



Parent-Student Handbook

Gogebic-Ontonagon ISD

Special Education

Mission Statement:

Gogebic-Ontonagon ISD is committed to influence the future by advancing teaching and learning through innovative leadership, quality service and effective programs in partnership with local school districts, area wide consortia and the community.

Gogebic-Ontonagon ISD
Special Education
202 Elm Street
PO Box 218
Bergland, MI 49910
906.575.3438
Fax 906.575.3373
www.goisd.org

Superintendent – Bruce Mayle

Dear Parents and Guardians,

Welcome to the Gogebic-Ontonagon ISD center-based programs! All members of the staff are pleased to have your student and will do our best to help make your experience here as productive and successful as you wish to make it.

You can expect helpful, courteous staff that is willing to help you understand your child's strengths, needs and ways to teach the skills that will help him/her be as independent as possible. Whether your child is a preschooler and you are new to the whole idea of special education; or whether your child has grown to be a young adult and you are planning transition services for when your child leaves the education system; or somewhere in between, we want to help make that path as smooth as possible.

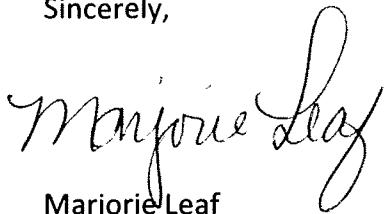
You can expect regular communication from us in a variety of ways. Since communication is a challenge for most of our students, you will receive communication from your child's teacher regularly, so that you know what is happening in class. You will receive information about helpful workshops and our school newsletter. We expect that parents will communicate important information with us as well. Knowing how your student is doing at home helps us design instruction to meet their needs, and we can get you connected with resources if you need help.

The information in this parent-student handbook is designed to help you understand our policies and procedures and to give you access to resources. Most importantly, it is the introduction to the ongoing partnership we will develop with you in order to help your child achieve the goals that we set together each year.

We encourage you to visit our website for more about our programs, including staff contact information. Please don't hesitate to contact us if you have suggestions, questions or concerns. We are here to help.

Once again, welcome to our school!

Sincerely,



Marjorie Leaf
Director of Special Education
906.575.3438
mleaf@goisd.org



Debra Zelinski
Supervisor of Special Education
906.575.3438
dzelinski@goisd.org

Website: www.goisd.org

This Parent/Student Handbook is based in significant part on policies adopted by the Board of Education and Administrative Guidelines developed by the Superintendent. Those Board Policies and Administrative Guidelines are incorporated by reference into the provisions of this Handbook. The Policies and Administrative Guidelines are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the documents reviewed in this Handbook since it was printed in 2013. If you have questions or would like more information about a specific issue or document, contact the GOISD administration or access the document on the district's website: www.goisd.org.

Table of Contents

Foreword.....	6
Mission.....	6
Vision.....	6
Equal Educational Opportunity.....	7
Educational Program.....	7
Parent Involvement in the School Program.....	7
Parent Advisory Committee.....	8
Individuals with Disabilities.....	8
Procedural Safeguards.....	8
SECTION I – GENERAL INFORMATION	10
School Day.....	10
Enrollment in the School and Classroom Assignment.....	10
Student Pick Up/Drop Off	10
Early Dismissal.....	11
Withdrawal from School	11
Student Records.....	11
Access to School Files and Records.....	12
Review of Instructional Materials and Activities	13
Meal Service.....	13
Fire, Lock Down and Tornado Drills.....	13
Emergency Closings and Delays.....	13
Preparedness for Toxic and Asbestos Hazards	14
Visitors	14
SECTION II – STUDENT WELL BEING/HEALTH.....	16
Illness/Injury.....	16
Emergency Medical Authorization	16
Required Forms.....	17
Emergency Information	17
Change of Address	17
Health (Medical Release, Head Lice, Medications)	17
Diapering and Toileting.....	18
Do Not Resuscitate Orders.....	19
Homebound/Hospitalized Instruction	19
Control of Casual-Contact Communicable Disease and Pests.....	19
Control of Non-Casual-Contact Communicable Diseases.....	20
SECTION III – ACADEMICS	21
Curriculum.....	21
Community Based Instruction/Field Trips	21
Vocational and Adult Programs	21
Support Services	22
Grades, Student Assessments and Progress Reports	22
Limited English Proficiency	23
SECTION IV – STUDENT ACTIVITIES	24
Physical Education and Sports	24

School Celebrations	24
Classroom Social Activities.....	24
School Sponsored Clubs and Activities	24
Non-School Sponsored Clubs and Activities	24
SECTION V – STUDENT CONDUCT.....	25
Attendance.....	25
Notification of Absence	25
Vacations during the School Year	26
Electronic Attendance Policy	26
Code of Conduct	26
Dress Code	27
Student Behavior/Discipline	27
Suspension and Expulsion.....	28
Personal Property at School.....	28
School Related Laws	28
Bullying.....	29
Sexual Harassment.....	30
Notification	30
Implementation	30
Non-Retaliation/False Reports.....	30
Due Process Rights.....	31
Search and Seizure.....	31
SECTION VI – TRANSPORTATION.....	32
APPENDIX	33
Questions and Concerns	33
Commonly Used School Abbreviations.....	33
COMMUNITY TRANSITION RESOURCE INFORMATION INDEX	34

Foreword

The Parent-Student Handbook was developed to answer many of the commonly asked questions that you may have during the school year and to provide specific information about certain Board policies and procedures. This handbook contains important information that you should know. Please become familiar with the following information and keep the handbook available for frequent reference. If you have any questions that are not addressed in this handbook, we encourage you to contact us.

This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the district. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior handbook and other written material on the same subjects.

This handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board's policies and the school's rules. If any of the policies or administrative guidelines referenced herein are revised, the language in the most current policy or administrative guidelines prevails.

Mission

The Gogebic-Ontonagon ISD is committed to influence the future by advancing teaching and learning through innovative leadership, quality service and effective programs in partnership with local school districts, area wide consortia and the community.

Vision

We are the Gogebic-Ontonagon Intermediate School District.

We provide quality service to special education and general education students, instructional and technical support to school staff and cutting-edge educational leadership in Gogebic and Ontonagon counties.

We work directly with individuals with disabilities who reside in Gogebic and Ontonagon counties' school districts.

We serve students of all ages, from newborns to adults, meeting their unique learning needs and supporting their families all along the way.

Within the local districts and auxiliary schools, we focus our efforts on building capacity with school staff. Through quality training and instructional support, we increase their knowledge, skills and abilities, so all students receive a rigorous and effective educational experience.

We promote all aspects of the educational process through our development and support of technology.

We provide training in the use of essential technology tools that enhance curricular, instructional and administrative services in our schools and, as a result, opportunities are expanded for all.

