



2026-2027

Center-Based Program Student/Parent Handbook

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LETTER TO GUARDIANS

Dear Parents, Students and Guardians,

The Parent/Student Handbook was developed to answer many commonly asked questions about C.O.O.R. ISD schools and programs. This handbook contains important information that students and families participating in the C.O.O.R. ISD center-based programs are likely to need to ensure a successful school year. Throughout the handbook, the term “parents” refers to parents, legal guardians, or other persons who have agreed to assume school–related responsibility for a student.

The handbook summarizes and aligns with school district policies, administrative guidelines, state and federal regulations and student code of conduct. Policy adoption and revision is an ongoing process. If the handbook is ambiguous or conflicts with district policies and guidelines, the district policies and guidelines take precedence over the handbook. Changes in policy that affect student handbook provisions will be communicated via memos or other means to students and parents. These changes will generally supersede the provisions found in this handbook and those made obsolete by any newly adopted policy. This handbook is effective immediately and supersedes any prior handbook and other written materials on the same subjects.

Please become familiar with the enclosed information and keep the handbook available for frequent reference. If you have questions that are not addressed in this handbook, you are encouraged to contact the school principal. After reading the handbook, please sign the acknowledgement form on the last page and return the signed form to your child’s school within one week of receipt. We appreciate your support of your child’s education and look forward to working with you to make this school year a success!

Sincerely,



Joseph Moore, M.Ed
Principal/Special Education Supervisor
C.O.O.R. Educational Center/Adult Transition Center

C.O.O.R. ISD Program Leadership

Joseph Moore, School Principal	(989) 275-9583
Melisa Akers, Director of Special Education	(989) 275-9562
Kerri Smitz, Transition Coordinator	(989) 275-2917
Nicole Grace, Compliance Monitor	(989) 275-9528
Shawn Petri, ISD Superintendent	(989) 275-9520

OVERVIEW

This handbook is intended for use by students, parents, and staff as a guide to the rules, procedures, and general information about the District. The use of the word “parent” in this handbook means a student’s natural or adoptive parent or legal guardian. Students and their parents are responsible for familiarizing themselves with this handbook, and parents should use the handbook as a resource to assist their children with following its rules and procedures.

Students must comply with all school policies, regulations, rules, and expectations. The use of the word “Policy” in this handbook includes bylaws or policies adopted by the Board of Education. Although the information in this handbook is comprehensive, it is not intended to address every situation that may arise during a school day or school year. This handbook does not create a contract between the District and parents, students, or staff. The administration is responsible for interpreting the rules contained in the handbook to ensure the implementation of the school’s educational program and well-being of all students. If a situation arises that is not specifically addressed by this handbook, the administration may respond based on applicable law and policy.

The rules and information provided in this handbook may be supplemented or amended by the administration at any time, consistent with applicable law and policy. Policies and guidelines of the C.O.O.R. ISD Board of Education are periodically reviewed and updated in response to changes in the law and other circumstances. Complete policy documentation can be found on the district’s website at www.coorisd.net or by contacting the C.O.O.R. administration office or the school principal.

C.O.O.R. ISD PHILOSOPHY

The C.O.O.R. Educational Center (CEC) is an educational institution providing specialized services to students who are Moderate to Severely Cognitively Impaired (CI) within the C.O.O.R. ISD service area. The CEC provides services for approximately 75 students.

Programs for students with Severe Cognitive Impairments (SCI) and Severe Multiple Impairments (SXI) are divided into two classrooms: Intermediate and Secondary. Programs for students with Moderate Cognitive Impairments (MoCI) are divided into five classrooms: Primary, Elementary, Intermediate, Secondary, and Adult. All programs are housed at the C.O.O.R. Educational Center and in downtown Roscommon at the CRAF Center.

Students attending the centralized programs at the CEC, participate in educational programming based on a functional skills curriculum that is focused on [Michigan’s Alternate Content Expectations/Essential Elements](#). This allows the Center to provide students with a realistic set of achievable expectations, which mirror the Michigan Curriculum framework.

Keeping with the functional skills curriculum concept, the purpose of the educational process at the center is to facilitate the student’s success in the larger community. The CEC experience provides an extensive set of age appropriate, community-based educational activities focusing on hands-on participation. Programming for primary and secondary age students includes the development of communication skills, self-care skills, daily living skills, socialization skills, physical education, pre-vocational education and vocational education. Adult students are provided with a very intense set

of community-based training experiences designed to provide a coordinated set of activities between the school and adult service providers. These activities include pre-vocational training, work-study, self-determination skills, integration of community skills, and assistance in developing an adult living plan, with referral to agencies such as Michigan Rehabilitation Services, Community Mental Health, and other public or private agencies that can assist the student.

CEC/ATC Mission: Empowering students' independence by teaching them communication, life skills, academics, self-advocacy, and success.

C.O.O.R. ISD Mission: C.O.O.R. ISD provides programs and services with our partners to support the current and emerging teaching and learning needs of our schools and communities.

IMPORTANT DISTRICT INFORMATION

District Website:

www.coorisd.net

C.O.O.R. ISD Board Policies:

<https://meetings.boardbook.org/Public/Organization/1970>

Location Addresses:

Administration Office

11051 North Cut Rd, Roscommon, MI 48653

Office Hours: 8:00 a.m. – 4:00 p.m.

Superintendent: Shawn Petri, Phone: 989-275-9520

Director of Special Education: Melisa Akers, Phone: 989-275-9562

C.O.O.R. Educational Center (CEC)

11018 North Cut Rd, Roscommon, MI 48653

School Day Office Hours: 8:00 a.m. – 4:00 p.m.

Phone: 989-275-9550

Principal: Joe Moore

C.O.O.R. Adult Transition Center (ATC) - Program Satellite Location

606 Lake St, Roscommon, MI 48653

School Day Office Hours: 8:00 a.m. – 4:00 p.m.

Phone: 989-275-9550

Principal: Joe Moore

2026-2027 C.O.O.R. Educational Center Calendar (Updated 4/10/26)

SCI Classrooms School in Session Prof. Development No School/Holiday Staff Collaboration

July 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
SCI-20 Staff-0 Students-0						

August 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Staff-6 Students-3						

September 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Staff-20 Students-20						

October 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Staff-22 Students-21						

November 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Staff-18 Students-17						

December 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Staff-14 Students-14						

January 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Staff-20 Students-19						

February 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
Staff-20 Students-19						

March 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Staff-19 Students-19						

April 2027						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
Staff-19 Students-18						

May 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Staff-19 Students-18						

June 2027						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Staff-13 Students-12						

Total SCI Student Days-200

Total MoCI Student Days-180

Total MoCI Staff Days-190

EMERGENCY SCHOOL CLOSING PROCEDURES

In the event that school is canceled, delayed or closed early because of inclement weather or some other event, school officials will notify local media (9 & 10) and post an announcement on the C.O.O.R. ISD Facebook page. An all call will also be sent out to all families via phone, text, and/or email. Please make sure your contact information is always kept up to date with the school office.

