MONTCALM AREA
INTERMEDIATE
SCHOOL DISTRICT

Special Education

2014-2015

Staff Guidelines

**Montcalm Area
Intermediate School District**

INTRODUCTION/PHILOSOPHY

The purpose of the booklet is to communicate procedures and guidelines to all special education staff.

DAILY SCHEDULE

The special education staff of MAISD work varied hours to meet the needs of our students. At the beginning of each school year, staff will be asked to complete a *Job Assignment Form (Appendix A)* so that each staff person's work hours are clearly defined.

GENERAL SAFETY

State law requires students & staff to wear eye protection in all situations subjecting them to possible eye injury. All staff are responsible for strict enforcement of these regulations.

BUILDING SECURITY

For security purposes, all doors in ISD buildings shall remain locked except for the front entrance. Staff will be issued a key card for entrance to the building.

All visitors and substitutes are required to sign in and wear a pass. Staff should question anyone who is not wearing proper identification. All visitors should seek approval from the building principal before visiting per Board policy.

ATTENDANCE

Teachers and para-educators should all be registered with PESG and should call in or log via computer, absences as soon as possible and prearranged absences should be submitted as far in advance as possible. Teachers are expected to have daily lesson plans available and a substitute teacher packet prepared which includes emergency medical information. Para-educators are expected to have a daily schedule of duties, including lunch and breaks, available for substitutes as well. Forms to be included in substitute folders are located in *Appendix B.* Each substitute must complete the sub survey and put in interschool mail to the Special Education Supervisor.

Staff not registered with PESG should call the appropriate administrative assistant to inform them of the absence. This absence will be on Google docs in the Staff Absence Book.

All classrooms need to enter attendance in PowerSchool either daily or hourly. Only certified staff or teacher substitutes can enter attendance.

CRISIS PROCEDURES

School Safety Legislation requires each school building to hold a number of fire, tornado and emergency drills throughout the school year. It is very important that all staff participate in these drills when in school buildings. Throughout the ISD, flipcharts are posted in classrooms to indicate appropriate crisis procedures. If you are uncertain of crisis procedures in any school building, enter a classroom as soon as a crisis is indicated. This will allow classroom staff to assist you in following building procedures.

DRESS CODE

All staff are expected to dress neatly and wear clothing that enables them to perform their job responsibilities. Staff working in local school buildings are expected to follow the local school district or building dress code.

Due to the nature of the classes at the Seiter Educational Center, work attire needs to be practical and functional. However, it is expected that all Seiter Educational Center staff will dress neatly and **professionally** as they represent MAISD to parents and the general public.

The following guidelines apply to Seiter Educational Center staff and staff working in local districts:
- No sweatshirts or T-shirts with inappropriate logos (i.e. suggestive language, tobacco, violence, alcohol, etc.).
- No crop tops, spaghetti straps, off-the-shoulder tops, or midriff exposure.
- No exposure of under garments, such as bras and underwear.
- *Blue* jeans are permissible on Fridays, provided they have no holes, not rolled, bleached, spotted, or tight.
- Shorts are permissible *April 1 – October 31,* provided they are mid-thigh or longer, hemmed edges, and not tight.
- Professional dress (no jeans) is expected for all IEPs, parent-teacher conferences, and any community outing when MAISD is represented.
- Supervisors may consult with individual staff members regarding inappropriate work attire.
- Secretarial staff will abide by the MAISD Central Office dress code.
- Trips will be the exception to wearing jeans/shorts.
- No flip flops at any time *(plastic thong type sandals).*

GRADES/PROGRESS REPORTS

Report cards &/or progress reports will be sent home during the week following the end of the marking period. *Quarter dates for Seiter Education Center are as follows:*

First Nine Weeks Ends: October 31, 2014   First Semester Ends: January 23, 2015

Third Nine Weeks Ends: March 27, 2015   Second Semester Ends: June 27, 2015

SCHOOL CALENDAR

Each of the seven local school districts within MAISD creates a separate calendar. The ISD school buildings also create calendars. The school calendars available prior to the printing of these guidelines can be found in *Appendix C*. These are subject to change depending upon the number of inclement weather days.

HEALTH PROCEDURES

The Health Care Plan notebooks are updated at the beginning of the school year to reflect any changes in enrollment that may have occurred during the summer. The plans are revised by the school nurse on their anniversary date or sooner if a student's health status changes*. It is the responsibility of the teacher or bus driver to destroy the old plans when a new one has been submitted*. This notebook and the emergency information cards, should be in a prominent place in the classroom and also taken on field trips.

POSITIVE BEHAVIOR INTERVENTION SUPPORT PLANS

Each ISD classroom must maintain a notebook of up to date Positive Behavior Intervention Support Plans (PBISP). The notebook should be located near the Health Care Plan notebooks. All PBISP's should be individualized to meet the unique needs of each student, should be developed by a trans disciplinary team, and must be reviewed and revised at least annually. These forms are available at: www.maisd.com.

MOVIES

All movies shown should be connected to the curriculum. The Seiter Education Center has obtained an Annual Performance License to show movies at school. The following companies are included in the license:

Walt Disney Pictures	Columbia Pictures	Warner Brothers
United Artists	Sony Pictures	A Viacom Company
Metro Gold Meyer	Miramax	Touchstone Pictures
Lions Gate Films	The Star Pictures	DreamWorks Pictures
Hollywood Pictures	Universal	

SPECIAL EDUCATION PROCEDURES

Data Collection: Each special education staff member providing direct service to students must collect data on student goals and objectives and behavior plan goals. This data should be collected in conjunction with the classroom teacher on a regular basis (daily, weekly or bi-weekly).

Invitation: Each special education case manager should contact the appropriate administrator 3 weeks prior to arrange the following meetings: IEPs, REEDs, METs and FBA/BIP. Case managers should then complete the invitation checklist located in the Procedural Guidebook. *The location of the Procedural Guidebook is noted in Appendix D.* To reduce postage, please send the invitation letters home with the student with a copy of Parent Procedural Safeguards if a change of placement will be discussed.

Attendance: Those attending special education meetings, such as IEPs, REEDs, METs and FBA/BIP meetings, must be prepared to share the following data to discuss:
*Former Assessment results, if available
*Documentation of progress on IEP goals and objectives (This includes academic and behavioral data.)
*Student work samples, if appropriate
*Current assessment results (standardized assessment, state or district wide assessment, transition assessment, etc.)
*Extended School Year forms, if applicable
*Assistive Technology Assessment (SETT Framework: *Appendix E,* if applicable)
*Request for non-mandated aide, if applicable (*Appendix E*)
Program administrative assistants will disseminate all invitations following submission of the checklist.

ASSISTIVE TECHNOLOGY ASSESSMENT

Appendix F offers two assessment alternatives for the use of assistive technology. Staff interested in purchasing assistive technology to address a student's special needs must convene the IEP team and complete an assistive technology assessment and produce data with regard to the effectiveness of tools tried. After data is collected and a tool is chosen, the item may then be added to the student's IEP as a supplementary aid or service.

