

# Valley Center School

## Student/Parent Handbook and Code of Conduct

Valley Center School

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Valley Center School is committed to maximizing the individual achievement of students referred by local districts enabling them to function successfully in the community. We accomplish this by providing a small, specialized environment working with parents and the community.

(Created in August 2014; Revised June 2016)

**Statement of Intent:** The Student Handbook was developed to answer many of the commonly asked questions that you may have during the school year and to provide specific information about certain Board policies and procedures. This handbook contains important information for you. Please become familiar with the following information and keep the handbook available for frequent reference. If you have any questions that are not addressed in this handbook, we encourage you to contact us.

This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines should control. This handbook is effective immediately and supersedes any prior handbook and other written material on the same subjects.

This handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board's policies and the School's rules. If any of the policies or administrative guidelines referenced herein are revised, the language in the most current policy or administrative guidelines prevails.

Additional information can be found in the Kalamazoo RESA Annual Report which is on our school website [www.kresa.org](http://www.kresa.org). If you would like a hard copy of our Annual Report, please let us know and we will gladly send it to you.

## **Valley Center School**

Valley Center was created in 1977 by a committee from Kalamazoo RESA (with representatives from local school districts), Community Mental Health, and the Michigan Association of Children with Emotional Disorders. We have always strived to collaborate with other agencies in providing an education to students in need of a smaller, structured, educational community which provides students with an increased feeling of safety.

Valley Center School has grown from two classrooms in 1977 to 6 classrooms that support elementary, middle and high school students. We strive to provide a full continuum of options for our students, some of which include hands-on technology application, a life-skill vocational room, collaboration with WMU and KRESA to offer music and art experiences, and high school options which include Michigan Merit Curriculum courses, as well as courses which support students who are obtaining a Certificate of Completion. By collaborating with local school districts, high school diplomas or certificates are issued from the resident districts of each student. Our program vision of all students being contributing members to their homes, school and communities occurs through our focus on the core skill areas of social emotional learning, academic literacy and communication to self-advocate. Our goal is to support students in learning the skills that support them in returning successfully to less restrictive environments of local school classrooms, school or community volunteering or work-based learning sites.

Students are referred to VCS by the nine individual school districts that make up Kalamazoo RESA. Referrals are made when local supports have been exhausted and adequate progress has not been made to allow the student to fully access the curriculum. Placement decisions into and out of VCS are made through the IEPT process. Valley Center is designed to be an environment that can fully support students, allowing them gain skills and competence of individualized behavioral, emotional, social and academic goals.

Valley Center School supports all students with a Positive Behavior Support Intervention Plan (PBISP) which is derived from a Functional Behavior Assessment (FBA). Both are reviewed throughout the school year by members of the school team and parents. In addition, new statutory requirements that govern the use of emergency seclusion and restraint taking effect August 1, 2017 will also require that some students attending Valley Center have an Emergency Intervention Plan (EIP) for use in situations where emergency seclusion or emergency restraint may be necessary. (More specific information can be found in the KRESA Board Policies section of this handbook and also under Emergency Restraint and Seclusion)

***These pages were produced to provide a fund of common knowledge for use in maintaining smooth school operation. It is not all-inclusive, nor is it to be considered final in any way. It is designed to be used in conjunction with the Board Policies of KRESA and provision of a Free and Appropriate Education for each student.***

## **I. General Information:**

Attendance	Page: 8-9
Cafeteria (Breakfast/Lunch)/ Wellness	Page: 9
Daily Schedule	Page: 9
Dress Code	Page: 9-10
Emergency Procedures/ Drills	Page: 10
Enrollment Information-Address, Phone, Emergency Contacts	Page: 10
Helpful Contacts/Communication Supports	Page: 10
Illness/Injury at School	Page: 10-11
Lockers – Search and Seizure	Page: 11-12
Medications	Page: 12
Office Hours	Page: 12
School Closing	Page: 12-13

School Hours	Page: 13
Student Drop-off/ Pick-up	Page: 13
Transportation	Page: 14
Transportation Contacts	Page: 14
Truancy	Page: 14
Use of Metal Detectors	Page: 14-15
Visitors/ Classroom Visitation	Page: 15

## **II. Valley Center Positive Behavior Intervention Supports**

Daily Check sheet	Page: 15
Entrance Procedures – Consequences	Page: 16-17
Incentives	Page: 17-20
Items Brought From Home	Page: 21
Level System	Page: 21

Off-Site Activities	Page: 21
Parent Conferences and Contact	Page: 22
Physical Restraint	Page: 22
Point Sheet	Page: 22
Quiet Chair/Quiet Room/Seclusion Room	Page 22-24
R and R	Page: 24
Report Cards	Page: 24
Return to Local Public School	Page: 24-25
School Property	Page: 25

### **III. Academics/Curriculum**

Assessments	Page: 25
Community Based Instruction	Page: 25
Credit/Grading Policy	Page: 26

Curriculum	Page: 26
Homework Policy/Make Up Work	Page: 27
Physical Education	Page: 27-28
Support Services	Page: 28
<b><u>IV. Student Activities</u></b>	
Extracurricular	Page: 28
Field Trips	Page: 28
Weekly/Monthly Activities	Page: 28
<b><u>V. Student Conduct</u></b>	
Cell Phones	Page: 30-31
PBIS/Expectations	Page: 31
Minor & Serious Misconduct	Page: 31-39
<b><u>VI. Appendix</u></b>	
Commonly Used Abbreviations	Page: 39-40
Valley Center Check Sheet	Page: 41-42
Valley Center Level Evaluation System	Page: 46-55

## **VII. KRESA Information and Policies**

Attendance (5200)

Anti-Harassment (5517)

Bullying and Other Aggressive Behavior Toward  
Students (5517.01)

Discipline/ Suspension: Students with Disabilities  
(5605) Required by Statute (5601.01)

Drug Prevention (5530)

Due Process Rights (5611)

Environmental Health and Safety Issues :  
Integrated Pest Management (8405)

FERPA

Head Lice

Immunization (5320)

Medicaid Intent/Consent Information

Non-Discrimination and Access to Equal  
Educational Opportunity (2260)

Personal Communication Devices (5136)  
Search and Seizure (5771)

Student Seclusion and Restraint (5630.01)

Use of Tobacco by Students (5512)

## INTRODUCTION

The Valley Center School is dedicated to creating and maintaining a positive learning environment for all students. All members of our learning community—including students, educators (teachers, administrators, and support personnel), parents, and engaged service providers—must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate for the learning community. Those responsibilities include, but are not limited to, the following:

### Students (persons enrolled in grades K-12) have the responsibility to:

1. Take responsibility for your learning and recognize that it is a process.
2. Attend school regularly, arrive on time, and be prepared to learn.
3. Respect yourself and others in class, on school grounds, on buses, and at any school-related activity.
4. Respect the rights and feelings of fellow students, parents, educators (including teachers, secretaries, custodians, aides, paraprofessionals, and other school personnel), visitors, and guests.
5. Work within the existing structure of the school to address concerns.
6. Know and comply with school district rules and policies.
7. Participate in your learning communities, including helping formulate rules and procedures in the school, engaging in school-related activities, and fostering a culture of respect for learning and for others.

### Parents have the responsibility to:

1. Take responsibility for your child(ren)'s development as learners by, as much as possible, providing a home environment suited for learning and developing good study habits.
2. See that your child(ren) attends school regularly and on time.
3. Provide for your child(ren)'s general health and welfare as much as possible.
4. Teach and model respect for yourself, your child(ren), and all members of the school community.
5. Support the school's efforts to provide a safe and orderly learning environment.
6. Know and support the school and district rules and policies and work within the existing structure of the school to address concerns.
7. Advocate for your child(ren) and take an active role in the school community.

### Educators have the responsibility to:

1. Take responsibility for students' development as learners, including their academic success and positive social-emotional development, recognizing that children should be subject to behavior management and discipline policies appropriate to their ages and levels of understanding.
2. Model and provide a mutually respectful and accountable atmosphere for learning that includes all members of the school community.
3. Cooperate and schedule conferences with students, parents, and other school personnel in an effort to understand and resolve academic and behavioral problems.
4. Keep parents informed of their students' challenges, effort, and success.
5. Encourage students to participate in classroom, extracurricular, and other school-related activities.
6. Know and enforce the rules and policies consistently, fairly, and equitably.
7. Participate in formulating rules and procedures and other learning and developmental opportunities in the school.

The Code of Student Conduct sets forth student rights and responsibilities while at school and school-related activities, and the consequences for violating school rules. It defines behaviors that undermine the safety and learning opportunities for all members of the school community and favors actions that encourage positive behavior and learning over actions designed to punish. When determining the consequences of student misconduct, school officials may use intervention strategies and/or disciplinary actions. Recognizing the importance of keeping students in school learning as much as possible, educators will consider the student's age, the student's disability (if applicable), the student's disciplinary history, the seriousness of the violation or behavior, whether the violation of behavior committed by the student threatened the safety of any student or staff member, whether restorative practices will be used to address the violation or behavior or whether a lesser intervention would properly address the violation of behavior.

The Code of Student Conduct will be administered fairly, without partiality or discrimination. The Code of Student Conduct does not diminish any rights under federal law (20 U.S.C. 1400 et seq.) of a student determined to be eligible for special education programs and services. (KRESA Board Policy 2260)

### When and Where the Code of Student Conduct Applies

The Code of Student Conduct applies before, during, and after school and whenever student is engaged in a school-related activity.

Each student is expected to follow this code of conduct:

- "At school," meaning in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises.
- When a student's conduct at any other time or place has a direct and immediate effect on maintaining order and discipline, or on protecting the safety and welfare of students or school district staff.
- When a student is using school telecommunications networks, accounts, or other district services.



## I. General Information

### Attendance:

1. Michigan law requires that whoever has custody or charge of any child between ages 6 and 18 (unless the child has already completed high school graduation requirements) shall assure that the child attends public school during the entire school year. Michigan law requires that the student's attendance be continuous and consecutive for the school year fixed by the school district. *There are some exceptions to this mandatory school attendance. Please ask for more information if you desire.*
2. Excused absences
  - a. Bus problems (engine problems, traffic slowdowns, safe travel issues) that are verified by the transportation office.
  - b. Death in the family.
  - c. School related activities that take a student out of school.
  - d. Student illness: when this excuse becomes excessive additional verification may be requested. (i.e.: medical appointment card, caseworker documentation etc...)
  - e. Impairment related absence: From time to time a student may have absences that are related to his/her special education impairment. Often this involves medication or stressors that lead to an inability to attend school. These absences require approval by the Principal and may require information from a physician/psychiatrist.
  - f. Professional appointments: Physicians, dentists, court appearances, etc. Please provide the office with documentation from your provider/appointment upon returning to school. In the case of excessive absences verification may be required.
  - g. Family vacations for which make-up work has been prearranged. Not to exceed 5 days per year.
3. Unexcused absences:
  - a. Absences that might be excused, but the parent did not call and send a note
  - b. Personal matters such as babysitting, shopping, or private transportation problems
  - c. Vacation that is not prearranged
  - d. Not attending Valley Center School because a student's public school is not in session
  - e. Excessive parent call-ins without documentation (court, doctor, funerals appointments etc...)
  - f. Sleeping while at school (accumulated absences due to sleep will be reported as truancy)
4. Disciplinary absences: (unexcused)
  - a. Absences related to school bus suspensions
  - b. Suspensions

NOTE: Prolonged absences that exceed 5 days will require a re-entry phone call, consultation and/or meeting with Valley Center staff before the student is re-admitted into the classroom setting. Topics to cover during the re-entry: reason for prolonged absence, transportation re-assigned, behavioral expectations upon return, make-up work expectations and other topics as applicable. Please call the school office: 269-250-9773 to arrange for this re-entry process.

### Cafeteria (Breakfast/Lunch) - Wellness:

Kalamazoo Public Schools Food Service provides meals for students at Valley Center. KPS handles all free and reduced lunch applications. We are fortunate to offer breakfast daily, free of charge **to all** students. Breakfast is eaten in the classrooms and based on specific classroom procedures – only some students eat lunch in the cafeteria. A student's "level" in our behavioral program may alter privileges afforded during lunch time. Students do receive feedback and reinforcement of behavioral expectations during the breakfast and lunch times.

KRESA/Valley Center supports student wellness. We recommend healthy snacks for our students. Energy Drinks (beverages that contain large doses of caffeine, and other legal stimulants like ephedrine, guarana, and ginseng), are known to have dangerous side effects for children and are not permitted for student consumption on school grounds during the school day. (This includes transportation and as a lunch beverage.)

### **Daily Schedule:**

The majority of a student's day is scheduled in a self-contained classroom. Students do leave the classroom for periods of time to participate in recreational time, physical education, lunch, technology, art, and social groups. Some students participate in volunteering activities or public school classes off school grounds as a part of their program.

### **Dress Code/Personal Hygiene:**

Students should dress appropriately for school and observe good habits of hygiene. Valley Center reserves the right to ask students wearing clothes, a lack of clothes considered to be disruptive to the learning environment or students whose hygiene is so poor there is disruption to the learning environment to change (school issued clothing is available) or clean up in the washroom. This is at the discretion of school administration.

Students may not wear items, clothing, or symbols representing "Gang" involvement. This includes the way clothing is worn, bandannas, artwork, jewelry, haircuts, tattoos, etc.