With our first snowfall of the season comes confusion about snow days. Closing of school because of weather conditions or mechanical failure will be broadcasted on 9 & 10.

When Roscommon Area Public Schools are closed, C.O.O.R. ISD programs are also closed. If the CEC is open but the local district in which you reside cancels school, transportation will not be provided. You may choose to transport your child to school; however, you are responsible for transportation at dismissal as well.

Dean Transportation:

For questions regarding busing for the C.O.O.R. Educational Center, please contact Dean Transportation at 989-275-9531.

NOTICE OF NON-DISCRIMINATION

The District does not discriminate on the basis of race, color, religion, national origin, ethnicity, sex (including pregnancy, gender identity, or sexual orientation), disability, age, height, weight, marital or family status, veteran status, ancestry, genetic information, military status, or any other legally protected category (collectively, "Protected Classes"), in its programs and activities, and employment opportunities.

The District prohibits unlawful discrimination, including unlawful harassment and retaliation. 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.

"Unlawful harassment" is verbal, written, or physical conduct that denigrates or shows hostility or aversion toward a person because of the person's membership in a Protected Class that has the purpose or effect of: (1) creating an intimidating, hostile, or offensive environment; or (2) unreasonably interfering with the person's ability to benefit from the District's educational programs or activities.

- Race, color, and national origin harassment can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct. Harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics is considered race, color, and national origin harassment.
- Disability harassment can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as disability-motivated physical threats, attacks, or other hateful conduct.
- Sex-based harassment can take many forms. For the definition of sex-based harassment, including sexual harassment under Title IX, see Policies 3118 and 5202. The District's Title IX Policy is attached to this handbook as Appendix A.

Any student who witnesses an act of unlawful discrimination, including unlawful harassment or retaliation, is encouraged to report it to District personnel. No student will be retaliated against based on any report of suspected discrimination. A student may also anonymously report an incident of unlawful discrimination. The

District will investigate anonymous reports pursuant to its investigation procedures described by Policy. Minor students do not need parent permission to file complaints or participate in the formal complaint resolution process described by Policy.

If you or someone you know has been subjected to sex-based discrimination, harassment, or retaliation, you may file a report with any District employee. Formal Complaints of sexual harassment must be filed with the Title IX Coordinator:

Alexis Wilson, Director of Human Resources
11051 N Cut Rd, Roscommon, MI 48653
989-275-9554
Email: wilsona@coorisd.net

If you or someone you know has been subjected to disability-based discrimination, harassment, or retaliation, you may file a complaint with:

Alexis Wilson, Director of Human Resources
11051 N Cut Rd, Roscommon, MI 48653
989-275-9554
Email: wilsona@coorisd.net

If you or someone you know has been subjected to any other type of unlawful discrimination, harassment, or retaliation, including unlawful conduct based on race, color, or national origin, you may file a complaint with:

Alexis Wilson, Director of Human Resources
11051 N Cut Rd, Roscommon, MI 48653
989-275-9554
Email: wilsona@coorisd.net

A report of unlawful discrimination, including unlawful harassment or retaliation, may be made orally or in writing. A student found to have engaged in unlawful discrimination, including unlawful harassment or retaliation, may be subject to discipline, including suspension or expulsion, consistent with [Board Policy 5206](#).

SECTION 1: DISTRICT-WIDE POLICIES AND PROCEDURES

PROGRAM STAFFING

Per Michigan Administrative Rules for Special Education (MARSE) regulations, the program for students with Severe Cognitive Impairments is staffed with one certified teacher and a minimum of two paraprofessionals for a maximum of 12 students. The maximum number of students may be extended to 15 if an additional paraprofessional is assigned with the placement of the 13th student. Individual educational activities focus on behavior, self-care, communication, motor development, community functioning, socialization and daily living skills for the students.

Per MARSE regulations, the program for students with Moderate Cognitive Impairments is staffed with one certified teacher and a minimum of one paraprofessional for a maximum of 15 students with not more than 10 students for each paraprofessional. Individual educational activities focus on behavior, self-care, communication, motor development, community functioning, socialization and daily living skills for students.

Please note that the staffing requirements above are the minimum requirements and the ISD exceeds those minimums to ensure that our students and staff are fully supported. All classrooms currently have a minimum of at least three paraprofessionals.

ANNUAL PAPERWORK

Before the beginning of each school year, a school packet will be mailed to the parents/guardians of each student at the CEC. Included in this packet are forms which need to be completed and returned to the office each school year. Application guidelines and forms for hot lunch are also enclosed. This same packet is given to all new students entering school.

Enrollment packets for the following school year will be sent home with students in May. The enrollment packets are expected to be returned prior to the end of the current school year.

If there are any questions regarding any of the forms, call the CEC Administrative Assistant at (989) 275-9550.

SCHOOL SAFETY

It is important that all schools, regardless of size, promote and preserve a safe environment. Safe schools do not happen automatically. They require collaboration and support from students, parents, the faculty and the community. C.O.O.R. ISD has, in conjunction with other school districts in Roscommon County, developed and implemented a school safety plan. This safety plan has been developed with assistance from the local law enforcement and fire departments. Components of this plan include:

- Emergency evacuation plans for crisis situations
- Alternative staging area if school must be evacuated
- Emergency Communications Plan to inform parents of events

If it becomes necessary to remove students from our school facility because of a building crisis, students will be moved to a secondary staging location. In such a case, parents will be notified. Removal to the secondary location will make it easier to release students when it is safe to do so.

Parents wishing to pick up students from the secondary location may do so only after the situation has been stabilized and all students have been accounted for. In such a situation, the student will only be released to an authorized parent or guardian. No student will be released on their own.

School Security

For safety concerns, it is requested that all individuals entering the building do so via the main entrance. Visitors are asked to check in at the front office prior to visiting classroom areas. Anyone who is not a C.O.O.R. staff member is considered a visitor.

Student Release From School

Students are expected to attend school for the entire school day as prescribed by the IEP. Parents/legal guardians wishing students to leave school early should inform the school office no later than 9:00 a.m. that day.

Students will not be released to individuals other than their parents/legal guardians without written permission from the parent/legal guardian. If parents or guardians want someone other than themselves to pick up a student on a regular basis, they should have this on file with the school secretary.

ATTENDANCE

Students are expected to attend school every day school is in session. Students need to remain at school throughout the entirety of the defined school day, 9:00 am to 3:30 pm (M-F). If a student is unable to attend school, the student or parent must report that absence to the child's teacher or to the school office by 9:00 a.m. the day of the absence to report an illness.

Excused Absence

Some examples of an excused absence: illness, transportation problems, death of a family member, doctor appointment, counseling and/or court appointment (note may be required), or pre-arranged vacations. The school will contact the student's parent/guardian if they have not been notified of the student's absence.

Unexcused Absence

An unexcused absence is when the parent has not called or written to the school to report an absence or a doctor's note has not been received when required for prolonged student illness. Some examples of an unexcused absence are: oversleeping, babysitting, shopping, non-prearranged vacations, missing the bus, skipping school, excessive absences due to illness without a doctor's note.