LESSON PLANS

Each certified staff member providing direct service to students must create lesson plans. These lesson plans must be submitted to the assigned special education supervisor in electronic format by sharing the plans as a Google document, unless otherwise agreed upon. Lesson plans are due each Monday. Lesson plans must include the following information:

*Date
*Day
*Time
*Name of Activity or Content Area
*Standards from curriculum (Essential Elements)/Common Core Standards
*IEP Goals and Objectives
*Explanation of lesson implementation – step by step format
*Student assessment (an indication of assessment that was completed to drive instruction from week to week.)
*Para-educator responsibilities

PROCEDURES FOR DEALING WITH CHALLENGING BEHAVIORS

Students that exhibit challenging behaviors on a regular basis must have a Functional Behavior Assessment (FBA) which results in the creation of a Positive Behavior Intervention Support Plan PBISP. MAISD forms for the creation of each are located within the Staff Guidelines for Functional Behavior Intervention and Positive Behavior Intervention and Support Planning. When students exhibit highly disruptive or aggressive behaviors, a Crisis Response Plan will be developed by the transdisciplinary team which outlines a continuum of supportive strategies in an effort to de-escalate the student, keeping them and others safe and maintaining the fidelity of the learning environment.

Each MAISD special education staff member is trained using the Non-Violent Crisis Intervention Model offered yearly by trainers of the Crisis Prevention Institute. The Model uses the following strategies of intervention: 1. Staff being Supportive 2. Staff being Directive 3. Staff intervene with a Team Approach 4. Staff and Student Review Behavior, Rebuild Relationships, and Revise a Plan. The manual, Staff Guidelines for Positive Behavior Support Systems: Seclusion and Restraint out lines acceptable practice for the use of seclusion and restraint.

Standards set by the Michigan Department of Education and MAISD indicate that Seclusion and/or Restraint of students are to be used as a last resort. Specific guidelines for intervention, seclusion and restraint are located in *Appendix G – Standards for Seclusion and Restraint.*

STATEWIDE ASSESSMENT ADMINISTRATION

It is very important that each student is assessed and that they are assessed at the appropriate grade level.

Every public school is required to assess all students, using the appropriate statewide assessment authorized by the Michigan Department of Education (MDE).
If a student's Individualized Education Program (IEP) determines it is not appropriate for the student to participate in the general state assessments.

MEDICAID BILLING

Medicaid billing is required of all special education staff, however, all scripts for a student must be on file in order to bill for Medicaid. Medicaid billing is done using the Easy IEP on line system. Easy IEP offers on line training and tip sheets to assist with Medicaid billing questions. Each case manager for a student requiring personal care services must log into the service log approval wizard on Easy IEP to complete supervisor logs. Personal care service logs will not be released until this procedure is completed, so it is very important to be diligent in this task. The Personal Care Worksheet (*Appendix I*) can be used as a tool to record services provided. Services recorded on this form can then be recorded in Easy IEP.   All MAISD special education staff are **required to complete their monthly Medicaid billing by the 15th of the following month for which they are billing**.

Staff Guidelines Appendices

2014-2015
JOB ASSIGNMENT(S)
& SCHEDULED HOURS

Employee   _____   Date _____

Employee Number   _____

Building Assignment:_____

Job Assignment(s):   _____ Para Educator (Classroom _____)

_____ Interpreter

_____ Bus Driver

_____ Para Educator (Bus _____)

_____ Substitute Bus Driver

_____ Substitute Para Educator (Bus)

_____ Paraprofessional

_____ Administrative Assistant/Custodian

Daily Scheduled Hours: AM   _____

Duty-Free Lunch   _____

PM   _____

Total Hours Scheduled Per Day: _____
      (Daily absences will be based on these hours for the remainder of the school year.)

Employee Signature: _____

Supervisor Signature: _____

2014-2015
JOB ASSIGNMENT(S)
& SCHEDULED HOURS

Employee   _____   Date _____

Employee Number   _____

Building Assignment: _____

Job Assignment(s):   _____ Teacher   Classroom: _____

                             _____ Ancillary Staff   Districts:_____

Daily Scheduled Hours: AM   _____

                             Duty-Free Lunch   _____

                             PM   _____

                             Planning Time   _____

Total Hours Scheduled Per Day: _____
        (Daily absences will be based on these hours for the remainder of the school year.)

Employee Signature: _____

Supervisor Signature: _____

Appendix B – Substitute Folder Forms

Thank you for agreeing to substitute teacher in this Special Education Classroom. Enclosed is some very important information regarding the classroom that you will be working in. Please take time to review the enclosed information before the students arrive.

Your time for the day is _____ am to _____ pm.

The students will be in the classroom from _____ am to _____ pm.

Your lunch time is from _____ to _____ .

You can put your coat and any other items _____ .

The classroom Para-educators are _____

_____, _____

_____, _____.

Also in the classroom: (Please list staff name and title)

_____, _____

_____, _____

_____, _____

_____, _____

The phone number to this classroom is _(_____)_____-_____. The classroom teacher is

_____.

Daily Routine

Specific lesson plans for the day can be found _____.

Attendance

Please take attendance when the class arrives. The attendance book is located _____.

Behavior Plans

Please review any behavior plans for students in the classroom. Behavior Plans are located

_____.

Students in the classroom with Behavior Plans include:

_____

_____

Health Care Plans

Any children with specific health care needs have a health care plan. Health Care Plans are located

_____.

Students in the classroom with Health Care Plans include:

_____

_____

Incident Reports

If an adult or a student is injured during the day, please complete an incident report. A blank report is enclosed. Please leave this contact the Program Supervisor immediately.

Phone Use

To use the classroom phone, dial _____.

Confidentiality Guidelines

Information regarding all children is of a confidential nature and should be treated as such. Information should be shared only with appropriate staff.

Discussion regarding students should be done professionally and in a positive manner privately. Information regarding students should not be shared with anyone outside of the classroom.

Substitute Teacher Report

Your Name: _____

Classroom Teacher's Name: _____

Date: _____

Please take a few minutes to review the day in writing for the classroom teacher.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Substitute Teacher Survey

Your Name: _____

Classroom Teacher's Name: _____

Date: _____

Please complete the survey below and return to

_____.

Please circle Yes or No after reading each question.

1. Were you able to locate the substitute folder easily?   Yes   No

2. Were the lesson plans easy to follow?   Yes   No

3. Was all needed information contained in the substitute folder?   Yes   No

4. Would you like to substitute in this classroom again?   Yes   No

5. What was most helpful to you?

Comments:

_____

_____

Additional Comments:

_____

_____

_____

_____

_____

Thank you for completing this survey. Please return this form via interschool mail in the envelope provided.

Thank you for agreeing to be substitute para-educator in this Special Education Classroom. Enclosed is some very important information regarding the classroom that you will be working in. Please take time to review the enclosed information before the students arrive.

Your time for the day is _____ am to _____ pm.

The students will be in the classroom from _____ am to _____ pm.

Your lunch time is from _____ to _____ .

You can put your coat and any other items _____ .

The classroom teacher is _____.

Also in the classroom: (Please list staff name and title)

_____, _____

_____, _____

_____, _____

_____, _____

The phone number to this classroom is _(_____)_____-_____. The para-educator that you are replacing

is _____.