Students must wear pants at waist level. No undergarments are to be visible. Belts/string/zip ties are available and required to help students comply with this rule.

1. Not allowed: Any clothing, including jewelry, pins, skin tattoos and haircuts with:
  - a. Pictures with reference to alcohol, tobacco, drugs, or controlled substances.
  - b. Violence, gangs, or shows lack of respect toward others.
  - c. Profanity, sexual comments, racial, or gender comments.
2. Not allowed: Clothing that is excessively revealing.
  - a. Bare midriff tops, half shirts, muscle shirts, or tops with straps less than 2" wide.
  - b. Any clothing that reveals underclothing – including sagging pants.
  - c. Short shorts and/or skirts. (hemline should touch the longest finger)
  - d. Tight clothing that is revealing.
3. Hats are not worn during the normal school hours. Hats must be stored in student lockers.
4. Bare feet or stocking feet. Shoes must be worn unless part of a student behavior plan.
5. Bandanas or "do rags" are not allowed.
6. Any possible gang-related symbols or clothing, accessories are not allowed.
7. Pajamas are not allowed.
8. Sunglasses are not allowed.
9. Coats, jackets or shirts with a lining are not allowed to be worn during the school day.
10. Hooded sweatshirts (without linings) may be worn but the hood must remain down.
11. Wheelies (shoes with wheels) are not allowed.
12. Footwear that can present a dangerous situation may not be worn. This includes: steel toed shoes, hard toed/soled work boots, cleats, narrow heeled/spike shoes etc...

**Note:** This list is not exhaustive. Administration or teachers may contact families with requests for cooperation with school clothing or hygiene to reduce potentially dangerous situations, health hazard conditions or disruptions to the school environment.

*Please plan to bring a sweatshirt or sweater to leave in your locker in the event the building is cold.* Students not following the dress code may be asked to turn shirts inside out, wear clothing provided by the school or wash up to rectify the dress code violation. Parents will also be notified and may be asked to bring a change of

clothes to school. Students who refuse to correct dress code/personal hygiene offenses when alternatives are provided will be held from class and marked as an unexcused absence from classes. Significant disruption may result in a phone call home for pick-up.

### **Emergency Procedures/Drills:**

Emergency drills are held in accordance with state requirements. We regularly practice evacuation in the event of fire or other disaster, severe weather safe shelter drills, and lock down drills.

### **Enrollment Information – Address, Phone, Emergency Contacts:**

Please be sure to update the school office where there is a change of address or phone number. We also ask that families provide at least one emergency contact phone number that differs from the home and cell contacts of the parent and/or guardian. This type of information is imperative in an emergency. Persons not listed as emergency contacts able to pick up your child, will not be able to do so without written or verbal permission of a custodial parent/guardian.

In the event of a community emergency or a full building evacuation where there might be extenuating circumstances to who is picking up your child, we would require they have the ability to provide us your contact information (address, phone number) as well as your child's date of birth.

### **Helpful Contacts/ Communication Supports:**

Principal: Mary Pickett, 269-250-9773, [mary.pickett@kresa.org](mailto:mary.pickett@kresa.org)

Secretary: BJ Galbraith, 269-250-9773, [bj.galbraith@kresa.org](mailto:bj.galbraith@kresa.org) [bj.galbraith@kresa.org](mailto:bj.galbraith@kresa.org)

School Social Worker: Stephanie Boyer , 269-250-9776, [steph.boyer@kresa.org](mailto:steph.boyer@kresa.org)

Instructional Coach: Meghan Grabemeyer, 269-250-9780, [Meghan.grabemeyer@kresa.org](mailto:Meghan.grabemeyer@kresa.org)

School Psychologist: Dr. Steve Ragotzy, 269-250-9790, [steven.ragotzy@kresa.org](mailto:steven.ragotzy@kresa.org)

KPS Food Service at Valley Center (Kitchen), 269-250-9782

All teachers can be reached via email (first name.(period) followed by last name, [first.last@kresa.org](mailto:first.last@kresa.org)) or by calling the main office and requesting their voice mail. [first.last@kresa.org](mailto:first.last@kresa.org)) or by calling the main office and requesting their voice mail.

### **Illness/Injury at School:**

When a student is ill at school we make every effort to contact the parent/guardian by telephone. If the illness is obvious (fever, runny nose or rash) we will call the parent/guardian to determine if the student should go home or remain at school. The parent is responsible for arranging transportation. When a parent cannot be reached, then the emergency contact person listed by the parent is contacted and asked to care for the student. Conditions that may lead to a request to have the student picked up and taken home may include, but are not limited to, the following:

1. A fever;
2. infected skin lesions, including pink eye;
3. rashes on skin or scalp;
4. presence of lice or nits;
5. a severe sore throat;
6. nausea, vomiting, or diarrhea;

7. or, severe mental health issues.

Occasionally, a child returning to school after an illness may exhibit signs that clearly indicate that the contagious conditions continue or have reoccurred. Based on Kalamazoo County Health Department standards, students should be fever free for a period of 24 hours before returning to school. When this occurs the parent would again be contacted to arrange transportation home. The student must stay home until the contagious condition has passed. This helps protect others from becoming ill.

If a student is injured at school, staff will document the incident and a copy will be sent home to parents/guardians. There may also be a note on your child's check sheet or a phone call placed to the home. If the injury is more significant or may require medical intervention parents/guardians will be contacted immediately.

### **Lockers-Search and Seizure:**

**SEE BOARD POLICY**

### **Medications:**

All school staff receive special training to administer medications at school. In order to dispense medications, the school must have:

1. A medication form, completed and signed by a physician and parent, on file. This is required for all prescription and over-the-counter medications.
2. Each medication must be in an individually labeled prescription bottle. When parents fill the prescription they should ask the pharmacist for a school bottle.
3. A safe method for transporting the medication to school. Students MAY NOT transport medications to school.
4. When medication is dropped off it must be counted, logged on the medication form and signed.
5. Medication will only be dispensed from a bottle which clearly indicates the student's name.
6. A written log documenting when each medication is administered.

To protect the welfare of all students, we ask that parents and guardians join us in abiding by these requirements. The specialized training that school staff receive is prescribed by the State Department of Education. The training is delivered by a Kalamazoo RESA school nurse from WoodsEdge Learning Center. The above requirements and training comply with the State Department requirements.

**Psychiatric Medications:** Students taking medication under the supervision of a psychiatrist frequently require monitoring at school to help judge the medication effect. School staff views this as a very important responsibility. Parents should ask the prescribing psychiatrist/physician if there is any way that school staff can assist, such as completing questionnaires or providing narratives about student behavior at school.

**Medication Safety:** Medications must be handled and stored safely. Each classroom has a locked medication storage box. Students cannot carry their medications with them.

School staff will administer medication only as prescribed by a physician, if medication is to be eliminated from a medical plan, a "stop order" must be received from the physician's office. This information can be faxed to expedite the process for families. FAX: 269-250-9771

**Office Hours:** Office hours are from 7:00 – 3:00 Monday through Thursday and 7:00 – 2:30 on Friday.

### **Program Calendar:**

A Valley Center School calendar will be mailed to each family before school starts. If an additional calendar is needed, please call the office.

### **School Closings:**

Valley Center School is located in the Kalamazoo Public School district. In case of emergency (snow days, power outage etc...), VCS will close when Kalamazoo Public School district is closed. All efforts will be made to contact the parents through an automated call system to notify parents of school closing. The information is also available via television. Tune to Channel 8 or 3 for latest updates. Many local television stations offer alerts through their websites.

Note: in the event that a student's resident/local district is closed due to weather, transportation will not be provided. If KPS is still in session, Valley Center will be open and you can choose to self-transport your student to school. In the case of a resident/local school district having a "no school day" for other reasons (conferences, vacation, professional development), please refer to the Valley Center calendar, as we may be in session.

### **School Hours:**

School opens at 7:15 a.m.

Instruction begins each day at 7:35 a.m.

School Ends at 2:15 p.m. on full days.

School Ends at 10:45 a.m. on half days

### **Student Drop-off/Pick-up:**

Standard arrival departure practices include:

1. Buses are unloaded between 7:15 and 7:35 near the rear entrance of the building. All students riding buses are expected to enter through those doors.
2. Parents (or other non-bus transporters) arriving prior to 7:15 should hold students in the vehicle until 7:15. This prevents students from being unsupervised and uncomfortable in bad weather.
3. Students arriving prior to 7:15 cannot enter the building until 7:15 (unless special arrangements are made through the teacher or the office). While waiting to enter the building, all VCS expectations should be followed.
4. If a student is going to be late, a call from the parent is required if the student is going to want breakfast at VCS. Students arriving late without prior notification will not be able to receive a breakfast.
5. When arriving late to school, students need to sign-in at the office.
6. Early departures from school require that the transporting adult:
  - a. First report to the office. Please do not go directly to the classroom as this usually disrupts instruction.
  - b. Complete the sign out procedure in the office.
  - c. Someone in the office will contact the classroom to release the student to meet the adult in the office. All adults should wait in the office.
7. If the transporting adult is not the parent, then s/he must be listed on the students "emergency card" or on a separate release authorized by the student's parent/guardian.
8. For the safety of the student, photo identification may be requested to verify the identity of the person transporting the student.
9. Students cannot be transported by anyone other than the school district's transportation or parents unless there is prior written permission. The written permission must include who the student can ride with and the dates (start and stop) that the alternate transportation is approved for. This includes riding with other

family members, riding with another student in a private vehicle, leaving with a caseworker, or using Metro Transit.

10. Parents who regularly transport students at the end of the school day (or other scheduled departure time) should wait for the student in their vehicle.
11. Unless parents have prearranged alternate transportation students must depart on their assigned school district transportation. Students may be assigned R and R if s/he rides or persists in attempting to ride on a bus other than the one to which they are assigned.

**Transportation:**

As student’s bus transportation is provided by resident school district, they also have the option to apply that districts bus polices or practices. There may be times that a student is suspended from the bus due to inappropriate behavior. The decision to suspend is usually communicated by the transportation supervisor, often after discussion with the Valley Center School principal (or designee).

When a student is not going to attend school a parent should call transportation at the number listed below. The school bus will not stop to get a child after the third day the student does not ride. The bus will not be restarted until the transportation department is contacted by the parent.

On the bus, the driver and/or bus assistant monitors student behaviors. Many busses also have a video monitoring system. When a behavior of concern is observed, the information is communicated to the classroom teacher.

The principal (or designee) may assign further consequences based on the student’s past history, the seriousness of the infraction, and discussion with the driver or transportation supervisor. Possible consequences include fines, in-school or out of school suspension, loss of privileges or consequences as designated by school law.

**Transportation Contacts:**

Climax-Scotts	746-5130
Comstock	250-8692
Galesburg-Augusta	484-2015
Gull Lake	488-5015
Kalamazoo	337-0500
Parchment	488-1290
Portage	323-5151
Schoolcraft	488-7395
Vicksburg	321-1070

**Truancy**

Truancy refers to a student’s absence without the knowledge and/or permission of a parent/guardian or school authority. It may also include excessive unexcused absences. Students are expected to be in their assigned classes, or directed program location at all times. Valley Center will follow a truancy policy which includes letters of notification to parents, phone calls from office/classroom staff, home visits, referral to the local truancy officer and possible court involvement. A general rule is that truancy procedures will begin on the 10<sup>th</sup> day of absence from school.

Excessive sleeping at school or refusal to participate in the Valley Center School program will be documented as an “time out of class” absence and will be included in the documentation regarding truancy.

### **Use of Metal Detectors/Searches**

In order to maintain a safe and secure environment for students and staff, administrators and trained staff at Valley Center are authorized to conduct daily metal detector searches. A combination of stationary and hand held devices shall be utilized every time a student enters Valley Center. Student may also receive a pat down search from a staff member of the same gender. (This will be done randomly or if a student has violated related school procedures). Students may be asked to remove socks and shoes. Valley Center staff will check all bags, coats and other items. Nuisance or unnecessary items to the function of school will be held in a secure location until the end of the day.

\*Failure to comply with search or provision of unnecessary items to school staff may result in parent contact, loss of privilege to bring personal items to school, Valley Center program consequences, confiscation of items and return to parent only.

If a student is suspected of having a weapon or contraband in his/her possession, he/she will be detained in a seclusion room and police will be called to complete the search procedure and school and/or legal consequences may ensue.

Parents and students will be provided notice of the Administrative Procedures concerning search and seizure by having them placed in the student handbook or distributed by a supplemental publication. *Related KRESA Board Policies: 8355 Weapons Free School Zone Policy and 8130 Searches of Motorized Vehicles, Lockers and Students.*

### **Visitors and classroom visitations:**

At Valley Center School we welcome observers that are interested in our program, staff or students. Visits **must be** prearranged. This insures that students are prepared for someone new in the classroom. “Drop-in” visits may not be able to be accommodated. Being committed to making decisions in the best interest of all our students we ask that you join us in this commitment by following these procedures when you visit a classroom:

1. Fill out required paperwork as required by KRESA or visitation or volunteering.
2. All visitors are asked to check in at the office.
3. We ask that all visitors remain seated and do not move about the classroom.
4. The teacher may direct the least intrusive seating arrangement.
5. We ask that visitors refrain from interactions or conversations with the students during instruction. If a student addresses a visitor, we ask that the visitor redirect him/her back to the classroom activity.
6. Language that is appropriate to school and to the age of the students is to be used by all visitors.
7. If a parent is in the classroom to observe his/her child, we understand there is the urge to talk to the staff or child especially when there is some form of problematic behavior. Parents should resist this urge and allow staff to address the student’s behaviors.
8. If questions arise when visiting, write them down and ask them once class is over, not during instruction. Some questions may be best addressed in a more private setting so that classmates do not hear the conversation.
9. Crisis intervention techniques include “limiting the audience” as an individual begins to escalate. It is one means to help prevent further escalation. Therefore, visitors may be asked to leave the classroom temporarily if a student begins having emotional difficulty.