Planned Absences

Parents who know in advance that a student will be absent must contact the school at the earliest possible date. Students who will be absent for reasons that can be anticipated, such as routine medical appointments and school activities, must complete any work required by the teacher before the absence unless alternative arrangements are approved by the teacher in advance. Parents should make every attempt to schedule medical and other appointments outside of school hours.

Notes:

- Parents are expected to sign out their child at the office if leaving school during the school day.
- Absences from school for reasons other than illness are discouraged. Excessive unexcused absences may result in truancy intervention.
- These absences could be taken into consideration when addressing truancy.
- For more information, see [Board Policy 5301](#).

Truancy

A student's attendance shall be continuous and consecutive for the school year. Failure to comply with compulsory education can subject parent(s)/guardian(s) to criminal prosecution.

If a student is reported to be skipping, the school principal will contact the parents. Skipping school is defined as follows:

- A parent reports that a student is refusing to go to school
- A student is known to be skipping school (witnessed in the community when he/she should be in school)
- A student leaves school without permission
- A student refuses to attend class

When a student is absent 10% of the school year the building principal or designee may provide written notice to the student's parent/guardian encouraging the student's regular daily attendance and explaining the truancy process.

If the principal or designee determines that a student is repeatedly absent from school without valid excuse or has behavior problems and attempts to confer with the student's parent/guardian have not been successful, the principal or designee may request the law enforcement who has jurisdiction in the District to send notice to the parent/guardian requiring them to meet with District personnel to discuss the matter.

When a student is absent 25% of the school year, the principal or designee may notify local law enforcement who will investigate and take all other steps permitted and required by law. For more information, see [Board Policy 5301](#).

Excessive Absences

Notification of absence concerns may be sent to parent/guardians according to the table below:

Days Absent	Notification/Action
5 Days Absent	1 st Letter of Concern
10 Days Absent	2 nd Letter of Concern
15 Days Absent	3 rd Letter of Concern, possible principal meeting
20 Days Absent	Referral Letter to Roscommon County Truancy Officer

BOOKS AND SUPPLIES

The District will provide free instruction to all students and will not charge a fee for materials. Students and parents may purchase additional supplies at their own expense. A teacher may provide a list of suggested materials that students and parents may purchase. Purchasing materials is voluntary and not required.

Students must take care of books and other supplies provided by the District. The District may assess fees to repair or replace District property that is lost, damaged, stolen, returned in a different condition, or not returned on time.

BULLYING

All types of bullying, including cyberbullying, without regard to subject matter or motivation, are prohibited. The District's [Anti-Bullying Policy 5207](#) is attached to this handbook as Appendix B.

CELL PHONE USE

Students are generally prohibited from using Wireless Communications Devices (WCDs)—including cell phones, tablets, smartwatches, and other internet- or messaging-capable electronics—on school grounds during the school day. Except for authorized exceptions, all personal WCDs must be powered off and stored in the student's locker or designated storage area from the start of the instructional day until dismissal. Students who bring devices to school do so at their own risk; the District assumes no responsibility for lost, stolen, or damaged items.

Exceptions to the restriction are granted in specific circumstances. Students may use WCDs during school hours if the device is medically necessary, required by an IEP or Section 504 Plan, District-owned, designated for classroom instruction by a teacher, or used during an emergency in accordance with school safety protocols.

Violations of this policy will result in device confiscation by teachers or administrators, and parents may be required to meet with the building principal before the device is returned. Additionally, creating, sharing, or transferring illegal, explicit, or obscene media on school property, at school events, or off-campus (if it causes a substantial disruption to the school environment) is strictly prohibited and may result in disciplinary action under the student code of conduct as well as referral to law enforcement.

The entire board policy (5209) can be accessed [here](#).

CHILDREN/ADULT PROTECTIVE SERVICES INVESTIGATIONS

Michigan Child Protection Law requires school employees to report their suspicions of abuse or neglect of a child or vulnerable adult to Centralized Intake (CI) at the Michigan Department of Health and Human Services (MDHHS). All staff must report to the principal their intent to report suspected abuse and neglect.

The District will cooperate with Children/Adult Protective Services (CPS/APS) during an investigation of suspected child/vulnerable adult abuse or neglect. Cooperation may include allowing CPS/APS access to a student without parent consent if CPS/APS determines access is necessary to complete the investigation or prevent abuse or neglect. As a matter of law, the identity of an individual who makes a report of suspected child abuse or neglect is confidential and will not be disclosed.

"Abuse" is defined as harm or threatened harm to a child's/vulnerable adult's health or welfare, which occurs through non-accidental physical or mental injury, and includes sexual abuse, sexual exploitation, or maltreatment.

"Neglect" includes negligent failure to provide adequate food, clothing, shelter, or medical care, and placing a child/vulnerable adult at unreasonable risk to health or welfare to eliminate that risk when able to do so and the risk is known.

CLASSROOM BEHAVIOR

Teachers may establish classroom conduct rules that students must follow. The District's center programs utilize school-wide Positive Behavior Interventions and Support to establish the social culture and behavior supports needed for all children in a school to achieve both social and academic success. All student behavior is considered a function of communication. Behavior, like any skill, can be taught and learned.

As educators we:

- emphasize positive and proactive practices,
- respond to challenging behavior with an instructional focus (i.e., teach and strengthen social, emotional, and behavioral skills to replace the challenging behavior), and
- minimize their use of exclusionary and reactive discipline.

Routines and strategies which promote student success include but are not limited to:

- Structuring the physical environment
- Reducing visual and auditory distractions
- Teaching routines which promote independence
- Keeping directions short and simple
- Using visual supports
- Avoiding power struggles – offering choices whenever possible
- Being flexible
- Teaching behavioral expectations and consequences

- Utilizing positive language (i.e. “keep your feet on the floor” versus “stop kicking”)
- Modeling and reinforcing desired behaviors
- Establishing classroom rules and expectations

Some children may present behaviors that require more intentional measures to ensure that the behaviors do not interfere with learning in the classroom. These measures may be outlined in a Behavior Intervention Plan (BIP). A BIP, although not defined in IDEA and its implementing regulations, is generally understood to mean a component of a child’s educational program designed to address behaviors that interfere with the child’s learning or that of others and behaviors that are inconsistent with school expectations. A BIP generally describes the behavior that inhibits the child from accessing learning and the positive behavioral interventions and other strategies that are to be implemented to reinforce positive behaviors and prevent negative behavior. In the discipline context, such plans are important to prevent the child’s behavior that resulted in disciplinary action from recurring.

For a child with a disability whose behavior impedes their learning or that of others, and for whom the IEP Team has determined that a BIP is appropriate, or for a child with a disability whose violation of the code of student conduct is a manifestation of the child’s disability, the IEP Team must identify that there is a BIP in the child’s IEP (and review and modify it as necessary) to address the behavioral needs of the child.

