Occupational Therapist/Therapy
IDEA - Individuals with Disabilities Education Act	OTA - Occupational Therapy Assistant
IEP - Individual Educational Plan; includes goals & objectives for each student	OTR - Occupational Therapist-Registered
IEPT - Individual Educational Planning Team	PAC - Parent Advisory Committee
IQ - Intelligence Quotient	PI - Physical Impairment
ISD - Intermediate School District	PT - Physical Therapy/Therapist
K-12 - Kindergarten through 12 th grade	ROOC - Sheltered Workshop
LD - Learning Disabled	RPT - Physical Therapist, Registered
LEA - Local Education Agency (local school district)	SCI - Severe Cognitive Impairment
LRE - Least Restrictive Environment	SSI - Supplemental Security Income
MACLD - Michigan Associations for Children with Learning Disabilities	SSW - School Social Worker
	SXI - Severely Multiply Impaired
	TBI - Traumatic Brain Injury
	TC - Teacher Consultant
	VI - Visually Impaired

Definitions

Abduction - Movement of a limb outward away from the body.

Adaptive Behavior - Behavior which has been changed to more appropriately fit a given situation.

Adduction - Movement of a limb toward the center of the body.

Affective - Refers to feelings or emotions.

Ataxia - Condition in which central nervous system deficiencies lead to uncoordinated muscle movement.

Audiogram - A graph showing the range of hearing. Hearing sensitivity for air and bone conducted sounds may be shown on the graph.

Audiologist - A person who identifies and measures hearing loss and helps in the rehabilitation of those with hearing problems.

Auditory Discrimination - The ability to detect subtle differences among sounds in words (tap-cap; cap-cop).

Auditory Figure-Ground Discrimination - The ability to concentrate on what one should listen to and to ignore what is unimportant (following conversation in a noisy atmosphere).

Autism - The state of being autistic is characterized by unusual responses to sensory stimuli; insistence on sameness; difficulty in relating appropriately to people, events and objects; and an absence, delay or disorder in language, speech or communication. The term has been used interchangeably with childhood schizophrenia and pervasive developmental disorder. Recent research is concentrating on neurobiological causes.

Behavior Modifications - A procedure that is based on the belief that all behavior is learned and, therefore, can be unlearned (changed). One must decide the specific behavior to be changed and decide on a definite plan for accomplishing that goal.

Bilateral - Pertaining to the use of both sides of the body at the same time in a particular task.

Brain Damage - Any structural or chemical defect of the brain. This damage could occur before, during or any time after birth.

Brain-Injured Child - A child who before, during or after birth has received an injury to or suffered an infection of the brain. As a result of this, there are disturbances, which prevent or hinder the normal learning process.

Brain Scan - This procedure is similar to an x-ray. A fluid is injected into a vein. The fluid takes about 30 minutes to reach the brain. Pictures are then taken which allow the doctors to see if there are any diseased tissues such as tumors present. The fluid leaves the body in six hours.

Central Nervous System (CNS) - The system of nerves and nerve centers including the brain, spinal cord and ganglia (gray mass of nerve tissues outside the brain and spinal cord).

Cerebral Palsy - A general term used to describe several conditions resulting from injury to the brain; usually before or immediately after birth, varies widely in degree of severity and body parts affected. There are three major types:

1. Spastic - constant tense and tight muscles.
2. Athetoid - characterized by a constant succession of involuntary movements.
3. Ataxia - loss of muscle coordination

Chromosomes - Units in the nucleus of a cell, which are responsible for transmitting genetic information.

Chronological Age - Age determined by birth date.

Cognitive - The act or process of knowing. Analytical or logical thinking.

Cognitive Impairment - A person identified by an Individualized Educational Planning Committee, as having the following characteristics:

1. Cognitive Impairment shall be manifested during the developmental period and be determined through the demonstration of all of the following behavioral characteristics:
 - a. Development at a rate at or below approximately 2 standard deviations below the mean as determined through intellectual assessment.
 - b. Scores approximately within the lowest 6 percentiles on a standardized test in reading and arithmetic. This requirement will not apply if the student is not of an age, grade, or mental age appropriate for formal or standardized achievement tests.
 - c. Lack of development primarily in the cognitive domain.
 - d. Impairment of adaptive behavior.
 - e. Adversely affects a student's educational performance.
2. A determination of impairment shall be based upon a comprehensive evaluation by a multidisciplinary evaluation team, which shall include a psychologist.

Convulsion - A seizure in which there may be a loss of consciousness and which might involve involuntary tightening of muscles and/or jerking movements of arms and legs.

Convulsive Disorder - The term is sometimes used interchangeably with seizure disorder and epilepsy. See grand, petit mal, and psychomotor seizure. There are many other types of epilepsy.

