

Mid-Valley Special Education Cooperative Mades-Johnstone School 2024-2025

Mades-Johnstone Center Mission Statement

Empowering learners to achieve their highest potential as they continue developing into responsible, thriving members of society, by providing our students with engaging, real world learning experiences through embedded social emotional reflection and helping to shape students into productive members of their community.

Mid-Valley Mission Statement

We are a strong, caring, professional team which provides a unique educational program dedicated to encouraging the growth of young individuals to help them develop a sense of self-worth and respect for the uniqueness of others. We provide educational and vocational skills for life-long learning and interpersonal skills for richer career and personal relationships. We provide a safe, structured environment in which each student can make the choices that will bring positive life-long changes within their lives and will enable them to become contributing members of society and life-long learners.

Accreditation

New Directions is accredited by the North Central Association of Colleges and Secondary Schools, the Illinois Office of Education and by the Office of the Kane County Educational Service Region.

Mid-Valley Executive Advisory Board

Tom Kim, Superintendent, Batavia District 101
Dr. Esther Morgan, Superintendent, Central District 301
Dr. Todd Leden, Superintendent, Kaneland District 302
Dr. Paul Gordon, Superintendent, St. Charles District 303
Dr. Andy Barrett, Superintendent, Geneva District 304

Mid-Valley Member District Liaisons

Kari Ruh, Director of Student Services, Batavia District 101,
Sarah Nolan, Director of Special Education, Central District 301
Fran Eggelston, Director of Special Education, Kaneland District 302
Laurel O'Brien, Executive Director, St. Charles District 303
Anne Scalia, Director of Student Services, Geneva District 304

The home district of residence is responsible for providing a free and appropriate public education for students with disabilities. Mid-Valley Special Education Cooperative was established to serve and assist the member districts by providing programs of specialized instruction and related services. The cooperative works collaboratively with the home districts in the provision of special services. Mid-Valley programs are supported by tuition paid by the districts.

This handbook is only a summary of Board of Education policies and administrative procedures governing the cooperative. [Board policies](#) and procedures are available to the public at any time on our website at www.mvse.org. This handbook may be amended at any time during the school year without notice.

Table of Contents

Mades-Johnstone Staff	4
Mades-Johnstone Daily Schedule	5
New Directions Program Description	6
Related Services	6
Curriculum Statement	8
Vocational Education & Transition Supports	8
Social Emotional Learning (SEL)/Character Education	8
Special Education / Individualized Education Plans (IEPs)	8
ALOP	8
Partnership with Families	9
Discipline	9
Search Procedures	10
Other School Policies	10
Medical Policies	10
Transportation Policies	11
Breakfast / Lunch Program	12
Attendance Policy	13
Student Rights/Responsibilities	14
Homework	14
CAAEL Sports Program	14
Dress Code	15
Electronic Network	15
Campus Violation	16
Electronic Devices	17
Theft, Vandalism and/or Possession of Stolen Property	17
Harassment, Hazing, Bullying and Intimidation	17
Physical Aggression / Fighting	17
Sexual Harassment	17
Behavior Interventions	18
Alcohol, Drugs, Controlled Substances	20

2025-2026 Mades-Johnstone Staff

Principal: Tanner Seal

School Secretary: Alexandra Van Oeteren

School Nurses: Ann Aderman, RN

Jeanne Danos, CSN

Professional Educators

Marisa Zirlin	New Directions K-1
Natalie Moore	New Directions 1-2
Jamie Schumacher	New Directions 2-3
Katie Likar	New Directions 4
Jordan Foote	New Directions 5-6
Rebecca Boedewig	New Directions 5-6
Darren Holzkopf	New Directions 7-8
Lanie Kraiss	New Directions 7-8
Blake Cline	New Directions 9-12
Jeremy Wilder	New Directions 9-12
Michael Denslow	New Directions 9-12
Ginger Rohde	SAFE Schools
Brian Kuehl	Physical Education
Paul Scanlan	Art & Music Education
Gary Nielson	Vocational Specialist

Related Services

Jodi Sell	Speech/Language Therapy
Lexi Cazzato	Social Work (Elementary)
Lauren Richards	Social Work (Middle)
Allison Backer	Social Work (High)
Jennifer Stellato	Occupational Therapy Services
Lindsay Jorns	Physical Therapy Services
Elisa Chalus	Psychologist

Teaching Assistants

Cherise Davis	Julie Sims
Emil Jensen	Nicole O'Connor
Christy Sorensen	John Johnston
Amanda Polignone	Jeramie Sopha
Katie Avena	Michelle Diorio
Patrice Woodruff	Lindsey Higgins
Nicole Vergara	Eileen Sullivan