We anticipate needs and opportunities, all with the single purpose of identifying, developing and implementing programs and practices that, through education, improve the quality of life in Gogebic and Ontonagon counties.

Equal Educational Opportunity

Every child, regardless of race, creed, color, age, sex, national origin, cultural or economic background, housing circumstances, or handicap, is entitled to equal opportunity for educational development.

No student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the GOISD. The Board shall treat its students without discrimination as this pertains to course offerings, counseling, employment assistance, and extracurricular activities.

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:

Shawn Kolbus, CTE Director

Gogebic-Ontonagon ISD

202 Elm Street

PO Box 218

Bergland, MI 49910

906.575.3438

Educational Program

Education for students attending the GOISD center-based programs follow the laws mandated by the Individuals with Disabilities Education Act and the Michigan Special Education Rules and Regulations. Additional information on these mandates is contained in the GOISD Special Education Parent-Student Handbook and Procedural Safeguards Notice. Please contact the GOISD office for a copy.

The GOISD center-based programs are for students with early childhood developmental delays, autism, moderate to severe cognitive disabilities, and multiple impairments. Our programs are appropriate for students who, because of their disabilities, are unable to benefit from the educational programs offered by the local schools. Our focus is on helping students to become as functionally independent as possible. Our curriculum is set forth by the Michigan Department of Education. It allows our students similar learning opportunities as their peers in general education, while emphasizing the life-skills aspects of our curriculum.

Parent Involvement in the School Program

The Board strongly encourages and welcomes the productive involvement of parents in all educational programs that serve students directly.

It is recognized and appreciated that parents are the first teachers of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the GOISD. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parents' participation that may include, but not be limited to:

- The development and review of instructional materials
- Input on the ways that the GOISD may better provide parents with information concerning current laws, regulations and instructional programs

- GOISD offerings of training programs to instruct parents how to become more involved in their child's education programs

Parents shall be offered substantial and meaningful opportunities to participate in the education of their children which includes involvement in:

- Planning, implementation, evaluation, and improvement of GOISD programs that provide direct services to students through participation on district teams, where appropriate
- Information regarding the child's achievement and progress
- Opportunities to enhance parents capacity to work with children in the home on school learning where appropriate and possible for GOISD programs
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies
- Ongoing communication between GOISD and parents
- Other appropriate activities (i.e. vocational or career fairs, parent sessions, etc.)

The GOISD conducts annual IEP meetings that include the sharing of student information and review of student progress in specific objectives and skills. The IEP meeting is also a good time to discuss any parental concerns. Parents are encouraged to attend scheduled IEP meetings. Parents or the teacher can request additional meetings or phone conversations throughout the school year. We strongly believe that student progress can be maximized and problems minimized with parents and teachers working closely together.

Parent Advisory Committee (PAC)

Parents are invited to participate in the GOISD Parent Advisory Committee (PAC). The PAC is intended to be a group of parents of children with special needs who act as an advisory body to the GOISD regarding the Plan for the Delivery of Special Education Programs and Services, help build a parent support network, and provide resources including trainings for parents within the GOISD.

By law, local school boards are to recommend parents of students with disabilities to the PAC and the GOISD Board of Education appoints the members based on the recommendations. Each district has one voting member on the PAC and the GOISD Board of Education attempts to ensure all categories of impairments are represented. If you are interested in this opportunity, please contact your local school administrator (where your student attends school) and provide a written statement of your interest in being recommended to the PAC.

Individuals with Disabilities

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

Procedural Safeguards (IDEIA)

As the parent of a student with a disability enrolled within a GOISD special education program you are entitled to receive a copy of "Procedural Safeguards for Parents of Students with Disabilities" under the Individuals

with Disabilities Education and Improvement Act. These procedural safeguards outline your rights and responsibilities as a parent involved with special education and are offered to you at least annually. If you would like a copy of this document or need assistance in understanding the provisions of IDEIA please contact the GOISD Special Education Office.

SECTION I – GENERAL INFORMATION

School Day

The GOISD Office is open from 8:30 am to 4:00 pm (ET) Monday through Friday. GOISD classroom programs follow the schedule of the school building they are housed in. There may be adjustments based on bussing needs. Parents will be notified when this occurs.

If a student is going to be late, parents must contact the classroom teacher by 9:00 a.m. so that we know your child is safe and a lunch can be ordered for them if needed. On half days, all students will be dismissed according to the building's schedule of where the classroom is located. **No afternoon medication or meal will be provided.**

Enrollment in the School and Classroom Assignment

GOISD center-based programs serve students identified with Cognitive Impairments (CI), Severe Multiple Impairments (SXI) and Early Childhood Developmentally Delays (ECDD). Students attending GOISD center based programs range in age from 2.5 years through 26.

Any student residing within one of the GOISD local school districts may be referred for services by the local school district. After extensive evaluation, an Individualized Educational Planning (IEP) meeting is held. If it has been determined by the IEP team that the resident district is not an appropriate placement, the student may be placed in a GOISD center based program. Specific teacher assignment is determined by the administration with input from staff and parents.

Each year an Individual Educational Plan (IEP) must be completed for each student. Parents, staff, and the student (if appropriate), will work together to plan a program of goals and objectives for the student. School placement is discussed at each IEP meeting, with the goal of placing students in the least restrictive environment with proper supports.

Reference *GOISD Center Placement Guidelines* for additional information.

Student Pick Up/Drop Off

Parents will receive a bus schedule with the pick-up and drop-off times listed. Students are to be escorted to and from the bus by a parent or designee. Students need to be prepared five minutes before scheduled pick-up time. If the drop off time changes more than ten minutes parents will be notified. Special circumstances may arise, but if no one is at home to escort the student and no communication has been made, they will be dropped off at the local police station and parents will be notified to pick their student up there. Student safety is our number one concern.

If there is a change in your child's daily schedule, notify the classroom teacher and the bus driver immediately. Phone numbers will be on the transportation schedule. Do not drop off your student before arrival time and do not pick up the student later than the normal dismissal time.

A student will be permitted to leave only with the parent, legal guardian, or person designated by the parent and listed on the emergency information form, signed by the parent. These procedures are designed specifically for the safety of your child.

Divorce often makes student custody confusing. Custody will be verified only through a written court document. An individual not specifically known to have custody will not be allowed to take a student from school without verified permission from the custodial parent. Should custody change, it is the responsibility of the custodial parent to immediately furnish the school with court papers documenting it.

Early Dismissal

No student will be allowed to leave school prior to dismissal time without being signed out from the classroom. If someone other than the parent is picking up a student, a written request signed by the parent must be given to the teacher. Students will only be released to a person whose name is on file which the parent has authorized on the student registration/emergency form. In other words, no student will be released to a person other than a custodial parent without written permission signed by the custodial parent.

