

CROSSLAKE COMMUNITY SCHOOLS

Minnesota Charter District 4059

K-12 ONLINE STUDENT AND FAMILY

HANDBOOK

School Year 2026–2027

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FOREWORD

Crosslake Community School's Online Program is part of Crosslake Community Schools (CCS), District 4059. CCS has an in-person program in Crosslake, Minnesota, for students in grades PreK-8. CCS Online is a free, public, virtual charter school for students in grades K-12 across the state of Minnesota. Our staff hold appropriate licenses in the state of Minnesota, and our courses are aligned with Minnesota State Standards. Students and staff share responsibility for developing a school climate that fosters learning and provides an opportunity for the free expression of ideas. Students have certain rights and privileges. They also have certain responsibilities.

This publication explains students' rights and responsibilities, behavior expectations, the consequences of misbehavior, and due process requirements as defined in state and federal law, Board of Education (BOE) policy, and CCS regulations. We urge each parent/guardian and student to review the materials carefully. Please submit your signatures, as instructed in Infinite Campus, acknowledging an understanding of CCS policies and procedures. Please refer any questions to CCS staff members.

The contents and policies found in this handbook are subject to change based upon board revisions and approval. The information in this handbook is not all-inclusive. Individual course/teacher procedures and the unique needs of each student may supplement these policies, regulations, and guidelines.

Crosslake Community School Mission

To grow environmentally literate, community-impacting learners of excellence

Crosslake Community School Vision

CCS strives to be a school where students build meaningful connections with each other, the community, and the environment through exceptional learning experiences.

Core Values: RELIC

- **Respect** – Treat others with kindness, understanding and empathy, always striving to be courteous, compassionate, inclusive and open-minded.
- **Excellence** – Pursuit of high standards and continuous improvement in order to reach my fullest potential and growth.
- **Learning** – Embrace joy, curiosity and enthusiasm on my lifelong journey of discovery and growth.
- **Integrity** – Contribute to a culture of trust, honesty and responsibility by doing what is right, even in the face of challenges.
- **Community** – Promote a sense of belonging, shared purpose and partnership with all members of our school community.

Crosslake Community School Authorizer

Osprey Wilds Environmental Learning Center – Minneapolis, MN

DISTRICT LEADERSHIP & BOARD OF EDUCATION

Role	Contact
District Superintendent	Dr. Jenna Leadbetter – jennaleadbetter@crosslakekids.org – 218-537-3623
Online Principal (K-8)	Monique VonEnde – moniquevonende@crosslakekids.org – 218-203-9657
Online Principal (9-12)	Rose Bierce – rosebierce@crosslakekids.org – 218-203-5469

CCS Board of Education

The Board of Education (BOE) meets the fourth Monday of every month at 5 p.m.

Member	Office	Role	Term Ends
Jared Griffin	Chair †	In-Person Parent/Guardian	06/30/2028
Joe Garcia	Vice-Chair †	In-Person Parent/Guardian	06/30/2027
Colin Williams	Treasurer †	In-Person Teacher	06/30/2027
Melanie Donley	Secretary †	Online Teacher	06/30/2027
Rhiannon Paulson	Director	Online Teacher	06/30/2028
Aimee Tagtmeier	Director	Online Parent/Guardian	06/30/2028
Lance Swanson	Director	In-Person Teacher	06/30/2028
Steena Johnson	Director	Community Member	06/30/2027

† Officer positions and roster updated to the July 2026 board organization per district records and the 7/30/26 organizational chart.

Declaration of Purpose

1. **Improve student learning:** Crosslake Community School participates in a continuous improvement process. This process requires all stakeholders to be actively involved in activities designed to meet the goals for raising student achievement.
2. **Increase learning opportunities for pupils:** Students at CCS have flexibility that allows them to structure their learning day in the way that works best for them and their lives.

Description of CCS Online Program

*Learning Management Systems – Buzz, Edgenuity, and Canvas. *All curriculum used by CCS is available upon request.*

Welcome to the Online Program at Crosslake Community School! The online program instruction is technology-based and all school work is completed off campus. The curriculum is available 24/7 over the internet. For students to be most successful, they must spend a minimum of 30 hours a week on class assignments.

All online instructors are highly qualified teachers licensed in the state of Minnesota in the content area they teach. The curriculum is aligned to the Minnesota graduation standards and can be reviewed on our website.

Each 6th-12th grade online student is assigned a learning coach who supports students in academic as well as non-academic areas of their lives. The learning coach is an ideal first point of contact for students and families who have questions about the student experience or online program. In grades K-5, parents/guardians serve as learning coaches with direct support from grade-level teachers.

Roles and Responsibilities Related to Student Learning

Since cooperation between parents/guardians and CCS staff is essential in helping students work to the best of their abilities and have a good school experience, we must all work together to maintain positive and effective communication with one another.

CCS is responsible for

- Providing the best possible education by creating and maintaining an atmosphere conducive to learning;
- Dealing with all students fairly and honestly;
- Treating all students and parents/guardians with courtesy and respect;
- Providing opportunities for communication with students, parents/guardians, and the community;
- Safeguarding the health and safety of each student and staff member;

- Making reasonable rules and regulations governing student behavior and conduct; and maintaining proper control and discipline.

All employees are expected to participate directly in the supervision and guidance of the learning of all students within their scope of authority and responsibility.

Students are responsible for

- Maintaining responsive, two-way communication with teachers and staff. While we will do our best to connect with you in ways that work for you, actively responding to check-ins and messages is required;
- Applying a conscientious effort in all school work and activities;
- Respecting the rights of other students, CCS staff, and CCS visitors;
- Sharing the responsibility with the administration and staff of establishing and maintaining a safe, stimulating, and productive learning environment;
- Attending CCS regularly – staying on track with the due dates in Buzz, Edgenuity, Canvas or individual plan from the Learning Coach or teacher;
- Completing class assignments on time and in accordance with the instructions given by their teachers;
- Respecting school property, including Chromebooks and chargers, and using them in a safe and ethical way;
- Adhering to and cooperating in upholding local, state, and federal laws, and CCS policies and regulations;
- Accepting the authority of teachers and other CCS personnel;
- Acknowledging the consequences of their own behavior.

Parents/Guardians are responsible for

- Engaging in consistent, two-way communication with CCS staff. We will make every effort to utilize your family's preferred communication channels, but regular and timely responsiveness to school outreach is an essential requirement to ensure your student is fully supported;
- Ensuring that their student attends school regularly by helping them stay on track with the due dates in Buzz, Edgenuity, Canvas, or individual plan from the Learning Coach or teacher;
- Promoting the development of their student's educational process and self-discipline;
- Communicating with teachers/CCS personnel regarding questions or concerns about their student's education;
- Notifying CCS whenever their student will be absent.

Parents'/guardians' involvement and participation in their student's educational process is critical to their success in school. It is important that parents/guardians participate in CCS community events such as open houses and parent/guardian-teacher conferences, support CCS policies, and encourage their students to benefit from the CCS educational program. Parents/guardians are legally responsible for the behavior of their students.

ANTI-DISCRIMINATION

CCS complies with state and federal laws prohibiting discrimination, including the Minnesota Human Rights Act (Minn. Stat. ch. 363A), Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1991. No person protected by these laws shall, on the grounds of race, color, national origin, creed, religion, sex, sexual orientation, gender identity, marital status, age, disability or status with regard to public assistance, be excluded from participation in, be denied the benefits of or be otherwise subjected to discrimination under any educational program or activity operated by the school.

Every student is responsible for reporting to their teacher or a staff member any evidence of discrimination in the school.

APPROPRIATE USE OF TECHNOLOGY

All online students are expected to follow school policies regarding the appropriate use of technology and school equipment. School computers are to be used only for school work. Computer usage is monitored and inappropriate usage is flagged and reported to school administration. In the case of inappropriate use, parents/guardians will be notified. Repeated inappropriate use could result in disciplinary action and/or loss of access to school computers.

