

M.A.X. HANDBOOK

Edison School
1700 Shevlin
Ferndale MI 48220
248-658-5400
fax 248-544-5448

EDISON SCHOOL MISSION STATEMENT

The mission of the Edison School Staff, in partnership with parents and students, is to provide a safe and positive learning environment that encourages all students to become good citizens and lifelong learners.

Adopted 10-20-03

TABLE OF CONTENTS

NON-DISCRIMINATION POLICY	Page 1
INTRODUCTION	Page 2
ATTENDANCE PROCEDURES	Page 3
Attendance	Page 3
Tardiness	Page 3
Early Dismissal	Page 3
Illness	Page 4
Truancy	Page 4
Emergency School Closing	Page 4
Student Moving	Page 4
CODE OF CONDUCT	Page 5
Items Not Allowed in School	Page 5
Cell Phone Policy	Page 5
Dress Code	Page 6
Discipline Procedures-Dress Code	Page 7
Smoking Policy	Page 8
Substance Abuse Policy	Page 9
Weapons/Gross Misconduct	Page 9
STUDENT SERVICES	Page 10
Medication	Page 10
Therapy	Page 10
Teacher Consultant	Page 10
Parent Participation	Page 11
Breakfast/Lunch	Page 11
Records	Page 11
School Supplies	Page 11
Transportation	Page 12
SAFETY PROCEDURES	Page 12
Restraint Procedures	Page 12
Emergency Medical Information	Page 15
Fire and Tornado Drills	Page 16

CURRICULUM	Page 16
ACADEMIC EVALUATION	Page 17
Report Cards	Page 17
Grading	Page 17
Final Exams	Page 18
STUDENT EVALUATION	Page 18
Point Sheets	Page 18
Building/Classroom Expectations	Page 19
Reminders	Page 19
Break	Page 19
Center	Page 20
Individual Learning Experience (ILE)	Page 21
Send Home	Page 22
Reentry	Page 22
Individual Treatment Plan	Page 23
Level System	Page 23
Honor Roll/Progress	Page 23
Videotaping	Page 24
TRANSITION TO RESIDENT DISTRICT	Page 25
Point Weaning	Page 25
Planned Date of Return	Page 25
Transition Board Meeting	Page 25
Transition Group	Page 26
Visit to Local School	Page 26
IEPT	Page 27
Follow Up	Page 27
AED POLICY	Page 28
DIRECTORY INFORMATION NOTICE	Page 30
SECTION 504 RIGHTS	Page 31
FERPA RIGHTS	Page 32
TRANSPORTATION PHONE NUMBERS	Page 33

NON-DISCRIMINATION POLICY

It is the policy of the Hazel Park School District that no person shall, on the basis of race, color, national origin, sex, age, disability, height, weight, religion or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination during any program or activity, or in employment. All inquiries and complaints should be directed to the District's Civil Rights Coordinator (Director of Adult and Technical Education) 1620 E. Elza, Hazel Park, MI 48030. The coordinator may be reached at (248) 658-5200.

INTRODUCTION

The Edison Multidisciplinary Alternative Experience (M.A.X.) Program is one of three Day Treatment Center programs for emotionally impaired students in Oakland County. The purpose of day treatment is to offer a psychoeducational milieu for students whose degree of impairment is so severe that the local school districts programming is unable to meet the individual student's needs. The programs foster positive growth in social and emotional behaviors and are directed toward successful reintegration into the local district. Edison M.A.X. practices school-wide Positive Behavior Support and is a member of Michigan's Integrated Behavior & Learning Support Initiative (MiBLSi) Cohort 4.

The M.A.X. Program provides intensive therapeutic intervention. Candidates for admission must be intellectually able to benefit from cognitive therapy and to comprehend a complex level system. Students begin the M.A.X. Program at Level One and progress through five levels of increasingly challenging goals and expectations. After demonstrating significant improvement, students are returned to their home school for part of the day. The M.A.X. staff works closely with the home school staff during this period of mainstreaming to facilitate a smooth reintegration. Students are fully returned to their local district after a successful part-time experience. The M.A.X. staff remains available after complete reintegration for consultation on any problems which may arise.

ATTENDANCE PROCEDURES

ATTENDANCE

In case of an absence from school, the parent/guardian should call the program as soon as possible every day of the student's absence with a reason for the absence. If the parent/guardian does not call, a note excusing the absence is expected on the day the student returns. Absences for which no phone call or note are received will be considered unexcused. Excessive absences may be referred to the juvenile justice system. Edison M.A.X. follows the Hazel Park School District attendance policy.

Requests for pre-excused absences should be submitted as early as possible before the period of absence. Students are responsible for making up assignments that are missed during excused and unexcused absences.

TARDINESS

If a student must be late, parents are asked to call or send a note with the student explaining the tardiness. A parent/guardian must also notify their district's transportation department to make pick-up arrangements. Districts may not send a bus to pick up a student from school on a day that the student was not on the bus for the morning ride to school. Chronic tardiness may interfere with the student's academic and social achievement. Per district policy, three tardies equals one unexcused absence.

EARLY DISMISSALS

If students need to be excused during the school day, they should submit a note before classes begin stating the reason and the time for the early dismissal. Or, parents may contact the main office to provide information. When picking a student up for an early dismissal you must sign your student out in the main office and they will be brought up from their classroom after you have arrived.

STUDENT PICKUP/DROP OFF

When students are to be picked up a parent must sign their student out at the front office. Upon parent arrival we will call the student down to the office. Students arriving late cannot be dropped off at the door, a parent must bring them in to the office and sign them in.

