



Minnesota Valley Education District 6027

STUDENT HANDBOOK

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Preparing Learners for Life

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VISION

Preparing Learners for Life

WELCOME

Minnesota Valley Education District (MVED) provides two programs. The Minnesota River School (MRS) is a K-12 Setting III Special Education program co-located at the MVED building and in the St. Peter Schools and has elementary, middle school, and high school students. Classrooms are staffed with a special education teacher and paraeducators. Minnesota Valley School (MVS) is a K-12 Setting IV Special Education program located at the MVED building and has classrooms for elementary, middle, and high school students. These classrooms are staffed with a special education teacher and a paraeducator. Additional staff members include social workers and mental health practitioners.

MVED provides a range of social, emotional and behavioral services that are individualized to meet the unique needs of each learner. In addition, each classroom will implement consistent behavioral planning and data collection and provide individualized Positive Behavior Support Plans (PBSP) for each student to address their unique needs.

MVED academic programming is 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, Social Skills Instruction, and Vocational Training and Education (grades 9-12). The learning environment is tailored instruction to be at each student's individual academic level. Special Education Teachers create and provide small group and individualized instruction using multi-model means to ensure quality learning takes place for all types of learners.

MVED is committed to maintaining 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. MRS, and MVS are designed specifically for students with disabilities that are centered on their unique social, emotional and/or behavioral needs.

Our goal is to provide all learners with the skills necessary to reduce their need for Setting III or IV services and to encourage and support them to return to a less restrictive educational setting. For some students this may include full reintegration 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, MVED 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. MVED believes the partnership between parents and school is crucial for students to progress and achieve success in managing their behaviors and mental health needs.

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HOURS

Minnesota Valley Education District's office hours are from 7:30 - 4:00 Monday through Friday. 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. 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.

ATTENDANCE

Consistent daily attendance is the first critical piece necessary for school success. 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 of 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 MVED calendar.** This calendar may be different than the student's home school calendar. Adjustments may be made as determined by individual needs and IEP decisions.

Parents are required to contact MVED, 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.

Administration 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, the student will be marked unexcused until documentation is received. The Minnesota State Statute 120.101 Subd 5 requires that every child between seven and 17 years of age (unless graduated) must receive instruction.

Excused Absences:

- Illness (after **three** consecutive 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: (All absences not otherwise excused are unexcused. An absence not excused by phone call within 3 school days of the absence will be recorded as unexcused.)

- Oversleeping/alarm failure
- Leaving school during the regular school day without approval
- Personal grooming appointments (hair, nails, tanning, etc)
- Shopping/errands
- Skipping class/leaving building without following proper procedure
- Sleeping during class
- Refusing to attend class
- Family vacations that have not been pre-approved
- Needed at home/babysitting
- Car trouble
- Missing the bus/ride

- Needing sleep or rest
- Employment/job interviews that have not been pre-approved
- Driver's Education (classroom or behind the wheel that has not been pre-approved)

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

Tardies:

A student is tardy if he/she is not in school when classes begin up to the first 5 minutes of class. School starts at 8:00 am and ends at 2:30 pm.

Students in grades 6-12 are expected to arrive to each class on time. A passing period of five minutes is allotted between classes. Any student who arrives to class after the five-minute passing period will be considered tardy. It is essential that students manage their time effectively to ensure punctuality, as repeated tardiness can disrupt the learning environment.

Please note that accumulation of three tardies will equate to one unexcused absence. Repeated instances of tardiness and unexcused absences may result in disciplinary action.

Truancy

Anytime a student is absent and school is not notified by the parent or guardian, it is considered an unexcused absence or tardy.

- After three (3) unexcused absences by a student, a letter will be sent home
- After five (5) unexcused absences, a letter will be sent home
- After seven (7) unexcused absences, a truancy referral is completed
- 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
- After fifteen (15) consecutive absences, a letter will be sent home and the student will be unenrolled from the district

If a student leaves school during the school day without permission of their parents, they are considered truant. Students who have left the premiss may be reported to the Police Liaison Officer or other law enforcement officials. Students can be 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.

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 is 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))

Appointments

If an appointment must be made during school hours, please notify the MVED office or your child's teacher prior to the appointment. Please bring documentation of the appointment 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.

