



2019 – 2020 Cooke School Student Handbook

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Our Mission:

To prepare our students for a productive and meaningful life by increasing academic, communication, vocation, life skills and recreation to be used in school, at home and in the community.

Our Motto:

I Can Communicate I Can Learn I Can Work

Welcome to Cooke School

The purpose of this handbook is to provide you with information regarding the policies and procedures of Cooke School and to secure open and continuous communication between home and school. We consistently work to create positive and cooperative relationships with our students and their families and/or caregivers. Our policies align with those of the Northville Board of Education. They are just one way that we assure that we provide a safe and welcoming learning environment for our students, preserve educational time by assuring students are attending school whenever possible, provide embedded learning opportunities to grow in all areas of development, and work collaboratively toward the end goal of communication, learning, and working. We hope that you will find the information in this handbook helpful.

If you have any questions or concerns, please feel free to call either of us for clarification through the main office at 248-344-3550. This phone number can also be used to reach any of our staff and our administrative assistants will be happy to connect you or take a message. If you prefer to email, we have provided the addresses of our certified staff at the end of this document. In addition, many classrooms use daily communication logs as another avenue to communicate back and forth with your student's teacher or other team members.

We look forward to working with you and extend our best wishes for a happy, healthy, and productive year.

Jennifer Bugar
Jennifer Bugar, Principal

Christine Jeter
Christine Jeter, Assistant Pri



Cooke School's Vision: We will provide a positive and stimulating learning environment driven by a well-defined curriculum with a foundation in common assessment and collaboration among students, staff and families. Our staff will work as a professional learning community to continuously improve instruction utilizing best practices and current research. Our students will be provided individualized supports to foster independence, to encourage communication and self advocacy, thus preparing students of all ability levels to be well equipped to meet the challenges of education, work and life.

Reviewed in 2018 by Cooke Staff

Cooke School is operated by Northville Public Schools for students with cognitive impairments. We are an NCA accredited educational center program. Our students come to us via referrals from 10 local districts in Western Wayne County, and our population includes students that have severe cognitive impairments, severe multiple impairments, and students that are dually diagnosed with both cognitive impairments and severe emotional impairments. Our students are able attend school through age 26, although some are ready to move on sooner.

Cooke School students are served by an excellent classroom staff of certified teachers and para-educators and also by our behavior management team, transition specialist, school social worker and school psychologist, speech & language therapists, occupational and physical therapists, school nurses, and adapted physical education instructor. Our school administrators and professional office staff are available to answer any questions you may have regarding the programming options at Cooke.

The programs at Cooke offer students a wide variety of educational opportunities. Communication, academic, and basic social skills are the core, but we have a broad focus on self-care & daily living, vocational, and recreational & leisure skills. Students are instructed in the Essential Elements of the Common Core. In addition, our students learn to apply their learning and increase their independence in a variety of settings both within our school and in the community. Our students engage in a community-based instructional program, as well as externships with many of our local business partners.

Other educational and athletic opportunities include updated technology integrated into each classroom, music therapy, vocational training, a school store run by students from throughout the building, several classroom microbusinesses, and an extensive adapted physical education program. Cooke's athletic program offers weekly adapted PE lessons, bowling, Special Olympics, and general physical fitness activities.

After planning and research during the 2012-2013 School year a school-wide Positive Behavior Support (PBS) plan was created and implemented in the fall of 2013. This is a research based program which takes a positive approach to teaching appropriate communication and replacement behaviors. Staff use a

4:1 ratio of positive to corrective statements to improve and reward positive student behavior. We are very pleased to be recognized as a PBS School and are continually working to fine-tune our skills.

When our students leave Cooke, they are prepared to participate in their home communities. Some of our students will be competitively employed, while a large number will be employed in “supported” positions, meaning that as they work at community businesses, they will receive on-going coaching and assistance. Although transition planning begins at an early age, formal transition assessments and plans are written for students the year that they turns 16. Our school staff assists students and families as they consider their vision for post-school life, as well as how to connect to and move through the complex adult services system. The community-based vocational training we provide for our students is a crucial component of their post-school success.

In addition to 22 on-site classrooms, Cooke School has two satellite classrooms at Northville High School and one at Hillside Middle School. Both schools offer peer-to-peer opportunities that include our students.

Cooke's School Improvement Goals:

Our Mission:

To prepare our students for a productive and meaningful life by increasing academic, communication, vocation, life skills and recreation to be used in school, at home and in the community.

Our Motto:

I CAN communicate.

I CAN learn.

I CAN work.

At the close of the 2019-2020 School Year, the School Improvement Committee evaluated the previous School Improvement Plan. Despite meeting our targets, the committee determined that these goals remained appropriate and that further work would incorporate additional data points and assessment instruments.

Goal 1: Students will demonstrate a 10% increase in their ELA scores from fall administration to spring administration of the Cooke Common Assessment.

Goal 2: Students will demonstrate a 10% increase in their math scores from fall administration to spring administration of the Cooke Common Assessment.

Goal 3: Students will demonstrate a 10% increase in their behavior scores as measured by fall to spring administration of the Cooke Common Assessment.