If a student exhibits a pattern of behavior that poses a risk of creating an emergency situation in the future that could result in the use of emergency seclusion or restraint, school personnel should develop a written emergency intervention plan to protect the health, safety, and dignity of the pupil.

[Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions](#)- US DOE OSERS July 2022

COMMUNICABLE DISEASES

The District, in conjunction with local health department officials, may exclude students who:

- Are suspected of having a communicable disease until a physician or local health department official determines the student is no longer a risk; or
- Lack documentation of immunity or are otherwise considered susceptible to a communicable disease until the local health department officials determine the risk of spreading the disease has passed.

Communicable diseases include, but are not limited to, diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, COVID-19, and other conditions indicated by the local and state health departments. Any removal will only be for the contagious period or as directed by the local health department.

DAMAGE TO SCHOOL PROPERTY

Students who damage school property either intentionally or unintentionally may be subject to discipline and required to pay to replace or restore the property.

DRESS AND GROOMING

In general, clothing should be clean and appropriate for the climate and the situation. Student dress, hair style, make up, cleanliness, or personal appearance that is a threat to the safety, health, or welfare of others; violates any statute, [Board Policy 5101](#), or the Dress Code; or substantially disrupts the educational environment or that school officials reasonably forecast will substantially disrupt the educational environment, is grounds for remedial or disciplinary action.

The final decision in any situation involving inappropriate attire rests with building administrators. Students who are dressed inappropriately will be asked to change clothing immediately. If necessary, parents will be called to bring appropriate clothing, students can use extra clothing provided by the District, or the student may be sent home to change. Repeated dress code violations may result in more severe consequences.

Dress Code

Tops must have straps or sleeves and must cover the student's entire torso. Pants, shorts, and skirts must have an inseam at least 4 inches in length. Clothing may not display material that:

- Is materially and substantially disruptive or that school officials can reasonably forecast will create a substantial disruption;
- Is obscene, sexually explicit, indecent, or lewd;
- Promotes the use of or advertises illegal substances, including but not limited to substances illegal for minors;
- Incites violence;
- Contains "fighting words";
- Constitutes a true threat of violence;
- Constitutes hate speech, including, but not limited to, swastikas or Confederate flags;
- Involves a student walkout;
- Urges a violation of law, Board Policy, rule or is not constitutionally protected. Students who represent the District at an official or school-sponsored function or public event may be required to follow specific dress requirements as a condition of participation or attendance.

EMERGENCY CONTACT INFORMATION

Parents must provide emergency information for each student enrolled in the District. The information should include the family physician's name, contact information for parents or a responsible adult, and any necessary emergency instructions. Parents must promptly inform the school if this contact information changes.

FOOD SERVICE

C.O.O.R. ISD understands the impact that access to healthy food has on student learning. C.O.O.R. ISD partners with Roscommon Area Public Schools and Chartwells to offer healthy and delicious breakfast and lunch meals to our students in all of our special education programs. During the 2025-2026 school year, all C.O.O.R. ISD program students will have access to free breakfast and lunch each school day due to State of Michigan legislation.

Even though all students will have access to free meals this school year, we requested that C.O.O.R. ISD families complete an [Education Benefits Form](#). The information obtained from these applications allows districts to apply for grants and state and federal funds for programs that support all students.

The district follows all guidelines regarding school meals specific to portions and diet and will accommodate special diets with proper paperwork from a student's physician. Students requiring a specified feeding plan will be supported through collaboration between the school team, parents, and the student's physician or feeding therapist. These plans may include special preparation of food or special assistance with feeding to ensure student safety during eating activities.

FIELD TRIPS

Classes occasionally take field trips off school property for educational enrichment. Each student must submit a [completed permission form](#) signed by the student's parent before being allowed to attend a field trip.

A student's failure to comply with [Board Policy 5506](#), the Student Code of Conduct, or any other applicable rules or behavioral expectations while on a field trip may result in disciplinary action and removal or exclusion from the trip or future field trips.

Students who have not met academic or behavioral expectations may not be allowed to attend field trips.

FIRST AID, ILLNESS OR INJURY AT SCHOOL

Children learn best when they are well and able to attend school regularly. When a child is not feeling well, he/she is not able to deal effectively with the demands of the illness and with the demands of school at the same time.

Students who feel ill or are hurt while at school should seek immediate assistance from their classroom teacher or the nearest staff member.

When the building principal or designee determines that a student is too ill or injured to remain at school, school staff will contact the student's parent or other designated responsible adult to pick up the student from school. If the student requires immediate medical attention, the District will first attempt to contact a parent or other designated responsible adult when reasonably possible. If contact cannot be made, the building principal or designee will take any reasonable action necessary on the student's behalf, consistent with state law.

Students showing symptoms of a [communicable disease](#) may be sent home. The District may require a statement from a licensed physician or local health official before allowing the student to return to school. Students at the CEC will be sent home, when any of these conditions are present:

- A low-grade temperature of 100 degrees taken by mouth or in the ear canal
- Diarrhea
- Vomiting
- Green drainage from the nose
- Heavy coughing for two (2) days

Children should not return to school for at least 24 hours after any of the above symptoms have subsided. In addition to the conditions listed above, a student will be sent home or not transported to/from school if he/she has a suspected or confirmed contagious condition. Specific information will be sent home with the student outlining the required steps for the student to be allowed to return to school.

Parents/guardians will be notified when a suspected or confirmed outbreak of a contagious condition occurs in the student's classroom, as appropriate. More information regarding C.O.O.R.'s policy on Communicable Disease can be found in [Board Policy 3404](#).

GUARDIANSHIP

When students reach the age of 18, they become their own legal guardian by law. If parents wish to continue to make educational decisions and provide consent for legal documents, they need to petition the Probate Court for guardianship. Documentation of acquisition of legal guardianship is required for the school to allow parents/guardians to continue to make educational decisions and provide consent for legal documents.

HEAD LICE

A student with nits within ¼ inch of the scalp or live lice may remain at school until the end of the school day. The student will be restricted from activities that involve close head-to-head contact or sharing of personal items. The District will notify the student's Parent and provide educational materials on head lice prevention and treatment.

The student will be readmitted to school after treatment so long as the Parent consents to a head examination and the examining District official does not find live lice on the student. If the District official finds nits within ¼ inch of the student's scalp, the student may return to class, but the District must inform the student's Parent about the need to remove the nits.

District personnel will not ostracize or embarrass a student with lice or nits and will maintain student confidentiality.

If a student has a persistent infestation after 6 weeks or 3 separate cases within 1 school year, the District will form a team that may include the student's Parents, teacher, school nurse, social workers, or administrators to determine the best approach to resolve the issue.

BED BUGS

If a District official suspects that a student's clothing or belongings contain bed bugs, the school nurse or other District official may visually inspect the student's clothing or belongings. Any bugs found will be removed and collected for identification. If a live bed bug is discovered, the District will notify the student's Parent and provide educational materials on bed bug prevention and treatment.

If a student's clothing or belongings are infested by bed bugs, the student may be excluded from school until the Parent has confirmed that successful treatment has occurred or other remedial steps have been taken to ensure that bed bugs are not brought to school.