School Closing

Late starts and cancellations of MVED programs follow Saint 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 Saint Peter Public Schools are not in session due to weather, then MVED students are not in session.
- 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.
- Students will engage in Flexible Learning Day(s).

Parent/Guardian Pickup

Parents/guardians may pick students up from school; they must call or notify the staff they will be picking the student up from school. If your child informs staff that a parent/guardian will pick them up, the parent/guardian is encouraged to be in the school parking lot before the students load the bus/van or students may be sent on the bus/van rather than waiting for the parent/guardian to arrive.

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

Elopement Policy

The safety and well-being of our students are paramount. Elopement, defined as leaving the school building or grounds without permission, is a serious violation of school policy. In alignment with the Boys Town Classroom Engagement Model, any instance of elopement will result in an automatic office referral.

When a student elopes, they will be safely escorted back to the building by a staff member and immediately referred to the school office. Parents or guardians will be promptly notified of the incident. The student will meet with an administrator or staff member to discuss the elopement, address any underlying issues, and develop a plan to prevent future occurrences.

The Boys Town Classroom Engagement Model focuses on fostering positive behaviors and maintaining a safe and engaging learning environment. Elopement disrupts this environment and poses significant safety risks. Our structured response ensures that such incidents are handled promptly and effectively, with the goal of supporting the student's return to a positive and engaged state in the classroom.

Closed Campus

For the safety of students, MVED is a closed campus therefore students are not allowed to leave school during the school day.

TRANSPORTATION

Students at MVED come from a number of different schools and communities, some quite a distance from St. Peter. MVED considers this time coming and going to school as an important part of each student's day. MVED 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 MVED apply to the students while being transported ([Policy 709](#)). Behavioral expectations begin at the time the student gets on transportation and ends when he/she gets off of transportation. 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.

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.

Students are expected to leave/arrive on the designated transportation at the beginning/end of the day. Students may also be transported by MVED staff using an MVED or Saint Peter Public School vehicle. 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 Education District permission to transport your child by MVED/SPPS 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 if needed during the school day.

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.

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:

- Students who park in the school parking lot must:
 - provide a copy of their driver's license
 - provide proof of insurance
 - provide signed consent from parent/guardian
 - 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.

Reporting Procedures:

Driver gives a warning and completes Bus Conduct Report. Conduct Report is given to staff greeting the bus. All Conduct Reports are forwarded to the MVED administrator. The MVED administrator consults with student's teacher and/or social worker to determine next steps and who contacts parents. Consequences are determined by the school 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 MRS, and MVS have an Individual Education Plan (IEP) which will guide their programming in the level III or 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 MVED.

Minnesota Academic Standards

MRS, and 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, Social Skills and/or 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.

Assessments

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

Students at MVS and MRS will participate in formative assessments for progress monitoring and assessing academic growth in reading and math.

Work Skills / Experience

Students in the high school classrooms also work directly with a work experience teacher. This person provides direct instruction on career and employability 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 work experiences either during or after school for which they can receive credit toward graduation.

Work Experience Guidelines

Prior to earning the right to work, students need to demonstrate a basic skill level, both academically and behaviorally. The following are standard guidelines that 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 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.
3. An IEP Team meeting, including representation from the home school district is required prior to students working for credit.
4. Priority will be given to juniors and seniors.

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

1. Maintain an 80% weekly behavioral average in all classes. If the student's behavioral average falls below 80%, they may continue with work as long as their monthly average is still 80% or higher. If a student's weekly behavioral average is less than 50% in any one class a meeting may 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.

2. Continue to pass all 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 have earned one quarter of passing grades in all classes.
3. In order to continue to work for credit, students must continue to attend work seminar class, earn passing grades in all their classes, and have an 80% average or higher for behavior scores.

Additional Information:

1. 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.
2. 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.

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 may be considered truant.

Rules of Conduct continue to apply off of school grounds. If a student arrives late for a field trip, he/she will be supervised while completing school work in a guided study hall.

Flexible Learning Day(s)

MVED utilizes Flexible Learning Days. The term “Flexible Learning Day” refers to a day when school is canceled due to inclement weather and students participate in curriculum-aligned learning opportunities at home.