Withdrawal from School

Any family who wishes to withdraw their child from the school should contact the GOISD Director of Special Education.

Student Records

The GOISD maintains many student records including both directory information and confidential information.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (eligible student) certain rights with respect to the student's educational record.

These rights include:

- The right to inspect and review the student's educational records within 45 days of the day the school receives a written request for access.
- The right to have reasonable requests concerning the interpretation of specific records honored.
- The right to request the amendment of the student's educational record that the parent or eligible student believes is inaccurate.
- The right to have the release of information contained in the student's education record be limited to:
 - Information authorized by the written consent of the parent/eligible student.
 - Release under certain limited circumstances as permitted under law, e.g., use by district personnel for legitimate education purposes.
- Each year the Superintendent shall provide public notice to students and their parents of the district's intent to make available, upon request, certain information known as "directory information". The Board designates student "directory information" as:
 - Student's name; address; date and place of birth; dates of attendance; date of graduation; awards received; school photographs or videos of students participating in school activities, events, or programs.

- Parents and eligible students may refuse to allow the district to disclose any or all of such “directory information” upon written notification to the district within 30 days after receipt of the district’s public notice.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of FERPA.
- The right to obtain a copy of the district’s FERPA policy and implementing procedures. In addition to the notice procedure described above, parents and eligible students may obtain copies of the FERPA policy at the GOISD Office or FERPA’s website at <http://www2.ed.gov/policy/gen/guid/fpco/index.html>.

If you have questions about your student’s educational records please contact the GOISD Director of Special Education.

Access to School Files and Records

Cumulative records are available for review by parent after a request has been made at least 24 hours in advance. The Director or designee may be present during the review. Interpretation of these records is the responsibility of the school.

Student records are confidential. Parents of students, eligible students, and persons designated in accordance with GOISD Board of Education Policy as representing the parents of children with disabilities, may inspect and review the student’s education records upon request.

Inspection of student records shall be consistent with Board of Education Policy. The GOISD may, without consent of parents or students, release a student’s permanent record file to:

- Other resident and intermediate school officials, including teachers, within the district who have a legitimate educational interest.
- The State Superintendent and subordinates, so long as the intended use of the data is consistent with the Superintendent’s statutory powers and responsibilities.
- Officials of other primary or secondary school systems in which the student intends to enroll, upon request of that district for the complete student record.
- Officials of the Michigan Department of Human Services investigating an abuse case when, in the judgment of those involved, disclosure to the parent could be a threat to the child’s health or safety.

School personnel may not reveal, in any form, to persons other than those listed above, any information contained in school records except:

- With written consent from the student’s parent (or the student, if eighteen years or older) specifying record to be released and to whom they are to be released; and
- In compliance with judicial order or orders of administrative agencies where those agencies have the power of subpoena (except in some child abuse cases, parents shall be notified of all such orders and the school’s compliance).

Parents or students, 18 years of age and not under the care of a guardian, have the right to review the contents of their or their child’s school records. They also have the right to challenge any school record if they believe that it is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student.

Parents who wish to challenge information in the student's school records shall first contact the GOISD Director of Special Education. If they are not satisfied with the outcome of the hearing with the school Director, they may contact the GOISD Superintendent; and, if they still are not satisfied, they may appeal to the GOISD Board of Education. In any case, parents may write a rebuttal to information contained in the child's school records. Such rebuttals will become part of the record.

Review of Instructional Materials and Activities

Parents have the right to review any instructional materials being used in the school. They also may observe instruction in any class. Any parent who wishes to review materials or observe instruction must contact the school office prior to coming to the school. Parents' rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

Meal Service

The GOISD center-based programs utilize the school building's food service. The free/reduced lunch form will be sent home at the beginning of each school year. Food will be served according to each student's dietary needs.

Fire, Lock Down and Tornado Drills

The school complies with all fire safety laws and will conduct fire drills in accordance with State law. Emergency procedures have been developed through consultation with our county disaster coordinator. Specific instructions regarding how to proceed will be provided to students by their teachers who will be responsible for safe, prompt, and orderly evacuation of the building. All students will be supervised and assisted. The alarm signal for fire drills is building specific.

Lockdown drills in which the students are restricted to the interior of the school building and the building is secured will occur a minimum of two (2) times each school year. The alarm system for a school lock down is different from the alarm system for fires and tornadoes.

Students will remain in the building in the event of a tornado watch. In case of a tornado warning (or actual tornado), students will not be released from school until we are notified that it is safe.

PLEASE DO NOT CALL THE SCHOOL WHERE THE GOISD CLASSROOM IS LOCATED FOR INFORMATION DURING A TORNADO THREAT. It is important that we keep the lines clear to receive incoming messages.

Emergency Closings and Delays

Snow, Ice, Fog or Inclement Weather

School closing announcements are carried on local radio and TV stations the day of closing. The GOISD center-based programs will be closed on the days that the school where the classroom is housed is closed.

Sometimes it is necessary to send students home after they have arrived at school due to severe weather or other catastrophic events. Every effort is made to alert the parent of this situation. No child is discharged without some contact having been made to individuals indicated on the student's emergency contact form.

Preparedness for Toxic and Asbestos Hazards

The GOISD relies on the school district where the program is located to address the concern for the safety of students and attempts to comply with all Federal and State Laws and Regulations to protect students from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction. A copy of the school district's *Preparedness for Toxic Hazard and Asbestos Hazard Policy* and asbestos management plan will be made available for inspection at the Superintendent's Office upon request.

Visitors

We request that you arrange a visit in advance. School programs, activities, field trips, absences, etc., may make it difficult to accommodate your wish to visit a particular classroom at certain times. At times, requests to visit may be denied by the administration in order to protect instructional time.

Guidelines for school visits:

1. All parent visitations are subject to the approval of the GOISD administrator who is charged by the Superintendent and the Board with the responsibility of guaranteeing the learning environment and privacy of students.
2. Parents desiring to visit a classroom shall make a request in writing to the administrator no later than 2 days prior to the date of the visit. The administrator should consult with the teacher and respond to the parent in a timely manner.
3. The administrator or designated representative shall accompany the parent on the visit if the parent so desire.
4. Visitors are required to check in at the school office prior to the start of the class that they wish to observe, and to follow individual school procedures for visitor sign-in, passes, escorts, etc.
5. Parents in classrooms are there as guests and are asked to behave as quiet observers of classroom activities, unless specifically requested otherwise by the classroom teacher. Visitors should arrive before the start of class and stay until the class is dismissed.
6. Except on special open house or visitation days arranged by the administrator, no more than 2 visitors shall be permitted in a classroom on any given day.
7. To protect the privacy of other students, the parents of a student are limited to 2 classroom visits per marking period, and agree to keep any information gained on the behavior or performance of other students strictly confidential.

