

CHELSEA



SOUTH MEADOWS ELEMENTARY

2026-27 Student Handbook

South Meadows Elementary School

335 Pierce St. Chelsea, MI 48118

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Building Administration

Principal

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Building Support



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SOUTH MEADOWS ELEMENTARY SCHOOL HANDBOOK CHELSEA SCHOOL DISTRICT

"Empowering Students, Engaging Minds, Exploring Possibilities"

The guidelines and procedures in this handbook will be enforced for all South Meadows students. Individual teachers may have additional expectations which will be discussed at the beginning of each year.

DAILY SCHEDULE

School Hours: 8:00 AM - 2:52 PM

Doors Open - 7:40 AM

First Bell - 7:55 AM

School Begins/Tardy Bell - 8:00 AM

Dismissal Bell - 2:52 PM

Half Day Dismissal - 11:11 AM

Please be aware that students may not be dropped off prior to 7:40 a.m. due to the fact that there is no adult supervision available until then. After school, students should be picked up by 3:00 p.m. for the same reason.

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§1 - EMERGENCY SCHOOL CLOSING

In the event of inclement weather, school closing information will be posted on our websites. District web site: www.chelseaschools.org. District Phone #: 734-433-2275 Information regarding school closings will be sent out via email, automated phone calls and/or district social media accounts.

§2 - ATTENDANCE / TARDINESS

Regular attendance is a vital part of the learning process. The South Meadows School Office will send letters to parents about excessive absences. Prolonged illness or other extenuating circumstances, cleared through the principal's office, will serve as the exception to this rule.

We encourage families to send any medical documentation (i.e. a doctor's note) of a student's absence to the front office via email, fax, or hard copy so that our attendance records can reflect a medically excused absence.

Attendance issues that are not medically excused may result in one or more of the following interventions, based upon guidance from the Washtenaw County ISD:

Level 1 - 5 Days Absent in a 45-day period

A letter will be sent to the student's parent(s) / caretaker(s) to notify them of the student's absences, and the student will be put "on the radar" for attendance issues.

Level 2 - 10 Days Absent at any Point

A second letter will be sent to the student's parent(s) / caretaker(s) to notify them of the student's additional absences, and administration will make direct contact with the student's family to discuss potential interventions.

Level 3 - 15+ Days Absent (Truancy)

Absences in excess of 15 days may result in referral to the Washtenaw County Juvenile Court for truancy. In addition, the student may lose athletic/extracurricular privileges.

Additional Considerations:

School Absences: If a student has accumulated excessive absences, administration reserves the right to determine that additional time away from class for a school absence would be detrimental to the student's academic progress. In such cases, the student may be denied participation.

Drop Procedure: To support student success and maintain accurate enrollment records, students who are absent for ten (10) consecutive school days without prior authorization or communication with school administration may be withdrawn from enrollment in the district. Parents/guardians are expected to notify the school administration of extended absences and maintain communication regarding the student's status and anticipated return date. Failure to communicate with the school during an extended absence may result in the student being dropped from district enrollment. If a student is withdrawn under this policy, the parent/guardian will be responsible for re-enrollment procedures before the student may return to school. Re-enrollment may include residency verification and updated registration documentation. The district reserves the right to review individual circumstances and make exceptions when appropriate.

If you are making a change to a previously scheduled end of day routine, please call the office as early as possible. **Do not** email the teacher directly as they may not get to email until after school. Last minute changes may not get delivered to students.

§3 - SAFETY

The safety of your child is one of our major concerns. The cooperation and example of parents is needed to build good safety habits.

Urge your child to:

1. Walk on sidewalks - avoid cutting across private property.
2. Bicycle Policy
 - Encourage students to wear bike helmets.
 - Bicycles are to be walked on school property during school hours.
 - Park bicycles in the bike racks provided.
 - Students are not allowed to ride their bicycles during recess.
 - Students who usually ride the bus should have written permission from their parents to ride their bicycles and not the bus.
3. Refuse to enter strange automobiles.
4. Do not walk between parked cars. Cross only at cross walks or intersections.
5. Wheelies, skateboards, roller-skates, rollerblades, ice-skates, sleds, radios, and other toys are to be left at home.

§4 - EMERGENCY INFORMATION

It is very important that we have the proper emergency information for your child.