ILLNESS

Parents will be notified if a student becomes noticeably ill (fever, vomiting, etc.) during the school day. If a student is vomiting in school or on the way to school he or she must be picked up. If a parent cannot be reached, an attempt will be made to contact one of the persons listed on the emergency card. The student will be made as comfortable as possible until he/she is picked up from school.

TRUANCY

Truancy is the willful refusal or failure to attend school with or without parental knowledge. Habitual truancy will be referred to the juvenile justice system. Unexcused absences are detrimental to the social and academic learning opportunities provided to students at M.A.X. Should this situation occur, specific behavior intervention plans will be developed by a cooperative committee of parents, student, and school staff to address the problem.

EMERGENCY SCHOOL CLOSING

Please view local newscasts or tune in to local radio stations for school closing information. Edison MAX is part of the HAZEL PARK School District.

STUDENT MOVING

All students who move are asked to immediately notify the M.A.X. office. A change of address/phone number must be reported as soon as possible, even if the move is temporary.

CODE OF CONDUCT

ITEMS NOT ALLOWED IN SCHOOL

All devices including phones will be turned into the student's homeroom teacher or other designated person upon entering the classroom. The electronic items will be returned to the student at the end of the day. Items include but are not limited to the following:

- electronic communication devices (including cell Phones)
- radios (without prior permission from the teacher)
- electronic games
- sexually explicit items
- backpacks
- purses
- weapons, including knives of any kind
- explosives
- tobacco products
- matches/lighters
- alcoholic beverages, drugs/paraphernalia
- cassette tapes, CDs

If the above items are brought to school and are consequently stolen, damaged, lost, or borrowed, the program will in no way accept responsibility. Any inappropriate items will be confiscated by staff and will be returned only to a parent.

CELL PHONE POLICY

All students are to give their cell phone to their homeroom teacher to hold until the end of the day. At the end of the day their phones will be returned. If a student refuses then a parent will be called to come to the school and have the option of obtaining the phone from the student or taking the student home. I would encourage those parents whose student does not NEED the phone to have them keep the phone at home.

DRESS CODE

Hazel Park School Board Policy 5120

A) Clothing should be clean, safe, appropriate and non-disruptive (this includes body fashions, piercing...) The Board prohibits the presence of any apparel, jewelry, accessory, notebook or manner of grooming which, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in gangs or a group (two or more people) which advocate drug use, violence, or disruptive behavior. If deemed inappropriate by the Principal, parents will be contacted to make arrangements for a change of clothing. Weather conditions should guide parents' decision about clothing to be worn in school.

B) Student dress and appearance is and always will be the responsibility of our parents and students. However, certain expectations must be met by both school and family to help insure safety and the proper learning environment. It is the goal to be up to date and fair with the following recommendations concerning dress. The school reserves the right to ban dress that is distracting and disturbing. Proper attire will be worn by students entering the building in the morning until dismissal.

In order to maintain an appropriate atmosphere, the M.A.X. Program enforces a dress code. Some school districts have implemented formal dress codes, which are strictly enforced. Since our goal is to return students to their resident district, our students must comply with strict dress codes if they are to be successful in their resident districts.

* Students are not allowed to wear any type of clothing or apparel which can be construed as disruptive, distracting, obscene or offensive to the educational process. This includes baggy and/or saggy pants that are sized too large and do not stay up without a belt.

1. Nothing should be worn that is detrimental to the health, safety or welfare of the student. Heavy chains, spiked necklaces or wristbands are not allowed. No dangle earrings are allowed, posts only.

2. Words, symbols, or clothing that portray or imply vulgarity or obscenity are not permitted.

3. Clothing or accessories which portrays themes of gang dress, sexism, sexual harassment, profanity, illegal drugs, alcohol, or tobacco use, implied or otherwise, is not permitted.
4. Caps, hats, do-rags, or bandanas (a hat is defined as any covering for the head) are not permitted at any time upon entering the building in the morning until dismissal.
5. Shorts or skirts must be worn with length at least to mid-thigh.
6. No undergarments, boxers or otherwise, may be exposed. Spandex shorts and sleep wear are not permitted.
7. No bare midriffs are allowed. Tops must be able to be tucked in.
8. Strapless, backless, spaghetti straps, tank or halter tops are not allowed unless covered by a sweater, shirt or light jacket.
9. No see through, low cut or revealing clothing is allowed.
10. Shoes or appropriate footwear must be worn at all times and they should be safe. No flip flops (beach style/toe thongs), slippers, heels, or open toed shoes.
11. No winter coats in the classroom unless authorized by the building administrator.
12. Cleanliness and other personal hygiene practices should be followed.
13. No baggy/saggy pants of any type including blue jeans/ khaki's/ shorts, etc. These include any pants that cannot stay up on their own.

DISCIPLINE PROCEDURES FOR IMPROPER DRESS

Should a student arrive to school wearing inappropriate clothing, the following interventions will occur:

First, the student will be given an opportunity to correct the problem. For example, sweat shirts, and rope belts will be available for use. Also, the student

may require a parent to be called to obtain proper attire.

Second time offenses will result in the development of an individualized behavior intervention plan to address this situation. A committee comprised of the student, parent, homeroom teacher, and therapist will establish the plan. All parties are expected to actively participate in this committee meeting.

