

# **Secondary Autism Program**

## **Student / Parent Handbook**

### **2024 - 2025**





# **Secondary Autism Program**

**Bozymowski Middle School**

**Carter Middle School**

**Center Line High School**

**Flynn Educational Center**

**Property Of: \_\_\_\_\_**

**The information in the handbook was the best available when printed. Watch for additional information and changes.**

*6/28/2024*

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Macomb Intermediate School District  
44001 Garfield Road  
Clinton Township, MI 48038-1100  
[www.misd.net](http://www.misd.net)

**MISD Board Members**

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Donald R. Hubler, *Vice President*  
Edward V. Farley, *Treasurer*  
Brian White, *Secretary*  
Michael A. Schulte, *Trustee*

**ADMINISTRATION**

Michael R. DeVault, *Superintendent*  
Justin Michalak, *Assistant Superintendent*  
Paula Elias, *Director of Center Programs*

# Secondary Autism Program

Jen Egan, *Principal*

Sarah McQuade, *Assistant Principal*

Brian Watters, *Assistant Principal*

Shawn Jenuwine, *Dean of Students*

Jeff Bauman, *Transition Coordinator*

Heather Sanko, *Secretary*

Sheri Raimondo, *Support Secretary*

Marsha Schemmel, *Support Secretary*

Rod Walker, *Social Worker*

Beth Grossman, *School Psychologist*

Nikki Coon, *Behaviorist*

Cameron Laesch, *Behaviorist*

WEB: [https://www.misd.net/Autism\\_Secondary/index.html](https://www.misd.net/Autism_Secondary/index.html)

## **Bozymowski**

11870 Eldorado Road  
Sterling Heights, MI 48312  
PHONE: 586-939-5391  
FAX: 586-939-3680

## **Flynn Educational Center**

2899 Fox Hill Dr.  
Sterling Heights, MI 48310  
PHONE: 586-416-5185  
FAX: 586-416-5199

MISD Transportation Office: 586-228-3333 (24 Hours)

Flynn Attendance Line: 586- 416-5198

Bozymowski Attendance Line: 586-226-4573

## **MISSION**

### **Macomb Intermediate School District: Service, Support and Leadership**

We are the Macomb Intermediate School District. We provide quality service to special education and general education students, instructional and technical support to school staff, and cutting-edge educational leadership in Macomb County.

We are committed to all the students of Macomb County. To serve them well, we are resolute in involving parents, school personnel, and the community at large, including business, government, and civic organizations as active partners in planning, delivering and evaluating our services.

We work directly with individuals with disabilities who reside in Macomb County school districts. We serve students of all ages, from newborns to adults, meeting their unique learning needs and supporting their families along the way.

Within the 21 local districts and public charter schools, we focus our efforts on building capacity with school staff. Through quality training and instructional support, we increase their knowledge, skills and abilities, so all students receive a rigorous and effective educational experience.

We promote all aspects of the educational process through our development and support of technology. We provide training in the use of essential technology tools that enhance curricular, instructional and administrative services in our schools and, as a result, opportunities are expanded for all.

We work collaboratively with colleges and universities and are leaders in state and national programs. We anticipate needs and opportunities, all with the single purpose of identifying, developing and implementing programs and practices that, through education, improve the quality of life in Macomb County.



## **SECONDARY AUTISM PROGRAM DAILY SCHEDULE**

<b>SCHOOL</b>	<b>UNLOAD STUDENTS</b>	<b>SCHOOL STARTS</b>	<b>STUDENTS ½ DAY</b>	<b>LOAD STUDENTS</b>
<b>Bozymowski</b>	<b>7:23</b>	<b>7:23</b>	<b>10:33</b>	<b>2:01</b>
<b>Flynn</b>	<b>7:13</b>	<b>7:13</b>	<b>10:23</b>	<b>1:51</b>
<b>Carter</b>	<b>7:13</b>	<b>7:13</b>	<b>10:23</b>	<b>1:51</b>
<b>Center Line</b>	<b>7:13</b>	<b>7:13</b>	<b>10:23</b>	<b>1:51</b>

# **STUDENT / PARENT HANDBOOK**

## **GENERAL INFORMATION**

### **General Information**

The MISD Secondary Autism Program provides educational services for students residing in Macomb County in grades 6-12 and post-secondary with severe Autism. Programs are available to students who are referred to our program from all 21 local school districts within Macomb County. Students in the Secondary Autism Center Program have an eligibility of Autism Spectrum Disorder and exhibit significant communication, behavior and social challenges. Students benefit from direct modeling of desired behaviors and visual supports to progress on their individual academic, social-emotional, and transitional goals. The MISD Autism Program follows an extended year calendar to support students' needs and continued growth.

### **Mission**

The secondary program for students with autism focuses on the whole student to foster a community of communicators.

### **Vision**

We envision a future where every student has found their voice.

### **Beliefs**

- Every action is communication
- Every student has a voice
- Quality staff training leads to quality instruction
- Every student can reach their potential
- All students should have individual programming in a safe and least restrictive environment

Families, staff and community work as a team to prepare students for success in the global community

### **District Health and Safety**

In order to support student and staff health and well-being during the COVID 19 pandemic, the Macomb ISD and the Secondary Autism Program will follow local county health department guidance/recommendations.

## **Student Code of Conduct**

The Macomb Intermediate School District's Board of Education believes that the best discipline is self-imposed and that students should learn to assume responsibility for both their behavior and its consequences. The Board will require each student of the district to:

- Conform to reasonable standards of socially acceptable behavior;
- Respect the person, property and rights of others;
- Preserve the degree of order necessary to the educational program in which they are engaged;
- Respect authority and obey those who hold authority.