<p align="center">Incident Reports</p>

If an adult or a student is injured during the day, please complete an incident report. A blank report is enclosed. Please leave contact the Program Supervisor immediately.

<p align="center">Phone Use</p>

To use the classroom phone, dial _____.

<p align="center">Confidentiality Guidelines</p>

Information regarding all children is of a confidential nature and should be treated as such. Information should be shared only with appropriate staff.

Discussion regarding students should be done professionally and in a positive manner privately. Information regarding students should not be shared with anyone outside of the classroom.

Substitute Para-Educator Survey

Your Name: _____

Classroom Teacher's Name: _____

Date: _____

Please complete the survey below and return to

_____.

Please circle Yes or No after reading each question.

1. Were you able to locate the substitute folder easily?   Yes   No

2. Were the sub plans easy to follow?   Yes   No

3. Was all needed information contained in the substitute folder?   Yes   No

4. Would you like to substitute in this classroom again?   Yes   No

5. What was most helpful to you?

Comments:

_____

_____

Additional Comments:

_____

_____

_____

_____

Thank you for completing this survey. Please return this form via interschool mail in the envelope provided.

CARSON CITY – CRYSTAL AREA SCHOOLS
2014-2015 Calendar (DRAFT)

August 22nd	New Teacher Orientation	
August 25 -27th	Professional Development Days (2.5 days)	
Aug. 28th	Teacher Flex Day	
Aug. 29th - Sept. 1st	No School/Labor Day Weekend	
September 2nd	First Day for Students	
September 24th	Early Release at 12:45 – Staff In-service 1:00-4:00 PM	
October 22nd	No School – ½ Day Parent-teacher conferences	
October 31st	No School – Professional Development (3.5 days)	End of 1st Quarter (42 days)
November 19th	Early Release at 12:45- Staff In-service 1:00-4:00 PM	
November 27th – 28th	No School-Thanksgiving Break	
December 19th	Last Day before Christmas Break	
January 5th	School Resumes	
January 15th	½ day students (release at 11:45)/Full Day Teachers	
January 16th	½ day students (release at 11:45)/Full Day Teachers	End of 1st Semester (43 days)
January 28th	Early Release 12:45 – Staff In-service 1:00-4:00 PM	
February 13th	Early Release at 12:45 –Staff In-service 1:00-4:00 PM	
February 16th	No School *Snow Make Up Day	
February 22nd	No School-Professional Development (4.5 days)	
March 25th	Early Release at 12:45 – Staff In-service 1:00-4:00 PM	
March 27th	End of Third Quarter (48 days)	
April 3rd	No School – Good Friday	
April 6th-10th	No School – Spring Break	
April 13th	School Resumes	
April 22nd	Early Release at 12:45 – Staff In-service 1:00-4:00 PM	
May 20th	Early Release at 12:45 – Staff In-service 1:00-4:00 PM	
May 22nd	No School - *Snow Make Up Day	
May 25th	No School – Memorial Day	
June 4th	½ day students (release at 11:45)/Full Day Teachers	
June 5th	½ day students (release at 11:45)/Full Day Teachers	Last day for Students & Staff
June 7th	Graduation – 4 PM	

Teacher Days   181
Student Days   175
PD Days   4.5 (plus 7 hours for technology professional development after school segments)
*Calendar adjustments will be made as necessary for make-up days.

School Calendar for 2014-2015
Central Montcalm Public Schools

August

Thursday	21	New teachers professional development
Friday	22	New teachers professional development
Monday	25	Welcome – work day
Tuesday	26	All teachers – Professional development
Wednesday	27	All teachers – Professional development

September

Monday	1	No classes – Labor Day
Tuesday	2	First Day of School (Classes All Day—All buildings)
Friday	26	"Homecoming Game" Varsity Football vs. Newaygo

October

Wednesday	1	Pupil Count Day
Monday	13	Professional Development – Early release—All buildings
Tuesday	14	Professional Development – Early release—All buildings
Friday	24	"Pink Out" game Varsity Football vs. Lakeview
Friday	31	End of marking period – Early release—All buildings

November

Friday	7	CME/UE/MS conferences; HS PD – Early release—All buildings
Thursday	27	No classes – Thanksgiving Holiday
Friday	28	No classes – Thanksgiving

December

Monday	22	No classes – Christmas recess begins

January

Monday	5	Classes resume
Thursday	15	End of marking period
Friday	16	No classes – Records day

February

Wednesday	11	Pupil Count Day
Monday	16	Professional Development – Early release—All buildings
Tuesday	17	Professional Development – Early release—All buildings

March

Monday	5	Professional Development – Early release—All buildings
Tuesday	6	Professional Development – Early release—All buildings
Friday	20	End of marking period – Early release—All buildings

April

Friday	3	No classes – Good Friday
Monday	6	No classes – Spring recess begins
Monday	13	Classes resume

May

Monday	25	No classes – Memorial Day

June

Monday	1	Last day for students – Early release—All buildings
Tuesday	2	Last day for staff – Full Work Day

2014-2015 GREENVILLE PUBLIC SCHOOLS CALENDAR

18-22 New Staff Report
26- ½ PD Day, ½ Teacher Work
27- ½ PD Day, ½ Teacher Work
28-29 Non-Report Day

ALL PD DAYS 7:30 am to 3 pm
Staff Days- 2
Student Days- 0

AUGUST '14

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

SEPTEMBER '14

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1   Labor Day
2   First Day for Students

Staff Days- 21
Student Days- 21

13   PD Day
14   Sec. Conferences 6-8 pm
15   Sec. Conferences 6-8 pm
31- End of Sec 1st MP

Staff Days- 23
Student Days- 22

OCTOBER '14

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER '14

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

21 End of Elem Trimester 1
26,27,28 Thanksgiving Recess

Staff Days-17
Student Days- 17

3,4,5- Elem Half Days
3   Ele Half Day, Ele Conf 5-8 pm
4   Ele Half Day, Ele Con 1-4, 5-8
5   Ele Half Day
Dec 22-Jan 2 Winter Recess

Staff Days- 15
Student Days- Sec.15 and
Elem. 12 Full, 3 half

DECEMBER '14

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY '15

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5   School Resumes
22,23 Sec Half Days/Exams
23 End of Sec 2nd MP

Staff Days-20
Student Days- Sec.18 Full and 2
Half, Elem. 20

9   PD Day

Staff Days-20
Student Days- 19

FEBRUARY '15

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH '15

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

5 End of Elem Trimester 2
6   PD Day
27 End of Sec 3rd MP

Staff Days- 22
Student Days- 21

3-10   Spring Break

Staff Days- 16
Student Days- 16

APRIL '15

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY '15

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1   PD Day
25   Non-Report Day

Staff Days- 20
Student Days- 19

4,5 Sec Half Day/Exams
5 Elem Half Day/ Last Student Day
5- End of Year Celebration and
**End date of school year is variable
and may be changed due to inclement
weather make up. **
Staff Days- 5
Student Days- Sec 3 Full, 2 Half,
Elem 4 Full and 1 Half