Online Privacy Expectations

- Staff and students who use Crosslake Community School (hereafter, "School") equipment and services (including software provided by the School for students to do schoolwork and staff to perform duties) are required to have a School electronic account.
- The data privacy of students and staff is protected by various state and federal laws (such as FERPA, Minnesota Statutes, section 13.32, etc.). The School will not disclose Personally Identifiable Information (PII) except in circumstances where these laws allow, such as when a teacher needs to access educational data for one of their students.
- While students are enrolled in any of our programs, we monitor their usage of the internet for multiple purposes: a) for the protection of students from harmful content on the internet; b) for the protection of students from physical and/or mental harm from themselves or others; c) for the protection of the School in circumstances where the School must defend itself from accusers.
- We collect data from student and staff usage on our network, computers and other devices. This aids the School in training and staff management and for the efficient operation of the School. We reserve the right to access any data that comes from the use of our electronic accounts.

- We use several programs that collect and store data from staff and students, used only for the purposes mentioned above. Some examples of these programs are: GoGuardian (“Admin”, “Teacher”, “Beacon”, and “DNS”) for the purpose of tracking student use of the internet while students are logged into their School accounts; Bark for the purpose of flagging data that may show students who might be contemplating self harm or other forms of harm and bullying; Google Workspace Education Plus for providing School accounts for staff and students, creating a digital framework that works to keep staff and students safe from harmful content on the internet, works to provide storage of content created or accessed by staff and students, and works to be the primary mode of communication between individuals using our services and equipment; for staff, Free Microsoft Office 365 Education, which includes access to technology management services and access to the suite of Office tools. This is not a complete list of all digital programs used by the School, but includes software that we use for monitoring usage of our services.

Please reference the full Policy 524, Internet Acceptable Use and Safety Policy.

ATTENDANCE POLICY

I. Purpose

The purpose of this policy is to define student attendance and to provide structure for the procedures regarding student attendance, truancy, educational neglect, and enrollment. Because of the nature of being an online charter school, the definition of student attendance is not based entirely on seat time in a physical location but rather on daily self-reporting by the student. This policy also recognizes that student attendance and course completion are a joint responsibility to be shared by the students and their parents or guardians. In accordance with Minnesota state laws concerning student attendance, the policy also includes the school’s truancy intervention processes.

II. General Statement of Policy

Attendance is required of all full-time students enrolled in the charter school. State law requires that children attend school from age 7, or upon enrollment in school, until age 18. In accordance with MN state laws, students who are not in attendance for 15 consecutive school days will be inactive or withdrawn from school enrollment dependent on the age of the student. Additionally, students residing out of state for 15 consecutive school days will be dropped from school enrollment. If your family plans to be out of the state for more than 15 consecutive school days, we would still love to have you in CCS Online! Tuition options are available so you can seamlessly continue your enrollment during your time away from Minnesota.

If this applies to you, please don't hesitate to reach out to our Student Data and Enrollment Coordinator to discuss tuition options and begin the re-enrollment process:

- Email: onlineadmissions@crosslakekids.org
- Phone: 218-537-3628

How attendance is tracked, how the school intervenes when non-attendance is excessive, and to which other agencies the school must report depends upon the age of the particular student in question. See Section IV for these procedures.

The charter school recognizes that the responsibility for student attendance belongs to the students and their parents/guardians in a partnership for overall communication and learning. The different responsibilities are as follows.

At Crosslake Community School, our culture is to “come as you are.” We want our virtual spaces to be welcoming and authentic, which is why our expectation is for your cameras to be on when we meet. Seeing your faces helps us build the strong connections that are so central to our community. However, we also understand that everyone's comfort level and home environment are different. If having your camera on is a problem, please just let us know, we are always happy to work with you.

At the same time, we have a fundamental obligation to ensure the safety and well-being of every student in our school. Because of this, at times during specific meetings, you may be required to briefly turn on your camera so our staff can visually verify that you are safe and supported. We appreciate your partnership in keeping our school environment connected, secure, and caring.

A. Students' Responsibilities

Mandatory Scheduled Meetings: Students must attend any individual meetings scheduled by a teacher, learning coach, or case manager. This includes, but is not limited to, required assessments like STAR reading and math screenings, as well as academic or intervention support meetings. Attendance at these specific, scheduled touchpoints is a mandatory component of a student's enrollment and daily progress.

Grades 6-12: Students are expected to make adequate daily progress: staying on track with the due dates in Edgenuity, Buzz, Canvas, or individual plan from the Learning Coach or teacher. To be marked present in the online program, students must log in to Infinite Campus daily to self-report their attendance. “Attendance” simply confirms that you have logged into the online platform for the day; completing your coursework is a separate expectation. Students are expected to actively engage in their coursework each day. To ensure students are exposed to and master all required academic standards and core content, our school expectation is 100% completion of all enrolled courses by the end of the semester. Partial completion is not sufficient. To meet this standard and stay on track, students should plan to dedicate approximately 6 hours per day to their schoolwork, staying on track with the due dates in Buzz, Edgenuity, Canvas or an individual plan from the Learning Coach or teacher. An absence occurs if a student does not complete their daily attendance check-in in Infinite Campus. If

a student worked but forgot to check in for attendance, they can submit proof of work or a meeting to their coach, and the coach can change the absence to a present.

Grades K-5: Students are expected to make adequate weekly progress. To be marked present, students must either attend the daily meeting with their teacher or complete their daily attendance check-in in Infinite Campus. Daily teacher meetings are provided, but not required. To remain on track in their courses, students should expect to spend 6 hours a day on school work; this includes independent reading time and time for projects that are outside of Buzz.

Adhere to the computer/internet backup plan, as agreed upon and signed off on in the student's enrollment paperwork, in the event of technology issues that would otherwise prevent school attendance.

Students communicate questions, computer problems, and school struggles with the school as soon as issues occur and maintain daily/weekly contact with their teachers, learning coaches, and other support staff. This includes responding to and initiating emails and phone calls/texts and responding to requests from school personnel in a timely manner.

In-person testing: Students attend all required in-person testing days in required locations. Students are marked present for in-person MCA testing day(s). Students should reach out to their teachers and learning coaches about work completion expectations for the day(s) they take their MCA(s). Students can take all MCAs in one day, or spread it out between two-three days. Testing dates and locations are as follows:

- April 6th-8th (Brainerd, Crosslake, Duluth, St Cloud, Staples, Princeton, Moorhead)
- April 13th-15th (Brainerd, Crosslake, Duluth, Staples, Hibbing, Princeton, Mankato, Little Falls)
- April 20th-22nd (Brainerd, Coon Rapids, Crosslake, Duluth, Staples, Little Falls, Moorhead)
- Make-Up dates: May 2nd-7th (scheduled on a needed basis); weekend dates will be scheduled as needed
- Locations (including but not limited to): Brainerd, Coon Rapids, Crosslake, Duluth, Hibbing, St. Cloud, St. Paul, Staples, Mankato, Marshall, Moorhead, Princeton
- Times are yet to be announced. Information will come out in the winter.

Early finishers: Finish required coursework by the scheduled end date relative to the current school term. For students who finish required coursework at 100% completion before the semester ends, attendance will continue to be marked present for the remainder of the term with the following expectations:

- Students will continue to do any new weekly seminar/homeroom assignments, if applicable.
- Students should keep up with all school communications via text, phone, or email.
- Students should continue to check in with their learning coach weekly.
- Students who are behind in graduation credits may be eligible to take an additional course (does not apply to students who are on track with credits).

- Students who are not behind in their credit needs for graduation may be eligible to take an additional course at the discretion of the director.

B. Parents/Guardians' Responsibilities

- Parents/guardians ensure that the student is making adequate daily/weekly progress.
- Parents/guardians provide the student with access to the necessary tools for student success.
- Parents/guardians inform the school in the event of an excusable student absence by sending a message to the CCS Attendance Email.
- Parents/guardians work cooperatively with the school and the student to solve any attendance problems that may arise and take an active role in supporting the student in course completion.

C. The Charter School's Responsibilities

- The charter school will monitor attendance, maintain accurate attendance records, and apply attendance policies uniformly.
- The charter school will provide reports to parents/guardians and students concerning progress and inform students and parents/guardians of any attendance issues.
- The charter school will work cooperatively with students and their parents/guardians to resolve any attendance problems that may arise.