- Teachers and students may use an online platform such as Google Classroom or paper/pencil as their learning platform.
- Students know how to access their learning platform and will be expected to check in for Flexible Learning Day assignments.
- Teachers will have assignments posted by 10:00 am and will be available for questions and discussion via that space or email throughout the day.
- For those students without internet access paper copies will be provided. Flexibility on assignment deadlines will be granted for students with limited or no access.
- In advance of a flexible learning day students will know where and how to access appropriate online space (or paper-based activities) and be prepared to complete flexible learning day assignments and activities on days when school is closed due to inclement weather. On a flexible learning day, students will:
 - Complete at least 5 flexible learning day assignments/activities
 - 1 from each class: English, math, social studies, science, skills group and work experience seminar as appropriate for students’ schedules
 - Communicate questions for teachers via email or other appropriate medium

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.

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = 59% and below

Behavior Rating Scales

MVED'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. Students, in addition to earning grades and academic credits, are given a behavior score that is totaled and averaged on a weekly basis. Points are lost due to unexcused absences, tardiness and failure to meet expectations.

MRS are designed specifically for students with ongoing social problems that include difficulty communicating and interacting with others, repetitive behaviors as well as limited interests or activities, and behavior that hurt the individual's ability to function socially. Students, in addition to earning grades and academic credits, are monitored on their behaviors and different plans are created to best match the students needs.

MENTAL HEALTH SERVICES

The programs provides a range of social, emotional, and behavioral services, centered on a variety of evidence-based curriculum that is individualized to meet the unique needs of each learner. These mental health services will be available on a continuum of needs ranging from group and/or individual social skills instruction provided by a range of mental health staff.

Mental health staff also collaborate with outside providers who may include, but are not limited to, county case managers, probation officers, outpatient therapists, psychiatrists, and skills workers. Classrooms also implement consistent behavioral planning and data collection and provide individualized Positive Behavior Support Plans (PBSP) for each student to address their unique needs.

Confidentiality

Information about a student is considered to be confidential information and is protected under the Family Education Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 CFR Part 99 and the Individuals with Disabilities Education Act (IDEA) 34 CFR 300.560–300.577.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

EXTENDED SCHOOL YEAR (ESY)

Minnesota Valley Education District provides Extended School Year (ESY) services 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 include:

1. The student's behavioral and physical needs,
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,
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, and student work samples.

TECHNOLOGY/ELECTRONICS

The school district supplies computers, internet access, and other technology support to enhance students' education. These supports are for educational purposes. Users are reminded that the district monitors all internet use. An individual search of usage and files may occur if there is reasonable suspicion of misuse. Users have limited expectations of privacy in the contents of their personal files, communication files and record of web research. Routine monitoring will be conducted to ensure that students are not violating the district policy. The usage of the internet and computer equipment is a privilege, not a right.

Every individual using school equipment and networks must follow the internet acceptable use & safety policy. Inappropriate, illegal or unauthorized use of the internet could result in the cancellation of those privileges. Anyone who engages in the practice of sending, receiving, or possessing sexually explicit photos or messages or inappropriate material is subject to disciplinary action. Any use of the internet or other communication methods that convey inappropriate information can result in consequences both in school and in the legal system. **The filming or photography of students or staff members without the written consent of the administration is strictly prohibited and can result in disciplinary actions.**

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 MRS/MVS will be turned over to the staff. Parents will be responsible for picking up the items from the MVED office. MVED staff will not be responsible for locating them if they are stolen or misplaced.

Electronic devices

Electronic devices (cell phones, games, etc) are not allowed at MRS/MVS during instructional periods unless permission is given from school staff. Students who use electronic devices during transportation times to and from school are expected to turn in all such items during the school day at the beginning of the school day to staff. Electronic devices will be locked and stored with the MVED staff during the school day.

Use of Electronic Communication

MVED uses email 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 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.

BREAKFAST/LUNCH

Breakfasts and lunches are provided by the Saint 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 and 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. Refer to [Policy 534 - School Meals Policy](#).

- A lunch must be ordered by 9:00 am each day in order for a student to get a hot lunch. If a lunch is not ordered by 9:00 am, only a cold lunch will be available.
- Students may not order food from a local restaurant. Should a parent/guardian/family member bring in food from a restaurant the student will eat in another location separate from peers.

Students may take home non-perishable, unopened, non-refrigerated items from lunch (ex: chips, crackers, fun fruits, etc).

At MVS, breakfast is served each school day from 7:45-8:00 am with the exception of late starts and school closures due to weather. At MRS, breakfast times will follow the schedule of those schools where their classroom is located.