If bed bugs are found in a classroom or elsewhere in the school building, the building principal or designee will notify the Parents of all students in the affected school building and will provide information on bed bug prevention and treatment. The school building will not be closed due to bed bug presence. If pest management is necessary, it will be provided to affected areas of the school building consistent with [Board Policy 3406](#).

STUDENTS EXPERIENCING HOMELESSNESS

The District will provide a free public education to children and youth experiencing homelessness in the District and will afford them the educational rights and legal protections provided by federal and state law. Support services are provided through McKinney-Vento eligibility. Unhoused students (individuals who lack a fixed, regular, and adequate nighttime residence) will not be stigmatized or segregated based on their homeless status and will have the same access to services offered to students who have secure housing.

A student or family experiencing homelessness should contact the District's McKinney-Vento liaison:

Joseph Moore
McKinney-Vento Liaison
11051 N. Cut Rd. Roscommon, MI 48653
Phone: 989-275-9583
moorej@coorisd.net

For detailed information about Homeless Children and Youth, see [Board Policy 5307](#).

IMMUNIZATIONS

For a student entering the District for the first time or entering 7th grade, a parent must provide the building principal or designee with a certificate stating that the student has received at least 1 dose of an immunizing agent against each disease specified by the Michigan Department of Health and Human Services (MDHHS) or other responsible agency or documentation of an applicable approved exemption.

The student's parent must provide the certificate or documentation at the time of registration, or no later than the first day of school. A parent of a student who has not received all doses of any required immunizing agent must provide the District an updated immunization certificate demonstrating that the immunizations have been completed as required by the MDHHS. The updated certificate must be provided within 4 months of the student entering the District for the first time or upon entering 7th grade. The District will not permit a student to attend school unless the parent provides evidence of immunizations or exemptions consistent with [Board Policy 5713](#) and state law.

Local county Health Departments can provide immunizations free of charge or for a minimal fee.

County Health Departments:

Roscommon County.....	989-366-9166
Grayling Office.....	989-348-7800
West Branch Office.....	989-345-5020
Mio Office.....	989-826-3970

LAW ENFORCEMENT INTERVIEWS

Law enforcement officers may be called to the school at the request of school administration. Students may be questioned by law enforcement consistent with [Board Policy 5201](#). Students may be questioned by school officials at any time, without parent notice or consent, consistent with the District's obligation to maintain a safe and orderly learning environment.

LIMITED ENGLISH PROFICIENCY

Limited proficiency in the English language should not be a barrier to a student's equal participation in the District's instructional or extracurricular programs. Those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extracurricular programs offered by the District.

LOCKER USE

Pursuant to [Board Policy 5102](#), lockers are District property and may be made available for student use.

Lockers are assigned to students on a temporary basis, and District administration may revoke a student's locker assignment at any time. The District retains ownership of lockers notwithstanding student use.

Students have no expectation of privacy in their lockers. The building principal or designee may inspect lockers without any particularized suspicion or reasonable cause and without advance notice. Upon the request of the building principal or designee, law enforcement may assist with searching lockers.

During a locker search, student privacy rights will be respected for any items that are not illegal or do not violate Board Policy or building rules.

LOST AND FOUND

All lost and found items are to be taken to the school office. Students may claim lost articles there.

Unclaimed items may be donated to a local charity or otherwise disposed of at the conclusion of each school year.

MEDICATION

Children's health conditions sometimes make it necessary for them to receive medication during school hours. The school is able to assist in the administering of medication following the policies and guidelines summarized below.

All medications, including prescription, over-the-counter, herbal remedies, supplements, and vitamins require the submission of an [Authorization of OTC Medication form](#). This form must be completed with the physician's signature and include written authorization from the parents before any medication can be administered by staff.

- In the event that the medication is no longer necessary, or the prescription is modified, the school must be notified immediately, and a new physician's order submitted.
- **Medication may only be delivered to school by a parent or the bus driver using the District-approved medication envelope which is properly completed.** Medication may not be sent in the child's lunch box, pocket or backpack.
- The medication must be brought to school in a container appropriately labeled by the physician or pharmacy. A minimum of a two-week and a maximum of one-month supply of medication is encouraged. Daily carrying of medication is to be avoided.
- If a child needs prescription pain medication after surgery or injury, they must recover at home until this medication is no longer needed during school hours.
- One medication form is needed for each medication.
- New [Authorization for Administration of Medication forms](#), complete with physician signature and parent authorization, are required for each school year.
- If your child misses his/her morning medication at home, please do not send him/her to school until the medication is received.
- All prescription medication will be maintained in a secured place, accessible to authorized personnel only.
- Nurses or trained school personnel may apply topical school-stocked ointments or skin protectants and use wound cleansers for minor medical concerns identified by the nurse on an as-needed basis (to students with no documented allergy to the products), without obtaining a medication authorization form. The school stocked supplies include:

Saline	Dermoplast Pain Relieving Spray	Aquaphor
Antibiotic Ointment	Lip Guard	Deodorant
Hydrocortisone Cream	Burn Cream/Gel	Epsom Salt
Antifungal Cream	Bug spray	Eucerin Cream
Vitamin A&D Ointment	Zinc Oxide Skin Protectant	Toothpaste
Petroleum Jelly	Hand Sanitizer	
Liquid Bandage	Sunblock	

For additional information and requirements, see [Board Policy 5703](#).

PARTIES

Classes may have seasonal or curriculum-related parties during the year. Students must follow all expectations and rules established by the teacher or other relevant staff during the party. Invitations for private parties and non-school-sponsored events may not be distributed in the classroom.

PLAYGROUND USE

Staff will supervise students when the students use the playground or recess area during the school day or as part of a school activity. At all other times and circumstances, the District does not provide supervision of its playgrounds, equipment, or surrounding areas.

PROTECTION OF PUPIL RIGHTS

The District respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy as required by law. The policy is available on the District's website or upon request from the District's administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to the Superintendent. Parents may have access to any survey or other material described in the [Protection of Pupil Rights Policy 5308](#) by submitting a written request to the Superintendent. A copy of the District's annual notice to parents regarding the Protection of Pupil Rights Amendment is attached as Appendix E.

RIGHTS OF CUSTODIAL AND NON-CUSTODIAL PARENTS

Unless a parent has provided the building principal or designee with a court order that provides otherwise, District personnel will treat each parent, regardless of custody or visitation rights, the same as to accessing student records, meeting and conferring with District personnel, visiting a child at school, and transporting a child to or from school. District personnel are not responsible for enforcing visitation or parenting time orders.

Parents, regardless of custodial status, will be provided information about conference times so both parents may attend a single conference. The District is not required to schedule separate conferences if both parents have been previously informed of scheduled conference times. If either or both parents' behavior is disruptive, staff may terminate a conference and reschedule it with appropriate modifications or expectations.