2021-2022
Mades-Johnstone Daily Schedule

7:50 A.M. – 8:00 A.M.	Student Arrival	High School and Middle School	
8:00 A.M. – 2:20 P.M.	School in Session	Daily Class Schedule	
2:20 PM DISMISSAL		Class Time	Class Period
		8:00-8:10	Home Room
		8:10-8:50	1st Period
		8:50-9:30	2nd Period
		9:30-10:10	3rd Period
		10:10-10:50	4th Period
		10:50-11:30	5th Period
		11:30-12:00	6th Period - Lunch
		12:00-12:40	7th Period
		12:40-1:20	8th Period
		1:20-2:10	9th Period
		2:10-2:20	Elective

New Directions Program Description

New Directions is a therapeutic, instructional program designed for students who have been diagnosed with one or more disabilities that are primarily emotional or behavioral in nature, but whose needs cannot successfully be met in a traditional public school setting. The program provides services for students in grades K through 12. The classrooms are small and highly structured with focus on differentiated academic instruction that employ a variety of positive behavior and support systems. These include consistent feedback on behavior, social skills instruction aligned with Illinois Social Emotional Learning Standards, specialized learning strategies, and vocational instruction and support. Intervention techniques aim to help students develop self-management skills, effective decision-making and problem-solving strategies, and improved interpersonal skills. Students are taught pro-social skills to enhance their ability to self-regulate, stay on task, complete work, focus on learning, and interact with teachers and peers.

The physical structure of the school is smaller to allow for greater individualization of instruction and increased opportunities to learn and practice positive coping strategies. The staff provides information to families about community resources available to help address needs such as mental health services, substance rehabilitation, and vocational and post-secondary educational options. Students spend up to 100% of their day in this specialized program, with the goal of transitioning back to the home school or graduation based on student readiness.

The New Directions Program components include, but are not limited to:

- Academic instruction aligned with the Illinois Common Core Standards and IEPs
- Positive behavior interventions and supports
- Participation in local and state assessments with appropriate accommodations
- Functional behavior assessments and behavior intervention plans
- Transition planning which includes cooperating with community colleges and other community agencies
- Vocational education and support with the opportunity to earn additional credits
- Group and individual social skills education and counseling
- Therapeutic support for students' emotional well-being
- Structured environment with immediate constructive feedback
- Accelerated credit recovery
- Community service activities

Related Services

Related services may be integrated into the classroom activities with direct and/or consultative services provided, as appropriate. A full-time social worker assists students with problem-solving, crisis intervention and social skills development. Information is also provided to families about community resources available such as mental health services, substance rehabilitation, and vocational or post-secondary educational options.

New Directions staff is available to provide technical assistance and consultation to district IEP teams and teachers before placement in the New Directions Program, and ongoing support as student's transition back to a less restrictive program in their home school.

Curriculum Statement

Students receive instruction that is aligned with Illinois Common Core Standards, the Illinois Assessment Framework, and graduation requirements for the home high school program. Serving five member districts, every effort is made to align the curriculum with that of the home schools, with courses and activities modified according to student Individual Education Plans (IEP). Students with academic challenges are provided with specialized instruction, including research-based teaching methodologies and strategies. New Directions students participate in the Illinois IAR or SAT unless an alternative assessment is designated in the student's IEP.

Vocational Education & Transition Supports

Mades-Johnstone staff collaborates with students and families to develop transition plans for students 14 and older that have IEPs. High school students have the opportunity to participate in and earn credit in vocational classes and cooperative work training. In these classes, students learn pre-vocational skills such as responsibility, self-discipline and social skills necessary to obtain and maintain employment. On the job training (OJT) is practiced in school and at work training sites. Students are assisted in the application and interview process for supported and competitive employment in the community. Job coaches assist with on-site training and frequent contact with the employers. High school students may earn credit toward graduation while at work in the community, as coordinated through the cooperative work training courses. Students may also participate in courses offered by the Fox Valley Career Center at Kaneland High School to get hands-on experience learning technical and career skills.

Social Emotional Learning (SEL)/Character Education

The Mades Johnstone Center implements Character Education. It is aligned with the Illinois State Board of Education Social and Emotional Learning Standards. In addition to school-wide SEL/Character Education and individual Behavior Intervention Plans, classroom and school-wide point and level systems are implemented to measure student progress and provide incentives for students to be more successful in school, at work and within the community. We believe these tools allow students to become more self-aware, more socially appropriate, and become better decision-makers.

Special Education / Individualized Education Plans (IEPs)

The classroom teacher, a certified Learning-Behavior Specialist, serves as the case-manager and is the first point of contact for the parents. Students receive specialized instruction and related services from specialists such as speech pathologists, occupational therapists and social workers in accordance with the needs identified on the IEPs. Teachers/Case Managers are responsible for the implementation of the IEP, informing parents and guardians of the students' progress and scheduling the annual review meetings.