- Address
- Home or Cell phone Number
- Child Care Number

- Work Number
- Emergency Number

To provide the school accurate information for your child's safety, each school year we ask that you please update all Enrollment/Emergency information using PowerSchool Enrollment. In the event that you have a change of address or change of telephone number, we request that you notify the school office. This information is very important to us in case of an emergency.

If you are in a custody dispute situation and are requesting that one parent not be allowed access to a child, legally we need a copy of a signed court document indicating child contact rights. Otherwise, we cannot deny a parent access to his/her child.

If your family situation necessitates having a copy of school information sent to two different addresses, please let the office and/or classroom teacher(s) know. We want all family members to be informed of their child's activities and progress.

Students coming into or leaving the building during school hours must be either signed in or signed out by a parent in the office. Students who are tardy must also be signed in

§5 - IMMUNIZATIONS

All students must be properly immunized to attend school in the Chelsea School District. Dates are kept on file and reviewed yearly. Students new to the district must show proof of immunization at the time of entry. Based on the public health code, a child without either an up-to-date immunization record, a certified non-medical waiver form, or a physician signed medical waiver form, can be excluded from school.

§6 - HEALTH CONCERNS

Please make the school aware of any health concerns or problems your children may be experiencing by contacting office staff and/or school nurses. We will work with parents to accommodate children's health issues. If a child needs to be excused from PE for more than 2 class periods, a doctor's note may be required.

If your child has a fever, please keep them home from school. Students must be **fever free for 24 hours** before returning to school.

If your child has vomited, please keep them home from school. Students may return to school once they have been free from vomiting for **at least 24 hours**.

If your child suffers from a life-threatening illness, or is on or needs prescription medication, please fill out a Medical Care Request Form to be kept on file in the office.

§7 - EXTENDED / HOME BOUND SERVICES

Sometimes a student has an illness that requires an extended absence or maybe a hospitalization. We as a school district want to provide support for your child should this be the case. Pupils are expected to attend school to the fullest extent possible, but homebound/hospitalized instruction may be provided to pupils who have a medical condition preventing them from participating in classroom instruction because they are confined to home or a health care facility. The goal of homebound services is to keep the pupil current with classroom instruction and facilitate the pupil's return to the current classroom setting. Should you feel you need support for your child, please contact the building principal.

School District's Responsibilities

The school district will, after being notified by a parent/legal guardian with a completed physician's statement, make arrangements to provide general education homebound/hospitalized services for the student. These services will begin after being notified if the following has happened:

- The pupil is unable to attend school because of a medical condition or hospitalization. (Pupils able to attend school part-time are not eligible for homebound/hospitalization services).
- The pupil's attending physician certifies a medical condition that requires that the pupil be confined to the home/hospital during regular school hours. This includes pupils in psychiatric hospitals, substance abuse centers, or pupil's places in other medical facility placements by the parents or medical practitioner.
- The pupil is physically able to participate in instructional activities while at home or in the hospital.
- It is anticipated that the pupil will be homebound/hospitalized for more than five consecutive school days.

Transition back to school

The process of transitioning back to school after a hospitalization or extended absence is individual to each student. Generally, students will need a short-term plan for reentry that can be re-evaluated after 6 weeks to see if it requires longer term solutions. It depends on the student and their ability to re-acclimate. The longer-term plan may involve one of the following options:

1. Fading the informal supports provided during reentry. This option is used when student has had an easy transition back.
2. Continuing with the supports in an informal plan. This option is used when the student has made a successful transition back, but still needs mild to moderate supports to successfully navigate the school day.
3. Exploring testing to formalize supports with either an Individualized Education Program (IEP) or a 504 Plan. This option is for students whose school day continues to be significantly impacted by their health.

