



**BRIDGE VIEW**  
**SCHOOL**



**School Handbook**  
**2018-2019**

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**Bridge View School**  
350 Colborne Street  
St. Paul, MN 55102  
651-293-8640  
Principal Lisa Carrigan  
Assistant Principal Sue Bofferding

## **Letter from the Principal**

Welcome to Bridge View School. Bridge View School is a safe place for all students to learn, thrive and gain independent living skills.

In this handbook you will find useful information as it pertains to Bridge View's goals, academic focus and building information. It is important to me that we work in partnership to provide a premier education for your child. We value open and honest communication and encourage you to reach out to us at any time.

I am proud of our dedicated families, staff and community partners that support our extraordinary students.

In partnership,

Principal Lisa

## **Mission & Vision**

**“All Students Can Learn!”**

**Mission:** At Bridge View School, we celebrate all abilities, race and culture so that all students can learn to their full potential.

**Vision:** A premier school that educates students with exceptional disabilities to be transition ready.

**These are the goals for all students as they excel at Bridge View School:**

- I can learn.
- I can be transition ready.
- I can communicate my wants and needs.
- I can be safe in my home, school, and community environments.

# **Parent Policies & Expectations**

This section of the handbook outlines policies and expectations to ensure that parents and teachers are working together to allow for student success. Our goal is to have students arrive at school with all the necessary items (see school supply list in Appendix) so that they are at school and ready to learn.

## **Attendance Policy:**

Parents/guardians are responsible for contacting the school office right away if the student will not be in school. Please call 651-293-8640 by 9:00 a.m. to explain the reason for your child's absence.

Due to the unique needs of our student population, district attendance procedures do not apply. However, if a student is absent for 15 consecutive days **without calling in**, they will then be dropped from enrollment. Notifying the bus aide or bus driver is not an acceptable call in procedure. If a student is dropped from enrollment, parents/guardians will need to re-enroll the student by calling the office number above.

Our goal is to teach attendance behavior that is expected on the job in the areas of attendance, punctuality and reporting to work.

### **The following are acceptable reasons for absences/tardiness:**

- Illness
- Religious holidays
- Extreme family emergencies, such as a death in the family, a house fire, etc.
- Scheduled doctor or dentist appointments

### **The following are unacceptable reasons for absences/tardiness:**

- Student needs to baby-sit
- Travel/vacation without prior approval
- Transportation problems (e.g. car won't start)
- Missed the bus
- Overslept
- Weather

**Tardiness to School:** When students are late, the student or parent/guardian must bring them in to the building and sign them in at the front desk.

**Leaving School Early:** Please call the office at: 651-293-8640 in advance for pick-up. Staff need time to prepare your student for departure. Student or parent/guardian will need to come in and sign the student out for safety and accountability purposes.

**Signs of Illness:** Students and families may not be sure if a child is too sick to attend school. Please keep your child home if he or she:

- Has a fever of 100 degrees or more during the previous evening or night or in the morning.
- Has vomited or had diarrhea during the night or in the morning.
- Has a rash that may be caused by a disease or if the cause is unknown, check with your family physician before sending the student to school.

*A child must be fever-free for 24 hours (without medication) before they are able to return to school.*

**Medical or Special Absences:** Extended absences from school for medical or other reasons are sometimes unavoidable. Please notify your child's case manager with the dates that your student will be missing school. We may be able to make arrangements for continued education while your student is out. However, time is needed to plan in order to minimize interruptions to your child's education. In medical cases, we will need to have a doctor's note stating the reason for the extended absence and when the expected return date would be. Before a student is allowed to return from an extended absence, an intake meeting will be scheduled to inform the team of any changes to the student's health and educational needs.

## **Bus Expectations:**

- Individual clocks will vary, it is important to be ready for the bus 10 minutes before the scheduled pick up time.
- *An adult needs to be present for a student to be let off the bus at the end of the day.* Please be ready to meet the student's bus at least 10 minutes prior to the listed drop off time. Drop off times are approximate, and may change based on how many students are riding the bus home each day.
- Use the name tag provided by the school or provide your own name tags for younger children — include their name, emergency contact number, home address, route number and school name.

- Call your school if you need to change the address to drop off or pick up your child. A child may have different pick up and drop off locations, however the pickup and drop off address must be the same five days per week. Transportation is only provided to home or daycare locations. Both pickup and drop-off locations must be within the attendance or transportation area of the school.
- Wait until the bus reaches a complete stop before attempting to approach the bus. School buses are large, heavy vehicles that cannot stop quickly. Be extra cautious around them and stay outside of the school bus danger zone that extends 10 feet around the bus.
- Never cross the road until the bus driver extends the stop arm and signals it is safe to proceed.
- If the bus does not arrive at the scheduled time in the morning contact your child's school or the Transportation Department (651-696-9600)

## **iPad Policy:**

We are excited to provide an iPad for every Saint Paul Public Schools (SPPS) student. We believe having their own iPads helps our students learn in new and exciting ways. At the same time, students sharpen the technology skills that are now essential in nearly every aspect of life. Your student's iPad opens a new world of learning possibilities. It also gives your student -- and you -- important new responsibilities.

