

Sheldon Pines School



Learn. Serve. Lead.

Student Handbook
& District Resource Guide
2023-2024

Table of Contents

WELCOME	6
SHELDON PINES SCHOOL	6
Students Served	7
Criteria for Program Consideration/Referral Process	7
Parallel Placement	7
IMPORTANT INFORMATION	8
Sheldon Pines School Website	8
Board Policies	8
Addresses	8
Contact Information	8
OAISD Administration	8
2023-2024 DISTRICT CALENDAR	9
2023-2024 DAILY SCHEDULE	10
SECTION I: NON DISCRIMINATION	10
SECTION II: EMERGENCY PROCEDURES	11
School Closing	11
Fire	12
Tornado	12
Lockdown	12
Building Evacuation	12
SECTION III: DISTRICT WIDE POLICIES AND PROCEDURES	12
Attendance	13
Attendance Philosophy	13
Attendance Policy	14
Excused Absence	14
Unexcused Absence	15
Truancy and Chronically Absent	15
Student Illness Procedures	16
Communicable Diseases	16
First Aid, Illness, or Injury at School	17
Covid Guidelines	17
Student will be excluded from school	17
Students will be excluded from transportation	17
Students may return to school	18
STUDENT INJURY PROCEDURE	18
Accident or Injury	18
Concussion Facts	18

Concussion Signs and Symptoms	18
Why Should I Report Symptoms?	19
What should I do if I think my student has a concussion?	19
Concussion Danger Signs	19
Take Care of your Brain	19
SECTION IV: Miscellaneous District Policies	19
Bullying	19
Children or Adult Protective Services Investigations	20
Mandated Reporters	20
Discipline Procedures	20
Damage to School Property	21
Time Out Procedures	22
Steps in Behavior Intervention	22
Physical Intervention	23
Seclusion and Restraint Policy	24
Damage to School Property	24
Dress and Grooming	24
Emergency Contact Information	
Food Services	25
Field Trips	
Homeless Children and Youth	25
Immunizations	25
Law Enforcement Interviews	26
Limited English Proficiency	27
Lost and Found	27
Media Center	27
Protection of Pupil Rights	27
Public Display of Affection	27
Rights of Custodial and Non-Custodial Parents	27
Search and Seizure	28
Student Education Records	28
Right to Request Explanation or Interpretation	28
Right to Request Amendment of Education Records	28
Technology	28
Transportation Services	28
School Vehicle Rules	28
School Vehicle Misconduct Consequences	29
Different Route Requests	30
Video Surveillance and Photographs	30

Withdrawal From School	30
SECTION V: GENERAL SPS POLICIES	30
Enrolling in School	31
Withdrawal from School	31
Student Hours	31
Homebound Services	31
Equal Educational Opportunity	31
Privacy Policy Regarding Student Information	31
Access to School Records	31
Review of Instructional Materials and Activities	31
Student Assessment	31
Transition Planning	32
Grades	32
Parent Involvement	32
Parent Teacher Communication	32
Requests to Visit School/Classroom Observations	33
Parental Classroom Visits	33
Security and Safety	33
Student Drop Off and Pick Up	34
Parent/Caregiver picking a student up from SPS must:	34
Community Based Educational Experiences	3
Transportation Information	35
School Cancellations	35
School Delays	
Notification of Transportation	35
Release of student during school hours	35
Staff Transporting Students	35
Infinite Campus Emergency Messenger Alerts	35
Volunteers	35
Medication Administration	35
Storage	36
Bottle Labeling Request	36
SECTION VI: DISCIPLINE AND CODE OF CONDUCT	36
Restorative Practices	37
Positive Behavior Supports/Positive Behaviour Behavior Support Plans	

Sheldon Pines Levels System	38
Discipline Generally	40
Removal for 10 or Fewer School Days	40
Removal for More than 10 and Fewer than 60 School Days	41
Removal for 60 or More School Days	41
Student Code of Conduct	41
SECTION VI: RESOURCES FOR PARENTS	44
The Know Book	45
Student Support Coordinator	45
SPS Office CONTACT LIST 2023/2024	45
APPENDIX A: TITLE IX SEXUAL HARASSMENT	46
APPENDIX B: ANTI-BULLYING	46
APPENDIX C: PROTECTION OF PUPIL RIGHTS	46
APPENDIX E: ACCEPTABLE USE AGREEMENT	46
References	46

WELCOME

Welcome to the 2023-2024 school year! This handbook has been created as a reference for students and parents regarding the guidelines and procedures that are followed at Sheldon Pines School and Ottawa Area Intermediate School District. All information is important and should be reviewed annually by each parent, guardian, or caregiver.

This handbook is intended for use by students and parents, as a guide to the rules, procedures, and general information about the district. The use of the word “parent” in this handbook means a student’s natural or adoptive parent or legal guardian. Students and their parents are responsible for familiarizing themselves with this handbook, and parents should use the handbook as a resource to assist their children with following its rules and procedures.

Students must comply with all school policies, regulations, rules, and expectations. The use of the word “Policy” in this handbook includes bylaws or policies adopted by the Board of Education. Although the information in this handbook is comprehensive, it is not intended to address every situation that may arise during a school day or school year. This handbook does not create a contract between the district and parents, students, or staff. The administration is responsible for interpreting the rules contained in the handbook to ensure the implementation of the school’s educational program and well-being of all students. If a situation arises that is not specifically addressed by this handbook, the administration may respond based on applicable law and policy.

The rules and information provided in this handbook may be supplemented or amended by the administration at any time, consistent with applicable law and policy.

SHELDON PINES SCHOOL

Sheldon Pines School provides educational programming for students residing in Ottawa Area Intermediate School District who are eligible for special education. Sheldon Pines School is designed to provide the special education program and related services needed to appropriately serve students with severe emotional impairments and behavioral issues. The program is designed to provide intensive behavior modification in order for students to gain the skills necessary to be successfully educated back in their local district.

Sheldon Pines implements an organized schools-wide program that emphasizes positive reinforcement, personal responsibility, appropriate decision-making skills, and the development of socially acceptable school behavior.

Sheldon Pines offers an opportunity for successful classroom experience, both behaviorally and academically. On a weekly basis, students reflect on and discuss their progress at school. They are continually taught to take responsibility for their behavior and evaluate their personal goals.

It is the ultimate goal of Sheldon Pines staff to help each student practice the behavior and skills necessary to re-enter their resident public school or other approved placement.

Students Served

Through Public Act 451 of the State of Michigan, each local education agency must provide a full continuum of special education services for eligible students living within that district. When possible, local education agencies may formulate cooperative agreements to provide programs serving various student populations. These cooperative agreements are often made on an intermediate-wide basis. Such is the role of the program at Sheldon Pines School.

The program at Sheldon Pines operates at a separate facility, serving those students determined by the IEP Team to be so severely emotionally impaired and/or their behaviors exhibited are so extreme that they require a change of placement to a separate facility.

Criteria for Program Consideration and Referral Process:

The recommended criteria for a student to be placed in the program include the following:

1. Students are determined eligible for special education with a current IEP/MET report on file with severe/intense behaviors that have negatively impacted their ability to make progress in their local district.
2. A student has been previously placed full time (or nearly full time) in a special education program that appropriately addressed the educational needs of the student. Any deviation from this arrangement must be accompanied by a clearly identified rationale which addresses a) the full continuum of service and b), placement within a least restrictive environment.
3. A comprehensive functional behavior analysis and positive behavior plan, with revision(s), must be in place prior to referral to Sheldon Pines School.
4. A reasonable attempt to exhaust outside, non-educational services must be demonstrated. Examples of this could include CMH services, CPS support, Court or probation-mandated services, truancy, etc.
5. Observations of the student by a behavior coach/consultant, either from the ISD or local behavior coach. Written documentation of recommendations and subsequent actions taken by the team must be included in the referral packet.
6. A student may be referred to a Student Support Team meeting as well, to gather recommendations from a multidisciplinary group of professionals.
7. After exhausting all other options, a referral will be made to the OAISD Programs Director. All supporting documents must be submitted. The information will be reviewed, and the referral process will begin.

Parallel Placement

If a student moves into the area and last attended a similar program, they would be considered for a parallel placement. In this situation, the local district would complete a "30 Day Temporary Placement" along with all enrollment forms. The Local Special Education Director will contact the Director of Sheldon Pines to discuss placement and IEP options. The local school district would mark the appropriate option on the "30 Day Temporary Placement" form and follow the procedures outlined on the ISD website. This may or may not include an updated evaluation if the student is moving from out of state. Typically, an IEP

Team meeting will occur no more than 30 school days to determine the most appropriate placement.

IMPORTANT INFORMATION

Sheldon Pines School Website

<https://www.oaisd.org/schools/sheldon-pines/>

Board Policies

Board Policies are available at: [OAISD Board Policies](#)

Sheldon Pines School Director

Brandie Navarro, Director

School Address

6542 136th Ave. Holland, MI 49424

Contact Information

Main Office: 616-738-8970 ext. 4800

Fax: 616-399-2468

OAISD Administration

Dr. Kyle Mayer, Superintendent

Julie Gillespie, Deputy Superintendent, Operations

Chris Lamer, Assistant Superintendent of Finance

Katie Flynn, Assistant Superintendent of Teacher and Learning

Michael Rohwer, Assistant Superintendent, Technology Services

David Searles, Assistant Superintendent of Adult Programming

Michelle Ready, Director of Communications and Integrated Marketing

Jennifer Wolters, Director of Special Education Programs

2023-2024 SCHOOL CALENDAR

August 2023

M	T	W	R	F
21	22	23	24	25
28	29	30	31	

February 2024

M	T	W	R	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

September 2023

M	T	W	R	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

March 2024

M	T	W	R	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 2023

M	T	W	R	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April 2024

M	T	W	R	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

November 2023

M	T	W	R	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May 2024

M	T	W	R	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

December 2023

M	T	W	R	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June 2024

M	T	W	R	F
3	4	5	6	7

Aug 22-24 All Staff/Professional Development

Aug 28 First Day of School

Sep 1-4 No School - Labor Day Holiday

Oct 6 Staff Only - Professional Development

Oct 24 Student Picture Day

Oct 26 Half Day - Parent/Teacher Conferences

Oct 27 Half Day - Records Day

Nov 21 Half Day - Thanksgiving Break

Nov 22-24 No School - Thanksgiving Break

Dec 21-22 Half Day - Christmas Break

Dec 25-Jan 5 No School - Christmas Break

Jan 19 Half Day - Records Day

Jan 26 No School - Staff Professional Development

Feb 16-19 No School - Mid Winter Break

Mar 28 Half Day - Parent/Teacher Conferences

Mar 29 Half Day - Records Day

Apr 1-Apr 5 No School - Spring Break

May 24 Half Day - Memorial Day Break

May 27 No School - Memorial Day

June 7 Half Day - Last Day of School

January 2024

M	T	W	R	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Marking Periods

First Marking Period:

Second Marking Period:

Third Marking Period:

Fourth Marking Period:

2023-2024 DAILY SCHEDULE

Full Day: 8:20 AM- 2:40 PM

Half Day 8:20 AM- 11:20 AM

Sheldon Pines staff frequently attend mandatory meetings before or after school, and are not available to supervise students. If parents elect to provide transportation, they are required to arrive on time for pick up/drop off. If a parent/guardian has not responded or communicated within 30 minutes of these pickup times, protective services may be contacted, per the building director's discretion.