10. For various reasons of confidentiality and safety a visitor may be asked to leave a classroom immediately, we request that you abide by this direction immediately and without question.

## **II. Valley Center Positive Behavior Intervention Supports**

### **Daily Check Sheet:**

A copy of the *VCS Daily Check Sheet* is included in the appendix. It is used to evaluate student's behavior across the day. In each classroom the school day is divided into periods identified with the letters A – K and this information is posted in each room. At the end of each period students work with staff members to "rate" behavior performance on the schoolwide and individual behavior expectations. Ratings range from 0 – 3 and defined expectations and a rating protocol is on the Daily Checksheet and also on the Positive Behavior Support Plans for each student.

Percentages are calculated from the ratings and they are utilized as a data point in assessing a student's behavioral growth and informing movement within the Valley Center Level System. The ratings also are converted to the Valley Center Currency for use as described in the Token Economy Section.

Explicit instruction of the Schoolwide Expectations and Individual Behavior Expectations occurs through direct teaching, role play, providing examples and non-examples, classroom discussion circles, staff-student conferencing, social skills groups and social emotional lessons.

### **Emergency Physical Restraint/Emergency Seclusion (use of): \*Mandated by State Law**

Both seclusion and restraint are last-resort emergency safety interventions when the student poses an imminent risk to safety\* of self or others and the situation requires immediate intervention. They are used in order to provide the student an opportunity to regain self-control while maintaining the safety of the pupil and others.

### **Definitions:**

Emergency Restraint (RES): Last resort action that prevents or significantly restricts a student's movement that is necessitated by an ongoing emergency situation.

Emergency Seclusion (SR): Last resort emergency confinement of a student in a room or space room which the student is physically prevented from leaving and which provides for continuous adult observation of the student.

### **Behaviors/triggers to possible use of Emergency Restraint or Emergency Seclusion:**

- Assault of another student or staff that poses an imminent risk to safety of self or others
- Have a lack of control or acting in a manner that poses an imminent risk to safety of self or others
- Interacting with other students aggressively, threatening or inciting further aggression that poses an imminent risk to safety of self or others
- Throwing items that pose an imminent risk to safety of self or others
- Escalated/continued threats or attempts to fight that pose an imminent risk to safety of self or others
- Elopement (running/leaving school grounds) that poses an imminent risk to safety of self or others
- Threats of doing harm with a weapon or object that could be used as a weapon that poses an imminent risk to safety of self or others
- Following an emergency restraint/escort and the student remains aggressive and poses an imminent risk to safety of self or others



Safety features/procedures of the use or emergency restraint or designed emergency seclusion rooms at Valley Center include:

- (SR) Electromagnetic locks controlled by a foot pedal. If the foot pedal is not depressed the magnetic lock is released/open. In the event of a fire alarm, the magnetic locks release automatically.
- (SR) Cameras and monitors. These are used to monitor student behavior during a seclusion time. Cameras do not record or store images of the seclusion room, they are for monitoring purposes only.
- (RES/SR) Disengagement of unsafe items from student possession. Staff request and assist if absolutely necessary in a student releasing unsafe items prior to emergency restraint or emergency seclusion. Items to be removed may include belts, shoes, scarves, outerwear, jewelry and other miscellaneous items a student may have on their person/in pockets.
- (RES/SR) Adult supervision and documentation of emergency restraint or emergency seclusion throughout the period of emergency restraint or seclusion. (communicated and written report provided to parent/guardian)
- (RES/SR) Emergency restraint or emergency seclusion are stopped as soon as the student regains self-control. Following a time of full de-escalation, staff will process with the student, re-establish rapport and establish expectations for success in the return environment (ie: classroom, school bus, regroup and recovery...)

### Emergency Intervention Plan (EIP)\*

Students who have been referred and placed at Valley Center by Individualized Educational Plan (IEP) team decision, may have been identified as students who exhibit a pattern of behavior that could create an emergency situation necessitating use of emergency seclusion or emergency restraint. For these students' it is required that an EIP is written. Valley Center Staff will draft EIP's for these student or for students where this behavior is seen with more frequency/pattern ie: 3x per month. These plans components include:

- Developed by team including parent, teacher and persons "knowledgeable" about the legal use of emergency seclusion/restraint and positive behavior strategies
- Detailed explanation of emergency intervention procedures and legal limits of their use with examples
- Contact with medical personnel with parent/guardian consent of use of emergency seclusion or emergency restraint
- Peer reviews of the EIP by "knowledgeable" staff
- Student informed of circumstances under which emergency seclusion or emergency restraint will be used
- Inform parent of the above bullets in addition to current positive behavioral supports being used (PBISP), procedures used after an emergency situation and possible discomforts or risks.

### Feedback:

Feedback is provided in a two formats, reinforcing and corrective. Reinforcing feedback is provided at a high rate with an intention to help students identify and repeat desired behaviors. Often times, reinforcing feedback is paired with receiving Valley Center Currency on their cash sheets or as an end of period bonus. Corrective feedback also is given with intention of helping students.

Corrective feedback is provided when student behavior isn't in alignment with expectations or there are early signs of emotional dysregulation. To maintain consistency throughout the building, specific vocabulary is used

and there are identified supports within the program which include sensory items/activities, regulation stations, quiet rooms, and Regroup and Recovery. The behavior displayed when corrective feedback is provided are recorded and used to assist in discussing behavior performance with students and informing behavioral planning.

### **Incentives:**

A variety of incentive procedures are used at Valley Center School. These school wide procedures are one part of our positive behavior supports to achieve student success. These incentive procedures include:

**The Grizzly General:** Students come to the *Grizzly General Store* to “cash in” their Valley Center Currency earned throughout the day. The *Grizzly General Store* is open daily at scheduled times and students need to be with their class at their scheduled store time to be able to access this incentive. Availability of items to be purchased is determined based on the student’s placement in the Valley Center Level System. The *Grizzly General* is also stocked with a variety of larger items (big store) that students may purchase on Fridays. Students may save their VC Cash for these more “expensive” items. These items may be put on ‘layaway’ with payments made weekly. There is a limit on the number of items students can purchase at any one time.

**Award Assemblies:** At the end of each Trimester an all-school assembly is held to recognize the efforts and accomplishments of each student. Award certificates are given to students for a variety of achievements, including grades, attendance, improved behavior, and moving up the levels. Special “All School” recognitions are also awarded.

**Level Parties:** When a student has met behavioral expectations over time and have moved “up” in the level system, the staff and students celebrate his/her accomplishments by having a level party/recognition for that student. This may include chips and dip, ice cream, pizza, hotdogs, or other food items.

**Manage Feelings Bonus:** Students can earn a bonus each period of the day for appropriate use of self-calming strategies, the regulation station or the quiet room.

**Friday Activities:** Schoolwide activities are planned most Fridays and may include: movies, organized sports, prepared meals or treats, organized game play.

**Token Economy/Valley Center Cash:** Students behavior ratings are converted to Valley Center Cash. The conversion is as follows:

- 3’s earn \$0.75
- 2’s earn \$0.50
- 1’s earn \$0.25
- 0’s earn \$0.00

**Bonuses:** Students may earn bonuses in the form of Valley Center Cash. These bonuses may be given via the Cashesheet paired with feedback or when processing behaviors at the end of a period. These are given when students demonstrate expectations listed on the *VCS Daily Check Sheet* and the demonstration of behavior is:

- at a high performance level
- during very challenging situations
- are indicative of growth in an area

**Rec Period (Recreation):** Students are recognized for completing work and making good choices regarding behavior. 2 – 3 times a day the classroom schedule allows for these rec periods. Rec Periods may occur in the classroom or in the gym. A student's placement in the level system may determine what activities are available to them. A sampling of activities includes: basketball, pool, card games, coloring, video games, reading, computer time, listening to music, fooseball, puzzles etc... Rec periods are 10 - 15 minutes long.

**Weekly Classroom/Team Activity:** Individually as a classroom or with other classes, weekly a class period may be set aside for students to participate in a fun activity that reinforces positive social interactions. Participation criteria may be set by teachers to include previous days achievements and/or a student's level.

**Level Evaluation System (Schoolwide Positive Behavior Support):**

Valley Center utilizes a level system to track student success in meeting behavioral criteria. While at Valley Center School it is expected that students will learn pro-social skills in the areas of self-awareness, self-management, social awareness, responsible decision-making and relationships. As these skills are acquired, they are generalized to support increasing learner behaviors and academic achievement. For many students these skills then inform the IEP team when considering less restrictive settings including return to the local public school, volunteering off-site and work experiences on and off-site.

The section below describes terms and procedures for the leveling system at Valley Center. These descriptions are guides. There are times that behavioral analysis and planning results in specialized plans being written that temporarily take the place of the Schoolwide Positive Support of the Level System.

**Checksheet:** Each student at Valley Center uses a checksheet as a method to be evaluated and self-evaluate behavioral performance throughout the day. Ratings translate to Valley Center currency and spent at the school store daily. Checksheets also act as home-school communication. Expect your child to bring a checksheet home daily. The expectation is that these will be returned to school the following day with a parent signature. \*See Appendix – copy of checksheet

**Cash Sheet/Bonus System:** Students receive frequent and explicit feedback throughout the day through staff use of a "cash sheet" or a bonus system within the classroom. Feedback is given as a means to reinforce when expected behaviors are being displayed. These accumulated cash/bonus cash also is "banked" and can be spent at the school store.

**Daily Tracking:** the progress of some students is tracked using a daily system where single days meeting criteria accrue and inform progress in the level system. *Related terms: plus days, N-days*

**Weekly Tracking:** the progress of some students is tracked using a weekly system where performance each day of the week informs the accrual of plus weeks when criteria is met *Related terms: plus weeks, N-weeks*

**Leveling Up:** Two components are involved in Leveling Up. The first is achieving the expected behavior responsibilities for defined periods of time and is informed by the checksheet ratings and associated percentages. The second is a process called "Petitioning". Students must self-evaluate their own progress using a checklist, and the prepare to meet with a reviewer where they will discuss their own progress, and take a Level Test. The intention is to involve students in becoming self-aware of their own progress and being able to communicate about their successes and goals.

**Responsibilities and Privileges:** At each level the behavioral responsibilities and skills expected increase. Privileges also increase with each level with the intention to be an incentive and reinforcement for gaining new skills.

**Plus-Day/week:** A day or week is tracked as a "plus" when the responsibility criteria is met.

**N-Day/Week:** A day or week is tracked as a "N" when the responsibility criteria are not met, and there is neutral impact on the accrual of days/weeks. An N week may also be tracked if there have not been 3.5 days of attendance to allow adequate data collection. *N – neutral, no impact, no movement.*

**On Hold:** A student may be put “on hold” in the level system due to poor patterns of attendance and/or patterns of behavior that indicate behavioral goals and plans need to be reviewed to determine if necessary supports and interventions are in place. The length of time a student is “on hold” is to be determined on an individual basis.

When a student is “on hold” they return to the Level 1 Responsibilities and Privileges and/or might be supported by a Specialized Behavior Plan. Once a team or plan determines “on hold” to be no longer necessary, the student will return to their previous level or may resume Level System progression on Level 1. If a pattern of being on-hold is established, the team may determine re-starting the level system is appropriate.

**Partial Day Students:** There are occasions when an IEP team has determined a reduced day is needed in order to help a student experience success. During those times, a student does not progress through the Level System and is supported by a Specialized Behavior Plan (Tier 2 or Tier 3) that allows a student to earn privileges/items that are motivating to the student. Progression through the level system begins when a student is attending full days.

**Special Behavior Plans (Tier 2/Tier 3):** Plans that target specific skills, intensive interventions and privileges/items that are motivating to the student. These plans are unique to each student and define when and how a student will return to the Tier 1 supports of the Valley Center Positive Behavior Support Plan and Level System.

### **PBIS/Expectations**

Valley Center’s behavioral program has been established around Positive Behavioral Instruction and Supports. The Five Expectations at Valley Center are: Be Safe, Be Responsible, Be Respectful, Manage Feelings and Follow Directions. These expectations are taught, reinforced and rewarded in a multitude of ways throughout the school year. Many positive behavioral supports act as interventions to address misconduct as a learning opportunity and provide an opportunity for self-management.

### **Return to Local District Placement or Less Restrictive Environment:**

All students who attend Valley Center have IEP goals and objectives related to improving behavior and/or demonstrating improved social/emotional skills. Students are taught strategies that they can use to regulate their emotions and are given tools to try to determine what works best for each student. As students demonstrate more consistent behavioral control using the tools they have been taught as well as improved learner behaviors and social skills, their performance is charted within the Valley Center Level System. As behaviors and skills are displayed over time and a student is progressing through the Level System, a teacher may want to recommend consideration for the student to return to his/her local district. This involves convening an IEP team meeting, reviewing current data and levels of performance, discussing the possible placement options to see what will meet his/her needs, and a placement decision is made at the IEP meeting. While some students may need the continuing support of Valley Center school throughout their school career, it is the goal of our school to help students return to their local districts as soon as they are able.