Crossing the Midline - The ability to perform tasks requiring that the eyes or extremities cross the midline of the body. For example, the ability to touch the left shoulder with the right hand.

Discrimination - The process of detecting differences.

Down's Syndrome - A condition associated with abnormal chromosomes. Characteristics

include small skull, slightly flattened; short, flat bridge nose; shortened fingers, upward slant of the eyes; and moderate to severe mental impairment.

Electrocardiogram (EKG) - A machine known as an electrocardiograph is used. It picks up the small amount of electricity given off by the heart muscle contractions and records it. This enables the doctor to determine if there are any malfunctions in the heart. This is a painless test.

Electroencephalogram (EEG) - The brain cells give off very small amounts of electricity known as brain waves. A painless test is taken by a machine called the electroencephalograph which records the brain waves. This helps doctors determine which brain cells are injured and capable of over activity.

Emotionally Impaired (EI) - Characterized by withdrawal, explosiveness, inability to get along with others, hyperactivity, or acting out in society.

Epilepsy - A neurological disorder marked by sudden and recurring seizures (many different kinds).

Extension - Straightening of any part of the body.

Eye-Motor Coordination - The ability to relate vision with movements of the body or parts of the body.

Figure-Ground Distortion - This occurs when a person cannot focus on an object; having the background interfere.

Figure-Ground Perception - The ability to distinguish an object from the background.

Fine-Motor Coordination - The development and control of small muscles such as those used to cut, hold a pencil, etc.

Flaccid - Floppy

Flexion - Bending of a body joint; elbows, hips, knees.

Grand Mal - Epileptic seizure. Typically the loss of consciousness, all muscles tightening up, usually some jerky movement of legs and arms. The epileptic may froth at the mouth, wet or soil themselves, bite their tongue or cheek, roll their eyeballs.

Gross Motor - The development and awareness of large muscle activity. Coordination of large muscles in a purposeful manner such as walking and jumping.

1. Bilateral - ability to move both sides of the body at the same time (jumping).
2. Unilateral - ability to move one side of the body without moving the other (hopping).
3. Cross Lateral (Cross Pattern) - ability to move different parts of the opposite sides of the body together or in different sequence (skipping). It is a highly integrated movement.

Group Home - An alternative to institutional living.

Habilitation - The act of preparing for a useful life through education, training or treatment.

Hard-of-Hearing (Hearing Impaired) - Those in whom the sense of hearing, although defective, is functional with or without a hearing aid.

Hemiplegia - Paralysis of one side of the body.

Hydrocephalus - Condition marked by an abnormal accumulation of fluid in the skull resulting in an enlarged head and prominent forehead. When diagnosed early (see Shunt), the enlargement often can be halted by surgically inserting a shunt.

Hyperactive - Person who is abnormally over-active and lacking the ability to control himself. The child may be constantly in motion, always into things and difficult to restrain.

Hypertonic - Increased muscle tension as in a spasm.

Hypotonic - Defective muscle tone or tension.

Intelligence Quotient (IQ) - A ratio indicating how one's mental ability compares with others of the same age. It can also be expressed in terms of a mental age for children under the age of 16. Approximately 68% of the population have IQ's between 85 and 115.

Intelligence Test - A standardized test, which gives the statistic indicating one's mental ability. The tests provide an overall estimate of general intelligence.

Language - Expressive - Speaking and Writing.

Language - Receptive - Listening and reading.

Lethargy - Abnormal drowsiness, marked lack of energy and sluggish behavior. This may be noted as a side effect of some medication, or an indication of illness.

Locomotion - Movement from one place to another (walking, rolling, crawling).

Mental Age - Age level of mental ability determined by standardized intelligence tests.

Mental Impairment - A condition where the functioning level of a student is significantly below average. It originates during the development period (infancy and early childhood).

Microcephaly - Abnormal smallness of the head.

Midline - Imaginary line equally separating one side of the body from the other.

Minimal Brain Dysfunction (MBD) - Neurological deficiency or suspected nerve damage within the brain. Usually results in some type of learning disability.

Motivation - Desire to accomplish something or reach a goal.

Motor - Pertaining to muscular activity.

Occupational Therapist (OTR) - A person who specializes in helping students to develop and maintain skills necessary to perform tasks essential to activities of daily living.

Occupational Therapy (OT) - Treatment provided by a therapist trained in helping the patient develop mental as well as physical well-being in all areas of daily life; e.g., self-care, pre-vocational skills, etc. The therapist involves the patient in active participation of the treatment process to help speed up the recovery and rehabilitation process.

Orthopedics - A branch of medicine concerned with treatment of diseases and deformities of bones, joints and muscles.

Petit-Mal - A form of epilepsy which to the onlooker has the appearance of daydreaming or staring into space for a few moments - sometimes the eyes blink. Slight jerking of the legs or arms may occur.