Students at Bridge View will have iPads for use in the classroom. These iPads will stay at school and not be sent home. Teachers will do Digital Citizenship lessons with all students to teach them how to stay safe when using technology. For more information on Digital Citizenship, please visit [spps.org/page/24014](http://spps.org/page/24014).

**Receiving the iPad:** The iPads are the property of Saint Paul Public Schools. iPads are handed out to students at the beginning of the school year as a loan for use throughout the year. Parents sign a student technology use agreement as part of the annual online back-to-school forms found in SPPS iUpdate.

**Returning the iPad:** Students who graduate early, withdraw, or unenroll from Saint Paul Public Schools for any other reason must return the district iPad, case, power adapter, and cable in working condition on or before the date of withdrawal.

**Opting Out:** Parents/guardians have the right to ask that their child does not use an iPad or other technology resources provided by Saint Paul Public Schools. You should be aware that the decision to limit or eliminate access to technology resources will significantly affect your child's ability to work collaboratively on projects and assignments, and will hamper the development of skills necessary to live and work in an increasingly digital world. For information on how to restrict technology use by your child, please contact your child's school or visit [spps.org/domain/12767](http://spps.org/domain/12767) online.

**Resources:** For more resources please visit [spps.org/page/31274](http://spps.org/page/31274)

### **School Visitors:**

- As is the case for all visitors to our schools, making an appointment with the school is appreciated.
- It is required that all visitors sign in and get themselves a name tag to be worn throughout the building.
- It is required that visitors are escorted while in the building; an administrator or staff person must be available to serve as an escort throughout the visit.
- We must minimize distractions to students and staff, so it is important that the visitor not ask questions while class is in session, unless directly invited by the teacher to do so.
- Political campaigning is strictly prohibited on school grounds.
- Visitors may not film or photograph students, as not all families have signed media consent forms for their students.
- For the safety of our students and the legal protection of the visitor – visitors may never be alone with students.

### **Winter Weather Plan:**

The safety and well-being of students and staff is our top priority and the decision to close school is no simple matter.

Before deciding to close school due to extreme winter weather conditions, Saint Paul Public Schools Superintendent Joe Gothard consults with a variety of experts both inside and outside of the district. Our commitment is to keep families, staff and the community informed of weather-related school closings and cancellations.

Please note that we continually monitor the forecast from the National Weather Service in order to make the best decision for students, staff and families. Additionally, delayed start times are not logistically possible in Saint Paul Public Schools.

## **COLD DAY (Closing due to temperature or wind chill):**

School will be canceled if the forecast\* for 6 a.m. the following morning shows:

- Wind Chill is below -35 degrees Fahrenheit OR
- Air Temperature is below -25 degrees Fahrenheit \*\*
- Decision will be made by 6:30 p.m. the night before a cancellation.
- Notification will be sent directly to families by phone, text and email, and posted on school websites and spps.org.
- Notification will be sent to media outlets (T.V., newspaper, radio)

## **SNOW DAY (Closing due to snow or hazardous driving conditions):**

- School will be canceled if heavy snow and/or icy conditions make it extremely hazardous or impossible for school buses to travel their routes and for employees to get to work safely.
- Decision will be made by 5 a.m. the morning of a cancellation.
- Notification will be sent directly to families by phone, text and email, and posted on school websites and spps.org.
- Notification will be sent to media outlets (T.V., newspaper, radio.)

## **SAME DAY WEATHER CANCELLATIONS:**

Canceling after-school activities due to weather conditions that are expected to worsen throughout the school day. School is in session as normal.

- Decisions to cancel will be made by 10 a.m. the day of cancellation.
- Schools that normally dismiss at 2 p.m. will dismiss at 1:30 p.m. This will help keep school buses on time for their later routes. All other schools will dismiss at their regular time.

## **PROGRAM COMPONENTS**

With Culturally Responsive Teaching (relevance, realness, rigor, relationships) in mind, each area in elementary, middle school, and high school at Bridge View School collaborates with each other, as well as support staff, related service professionals, community partners and families.

The structure of our school is as follows: Elementary school generally encompasses grades K-5; middle school generally encompasses grades 6-8; high school generally encompasses grades 9-12. Due to student enrollment and student need throughout the school, flexibility between areas is allowed (i.e. a student in grade 6 may stay in elementary for an extra year, etc.).

### **Elementary:**

Elementary teachers at Bridge View School are dedicated to aiding student development in the areas of academics, communication, and functional life skills. Within their Professional Learning Community (PLC), elementary teachers work together to develop teaching strategies individualized to each student's needs. In order to support students in reaching their maximum potential and independence, activities and equipment are differentiated to each student's specific learning level. We utilize formal and informal literacy and math assessments twice a school year to help determine present levels for each student as well as guide our instruction. We use and adapt a variety of curricula including but not limited to: Scholastic "Let's Find Out" and "Science Spin", Mondo "Let's Talk About It!", Souday System, and Zoo Phonics as well as incorporate core vocabulary into all of our lessons. As elementary teachers, our goal is to support learning for all students.