III. Definitions

Absence – The failure of a student to self-report their attendance in Infinite Campus. Whether an absence is excused or unexcused (as defined below), students are required to make up all work and continue toward successful completion of coursework in order to receive credit in accordance with the policy which governs the granting of credits. Students can avoid absences (whether excused or unexcused) by logging into Infinite Campus daily for attendance check-ins.

Attendance – Attendance is not based on a student's physical attendance in any one location at any given time, with the exception of required in-person testing. Attendance at an online school is evidenced by daily, consistent login and self-reporting in Infinite Campus. Due to ongoing enrollment, students who are not enrolled for the full semester may be given a reduced workload to accommodate realistic work completion expectations.

Days of attendance – Days of Attendance are a student's active days which are determined by a student signing into Infinite Campus daily for attendance check-ins.

Excused absence – An acceptable absence as determined by the school. The burden of proof for a student being excused from school is placed on the parent/guardian of the student. Please note: students may access and attend school virtually from their home 24 hours a day, seven days a week. Excused absences should be few, far between, and due to extreme circumstances. The very nature of an online school allows students to maintain attendance in circumstances that would ordinarily prevent

them from attending school. The following reasons are examples which are recognized by the school as excused absences:

- **Parent/guardian/doctor verified illness:** an absence verified by a parent/guardian or doctor, in writing. The excuse should specify the health condition and why it prevents attendance at the online school. Absences, due to illness, that exceed three days require a doctor's note. Should the illness prevent them from attending school virtually from their home, a doctor's note specifying this situation is required to verify the severity of the illness and the length of time anticipated that the student would not be able to work online.
- **Bereavement:** an absence(s) resulting from a serious illness, injury or death of an immediate family member, relative, or someone in close relation to the student.
- **School directed activities:** absences for CCS field trips, state testing, or other school activities planned by the school. The day(s) will be considered as a PRESENT school day(s) and not an excused absence.
- **Prearranged Vacations/Travel:** We understand that families may occasionally need to travel during the school year. To have these absences excused, a parent or guardian needs to notify the attendance coordinator (onlineattendance@crosslakekids.org) in advance with the specific dates the student will be away. We highly recommend that the student work with their teaching team beforehand to create a plan for catching up or working ahead on any missed assignments.
- **Suspension:** as defined by the charter school board of directors.
- **Court appearances:** an absence by a student who has been court ordered to appear and the absence has been previously arranged by the parent/guardian with the school. Proof of court order and of actual appearance is required to verify this type of absence.
- **Religious Observation:** excused after timely notification to the attendance email.
- **Computer problems:** an absence by a student whose computer access is not working. This problem must be resolved within 24 hours. A maximum of 1 day can be excused for this reason. Students should use the backup plan listed on the signed enrollment forms.
- **Exceptional circumstances:** any other circumstances where permission may be granted at the discretion of the school, which is coordinated by the parent/guardian with the school, in advance, or as the occasion arises. Examples would be childbirth, hospitalization, detention center, family emergencies, etc.

Without advance notification (illness, emergency, etc.), we still encourage families to have their students make the effort of meeting the minimum attendance requirement for the day(s), when possible. One of the primary benefits of our online model is the geographical flexibility it affords families to maintain this daily engagement from almost anywhere. As long as a student has internet access, logs into Infinite Campus daily for their attendance check-in, and maintains adequate progress, their daily attendance requirements are met regardless of their physical location. Examples:

- A student who needs to miss school for illness could use their phone, while resting in bed, to log in and complete their self-reported attendance check-in for the day when they would otherwise have to miss an entire day in an in-person setting.

- A student who has an appointment(s) and would otherwise need to be pulled out of an in-person setting would have the option to meet their attendance requirements before/after the time of their appointment.

We believe deeply in the value of your student's education and the strong relationships that drive our school community. To ensure their success, it is vital that students actively engage in their coursework each day and attend all scheduled meetings with their teachers and learning coaches. If an unavoidable conflict arises and your student must miss a scheduled meeting, please communicate proactively by notifying their teacher or coach in advance.

Please note: Because Minnesota state attendance laws were originally designed for traditional brick-and-mortar schools, we are bound by specific statutory limits regarding extended travel. Please be aware that if the school is officially notified that a student will be out of the state for 15 or more consecutive school days, we are legally required by the state of Minnesota to make their enrollment inactive. Upon their return, we will request that an attendance contract be put in place to ensure their timely completion of their courses. An inactive student who is 18 or over will be required to reapply upon their return and be subject to any current waitlist.

If your family plans to be out of the state for more than 15 consecutive school days, we would still love to have you in CCS Online! Tuition options are available so you can seamlessly continue your enrollment during your time away from Minnesota. If this applies to you, please don't hesitate to reach out to our Student Data and Enrollment Coordinator to discuss tuition options and begin the re-enrollment process (onlineadmissions@crosslakekids.org; 218-537-3628).

Unexcused absence – An absence that is not recognized by the school as legitimate. Unexcused absences are tracked for truancy and enrollment purposes. After any unexcused absence occurs, students are expected to return to successful completion of coursework in order to avoid truancy consequences and/or losing their enrollment in the charter school. The following are examples of unacceptable reasons for absence and will be considered an unexcused absence:

- Overslept; alarm did not work
- Appointments – student's work is available 24/7 and attendance requirements can be met before or after the time of an appointment
- Shopping
- Required to perform duties at home (i.e. babysitting, cleaning, or caring for a family member/relative) that interfere with student's ability to complete schoolwork
- Family vacation/travel (not pre-approved)
- Work
- No email or call from the parent/guardian verifying the absence
- Computer issues of more than one 24 hour period
- Personal (no reason given)
- Truancy, as defined in this document
- Other absences as determined on a case by case basis

Extended absences – An absence of more than five consecutive school days. Students who accrue more than five consecutive absences must provide documentation for the absences to be considered excused absences. Students who are unable to provide this documentation are subject to attendance and truancy policies. Students who accrue ten consecutive absences will be warned that they are jeopardizing their active enrollment in the charter school. Students who accrue fifteen consecutive absences will be inactive from the enrollment of the charter school if under age 17. Should the student choose to reactivate courses, this intention must be communicated to the online director. If re-activating, an attendance plan will be put in place for how the student will stay committed to daily work in courses. No credit is earned in the time the student is inactive. Students, age 18 and older, who accrue fifteen consecutive absences may be withdrawn from enrollment, and the opportunity for a re-entry meeting will be based on the waitlist status of the charter school.

A student absent for an extended period of time, due to illness, is eligible for a leave of absence. Parents/guardians should contact the school director to make these arrangements.

Truancy – Truancy does not apply to students 18 years old or older. Students between the age of 12 and 17 are considered truant when they accrue a minimum of at least 3 total unexcused absences for the duration of their enrollment period. A student with at least 3 cumulative absences is considered a continuing truant, whereas a student with at least 7 cumulative absences is considered a habitual truant.

Educational Neglect – Minnesota Law presumes that it is the responsibility of the parent to ensure attendance for children age 11 and younger. Seven unexcused absences in a school year meet state guidelines for educational neglect which assumes the parent/guardian has failed to comply with their responsibility and the school has made efforts to remedy the attendance concerns.

IV. Procedures

A. Enrollment at MN schools requires attendance. By law, students who accrue 15 consecutive absences are no longer funded by the state and become inactive/withdrawn from the school. This policy applies to all full-time students regardless of the age of the student. For students who are 18 years of age and older, truancy does not apply; however, attendance is still monitored in order to comply with the Minnesota Statute concerning enrollment in the charter school. Student attendance data is available upon request or can be viewed in the Infinite Campus portal but will be reviewed on a weekly basis, or as needed, to address necessary interventions. In addition, students/parents have access to session logs which record activity in the online classroom.

- When a student has accrued five days of consecutive unexcused absences, the charter school sends notification, via email and U.S. Mail, to the student and parents/guardians regarding the absences along with the warning that continued absence totaling 15 consecutive school days will result in an inactive/withdrawn status in the charter school.
- When a student has accrued ten days of consecutive unexcused absences, the charter school sends notification, via email and U.S. Mail, to the student and parents/guardians regarding the

absences along with the warning that continued absence totaling 15 consecutive school days will result in an inactive/withdrawn status in the charter school.