## **Non – Discrimination Policy**

The District is committed to having a school environment free from discrimination and harassment on the basis of race, color and national origin. Harassment of a student, staff member, or school visitor is contrary to the District's pledge to provide a physically and psychologically safe environment in which to work and learn. The District prohibits race, color and national origin discrimination and harassment in the work and school environment, including the school bus or other school-related vehicle, all academic, extracurricular and school sponsored activities or events whether or not held on school premises. Retaliation and making false accusations and statements in connection with the reporting or investigation of racial discrimination and harassment is also prohibited by this policy.

The Macomb Intermediate School District (MISD) is an Equal Opportunity Employer. It is the policy of the MISD that no person on the basis of race, creed, color, religion, national origin, age, sex, height, weight, marital status or disability shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which the MISD is responsible. Inquiries regarding compliance with Section 504, Title IX, or the Americans with Disabilities Act may be directed to: Assistant Superintendent of Human Resources/Legal Affairs and Coordinator under Section 504. Macomb Intermediate School District, 44001 Garfield Rd. Clinton Township, Michigan 48038-1100, 586-228-3309.

The MISD will provide, upon request with advance notice, appropriate auxiliary aids and services necessary to afford a qualified individual with a disability equal opportunity to participate in services, programs and activities conducted by the MISD. To request auxiliary aids or services call 586/228-3309; Text Telephone (TTY/TDD) 586-286-8040.

## **Classroom Assignments**

Classroom placement is determined through several factors: student age, school enrollment and input from the IEP team. Classroom assignments may change throughout the year in collaboration with parents / guardians and administration.

## **Additional Support Personnel**

Behaviorist
Nurse
Occupational Therapist
School Psychologist
Social Worker
Speech and Language Pathologist
Transition Coordinator

## **School Records**

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 eligible persons (students 18 years of age or older, or the parents / guardians of students under the age of 18) have the right to examine the official school records directly related to the student.

Specifically, this act mandates the right to:

- Prohibit the release of records to non- eligible agencies, institutions, or persons without prior consent
- Be informed of the release of records to all eligible agencies, institutions or persons
- Challenge the accuracy and fairness of records; and
- Have due process in matters related to student records

School records are open to review by parents / guardians or by adult students. Access to records by outside agencies is limited to school policy, and requests to review records must be submitted to the school administrator with parent/guardian permission. When a student prepares to enroll in another school, the Secondary Autism Program will forward the records directly to the new school.

## **Students Rights and Responsibilities**

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974, eligible persons (i.e., students 18 years of age or older, or the parents / guardians of students under the age of 18) have the right to examine the official school records directly related to that student. Specifically, this act mandates the right to:

- Prohibit the release of records to non-eligible agencies, institutions, or persons without prior consent;
- Be informed of the release of records to all eligible agencies, institutions or persons;
- Challenge the accuracy and fairness of records; and
- Have due process in matters related to student records

We recognize that the Secondary Autism Program and the Macomb Intermediate School District have the responsibility to assure all students the legal rights that are theirs by virtue of guarantees in the federal and state constitutions and statutes. Among these rights are the following:

- The right to a free and appropriate public education (FAPE).
- The right to equal educational opportunity and freedom from discrimination.
- The right to free inquiry and expression.
- The right to privacy as defined by law.

With rights come responsibilities. Students' responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. It is the responsibility of each student to respect the rights of all who are involved in the educational process.

We are committed to ensuring that all students have the opportunity to demonstrate the knowledge, creativity and skills necessary to promote self-worth as independent, contributing members of society. We believe students must be committed to respecting the school environment, thus allowing an environment that encourages knowledgeable, responsible, caring citizens.

Student responsibilities include:

- Proper attendance in school.
- Review all school rules and regulations and conduct themselves accordingly.
- Comply with state and local laws.

- Respect school property and the property of others.
- Dress and groom in a manner not distracting or disruptive to the school atmosphere.
- Express ideas in a manner that will not offend or slander others.
- Conduct themselves in a manner that promotes a safe and healthy school atmosphere.

## **Age of Majority**

Except as noted below, policies and procedures set forth in the student handbook will apply to all students, regardless of their attainment of the age of majority.

Students 18 years and older may:

- Have the same privilege to access their student records as their parents/guardians
- Represent themselves during disciplinary conferences and have grade reports mailed to them.

**Note:** All school attendance standards continue to apply to students regardless of age.

## **IEP Process**

The Individual Education Program (IEP) for each student is based upon their most recent assessment scores, class work and behavioral needs as developed by the Individual Educational Planning Team (IEPT). Students, along with parents / guardians, are encouraged to attend sessions for planning educational goals and objectives as well as transition.

## **Conferences**

Parent /teacher conferences are scheduled yearly in the fall. Parents/guardians are strongly encouraged to attend. Additional meetings may be arranged throughout the school year. Please call the school office to schedule an appointment at Bozymowski (586) 939-5391 / Flynn Educational Center (586) 416-5185.

## **School Lunch**

Students may purchase breakfast and/or lunch. Free or reduced lunch prices are available for those students who qualify based on state completed paperwork. Application forms are available in the registration packet and the school office. Accommodations will be made for students with a food allergy upon completion of required MDE paperwork completed by a physician. Contact the school office at: Bozymowski (586) 939-5391 / Flynn Educational Center (586) 416-5185 regarding any questions.

## Progress Reporting

Teachers communicate regularly with students and parents /guardians regarding a student's progress. Early communication allows students and parents/guardians to respond constructively while there is sufficient time to address concerns. Teachers communicate this information through several arranged methods, i.e. Remind, emails, phone calls, letters, written notes, etc.

Parents /guardians will receive a quarterly progress report.