Third time offenses will result in a 3 hour Individual Learning Experience (ILE), a meeting of all parties to review the behavior intervention plan, and make any indicated adjustments.

Fourth time offenses will result in an out of school suspension. A reentry meeting will be held with the student, parents, therapist, and homeroom teacher prior to the student's return to school.

Repeated offenses will result in suspension, and a meeting with the student, parents, therapist, homeroom teacher, and the Supervisor of Special Education, and students will not earn points until the dress code violation is corrected.

Baggy/Saggy Pants Policy

****Students who violate the baggy/saggy pants rule will have their parent(s) called. Parents have the option of bringing appropriate pants to school for the student to change into or to pick the student up and take home.***

SMOKING POLICY

The M.A.X. Program must adhere to Hazel Park Board of Education Policy. No smoking is allowed on school grounds or during any school activity. When a student is caught using tobacco products:

1. First offense - One full day (24 hours) suspension, or take part in a required antismoking activity
2. Second offense - One full day (24 hours) suspension, and required attendance at an antismoking activity

3. Third offense - Three full days (72 hours) suspension and mandatory attendance at an antismoking activity
4. Fourth offense - Three full days (72 hours) suspension, and the Administration may recommend to the Board of Education for possible further action

A copy of the Smoking Policy is available upon request.

SUBSTANCE ABUSE POLICY

The M.A.X. Program must adhere to the Hazel Park School District Drug Policy. Students shall not use or be in possession of narcotics, hallucinogens, drugs, stimulants, or alcohol at school or school functions, or appear at school or school functions showing evidence of having used same. Possession and/or use of illegal substances will result in a suspension from school and a referral to the appropriate law-enforcement agency.

A copy of the Substance Abuse Policy is available upon request.

WEAPONS AND GROSS MISCONDUCT POLICY

Students in possession of a dangerous weapon/firearm or who commit arson or rape on District grounds or at District-sponsored school events shall be expelled consistent with Federal or State guidelines.

Such students will be referred to either the criminal justice system or the juvenile delinquency system, and the appropriate county Department of Social Services or Community Mental Health agency. The parent/legal guardian and/or student shall be informed of their due process rights by the Administration and notified of the referrals. Each student subject to expulsion may have his/her situation reviewed by the Superintendent on a case-by-case basis. The Board reserves to itself the authority to expel students.

A copy of the Weapons and Gross Misconduct Policy is available upon request.

Disruptive Conduct: The Board desires to keep the Hazel Park School District and its students free from threats or harmful influence of any group or gang

(two or more people) which advocate drug use, violence, or disruptive behavior. The administration will maintain a zero tolerance for gangs or gang activity and shall maintain regular, visible supervision of district premises so as to deter any intimidation of students and confrontation between students. Any conduct which interferes with the educational process or the safety of others is prohibited. Includes violation of classroom rules.

STUDENT SERVICES

MEDICATION

Prescription medication will be administered only with authorization from the prescribing physician, and with the proper school form on file signed by the parent. All medications must be in original bottle indicating child's name, name of medication and dosage.

Non-prescription medications provided by the parents must also be accompanied by authorization from a physician along with the proper school form.

A copy of the Medication Policy and Guidelines is available upon request.

THERAPY

Each student receives weekly individual therapy in addition to group social skills instruction. The focus of therapy takes into account the reason for the student's referral to M.A.X., the social-emotional goals established at the IEPC, current student behaviors, and the program level of the student. The therapist may be either a School Psychologist or School Social Worker, and is the main contact with the home.

TEACHER CONSULTANT

Students may receive teacher consultant services individually, in small groups, and/or through consultation with the student's classroom teacher. In addition, the teacher consultant serves as the liaison between the local school and the M.A.X. program for students during the transitional phase.

PARENT PARTICIPATION

Parent participation is highly encouraged, and is part of the Positive Behavior Support Program. It is the program's belief that the student's best interest is promoted by a close home/school relationship including mutually-agreed-upon goals and open discussion of problems. Parents are invited into school to attend functions, such as, Open House, Parent Teacher Conferences, assemblies, our Annual Ice Cream Social, and other school activities. Parents are involved in school-wide committees, such as the School Improvement Committee, etc.

BREAKFAST/LUNCH

Hot breakfasts and lunches are available to all students who choose not to bring food from home. Each student makes a selection from the cafeteria menu which is posted in the classroom. Parents may choose to pay on a daily or weekly basis. Applications for free or reduced breakfast/lunch are available upon enrollment. Lunches will not be provided for students who do not bring lunch or have lunch money. Please note that breakfast will not be available after 8:00 am., unless your child's bus is late in arriving. If your child comes in late and needs a lunch please note that lunches can not be ordered after 8:30 am so please call their lunch order in before that time.

RECORDS

Student school records are available for parental review. If you wish to review records on file, please contact the program supervisor to make an appointment.

SCHOOL SUPPLIES

Students are issued school supplies as needed to meet course requirements. They are responsible for the proper care and usage of supplies. If students and parents prefer, students may bring their own supplies to school. Additional supplies for replacement may be purchased with points through the program store.

TRANSPORTATION

Transportation is provided by each student's local school district. It is the parent's responsibility to notify their district's transportation department if their child will not be needing transportation on a given day. This includes days in which you drive your child in later or pick them up early. Also, a call is necessary to restore service following an absence of several days. All transportation phone numbers are available in the back of this manual.

Driving, walking or biking to and from school may be earned privileges for students on the upper levels of the M.A.X. Level System. Such a plan is developed between the student, his/her individual therapist, the program director, and the parents. High school students who would like to exercise the driving option must be on Level 5. Students who drive may not transport any other M.A.X. students.