§8 - MEDICATION

In accordance with 1971 Michigan Public Act #157, medication administered to a student must be done on the basis of written permission by the parent or guardian, must be done in compliance with a physician's instructions, and done in the presence of another adult. The medicine needs to be in its original bottle. See your pharmacy if you need extra bottles for home and school. A staff member will give medication to a student only if the medication is clearly labeled with:

Student's name

Doctor's name

Complete instructions

Date

§9 - VISITORS / VOLUNTEERS

Parents are encouraged to visit South Meadows. To support the safety of our students, all visitors and volunteers must enter and exit through the main office. Upon arrival, all visitors must sign in through our visitor management system, present a valid driver's license, and may be subject to a background check. Visitors are required to wear an identification sticker while in the building. **All visitors and volunteers are required to use the District's visitor management system and should present a valid photo ID, such as a driver's license or state-issued identification card, prior to entering the building. Once approved for entry, visitors must check in at the main office and obtain a temporary guest identification badge, which must remain visible while in the building. A visitor who does not possess a valid form of photo identification should contact the main office for assistance. Building administration may use an alternative process to verify the visitor's identity and determine whether access to the building is appropriate.**

Parents wishing to volunteer in a classroom must schedule a time with the teacher in advance. All volunteers who work with students must have a current iChat background check completed and on file annually. Once volunteer time is complete, parents and visitors are expected to sign out and exit the building. Visitors and volunteers are not permitted to stay for lunch, attend recess, or participate in specials with students unless previously approved by administration.

§10 - CELL PHONES / ELECTRONIC DEVICES

Cell phones and watches with internet/cell service are not to be used during the school day. Cell phones need to be left in lockers or backpacks. **Families assume all responsibility for the cell phones and electronic devices brought to school.** We ask that you refrain from making personal calls to your children during the school day on phones or watches. All calls need to go through the office.

§11 - BIRTHDAY CELEBRATIONS

Birthday celebrations in the classroom will be handled at the discretion of each classroom teacher and may vary from class to class based on allergies, dietary needs, instructional schedules, and other individual classroom considerations. Parents are responsible for reaching out to their child's teacher in advance to learn how birthdays are recognized in that classroom, what options may be permitted, and whether any special notifications or guidelines apply.

If you choose to distribute invitations at school for a party held outside of school, all students in the classroom must be included. Birthday gifts such as flowers, balloons, or similar items should not be sent to school. Decorating school lockers for birthdays is not permitted.

§12 - HOMEWORK POLICY

The District has adopted K-5 homework guidelines. All homework should be turned in the next school day unless otherwise specified. The guidelines for elementary students are:

Grades 3-5

Students may receive up to 30 minutes of homework each night. Daily reading is also recommended for all students. In most cases, homework will not be assigned over weekends.

§13 - BOOKS

The Chelsea Board of Education furnishes all basic and supplementary texts. They are accepted as a loan and should be returned as they are received. Textbooks should see at least five years' service and range in price up to \$68.00. Other materials are expected to last the school year. Pupils are expected to use books with care. The student's family is responsible for replacing lost or mutilated books, planners or materials.

§14 - ITEM IDENTIFICATION

Please put your child's name on jackets, sweaters, hats, mittens, boots, lunches, lunch boxes, and other personal belongings. This makes it easier to return items when something is misplaced. Lost and found items are located near the front office, and families are encouraged to check regularly for missing belongings. Items not claimed and returned to their rightful owner will be donated throughout the school year.

§15 - LUNCH / SNACKS

Students will be scheduled for one 30-minute lunch period. They may buy a hot lunch, sandwiches, salad bar or bring a sack lunch and buy a beverage. Milk is included with a student lunch, or it can be purchased separately. Please do not send carbonated beverages or glass bottles to school. Classroom teachers may provide a snack time during the day, which may vary by classroom. Families are encouraged to send healthy snacks and check with the teacher regarding any classroom specific guidelines or allergy considerations.

§16 - DEBIT CARD PROCEDURES

- Parents can set up a cafeteria debit account which is activated by their student I.D. card.
- A student I.D. card or cash will be accepted at the lunch line.
- Only the student to whom it was issued can use his/her card. If a student uses another student's card, she/he will be reported to the office for possible disciplinary action.
- Students may make deposits on their debit account before school in the cafeteria or a parent/guardian can add money to the account online at www.chelsea.familyportal.cloud

Lunch Charges:

It is the Food Service Department's policy that no student go without lunch; therefore, if an account is in debt, and a student still needs lunch that day, the food service staff will issue a sack lunch. (There is still a full lunch charge for this). The parent or guardian will be notified by the food service department if a child's account reaches a negative balance.

All problems, questions about accounts and payments along with any lunch related issue should also be directed to our Food Service Director at (734) 433-2246.

§17 - FOOD ALLERGIES

A designated area for children with food allergies is available in each school's cafeteria. Students will be made aware of this area and should help to respect its restrictions.