Once a decision has been made about a student’s return to the local district, the team will discuss how this transition will be most successful. The transition may include visits to the school or classroom by the student and a Valley Center staff member prior to the student beginning placement. It could also be set up to start with a small amount of time (1 hour) in the local to be sure the student is successful, gradually increasing the student’s time.

There may be times when the IEP team determines a student who has transitioned back to his/her local needs to return to Valley Center for placement due to instability in managing behaviors, changing mental health, disciplinary concerns, etc. These may be short term or more long term returns, and these decisions are always made in the IEP team meeting.

### **Token Economy/Valley Center Currency:**

Valley Center utilizes a token economy in the form of Valley Center Dollars/Currency. Currency is awarded via the Daily Checksheet, Cash Sheet and bonuses throughout the day. The awarding occurs to reinforce positive and desired behavior. At the end of each school day, students are responsible for adding up their Valley Center Cash. *To learn how this money is earned go to the [Incentives](#) topic in this section of the Handbook.* This money amount is then tracked either by classroom staff or in some classrooms via a checking and savings system.

The Valley Center Cash is then utilized to purchase items at the Valley Center Grizzly General Store, School Closet or for other incentive items like popcorn or prepared snacks.

### **Tools for Self-Regulation:**

This tools are available as positive behavior interventions to support students with social-emotional learning and strategies to self-regulate emotions and behavior.

**Capturing Kids Hearts:** All classrooms at Valley Center incorporate processes learned in the Capturing Kids Hearts teacher training program which focuses on building trusting classroom relationships. Through trained facilitation, students will participate in sharing good things, creating and living by a classroom social contract, providing affirmations to their classroom community and evaluating their own performance related to the social agreements and goals that they set. For more information on Capturing Kids Hearts you can visit: <https://flippengroup.com/education-solutions/capturing-kids-hearts/> Many of these CKH concepts are in alignment with ***Restorative Justice Practices***.

**Zones of Regulation/Zones (Curriculum):** All classrooms at Valley Center teach students about their own feelings and colored “zones” that represent each category of how the student is feeling. This is so the teacher has a non-confrontational way to point out to a student or ask a student what zone he/she is in, and to ask what tools might help them get back to the green zone. If you would like to read more about Zones of Regulation by Leah Kuyppers you can see more on this website: [www.zonesofregulation.com](http://www.zonesofregulation.com).

**Second Step (Curriculum):** All classrooms at Valley Center teach students social emotional skills. Our curriculum is structured around the core competency areas of Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision Making. You can visit [www.secondstep.org](http://www.secondstep.org) for more information about this curriculum.

**Sensory Items/Fidgits:** Often people calm themselves subconsciously by playing with a pen, a paperclip, chewing gum, twirling their hair, etc. We don't even realize we do these things. At Valley Center we introduce students to multiple tools that might work well for them to stay calm, or calm themselves. Items such as hand fidgits, tactile blankets/rugs, weighted blankets, alternative seating options etc... are available as tools for students to maintain behavior or potentially regulate escalating behavior. Classrooms determine procedures and availability of such items.

Use of sensory items independently and effectively resulting in remaining engaged in the class activity each period is rewarded with bonus points, as one of the goals for students is to learn how to independently regulate their feelings.

**Mindfulness:** Valley Center classrooms also incorporate mindfulness activities throughout the school day, teaching students different breathing and focus techniques that may help them to prevent stress or to calm themselves when they are feeling stressed. Students use only the ones they like and work well for them. Being mindful reminds us to slow things down to allow us to feel better and be more in the moment.

**Regulation Station** (*formally known as Quiet Chair*): Each room has a Regulation Station. This is an area within the classroom that is generally more private, with less distractions and to gives some separation from what the student was feeling or experiencing that was upsetting. The intent is to provide space from other students and from the activity of the classroom to allow the student to calm and get ready to return. While in this quiet area the student may choose to use other tools in his/her toolbox as well, such as deep breathing, counting slowly, squeezing a fidget, etc.

Effective use of the regulation station is rewarded with bonus points, as one of the goals for all students is to find better ways to control emotions. The teacher will compliment and thank the student for using the tools he/she needed to calm and rejoin the group.

If a student is not able to regulate within a reasonable period of time or chooses to not utilize this space then the student will be prompted to use the Quiet Room.

**Quiet Room (QR):** Quiet rooms are located outside of the classroom. These small, office sized rooms are a place students can go to calm escalated emotions. Sometimes completely removing themselves from a situation that was upsetting is the best way for a student to calm themselves. Because students' emotions are usually quite escalated when he/she comes to a quiet room the student is asked to remove shoes, empty pockets, remove coats and give the staff member any non-essential items. The quiet rooms either have no door or the door is left open and the student is not restricted from learning the area. However, if a student engages in aggressive or dangerous behavior that poses imminent risk to self or others and requires immediate intervention, the door will be closed. At this point it is considered a seclusion/seclusion room. See **Emergency Physical Restraint/Emergency Seclusion section of this handbook.**

Once a student appears calm for several consecutive minutes the staff monitoring the quiet room will ask if he/she is ready to talk. This debriefing discussion involves having the student reflect on the situation and what was so upsetting. The staff person asks the student to consider whether other tools in his/her toolbox might have helped this not escalate and what he/she might do differently next time.

Effective use of the quiet room is rewarded with bonus points also, as it is a tool to help students get a handle on their emotions and resulting actions. The staff will thank and congratulate the student for using the quiet room as a tool to calm down and be able to rejoin the class.

During a quiet room time the staff monitoring record data that may be used in the future to develop further behavior interventions to support the student if needed.

**R and R: Regroup and Recovery Room:** This room is available throughout the day and may be visited for both proactive and responsive reasons to behavior. The room itself is set up with office partitions to reduce distractions for students who are struggling to manage feelings in the classroom setting or who are preparing to return to the classroom environment. All Valley Center expectations are in effect and students will work

collaboratively with staff to review what brought them there and prepare for more success when they return to class.

Reasons a student may spend time in R and R include: behavior exits from classrooms, proactive behavior support, behavior exits, walk-outs, dress code violations, property destruction, handbook violations, public school disciplinary support, emotional recovery not related to discipline, high school step procedures, medical reasons, student/teacher agreed upon time-out and completing work. This list is not extensive, but to demonstrate the wide variety of reasons this location may need to be accessed by students.

### **III. Academics/Curriculum**

**Assessments:** Valley Center administers assessments as required by the Michigan Department of Education. At the time of printing students in grades 3 – 8 and grade 11 have required assessments. The Department of Education also recommends testing in grades 9 and 10 as preparation for the 11<sup>th</sup> grade assessment. Discussion of necessary accommodations will occur during annual IEP meetings.

In addition, Valley Center uses a variety of other assessment tools to track growth and determine necessary academic interventions. These “benchmark tests” are given three times a year and assess proficiency in reading fluency and comprehension, and math computation and applications. We continually seek other assessment opportunities that will best inform our work with students academically and behaviorally.

#### **Community Based Instruction:**

There are occasions when Valley Center students will have opportunity for experiences outside of our classrooms. We look at every outing as having the potential for instruction within our community. These may include volunteering opportunities, attendance at local art productions, attendance at featured Expo exhibits, swimming, class trips and others as they arise. Parents will always be notified and asked for permission for students to participate in such events. If transportation is necessary, parents will also be informed of this as well. Valley Center is also required to follow the permissions of other outside agencies when requested, which may include additional parent consent being granted.

#### **Credit/Grading Policy:**

**Middle School and High School Students:** School work is graded by calculating a percent correct. Grades are assigned on the following scale:

%	Grade
100	A+
99-95	A
94-90	A-
89-87	B+
86-83	B

82-80	B-
79-77	C+
76-73	C
72-70	C-
69-67	D+
66-63	D
52-60	D-
Below 59	F

**Elementary Students:** The following scale is used to evaluate students' progress in the curriculum. The report card will be marked for the skills the student has worked on for that grading period. Some skills will not be marked until they are presented to the student. Please note that Valley Center elementary classroom consists of more than one grade, thus, there may be skills on the report card that do not pertain to your child's grade level and therefore will not get marked.

KEY		
4	Consistently meets expectations	90-100%
3	Progressing towards expectations	80-89%
2	Improvement needed	70-79%
1	Experiencing difficulties	60-69%
(blank)	Not yet assessed	

**Curriculum:** Valley Center aligns its materials and instruction with the Michigan Common Core State Standards as required by the Department of Education. We also utilize two social emotional learning curriculums. Zones of Regulation and Second Step.

**Homework Policy:**

Homework policies are delineated by individual teachers. In general, when homework is assigned, it is expected that students return the homework the following day. It is common practice that a student will not be able to participate in Recs or free time until all overdue work is complete.

**Make-up Work:**

Completing all assignments is an important element for academic success. The following procedures are used to make up work when students are absent.

1. For any excused absence, students are given two days for every day absent to make up the work.
2. In case of multiple excused absences, the first day's work is due in two days. The second day's work is due in four days, etc.
3. For any unexcused absence, make-up work is due the next day. Upon the student return, they do not get free time until work is completed.



4. Any work that cannot be completed at home (notebooks, tests, etc.) needs to be completed on free time regardless of whether the absences are unexcused or excused.

\*More detailed information for Elementary/Middle or High School students may be provided by the teacher.

### **Parent Conferences and Communication:**

At Valley Center School one of our strong beliefs is that students learn best when the home, school and community work together. We encourage parents/guardians to be involved. Parents and guardians are involved across the year in the following ways:

1. IEP team meetings;
2. Individual Behavior Planning and Behavior Support Planning
3. Crisis and safety planning;
4. Phone calls about daily events;
5. Weekly report cards are sent home with students (with the exception of Elementary classrooms;
6. Elementary through middle school, the *VCS Daily Check Sheet* is sent home daily for parent review and as a communication tool;
7. Twice yearly parent-teacher conferences are arranged;
8. Parents are invited to Awards and Graduation Assemblies;
9. Parents, family members, public school personnel and outside resource workers are invited to attend various celebration and showcase events.

These different types of conferences and communication modes are the groundwork for a productive home-school partnership. This cooperation ultimately has a positive influence on students' success at VCS.

### **Personal Curriculum Information:**

#### **Annual Notice of the Right to Request a Personal Curriculum (PC) Modifying Michigan Merit Curriculum (MMC) requirements for Graduation with a Regular High School Diploma**

The Personal Curriculum is a process to modify specific graduation credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC requirements and students who need to individualize learning requirements to meet the MMC requirements for high school graduation.

The parent or guardian of a student for whom a personal curriculum is sought, or the student (if age of majority) or an emancipated minor may request a personal curriculum. Other potential requesters include a current teacher of the student who has expertise in the proposed area to be modified by the PC, or who is determined by the principal to have qualifications otherwise relevant to developing a PC, or a school counselor.

According to Section 380.1278b amended of the Revised School Code regarding the Michigan Merit Curriculum and personal curriculum, if the request for a personal curriculum is made by the pupil's parents or legal guardian, or if the pupil is at least the age of 18 or is an emancipated minor, by the pupil, the school district or public school academy shall develop a personal curriculum for the pupil.

A personal curriculum may be requested prior to 9<sup>th</sup> grade for a student with an Individualized Education Program (IEP), with the earliest implementation at the start of 9<sup>th</sup> grade. For students without an IEP, a request for a PC is allowable after the students has completed 9<sup>th</sup> grade. To request a Personal Curriculum, please contact Valley Center and we will begin collaboration with your resident school district.

## **Physical Education:**

**Elementary and Middle School:** Students will participate in physical education and/or swim classes weekly or alternating grading terms. (Consent forms may be required)

**High School:** Students will participate in physical education classes as required by local district credit requirements. (Consent forms may be required)

**Gym Class Dress:** Students are not required to change into gym clothing for this class but are expected to wear appropriate footwear. If a student comes to school without appropriate footwear s/he will be unable to participate in the class. Because the student must sit out, s/he receives zeros on all behaviors on the *VCS Daily Check Sheet* for this period of the day. Students who do want to change into gym clothes are given a few minutes before and after class to do so. A change of clothing is advisable in the summer months when the class will often take place outside.

**Gym Class and Hygiene:** As students become young adults, normal development results in changing hygiene needs. Our objective is to help students understand that body odor affects them socially. It also affects the classroom setting, making the room more comfortable for learning when offensive odors are controlled. We will require that students use deodorant as part of the class. Parent support in this is greatly appreciated.

**Swimming:** Our swimming experience occurs off site and is a privilege activity. Students who engage in extensive misbehavior while swimming, who demonstrate unruly/unsafe conduct at Valley Center or who have not yet mastered social/emotional skills that would allow them to be successful while off-site may be required to stay at Valley Center School during swim classes. The teacher and principal determine the length of removal time from the swimming activity. Alternative activities are developed as described in the *Medical Exclusion* topic area below.

Students who forget a swimsuit also remain at VCS. As part of their assignment during swim time, these students will be required to complete work that will review areas of the present curriculum. Students will receive 2's on their check sheet if behavior is appropriate.