ALOP

ALOP is the Alternative Learning Opportunities Program funded through the Illinois State Board of Education and is a source that supports some students enrolled in the New Directions program. The funding is used to help all students achieve high standards by

providing those who are struggling academically with educational supports and other support services that are not currently provided by their regular school programs. The funds help provide students in grades 6 through 12 who are at risk of academic failure with a broader range of academic, behavioral and social/emotional interventions needed to meet the Illinois Common Core Standards and complete their education in a safe learning environment. The services are designed to address individual learning styles, career development, and social services that will enable students to successfully complete their education.

Partnership with Families

In our attempt to provide a successful educational and therapeutic program for your student, we place a great deal of importance on the role of the family in this process. Consistency and communication across all settings will reinforce learning while demonstrating that the student's success is a priority for all. Parents are encouraged to participate in the educational planning process for their student.

Students are best prepared to learn when they have plenty of rest, nutritional foods, clothing appropriate to the weather, and their physical needs are met. Parents can contribute to our students' success by:

- Checking backpacks and folders for homework assignments and notes from school
- Providing a regular place and time each day to complete homework
- Reviewing and assisting with assigned homework,
- Read with your student, help students to recall the sequence of events in the story, determine the context of inferential or implied information, expand their vocabulary
- Discussing current and historical events
- Providing positive incentives and structure related to academics and behavior
- Attending the annual open house, parent-teacher conferences, and all IEP meetings

Discipline

We believe that parent involvement is an important element of the disciplinary process. Discipline is meant to teach desired and appropriate behaviors and provide students with social skills that will serve them at home, in the community, and the workplace, as well as at school. A strong effort will be made to contact and work with parents regarding disciplinary action. Parents will be notified by phone and in writing regarding suspensions. Positive behavioral interventions shall be used with students to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors.

Failure to abide by and comply with the program expectations will result in warnings, office referrals, parent meetings, and possible suspensions. Students repeatedly disciplined for failure to follow program rules will participate in an IEP meeting with their parents and District representatives to develop a behavior intervention plan and/or consider other placement options.

Repeated suspensions totaling 10 or more days, or a series of suspensions constituting a pattern of behavior will require a Manifestation Determination Review meeting be convened. The IEP team, including the parents, will determine whether or not the behavior is a manifestation (or result of) the student's disability; consider the need for a functional behavior assessment and intervention plan; and/or possible change of placement.

Mades-Johnstone refers to the St. Charles District 303 discipline policies or the Mid-Valley Student-Parent Handbook on-line at mvse.org for additional information.

Disciplinary action will be determined by the principal or designated administrator on a case-by-case basis. Consultation with the parents and District representatives, in accordance with the student's IEP and Behavior Intervention Plan may be used. Consideration of the homeschool handbook and the discipline policies of St. Charles District 303 may also be used to help make determination.

Search Procedures

Cooperative Search

In order to promote and maintain a safe learning environment, students are required to go through a search process as they enter the building. The search may involve person, property and belongings. Metal detecting wands may also be used.

Dog Searches

In an effort to further increase the safe and drug-free environment at the Mades-Johnstone Center, we may use the periodic use of search dogs to help identify the presence of illegal and controlled substances.

Other School Policies

Police Liaison Officers

St. Charles police liaison officers periodically visit classrooms to encourage good citizenship and teach students how behaviors in school and the community have significant consequences. They are available to answer questions from students and staff through St. Charles School District 303.

Mandated Reporting

As educators, all of our staff members are legally mandated to report any signs of suspected child abuse or neglect to the Illinois Department of Children and Family Services. The school is also required by law to assist DCFS caseworkers in their investigation of neglect and abuse, when requested.

Health Record and Medication

A signed, Emergency/Medical Release Form must be on file at the time the student enters the program and must be updated as necessary. This form is included in the mailing or is available at mvsc.org/parents/registrationforms.

All students entering Mades-Johnstone Center must submit or have on file, as appropriate, the fifth or ninth grade Certificate of Child Health Examination required by the State of Illinois and be in compliance with all required immunizations. This documentation must also be on file at the student's home school. Students are subject to exclusion until such health records are submitted. This form is available at your doctor's office.

Medical Policies

Medication at School

The administration of medication to a child is the responsibility of the home, not the school. If your child's medical condition requires that medication be administered at school, you must provide a written request from the parent/guardian, plus a signed statement from your physician, which will be kept on file in the host school. If a student is to receive medication during school hours, a Medication Dispensing Authorization form must be

completed and signed by the student's physician and parent/guardian before such medication can be given. This includes both prescription and over-the-counter (OTC) medications.

Medications must be brought to the school office by the student's parent/guardian in the original container, labeled by the pharmacy with the student's name, date, name of the medication, and dosage. All over-the-counter medications must be accompanied by a dated and signed written request from the parent/ guardian. This request should include the name of the medication, its dosage, and time of administration. The medication must be in the original container and have the child's name written on it. This request will be honored for a three-day period only. If the need for over-the-counter medication extends beyond three days, then the medication must be accompanied by a written order from the child's physician.