Student success on achieving these 3 School Improvement goals will be assessed through a data review of the Cooke Common Assessment and teacher instructional log. This year we intend to create additional multi-disciplinary assessment tools that can be used across departments in the building.

The following Professional Learning activities will be provided to support the successful implementation of this school improvement plan:

1. A school-wide professional learning opportunity for all classroom and ancillary staff to receive instruction and modeling on the use of Core Vocabulary in the classroom as a tool for instruction in literacy and math, as well as scientific knowledge.
2. A school-wide professional learning opportunity for all classroom and ancillary staff to receive instruction and modeling on specific learning targets, formative assessment, and charting of student growth.
3. Collaborative time for teachers to meet and discuss strategies and materials to be used in teaching and assessing literacy and math concepts in the classroom so that we can learn from each other.

4. Professional learning opportunities at the beginning of the 2019-2020 school year to ensure all staff are oriented to the school-wide positive behavior support framework/matrix, legal changes regarding seclusion and restraint, restorative practices, as well as instruction and training for teaching students tiered interventions. Staff will also work towards promoting social emotional learning across the school year.

To financially support the implementation of our school improvement goals, the district has upgraded technology with a technology bond as well as providing support of a building technology trainer. Previously purchased hardware and software materials necessary for IntelliTools and Boardmaker continue to be available in each classroom. Students and staff in the program will also have access to Clicker 7 to increase student writing, which was purchased in 2019 through an NEF Grant. General funds may also be used to support classrooms that need to purchase reading materials to facilitate literacy programming and assessment. Wayne RESA grant money has also helped fund the PBIS program, specifically, to support the third goal on improving student behaviors at school.

Student Bill of Rights

As a student with a disability, you have certain rights based on both Federal and State laws. You and your family will be presented with a document annually that will explain your procedural rights and responsibilities. The Procedural Safeguards Notice and available sources for parents you received describes protections under the IDEA. This notice and the list of available resources to assist you in understanding your rights are also available at www.resa.net/specialeducation/spedcompliance/forms . The Procedural Safeguards Notice is also available at www.michigan.gov/mde/0,1607,7-140-6530_6598_36168-188305--,00.html

This document will help you understand your rights related to getting an education and other key issues. Your parents, classroom teacher, school administrators can all assist you if you need further information or are having a problem with asserting any of the rights listed below. If you need additional help, check with your teacher for agencies to contact.

You Are Eligible for Special Education and Have the Right to:

- A free appropriate public education through age 26 or high school graduation with a diploma, whichever comes first.
- A statement of transition service needs included in your IEP, at least by age 16. Transition services are strategies to prepare you for success after school.
- Attend and participate in your IEP meetings or any other meetings to consider your transition needs and services.
- Be educated with other students who are not disabled to the maximum extent appropriate.
- The right to be informed, at least one year before you reach the age of majority that all parental rights under State law will transfer to you when you turn 18.

[See attached Procedural Safeguards](#)

Curriculum & Instruction

Common Core State Standards – Essential Elements:

All public schools in Michigan are held accountable to the Michigan academic content standards, known as the Common Core State Standards (CCSS). The state has aligned with these national guidelines for English Language Arts and Mathematics. Within the Language Arts area, standards are divided into: Reading, Writing, Speaking & Listening, and Language. The Math area is also divided into skills, yet these vary by grade level. The CCSS are not intended to be a “curriculum”, but rather a set of research and evidence based standards that prepare students to be college and/or career ready and that are “real life relevant”.

For our students, we focus on the Essential Elements of those standards. The Essential Elements (EE) are those key elements (content and skills) that are linked to the common core grade levels for students with significant cognitive disabilities. We continue to use the Extended Grade Level Content Expectations (EGLCE’s) for Science, and the Unique Learning Systems (ULS) for our post-secondary students. The Federal and State laws are clear, all students have the right to a Free and Appropriate Public Education, and that instruction will address state standards for instruction. Our classroom teachers design their lessons based on these Essential Elements and their alignment with the grade level standards outlined in the Common Core. This allows them to create lessons that are research/evidence based as well as functionally relevant. These standards are reflected on your student’s report card.

If have questions or are looking for additional information regarding these standards, information is available at www.michigan.org or www.resa.net.

You may be asking yourself, “But what about my student’s functional needs?” At Cooke, teachers are able to address these content areas in ways that are functional for our students. The education your student gets at Cooke has your student learning about academic content in ways that also address their functional needs. Teachers and therapists address their communication, sensory, and social/behavior needs throughout their units of instruction.

Community Based Instruction (CBI):

Community Based Instruction is an important part of our program at Cooke. CBI provides students a myriad of opportunities to learn and practice academic and life skills in the actual settings in which they'll be expected to apply them. CBI includes pre-teaching and follow-up activities, so that skills are introduced, taught and practiced, and then reviewed. We are fortunate to have access to transportation that allows us to experience multiple locations, which include fast food restaurants (A&W, Subway, Arby’s), retail shops, (Meijer, Target, K-Mart, Kohl’s, Twelve Oaks Mall), grocery stores (Kroger, Meijer), and bowling. At these sites, our students practice skills such as ordering food, selecting items from a list, locating items, price comparisons, authentic money exchange, and appropriate social behaviors which include various interactions with familiar and unfamiliar persons.