<b>1<sup>st</sup> quarter:</b> September 5 <sup>th</sup> , 2024 – November 15 <sup>th</sup> , 2024(50 days)
<b>2<sup>nd</sup> quarter:</b> November 18 <sup>th</sup> , 2024- February 13 <sup>th</sup> , 2025 (50 days)
<b>3<sup>rd</sup> quarter:</b> February 19 <sup>th</sup> , 2025- May 9 <sup>th</sup> , 2025 (51 days)
<b>4<sup>th</sup> quarter:</b> May 12 <sup>th</sup> , 2025- August 14 <sup>th</sup> , 2025 (49 days)

# **GUIDELINES**

## **Attendance**

Despite the fact that all students between ages 6 to 16 must, by law, attend school, there will be days when your student is ill or unable to attend. Attendance guidelines and procedures are designed to promote good attendance in a guidance-oriented manner. The effectiveness of these guidelines depends upon parent /guardian, students and school staff working together to promote more responsible citizens. Absences are excused when a student is ill or involved in a family emergency. Absences are unexcused for: missing the bus; babysitting; vacations; early morning behavior problems; refusing to come to school, etc.

Good attendance is one of the most important single factors that contributes to greater levels of student achievement. The MISD utilizes a team approach to ensure student attendance within our programs. This team approach includes working with families that are experiencing obstacles hindering their student's school attendance. The assistance of outside agencies may be incorporated into the plan.

To identify and address unexcused absences, the school administrator will review with the student, parents/guardians or others who may have information regarding the student's lack of attendance. Supportive services will be provided as needed. Arrangements will be made to continue a student's educational program if a student is incapable of attending school due to medical or psychological/psychiatric reasons, as documented by a physician.

1. Parents /guardians will be contacted by the school when a student acquires three (3) consecutive days of unexcused absences.
2. Parents /guardians will be contacted by the school when a student acquires five (5) cumulative days of absences. A letter documenting the dates on the school program Absence Record Form will be sent.
3. Upon reaching ten (10) cumulative days of unexcused/excused absences, the student and parent /guardians will be notified verbally and in written form. A parent meeting and/or supporting documentation of the absences may be requested. A review of possible consequences may include a truancy referral with the Macomb County Truancy Office.
4. Exempt Absences include:



- Long term or chronic illness, and injury, or medical emergency
- Placement outside of the home such as Day Treatment Centers and Hospitalizations
- Funeral / Bereavement
- Court Appearances

It is the responsibility of the parent/guardian to:

- Notify transportation that the student will not be attending school 586- 228-3333.
- Call the school office and report student absence call Bozymowski at 586-226-4573 or Flynn at 586-416-5198.

## **Truancy**

### **Under Age 16**

After 30 consecutive days of non - attendance truancy may be filed. Prior to this the school will contact parents, meet with parents to create a plan, create visuals, and connect family to CMH or another agency for support. Parent will be notified before truancy is filed.

### **Over Age 16**

After 30 consecutive days of non- attendance student will be unenrolled. Prior to this the school district will contact parents, meet with parents to create a plan, create visuals, and connect family to CMH or another agency for support.

## **Dress Code**

Student dress or grooming practices shall not interfere with schoolwork, create disorder, or disrupt the education program. Thus, students are not permitted to wear the following attire in school:

- sleeveless shirts, mini-skirts, midriff tops, halter tops, spandex shorts, cutoffs, or skimpy, revealing clothing
- clothing that depicts alcohol, tobacco, drugs, gang emblems, violence, or sexual messages
- when shorts are worn, the length must be as long as extended arms and fingertips
- hats, head coverings and coats are not worn in school and must remain in the student's locker during the day
- pajama bottoms; slippers

## **Parental Observation of Classrooms**

All parent/guardian observations are subject to the prior approval of the building administrator. To protect the privacy rights and instructional needs of all students, observations shall be kept to a minimum. We welcome parents into the buildings and have several events throughout the year that families are invited to attend.

## **Transportation**

Transportation is provided by the MISD and is considered an extension of the school day. All school rules and policies apply while students ride the bus both before and after school. Listed below are the MISD Transportation Department Bus Rules. Please review these rules with your student. Transportation meetings may be held if a student has excessive problems on the bus.

When a student is suspended from the bus, he/she is not suspended from school.

Parents/guardians must arrange for transportation to/from school when a student has a bus suspension.

- Observe the same behavioral expectations and school policies on the bus as established in the classroom.
- Be courteous and respectful.
- No eating or drinking is permitted on the school bus – including food rewards.
- Keep your area of the bus clean.
- Destruction of property is prohibited.
- Remain seated and wear seat belts/or safety vest at all times.
- Have safe hands, safe feet, and safe body while on the bus
- Follow driver's instructions on seating. The driver is authorized to assign seats.

The Principal and Transportation Supervisor shall have the authority to assign discipline to students, subject to the student's due process rights (MISD Policy 5611), and state and federal laws. However, in an emergency situation involving a substantial risk of harm to the student or others, the Transportation Supervisor has the authority to suspend a student from transportation in a district vehicle. A parent / guardian meeting may be required to develop a safe transport plan.

## **Discipline Procedures/Interventions**

If a student behavior is such that it interferes with the safety of himself / herself and / or others, staff may respond by utilizing one or more of the following interventions:

- Verbal/Visual redirection
- Earned Reward Incentives
- Alternate learning location / Break

- Physical control/management, Non-Violent Physical Crisis Intervention
- Restorative Practices
- Sensory Room

When a student's physical behavior escalates this may require other students to be evacuated from the classroom. In imminent danger it may be necessary to physically guide a student to a safe location. Staff is trained and re-certified yearly in nonviolent physical crisis intervention techniques developed by Crisis Prevention Institute.

### **Destruction of Property**

- Negligent, but not intentional, damage of property.
- Deliberate or intentional damage of property (i.e. vandalism) warning up through a temporary separation.

If damage exceeds \$100, the local police will be notified. If damage is under \$100, the police may be notified as appropriate.

### **Emergency Seclusion and Restraint**

Physical restraint / seclusion is intended for the purposes of emergency situations only, in which a pupil's behavior poses imminent risk to the safety of the individual student or the safety of others. An emergency situation requires immediate intervention.