Drinks/Containers

Students are not allowed to bring in outside drinks to school but are allowed to bring empty refillable water bottles to school.

HEALTH SERVICES

MVED contracts with South Central Services Cooperative 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 during the fall of each school year. Because of the limited nature of the contract, however, parents requesting nursing consultation or referral should contact the administrator.

Prescription Medications

Parents must personally transport prescribed medications for their student to school or send medication with another trusted adult. **All medication must be turned in to staff in the prescribed bottle with the appropriate label.** Parents are required to sign an authorization form to permit staff to dispense the medication. The prescribing physician will also need to sign this form. 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 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. These medications should be available at school only when they are 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 and/or if they display symptoms of illness, a parent/guardian may be called and asked to pick up the student from school **immediately**. Students may be separated from peers in an alternate location until parent/guardian arrives. MVED staff are not trained healthcare professionals, and as such, do not diagnose illnesses 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 may be taken to one of the local clinics or 911 may be called to transport her/him to the hospital. MVED will not incur any medical costs or liabilities as a result.

Epinephrine Injectors

MVED 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. MVED will not incur any medical costs or liabilities as a result.

Medical Excuses for Physical Activity

A signed note from a physician is required for a student to be excused from physical education activities for medical reasons. The signed note must identify the injury/illness and indicate the length of time for 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 MVED office so that it can be kept on file. MVED will not incur any medical costs or liabilities as a result.

PROACTIVE APPROACHES

Boys Town Behavior Management System

Our school implements the Boys Town Behavior Management System, a comprehensive approach designed to teach and reinforce positive student behaviors. This system focuses on developing essential social skills, promoting responsibility, and fostering a positive school environment.

The Boys Town model provides students with clear expectations and consistent consequences, helping them understand the importance of their actions. Through this system, students learn behaviors such as following instructions, accepting feedback, and interacting respectfully with peers and adults.

Our staff is trained to support students in mastering these skills, ensuring they are equipped with the tools needed for success both in and out of the classroom. By adhering to the Boys Town Behavior Management System, we aim to create a safe, respectful, and productive learning environment for all students.

Incentives

Boys Town School Management System and School Store Reward System

Our school utilizes the Boys Town School Management System to promote positive student behaviors and create a supportive learning environment. As part of this system, we have implemented a school store reward program to incentivize and reinforce good behavior and academic effort.

Students earn points for demonstrating positive behaviors, such as responsibility, respect, and cooperation, as outlined by the Boys Town model. These points can be accumulated and redeemed for various rewards at our school store. The reward system is designed to motivate students to consistently exhibit positive behaviors and strive for personal and academic excellence.

Through this program, we aim to encourage a culture of positivity and respect, providing students with tangible incentives to reinforce their efforts. We believe that recognizing and rewarding good behavior fosters a more engaging and productive school experience for all.

STUDENT BEHAVIOR

Discipline Policy ([Policy 506](#))

Expectations and limits are provided to students to allow for optimal learning in a safe and positive school environment. When students severely disrupt the learning of others, disciplinary actions may be taken. Each disciplinary situation will be handled with the best interests of the student(s) involved and the school as a whole. Refer to the district's Discipline Policy for more information.

1. Disciplinary Actions may include but are not limited to:
 - a. Student conference with teacher, administrator, counselor, or other school district personnel, and verbal warning;
 - b. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
 - c. Parent contact;
 - d. Parent conference;
 - e. Removal from class;
 - f. In-school suspension;
 - g. Loss of school privileges;
 - h. In-school monitoring or revised class schedule;
 - i. Referral to in-school support services;
 - j. Financial restitution;
 - k. Other disciplinary action as deemed appropriate by the school district.
2. Actions subject to discipline will include but are not limited to:
 - a. Attendance concerns - Absenteeism, truancy, tardiness, skipping classes, being out of the classroom without permission, and leaving school without permission.
 - b. Disorderly conduct - Conduct that causes anger, alarm, or disturbance or provokes an assault or breach of the peace.
 - c. Threat - Communicates a dangerous or hazardous situation towards others or school.
 - d. Harassment and Bullying - Behavior that demeans, humiliates or embarrasses a person.
 - e. Dangerous and harmful substances - including but not limited to drugs, alcohol, tobacco, and vaping.
 - f. Weapons - any device designed to threaten or harm others such as, but not limited to, guns, knives, clubs, explosives, or chains.
 - g. Physical assault - An act that intentionally inflicts or attempts to inflict bodily harm.
 - h. Verbal assault - An act that is abusive, threatening, profane, or obscene language either written or verbal.
 - i. Vandalism - Damage or destruction of school or personal property.