SEARCH AND SEIZURE

To maintain order and discipline in school and protect the safety and welfare of students and school personnel, school authorities may search a student or the student's personal effects (e.g., purse, book bag, athletic bag) as permitted by law and may seize any illegal, unauthorized, or contraband materials discovered in the search. As noted in "Locker Use," student lockers and desks are school property and remain at all times under the District's control. Student lockers and desks are subject to search at any time for any reason and without notice or consent.

School officials may use canines, metal detectors, wands, or other tools to conduct searches. A student's failure to permit a search and seizure may be grounds for disciplinary action. A student's person and personal effects may be searched whenever a school official has reasonable suspicion to believe that the student possesses illegal or unauthorized materials. If a properly conducted search yields illegal or contraband materials, these items may be turned over to law enforcement.

STUDENT EDUCATION RECORDS

The District may collect, retain, use, and disclose student education records consistent with state and federal law. See [Board Policy 5309](#) for an overview of the District's collection, retention, use, and disclosure of student records.

Authorized staff members will review student records in the C.O.O.R. offices only. Permission to remove student records from the room in which they are stored is granted to the staff provided those staff members sign the items out. Permission to remove student records may be obtained from the school principal. Records must be returned to the office within one workday of removal. The C.O.O.R. Administrator assigned to safeguard all student records is Joseph Moore, School Principal.

Parents may inspect and review their minor child's education records, regardless of custody status, unless a court order specifies otherwise. An eligible student (i.e., a student who is 18 years or older or an emancipated minor) may also inspect and review their education records.

Right to Request Explanation or Interpretation

A parent or eligible student may request, in writing, an explanation or interpretation of a student's education records. School officials will respond to any reasonable request.

Right to Request Amendment of Education Records

A parent or eligible student may request that a student's education record be amended if the parent or eligible student believes the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights as explained in [Board Policy 5309](#).

Directory Information

"Directory information" is the information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. The Board designates the following as directory

information:

- student names, addresses, and telephone numbers;
- photographs, including photographs and videos depicting a student's participation in school-related activities and classes;
- major field of study;
- grade level;
- enrollment status (e.g., full-time or part-time);
- dates of attendance (e.g., 2013-2017);
- participation in officially recognized activities and sports;
- weight and height of athletic team members;
- degrees, honors, and awards received; and
- the most recent educational agency or institution attended.

School officials may disclose "directory information" without the prior written consent of a parent or eligible student unless the parent or eligible student specifically notifies the District that the parent or eligible student does not consent to the disclosure of the student's directory information for 1 or more of the uses for which the District would commonly disclose the information.

A Directory Information Opt Out Form is attached to this handbook as Appendix F. This form allows the parent or eligible student to elect not to have the student's directory information disclosed for 1 or more of the listed uses. Upon receipt of a completed Directory Information Opt Out Form, school officials may not release the student's directory information for any of the uses selected on the form.

STUDENT AND FAMILY SCHOOL RELATIONS

Collaboration between home and school is important to the success of students. Open communication is a necessary component of collaboration. Parents are encouraged to contact their child's teacher whenever they have questions or concerns. Parents are further encouraged to contact the principal if they feel their questions or concerns have not been adequately addressed. If a complaint goes unresolved, a written complaint and a request for a conference should be sent to the Director of Special Education.

Incident Report

Incident reports are used to document unusual events or occurrences including situations in which crisis intervention is necessary, behaviors that lead to suspension from school, and behaviors leading to other disciplinary measures.

Parents will receive copies of completed incident reports. Parents will be notified within 24 hours of incidents involving the use of emergency restraint or seclusion.

IDEA Procedural Safeguards

"Procedural Safeguards for Parents of Students with Disabilities" is a document that explains the rights and safeguards provided under the Individuals with Disabilities Education Act (IDEA 2004). A copy of this document will be provided to you by the school at least annually. You may also access a copy of the Procedural Safeguards on the [C.O.O.R. ISD website](#). If you would like an additional copy of this document or need assistance in understanding the provisions of [IDEA](#), please contact the principal.

TECHNOLOGY

Use of District technology resources is a privilege, not a right. Students are expected to use computers, the Internet, and other District technology resources for school-related educational purposes only. Students and their parents are required to sign and return the [Acceptable Use Policy](#) and [AUP Signature Page](#) attached as Appendix G before they may use or access District technology resources.

Students who violate the District's Acceptable Use Agreement may have technology privileges terminated or suspended and may be subject to discipline, up to and including expulsion.

TRANSPORTATION SERVICES

Students attending C.O.O.R. ISD special education programs are provided transportation to and from their programs in accordance with their IEPs. C.O.O.R. contracts with Dean Transportation to provide these transportation services.

At the beginning of each school year, parents/guardians will receive information from the Transportation Coordinator regarding emergency procedures, designated secondary drop-off locations, and inclement weather policies. Specific driver names and estimated pick-up times will be provided along with a copy of the Transportation Rules.

While students are expected to follow school conduct rules while riding the bus, we understand that many students attending C.O.O.R. programs may need additional support to achieve this expectation. A student's failure to comply with Board Policy, applicable codes of conduct, and any other applicable rules or behavioral expectations while using District-provided transportation, including while at a designated bus stop, may result in disciplinary action. When a student's behavior becomes a safety concern, the transportation team, school team, and parents may meet to develop a Behavior Intervention Plan. Video cameras are placed on vehicles and buses to monitor student behavior on the vehicle/bus.

When a student has a health concern that requires a transportation health plan, the school nurse will work with the student's IEP team and Dean Transportation to develop a plan based on information obtained from the student's physician and parents. The nurse is responsible for training transportation staff and is available to transportation staff by phone during busing times to address health-related questions or concerns.

Should you have any questions in regards to transportation, please contact the Transportation Coordinator for Dean Transportation at (989) 275-9531.

STUDENT PARKING

Students of legal driving age and that possess a valid driver's license at the Adult Transition Center may be entitled to student parking privileges. Parking space at the CRAF Center is limited. Interested students will need to complete a [Student Parking Agreement form](#). Student parking is a privilege, not a right, and can be revoked at any time for failure to adhere to guidelines.

VIDEO SURVEILLANCE AND PHOTOGRAPHS

The District may monitor any District building, facility, property, bus, or vehicle with video recording equipment other than areas where a person has a legally recognized and reasonable expectation of privacy (e.g., restrooms). Except in those school areas, a person has no expectation of privacy.

The District may use video recordings for any lawful purpose, including student discipline, assisting law enforcement, or investigations.

Students may not make recordings on school property, while in a vehicle owned, leased, or contracted by the District, or at a school-sponsored activity or athletic event unless otherwise authorized by Board Policies [5210](#) or [5805](#), applicable law, or a District employee.

Students who attend programs through C.O.O.R. may be asked to participate in photo opportunities while involved in school activities. Student reference may be used for editorial, illustrative, or promotional purposes designed to represent and support C.O.O.R. programs and services and student success. Publication activities may include use of a student's first name only, individual or group photos, school-approved videos, digital or electronic media, or the ISD website. The district works to represent students in a positive light and strives to protect student privacy by obtaining parental consent prior to publication. [Photo release forms](#) are issued at the start of each school year or can be obtained from the school office.

