

Special Education 2024- 2025

Program Handbook for Parents and Students

Clinton County Regional Educational Service Agency

1013 South US 27

St. Johns, Michigan 48879

Phone: 989-224-6831

Fax: 989-227-1646

Website: www.ccesa.org

Superintendent: Scott Koenigsknecht
Special Education Director: Renee Thelen
Educational Center Principal: Vicki O'Rourke
Early Childhood Supervisor: Ken Lounds
Special Education Supervisor: Anthony Strevett

**Clinton County Regional Educational Service Agency
Board of Education**

Ken Krapohl, Bath

Ken Armbrustmacher, DeWitt

Mark Palmer, St. Johns

Dave Kudwa, St. Johns

Stacie Rulison, Ovid-Elsie

Mission

Clinton County Regional Educational Service Agency (CCRESA) will provide exceptional educational and support services for all learners.

Vision

Clinton County Regional Educational Service Agency (CCRESA) provides quality services for learning through innovative collaboration, communication and leadership.

Introduction

The Special Education Program Handbook was developed to answer many of the commonly asked questions that you may have during the school year. Please review this handbook and keep it available for frequent reference. If you have any questions that are not addressed, please feel free to contact the appropriate program supervisor.

Many of the official policies and administrative guidelines of the Board of Education and the District are contained here. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines are the final authority. 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 will prevail.

We are continually appreciative of all you do in support of your student and are looking forward to working with you to make the school year a success!

It is the policy of the Clinton County Regional Educational Service Agency (RESA) that no discriminatory practices based on sex (including sexual orientation and gender identity), race, religion, color, age, national origin, disability, height, weight, marital status, political affiliations and beliefs, or any other status covered by federal, state or local law be allowed in providing instructional opportunities, programs, services, job placement assistance, employment or in policies governing student conduct and attendance. Any person suspecting a discriminatory practice should contact the Special Education Director, 1013 South US-27, St. Johns, MI 48879, email rthelen1@ccresa.org, or call (989)224-6831.

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STAFF

Clinton County RESA Educational Center

4179 South U.S. 27, St. Johns, MI 48879

Phone: 989-224-6831

Fax: 989-227-1646

Website: www.ccrea.org

Educational Center Principal	Vicki O'Rourke
Special Education Supervisor	Anthony Strevett
Early Childhood Supervisor	Ken Lounds
School Secretary	Ronda Garlock
Early On Secretary	Sara Sperry
School Nurse	Megan Stephens

PROGRAMS FOR COGNITIVE IMPAIRMENTS (CI)

Hours: 8:45 a.m. – 3:15 p.m.

Half Day a.m.: 8:45 a.m. – 11:33 p.m.

Half Day p.m.: 12:27 p.m. - 3:15 p.m.

Middle School, High School and Transition Students with Severe Cognitive Impairment (SCI):

Teacher	Carie Johnson
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Early Childhood and Elementary Students with Severe Cognitive Impairment (SCI):

Teacher Lauren Austin

Elementary Students with Moderate Cognitive Impairment (MoCI)

Teacher Krista Becker

Secondary Students with Moderate Cognitive Impairment MoCI):

Teacher Terry Platte

Secondary Students with Moderate Cognitive Impairment (MoCI):

Teacher Kristin Amama

Secondary Students with Moderate Cognitive Impairment (MoCI):

Teacher Tricia Winkler

PROGRAMS FOR TRANSITION

Hours: 8:45 a.m. – 3:15 p.m.

Half Day a.m.: 8:45 a.m. – 11:33 p.m.

Half Day p.m.: 12:27 p.m. - 3:15 p.m.

Supported Independence/Transition Students:

Teacher Heather Scheidler

Functional Independence/Transition Students:

Teacher Kacy Goeckel

PROGRAM FOR EMOTIONAL IMPAIRMENTS (EI):

Hours: 8:45 a.m. – 3:15 p.m.
Half Day a.m.: 8:45 a.m. – 11:33 p.m.
Half Day p.m.: 12:27 p.m. - 3:15 p.m.

Emotional Impairments (EI):

Teacher Jennifer Heintz

PROGRAMS FOR EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)

Morning Hours: 8:45 a.m. – 11:33 a.m.
Afternoon Hours: 12:27 p.m. – 3:15 p.m.

Non-Classroom Teacher Christie Surato

Classroom Teacher Kari Walters

Classroom Teacher Valerie Hall

Classroom Teacher Tina Henning

Head Start

Clinton County RESA Educational Center houses the Head Start Program for Clinton County. Capital Area Community Services Head Start may be reached at 517-482-1504, 989-224-6731 or toll free at 800-585-9997.

Building Blocks IV

Clinton County RESA Educational Center houses the Building Blocks IV Program for 0 to 3 years old in Clinton County. Building Blocks IV can be reached at 616-894-8286 or 989-640-7481.

Early On[®]

Early On[®] Michigan is the system of early intervention services for infants and toddlers, birth to three years of age, with disabilities or delays, and their families. *Early On* is supported by funding from Part C of the Individuals with Disabilities Education Act (IDEA) through the Michigan Department of Education, Office of Early Childhood Education, and Family Services.

If you have questions about how your child is developing, or if you believe that child might need extra help, call the Clinton County Regional Educational Service Agency office at: 989-224-6831. *Early On* helps families get the help they need for their children. The Clinton County Regional Educational Service Agency *Early On* Coordinator is Ken Lounds.

McKinney-Vento Homeless Assistance Act

McKinney-Vento Definition of "Homeless"
Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (Title X, Part C, of the No Child Left Behind Act) defines "homeless" as follows:

The term "homeless children and youths"—

- (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes—

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

The McKinney-Vento Act, reauthorized in 2002 with No Child Left Behind, provides educational rights for homeless students. Some of the school's responsibilities include assistance with transportation/enrollment, and providing free lunch.