Emergency physical restraint/seclusion may not be used in place of less restrictive methods and shall be performed by staff trained in Crisis Prevention Institute's (CPI) non-violent physical crisis intervention. Emergency physical restraint/seclusion shall be performed in a manner that is safe and appropriate for the following situations:

- For self-defense or for the defense of another.
- To prevent a student from inflicting harm on themselves.
- To stop a disturbance that threatens physical injury to another person.
- To obtain possession of a weapon or other dangerous object upon or within the control of the student.

### **Emergency Contact Information**

Emergency contact information is kept on file in the office and will be used in the event that your student becomes ill or injured at school. It is extremely important that this information is kept up to date. You may call or stop by the office at any time to update the emergency information for your student.

## **Health Services / Medication Procedures**

Procedures are in place to safeguard those students who need to take medication during the school day. For medication prescribed by a physician, the school office must be provided with a current prescription bottle and a completed Medication Control Form. The school must be notified of any medication changes made by the physician. Before any changes in medication orders can be implemented, a new prescription bottle, or note from the doctor, and an updated medication control form must be sent to the school.

For over-the-counter medication, i.e. Tylenol, cough drops, etc., parents/guardians must have their physician complete a non-prescription medication form. This is provided in the parent packet. Additional forms may be obtained from the school office.

- All prescription medication must be in its original, properly labeled prescription bottle and accompanied by a completed medication prescription form. All medication and forms must be turned into the school office.
- Students are not allowed to carry any medication during the school day, with the exception of EPI Pens
- Please contact the school immediately if there is a change in the student's medication or medication dispensing schedule.
- Trained staff will distribute medication to students.

If a student becomes ill within the school day, these procedures will be followed:

- A staff member will accompany the student to the office. If the student is too ill to return to class and remain in school, parents/guardians or another authorized person listed on the PowerSchool will be notified. A pick up will be requested.
- Parents/Guardians will be notified immediately if a student sustains an injury.

Medical procedures will be developed in collaboration with the student's physician for procedures such as:

- Emergency seizure procedures
- Allergic Reactions
- PRN – as needed medications
- Diabetes
- Other

## **Immunizations**

Section 9208. of the Public Health Code prohibits a principal and/or teacher from allowing a student to attend class without the required immunizations/documentation.

### **Required Immunizations to Enter School**

- Per state requirements vaccine status is audited for kindergarten, 7<sup>th</sup> grade and anyone new to the district.
- Students must be up to date or sign a waiver to be considered compliant and able to attend school.

Students must have the minimum number of doses and meet minimum intervals between doses of the immunizations as listed below:

- DTP/DTaP/TD
- Polio
- MMR
- Hepatitis B
- Varicella

Laboratory proof of immunity is acceptable.

- The School District will provide updates on a yearly basis as to any changes in requirement for immunizations.
- Students failing to meet the “REQUIRED IMMUNIZATIONS TO REMAIN IN SCHOOL” and who are not in a dose waiting period will be excluded on set yearly dates from the Health Department.

# **BUILDING PROCEDURES**

## **Crisis/Lockdown Drills**

Each year, schools are required by law to conduct practice crisis/lock down drills. A public address will be made in the event of an intruder or crisis in the building. Students are to remain in assigned rooms and move with the class to a position not visible from the hallway with locked classroom door, lights off and to keep quiet waiting further directions.

## **Early Dismissal**

A parent/guardian/emergency contact is required to sign their student out in the office. ***We request notification from parent or guardian PRIOR to the dismissal that another emergency contact is picking up the student. We also require a license when releasing a student to an emergency contact for identification.***

## **Emergency Procedures**

Any emergency condition occurring during the school day will be handled by following established procedures. School personnel will attempt to contact all parents before dismissal in the event of early closing during a school day. If additional information is available, it will be given over the public address system and through calls home. Emergency conditions occurring when school is not in session, and which affect school opening/closing, will be announced over local radio and TV stations. Automated calls will be made from the MISD and posted on the MISD website ([www.misd.net](http://www.misd.net)).

## **Fire Drill**

Each year schools are required by state law to conduct periodic practice fire drills. Fire drill directions and appropriate exit routes are clearly posted in each classroom.

## **Inclement Weather**

Macomb Intermediate School District school closing information will be announced on local television and radio stations. Automated calls will also be made from the MISD. Also, remember if your local school district is closed, we do not provide transportation for your student to the Secondary Autism Program.

## Positive Behavior Intervention Support

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support student success in the school environment.