- When a student has accrued 15 days of consecutive absences, the school is required by Minnesota statute for the student's enrollment to be inactive/withdrawn and sends notification via email and U.S. Mail to the student/parent/guardian of that fact. If a student enrolls while they are a MN resident, but later moves or takes an extended trip out of state, they must be unenrolled from the date they became a non-Minnesota resident. Once the student has been out of the state for 15 consecutive school days, the student is considered to have been absent and needs to be withdrawn. If your family plans to be out of the state for more than 15 consecutive school days, tuition options are available so you can seamlessly continue your enrollment during your time away from Minnesota (Email: onlineadmissions@crosslakekids.org; Phone: 218-537-3628).

B. For students who are under 18 years of age, enrollment laws and truancy laws apply. The charter school must comply with the truancy procedures of each individual county in which students reside. For truancy purposes, absences are totaled as a cumulative count. The absences do not need to be consecutive school days for truancy to be in effect. In addition, the school tracks consecutive absences in order to comply with the Minnesota statutes concerning enrollment.

- At the point a student becomes a continuing truant (3 cumulative days of unexcused absences), the school will intervene as seen appropriate. This may result in sending an email warning notification or a 3-day warning letter via email and U.S. Mail to the student and parent(s)/guardians.
- At the point a student becomes a habitual truant (7 cumulative days of unexcused absences), the school will send a 7-day warning letter via email and U.S. Mail to the student and parent(s)/guardians.
- If absences continue to accrue after these interventions, the school will arrange for an Attendance Contract Meeting. Minnesota law requires schools to take action with attendance issues. At CCS Online, this means a required Attendance Contract must be put in place. This contract is designed to be a supportive tool that outlines clear expectations for attendance and helps identify any barriers the student may be facing. The goal is not to punish but to partner with students, families, and staff to ensure the student remains on track and avoids further consequences like a county truancy referral. This meeting typically includes the student, a parent/caregiver, their learning coach, and support staff, such as the school social worker, to develop a plan that is realistic and encouraging. Failure to adhere to the agreed upon contract may result in truancy referral to the student's county of residence.

C. Depending on the policies and procedures of a student's county of residence, the student will be referred to the county for early intervention when appropriate for the specific county.

D. For students age 11 and younger, the aforementioned procedures will remain in place and the school will work with individual counties of residence and Child Protective Services in the event that an Educational Neglect case needs to be reported.

CALENDAR/COMMUNICATIONS

Communications to families are issued through our online student information system Infinite Campus. Communications may go out via email, phone call, and/or text. Please make sure CCS has accurate and updated contact information for your student, parent/guardian, and emergency contacts at all times.

Because student success relies on strong partnerships, consistent, two-way communication is an essential requirement of enrollment. While our staff will make every effort to utilize your family's preferred communication channels, students and parents/guardians are expected to actively respond to check-ins, emails, and outreach from CCS staff in a timely manner to ensure your student is fully supported.

A Google calendar is accessible by families which announces general activities at CCS. Parents/guardians and members of the public will be able to link the calendar to their own. These may include official BOE accepted dates for CCS closings/in-service days, announcing a field trip, or any other event that can be shared publicly about CCS. Events that are educational in nature will be generic information such as where/when students are going on a field trip.

View the board-approved School Year 2026-2027 School Calendar on the [CCS website](#).

CHILD ABUSE/MALTREATMENT/NEGLECT

In keeping with state law, CCS employees are required to report evidence of student physical or sexual abuse, neglect, emotional maltreatment or prenatal exposure to controlled substances. Any person who is required to report this evidence and who willfully fails to do so will be guilty of a misdemeanor. At the same time, any person who reports student neglect, physical or sexual abuse, emotional maltreatment or prenatal exposure to controlled substances is immune from civil or criminal liability that otherwise might result from such action.

COMPUTER/EQUIPMENT REPAIR/REPLACEMENT

- Online Program students will be issued a Chromebook and charging cord, possibly along with other accessories, for use to do schoolwork. The devices are not authorized to be used for any other purpose.
- If a computing device is damaged, a minimal fee of \$50 will be charged. If the cost of repair exceeds this amount, the family will also be charged the difference between the cost and \$50.

- If an item is lost, the family will be charged to replace the item according to the chart below.
- Crosslake Community School reserves the right to change these fees in the event that repair or replacement costs exceed the fees below. Families will be notified if this occurs.
- If damage occurs or the item is lost or stolen, it is imperative that you inform a staff member immediately.
- Crosslake Community School may consider a computer or iPad as damaged if there has been unauthorized software downloaded, or the item has been “hacked” or broken into by someone. If the student has used an inappropriate password, for example, this may constitute a breach of the Student and Family Handbook.

Item	Repair Cost	Replacement Cost
Chromebook	\$50 minimum	\$400
Chromebook Charger	N/A	\$15
Mouse	\$10 minimum	\$15
Hotspot	N/A	\$150

**Prices accurate as of 8/27/25.*

COMPUTER – IMMINENT THREAT TO LIFE OR SAFETY

CCS is required by Minnesota Statutes, section 13.32, subd. 14 to notify students and parents/guardians within 72 hours of the access, that the school-issued device was accessed and a written description of an inappropriate interaction, including which features of the device were accessed and a description of the threat.

COURSE DROP/ADD POLICY

Student courses are assigned based on the school curriculum in grades K-8. Students in grades 9-12 are assigned core courses by the School Counselor based on graduation requirements. Students have the opportunity to select elective courses to fill in their schedule. The first priority is given to helping

students meet graduation requirements in a timely manner, and electives are assigned according to student preference as possible.

If a student wishes to change their assigned courses, the request must be made in writing via email to the School Counselor within 10 days of the course assignment (include the student name, reason for request, and the course the student wants to drop). Requests will be considered during this time but not necessarily granted – for example, if the student needs the course to graduate or if the requested course change is unavailable. Exceptions to this may be made at the discretion of the School Counselor or Online Principal.

Once the School Counselor has approved the course change, the student and parent/guardian will be notified of the change via email. Students should continue to work in all courses until the change has been approved.

The school recognizes that students may benefit from modified course loads while still maintaining progress toward timely graduation. Course load modifications (additions and reductions) will be considered on a case-by-case basis, prioritizing each student's path to graduation within their originally projected graduation year in accordance with our Course Load Flexibility Policy.

Please reference the full Policy 652, Course Load Flexibility Policy.

DATA PRIVACY

A Student Data Privacy Law was taken up and passed Spring 2022.

- This law puts the majority of requirements on technology vendors to ensure privacy and security.
- CCS has a responsibility to provide notice of what digital tools are used in their system that contain student data within 30 days of the start of the school year annually. Only applies to curriculum, testing, or assessment tools.
- CCS has a requirement to notify within 72 hours if a student's digital device/information was accessed to "respond to an imminent threat to life or safety".

For additional information, please visit our website at Student Data Privacy Law.

DRESS CODE

For dress code matters, please refer to Policy 504, Student Dress and Appearance (Crosslake Community School Policy Listing).

ELECTIVES

In addition to core subjects like Math, English, Science, and Social Studies, CCS Online High School students have the opportunity to take elective courses. These classes allow students to explore personal interests, develop new skills, and work toward graduation requirements. Elective options vary each year and may include courses in areas such as the arts, technology, social sciences, and more.

All students will automatically be scheduled for their required core classes. Elective choices will be made during Semester 2 for the following school year. If you have questions about electives, contact our school counselor.

EMERGENCY NUMBERS

The office keeps emergency information for each student with parent/guardian phone numbers and the number(s) of a friend or neighbor. Please let the office know if there are any changes or additions during the year.

ENROLLMENT

All online enrollment requests are handled by the Student Data and Enrollment Coordinator (onlineadmissions@crosslakekids.org; 218-537-3628). More information about the admissions process is available on the CCS website at crosslakekids.org. Students must be in grades K-12 and under the age of 21 at the time of enrollment, and must hold residency in the state of Minnesota to attend CCS at no charge. A student who turns 21 after enrolling remains eligible for continued enrollment as provided by Minnesota law (see TUITION). Enrollment, preferences, and any lottery follow CCS Policy 110, Enrollment, Student Admissions and Lottery, published on the CCS website.