In compliance with this Federal Act, CCRESA Educational Center has designated a liaison to assist with the rights for homeless students. For further details about this Act, please contact Pat Chapko, CCRESA McKinney-Vento Liaison at (989) 224-6831, extension 2324.

Safety/Emergency/Inclement Weather School Closing

Student Safety:

The board considers student safety to be of primary importance in the operation and administration of the District. CCRESA complies with all State laws regarding student safety and security. The safety, welfare, and protection of students shall be assured through close observation and supervision of students in all school buildings, grounds, and while being transported through special attention to the following:

- A. Maintain a safe school environment; (safety experts may be consulted periodically to inspect the physical conditions of all buildings and grounds).
- B. Observance of safe practices on the part of school personnel and students.
- C. All doors but the front doors are to remain locked when students are in the building.
- D. Provide basic first aid to care for students in case of an accident or emergency, and
- E. Watching for and promptly reporting any evidence of child abuse and/or neglect.

Video Monitoring System:

For the safety of our students, CCRESA is equipped with a video monitoring system. Students should be aware that their actions and communications could be recorded at any time by this recording system and used for disciplinary action. Be aware that

the recorded video will not be made public and will only be viewed by authorized district personnel and other necessary parties.

Release of Student During School Day:

Students will not be released during the school day except in emergencies, to a student's lawful custodian(s) (or designee) as defined by Michigan Law (8090) and verified by Emergency Release information in the file.

Emergency Procedures:

Student safety is a paramount responsibility of CCRESA staff. All staff members are familiar with emergency procedures such as fire drills, tornado drills, lock-down procedures, emergency evacuations, and accident reporting procedures. Copies of these procedures are available for your review.

Fire Drills:

Fire drills are conducted periodically throughout the school year. Specific instruction on how to proceed is provided to students by their teachers, who will be responsible for safe, prompt, and orderly evacuation of the building. Evacuation procedures are also posted in each room in the building.

Tornado Watch or Warning:

Students will be transported during a tornado watch consistent with regular school clock hours and procedures. In the event of a tornado warning, students will remain in the school and follow the building tornado drill procedures (posted in every room in the building with their assigned locations).

Lockdown Drills:

CCRESA conducts a minimum of two drills for each school year. The CCRESA lockdown drill was developed in collaboration with the Clinton County Sheriff's Department. This drill follows the latest recommendations of the Safety/Homeland Security community (see emergency plan for more detail), and the building is secured.

Preparedness for Toxic Hazard and Asbestos Hazard:

The Board of Education is concerned for the safety of the students and staff members and will attempt to comply with all Federal and State statutes and regulations to protect them 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. See Board Policy 8431.

Inclement Weather and School Closing Policy:

Please check the Clinton County RESA website at www.ccreesa.org or your local radio or TV stations to determine which school districts are closed or delayed. ***If Clinton County Regional Educational Service Agency or the school district in which you live is closed or delayed due to weather/road conditions, your child will not be transported by Dean Transportation to school.***

Early School Closings:

Should your child be at school when it is determined that school must be closed, classroom staff will make every effort to contact you by telephone. You will also receive an alert message on your phone or by email. Additionally, we ask that you listen to local radio or TV stations for updated information. When this situation occurs, Dean Transportation will make every effort to transport your child home as soon as possible within safety limits. If there is an early school closing, Dean Transportation **will not** leave students at home **unattended** without a parent/guardian signed permission slip. Please inform Dean Transportation of an emergency contact with an alternative address if you will not be home. This information needs to be provided in writing by completing the alternative address form provided by Dean Transportation. If you have any further questions, please feel free to contact Dean Transportation office at:

Dean Transportation, Inc.
Clinton County RESA Educational Center
4179 South U.S. 27
St. Johns, MI 48879
Phone: 989-224-6831, ext. 2115/2116
989-224-0442

School closings may be announced on the following radio/TV stations:

RADIO/TV STATIONS TO BE USED FOR CLOSINGS/DELAYS					
WILS 102 FM	WKAR 90.5 FM	WITL 100.7 FM	WJIM 97.5 FM	WFMK 99.1 FM	WVIC 95 FM
WSJ 1580 AM	WILX TV 10	WLNS TV 6	WLAJ TV53	WSYM TV 47	

Playground/Outdoor Activities (Potential Health Considerations)

Clinton County Educational Center students are considered individuals in response to weather conditions. Parents must inform us of their concerns in relation to certain weather situations that may cause symptoms of distress, or discomfort so that the staff is careful not to subject the student to that situation. If discomfort or distress is noted, the school nurse or designee will be notified immediately.

Recess Guidelines for Harsh Weather:

The decision regarding when recess will be held outdoors is made on a day to day basis. Conditions that will be considered are:

- A. temperature
- B. wind chill
- C. humidity
- D. health concerns
- E. length of time outdoors
- F. adequacy of clothing of the child
- G. condition of playground

Exercise outdoors is healthy and strongly encouraged. If weather conditions do not allow for the full recess time, classrooms access the Gym or walk in the halls to engage in movement and to refresh student participation in classroom activities.

IMPORTANT-Children with special health conditions such as asthma, allergies, and other respiratory conditions, may need special accommodations for their needs during the cold weather or periods of high pollen or other air quality events. The parents of these children should notify the teacher and school nurse of these issues and will be consulted to create a workable system to determine their student's participation in outdoor activities and accommodations for outdoor activities.