OTC medication must be brought in the original container with the manufacturer's label listing the ingredients and with the student's name affixed to the container. Any changes in medication must be communicated to the school nurse and a new authorization form completed and signed by the physician and parent. This form is included in the mailing or is available at mvse.org/parents/registrationforms.

MVSEC reserves the right to request an opinion from a physician regarding the child's current health status before administering any medication. All medication orders from physicians and medication requests from parents/guardians expire at the end of each school year. New orders must be provided at the beginning of each school year.

Inhalers/Epipens

No medication, except inhalers for students with asthma or epipens for students with severe allergies, may be carried by the student or stored in his/her locker. Students who use an inhaler or an epipen may carry the medication with them, but must have a completed Medication Authorization form signed by the physician and parent on file with the school nurse.

Illness At School

If your child becomes ill at school, the school will notify you. If you cannot be reached, the school will attempt to contact the persons designated on the emergency form. The child will be permitted to lie down until someone can pick him or her up at school.

Contagious Diseases

A child who shows signs of illness should not come to school. This is for the sick child's own benefit and for the protection of other children. Some of the symptoms of communicable diseases include an elevated temperature (higher than 100.3 degrees Fahrenheit), discharge from the nose, uncontrolled bouts of coughing, an unidentified skin rash, vomiting or diarrhea, and red eyes or discharge from the eyes. A child displaying any of these symptoms should be kept home from school until the symptoms have been gone for 24 hours or until a physician has examined the child and determined that the child can return to school. The school will notify you if a child displays any of these symptoms at school. Please notify the school if your child has any contagious diseases, such as strep throat, chicken pox, conjunctivitis (pink eye), impetigo, or head lice.

Transportation Policies

Transportation

Bus transportation is provided to each student attending a New Directions Program at the expense of the home district. However, with prior approval from the New Directions Administrator, a parent or guardian may transport their student to the program.

Bus Expectations

While riding on school provided transportation, students are expected to act in a courteous manner at all times and must follow the School Bus Safety Guidelines. Depending on the student's disability, staff and the IEP team will work with the students to understand safe behavior on the bus or van. In order to assume that students with food allergies are safe, there should be no eating while being transported.

Students will exhibit appropriate bus behavior to insure the safety of all those who travel on the bus and respect the rules posted and/or communicated by the driver.

Students may be suspended from riding the school bus for up to 10 consecutive days for engaging in disobedience or misconduct including, but not limited to, the following:

1. Willful injury or threat of injury to the bus driver or another bus rider,
2. Willful and/or repeated defacement of the bus
3. Repeated use of profanity
4. Sexual misconduct or harassment
5. Repeated willful disobedience of a directive from a bus driver, other supervisor or School Administrator
6. Such other behavior as the Executive Director deems to threaten the safe operation of the bus or its riders

In order to establish consistency in handling student discipline on our school buses, failure to observe the guidelines listed above may result in discipline procedures. Discipline for misbehavior on the busses result in incremental discipline which may include the following: Bus Incident Report sent home, possible seat assignment or other intervention plan, suspension of bus privileges, parent meetings, alternative arrangements for transportation, or permanent suspension of bus privileges. Note that a major offense may result in an immediate suspension (e.g., fighting, opening an emergency door, throwing objects, and/or endangering safety of self or others).

After a report of misconduct, the Administrator will hold a conference with the student and notify the parents about the misconduct. The student and parent will be informed of any corrective or disciplinary actions that result. The administrator will also refer to the St. Charles District 303 discipline policy for guidance.

Breakfast / Lunch Program

Students are able to purchase breakfast and lunch through the Quest Food Service Program. Accounts are managed by PushCoin and more information can be obtained by contacting the MJS Main Office. All lunches are ordered the day of and students have a variety of choices. Students may bring a sack lunch from home. All food and beverage items must be in sealed containers. Containers (i.e. reusable bottles) that are not sealed will be emptied.

Attendance Policy

While the major responsibility for attendance rests with the students, the school and the parents or guardians share this responsibility. Parents or guardians are obligated to follow proper procedures to inform the school when their son or daughter is absent and to give the reason for the absence.

Steps to Follow When Absent From School

It is the parent/guardian's responsibility to call the main office and give the reason for an absence. The parent/guardian is requested to call prior to 7:50 a.m. the day of the absence at (331) 228-4858. In the event that school personnel do not hear from parent(s)/guardians(s) about tardiness or absence before 9:00 a.m., the school may call parents or other emergency contacts provided by a parent to determine the reason for the student's absence.

Excused Absences

Parents who cannot call must write a note explaining the reason for the absence. The note should be written by the parent in its entirety and signed. If this occurs on a remote learning day, the note can be scanned and emailed to the secretary or turned in at the main office on the next in-person instruction day.