In-School Suspension Expectations

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

Students

1. The student must report to the designated area immediately upon entering school.

2. Must remain in the ISS room unless escorted by staff.
3. Complete all work assigned.
4. Bathroom breaks will be offered by staff throughout the day.
5. Locker use is permitted with staff supervision only.
6. Electronic devices will be handed to staff immediately upon entering the school. Devices will be given to students upon leaving for the day.
7. Lunch will be brought to the room.
8. Sleeping is considered as absent from ISS and will need to be made up.
9. Students absent on the day of their scheduled ISS will serve the ISS on the day they return.

Dress Code

Students may not wear articles of clothing that may be offensive to others or deemed disruptive to the learning environment. Teachers and school staff will make the determination in regard to clothing causing a disruption or distraction.

Dress code violations include, but are not limited to, revealing or suggestive articles of clothing; sunglasses, bandanas, jewelry and/or accessories, and clothing which promotes the use of chemicals, drugs, alcohol, tobacco, communicates sexually suggestive or profane statements, or promotes violence/harassment. Clothing that displays hate symbols or is deemed to be gang related will not be allowed. Other examples of clothes that may be inappropriate include bare-midriffs, spaghetti straps, clothing exposing undergarments, etc. Students may not wear clothes that are see-through or fish-net.

Students who wear clothing that violates the dress code may be requested to turn their shirt inside out, replace clothing, or wear clothing provided by the school over the inappropriate clothes. Students who do not comply with the dress code may be sent home.

Coats

Winter coats or jackets must be kept in lockers throughout the school day. Students are allowed to wear sweatshirts in the classrooms in case of temperature changes. Students are encouraged to keep a sweatshirt at school.

Blankets

Blankets are not allowed in school, unless permission granted by the teacher for an earned reward. Should a student bring a blanket to school they will need to enter through the front doors and give to staff before entering the building. The student will receive their blanket back at the end of the day.

Backpacks/Purses

Backpacks and purses are to be kept in lockers during the school day.

Padlocks

MVED will supply up to 2 padlocks per school year to each student. After the 2 school-provided padlocks, if a student wants a lock for their locker, parents are expected to supply locks. Parents must provide staff with the combination or students will not be allowed to use personal locks.

Inappropriate Student Contact

Inappropriate student contact is not allowed. Inappropriate contact includes, but is not limited to, kissing, hugging, back rubs, and other physical contact. Students involved in inappropriate contact will receive one warning and then if behavior continues, will be subject to disciplinary action. Students are also subject to disciplinary action 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 at school or while being transported to school.

Bullying/Hazing/Harassment

All students and staff at MVED have the right to be treated with respect and to feel safe. MVED will maintain an environment that is free from bullying, hazing, and/or discrimination. Refer to Policies [514](#) and [526](#).

Definitions:

Bully: seek to harm, intimidate, or coerce (someone perceived as vulnerable).

Harassment: aggressive pressure or intimidation

Hazing: the imposition of strenuous, often humiliating, tasks as part of a program or rigorous physical training and initiation

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. Behavior that 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. Classroom staff: Teacher, Social Worker, Mental Health Practitioner or Paraprofessional
2. Administrator: Allison Bahlmann 507-934-5420 Ext. 8236
3. MVED Harassment Officer: Melissa Wagner 507-380-0214

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

(See Additional Information for more information on MVED's Harassment Policy)

Chemical/Tobacco Use

The MVED building and campus are smoke-free for all staff, students and visitors. Students attending school while under the influence of alcohol or other chemicals, or who possess chemicals in the building, will be subject to the school district's discipline procedures and law enforcement will be called.

Legal Offenses

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

Controlled Substances

Students found to be in possession of 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.

Weapons

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

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 promotion 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 on the MVED website at www.mnved.org)

RESIDENT SCHOOL DISTRICTS

Students are referred to MRS or MVS from their resident school districts. The student's resident school district continues to be a part of a student's IEP team. All grades and progress are reported back to the home school. A student who successfully completes their home school's graduation requirements may graduate from their home school and receive a diploma from that school. MVED is not a diploma awarding school; diplomas will be provided by the resident district.