Students also gain experience in the community via vocational training as well. Our students begin their vocational instruction via in-house vocational opportunities; laundry service, shredding, sorting, recycling, and delivering. Several classrooms have also established microbusinesses.

Individualized Vocational Training (IVT) is a program which allows student "interns" to train one-on-one with employers in community job sites. Students start with a job coach from the Cooke staff, but the coach fades away as the students become more independent. Students learn to take direction from workers at the job sites and to be less dependent on school personnel. Students also have the option of further skill building at off-site locations such as the Sheraton Hotel, Cantoro Market, Cheesecake Factory, Civic Concern, Ace Hardware, Maybury State Park, Northville Board Office, Novi Bowl, Northville Library, Fleece and Thank You, Senate Coney Island, and Sunrise Assisted Living. At these sites, students get on-the-job training in custodial skills, paper shredding,

laundry, food service, stocking and organizing, as well as retail merchandising. In every setting, however, the most important aspects of vocational training are appropriate worker traits and social behaviors. Our students learn that to be successful in a job they must show up every day clean and ready to work, be on time, follow directions, and get along with their coworkers.

In the big picture, the student's curriculum is aligned to the Essential Elements. A student's individual needs are then addressed via scaffolding within the classroom as well as through goals and objectives outlined in their annual Individualized Education Plan (IEP). These address areas that may be impeding a student's ability to progress in the curriculum, and/or impact their ability to be independent in adult life. Although our students all have moderate to severe disabilities, we know that EVERYONE has the ability to learn and grow, and we always set high expectations for our students and support them in reaching their goals.

Individualized Educational Plans

Every student at Cooke School will have an Individualized Educational Planning Team meeting (IEPT) annually. The student, family members and/or caregivers, and other important people in the student's life are encouraged to attend. At this meeting, the student's current performance, strengths, and areas of need are discussed. Progress that the student has made on instructional objectives during the previous year is evaluated and discussed. Input from all IEPT members is welcomed as goals and objectives for the upcoming year are established.

Every student at Cooke School will have a 3 year IEPT meeting as well. Prior to this meeting, the team will come together for a Review of Existing Evaluation Data (REED) and determine what additional information is needed. The team will then complete any assessments and capture this information on the Multidisciplinary Evaluation Team Summary (MET). These findings will be shared prior to the 3 Year IEPT meeting.

After your student turns eighteen, you are encouraged to also invite their Community Mental Health case manager to the IEPT meeting. This helps to establish a strong relationship between school services and the student's services at home. This will also be essential as your student nears the age of completion in establishing their placements after they complete school.

Although IEPT meetings are scheduled according to these guidelines, a parent or guardian can request an IEP meeting at any time.

Transition Planning

Although we are always looking toward life beyond formal education, it is within the year that the student reaches age 16 that a formal transition plan is developed. This plan is formulated with input from the student, parents/guardian, and the school team. The student's voice drives this plan. It focuses on the student's strengths as well as areas of need related to transition from school to adult life. This is a legal component of the IEP report and is updated annually. The transition plan defines skills the student is learning to help him/her achieve maximum independence as an adult, and it also outlines future planning steps the family is encouraged to complete to prepare for the student's school completion at a maximum age of 26 (many students may be ready sooner). The plan is divided into five areas: Education, Employment, Daily Living, Leisure & Socialization, and Community Involvement

Including future planning tasks and identifying the individuals responsible for completing them helps the IEPT prioritize what needs to be done to ensure that the student has the skills and community agency connections necessary for a smooth transition into the world of adult services. Individuals responsible for completing a task could be the student, parents or caregivers, school staff members, or community agency representatives.

School Procedures

- We follow the Northville Board Policy regarding Attendance and Participation. This policy is as follows:

The Board expects all students to attend school on time on every scheduled school and class day and hour, unless excused by law or administrative procedures promulgated pursuant to this Policy. The Board also expects all students to be prepared for and participate in school, classes and related activities as directed by their teachers and building administrators. The Board directs the Superintendent to promulgate administrative procedures addressing the following subjects: student attendance, tardiness and participation, in general; District accounting for student attendance; the relationship between school attendance and participation and academic credit; participation in State mandated assessments; student absences; District expectations for the completion of school assignments during periods of absence; truancy; and, related student discipline. Adopted: August 2014

Attendance & Late Arrivals

We will now be using an automated system for reporting student absences. If your student is going to be absent, please call Cooke's Absence Line at **248-344-3555** to report this information. If your student is going to be late or picked up early, please call Cooke's main number at 248-344-3550.