JUNE '15

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY '15

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2014-2015 School Year
Returning Staff: 181 Days
(New Staff 186 Days)
Student Days: 175 Days (171 Full
Days and 4 Half Days)
Student Day:
Elem- 8:50 -3:45
MS- 7:30-2:25, HS- 7:35-2:30

Lakeview Community Schools 2014-2015

JULY 2014

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2 Last Day of Winter Break
5 School resumes
7 Early Release Day
21 Early Release Day

JANUARY 2015

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST 2014

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

26 District PD Day #1

4 Early Release Day
11 LCS Spring Count Day
25 Early Release Day, Conferences (HS, MS, ELE)
27 Mid-Winter Break *

FEBRUARY 2015

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

SEPTEMBER 2014

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 Labor Day
2 First Student Day
24 Early Release

6 Full PSD Day, No Students *
 DPPD #3
11 Early Release Day
25 Early Release Day

MARCH 2015

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
28	30	31				

OCTOBER 2014

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 LCS Fall County Day
8 Early Release Day
13 Full PSD Day, No Students
 DPPD #2
22 Early Release Day

3 Good Friday
6-10 Spring Break
13 School Resumes
22 Early Release Day

APRIL 2015

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

NOVEMBER 2014

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

12 Early Release Day
26 Early Release Day
27 Thanksgiving Break
28 Thanksgiving Break

6 Early Release Day
20 Early Release Day
25 Memorial Day
31 Graduation, 1pm

MAY 2015

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

DECEMBER 2014

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

10 Early Release Day
22 First Day of Winter Break (Dec 22-Jan 2)

4 Last day of school
 Early Release Day

16 Early Release
159 Full Days
180 Staff Days
*(Potential Makeup Day)

JUNE 2015

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Montabella Community Schools

2014-2015 School Calendar

August 2014

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31			T:2			

September 2014

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
S:21		T:21	23			

October 2014

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
S:22	43	T:22	45			

November 2014

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	S:17	60	T:18	63		

December 2014

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
S:15	75	T:15	78			

January 2015

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
S:18	93	T:19	97			

February 2015

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
	S:20	113	T:20	117		

March 2015

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
S:20	133	T:20	137			

April 2015

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
S:16	149	T:16	153			

May 2015

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	S:19	168	T:19	172		

June 2015

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
S:6	175	T:7	179			

- Aug 27: Open house 4:30-6pm
- Jan 23: work day moved to 22nd if flex day not used.
- Jan 23: 2 hours of PD, work day
- Additional 2 hours of PD, to be arranged by building

	Legend				
🟥	School Closed/ Holidays	⬛	Teacher PD (7:30am-3:30pm)	🟦	Flex Day
🟨	½ day; PD till 5:30pm	🟩	First and Last Day of School	🟧	Semester End
🟦	PT Conferences	🟪	Teacher Work Day		

Tri County Area Schools Calendar
2014 - 2015

Monday	August 25	New Teacher Orientation
Tuesday	August 26	Teachers' First Day & Professional Development
Wednesday	August 27	Professional Development Day
Tuesday	September 2	First day for students
Monday	October 6	P/T Conf – HS/MS 4:30-7:00 pm
Tuesday	October 7	P/T Conf – Elem 4:30-7:00 pm
Wednesday	October 8	P/T Conf – HS/MS – 3:30-6:00 pm
Thursday	October 9	P/T Conf – Elem 3:30-6:00 pm
Friday	October 10	No School for Students – P/T Conferences*
		*All Buildings 8:00-10:30 am
Monday	October 13	No School for Students – PD Day
Friday	October 31	End of First Quarter
Wednesday	November 26	No School – PD Day
Thursday/Friday	Nov. 27 & 28	Thanksgiving Break
Monday	Dec 22-Jan 2	Christmas Break
Monday	January 5	School Resumes
Friday	January 23	End of First Semester
Monday	February 9	No School for students – PD Day
Tuesday	March 3	P/T Conf – HS/MS 3:30-6:00 pm, Elem 4:30-7:00 pm
Thursday	March 5	P/T Conf – HS/MS 4:30-7:00 pm, Elem 3:30-6:00 pm
Friday	March 6	No School for Students – P/T Conferences*
		*All Buildings 8:00-10:30 am
Friday	March 27	End of Third Quarter
Friday	April 3	No School - Good Friday
Monday	April 6 - 10	Spring Break – No School
Monday	April 13	School Resumes
Thursday	May 21	Graduation – Class of 2015
Monday	May 25	Memorial Day – No School
Friday	June 5	Last Day for Students
Monday	June 8	Teacher Records Day

Vestaburg Community Schools   2014-2015

August
- 11-21   Kindergarten Boot Camp (Monday-Thursday)
- 18-22   Band Camp
- 25   K-12 Professional Development Day 8:00 AM – 3:00 PM (includes Support Staff)
- 26   K-12 Work Day 8:00 AM-3:00 PM   K-12 Open House 4:00-6:00 PM (Teacher Attendance Required)
- 27   K-12 Professional Development Day 8:00 AM – 3:00 PM

September
- 1   Labor Day ~ No School
- 2   11 AM Release (½ Day) First Day for Students ~ Teacher Record Day in PM
- 9   1 PM Release ~ PD 1-3 PM ~ Staff Meeting 3-3:30 PM

October
- 3   Homecoming
- 8   NHS Induction 7:00 p.m.
- 14   1 PM Release ~ PD 1-3 PM ~ Staff Meeting 3-3:30 PM
- 22   Middle School Activity Afternoon 3-4:20 PM
- 31   End of 1st Marking Period

November
- 7   Fall Fun Fest 6:00-8:00 PM
- 12   K-12 Parent-Teacher Conferences 5:00-7:30 PM
- 13   11 AM Release (½ Day) ~ K-12 Parent-Teacher Conferences 1:00-4:00 PM & 5:30-7:30 PM
- 14   No School
- 26   1 PM Release ~ Staff & Students released at 1:00 PM
- 27-28   Thanksgiving Break

December
- 4-6   School Play 7:00 PM
- 9   1 PM Release ~ PD 1-3 PM ~ Staff Meeting 3-3:30 PM
- 11-12   PTO Holiday Store
- 12   Middle School Holiday Dance 5:00-7:00 PM
- 17   Holiday Music Program – Elem. 6:00 PM, MS & HS 7:30 PM
- 19   Last day of school before Winter Break ~ Full Day
- 20   Winter Break Begins

January
- 5   Classes Resume
- 13   1 PM Release ~ PD 1-3 PM ~ Staff Meeting 3-3:30 PM
- 20   1 PM Release ~ HS Exams PD 1-3 PM
- 21   1 PM Release ~ HS Exams End of 1st Semester Teacher Record Day in PM

February
- 9   K-12 Professional Development Day 8:00 AM – 3:00 PM (County Wide)
- 10   1 PM Release ~ PD 1-3 PM ~ Staff Meeting 3-3:30 PM
- =11   Middle School Activity Afternoon 3:00-4:20 PM

March
- 6   No School (May be used for student or PD Make-Up)
- 10   1 PM Release ~ PD 1-3 PM ~ Staff Meeting 3-3:30 PM
- 20   Daddy/Daughter Dance 6:00-8:00 PM
- 25   End of 3rd Marking Period