Hot Weather Guidelines:

- A. Provide for frequent water breaks or have plastic water bottles easily accessible
- B. Watch carefully for possible heat exhaustion
- C. Plan for less vigorous physical activities after mid-day

Cold Weather Guidelines:

As a basis, use the wind chill chart guideline when making decisions about going outside, always keeping in mind that these guidelines were set for people who are mobile and active. Additional consideration:

- Temperatures above 20 degrees would normally be OK for most students if they are outside less than 30 minutes
- Students with Severe Multiple Impairments should not go outside for longer than 5-10 minutes if the temperature is below 30 degrees.
- Restrict children who have a history of health issues being aggravated by cold weather to temperatures above 40 degrees OR follow their individual Medical Protocol or Outdoor Plan.

Exceptions to these guidelines can be made when approved by the nurse and/or the principal.

Student Wellness Policy

Clinton County RESA will integrate nutrition education annually into the curriculum and fundraising activities of all students where appropriate, encouraging students and staff to make healthy choices regarding food and physical activity. All will be encouraged to participate in activities promoting the benefits of a physically

active, healthy lifestyle, and food and beverages that compete with the student wellness/healthy school policy will be discouraged.

Student Abuse and Neglect

The Board of Education is concerned with the physical and mental well-being of the students of this District and will cooperate in the identification and reporting of cases of child abuse or neglect in accordance with the law.

Each professional staff member employed by this District who has reasonable cause to suspect child abuse or neglect shall be responsible for reporting immediately every case, whether ascertained or suspected, of abuse or neglect resulting in physical or mental injury to a student by other than accidental means.

The professional staff member or an appropriate administrator in the presence of the staff member shall immediately call the local office of the Michigan Department of Health and Human Services and shall secure prompt medical attention to any such injuries reported.

She or he shall also notify the appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect.

Any support staff member who has reasonable cause to suspect child abuse or neglect shall immediately report any such case to the principal or his/her supervisor who shall, in turn, immediately notify the Michigan Department of Health and Human Services.

The identity of the reporting person shall be confidential, subject only to disclosure by consent or court order. A reporting staff member shall not be dismissed or otherwise penalized for making a report of child abuse or neglect.

Information concerning alleged child abuse is confidential. Any unauthorized disclosure by an official or employee of the district is

a violation of the law and subjects the disseminator to civil liability for resulting damages.

Each program administrator should be mindful of the possibility of physical or mental abuse being inflicted on a student by a staff member. Any such instances, whether real or alleged, should be dealt with in accordance with the administrative guidelines established by the Superintendent.

M.C.L.A. 722.621 et seq.

At no time shall the Principal/Program Administrator or any other staff members prevent or interfere with the intent to prevent the making of a report of suspected child abuse.

The following information shall be given by the initial reporter: name, address, and age of the student; name and address of the parent(s)/guardian(s); nature and extent of injuries or description of neglect or sexual abuse; and any other information that might help establish the cause of the child's condition.

Any personal interview or physical inspection of the child by any school employee shall be conducted in an appropriate manner with an adult witness present.

An oral report to the Principal/Program Administrator must be made as soon as possible and will be followed with a written report.

Attendance Policy

The Board of Education as an agency of the State and is required to enforce regular attendance of students. The Board recognizes that regular attendance and promptness are marks of a good student and a good citizen. In school, as in other facets of life,

regular attendance and punctuality are necessary for success. The agency's staff is to cooperate with attendance officers and law enforcement personnel when enforcing compulsory attendance laws.

The Board shall select and furnish attendance officers in accordance with current law. The Superintendent shall include in his/her annual report any information relative to students not attending school, which he/she feels should be called to the attention of the Board and the community. The Superintendent shall attempt to enlist the support and cooperation of local authorities in dealing with students not attending school.

A full-time student at Clinton County Regional Education Service Agency is expected to attend school Monday – Friday. Exceptions from this policy would include:

1. Health reasons
2. Reduced schedule as determined by the IEPT with physician verification.

Educational Center Student Absences:

In case of student illness/full day absence, please contact the

STUDENT ABSENCE PHONE LINE
989-224-0790

This message line is for Dean Transportation and the Educational Center. Information needed when placing a call to the Absence Line is the child's name, your name and reason for absence.

Student Late Arrival:

If the student will be arriving late but will be eating lunch at school, please contact the Educational Center office (989-224-6831 Ext. 2134) before 9:30 a.m. so that a hot lunch can be ordered for your child. If the student arrives after 9:30 a.m., you need to report to the office and sign your child in.

Please sign in and out in the school office. **DO NOT BLOCK THE BUS LANE IN FRONT OF THE BUILDING.**

Early Pick-up or Parent Transportation:

If at any time during the day you find it necessary to remove your student from the school, you should notify the office in advance. If you plan to transport your son/daughter rather than have him/her ride the bus home, you should also notify the school office and Dean Transportation.

Transportation by Other Parties:

Your child will not be released to anyone without your signed permission for another party to transport.

School Nurse

School nurse services are contracted for 5 full days a week. The school nurse responsibilities include assessing students who may become ill during the school day to determine his/her needs, update/revise student health care plans, provide staff in-services to implement the individual student health care plans, assist in monitoring the health and safety of staff and students, and act as liaison between school and the student's physician.

Communicable Disease Policy

Clinton County RESA works cooperatively with the local health department to assist in reducing the spread of any communicable diseases within the school setting and maintaining a healthy learning environment for students and staff.

As you know, it is important for you to keep your child home when they are displaying symptoms of illness (fever, vomiting, diarrhea, etc.). Sending your child to school when they are ill increases the risk of spreading their illness to other children/students and staff. Please contact the school office to report your child's absence and the nature of his/her illness.

CCRESA will follow guidelines set by the Michigan Department of Education and Michigan Department of Health and Human Services *Managing in Schools Communicable Diseases* when determining if a child needs to be excluded from school. "Not all illnesses will require exclusion, but it may be necessary if the illness prevents the student from participating comfortably in school activities or if there is a risk of spread of harmful diseases to others.