8. Visitation shall not be allowed during tests or other student examination/evaluation.

9. Visits are for becoming acquainted with school instruction, programs, personnel, operation, and/or the facility. Parent shall refrain from giving directions or making evaluations of personnel or operating procedures during their visits. If a school visit leaves the parent with a concern, this concern should be discussed with the administrator.

10. Teachers are expected to use the time between classes for preparation, meetings with students, and discussion with colleagues. Visiting parents are to refrain from using the classroom observations for impromptu parent – teacher conferences either during or outside of class time. An appointment should be made with the teacher if the parent wishes to discuss their child's educational progress. Teachers shall refrain at all times from discussing the behaviors or achievement of other students with visiting parents.

11. Parents, who are registered sex offenders and wish to participate in their child's school activities, may be allowed on campus at the discretion and under the direction of the administrator. Conditions may be imposed, including but not limited to the following: must have prior permission, must check in, must have approved escort in building or at event, must leave premises immediately upon conclusion of business, and may not visit while school is in session.

Parents who fail to abide by these regulations or who intentionally disrupt the educational process of the class may be asked to leave and/or be denied permission for future visits. We encourage parents to visit/observe their students at school, but also work diligently to respect the continuity and integrity of instructional time.

All visitors will be expected to abide by the same code of conduct as indicated for students in this manual which includes self-respect, respect for others, respect for property, and appropriate behavior that allows everyone an equal opportunity to learn.

The administration has the right to prohibit entry, or to expel a person when there is reason to believe the presence of such person would be harmful to the well-being of the current students, staff or school operations.

SECTION II – STUDENT WELL BEING/HEALTH

Student safety is a responsibility of the staff. All staff members are familiar with emergency procedures such as fire, lock down and tornado drills; and accident reporting procedures. GOISD staff have been trained and certified in Crisis Prevention.

State law requires that all students must have an emergency medical card completed, signed by a parent and filed in the program classroom. A student may be excluded from school until this requirement has been fulfilled.

Students with specific health care needs should deliver written notice about such needs along with proper documentation by a physician, to the GOISD.

Illness/Injury

In the event that a student is injured or becomes ill while at school, the teacher will contact the parent and provide appropriate care until the parent arrives to pick up the child. The parent will be notified by the teacher and will receive a copy of the accident report form. Ultimately, medical treatment is the responsibility of the parent.

Emergency Information Forms are used to contact parents, relatives, or friends. It is not the purpose or design of the school to care for sick children. It is the responsibility of the parents to provide prompt transportation for the child who becomes sick or injured at school.

Based on your child's illness/symptoms, the program personnel may request that you pick up your child and/or keep your child home for observation/recuperation the next day. These symptoms include, but are not limited to the following:

- Temperature 100.0 (F) or greater
- Vomiting
- Two or more episodes of diarrhea
- Excessive stool
- Communicable diseases (chicken pox, strep throat, influenza, etc.)
- Increased or abnormal seizure activity
- Excessive surgical or post-procedural pain

Emergency Medical Authorization

The Board has established a policy that every student must have an Emergency Medical Authorization Form completed and signed by his/her parent in order to participate in an activity off school grounds. This includes field trips, spectator trips, athletic and other extra-curricular activities, and co-curricular activities.

The Emergency Medical Authorization Form is provided at the time of enrollment and the beginning of each school year. Failure to return the completed form to the school will jeopardize a student's educational program.

Required Forms

As required by law, the GOISD requires that a copy of the student's *birth certificate and up to date immunization record* is on file prior to starting school. In addition, every student's family is required to complete permission forms and registration/emergency contact information updates **annually**. These forms must be completed and on file with the school:

- Registration form, including emergency medical authorization, photo release, and transportation permission form.
- School lunch application form

If you have any questions regarding the annual registration process, please contact the GOISD office at 906.575.3438.

Emergency Information

Emergency information is kept on file in the office and classroom and is used to contact parents, relatives, or friends designated by you in the event that your child becomes ill or injured at school. It is extremely important that this information is kept up to date. You may call or stop by the office at any time to update the emergency information for your child.

Change of Address

Any time you have a change of address, telephone number, or place of work, be sure to **notify the teacher IMMEDIATELY**. This information is extremely important for transportation and emergency purposes.

Health

Medical Release

After a student has been admitted to either a hospital or psychiatric facility for 23 hours or longer, the student must have a medical release to return to school. The medical release should include a physician's restrictions and recommendations. Medical releases are mandatory, and the student will not be allowed to return to the GOISD center-based programs until one has been provided.

Head Lice

The school district will periodically conduct "head checks" to screen for head lice infestation. Designated school personnel trained to look for head lice will do this. If a student is found to be infested with head lice, or to have nits, he/she will be sent home for treatment and a notification letter will be transmitted to the parent. The student shall not be readmitted to school until the parent can show proof of an approved treatment. The parent must bring the student to school following treatment and the student must be nit-free upon return inspection at school. If the student is found to still have nits after returning to school, the parent must take the child home and treat again.

- All families are asked to report head lice cases to the school if found at home on any family member.
- In the event that a student has head lice, the parents of all classmates will receive a letter stating that head lice have been found in their child's classroom.
- All classmates of the student having head lice will be checked for lice or nits.

Medications

"Medication" includes prescription, non-prescription, and herbal medications, and includes those taken by mouth, by inhaler, those that are injectable, and those applied as drops to eyes, nose, or medications applied to the skin. The student's parent must provide the school with written permission and a written request to administer medications to their child. Written instructions from a physician, which include the name of the student, name of the **medication**, dosage of the **medication**, route of administration, and time the **medication** is to be administered to the student must accompany the request and be kept on record by the school. The parent request/permission and a physician's instructions for administration shall be renewed every school year.

If a student is to receive medication during school hours, the following procedures must be followed:

- The child's physician must provide written orders for medicine to be administered that include dosages and specific instructions and a telephone number where the physician can be contacted.
- The parent must provide written permission for the school to administer the medicine and a telephone number for contact in case of an emergency.
- Prescription medication must be sent to school in a container appropriately labeled by the pharmacy. All over the counter medication must be sent to school in original packaging.
- The parent is responsible to bring the medication to school in person. Two to four weeks of supply is recommended.
- GOISD administration will communicate with parents and physicians about any problems or effects of administering medication to students during school hours.
- Any unused medication unclaimed by the parent will be destroyed by the school personnel when a prescription is no longer to be administered or at the end of a school year.
- A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of day. This log will be maintained along with the physician's written request and the parent's written release.