### **Middle School:**

Middle school teachers build on the skills taught by elementary teachers, keeping in mind each student's specific needs. Middle school students are assessed both informally (Choose It Maker comprehension activities) and formally (Equals Math assessment). During the school year, middle school students receive 30 minutes of math, health, science, language arts and social studies instruction up to 3 times per week during academic rotations. Curricula used, but not limited to, include Northern Lights MN social studies text, Attainment Company (Explore American History, Personal

Care Survival Guide, and Looking Good Toward Independence and Grooming), Equals math curriculum, and Reading A-Z literacy lessons.

### **High School:**

High school teachers at Bridge View School continue the work off the elementary and middle school teachers in giving students the opportunity to reach their maximum potential and independence. Students receive academic instruction in literacy, math, science and social studies. Additional focus and instruction on transition standards and goals is provided through weekly transition rotation classes. Students are instructed in the areas of healthy living, recreation/leisure, social skills, personal and community safety, career seminar and home living. High school students also learn vocational skills in the workroom and at community work sites. Students gain access and experience to their community through weekly community exploration activities. Community based instruction allows students to practice their community safety skills and demonstrate appropriate behavior. High school students are assessed both formally and informally in academic areas. Curriculum used in high school include, but are not limited to, items from the Attainment Company (Teaching to Standards Science, Explore Science, Explore Social Skills, etc.); Unique Learning System, First Step Lab for Job & Life Skills Instruction and more.

High school students graduate at the end of 12th grade and receive a certificate of completion from Bridge View; however, they do not get a high school diploma until they complete their transition program. Students can attend transition up to age 21. Most Bridge View graduates attend Focus Beyond to continue their transition instruction.

### **School Social Work Services:**

School social workers provide a vital link between school, home and the community. Bridge View provides direct and indirect services to all students who may have social and emotional challenges. We also provide services to families who are navigating resources in the community. In addition, we offer parent support groups to families who have children with disabilities to assist them with managing their own challenges raising a child with special needs.

The school social worker is part of the assessment team and assists with the completion of initial assessments and reviews past assessments to qualify students for

special education services. School social workers, teachers and administrators collaborate on programming for students within in the school.

Our social worker also works with students and families on attendance. We believe that students learn best if they are in school every day.

### **Nursing Services:**

Bridge View School provides nursing services to students to enhance educational achievement by the modification or removal of health-related barriers to learning.

Nursing staff achieves this by:

- Administering medications needed during school hours
- Facilitating students' plan of care, including writing and distributing emergency care plans
- Participating in student evaluations for health conditions
- Evaluating illnesses and health conditions that may be communicable concern
- Educating staff on certain health conditions and procedures
- Educating staff on emergency events – e.g. seizures, anaphylaxis, diabetes, etc.
- Communicating with family about health related concerns
- Coordinating continuation of care in the school setting through active dialogue with health care providers

### **ELL Services:**

SPPS English Learner programs provide instruction in which learners acquire receptive and/or productive skills in English through participation. Instruction is provided by a licensed ESL teacher who collaborates with classroom teachers, specialists and staff. Student service is individualized and may be presented in a variety of school settings.

### **Speech/Language Services:**

The speech-language pathologists at Bridge View collaborate with classroom staff and families to develop functional communication systems and strategies individualized to students' communication needs. Many students at Bridge View utilize augmentative and alternative communication (AAC) modes that may include eye gaze, partner-assisted scanning, picture symbols, sign language, or voice output devices. Our goal is to support communication for all students.

## **Occupational Therapy and Physical Therapy Services:**

Occupational Therapy (OT) and Physical Therapy (PT) services are provided in the school to help a student benefit from special education. As a related service, OT supports the child's "occupation" of learning and their ability to participate in educational activities within the school environment. These activities include: activities of daily living (e.g. dressing, eating, toileting), functional academics, pre-vocational skill development, play/leisure skills, and self-regulation. OT also provides consultative support to assist the educational team in developing and implementing sensory strategies, adapting equipment, and modifying curriculum in order for each student to be successful throughout the school day.

As a related service, Physical Therapy (PT) provides a combination of hands on and educational team approach to support the student's ability to move as functionally and independently as possible within the school setting, for optimal learning. The use of adaptive equipment, modifications, positioning ideas, and other therapeutic strategies are used by the PT to help the student develop or improve large muscle control, balance, and mobility while in the classroom and throughout the school setting. Physical Therapy also monitors mobility and positioning equipment used at school to help maintain a safe environment for the student and adapt materials as needed for individualized needs.

## **Developmental Adapted Physical Education Service:**

Developmental Adapted Physical Education (DAPE) service at Bridge View School aligns with the general Physical Education curriculum in St. Paul Public Schools.