Enrollment Capacity for the 26-27 School Year

- Grades K-5: 76 total students
- Grades 6-12: Capacity is determined using the Enrollment Capacity Formula: $(C - E) / 6 = S$, where C = Teacher Capacity (Total Course Teaching FTE $\times$ 125), E = Current Enrollments, and S = Number of Students to admit.

Enrollment Deadlines & Equitable Start Policy

Due to the flexible nature of the online program, students are admitted into the 9-12 grade and 6-8 online programs until four weeks prior to the end of the semester. K-5 students can be admitted at any time.

CCS is committed to equitable academic support for all students, including those who enroll after the official start of a term. To ensure success and prevent overwhelming late-start students with unrealistic workloads, course expectations are adjusted based on the student's enrollment date:

- **Course Workload Adjustments:** Students enrolling after the first month of the semester will have their coursework modified by their teachers to focus on essential core learning standards. Rather than requiring a full term's worth of work in a compressed timeframe, teachers will pare down assignments to a manageable and academically sound level.
- **Late Semester Core-Only Enrollment:** Students enrolling with fewer than eight weeks remaining in the semester will be placed only in core classes (Math, Science, History, English, Seminar) to ensure they can focus successfully on critical credits.
- **Required Initial Meeting:** When a late-start student joins, teachers will reach out to schedule an initial meeting. It is crucial that students attend this meeting. This allows teachers to understand what the student has already mastered at their previous school and tailor the coursework adjustments to their specific experience.
- **Communication:** Teachers will clearly communicate all academic adjustments. If students ever have questions about their modified workload, they should reach out directly to their teachers for support.

Please reference the full Policy 650, Equitable Start Policy.

EXTENDED LEAVE OF ABSENCE

Students who need to leave Crosslake Community School for an extended period of time and reserve their space in the school may have to apply for a leave of absence by submitting a complete Extended Leave of Absence form to the Online Principal. The form must include the following: student name, end date at CCS, reason for leave, length of time withdrawing, anticipated return date, parent/guardian name, parent/guardian signature. The completed form must be sent to the Online Principal. A leave of absence will be considered for the following reasons:

- Student Health
- Family Relocation (Temporary)
- Other Extenuating Circumstance with Board Approval

The Online Principal will inform the student/parent/guardian whether the Extended Leave of Absence is approved. A leave of absence will not be granted for more than one semester. The student's course placement and enrollment space at Crosslake Community School will be secured while they are on a

leave of absence. Students on leave are readmitted to Crosslake Community School without reapplication providing the readmission requirements have been met, and must contact the Student Data and Enrollment Coordinator to start the re-enrollment process (onlineadmissions@crosslakekids.org; 218-537-3628).

Grading and Coursework During Leave

Typically, students granted an approved leave will receive a temporary grade of “Incomplete” for their active courses. Upon readmission, students will generally resume their coursework from the exact point at which their leave began. However, the Online Principal and school administration reserve the right to make discretionary adjustments to a student’s grading, course placement, or credit status on a case-by-case basis, factoring in the timing of the leave, the amount of coursework already completed, and the student’s individual circumstances.

Without a complete, approved Extended Leave of Absence form, students who leave Crosslake Community School’s Online Program who wish to return would follow the standard admission policy, which may include being added to the waitlist if one is in place.

EXTRACURRICULAR ACTIVITIES

CCS Online offers a variety of student PASS (Passions and Support Spaces) clubs to help you connect with peers, explore your interests, and build community. PASS Clubs vary from year to year and may include options like Cooking Club, Online Gaming Club, Music and Art Club, Book Clubs, Hunting and Fishing Club, Outdoor Enthusiasts Club, Trotters Nature Club, and Mindful Mondays. Clubs typically meet virtually and are open to all students; watch your email and announcements for details about how to join!

We also offer a number of field trips and in-person events throughout the school year. These trips are designed for different age groups and interests and may include pontoon rides or day trips to the in-person school for snowshoeing, as well as overnight environmental education trips to places like Osprey Wilds and the Loon Center.

- **School Prom:** Our in-person prom is scheduled for April 17th, 2027.
- **Osprey Wilds:** This year’s overnight trip is scheduled for April 19-21, 2027.

Eligibility and Conduct

Good Academic Standing. Students must be in good academic standing to participate in extracurricular activities, whether offered through CCS or another school. Good academic standing is

defined as being on track in all classes and meeting attendance requirements, as determined by the coach and the Online Principal.

When required, permission slips for extracurricular activities, including events such as dances at other schools, must be submitted to the Registrar (registrar@crosslakekids.org) at least one week before the event or any associated deadline. This allows time to confirm the student's academic standing before approval is granted.

Behavior Expectations

By participating in any CCS extracurricular activity, whether joining a virtual PASS club, attending a field trip, or celebrating at an in-person event, students agree to help maintain a positive, safe, and respectful community both online and offline.

- **General Conduct:** Students must treat all peers, advisers, chaperones, and guests with kindness and respect. This includes using appropriate language, being inclusive, and handling any disagreements respectfully.
- **Digital Conduct (PASS Clubs):** Members commit to participating responsibly by staying on topic, following adviser guidance, asking permission before sharing external links or inviting guests, and protecting others' privacy. Technology should be used appropriately, which includes limiting the use of Google Spaces and meeting platforms to club-related activities, not recording or screenshotting without everyone's permission, reporting technical issues or inappropriate behavior, and keeping login information secure.
- **In-Person Conduct (Field Trips & Events):** Students must follow all instructions from school staff and chaperones, respect physical venues and transportation, and adhere to event schedules (including curfews for overnight trips). All participants must uphold the guidelines agreed upon in the Student Handbook and any signed behavior expectations document required prior to attending.
- **Consequences:** Members understand that violating these guidelines may result in disciplinary action. Depending on the severity of the infraction, consequences may include removal from a club, being sent home from a field trip or event (at the family's expense), or the loss of future extracurricular privileges. Serious violations will be reported directly to CCS administration and parents or guardians.

Transportation Policies

Riding CCS-provided transportation for field trips and school events is a privilege, not a right. Because field trips are an extension of the classroom, all standard school behavior expectations apply while in transit.

If a student's behavior distracts the driver or compromises the safety of others, the bus driver or attending staff may immediately revoke their riding privileges. If a student is removed from the bus during a trip, parents/guardians will be notified immediately and may be required to transport the

student home from the event. Continued violations of transportation rules may result in the student being barred from attending future field trips.

Bus Conduct Expectations

To ensure a safe and enjoyable trip for everyone, students must adhere to the following rules:

- **Loading and Unloading:** Students must wait in the designated loading area off the roadway and be on time for departure. Always cross the road or parking lot in front of the bus, never behind it.
- **Seating:** Upon entering the bus, students must select a seat and remain seated facing forward while the bus is in motion.
- **Driver Authority:** The bus driver has the same disciplinary authority on the bus as a teacher in the classroom. Students must listen to and obey the driver and chaperones at all times.
- **Safety First:** Conduct that distracts the driver's attention from the road is strictly prohibited. Refrain from yelling, excessively loud talking, or unnecessary conversation with the driver while the vehicle is in motion.
- **Keep Inside:** Fighting, wrestling, or placing arms, heads, or any objects out of the bus windows is prohibited.
- **Clear Aisles:** Keep the bus aisle entirely clear. Backpacks and other objects in the aisle are tripping hazards.
- **Cleanliness and Respect for Property:** Students must help keep the bus clean and free from trash. Students and parents/guardians will be held financially responsible for any damages or vandalism to the bus caused by the student.
- **Prohibited Items:** Students shall not possess or use tobacco, vaping products, alcohol, drugs, or weapons on the bus.

Consequences for Transportation Misconduct

Because field trips are occasional events, behavioral consequences are handled on a case-by-case basis depending on the severity of the disruption. Consequences may include:

- Verbal warning and reassignment of seating on the bus.
- Loss of participation in the field trip activity upon arrival.
- Parent/Guardian required to pick the student up directly from the field trip venue.
- Loss of transportation privileges for future CCS field trips and events.
- Additional disciplinary actions as outlined in the Student Behavior and Discipline policy, up to and including suspension or expulsion for major violations.

Health at In-Person Events

When a student/staff member is a carrier of an infectious/contagious illness or condition, that person will be required to return home. The student will be separated from the rest of the student body, in order to prevent further spread of the illness/condition. Parents/guardians are required to report to CCS any knowledge they have of their student being a carrier of an infectious/contagious illness or condition.

