

Minnesota Valley School:

A Level IV Special Education Program

**801 Davis Street
St. Peter, MN 56082
PHONE: (507) 934-5420
FAX: (507)934-5893**

POLICY HANDBOOK



Minnesota Valley School

A Place Where Learning is a Personal Journey

Welcome!

Minnesota Valley Community School staff would like to welcome you to our program. We offer you the opportunity to take advantage of the educational and mental health opportunities that are available to you.

Minnesota Valley School's Vision:

To create a safe environment where all students can attain higher levels of social, emotional and behavioral skills and academic functioning.

There are Elementary, Middle, and High School classrooms on the MVED campus. Each classroom has the following staff available to them and each student: a Special Education Teacher and a Paraprofessional. There are additional staff members that will provide mental health services.

MVS will provide a range of social, emotional and behavioral services, centered on *Truthought* curriculum and individualized to meet the unique needs of each learner. These mental health services will be available on a continuum of needs from group and/or individual social skills instruction to individual/group and/or family therapy provided by a range of mental health staff. In addition, each classroom will implement consistent behavioral planning and data collection and provide individualized Positive Behavior Support Plans for each student to address their unique needs.

MVS will teach learners based upon Minnesota's Core Academic Standards in the areas of English Language Arts, Math, Science and Social Studies as well as incorporating Physical and Arts Education, Mental Health Instruction and Vocational Training and Education (grades 9-12) in a structured, consistent environment, tailoring instruction to be at each student's individual academic level. Special Education Teachers create and provide group and individualized instruction using multi-model means to ensure quality learning takes place for all types of learners.

MVS's commitment is to maintain high behavioral and academic expectations for all learners while maintaining flexibility in programming so that all students can find behavioral and academic success in school. MVS is designed specifically for students with disabilities and is centered on their unique social, emotional and/or behavioral issues. The program features classrooms that meet the needs of students with Autism Spectrum Disorder in a way that is unique to their needs and separate from students who have primarily behavior challenges. This program is not designed to meet the needs of learners with serious cognitive delays or profound physical disabilities.

The goal for all learners is to provide them with the skills necessary to reduce their need for Level IV services and to encourage and support them to return to a less restrictive educational setting. For some students this may include full re-integration back into their home school or returning on a part time basis for specific instructional opportunities. For students who are unable to function in a less restrictive setting, MVS is committed to providing them with a quality education to prepare them for their individual post-secondary life.

Parents and families have the most direct and lasting impact on student's learning and development. *Minnesota Valley School* believes the partnership between parents and school is crucial for the student progress and success in managing their behaviors and mental health needs.

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ATTENDANCE

Consistent daily attendance is the first critical piece necessary for school success in the level IV program of Minnesota Valley School. Students who are in attendance all day, every day have the best chance of making the academic, social, emotional and behavioral improvements necessary to meet their individual goals: Returning to a less restrictive school setting, graduating and being able to improve their functioning in their school, homes and communities.

Families will receive a copy of the school calendar at the time of admission and at the beginning of each new school year. All students will follow the MVS School's calendar. This calendar may be different than the child's home school calendar. Adjustments may be made as determined by individual needs and IEP decisions.

Parents are asked to contact MVS, their transportation provider, and their home school (if they are transitioning) if their child is unable to attend school. The messaging system is available at 507-934-5420 if you call before or after school hours.

Minnesota Valley School will determine whether your child's absence is excused or unexcused according but not limited to the school policy listed below. For absences requiring documentation, our child will be marked unexcused until documentation received.

Excused Absences:

Illness (each absence after **three** days will require a physician's statement).

Medical/Dental appointments (physician statement required including whether or not the student can return to class after the appointment).

Required county/state court appointments (documentation required).

Religious instruction (Not to exceed 3 hours in one week, documentation required).

Driver's license test (documentation required).

Funeral for immediate family

Unexcused Absences:

Oversleeping/alarm failure

Arriving to school 30 minutes after the start of school or checking out more than 30 minutes before the end of the day without an excused reason

Leaving school during the regular school day without approval

Personal grooming appointments (hair, nails, tanning, etc)

Employment/job interview

Shopping/errands

Driver's Education (classroom or behind the wheel)

Skipping class/leaving campus without following proper procedure

Family vacations that have not been pre-approved

Needed at home/babysitting

Car trouble

Missing the bus/ride

Needing sleep or rest

Family member's health emergency

Sleeping during class

If you know your child will be absent, speak with Alanna Lienig, Supervising Coordinator, to arrange pre-approval for the absence.

Truancies

Anytime a student is absent and school is not notified by the parent or guardian, it is considered an unexcused absence or tardy. When a student has an unexcused absence, parents, county social worker, and probation will be notified by the school social worker. After three unexcused absences a continuing truant letter will be sent to parents, county social worker and probation. Seven unexcused absences will result in a truancy petition and/or a referral to juvenile court. These absences do not need to be full days. Any absence where a student misses a full class period without excuse is considered truancy. A student may be considered truant if they are in the building/on school grounds but refuse to be present in the class period or activity that they are scheduled for at a given time. Excessive absences may result in jeopardy of placement at Minnesota Valley School. *(See Appendix A for further information)*

If a minor student leaves school during the school day without permission of their parents, they are considered truant. Students who are AWOL will be reported to the Police Liaison Officer or other law enforcement officials. Students can be detained and returned to school or the custody of their parents if they are found truant during the school day. Parents will also be contacted if a student leaves the school grounds without permission. Individual truancy plans may vary based upon the needs of each student.

School Hours

Classes begin at 8:00 a.m. and end at 2:30 p.m. Any changes in school hours will be communicated to parents in advance. Students are allowed in the building from 7:45 am until the end of the school day at 2:30 pm, unless other arrangements are made in advance with school staff.

Appointments

Students and parents are encouraged to make medical and dental appointments for after school hours. If an appointment must be made during school hours, please notify MVS prior to the appointment. Bring documentation of the appointment in to school so that it can be marked excused. Note that only medical doctors can provide documentation that would excuse a student for school other than appointment times.

Snow Days

Late starts and cancellations of the MVS programs follow the St. Peter Public schools and are announced on local radio and television stations. In addition, families can sign up for an automated call system to get weather announcements by phone. If St. Peter Public Schools are not in session due to weather, then students are not in session at MVS. If a student's home school is not in session due to weather, then that student will not be expected to be in school. Absences due to home school closure, late starts or early dismissals are excused absences.

Parent/Guardian Pickup

Parents/guardians may pick students up on an early release day or after school. Parents may call in or send a note to let staff know they will be picking the student up. If your child informs staff that a parent/guardian will pick them up, the parent/guardian must be in the school parking lot before the students load the bus or students will be sent on the bus/van rather than waiting for the parent/guardian to arrive.

During inclement weather, if a parent/guardian is not here when students are loading the bus/van, students will be sent on the van rather than waiting for a parent/guardian to arrive.