1. Illness: A child that is lethargic or less responsive, has difficulty breathing, has a rapidly spreading rash, or complains of not feeling well.
2. Fever: A child with a temperature of 99.8 or above AND behavior changes or other signs or symptoms (i.e. sore throat, rash, vomiting or diarrhea). The child should not return until there is no fever for 24 hours without the use of fever-reducing medications.
3. Diarrhea: A child has two loose or watery stools. The child should have no loose stools for 24 hours prior to returning to school. EXCEPTION: A healthcare professional has determined it is not infectious.
4. Vomiting: A child that has vomited two or more times. The child should have no vomiting episodes for 24 hours prior to returning to school. EXCEPTION: A healthcare professional has determined the vomiting is not due to an infectious condition.

5. Abdominal pain: A child with abdominal pain that continues for more than two hours, or intermittent pain associated with fever or other symptoms.
6. Rash: The child with a rash AND has a fever or a change in behavior. Exclude until the rash subsides or until a healthcare provider has determined the rash is not infectious. For students with a diagnosed rash, CCRESA will refer to the MDE and MDHHS chart for disease-specific exclusion periods in *Managing Communicable Diseases in Schools*.
7. Skin sores: A child with weeping sores on an exposed area that cannot be covered with a waterproof dressing.
8. Certain communicable diseases: Children and staff may require exclusion for a certain period of time when diagnosed with certain communicable diseases. CCRESA will refer to the MDE and MDHHS chart for disease-specific exclusion periods in *Managing Communicable Diseases in Schools*."

*Due to the complexity of the students, factors will be taken into consideration based on individual student history and individual health care needs.

Should symptoms of illness or a communicable disease be observed in your child while at school, the following procedures will be followed:

1. Staff will contact the building administrator and/or school nurse to share their concern(s).
2. The building administrator/designee or nurse will observe the student/child and determine if the student/child can remain at school.
3. If it is determined that the student/child should be removed from the classroom/school because of possible risk of spreading a disease (including a possible contagious and/or communicable disease) the parent/guardian will be contacted. The nature of the concern will be shared, and the parent/guardian will be requested to pick their child up from school within a reasonable time frame.

4. The parent/guardian must report to the school office upon arrival at the school building.
5. The Principal/designee will talk with the parent prior to leaving the school with their child to discuss the nature of the medical concern and requirements that must be met prior to their child's return to school.
6. The school staff will report all communicable diseases to the Mid-Michigan District Health Department in accordance with Michigan statutory and administrative guidelines.
7. The student/child must remain out of school until the child has received the needed treatment and is ready to return to school. Under certain circumstances, a physician's written verification will be required prior to a child's return to school.

Immunization Policy

Students must be current with all immunizations required by law or **have a signed waiver from state immunization requirements**. If a student does not have the necessary shots or waivers, the principal may remove the students or require compliance within a set deadline. This requirement is for the safety of all students and in accordance with state laws.

Any questions about immunization requirements or waivers should be directed to the school office.

Student Illness/Injury

Emergency medical/contact forms are required for each student attending Clinton County Regional Educational Service Agency classroom programs. It is crucial that the emergency information be current and on file. Please notify the school office immediately when information on this form changes, especially regarding

person(s) to be called in the event of an emergency. It is also critical to notify the office if you will be on an extended trip, or on a trip out of the country so that you can confirm the emergency contacts listed.

Accident/Injury:

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

The employee, visitor, or the staff member responsible for an injured student shall complete a form that includes the date, time, and place of the incident; the names of persons involved; the nature of the injury to the extent that it is known; and a description of all relevant circumstances.

Head Lice:

Instances of Head Lice will be addressed on a case by case basis. When a staff member has a suspicion of live head lice, the Principal, School Nurse, or designee will be notified to verify the presence of live lice.

Any student with live lice (or nits within one quarter inch of the scalp) may remain in school until the end of the school day. The student will be readmitted to school after treatment and examination. If upon examination, the school designated personnel find no live lice on the child, the child may re-enter the school. Any student with nits (farther than one quarter inch from the scalp) should be allowed in school. Parents should remove nits daily and treat if live lice are observed. School staff will not recommend or provide treatment.

Once treatment has occurred, the student may return to school. The Principal, School Nurse, or designee will verify that there are no live lice when the student does return to school. Students with egg casings AFTER treatment will not be excluded as treatment will have killed the eggs.

MRSA:

This is an infection that is very contagious and is resistant to some antibiotic treatment, often requiring multiple courses of specific antibiotics known to treat MRSA (CDC MRSA Handout). The following procedures are in place for students who present with an active, untreated MRSA infection:

Suspected MRSA:

- School Nurse or designee is called to assess the suspected area
- If there is reason to believe that the infection may be MRSA, the parent/guardian is called, asked to pick up their student, and advised of the need to see a physician.
- The Physician will need to confirm the diagnosis (student has or does not have MRSA) and treatment (if any) in writing before the student is permitted to return to school. This procedure is in place to assure that other students and staff are not exposed to this infection.

Confirmed MRSA:

- Student must be on an oral antibiotic for a full 48 hours BEFORE returning to school.
- Sores must be covered with dressing and clothing.
- Student must have written physician clearance to return to school.
- Letters are sent to the parents of the students in the classroom and on the bus indicating that a student has a diagnosis of MRSA (the student is not named) so that they can be alert to any sores or infections.

- School staff will initiate additional sanitizing of the classroom and bus.

While we know that excluding your child from school due to suspected or confirmed MRSA can be difficult for you and your child, maintaining a clean and healthy school environment is important to the health and safety of our students and staff. Thank you for your cooperation as we implement these procedures.

Impetigo:

This infection is caused by a bacterium that is similar to MRSA though they are two distinct infections. Impetigo is highly contagious and remains so until a person has been on an antibiotic for at least 24 hours or the crusty lesions are no longer present.