§18 - FIELD TRIP CHAPERONE

Please be aware that all expectations for students apply also for adults on field trips. Specifically:

- It is necessary to check in with a staff member upon your arrival and check out when you depart from this field trip.
- In case of an injury, consult with staff if medical attention is required. Never transport an injured person in your own vehicle.
- The consumption of tobacco, alcohol, or other drugs while in the role as a chaperone is prohibited.

- If the field trip requires you to stay overnight, the expectation is to stay with the students for the entire trip. If you need to leave the students for any reason, please discuss this with the supervising teacher or administrator prior to the trip.
- Field trips are for the student in the class, therefore; we ask that you do not bring other siblings. Pets are not allowed.
- A District Chaperone form will need to be signed by each parent responsible for a group during any field trip.

§19 - PARENT / TEACHER CONFERENCES

One or two conference days are usually offered during the school year. A letter is sent home with students prior to the event. Conferences may also be arranged throughout the school year via a message to the classroom teacher. The teachers will contact families and make arrangements.

§20 - ASSESSMENT REPORTS

Teachers will communicate with parents regarding their student's progress on a regular, on-going basis via e-mail, phone or face-to-face conversation. Teachers using Powerschool for grading will update grade books regularly allowing parents to check academic progress online. We encourage families to discuss assessment reports with students. Parents are also encouraged to contact teachers with any academic questions, concerns or comments. All report cards will be accessed via Powerschool using the Parent Portal login provided by the District.

§21 - DISCIPLINE CODE

Discipline for violations shall be administered as determined by the staff of South Meadows.

As part of our disciplinary process, restorative conferences may be utilized as a way of addressing student conflict and misconduct. Restorative Justice (RJ) is an approach to addressing conflict and misconduct that focuses on healing rather than punishment. RJ assumes that misconduct and conflict injure those directly involved (victims and offenders) as well as the broader community to which they belong. Rather than relying on punishment, RJ expects those who cause injuries to make things right with those they have harmed and with their community.

When necessary, disciplinary actions will be based upon the seriousness of the behavior, the previous disciplinary record of the student, the student's individual needs, and the circumstances of each case. A progressive cumulative approach to discipline will be used at South Meadows.

Disciplinary actions include but are not limited to:

- Student/Parent/Staff conference
- Respect Plan
- Restitution
- Community service

- Parent contact by telephone
- Administrator/parent/student conference
- Counseling/School Social Worker /School Intervention
- Detention
- Loss of privileges
- Bus suspension
- In or Out of school suspension
- Police notification
- Recommendation to Board of Education for expulsion

The parent or guardian will be notified of any serious problem or a problem which requires removing the student from the regular school program or a school sponsored event. Cooperation between the parent or guardian and the school will be essential to help the student learn self-control and responsibility for his/her behavior. Violations include but are not limited to:

- Fighting
- Inappropriate display of affection
- Profanity and vulgar language
- Insubordination
- Possession/use of drugs, alcohol, and tobacco products
- Student bullying/hazing
- Defacing School Property or Property Belonging to Another
- Truancy
- Abuse of hall pass privileges
- Theft
- Forgery
- Vandalism
- Causing False Fire Alarm
- Arson
- Weapons and explosives.
- Striking or Threatening School Personnel
- Bomb Threats

§22 - DRESS CODE

The Chelsea School District respects students' rights to express themselves through their clothing while maintaining an environment appropriate for learning, as outlined in Board Policy 5204. Students are expected to dress in a manner that supports a safe, respectful, and distraction-free educational setting.

Shoes must be worn at all times and should be safe for school and playground activities.

Clothing must fully cover undergarments and private areas (chest, buttocks, and groin) at all times.

Clothing should provide appropriate coverage without exposing the midriff or undergarments.

Clothing that is overly revealing or disruptive to the learning environment is not permitted.

Clothing or accessories displaying violent, sexual, profane, hateful, or drug, alcohol, or tobacco related language or images are not allowed.

Hats, hoods, bandanas, sunglasses, coats, and costume type accessories should not be worn inside the building and should be stored during the school day. These items may be worn outside during recess when appropriate.