**Medical Exclusions from Physical Education:** *A physician must verify, in writing, all exclusions from Physical Education.* Occasionally, students need to stay back from swimming or sit out gym class for medical reasons. If the medical condition is expected to be temporary, then students are given some kind of seat-work to occupy this time period and ensure that they can earn '3's' on their *VCS Daily Check Sheets*. This may include word searches, coloring, or free reading. (Free time on the computer is not an option.) If this is an extended or permanent condition an alternate class will be arranged for the student.

## **Report Cards/Progress Reports:**

Academic and behavior progress reports are given to the students every week. If you do not receive weekly notification of your child's progress, please make contact with your child's teacher. In addition, class grades and progress on IEP goals and objectives are calculated each trimester (or as determined by the IEP) and sent home by mail.

## **Support Services:**

There are various support services available at Valley Center. On staff we offer a school social worker, instructional coach and school psychologist. You are welcome to make appointments to talk with these professionals to discuss the needs of a student. In addition, Valley Center works collaboratively with outside mental health agencies, medical professionals and the Western Michigan University Psychology Department, if at any time we can assist by providing information or meeting with said individuals, please don't hesitate to request our support.

## **IV. Student Activities**

### **Extracurricular**

Students attending Valley Center are still considered students within their local resident school district. We encourage our students to attend sporting events, band concerts and theatre performances in their local school districts. If you have questions about your student participating in an extra-curricular event, please contact our school office.

In addition, Valley Center also hosts some extra-curricular events throughout the year. Parents and family members are always encouraged to attend. These may include the Art Hop, Festival of Trees, Awards Assemblies, Science Night or a Movie Night. As always, parents will be notified in advance of these activities.

### **Field Trips**

On special occasions field trips are scheduled to supplement and enrich classroom activities. These also provide an off-campus social situation for students to practice self-control. Parents/guardians are notified in advance and asked to sign a permission form for their child to attend the field trip.

Students who have engaged in extensive misbehavior during off-campus activities may be required to stay at Valley Center School. An appropriate alternative academic activity is provided. Whenever possible the activity will focus on the same topic as covered by the field trip.

### **Offsite Activities:**

There are occasions when our students participate in off-site activities. Most of these are curricular in nature and are considered an extension of the classroom. Some examples including: swimming, volunteering, attending an fine art event, field trips etc... Participation in these activities will be determined by behavioral stability and may be denied. If this occurs an appropriate activity at Valley Center will be provided with an aligned purpose if the experience is curricular in nature.

### **Weekly/Monthly Activities**

There are often activities that are planned as a part of the Positive Behavior Support Plan of Valley Center. These activities are earned by meeting expectations consistently. On some occasions special activities are planned which will include all Valley Center students, unless extreme behavior has been displayed which warrants exclusion from the activity (i.e.: awards assembly, March Madness etc...).

## **V. Student Conduct**

Michigan students, in all of their diversity, must be educated in a safe and supportive environment that fosters academic success and healthy development. The Michigan State Board of Education's mission is: "All students graduate ready for careers, college, and community." This can only be achieved if students are pursuing their education. To fulfill this mission, the Michigan State Board of Education (SBE) strongly urges school districts to adopt practices that allow educators to address disciplinary matters as opportunities for learning instead of punishment.

### Student Rights and Responsibilities

If a student feels unsafe or is threatened, the student or the student's parent/guardian should contact the principal.

Individual rights relate to individual responsibilities and must be seen in relationship to the safety, health, and welfare of all members of the school community. Expectations of student conduct should be kept within the bounds of reasonable behavior expected of all members of the community. Students should have freedom and encouragement to express their individuality in school, as long as their conduct does not intrude upon the freedom or safety of others. This applies especially to the freedom of fellow students to receive instruction. There must be a balance between individual freedom and the orderly operation of a classroom, but educators must prioritize keeping students engaged in learning as much as possible.

All students should recognize the consequences of their language, manners, and actions toward each other, school staff, and volunteers. Students need to understand that they benefit from an orderly school operation and, as members of the school community, acknowledge their responsibility to promote a mutually respectful learning environment and support the reduction of any disruption to learning. The following section lists actions that can cause disruptions and, therefore, require some action to address the harm they cause. Whenever possible, the action to address this misconduct will include steps to heal the harm and restore the school community members affected.

### Violations of the Code of Student Conduct

Various types of student misconduct are defined below. These definitions of misconduct are not all-inclusive, but only representative and illustrative. Any misconduct that occurs during the school day is subject to disciplinary action. School day is defined as any part of the students day associated with school including walking to the bus stop, at the bus stop, on school transportation, school and school related events and walking home from the bus stop. A student who commits an act of misconduct not listed herein is nonetheless subject to disciplinary action.

Valley Center staff may use intervention strategies including preventative measures such as intensive instruction, social-emotional learning, PBIS, restorative practices, teacher/student conferences, auxiliary staff/student intervention, and teacher/parent/guardian contacts for every type of violation listed here. As required by law, the staff will refer the serious misconduct violations directly to school administrators due to the serious and/or unlawful nature of the misconduct. At the option of school administrators, a student accused of any violation of the Code of Student Conduct may be referred to a school social worker or counselor, in conjunction with or in lieu of other disciplinary procedures. In all cases, the Valley Center behavioral program will be implemented. This includes positive behavior reinforcement, cues to self-manage behavior, level system advancement (or decline) etc... Where the misconduct is subject to mandatory discipline under state law, however, the school district will act to impose any mandatory sanctions, while honoring the rights and protections of students with disabilities (special education students).

### Due Process/Guidelines for Students with Disabilities

Due process will be afforded in all cases of misconduct that result in a removal from the school setting. In compliance with federal and state laws, students with a documented disability (Individual Educational Plan or Section 504 Plan) have specialized procedures that must be followed in the case of the student violating the Student Code of Conduct. All students are given due process rights relative to student discipline under Section 380.1311 of the Michigan School Code. The Individuals with Disabilities Educational Act (IDEA) requires a Manifestation Determination Review (MDR) by the Individual Educational Planning Team (IEPT) immediately, if possible, but in no case later than ten school days after the date on which the decision to take disciplinary

action which resulted in a change of placement is made. *Note: a change of placement occurs if the removal is for more than 10 consecutive school days, or if the public agency determines, on a case-by-case basis, that a pattern of removals constitutes a change of placement because the series of removals total more than 10 school days in a school year.* The IEPT must conduct the MDR in a meeting to determine if the behavior requiring disciplinary measures of the student is a part of his/her disability.

During the MDR, relevant information must be considered including evaluations and diagnostic results of the student, observations of the student and the student's IEP or 504 Plan and placement. If the team determines that the behavior of drugs or weapons or serious bodily harm is a part of the student's disability, then the school district may seek relief from a hearing officer to remove the student from school for up to 45 school days. The IEPT must take immediate steps to ensure an interim alternative educational setting that will continue the student's progress toward the IEP goals.

If it is determined in the MDR that the student's behavior subject to discipline is not a part of his/her disability, then the case moves forward with disciplinary procedures applicable to students without disabilities except for continued services as a part of the student's progress toward the IEP goals.

### **Cell Phones/Electronics:**

Valley Center does not allow students to possess or use cell phones or other electronic devices from the time of their arrival off the bus until dismissal or departure from school. These items will be collected from students upon their arrival, kept in a secure location and returned to the student at the end of their school day. The unauthorized use of cell phones, or other electronic communication devices (ECD), including IPODS and MP3 players, and electronic storage devices (ESD) are strictly prohibited in areas of the school including, classroom, hallways, restrooms, locker rooms, and between class periods, until off school property. Students are considered in violation of this policy when cell phones or ECD and ESD items are in use, ringing, playing music, texting, talking on, filming or taking pictures.

\*In some cases teachers may allow use of cell phones for a learning activity or a privilege. Administration will be contacted in these cases and students will be provided clear expectations for appropriate use.

**CONSEQUENCES:** Failure to comply with "turn-in" of such devices upon arrival will result in confiscation of the phone. Valley Center staff will follow the guideline below in general cases:

1<sup>st</sup> offense – Verbal Warning by staff, Lead Teacher notified, Parent contact of incident by classroom staff – future consequences reviewed, item confiscated until end of day

2<sup>nd</sup> offense – Lead teacher notified, Parent contact of incident by classroom staff, item confiscated and parent pick up required, increased search which may include sporadic or daily "pat down" search by trained staff

3<sup>rd</sup> offense – Lead teacher notified, Office referral written, item confiscated and parent pick up required, denied privilege of bringing item to school in the future – length of time to be determined, increased search remains, detention and/or suspension (in or out of school)

Using a cellular telephone, smartphone, video recording device, personal digital assistant (PDA), or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules is prohibited. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as "sexting." Consequences for these violations may include police referral, and/or disallowance of bringing device to school unless there is a documented personal health need. This would be dependent on the severity and/or frequency of the violation.

Students bring these devices to school at their own risk. KRESA, Valley Center School, its faculty and staff are NOT responsible for any damaged, missing or stolen cell phones, ECD, or ESC items. If a student has a cell phone, ECD or ESD item and it is damaged or stolen, schools will not utilize administrative time to investigate the incident nor will the District take any financial responsibility for the cell phone or cell phone charges.

### **Entrance Procedures/Consequences:**

Upon entrance to school students are expected to participate in an entrance routine which includes walking through or being subject to a metal detecting wand; visual and physical check of jackets, backpacks, items brought from home; physical search if reason for concern remains. **Students who arrive late or are on a shortened day schedule will be met by staff and escorted to a QR/SR for this entrance routine.**

In the event that a student doesn't comply with the entrance procedure expectations or demonstrates willful attempts to "hide" non-school items the following will be followed as consequences:

1<sup>st</sup> offense – Verbal Warning by staff, Lead Teacher notified, Parent contact of incident by classroom staff – future consequences reviewed, item confiscated until end of day

2<sup>nd</sup> offense – Lead teacher notified, Parent contact of incident by classroom staff, item confiscated and parent pick up required, increased search which may include sporadic or daily "pat down" search by trained staff

3<sup>rd</sup> offense – Lead teacher notified, Office referral written, item confiscated and parent pick up required, denied privilege of bringing item to school in the future – length of time to be determined, increased search remains, detention and/or suspension (in or out of school)

Failure to comply with the above process may result in: automatic suspension, parent call for pick up from school, and/or involvement of law enforcement depending on severity of non-compliance

NOTE: State law/policy re: unlawful school items i.e.: drugs, weapons, supersedes the process below.

### **Items Brought from Home:**

From time to time students bring items from home that are distracting or unnecessary during instruction. Small toys, IPOD or MP3 players, portable CDs, trading cards or other things to show off, trade, or sell. Often this leads to a disruption to the school day or instructional process. These items will be collected upon a student arriving to school, kept in a secure location and returned at the end of the school day. In addition, students may not bring beverage containers that are not "sealed". These items will be taken and may not be returned. If a student brings a sealed beverage into school, it will be determined in conjunction with the classroom teacher when the student will be given this item (generally speaking, this would be during snack or lunch time only). If a student brings cash to school exceeding \$10.00 it will also be held in a secure location and depending on amount may also be held until parent notification.

*Note:* KRESA/Valley Center supports student wellness. We recommend healthy snacks for our students. Energy Drinks (Beverages that contain large doses of caffeine, and other legal stimulants like ephedrine, guarana, and ginseng), are known to have dangerous side effects for children and are not permitted for student consumption on school grounds during the school day. (This includes transportation and as a lunch beverage.)

To bring any non-educational items into the classroom, such as those mentioned above, the student must have permission (may be required in writing) from the classroom teacher. The student can only bring it to show or

play with at teacher approved times. If the student does not have permission to bring an item to school and it is discovered by a staff member and/or if the student attempt to conceal such an item during check-in procedures, it will be taken away and kept by the teacher or given to the principal. The item will only be released to a parent or responsible adult.

Items cannot be sold or traded at school, nor should these transactions be discussed. If students are found trading or paying for an item, the item(s) and money will be taken and released only to a parent or responsible adult. Valley Center does not assume responsibility for the safe care of personal items brought from home.

### **School Property/Damage:**

Students are expected to exercise care in the handling of school property. Students who purposely destruct school property or the property of others are held accountable and required to compensate Valley Center School for the full cost of the items they destroy, deface, or otherwise damage. School property refers to the school building and grounds, any school furniture, books, paper, charts, apparatus or other property contained in the school building or on the school grounds.

Parents and guardians are notified by letter of the damage caused by their child and the estimated cost of repair or replacement. Property damage exceeding \$100 will be reported to law enforcement and restitution will be sought.

### **Misconduct:**

#### **1. Bullying, Intimidation & Harassment**

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important school goals.

Bullying on the basis of actual or perceived race, color, national origin, immigration status, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

*Bullying* includes cyber-bullying (bullying through the use of technology or any electronic communication) and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the district complaint manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

Incidents of bullying should be reported to the classroom teacher, school social worker, or principal.

Any student who is determined, after an investigation, to have engaged in intimidation or harassment will be subject to disciplinary consequences as provided in this handbook, including but not limited to, suspension and expulsion consistent with the school and district's discipline policy. Parents of students who have engaged in the above behavior will be notified. Any student making a knowingly false accusation regarding harassment may also be subject to disciplinary consequences.