Leaving School Premises

Students who need to leave the program during the school day must have a parent contact the school by telephone or written note to provide permission. Refer to the above list of excused/unexcused absences to determine whether the reason is excused or if you need additional documentation to have the absence excused. Parents will be notified immediately if their child leaves the building during the school day without permission. Police may be called if the child is under age.

Special Transportation

Students need to follow their regularly scheduled transportation after school each day. Students who ride special transportation are allowed to have one primary address and one alternate address who is an emergency contact. Special transportation will not drop students off at friends or classmates houses or additional addresses beyond their primary and emergency address. If students would like to spend time with classmates outside of school, they can arrange those types of things for after they have been dropped off by the bus/van.

Students Needing Leave of Absence from Program

Students may remain in and be a part of the program if they need a short break (less than 15 school days) from the program. Reasons a student may be unable to attend for a short time include: Hospitalization; Short-term Consequential Placement; Illness; Vacation; Family Issues or Other Emergencies. MVS will continue to be responsible for case management of the student during this time period. The student's position in the program will be held for the student and another student may not enter in this child's spot during this time frame.

If a student must leave the program for an extended period of time (greater than 15 school days), he/she forfeits their position in the program unless the team makes the determination that the spot be held and payment continues to be made by both the school district and the county responsible for that student.

If a student is absent for more than 15 school days and no other prior arrangement has been made by the student's team, case management reverts back to the home school district and the student's home school team decides if they want to re-refer the student back to MVS upon their return. The student would then again need to be reviewed by the MVS Referral Team to decide if the student would benefit by returning to the program or if another placement is more appropriate.

Students who are pregnant and/or parents will not be dismissed from the program based upon their pregnancy and/or parenting needs. Accommodations will be made for any student needing time off due to pregnancy, child birth and/or child care issues without bias or discrimination.

TRANSPORTATION

Students at MVS come from a number of different schools and communities, some quite a distance from St. Peter. MVS see this time coming and going to school as an important part of each student's day. MVS works with transportation providers, offering training and support to make time in transit a beneficial part of each student's school experience.

Students will be transported by their home school district to the program. Students are expected to use the transportation provided by their home school districts unless parents make other arrangements to transport their child. Students are expected to leave/arrive on the designated transportation at the beginning/end of the day unless a written note by parents is provided describing changes.

All rules and discipline procedures of the home district and MVS apply to the students. Behavioral expectations begin at the time the student gets on transportation and ends when he/she gets off of transportation. All rules and discipline procedures of the home district and MVS apply to the students. The bus driver may be asked to complete a bus monitor sheet. If a student's behavior on transportation becomes dangerous, the driver, home district, parent, or program staff may request a meeting to discuss the student's behavior and current transportation needs. The police may also be called about dangerous behaviors. Please see Appendix G for bus rules and expectations.

Transportation providers have the right to refuse transportation for students until a meeting can be held to make adjustments to the transportation arrangements if a student's behavior causes a serious disruption. During this time, parents are responsible to ensure that their child is brought to and from school. The school district will reimburse parents for mileage if needed.

Students are expected to leave/arrive on the designated transportation at the beginning/end of the day unless a written note by parents is provided describing changes. Students will also be transported by MVS staff using an MVED or St. Peter Public School's van. Field trips and special outings are planned frequently and behavior expectations during transport are the same during these times as well.

Your signature at the end of this document gives Minnesota Valley School permission to transport your child by MVED vehicle or school bus for field trips, physical education classes and recreational activities. Your signature also gives permission for your child to be transported for other incidental events such as needing a ride to or from school or to an appointment if needed during the school day.

Driving to School

When a student turns sixteen and has acquired their driver's license, they may drive their own vehicle to school if the following conditions are met: Student must provide a copy of their driver's license, proof of insurance, provide signed consent from parent/guardian and follow all instructions given by staff regarding parking and driving behavior on and near school grounds. Failure to follow any of the conditions will result in the student's loss of driving to school privileges.

Snowmobile Use

Per city ordinances. Snowmobiles are prohibited on public-owned land. (Sec. 8.04, Subd. 4D). Snowmobiles should not be driven to school. Police will be notified if they are found on or near school grounds.

Procedures for Addressing Student Misconduct on the School Bus/Van

Minor Violations:

1. Loud talking/yelling
2. Playing of electronics loudly
3. Eating or drinking on the bus
4. Displaying rude or disruptive behavior
5. Failure to face forward and/or remain in seat
6. Refusal to pick up after self
7. Foul and Offensive language

Major Violations:

1. Pushing, shoving/hitting
2. Use/or possession of drugs/alcohol/tobacco
3. Use/or possession of weapons/dangerous objects
4. Vandalizing the bus
5. Interference with the driver
6. Fighting or threatening others
7. Throwing objects within the bus or out the windows

Reporting Procedure:

Driver gives warning and completes Bus Conduct Report. Conduct Report is given to staff greeting the bus. All conduct reports are forwarded to the MVS Administrative Coordinator. MVS Administrative Coordinator consults with student's teacher and therapist to determine next steps and who contacts parents.

Consequences:

Consequences are determined by MVS teams and/or the student's IEP Team on an individual basis. Bus drivers retain the right to contact parents directly to address behavioral concerns/safety issues on their vehicles.

CURRICULUM

Individual Education Plans

All students who attend MVS have an Individual Education Plan (IEP) which will guide their programming in the level IV setting. A student's IEP is written specifically for each student and addresses their areas of identified needs and guides their specific programming while at MVS.

Minnesota Basic Standards

MVS will teach learners based upon Minnesota's Core Academic Standards in the areas of English Language Arts, Math, Science and Social Studies as well as incorporating Physical and Arts Education, Mental Health Instruction and Vocational Training and Education (grades 9-12) in a structured, consistent environment, tailoring instruction to be at each student's individual academic level. Special Education Teachers create and provide group and individualized instruction using multi-model means to ensure quality learning takes place for all types of learners. A copy of MVS's benchmarks addressing each core area are available upon request.

Work Experience

Students in the high school program also work directly with a Work Experience Coordinator. This person provides direct instruction on a related skills such as filling out a job application, completing a resume, interview skills and skills necessary to acquire and keep a job. Depending upon the age and needs of each individual student they may participate in some job experiences either during or after school for which they can receive credit toward graduation. See Appendixes F and G for specific criteria.

Field Trips

Occasionally classrooms will attend activities off school grounds during the school day. Attendance on these days is mandatory for all students, even if they do not qualify to attend the field trip. If a student is not able to attend the field trip due to behavioral issues, they will be supervised and provided with work opportunities at the school. If a student does not attend school that day and has no reasonable excuse, they will be considered truant.

Rules of Conduct continue to apply off of school ground. If a student arrives late for a field trip, he/she could be sent home or will be supervised while doing school work and will receive no credit for that day.

Minnesota Comprehensive Assessments

Students at MVS will participate in all Minnesota Comprehensive Assessments in the areas of: reading, math, writing and science as outlined by the Minnesota Department of Education at their grade level, unless otherwise determined by a student's individual team.