§23 - STUDENT ACCIDENT INSURANCE

Please be advised that the Chelsea School District does not provide student accident insurance. You may choose to acquire **parent-paid** student accident coverage through First Agency, an independent agency; or the MIChild program for underinsured children through the state of MI. You may pick up an enrollment packet for First Agency either at the Administration Building or in the school office. You may access the MIChild website at www.michigan.gov/mdch for program information. Please contact the office personnel for additional information.

§24 - BUS TRANSPORTATION

Student Rules for School Riders:

All families using District transportation should register for busing through the District website. Riding the school bus is a privilege, and students are expected to follow all bus rules. Failure to do so may result in loss of bus riding privileges. Parents are asked to reinforce the importance of safe and respectful behavior while riding the bus.

1. Bus riders must be at the bus stop, ready to board the bus when the bus arrives.
2. Bus riders should not move to board a bus until it is completely stopped and the door is open.
3. Bus riders should leave their seats only after the bus has come to a complete stop at their bus stop.
4. Bus riders in the elementary grades, who must cross a street at their bus stop, should wait for the driver to signal them.
5. No part of the body should be allowed to protrude from a window.
6. Loud talking, shouting, fighting, or profane language will NOT be tolerated.
7. Any damage to the bus shall be paid by the rider inflicting the damage.
8. All riders should help to keep the bus clean and sanitary on the inside.
9. Bus drivers or teachers may assign seats.
10. No glass jars or glass containers should be brought on the bus.
11. Be courteous and obedient to your bus driver. Your help will enable the driver to make your school bus ride safer.

Students are expected to ride their regularly assigned bus route each day. **Any transportation changes must be communicated in advance by a parent or guardian through email and coordinated with the Transportation Department and school office.** For example, if one student is riding home with another student, communication from both families is required to verify approval of the transportation change.

These rules are not intended to be complete. They only serve as a guide. If you have any questions concerning our transportation program, you can visit their website [here](#) or please contact our transportation supervisor, Corrina Horton, at 433-2274.

§25 - HARASSMENT AND UNLAWFUL DISCRIMINATION SEXUAL HARASSMENT POLICY # 5517

Harassment is unlawful both under Michigan and Federal law and is contrary to the commitment of this District to provide an effective learning environment. The District policy prohibits harassment of students, employees, Board members, volunteers, contractors, or applicants for employment by students, employees, Board members, volunteers, or contractors. The District will not tolerate harassing behavior as defined by law and/or by District policy, false reports of harassment, or retaliation against persons reporting allegations of harassment or cooperating in the investigation of such complaints.

All administrative and supervisory personnel are responsible for eliminating any and all forms of harassment and intimidation of which they are, or reasonably should be, aware. This includes, but is not limited to, legally protected characteristics.

Any student who believes s/he has been or is the victim of harassment should immediately report the situation to his/her immediate principal or counselor. If the complaint relates to either of these individuals, the complaint may be filed with either the Superintendent or **designee** Board President. They may be reached at 734-433-2208. If the complaint relates to the Superintendent, it should be filed directly with the Board President. All complaints will be investigated.

Discipline may include suspension or expulsion per Board policy.

Additionally, Per Board Policy 5202, the District prohibits unlawful discrimination. "Unlawful Discrimination" includes unlawful harassment and retaliation, unless specifically stated otherwise. The District will investigate all allegations of Unlawful Discrimination and will take appropriate action, including discipline, against any person who, following an investigation, is determined to have engaged in Unlawful Discrimination.

§26 - STUDENT BULLYING & HAZING POLICY #5517.01**5203 & 5207**

The Board believes that bullying and hazing activities of any type are inconsistent with educational purposes of the District and prohibits all such activities at any time.

Bullying: is a form of harassment. For the purposes of this policy, "bullying" is defined as: "The repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted or emotional abuse, or through attacks on the property of another. It may include, but not limited to, actions such as verbal taunts, name calling, and put-downs, including ethnically-based or gender-based verbal put-downs, extortion of money or possessions, and exclusion from peer groups within school." Such conduct is disruptive of the education process and, therefore, bullying is not acceptable behavior in this District, and is prohibited. Students may be disciplined as per Board policy.

Hazing shall be defined, for the purposes of this policy, as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental,

emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy. (Students who fail to abide by this policy may be subject to disciplinary action and may be held personally liable for civil or criminal penalties as per Board policy).