SECTION I: NON-DISCRIMINATION

The District does not discriminate on the basis of race, color, religion, national origin, ethnicity, sex (including pregnancy, gender identity, or sexual orientation), disability, age, height, weight, marital or family status, veteran status, ancestry, genetic information, military status, or any other legally protected category (collectively, "Protected Classes"), in its programs and activities, and provides equal access to the Boy Scouts and other designated youth groups as required by law.

The district prohibits unlawful discrimination, including unlawful harassment and retaliation. The district will investigate all allegations of unlawful discrimination and will take appropriate action, including discipline, against any person who, following an investigation, is determined to have engaged in unlawful discrimination.

"Unlawful harassment" is verbal, written, or physical conduct that denigrates or shows hostility or aversion toward a person because of the person's membership in a Protected Class that has the purpose or effect of: (1) creating an intimidating, hostile, or offensive environment; or (2) unreasonably interfering with the person's ability to benefit from the district's educational programs or activities.

- **Race, color, and national origin harassment** can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct. Harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics is considered race, color, and national origin harassment.
- **Disability harassment** can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as disability-motivated physical threats, attacks, or other hateful conduct.
- **Sex-based harassment** can take many forms. For the definition of sex-based harassment, including sexual harassment under Title IX, see Policies #4110. The District's Title IX Policy is attached to this handbook as Appendix A.

Any student who witnesses an act of unlawful discrimination, including unlawful harassment or retaliation, is encouraged to report it to District personnel. No student will be retaliated against based on any report of suspected discrimination. A student may also anonymously report an incident of unlawful discrimination. The district will investigate anonymous reports pursuant to its investigation procedures described by Policy. Minor students do not need

parent permission to file complaints or participate in the formal complaint resolution process described by Policy.

If you or someone you know has been subjected to **sex-based discrimination, harassment, or retaliation**, you may file a report with any District employee. Formal Complaints of sexual harassment must be filed with the Title IX Coordinator:

Julie Gillespie
Ottawa Area ISD Human Rights Officer
13565 Port Sheldon Street
Holland, Michigan 49424
jgillesp@oaisd.org or 616-738-8940 ext. 4091

If you or someone you know has been subjected to **disability-based discrimination, harassment, or retaliation**, you may file a complaint with:

Julie Gillespie
Ottawa Area ISD Human Rights Officer
13565 Port Sheldon Street
Holland, Michigan 49424
jgillesp@oaisd.org or 616-738-8940 ext. 4091

If you or someone you know has been subjected to **any other type of unlawful discrimination, harassment, or retaliation**, including unlawful conduct based on race, color, or national origin, you may file a complaint with:

Julie Gillespie
Ottawa Area ISD Human Rights Officer
13565 Port Sheldon Street
Holland, Michigan 49424
jgillesp@oaisd.org or 616-738-8940 ext. 4091

A report of unlawful discrimination, including unlawful harassment or retaliation, may be made orally or in writing.

A student found to have engaged in unlawful discrimination, including unlawful harassment or retaliation, may be subject to discipline, including suspension or expulsion, consistent with Policy #5410.

SECTION II: EMERGENCY PROCEDURES

School Closing

In the event of an emergency school closure, such as a bad weather day or when school is unexpectedly closed early, the district will notify students, parents, and the general public about the closure in the following manner:

- Parents will be notified by Infinite Campus Emergency Messenger via text and email if school is closed.

Fire

Students and staff are prepared for the event of a building fire by participating in fire drills. During these drills an alarm sounds throughout the building and students and staff exit via the classroom doors. Attendance is taken to ensure the safety of all students.

Tornado

In the event of a tornado watch (where conditions are such that a tornado could exist), the students and staff are instructed to remain inside the building. The office staff stays tuned to the weather radio and a person is designated to watch conditions, reporting any suspicious weather activity. When a tornado watch occurs at the dismissal time, a determination will be made regarding postponing the buses. If buses are delayed during a tornado watch, an announcement will occur on our Infinite Campus Messenger System as well as local radio and television stations in the same way it does during school delays or cancellations. Parents are allowed to pick up their children during tornado watch.

In the event of a tornado warning, (where a tornado has been sighted), students and staff proceed quickly to the designated “safe” areas of the building and remain there until the “all clear” announcement, as determined by the weather radio or civil defense. Students and staff are prepared for tornado warnings by practicing regularly. Attendance is also taken during this procedure. Students will not be released to their buses or to their parents during a tornado warning. Parent meetings or other special events in the evening will be canceled in the event of a tornado watch or warning.

Lockdown

In the event of a lockdown, staff will be notified via intercom to shelter students in their classrooms, away from windows and doors. All doors will remain locked. Authorities will be notified.

Building Evacuation

The Ottawa Area Intermediate School District has developed a plan to be implemented during an accidental chemical spill or other occasion causing the building to be unsafe for students. An announcement will be made over the intercom that it is necessary to relocate students to a designated site.. Staff will load available buses to the site. Announcements will be made to parents via the Infinite Campus Messenger system, as well as radio and television stations. Students will be transported to an offsite location and parents will be notified.

SECTION III: DISTRICT WIDE POLICIES AND PROCEDURES

Books and Supplies

The district will provide free instruction to all students and will not charge a fee for materials necessary to complete required or elective courses. Students and parents may purchase additional supplies at their own expense but may only bring items from home when the student obtains Level 3 status. Items brought from home must be approved by the student's classroom teacher or Director. The district may charge a reasonable and refundable deposit to cover damage to textbooks and supplies.

Students must take care of books and other supplies provided by the district. The district may assess fees to repair or replace District property that is lost, damaged, stolen, returned in a different condition, or not returned on time.

Attendance

Regular attendance is the *single most important* factor affecting student achievement. Good attendance increases student achievement. Poor or irregular attendance diminishes learning and lowers student achievement.

Hedy Nai-Lin Chang's research shows that regular attendance is critical in the development and learning of all students. Students who are chronically absent are more likely to get low grades and are more likely to drop out of school compared to students who have good attendance. Truancy, or unexcused absences, has been linked to serious delinquent activity in youth and to significant negative behavior and characteristics in adults (Bell, A.J., Rosen, L.A., and Dynlacht, D. 1994). Left unaddressed, truancy can have significant negative effects on the student, school and community.

Parents are required to make two phone calls on days that their child will be absent: one to Sheldon Pines and another to their local school district's transportation department.

For students who attend Careerline Tech Center, parents must additionally report absences by calling 1-877-702-8601 ext. 4330.

Transportation Contact Numbers:

District	Contact Number
Allendale	616-892-3480
Coopersville	616-997-3299
Grand Haven	616-850-5150
Hamilton	269-751-5191
Holland	616-494-2950
Hudsonville	616-669-7757
Jenison	616-457-3740
Saugatuck	269-857-1444
Spring Lake	616-846-5507
West Ottawa	616-786-2040
Zeeland	616-748-3426
Dean Transportation	616-738-4300

Attendance Policy

State law requires attendance in school. Section 380.1561 of the Revised School Code reads, "...the child's parent, guardian, or other person in this state having control and charge of the child shall send that child to a public school during the entire school year from the age of 6 to the child's sixteenth birthday. Except as otherwise provided in this section, for a child who turned age 11 on or after December 1, 2009 or a child who was age 11 before that date and enters grade 6 in 2009 or later, the child's parent, guardian, or other person in this state having control and charge of the child shall send the child to a public school during the entire school year from the age of 6 to the child's eighteenth birthday."

Before or on the day that an absence occurs, the parent/guardian shall contact the school office to request that their child be excused. If such a request is not received, the absence shall be considered unexcused. Parents should note that an unexcused absence is the equivalent of a "0" on a daily point sheet and will have an impact on the student's weekly level.

If there is a personal or health issue impacting your student's ability to attend school on a regular basis, please contact the Director to discuss. The school may require you to submit a doctor's note that identifies your child's health condition and outlines any school attendance implications.

Absences due to illness

The school will contact parents if a student becomes ill at school and may ask that the parent pick up the student. Parents are required to pick up their student when asked or arrange for a family member/emergency contact to pick up the student.

Planned absences

Parents who know in advance that a student will be absent must contact the school at the earliest possible date. Students who will be absent for reasons that can be anticipated, such as routine medical appointments and school activities, must complete any work required by the teacher before the absence unless alternative arrangements are approved by the teacher in advance. Parents should make every attempt to schedule medical and other appointments outside of school hours.

Students are expected to:

- Complete all class work in advance for any absence that can be anticipated or make alternative arrangements with their teacher in advance of the absence.
- Sign out of school at the office if leaving school during the school day. Parent/guardian must sign the student out if the student is under the age of 18.
- Make up all work that is assigned by teachers for the instructional time that has been missed.