The Principal, School Nurse, or designee will verify that a sore is possibly impetigo and will call the parent/caregiver to pick the student up. Students with Impetigo will be asked to remain home until either they have been on an oral antibiotic for 24 hours OR the lesions are no longer present. Written physician permission to return to school is required.

Other contagious diseases:

These will be addressed on a case-by-case basis. A school nurse (or designee) will be consulted to assist staff members and/or administration. If it is determined that the child has or may have a contagious disease, the parent will be immediately notified and asked to pick up their son/daughter. The student will be allowed to return to school when appropriate treatment for the contagious disease has been administered and with doctor permission to return to school.

Medication Policy

Students who require medication while at school are required to have a medication form on file with their teacher every school year. This form is sent home at the beginning of the school year with each child and needs to be completed and sent back to school prior to administration of medication by school personnel. The document MUST be completed and signed by both the student's physician and the parent/guardian. Staff are required to follow these written instructions until different instructions are received from the physician. Any medication that needs to be dispensed during the school day needs to be listed on the form. Over the Counter medications (Tylenol; Aspirin; Cough Drops) and Supplements (Vitamins, Herbs, etc.) are included in this requirement. ***Parent and physician signatures are required. If for any reason your child's medication changes during the school year, a new medication form needs to be resubmitted with updated information and parent/physician signatures.***

Medication must be in the correct prescription bottle with the student's name, medication dosage, and time to be administered clearly written on the label. If you need a new medication form, please contact the school and request a form.

School Closing due to Illness:

The decision to close school due to a communicable disease outbreak (e.g. flu, Meningitis, Impetigo, MRSA and Head Lice.) is at the discretion of the school district administration in consultation with Mid-Michigan District Health Department officials and would only take place should a significant portion of the school population become ill within a given time frame.

A Communicable Disease Review Panel (CDRP) may also be accessed or convened should a communicable disease be

considered a serious concern to the community and/or an individual/student.

Parents/Visitors/Volunteers

Parents/Visitors:

People wishing to visit classroom programs must schedule that visit with the classroom teacher or principal. **All parents/visitors must sign in at the main office and take a visitor's pass.** Please refer to board policy when visiting the school/classroom programs.

If a school visit leaves a parent/guardian with a concern, this concern should be discussed with the building Principal/Program Administrator or Associate Superintendent.

Volunteers:

If you are interested in volunteering or know someone who would be interested, please call the school office or contact your student's teacher. The following is a list of requirements for volunteers:

- ❖ Volunteers must be at least 13 years old.
- ❖ Volunteers will be required to sign in at the office at the beginning and ending of the volunteer experience.
- ❖ A volunteer application must be completed. (see school secretary or website for this form).
- ❖ A Background check (no charge to volunteer) through the Michigan State Police I-Chat website will be conducted.

Personal Property at School

The classroom teacher may decide appropriate equipment/

property for the student to bring to school. Please check with the teacher before sending personal property to school.

Cell Phones: It is recognized that students may have cell phones provided by parents for emergency situations. It is expected that during instructional time cell phones will be on “silent” mode and will be in the student’s pocket or backpack. Cell phones may be used by students during lunch. Should a cell phone be used during class time, the teacher will remove the phone and hold it until the end of the day when it will be returned to the student.

Student Valuables: Students are encouraged not to bring items of value to school. Items such as jewelry, expensive clothing, and electronic equipment are tempting targets for theft extortion. The school will not be liable for loss or damage to personal valuables.

Hot Lunch Program

Hot lunches and breakfast are available to all students. School breakfast and lunch will be free for the 2024-25 school year. Parents are encouraged to fill out the Free/Reduced Lunch Application to benefit from other associated benefits from this program.

In the operation of child food programs, no child will be discriminated against because of socioeconomic status, race, color, national origin, age, sex, or handicap. If you feel you have been discriminated against in the approval of your application, please contact the school Principal at 989-224-6831 Ext. 2155 or contact: USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Ave., S.W. Washington, DC 20250-9410 or call 202-720-5964.

Foster Care:

If you are a licensed foster care home and have foster children living with you, they may be eligible for benefits regardless of your household income.

McKinney-Vento:

Children considered Homeless under the McKinney-Vento Act are automatically eligible for free breakfast and lunch.

Positive Behavior Supports/Positive Behavior Support Plans

Positive Supports teach a student alternative strategies for addressing the cause (or function) of their behavior (anger, expressing their feelings, coping with difficult situations/changes and helping meet their needs using less disruptive and more socially appropriate strategies).

For safety purposes, a Positive behavioral Support Plan may also include emergency procedures (which may include the use of Seclusion or Restraint in accordance with State Board Policy/Guidelines). Data collection and frequent review of this data is an expectation of all educational staff so that skills, techniques and strategies used to address behavior can be bridged across a student's entire day maximizing learning opportunities and providing a consistent adult response regardless of the setting.

Emergency Seclusion and Emergency Restraint

This is a brief summary of key elements of Board Policy 5630.01. The complete policy may be reviewed for additional

information and implementation guidance at the CCRESA website at <http://www.neola.com/clintonresa-mi/>.

Intent:

This policy provides a framework for organizational support that results in effective interventions involving team-based leadership, data-based decision-making, continuous monitoring of student behavior, regular universal screening and effective ongoing professional development.

In the event that staff members need to restrain and /or seclude students, it must be done in accordance with this policy, which is intended to:

- A. promote the care, safety, welfare and security of the school community and the dignity of each student.
- B. encourage the use of proactive, effective, evidence and research-based strategies and best practices to reduce the occurrence of challenging behaviors, eliminate the use of seclusion and restraint, and increase the meaningful instructional time for all students; and
- C. ensure that seclusion and restraint are used only as a last resort in an emergency situation and are subject to diligent assessment, monitoring, documentation and reporting by trained personnel.