Co-curricular Activities

Students wishing to participate in co-curricular activities in their home school are encouraged to do so. Staff will assist the student's home school in making arrangements for participation and transportation. Students are required to follow all rules, regulations, policies, and procedures at their home school while participating in any co-curricular activity.

Transitioning/Mainstream Classes

Transition Guidelines

Students transitioning back to general education after progressing through the Boys Town Classroom Management System will do so with continued support to ensure their success. Our goal is to facilitate a smooth reintegration, empowering students with the skills and confidence they need to thrive academically and socially. These transitions will be discussed during the student's IEP meetings to ensure individualized planning and support. We are committed to their ongoing development and will work closely with each student to foster a positive and productive return to the general education environment.

Trespassing

Students enrolled at MRS or MVS are not considered students at their home schools unless they have a legitimate reason to be there. They are eligible to participate in extracurricular activities and/or take classes at their home school, but no student shall enter the premises without purpose and prior authorization by the building administrator. 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 school grounds without permission they may be unable to return until the following day or it may be considered trespassing.

OUTSIDE AGENCIES

MVED 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.

During the school year, classes may work with volunteer tutors and/or outside providers for learning experiences. All volunteers and staff working with these programs undergo a background check and/or are always working under the direct supervision of MVED staff.

Problems often isolate us and make it hard to find options, 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. MVED 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 individuals 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).

VISITING GUIDELINES

The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.

The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

1. All visitors entering the building are to first report to the main office.
2. 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.

ADDITIONAL INFORMATION

Emergency Procedures

MVED 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.

MVED staff do not monitor their email accounts continuously; therefore do not rely on email messages to communicate emergencies.

Contacting Students During the School day

To ensure a focused and uninterrupted learning environment, parents who need to contact their child during the school day are required to call the school office. The office staff will relay messages to students in a timely manner.

We appreciate your cooperation in maintaining an optimal educational setting for all students.

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 properly cared for and not used for the storage of illegal items such as firearms, liquor, cigarettes, illegal drugs, etc.

It is the policy of the state of Minnesota (Minnesota Statute 121A.72) that school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school 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 practical after the search of a student's personal possessions, the school authorities must provide notice of the search to 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 Education District to review the content of the personal electronic devices of students (cell phones, iPods, computers, etc.), unless doing so would prevent immediate serious harm to the student or others.

COVID-19 Related Information

Areas of the student handbook may be modified due to COVID-19 requirements and guidelines from the Minnesota Department of Health (MDH) and Minnesota Department of Education (MDE). Whenever modifications are made, they will be communicated to students, parents, and families by the MVED administrator.

ACCESS TO STUDENT INFORMATION BY MILITARY RECRUITERS

Under the Every Student Succeeds Act (ESSA) of 2015, Minnesota Valley Education District is required to release the names, addresses and home telephone numbers of students in grades 11 and 12 to military recruiters. Families have the right to refuse the release of this data to military recruiting offices.

The Family Educational Rights and Privacy Act (FERPA) protects the privacy of students' educational records. According to the Minnesota State Statutes 13.32 Subd 5a Military Recruitment, "A secondary institution shall release to military recruiting officers the names, addresses, and home telephone numbers of students in grades 11 and 12 within 60 days after the date of the request, except as otherwise provided by this subdivision. A secondary institution shall give parents and students notice of the right to refuse release of this data to military recruiting officers. Notice may be given by any means

reasonably likely to inform the parents and students of the right. Data released to military recruiting officers under this subdivision:

1. May be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military; and
2. Shall not be further disseminated to any other person except personnel of the recruiting services of the armed forces.

Request for non-disclosure of student information to military recruiters

If you are requesting the non-disclosure of your child's information to military recruiters, complete and return this form to Minnesota Valley Education District, 801 Davis Street St. Peter, MN 56082.

Student Name: _____ Grade: ☐ 11 ☐ 12
(Please Print)

Parent/Guardian Name: _____
(Please Print)

I understand the Every Student Succeeds Act (ESSA) and Minn. Stat. 13.32, Subd, (a) Military Recruitment, and request that information on my child not be released to military recruiters.

Signature of Parent/Guardian: _____

Date: _____

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: _____