### BEARS

#### Be Kind

#### Encourage Others

#### Always Be Safe

#### Responsibility

#### Seek To Learn and Understand

Secondary Autism Program Behavior Expectation Matrix						
Location Expectations	Arrivals / Departures September - October	Cafeteria November - December	Community January - February	Hallways March - April	Recreation May - June	Media Center July - August
<b>Be Kind</b>	<ul style="list-style-type: none"> <li>Use appropriate language on bus</li> <li>Respect personal space of others</li> <li>Use kind words when speaking with others</li> </ul>	<ul style="list-style-type: none"> <li>Sit with a friend</li> <li>Wait for your turn</li> <li>Use quiet voice</li> <li>Use kind words when speaking with others</li> <li>Respect personal space of others</li> </ul>	<ul style="list-style-type: none"> <li>Use "please" and "thank you" social greetings</li> <li>Use kind words</li> <li>Give assistance when asked</li> </ul>	<ul style="list-style-type: none"> <li>Greet others</li> <li>Respond to greetings</li> <li>Compliment others</li> <li>Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>Include everyone</li> <li>Take turns with equipment</li> <li>Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate language on bus</li> <li>Respect personal space of others</li> <li>Use kind words when speaking with others</li> <li>Share equipment</li> </ul>
<b>Encourage Each Other</b>	<ul style="list-style-type: none"> <li>Help a friend:</li> <li>Find their way to their destination</li> <li>Carry items</li> <li>Remind friends of school rules</li> </ul>	<ul style="list-style-type: none"> <li>Help a friend</li> <li>clean up</li> <li>prepare food</li> <li>make healthy food choices</li> <li>Remind friends of school rules</li> </ul>	<ul style="list-style-type: none"> <li>Help a friend</li> <li>stay with the group</li> <li>find what they need</li> <li>complete a task</li> <li>Remind friends of school rules</li> </ul>	<ul style="list-style-type: none"> <li>Help a friend</li> <li>Find their way to their destination</li> <li>Carry items</li> <li>Remind friends of school rules</li> </ul>	<ul style="list-style-type: none"> <li>Help a friend</li> <li>stay with the group</li> <li>find what they need</li> <li>complete a task</li> <li>Return equipment</li> <li>Clean up when finished</li> <li>Cheer a friend on</li> <li>Remind friends of school rules</li> </ul>	<ul style="list-style-type: none"> <li>Help a friend</li> <li>use equipment properly</li> <li>find what they need</li> <li>complete a task</li> <li>Return equipment</li> <li>Clean up when finished</li> <li>Remind friends of school rules</li> </ul>
<b>Always Stay Safe</b>	<ul style="list-style-type: none"> <li>Walk safely to and from bus</li> <li>Keep a distance from bus, until safe to board</li> <li>Safe hands/Safe Body</li> </ul>	<ul style="list-style-type: none"> <li>Walk safely</li> <li>Push chairs in</li> <li>Safe hands/Safe Body</li> </ul>	<ul style="list-style-type: none"> <li>Look and pay attention to your surroundings</li> <li>Follow adult directions</li> <li>stay with the group</li> <li>Safe hands/Safe Body</li> </ul>	<ul style="list-style-type: none"> <li>Walk safely</li> <li>Stay with your group</li> <li>Safe hands/Safe Body</li> </ul>	<ul style="list-style-type: none"> <li>Stay in designated areas</li> <li>Safe physical contact</li> <li>Use equipment properly</li> <li>Safe hands/Safe Body</li> </ul>	<ul style="list-style-type: none"> <li>Stay in designated areas</li> <li>Use equipment properly</li> <li>Safe hands/Safe Body</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>Keep track of personal belongings</li> <li>Walk directly to your destination</li> <li>Follow adult directions</li> </ul>	<ul style="list-style-type: none"> <li>Eat only your own food</li> <li>Clean up after self</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared</li> <li>Complete your task</li> <li>Follow adult directions</li> <li>Use appropriate language</li> <li>Follow dress code</li> </ul>	<ul style="list-style-type: none"> <li>Use a quiet voice</li> <li>Go directly to your destination</li> <li>Report problems to appropriate person</li> <li>Respect others belongings</li> </ul>	<ul style="list-style-type: none"> <li>Follow the rules</li> <li>Clean up after self</li> <li>Play fair</li> <li>Report broken items and/or equipment</li> <li>Follow adult directions</li> </ul>	<ul style="list-style-type: none"> <li>Use a quiet voice</li> <li>Go directly to your destination</li> <li>Report problems to appropriate person</li> <li>Respect others belongings</li> <li>Follow adult directions</li> </ul>
<b>Seek to Learn and Understand</b>	<ul style="list-style-type: none"> <li>Ask where to wait</li> <li>Ask when to go</li> <li>Ask what bus mine is</li> </ul>	<ul style="list-style-type: none"> <li>Ask what is on the menu</li> <li>Ask about healthy food choices</li> <li>Ask where I should sit</li> </ul>	<ul style="list-style-type: none"> <li>Ask for help when needed</li> <li>Ask what to do next</li> <li>Ask where to go</li> <li>Ask for work to be checked</li> </ul>	<ul style="list-style-type: none"> <li>Ask for help to find destination</li> <li>Ask for help to find others</li> <li>Ask about changes environment</li> </ul>	<ul style="list-style-type: none"> <li>Ask what the directions are</li> <li>Ask how can I help</li> <li>Ask how many can play</li> </ul>	<ul style="list-style-type: none"> <li>Ask for someone to read to you</li> <li>Ask for help to navigate a program</li> <li>Read a new book</li> <li>Try a new computer program</li> </ul>
<b>Success</b>	<b>BEARS!</b>	<b>BEARS!</b>	<b>BEARS!</b>	<b>BEARS!</b>	<b>BEARS!</b>	<b>BEARS!</b>

## **Visitors**

Visitors should enter through the main doors. For the safety of our students, we must know who is always in the building. In addition, we need to ensure that classroom instruction is not disrupted. All visitors must sign in at the school office upon entering the building and sign out when they leave. All visitors will be asked to wear a name badge while visiting. All other exterior doors are locked during the school day. Visitors will be directed to their appropriate place of business. For further information, please contact the building administrator. MISD Board Policy available upon request.



# **POLICIES**

## **Prohibition of Discrimination**

It is the Policy of the MISD that no person on the basis of race, color, national origin, sex, age, religion or disability shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which the MISD is responsible.

Harassment on the basis of race, color, national origin, sex, age, religion, disability and retaliation are also forms of discrimination prohibited by the MISD and Title VI, Title VII, Title IX, The American with Disabilities Act (Title II), Section 504 of the Rehabilitation Act of 1973 and Michigan law (Civil Rights Laws).

Any student who believes he or she has been or is the victim of discrimination, harassment and/or retaliation should immediately report the situation to the Principal or Assistant Principal. The student may also report concerns to a teacher or school staff member who will be responsible for notifying the appropriate administrator. Complaints against the building Principal should be filed with the Superintendent.

Complaints, inquiries and/or comments regarding compliance with Civil Rights Laws may also be directly submitted to: Assistant Superintendent of Human Resources/Legal Affairs, Macomb Intermediate School District, 44001 Garfield Road, Clinton Township, MI 48038-1100, (586) 228-3309.

Complaints of discrimination, harassment and retaliation shall be promptly investigated with notification to parents / legal guardians.

Anyone found to have participated in prohibited conduct shall be subject to discipline up to and including discharge or expulsion. Anti-discrimination policies shall be reviewed with all students. Education, supervision and monitoring of these policies will be ongoing.