Truthought

The curriculum is designed to develop cognitive process (relating to how we think) for responsible decision making and to promote pro-social, responsible lifestyles. Truthought addresses nine thinking barriers and 3 tactics categories under which most tactics fall: Shifts Blame or Focus, Lies and Deceives, and Ignores Obligation all which interfere with the decision-making process.

The language of irresponsibility is built upon distorted values, beliefs, and rules for living. Breaking through the irresponsible thinking and beliefs takes consistent, firm accountability, and reinforced repetition of responsible thinking steps.

PROGRESS REPORTING**Grades**

Progress reviews and grades will be sent to parents and the home school at the end of every quarter. Grades can be earned in the areas of: math, English language arts, science, social studies, physical education, mental health, art and work experience (secondary students only). Secondary students will be able to earn up to seven credits each school year toward graduation. The number of credits each student needs for graduation will be individually determined by their team in cooperation with the requirements of their home school's requirements and expectations.

Behavior Rating Scales

MVS's commitment is to maintain high behavioral and academic expectations for all learners while maintaining flexibility in programming so that all students can find behavioral and academic success in school. MVS is designed specifically for students who have an Emotional/Behavioral Disability and is centered on their unique social, emotional and/or behavioral issues.

All students, in addition to earning grades and academic credits, are given a behavior score that is totaled and averaged on a weekly basis. Students earn points for on task behavior and following school guidelines during both structured class time and during free times such as lunch. Points are lost due to unexcused absences, tardiness and failure to meet expectations.

Mental Health Services

MVS provides a range of social, emotional and behavioral services, centered on *Truthought* and other research based, meta-cognitive curriculum and individualized to meet the unique needs of each learner. These mental health services will be available on a continuum of needs from group and/or individual social skills instruction to individual/group and/or family therapy provided by a range of mental health staff. In addition, each classroom will implement consistent behavioral planning and data collection and provide individualized Positive Behavior Support Plans for each student to address their unique needs. In addition, each classroom will implement consistent behavioral planning and data collection and provide individualized Positive Behavior Support Plans for each student to address their unique needs.

Students will be given individual questionnaires at intake and throughout their attendance to periodically assess their mental health needs and progress toward improving their functioning. This information is used by mental health staff and is not a part of the student's permanent file.

Effects of Therapy

Therapy is a personal exploration for you and your parent(s) and may lead to major changes in both of your lives. You should be aware that the practice of psychotherapy is not an exact science and that results cannot be guaranteed. No promises can be made about the results of treatment. You can expect to receive services which are ethical and professional. *Minnesota Valley School* is invested in helping you and your parent(s) succeed; therefore we encourage you and your parent(s) to discuss any concerns about the therapy process.

Treatment

MVS are a flexible combination of mental health services for students and their parent(s) who require varying therapeutic, behavioral and academic levels of intervention. The services are time-limited interventions that are delivered using the *Truthought Model* and Cognitive Behavioral Therapy.

Confidentiality

The therapeutic content between us is confidential, by law. Both verbal information and written records about a client cannot be shared with another party without the written consent of the client or the client's legal guardian.

The limitations to confidentiality include:

- (1) Clear abuse or suspected abuse of children or vulnerable adults must be reported to the county welfare department. Abuse includes physical and/or sexual abuse, neglect, abduction, financial exploitation, isolating, not providing proper care, including medical and mental health needs.
- (2) Clear and present danger to yourself must be reported to legal authorities and reasonable attempts made to notify parents.
- (3) Intent and/or a plan to harm self, another person or to society requires disclosure to the intended victim(s) and to legal authorities.
- (4) If records are subpoenaed by proper authorities.

Email:

Emails from clients are accepted. *Minnesota Valley School* will keep this information confidential. However, anytime something is sent electronically there is some risk the information may be read by others. We do not monitor our email system continuously; therefore do not rely on email addresses to communicate emergencies or appointment changes.

Client's Parental Rights

You have received a copy of *Minnesota Department of Human Services* HIPPA Privacy Practices and the *Minnesota Department of Education* FERPA Parental Rights for Public School Special Education Students. Please read these rights and ask any questions you may have.

Extended School Year (ESY) (Summer School)

Minnesota Valley School provides Extended School Year services, also known as summer school, to students who qualify under federal and state guidelines. The individualized determination about the need for ESY services is made through the IEP process based upon the unique needs of each student. The right of an individual student with a disability to ESY services is based on that student's entitlement to FAPE. (Federal Register, Vol. 64, No. 48, 1999, pg.12576.)

The primary criteria in determining a student's need for ESY services are the likelihood of significant regression of previously learned skills during a break in service and limited or delayed recoupment of these skills after services resume.

Regression----A decline to a lower level of functioning demonstrated by a decrease of previously learned skills that occurs as a result of an interruption in education programming.

Recoupment----The ability to recover or regain skills at the level demonstrated prior to the interruption of educational programming.

Other factors in determining ESY criteria are : (1) the student's behavioral and physical problems, (2) availability of alternative resources, (3) the ability of the student to interact with students who do not have disabilities, (4) the areas of curriculum that need continuous attention, and (5) the student's vocational needs, (6) category of disability, (7) severity of disability, (8) Parents' ability to provide an educational structure at home, and (9) Student's rate of progress.

The information that is needed by an IEP team to determine a student's need for ESY services is gathered through ongoing measurement of the student's progress toward the current IEP goals. An essential component of a student's goals is the method to measure progress. Information can be gathered through a variety of informal and formal measures. Those measures may include a record of daily performance, criterion-referenced and norm-referenced test data, anecdotal records from information collected throughout the year, behavior checklists, or student work samples.

PERSONAL PROPERTY

The staff is not responsible for any personal items and/or money students bring to school. Students are discouraged from bringing any unnecessary personal items to school. Any inappropriate items brought to MVS will be turned over to the staff. A staff decision regarding when to return the item to the student will be made. Staff may keep the item(s) and/or release it to the parents.

Cell Phones

Cell phones are not to be used in the building between the hours of 8:00 am and 2:30 pm unless permission is given from the teacher. If a student is using a cell phone during the school day, it will be surrendered to staff and a parent may have to come to retrieve the item. If a student needs the phone for an emergency situation (parents need s to contact student during the day, etc.), a note or phone call must be provided by the parent prior to its use. Repeated violations will be dealt with on an individual basis and could include suspension of the student and/or the requirement that the phone needs to be turned in to staff at the beginning of each school day. Parents are welcome to relay telephone messages to students by contacting the program staff.

Electronic Devices/Nuisance Items

Cell phones, iPods, mp3 players, electronic hand-held games, etc. are not allowed at MVS during instructional periods. Students who use electronic devices during transportation times to and from school are expected to secure all such items during the school day as instructed by staff. If items are determined to be a nuisance they will be confiscated and held by school staff until the end of the school day. A parent or legal guardian may need to pick the item up if it continues to be a problem. Disciplinary action will be taken against students who become insubordinate over nuisance items.