Bringing your student to school:

- If you bring your student to school, you **MUST SIGN THEM IN** at the School Office. Classroom staff will take students to the classroom at the start of the school day (8:10 am at Cooke, 8:20am at Hillside, 7:50 at NHS). If you wish to accompany your student to their classroom, we ask that you leave the classroom promptly (within 5 minutes) so as not to interfere with morning routines and instructional time. Communication books allow for excellent correspondence between home and school. If there is a need for extensive conversation, please request a meeting.
- When you are bringing your student to school, you need to notify your local district transportation department. Otherwise, they will assume that your student is absent and may not send a bus to pick them up at the end of the day. The phone numbers of the local district transportation departments are printed on the back cover of this book.
- Students who arrive late **MUST BE SIGNED IN** at the School Office. Even if students are independent, they cannot be dropped off alone.
- If you have to bring your student to school after 10:00am, please either
 - call ahead so we can include him in the lunch count
 - bring a lunch that is ready to eat

- make sure that he has already eaten

Picking your student up from school:

- Students **MUST BE SIGNED OUT** in the School Office. We will contact the classroom, and staff will bring your student to the office to meet you. We ask that you do not go directly to the classroom as it would interfere with routines and instructional time.
- Also, if you intend to pick up your student at the end of the school day, you must notify us prior to the end of the school day (2:20pm at Cooke, 2:30pm at Hillside, 2:00pm at NHS) or we will send your student home on the bus.

All of these procedures help us provide a “smooth” school day for the students. Your cooperation is greatly appreciated.

Emergency Cards

In accordance with Northville Public Schools policy, emergency cards must be filled out completely and returned to the office before the start of the school year. During the year, if your address or phone numbers change, please give us the new information as soon as you have it available.

Lunch Payments

The Northville Public Schools Food Services Department handles all the lunch payments for our students. The office staff at Cooke do not have access to the account information, so if you have questions about your student’s lunch account, you can call Food Services at **248-344-3600**.

Medications

If medications need to be administered at school, our nurses require the following information:

- the name of the medication
- current dosage
- method of administration
- time of the day the medication is to be administered
- reason for medication
- duration of administration
- reportable side effects

The “Physician’s Authorization for Medication” form provided by the school generally includes the necessary information. A valid prescription label should be on the bottle as well.

Your local district will have a policy regarding whether or not medications may be transported on the school bus. We recommend that medications be brought to school by an adult or transported by the bus staff. This keeps the medication out of the students’ reach. This is an important safety issue, and you should discuss it with the bus staff. A locked banker’s bag often is a viable way to transport medication in a bag or back pack, assuring it is secure. Please--never put medication in your student’s backpack without letting the bus staff know it’s there.

When unsecured medication is sent to school in a student's backpack, a very dangerous situation is created. Other students on the bus could get this medication out of the backpack. They could then swallow the medication, putting their lives at risk. Not only would it be a terrible tragedy if a student were injured in this way, but the person who put the medication in the backpack may be held legally responsible.

If you are unable to bring in your student's medication yourself, please make arrangements for someone else to assist you.

Due to our concern about the health and welfare of the students, if a student's medication does arrive in the backpack, we will no longer send home the bottle. It will then have to be picked up at school by the responsible parent or caregiver.

Chicken Pox Immunization Waivers

Per the Michigan Department of Health and Human Services 2019 Immunization Waiver Forms:

*A parent or guardian wishing to exempt his or her child from a particular vaccination must provide a written statement indicating the religious or philosophical objections to the vaccination(s). This waiver must be certified by the local health department. A child who has been exempted from a vaccination is considered susceptible to the disease or diseases for which the vaccinations offers protection. **The child may be subject to exclusion from the school or program, if the local and/or state public health advises exclusion as a disease control measure.***

Thank you. We appreciate your help in keeping all of our students safe and healthy.

Student Illness Procedure

- Students should not be sent to school with an elevated temperature, gastrointestinal symptoms, rashes, or any type of contagious condition.
- Parents will be contacted when students are too ill to remain at school. Parents are expected to pick up their children from school promptly.
- Students will be sent home from school if any of the following are present:
 - Significant elevation in temperature relative to baseline
 - Persistent diarrhea
 - Repeated vomiting
 - Severe cough
 - Copious green nasal drainage, reddened eyes, sore throat, headache, or abdominal pain that may be symptomatic of acute communicable disease
 - Suspicious skin eruptions or rashes which are undiagnosed
 - Any suspected communicable diseases
 - Any other condition the school nurse or designated school staff deems necessary
- If a child's condition worsens significantly and a parent has not picked up the student, EMS will be contacted and the student will be transported to a medical facility.
- Students must remain home for at least 24-48 hours following an instance of illness, fever, or communicable disease, per Wayne County Health Department Guidelines.

- Parents or caregivers must establish back-up plans for unexpected situations or illness in advance.
- Student absences from school must be reported. Parents must call the district attendance line (248) 344-3555 or the school office regarding the reason for their student's absence. The district attendance line is available at any time prior to the start of school and is the preferred method of communication.
- All communicable diseases must be reported to school personnel.
- In the case of a confirmed communicable condition, the recommendations of the Wayne County Health Department will be followed to determine date of re-admittance.
- If the student is absent for more than two days, parents are encouraged to pick up missed assignments at the school. Please follow the building guidelines for the procedure to pick up missed work.
- In order to facilitate a smooth transition back to school, please notify the school prior to the student's return after an extended absence.