Diapering and Toileting

It is the goal of the GOISD center-based programs to assist student's activities of daily living and allow them to become as functionally independent as possible.

Diapering

- Students will be checked/changed generally every 90 minutes or more frequently if warranted.
- Ideally, a same sex staff person will assist the student during diapering. However, gender make-up in classrooms varies, and may not always be possible. If parents have concerns, please contact the student's teacher.
- It is the parent's responsibility to provide diapers and other necessary personal hygiene supplies for their child while at school (wipes, extra pads). An additional set of clothes is also highly encouraged.

Toileting

- Communication and consistency are essential with toilet training success. Because of this, we ask parents for input and to try to be consistent with the student's home toilet training routine.
- Students are toileted according to their individual needs and schedules for the entire class.

Do Not Resuscitate (DNR) Orders

It is the policy of the Gogebic-Ontonagon ISD that all students are provided immediate first aid by trained personnel and 911 emergency rescue services when a medical crisis or life threatening episode, which may include cessation of spontaneous respiration and circulation, occurs at school.

However, with respect to students 18 years of age or older, if a "Do Not Resuscitate" order (DNR order) has been executed in accordance with the Michigan Do Not Resuscitate Procedure Act (MCL 333.1051 to MCL 333.1067) and submitted to the district, school personnel shall act in accordance with the order and refrain from medical interventions that are inconsistent with the specific order unless the district believes that a specific DNR order has been executed contrary to the wishes of the person covered by the order. The district reserves the right to review DNR orders and the surrounding facts and circumstances and make its own judgment as to whether it will honor a DNR order or petition for judicial review.

With respect to students under 18 years of age, if the parent executes a DNR order on behalf of his/her child, and submits it to the district requesting that the district honor the DNR order, the district shall administratively review the request to determine if the DNR order will be honored by the district. The review of DNR orders shall be based on the best interests of the student, the authority and interest of the person making the request, applicable laws and the welfare of the district. If appropriate, the district may seek judicial review of an order.

A DNR order is separate from other aspects of the student's care.

Homebound/Hospitalized Instruction

In accordance with MDE Rule R.340.1746, Homebound and Hospitalized services are provided under the following guidelines:

- Homebound services shall be initiated within 5 school days after verification, by a licensed physician, of a medical impairment which requires the eligible special education student to be confined to the home.
- Verification shall indicate the anticipated duration of the required confinement.

Hospital service shall be provided for eligible special education students who cannot attend school because of hospitalization for a physical or medical impairment. These services shall be initiated when determined medically feasible.

Control of Casual-Contact Communicable Disease and Pests

Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. The school's professional staff has the authority to remove or isolate a student who has been ill or has been exposed to a communicable disease or highly-transient pest, such as lice.

Specific diseases include: diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, and other conditions indicated by the Local and State Health Departments.

Any removal will only be for the contagious period as specified in the school's administrative guidelines.

Control of Non-Casual-Contact Communicable Diseases

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

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

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

SECTION III – ACADEMICS

Curriculum

GOISD's curriculum was created in cooperation with multiple center based programs throughout the State of Michigan. The curriculum project was supported and funded through the Michigan Association of Administrators of Special Education (MAASE) and its sub group, Supervisors of Low Incidence Programs (SLIP).

There are two levels of the GOISD Curriculum; Participation and Supported Independence. Both are aligned with the Michigan Curriculum Framework document.

Curriculum materials used include the Unique Learning System (aligned to the Common Core Standards).

Our preschool classrooms utilize curriculum that addresses preschool outcomes based on the Department of Education requirements.

Community Based Instruction/Field Trips

The GOISD believes many of the skills our students need to learn can best be taught in the community environment. For example, a local grocery store can become a "classroom" where students can learn functional reading skills as they use a shopping list, math and money concepts as they purchase items; appropriate social behavior as they push a shopping cart and wait in line; and many other skills that will be important to their everyday lives in the real world. In order to provide opportunities for students to practice skills in the community, part of program at the GOISD is centered on this concept.

Students from all ages participate in community experiences to work on specific functional objectives that are considered an important part of their Individual Educational Plan (IEP). Parental support plays a large role in ensuring the success of CBI activities. Parents may be asked to send a shopping list and money to school for student purchases at local stores and restaurants. In addition, a parent's role as "teacher" is certainly recognized, as parents can provide many additional experiences for their children within their community. Parents are asked to provide consent for the year via a permission slip given in the fall. Notification of trips will be given through individual classroom teachers.

Vocational and Adult Programs

We prepare students for the activities or jobs that they might be interested in after they leave school. Beginning at age 16, parents and school staff will develop a transition plan, which will be updated at each IEP. This plan guides the family and school staff, as well as the student, through steps to help them achieve their goals---what they would like to be doing when they leave school.

The GOISD incorporates activities that develop production skills, such as: assembly and disassembly, collating, sorting, packaging, shredding documents, recycling, plant care, etc. Students will be prepared to work in either continuous supervised work settings or community placements with intense, ongoing support to the student/employee.

Support Services

The GOISD has many professional staff that provides special services for our students.

Diagnostic Services are provided by our school psychologists, school social worker, behavioral consultant, and teacher consultant; whose responsibility is to assess and ensure eligibility requirements are met and to help provide information regarding present levels of academic and functional performance.

Speech & Language Services are provided by a team of speech and language pathologists that work directly with students and staff within individual classrooms providing a variety of language experiences and materials suited to meeting the varied communication goals of students. Picture Exchange Communication System, sign language, symbol systems, and augmentative communication devices are all a part of our program.

Physical Therapy (PT) is provided by our physical therapists, who assess the needs of students and carry out individual therapy prescription/treatment. In addition, the PT serves as a consultant to classroom staff, training them in proper exercising and positioning of physically involved students. The PT is assisted by physical therapist assistants (PTA). The PTs and PTAs deliver direct therapy but also train staff in procedures to be used in the classroom for maintaining a student's abilities or physical status.

Occupational Therapy (OT) is provided by Occupational Therapists whose responsibility is to assess students and develop and implement treatment plans, which are driven by selected IEP goals. The Certified Occupational Therapy Assistants (COTA) assist the OT. The OT and COTA carry out occupational treatment programs related to sensory-motor, fine motor, visual perceptual skills and activities of daily living. The OT and COTA consult with classroom staff and provide adapted equipment to integrate these attained skills into the student's daily routine.

Additional services provided are consultants for orientation and mobility; hearing impaired; vision impaired; transition; and assistive technology.

Support for GOISD students is provided by instructional paraprofessionals as mandated by State of Michigan Rules and Regulations.