VISITOR EXPECTATIONS

While we welcome parents and visitors, we also seek to provide continuity of instruction and abide by the federal law regarding privacy and confidentiality of students. When picking up or dropping off your child, please stop at the front desk and notify the secretary.

Parents are welcome to visit and observe classroom programs. However, please adhere to the following guidelines when doing so.

- We generally ask that parents and visitors limit their time in the classroom to no more than thirty minutes per visit. Longer visits may occur with prior approval.
- Please call at least one day ahead to make an appointment with the principal. Keep in mind that permission may not be granted for the day requested if that classroom has plans, such as a field trip or mandated testing.
- When you arrive, please sign-in at the front office. Please wait until the secretary has notified the classroom of your arrival.
- Visitors will also be asked to sign a [confidentiality policy form](#).
- When in the classroom, please avoid talking with staff during instructional time. We expect that the staff is focused at all times on the students.
- Remember to try to be invisible when you are in the classroom. At first you will be distracting to the students, but if you try to be invisible, the students will get used to you and behave as if you were not there.
- While everyone wants to help children, remember that our students are working on goals such as independently washing hands, picking up objects they dropped, learning to use words or communication devices to ask for things, and staying in the classroom. Only the staff know which student is working on which goal, so please do not assist or interfere with students or staff unless asked to do so.
- Please do not talk about students while in the classroom.
- If you would like to talk to the teacher after your visit, please schedule another time to do so when the teacher can provide you with their full attention.
- The teacher knows the classroom and the students. If the teacher asks you to leave the classroom, it may be because a student is becoming agitated. Please respect the wishes of the teacher and leave the classroom immediately.
- If your presence or leaving will cause your student to be upset, talk to the teacher and try to brainstorm

ways to see your student in the classroom.

- If you want to leave with your student early, please make sure the teacher knows this prior to your visit.

All visitors are expected to abide by the same code of conduct as indicated for students in the handbook, including demonstrating self-respect, respect for others, and respect for property. Additionally, visitors must demonstrate appropriate behavior that allows everyone an equal opportunity to learn.

Volunteers

Programs and activities can be enhanced with volunteers who have particular knowledge or skills that will be helpful to members of the professional staff responsible for the conduct of those programs and activities ([Board Policy 3105](#)). Individuals interested in volunteer opportunities should contact the principal. Any volunteer who works with or has access to students shall be screened through the Internet sites for the Sex Offenders Registry (SOR) list, the Internet Criminal History Access Tool (ICHAT) criminal history records check, and the Offender Tracking Information System (OTIS) prior to being allowed to participate in any activity or program.

Each volunteer shall:

- agree to abide by all Board policies and district guidelines while on duty as a volunteer including signing, if appropriate, the district's Network and Internet Access Agreement Forms;
- be covered under the district's liability policy but the district cannot provide any type of health insurance to cover illness or accident incurred while serving as a volunteer, nor is the person eligible for workers compensation;
- be asked to sign a form releasing the district of any obligation should the volunteer become ill or receive an injury as a result of his/her volunteer services.

WITHDRAWAL FROM SCHOOL

Students who are transferring from the District are requested to submit written notice to the building principal at least 1 week before the withdrawal.

Enrolling Student in Another School

If a student withdraws from a C.O.O.R. center-based program and a request for records is not received from the student's new district within ten (10) school days, the C.O.O.R. center-based program will take further action to ensure that the student has enrolled in school. If a parent elects to homeschool a student, written notification must be made to the building administrator by the parents.

SECTION II: ACADEMICS

HOMEWORK

Depending on the program, classroom teachers may assign homework. Parents who have questions about homework or concerns about class work should contact their student's teacher.

PLACEMENT

The District has the sole discretion to make promotion, retention, and placement decisions for its students, consistent with state and federal law. The District may consider parent requests that a student be placed in a

particular classroom, building, educational program, or grade. The District's placement decision is final.

STUDENTS WITH DISABILITIES

Eligible students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act are entitled to a free appropriate public education. The District will follow state and federal law and applicable rules and regulations in identifying, locating, evaluating, and educating students with disabilities.

200-DAY PROGRAMMING

Programs designated as Severe Multiple Impairments (SXI) and Severe Cognitive Impairments (SCI) operate for 200 days, with 16 of those days during the months of July and August. The school calendar, which is distributed annually, will identify these dates.

HOMEBOUND/HOSPITALIZED SERVICES

Homebound/hospitalized services provide instruction for students who are unable to attend school due to a physical or medical condition and must be confined to the home or are hospitalized. Requests for homebound/hospitalized services must be made by a physician licensed in the state of Michigan.

The physician must certify a medical condition that requires that the student must be confined to the home or hospitalized during regular school hours, state the probable duration of confinement, indicate the student's ability to participate in instruction, and specify any limitations imposed by the student's medical treatment program. Homebound and hospitalized services shall not be substituted for special education programs.

Students whose health allows them to attend school even on a reduced schedule should do so. Students receiving homebound or hospital services shall receive a minimum of two non-consecutive hours of instruction per week. Parents are directed to contact the building administrator should their child or student require home confinement due to medical conditions or hospitalization.

WORK PERMITS

Information about student work permits is available at the school office.

SECTION III: DISCIPLINE AND CODE OF CONDUCT

DISCIPLINE GENERALLY

The District may discipline students who engage in misconduct, up to and including suspension or expulsion from school.

The District will take steps to effectively discipline students in a manner that appropriately minimizes out-of-school suspensions and expulsions. The District will comply with applicable laws related to student discipline, including the consideration of specific factors and possible use of restorative practices.

If an administrator determines that an emergency requires the immediate removal of a student from school, the administrator may contact the student's parent or local law enforcement or take other measures to have the student safely removed from school.

Students who are involved in extracurricular activities and engage in misconduct may face consequences related to the activity in addition to the consequences provided in this handbook. The District reserves the right to refer to an appropriate non-school agency any act or conduct which may constitute a crime. The District will cooperate with those agencies in their investigations as permitted by law.

The District's rules and policies apply to any student who is on school property or school-affiliated transportation, who is in attendance at school or at any school-sponsored activity or function, or whose conduct at any time or place directly interferes with the operation, discipline, or general welfare of the school, regardless of location, date, or time.

FORMS OF SCHOOL DISCIPLINE & APPLICABLE DUE PROCESS

In-School Suspension

The building administrator may require a student to serve in-school suspension. Students not completing their In-School Suspension will face further disciplinary action.

Suspension from Class, Subject, or Activity by Teacher

A teacher and building administrator, in collaboration, may suspend a student from any class, subject, or activity for up to 1 full school day if the teacher has good reason to believe that the student jeopardized the health or safety of any of the other participants in the class, subject, or activity.