SAFETY PROCEDURES

RESTRAINT PROCEDURES

All M.A.X. staff members are trained in the use of nonviolent crisis intervention techniques. These techniques are designed to prevent students from engaging in dangerous or disruptive behaviors while minimizing the risk of injury. Physical intervention may be employed in compliance with Michigan law as set forth in Act 451 of 1976, 1312 (4) and (5):

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

- (a) To restrain or remove a student whose behavior is interfering with the orderly exercise and performance of school district functions within school or at a school-related activity, if that student has refused to comply with a request to refrain

from further disruptive acts.

- (b) For self defense or the defense of another.
- (c) To prevent a student from inflicting harm on himself/herself.
- (d) To quell a disturbance that threatens physical injury to any person.
- (e) To obtain possession of a weapon or other dangerous object upon or within the control of a student.
- (f) To protect property.

(5): A person employed by or engaged as a volunteer or contractor by a local or intermediate school board who exercises necessary reasonable physical force upon a student, or upon another person of school age, in a school-related setting as described in subsection (4), is not liable in a civil action for damages arising from the use of that physical force as provided in Act No. 170 of the Public Acts of 1964, being sections 691.1401 to 691.1415 of the Michigan Compiled Laws.

On December 12, 2006, the Michigan State Board of Education (SBE) issued a document entitled , “Supporting Student Behavior: Standards for the emergency use of Seclusion and Restraint”. These standards have been implemented building wide at Edison. School districts in Michigan have been directed to “promote the care, safety, welfare, and security of the school community and protect learning opportunities for all”. Edison M.A.X. has actively participated and received training through the Crisis Prevention Institute, Inc. (CPI) for over 10 years. Three Edison M.A.X. Staff members are trained as CPI trainers. CPI has used the promotion of care, welfare, and security (safety) as their guidelines for at least 10 years.

Schools are directed to develop school-wide systems of Positive Behavior Support (SWPBS), and Edison M.A.X. is beginning the sixth school year as such a building. PBS is a proactive, preventative approach to promoting positive learning experiences in a school setting. Two years ago, Edison M.A.X. became a member of the state directed MiBLSi approach to behavior and reading. The use of emergency restraint and emergency seclusion at Edison M.A.X. is used only as an emergency and as a last resort.

The SBE classifies three types of restraint: physical, chemical, and mechanical.

Physical restraint involves direct physical contact that prevents or significantly restricts a student's movement. Restraint is a last resort emergency safety intervention. Restraint is an opportunity for the student to regain self-control. This policy on physical restraint is not intended to forbid actions undertaken:

- * to break up a fight
- * to take a weapon away from a student
- * the brief holding by an adult in order to calm or comfort
- * the minimum contact necessary to physically escort a student from one area to another
- * assisting a student in completing a task/response if the student does not resist or resistance is minimal in intensity or duration
- * to hold a student for a brief time in order to prevent an impulsive behavior that threatens the student's immediate safety (e.g., running in front of a car). (p. 13)

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

- * poses an imminent risk to the safety of an individual student;
- * poses an imminent risk to the safety of others; or
- * is otherwise governed by The Revised School Code, 1976 PA 451, otherwise known as the Corporal Punishment Act. (p. 14)

Emergency restraint shall be performed in a manner that is:

- * safe;
- * appropriate;
- * proportionate to and sensitive to the student's
 - severity of behavior
 - chronological and developmental age
 - physical size
 - gender
 - physical condition
 - medical condition
 - psychiatric condition
 - personal history, including any history of physical or sexual abuse (p. 14)

Edison M.A.X. follows the SBE standards for emergency restraints, and the essential documentation. Documentation and Reporting each use of emergency restraint and the reason for each use shall be:

- * documented in writing and reported to the building administration immediately;
- * reported to the parent or guardian immediately or as soon as possible; and
- * documented in a written report for each use of physical restraint (including multiple uses within a given day) and given to the parent or guardian within 24 hours (p. 15)

Chemical and Mechanical restraints are never used at Edison M.A.X.

The SBE defines emergency seclusion as:

the confinement of a student in a room or other space from which the student is physically prevented from leaving and which provides for continuous adult observation of the student. A room used for seclusion: must not be locked; must not prevent the student from exiting the area should staff become incapacitated or leave that area; and must provide for adequate space, lighting, ventilation, viewing, and safety of the student. (Supporting Student Behavior: Standards for Emergency Use of Seclusion and Restraint, p. 8)

Edison M.A.X. follows the SBE recommendation on the use of emergency seclusion rooms, and provides the state directed documentation and reporting to parents: “documentation to the building administration immediately; reported to parent or guardian immediately or as soon as possible; and, documented in a written report for each use of seclusion (including multiple uses within a given day) and given to the parent or guardian within 24 hours”. This is accomplished by either delivering in person or the mail.

EMERGENCY MEDICAL INFORMATION

Emergency medical cards are required for each student in the program. It is crucial that emergency information be current and on file. The program should be notified immediately when information changes, especially regarding person(s) to be called in the event of an emergency.

FIRE AND TORNADO DRILLS

Directions for program evacuation or TAKE COVER are explained to students by each teacher. The signal for a fire drill is a continuous ringing bell. The signal for a tornado drill is a continuous siren. In accordance with Hazel Park District Policy, in the event of a tornado watch, students will maintain the usual schedule. Notification of a tornado warning will result in students taking cover until the “all clear” is indicated. Parents may choose to pick up their child in this situation. Students will only be released to a parent or to someone listed on their emergency card.