Excused Absences (examples)

- Required court attendance

- Student illness/injury/residential treatment (with doctor's note or verified by parent)
- Medical appointments (with doctor's note)
- Lice
- Observation/celebration of a religious holiday
- Absences due to Covid-19 related illness
- Travel (5 days in a school year if approved by Director in advance)

Unexcused Absences (examples)

- Overslept
- Travel (more than 5 days in school calendar or without prior approval from Director)
- Weather
- Missed bus
- Child is not immunized
- Sickness (not documented or verified by parent)
- Chronic lice (over 5 days, CPS referral may be suggested/should be considered).
- Willful truancy (skipping/student refuses to attend school per parent/guardian, student refuses to ride bus, or reported as a runaway).
- Siblings or family members have different calendar/schedule
- Failure to notify school

A student who violates attendance expectations may be subject to discipline and any other applicable consequences.

Parents/caregivers must notify the school when their child is absent. The school reserves the right to require written excuses, to verify excuses and to investigate the cause of prolonged absences/excessive tardiness.

Truancy and Chronically Absent

A student is considered truant/chronically absent when absent from school 10% of the enrolled school days for excused and or unexcused reasons. Students who are truant will be reported to the truancy officer as required by law after tiered supports have failed.

A formal attendance plan may be developed and shared with the Ottawa County Truancy Officer.

Notification of absences will be sent to parents according to the table below.

Days Absent	Communication Notification
Any absence not verified by parent/guardian	Automated call/follow up by Attendance Secretary.
3 consecutive absences	Possible call from SPS staff. Attempts to reach alternate contacts may be made for absences not verified by parent/guardian.

Days Absent	Communication Notification
10% of school days and/or 5 days in a marking period	Letter of concern, additional support offered and possible attendance plan created. Attempts to reach alternate contacts may be made for absences not verified by parent/guardian. If contact is not made a welfare check may be initiated with authorities.
20% of school days	Formal Letter of Truancy/Chronic Absenteeism, attendance meeting scheduled and a call by Director for possible truancy referral (for students ages 6 – 18).

Each case will be evaluated individually, based on the student’s situation. Prior year attendance will also be taken into consideration and may impact notification procedures for the current school year.

Absences during a global, national, or state pandemic will be taken into consideration when addressing absenteeism.

Student Illness Procedures

Communicable Diseases

The district, in conjunction with local health department officials, may exclude students who:

- Are suspected of having a communicable disease until a physician or local health department official determines the student is no longer a risk; or
- Lack of documentation of immunity or are otherwise considered susceptible to a communicable disease until the local health department officials determine the risk of spreading the disease has passed.
- Students having a communicable disease condition should not be sent to school unless they are no longer contagious. Determination of whether a condition is contagious enough to prevent school attendance should be made by the student's physician or Health Department. If school personnel disagree with this decision, final recommendations on school attendance will be made by the school Director in consultation with the Ottawa County Health Department Communicable Disease coordinator and Medical Director.
- When a communicable disease exists in a classroom in sufficient numbers, parents/guardians will be notified. A form letter and a description of the disease will be sent to parents/guardians. The health department also will be notified of appropriate communicable diseases.
- In order to maintain the health and wellbeing of students and staff, please keep your student home when they are showing signs of illness. Your family physician is most qualified to diagnose and treat your son or daughter.

First Aid, Illness, or Injury at School

Students who feel ill or are hurt while at school will be seen by SPS office staff, and parents will be contacted if it is determined that a student’s injury requires a parent’s response.

Injuries will be documented by school staff. When school staff determine that a student is too ill or injured to remain at school, school staff will contact the student's parent or other designated responsible adult to pick up the student from school. If the student requires immediate medical attention, the district will first attempt to contact a parent or other designated responsible adult when reasonably possible. If contact cannot be made, the building principal or designee will take any reasonable action necessary on the student's behalf, consistent with state law which may include contacting child or adult protective services.

Students showing symptoms of a communicable disease may be sent home. The district may require a statement from a licensed physician or local health official before allowing the student to return to school.

Covid Guidelines

With the lifting of the COVID Emergency Order, there will be some changes in the way in which we proceed in handling COVID related situations in the future. There will no longer be any on-site COVID testing for staff or students effective immediately. We do have some take-home tests available and will be able to hand those out if needed if we have them in supply.

As far as questions related to illness symptoms, both staff and students, we will be adhering to our current illness policy and guidelines. Keep in mind, viral illnesses are most contagious 1-2 days prior to symptoms starting until 3-5 days after symptoms started, while symptoms are acute and at their worst. Once you have been fever free, without the use of fever reducing medications, for 24hrs and symptoms are improving, you are able to return to school.

Students who test positive will need to stay home through day 5 from when symptoms started. The student may return on day 6 if symptoms are improving and fever free for 24hrs without the use of a fever reducing medication. No mask will be required upon return to school.

There is no longer any required quarantine for exposure to a positive COVID case, even if it is an in the home exposure. Please monitor your student for symptoms after a suspected or confirmed exposure and test if you develop symptoms.

Student will be excluded from school (examples)

- Unexplained fever greater than 100.4°F oral/tympanic, or 99.4°F axillary. Low grade fevers not related to an infectious process may be allowed as determined by nursing staff and administration.
- Open skin sores with excessive or uncontrolled drainage.
- Unexplained rash
- Diarrhea – more than 3 stools in a 24-hour period, or 2 stools occurring at school.
- Vomiting – 1 episode occurring at school or 2 episodes in 24 hours.
- Persistent cough that disturbs a student's normal activity.
- Other contagious conditions such as but not limited to: chicken pox, pink eye, impetigo, strep throat, and COVID-19.

Students will be excluded from transportation.

- If it is determined that the student needs to be sent home, he/she will be cared for in a place where he/she is comfortable and able to be observed by someone who knows the child. If indicated, the student shall be cared for in a separate environment to prevent disease transmission.
- Staff will contact the student's parent/guardian and inform them that their student needs to be picked up from school as soon as possible. It is expected that the parent makes all necessary arrangements to pick up the child in a timely manner.

Students may return to school.

- Is symptom free for 24 hours.
- Remains fever-free for 24 consecutive hours without the use of fever-reducing medication such as Tylenol or Ibuprofen.
- Must be diarrhea free for the previous 24 hours.
- Must not have vomited for the previous 24 hours.

STUDENT INJURY PROCEDURE

Accident or Injury

In the event of an accident or injury, the parent/guardian will be notified of any required medical attention. If a parent/guardian cannot be reached, and the injury is such that immediate care is required, the school will arrange for the student to be taken to the doctor or a hospital for treatment by ambulance. This action will not oblige the district to assume financial responsibility for treatment.

In the event of a head injury or any significant injury, staff will notify parents by phone of the incident. If a parent cannot be reached, a message will be left, and staff will pursue contacting an emergency contact until a live person is reached. A note will also be included in the student folder.

Concussion Facts

- A concussion is a brain injury that affects how your brain works.
- A concussion is caused by a bump, blow, or jolt to the head or body.
- A concussion can happen even if you haven't been knocked out.
- If you think your student has a concussion, they should not return to playing on the day of the injury and until a health care professional says they are OK to return to play.

Concussion Signs and Symptoms

Concussion symptoms differ with each person and with each injury and may not be noticeable for hours or days. Common symptoms include:

- Headache
- Confusion
- Difficulty remembering or paying attention
- Balance problems or dizziness
- Feeling sluggish, hazy, foggy, or groggy
- Feeling irritable, more emotional, or "down"
- Nausea or vomiting
- Bothered by light or noise
- Double or blurry vision
- Slowed reaction time

- Sleep problems
- Loss of consciousness

Why Should I Report Symptoms?

- Unlike with some other injuries, playing with concussion symptoms is dangerous and can lead to a longer recovery and a delay in your student's return to play.
- While the brain is still healing, it is much more likely another concussion could occur.
- A repeat concussion in a young person can result in permanent damage to the brain. They can even be fatal.

What should I do if I think my student has a concussion?

Get checked out. Only a health care professional can tell if your student has a concussion and when it is OK to return to school.

Concussion Danger Signs

In rare cases, a dangerous blood clot may form on the brain in a person with a concussion and crowd the brain against the skull. An individual should receive immediate medical attention if after a bump, blow, or jolt to the head or body, she/he exhibits any of the following danger signs:

- One pupil larger than the other
- Is drowsy or cannot be awakened
- A headache that gets worse
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Cannot recognize people or places
- Becomes increasingly confused, restless, or agitated
- Has unusual behavior
- Loses consciousness (even a brief loss of consciousness should be taken seriously)

Take Care of your Brain

A concussion can affect your ability to do schoolwork and other activities. It is important to rest and give your brain time to heal.

SECTION IV: Miscellaneous District Policies

Bullying

It is the policy of the district to provide a safe and nurturing educational environment for all of its students. This policy protects all students from bullying behavior regardless of the subject matter or motivation for such behavior. "Bullying" is defined as any unwanted aggressive act (gesture, written, verbal, graphic, or physical, etc.) that has a perceived power imbalance and the behavior is repeated or could be repeated, 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:

1. Substantially interfering with educational opportunities, benefits, or programs of one (1) or more students.
2. 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.

3. Having an actual and substantial detrimental effect on a student's physical or mental health; and/or
4. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying can be physical, verbal, social, or a combination of all three.

Some examples of bullying are:

1. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking, or impeding student movement, unwelcome physical contact.
2. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
3. Social – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in several different ways, including but not limited to notes, e-mails, social media postings, and graffiti.
 - [Bullying Policy # 5405](#)

Children or Adult Protective Services Investigations

The district will cooperate with Children or Adult Protective Services (CPS or APS) during an investigation of suspected child abuse or neglect. Cooperation may include allowing CPS/APS access to a student without parent consent if CPS/APS determines access is necessary to complete the investigation or prevent abuse or neglect. As a matter of law, the identity of an individual who makes a report of suspected child abuse or neglect is confidential and will not be disclosed.