Extended Student Absence Procedure

- Students who are absent for hospitalization, surgery, or for an extended period will be readmitted to school upon the parent/guardian/provider conferring with the school nurse or building administrator.
- Please keep us informed of your student's status, including anticipated return to school date, during extended absences
- Students who have had a communicable disease will be readmitted to school according to the Wayne County Health Department Guidelines.
- The parent/guardian/provider must report the reason for student's absence to the school on a daily basis except in the event of a known extended absence.
- If the student will be absent from school for an extended period of time, they may be eligible for homebound services.

Extra Clothing

Students that are not yet toilet trained should keep a complete set of clothing at school. Make sure all clothing is labeled with your son's/daughter's name. When we send home soiled clothing, parents need to send a clean replacement to school the following day. If we send home borrowed clothing from another student, please wash the clothing and return it to school the next day. Parents are responsible for diapers, wipes, and Kleenex.

Accident and Emergency Care

Staff are required to report all accidents to the office. We are also required to report any injury the student comes to school with. Staff will fill out an Accident/Incident Report and parents may be called.

If any accident requires professional attention, a parent or guardian will be called and asked to take the child to a medical facility. If a student must be transported to the hospital by ambulance, a staff member will accompany the child until a parent comes to the hospital.

Community Based Instruction (CBI)

Students are given opportunities to participate in the community. Parents will be required to electronically sign a permission slip. This permission slip will cover the entire year's outings. You will

receive a new permission slip yearly in our annual re-enrollment; students without this permission will not be allowed to participate.

Fire, Tornado, and Lockdown (ALICE) Drills

Drills are held throughout the school year. These help to familiarize our students to emergency procedures. Additionally, classrooms do have medical/behavior emergency drills to assure that they understand what may happen if a student needs support during instruction.

Bad Weather/School Closings

In the event of bad weather or a mechanical problem, we may have to cancel school. Local radio and television stations will make the broadcast. Whenever Northville Public Schools are closed, Cooke School is closed. When your resident district is closed but Northville is open, there normally is no bussing to Cooke School, but you may drive your student to and pick your student up from Cooke on those days.

Change in Classroom Assignment

It may become necessary for your child to change classrooms during the school year. This change could be made for a variety of reasons. Our first concern is for your son/daughter. We want to make sure that each student is in a classroom that best meets his or her needs. Teachers, support staff, and administrators discuss classroom placement options that would better fit the needs of the student. Parents are always informed before a classroom change is made. An IEP does not have to be called, if the placement and eligibility remain the same.

Dress Code

All students must maintain a reasonable standard of cleanliness and personal hygiene. In addition, students should come to school dressed appropriately for active participation in the scheduled activities. We encourage comfortable, well-fitted, age-appropriate clothing that conforms to the standards of the Northville Public Schools community.

- Students must wear shoes or other footwear. For safety reasons, closed-toe shoes with low heels are recommended.
- Students' outdoor jackets, and coats will be removed and stored in their lockers during the school day.
- Students may wear shorts that are appropriate for the school environment, such as Bermuda shorts, walking shorts, split skirts, etc. Shorts such as running shorts, spandex shorts, cut-off shorts, etc. are considered inappropriate for the school environment.

- The lack of underclothes and the wearing of extremely short, tight and/or revealing clothing, such as bare midriff tops, muscle shirts, and pajamas is considered inappropriate.
- Clothing with inappropriate pictures or language is not allowed.
- Articles of clothing, jewelry, or body art that signify gang affiliation are not allowed.

Money, Valuables & Cell Phones

Students may bring in money to be used in the school store or for CBI trips, but we discourage them from carrying large amounts. In addition, it is not a good idea for students to bring valuable items (jewelry, CD players, personal video games, etc.) to school. We attempt to keep all of our students' belongings secure, but the best security is to leave valuable items at home.

Cooke School's cell phone policies align with those of the district. These may vary by classroom and are updated annually. Please see attached Cell Phone Policy Form example.

Cell Phone Policy Example

- Cell phones must be turned to silent or vibrate during the school day.
- Cell phones are not to be used in the classroom, during assemblies, on job sites, or on CBI. They are to be kept in backpacks, pockets, or purses.
- Cell phones may only be used at lunch time to listen to music, surf the internet, and play games. Students are not allowed to make calls or text during school hours.
- If you would like to listen to music on your cell phone during lunch or other approved times you must have headphones so that the music is only heard by you.
- Students will not record any image, video, or audio of other students or the teacher without permission.

Students will be given one warning if any of the above rules are violated, the second warning of the day will result in the staff member holding the cell phone until the end of the day. A phone call will be made to parents/caregivers to inform them of the problem.

If there is a reoccurring problem, or a more severe infraction, further consequences will be determined as necessary.

I have read the policy and it was explained by staff. I will follow the above policy (rules) of using a cell phone at school.

Student Name/signature

Date

Parent Name/signature

Date

School-Wide Positive Behavior Support at Cooke School

Positive Behavior Support (PBS) is a proactive approach to behavior management on a school-wide level, in a variety of settings such as the classroom, lunchroom, playground, hallways, bathrooms; these supports are provided to groups and/or with an individual student.