2. Cheating/Academic Misconduct: A student will not plagiarize, cheat, gain unauthorized access to, or tamper with educational materials.
3. Defacement of Property: A student will not willfully cause defacement of, or damage to, property of the school or others. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables, and spray-painting surfaces are acts of defacement.
4. Destruction of Property: A student will not intentionally cause destruction of property of the school or others. Actions that impair the use of something are destructive. Ruining bulletin boards, intentionally clogging the plumbing system, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary are acts of property destruction. Significant property damage will be reported to law enforcement and restitution will be sought.
5. Disorderly Conduct: A student will not harass others or misbehave in a manner that causes disruption or obstruction to the educational process. Disruption caused by talking, making noises, throwing objects, or otherwise distracting another constitutes disorderly conduct. Behavior is considered disorderly if a teacher is prevented from starting an activity or lesson, or has to stop instruction to address the disruption.
6. Fighting: A student will not physically fight with another person. Self-defense or defense of others may be taken into account in determining whether this provision has been violated.
7. Forgery: A student will not sign the name of another person for the purpose of defrauding school personnel or the Board of Education.



8. Fraud: A student will not deceive another or cause another to be deceived by false or misleading information in order to obtain anything of value.

9. Gambling: A student will not engage in any game of chance or contest wherein money or other items of monetary value are awarded to the winner, except for those games and contests authorized as official school functions.

10. Gang Activity: A student will not, by use of violence, force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process. Gangs are defined as organized groups of students and/or adults who engage in activities that threaten the safety of the general populace, compromise the general community order, and/or interfere with the school district's education mission.

Gang activity includes any one of the following:

- Wearing or displaying any clothing, jewelry, colors, or insignia that intentionally identifies the student as a member of a gang, or otherwise symbolizes support of a gang.
- Using any word, phrase, written symbol, or gesture that intentionally identifies a student as a member of a gang, or otherwise symbolizes support of a gang.
- Gathering of two or more persons for purposes of engaging in activities or discussions promoting gangs.
- Recruiting student(s) for gangs.

11. Harassment/Intimidation: "Harassment or intimidation" means any gesture or written, verbal, or physical act that a reasonable person, under the circumstances, should know will have the effect of harming a student or damaging the student's property, placing a student in reasonable fear of harm to the student's person or damage to the student's property, or that has the effect of insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Harassment or intimidation includes, but is not limited to, a gesture or written, verbal, or physical act.

12. Inappropriate Displays of Affection: Students will not engage in inappropriate displays of affection.

13. Inappropriate Dress and Grooming: A student will not dress or groom in a manner that disrupts the educational process or is detrimental to the health, safety, or welfare of others. See Dress Code/Personal Hygiene

14. Insubordination/Unruly Conduct: A student will not ignore or refuse to comply with directions or instructions given by school authorities. Refusing to open a book, write an assignment, work with another student, work in a group, take a test or do any other class or school-related activity not listed herein, refusing to leave a hallway or any other location when instructed by a school staff member, or running away from school staff when told to stop constitutes unruly conduct.

15. Leaving School Without Permission: A student will not leave the school building, classroom, cafeteria, assigned area, or campus without permission from authorized school personnel.

16. Loitering: A student will not remain or linger on school property without a legitimate purpose and/or without proper authority.

17. Possession of Inappropriate Personal Property: A student will not possess personal property that is prohibited by school rules or that is disruptive to teaching and learning, including, but not limited to, pornographic or obscene material, laser lights, lighters, matches, or personal entertainment devices. Certain devices may be permitted for health or other reasons, if approved by the administration.

18. Profanity and/or Obscenity Toward Students/Staff: A student will not verbally, in writing, electronically, or with photographs or drawings direct profanity or insulting, obscene gestures toward any other student, school district staff members or adult volunteers.

19. Sexual Harassment (Level 1): A student will not use words, pictures, objects, gestures, or other actions relating to sexual activity or a person's gender that cause embarrassment, discomfort, or a reluctance to participate in school activities.
20. Sexual Harassment (Level 2): A student will not make unwelcome sexual advances, request sexual favors or engage in verbal communication or physical conduct of a sexual nature with or toward any other student, school district personnel, or adult volunteers.
21. Smoking: A student will not smoke or use e-smoking devices, use tobacco or alternative cigarette options, or possess any substance containing tobacco or nicotine in any area under the control of a school district, including all activities or events supervised by the school district.
22. Tardiness: A student will not fail to be in his or her place of instruction at the assigned time without a valid excuse.
23. Technology Abuse: A student will not violate the district's "Technology Use Guidelines."
24. Theft or Possession of Stolen Property: A student will not, without permission of the owner or custodian of the property, take property or have in his or her possession property valued at \$100.00 or less which does not belong to the student.
25. Threat/Coercion: A student will not threaten another with bodily harm. A student will not coerce another to act or refrain from acting.
26. Trespassing: A student will not enter upon the premises of the school district, other than the location to which the student is assigned, without authorization from proper school authorities. If removed, suspended, or expelled from school, a student will not return to the school premises without permission of the proper school authorities.
27. Truancy: A student will not willfully and repeatedly fail to report to the school's assigned class or activity without prior permission, knowledge, or excuse by the school and parent/guardian.
28. Weapon Look-A-Likes: A student shall not possess, use, sell, or distribute a toy weapon, a look-a-like or replica weapon except with the prior approval of a teacher or an administrator for appropriate educational use.

Note that under Michigan law, school boards are not required to expel a student for weapons possession if the student can establish in a clear and convincing manner at least one of the following:

- The object or instrument possessed by the student was not possessed for use as a weapon, or for direct or indirect delivery to another person for use as a weapon.
- The weapon was not knowingly possessed by the student.
- The student did not know or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon.
- The weapon was possessed by the student at the suggestion, request or direction of, or with the express permission of school or police authorities.

**Serious Misconduct:**

1. Alcohol and Drugs: A student will not possess, use, offer to buy or sell, or purport to buy or sell, a controlled substance, dangerous drug, prescription drug, counterfeit drug, intoxicating substance, or alcohol. A student legally in possession of prescribed medication will not be in violation of this section as long as his/her use and possession of the prescribed medication is authorized at school and the student follows the required possession and use protocols as defined by the school.

2. Arson (Starting a Fire): A student will not intentionally, by means of starting a fire, cause harm to any property or person, or participate in the burning of any property or person. If a student commits arson in a school building or on school grounds or other school property, the school board or its designee shall expel the student from the school district permanently, subject to possible reinstatement, pursuant to MCL 380.1311(5) [MCL 380.1311(2)]. "Arson" means a felony violation as set forth in Chapter X of the Michigan Penal Code [MCL 750.71 to MCL 750.80].

3. Extortion: A student will not make another person do any act against his or her will, by force or threat, expressed or implied.

4. False Fire Alarm or Bomb Report; Tampering with Fire Alarm System: Unless an emergency exists, a student will not intentionally sound a fire alarm or cause a fire alarm to be sounded, nor will a student falsely communicate or cause to be communicated that a bomb is located in a building or on school property, or at a school-related event. These acts are prohibited, irrespective of the whereabouts of the student. A student will not destroy, damage, or otherwise tamper with a fire alarm system in a school building. If a student enrolled in grade six (6) or above makes a bomb threat or similar threat directed at a school building, other school property, or a school-related event, then the school board or its designee shall suspend or expel the student from the school district for a period of time as determined at the discretion of the school board, or its designee [MCL 380.1311a(2)]. Students in grade five (5) or below will be subject to possible suspension, restitution, school service or other appropriate consequences as determined by the school administrator.

5. Felony: A student will not commit a criminal act that results in being convicted of a felony offense.

6. Fireworks: A student will not possess, handle, transmit, conceal, or use any fireworks or firecrackers on school property or any school-related event.

7. Interference with School Authorities: A student will not interfere with administrators, teachers, or other school personnel or volunteers by threat or violence and/or intent to incite or influence others to use violence or create severe disruption to the safe, and orderly learning environment. This may include:

- Persistent or severe disorderly conduct (see minor misconduct)
- Persistent or severe insubordination/unruly conduct (see minor misconduct)

8. Physical Assault: A student will not physically assault another person. If a student enrolled in grade six (6) or above commits a physical assault at school against another student, then the school board or its designee shall suspend or expel the student from the school district for up to 180 school days [MCL 380.1310(1)].

If a student enrolled in grade six (6) or above commits a physical assault at school against a person employed by or engaged as a volunteer or contractor by the school board, then the school board or its designee shall expel the student from the school district permanently, subject to possible reinstatement under MCL 380.1311a(5) [MCL 380.1311a(1)]. Students in grade five (5) or below will be subject to possible suspension, restitution, school service or other appropriate consequences as determined by the school administrator.

"Physical assault" means intentionally causing or attempting to cause physical harm to another through force or violence [MCL 380.1310(3)(b), MCL 380.1311a(12)(b)].

1. Robbery: A student will not take or attempt to take from another person any property, by force or threat of force, expressed or implied.

10. Sexual Assault: A student will not sexually assault another person. If a student commits criminal sexual conduct in a school building, on school grounds or any other school property, the school board or its designee shall expel the student from the school district permanently, subject to possible reinstatement, pursuant to MCL

380.1311(5) [MCL 380.1311(2)]. “Criminal sexual conduct” means a violation as set forth in Chapter LXXVI of the Michigan Penal Code [MCL 750.520b to MCL 750.520g].

11. Theft or Possession of Stolen Property: A student will not, without permission of the owner or custodian of the property, take property or have in his or her possession property valued at more than \$100.00 that does not belong to the student.

12. Verbal Threat Against an Employee: If a student enrolled in grade six (6) or above commits a verbal threat, as defined by school board policy, at school against a person employed by or engaged as a volunteer or contractor by the school board, then the school board or its designee shall suspend or expel the student from the school district for a period of time as determined by the discretion of the school board or its designee [MCL 380.1311a(2)].

13. Weapons: Dangerous Instruments: A student will not possess, handle, transmit, or use a dangerous instrument capable of harming another person. A “dangerous instrument” means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self-protection. Dangerous instruments include, but are not limited to, chemical mace, pepper gas or like substances, stun guns, BB guns, pellet guns, razors, or box cutters.

14. Weapons: Dangerous Weapons: A student will not possess, handle, transmit, or use as a dangerous weapon an instrument capable of harming another person. A “dangerous weapon” means a firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles [MCL 380.1313].

15. Weapons: Use of Legitimate Tools as Weapons: A student will not use a legitimate tool, instrument, or equipment as a weapon with the intent to harm another. These items include, but are not limited to, pens, pencils, compasses, or combs.

**Unlawful Misconduct:**

The following table contains illegal conduct.

Arson *	Assault*	Battery*	Bomb Threat/False Fire Alarms*	Criminal Sexual Conduct (CSC)*	Explosives or Fireworks*
Extortion*	Failure to Stop Fighting	Illegal Substances*	Inciting others to break the law or commit a violent act	Possession of a non-school related object which has the potential to be utilized as a weapon	Riot
Theft or Possession of Stolen Property* (over \$100.00)	Using an object as a weapon *	Vandalism* (over \$50.00)	Violating the State Riot Act	Weapons*	Extreme or repeated violations of general or serious conduct expectations

If any of the above conduct is displayed school officials will contact law enforcement for consultation and possible reporting if applicable. During informal investigation of an incident, a student may be isolated from other students and have related items confiscated. In addition, the following consequences may be issued by school administration: leveling down in the VC program, in or out of school suspension, interim alternative educational setting, juvenile court petition, exclusion, and/or expulsion.

Note: \* designated offenses require report to appropriate law enforcement agencies; these violations may result in suspension up to expulsion based on the frequency or severity of the violation

### Weapons, Arson, or Criminal Sexual Conduct Expulsion

School districts are required to expel students who possess a dangerous weapon, commit arson, or engage in criminal sexual conduct in a school building or on school grounds. The law allows for possible reinstatement [MCL 380.1311]. The term “criminal sexual conduct” is defined in the Michigan Penal Code, 1931, PA 328 MCL 750.520. It refers to sections which describe various levels of sexual penetration, sexual conduct, and assault with intent to commit criminal sexual conduct [MCL 750.520b, 520c, 520d, 520e, 520g]. The term “dangerous weapon” means a firearm, dirk, dagger, stiletto, iron bar, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, and brass knuckles [MCL 380.1313(4)]. The definition of “firearm” in section 380.1311 refers to the definition of that term in the federal Gun-Free Schools Act of 1994, which in turn refers to another section of federal law which defines “firearm” as:

Any weapon (including a starter gun) which will or is designed to, or may readily be converted to, expel a projectile by the action of an explosive.

- The frame or receiver of any such weapon.
- Any firearm muffler or firearm silencer.
- Any destructive device.

#### 1. Dangerous Weapon Exceptions (referenced in paragraph #3, previous page):

School boards are not required to expel a student if the student can establish in a clear and convincing manner at least one of the following:

- The object or instrument possessed by the student was not possessed for use as a weapon, or for direct or indirect delivery to another person for use as a weapon.
- The weapon was not knowingly possessed by the student.
- The student did not know or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon.
- The weapon was possessed by the student at the suggestion, request or direction of, or with the express permission of school or police authorities.

2. Weapon-Free School Zone and School Property Definition: “Weapon-free school zone” means school property and a vehicle used by a school to transport students to or from school property [MCL 750.237a]. “School property” means a building, playing field, or property used for school purposes to impart instruction to children or used for functions and events sponsored by a school, except a building used primarily for adult education or college extension courses [MCL 750.237a].