Searches

Students or their personal property may be searched if staff has a reasonable suspicion that the student is in possession of something illegal, hazardous or in violation of school policy. Equipment, such as lockers, belongs to the school district. The school district insists that lockers be property cared for and not used for the storage or illegal items such as firearms, liquor, cigarettes, illegal drugs, etc. Padlocks will be assigned to the student.

Lockers may be searched by school authorities for any reason, at any time, without notice, without student consent, without a search warrant. This is 1995 Minnesota Legislation, *YHF107 Article 31 Sec 10-12*. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of the students. The personal possessions of students within a locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to the students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

Data from electronic sources is private and as such cannot be searched without a warrant. It is not the policy of Minnesota Valley School to review the content of the personal electronic devices of students (cell phones, I-Pods, computers, etc.), unless doing so would prevent immediate serious harm to the student or others.

BREAKFAST/LUNCH

Breakfasts and lunches are provided by the St. Peter School District at the standard district cost for breakfast and lunch. Meals are delivered to the program each day. Students may pack lunches from home. Eligible students are encouraged to participate in the free or reduced lunch program. Eligibility forms will be provided during orientation and at the beginning of each school year or forms may be requested any time during the school year by contacting the school office at (507) 934-5420.

Students may choose to bring a lunch from home but cannot bring a lunch that is directly from a local restaurant. Leftovers are acceptable to bring to school if you chose to do so.

Birthdays will be celebrated as a group during our Way to Think Ceremony held several times each year. Students are not able to bring in treats for their class on their birthday.

At times, a student's behavior may be such that they are not able to go to lunch with their peers. If a student is not under control of their behavior within 15 minutes of the hot meal being served to her/her peers, that meal must be thrown out and students will be offered a peanut butter sandwich with fruit and/or vegetable and milk or a cold lunch. If it is necessary for a student to eat in a separate room from the lunch room, due to behaviors, they may not have all options of condiments as the other students. If a student throws or destroys their lunch due to anger, they will not be offered another hot lunch. When the student has their behavior back under control, they will be offered the cold lunch or the peanut butter sandwich option.

No student will be refused a lunch, nor will lunch be withheld for longer than 30 minutes past the time other students have had their lunch period. Students will be offered the opportunity to eat every 15 minutes if in time out during lunch. Students who are able to comply with basic requests (such as sitting in a certain place, etc.) will be served lunch at the time they have shown they will be able to control their behaviors enough to be given their meal.

HEALTH SERVICES

MVED contracts with Nicollet County Public Health to provide Registered Nursing oversight for its Health Services. It is the policy of Health Services to assist in removing health barriers to learning. As such, Individualized Health Plans will be developed for those students as needed. Vision and Hearing screenings will be conducted in late October, and influenza vaccinations are expected to be offered yet this fall. Because of the limited nature of the contract, however, parents requesting nursing consultation or referral should contact one of the school coordinators.

Prescription Medications

Parents must personally transport prescribed medications for their student to MVS or send medication with another trusted adult, students are not allowed to transport medication to the school under any circumstances. All medication must be turned in to staff in the prescribed bottle. Parents are required to sign an authorization form to permit MVS staff to dispense the medication. The prescribing physician will also need to sign this form. MVS may rely on an oral request from the parent or guardian to administer medication for up to two school days, until a written authorization is received. Staff and parents will discuss the daily medication schedule during intake. Staff will notify parents when a five day supply of medication remains in order to provide reasonable time to obtain a refill. Non-prescription medicine such as Tylenol, etc., can be made available for student's use at school if parent/guardian provides an original, unopened bottle labeled with the student's name and written permission.

Non-prescription Medications

Non-prescription medications such as Tylenol or Advil can be made available for student's use at school if the parent provides an original, unopened bottle, labeled with the student's name, written permission and reason for use. Again, these medications also should be beneficial to the student's educational process and success; all other medications should be administered at home.

Illness/emergencies

If a student becomes ill during the school day, the student's temperature will be taken. If the student's temperature is greater than 99.5 degrees or if they display symptoms of illness, a parent/guardian will be called and asked to pick up the student. MVED staff are not trained healthcare professionals and as such, do not diagnose illness and/or injuries. The parent/guardian has responsibility to let staff know of any health condition that could impact the student during the school day such as diabetes, seizures, asthma, heart conditions or a history of concussions. In the event of a more emergent situation, the student will be taken to one of the local clinics or 911 will be called to transport them to the hospital. MVS will not incur any medical costs or liabilities as a result.

Epinephrine Injectors

MVS does not supply Epinephrine Injectors (Epi Pens), nor is it the school's policy to dispense Epinephrine without a prescription. If your student has a known allergy that could result in anaphylactic shock, it is your responsibility to supply the school with an Epi Pen and sufficient information regarding your child's allergy. If a student appears to be having a severe reaction and is not diagnosed or does not have appropriate medication, the school will call 911 and allow trained medical personnel to make the decision to administer Epinephrine or other medications as needed.

Medical Excuses for Physical Activity

In order to be excused from physical education activities for medical reasons, the student needs to present to staff a signed note from a physician stating the injury/illness and length of the excused absence.

Emergency Information and Treatment Consent

In the event of an emergency, your child will be taken to the closest emergency facility for medical or dental needs. If you have a preference for a specific emergency care provider, please notify the MVS office so that it can be kept on file.

STUDENT BEHAVIOR**Dress Code**

Students may not wear articles of clothing that may be offensive to others or deemed disruptive or which causes a distraction to the educational process will not be allowed. Teachers and other staff will make the determination of a disruption or distraction. Violations include, but are not limited to sunglasses, bandanas, and any clothing, jewelry and/or accessory, which promote the use of chemicals, alcohol, tobacco, or make sexually suggestive or profane statements or violence/harassment. Any article of clothing displaying hate symbols or deemed to be gang related will also not be tolerated. Other examples of clothes that may be inappropriate include bare-midriiffs, spaghetti straps, clothing exposing undergarments, etc. Students may not wear shirts that are see-through or fish-net. Students will be requested to turn the shirt inside out, replace clothing, or wear clothing provided by the program over the inappropriate clothes.

Inappropriate Student Contact

Inappropriate student contact is not allowed. This would include kissing, hugging, back rubs, etc. Students would get one warning and then if behavior continues, disciplinary action will be taken. Students will also receive consequences for horseplay or any contact with peers that is unwanted or disruptive to others.

Accidents/Injuries

If a student is injured or sees another student injured at school or while being transported to school, the accident should be reported immediately to a staff member. It is very important that accidents are reported as soon as possible. Parents will be notified when their child is involved in an accident of any type.

Harassment/Intimidation/Hazing/Bullying

All students and staff at MVS have the right to be treated with respect and to feel safe. We will maintain an environment that is free from harassment, bullying, hazing, intimidation and/or discrimination.

All reports of harassment will be taken seriously and actions will be taken appropriate to the report. Students and adults alike are expected to follow the guidelines that prohibit harassment.