Mandated Reporters

- The Child Protection Law of Michigan requires the reporting of suspected abuse and neglect to a person under 18 years of age to the Department of Social Services.
- "Child Abuse" means harm or threatened harm to a child's health or welfare by a person responsible for the child, which occurs through non-accidental physical or mental injury, sexual abuse, or maltreatment.
- "Child Neglect" means harm to a child's health or welfare which occurs through negligent treatment, including the failure to provide adequate food, clothing, shelter, or medical care.
- As mandated reporters, any staff member working with students at Sheldon Pines School who suspects abuse or neglect of one of the students will immediately communicate that concern to the Protective Services Division, Department of Social Services by telephone or online. The reporting staff person must complete a written or electronic report on form DSS-3200 (as provided by the Department of Social Services) within 72 hours.
- The same procedure will be followed for suspected abuse or neglect to a dependent student at Sheldon Pines School who is over the age of 18, with notification to the Adult Services Division.

Discipline Procedures

Behavioral Intervention: Sheldon Pines School has a well-organized intervention system which emphasizes the use of positive behavior intervention strategies and is used within the entire building to ensure consistency.

The ultimate goal of such a system is to identify and model appropriate behaviors and provide immediate feedback as necessary.

The positive reinforcement system that is employed at Sheldon Points is a points/levels system similar to a token economy. Every 45 minutes (class period), students earn points for exhibiting desired behavior within the following areas:

1. Task Completion
2. Adult Interaction
3. Peer Interaction
4. Following Directions
5. Honesty/Ownership
6. Target Behavior- The target behavior represents the individual behavior a student needs to work on to improve. This is determined by the teacher and social worker, based on observations of the student in the school setting.

Students may also receive “bonus” points as a means of additional positive feedback when staff observe a student has done more than originally expected.

Students cannot lose points in this system. Students will be informed when they have not exhibited the desired behavior, therefore not earning the point(s). Immediate verbal or written feedback should occur to help the student understand what the desired behavior is and how to achieve it. The points earned are totaled at the end of each day.

The points are used to help determine a student’s progress in the “Levels” system. Each student begins the program on Level 1. As progress occurs, the students may be elevated in the system as high as Level 5 where, at that time, a student should be considered to attend a local school program on a part time basis. Progress is determined by earning a specific percentage of points on each level, Challenges, expectations, and privileges increase as the levels increase; therefore, the percentage of points goal also becomes greater. A detailed explanation can be obtained from the program director.

When a student’s behavior is determined to deviate from the desired behavior, several interventions may be used. When the student in question does not respond, a warning can be issued which specifically outlines the problem behavior for the student. A student who continues to have difficulty exhibiting acceptable behavior after a warning is issued may be directed to a five-minute classroom time-out. If the student still cannot meet the classroom expectations, he/she may be asked to leave the classroom and directed to a supervised room called In-House. There, they may be required to work on the academic assignment they would otherwise miss. They are not in a point-earning situation at this time. This allows other students to continue successful classroom participation without interference.

If a student continues to be unsuccessful in the In-House area, they may be directed to move to an Open Door/Time Out room. Once successful quiet time is spent in Open Door/Time Out, the student is expected to complete their assigned time in In House. When this time (and their assigned work) is completed correctly, they are asked to resolve and process with staff. Once the resolve process is complete, the student may return to their classroom and a point-earning situation.

Every week the students will meet with the School Social Worker to review weekly progress. The purpose of this meeting is to analyze the week’s behavior for students in the classroom and review their individual point totals. This will include “self” as well as “staff” analysis. The weekly point totals will determine whether a student moves up a level, goes down a level, or maintains their present level. Teaching staff are responsible for running and completing level reports prior to leaving the building on Wednesdays.

There are five levels in the Sheldon Pines Program. Students will start at Level 1, and as they achieve criterion, will move through Levels 2, 3, 4 and 5. When a student reaches Level 3 or above, part-time placement in a less restrictive environment will be considered. Typically, this occurs at Level 4. At this point, SPS staff will work with parents and the local school district to develop a transition plan.

Time-Out Procedures

Time-Out is a continuum of interventions that reduces inappropriate behavior. Time-Out is also a procedure through which access to the source of reinforcement is removed for a period of time, contingent upon the emission of a behavior. Consistency is very important. Short time-out periods appear to be the most effective (five to fifteen minutes). Differential reinforcement of more appropriate behavior should always accompany a time-out. Also, immediately upon return from Time-Out, a student will be required to complete whatever task the individual was removed from because of the time-out. To reduce the need for time-outs, it is crucial that desirable alternative behaviors be made known to the student. This then allows the student to avoid time-out by behaving appropriately in the future. The continuum of the Time-Out is a multi-step process, going from the least intrusive (i.e., ignoring) to the most intrusive (i.e. Closed Door/Time out).

Exclusion/Time out is more restrictive than ignoring and requires a student to move to an area of the building that is devoid of any stimulating (or potentially harmful) material, out of view from other students. Seclusion time-out is the most restrictive and requires the removal of the student from the classroom and placed in a Time-Out room.

The behavior(s) that result in Time-Out will be clearly specified in each classroom, in writing. The staff should provide a warning to the student if behavior is approaching a level of severity that would prompt the use of Time-Out. The philosophy of Time-Out is to encourage the student to assume responsibility for their behavior at the earliest possible level of Time-Out. The length of time in Seclusion or Exclusion/Time Out will be as short as possible. A student must be quiet and physically in control before leaving Time-Out. Prior to a Closed-Door Seclusion/Time-Out, harmful or reinforcing items (shoes, belts, sweatshirts, playthings, and all objects in pockets) will be removed from the student. The student is expected to willingly remove and give up all objects to the staff member.

Records will be kept of each occasion when Seclusion/Time-Out is used. The student shall be confined to the room only until he/she is calm and otherwise considered safe to re-enter the In-House milieu. A staff member must be assigned to the area of Time-out so that continuous visual and auditory monitoring can occur. Records must include the student's name, a detailed account of the circumstances surrounding the episode and placement in Time-Out, the time entered and released from Time-Out, the total consecutive time in Seclusion/Time-Out, anecdotal records of student's behavior in Time-Out (every five minutes) and the student's re-entry behavior upon completion of Time-Out.

Seclusion/Time-Out will be carried out in a calm, matter of fact manner with minimum verbal interaction. The procedure will be implemented immediately following inappropriate behavior. Upon release from Time-Out, the student will be redirected to his In-House activity. Differential reinforcement of appropriate behavior must be included to help reduce the need for Time-out. Excessive use (frequency and duration) of Seclusion/Time-Out shall result in review of the program plan for the student.

Steps in Behavior Intervention

Please refer to the "Sheldon Pines Positive Behavior Interventions and Supports (PBIS) Manual.

1. Appropriate behavior modification techniques employed in the classroom, i.e., verbal/extrinsic positive reinforcement to students displaying appropriate behavior, response to direction, etc.
2. The student is informed of his/her failure to earn a point and expected replacement behavior.
3. The student is warned that continued inappropriate behavior will result in a 5-minute classroom time out.
4. Five-minute classroom time-out;
 - a. Sit facing in the assigned seat (forward facing) with both feet on the floor.
 - b. Quiet (no talking to others, and others may not talk to the student when he/she is taking five).
 - c. No objects may be taken with them.
 - d. 1 "restart" for not meeting these expectations
 - e. Continued failure to successfully "take five" results in students being directed to go to In-House.
 - f.
5. In House
 - a. Stay in a seat facing forward with both feet on the floor.
 - b. Raise hand and wait to be called upon to converse with staff
 - c. Remain on-task for predetermined time and/or completion of required assignment(s)
 - d. Follow all directions of staff.
 - e. Inability to meet these expectations will result in a restart of in-house time or open-door time-out.
6. Open-Door time out:
 - a. Shoes, belts, sweatshirts, and jewelry are removed, and pockets emptied of personal items.
 - b. Stay inside the door frame of the time-out room.
 - c. Remain quiet for the designated time (5-20 minutes)
 - d. Students are always observed.
7. Closed-Door time out:
 - a. Shoes, belts, sweatshirts, and jewelry are removed, and pockets emptied of personal items.
 - b. Quiet and calm behavior will result in the door being opened.
 - c. Student under continuous supervision
 - d. Re-escalation of student behavior will result in door being closed and re-start of open-door time.
 - e. A closed door or Seclusion/Restraint form report will be completed and filed. Parent/guardians will be notified verbally and in writing.
 - f. 3 closed-door time outs in one day may earn the rest of the day in open-door/In House.

**Teachers will provide instructions to students to facilitate completion of assignments in In-House.

Physical Intervention

Non-Violent Crisis Prevention Intervention will be utilized in cases where there is imminent danger to the health, safety or welfare of students or others. This will result in "automatic time out" and a written report will be completed and filed. Parents/guardians will be notified verbally and in writing. Only staff trained in NVCI will participate in the intervention.

The staff at Sheldon Pines are CPI (Crisis Prevention Institute) trained in the principles of non-averse physical management. These techniques emphasize verbal intervention prior to

physical intervention. These procedures will be used only as a last resort. Our primary goal is to intervene before physical intervention is necessary. It will be determined also if a formal positive behavior support plan is necessary (if not already implemented) by the teacher, behavior specialist, parent/guardian, and any other team members involved in the incident.

Seclusion and Restraint Policy

The OAISD and Sheldon Pines School adopt as its own the Michigan Department of Education's Policy for the Emergency Use of Seclusion and Restraint, approved by the Michigan State Board of Education on March 14, 2017, and updated by the Michigan Department of Education on July 20, 2017. Consistent with Michigan Department of Education Policy, the Board directs all staff to use positive behavior interventions and support to enhance academic and social behavior outcomes for all students. In accordance with Revised School Code Sections 1307-1307h and the Michigan Department of Education Policy, the use of emergency seclusion and emergency physical restraint is a last resort intervention that may be used only when a student's behavior poses an imminent risk to the safety of the student, or others and an immediate intervention is required. The Board directs that any use of emergency seclusion or emergency physical restraint be consistent with Michigan law, Michigan Department of Education policy, and Michigan Department of Education guidelines. If emergency seclusion or restraint is used, parents/guardians will be notified, and a copy of the report will be sent home.