The Cooke School PBS team began meeting during the 2009-2010 school year. The team then developed a system focused on teaching each student what is expected of them (Matrix), to acknowledge students when expectations are met (positive acknowledgment), and to have staff be consistent in correcting and teaching the expected student behaviors (redirection and incidental teaching). Expectations of being a **Safe, Respectful, and Responsible** student were stressed. Even our school mascot, Casey, demonstrates these skills. Since its inception, and with the participation of our staff and families, our plan has continued to grow and improve. We have continue to expand this system, adding social skills lessons, student leadership opportunities, and a school run point store. Staff receives annual training on implementation of PBS.

Research reveals that students feel safer, and achieve at a higher level, when they know the school-wide expectations. The implementation of our PBS approach has resulted in staff and student growth in both of these areas. This year we have added visual displays (posters) throughout the building to assist students with understanding these expectations. Our current School Improvement Plan includes a building wide goal that addressed improvements in student behavior.

Research also shows us that school behavior plans that are followed in the home greatly improve their effectiveness in the school. We feel strongly about open communication between home and school, and teachers and staff work diligently to find what mode works best for each family.

Our PBS program focuses on three areas:

- 1. Be Safe**
- 2. Be Respectful**
- 3. Be Responsible**

The main components of an effective school-wide PBS system involve:

- Clearly defining and teaching a set of positive behavioral expectations. (See PBS Expectation Matrix)
- Consistently acknowledging and rewarding appropriate behavior (relative to behavioral expectations).
- Constructively addressing problematic behavior (relative to behavioral expectations)

- Teaching replacement behaviors
- Effectively using behavioral data to assess progress and to problem-solve

Positive Acknowledgement (“catching them being good”)

The entire building is committed to catching students when they are demonstrating appropriate behaviors around the building. Teachers, paraprofessionals, custodians, secretaries, lunch staff, administrators are on a mission daily to acknowledge and reward student behavior. These whole school activities are further supplemented within each classroom.

ALL School Assemblies:

Beginning of school	PBS Kickoff Assembly
Quarterly	All school assemblies to celebrate/ recognize student success

Cooke School Intervention Continuum

- Use of classroom/building strategies to problem solve challenging behaviors and create a positive and safe learning environment.
 - With input from students, classrooms will develop and post behavioral expectations
 - Provide daily instruction on behavior strategies
 - Weekly Social Skills Instruction
 - Develop a system for students to request breaks.
 - Use of visual schedule with built-in breaks
 - Use of Brain gym/movement activities
 - Sensory activities
 - PBS posters and instruction in a variety of settings
 - Think sheet (if appropriate)
 - Encourage positive behavior of the student
 - You can do it!
 - Let’s have a great rest of the day!
 - Reward compliance to return to learning
 - Teacher conference with student and parties involved if appropriate

- Individual Behavior Intervention Plan (BIP)

Some of our students require a formal positive behavior intervention plan (BIP). We are very fortunate to have a strong behavioral team, consisting of three certified professionals and a para educator, to assist with implementation of positive behavior plans in the authentic environment of the classroom. They provide modeling and support to all classrooms, are available to collaborate with building staff, and brainstorm possible interventions. We make every effort to keep students in school through collaborating with the team, administrator

involvement, and phone calls home as needed. On some occasions parent pick up may be necessary.

PBS Expectations Matrix

	Classroom	Bathroom	Office	Cafeteria	Arrival/ Departure	Hallways	CBI	Specials
Be Safe	<p>Move safely</p> <p>Keep hands, feet, and objects to yourself</p>	<p>Move safely</p> <p>Wash hands with soap</p> <p>Keep hands, feet, and objects to yourself</p>	<p>Move safely</p> <p>Keep hands, feet, and objects to yourself</p>	<p>Move safely</p> <p>Wait for your turn in line</p> <p>Get permission to leave your table</p> <p>Keep hands, feet, and objects to yourself</p>	<p>Move safely</p> <p>Stay on sidewalk</p> <p>Keep hands, feet, and objects to yourself</p>	<p>Move safely</p> <p>Move on right side of hallway</p> <p>Keep hands, feet, and objects to yourself</p>	<p>Stay seated on bus</p> <p>Keep hands, feet, and objects to yourself</p> <p>Stay with your staff</p>	<p>Move safely</p> <p>Be aware of your surroundings</p> <p>Consult staff if you are unsure how to use something</p> <p>Keep hands, feet, and objects to yourself</p>
Be Respectful	<p>Speak quietly</p> <p>Use appropriate language</p>	<p>Be private and give privacy</p>	<p>Speak quietly</p> <p>Use good manners</p>	<p>Speak quietly</p> <p>Use good manners</p>	<p>Use appropriate greetings</p> <p>Wait patiently for your bus</p>	<p>Speak quietly</p> <p>Wait your turn</p>	<p>Speak Quietly</p> <p>Use good manners</p>	<p>Speak quietly</p> <p>Treat equipment with care</p> <p>Wait for your turn</p>
Be Responsible	<p>Follow directions</p> <p>Clean up after yourself</p>	<p>Flush toilet</p> <p>Clean up after yourself</p> <p>Report any trouble to staff</p>	<p>Follow directions</p>	<p>Keep food in cafeteria</p> <p>Clean up after yourself</p> <p>Report any trouble to staff</p>	<p>Follow directions</p> <p>Go straight to your locker/room</p> <p>Report any trouble to staff</p>	<p>Look where you are going</p> <p>Follow directions</p> <p>Report any trouble to staff</p>	<p>Follow directions</p> <p>Report any trouble to staff</p>	<p>Follow directions</p> <p>Clean up after yourself</p> <p>Report any trouble to staff</p>

Code of Conduct

Students at Cooke School are learning effective social skills. To help them, we provide positive behavioral support in a number of ways including strong relationships with staff, behavior plans, reward systems, and social skills lessons. Cooke students are also expected to abide by the Northville Public Schools Code of Conduct, which is included below and also published on the District website. However, our students are provided substantial assistance and support in achieving compliance with the District Code of Conduct.