April
- 3   Good Friday ~ No School
- 6-10   Spring Break
- 13   Classes Resume
- 14   1 PM Release ~ PD 1-3 PM ~ Staff Meeting 3-3:30 PM
- 22   Middle School Activity Afternoon 3:00-4:20 PM

May
- 1   1 PM Release ~ Elementary Carnival 6:00 PM-8:00 PM
- 2   Prom
- 7-9   School Play 7:00 PM
- 12   1 PM Release ~ PD 1-3 PM ~ Staff Meeting 3-3:30 PM
- 20   Music Program – Elem. 6:30, MS & HS Immediately after Elem.
- 21   Senior Night 6:30 PM
- 22   Last Day for Seniors
- 25   Memorial Day ~ No School for Students & Staff
- 31   Graduation – 2:00 PM

June
- 2   1 PM Release ~ HS Exams Teacher Record Day in PM
- 3   1 PM Release ~ HS Exams End of 2nd Semester Teacher Record Day in PM
- 4-5   Possible Make-Up Days
- 8-12   Possible Make-Up Days

Teacher Day:
EL ~ 7 hours 20 minutes
HS/MS ~ 7 hours 20 minutes

Student Day:
EL ~ 7:55 AM-2:55 PM (7 hours)
HS/MS ~ 8:00 AM-3:00 PM (7 hours)

Total Hours:
EL ~ 1112.48
HS/MS ~ 1111.15

Needed Hours: 1098

Extra Hours:
EL ~ 14.48
HS/MS ~ 13.15

Full Days
EL ~ 393 minutes
HS/MS ~ 393 minutes

1 PM Release Days
EL ~ 278 minutes
HS/MS ~ 273 minutes

11 AM Release Days
EL ~ 185 minutes
HS/MS ~ 180 minutes

Total Student Days:
EL ~ 175
HS/MS ~ 175
(173 Full, 14 1:00 PM Releases, 2 11 AM Releases)

PD Days:
3 ~ Full Day (8 AM-3 PM)
9 ~ 1-3 PM
         Total = 37.5 hours

Work Days: 1 full on Aug. 26
PM Curriculum/Record Days: 5

Total Work Days:
EL ~ 176
HS/MS ~ 176

Appendix D – Location of the Special Education Procedural Guidebook

The Special Education Procedural Guidebook is located on the www.maisd.com website.

To access the Procedural Guidebook:

1. Click on the "Special Education" tab at the top of the screen.
2. On the left hand side of the screen click on "Monitoring and Compliance".
3. Under "Monitoring and Compliance", click on Guidelines.
4. Under "Guidelines", click on Procedural Guide.

The Guidebook is available in sections by topic.

Many other guidelines are also located under the "Guidelines" tab.

Appendix E – Request for non-mandated aide

Initial Referral- SIBS Observation Team Process

1. Case manager will complete SIBS packet (rubric, demographic form, teacher concerns, student schedule).

2. Case manager will submit SIBS packet to program supervisor.

3. Program supervisor will submit SIBS packet to SIBS team leader (Derek Cooley).

4. SIBS team will conduct pre-observation meeting with parent/teachers to review concerns (pre-observation discovery interview).

5. SIBS team will complete observation schedule.

6. SIBS team will complete observations of student.

7. SIBS team members will submit individual reports (narrative summary report, graphs) to SIBS team leader (Derek Cooley).

8. SIBS team will meet to create/discuss final report and recommendations.

9. SIBS team will meet with parents to review report, findings.

10. SIBS team member will attend IEP meeting of referred student to present final report and recommendations.

Activity-Based Implementation and Evaluation Plan
Student's Name: _____ **Date:** _____

Planning and Implementation Team Members:

_____

_____

Process for Developing Collaborative Implementation and Evaluation Plans

- **Review the student's IEP and identify priority skills.**

- **Part I: Develop the Implementation Plan**

  _____ Describe important, frequently occurring activities that takes place in the student's customary learning environments that will provide embedded opportunities for the student to develop and use priority skills. Describe when, where, and with whom they take place.

  _____ Specify exactly which skills will be targeted in the selected activities.

  _____ Identify existing barriers that make the performance of the skills or participation in the activities difficult or impossible for the student.

  _____ Identify assistive technology tools to be used (or tried) to remove barriers to performance and enhance the student's ability to develop targeted skills within the activities.

  _____ Determine additional strategies, accommodations, or modifications that will be used to encourage the student's involvement to be more active and powerful.

  _____ Describe when and how tools and strategies will be used within the activities.

  _____ Determine cues to be used to support the student's learning and success.

- **Part II: Include Evaluation of Effectiveness in the Plan**

  _____ Determine the major area(s) of expected change in student performance and identify expected to change.

  _____ Describe what successful participation in these activities or use of these skill(s) looks like? (What is minimal acceptable performance for this student?)

  _____ What factors might undermine the student's progress?

  _____ Determine how, when, and by whom data will be collected and analyzed as evidence of change. (What will it take to convince you and others that the student is making progress?)

- **Part III: Determine action steps for implementation and evaluation (What must be done to put this in place? Who will do it? When?**

PART I: PLAN FOR IMPLEMENTATION

- **Review the student's IEP and identify priority skills to be developed.**

- **Describe important, frequently occurring activities that take place in the student's customary learning environments that provide embedded opportunities for the student to develop and use priority skills. Include when, where, and with whom those activities take place.**

Activity(ies): _____ Frequency of Occurrence: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

- **Specify exactly which skills will be targeted in the selected activities. (Draw from IEP goals and objectives)**

_____

_____

_____

_____

_____

_____

- **Identify existing barriers that make the performance of the skills or participation in these activities difficult or impossible for the student.**

_____

_____

_____

_____

_____

- **Identify assistive technology tools to be used (or tried) to remove barriers to performance and enhance the student's ability to develop targeted skills within the activities.**

_____

_____

_____

- **Determine additional strategies, accommodations, or modifications which will be used to encourage the student's involvement to be more active and powerful.**

_____

_____

_____

_____

_____

_____

_____

- **Describe when and how tools and strategies will be used within the activity.**

_____

_____

_____

_____

_____

_____

- **Determine cues to be used to support the student's learning and success.**

_____

_____

_____

_____

_____

_____

PART II: PLAN FOR EVALUATION OF EFFECTIVENESS

- **General Areas Targeted for Change:**

_____Communication   _____Participation   _____Productivity

- **Expected Change:**

_____Quantity   _____Quality   _____Independence

_____Accuracy   _____Frequency   _____Spontaneity

_____Rate   _____Other*   _____Other*

- **Describe the expected change (from ? to ?)**

_____

_____

_____

- **Describe what successful participation in these activities or use of these skills "look like" for this student in an observable, measurable way. (What is the minimum acceptable performance for this student?)**

_____

_____

_____

_____

_____

_____

_____

- **What factors might undermine student progress?**

_____

_____

_____

_____

_____

_____

_____

- **What evidence will be gathered to document progress? (What will it take to convince you and others that the student is making progress? How will factors that might undermine success be captured in the data?)**

_____

_____

_____

_____

- **How often will evidence be collected and who will collect it?**

_____

_____

_____

_____

_____

- **When will collaborative review and analysis of the evidence occur?**

_____

_____

_____

_____

_____

- **Under what conditions will this plan be modified if data indicates a need for modification? How and by whom will these decisions be made?**

_____

_____

_____

_____

_____

PART III: STEPS FOR IMPLEMENTATION

What must be done? Who will do it? By when? Evidence of Completion?