Fire drill regulations are as follows:

1. Leave building according to classroom directions.
2. Move quickly and quietly.
3. Close all windows and doors.

Tornado drill regulations are as follows:

1. Move quickly and quietly to a designated area.
2. Maintain silence.
3. Open all windows and doors.

STUDENT SEARCHES

Students may be searched at the discretion of the program supervisor to ensure student safety.

CURRICULUM

While classroom behavior and the development of appropriate social skills are the primary focus at M.A.X., the curriculum is individually adapted to meet a student’s needs and the credit requirements of the sending school district. Curriculum requirements follow the State of Michigan’s grade level content expectations. High school students earn credit toward graduation in Language Arts, Social Studies, Math, Science, Computer Class, and Pre-Vocational/Life Skills, and Physical Education.

HOMEWORK

Homework is given to all students for all subject per district policy. Each individual teacher will set homework policy. If a student is absent for more than 3 days, a parent can request that the teacher provide work for the student to do while they are out of school. This policy only pertains to excused absences. If a student is out due to an unexcused absence then it is up to each individual teacher whether or not to provide work for the student to do while at home. In this situation the work would not count towards the students grade.

ACADEMIC EVALUATION

REPORT CARDS

Report cards are issued quarterly (every 9-10 weeks). They document academic grades, citizenship, and attendance. Report cards are mailed directly to parents. Parents are encouraged to contact their student's teachers if they have questions regarding report card information.

GRADING

Secondary school students can be issued the following grades:

- A Excellent
- B Above average
- C Average
- D Below average
- E Failure
- CR Credit
- NC No credit

At the M.A.X. program, grades reflect:

- The accuracy of assignments
- The student's level of ability
- The student's effort
- Class participation
- Homework

FINAL EXAMS

High School M.A.X. students take final exams at the end of each semester. The final exam grade is considered along with the card-marking grades when giving a final grade for the semester. Junior High M.A.X. students take final exams at the end of the second semester only. Teachers in both programs hold review sessions in class, and provide students with review materials to help them prepare for their exams.

STUDENT EVALUATION

POINT SHEETS

Students receive point sheets on a daily basis. These sheets are an integral part of the program and serve these purposes:

- a. Positive behaviors are reinforced with points.
- b. Point sheets provide immediate feedback to the student regarding daily performance.
- c. Point sheets inform parents of their child's behavior on a day-to-day basis. They allow parents to discuss both positive and negative behaviors along with rewards and consequences.
- d. Point sheets act as a concrete measurement tool for the student.

Each student is responsible for preparing a point sheet before school begins. This includes writing his/her name, the date, and bank points on the sheet. Students are responsible for handling their own point sheets and keeping them available for the staff to record points.

The following is a list of abbreviations commonly found on point sheets:

BRK	Break
CTR	Center
IMP	Impolite
ILE	Individual Learning Experience
NFD	Not following directions
NWDWT	Not working during work time
Q/Q	Quickly and quietly
REF/RFD	Refused
RHTS	Raise hand to speak

RHTLS	Raise hand to leave seat
RTC	Return to class/return to center
SH	Send home

If you encounter an abbreviation not found on this list, please call staff for clarification.

Point sheets for Levels 1, 2, and 3 will be sent home with the students each day. Students are rewarded if the point sheet is returned the next day with a parent signature.

BUILDING/CLASSROOM BEHAVIORAL EXPECTATIONS

Students earn points and become successful for following these building/classroom behavioral expectations “The Edison High Fives”

1. Be safe
2. Be respectful
3. Be ready to follow directions
4. Be responsible
5. Be ready to learn

Students earn one point for every fifteen minutes (certain days may be every ten minutes) during which they have followed the rules. Staff is responsible for recording points on the point sheet and comments if necessary.

REMINDERS

High school students on Level 1 and 2 are given one reminder each academic period for each rule violation. Junior high students on Level 1, 2, and 3 are given one reminder each academic period for each rule violation.

BREAK

When a student fails to respond favorably to a reminder, he/she is directed by staff to sit in the designated break area. A “break” refers to a time-out in the classroom during which the student is unable to earn points. The student is expected to report to the break quickly and quietly. The objective of a break is to have the student comply (with as little disruption as possible).

At the break, the student is expected to problem solve, remain quiet and be ready to take responsibility for his/her behavior. After observing the student sitting quietly in the break area (with feet on floor and head up), staff will counsel the student out. He/she will be asked to answer at least these questions:

- a. Why were you sent to the break?
- b. What could you have done differently?
- c. What will you do when you return to your seat?

If answers are appropriate and the student shows ownership for his/her behavior, the student will return to the learning environment; if not, the student remains in the break and continues to problem solve. Continuation of disruptive behaviors in the break area will result in the student being directed to the Center for more intensive intervention.

Breaks (without a previous reminder) may be given for:

- swearing
- putting hands on other persons
- being impolite or rude
- touching other people's property without permission
- discussing inappropriate topics

CENTER

The "Center" is a time-out area outside the classroom. It serves two purposes:

- a. To remove extraneous stimuli from a student's immediate environment.
- b. To structure time for the student to problem-solve a recent situation, solitarily at first, and then with a staff member.