In the event a student at Cooke School is recommended for suspension, expulsion or permanent expulsion, the District shall first consider the following factors:

- 1) The student's age;
- 2) The student's disciplinary history;
- 3) Whether the pupil is a student with a disability;
- 4) The seriousness of the violation or behavior committed by the pupil;
- 5) Whether the violation or behavior committed by the student threatened the safety of any pupil or staff member;
- 6) Whether restorative practices will be used to address the violation or behavior committed by the student; and
- 7) Whether a lesser intervention would properly address the violation or behavior committed by the student.

If, after such consideration, the District determines a lesser intervention is appropriate, the District may proceed with a lesser intervention.

The factors identified above need not be considered in determining whether to permanently expel a student for possession of a firearm.

Restorative Practices

Restorative practices means practices that emphasize repairing the harm to the victim and the school community caused by a student's misconduct. Except in cases involving a firearm at school, restorative practices shall be considered as an alternative or in addition to long-term suspension, expulsion or permanent expulsion of a student. The District will first consider restorative practices to remediate offenses such as: interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, minor class disruption, harassment and cyberbullying as part of the discipline process.

Restraint, Seclusion & Exclusion Practices

Occasionally, only as a last resort in an emergency situation, a student may be required to calm in a location away from his or her assigned classroom. This will generally be in the Behavior Support area. If a student poses a danger to himself or others, he may be restrained or secluded. All staff are annually CPI comprehensively trained in nonviolent crisis intervention to ensure that this is done safely. These practices are for the minimum time necessary, and are documented and shared with parents/caregivers in a timely manner. Cooke School program promotes student dignity, care, safety, and welfare of all students. Our team meets proactively to assure that effective and evidence based Positive Behavioral Interventions and Support practices to reduce negative behaviors and to increase meaningful instruction. Seclusion and restraint is not used in situations where a student's documented disability, health care needs, or medical or psychiatric condition contraindicates it

[See Attached Annual Notifications and Student Code of Conduct](#)

Bullying

All students who attend Cooke School are protected from bullying of any type, for any reason, on District property, District transportation or at District sponsored activities and events. The District believes that all students are entitled to a safe and positive educational environment and school experience. Bullying in any form will not be tolerated and may be subject to disciplinary action. All students are encouraged to immediately report bullying behavior to a school principal, vice principal, teacher, counselor or social worker and it will be promptly investigated pursuant to Board policy 2131. "Bullying" and "Cyberbullying" are defined in the Student Code of Conduct.

The District will first consider restorative practices to remediate offenses such as: interpersonal conflicts, bullying and cyberbullying as a part of the discipline process.

Harassment & Discrimination

Northville Public Schools believes that students learn best in a school environment free of unlawful harassment and discrimination. Board Policy prohibits unlawful harassment and discrimination of students at school, on the school bus, and at school sponsored activities and events. This prohibition covers harassment and discrimination based on sex, race, color, religion, national origin, disability, or any other legally protected trait of a student.

Students at Cooke School are expected to treat each other with respect and to stop unlawful or offensive conduct, when asked to do so. Unwelcome sexual conduct, whether verbal or physical, is prohibited; making sexual jokes, using sexual names ("gay," "ho", etc) making sexual slurs, touching a student's private parts without consent, or over the student's objection, are all wrong and violate school rules. Sexual harassment or discrimination based on a student's gender or sexual orientation are violations of law and Board Policy and are not tolerated.

The District will consider the age, developmental level and maturity of Cooke School students when assessing whether unwelcome sexual harassment has occurred. For example, a young student who kisses another student on the playground is not by itself, sexual harassment. However, when an older student makes sexual comments and touches another student's private parts, which causes emotional distress and falling grades to the other student, sexual harassment occurs.

Touching of students by adult employees or volunteers is not sexual harassment unless it is of a sexual nature, or can reasonably be construed as sexual. Taking a student's hand or a comforting or encouraging hug, without more, are not sexual harassment. The District considers all of the facts and circumstances.

If you or your child believe that your student is the subject of unlawful harassment or discrimination by another student, district employee, administrator, board member, school vendor or other adult on school premises, on the school bus, or at any school sponsored

activity or event, please immediately contact a principal, assistant principal, teacher, social worker, or counselor, for help.

The District's complaint procedure is available online at www.northvilleschools.org . The District strongly encourages students, parents and guardians to report evidence of violations of this important policy. The District will promptly investigate and if warranted, take appropriate remedial and corrective action. Interim measures may also be taken to minimize, if not eliminate, the recurrence of any unlawful harassment or discrimination, and to help any student who is found to be a victim of unlawful action in violation of Board Policies. Students and parents may also report violations of unlawful sexual harassment to local law enforcement.