DAPE provides adaptations and modifications to PE curriculum and equipment with the goal of enhancing success for special education students. DAPE recognizes the individual differences of learners and emphasizes a continuum of diversified lifelong recreation/leisure play skills in team and individual sports. These skills include learning correct game play sequences, game play strategies, fundamental motor skills, object control skills, and physical fitness.

## **Music Therapy Services:**

Music Therapy is the clinical and evidence-based use of music interventions to accomplish individualized goals within a therapeutic relationship by a credentialed

professional who has completed an approved music therapy program. Music Therapy is an established health profession in which music is used to address physical, emotional, cognitive, and social needs of individuals. We are proud that Music Therapy has been part of the unique education at Bridge View School since 1974. Music engages nearly every sensory system in immediate and unusual ways. It can open doors to basic neurological reactions. Involvement in Music Therapy can stimulate attention and increase motivation to participate more fully in the educational setting.

### **Cooking:**

When students arrive in cooking they engage in functional tasks such as washing their hands, identifying their name and participating in rituals and routines by singing a song to review body parts and review rules. Each lesson is centered around a theme which incorporates BVS core vocabulary, engages the 5 senses and provides opportunities to practice daily living skills. A wide array of adapted equipment is provided such as a pouring station, egg cracker, switches, communication devices, adapted utensils and bowls to increase involvement of all students. Students engage in choice making, turn taking, following directions and communicating preferences, requests and comments. Parents are informed of their child's involvement by a pictured recipe note sent home.

### **Family and Community Supports:**

Bridge View School has many events throughout the school year to involve families, as well as highlight students' skills, achievements, and celebrate cultural diversity in our school (ex: monthly Celebration of Learning, Homecoming, Academic Showcase, African American Parent Involvement Day, etc.).

Bridge View School also has many community partnerships that assist students in developing functional skills in the community. Our community partnerships also assist us in fundraising for our school.

For more information about our program, please visit our Bridge View School website: [www.spps.org/bridgeview](http://www.spps.org/bridgeview)

For access to the St. Paul Public Schools Campus Portal, Schoology login, and iUpdate instructions and forms, please visit the One Stop Homepage on the SPSS website: [www.spps.org/onestop](http://www.spps.org/onestop)

## Grading & Testing

Bridge View is a specialized school with specific strategies for student success. As educational professionals we teach to the whole child, which includes addressing academic state standards as well as the individual student's IEP goals and objectives. These goals may include developing skills in the following areas:

- Self-help/functional skills
- Academic performance
- Social/emotional/behavioral development
- Motor skills/physical development
- Communication
- Sensory (hearing/vision)
- Intellectual/cognitive functioning
- Transition readiness skills

A child's IEP team, including their parents and guardians, decide what areas to focus on for that upcoming school year, based on current levels of functioning, and then create and write IEP goals and objectives that are measurable and obtainable. These areas of focus are discussed at the annual IEP meeting with parents and guardians.

As a parent of a child in elementary (K-5) you will receive three progress reports annually to update you on the progress your child is making with regards to their IEP goals and objectives. If your child attends the Extended School Year (ESY) you will receive four progress reports annually.

As a parent of a child in the secondary setting, you will receive four progress reports and if your child attends the Extended School Year (ESY) you will receive 5 progress reports annually. The annual IEP acts as one of the required progress reports if it falls within the progress reporting month.

St. Paul students enrolled in grades K-5 will receive a district required report card twice a year. Your child works toward grade level content standards, which are addressed through individual goals and objectives at their content level. Therefore, please focus less attention on your child's SPPS report card and more attention on their special education progress reports. These report cards are completed twice annually. Students in grades 6-12 do not receive a district report card.

Spring is MN state testing season. Students at Bridge View take the MTAS (Modified Test of Academic Standards) in the areas of reading, math and science. If your student is an English Language Learner, they will also take the Alternate ACCESS (test of English language proficiency) . These results will be mailed to you.

You have the option to opt your child out of state testing by signing an ‘opt out form’ (see Appendix for form). If your child is on homebound services, they will be required to participate in state testing unless the opt out form is signed and returned to the student’s caseload manager.

**Minnesota State Standards and I Can Statement examples:**

	State Standard	I Can Statement
Elementary	K.1.1.3 Count, with and without objects, forward and backward to at least 20.	I can count forward and backward to 20.
Middle School	6.4.2.2 Determine a theme or central idea of a text.	I can learn the main idea from the story.
High school	3.4.2 Youth demonstrate independent living skills.	I can go grocery shopping. I can read a recipe.

# Student Expectations

## Student's Rights & Responsibilities:

Students who attend Saint Paul Public Schools have various rights and opportunities. Students also have responsibilities to teachers, staff and fellow students. Students have other rights guaranteed by the Constitution and by state and local laws. [The rights and responsibilities in the handbook](#) are not all inclusive and do not cover every situation that may arise. The table below describes modified student rights, opportunities, and responsibilities in Saint Paul Public Schools as it pertains to students at Bridge View School.