_____

_____

_____

_____

_____

_____

_____

_____

Follow-up and ongoing support will be provided by:

Name: _____

Contact Information: _____

Assistive Technology Implementation and Evaluation Plan Summary

Student's Name: _____   **Date:** _____

Planning and Implementation Team Members: _____

_____

STEPS	QUESTIONS	PLANS
1	Identify the skill(s) to be targeted and activities that provides the opportunity for skills to be developed and used. *- Immediately useful, frequently appropriate* *- Who's involved? What environments?*	
2	Identify existing barriers that make performance of this skill or participation in these activities difficult or impossible.	
3	Identify assistive technology tools that will be used (or tried) to remove barriers to performance and enhance the student's ability to develop target skills within the activity. *- provide viable options for performance*	
4	Determine additional strategies, accommodations, or modifications that will be used to encourage the student's involvement in the activity to be more active and powerful.	
5	Determine when and how tools and strategies will be used within the activity. *- Under what conditions? When what happens?*	
6	Describe cues to be used to support student learning and success. *- Most to least, least to most, simultaneou, etc.*	

7	Describe the major area(s) of expected change (*Communication, participation, productivity*)and the in which performance is expected to change *(independence, rate, accuracy, quantity, frequency, spontaneity, duration, etc.)*	
8	Describe what successful participation in this activity or use of this skill "looks like" for this student. *- What is the minimum performance criterion for success?*	
9	What factors might undermine reaching success? *- How will they be captured in the data?*	
10	Determine how, when, and by whom data will be collected analysis as evidence of change. *- What will it take to convince you and others?*	
11	Develop Action Steps and put the plan in place.	
12	Review and modify implementation as indicated by data. *- If change in the plan is indicated, is it in the tool(s), the strategies, the cues or the skills and tasks, or other dimensions?*	

Appendix G – Standards for Seclusion and Restraint

The following includes excerpts from the "Staff Guidelines for Positive Behavior Support Systems: Seclusion and Restraint" which is located at: www.maisd.com. These guidelines can be located by following these steps:

1. Click on the "Special Education" tab at the top of the screen.
2. On the left hand side of the screen click on "Monitoring and Compliance".
3. Under "Monitoring and Compliance", click on Guidelines.
4. Under "Guidelines", click on "Staff Guidelines for Positive Behavior Support Systems: Seclusion and Restraint".

Standards set by the Michigan Department of Education and MAISD indicate that Seclusion and/or Restraint of students are to be used as a last resort.

II. Intervention Strategies:
1. Assessment of the learning environment. *(Appendix C1, C2)*

2. De-escalation Techniques are strategically employed verbal or non-verbal interventions used to reduce the intensity of threatening behavior before a crisis situation occurs. (Manual of Recommended Practice, Project REST, June 2004)

3. Timeout Definitions:
Timeout is a behavior intervention where a student, for a limited and specified time, is placed in an environment where access to positive reinforcement in not available. **Timeout should not be confused with seclusion because in a timeout setting a student's movement is not physically restricted.** *(See seclusion)*
- **Planned Ignoring** – is the systematic withdrawal of social attention for a predetermined time period upon the onset of mild levels of problem behavior.
- **Withdrawal of Materials** – are removed upon the occurrence of the inappropriate behavior.
- **Contingent Observation** – where student remains in a position to observe the group without participation or receiving reinforcement for a specified period of time.
- **Exclusionary Timeout** – where the student is removed from the immediate instructional setting in response to behavior that requires immediate and direct cessation. This form of timeout can take place within the same classroom or in a nearby location that can be supervised by an adult.

III. Seclusion:
Emergency seclusion is an emergency safety intervention that is used as a last resort to provide the student an opportunity to regain self-control. **Seclusion is the confinement of a student alone in a room or other space from which the student is physically prevented from leaving and which provides for continuous adult observation of the student.** The area used for seclusion:
- must not be locked;
- must not prevent the student from leaving the area should staff become incapacitated or leave that area; and
- must provide for adequate space, lighting, ventilation, viewing, and the safety of the student.

Limitations in Use:

Seclusion shall not be used:

- for the convenience of staff;
- as a substitute for an education program;
- as a form of discipline/punishment;
- as a substitute for less restrictive alternatives;
- as a substitute for adequate staffing; or
- as a substitute for staff training in positive behavior supports and crisis prevention and intervention.

Seclusion is inappropriate for students who are severely self-injurious or suicidal.

Use of Emergency Seclusion – A behavior that requires immediate intervention constitutes an emergency. Emergency seclusion must be used only under emergency situations and if essential.

An emergency that may require the use of seclusion includes behavior that:

- poses an imminent risk to the safety of an individual student; or
- poses an immediate risk to the safety of others.

General Procedures for Emergency Seclusion – An emergency seclusion may not be used in place of appropriate less restrictive interventions and should follow a series of proactive attempts.

Emergency seclusion shall be performed in a manner that is:

- safe;
- appropriate; and
- proportionate to and sensitive to the student's: (See Time and Duration)
    - severity of behavior;
    - chronological and developmental age;
    - physical size;
    - gender;
    - physical condition;
    - medical condition;
    - psychiatric condition; and
    - personal history, including any history of physical or sexual abuse.

Staff shall immediately call for help from a key identified personnel trained in CPI.

All **LEA's** must ensure that substitute teachers are informed of all local emergency procedures, **including the emergency use of seclusion and restraint.**

Time and Duration – Emergency seclusions should not be used any longer than necessary to allow a student to regain control of his/her behavior, but generally:

- Elementary school students – no longer than 15 minutes; and
- Middle and high school students – no longer than 20 minutes.

If an emergency seclusion lasts longer than the suggested maximum time, the following are required:

- additional support (ex. changes of staff, introducing a nurse/ specialist, obtaining additional expertise); and
- documentation to explain the extension beyond the time limit.

Staff Requirements – While using seclusion, staff must:

- involve appropriately-trained key identified personnel to protect the care, welfare, dignity, and safety of the student;
- continually observe the student in seclusion for indications of physical distress and seek medical assistance if there is a concern; and
- document observations.

Documentation and Reporting – Each use of an emergency seclusion and the reason for each use shall be:

- documented in writing and reported to the building administration immediately including what occurred leading up to the seclusion, during seclusion, and after the use of seclusion; *(Appendix B1, Incident report);*
- reported to the parent or guardian immediately or as soon as possible; and
- documented in a written report for each use of seclusion (including multiple uses within a given day) and given to the parent or guardian within **24 hours**.

