

Mid-Valley Special Education Cooperative
Safe School Guidelines
Revised 3-21-16; Revisions underlined

Profile of a “Successful Student”:

While there are no 100 percent guarantees, we have found that the most successful students in Safe Schools are the ones who are not heavily gang involved, and if here for a drug or alcohol offense, are also receiving outside treatment for their addiction problem. In addition, some students who receive special education services may struggle due to their intense need for more therapeutic, academic, or social work services than that program offers.

General:

1. Students will receive weekly social work services. They are also allowed to participate in the alternative sports and club leagues if their behavior and school work merits their participation.
2. Students will not be allowed to attend Safe Schools more than once. ***Exceptions will be granted by each District’s Board of Education on a case-by-case basis.***
3. Students will not be allowed to attend events (dances, sporting events, etc.) in their home district or any other school district.

Communication:

1. The referring district will provide the principal of the Safe Schools Program with as much background information as possible to assist in classroom placement to Safe Schools administrator ***prior to the student going to the board for expulsion.*** If the student has an IEP, the resources necessary to support the student in the Safe Schools Program will be discussed.
2. The Safe Schools Principal will contact the ROE liaison to share information regarding the student and set an intake meeting date. If the student has an IEP, the resources necessary to support the student will be discussed.
3. Districts will be cognizant of students being referred for Safe Schools with a special education label and consider placing these students in an alternative school, such as New Directions as opposed to Safe Schools. It is expected that the district has conducted a Manifestation Determination Meeting, prior to the Board of Education’s decision regarding possible expulsion or Safe Schools placement. If these students attend Safe Schools, they will be held to the same behavioral standards as specified in the handbook. If a student is unsuccessful, or needs additional support, the home school team will be notified and their IEP team will meet to discuss placement options.

4. If a student with an IEP commits a major infraction or meets the “three strikes” criteria for either tier, the district special education liaison will be notified. The district will convene an IEP meeting (within 5 days, if feasible) to consider options for the student, including another Manifestation Determination, if indicated.
5. Districts will consider recommending drug/alcohol treatment as part of the expulsion conditions prior to returning to their home school, as appropriate.
6. Safe Schools staff will communicate with the one designated person from each district monthly regarding grades and attendance. Quarterly report cards will be sent to the designated person as well as the school registrar.
7. Safe Schools will hold an exit meeting with the home district shortly before the student leaves the program, returns to the district or graduates. The ROE liaison will be invited to participate in the exit meeting.
8. The Mid-Valley Executive Board will be updated quarterly regarding the status of students in each individual district.
9. Students will receive a report card from Safe Schools at the regular quarter intervals. The ROE allows students to enroll in three classes at a time. All completed classes will be included on the report card. The report card will be sent to the designated district contact and the registrar.
10. MJC Administrator will review the student data with district liaisons on a yearly basis to determine if discipline response continues to meet the needs of each of the districts.

Behavioral Expectations:

1. There will be a two-tiered “three strike system” in place for attendance and disciplinary issues. Behavioral infractions may include a student’s extreme lack of participation in the program, after many verbal reminders have been given.
2. A student’s past infractions (on either track) will not carry over each academic year. The students would begin each academic year with 0 infractions and 0 absences, regardless of the number of semesters the student was assigned to the Safe Schools Program.

Major Incident

Infraction	Response	District Communication
A significant event that may involve weapons, drugs, and/or fighting that inflicts serious bodily harm; only fights that inflict serious bodily harm would be an immediate exclusion from Safe Schools.	<p>Immediate removal from the program; no meeting necessary, unless participation is required in an IEP meeting</p> <p>Possible suspension while IEP decisions are made.</p>	<p>Notify the district special education liaison if the student has an IEP</p> <p>Letter to superintendent with recommended exclusion from the program (may differ depending on IEP meeting decisions)</p>

Attendance Track

Infraction	Response	Possible Interventions	District Communication
Strike One: 3 unexcused absences	In-person meeting with student and family	Group sessions with social worker; Reteach expectations; Monthly phone contact with family	Central office designee is informed
Strike Two: 6 unexcused absences (up to 9)	In-person meeting with home district, student, and family	Attendance contract; Individual sessions with social worker; Consideration for development of individual behavior plan; Weekly contact with family	Central office designee is invited to meeting with student and family
Strike Three: 10 unexcused absences	Removal from the program; no meeting necessary, unless participation is required in an IEP meeting	Recommend withdrawal from the program.	<p>Notify the district special education liaison if the student has an IEP</p> <p>Letter to superintendent with recommended exclusion from the program (may differ depending on IEP meeting decisions)</p>

Behavior Track

Infraction	Response	Possible Interventions	District Communication
Strike One: (Inappropriate behavior or extreme lack of participation)	In-person meeting with student and family	Individual session with social worker to process incident, Group social work sessions; Reteach expectations; Use of pro-social skills curriculum; Monthly phone contact with family	Central office designee is informed
Strike Two: (Inappropriate behavior or extreme lack of participation)	In-person meeting with home district, student, and family	Individual sessions with social worker, Referral to community resources or counseling; Consideration for individual behavior plan; Positive Interventions and Supports; Weekly contact with family	Central office designee is invited to meeting with student and family
Strike Three: (Inappropriate behavior or extreme lack of participation)	Removal from the program; no meeting necessary, unless participation is required in an IEP meeting	Possible suspension or withdrawal from the program while IEP decisions are made.	Notify the district special education liaison if the student has an IEP Letter to superintendent with recommended exclusion from the program (may differ depending on IEP meeting decisions)