<b>Attendance and Tardiness</b>	
<b>Rights/Opportunities</b>	<b>Responsibilities</b>
<p>Students have the right to a free public education according to state and federal law.</p> <p>Absence or tardiness of students because of religious holidays and observances shall be recorded as excused absences or tardiness at the written request of the parent/guardian.</p>	<p>Students and parents/guardians are responsible for following the school's attendance and tardiness rules and procedures.</p> <p>Students and parents/guardians are responsible for notifying the school before an absence or upon returning to school after an absence.</p> <p>Students and parent/guardians are responsible for notifying the school if the student must leave during the school day.</p>
<b>Equal Opportunity</b>	
<b>Rights/Opportunities</b>	<b>Responsibilities</b>
<p>Students have the right of equal opportunity as allowed by law, to participate in all school activities and school education programs for which they are eligible.</p>	<p>Students are responsible for following the rules and procedures of the school-sponsored activity in which they participate or others participate.</p>
<b>Fair Treatment</b>	
<b>Rights/Opportunities</b>	<b>Responsibilities</b>

<p>Students have the right to due process when involved in a violation of district rules. Included is the opportunity to hear the nature of the violation and to give their account of the situation.</p> <p>Students have the right to be informed of all applicable classroom and school rules, expectations and procedures.</p> <p>Students have the right to be treated respectfully by district employees and other students.</p> <p>Students have the right to be free from unreasonable physical contact from teachers and other students. Reasonable force by staff to restrain or correct a student from injuring self, other persons, or property, however, is allowable.</p>	<p>Students are responsible for responding to all directives or inquiries from staff, and for following all laws, policies, rules, and expectations that apply to them.</p> <p>Students are responsible for knowing and following all applicable classroom rules, expectations, and procedures.</p> <p>Students are responsible for treating all persons respectfully.</p> <p>Students are responsible for respecting the space and freedom of those around them.</p> <p>Students are expected to treat the property of others and the district responsibly.</p> <p>Students are responsible for refraining from using force or physical contact to inflict harm on another.</p> <p>Students are also responsible for not engaging in conduct that threatens to injure themselves, other persons, or property.</p>
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**Learning and Academic Work**

<b>Rights/Opportunities</b>	<b>Responsibilities</b>
<p>Students have the right to attend school and gain an education as provided by law. Attendance at a particular school is a privilege, not a right.</p> <p>Students have the right to attend school in a safe environment.</p> <p>Students have the right to necessary home/hospital instruction as regulated by state guidelines when absent for an extended period.</p>	<p>Students are responsible for working to complete class assignments to the best of their ability.</p> <p>Students are responsible for behaving in such a manner that supports learning for all and does not pose a potential or actual danger to themselves or others and that is not disruptive to the learning process for others.</p> <p>Students are responsible for completing</p>

<p>Students have a right to receive instruction that is appropriately modified or adapted.</p>	<p>work assigned as part of the home/hospital instructional process.</p>
<p><b>Medications</b></p>	
<p><b>Rights/Opportunities</b></p>	<p><b>Responsibilities</b></p>
<p>Students have the opportunity to receive medications and medical procedures that must be administered during the school day in order for a student to attend school.</p>	<p>Students and parents/guardians are responsible for providing written notification to the school nurse when any medication must be administered to a student during the school day. All medications brought to school must be in the original labeled container.</p>
<p><b>Non-Discrimination /Harassment-Free Environment</b></p>	
<p><b>Rights/Opportunities</b></p>	<p><b>Responsibilities</b></p>
<p>Students have the right to a learning environment that is free from discrimination, harassment, and violence based on an individual’s race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with respect to public assistance, sexual or affectional orientation, or disability.</p> <p>Students have a right not to be retaliated against for reporting acts of discrimination, harassment, or violence.</p>	<p>Students are responsible for treating other students and district employees respectfully and in a manner that does not discriminate or harass an individual based on protected class.</p> <p>Students are responsible for reporting to staff (i.e. teacher or principal) incidents of discrimination, harassment, violence, or retaliation that they have experienced or of which they are aware.</p>
<p><b>Personal Property and Privacy</b></p>	
<p><b>Rights/Opportunities</b></p>	<p><b>Responsibilities</b></p>
<p>Students generally have a right of privacy in their persons and in their personal property on school district property and at school-sponsored or associated events, however, if a student requires assistance to retrieve necessary school or medical supplies from within personal property, these items will be retrieved by a staff</p>	<p>Students must not bring onto school district property or to school-sponsored or associated events any item or material that violates school district policy, school rules, or state or federal law, or that would cause, or tend to cause, a disruption or endanger the health or safety of students or other people. Items prohibited include,</p>

<p>member.</p> <p>Students have the right to utilize school-owned property (i.e., lockers, desks) for storing appropriate items of personal property with the understanding that all school-owned property is within the exclusive control of the school district and may be searched by school authorities for any reason, at any time, without permission, consent, or requirement for a search warrant.</p>	<p>but are not limited to, stolen goods, weapons and look-alike weapons, and other illegal items.</p> <p>When reasonable suspicion exists to believe a student possesses prohibited items or that a search will uncover evidence of a violation of a school rule or of the law, school officials may conduct a reasonable search of a student's person or property.</p>
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**Technology Usage and Safety**