3. Reporting Requirements: If a dangerous weapon is found in the possession of a student while the student is attending school or a school activity, or while the student is en route to or from school on a school bus, the superintendent of the school district or intermediate school district, or his or her designee, shall immediately report that finding to the student’s parent/guardian and the local law enforcement agency [MCL 380.1313(1)].

### Physical Assault - Student to Employee or Volunteer

A student in grade six (6) or above who commits a physical assault against an employee or a volunteer of a district, at school or on school grounds, shall be expelled permanently, subject to possible reinstatement. The

term “physical assault” means “intentionally causing or attempting to cause physical harm to another through force or violence” [MCL 380.1311a]. Students in grade five (5) or below will be subject to possible suspension, restitution, school service or other appropriate consequences as determined by the school administrator.

#### Physical Assault - Student to Student

A student in grade six (6) or above who commits physical assault against another student shall be suspended or expelled for up to 180 school days by the school board or its designee if the physical assault is reported to the school board, superintendent, or principal. The term “physical assault” means “intentionally causing or attempting to cause physical harm to another through force or violence” [MCL 380.1310].

#### Bomb Threats or Similar Threats

If a student in grade six (6) or above makes a bomb threat, or similar threat, directed at a school building, other school property, or a school-related event, then the school board or the designee on behalf of the school board, as described in MCL 380.1311(1), shall suspend or expel the pupil from the school district for a period of time as determined at the discretion of the school board or its designee. Students in grade five (5) or below will be subject to possible suspension, restitution, school service or other appropriate consequences as determined by the school administrator.

#### Verbal Threat Against an Employee

If a student in grade six (6) or above commits a verbal threat, as defined by school board policy, at school, other school property, or a school-related event, against a person employed by or engaged as a volunteer or contractor by the school board, then the school board or its designee shall suspend or expel the student from the school district for a period of time as determined at the discretion of the school board or its designee [MCL 380.1311a(2)]. Students in grade five (5) or below will be subject to possible suspension, restitution, school service or other appropriate consequences as determined by the school administrator.

**Discretionary Suspension or Expulsion** Under Michigan law, a suspension of 10 or fewer school days is presumed to be reasonable. A suspension of greater than 10 school days, or an expulsion, is, in most circumstances, presumed not to be warranted. Before imposing a suspension of more than 10 school days or an expulsion, District administration or the Board must rebut the presumption (i.e., explain why the suspension or expulsion is warranted despite the presumption) by considering the following factors:

- . The student’s age;
- . The student’s disciplinary history;
- . Whether the student has a disability;
- . The seriousness of the behavior;
- . Whether the behavior posed a safety risk;
- . Whether restorative practices are a better option; and
- . Whether lesser interventions would address the behavior.

These factors are also considered prior to any issuance of suspension.

#### **Short-term Suspension - 10 or fewer days**

- May be issued for an offense identified in the student code of conduct
- The building administrator may also suspend a student pending further investigation and possible further disciplinary consequences, including a longer-term suspension or expulsion. Before exercising this authority, the building administrator must consider all of the factors listed above.
- Additionally, before suspending a student for any length of time, the building administrator must provide the student due process as described in the section of this policy entitled “Due Process.” If the student is a student with a disability, the student’s discipline is also subject to the section of this policy entitled “Students with Disabilities.”

### **Long-term Suspension**

- Any time a student with an IEP accumulates more than 10 days of suspension in a school year, a new IEPT meeting must be held.
- In the event of a student with an IEP being excluded or expelled, the goals from the IEP must be followed.
- In consultation with the student’s resident school district, the IEPT must develop a plan to meet the goals of the IEP during the interim alternate placement.
- The IEPT must develop or review as appropriate, a behavior intervention plan. A functional behavioral assessment must be conducted or reviewed as soon as practicable and presented at the IEPT when a student has accumulated the 11th day of suspensions in a school year.

### **Violation of Drug or Illegal Substance Use or Possession, Weapons or Firearms**

- A student may be placed in an interim alternative educational setting determined by an IEPT/MDR meeting for up to forty-five (45) school days.
- Penalties for possession/use of illegal substances, weapons or firearms are cumulative throughout the student’s educational tenure with the resident district and KRESA-Valley Center as the operating district and are applicable to the school calendar year (August – July).

### **Emergency Suspension**

An emergency situation exists when there is a substantial chance of injury to the student or others.

- A suspension for not more than ten (10) days from the incident may be given.
- An IEPT meeting must be convened within ten (10) days after the short-term suspension begins.
- Long-term suspension procedures must be completed within ten (10) school days.

### **Valley Center Responses to Violations (of any level)**

Valley Center will maintain a safe and supportive environment and consistently check that students can identify respectful and accountable conduct toward themselves, their peers, adults, and property. In the event that students violate any part of the Code of Student Conduct, the school community will apply support and guidance to increase the opportunity for the student to both offer restitution and learn from mistakes. School administrators and staff may use mutually respectful and accountable intervention strategies, as determined by local district policies including, but not limited to, consequences/interventions listed below. Any of the following intervention strategies and disciplinary actions may be used alone or in combination:

- implementation of Valley Center Behavioral Program
- teacher/administrator/student conference or reprimand
- administrator and teacher-parent/guardian conferences
- referrals and conferences involving various support staff or agencies
- daily/weekly progress reports
- behavioral contracts
- Behavior Intervention Plan (BIP) reviews and updates
- coordinate behavior intervention strategies among all personnel who work with the student
- consultation with a behavioral specialist
- cooperate with the parent/guardian to ensure follow-through on behavior intervention
- counseling and psychological services

- conflict resolution/peer mediation
- restorative practices – to be considered prior to any issuance of suspension
- anger management/violence prevention lessons
- confiscation of inappropriate item
- support restitution of offense
- referral to school social worker
- referral to community-based services such as mental health care, substance abuse prevention and others
- restorative practices including conferencing, circles and problem solving
- restoration for all affected parties
- restitution (monetary or school community service)
- before- and/or after-school detention
- denial of participation in class and/or school activities
- referral to assessments/specialists related to the incident (risk assessments, substance abuse support, trauma assessments)
- in-school suspension
- other intervention strategies, as needed
- out-of-school suspension
- law enforcement agency notification

Intervention strategies are not limited to those listed herein. Other methods of addressing misconduct may be more appropriate, depending upon the circumstances. Educators will seek the option that maximizes students' learning and pro-social development while prioritizing keeping students engaged in learning.

***Any student conduct may result in a range of consequences which may be in addition to the Valley Center Program response. When specific consequences are not stated for a violation of a particular rule/expectation, the reasonable disciplinary actions may be taken at the discretion of the administration. Actions may range from a verbal warning to a recommendation for expulsion depending on the nature and severity of the offense, the prior behavioral records for the student, the recommendation of school personnel and other relevant circumstances.***



## VI. Appendix

### Commonly Used Abbreviations:

<i>ADA Americans with Disabilities Act</i>	<i>MCD/RS Michigan Career Development/Rehabilitation Services</i>
<i>ADD Attention Deficit Disorder</i>	<i>MDE, OSE/EIS Michigan Department of Education, Office of Special Education and Early Intervention Services</i>
<i>ADHD Attention Deficit Hyperactivity Disorder</i>	<i>MET Multi-Disciplinary Evaluation Team</i>
<i>ARC Organization that advocates with and/or on behalf of persons with developmental disabilities and their families</i>	<i>OCR Office of Civil Rights</i>
<i>ASD Autism Spectrum Disorder</i>	<i>OHI Other Health Impairment (<b>WAS</b> formerly known as POHI)</i>
<i>CAUSE Citizens Alliance to Uphold Special Education</i>	<i>OSEP Office of Special Education Programs</i>
<i>CBE Community Based Education</i>	<i>OSERS Office of Special Education and Rehabilitation Services</i>
<i>CBI Community Based Instruction</i>	<i>OT Occupational Therapy</i>
<i>CI Cognitive Impairment (<b>WAS</b> formerly known as EMI, TMI and SMI)</i>	<i>P&amp;A Protection and Advocacy</i>
<i>CIL Center For Independent Living</i>	<i>PA 451 Michigan Special Education Regulations</i>
<i>CMH Community Mental Health</i>	<i>PAC Parent Advisory Committee</i>
<i>CP Cerebral Palsy</i>	<i>PE Physical Education</i>
<i>CTC Community Transition Council</i>	<i>PI Physical Impairment (<b>WAS</b> formally POHI)</i>
<i>DD Developmental Disability</i>	<i>PLAAFP Present Level of Academic Achievement and Functional Performance</i>
<i>DDI Developmental Disability Institute</i>	<i>PLEP Present Level of Educational Performance</i>
<i>ECDD Early Childhood Developmental Delay (<b>WAS</b> formerly known as PPI)</i>	<i>POHI <b>WAS</b> Physically and Otherwise Health Impaired (<b>NOW</b> known as PI or OHI)</i>
<i>EI Emotional Impairment</i>	<i>PPI Pre-Primary Impaired Now known as EARLY CHILDHOOD DEVELOPMENTAL DELAY ECDD</i>
<i>EMI <b>Was</b> Educable Mentally Impaired (<b>Now</b> known as COGNITIVE IMPAIRMENT CI)</i>	<i>PSA Public School Academy (Charter Schools)</i>
<i>ESY Extended School Year</i>	<i>PT Physical Therapy</i>
<i>FAPE Free, Appropriate Public -Education</i>	<i>SLI Speech and Language Impaired</i>
<i>FIA Family Independence Agency</i>	<i>SMI <b>Was</b> Severe Mentally Impaired (<b>Now</b> known as COGNITIVE IMPAIRMENT CI)</i>
<i>DHH Deaf and Hard of Hearing</i>	<i>SSI Supplemental Security Income</i>
<i>ICC Interagency Coordinating Council (LICC: local; RICC: regional; SICC: statewide)</i>	<i>SXI Severely Multiply Impaired</i>
<i>IDEA Individuals with Disabilities Education Act</i>	<i>TBI Traumatic Brain Injury</i>
<i>IEE Independent Educational Evaluation</i>	<i>TC Teacher Consultant</i>
<i>IEP Individualized Educational Program</i>	<i>TMI <b>Was</b> Trainable Mentally Impaired (<b>Now</b> known as COGNITIVE IMPAIRMENT CI)</i>
<i>IEPT Individualized Education Program Team</i>	<i>VI Visual Impairment</i>
<i>IFSP Individual Family Service Plan</i>	<i>VR Vocational Rehabilitation</i>
<i>ISD Intermediate School District</i>	
<i>LD Learning Disability</i>	
<i>LEP Limited English Proficiency</i>	
<i>LDA Learning Disability Association</i>	
<i>LEA Local Education Agency</i>	
<i>LOF Letter of Finding</i>	
<i>LRE Least Restrictive Environment</i>	

# Valley Center Check Sheet (Front)

## WCS Daily Check Sheet

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Level: \_\_\_\_\_

Period	A	B	C	D	E	F	G	H	I	J	K	Perfing Total By Behavior	Level %	WC Currency				
Schoolwide Expectations	Key with behavior definitions and scoring rubric are on back of this page.																	
We Are Safe												/ 33 =		Part-time students may need to adjust the 33 to show how many could be earned.				
We Follow Directions												/ 33 =						
We Are Responsible												/ 33 =						
We Are Respectful												/ 33 =						
We Manage Our Feelings												/ 33 =						
*strip column Sub-Totals																		
Individual Expectations	Definitions of expectations noted in the Tier 1 Positive Behavior Support Plan. Score as 3 or 0.																	
1.												/ 33 =						
2.												/ 33 =						
3.												/ 33 =						
*strip column Sub-Totals																		
Total Score													To Spend	Checking	Savings	Check Sheet		
% by Period													Spent			Money Sheet		
Plus Period	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Balance			Total Bonus
Regroup and Recovery Use																Deduction \$		
Mean Feelings Bonus/Other Behaviors																Sub-Total		
Restraint/QR/SR																Total =		
Staff Initials																Sub-Total		

### Daily Progress Report

Summary:

Teacher Comment:

Parent Comment:

Schoolwide Expectations: Plus Day YES NO

Individual Expectations: Plus Day YES NO

Regulation # Time\*

Stallion:

Quiet Room: # Time\*

Seclusion: # Time\*

Restraint: # Time\*

R & R For:

Teacher Signature:

Parent Signature:

\*Time in these locations is an estimate. Actual times are on the documentation from an incident, but these are not always available when the check sheet is completed.