FOOD SERVICE

All families are requested to complete the Application for Educational Benefits, even if not planning to have lunch at the school. These forms can establish eligibility for other benefits, such as P-EBT, ACT/SAT fee waivers, and college admission fee waivers.

FUNDRAISING

CCS attempts to keep fundraising efforts to a minimum. Any fundraising efforts or requests must be approved by the Online Principal.

GENDER INCLUSION

At CCS, our “come as you are” culture means all students are welcomed, valued, and respected.

CCS follows Minnesota law in this area. The Minnesota Human Rights Act (Minn. Stat. ch. 363A) prohibits discrimination in education based on sex, sexual orientation, and gender identity, and Minnesota’s bullying-prohibition law (Minn. Stat. § 121A.031) protects students from harassment and bullying based on actual or perceived gender identity or expression. In practice:

- **Names:** Staff will address a student by a requested name in daily school life. A court-ordered name or gender change is not required for everyday use or for our student information system, though legal documentation is required to update the state’s official permanent record.
- **Privacy:** Student information is handled under the Minnesota Government Data Practices Act (Minn. Stat. § 13.32) and FERPA, which include parents’/guardians’ rights to access their minor student’s educational records. A student with questions or privacy concerns should talk with the

Online Principal or school counselor, who will work through options with the student and family consistent with the law.

- **Activities and facilities:** Questions about participation in activities and field trips, or about the use of facilities during in-person events, are handled individually with the Online Principal, consistent with applicable law and district policy. Any student who desires increased privacy will be provided reasonable accommodations.
- **Dress code:** Dress code rules are enforced consistently for all students.
- **Harassment:** Harassment or bullying based on a student's actual or perceived gender identity or expression violates our Harassment and Violence (Policy 413) and Bullying Prohibition (Policy 514) policies and will be addressed immediately.

Please reference Policy 552, Administrative Guidelines for Gender Inclusion, for full guidelines.

GRADING SCALE AND STANDARDS

Students are expected to actively engage in their coursework each day. To ensure students are exposed to and master all required academic standards and core content, our school expectation is 100% completion of all enrolled courses by the end of the semester. Partial completion is not sufficient. To meet this standard and stay on track, students should plan to dedicate approximately 6 hours per day to their schoolwork, staying on track with the due dates in Buzz, Edgenuity, Canvas or an individual plan from the Learning Coach or teacher.

Course pacing plans are developed and provided based on the dates the student is enrolled in the course, taking weekends and non-school days into account. Late work is not penalized as long as the work is completed by the last day of the course.

CCS uses a 4.0 grading scale on 9-12 transcripts to calculate student Grade Point Average (GPA). All grading is unweighted. The grading scale is as follows:

Percentage	Letter Grade	GPA Value
92.5–100%	A	4.0
89.5–92.4%	A-	3.7
86.5–89.4%	B+	3.3
82.5–86.4%	B	3.0
79.5–82.4%	B-	2.7

Percentage	Letter Grade	GPA Value
76.5–79.4%	C+	2.3
72.5–76.4%	C	2.0
69.5–72.4%	C-	1.7
66.5–69.4%	D+	1.3
62.5–66.4%	D	1.0
59.5–62.4%	D-	0.7
0–59.4%	F	0

Grades of P (Pass) and NC (No Credit) are granted for J-Term courses (worth .25 credit with a grade of P). These grades do not impact student GPA but credit for a P is applied toward student Elective credit requirements.

Adjustments to the grading scale and standards may be made at the discretion of the Online Principal, in the case of emergencies or other extenuating circumstances, and such changes will be communicated to students and families. Course extensions will not be granted except when explicitly included in a student IEP or 504 plan, or in the case of student hospitalization or other extenuating circumstances.

GRADUATION REQUIREMENTS

CCS students in grades 9-12 are required to complete a minimum of 21.5 course credits to graduate. All CCS students in grades 9-12 have a personalized credit tracker that outlines what courses students need to take in order to graduate and when each class is tentatively scheduled to be taken. Contact the student's Learning Coach or the CCS School Counselor, Natalie Grady (nataliegrady@crosslakekids.org), with any questions.

CCS Requirements by Category	Credits
English/Language Arts	4.0

CCS Requirements by Category	Credits
Social Studies (World History, U.S. History, Geography, Government, Economics)	3.5
Science (Earth Science, Biology, Chemistry or Physics)	3.0
Math (higher than Algebra I)	3.0
Fine Arts	1.0
Physical Education & Health	1.0
Personal Finance (starting with 2028 grad year)	0.5
Electives	5.5
Total	21.5

Students who transfer to CCS from another high school can transfer those credits toward their graduation requirements. The CCS School Counselor will review student records and transcripts from the previous school(s) and use them to build the student's Credit Tracker.

Diploma Options

Beginning with the class of 2023, students have two options for their pathways to graduation.

Crosslake Community School Diploma: 21.5 credits. This diploma pathway meets the State of Minnesota's requirements for high school graduation.

- English Language Arts (4 credits)
- Math (3 credits above Algebra 1 level, including Geometry A/B and Algebra 2 A/B)
- Science (3 credits including Biology A/B and Chemistry A/B or Physics A/B)
- Social Studies (3.5 credits including World History A/B, US History A/B, Economics, Government, World Geography)
- Fine Arts (1 credit, including at least one Arts Standard-meeting course)
- PE/Health (1 credit)
- Personal Finance (.5 credit, required during 10th-12th grade)
- Electives (5.5 credits)

Crosslake Community School College Preparatory Diploma: 23 credits. This diploma pathway meets the State of Minnesota's requirements for high school graduation, and meets most 4-year colleges'

admission requirements for high school courses taken. Students who graduate under this option will receive a special cord to wear at graduation and “College Preparatory Curriculum” will be listed on their diploma.

- English Language Arts (4 credits)
- Math (4 credits above Algebra 1 level, including Geometry A/B and Algebra 2 A/B)
- Science (3 credits including Biology A/B and Chemistry A/B or Physics A/B)
- Social Studies (3.5 credits including World History A/B, US History A/B, Economics, Government, World Geography)
- Fine Arts (1 credit, including at least one Arts Standard-meeting course)
- PE/Health (1 credit)
- Personal Finance (.5 credit, required during 10th-12th grade)
- Electives (6 credits including 2 credits of Spanish/French,* Pass Grade-Level Seminar course for each semester enrolled at CCS, Pass J-Term for each year enrolled at CCS)

**For students in the graduating class of 2023 and 2024, just one credit of Spanish/French is required.*

HEALTH/MEDICAL/SAFETY

In accordance with the School Immunization Law (Minnesota Statutes, section 121A.15), students may not enroll or remain enrolled in school without having provided documentation of immunization against diphtheria, tetanus, pertussis (whooping cough), polio, measles, mumps, rubella, and hepatitis B for kindergarten and 7th grade. Certain legal exemptions are allowed. All students are expected to be in compliance on the first day of their entry into school in the fall with the exception of students transferring into the school who are granted up to 30 days to provide immunization information, and also, those students exempt due to medical contraindications and/or conscientiously held beliefs. (Minnesota School Health Guide, Minnesota Dept. of Health)

J-TERM

Online students in grades K-12 participate in J-Term (January Term) for one school week between first and second semesters. A special J-Term course is provided for this period and is scored P (pass, earn credit) or NC (no credit). Participation in J-Term is required for all 6-12 grade students who are not doing at least 50% of their courses through PSEO, and the attendance policy applies as in other school terms.

LEAD IN SCHOOL DRINKING WATER

Minnesota Statute 121A.335 requires public school buildings serving pre-kindergarten through grade 12 to test for lead in water every 5 years. This statute requires CCS to make the results of the testing available to the public for review and notify parents/guardians of the availability of the information. Notification may be accomplished by publishing a statement in the “Back to School” newsletter or another publication that is available to staff, students, parents and the public. CCS conducts Lead in Drinking Water testing per the Minnesota Department of Health guidelines.