When a student is directed to the Center, he/she is expected to report promptly, without argument or need of an escort. Once the student has reported to the Center, a staff member will designate an area in which the student is to sit quietly, facing the wall. After the student has been quiet for a period of time, the staff member initiates a brief counseling session. The student is expected to identify the problem behavior and verbalize a constructive alternative for similar situations that he/she may encounter in the future.

It is the responsibility of the student to assure the staff member that he/she is ready to return to class. If the student is unable to show ownership for the behavior, unwilling to problem-solve, or insists on discussing something off topic, the student will be asked to return to the designated area until ready to be counseled out.

Students must adhere to the limits that are set in the Center. When students are unable to use the Center appropriately, they are “bottom-lined”, meaning they are allotted specific amount of time to regain control of their behavior. If a student does not exhibit control in the allotted time, he/she will be placed in ILE. Students cannot earn points while in the Center.

INDIVIDUAL LEARNING EXPERIENCE (ILE)

ILE is warranted in the case of serious misbehaviors short of those requiring an automatic send home, or when a student does not regain control in a Center after being bottom-lined. Once an ILE is given, the following procedures take place:

1. The student remains in the Center until he/she is assigned an ILE desk. After working quietly for 10 minutes they may be able to return to class.
2. Students who chose to continue their inappropriate behaviors will remain in the Center or be transferred to another area of the program.
3. Students are expected to complete assigned work, remain quiet, and follow the ILE rules.
4. During the ILE period, students will not earn points.

ILE (without first being assigned to the Center) may be given for, but is not limited to:

- throwing objects
- fighting
- bus write-ups
- destroying property
- ethnic, racial, religious, gender, or sexual harassment or slurs

- serious disruptions which require segregation from other students

SEND HOME

The last step utilized as part of the M.A.X. hierarchy of behavioral interventions is a “Send-Home”. Student behaviors warranting an “automatic” send-home are as follows:

- a. Possession of drugs or alcohol
- b. Possession of weapons
- c. Physical aggression toward staff
- d. Leaving program area without permission
- e. Violation of Smoking Policy
- f. Verbal or written threat/acts of terrorism

Other incidents need to be considered extremely serious before a student is sent home. Parents are notified by one of the program’s therapists and are instructed to pick up the student immediately following the incident.

Students will be given school work to complete while at home. Students earn no points until reentered back into the program. A reentry meeting is coordinated between the parent and therapist, and is generally scheduled for the following morning.

Please note that behaviors resulting in the above consequences are not all inclusive. Each incidence is evaluated on a case by case basis.

REENTRY

The purpose of a reentry meeting is for the student to reflect on the behaviors which escalated to a send-home. Students must show ownership during this meeting, and arrive at appropriate alternative solutions to the problem.

Reentries are serious meetings. The student will be expected to have completed send-home work (if provided), and make a commitment to staff that he/she is ready to return to class. Unsuccessful reentries may be rescheduled for the following day. The student will receive zeros in his/her point book until successfully reentered into the program. The following format is followed during a reentry meeting:

- a. The chairperson will read the incident report to the group.
- b. The student is given an opportunity to comment.
- c. The chairperson will comment on the incident, and allow other staff members to share their perspectives.
- d. The student solves the problem, shows ownership for his/her behavior, and decides on alternative behaviors
- e. The student must make a commitment to follow building expectations. This is demonstrated by the student receiving no more than one Center for the day. Upon the second Center, the student is returned to ILE for 3 hours.

INDIVIDUAL TREATMENT PLAN/BEHAVIOR INTERVENTION PLAN

Interventions are documented and reviewed on a daily basis. Strategies are designed for students requiring additional support. Those individual strategies become part of the student's treatment plan and are implemented on an individual basis.

LEVEL SYSTEM

The M.A.X. Program consists of five levels. The level system allows students to experience success and move progressively from admission to discharge. Each higher level places increasing demands on the student while bringing him/her closer to the eventual goal of full reintegration into the home school.

HONOR ROLL AND PROGRESS

Honor Roll: The achievement of the designated percentage of all possible points. If a student does not earn that percentage of the weekly points, he/she will be have a minus week. Two consecutive weeks without achieving Honor Roll results in a drop to the next lower level.

Progress There are two qualifiers for a student to make Progress, depending on which level he/she is on. The following are the qualifiers for each level that would result in Progress:

- Level 1: a. 65% of overall points for 2 consecutive weeks
(one plus week)

(Orientation) b. at least 65% in each program component *

Level 2: a. 70% of overall points for 3 consecutive weeks
(two plus weeks)

(Goal Setting) b. at least 70% in each program component *

Level 3. a. 75% of overall points for 4 consecutive weeks
(three plus weeks)

(Problem Solving) b. at least 75% in each program component *

Level 4. a. 85% of overall points for 5 consecutive weeks
(four plus weeks)

(Decision Making) b. at least 85% in each program component *

Level 5. a. mainstreaming
(Transition) b. no point sheet

* These percentages may be modified based on individual student needs.

* Program components are divided portions of the school day which may be individual classes, or a grouping of classes combined to make up a time period of approximately one hour (ex., English; Social Skills; Pre-Voc/Homeroom).

A student must be present at least 3 full days in order to be eligible for Honor Roll and/or Progress. If he/she is not present at least 3 days, and the absences are excused, he/she will be put on "Hold" which holds the student's position from the previous week. When a student makes Honor Roll, without making progress, he/she maintains level status but loses all plus weeks.

VIDEOTAPING

The M.A.X. staff may, at times, videotape students to analyze and/or document their behaviors. Any tapes that are preserved would be available for parent/guardian review.