Damage to School Property

Students who damage school property either intentionally or unintentionally may be subject to discipline and required to pay to replace or restore the property.

Dress and Grooming

In general, clothing should be clean and appropriate for the climate and the situation. Student dress, hair style, make up, cleanliness, or personal appearance that is a threat to the safety, health, or welfare of others; violates any statute, or the Dress Code; or substantially disrupts the educational environment or that school officials reasonably forecast will substantially disrupt the educational environment, is grounds for remedial or disciplinary action.

The final decision in any situation involving inappropriate attire rests with the building administrator.

Students who are dressed inappropriately will be asked to change clothing immediately. If necessary, parents will be called to bring appropriate clothing, students can use extra clothing provided by the District, or the student may be sent home to change. Repeated dress code violations may result in more severe consequences.

Emergency Contact Information

Parents must provide emergency information for each student enrolled in the district every school year. All paperwork is mailed in July and should be returned promptly. The information should include the family physician's name, contact information for parents or a responsible adult, guardianship status, and any necessary emergency instructions. Parents must promptly inform the school if this contact information changes. The district will not release any student without prior approval by parent or legal guardian or if the contact is not listed on the emergency contact list.

Food Services

Please go to the new [food service family portal](#) to complete the online free and reduced lunch application. Applications must be completed yearly to be considered for free or reduced lunch status. The lunch program is a pre-pay program. Paper copies will be available after June 30, 2023, and will be mailed in July with enrollment packets.

Due to USDA regulations recent changes, all households must complete an application by hand and not online.

Contact West Ottawa at 616-786-2101 if you have further questions. Please make sure school staff are informed of your son/daughter's individual needs when eating. The cost of lunch for full pay students is \$3.35, \$0.40 for reduced pay students. Milk only is \$0.75. The daily menu for breakfast is a cereal pack which includes a choice of cereal fruit & milk. ***Please contact the office for English and Spanish paper copies of the free and reduced lunch application or print these attachments:

- [How to Apply](#)
- [Apply for Free and Reduced Lunch Programs - Online](#)

Field Trips

Classes occasionally take field trips off school property for educational enrichment. Each student must submit a completed permission form signed by the student's parent/guardian before being allowed to attend a field trip.

A student's failure to comply with Board Policy, the Student Code of Conduct, or any other applicable rules or behavioral expectations while on a field trip may result in disciplinary action and removal or exclusion from the trip or future field trips. Students who have not met academic or behavioral expectations may not be allowed to attend field trips.

Homeless Children and Youth

The district will provide a free public education to homeless children and youth who are in the District and will afford them the educational rights and legal protections provided by federal and state law. Homeless children and youth will not be stigmatized or segregated based on their homeless status and will have the same access to services offered to students who are not homeless.

A student or parent in a homeless situation who requires assistance should contact the Sheldon Pines homeless liaison:

Jamie Pelishek
6542 136th Ave. Holland, MI 49423
616-738-8970 ext. 4824

For detailed information about Homeless Children and Youth, see Policy #5800

Immunizations

For a student entering the district for the first time or entering 7th grade, a parent must provide the building principal or designee with a certificate stating that the student has received at least 1 dose of an immunizing agent against each disease specified by the Michigan Department of Health and Human Services (MDHHS) or other responsible agency or documentation of an applicable approved exemption.

The student's parents/guardians must provide the certificate or documentation at the time of registration, or no later than the first day of school. A parent of a student who has not received all doses of any required immunizing agent must provide the district with an updated immunization certificate demonstrating that the immunizations have been completed as required by the MDHHS. The updated certificate must be provided within 4 months of the student entering the district for the first time or upon entering 7th grade. The district will not permit a student to attend school unless the parent provides evidence of immunizations or exemptions consistent with state law.

All students must provide the school with a record showing that your child has received all of the following immunizations:

ENTRY REQUIREMENTS FOR ALL PUBLIC & NON-PUBLIC SCHOOLS

Vaccine	4 years through 6 years	7 years through 18 years Including all 6th grade students
Diphtheria, Tetanus, Pertussis	4 doses DTP or DTaP, one dose must be on or after 4 years of age	4 doses D and T OR 3 doses Td if #1 given on or after 7 years of age. 1 dose of Tdap for children 11 through 18 years IF 5 years since the last dose of tetanus/diphtheria containing vaccine.
Polio	4 doses, if dose 3 administered on or after 4 years of age, only 3 doses are required	3 doses
Measles, Mumps, Rubella	2 doses on or after 12 months of age	
Hepatitis B*	3 doses	
Meningococcal	None	1 dose for children 11-18 years of age
Varicella* (Chickenpox)	2 doses of varicella vaccine at or after 12 months of age OR current lab immunity OR reliable history of disease	

*Current laboratory evidence of immunity is acceptable instead of immunizations with antigen.

For more information, please refer to www.michigan.gov/immunize

**All doses of vaccines must be given with appropriate spacing between doses at appropriate ages to be considered valid.

Law Enforcement Interviews

Law enforcement officers may be called to the school at the request of the school administration. Students may be questioned by law enforcement consistent with Policy #5410. Students may be questioned by school officials at any time, without parent notice or

consent, consistent with the district's obligation to maintain a safe and orderly learning environment.

Limited English Proficiency

Limited proficiency in the English language should not be a barrier to a student's equal participation in the district's instructional or extracurricular programs. 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 programs offered by the district.

Lost and Found

All lost and found items are to be taken to the Office. Families may claim lost articles there. Unclaimed items may be donated to a local charity or otherwise disposed of at the conclusion of each semester.

Media Center

Students must check out materials from the media specialist or designee on duty. Each borrower is responsible for all materials checked out in the borrower's name. A fine may be charged for overdue materials or to replace the book. Each student is responsible for any fine that accumulates on materials charged to the student. If materials are lost and not returned by the end of the semester, the student must pay for the replacement cost. Students must also pay for any damage they cause to materials.

Protection of Pupil Rights

The district respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy as required by law. The policy is available on the district's website or upon request from the district's administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to the Superintendent. Parents may have access to any survey or other material described in the Protection of Pupil Rights policy by submitting a written request to the Superintendent. A copy of the district's annual notice to parents regarding the Protection of Pupil Rights Amendment is attached as Appendix C.

Public Display of Affection

Students may not engage in public displays of affection.

Rights of Custodial and Non-Custodial Parents

Pursuant to Policy # 5105, unless a parent has provided the building principal or designee with a court order that provides otherwise, District personnel will treat each parent, regardless of custody or visitation rights, the same as to accessing student records, meeting and conferring with District personnel, visiting a child at school, and transporting a child to or from school. District personnel are not responsible for enforcing visitation or parenting time orders.

Parents, regardless of custodial status, will be provided with information about conference times so both parents may attend a single conference. The district is not required to schedule separate conferences if both parents have been previously informed of scheduled conference times.

If either or both parents' behavior is disruptive, staff may terminate a conference and reschedule it with appropriate modifications or expectations.

Search and Seizure

Pursuant to Policy # 5420, to maintain order and discipline in school and protect the safety and welfare of students and school personnel, school authorities may search a student or the student's personal effects (e.g., purse, book bag, athletic bag) as permitted by law and may seize any illegal, unauthorized, or contraband materials discovered in the search. As noted in "Locker Use," student lockers and desks are school property and remain at all times under the district's control. Student lockers and desks are subject to search at any time for any reason and without notice or consent.

School officials may use canines, metal detectors, wands, or other tools to conduct searches. A student's failure to permit a search and seizure may be grounds for disciplinary action. A student's person and personal effects may be searched whenever a school official has reasonable suspicion to believe that the student possesses illegal or unauthorized materials. If properly conducted search yields illegal or contraband materials, these items may be turned over to law enforcement.

Student Education Records

The district may collect, retain, use, and disclose student education records consistent with state and federal law. See Policy # 2140 for an overview of the district's collection, retention, use, and disclosure of student records.

Parents may inspect and review their minor child's education records, regardless of custody status, unless a court order specifies otherwise. An eligible student (i.e., a student who is 18 years or older or an emancipated minor) may also inspect and review their education records.

Right to Request Explanation or Interpretation

A parent or eligible student may request, in writing, an explanation or interpretation of a student's education records. School officials will respond to any reasonable request.

Right to Request Amendment of Education Records

A parent or eligible student may request that a student's education record be amended if the parent or eligible student believes the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights.

Technology

Use of District technology resources is a privilege, not a right. Students are expected to use computers, the Internet, and other District technology resources for school-related educational purposes only. Students and their parents are required to sign and return the Acceptable Use Agreement attached as Appendix E before they may use or access District technology resources. Students who violate the District's Acceptable Use Agreement may have technology privileges terminated or suspended and may be subject to discipline, up to and including expulsion.

Transportation Services

School Vehicle Rules

Students must comply with the following rules and all school conduct rules and directives while riding in school vehicles. In addition, students must comply with the Student Code of Conduct while in school vehicles.

When in school vehicles, the following rules apply:

[Note: this list is over-inclusive and may be modified to reflect District-specific rules.

1. Students must promptly comply with any directive given by the driver.
2. Students must wait in a safe place for the vehicle to arrive, clear of traffic and away from where the vehicle stops.
3. Students may not fight or engage in bullying, harassment, or horseplay while riding or waiting for school vehicles.
4. Students must enter the vehicle without crowding or disturbing others and go directly to a seat.
5. Students must remain seated and keep aisles and exits clear while the vehicle is moving.
6. Students may not throw or pass objects on, from, or into vehicles.
7. Students may not use profane language, obscene gestures, tobacco, alcohol, drugs, or any other controlled substance on the vehicles.
8. Students may not carry weapons, look-a-like weapons, hazardous materials, nuisance items, or animals onto the vehicle.
9. Students may converse in ordinary (indoor) tones and volumes but may not be loud or boisterous and should avoid talking to the driver while the vehicle is moving. Students must be absolutely quiet when the vehicle approaches a railroad crossing and any time the driver calls for quiet.
10. Students may not open windows without the driver's permission. Students may not dangle body parts or other items (e.g., legs, arms, backpacks) out of the windows.
11. Students must secure any item(s) that could break or cause injury if tossed about the inside of the vehicle if the vehicle were involved in an accident.
12. Students must respect the rights and safety of others at all times.
13. Students must help keep the vehicle clean, sanitary, and orderly. Students must remove all personal items and trash upon exiting.
14. Students may not vandalize or intentionally cause damage to the vehicle.
15. Students may not leave or board the vehicle at locations other than the assigned stops at home or school unless approved prior to departure by the superintendent or designee.]