Points by Behavior	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33					
Period	0	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	52	55	58	61	64	67	70	73	76	79	82	85	88	91	94	97	100					
Level													1													2													3-5

**Valley Center Check Sheet (back):**

Points by period	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Percent	0	4	8	12	17	21	25	29	33	37	42	46	50	54	58	63	67	71	75	79	83	87	92	96	100
Level	1										2										3-5				

**Key and Scoring Rubric for Standard Behavior Plans**

Expectation	Definitions and Behavior Examples <i>These expectations are school wide.</i>	Score of 3	Score of 2	Score of 1	Score as 0
<b>We Are Safe</b>	A. Keep hands and feet to self. B. Regard other's personal space. C. Use materials as they are intended. D. Stay in assigned areas. E. Respect other's property. F. Avoid entering into or interfering with crisis situation. G. Move with purpose. H. Keep negative thoughts and opinions to self (be mindful of body language also). I. Uses self-management strategies.	Demonstrates all behaviors A - I without any reminders.	Needs 1-2 reminders for any behaviors listed.	Needs 2 - 3 reminders for any behaviors listed.	Needs more than 3 reminders for any behaviors listed. Makes aggressive physical contact. Walks out of assigned area during lockdown.
<b>We Follow Directions</b>	A. Follows directions from staff and/or complies with staff requests. B. Is in the area used at that time. C. Follows school and classroom rules.	Demonstrates all behaviors A - C without any reminders.	Needs 1-2 reminders for any behaviors listed.	Needs 2 - 3 reminders for any behaviors listed.	Needs more than 3 reminders for any behaviors listed.
<b>We Are Responsible</b>	A. On time. B. Have materials. C. In seat and ready to learn. D. Participate in class and/or activities. E. Ignore other's misbehavior. F. Accept feedback for actions or words. G. Stays on task and/or focused on the discussion or activity. H. Asks for and accepts help. I. Responsible for daily routines. J. Follows Social Contract.	Demonstrates all behaviors A - J without any reminders.	Needs 1-2 reminders for any behaviors listed.	Needs 2 - 3 reminders for any behaviors listed.	Needs more than 3 reminders for any behaviors listed.
<b>We Are Respectful</b>	A. Works quietly. B. Uses considerate language (what is said). C. Uses pleasant tone and mannerisms (attitude, how you say things). D. Waits patiently. E. Respects personal space. belongings, and feelings.	Demonstrates all behaviors A - E without any reminders.	Needs 1-2 reminders for any behaviors listed.	Needs 2 - 3 reminders for any behaviors listed.	Needs more than 3 reminders for any behaviors listed.
<b>We Manage Feelings</b>	A. Accepts responsibility for behavior. B. Expresses feelings in an appropriate manner. C. Puts forth best effort at managing feelings. D. Uses self-management strategies (ie: breathing, quiet chair, other tools...). E. Accepts REGULATION STATION and uses it appropriately. F. Accepts QUIET ROOM and uses it appropriately.	Demonstrates all behaviors A - E without any reminders.	Needs 1-2 reminders for any behaviors listed (A - E), and/or uses more than one REGULATION STATION (3 max).	Needs 2-3 reminders for any behaviors listed AND is able to do F as expected (accepts and uses QR).	Needs more than 3 reminders for any behaviors listed. Uses more than 1 QR. Requires restraint or seclusion room for safe management.

## Level Evaluation System – Positive Behavior Support

The level system described below is also supported through explicit instruction of social emotional learning, tools and locations for self-regulation, and a consistent and neutral approach from trained staff.

As students meet expectations of each level, they will participate in a petition process before progressing to the next level.

LEVEL	DAILY TRACKING RESPONSIBILITIES			WEEKLY TRACKING RESPONSIBILITIES			PRIVILEGES	'ON HOLD' – daily	'ON HOLD' – weekly
LEVEL 1	Attendance: 10 consecutive days	Take home <u>checksheet</u> and return with guardian/parent signature	Participates in setting and review of behavioral and academic goals.	Attendance: 10 consecutive days	Take home <u>checksheet</u> and return with guardian/parent signature	Participates in setting and review of behavioral and academic goals.	Classroom choice activity after work completed: read, draw, independent card game, head-down, others with approval of staff Shop from Level 1 shelf at the Grizzly General Store Mon - Friday Vending Machine Privilege: Friday Only (\$\$ from home) Participate in Friday Activity when criteria is met Access to Level 1 Rec choices in room and gym area.	Does not apply on Level 1	Does not apply on Level 1
	70% or better on school and individual expectations	Remain with staff at all times (supervised)	Completes paperwork relevant to moving through the level system ( <u>checksheet</u> , banking, level up petition...)	70% or better school and individual expectations	Remain with staff at all times (supervised)	Completes paperwork relevant to moving through the level system ( <u>checksheet</u> , banking, notebooks, level up petition...)			
	Learn and Practice Zones Emotions and Strategies	Demonstrates Being Responsible by storing non-essential items upon entry and working toward completing quality assignments.	Demonstrate <b>Managing Feelings</b> by using a directed Quiet Room no more than 2 times per day (not to exceed <u>1 hour</u> total)	Learn and Practice Zones Emotions and Strategies	Demonstrates Being Responsible by storing non-essential items upon entry and working toward completing quality assignments.	Demonstrate <b>Managing Feelings</b> by using a directed Quiet Room no more than 2 times per day (not to exceed <u>1 hour</u> total)			
	Learn and Practice Expectations and Social Contract Agreements	Demonstrates <b>Following Directions</b> and <b>Being Safe</b> by gaining approval before leaving assigned areas.	Accrual of + days needed to petition to move to Level 2: 15	Learn and Practice Expectations and Social Contract Agreements	Demonstrates <b>Following Directions</b> and <b>Being Safe</b> by gaining approval before leaving assigned areas.	Accrual of + weeks needed to petition to move to Level 2: 3 out of 4			

LEVEL	DAILY TRACKING RESPONSIBILITIES			WEEKLY TRACKING RESPONSIBILITIES			PRIVILEGES	'ON HOLD' – daily	'ON HOLD' – weekly
LEVEL 2	Pre-Requisite: Successful Completion of Level 1	Attend school on a consistent basis	75% or better on school and individual expectations	Pre-Requisite: Completion of Level 1	Attend school on a consistent basis	75% or better on school and individual expectations	Same as Level 1 except:	Your level may be put on hold if: *your attendance is below 60% for two consecutive weeks or 2 out of 3 weeks OR *you have 3 consecutive N days (< 75%) OR *there <u>has</u> been multiple persistent behaviors that are unproductive or a major disciplinary incident  <i>When on hold privileges return Level 1</i>	Your level may be put on hold if: *your attendance is below 60% for two consecutive weeks or 2 out of 3 weeks OR *you have 2 consecutive N weeks or 2 out of 3 N weeks OR *there <u>has</u> been multiple persistent behaviors that are unproductive or a major disciplinary incident  <i>When on hold privileges return Level 1</i>
	Same Level 1 Responsibilities except:	Participate in Zone Check-Ins and Identify Strategies for self	Accrual of + days needed to petition to move to Level 3: 20 (last 5 consecutive)	Same Level 1 Responsibilities except:	Participate in Zone Check-Ins and Identify Strategies for self	Accrual of + weeks needed to petition to move to Level 3: 4 out of 5	Classroom choice activity after work completed: teacher approved computer or <u>ipad</u> sites/apps and approved interactive games.		
	Demonstrates <b>Being Respectful</b> by checking body language, voice tone and words when interacting with others.	Demonstrates <b>Being Responsible</b> by participating in Good Things, Mindful Moments/ Brain Breaks and Community Circle routines	Demonstrates <b>Managing Feelings</b> by using no more than 2 Quiet Rooms per day (not to exceed 45 minutes total) (directed or self-advocated)	Demonstrates <b>Being Respectful</b> by checking body language, voice tone and words when interacting with others.	Demonstrates <b>Being Responsible</b> by participating in Good Things, Mindful Moments/ Brain Breaks and Community Circle routines	Demonstrates <b>Managing Feelings</b> by using no more than 2 Quiet Rooms per day (not to exceed 45 minutes total) (directed or self-elected)	Store: Shop from Level 1 or 2 shelf M – Th and Big Store on Friday Vending Machine: Wednesday and Friday (\$\$ from home) Rec (room and gym) Level 1 and Level 2 choices		
							<b>NOTE: special order Big Store items only occurs on Level 5 with a contract. Please use suggestion forms for preferred items!</b>		

LEVEL	DAILY TRACKING RESPONSIBILITIES			WEEKLY TRACKING RESPONSIBILITIES			PRIVILEGES	'ON HOLD' – daily	'ON HOLD' – weekly
LEVEL 3	Pre-Requisite: Successful Completion of Level 2	Demonstrates <b>Following Directions</b> by participating in Social Emotional Learning lessons and activities	80% or better on school and individual expectations	Pre-Requisite: Successful Completion of Level 2	Demonstrates <b>Following Directions</b> by participating in Social Emotional Learning lessons and activities	80% or better on school and individual expectations	Same as Level 2 except:	ON HOLD same as Level 2 (N days < 80%)	ON HOLD same as Level 2
	Same Level 2 Responsibilities except:	Demonstrates <b>Being Safe</b> by identifying zones and using self-regulation strategies	Accrual of + days needed to petition to move to Level 4: 30	Same Level 2 Responsibilities except:	Demonstrates <b>Being Safe</b> by identifying zones and using self-regulation strategies	Accrual of + weeks needed to petition to move to Level 4: 6 out of 8	Classroom choice activity after work completed: no change Store: Shop from Level 1,2 or 3 shelves M – Th and Big Store on Friday Vending Machine: Monday, Wednesday and Friday (\$\$ from home)		
		Demonstrates <b>Being Responsible</b> by passing all classes.	Demonstrates <b>Managing Feelings</b> by using no more than 2 self-advocated Quiet Rooms (0 directed) per day (not to exceed 30 minutes total)		Demonstrates <b>Being Responsible</b> by maintaining grades at 60% of better	Demonstrates <b>Managing Feelings</b> by using no more than 1 self-elected Quiet Room (0 directed) per day (not to exceed 30 minutes total)	Rec (room and gym) Level 1, 2 and 3 choices May use personal electronic device during 1 rec period on Friday– activity approved by staff and device returned		

LEVEL	DAILY TRACKING RESPONSIBILITIES			WEEKLY TRACKING RESPONSIBILITIES			PRIVILEGES	'ON HOLD' – daily	'ON HOLD' – weekly
LEVEL 4	Pre-Requisite: Successful Completion of Level 3	80% of Public School or LRE <u>checksheets</u>	80% or better on school and individual expectations	Pre-Requisite: Successful Completion of Level 3	80% of Public School or LRE <u>checksheets</u>	80% or better on school and individual expectations	Same as Level 3 except:	ON HOLD same as Level 2	ON HOLD same as Level 2
	Same Level 3 Responsibilities except:	Demonstrates <b>Being Responsible</b> by appropriately handling unsupervised restroom and hall breaks (with permission)	Accrual of + days needed to petition to move to Level 5: 40	Same Level 3 Responsibilities except:	Demonstrates <b>Being Responsible</b> by appropriately handling unsupervised restroom and hall breaks (with permission)	Accrual of + weeks needed to petition to move to Level 5: 8 out of 10	Classroom choice activity after work completed: no change Store: Shop from Level 1,2,3 or 4 shelves M – Th and Big Store on Friday Vending Machine: any day (\$\$ from home) Rec (room and gym) Level 1 - 4 choices May use personal electronic device during 1 rec period per day– activity approved by staff and device returned May run errands with classroom pass/permission		
Level 4 is the highest level a student can attain while attending VC full time			<u>Self regulate</u> without interruption to learning for self or others (no RS/QR)		Demonstrates <b>Being Responsible</b> by maintaining grades at 70% of better	<u>Self regulate</u> without interruption to learning for self or others (no RS/QR)			

LEVEL	DAILY TRACKING RESPONSIBILITIES			WEEKLY TRACKING RESPONSIBILITIES			PRIVILEGES	'ON HOLD' – daily	'ON HOLD' – weekly
LEVEL 5	Pre-Requisite: Successful Completion of Level 4	Attends and participates in public school or less restrictive environment as expected	90% or better on school and individual expectations	Pre-Requisite: Successful Completion of Level 4	Attends and participates in public school or less restrictive environment as expected	90% or better on school and individual expectations	Same as Level 4 except:		
	Same Level 4 Responsibilities except:		Accrual of + days needed to petition to move to self-monitoring: 50	Same Level 4 Responsibilities except:		Accrual of + weeks needed to petition to move to self-monitoring: 10 out of 12	Other privileges may be contracted at this level May include some self-monitoring		

Rec Privileges			
Level	CLASSROOM		GYM/FIELD/PLAYGROUND
1	Selected Board Games	Selected Card Games	Puzzle
	Drawing/Coloring	Journal Write	Organ
	Approved Seat Activities		Exercise Stations
			Laps/Walking
2	Technology – teacher selected websites/IPAD Aps Selected Board/Card Games		Kickball
			Four Square
			Ping Pong
3	Technology – teacher selected websites/IPAD Aps		Foosball
			Video Games
4	Same as above or arranged with teacher		Pool Table
			Air Hockey
	Same as above or arranged with teacher		Same as above or arranged with teacher

## **VI. KRESA Information and Policies**

Kalamazoo RESA Board Policy directly related to school topics listed below can be found at [www.kresa.org](http://www.kresa.org) on the Valley Center School web-published handbook.

- Attendance
- Anti-Harassment
- Bullying
- Sexual Harassment
- Student Discipline
- Suspension/Expulsion
- Drug Prevention
- Due Process Rights
- FERPA
- Immunization
- Environmental Health and Safety Issues
- Medicaid Billing for Schools
- Nondiscrimination and Access to Equal Educational Opportunity
- Personal Communication Devices
- Search and Seizure
- Student Seclusion and Restraint
- Weapons
- Tobacco

A full listing of Kalamazoo RESA listing of our Board Policies can be found at:

<http://www.neola.com/kalamazoo-mi/>