TRANSITION TO RESIDENT DISTRICT

The transition process begins when a student reaches Level Four. At that point, the student prepares to be mainstreamed at his/her local school on a part-time basis. Upon achieving Level Five, the student begins attending up to three classes at his/her local school.

The transition process culminates with the student achieving full-time mainstreaming. The teacher consultant meets with the Level Four students to prepare them for the following phases of the transition process.

POINT WEANING

Level Four students are gradually weaned from points in preparation for their return to schools which generally do not employ a point system. At staff discretion, a student can be placed back on points if there is regression. In such cases, point weaning will be reinstated prior to a full-time return to the local school.

PLANNED DATE OF RETURN

As a general rule, the return to the local district is scheduled to coincide with semester changes and/or card markings. When planning a point-weaning schedule, the teacher consultant and student also plan an estimated date of return.

The actual date of return will depend on the student's performance while on Level Four, the local school's policy about admitting a student to classes in the middle of a semester, the school calendar, and the date of the Individual Education Planning Committee (IEPC) meeting.

TRANSITION BOARD MEETING

Prior to reaching Level Five, students participate in a Transition Board meeting during which they must convince the Board, during a question and answer session, that they are ready to begin the transition process. The Board consists of the program supervisor, the student's therapist, the student's homeroom teacher, the teacher consultant, and the parent. Both the teacher consultant and the student's therapist will help prepare the student for this meeting. The

Transition Board will evaluate the student's progress based upon responses to the questions, and upon information from the board members.

The Board will come to a consensus as to whether the student is ready to proceed with the transition process. If the Board feels that the student is not ready to begin transition, another meeting will be scheduled. The transition process, including attendance in Transition Group, would then be postponed until the student has a successful Transition Board meeting.

TRANSITION GROUP

Level Four students who have successfully completed their Board Meeting and all Level Five students will meet at least once a week for a Transition Group. The teacher consultant facilitates the group. The goals of Transition Group are as follows:

1. To help students recognize and comprehend their local school rules, consequences, procedures, and activities
2. To help students identify and work through feelings regarding the return to their local schools
3. To help students identify and further develop skills and insights learned from individual meetings with the teacher consultant and their individual therapist
4. To help students prepare for visits to their local schools prior to the actual date of return
5. To review skill areas that will facilitate a successful return

VISIT TO LOCAL SCHOOL

Prior to the actual date of return, the teacher consultant and student will

visit the local school to meet with the staff and become familiar with the location of classes.

IEPT

IEPT meetings are held to determine appropriate program placements and related services for special education students. Since returning part-time to the local school indicates a change of placement for a M.A.X. student, an IEPT meeting must be held. Another IEPT meeting will be held (usually at the local school) prior to the student's full-time placement there. All special education students are entitled to at least one IEPT meeting per year.

FOLLOW UP

During the student's part-time placement at the local school, the M.A.X. teacher consultant frequently communicates with the student's teachers via progress reports and phone calls. The teacher consultant will also make at least one observation of the student in his/her local school classroom during this transitional phase.

In general, a student is expected to have a minimum of ten weeks successful part-time mainstreaming in order to be recommended for full-time reintegration. This may vary, however, to accommodate the student's needs, the school calendar, and/or the beginning of a semester.

Once a student begins full-time reintegration, the teacher consultant will maintain communication with the local school for one semester to keep track of the student's progress. If the student experiences difficulty at their local school, the M.A.X. teacher consultant will serve as a resource person with whom the local school staff can confer to help develop a plan for the student. Every attempt is made to maintain the student at their local school.

AUTOMATED EXTERNAL DEFIBRILLATOR (AED) POLICY/Edison MAX

Purpose: For treatment of victims eight years of age and older ONLY

Sudden Cardiac Arrest (SCA) is a condition that occurs when the electrical impulses of the human heart malfunction causing a disturbance in the heart's electrical rhythm called Ventricular fibrillation (VF). This erratic and ineffective electrical heart rhythm causes complete cessation of the heart's normal function of pumping blood resulting in sudden death. The most effective treatment for this condition is the administration of an electrical current to the heart by a defibrillator, delivered within a short time of the onset of VF.

An AED is used to treat victims who experience SCA. It is only to be applied to victims, who are unconscious, not responding, and not breathing or not breathing normally. The AED will analyze the heart rhythm and advise the operator if a shockable rhythm is detected. If a shockable rhythm is detected, the AED will charge to the appropriate energy level and advise the operator to deliver a shock.

AED Coordinator: Special Education Supervisor

- Select employees for AED training.
- Coordinate training for emergency responders.
- Coordinate equipment and accessory maintenance.
- Maintain on file specifications/technical information for each AED donated to the school.
- Communicate with the medical director regarding medical emergency response program and post-event reviews.

Medical Control:

The medical advisor of the AED program is Dr. Juan Rojas, M.D. The medical advisor of the AED program has ongoing responsibility for:

- Providing medical directions for use of AEDs
- Writing prescription for AED
- Providing protocols for emergency procedures related to the use of AEDs and CPR
- Evaluation of post-event review forms and digital files downloaded from the AED

Authorized AED Users:

The following CPR/AED trained individuals may use the AED:

- Staff trained and approved in a CPR/AED training program that has a current successful course completion card.
- Untrained volunteers should only be used if a CPR/AED trained rescuer is not available and is being directed by a 911 operator.