Information on Civil Rights Compliance Procedures can be found at

<http://www.misd.net/legal/files/Document2.pdf>.

## **Prohibition of Bullying Behavior**

It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy protects all students from bullying behavior regardless of the subject matter or motivation for such impermissible behavior. Bullying of a student is strictly prohibited. This prohibition includes written, verbal, physical, and emotional/psychological abuse, which cause or threaten to cause bodily harm, reasonable fear for personal safety or substantial emotional distress. This policy applies to all “at school” activities in the District as defined by MISD Policy (5517.01).

While not all conflict is bullying, if a student or other individual believes there has been bullying behavior, regardless of whether it fits a particular definition, he or she should report it immediately and allow the administration to determine the appropriate course of action.

“Bullying” is defined as any written or physical act (including electronic communications; i.e., internet, telephone or cell phone, personal digital assistant/PDA, or wireless hand-held device) that, without regard to its subject matter or motivation animus, is intended or that a reasonable person would know if likely to harm one (1) or more students either directly or indirectly by doing any of the following:

1. Substantially interfering with education opportunities, benefits, or programs of one (1) or more students;
2. Adversely affecting the ability of a student to participate in or benefit from the school district’s educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
3. Having an actual and substantial detrimental effect on a student’s physical or mental health; and/or
4. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Any student who believes he or she has been or is the victim of bullying and/or retaliation should immediately report the situation to building administration. The student may also report concerns to a teacher or school staff member who will be responsible for notifying the appropriate administrator. Complaints against the building Principal should be filed with the Superintendent.

Complaints of bullying behavior and retaliation shall be promptly investigated with notification to parent/legal guardians.

Anyone found to have participated in bullying behavior shall be subject to discipline up to and including discharge or expulsion. The Prohibition of Bullying Behavior policy shall be reviewed with all students. Education, supervision and monitoring of this policy will be ongoing.

## **Transportation Policy**

Per the Individualized Educational Plan for each student, MISD will transport students to and from their educational programs (MISD Policy 8600). We have found that we can best accomplish this goal if we follow general procedures. Students not utilizing MISD

Transportation must be signed in and out in the main office by someone listed on the emergency card or authorized by parent / legal guardian.

## **Technology**

### **Technology Policy**

MISD Policy, 7540.03, Use of Internet and Other Electronic Communications by Students and Staff

The Internet and other electronic communications are a complex association of governmental, business and educational agencies working together to share resources and to exchange information with people throughout the world. The use of these technologies is a privilege provided to the District's students and staff to enhance and support learning, research and communications.

The intent of this policy is to comply with the acceptable use policy of the District's Internet Service Provider (ISP); the acceptable use policy of any other networks utilized; and to ensure that the Internet and other electronic communications are used safely and properly for educational and administrative purposes. Internet safety for minors includes the use of the Internet in a manner that promotes safe online activity, protects from cybercrimes, including crimes by online predators, and shields minors from material that is inappropriate.

Acceptable use includes:

- Be polite.
- Use appropriate language.
- Respect the privacy of others.

- Email, voicemail, and other electronic communications are not private. The District has the legal right to access all electronic communications. Messages relating to or in support of illegal activities must be reported.
- Preserve the integrity of the network. Do not use the network in any way that would disrupt use by others. Do not destroy, modify or abuse network hardware and/or software. Students and staff have the responsibility of reporting any misuse of the network.
- Respect the work product of other users.
- Respect the legal protection provided by the copyright and license to programs and data.
- Respect the integrity of computing systems; for example, users shall not intentionally develop and/or run programs that harass other users or infiltrate a computer or computing system (including hacking) and/or damage/alter the software components, a computer or computing system.
- Only software legally owned and authorized by the district may be put on district computers.
- Access appropriate materials: Do not use the system to access materials that are profane or obscene (pornography), that advocate illegal acts, or that advocate violence or discrimination towards other people (hate literature).
- Students must follow District rules for online safety. Computers used by students will utilize a system or method that is designed to prevent a minor from viewing obscene matter, child pornography, sexually explicit material or other depictions which are harmful to minors.
- The use of the network by students and staff is limited to educational/professional business use only.

### **Technology Usage Guidelines:**

Permitted Electronic Devices at Secondary Autism Program as described below:

- Cellphones
- Laptops
- Tablets
- eReaders
- Audio Players (MP3 players)

Non-Permitted Electronic Devices at Secondary Autism Program as described below:

- Recording devices
- Radios
- Pagers
- Laser Pointers
- Angel Sense Monitors

- Other electronic devices are not permitted to be used within the school setting.

Appropriate technology usage within different areas of the building will be determined by staff. Administration and school staff reserve the right to restrict technology in all zones, if deemed appropriate.

### **Consequences for Inappropriate Use of Electronic Devices**

Violation of the appropriate use of electronic devices, as described above:

- Students may be required to turn the device over to school personnel and/or the parent or guardian may be required to pick up the device from the Main Office at the end of the school day.
- The IEP Team may determine student will not have access to electronic devices throughout the school day.

The misuse of electronic devices includes, but is not limited to:

- Making or answering phone calls during school hours.
- Picture taking, audio recording and video recording are strictly prohibited, unless approved by staff.

### **Internet Connection**

The Secondary Autism Program **will not** provide a wireless internet connection for students to connect their devices to the internet via the MISD network.

### **Loss or Damage of a Device**

The Secondary Autism Program and Macomb Intermediate School District assume no responsibility for theft, loss, or damage of an electronic device brought to school. Students bring these devices to school at their own risk.

### **Search and Seizure**

The principal or designee may conduct a non-invasive search of students or their property, with or without the student's consent, whenever there is reasonable suspicion that the search may discover evidence of a violation of the law or district rules. A search prompted by the reasonable belief that health and safety are immediately threatened will be conducted as promptly as possible (MISD Policy 5771).