Harassment based upon anyone's personal differences will not be tolerated. People have a right to be free from harassment based upon:

1. Actual or perceived race, ethnicity, color, creed national origin or immigration status.
2. Sex, gender or sexual identity and expression or orientation
3. Age
4. Religion
5. Language
6. Disability or academic status related to student performance
7. Social, economic or family background
8. Status with regard to public assistance
9. Marital status or familial status
10. Political practices
11. Physical appearance

Harassment can include, but is not limited to:

1. Conduct that causes physical harm to a student or a student's property
2. Reasonable fear of harm to a person or property
3. Violates a student's reasonable expectation of privacy, defames a student or constitutes intentional infliction of emotional distress against a student

Forms of harassment can include but are not limited to:

1. "Cyberbullying"- bullying using technology or other electronic communication (computer, cell phone or other electronic device)
2. Name calling, jokes or rumors
3. Graffiti, drawing, notes, offensive posters or book covers
4. Unwelcome touching of a person and/or their clothing

If you feel you have been harassed, bullied, intimidated or discriminated against, you should make reports in the following order:

1. MVS Classroom staff: Teacher, Therapist, Mental Health Practitioner or Program Assistant
2. MVED Harassment Officer: Melissa Wagner Ext. 236
3. Special Education Coordinator: Alanna Lienig Ext. 254

All reports of harassment are forwarded to the MVED Harassment Officer.

(See Appendix B for more information on MVS's Harassment Policy)

Chemical/Tobacco Use

Students attending school while under the influence of alcohol or other chemicals, or who possess chemicals in the building, will be subject to any or all of the following disciplinary actions:

- Notification of parent, police, probation officer, social services, and home school. The incident will also be recorded in the student's record.
- Parent will be notified and may be asked to transport student home for the day. If a parent cannot be reached, the emergency contact person and/or county social worker will be called if the incident calls for the removal of the student from the school building.
- Student may be separated from the class with individual instruction until a re-entry meeting is held.

Any student suspected of being under the influence of a mood-altering chemical will have the following consequences: Suspected students will be given a checklist of symptoms of drug use that will be completed by school staff. Students will be asked to empty their pockets and other personal compartments/containers/lockers to evaluate the possibility of illegal chemicals in their possession. The student who is suspected of being under the influence of drugs at school may be suspended for the remainder of the day for the health and safety of all students and staff.

If the student is at their home school, staff from the home school and MVS will discuss which disciplinary policy will be used in the student's best interest.

All offenses will be reported to the authorities. If alcohol/chemical use has become a pattern or apparent problem for the student, an alcohol/chemical evaluation may be requested and a probation and/or county worker will be asked to assist in making this arrangement.

Tobacco and related items (lighters/matches) will be confiscated by staff and not returned to the student. Our building is smoke-free for all staff, students and visitors. Students caught smoking on school property may receive the following disciplinary actions:

- Notification of parent, probation officer, social services, and home school.
- Notification of police officer to issue smoking violation ticket.
- Loss of points/privileges in classroom.

Legal Offenses

Any incident that is considered will be reported immediately to the appropriate authorities. Students who are receiving probation services will also have the offense reported to their probation officer.

DISORDERLY CONDUCT: If a student's behavior becomes unmanageable and other interventions have been unsuccessful, St. Peter Police will be called to come to school. Students who violate others rights to an education with unmanageable conduct an be referred for charges as well.

PHYSICAL ASSAULT: MVS staff will notify police, court services, social services and home school if a student is assaultive. Assault charges may be filed by staff. The student may be released from school immediately. A re-entry meeting with the social worker, probation and parents will be scheduled before the student may return to MVS. Due process will be followed.

PROPERTY DAMAGE: Staff discretion will be used regarding property being misused, damaged, amount of damage, etc. Parents will be notified of property damage and monetary restitution, if required. The student may be expected to perform community service work to the program to compensate for the damage. A processing meeting will be held with the student and MVS staff. Charges for property destruction may be filed with law enforcement.

THEFT: When a student engages in any theft activity, parent, probation, social services, and police may be contacted. Restitution may be required.

THREATS: Threats (verbal and physical) will be dealt with in a case-by-case basis. The student will be directed to the team for problem solving. A team decision will be made for consequences.

Possession and/or use of a CONTROLLED SUBSTANCE: Students found to be in possession or using a controlled substance (Including, but not limited to tobacco, alcohol, prescription and non-prescription drugs), the substance will be confiscated and law enforcement will be contacted. Due process will be followed.

WEAPONS: If a weapon is brought to MVS it will be immediately taken from the student. This includes toys which represent weapons. Any type of weapon or instrument or physical violence will be reported to police, parents, probation, home school, and social services. Due process will be followed.

(See Appendix C for more information)

Code of Conduct

Respect the Rights and Needs of Others

Act in a Safe and Healthy Manner

Respect the Learning Environment and the Ability of Others to Learn

Respect Property

1. Disciplinary action may be taken against students for any behavior that disrupts good order, impedes the educational process, or violates the rights of others or destroys or steals property.
2. Disciplinary action may include but is not limited to:
3. Completion of a Thinking Report or other processing form;
4. Meeting with the teacher, social worker or director;
5. Loss of school privileges;
6. Individual Education Planning Meeting;
7. Mediation;
8. Referral for additional Mental Health Services in school;
9. Referral for additional Mental Health Services out of school;
10. Modified school class;
11. Removal from class;
12. Co-curricular ineligibility;
13. In School Suspension; (Appendix D)
14. Out of School Suspension;
15. Referral to Law Enforcement for charges;
16. Expulsion.

Use of Restrictive Procedures

Minnesota Valley Education District (MVED) is committed to providing for the care, welfare, safety and security of both the students they serve and for the staff and all others who are a part of our programming. This is done through the promoting of positive approaches for behavioral interventions for all students, watching for early warning signs of distress and implementing strategies for early intervention and de-escalation to attempt to interrupt behaviors before individuals become a danger to themselves or others.

MVED staff are trained to identify levels of behavior in individuals in crisis and to respond with appropriate approaches to meet their needs at each level, following the *Nonviolent Crisis Intervention* model. Restrictive procedures are only used in an emergency situation by MVED staff and as a last resort when staff have determined that an individual is a danger to themselves or others and that the risks of implementing restrictive procedures are less than the danger the individual presents. The use of restrictive procedures may include the use of physical holding and/or the use of seclusion. MVED will adhere to the standards and requirements of Minnesota Statutes *125A.094 Restrictive Procedures for Children with Disabilities*.