MJS will recognize an excused absence as:

1. A student's personal illness
2. A death in the immediate family
3. A family emergency
4. Observance of a religious holiday
5. Medical appointment
6. Other circumstances that cause reasonable concern to the parent/guardian for the student's safety or health
7. Other situations beyond the control of the student such as court appearances
8. Other reasons approved by the Superintendent or designee

Unexcused Absence

Absences for any other reason may be considered unexcused. An unexcused absence is defined as an absence from school for a reason other than those listed above as an Excused Absence and/or an absence not authorized by the student's parent/guardian or the Superintendent or designee.

A physician's note may be required to excuse a student and/or for returning to school after the third consecutive day of being reported ill. If medical documentation is not provided, the absence may be marked "unexcused."

Students who have 9 or more absences due to being sick may be required to provide a doctor's note to excuse the absences.

Examples of unexcused absences include:

- Working
- Missing the bus
- Car not starting
- Cutting class (in-person or remote)
- Vacations/going out of town
- Needed at home
- Other avoidable absences

Truant Absences

Truancy is defined as absence without valid cause for one or more periods of the student's school day. A truant absence is an unexcused absence. After the 9th school day (5% of regular attendance days) on which a student is absent without valid cause, he/she is deemed to be truant under Illinois law. Interventions to address truancy may include attendance letters, parent/guardian conferences, and/or involvement of the Kane County Truancy officers and/or local law enforcement. No punitive action, including out-of-school suspensions, expulsions, or court action will be taken against a chronically truant student unless available support services and other school resources have been provided to the student, or offered to the student and refused. Any person who has custody or control of a child subject to compulsory attendance who knowingly or willfully permits the child to persist in truancy, if convicted, is guilty of a Class C Misdemeanor and may be subject to up to 30 days imprisonment and/or fine up to \$1,500.

Vacation Absences: The District strongly encourages families to plan vacations to coincide with the school calendar so as to avoid taking valuable educational time away from their students. Students may ask their teachers to provide advance assignments. However, it is up to the individual teacher to determine whether he/she can honor the request. School work missed because of family vacation must be made up in accordance with the "Makeup Work" Section below.

Tier 1 3-5 unexcused absences	-Possible phone call from preferred staff member -Email to student or parent/guardian from administrative assistant, school nurse, vocational teacher and/or building principal
Tier 2 5-8 unexcused absences	-Phone call/email to parent/guardian from case manager and/or school social worker -Attendance reflection form -Parent/guardian and student attendance contract -Meeting with parent/guardian, student, and school team -Contact district liaison (5 unexcused absences) -Referral to Kane County Truancy Officers (7 unexcused absences) -Schedule change -Referral to MJS Data Team
Tier 3 9+ unexcused absences	-Contact Regional Office of Education -Contact District Representative -Meeting with home district, school based team, student and

	family -Truancy Contract -Home visit -Referral to outside services
--	---

Attendance for Extra Curricular Activities

A student must be in school for three clock hours in order to participate in any co-curricular activity including, but not limited to, interscholastic sports, school dances, club meetings, etc.

Anticipated Absence

An anticipated absence is defined as a situation in which a student and parent know in advance that the student will be absent on a school day. Schoolwork missed during this absence must be made up within the same amount of days a student is absent. The student and teacher will collaborate to develop a plan to make up work.

A student must submit a written explanation (note, email, fax, etc.) to the school office from a parent/guardian.

Tardiness

Students are expected to be in class on time so they may maximize their learning opportunities. Teachers and the Administration will monitor students' tardiness. Students may be considered tardy if they arrive after the bell has rung. A student must be in school for three clock hours in order to participate in after school activities.

Make Up Work

Schoolwork missed because of unexcused absences must be made up. Schoolwork missed during this absence must be made up within the same amount of days a student is absent. The student and teacher will collaborate to develop a plan to make up work.

Student Rights/Responsibilities

Mades-Johnstone students have both rights and responsibilities. Students have responsibilities not only to themselves, but to those around them. To themselves, they have the responsibility of regular school attendance and the duty of making a conscientious effort in the classroom. To others, they have the responsibility of not interfering with the education of their fellow students.

Student Rights

1. The right to a free and appropriate public school education in the least restrictive environment that meets the student's individual needs.
2. The right to be free from discrimination, harassment, or intimidation
3. The right to express an opinion, and contribute to the educational program
4. The right to due process.
5. The right to be treated with dignity by all members of the school community.

Student Responsibilities

- Protect the right of other students to study and learn.
- No student has the right to interfere with the education of another student.
- Protect your right to participate in your education by attending school daily.
- Come to class on time, be prepared to learn and participate.
- Students who arrive late to class are interfering with the right of other students to learn and study. Please have your homework, books, pencils, pens, and other materials ready for use when the class begins.
- Complete assignments and homework in a timely manner, meeting the required deadlines. With the permission of the classroom teacher, work missed due to illness or other pre-arranged absence may be “made-up”. The time frame for “make-up” work is one day extra for each day absent from school.
- Treat yourself, other students, the school staff, building, materials and property with dignity and respect.
- Comply with all school expectations.