§27 - INTERNET SAFETY AND ACCEPTABLE USE AGREEMENT

The Internet Safety and Acceptable Use Agreement is designed to provide guidelines for using the District's technology resources including its devices and network resources. The guidelines establish rights and responsibilities for students and staff. All users are expected to follow the guidelines or risk loss of equipment and/or network privileges.

The annual signatures on the Agreement for Acceptable Use of Technology Resources are binding and indicate that the parties who signed have read the terms and conditions and understand their meaning. Users of the Internet will be advised to adhere to specific guidelines and will be made aware of their responsibilities in using the technology available to them. Users who knowingly access prohibited information or who disregard guidelines will be subject to disciplinary action.

- You are responsible for your own actions on the network and for following the specific rules established for the use of hardware, software, labs, and networks throughout the District.
- If you fail to adhere to the requirements, you may lose network privileges and will be subject to other disciplinary action.
- Never share your password, account or school assigned device with anyone. You have full responsibility for the use of your account and device.
- Do not use another's account or represent yourself as someone else.

Access to network resources which facilitate learning and enhance educational information exchange is available to all authorized students and staff. The extent of the access varies according to the level of responsibility of the individual. Some uses, such as assigned class work, have priority as determined by system administrators and teachers.

Users violating any of these policies face disciplinary action in accordance with the disciplinary policies at each level and enforced in conjunction with District policy.

§28 - DANGEROUS WEAPONS, WEAPONS, ARSON, VIOLENT THREATS, AND RAPE IN THE SCHOOL

The possession or use of any dangerous weapon, the act of arson, and the act of rape are prohibited on District property or at District-sponsored activities. Michigan law requires the Board of Education to expel a student for possession of a dangerous weapon on school property, or in a school vehicle. Michigan law defines a dangerous weapon as a:

- Firearm
- Dagger
- Dirk
- Stiletto
- Knife with a blade over three inches in length
- Knife opened by a mechanical device (regardless of blade length)
- Iron bar
- Brass knuckles

As a matter of District policy, the Board of Education may also exercise its discretion to expel a student for possession of an object on school property or in a school vehicle that may be used to cause or threaten harm to others. Examples of such objects include, but are not limited to the following: BB gun, pellet gun, look-alike gun, knife with a blade three inches or less in length, razor blade, box cutter, chains, numchucks, mace, pepper spray or laser pointers.

School officials are authorized to confiscate such weapons from students or other persons. The parents and guardians of students in violation of this policy shall be notified. Students violating this policy shall be expelled from school permanently, subject to possible reinstatement, unless the student established a clear and convincing manner at least one of the following:

The object or instrument possessed by the student was not possessed by the student for use as a weapon, or for direct or indirect delivery to another person for use as a weapon. The student did not knowingly possess the weapon. The student did not know, or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon.

The weapon was possessed by the student at the suggestion, request or direction of, or with the express permission of school or police authorities. Disciplinary measures may be taken when a verbal threat has been made up to and including expulsion. A copy of the complete policy is available in the principal's office.

§29 - SEARCH AND SEIZURE

Students possess the right of privacy of person as well as freedom from unreasonable search and seizure of property. This individual right however, is balanced by the school's responsibility to protect the health, safety and welfare of all its students. Although school authorities will respect the rights of the students in their lockers and property, it should be made clear to all that lockers are the property of the school, and a student's locker may be searched in the event "reasonable suspicion" dictates the administration take such action. **Canine searches may also be conducted. Drug testing may be required of a student if school authorities have reasonable, individualized suspicion to believe that a student is under the influence of drugs (see Board Policy 5103, Search and Seizure of Students and Their Property).**

§30 - NON-DISCRIMINATION AND ACCESS TO EQUAL EDUCATION OPPORTUNITY **SPECIAL EDUCATION AND 504 ACCOMMODATIONS**

The Chelsea School District does not discriminate on the basis of religion, race, color, national origin, sex, disability, age, height, weight, marital status, or other legally protected characteristic, in its programs, activities, or employment. See District Policy 2260, 3122, and 4122**4101**. Further, it is the policy of this District to provide equal opportunity for all students, regardless of sex, religion, race, color, national origin or ancestry, age, disability, marital status, place of residence within the boundaries of the District, or social or economic status, and/or any other legally protected characteristic, to learn through the curriculum offered in this District.

