

# SEVERELY EMOTIONAL IMPAIRED PROGRAM (SEI)

## **ATTENDANCE POLICY FOR STUDENTS:**

1. Work for all absences is to be made up.
2. Student will attend After School Education (ASE) homework room to complete work.
3. After the tenth absence, (excused or unexcused), the student may be in jeopardy of losing credit for the semester.
4. Lack of transportation by a parent or guardian is unexcused as it is the responsibility of the parent/guardian that their student attends school.

**GRADUATION REQUIREMENTS:** In order to receive a diploma and graduate, a student will need to meet the Michigan Merit Curriculum requirements and earn the total number of credits. The Individual Education Plan (IEP) shall identify the appropriate courses of study and identify the supports, accommodations and modifications necessary to allow the student to receive a diploma.

**HOMEWORK POLICY:** Every attempt is made to give students the opportunity to complete assigned work during class time, allowing student access to the staff help and direction many of them need to successfully complete their assignments. Homework is to be submitted to the teacher during homeroom. Students are not to do homework during breakfast, homeroom or on the bus/van ride to school. A homework offense is defined as any assignment that is not completed in the specified amount of time and will result in attending the ASE homework room.

## **AFTER SCHOOL EDUCATION (ASE) EXPECTATIONS:**

1. Students will remain in their seats throughout ASE, unless otherwise instructed by staff. Proper seating is expected (upright posture, feet on floor, eyes forward, no head on desks.)
2. ASE consequences consist of behavior reflection activities and academic work.
3. Attitudes and behavior are expected to be appropriate for time to count.
4. Coats, book bags, etc., are to be left in lockers until ASE dismisses. All materials needed at home need to be put in lockers prior to going to AES, as students will not be allowed back in the classroom at the conclusion.
5. If a student begins the day owing ASE, he/she will also have quiet lunch the same day.
6. If, for any reason, a parent picks up a student from ASE, they will be informed that the student will serve ASE the next day. If possible, the parent should inform the school before the end of the regular school day that their child will be picked up during the ASE.

## DISCIPLINE:

1. Students are responsible for their own behavior. All students will be held at the same level of accountability and disciplined accordingly.
2. There are not referrals to the office unless specified in an infraction and very rarely suspensions from school. Students will resolve problems with the staff where the problem originated.

## OFFENSES/CONSEQUENCES

Homework (per week)	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Offense-Quiet lunch</li> <li>• 2<sup>nd</sup> Offense and beyond-Quiet lunch and ASE</li> <li>• Any homework not completed by the end of each marking period will result in a zero for that assignment.</li> </ul>
Zeros (per day)	<ul style="list-style-type: none"> <li>• 1 in a.m.-Quiet lunch</li> <li>• 1 in p.m.-After School Education</li> <li>• 2 or more- Quiet lunch and ASE</li> <li>• Automatic after school for major SWIS offense.</li> <li>• Leaving the building without permission but remains on school property, student will receive one day of ASE in place of zeros for the time out of class.</li> </ul>
Leaving School Property without Permission	<ul style="list-style-type: none"> <li>• Student is allowed to re-enter the building</li> <li>• Conference with parents and student will be arranged by principal or principal's designee. Conference will be either in person or via phone.</li> <li>• Student will have two days of ASE for each time he/she left school grounds.</li> </ul>
Leaving Building without Permission but not off of School Grounds	<ul style="list-style-type: none"> <li>• If student returns to building in one hour or less, it is one day of ASE. If student returns to building after one hour it is two days of ASE.</li> </ul>
Absences	<ul style="list-style-type: none"> <li>• Student will attend ASE homework room to complete any missing assignments.</li> <li>• Number of ASE days will be determined by completion of missing work</li> </ul>
Missing Bus/Tardy (per semester)	<ul style="list-style-type: none"> <li>• All students are expected to be ready 10 minutes prior to pick up time</li> <li>• 1<sup>st</sup> Offense-Warning</li> <li>• 2<sup>nd</sup> Offense-Quiet Lunch</li> <li>• 3<sup>rd</sup> Offense-Quiet Lunch and ASE</li> <li>• If there are more than three offenses in one semester, principal or designee will have a conference with parents and student.</li> </ul>

## **TRANSITION CONSIDERATION TO LOCAL DISTRICT FROM NCS CENTER-BASED/SELF-CONTAINED PROGRAM:**

### Required Process Steps

The following steps represent the required process to transition student from an NCS special education programs back to a local district program:

1. The NCS classroom teacher or team representative shares the student's progress monitoring data and progress toward common core state standards with the NCS District Special Education representative. All relevant data and reports are considered, including the Educational Benefit Review.
  2. When discussion and record review data suggest the student has progressed and the IEPT should consider a change in placement to the local district program, the NCS Special Education representative contacts the local district to arrange a classroom visitation for the student's current teacher and student (if applicable).
  3. The NCS special education teacher observes in the local district classroom to identify academic, social, and environmental expectations. This information is used to enhance the education program provided to the student in the current placement. The parent is encouraged to observe in the local district classroom.
  4. When data indicates that the IEPT should consider a change in placement to the student's local district, the NCS Special Education representative shares student progress information with the local district special education representative and appropriate district team representative(s).
  5. The NCS Special Education Representative and/or LEA special education contact schedules a meeting to discuss the data submitted which includes the LRE rubric, Education Benefit Review, and any student intervention plans/reviews. This meeting should include at a minimum: the NCS Special Education representative, the local district principal, the NCS special education teacher, potential local district classroom teacher, and any additional staff that would contribute to the data review. Based upon individual student needs, a plan for the student transitioning\* back to the local district is developed.
  6. NCS staff will schedule the IEPT meeting at a mutually agreed upon time and place. Relevant NCS and local district staff will be invited to attend the IEPT meeting. The IEPT develops an appropriate individualized education plan (IEP), which includes determination of the local district as the program placement.
  7. The plan to transition\* back to the local district is implemented.
- NOTE: The transition back to the local district is a gradual process agreed upon by the team

## **TRANSPORTATION EXPECTATIONS AND VEHICLE BEHAVIOR FOR STUDENTS:**

### Expectations

1. SEI students will be picked up by Southside vehicles
2. The school day begins when the vehicle driver first sees the student in the morning.
3. When on the vehicles, students are considered to be in school and must behave accordingly.
4. The vehicle will stop at student's approved stop. It is the students' responsibility to be ready and waiting ten minutes before the scheduled pick up time. The bus will wait no longer than two minutes before leaving.
5. Eating or drinking on the vehicles is not permitted.

## Boarding the vehicle

The school day begins when the vehicle driver first sees the student in the morning. All behavior, therefore, should be appropriate.

1. When students get on the vehicle, they are encouraged to greet the driver with “good morning” or similar salutation and take a seat.
2. While riding to school students may talk quietly (no whispering) to other students in an appropriate manner regarding appropriate subjects. They may read quietly but may not do homework.
3. Students missing the vehicle are to promptly telephone the office. Consequences may be given.
4. If difficulties arise, the driver may impose a “silent vehicle ride.”
5. Inappropriate bus/van behavior will not be tolerated and will result in all necessary disciplinary action being taken, including but not limited to notifying local law enforcement.

## Going home on the vehicle

1. Students are to take a seat.
2. Students are to follow the same rules as in the morning.
3. Students are considered to be in school until the vehicle is out of sight.
4. Students are encouraged to leave the vehicle with an appropriate “good-bye”, or similar farewell gesture to the driver.

## After School Education vehicle ride home

1. All previously stated rules apply.
2. No one sits in the front seat unless all seats are full