Retaliation against students or parents who report violations of policy is also prohibited and will not be tolerated. Students or employees who engage in such retaliation may be disciplined, up to and including expulsion from school or termination of employment.



Parent Resources

Resources for Parents

The Procedural Safeguards Notice and available sources for parents you received describes protections under the IDEA. This notice and the list of available resources to assist you in understanding your rights are also available at www.resa.net/specialeducation/spedcompliance/forms . The Procedural Safeguards Notice is also available at www.michigan.gov/mde/0,1607,7-140-6530_6598_36168-188305--,00.html

Community Mental Health (Agency support for your son or daughter):

Detroit Wayne County Community Mental Health Your Choice Program: 1-888-490-9698

Purpose: To use the person centered planning process to determine services, needs, dreams, and wishes for people who have developmental disabilities.

Services are determined through the person centered planning process and can include respite, psychiatric/psychological assistance, case management, and other services. The cost for any services are reviewed by the community mental health agencies involved. Please contact the following agencies to request assistance regarding obtaining services.

- Call the Your Choice Program directly and ask for the enrollment packet: 1-888-490-9698
- Call The Guidance Center in Southgate, Michigan and ask for assistance: 1-734-785-7701
- Call the Wayne Center in Detroit, Michigan and ask for assistance: 1-313-871-2337
- Call Community Living Services and ask for assistance: 1-734-467-7600

Please contact the Transition Specialist, Holly Heath, at Cooke School if you have any questions or concerns, as well, at 248-344-3594.

ARC of Western Wayne County

2257 South Wayne Road; Westland, MI, 48186 Phone: 734-729-9100

This agency provides support and services for developmentally disabled individuals and their families. Services offered are: recreation, estate planning, income tax help, support group, political action, guardianship, and advocacy.

Social Security Administration

Purpose: To determine eligibility for social security programs based on eligibility guidelines which include income and the severity of the disability.

Process: Make an appointment with your local social security office. You will need to provide information about your income and resources. You will also need a copy of your student's IEP and most recent psychological evaluation.

- Inkster Social Security Office: 28657 Cherry Hill; Inkster, MI 48141
Phone: 1-800-772-1213

- Or contact the Social Security office nearest you
- Or visit their website at: <http://www.socialsecurity.gov>

Family Support Subsidy Program

Purpose: To determine eligibility for the family support subsidy program for children under the age of eighteen only. This program has specific guidelines such as income, severity of disability, and citizenship requirements.

Process: Contact the Detroit Wayne County Community Mental Health Agency at 313-833-2500 and ask for the Family Support Subsidy program office. Request an information packet and please ask for any assistance regarding this application process if needed by contacting Cooke School at 248-344-8489.

Michigan Department of Human Services

MDHS has eligibility requirements for all assistance programs which can only be assessed if you contact them directly (ex. For food stamps or cash assistance).

- Inkster Location: 2700 Hamlin; Inkster, MI 48141
Phone: 313-277-4800
- Redford Service Center: 27260 Plymouth Road; Redford, MI 48239
Phone: 313-937-4200

Parent Support and Advocacy Program (Michigan Protection and Advocacy Service, Inc)

Purpose: To assist parents of children with developmental disabilities to become more knowledgeable about services in the mental health system.

- Michigan Protection and Advocacy Service – Lansing Office
4095 Legacy Parkway, Suite 500; Lansing, MI 48911-4263
Phone: 1-800-288-5923 (Toll Free) or 517-487-1775 Fax: 517-487-0827
Email: molson@mpas.org
- Michigan Protection and Advocacy Service – Livonia Office
29200 Vassar Blvd, Suite 200; Livonia, MI 48154-2116
Phone: 1-800-414-3956 (Toll Free) or 248-473-2990 Fax: 248-473-4104

Summer Programs

Western Wayne County Therapeutic Recreation

You can visit their website at <http://www.wwctr.info/> and click on the “contacts” button to find the contact person for your local community.

PAM Assistance Center

You can request a free guide issued annually by PAM Camp-O-Rama that lists camps available to the developmentally disabled.

Contact:

PAM Assistance Center: 601 W. Maple Street; Lansing, MI 48906
Phone: 517-371-5897 or 1-800-274-7426

Michigan's Assistive Technology Resource
Phone: 517-224-0333 or 1-800-274-7426

You can also contact Cooke School at 248-344-3550 for information regarding summer camps.

Local District Transportation Phone Numbers

Crestwood	313-274-3510
Garden City	734-762-8325
Livonia	734-744-2517
Northville	248-465-2070
Plymouth-Canton	734-416-3034
Redford Union	313-242-4400 313-242-4401
Romulus	734-532-1653 734-532-1654
South Redford	313-535-4000 x1105
Van Buren (Belleville)	734-699-5100
Wayne-Westland	734-419-2150 734-419-2151
AmbuTrans	248-471-7400
Give-A-Lift	248-599-5010
Trinity Transportation	734-284-9229 Ext 221/227

Cooke Staff Email Addresses

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