<b>Rights/Opportunities</b>	<b>Responsibilities</b>
<p>Students have the opportunity to access a variety of district technology resources.</p>	<p>Students are responsible for using the district technology resources properly and following all district and school rules and procedures. This includes treating all district devices (e.g. iPad, laptop, projector) with respect (i.e. not purposely causing harm by hitting or throwing a device).</p> <p>Students are responsible for immediately disclosing inadvertent access of inappropriate materials or internet site to their teacher. Purposeful access of unacceptable material will result in consequences set by school and district administration.</p>

**Standards of Student Behavior:**

A safe and positive learning environment is essential. Knowing and complying with the rules/procedures will support students in making positive choices. When students are disruptive or act inappropriately, they must accept the consequences. When students do not follow the rules, school staff members are expected to respond appropriately and consistently. School administrators will inform the parent/guardian of any student whose behavior is in serious conflict with established rules and procedures. Students and their parents/guardians are responsible for working collaboratively with school staff

to support the rules and procedures outline in this Modified Student Behavior Handbook.

## Level 1

Level 1 violations will generally be addressed by school staff when a student has minimal behavioral issues. The staff's response teaches correct, alternative behavior so students can learn and demonstrate safe and respectful behaviors. Staff members are expected to use a variety of teaching and management strategies.

Level 1 - Examples of Interventions	Behavior Issue	Possible Outcomes	
<p>Support interventions aim to correct and teach alternative behavior so students can learn and demonstrate safe and respectful behavior. School staff members are expected to use a variety of methods and classroom management strategies, that may include:</p> <ul style="list-style-type: none"> <li>● Ensure student has access to their communication system</li> <li>● Provide predictable routine and classroom structure</li> <li>● Strategic seating chart</li> <li>● Verbal and visual reward system reminders</li> <li>● Providing sensory input or tools</li> <li>● Removing highly stimulated student from stressful environment</li> <li>● Ignoring an attention seeking behavior</li> </ul>	<p><b>Defiance of Authority</b> Willful refusal to follow directions given by staff member.</p>	<ul style="list-style-type: none"> <li>● Loss of privileges</li> <li>● In class break or time-out</li> <li>● Removal from peers</li> <li>● Restitution</li> <li>● Conflict Resolution</li> <li>● Proximity</li> </ul>	
	<p><b>Disruptive Behavior at School</b> Situations and/or actions that staff members believe interfere with or have the potential to interfere with effective learning.</p>		<ul style="list-style-type: none"> <li>● Seat change</li> <li>● Change in schedule</li> <li>● Teacher/student conference</li> </ul>
	<p><b>Inappropriate Language</b> Swearing or using words in a disrespectful way.</p>		<ul style="list-style-type: none"> <li>● Student referral to Student Assistance Team (SAT)</li> <li>● Parent/guardian notification</li> </ul>
	<p><b>Physical Contact</b> Students engage in non-serious, but inappropriate, physical contact, such as hitting, spitting, pinching, kicking a staff member or peer.</p>		<ul style="list-style-type: none"> <li>● Verbal and visual redirection</li> <li>● Bus aide/SPED teacher conference and collaboration</li> <li>● Development of a Functional Behavioral Assessment (FBA)</li> </ul>
<p><b>Physical Aggression (Bodily Harm)</b> An intentional act by a student resulting in bodily harm.</p>	<ul style="list-style-type: none"> <li>● Development or revision of a Behavioral Intervention Plan (BIP)</li> </ul>		
<p><b>Damage to Property</b></p>			

<ul style="list-style-type: none"> <li>• Daily progress sheet on behavior</li> <li>• Student self-regulation strategies</li> <li>• Social stories</li> <li>• Collaborate with building Occupational Therapist (OT), Physical Therapist (PT), and Speech Language Pathologist (SLP)</li> </ul>	<p>Willful damage to property of staff members or school.</p> <p><b>Threats</b> Any oral, written, or physical threat, sign or act that conveys intent to cause harm or violence, even if made in jest.</p> <p><b>Disruptive Behavior on the Bus</b> Any above level 1 behavior that endangers students on their way to and from school, or at the bus stop, observed by bus aide to be reported to student's case manager.</p>	
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## Level 2

Level 2 violations will generally result in interventions or disciplinary responses that involve the school administration. These actions aim to correct behavior by stressing the seriousness of the behavior. Severe behaviors *may* result in a dismissal or suspension from school. A dismissal from school includes removing a student for part of a day or an entire school day. A suspension is a removal from school for more than one day.