In furtherance of these objectives, CCRESA will utilize Positive Behavior Interventions and Supports (PBIS) to enhance academic and social behavior outcomes for all students. PBIS implemented by CCRESA will include socially valued and measurable outcomes, empirically validated practices, systems that efficiently and effectively support implementation of these practices, and continuous collection and use of data for decision-making.

Physical restraint or seclusion may only be used in an emergency situation. An emergency means a situation in which a student's behavior poses imminent risk to the safety of the individual student or to the safety of others and requires an immediate intervention. Both emergency seclusion and emergency restraint are used as a

last resort emergency safety intervention that provides an opportunity for the student to regain self-control while maintaining the safety of the student and others.

Emergency Seclusion:

Emergency seclusion means the confinement of a student in a room or other space from which the student is physically prevented from leaving. It must involve continuous observation by school personnel of the student. The room or area used for confinement must not be locked; must not prevent the student from exiting the area should staff become incapacitated or leave the area; must provide for adequate space, lighting, ventilation, viewing and the safety of the student; and must comply with State and local fire and building codes. Duration of emergency seclusion will not be done longer than necessary, based on research and evidence, to allow students to regain control of their behavior, but will generally not last longer than 15 minutes for elementary or 20 minutes for secondary age students. If it does, there will be provision of additional, trained personnel support and documentation that explains the reason for extended time.

The following practices are prohibited under all circumstances, including emergency situations:

- confinement of students who are severely self-injurious or suicidal
- corporal punishment, as defined in M.C.L. 380.1312(1) of the revised school code, 1976 PA 451
- the deprivation of basic needs
- anything constituting child abuse
- seclusion of preschool children
- seclusion that is used for the convenience of school personnel
- seclusion as a substitute for an educational program
- seclusion as a form of discipline or punishment
- seclusion as a substitute for less restrictive alternatives, adequate staffing or school personnel training in PBIS

- when contraindicated based on (as documented in a record or records made available to the school) a student's disability, health care needs, or medical or psychiatric condition

Emergency Restraint:

Emergency restraint has all the same considerations as are in place with emergency seclusion. These include its use only in emergency situations involving imminent risk to the safety of the individual or others, as a last resort, and with the purpose of providing an opportunity to regain self-control. Restraint means an action that prevents or significantly restricts a student's movement. Chemical or mechanical restraints are prohibited. Physical restraint does not include actions undertaken for the following reasons:

- to break up a fight
- to take a weapon away from a student
- to briefly hold the student (by an adult) in order to calm or comfort him/her
- to have the minimum contact necessary to physically escort a student from one area to another
- to assist 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)
- to stop a physical assault as defined in M.C.L. 380.1310
- actions that are an integral part of a sporting event, such as a referee pulling football players off from a pile or similar action

Emergency restraint will not be used any longer than necessary, based on research and evidence, to allow students to regain control of their behavior to the point that the emergency situation necessitating the use of restraint is ended; and generally no longer than 10 minutes. If it occurs longer than 10 minutes, additional support, which may include a change in staff, or introduction of a nurse, specialist, or additional key identified personnel will occur as well as documentation explaining the extension beyond the time limit.

Use of Emergency Seclusion or Emergency Restraint:

In general, any use of emergency seclusion or emergency restraint will not be used in place of appropriate, less restrictive interventions, and shall be performed in a manner that is safe, appropriate, and proportionate/sensitive to the students:

- 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 or other trauma.

While using emergency seclusion/restraint, staff will do all the following:

- involve key identified personnel to protect the care, welfare, dignity, and safety of the student
- continually observe the student in emergency seclusion for indications of physical distress and seek medical assistance if there is a concern
- document observations
- ensure to the extent practicable, in light of the ongoing emergency situation, that the emergency seclusion/restraint does not interfere with the student's ability to communicate using the student's primary mode of communication
- ensure that at all times during the use of emergency seclusion/restraint there are school personnel present who can communicate with the student using the student's primary mode of communication

Each use of an emergency seclusion/restraint and the reason for each use will be documented and reported according to the following procedures:

- Documentation will be in writing and report in writing or orally to the building administrator immediately
- Report in writing or orally to the parent or guardian immediately
- A report will be written for each use of seclusion/restraint (including multiple uses within a given day) and the written report(s) provided to the parent or guardian within the earlier of 1 school day or 7 calendar days.

After any use of emergency seclusion/restraint, staff will make reasonable efforts to debrief and consult with the parent or guardian, or the parent or guardian and the student (as appropriate) regarding the determination of future actions.

Students Exhibiting a Pattern of Behavior

If a student exhibits a pattern of behavior that poses a substantial risk of creating an emergency in the future that could result in the use of emergency seclusion/restraint, school personnel will do the following:

1. conduct a functional behavioral assessment
2. develop or revise a PBIS plan to facilitate the reduction or elimination of the use of seclusion/restraint
3. develop an assessment and planning process conducted by a team knowledgeable about the student, including at least:
 - a. the parent or guardian
 - b. the student (if appropriate)
 - c. people who are responsible for implementation of the PBIS plan

- d. people who are knowledgeable in development and implementation of PBIS plans
4. Develop a written Emergency Intervention Plan (EIP) to protect the health, safety, and dignity of the student. An EIP will not expand the legally permissible use of emergency seclusion/restraint.

The EIP will be developed by a team in partnership with the parent or guardian. The team shall include:

- a teacher
- an individual knowledgeable about legally permissible use of seclusion/restraint; and
- an individual knowledgeable about the use of PBIS to eliminate the use of seclusion/restraint.