(A copy of MVED's full policy and procedures regarding the use of Restraint and Seclusion is available upon request)

Out of School Suspension

Occasionally a student's behavior reaches a point where it is unproductive or inappropriate to have the student remain on school grounds. If the student is refusing to follow directions, refuses to plan for redirection, or is resistant to intervention, the student may be suspended from school. Consequences will vary for each individual student, based upon their individual disability and needs, however, guidelines surrounding such a consequence include:

1. Repeated (after a student is timed out of the classroom a minimum of three occasions in one school day) or severe refusal to follow staff directions, take responsibility for learning, use appropriate language or respect the rights of others in the school setting.
Consequences: Removal from school for the remainder of the school day and possibly the next full day as well (based on severity).
2. Making threatening or slanderous statements to or about other students or staff, or making threatening gestures or intimidation to others.
Consequences: Immediate removal for the remainder of the school day and two (2) full days following, referral to Harassment Officer for assessment and notification of law enforcement if necessary.
3. Physical assault on school grounds,
Consequences: Immediate removal for the school day and five (5) days suspension and notification of law enforcement.
4. Possession and/or use of a controlled substance on school grounds.
Consequences: Confiscation of illegal substance(s), immediate removal for the school day and up to five (5) days suspension and notification of law enforcement.
5. Possession and/or use of a weapon on school grounds. *(See Appendix C for Weapons Policy)*
Consequences (non-firearms): Confiscation of weapon, immediate removal for the school day and up to five (5) days suspension and notification of law enforcement.

If a student is suspended for more than one (1) day they will not be allowed re-entry to the program until they have had a re-entry meeting with school staff and their parent (s) or guardian.

Re-Entry Meetings

Students participate in re-entry meetings as a learning tool for avoiding inappropriate behaviors. The meeting is attended by student, program staff, county social worker, probation officer, and parents. The purpose of this meeting is to have the student review behavioral choices, and to take responsibility for using more pro-social coping skills.

Every effort will be made by the program to hold the meeting immediately after the incident to prevent the student from missing school. A student's refusal to participate in a re-entry meeting will result in a consequence at staff discretion and may include: community service to the program during breaks and/or after school hours, or a mediation essay or research project to be completed after school hours.

HOME SCHOOL DISTRICTS

Students are referred to MVS from their home school districts. The home school continues to be a part of a student's IEP team. All grades and progress are reported back to the home school, and a student who successfully completes their home school's graduation requirements, graduates from their home school, with a diploma from that school.

Extracurricular Activities

Students wishing to participate in extra-curricular activities in their home school are encouraged to do so. MVS staff will assist the student's home school in making arrangements for participation and transportation.

Transitioning/Mainstream Classes

The goal for all learners is to provide them with the skills necessary to reduce their need for Level IV services and to encourage and support them to return to a less restrictive educational setting. MVS students are encouraged to return to a less restrictive setting, usually, their home school district, when and if their behavior has improved to the point where they will be able to be successful in that setting. This progress is often referred to as transitioning. Students are encouraged to take as many classes as they are able, as they are able. For some students this is a step toward total re-integration into a mainstream school and for others, this may be participating on a part time basis in classes and activities. For a full description, see Appendix E.

Trespassing

Students enrolled at MVS are not considered students at their home schools unless they have a legitimate reason to be there. While students use the facility at St. Peter High School for physical education and are eligible to participate in extracurricular activities and/or take classes at their home school, no student shall enter the premises without purpose and prior authorization of the building principal. Any unsupervised student who has not registered at the office as a visitor may be charged with trespassing. In addition, if a student leaves the MVS school grounds without permission they may be unable to return until the following day or it will be considered trespassing.

OUTSIDE AGENCIES

Minnesota Valley School partners with many additional agencies in order to provide the most comprehensive and motivating program it can for its students. This includes using the resources and expertise of others not directly affiliated with MVED or the home school district. Throughout the school year, classes will work with MSU Mankato's Experiential Education Program which works with MVS students on team building and challenge experiences. All staff working with these programs undergo a background check and/or are always working under the direct supervision of MVS staff.

Problems often isolate us and make it hard to find opinions, possibilities and connections in our lives. You may be asked, with your full approval and understanding to sign release forms to allow us to collaborate with key family members, county case managers, probation officers, and other involved professionals from previous or current involvement. Any requested information {assessments, reports, diagnosis etc.} will require a signed release. Minnesota Valley School strives to collaborate in a sensitive, respectful, ethical, legal and creative way.

Other individuals who may have a close working relationship with the student and/or family are also encouraged to be a part of a student's IEP team and to help monitor student progress and behavior. These individual's may include, but are not limited to: County Children's Mental Health Case Management, Probation, Guardian ad Litem's, Individual or Family Therapists and Skills Workers from outside agencies. Prior to releasing information regarding a student, parental approval in the form of a signed Release of Information will be sought (or court order, if appropriate).

In addition, Minnesota Valley Education District receives a block grant from the Blue Earth, Nicollet and Le Sueur Counties to provide mental health services to the students at MVS.

ADDITIONAL POLICIES

Emergency Procedures

Minnesota Valley School operates only during limited hours that do not include weekends, overnights or holidays.

If you experience a mental health emergency, please call 911 and/or go to a nearby hospital emergency room.

Minnesota Valley School staff will assess a student's mental health, and if the staff deems that a student is not safe, appropriate steps will be taken to ensure their safety. This may include contacting law enforcement, healthcare providers, team members, and/or parents.

* *Minnesota Valley School* does not monitor their email system continuously; therefore do not rely on email address to communicate emergencies.

Contacting Students During the School day

Parents are welcome to relay telephone messages to students by contacting program staff rather than contacting their child on a cell phone.

Fees for Services

The resident school district and county agree to share the costs of *Minnesota Valley School*.

State law requires that the school try and get payment from Minnesota Health Care Programs (MHCP) and private health insurance for health-related services. These payments do not count against limits for other covered health care services. As a result of payment from other sources, IEP and ITP services are provided at no cost to you or your family.

Incentives

Incentives may be used as a part of student programming at MVS. This could include the ability to acquire privileges and/or rewards for good behavior, based upon each student's individual goals and planning.

Video Taping of Students

MVS may occasionally use video taping of students for the purposes of data collection, documentation of progress, consultation with other specialists or to provide behavioral feedback to the student and their team members. The video tape will only be used for the purposes listed above and would never be distributed to other agencies without written consent of the parent/guardian.

Electronic Information/Internet Use by Students

MVS attempts to provide our students with the understanding and skills necessary to use electronic information resources (including the Internet and electronic mail systems) in ways appropriate to their individual educational needs.

If a student is found to be using electronic information sources inappropriately, they may be prohibited from use for a period of time as determined by school staff and/or the student's team.

Use of Electronic Communication

Minnesota Valley School uses e-mail and other electronic means to communicate information between staff, parents and other team members. This information is considered confidential. However, anytime something is sent electronically there is some risk the information may be read by others. As a result, information shared electronically is limited and will often times be used only to schedule meetings. Initials are used to help limit the possibility of a breach of confidentiality.

We do not monitor our email system continuously; therefore do not rely on email addresses to communicate emergencies. Electronic communications that have information beyond meeting planning are considered to be a part of the student's permanent file and copies of all electronic correspondence for students will be saved as such.

VISITING GUIDELINES

1. All visitors entering the building are to first report to the Coordinator, Secretary or Social Worker of Minnesota Valley School.
2. All unannounced visitors in the building must first report to the Coordinator/Secretary. Failure to report could result in a visitor being directed to leave the building. Further unauthorized presence in the building could result in the filing of TRESPASS CHARGES with the proper legal authorities.
3. Please note that special education students and their parents have their legal right to privacy. Therefore, information about other students in the program cannot be shared with anyone outside the program.