<b>Level 2 - Examples of Interventions</b>	<b>Behavior Issues</b>	<b>Possible Outcomes</b>
<p>These interventions may involve the school administration and aim to correct behavior by stressing the seriousness of the behavior. These interventions may involve the temporary, short term removal of a student from the school environment</p>	<p><b>Leaving School Grounds</b> Leaving school grounds during school hours without permission.</p> <p><b>Physical Aggression (Substantial Bodily Harm)</b> An intentional act by a student resulting in</p>	<ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Parent/guardian conference or IEP meeting</li> <li>• Referral to district behavior specialist</li> <li>• Contact Emergency Communication Center (ECC)</li> </ul>

<p>because of the severity of the behavior. The duration of the dismissal or short-term suspension, if issued, is to be limited as much as is practicable while adequately addressing the behavior.</p> <p>Interventions include those used in level 1 as well as:</p> <ul style="list-style-type: none"> <li>• Referral to Student Assistance Team (SAT)</li> </ul>	<p>substantial bodily harm.</p> <p><b>Possession or Use of a Weapon</b>  Intending to cause or physically causing bodily harm to a peer, staff, or oneself. The weapon could be a firearm, knife, or any other object or device - that, in the manner it is used or intended to be used, is calculated or likely to produce bodily harm or substantial bodily harm, or fear of any degree of bodily harm.</p> <p><b>Terroristic Threats</b>  Threatening directly or indirectly to commit any crime of violence with intent to terrorize another or to cause evacuation of a building, place of assembly, or vehicle.</p> <p><b>Disruptive Behavior on the Bus</b>  Any above level 2 behavior that endangers students on their way to and from school, or at the bus stop, observed by bus driver to be reported to administration.</p>	<ul style="list-style-type: none"> <li>• Missing student protocol</li> <li>• Dismissal from school</li> <li>• Suspension from school</li> <li>• Development or revision of a Behavioral Intervention Plan (BIP)</li> <li>• Bus driver reports behavior to Bridge View administration</li> <li>• Use of Non-Violent Crisis Intervention (NVCI) strategies</li> <li>• Utilization of lower-level consequences addition to the above</li> </ul>
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See SOAR school-wide behavior matrix in Appendix.

**Bridge View School  
Parent Form of Acknowledgement**

**Acknowledgement of Review and Understanding**

The 2018-2019 Student/Parent Handbook provides important information related to student learning, expectations for student behavior and other information related to student and parent rights.

Please sign to show that you have read and reviewed the student/parent handbook.

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Parent/Guardian signature

## Appendix

### Special Education Acronyms and Abbreviations:

#### **A**

AAC	Augmentative and Alternative Communication
ADD	Attention-Deficit Disorder
ADHD	Attention-Deficit Hyperactivity Disorder
ADL	Activities Daily Living
ALC	Alternative Learning Center
ADPE	Adaptive Physical Education
ARC	Now ARC, formerly known as Association for Retarded Citizens
ASA	Autism Society of America
ASD	Autistic Spectrum Disorder
ASL	American Sign Language
ASR	Assessment Summary Report
AT	Assistive Technology
AU	Autism

#### **B**

BD	Behavior Disorders
BIA	Brain Injury Association
BIP	Behavior Intervention Plan
BP	Behavior Problems

#### **C**

CA	Chronological Age
CBFAC	Citizens Budget Finance Advisory Committee
CDT	Child Development Technician
CEC	Council for Exceptional Children
CFL	(Dept. of) Children, Families and Learning
CHADD	Children and Adults with Attention-Deficit/Hyperactivity Disorder
CIF	Census Information Form
CIMP	Continuing Improvement Monitoring Plan
CLEAR	Community Leisure Education and Recreation

CLIMB Creative Learning in Mind and Body  
CLRSPAC Citizens Long Range Space Planning Advisory Committee  
COTA Certified Occupational Therapist Assistant

**C con't**

CP Cerebral Palsy  
CPR Cardiac Pulmonary Resuscitation  
CST Child Study Team  
CTIC Community Transition Interagency Committee

**D**

D/APE Developmental/Adapted Physical Education  
D/B Deaf-Blind  
DD Developmental Delay  
DD Developmental Disability  
DD Act Developmental Disabilities Assistance and Bill of Rights Act  
DEC Division of Early Childhood  
DHH Deaf and Hard of Hearing  
DHS Department of Human Services  
DRS Division of Rehabilitation Services  
DS Down Syndrome  
DSE Director of Special Education or Division of Special Education  
DSI Dual Sensory Impairment  
DVR Division of Vocational Rehabilitation

**E**

EA Educational Assistant  
E/BD Emotional/Behavioral Disorders  
EC Early Childhood  
ECE Early Childhood Education  
ECFE Early Childhood Family Education  
ECSE Early Childhood Special Education  
ECSU Educational Cooperative Service Unit  
ED Education Department  
ED Emotionally Disturbed  
EEG Electroencephalogram  
EEOC Equal Employment Opportunity Commission  
EH Emotionally Handicapped  
EI Early Intervention  
EKG Electrocardiogram

ELL English Language Learners  
EPS Early and Periodic Screening  
ESL English as a Second Language