All teachers will ensure that all procedures applicable to students with disabilities are followed. Any teacher who suspends a student from a class, subject, or activity must, as soon as possible following the suspension, request that the student's parent attend a parent/teacher conference to discuss the suspension. The building principal or designee will attend the conference if either the teacher or the parent requests the building principal's attendance. The building principal or designee will make reasonable efforts to invite a school psychologist or school social worker to attend the conference.

Removal for 10 or Fewer School Days

Before a student is suspended for 10 or fewer school days, an administrator will: (1) provide the student verbal notice of the offense the student is alleged to have committed, and (2) provide the student an informal opportunity to respond and explain what happened. Except in emergency circumstances, an administrator will not suspend the student unless, after providing the student notice and an opportunity to explain, the administrator is reasonably certain that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence.

Removal for More than 10 and Fewer than 60 School Days

Before a student is suspended for more than 10 school days but less than 60 school days, the Superintendent or designee will provide the parent or student with: (1) written notice of the offense the student is suspected to have committed; (2) an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and (3) an opportunity for a hearing at which the student may present evidence and witnesses to show that the student did not commit the alleged offense or that suspension is not an appropriate consequence.

The Superintendent or designee will provide the parent or student at least 3 calendar days' notice before the hearing. The parent and student may be represented, at their cost, by an attorney or another adult advocate at the hearing.

The Superintendent or designee will not suspend the student unless, following the hearing, he or she is convinced by a preponderance of the evidence that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. The Superintendent or designee will consider the [7 factors](#) noted in the Student Code of Conduct before suspending a student.

Removal for 60 or More School Days

Before the Board suspends or expels a student, the Superintendent or designee must provide the parent or student with: (1) written notice of the offense the student is suspected to have committed; (2) an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and (3) an opportunity for a Board hearing at which the student may present evidence and witnesses to show that the student did not commit the suspected offense or that suspension or expulsion is not an appropriate consequence.

The Superintendent or designee will provide the parent or student at least 3 calendar days’ notice before the hearing. The parent and student may be represented, at their cost, by an attorney or another adult advocate at the hearing.

The Board will not suspend or expel the student unless, following the hearing, a majority of the Board finds by a preponderance of the evidence that the student committed misconduct that should result in suspension or expulsion under either the Student Code of Conduct or Board Policy and that suspension or expulsion is the appropriate consequence. The Board will consider the [7 factors](#) noted in the Student Code of Conduct before suspending or expelling a student. The Board’s decision is final.

STUDENT CODE OF CONDUCT

This Student Code of Conduct is meant to be a guide and is subject to the discretion of administration and the Board.

Administration will, as required or permitted by state law, always consider the use of restorative practices as an alternative to, or in addition to suspension or expulsion. Nothing in the following table limits the District’s ability to impose more or less severe disciplinary consequences depending on the situation’s unique circumstances and the following 7 factors:

- 1. the student’s age;
- 2. the student’s disciplinary history;
- 3. whether the student has a disability;
- 4. the seriousness of the behavior;
- 5. whether the behavior posed a safety risk;
- 6. whether restorative practices will be used to address the behavior; and
- 7. whether a lesser intervention would properly address the behavior.

Nothing in this handbook limits the District’s authority to discipline a student for conduct that is inappropriate in school, but that is not specifically provided in this table. Depending on the circumstances of a particular situation, separate athletic or extracurricular sanctions may be imposed, in accordance with the applicable handbook or rules.

Prohibited Conduct	Potential Consequence(s)
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Illegal Substances or Paraphernalia, including Alcohol: possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of drugs, alcohol, fake drugs, illegal steroids, illegal inhalants, or look-alike drugs	• Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral
Tobacco/Nicotine: possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of any form of tobacco, including vaping devices or supplies. All use of tobacco is prohibited on school grounds by school policy, as well as, state law.	• Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral
Disruptive Behavior or Insubordination: disrupting the learning environment or school activity or violating a school rule or directive.	• Restorative Practices • Parent Notification • Suspension or Expulsion
Dangerous Weapon Possession: firearm, dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion • Police Referral
Other Weapons and Look-Alike Weapons Possession: an object that is not a “dangerous weapon,” including but not limited to a pellet or air-soft gun, a knife with a blade of 3 inches or less, items intended to look like a dangerous weapon, or similar items.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion • Police Referral
Use of an Object as a Weapon: any object used to threaten or harm another, regardless of whether injury results.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion • Police Referral
Arson: purposefully, intentionally, or maliciously setting a fire on school property.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion • Police Referral
Physical Assault (Student to Student): causing or attempting to cause physical harm to another through intentional use of force or violence.	• Restorative Practices • Parent Notification • Suspension or Expulsion up to 180 school days • Police Referral
Physical Assault (Student to Employee, Volunteer, or Contractor): causing or attempting to cause physical harm to another through intentional use of force or violence.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion • Police Referral
Verbal or Written Threat, including Bomb or Similar Threat: statement that constitutes a threat against a student,	• Restorative Practices • Parent Notification

employee, other person, or school property.	• Suspension or Expulsion • Police Referral
Plagiarism, Cheating, or other Falsification of Schoolwork: submitting work that is not your own, including copying from others' work.	• Restorative Practices • Credit Loss or Grade Reduction • Parent Notification • Suspension or Expulsion
Discrimination, Harassment (including Sexual Harassment), and Bullying: violating Board Policy addressing anti-discrimination, anti-harassment, and anti-bullying.	• Restorative Practices • Parent Notification • Suspension or Expulsion
Criminal Sexual Conduct: commits criminal sexual conduct in a school building or on school grounds; or pleads to, is convicted of, or is adjudicated for criminal sexual conduct against another student enrolled in the same school district; or commits criminal sexual conduct against another student enrolled in the same school district.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion • Police Referral
Fighting, Inciting Violence, Filming a Fight or Assault, Distributing or Publishing a Fight or Assault Video	• Restorative Practices • Parent Notification • Suspension or Expulsion
Sexting: distribution or publication of lewd, pornographic, or sexually suggestive videos or photographs of students or staff.	• Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral
Misuse of District Technology: violating the District's acceptable use policies and agreement.	• Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral

APPENDIX A: [TITLE IX SEXUAL HARASSMENT \(Policy 3118\)](#)

APPENDIX B: [ANTI-BULLYING \(Policy 5207\)](#)

APPENDIX C: [ASBESTOS CONTROL PROGRAM](#)

APPENDIX D: [PEST MANAGEMENT](#)

APPENDIX E: [PROTECTION OF PUPIL RIGHTS \(Policy 5308\)](#)

APPENDIX F: [DIRECTORY INFORMATION AND OPT OUT FORM](#)

APPENDIX G: [ACCEPTABLE USE AGREEMENT](#) & [SIGNATURE PAGE](#)

STUDENT/PARENT HANDBOOK ACKNOWLEDGEMENT

We, _____ and _____ have received and read the
Parent/Guardian Student

C.O.O.R. ISD handbook for the 26-27 school year. We understand the rights and responsibilities pertaining to students and agree to support and abide by the rules, guidelines, procedures, and policies of C.O.O.R. ISD.

Parent/Guardian Signature

Student Signature