If a student has needs that affect his/her school performance, concerns about the student's progress is brought to the building principal and/or the building's problem-solving team. As appropriate, interventions are provided to support progress as part of differentiated instruction.

In some cases, the student may appear to need additional interventions, accommodations or modifications, specialized instruction and/or other types of support to make reasonable progress. If it is suspected that a student may have a disability that may be affecting performance, a referral to request additional evaluation may be made. Anyone considering the need for a referral would first be encouraged to contact the teacher(s), related services staff and/or the building principal with questions/concerns.

When a referral is made, per district procedures, a formal evaluation process may be initiated. When a disability is suspected, information is gathered as a part of an evaluation process to determine if the student meets eligibility criteria for special education services (IEP). Disability areas include the following, as specified by the State of Michigan: (1) cognitive impairment, (2) emotional impairment, (3) hearing impairment, (4) visual impairment, (5) physical impairment, (6) other health impairment, (7) speech and language impairment, (8) early childhood developmental delay, (9) specific learning disability, (10) severe multiple impairment, (11) autism spectrum disorder, (12) traumatic brain injury, and (13) deaf-blindness. In order to be eligible for services, a student must meet special education eligibility and require skill remediation.

Parents or school staff members may refer a student with a suspected disability. Upon receipt of a referral, the team meets to discuss the concerns in a timely manner. Following the referral, a team gathers and discusses available information which could result in an intervention plan being developed, referral for outside services, or a comprehensive, initial evaluation. If a comprehensive evaluation is proposed and agreed upon by the team, the school is required to complete the evaluation and meet to discuss the results within 30 school days upon receipt of consent in a manner consistent with the Michigan Administrative Rules for Special Education and IDEA 2004 Federal Regulations. **If a student has needs that affect his/her school performance, concerns about the student's progress is brought to the building principal and/or the building's problem-solving team. As appropriate, interventions are provided to support progress as part of differentiated instruction.**

Every school in the Chelsea School District has a team that discusses student concerns and support options. At the elementary level, the support team is the Problem-Solving Team; at the secondary level the support team is the Student Services Team. These teams meet regularly. They are for any struggling student including general education students, students on 504 Plans, and students on IEPs.

In some cases, the student may appear to need additional interventions, accommodations or modifications, specialized instruction and/or other types of support to make reasonable progress. If it is suspected that a student may have a disability that may be affecting performance, a referral to request additional evaluation may be made. Anyone considering the need for a referral would first be encouraged to contact the teacher(s), related services staff and/or the building principal with questions/concerns. When a referral is made, per district procedures, a formal evaluation process may be initiated.

Based upon eligibility criteria that indicate "an impairment that substantially limits one or more major life activities", the development and implementation of an accommodation plan, per Section 504 of the federal Civil Rights Act, may be appropriate. This is called "a 504 plan" and it outlines the accommodations that must be provided to support the student. "504" is a general education component.

Based upon other, narrower and more specific federal and state criteria, some students may be found eligible to receive special education services. In these cases, an Individualized Education Program (IEP) may be developed to outline goals/objectives, accommodations and/or service.

When a disability is suspected, information is gathered as a part of an evaluation process to determine if the student meets eligibility criteria for special education services (IEP). Disability areas include the following, as specified by the

State of Michigan: (1) cognitive impairment, (2) emotional impairment, (3) hearing impairment, (4) visual impairment, (5) physical impairment, (6) other health impairment, (7) speech and language impairment, (8) early childhood developmental delay, (9) specific learning disability, (10) severe multiple impairment, (11) autism spectrum disorder, (12) traumatic brain injury, and (13) deaf-blindness. In order to be eligible for services, a student must meet special education eligibility and require skill remediation.

Parents or school staff members may refer a student with a suspected disability. Upon receipt of a referral, the team meets to discuss the concerns in a timely manner. Following the referral, a team gathers and discusses available information which could result in an intervention plan being developed, referral for outside services, or a comprehensive, initial evaluation. If a comprehensive evaluation is proposed and agreed upon by the team, the school is required to complete the evaluation and meet to discuss the results within 30 school days upon receipt of consent in a manner consistent with the Michigan Administrative Rules for Special Education and IDEA 2004 Federal Regulations.