Appendix

State Truancy Laws

Continuing Truant is a child who is subject to compulsory instruction and is absent from instruction without a valid excuse within a single school year for three days if the child is in elementary school or one or more class periods on three days if the child is in middle, junior high or high school. (MSA 260.02, Subd.3)

Habitual Truant means a child under the age of 16 years who is absent from attendance at school without lawful excuse for seven days if the child is in elementary school or for one or more class periods on seven days if the child is in middle, junior high or high school, or a child who is 16 or 17 years of age who is absent from attendance at school without excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school under section 120A.22, Subd.8. (MSA 260C.007, Subd.19)

A child determined to be a Habitual Truant by school officials may be subject to court proceedings and found to be a child in need of protection or services pursuant to MN Statute 260C.007, Subd.6(14).

Lawful Excuse according to the MSA 120A.22, Subd.12 is defined as the following: (1) the child having a bodily or mental condition that prevents attendance, (2) religious instruction or (3) the child has completed the requisite schooling through tenth grade.

Presumptions regarding truancy or educational neglect are made when a child's absence from school are thought to be due to the parent's, guardian's or custodian's failure to comply with compulsory instruction laws if the child is under 12 years old and school has made appropriate efforts to resolve the child's attendance problems. This presumption may be rebutted based on a showing by clear and convincing evidence that the child is habitually truant. A child's absence from school without lawful excuse when the child is 12 years old or older is presumed to be due to the child's intent to be absent from school; this presumption may be rebutted based on a showing by clear and convincing evidence that the child's absence is due to the failure of the child's parent, guardian or custodian to comply with the compulsory instruction laws, section 120A.22 and 120A.24. (MSA 260C.13, Subd.11(a))

Harassment/Bullying

Minnesota Valley Education District strictly prohibits harassment, intimidation and/or bullying of any student sexually, racially, religiously or in any form including hazing and cyberbullying through any and all means including through acts, threats, written and oral communication or electronic forms and forms involving the Internet. This is further defined under Minnesota law and supported by Minnesota Valley School to include: Intimidating, threatening, abusive, or harming conduct may involve, but is not limited to, conduct that causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property; under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; is directed at a student or students based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, age, marital status, familial status, socioeconomic status, physical appearance, sexual orientation, including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in chapter 363A. However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or chapter 363A.

A. Sexual Harassment: Definition-

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication (including the use of electronic technology/communications) of a sexual nature when:
 - a. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining an education; or
 - b. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education; or
 - c. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education or creating an intimidating, hostile or offensive educational environment.
2. Sexual harassment may include, but is not limited to:
 - a. Unwelcome verbal harassment or abuse;
 - b. Unwelcome pressure for sexual activity;
 - c. Unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of students by teachers, administrators or other school personnel to avoid physical harm to persons or property;
 - d. Unwelcome sexual behavior in words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
 - e. Unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status; or
 - f. Unwelcome behavior or words directed at an individual because of gender.

B. Racial Harassment: Definition-

Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile or offensive academic environment.
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or
3. Otherwise adversely affects an individual's academic opportunities.

C. Religious Harassment: Definition-

Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile or offensive academic environment.
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or
3. Otherwise adversely affects an individual's academic opportunities.

D. Hazing: Definition-

Hazing is the practice of [rituals](#) and other activities involving [harassment](#), [abuse](#) or [humiliation](#) used as a way of [initiating](#) a person into a [group](#).

E. Bullying: Definition-

Intimidating, threatening, abusive or harming conduct that is objectively offensive and there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and that target of the behavior and the conduct is repeated or forms a pattern or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges.

F. Cyberbullying: Definition-

Bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet Web site or forum, transmitted through a computer, cell phone, or other electronic device such as content that contains obscene words or images, advocates illegal conduct, or otherwise materially and substantially disrupts the learning environment.

Any person who believes he/she has been the victim of sexual, racial or religious harassment, hazing or bullying by a pupil, teacher, administrator or other school personnel of Minnesota Valley Education District, or any person with knowledge or belief of conduct which may constitute harassment should report the information immediately to an appropriate MVED official designated by this policy.

Upon receipt of a report of bullying and/or harassment, the Harassment Officer will investigate and/or designate another qualified person to investigate the claim thoroughly by interviewing all parties involved and gathering any relevant collateral information. Anonymous reports will be reviewed and may be, however, determinations will not be made solely on information reported anonymously.

The MVS will discipline or take appropriate action against any student or adult who retaliates against a person who makes a good faith report of alleged harassment. Retaliation includes, but is not limited to any form of intimidation, reprisal or harassment. MVS' Code of Conduct indicates that students and staff will respect the rights and needs of others and respect the learning of others. Bullying and Harassment violate that Code of Conduct and the following actions will be taken, based upon the frequency, duration and severity of the offense:

Level I Behaviors (Including, but not limited to: Initial incidents of harassment or bullying against peers and reported to the Harassment Officer)

1. The completion of a Thinking Report or other processing sheet
2. A Commitment Statement is created and read to the victim
3. Education about what bullying/harassment is and consequences if such behavior continues (see Level II and III Behaviors)
4. Documentation of the behavior
5. Parent/Guardian contact of both the perpetrator and the victim

Level II Behaviors (Including, but not limited to: Second reports of harassment or bullying against peers or more serious initial reports of harassment)

1. The completion of a Thinking Report or other processing sheet
2. A Commitment Statement is created and read to the victim
3. Mediation is offered to the victim if appropriate
4. Documentation of the behavior
5. Parent/Guardian contact of both the perpetrator and the victim
6. A minimum of 60 minutes of additional skills training to address the proficiencies the student needs to not engage in the prohibited conduct
7. An Individual Education Planning meeting will also be convened and additional consequences may be determined at that meeting

Level III Behaviors (Including, but not limited to any subsequent reports of bullying and/or harassment)

1. The completion of a Thinking Report or other processing sheet
2. Documentation of the behavior
3. Parent/Guardian contact of both the perpetrator and the victim
4. Additional consequences can include and are not limited to:
 - a. In School Suspension (Appendix D)
 - b. Out of School Suspension
 - c. Additional/Ongoing skills training and education: Including, but not limited to- Essay writing, journaling, direct skills training, etc.
 - d. Referral additional mental health services in school (Individual, group and/or family therapy and/or skills)
 - e. Referral for additional mental health services outside of school (Children's Mental Health Case Management, Diagnostic Assessment, etc.)
 - f. Referral to Law Enforcement for charges
 - g. Changes to a student's Individual Education Plan (IEP) and/or Positive Behavior Support Plan (PBSP) that include a change in interventions and/or more restrictive services (residential placement, home-based services, one-to-one paraprofessional, etc.)

Weapons Policy

No student or non-student, including adults or visitors, shall possess, use or distribute a weapon when in a school location.