Debrief – After any use of an emergency seclusion, staff must debrief and consult with parents and students (as appropriate) regarding the determination of future actions. *(Appendix B2)*

Questions to address include:

- What precipitated the behavior that required emergency intervention?
- Is there any anticipation that the behavior will occur again?
- Is there a need for follow-up action?
- What is the specific follow-up action

Reoccurring Behavior – School personnel must be cognizant of emerging patterns of behavior and anticipation of exhibited behaviors that would require emergency seclusion. (see §300.534.3)

- conduct a functional behavioral assessment
- develop/revise a positive behavioral support plan to facilitate the reduction/elimination of seclusion use
- develop an assessment and planning to establish the team process working with the student, including:
  - the parent;
  - student (if appropriate);
  - people who are responsible and deliver services to the student;
  - people knowledgeable in PBS;

It is essential to this policy that seclusion only be used in response to an emergency as defined in this document, and not as a planned response for the convenience of staff, discipline and punishment, or as a substitution for an appropriate educational program.

Emergency Intervention Plan – In the case of anticipated reoccurrences of behavior as in the above mentioned **Reoccurring Behavior,** which requires a PBS Plan. An emergency intervention plan should be developed by both parent and team member knowledgeable of seclusion.
The emergency intervention plan should be developed and implemented by taking the following steps:

- describe in detail the emergency intervention procedure;
- inquire with parent/medical personnel regarding any health contraindications for the use of seclusion;
- conduct a peer review with student and inform of plan;
- gain informed consent from the parent after providing the following: an explanation of the emergency procedures to be followed and purpose of the emergency seclusion; a description of possible discomforts

or risks; a discussion of possible alternative strategies with advantages or disadvantages; answer any questions; information on freedom to withdraw consent at any time.

When seclusion is included in an emergency intervention plan, the student should be told or shown the circumstances under which the emergency seclusion will be used. If concerns arise regarding humaneness or social acceptability, a human rights' committee should be convened to review the emergency intervention plan.

As defined an emergency intervention plan includes:
- periodic review of the plan and related data;
- ensure that responsible staff are trained in specific techniques in the emergency intervention plan; and
- maintain necessary staffing.

Data Collection – The school district shall develop a data collection system regarding the use of seclusion. The data should:
- be analyzed to determine the effectiveness of the school's school wide system of behavioral support;
- be analyzed in the context of suspension, expulsion, and dropout data;
- be analyzed for the purpose of continuous improvement of training and technical assistance toward the reduction or elimination of seclusion;
- be analyzed on a schedule to be determined by the MDE;
- be reported to the MDE;
- include a list of key trained personnel and their levels of education, training, and knowledge.

Prohibited Practices - The following are prohibited under all circumstances, including emergency situations:
- corporal punishment as defined in §380.1312(1) of The Revised School Code, 1976 PA 451; the deprivation of basic needs;
- anything constituting child abuse;
- seclusion of preschool children; and
- the intentional application of any noxious substance(s) or stimuli which results in physical pain or extreme discomfort. A noxious substance or stimuli can either be generally acknowledged or specific to the student.

IV. Restraint:
There are three types of restraint: physical, chemical, and mechanical. For the purpose of this document only physical restraint will be talked about because chemical and mechanical restraints are not allowed (use of a protective devise or medication for the purpose of controlling).

Physical restraint – is the direct physical contact that prevents or significantly restricts a student's movement. Restraint is a last resort emergency safety intervention. Restraint is an opportunity for the student to regain self-control. This policy is not intended to forbid actions undertaken:
- to break up a fight
- to take a weapon away from a student
- the brief holding to calm and comfort by an adult
- minimum contact necessary to physically escort a student from one area to another
- assisting a student in completing a task/response if the student does not resist or resistance is minimal in intensity or duration

- to hold a student for a brief time in order to prevent an impulsive behavior that threatens the student's immediate safety (e.g. running in front of a car).

Limitation of Use – (Same as seclusion)

Use of Emergency Restraint – a behavior that requires immediate intervention constitutes an emergency. Emergency restraint must be used only under emergency situations and is essential.

An emergency that may require the use of restraint includes behavior that:
- poses an imminent risk to the safety of an individual student;
- poses an imminent risk to the safety of others; or
- **is otherwise governed by The Revised School Code, 1976 PA 451, otherwise known as the Corporal Punishment Act.**

General Procedures for Emergency Restraint – (Same as seclusion)
- **Staff shall** – (Same as seclusion)
- **Time and Duration** – Restraint should not be used:
- **any longer than necessary to allow students to regain control of their behavior; and**
- **generally no longer than ten minutes.**

If an emergency restraint lasts longer than ten minutes, the following are required:
- additional support (ex. change of staff, introducing a nurse/specialist, obtaining additional expertise); and
- documentation to explain the extension beyond the time limit.

Staff Requirements – Same as seclusion

Documentation & Reporting – Same as seclusion

Debrief – Same as seclusion

Reoccurring Behavior – Same as seclusion

Emergency Intervention Plan – Same as seclusion

Data Collection – Same as seclusion

Prohibited Practices –
The following procedures are prohibited under all circumstances, including emergency situations:
- mechanical restraint;
- chemical restraint;
- corporal punishment as defined in §380.1312(1) of The Revised School Code, 1976 PA 451, otherwise known as the Corporal Punishment Act;
- the deprivation of basic needs;
- anything constituting child abuse;
- any restraint that negatively impacts breathing;
- prone restraint (is the restraint of a person face down);
- school personnel who find themselves involved in the use of a prone restraint as the result of responding to an emergency, must take immediate steps to end the prone restraint
- the intentional application of any noxious substance(s) or stimuli which results in physical pain or extreme discomfort. A noxious substance or stimuli can either be generally acknowledged or specific to the student.

V. Guidelines for Suspension:

Explanation of Suspension Procedures and Student Rights
Consistent flagrant violation of school rules or incidents of assault may result in the suspension of the student. It is imperative that students are given their due process rights.

In-School Suspension/Detention is a placement for part of or a whole school day(s) that is separate from the classroom.

Out of school suspension is placement outside of school for part of or a whole school day(s).

Any student that is suspended from school for more than 10 days (on the 11th day) must have a Manifestation Determination Review (MDR).

THE REVISED SCHOOL CODE (EXCERPT)
Act 451 of 1976

380.1312 "Corporal punishment" defined; infliction of corporal punishment by employee, volunteer, or contractor; exercise of necessary reasonable physical force; liability; violation; deference given to reasonable good-faith judgments; development, implementation, and enforcement of code of student conduct; model list of alternatives to use of corporal punishment; authority permitting corporal punishment void.

Sec. 1312.

(1) As used in this section, "corporal punishment" means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline.

(2) Corporal punishment does not include physical pain caused by reasonable physical activities associated with athletic training.

(3) A person employed by or engaged as a volunteer or contractor by a local or intermediate school board or public school academy shall not inflict or cause to be inflicted corporal punishment upon any pupil under any circumstances.

(4) A person employed by or engaged as a volunteer or contractor by a local or intermediate school board or public school academy may use reasonable physical force upon a pupil as necessary to maintain order and control in a school or school-related setting for the purpose of providing an environment conducive to safety and learning. In maintaining that order and control, the person may use physical force upon a pupil as may be necessary for 1 or more of the following:

(a) To restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school district or public school academy functions within a school or at a school-related activity, if that pupil has refused to comply with a request to refrain from further disruptive acts.