Video cameras may be placed on vehicles and buses to monitor student behavior on the vehicle/bus. Exceptions or modifications to these rules may be made as necessary to accommodate a student with a disability.

School Vehicle Misconduct Consequences

Students who violate the school vehicle rules will be referred to the building director for discipline. Disciplinary consequences may include parent notification, suspension of vehicle/bus riding privileges, exclusion from extracurricular activities, in-school suspension, and suspension or expulsion.

These consequences are not progressive and school officials have discretion to impose any listed consequence they deem appropriate in accordance with state and federal law and Board Policy.

Records of vehicle misconduct will be forwarded to the appropriate building principal and will be maintained in the same manner as other student discipline records. Reports of serious misconduct may be reported to law enforcement.

Different Route Requests

Pick up and drop off requests are made directly to the local district's transportation director by the parent/guardian. Sheldon Pines School does not provide transportation to or from school, and therefore cannot approve changes to the bus route.

Video Surveillance and Photographs

The district may monitor any District building, facility, property, bus, or vehicle with video recording equipment other than areas where a person has a legally recognized and reasonable expectation of privacy (e.g., restrooms and locker rooms). Except in those school areas, a person has no expectation of privacy.

The district may use video recordings for any lawful purpose, including student discipline, assisting law enforcement, or investigations.

Students may not make recordings: on school property; when on a vehicle owned, leased, or contracted by the district; or at a school-sponsored activity or athletic event unless otherwise authorized by Board Policy, applicable law, or a District employee.

Withdrawal From School

Students who are their own guardians that are transferring from the district must submit written notice to the building administrator at least 1 week before the withdrawal. Parents/guardians withdrawing their student from the district are asked to notify the district prior to removal in order to give the school time to collect and send the student's file to the receiving school. If the student, parent, or guardian chooses to re-enroll, they must contact their local district special education director.

SECTION V: GENERAL SPS POLICIES

Enrolling in School

The local resident district refers all students to the Sheldon Pines School. If Sheldon Pines School is determined to be an appropriate placement, the enrollment process will be initiated.

Withdrawal from School

Any family who wishes to withdraw their child from the school should contact the director or the local special education director from their district.

Student Hours

Full Days: 8:20am-2:40pm

Half Days: 8:20am - 11:20am

Homebound Services

Homebound services will be offered when an illness or injury restricts a student from coming to school. The student will be required to have a doctor prescription for homebound service to receive this service. Please contact the school director for further information.

Equal Educational Opportunity

It is the policy of this district to provide an equal education opportunity for all students. Any person who believes he/she has been discriminated against on the basis of his/her race, color, disability, religion, gender or national origin while at school or a school activity should contact: Jessica Domingues, Director of Special Needs Services at 1-877-702-8600, extension 4020.

Privacy Policy Regarding Student Information

Confidentiality of information must be primary. The Family Educational Right to Privacy Act (F.E.R.P.A.) requires strict observance of the right to privacy and under severe penalty prohibits sharing ANY information about persons or their activities unless a clearly demonstrated need and right to know exist.

- [FERPA – Family Educational Rights and Privacy Act](#)

Access to School Records

Cumulative records are available for review by parent/guardian after a request has been made to the building director at least 24 hours in advance. Student records are confidential.

Review of Instructional Materials

Parents have the right to review any instructional materials being used in the school. Parents' rights to review teaching materials or observe instruction are subject to reasonable restrictions. Please direct any questions about instructional materials or classroom activities to the Director. The school Director can provide parents with The OAISD Curriculum and Materials Complaint Form, if requested.

Student Assessment

Our students participate in the M-STEP or MI-Access state assessment program. MI-Access was developed by the Michigan Office of Special Education and Early Intervention Services to assess educational progress of children with disabilities. This assessment is performance based and utilizes teacher observation and scoring criteria. Similar to its general education counterpart, the M-Step, MI-Access is given at certain ages: 9-14 and 17 years. Students in the 11th grade will also take the ACT.

For more information on state assessments, visit:

<https://www.michigan.gov/mde/services/student-assessment>

Sheldon Pines students also participate in district ELA and Math assessments, such as STAR testing.

Transition Planning

This process allows both the parent and student an opportunity to address questions about the future. Such questions as future employment, living and housing arrangements, transportation, living in the community and utilizing public resources are considered a part of transition planning. Transition planning offers your student a chance to explore options that will assist them in becoming more independent as they begin to leave the educational setting. Development of this plan is based on your student's individual needs, as well as

taking into account their preferences, interest and abilities, and is part of the IEP meeting discussion.

Grades

Sheldon Pines is considered a center-based program that services students between the ages of 5-18. Student placement is based on IEP recommendations.

Parent Involvement

The Board has always recognized and esteemed the rights of parents and legal guardians to determine and direct the care, teaching, and education of their children. The Board welcomes and encourages parental/legal guardian involvement in the schools and is committed to a partnership to develop each student's intellectual capability and vocational skills in a safe and positive environment.

The following activities are included for parent involvement/communication:

- Regular home-school communication
- Provision of a parent/student handbook
- Parent support activities
- Multiple opportunities for student progress reporting
- Daily Point Sheets
- Involvement in decision making about your student's educational needs
- Participation in school functions or events
- Parent/teacher conferences
- IEP team meetings

Parent Teacher Communication

Communication among families, students, and SPS staff is what helps all of us do our best. We have several communication tools built into our structure for this purpose. Students are sent home with copies of their point sheet daily.

Communication with the staff occurs on a regular basis, in addition to our scheduled conference times that occur each year. Monthly, parent newsletters will be emailed (please have a current email address you check on a regular basis on file in the office), as will other written communications on an as-needed basis. Some classrooms use notes or notebooks to communicate on a more frequent basis. You are welcome to call the school to speak with the staff who work with your child. For your convenience, staff members have voice mailboxes to receive messages at any time. The staff are in the building and able to receive direct calls from 8:15 - 8:25 AM and 2:45- 3:00 PM every day.

The preferred method of communicating information regarding your student is to speak directly with the staff who work with them. There are times when you may need or want to speak with the program Director to relay a concern or compliment. Due to the time that is spent in classrooms and in meetings, there will be times when you are asked to leave a message for the Director. For this reason, you should call to make an appointment rather than drive to the school without knowing their availability.

Please call the Sheldon Pines School 616-738-8970 ext. 4800 to inform us when your student will be absent for illness or any other reason. If the absence is due to a medical appointment or hospitalization, please send in documentation from your Doctors office for attendance verification. Also, it is very important that you notify the school in writing whenever you have any change of address or phone number so we can keep our emergency information current.

You may leave your message on voicemail during the times when staff are not present. Also, if your student will be absent from school, notify Transportation.

Requests to Visit School/Classroom Observations

1. To ensure the safety and security of students and staff, all visitors to OAISD buildings must check-in at the office.
 - Prior approval by the teacher or administrator is required. If a parent needs to spend time talking with the teacher, a before or after school meeting should be scheduled.

Sometimes there may be extenuating circumstances. Each situation will be considered on an individual basis.

- [Visits/Observation Policy #5105](#)

****Any parent/guardian or visitor to an OAISD building who fails to observe these guidelines or is disruptive may be asked to leave the building.****

Security and Safety

Our entryway is secured, and parents and visitors will be required to check-in at the office. Depending on the purpose of the visit, they will be buzzed into the office or asked to wait in the vestibule. Anyone entering the building is required to sign in on the visitor sign-in sheet. Visitors are defined as anyone who is not an OAISD employee and regularly assigned to the Sheldon Pines School.

Additionally, to maintain consistency with other OAISD buildings and programs and to ensure the safety of our students and staff, our video surveillance system is in effect. Sheldon Pines School cameras are actively recording in the building's hallways, gyms, sensory room, time out areas, secure areas and building exterior.

Student Drop Off and Pick Up

Parent/Caregiver bringing a student into SPS must:

- Upon entering the building, check-in at the office.
- Sign your student into the building on the form provided.

Parent/Caregiver picking a student up from SPS must:

- Upon entering the building, check-in at the office.
- Sign the student out of the building on the form provided in the office.
- To sign your student out early or at the end of the day – Sign your student out and the secretary will call the classroom for a staff member to bring your student down to the office..
- Our staff will be consistent in following these guidelines to ensure safety, confidentiality and instructional time for all students.

Community Based Educational Experiences

Occasionally, off campus field trips or community experiences are planned to support the student's goals. Community experiences are defined as trips during the school day that are part of the OAISD curriculum to enhance the student's learning experience. These trips include, but are not limited to; visiting a grocery store, job sites, and volunteer experiences. A "blanket" permission has been sent to the parent/guardian of each student and will remain in effect until revoked in writing by the parent/guardian. The classroom teacher will notify the parent/guardian on all scheduled field trips. If you do not want your student to attend a specific field trip, inform the classroom teacher in writing prior to the trip. Revocation of permission is not effective until OAISD acknowledges receipt of the written revocation.

Transportation Information

The Ottawa Area Intermediate School District adheres to the Michigan Special Education rules (R 380.51 through R 380.61) with respect to transportation.