CCS is committed to providing a safe working and learning environment for employees and students. We have developed a Lead in Water management plan and testing program that complies with Minnesota Statute 121A.335, as well as Minnesota Department of Health (MDH) and Minnesota Department of Education (MDE) guidance. For more information on CCS’s lead reduction program and testing results, please contact the Main Office at 218-692-5437.

NETWORK USE

Crosslake Community School uses a variety of digital tools to support student learning. Technology vendors and software are utilized to support work as we help all students develop the skills necessary to succeed in an ever-changing world.

We have an inventory of our curriculum, testing, and assessment tools posted on our website at <https://crosslakekids.org>, including an outline of the student data elements within each tool. This list is maintained and communicated annually to all families at the start of the school year.

Please reach out to Will Lyke, District Technology Manager (helpdesk@crosslakekids.org), for additional questions regarding specific digital tools used in classrooms.

Electronic networks offer vast, diverse, and unique resources that may enhance instruction and student learning. All students will have access to current computer technology, including the Internet. With this privilege comes responsibility.

Note: CCS monitors the use of school technology, programs, and equipment; reference the APPROPRIATE USE OF TECHNOLOGY section above.

It is the responsibility of all users to:

- Recognize all computer users have the same right to use the equipment.
- Use the Internet in support of education and research consistent with the purposes of CCS.
- Adhere to the rules established by the technology facilitator for use of hardware, software, labs, and networks.

- Not play games or use the computer or resources for other non-academic activities when others require the system for academic purposes.
- Not waste or take supplies, such as paper, printer cartridges, diskettes, etc.
- Not access pornographic material, inappropriate material, or files dangerous to the integrity of the network.
- Not use the Internet for business purposes or product advertisement.
- No access to social networking sites.
- Use of all internet sites must have a supervising adult's permission before accessing.

Disciplinary Action

Users violating the code of ethics will face disciplinary action including but not limited to:

- User may lose computer privileges up to one year or longer.
- User will be required to make full financial restitution for any unauthorized expenses incurred or any damages caused.
- Users may face additional disciplinary action deemed appropriate in keeping with the disciplinary policies and guidelines for CCS.

Technology Manager title corrected per the July 2026 organizational chart (the draft carried "Technology Coordinator").

PLAGIARISM & ACADEMIC INTEGRITY

At CCS, our ultimate goal is to equip you with the foundational building blocks you need to become a successful, capable, and independent adult. A critical part of that journey is learning how to think for yourself, solve complex problems, and develop your own unique voice. While technology, including Artificial Intelligence (AI), can be a helpful tool for brainstorming or organizing, it cannot do your learning for you. When you rely on AI or others to generate your work, you miss out on the productive struggle that actually builds new skills and knowledge.

For this reason, CCS students are expected to complete their own work and express their own original thoughts and ideas. Plagiarism, defined as taking credit for work done by others, is strictly prohibited. Examples of academic dishonesty include copy-pasting from websites, submitting the same answer as another student, or using generative AI tools without appropriate acknowledgment and teacher approval.

Authenticity Meetings

If a teacher suspects that a student has submitted plagiarized, AI-generated, or inauthentic work, the student will be required to attend a live Google Meet with the teacher to prove the work is their own. During this meeting, the student must be able to explain their thought process and demonstrate a clear understanding of the submitted material.

Additionally, the student may be required to complete alternative coursework or assessments during a live, supervised meeting to guarantee that the necessary concepts and course standards have been mastered. If it is determined the work was not original, the student may be given an opportunity to resubmit the assignment.

Failure to attend these requested meetings, an inability to demonstrate understanding of the submitted work, and/or repeated instances of academic dishonesty could result in a reduced or zero grade for the assignment. In severe cases, it could result in further disciplinary action.

PORTALS

Full time students and families can access their attendance, report card, GPA, unofficial transcript, schedule, and more in the Infinite Campus student information system portal. Daily grades and progress are not kept in Infinite Campus, so you will not see Progress Reports, Lesson Plans, or Missing Assignments there. You will find those in Buzz, Edgenuity, Canvas and your weekly emails from your Learning Coach or teacher. If you have any questions, please contact our online administrator, Christina Holmes, at christinaholmes@crosslakekids.org or call or text 218-302-4892.

POSTSECONDARY ENROLLMENT OPTIONS (PSEO)

CCS students in grades 10-12 are able to participate in the State of Minnesota's PSEO program to earn college credits, and simultaneously high school credits, for free. Each college has its own admissions requirements and deadlines; contact the CCS school counselor, Natalie Grady (nataliegrady@crosslakekids.org), for more details or visit the PSEO page of the CCS website.

PRIVACY OF STUDENT RECORDS POLICY

All permanent student records, e.g. transcripts, health records, IEPs, are on file and available upon request. Parents/guardians and students are allowed to inspect and review official student records, files, and data including all material in the cumulative record. An appointment must be made through the office by those who wish to examine records. A written request stating the records to be reviewed is required. Parents/guardians needing any of these documents may secure them by calling (218) 537-3628.

CCS's plan for securing student records is as follows:

- **A description of records maintained:** a. General student records — includes health records, grade reports, assessment summaries, enrollment information. b. Special education records — IEPs, meeting summaries. c. Discipline records — staff discipline referral sheets and notes on student behavior.
- **Title and address of the person responsible for the security of student records:** Molly Papillon, Student Data and Enrollment Coordinator, Crosslake Community Schools, PO Box 1020, Crosslake, MN 56442; mollypapillon@crosslakekids.org; (218) 537-3628.
- **Location of student records, by category:** a. General records — stored electronically in the school's Google Drive. b. Special education records — stored electronically in SpEd Forms.

REPORT CARDS

Report cards are issued electronically via Infinite Campus at the end of each semester.

SPECIAL EDUCATION

Special education is instruction designed to meet the needs of students with mental/physical/emotional disabilities. About 18% of Minnesota students have program disabilities, speech/language deficits, hearing or vision impairments, delays in development, emotional problems, and/or mental or physical handicaps.

The pre-referral process for special education in Minnesota involves a systematic approach to identify and address student needs before a formal referral for evaluation. This process includes implementing and monitoring at least two research-based documented interventions (for a minimum of 6 weeks) while the student is in the general education classroom. The goal is to determine if the student's performance improves with these interventions, potentially eliminating the need for a special education evaluation. If the student's performance improves with interventions, a special education evaluation may not be needed. If progress is insufficient, a referral for evaluation may be considered. It

is to be noted that referring a student for special education services is not a guarantee that it will result in an educational evaluation.

Either a parent/guardian or a CCS staff member may ask that a student be evaluated to see if they qualify for special education services. For a staff referral, the parent/guardian permission must be obtained prior to any evaluation. CCS will work directly with parents/guardians and make arrangements for any student who may need special education services. Several programs are available at CCS to assist in meeting individual student needs. Questions about special education can be directed to your student's case manager or Gena Jacobson, District Special Education Manager, at gjacobson@crosslakekids.org.

Philosophy

CCS contracts its special education services through the Paul Bunyan Cooperative, which is based in Brainerd, Minnesota. The philosophy of the cooperative and CCS is:

- Always treat students with disabilities, their parents/guardians and family, with dignity, regard, and courtesy.
- See “through” a student’s disability and “see” the person.
- Advocate for creating a school culture where our students feel success.
- Expect improved student performance, not diminished expectations.
- Be sensitive to the views of parents/guardians and recognize the grief and fear they feel for the student’s future.

ASD (Autism Spectrum Disorders), DCD (Developmental Cognitive Disabilities), DHH (Deaf Hard of Hearing), E/BD (Emotional Behavioral Disorder), OHD (Other Health Disabilities), PI (Physically Impaired), SLD (Specific Learning Disabilities), and VI (Visually Impaired) programs are provided according to an IEP (Individual Education Plan). The IEP is a legally binding document. It outlines a student’s special needs, the services and accommodations the school must provide, and their academic and/or behavioral goals. The Individuals with Disabilities Education Act (IDEA) requires public schools to create IEPs for all students requiring special education services.

All of these programs are planned cooperatively with the general education teachers, special education staff, and the student’s parents/guardians.

Speech services are provided that focus on the needs of the individual student in all areas of speech development.