**E con't**

ESY Extended School Year  
EYS Extended Year Services

**F**

FAE Fetal Alcohol Effect  
FAPE Free and Appropriate Public Education  
FAS Fetal Alcohol Syndrome  
FBA Functional Behavioral Assessment  
FC Facilitated Communication  
FERPA Family Educational Rights and Privacy Act  
FTE Full-Time Equivalent

**G**

GED General Equivalency Diploma  
GLD General Learning Disability  
GT Gifted and Talented

**H**

HCBS Home and Community Based Services  
HHS Health and Human Services  
HI Hearing Impairment

**I**

ICC Interagency Coordinating Council  
ICF/MR Intermediate Care Facility For Persons with Mental Retardation  
IDEA Individuals with Disabilities Education Act (formerly EHA)  
IEIC Interagency Early Intervention Committee  
IEP Individualized Education Program  
IFSP Individual Family Service Plan  
IIIP Individual Interagency Intervention Plan  
IL Independent Living  
ILC Independent Living Center  
IPE Individual Plan of Employment  
IPP Individual Program Plan  
IQ Intelligence Quotient

ISD Independent School District  
ISP Individual Service Plan  
ITP Individual Transition Plan  
**I con't**  
IVT Individual Vocational Training

**J**  
(none)

**K**  
K-12 Kindergarten through Grade Twelve

**L**  
LD Learning Disability  
LEP Limited English Proficiency  
LI Low Incidence Handicapping Conditions  
LRA Least Restrictive Alternative  
LRE Least Restrictive Environment  
LSW Licensed Social Worker  
LVA Low Vision Aid

**M**  
MA Medical Assistance  
MBD Minimal Brain Dysfunction  
MCH Maternal and Child Health  
MCSHN Minnesota Children with Special Health Needs  
MD Multiple Disabilities  
MD Muscular Dystrophy  
MH Mental Health  
MH Multiple Handicap  
MI Mental Illness  
MI/HI Mentally Ill/Hearing Impaired (Persons)  
MMH Mild-Moderate Mentally Handicapped  
MMI Mild-Moderate Mentally Impaired  
MMI Mildly Mentally Impaired  
Mod MH Moderately Mentally Handicapped  
MSMI Moderate-Severe Mentally Impaired

**N**

(none)

## **O**

OBE	Outcome-based Education
ODD	Oppositional Defiant Disorder
OE	Open Enrollment
OFSS	Office of Family and Social Services
OHI	Other Health Impaired
OI	Orthopedic Impairment
OJT	On-the-Job-Training
OT	Occupational Therapy(ist)

## **P**

PAC	Parent Advisory Council
PAC	Placement Advisory Council
PACER	Parent Advocacy Coalition for Educational Rights
Part H	Public Law 99-457 Infants and Toddlers Program
PAS	Plan for Achieving Support
PASS	Program Analysis of Service Systems
PCA	Personal Care Assistance (Attendant)
PCP	Person Centered Planning
PD	Physical Disability
PDD	Pervasive Developmental Disorder
PER	Planning, Evaluation and Reporting
PH	Physically Handicapped
PI	Physically Impaired
P.L.	Public Law
PLEP	Present Level of Educational Performance
PMR	Profoundly Mentally Retarded (Person)
POHI	Physically and Other Health Impaired (Persons)
PP	Paraprofessional
PSD	Program for Social Development
PSS	Preschool Screening Program
PT	Physical Therapy(ist)
PTA	Parent Teacher Association
PTO	Parent Teacher Organization
PTSA	Parents, Teachers, Students Association
PVE	Pre-Vocational Education

PY Planning Year

## **Q**

QMRP Qualified Mental Retardation Professional

## **R**

ROM Range of Motion

## **S**

SB Spina Bifida

SE Special Education

SEAC Special Education Advisory Committee

SED Serious Emotional Disturbance (Severely Emotionally Disturbed)

SF Senate File

SH Severely Handicapped

SI Sensory Integration

SI Speech Impairment

SIB Self-Injurious Behavior

SIL Semi-Independent Living (Facility)

SILS Semi-Independent Living Services

SLA Supported Living Arrangements

SLD Specific Learning Disability

SLF Supervised Living Facility

SLP Speech Language Pathologist

SMH Severe Mental Handicap

SPPS Saint Paul Public Schools

SS Social Services

SSDI Social Security Disability Insurance

SSI Supplemental Security Income

SSN Social Security Number

SSW School Social Worker

STEPS Specialized Transition and Employment Planning Service

STIC State Transition Interagency Committee

## **T**

TBI Traumatic Brain Injury

TDD Telecommunication Device for the Deaf

TEFRA Tax Equalization Fiscal Responsibility Act

TESOL Teaching English to speakers of Other Languages  
TS Tourette Syndrome  
TTY Teletypewriter

**U**

UCP United Cerebral Palsy Associations

**V**

VA Visual Acuity  
VA Vulnerable Adult  
VE Vocational Education  
VH Visually Handicapped (Persons)  
VI Visual Impairment  
Voc Ed Vocational Education  
VR Vocational Rehabilitation

**W**

WS Waivered Services

**XYZ**

(none)