These expectations are designed to allow a school to meet its obligation to educate students in a safe, orderly environment. Participate in and promote communication between the New Directions Staff, your parent(s) and yourself. Assume the responsibility of carrying messages home to your parents and also, between your parents and the New Directions Staff.

Homework

All students, especially those working toward transitioning back to their home schools, will be responsible for completing homework assignments. It will be up to the discretion of each individual teacher to determine amount of homework, the regularity with which it is assigned, and the time period in which it needs to be completed. Homework grades will be averaged into a student’s classroom grade. Failure to complete homework on a regular basis may result in lowered or even failing grades.

CAAEL Sports Program

All students will have an opportunity to participate in at least one of the sports for our CAAEL sports program. Students **MUST** be in good academic standing in each class, as well as be in good behavioral standing within the level system.

Dress Code

Student dress sets the tone of a school and influences the way students behave. Students’ dress and grooming must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency at school or school sponsored events. The word “clothing” includes accessories such as rings, earrings, necklaces, purses, backpacks, blankets, chains and shoes.

The following is prohibited:

- Clothing which is considered to be revealing will not be allowed on any student. This would include clothing that does not cover from shoulders to thighs. The following are examples of revealing clothing: bare midriffs, backs, halter tops; excessively short skirts or shorts, low cut or strapless tops without a covering shirt; and visible underwear.

- Clothing which depicts the use of tobacco, alcohol, or illegal substances.
- Clothing which depicts graphics or wording with sexual, vulgar, lewd, or indecent meanings or connotations, or clothing which by community standards is indecent for purposes of educational and school activity. Students must be adequately clothed.
- Clothing which identifies a gang or group whose purpose or effect is to interfere with the operation of the school or school activities or with the safety and security of students and staff.
- Clothing which is usually worn over indoor clothing for protection from outside elements may not be worn during the school day except as required for religious or medical purposes. This would include coats, jackets, scarves, blankets and gloves.
- The wearing of hats/head coverings (for affiliation, fashion, holiday or school spirit events) is not permitted in school. Hats and head coverings should be left in the locker and may not be worn in school from the beginning of the day until the end of the day. This policy excludes head covering required by religious observance.
- Clothing that may damage school property or be readily used as a weapon.
- Clothing with graphics or wording which depicts violence in any form

Building principals shall have the authority to temporarily exclude any student for violation of the dress code.

Electronic Network

Electronic networks which include the Internet, are a part of the cooperatives instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication. The Executive Director or designee shall develop an implementation plan for this policy and appoint a system administrator. The failure of any student or staff member to follow the terms of the Authorization for Electronic Network Access, or this policy will result in the loss of privileges, disciplinary action, and/or legal action.

All Mades-Johnstone students and staff are expected to abide by the Mid-Valley Computer Use Policies of CUSD District 303. These policies include but are not limited to the following regulations:

- Students are to sign in using their own number and are to use only their own files
- Students may not install or use personal disks, program or games on school computers
- Students should treat all computer equipment with care
- Students should not change any settings on their computers
- Students should refrain from tampering with computer keyboards, keys, towers, monitors, cords, or other equipment
- Students are responsible for their assigned computer, software and equipment
- All information created and stored on student files should be appropriate for school
- Students are allowed only on the assigned internet educational sites unless given approval by a staff member to use other internet sites

Appropriate Use:

Students should

- Use online resources in pursuit of knowledge related to their instructional program. All other uses are prohibited.

- There will be a purposeful inquiry behind any search for information.
- Not give out personal information while online.
- Use computer equipment responsibly.
- Learn and follow copyright laws and other ethical considerations.

Safety:

Students should

- Not give out personal information while online.
- Not give out personal information about other people.
- Not agree to meet anyone they encounter online.
- Tell a teacher, parent, or trusted adult if they come upon any information online that is mean, offensive, or makes them feel uncomfortable.

Ethical use:

Students should

- Respect and follow copyright laws.
- Respect the privacy of others. Students will not try to learn or use the passwords of others and will not read, copy, or change the files, or accounts of others.
- Download or send only material that is accurate, inoffensive, non-threatening, and legal.

Responsible equipment use:

Students should

- Handle equipment with care,
- Report any damage to a staff member,
- Not play games or use computer resources for non-academic activities, and
- Not waste or take supplies such as paper or printer ink.

Accuracy of information:

Students should

- Handle equipment with care and report any damage to a staff member.
- Not play games or use computer resources for non-academic activities.
- Not waste or take supplies such as paper or printer ink.