Grades, Student Assessments and Progress Reports

GOISD's students participate in MI-Access. MI-Access is Michigan's alternate assessment system; designed for students with cognitive impairments who's IEP (Individualized Educational Program) Team has determined that MEAP assessments, even with accommodations, are not appropriate. MI-Access satisfies the federal *Individuals with Disabilities Education Act (IDEA)* as reauthorized in 2004 and the *No Child Left Behind Act (NCLB)* of 2001 that require all students with disabilities be assessed at the state level. This assessment is required for students ages 9-14 and age 17 (Grades 3-8 and grade 11).

In addition to state assessments, progress reports are completed 4 times a year on students' individual goals and objectives for students attending MOCI programs. The GOISD ECDD programs create progress reports 2 times a year. These reports are shared with parents via parent teacher conferences and/or a mailing home. When you have questions about your student's progress, please call the teacher. He/she will arrange a time to meet with you.

Students will not be required, as part of the school program or district curriculum, to submit to or participate in any survey, analysis, or evaluation that reveals information of a personal nature in accordance with Board policy and Federal guidelines.

Limited English Proficiency

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

Section IV – Student Activities

Physical Education and Sports

GOISD center-based programs promote student physical activity and participation as appropriate for each student's ability. This is done in several ways, for example, through the use of school fitness equipment, outside track, and movement breaks throughout the school day. Each class provides whole group physical education activities. Some activities may be provided in the community.

School Celebrations

Celebrations may include a Halloween costume parade, a holiday program, a Valentine's Day dance, and a graduation ceremony.

Classroom Social Activities

At times classrooms have special events (these may include special holiday or birthday parties). Please check with individual classrooms if you would like to send in "treats" for the celebration.

School Sponsored Clubs and Activities

Extra-curricular activities do not reflect the school curriculum, but are made available to students to allow them to pursue additional worthwhile activities such as recreational sports and the Special Olympics.

Non-School Sponsored Clubs and Activities

Non-school sponsored student groups may meet during non-instructional hours. Attendance is voluntary and the event will not interfere with school activities. All schools rules will apply regarding behavior and equal opportunity to participate. No non-district sponsored organization may use the name of the school.

SECTION V – STUDENT CONDUCT

Attendance

It is important for students to attend school each day as per compulsory school attendance laws. Before or on the day that a legitimate absence occurs, the parent shall contact the teacher (who will then contact the office) to request that their child be excused. If such a request is not received, the absence shall be considered unexcused. A determination of whether an absence is excused or unexcused will be made by the GOISD administration. As per district policy excused absences include:

- Illness (when frequent or prolonged absences occur a written statement from a physician may be requested)
- Extreme emergency or death in the family
- School related and approved activities

Notification of absence concern will be sent to parents according to the table below. Continued excessive absences could result in a meeting with the director and/or a truancy referral. A habitual truant can result in a hearing before a judge in a court of law and/or a report to local authorities concerning the lack of parental responsibility in providing proper care and supervision of a child.

Attendance Notification	Days Absent
1st letter of concern	10 absences
2nd letter of concern	15 absences
Meeting with Director – potential referral to Truant officer	20 absences

In cases where absences are due to an extended or chronic illness or health condition, modifications may be made to the notification schedule. Each case will be judged individually before a letter of concern is sent.

Preschool Students (Early Childhood Special Education Classroom Program)

Absences will be excused for such reasons as: illness of a child; appointments with doctors or other medical service providers; medical or other emergencies; serious illness or death of a family member; and/or other absences requested by the parent and approved by the program administrator.

The teacher or service provider will document the reason for the excused absence. Repeated consecutive refusals of non-classroom services by the parent will not be considered excused absences and affected hours will not be deemed “provided”. A parent meeting will be scheduled to address the issue resulting in a possible IEP amendment or change.

Tardiness: A student is considered tardy if they arrive after 9:00 am or if they arrive after 12:00 (noon) in the afternoon class. If a student is tardy three times it equals one absence.

Notification of Absence

Consistent attendance is essential to your child’s success in school. If your student is going to be absent, please call the classroom teacher as soon as possible and provide an explanation. If you know ahead of time that a student will be absent, a call or written note is requested. When you call the teacher, please leave the following information:

- Date
- Your Name
- Child's Name
- Reason for Absence

If you have not called the school, and your child is absent, you will receive a call checking to be sure that you know your child is absent.

Vacations during the School Year

Parents are encouraged not to take their child out of school for vacations. When a family vacation must be scheduled during the school year, the parents should discuss the matter with the Director to make necessary arrangements.

Electronic Attendance Policy

Teachers are the only individuals that will be allowed to take, input or record attendance. Substitute teachers will take attendance on paper and the teacher or office will enter the attendance the following day. The following attendance symbols are used for the GOISD classrooms:

- P = Present
- A = Absent (Excused)
- U = Absent (Unexcused)
- T = Tardy
- X = Not Scheduled (Early Childhood)

If a student has dropped or been added to a class, the special education office must be notified. If the system is down, the teacher will take attendance on paper and it will then be entered electronically as soon as the system becomes available.

Every week, the classroom teacher must sign and date their weekly attendance sheet. This is kept on file at the GOISD office.

Code of Conduct

General program and school rules/guidelines for student behavior are intended to maintain a safe environment that supports effective learning. It is the expectation that all students will respond positively to reasonable staff requests. In school, we will focus on:

- Self-respect
- Respect for others
- Respect for school property
- Appropriate behavior that allows everyone an equal opportunity to learn
- Good citizenship

GOISD recognizes and protects the individual and legal rights of student regardless of race, religion, sex, economic status, age or disability. Student conduct is under the jurisdiction of program/school staff at all times. The GOISD administrators have the authority to employ appropriate consequences for unacceptable student conduct in school, or on school property.

Dress Code

- Clothing should always be neat and clean.
- No clothing that displays drugs, alcohol, tobacco products, or that is obscene or offensive.
- See-through clothing materials are inappropriate.
- Midriffs should be covered at all times.
- No coats, hats, hoods, bandannas, or sunglasses allowed during the school day unless approved by the teacher.
- No baggy or intentionally torn pants. Pants are to remain around the waist. If pants tend to be loose and slip lower, a waist belt or suspenders must be used.
- Skirts, dresses and shorts should extend a thumb-length beyond the end of the longest fingertip when the arm is straight at the wearer's side.
- Dress must reflect modesty. No low cut shirts, dresses, tube tops, tank tops, muscle shirts, half shorts, short shorts, bare-back/halter tops, visible underwear, high-cut skirts or dresses.
- Footwear with a substantial sole is required (e.g. soft-soled slippers or flip-flops are inappropriate). Students in wheel chairs are exempt with approval from administration.
- Dress should be appropriate for the weather and outside activities.

It is also recommended to send in an extra change of clothing for students, so that in the event of soiling, parents will not be inconvenienced to pick up their child or drop off a change of clothing.