Transportation to and from the Sheldon Pines School will be provided by the students' local school district. (unless alternative arrangements have been made after parent discussion with LEA and Sheldon Pines Director)

Students can earn up to 6 points for proper behavior while being transported to and from school. Conversely, failure to earn points due to poor behavior may result in one of the following consequences:

- 3 points he/she goes to in-house for 30 minutes
- 4 points he/she goes to in-house for 1 hour
- 5 points he/she goes to in-house for 1 1/2 hours
- 6 points he/she goes to in-house for 1/2 Day

Severe and persistent misbehavior will be dealt with by the LEA transportation supervisor along with Sheldon Pines Director. Due process will need to be considered when short term suspension from transportation is being entertained.

All students must ride their local district transportation to and from school. Students are not allowed to ride other transportation vehicles home that are not their local district, unless it has been arranged by parents or legal guardian in advance and in writing.

School Cancellations

If your local school district is closed due to inclement weather, Transportation will not transport students in your district. On rare occasions, SPS will operate even when several districts in our boundaries are closed. Notification of SPS closures will be communicated by Infinite Campus messenger, phone and text messaging.

School Delays

Delays due to weather conditions will be communicated by Infinite Campus messenger, phone and text messaging.

Notification of Transportation

If your student will not need transportation one or both ways for any reason, please call your district transportation office.

Release of student during school hours

If your student needs to be picked up during the school day for a doctor's appointment, etc., and will not be riding the bus home, please notify the front office and also inform the student's bus driver and/or transportation office.

Staff Transporting Students

Sheldon Pines School staff are not permitted to transport students in their personal vehicles during work hours (8:15 a.m. to 3:45 p.m.) without parent permission.

Infinite Campus Emergency Messenger Alerts

The Ottawa Area Intermediate School District utilizes the Infinite Campus Emergency Messenger Alert System. This system will send an automated message to parents via a telephone message to home and/or cell phones and e-mail. This system will be utilized in the event that the entire Sheldon Pines School is closed or delayed due to inclement weather, or any other pertinent information that administration feels necessary to broadcast. School closings and delays will also continue to be broadcast on local television and radio stations. Please contact us to add/update your email address. This will ensure you receive emergency information.

Volunteers

We occasionally utilize college students or other OAISD staff as volunteers to work with individual students and groups of students and to keep our equipment functional. All volunteers must be approved in advance of their arrival by the building director.

Medication Administration

The student's parent/guardian is responsible for completing the Medication Order Form and thus supplying a written request that medication be administered to the student.

- This request must be accompanied by written physician orders which include the name of the student, medication name, dosage, and route of administration, and time the medication is to be administered.
- Parental requests and physician order shall be renewed on a yearly basis. New orders must be on file in the office by the first week of school. Orders from previous years will not be honored, and routine medications cannot be administered without current orders.
- No changes to dose of medication or time of administration shall be made without written physician instruction. Office staff may administer medication within 30 minutes of the prescribed time unless special arrangements are made.
- Any person giving medications will document administration on the Med Log- which contains the student's name, name and dosage of medication, and date and time administered.
- While at school, medications will be administered by the school secretary unless other specific arrangements are necessary. When a student leaves the building on a field trip, the following guidelines apply:
 - Medication may be administered by classroom staff in the presence of another adult. Student name, medication name and dosage, and time will be double-checked by both adults and documented on the field trip medication administration sheet.
 - Classroom staff are responsible for signing meds out from the office staff and will be required to initial and sign the medication log upon receiving meds.
 - The office staff does not accompany classes on all field trips. Students may not self-administer medications at SPS.
- Should a medication error occur, the error will immediately be reported to the administration. Written documentation will be completed, and the student's parent/guardian will be notified promptly. The student's physician will also be notified when indicated.

- In order to maximize student instruction time, the office will only dispense medications that need to be administered during school daily. Please help us out by scheduling as many of your student's medications/treatments to be given at home whenever possible.

Storage

- Medications shall be stored in a locked space, in a locked container.
- Medications shall be in a properly labeled container prepared by a pharmacy or physician, and labeled to include student name, medication name, dosage, and frequency.
- All medications sent in from home will be signed in and counted by a member of the office staff.
- Certain emergency medications may be kept with the student for emergent use, but this will require director's approval and staff knowledge. Parents are asked to share this information with the director and homeroom teacher.

Bottle Labeling Request

- **All medication must be sent to school in pharmacy filled containers.** The label shall contain the student's name, name of medication, dosage and time medication is to be given. The label and physician order shall correspond with the exact same information. We **must** have an order from the physician before giving any medication.
- The office staff will be sending reminders home in advance of the date we need a refill of medication.
- When you fill a prescription at the pharmacy, please remind the pharmacist that you need a "School Bottle" as well with the proper label on the bottle.
- In the event of physician ordered changes in a student's medication, the school secretary needs to receive such orders directly from the physician by FAX or by written prescription before the new orders can be instituted.

SECTION VI: DISCIPLINE AND CODE OF CONDUCT

Restorative Practices

Restorative Practices are practices that emphasize repairing the harm to the victim and the school community caused by a student's misconduct. The school will consider restorative practices to remediate offenses such as: interpersonal conflicts, bullying, verbal and physical conflicts, harassment and cyberbullying - before imposing discipline under this policy.

A school board or its designee shall consider using restorative practices as an alternative or in addition to suspension or expulsion under this act. If a school board or its designee suspends or expels a pupil under this act, the school board or its designee shall consider using restorative practices in addition to suspension or expulsion. If a school board or its designee decides not to suspend or expel a pupil for a disciplinary issue, the school board or its designee shall consider using restorative practices to address the disciplinary issue.

Restorative practices may include victim-offender conferences that are initiated by the victim; that are approved by the victim's parent or legal guardian or, if the victim is at least age 15, by the victim; that are attended voluntarily by the victim, a victim advocate, the offender, members or the school community, and supporters of the victim and the offender;

and that provide an opportunity for the offender to accept responsibility for the harm caused to those affected by the misconduct and to participate in setting consequences to repair the harm. The attendees, known as a restorative practices team, may require the pupil to do 1 or more of the following: apologize; participate in community service, restoration, or counseling; or pay restitution. The selected consequences shall be incorporated into an agreement that sets time limits for completion of the consequences and is signed by all participants. Restorative practices should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, harassment and cyberbullying.

Before suspending or expelling a pupil, the board of a school district or intermediate school district or board of directors of a public-school academy, or a superintendent, school principal, or other designee, shall consider each of the following factors:

- The pupil's age.
- The pupil's disciplinary history.
- Whether the pupil is a student with a disability.
- The seriousness of the violation or behavior committed by the pupil.
- Whether the violation or behavior committed by the pupil threatened the safety of any pupil or staff member.
- Whether restorative practices will be used to address the violation or behavior committed by the pupil.
- Whether a lesser intervention would properly address the violation or behavior committed by the pupil.

This practice does not apply to a student who is in possession of a firearm in the building. However, this practice does apply to the possession of a dangerous weapon such as a dagger, dirk, stiletto, and knife with a blade over 3 inches.

Positive Behavior Supports/Positive Behavior Support Plans

Positive Support Plans teach a student alternative strategy for addressing the cause (or function) of their behavior (anger, expressing their feelings, coping with difficult situations/changes and helping meet their needs using less disruptive and more socially appropriate strategies). For safety purposes, a Positive Behavioral Support Plan may also include an emergency intervention plan (which may include the use of emergency seclusion or emergency restraint in accordance with State Board Policy/Guidelines). Data collection and frequent review of this data is an expectation of all educational staff so that skills, techniques, and strategies used to address behavior can be bridged across a student's entire day maximizing learning opportunities and providing a consistent adult response regardless of the setting.

Sheldon Pines Levels System

Students participate in Levels meetings on Thursdays to discuss the previous week's behavioral and academic progress.

Level 1

Responsibilities:

- Earn a weekly point total average of 70% (42) or above to earn an UP week
- Follow all classroom rules

- Must take point sheet home to parent/guardian and return it signed the following school day
- Must be within 3 feet of staff at all times (on escort)
- No items from home (exceptions for lunches or homework/items requested by teacher)
- Morning break: in class (elementary students may go outside)
- Lunch break, must remain with class and sit in assigned seat
- Staff will carry point sheet and folder during transition times

Privileges:

- May earn a small daily reward with an UP day
- Earn Level 2 with three out of four UP weeks (70% points weekly average)

Level 2

Prerequisite:

- Satisfactory completion of Level 1

Responsibilities:

- Same as Level 1, except
- Maintain Level 2 by earning a week point total average of 70% (42) for an EVEN week

Privileges:

- May earn a weekly point total average of 80% (48) to earn an UP week
 - Out of seat free time with 80% of points at lunch and morning break
 - Earn a visit to Sheldon Pines store with 80% target points weekly
 - May earn Level 3 with three out of four UP weeks
- *Failure to maintain Level 2, 70% (42 weekly point average) for 3 out of four weeks will result in a return to Level 1 status.

Level 3

Prerequisite:

- Successful completion of Level 2

Responsibilities:

- Same as Level 2, except
- Maintain Level 3 by earning a weekly point average of 80% (48) for an EVEN week
- Remain within sight of staff

Privileges:

- May earn a weekly point total average of 90% (54) or above to earn an UP week
 - May run supervised errands
 - May bring items from home for break times
 - Carry their own folder and point sheet during transition times
 - Out of seat free time (gym or outside, staff/numbers permitting) with 80% of points at lunch and morning break
 - Earn of Level 4 with 5 out of 7 UP weeks
- *Failure to maintain Level 3, 80% (48 weekly points average) for 3 out of 4 weeks will result in a return to Level 2 status.

Level 4

Prerequisite:

- Satisfactory completion of Level 3

Responsibilities:

- Same as Level 3, except
- Maintain Level 4 by earning a weekly point total average of 90% (54) for an EVEN week.
- Seek permission to be without an escort to run errands, participate in odd jobs, use the restroom, or go to class
- Participate in the weekly rotation of lunchroom set up or clean up
- Model appropriate behaviors
- Maintain a "C" average in each class

Privileges:

- May earn a weekly point total of 95% (57) or above to earn an UP week
 - May be without escort with staff permission
 - May use gym/library without supervision, but with permission
 - Write letter to return to home school
 - Earn Level 5 with 7 out of 9 up weeks
- *Failure to maintain Level 4, 90% (54 weekly points average) for 3 out of 4 weeks or a major behavior incident will result in a return to Level 3 status.