Campus Violation

A campus violation is any instance when a student leaves the school building during the school day without authorization, or does not board his/her designated school bus. In the case of a campus violation:

- Staff will attempt to resolve the concern with the student
- Staff will attempt to visually monitor the student to assess any safety concerns
- Staff will contact the parents to report that the student has left the campus
- A parent conference may be required before the student returns to his/her regular schedule
- Consequences will be determined on a case-by-case basis
- Police will be contacted in situations involving: elementary and middle school students; and whenever the safety of the student is deemed to be at risk

Electronic Devices

During school hours personal devices owned by students will be kept in the office. Other electronic devices such as hand-held games, iPods, CD players etc.. are not allowed during school hours unless given specific permission by the classroom teacher or principal. If a student is found with such a device, it will be confiscated and returned at the end of the

day. Subsequent occurrences may require the parent to come to school to retrieve the items in question.

Theft, Vandalism and/or Possession of Stolen Property

Theft, vandalism to school property, the property of school personnel, or the property of other students and/or the possession of stolen property will not be tolerated. Parents and district liaisons may be contacted. Disciplinary action will be determined on a case-by-case basis. Full restitution for the cost of repairing or replacing damaged and destroyed school property may be required.

Harassment, Hazing, Bullying and Intimidation

Bullying, intimidation, and harassment diminish a students' 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 cooperative goals.

Physical Aggression / Fighting

In order to maintain a safe and secure learning environment for students and staff, students who engage in physical aggression will be referred to the principal. Parents and districts will be notified immediately. Consequences may include suspension and police referral. Aggressive and violent behavior may trigger the need for an IEP meeting to review and revise behavior supports and consider a possible change in placement.

Sexual Harassment

Sexual harassment is illegal in schools and the workplace and is in direct violation of federal and state laws. Any person who sexually harasses any person of any age, male or female, will be subject to disciplinary action ranging from a warning to an in-school suspension, to an out of school suspension, or a recommendation for expulsion.

Examples of sexual harassment include, but are not limited to: unwelcome touching and/or advances, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Extensive and repetitive sexual harassment will result in an IEP meeting to review the Behavior Intervention Plan and the need to consider the appropriateness of the placement.

Students experiencing the above should report the incident to a teacher, social worker or other staff member. The allegation needs to then be forwarded to either the building principal or the Director of Mid-Valley Special Education Cooperative. The student may make contact by a written report, by telephone or personal visit. During this contact, the reporting student should provide the name of the person(s) whom he/she believes to be responsible for the harassment and the nature of the harassing incident(s).

Each report shall be investigated in a timely and confidential manner. While a charge is under investigation, no information will be released to anyone who is not involved with the investigation, except as may be required by law or in the context of a legal or administrative proceeding. No one involved is to discuss the subject outside of the investigation. If the investigation reveals that the complaint is valid, then appropriate remedial and/or disciplinary action will be taken promptly to prevent the continuance of the harassment or its recurrence.

Given the nature of harassing behavior, the School recognizes that false accusations can have serious effects on innocent individuals. Therefore, all students are expected to act responsibly, honestly, and with the utmost candor whenever they present harassment allegations or charges. Some forms of sexual harassment of a student by another student may be considered a form of child abuse which will require that the student-abuser be reported to the proper authorities. Under no circumstances will the School threaten or retaliate against anyone who raises or files a harassment complaint.

Behavior Interventions

When students struggle, a continuum of interventions are used to redirect inappropriate behavior and to maintain the safety of the learning environment. The use of these interventions is determined on a case-by-case basis and for students with IEPs, in relation to the student's BIP. Extensive and repetitive violations or non-compliance will result in a meeting to consider the appropriateness of the placement or a review of the IEP Behavior Intervention Plan.

Behavior Management Systems

A positive school-wide behavior intervention system is used to recognize, promote and reward appropriate school behavior. Generally, points are earned for appropriate positive interactions and participation in class. Students earn a variety of privileges and opportunities to participate in preferred activities. Inappropriate behavior and not meeting behavior expectations can lead to loss of certain privileges and opportunities.

Resolution Time

Students may be removed from the learning environment when they are disruptive, non-compliant, or need time to resume appropriate behavior. Students may also request time out of the classroom to maintain or regain self-control. This time may be spent in a separate area of the classroom, supervised in the hallway, or in another classroom. Classwork missed during these periods is expected to be made up.

In-School Alternative Educational Setting

For situations that are more chronic and/or significant and require a more restrictive and/or supportive setting, an in-school alternative educational setting is served on the school premises. During this period, the student is directly supervised in a site other than his/her classroom and has access to instruction and related services. Extensive and repetitive use of the alternative educational setting will result in an IEP meeting to review the Behavior Intervention Plan and the need to consider the appropriateness of the placement.