# **CURRICULUM**

## **Middle / High School**

The Secondary Autism Program follows the guidelines established by the Michigan Department of Education. Sixth, Seventh, Eighth, ninth, tenth, eleventh and twelfth grade students are provided daily lessons which address the State of Michigan essential elements content expectations identified for their specific grade level. A variety of research-based strategies and curriculum are used in all classrooms to effectively teach these concepts.

Readtopia is a comprehensive instructional program developed for older students with moderate to severe disabilities. Readtopia employs evidence-based approaches to teach Mathematics, English Language Arts (ELA) and reading as part of integrated curriculum units that are rooted in meaningful Social Studies and Science topics.

First Author is a special education writing curriculum that transforms students taking the alternate assessment into early communicators capable of expressing themselves. It was designed specifically for students with autism and other complex needs.

Core Vocabulary is a term used to describe a relatively small set of words that are used most frequently in oral and written language. The words in a core vocabulary can be used to communicate for a broad range of purposes, from basic requesting of desired items to building social relationships, sharing opinions, and exchanging information on topics of interest.

Students receive daily instruction in the following areas:

- English Language Arts
- Mathematics
- Social Studies
- Science
- Writing
- Communication

## **Post - Secondary**

The Flynn Post-Secondary curriculum follows the guidelines as established with the re-authorization of the Individuals with Disabilities Act, 2004 (IDEA). As the result of IDEA each state is required to develop a State Performance Plan (SPP). A portion of the plan relates directly to transition. Transition is the provision of coordinated services and activities designed to prepare students for positive post-secondary outcomes and to enable students with disabilities to lead productive and independent adult lives.

Students at the post-secondary level receive instruction that directly relates to transition within the following domains:

**Education / Training:** functional math, functional reading, functional writing, finance, time management and communication.

**Career / Employment:** career development, employment foundations, personal management, problem solving in a work environment, teamwork, and communication in a work environment.

**Independent Living (Community):** safety, eating out, shopping, mobility/travel, transportation and community services.

**Independent Living (Self-Management):** dressing, eating/nutrition, food preparation, grooming/hygiene, housekeeping, physical maintenance (well-being), alternatives to conflict, problem solving and interpersonal skills.

Students have opportunities both within the school and in the community to enhance their skills.

## **Physical Education**

The Secondary Autism Program follows SHAPE America's National Standards to develop physically literate students: The Exemplary Physical Education Curriculum is utilized to meet the standards. This is (EPEC) is a nationally recognized program that combats the crushing burden of chronic disease. The objectives in EPEC systematically and sequentially increase fitness levels, develop motor skills, and increase activity-related knowledge. EPEC also helps to develop the personal, social, and attitudinal characteristics students need to be physically active for life.

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

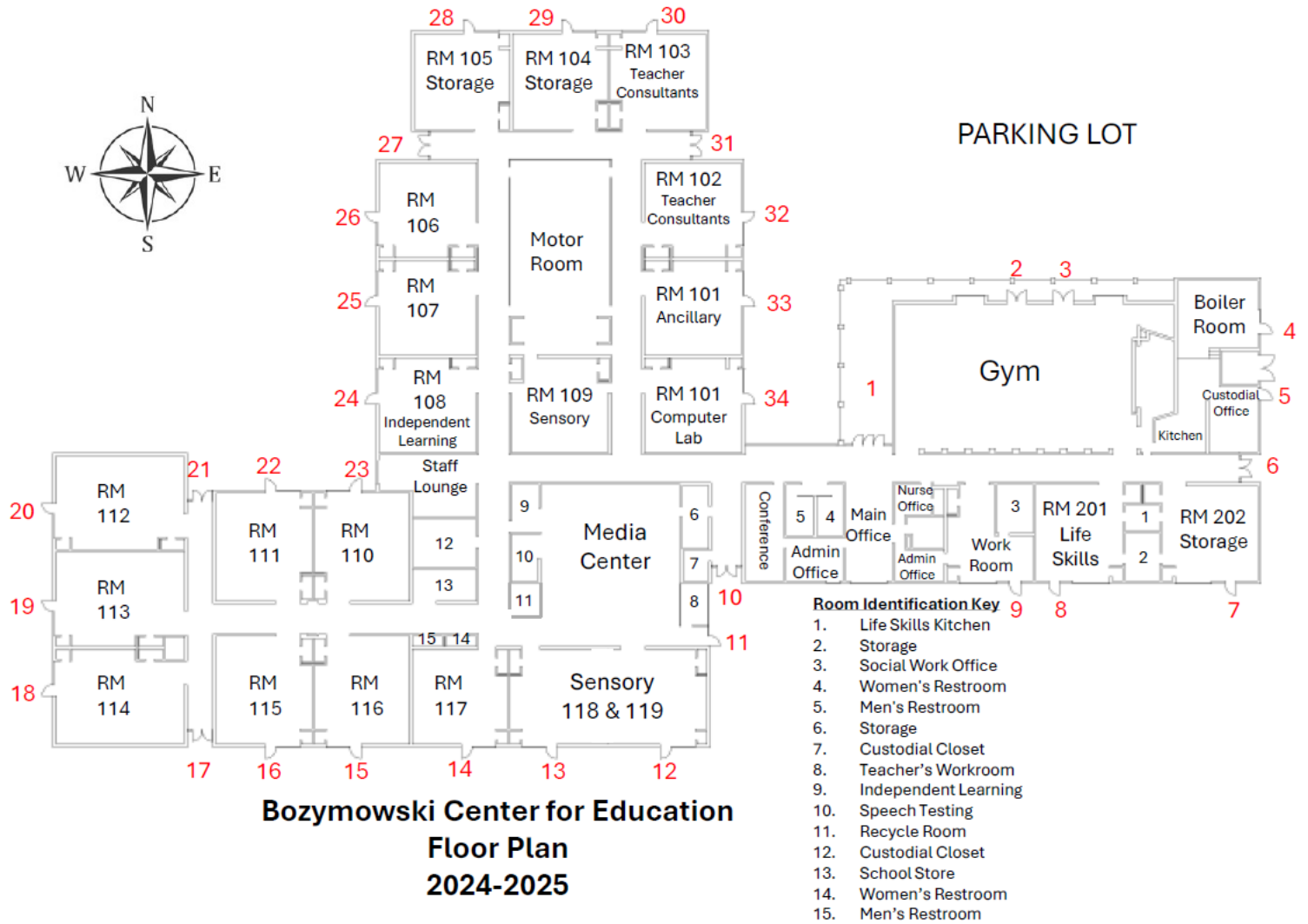
**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