Physical Therapist (RPT) - A person who specializes in services intended to initiate or improve mobility, performance and physical participation in school, recreational, home and community activities.

Physical Therapy (PT) - Treatment of disorders of bones, joints, muscles and nerves. With the prescription of a physician, the therapist applies treatment to the patient in the form of heat, light, massage, exercise.

Postnatal - Occurring after birth.

Prenatal - Occurring before birth.

Prone - Lying on stomach

Psychologist - A person trained to do standardized psychological testing to groups or individuals.

Psychomotor - Muscle responses (see Fine Motor Coordination and Gross Motor Coordination).

Psychomotor Seizures - An epileptic attack which is characterized by a variety of abnormal behavior performances with some change of consciousness. There may be picking at the clothes, lip smacking, chewing movements, mumbled speech, purposeless movements of the arms or legs.

Quadriplegia - All extremities and trunk muscles involved.

Receptive Language - Receiving and understanding spoken or written communication. The receptive language skills are listening and reading.

Reflex - An involuntary or automatic response. The eyes automatically blink to reflex action if a moving object approaches within an inch or two of them.

Rehabilitation - A procedure to restore a person to a condition of good health, useful, or constructive activity.

Scoliosis - Lateral (side-to-side) curvature of the spine.

Seizure - Sudden attack occurring when a group of brain cells become overactive causing disharmony in the brain. This may remain in one area or spread to other areas of the brain. After the seizure has ended, harmony is restored among the brain cells (see Epilepsy, Grand Mal, Petit Mal).

Self-Concept - A person's idea of himself.

Severely Multiply Impaired (SXI) - A person identified by an Individualized Educational Planning Committee, based upon previous medical records, any educational history, evaluation by a neurologist, orthopedic surgeon, ophthalmologist, audiologist, or equivalent, and other pertinent information, as having all the following behavioral characteristics:

1. Development at a rate of 2 to 3 standard deviations below the mean and 2 or more of the following conditions:
 - a. A hearing impairment so severe that the auditory channel is not the primary means of developing speech and language skills.
 - b. A visual impairment so severe that the visual channel is not sufficient to guide independent mobility.
 - c. A physical impairment so severe that activities of daily living cannot be achieved without assistance.
 - d. A health impairment so severe that the student is medically at risk.
2. Development at a rate of 3 or more standard deviations below the mean or students for whom evaluation instruments do not provide a valid measure of cognitive ability and 1 or more of the following conditions:
 - a. A hearing impairment so severe that the auditory channel is not the primary means of developing speech and language skills.
 - b. A visual impairment so severe that the visual channel is not sufficient to guide independent mobility.
 - c. A physical impairment so severe that activities of daily living cannot be achieved without assistance.
 - d. A health impairment so severe that the student is medically at risk.

Sheltered Workshop (SWS) - A facility licensed by the State and Federal Department of Labor to employ handicapped persons at less than the minimum wage. Sheltered workshops may use actual work to provide job training or evaluate handicapped persons' interests and abilities.

Shunt - A "tube with a valve", surgically inserted for the purpose of regulating or diverting the flow of spinal fluid in the body. Prevents excessive fluid from surrounding the brain as a hydrocephalus.

Sibling - A brother or sister.

Social Worker - A person trained to provide therapy or counseling designed to help others adjust to their environment or social situations.

School Social Worker (SSW) - A person working in a school system and approved by the Michigan Department of Education.

(MSW) - Social Worker with a Master's Degree. May also be a school social worker.

Special Education - Programs or services designed to meet the individual needs of children and who need different methods, materials and techniques in order to develop their potential.

Spina Bifida - Development defect in the bony part of the spinal cord.

Standard Deviation - A measure on a standardized intelligence test of 15 points either above or below the accepted normal score of 100.

Supine - Lying on back.

Symmetrical - Both sides equal.

Syndrome - Set of symptoms which occur together.

Tactile Discrimination - Ability to identify and match objects by touching and feeling.

Task Analysis - Technique of examining a particular task to discover each individual part of it and the processes needed to perform it.

Therapy - Any form of treatment that is designed to lead to improvement of a physical, mental, emotional or social problem.

Tongue Thrust - Tendency of tongue to be thrust forward and out during feeding.

Total Communication - Method of teaching the deaf using lip reading, auditory training, speech development, signing and finger spelling.

Visual Discrimination - Using the eyes to discriminate letters and words.

Visual-Motor Coordination - The ability to use the eyes to coordinate muscle movement, such as those required in eye/hand tasks.

Visually Impaired (VI) - A person identified by an Individualized Educational Planning Committee, based on an evaluation by an ophthalmologist, or equivalent, and other useful information as having a sight impairment which interferes with learning.