Student Behavior/ Discipline

Students with disabilities may exhibit inappropriate behaviors from time to time. On occasion, a student may, due to his/her inability to reason or understand the consequences of his/her actions, engage in behaviors that may present a danger to him/her or others. In these situations, specific procedures are used. These procedures are based upon the Crisis Intervention Programs developed by Cornell University and the Crisis Prevention Institute (CPI). These procedures require training.

GOISD procedures require the use of the least intrusive method(s) to address behavior issues whenever possible. If you would like to review the GOISD's restraint/seclusion procedures, or have questions regarding student discipline, please contact your student's classroom teacher.

It is important to remember that the school's rules apply going to and from school, at school, on school property, at school-sponsored events, and on school transportation. In some cases, a student can be suspended from school transportation for infractions of school bus rules. Ultimately, it is the director's responsibility to keep things orderly. In all cases, the school shall attempt to make discipline prompt and equitable and to have the consequence match the severity of the incident.

It is the responsibility of the GOISD staff to encourage appropriate behavior by giving students consistent, positive feedback and reinforcement. When inappropriate behavior occurs, a variety of informal techniques can be used to assist the student. In cases of chronic or severe behavior, a meeting with support staff, classroom staff and parents will be arranged to determine the necessary interventions.

Behavior management techniques may include restrictive measures but this will be addressed through a formal behavior plan that will include parent notification and consent.

Suspension and Expulsion

Suspension is defined as a temporary removal of the student from school. Suspension generally refers to a period of 1-10 days. For special education students, total suspensions cannot exceed an aggregate of ten (10) days in one school year without an IEP meeting called to determine if the student's placement is appropriate.

Authority to place a student on suspension rests with the GOISD administration. Students who may be a threat to themselves or to the well-being of others and who may not be able to benefit from instruction will be returned home by final decision of the student's IEP members. Recommendation for alternative placement may be made. Two types of suspension may be used at the GOISD.

1. **Suspension from School:** Students will not be permitted on school property for the length of the suspension.
2. **Emergency Removal:** When a student's actions pose a threat, he/she may be removed on an emergency basis for only as long as it is necessary to make arrangements to resolve the threat to safety. The GOISD administration will consider whether there is a need for follow-up, i.e. disciplinary procedures, meeting with parents, or convening an IEP meeting to review appropriate program placement.

Actions which may lead to suspension from the GOISD are the following:

- Acts against the law
- Acts against school rules
- Harmful or potentially harmful acts against individuals or property
- Disruptive behaviors detrimental to the school program

Procedures for suspension:

- Inform the student of specific reasons for suspension at their level of understanding
- Inform the parent by phone and in writing to indicate the necessary steps to affect the student's return.
- Notify transportation

Personal Property at School

The classroom teacher may decide appropriate equipment/property the student may bring to school. Items such as toys, records, radios, magazines, camera, etc. can be educationally relevant. In turn, these items may also interrupt the learning process for the student and others. Please check with the teacher before sending items. The school cannot be responsible for the loss or damage to these items. Your child's teacher will let you know about any special programs or "show and tell" types of activities where these items may be permissible.

School Related Laws

Smoking Regulations – Public Act 459 prohibits smoking and chewing tobacco on all school property. This law prohibits the use of tobacco products which can be inhaled, chewed or placed in a person's mouth. Violation of this law is a misdemeanor and punishable by a \$50 fine. Students who use tobacco products on school property may receive in-school consequences and may be reported to the authorities.

Communication Devices – It is against school policy for students to have communication devices (such as pagers, beepers, cellular phones, and two way radios) on during school instructional hours. If parents want

their child to carry such a device, please communicate this to the classroom teacher. However, the student will be asked to turn it off during the school day and keep it in a specified location.

Weapons, Arson and Criminal Sexual Conduct – Public Act 335 requires public schools to immediately suspend and begin expulsion proceedings on students who bring a dangerous weapon to school or commit arson or criminal sexual conduct in a school building or on school property. State law defines dangerous weapons as gun, dagger, dirk, stiletto, a knife with blade over 3 inches in length, a pocket knife opened by a mechanical device, an iron bar, or brass knuckles. If a student brings a weapon to school, police will be notified immediately and the student will be suspended until a Manifestation Determination Review (MDR) and IEP meeting can be convened.

Drugs, Narcotics, and Alcohol – Evidence of use, possession or delivery of alcohol, narcotics, stimulants, hallucinogens, depressants, or marijuana is an expellable offense in the State of Michigan and will result in disciplinary action up to and including expulsion from school and notification of the police. Parents and law enforcement agencies will be notified. Students will be suspended until a Manifestation Determination Review (MDR) and IEP meeting can be convened.

Bullying

It is the policy of the district to provide a safe and nurturing educational environment for all of its students.

This policy protects all students from bullying/aggressive behavior regardless of the subject matter of motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all “at school” activities in the district including activities on school property, in a school vehicle, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school’s control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

Any student who believes he or she has been or is the victim of bullying, hazing or other aggressive behavior should immediately report the situation to the school administration or the classroom teacher. Parents should report on behalf of their students who are unable to report themselves. Every student and parent is encouraged and every staff member is required to report any situation that they believe to be aggressive behavior directed toward a student. Every instance will be investigated by administration.

Sexual Harassment

Sexual harassment is a violation of an individual's civil rights and is not tolerated within the school setting, on school property or school transportation. Sexual harassment may include, but is not limited to verbal harassment or abuse, pressure for sexual activity, repeated remarks with sexual or demeaning implications, unwelcome touching, and sexual jokes. Students are expected to report the harassment to the classroom teacher.

Notification

Notice of this policy will be annually circulated and placed in the teacher, student and parent handbooks. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Parents of the alleged victims as well as of the alleged aggressors shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts of notice shall be kept in the investigation file.

To the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate authorities may be notified, depending on the nature of the complaint and/or the results of the investigation.

Implementation

The Superintendent is responsible to implement this policy, and may develop further guidelines not inconsistent with this policy.

This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the district reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

For further information on the procedure for these violations, contact the GOISD administration.

Non-Retaliation/False Reports

Retaliation of false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated. Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

Making intentionally false reports about bullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

Due Process Rights

Students with disabilities are entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act and the Americans with Disabilities Act.

Search and Seizure

Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under jurisdiction of the Board of Education if there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the health and safety of others. All searches may be conducted with or without a student's consent.

Section VI – Transportation

It is a priority of bus personnel to transport students safely and in an orderly manner. Student and parent cooperation when boarding and riding contributes to a safe and orderly environment. There may be times when students experience difficulties, either medical or behavioral, on the bus. Students, parents and GOISD staff are encouraged to communicate questions and concerns to the GOISD administration and Schilleman's Bus Service.