AED/CPR Trained Employee Responsibilities:

- Activating internal emergency response system and providing prompt basic life support including AED and first aid according to training and experience.
- Understanding and complying with requirements of this policy.
- Following the more detailed procedures and guidelines for the AED program.

School Office Responsibilities:

The school office staff is responsible for:

- Receiving emergency medical calls from within the building.
- Calling 911 if appropriate
- Deploying AED/CPR trained employees to emergency locations.
- Assigning someone to meet responding EMS vehicle and direct EMS personnel to site of medical emergency.

Location of AED:

During the school year the AED will be located in the **GYM**. While school is not in session it may be removed from its location and secured during times when school is not in session.

Additional Equipment:

Each AED will have one set of adult defibrillation electrodes, and one set of child electrodes. One resuscitation kit will be connected to the handle of the AED. This kit contains a pair of latex-free gloves, one razor, one set of trauma shears, and one facemask barrier device.

Equipment Maintenance:

All equipment and accessories necessary for support of medical emergency response will be maintained in a state of readiness. Specific maintenance requirements will include:

- The main office will be informed of changes in availability of emergency medical response equipment. If equipment is withdrawn from service, the office shall be informed and then notified when the equipment is returned to service.
- The office will be responsible for informing the response team of changes to availability of emergency medical equipment.
- The AED Program Coordinator or designee will be responsible for having regular equipment maintenance performed. All maintenance tasks shall be performed according to equipment maintenance procedures as outlined in the operating instructions.
- Following use of equipment, all equipment shall be cleaned and/or decontaminated as required. If contamination includes body fluids, the equipment shall be disinfected accordingly.

Routine Maintenance:

- The AED will routinely perform a self-diagnostic test that includes a check of battery strength and an evaluation of the internal components.
- If the readiness display is NOT present, contact the AED Program Coordinator or designee immediately.
- The individual assigned by the AED Coordinator, or designee, will perform and document routine AED checks following the procedure checklist. If any supplies are nearing expiration, equipment damage, missing supplies, etc...contact the AED Program Coordinator or designee immediately.

Refresher Training:

- Trained CPR/AED employees will renew CPR/AED training in accordance with nationally recognized training centers every 2 years. Responders are encouraged to periodically refresh their AED skills.
- Routine AED practice drills will be performed in an effort to hone training skills and evaluate response policies and procedures. Discussion, debriefing and documentation of such drills should occur to improve the evaluation process.

Post Event Review:

Following each deployment of the response team member, a review will be conducted to learn from the experience. The AED Program Coordinator or designee shall conduct and document the post-event review. All key participants in the event shall participate in the review. Included in the review will be the identification of actions that went on and the collection of opportunities for improvement as well as critical incident stress debriefing. A summary of the post-event review shall be sent to districts board office and health and safety coordinator.

DIRECTORY INFORMATION NOTICE

Consistent with the mandate of the Family Educational Rights and Privacy Act of 1974 (FERPA) and P.L. 94-142 of 1976, the Hazel Park School District has designated the following personally-identifiable information, if contained in a student's educational record, as "directory information". The district will disclose directory information without prior written consent:

1. Student's name
2. Names of the student's parents
3. Student's address
4. Student's birth date
5. Student's class (i.e. 1st grade, 10th grade, etc.)
6. Student's achievement awards or honors
7. Student's weight and height if a member of our athletic team
8. Student's previous school district

Parents who wish to exclude any of the above information from directory information must notify the superintendent's office within two weeks of receiving this notice.

SECTION 504 RIGHTS

Section 504 is an Act which prohibits discrimination against persons with a handicap in any program receiving Federal financial assistance. The Act defines a person with a handicap as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);
2. has a record of such an impairment; or
3. is regarded as having such an impairment.

In order to fulfill its obligation under Section 504, the Hazel Park School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices in the school system.

The Hazel Park School District has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the Hazel Park School District, he/she has a right to a hearing with an impartial hearing officer.

If there are questions, please feel free to contact Dr. Judy Berger, 504 Coordinator for the Hazel Park School District, at (248) 658-5200.

FERPA RIGHTS

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parent or guardian the right to:

1. inspect and review his/her child's educational records;
2. make copies of these records;
3. receive a list of all individuals having access to those records;
4. ask for an explanation of any item in the records;
5. ask for an amendment to any report of the grounds that it is inaccurate, misleading, or violates the child's rights; and
6. a hearing on the issue if the school refuses to make the amendment.

If there are questions, please feel free to contact Dr. Judy Berger, 504 Coordinator for the Hazel Park School District, at (248) 658-5200.

TRANSPORTATION

Avondale
phone 248-537-6050

Berkley w/Servicar
phone 248-549-6840

Birmingham
phone 248-203-3943

Bloomfield Hills
phone 248-341-6290

Clawson *and Madison
phone 248-655-4405

Farmington
phone 248-489-3700

Ferndale
phone 248-586-8890

Hazel Park
phone 248-658-5990

Lamphere
phone 248-589-0708

Madison *(call Clawson)

Novi
phone 248-449-1245

Oak Park
phone 248-336-7601

Rochester
phone 248-726-5925

Royal Oak
phone 248-545-0064

Southfield (Durham School Svcs)
phone 248-352-8748

South Lyon
phone 248-573-8900

Troy (First Student)
phone 248-823-4054

Walled Lake
phone 248-956-3090

West Bloomfield
phone 248-865-3680

Cab Companies

AAA Metro-Trans	248-546-4444
ABC Cab	734-591-3888
ACE Cab	248-542-8242