504 Accommodation Plan:

Students who do not meet criteria for special education services may be eligible for a 504 Plan. Section 504 of the Rehabilitation Act of 1973 is designed to provide equal access and fairness to general education students with disabilities, thereby leveling the playing field for them through a 504 Plan. It is not a plan designed to enhance a student's performance. It is a plan to provide fairness and equal access to education.

The student must be evaluated and meet the Section 504 identification criteria in a process similar as the special education evaluation process described above. A student is entitled to a 504 Plan if they have been identified and the evaluation shows that the individual (1) has a mental or physical impairment that substantially limits one or more major life activities; or (2) has a record of such an impairment; or (3) is regarded as having such an impairment. This determination is made by a team of knowledgeable individuals, including the parents, who are familiar of the student and his/her disability. The 504 team must draw upon a variety of sources in interpreting evaluation data and making placement decisions.

§31 - FERPA

Under the Family Educational Rights and Privacy Act ("FERPA") the Chelsea School District is authorized to designate certain personally identifiable information contained in education records as "directory" information and to disclose such information without prior consent unless a parent or eligible student objects to such disclosure.

The District designates the following personally identifiable information contained in a student's education record as directory information:

Student name, address, photograph, e-mail address, telephone number, date and place of birth, major field of study, grade level, participation in officially-recognized sports activities, weight and height of athletic team members, dates of attendance, degrees, honors and awards received, and the most recent previous school attended.

Unless a parent or eligible student advises the district in writing within 15 days of receipt of this notice that he/she does not want some or all of this designated directory information released, school officials may release this information without prior consent. Written objections to the release of directory information should be submitted to the building principal.

§32 - PERSONAL CURRICULUM ALTERNATIVE (HIGH SCHOOL)

Personal Curriculum Alternative (HIGH SCHOOL) Generally, to earn a high school diploma, a student must satisfy the requirements of Michigan's Merit Curriculum. The District may modify those requirements, however, by developing a personal curriculum for a student. All students are entitled to a personal curriculum. A parent or guardian of a student who has completed 9th grade (or the student if at least 18 years old or emancipated), or a student's teacher or counselor, may request a personal curriculum by contacting your student's high school counselor.

A group that includes the student; the student's parent or guardian; and a teacher, guidance counselor, or person acting in a counseling role, will consider the request. If the personal curriculum request is made by a student who is at least 18 or who is emancipated, or by a parent or guardian, the group will grant the request and will develop a personal curriculum for the student.

For all other requests, the group will develop a personal curriculum if the group determines one is appropriate. For most students, the group that develops the personal curriculum may make only certain modifications to the Merit Curriculum. For students with disabilities under the Individuals with Disabilities Education Act and for certain students transferring to the District from a nonpublic school or from out of state, the group may make additional modifications.

For all students, a personal curriculum must incorporate as much of the Michigan Merit Curriculum content expectations as is practicable for the student, must include measurable goals for the student to achieve while in high school, must include a method to evaluate whether the student met those goals, and must align with the student's educational development plan. Before a personal curriculum becomes effective, the District's Superintendent or designee and the student's parent or guardian (or the student if at least 18 or emancipated) must agree to its terms.

Once effective, the student's parent or guardian (or the student if at least 18 or emancipated) must communicate with each of the student's teachers to monitor the student's progress on the personal curriculum goals. A student who successfully satisfies his or her personal curriculum may earn a high school diploma even if the student does not otherwise satisfy all of the Michigan Merit Curriculum requirements.

For more information on personal curricula, including what may and may not be modified, please visit the Michigan Department of Education's Personal Curriculum page at: http://www.michigan.gov/mde/0,1607,7-140-6530_30334_49879---,00.html

§33 - STUDENT SECLUSION AND RESTRAINT

Professional staff members may need to restrain and seclude students under certain emergency circumstances. This must be done only as a last resort if students pose a threat to themselves or others. All such intervention shall only be done in accordance with guidelines developed by the Superintendent, which shall be based on the Standards adopted by the State Board of Education regarding the use of student restraint and seclusion.

Training will be provided to all professional staff and to substitute teachers, as well as the support staff determined appropriate by the Superintendent. Training will be in accordance with the State Standards.

Ref: MBE Standards for the Emergency Use of Seclusion and Restraint (2006) For the entire document, please refer to https://www.michigan.gov/documents/mde/Standards forSeclusion-Restraint_247533_7.pdf