GOISD	906.575.3438
Schilleman's Bus Service	715.479.2565

Responsibilities of parents regarding transportation are:

- To ensure that their children are escorted to the bus on time for pick up and have an adult present at student drop-off.
- To provide necessary protection of their children going to and from the bus.
- To accept joint responsibility with the school authorities for proper conduct of their children while on the bus.
- To make reasonable effort to understand and cooperate with those responsible for student transportation.
- Depending on student's level of need, parents may be asked for assistance.

APPENDIX

Questions and Concerns

Parents, guardians and home supervisors are urged to contact the classroom teacher most directly involved with any concerns or questions they may have about their student's educational program. When a question arises, it is generally advisable to first make a contact with your student's teacher. If resolution is not reached, the GOISD administration should be contacted next. If there is still no resolution, the information should be shared with the GOISD Superintendent and Board of Education. Name and numbers can be found at www.goisd.org.

Commonly Used School Abbreviations

CBI	Community Based Instruction
CI	Cognitive Impairment
COTA	Certified Occupational Therapist Assistant
FERPA	Family Educational Rights and Privacy Act
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Educational Plan
LRE	Least Restrictive Environment
MET	Multidisciplinary Evaluation Team
MDR	Manifestation Determination Review
MOCI	Moderate Cognitively Impairment Program
OT	Occupational Therapist
PAC	Parent Advisory Committee
PLAAFP	Present Level of Academic Performance and Functional Performance
PT	Physical Therapist
PTA	Physical Therapist Assistant
SLP	Speech Language Pathologist
SXI	Severe Multiple Impairment

COMMUNITY TRANSITION RESOURCE INFORMATION INDEX

Michigan General Information, Dial 211

Advocacy and Support Groups

Citizens Alliance to Uphold Special Education, 517.886.9167, www.causeonline.org

Citizens Alliance to Uphold Special Education (CAUSE) is the Parent Training Information Center for the State of Michigan. CAUSE is a statewide non-profit coalition providing free information, referral, support, advocacy, and workshops to parents and professionals working with children with disabilities and special needs.

Community Advocates for Persons with Developmental Disabilities, 800.292.7851 or 906.932.4417, www.arcmi.org

Provides advocacy assistance to individuals with developmental disabilities and their families. Also provides information and referrals to community agencies, mental health programs and educational services.

Michigan Alliance for Families, 906.483.0442 or 800.552.4821, www.michiganallianceforfamilies.org

Provides resources, support and education for Michigan families with children who receive early intervention or special education supports.

Michigan Protection and Advocacy, Marquette Office, 866.928.5910, www.mpas.org

MP&A tries to answer any questions you may have relating to disability. They have experience in the following areas: discrimination in education, employment, housing and public places; abuse and neglect; Social Security benefits; Medicaid; Medicare and other insurance; housing, vocational rehabilitation; HIV/AIDS issues; and many other disability-related topics.

Superior Alliance for Independent Living (SAIL), 800.379.7245, www.upsail.com

Offer people with disabilities and their family members assistance in employment, housing, transportation, education/transition, accessibility, community support, and nursing home transition. Also provides peer support groups, assistive technology information and a recreation program.

Emergency Services

American Red Cross, 906.482.8085, www.redcross.org

Provides disaster relief, supports America's military families, health and safety training, and lifesaving blood.

Community Mental Health Crisis Line, 800.348.0032

Provides counseling/emotional crisis, suicide prevention and protective services.

Gogebic-Ontonagon Community Action Agency, 906.667.0283

Provides Head Start; financial, food, housing, transportation, and utility assistance; and senior citizen services.

Michigan Department of Human Services, 855.444.3911, www.michigan.gov/dhs

DHS provides families with support in financial assistance, food/nutrition education, healthcare, housing, childcare, Medicaid, protective services, transportation, and utility assistance.

Salvation Army, 906.482.3420 or 715.360.8563

Provides emergency assistance for food, clothing, and utilities to low income families or families in crisis.

Western UP Health Department, 906.884.4485 or 906.667.0200

Provides WIC, health care and women services.

Employment and Job Training Services

Goodwill Industries, 906.482.3680 or 906.932.4214, www.goodwillswmi.org

Goodwill's human resource programs help individuals define and achieve realistic career goals through the following rehabilitation activities: career assessment, career exploration and work evaluation, transferable skills analysis and substance abuse.

Highline Corporation, 100 Cary Road, Hurley, 715.561.4515, www.highlinecorp.org

Offers a wide range of services, programs and employment opportunities for individuals with disabilities.

Michigan Department of Human Services, Rehabilitation Services, 906.226.6578, Toll Free 800.562.7860, www.michigan.gov/dhs

Michigan Rehabilitation Services (MRS) helps Michigan residents with disabilities achieve employment and self-sufficiency.

Financial and Equipment/Supplies

Michigan Assistive Technology Loan Fund, 800.828.2714, www.michiganloanfunds.org

Provides low-interest loans for people with disabilities to buy assistive equipment and devices.

Michigan Integrated Technology Supports (MITS), 517.908.3930, mits.cenmi.org

The overall purpose of Michigan's Integrated Technology Supports (MITS) is to: provide information services, support materials, technical assistance, and training to local and intermediate school districts in Michigan in order to increase the capacity to address the needs of students with disabilities for assistive technology.

Community Mental Health, Family Support Subsidy Program, 906.884.4804 or 888.906.9060

Provides payments for families caring for children who have cognitive impairments, severe multiple impairments or autism, and meet income guidelines.

Mental Health Service

Community Mental Health, Wakefield, 888.906.9060, www.gccmh.org

Gogebic County Community Mental Health Authority provides a complete range of services for all children and adults of Gogebic County who have a serious emotional disturbance, serious mental illness, or developmental disability.

Copper Country Mental Health, Ontonagon, 906.884.4804, www.cccmh.org

Copper County Mental Health Authority provides a complete range of services for all children and adults of Ontonagon County who have a serious emotional disturbance, serious mental illness, or developmental disability.

Recreation

Special Olympics, 800.644.6404 or 906.229.5168, www.somi.org

The Special Olympics provides year-round sports training and athlete competition to children and adults with intellectual disabilities. Sports offered: skiing, cross country skiing, golf, gymnastics, power-lifting, volleyball, weightlifting, poly hockey, soccer, basketball, softball, and swimming.

Social Security

Social Security Administration, 800.772.1213, www.ssa.gov

Provides supplemental security income (SSI), which is a federal disability program that provides assistance to people with disabilities based on financial need.

Transportation

Gogebic County Transit, 906.932.2523

On-Tran, Ontonagon, 906.884.2006