The EIP will be developed and implemented by taking all the following documented steps:

1. describe in detail the emergency intervention procedures
2. describe in detail the legal limits on the use of emergency seclusion/restraint, including examples of legally permissible and prohibited uses
3. inquire of the student's medical personnel (with parent or guardian consent) regarding any known medical or health contraindications for the use of seclusion/restraint
4. conduct a peer review by knowledgeable staff
5. provide the parent or guardian with all of the following, in writing and orally:
 - a. A detailed explanation of the PBIS strategies that will reduce the risk of the student's behavior creating an emergency situation.
 - b. An explanation of what constitutes an emergency, including examples of situations that would fall within and outside of the definition.
 - c. A detailed explanation of the intervention procedures to be followed in an emergency situation, including the potential use of emergency seclusion/restraint.

- d. A description of possible discomforts or risks.
- e. A detailed explanation of the legal limits on the use of emergency seclusion/restraint, including examples of legally permissible and prohibited uses.
- f. Answers to any questions.

A student who is the subject of an EIP will be told or shown the circumstances under which emergency intervention could be used.

Expulsions/Suspensions - Required by Statute

This is a brief summary of key elements of Board Policy 5610.01. The complete policy may be reviewed for additional information and implementation guidance at the CCRESA website at <http://www.neola.com/clintonresa-mi/>.

Weapons, Arson, Criminal Sexual Conduct

In compliance with State and Federal law, the Superintendent shall expel any student who possesses a dangerous weapon in a weapon-free school zone in violation of State law or commits either arson or criminal sexual conduct in a CCRESA operated program or on CCRESA property, including school buses and other school transportation.

The Superintendent need not expel for possession of a dangerous weapon if the student (or parent/guardian, as appropriate) can establish in a clear and convincing manner to the satisfaction of the Superintendent that:

- the object or instrument was not possessed for use as a weapon, or for direct or indirect delivery to another person for use as a weapon
- the weapon was not knowingly possessed

- the student did not know or have reason to know that the object or instrument possessed constituted a dangerous weapon
- the weapon was possessed the suggestion, request, or direction of, or with the express permission of a CCRESA administrator or the police

There is a rebuttable presumption that expulsion for possessing the weapon is not justified if the Superintendent determines in writing that the student has established that he or she fits under one of the exceptions above by clear and convincing evidence, and that the student has no previous history of suspension or expulsion. The above exceptions will not apply to student misconduct involving sexual conduct or arson.

Physical and Verbal Assault

The Board shall permanently expel a student in grade six or above if the student commits physical assault at school against a CCRESA employee, volunteer, or contractor. The Board shall suspend or expel a student in grade six or above for up to 180 school days if the student commits physical assault at school against another student. Physical assault is defined as "intentionally causing or attempting to cause physical harm to another through force or violence."

The Board shall suspend or expel a student in grade six or above and may discipline, suspend or expel a student in grade five and below for a period of time as determined at the Board's discretion if the student commits verbal assault at school against a CCRESA employee, volunteer, or contractor or makes a bomb threat or similar threat directed at school building, property, or at a school-related activity. Verbal assault is a communicated intent to inflict physical or other harm on another person, with a present intent and ability to act on the threat. "At school" means in a classroom, elsewhere on school premises, on a school bus or other school-

related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises.

Factors to be Considered Before Suspending or Expelling a Student

Prior to suspending or expelling a student for any of the above statutorily mandated reasons, except as noted below, the Superintendent shall consider the following factors:

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

The Superintendent will exercise discretion over whether or not to suspend or expel a student for the statutorily mandated reasons. In exercising that discretion for a suspension of more than 10 days or expulsion, there is a rebuttable presumption that a suspension or expulsion is not justified unless the Board can demonstrate that it considered each of the factors listed above. For a suspension of 10 days or fewer, there is no rebuttable presumption, but the Board and Superintendent will still consider the factors.

Exception: If a student possesses a firearm in a weapon free school zone, the student will be permanently expelled without considering the above factors, unless the student can establish mitigating factors by clear and convincing evidence.

If CCRESA determines that it will utilize restorative practices in addition to or as an alternative to suspension or expulsion of a student, it will engage in restorative practices which emphasize repairing the harm to the victim and school community caused by the student's misconduct.

Students with eligible disabilities under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Americans with Disabilities Act (ADA) shall be expelled only in accordance with Board Policy 5605 referencing additional CCRESA administrative guidelines, State and Federal due process rights appropriate to these students.

Acceptable Use Policy for Technology

It is expected that students will sign and adhere to the CCRESA Acceptable Use Policy for accessing and using the Internet. Students will refrain from accessing inappropriate websites as defined in the Acceptable Use Policy. Should students access inappropriate websites, computer use will be limited to supervised academic activities.

Alcohol, Tobacco, Drugs, and Firearms

It is noted here that the laws regarding the prohibition of alcohol, drugs, tobacco, and firearms on school property apply to the students who attend CCRESA programs. Any instance of a student bringing these to school will result in disciplinary action up to and including out-of-school suspension on a case by case basis. Please also refer to CCRESA Board Policy 5530 – Drug Prevention and this book's section on Emergency Seclusion/Restraint.

Search & Seizure

The Board of Education has charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search school property such as lockers used by students or the person or property, including vehicles, of a student, in accordance with Board Policy 5771.

Anti-Harassment

It is the policy of the Board of Education to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment, bullying, and harassment based on race/color, religion, national origin, or disability. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board. See Board Policy 5517.