(b) For self-defense or the defense of another.

(c) To prevent a pupil from inflicting harm on himself or herself.

(d) To quell a disturbance that threatens physical injury to any person.

(e) To obtain possession of a weapon or other dangerous object upon or within the control of a pupil.

(f) To protect property.

(5) A person employed by or engaged as a volunteer or contractor by a local or intermediate school board or public school academy who exercises necessary reasonable physical force upon a pupil, or upon another person of

Supporting Student Behavior: Standards for
the Emergency Use of Seclusion and Restraint   Michigan Department of Education

Michigan
State Board of Education

POSITIVE BEHAVIOR SUPPORT POLICY

The vision of the State Board of Education is to create learning environments that prepare students to be successful citizens in the 21st Century. The educational community must provide a system that will support students' efforts to manage their own behavior and assure academic achievement. An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote pro-social behavior and respectful learning environments. Research-based positive behavior support systems are appropriate for all students, regardless of age.

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

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

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

Adopted September 12, 2006

Supporting Student Behavior: Standards for
the Emergency Use of Seclusion and Restraint   Michigan Department of Education

MONTCALM AREA INTERMEDIATE SCHOOL DISTRICT
Physician Script Referral – 2014/15 School Year Script

Student's Name: _____ _____   Birth Date:_____
          (Legal) Last Name   (Legal) First Name

Attending District:_____   Current IEP, Enrollment Document or Amendment Meeting Date: _____
                                                                        (Please attach document)
Attending Building or ISD Program:_____   Disability: _____

This student qualifies for these services listed below in accordance with the Michigan Revised Administrative Rules for Special Education through formal assessment.

Speech & Language Therapy services include:

The communication disorder that adversely affects educational performance has been determined to be:

□ Language   □ Articulation   □ Fluency   □ Voice   Is this an Initial Speech: □ Yes □ No

This student requires the: □ Regular Use of Assistive Technology Device

_____   _____
       Signature   Signature of C.C.C. Credentialed Supervising Speech & Language Provider
                                                (For therapist not possessing current C.C.C.)   _____

Occupational Therapy services include:

□ Visual Perceptual   □ Fine Motor   □ Developmental   □ Feeding/Oral Motor Training □ Neuromuscular Development
□ Sensorimotor/Sensory Processing   □ Prevocational

This student requires the: □ Regular Use of Assistive Technology Device

_____
           Signature

Orientation and Mobility services include:

□ Low Vision Training   □ Cane Travel   □ Community Travel   □ Spatial and Environmental Concept Training
□ Independent Living Skills □ Functional Mobility/Wheelchair Mobility   Other: _____

_____
           Signature

(Please use individual script for just Personal Care Service)

It is my professional opinion that the above named student has been appropriately referred for services in accordance with the current IEP. This referral is valid for a 12 month period (and a retroactive date not greater than 30 days prior to my signature for speech and language services only.)

Physician Signature_____   Date_____
    NPI#1588697882   Dr. Colleen Tallen, M.D

MONTCALM AREA INTERMEDIATE SCHOOL DISTRICT
Personal Care Script Referral – 2014/15 School Year

DATE: _____

Student's Legal Name: _____ _____ Birth Date:_____
Last Name   First Name

Attending District: □ CCC   □ CMP   □ GRV   □ LKE   □ MAISD   □ MNT   □ TRI   □ VES

Attending Building or MAISD Program:_____

Current IEP, Enrollment Document or Amendment Meeting Date: _____

This student qualifies for these services listed below in accordance with the Michigan Revised Administrative Rules for Special Education through formal assessment.

Personal Care Service services include assisting and/or monitoring in the following areas:

□ Eating/feeding/meal preparation   □   Toileting/maintaining continence   □ Grooming

□ Skin care/bathing/personal hygiene/dressing   □   Respiratory assistance

□ Transferring/ambulation/positioning   □   Self-administered medication

□ Health related functions through hands-on assistance, supervision & cueing

□ Prompting appropriate behavior/redirection & intervention for behavior   □ Other _____

Personal Care Aide(s) Assigned: _____   _____

Licensed Health Care Staff Signature: _____

Print Name: _____

❑ Licensed Physical Therapist   ❑ Registered Nurse   ❑ Licensed School Psychologist
❑ Registered Occupational Therapist   ❑ Licensed School Social Worker
❑ Speech Language Pathologist ASHA-CCC

Appendix I – Personal Care Worksheet

Montcalm Area Intermediate School District
Weekly Documentation for Personal Care Services

Para-Educator Name: _____ Week of/Year : _____

Page _____ of _____

Student First & Last Name			Mobility				Grooming/Hygiene					Toileting		Eating		Health Related							Completed Logging
		Ambulation	Mobility & Positioning	Muscle Strengthening	Transferring	Bathing	Dressing	Grooming	Personal Hygiene	Skin Care (i.e., Chap Stick, Sun Block, Applying lotion, stoma care)	Toileting	Maintaining Continence - student is toilet or time-trained	Eating & Feeding	Meal Preparation	Assistance with Self-Administered Medications	Health Related Functions through Hands-On Assistance, Supervision, and Cuing (i.e., Tube Feeding, Epi-Pen, Med Administration, Catheterization)	Intervention for Seizure Disorder	Medical Equipment Maintenance	Respiratory Assistance (i.e., Oral Suctioning)	Redirection & Intervention for Behavior	
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Teacher Signature: _____ Date: _____

Montcalm Area Intermediate School District
Special Education Department
Community Based Instruction
Trip Request

Is a bus needed for your trip?

       □ Yes, please complete form   □ No, please comment below on your trip

Comments: _____

_____

The teacher must complete and submit this form to his/her supervisor at least two weeks before any intended trip.

Today's Date:	
Teacher:	Teacher contact number while on outing:
Date of trip:	Depart from: (Where the bus will pick you up)
Destination: (including an address)	
Itinerary (for more than one outing per day):	
From:	To:
Departure time: (Bus will wait five minute before abandoning trip)	Return time:
Total number of people:	Number of wheel chairs:
Driver needed: □ Yes □ No	If no, staff driving bus:
Additional Comments:	

Student	IEP Goals	Transition Plan	Curriculum Goals

1. Teacher Signature:	Date:	
2. Supervisor Signature:	Date:	
3. Transportation Director Signature:	Date:	
Bus Number:	Driver Assigned:	

Montcalm Area Intermediate School District
Special Education Department
School Van Request

Prior to submitting this request, the transportation department must have a copy of your driver's license on file.

Purpose of trip: (Please check one)

❑ Community Based Instruction (school staff and students)

❑ Other (school staff only): _____

Today's Date:	
Staff person requesting use of van: Driver of the van:	Staff contact number while on outing:
Date of trip:	Depart from:
Destination: (including an address)	
Itinerary (for more than one outing per day):	
From:	To:
Departure time:	Return time:
Total number of people:	
Signature:	

SIGNATURE

I have read and understand the Special Education Staff Guidelines.

Staff Signature

Date