Physical Escort from Class

When a student's behavior is disruptive or dangerous it may require the student to leave the area. If a student refuses to leave the room, it may be necessary to physically escort the student from the room. Mades-Johnstone staff receives training in Nonviolent Crisis Intervention, and uses those strategies for de-escalation and physical contact with students. Extensive and repetitive physical escorts may result in an IEP meeting to review the Behavior Intervention Plan and the need to consider the appropriateness of the placement.

Physical Management

Physical management is used when the student poses a physical risk to self or others and is only done by school staff that has been trained in its safe application, with written certification of such training. The Mades-Johnstone staff is trained and certified in Nonviolent Crisis Intervention by the Crisis Prevention Institute.

This intervention is used only as a means of maintaining a safe and orderly learning environment in the school and only to the extent necessary to preserve the safety of students and others, not as a form of discipline. Physical management may include momentary periods of physical restriction or control by school staff designed to: 1) remove a disruptive student, who is unwilling to leave an area after instructed; 2) prevent a student from completing an act that might result in harm to himself, herself or others; or 3) prevent significant damage to property.

All staff who participate in physical management will complete documentation of the event as required by law, and submit it to the principal. Parents will be notified of any incidents involving physical management. Extensive and repetitive use of physical management techniques may result in an IEP meeting to review the Behavior Intervention Plan and the need to consider the appropriateness of the placement.

Out of School Suspensions

Serious misbehavior may also result in suspension. Parents are notified of the suspension and a staffing may be scheduled to discuss the misbehavior and possible program changes. Behaviors leading to Out of School Suspensions include but are not limited to:

- Excessive verbal disrespect to staff
- Severe non-compliance with staff and school rules
- Physical aggression toward staff, student, and/or school property
- Weapons or drug violations
- Harassment or Intimidation
- Gang-like behaviors

Procedures

When a student is suspended, the student's parents will be notified by phone and in a letter of the reason for the suspension and the number of days. The student's parents may appeal the suspension, in writing to the executive director of Mid-Valley Special Education Cooperative. Students may be suspended for up to ten days for each incident. School Districts are required to have an IEP meeting to develop or review the student's Behavior Intervention Plan for any suspensions that accumulate to more than ten days for students with disabilities.

Police Involvement

The St. Charles Police Department may be called to assist staff. Examples of when a police call will be made include possession of drugs, alcohol or weapons, threats of violence, setting off the fire alarm, destruction of property, or physical assault or battery. The police may also be notified when a student leaves the program during school hours. Probation officers who have initiated contact with the school for the purpose of monitoring students on probation may be contacted as well and/or informed of attendance problems or disciplinary actions. Parents and guardians are notified when a student is referred to the police.

Alcohol, Drugs, Controlled Substances

The use or possession of any illegal substance or “look-alike” drugs, or the improper use of a substance or medication, including, but not limited to narcotics, alcohol, aerosol containers, and glue products, will be cause for 1) immediate police call and suspension from school 2) and IEP meeting to consider a change in placement and/or 3) a recommendation for expulsion.

Under the Influence of Alcohol and/or Drugs

In order to insure the safety of all of our students, when a student is suspected of being under the influence of drugs and/or alcohol the following procedure will be followed:

- The student will be removed from the general population.
- The School Nurse will make an assessment of the student. If necessary due to safety concerns, emergency medical services may be contacted.
- The parents will be contacted. The student’s current status will be explained.
- School administrators will assess whether it is necessary to contact a probation officer and/or law enforcement.
- The parents may be asked to schedule a conference to address the issues surrounding the student’s use of drugs and/or alcohol and what supports and resources may be available to help the student.

Tobacco and Paraphernalia

Smoking or possession of cigarettes, E-cigarettes, chewing tobacco or “snuff”, and other tobacco products is prohibited in the school and on the school grounds. Tobacco products and paraphernalia will be confiscated by staff. A police referral may be made on any student who is caught smoking or has smoking materials in their possession.

Signs that a child may have been sexually abused

It’s not always easy to spot sexual abuse because perpetrators often take steps to hide their actions. Some signs are easier to spot than others. For instance, some warning signs might be noticed by a caretaker or parent, and are often red flags that the child needs medical attention. Listen to your instincts. If you notice something that isn’t right or someone in a child’s life is making you uncomfortable—even if you can’t put your finger on why—it’s important to trust your gut, continue to watch for signs of abuse, and talk to the child who may be experiencing abuse in age-appropriate ways.

Warning signs:

Physical signs:

- Sexually transmitted infections (STIs)
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets or not talking as much as usual

- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers, especially if this is a new behavior
- Regressive behaviors or resuming behaviors they had grown out of, such as thumbsucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

Emotional signs:

- Change in eating habits
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Excessive worry or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors

This material was adapted from the RAINN (Rape, Abuse & Incest National Network) literature. (www.rainn.org)

For support, RAINN can be contacted at 1-800-656-HOPE (4673)

For immediate concerns, please contact local law enforcement