A 'weapon' means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used inflict self-injury including, but not limited to: any firearm (loaded or unloaded), air guns, pellet guns, BB guns, all knives, blades, clubs, metal knuckles, throwing stars, explosives, fireworks, mace or other propellants, ammunition, poisons, chains, arrow and any objects that have been modified or used to serve as a weapon.

Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law to school, will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

Consequences for non-firearm weapons include: Confiscation of weapon, immediate removal for the school day and up to five (5) days suspension and notification of law enforcement.

In-School Suspension

In-School Suspension allows you the opportunity to continue your academic studies. At the same time, you will be able to form a plan for improving your behavior at school. You will be expected to earn your way back into the regular classroom by meeting the following requirements:

1. Student(s) must report to the designated area immediately upon entering the school. Students are not permitted to leave the ISS room for any reason other than approved reasons by an administrator or the ISS teacher.
2. Cutting ISS is considered skipping and the student will receive the next step in their discipline file.
3. You must have all necessary materials with you BEFORE entering the ISS room. Locker use is NOT permitted at any time during the day. NO EXCEPTIONS!
4. You must complete all assignments given to you. It will be expected of you to complete BOTH classroom/grouproom and ISS assignments. You will work continuously the entire day.
5. TALKING IS NOT ALLOWED IN ISS! If you have a question or problem, please raise your hand and wait patiently for the teacher to help you.
6. You must remain in your assigned seat, facing forward, at all times unless you are given permission to be up. You must SIT PROPERLY in your chair. Leaning back, slouching or SLEEPING is NOT ALLOWED.
7. Students are not allowed to have gum, candy, food, or drink in ISS.
8. No electronic devices will be allowed in ISS and need to be handed over to staff immediately upon entering the school.
9. Do not mark or draw on your study area; your study carrel will be checked at the end of the day. You will be responsible for any damage to your study area.
10. No Misbehavior will be tolerated. If you are dismissed from ISS, you will be assigned OSS for the remainder of the day. The day will also count as an unexcused absence. You will also be required to complete your ISS days upon your return to school.

**There will be restroom breaks during the course of the day at staff discretion and a lunch will be delivered to you from the school lunch menu. TALKING IS NOT ALLOWED DURING LUNCH! You are welcome to bring your own lunch.

***You CANNOT participate in assemblies, field trips, team activities, or any other school related activities on days you are assigned to ISS. Absences on days assigned to ISS because of illness or other reasons DO NOT excuse you from fulfilling your required time in ISS.

Remember...you are expected to leave school grounds promptly at 2:30pm.

*(Appendix E)***Transition Expectations**

Academic and Behavioral Expectations for Transitioning to a Less Restrictive School Setting:

Prior to earning the right to work and/or transition students need to demonstrate a basic skill level, both academically and behaviorally. The following is a *minimum standard* students should be able to demonstrate prior to being recommended for an IEP team meeting to approve work for credit and/or transition to a less restrictive academic setting.

1. 80% behavioral average (weekly) in all classes at MVS for a minimum of eight consecutive weeks to work during the school day for credit and three consecutive weeks to earn school credit for work outside the school day.
2. Passing all classes and groups that are credit generating at MVS.
3. An IEP Team, including representations from the home school district is required prior to students working for credit and/or transitioning to a less restrictive school setting.
4. No major bus referrals during those eight consecutive weeks.

In order to *continue* transition courses, students must be able to:

1. Maintain an 80% weekly behavioral average in all classes at MVS (if the student goes below 80% as long as their monthly average is still 80% placement can continue). If a student's weekly behavioral average is less than 50% in any one class an IEP meeting will be called to determine if the student can continue with transition. If a student's monthly behavior average in any class falls below 80% they will lose transition privileges until they can demonstrate eight weeks of 80% again.
2. Continue to pass all MVS classes. If a student is failing any classes at mid-term, an IEP meeting will be called to determine if they can continue to at a less restrictive setting.
3. Act appropriately on the bus without any major behavioral referrals.

(Appendix F)**Work Expectations**

Academic and Behavioral Expectations for Students Working Out of the Building

Prior to earning the right to work students need to demonstrate a basic skill level, both academically and behaviorally. The following is a *minimum standard* students should be able to demonstrate prior to being recommended for an IEP team meeting to approve work for credit.

Students must be at least 16 years of age to work for school credit.

1. 80% behavioral average (weekly) in all classes at MVS for a minimum of four consecutive weeks to work during the school day for credit.
2. Passing all classes and groups that are credit generating at MVS.
3. An IEP Team, including representations from the home school district is required prior to students working for credit.

In order to *continue* to work, students must be able to:

4. Maintain an 80% weekly behavioral average in all classes at MVS (if the student goes below 80% as long as their monthly average is still 80% placement can continue). If a student's weekly behavioral average is less than 50% in any one class a meeting will be called to determine if the student can continue with work. If a student's monthly behavior average in any class falls below 80% they will lose work privileges until they can demonstrate four weeks of 80% again.
5. Continue to pass all MVS classes. If a student is failing any classes at mid-term, an IEP meeting will be called to determine if they can continue to work. If a student fails any class at the end of a quarter, they will lose work privileges until they can have earned one quarter of passing grades in all classes.
6. In order to continue to work for credit students must continue to attend Vocational Skills Class twice a week and Vocational Skills Group (if they are at school during group time) and earn passing grades and 80% behavior scores.

Additional Information:

7. There is a student supervision limit to 20 students. Seniors will be given priority.
8. All parties must be in agreement with and sign the training contract before the work program may start. If any party fails to comply with contract agreements, the work experience will be terminated.
9. The IEP team may grant/require a two week trial period for students to participate in the work program with a follow-up IEP meeting prior to any long term arrangements.

General Procedures

1. Obey the instruction of the bus driver. At no time will a student act toward, or address comments to a bus driver in a disrespectful manner, or refuse to cooperate with the driver.
2. Board and leave the bus at your designated bus stop only.
3. It is the responsibility of the parent to provide transportation to school if a child misses the bus.
4. Buses may be equipped with an audio/video observation system.
5. Items not allowed on the bus: any type of gun, loaded or unloaded, toy, squirt gun, absolutely no items resembling a gun are allowed on the bus. Do not bring gasoline cans, empty or full; animals or any other items deemed dangerous or of an objectionable nature.

Procedures for waiting for the bus

1. Be at the bus stop on time. The bus driver should not have to honk or wait.
2. Stand on the sidewalk or back away from the roadway.
3. When the bus approaches, form a line and be prepared to load immediately.
4. Stand clear from the bus until it comes to a complete stop and then board when driver signals.
5. If you miss the bus, go home immediately.
6. The school bus is an extension of the classroom; all school rules and regulations apply.

Getting on the bus

1. Do not push or shove.
2. Use the handrails.
3. Go quickly to a seat. The bus will not move until all are seated.
4. Sit where the bus driver tells you and do not try to change seats.

Signature Page

By signing below, I acknowledge that I am responsible for all of the information contained in the Student Handbook and any consequences of not following the expectations outlined therein.

Student Name: _____

Student Signature: _____ Date: _____

Parent(s)/Guardians: _____ Date: _____