## **Zones of Regulation**

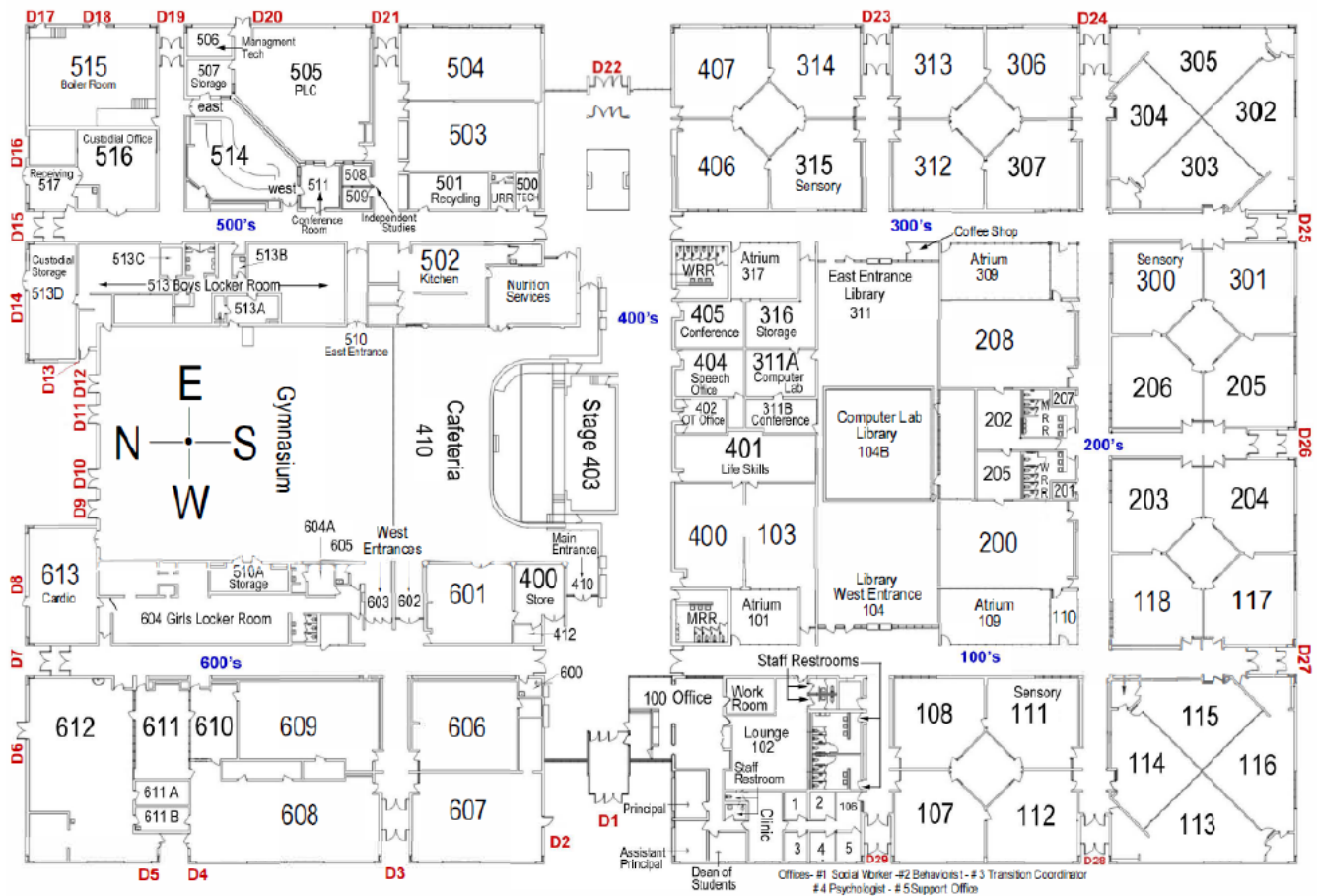
The Zones of Regulation is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete-colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking® ([www.socialthinking.com](http://www.socialthinking.com)) concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behavior impacts those around them, and learn what tools they can use to manage their feelings and states.



# BOZYMOWSKI CENTER MAP



# FLYNN EDUCATIONAL CENTER MAP



**Flynn Educational Center  
Floor Plan  
2024-2025**

# MACOMB INTERMEDIATE SCHOOL DISTRICT CALENDAR

STUDENT

AUTISM PROGRAM

STUDENT

2024-2025

August/September						
S	M	T	W	R	F	S
25	26	27	28	29	30	31
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					

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

November						
S	M	T	W	R	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

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

January						
S	M	T	W	R	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	

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

March						
S	M	T	W	R	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					

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

May						
S	M	T	W	R	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

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

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

August						
S	M	T	W	R	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						

	School in session
	School in session - AM Half day for students
	No School in session

Thanksgiving Recess: 11/27/24 - return 12/02/24  
 Holiday Recess: 12/20/24 - return 1/6/25

Mid-Winter Recess: 2/14/25 - return 2/19/25  
 Spring Recess: 3/21/25 - return 3/31/25  
 9/27/24 Tentative Opening Day/PD date

2024-2025 First Day of Classes: 9/5/2024

2024-2025 Last Day of Classes (1/2 day): 8/14/2025

1/18/2024

\*Center Based Programs will conduct one evening parent/teacher conference (date to be determined)