Level 5

Prerequisite:

- Satisfactory completion of Level 4

Responsibilities:

- Same as Level 4, except...
- Maintain Level 5 by earning a weekly point total average of 95% (57 points for an EVEN/UP week).
- Encourage appropriate peer behaviors
- Participate in planning to return to local district school

Privileges:

- All Level 4 privileges
 - Visiting or spending partial days at local district school
- *Failure to maintain level 5, 95% (57 weekly point average) for 3 out of 4 weeks or a major behavior incident will result in a return to Level 4 status.

Possible Rewards for Up Weeks

Field Trips: Approximately every six weeks, students may be eligible to attend a Levels Field Trip if they have 4 out of 6 UP or EVEN weeks. For safety reasons, the last week leading to any field trip must be an UP or EVEN week. Examples: bowling, min-golf, museum, movies, etc.

School Store: On Levels 2 and above, students may earn a "check" to the school store. Please let staff know if your child is NOT allowed to purchase certain objects from the store.

Point Sheets

Student point sheets- A completed point sheet (white) will be given daily to each student which must be returned the following school day with a parent/guardian signature. Point sheet numbers determine an UP, EVEN or DOWN week on our levels system. The white (signed) copy of the point sheet will be saved until parent/teacher conferences and then will be returned to the parent/guardian. This will happen for both the Fall and Spring conferences.

Discipline Generally

The district may discipline students who engage in misconduct, up to and including suspension or expulsion from school.

The district will take steps to effectively discipline students in a manner that appropriately minimizes out-of-school suspensions and expulsions. The district will comply with applicable laws related to student discipline, including the consideration of specific factors and possible use of restorative practices.

If an administrator determines that an emergency requires the immediate removal of a student from school, the administrator may contact the student's parent or local law enforcement or take other measures to have the student safely removed from school. Students who are involved in extracurricular activities and engage in misconduct may face consequences related to the activity in addition to the consequences provided in this handbook.

The district reserves the right to refer to an appropriate non-school agency any act or conduct which may constitute a crime. The district will cooperate with those agencies in their investigations as permitted by law.

The district's rules and policies apply to any student who is on school property or school-affiliated transportation, who is in attendance at school or at any school-sponsored activity or function, or whose conduct at any time or place directly interferes with the operation, discipline, or general welfare of the school, regardless of location, date, or time.

Removal for 10 or Fewer School Days

Before a student is suspended for 10 or fewer school days, an administrator will: (1) provide the student verbal notice of the offense the student is alleged to have committed, and (2) provide the student an informal opportunity to respond and explain what happened. Except in emergency circumstances, an administrator will not suspend the student unless, after providing the student notice and an opportunity to explain, the administrator is reasonably certain that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. The building administrator will consider the 7 factors provided in the Student Code of Conduct before suspending a student.

Removal for More than 10 and Fewer than 60 School Days

Before a student is suspended for more than 10 school days but less than 60 school days, the Superintendent or designee will provide the parent or student with: (1) written notice of the offense the student is suspected to have committed; (2) an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and (3) an opportunity for a hearing at which the student may present evidence and

witnesses to show that the student did not commit the alleged offense or that suspension is not an appropriate consequence.

The Superintendent or designee will provide the parent or student with at least 3 calendar days' notice before the hearing. The parent and student may be represented, at their cost, by an attorney or another adult advocate at the hearing.

The Superintendent or designee will not suspend the student unless, following the hearing, he or she is convinced by a preponderance of the evidence that the student committed a violation of the Student Code of Conduct, and that suspension is the appropriate consequence. The Superintendent or designee will consider the 7 factors noted in the Student Code of Conduct before suspending a student.

Removal for 60 or More School Days

Before the Board suspends or expels a student, the Superintendent or designee must provide the parent or student with: (1) written notice of the offense the student is suspected to have committed; (2) an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and (3) an opportunity for a Board hearing at which the student may present evidence and witnesses to show that the student did not commit the suspected offense or that suspension or expulsion is not an appropriate consequence.

The Superintendent or designee will provide the parent or student with at least 3 calendar days' notice before the hearing. The parent and student may be represented, at their cost, by an attorney or another adult advocate at the hearing.

The Board will not suspend or expel the student unless, following the hearing, a majority of the Board finds by a preponderance of the evidence that the student committed misconduct that should result in suspension or expulsion under either the Student Code of Conduct or Board Policy and that suspension or expulsion is the appropriate consequence. The Board will consider the 7 factors noted in the Student Code of Conduct before suspending or expelling a student. The Board's decision is final.

Student Code of Conduct

This Student Code of Conduct is meant to be a guide and is subject to the discretion of the administration and the Board.

Administration will, as required or permitted by state law, always consider the use of restorative practices as an alternative to, or in addition to suspension or expulsion. Nothing in the following table limits the district's ability to impose more or less severe disciplinary consequences depending on the situation's unique circumstances and the following factors:

1. the student's age;
2. the student's disciplinary history;
3. whether the student has a disability;
4. the seriousness of the behavior;
5. whether the behavior posed a safety risk;
6. whether restorative practices will be used to address the behavior; and
7. whether a lesser intervention would properly address the behavior.

Nothing in this handbook limits the district’s authority to discipline a student for conduct that is inappropriate in school, but that is not specifically provided in this table. Depending on the circumstances of a particular situation.

Prohibited Conduct	Potential Consequence(s)
<p>Illegal Substances or Paraphernalia, including Alcohol: possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of drugs, alcohol, fake drugs, illegal steroids, illegal inhalants, or look-alike drugs</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion ● Police Referral
<p>Tobacco/Nicotine: possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of any form of tobacco, including vaping devices or supplies.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion ● Police Referral
<p>Disruptive Behavior or Insubordination: disrupting the learning environment or school activity or violating a school rule or directive.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion
<p>Dangerous Weapon Possession: firearm, dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral
<p>Other Weapons and Look-Alike Weapons Possession: an object that is not a “dangerous weapon,” including but not limited to a pellet or air-soft gun, a knife with a blade of 3 inches or less, items intended to look like a dangerous weapon, or similar items.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral
<p>Use of an Object as a Weapon: any object used to threaten or harm another, regardless of whether injury results.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral

Prohibited Conduct	Potential Consequence(s)
<p>Arson: purposefully, intentionally, or maliciously setting a fire on school property.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral
<p>Physical Assault (Student to Student): causing or attempting to cause physical harm to another through intentional use of force or violence.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion up to 180 school days ● Police Referral
<p>Physical Assault (Student to Employee, Volunteer, or Contractor): causing or attempting to cause physical harm to another through intentional use of force or violence.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral
<p>Verbal or Written Threat, including Bomb or Similar Threat: statement that constitutes a threat against a student, employee, other person, or school property.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion ● Police Referral
<p>Plagiarism, Cheating, or other Falsification of Schoolwork: submitting work that is not your own, including copying from others' work.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Credit Loss or Grade Reduction ● Parent Notification ● Suspension or Expulsion
<p>Discrimination, Harassment (including Sexual Harassment), and Bullying: violating Board Policy addressing anti-discrimination, anti-harassment, and anti-bullying.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Expulsion
<p>Criminal Sexual Conduct: commits criminal sexual conduct in a school building or on school grounds; or pleads to, is convicted of, or is adjudicated for criminal sexual conduct against another student enrolled in the same school district; or commits criminal sexual conduct against another student enrolled in the same school district.</p>	<ul style="list-style-type: none"> ● Restorative Practices ● Parent Notification ● Suspension or Permanent Expulsion ● Police Referral

Prohibited Conduct	Potential Consequence(s)
Fighting, Inciting Violence, Filming a Fight or Assault, Distributing or Publishing a Fight or Assault Video	<ul style="list-style-type: none"> • Restorative Practices • Parent Notification • Suspension or Expulsion
Sexting: distribution or publication of lewd, pornographic, or sexually suggestive videos or photographs of students or staff.	<ul style="list-style-type: none"> • Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral
Misuse of District Technology: violating the District's acceptable use policies and agreement.	<ul style="list-style-type: none"> • Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral

SECTION VI: RESOURCES FOR PARENTS

The Know Book

The Know Book is one tool for connection and collaboration that our partners can use to best serve our community. [The Know Book Link](#)

This year we added a Student Support Coordinator to our staff. This person partners with schools, the community, and families to remove barriers to academic achievement for all students. The Student Support Coordinator participates in many different ways around the school, but the primary job is to make sure students and families have what they need to be successful. One way this has been accomplished is by connecting families, students, and the school to resources in the community. The Student Support Coordinator also coordinates and oversees behavior threat assessments as well as safety plans for individual students.

SPS OFFICE CONTACT LIST 2023/2024

Brandie Navarro, Director, Administration

bnavarro@oaisd.org

616-738-8970 ext. 4801

Rhonda Russell, Office Staff

rrussell@oaisd.org

616-738-8970 ext. 4800

Jamie Pelishek, Social Worker

jpelishe@oaisd.org

616-738-8970 ext. 4824

Hector Garcia, Student Support Coordinator

hgarcia@oaisd.org

616-738-8970 ext. 4805

Appendix A: Title IX Sexual Harassment

[OAISD Board Policy 4110 Sexual Harassment](#)

Appendix B: Anti-Bullying

[OAISD Board Policy #5405 Bullying](#)

Appendix C: Protection of Pupil Rights

[Pupil Rights Notice](#)

Appendix E: Acceptable Use Agreement

[Acceptable Use Agreement](#)

References

[FERPA – Family Educational Rights and Privacy Act](#)

[Visits/Observation Policy #5105](#)

[Bullying Policy # 5405](#)

[Communicable Disease Policy #4330](#)

[Asbestos Management Plan](#)

[Pesticide Plan](#)

[Video Surveillance Plan](#)

[Drug Free Schools/Substance Abuse Policy # 4320](#)

[Procedural Safeguards](#)

[HIPAA Privacy Notice](#)

[Ottawa Area ISD Board Policies](#)