Bullying or other aggressive behavior toward a student, whether by 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 all administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

Clinton County RESA has compliance officers available during regular school/work hours to discuss concerns related to unlawful harassment, to assist students, members of the district community, and third parties who seek support or advice when informing another individual about “unwelcome conduct.” Clinton County RESA’s Anti-Harassment Compliance Officers are as follows:

<p><i>Karmen Hungerford</i> <i>Human Resource Specialist</i> 1013 South U.S. 27 St. Johns, MI 48879 989-224-6831 x2341 Thoma_n@ccresa.org</p>	<p><i>Jennifer Branch</i> <i>Career Education Director</i> 1013 South U.S. 27 St. Johns, MI 48879 989-224-6831 x2334 jbranch@ccresa.org</p>	<p><i>Renee Thelen</i> <i>Special Education Director</i> 1013 South U.S. 27 St. Johns, MI 48879 989-224-6831 x2325 lsiegwald@ccresa.org</p>
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Communication and Parent Participation

Communication is very important between school and home and is encouraged on a continual basis. Opportunities for parent involvement include the Parent/Teacher Organization, IEPT meetings, parent-teacher conferences, staffing and volunteering in school and for school activities. Formal parent-teacher conferences are held in the fall. Progress reports are sent on a trimester basis to provide parents with an update on their child’s progress on IEP goals and objectives.

The Individualized Education Program Team (IEPT) conducts an annual review of the student’s educational progress and program. The annual review must be held within one year of the previous IEPT meeting.

Any time a parent/guardian desires a review of their student’s educational program they may contact their child’s teacher or building/program administration to request a meeting/staffing or IEPT meeting.

Relations with Special Interest Groups

Any request from civic institutions, charitable organizations, or special interest groups which involve such activities as patriotic functions, contests, exhibits, sales of products to and by students, sending promotional materials home with students, graduation prizes, fund raising, and free teaching materials must be carefully reviewed to ensure that such activities promote student interests without advancing the special interests of any particular group. See Board Policy 9700.

State Assessments

The Board of Education, shall in compliance with law and rules of the State Board of Education, assess student achievement and needs in designated subject areas in order to determine the progress of students and to assist them in obtaining district goals.

Students with Limited English Proficiency (LEP)

It is the policy of the Board of Education that all students be provided a meaningful education and access to the programs provided by the District. 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 programs offered by the District.

Further, the District will endeavor to assist the student and his/her parents in their access to District programs by sending notices to

the parents in a language or format that they are likely to understand (also see Policy 2260).

Field Trips

Field trips are academic activities that are held off school grounds. No student may participate in any school-sponsored trip without parental consent. A field trip consent is given to parents at the beginning of each school year and must be signed and returned.

Grading System (EI Program)

We are bound by law to teach content for all core classes directly from the Michigan Common Core Standards. Each class will receive a daily grade 0-5. At the end of the trimester, we compile all the numbers, convert to percentages and assign a letter grade. In special circumstances, students may obtain prior permission to take a class Credit (CR)/ No Credit (NC). Courses are graded on a trimester schedule (as opposed to semester). Students graduating with either a certificate of completion OR a diploma will follow their home district required credits to meet either a certificate or a diploma. St. John's Board approved credits for the alternative education are as follows:

US History	1.00
Government/Civics	.50
Economics	.50
Geography/World History	1.00
Online Learning	1.00
Physical Education	1.00
English	4.00
Math	4.00
Science	3.00
Language other than English	2.00
Electives	6.00
Total	24.00 credits

Transition Planning

This process allows both the parent and student an opportunity to address questions about the future. Development of this plan is based on your son/daughter's individual needs, as well as taking into account his/her preference, interests and abilities, and is part of the IEPT meeting discussion.

CCRESA, with your written consent, is required to invite to the IEPT meeting any agencies that are likely to be involved in providing services to your son/daughter after they leave school.

Transition activities should be considered as early as possible, updated annually, and transition services are mandated in the IEP by age 16.

Guardianship

The State of Michigan transfers rights to individuals at the age of majority (18 years old). Therefore, all parental rights will transfer to the student upon reaching age 18 unless a guardian has been appointed by the court.

When a student reaches the age of majority (18) and guardianship has not been established, the student becomes responsible for making all decisions regarding his/her future educational services. If the student is unable to make decisions independently, the school may assign a "surrogate" to work with the student. It is important to remember that when young adults reach the age of 18, they automatically become their own legal guardians regardless of their level of disability.

Information on how to apply for guardianship for a student who is in need of this service can be obtained from the school office, or the court at 989-224-5190.

Procedural Safeguards

Procedural Safeguards provides parents of students with disabilities from birth through age 26, an overview of their educational rights with regard to special education under the Individuals with Disabilities Education Act (IDEA). You can access a copy of the Procedural Safeguards on the CCRESA website at: <http://ccresa.org> and type in the search area **Procedural Safeguards**.

Questions & Concerns

Parents, guardians and home supervisors are urged to contact the staff person most directly involved with any concern or question they may have about their student's educational program. When a question arises, it is generally advisable to first make contact with your student's classroom teacher.

If a resolution is not reached, the school principal should be contacted next. If the concern rises to a level of complaint, the following is an outline of how to proceed with this process, per board language.

If a complaint is not resolved through the informal complaint process, if one of the parties requested that the informal complaint process be terminated to move to the formal complaint process, or if the individual elects to file a formal complaint initially, the formal complaint process shall be implemented.

If a Complainant informs a principal, Superintendent, or other District-level employee, either orally or in writing, about any

complaint of discrimination/retaliation, that employee must report such information to the CO within two (2) business days.

All formal complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be engaging in, the discriminatory/retaliatory conduct; a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and the resolution sought by the Complainant.

Within two (2) business days of receiving the complaint, the CO or designee will initiate a formal investigation to determine whether the Complainant has been subjected to unlawful discrimination/retaliation.

The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the CO or a designee will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the formal complaint.

At the conclusion of the investigation, the CO or the designee shall prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful discrimination/retaliation.

Within five (5) business days of receiving the report of the CO or the designee, the Superintendent must either issue a final decision regarding whether the charges have been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the Complainant and the Respondent.