Student find process refers to Child Find, a legal mandate in the United States under the Individuals with Disabilities Education Act (IDEA), requiring states to identify, locate, and evaluate all children with disabilities who may need special education services. This process ensures that children with disabilities are identified and provided with the necessary support, regardless of their location or circumstances. It will happen annually to scan for any student who may need assessment to enable everyone to have a free public education.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a handicap in any program receiving federal financial assistance. It is the policy of CCS not to discriminate on the basis of handicap in admission or access to, or treatment of employment in its programs and activities. For further information about Section 504 Accommodation Programming, please contact the CCS Online Social Worker, Amy Miller, at amymiller@crosslakekids.org.

STATE TESTING

Participation in Minnesota State Assessments (MCAs) is mandatory for all enrolled in-person and online students in grades 3rd-8th, 10th, and 11th grade. Because there are state and district requirements, testing must be completed in person at designated testing sites around Minnesota. Online students, families, and caregivers are required to schedule the date(s) and time(s) they will take their MCAs via a Google Form that will be sent out after Winter Break. Failure to participate impacts our school's compliance and standing. We appreciate your cooperation in keeping our school community on track.

To help make testing more accessible, we offer multiple testing locations, during the week and also weekends, across the state. Families may choose the site that works best for them, including but not limited to: Brainerd, Coon Rapids, Crosslake, Duluth, Hibbing, Staples, St. Cloud, St. Paul, Mankato, Marshall, Moorhead, and Princeton. Additional sites may be added as needed. Families will complete a Google Form to schedule their MCA date and location, closer to testing season, from the CCS District Teaching and Learning Coordinator.

For 11th and 12th graders, the ACT and ASVAB are also available. These tests are widely used for college admissions and insights into your strengths outside of academics. These opportunities give students an opportunity to showcase their academic and aptitude strengths. More information about ACT testing options and registration will be shared with eligible students and families.

Additional tests for students who qualify may include the ACCESS (for English Learners) and/or the MTAS (Minnesota Test of Academic Skills Series III) and/or the AltMCA (Alternative MCA Series IV).

If you have any questions or need help preparing your child for these assessments, please contact us. We are here to support every student's success!

2026-2027 Testing Schedule

Month	Assessment Activity
September	Universal & Characteristics of Dyslexia Screening

Month	Assessment Activity
October	Progress monitoring established
November	No Testing or Screening
December	No Testing or Screening Universal & Characteristics of Dyslexia Screening
January	Universal & Characteristics of Dyslexia Screening
February	No Testing or Screening
March	No Testing or Screening
April	MCA testing, ACT, Universal & Characteristics of Dyslexia Screening
May	Universal & Characteristics of Dyslexia Screening

STUDENT BEHAVIOR AND DISCIPLINE

Our Philosophy

At CCS, we believe discipline is a learning experience designed to help you build the foundation for the kind of adult you are becoming. Our goal is to guide you toward self-control, personal responsibility, and a deep respect for yourself and your community. Discipline is not just about enforcing rules; it is about:

- Setting behavioral limits and guidelines to lead students to and through adulthood;
- Developing individual respect for law, authority, property, and the rights of others and self;
- Developing a mature individual capable of self-control and direction.

Disciplinary efforts are to be as positive as possible and are to include recognizing and strengthening appropriate behavior. Every student and employee at CCS is entitled to learn and work in a safe school environment.

Digital Citizenship and Safe Spaces

Because our community lives online, how we treat each other in virtual spaces matters deeply.

- **Safe Virtual Spaces:** Every student has the right to feel psychologically and emotionally safe at school. If a student creates an environment that is not safe or welcoming for others in chat spaces, Google Meets, or other collaborative platforms, they will immediately lose access to those spaces.
- **Responsible Technology Use:** Our school-provided technology is a tool for your education. If a student uses CCS technology incorrectly, refuses to follow staff directives regarding technology, or violates our acceptable use policies, they will lose access to our technology and hardware.

Student Conduct Categories

CCS is committed to creating a safe, respectful, and supportive learning environment. Student behaviors are addressed with the goal of teaching, restoring relationships, and maintaining a positive school community. Depending on the nature, frequency, and impact of a behavior, concerns are categorized as either non-serious or serious misconduct. Because digital behavior and technology evolve quickly, the following lists are not exhaustive.

Learning Environment Disruptions

Learning environment disruptions include behaviors that interfere with the academic focus of the class, distract from instruction, or fail to meet our community expectations. While these behaviors may not pose an immediate physical threat, they negatively impact the educational experience and will be addressed promptly. Examples may include:

- Inappropriate language or disrespectful communication.
- Failure to follow classroom or online meeting expectations.
- Excessive off-task behavior.
- Academic dishonesty or plagiarism.
- Inappropriate use of chat features or digital tools.
- Repeated failure to respond to staff communication.
- Misuse of school technology.
- Disruptive behavior during virtual classes.

Safety and Major Violations

Safety and major violations include behaviors that threaten the physical, psychological, or emotional well-being of others, severely disrupt the school environment, or violate state/federal law. These behaviors require immediate intervention and may result in strict disciplinary action. Examples may include:

- Threats, intimidation, harassment, bullying, or cyberbullying.
- Possession, use, or distribution of alcohol, drugs, or weapons during school activities or on school property.

- Vandalism, intentional destruction of school or personal property, defacing property, or theft.
- Possession, use, or threat of a weapon (including real, look-alike, BB, or pellet guns, and knives) during any school activity or on school property.
- Physical aggression or assault (at in-person events).
- Sharing or posting inappropriate, explicit, or harmful content.
- Severe or repeated harassment based on protected characteristics.
- Impersonating others or unauthorized access to accounts or systems.
- Significant destruction of property or gross technology misuse.
- Retaliation against students or staff.
- Repeated or escalating disruptions that substantially interfere with learning or safety.

Interventions and Consequences

CCS seeks to respond to student behavior in ways that prioritize safety, accountability, learning, and opportunities for growth. To ensure we can respond appropriately to the unique context of each situation, staff may utilize any of the following interventions and may skip steps depending on the severity of the misconduct.

Educational & Restorative Steps

- **Verbal or Written Warning:** A notice (delivered via email, message, or in a live meeting) reminding the student of school rules and expected behavior.
- **Reflection Assignment:** Additional assignments or activities that encourage students to reflect on their behavior and its impact on the community.
- **Behavior Improvement Plan:** The student collaborates with staff to follow a plan designed to improve conduct and academic responsibility.

Targeted Restrictions & Parent Involvement

- **Parent/Guardian Notification & Meetings:** Parents or guardians are informed about the misconduct. For repeated or serious offenses, a mandatory live meeting with the student, parent/guardian, and staff is required.
- **Mandatory Synchronous Meetings:** Requiring the student to attend live, monitored sessions with teachers and/or learning coaches to monitor work and behavior.
- **Temporary Removal from Online Classes:** A student may be removed from a live virtual classroom for disruptive behavior.
- **Technology Restrictions:** Limited access to school-provided devices, platforms, or communication tools (e.g., turning off chat features).
- **Loss of Privileges:** Temporary restriction from participating in non-academic online activities, clubs, field trips, or school functions.

- **Academic Consequences:** Penalties for cheating, plagiarism, or academic dishonesty, such as receiving a reduced grade, re-doing an assignment, or failing an assessment.

Severe Consequences

- **Suspension:** Temporary removal from school activities, systems, or classes for serious violations of school policies (not to exceed 10 days).
- **Expulsion:** Permanent removal from the school for severe or repeated misconduct (not to exceed 1 year).
- **Referral to Authorities:** In cases involving threats, harassment, illegal activities, or safety concerns, the school will contact law enforcement or other appropriate state agencies.

Mandated State and Federal Policies

Bullying. The Minnesota Department of Education, Minnesota School Boards Association and CCS prohibit bullying of any kind. “Bullying” means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student’s or students’ educational benefits, opportunities, or performance. This includes, but is not limited to, conduct that harms a student, damages their property, places them in reasonable fear of harm, or creates a hostile educational environment.

Sexual Harassment. Sexual harassment is a form of sex discrimination which violates the United States Civil Rights Act and the Minnesota Human Rights Act. It is a violation of CCS policy for any employee or student to harass an employee, student, visitor, or other person through conduct or communication of a sexual nature. CCS will investigate all complaints and take appropriate disciplinary action. Under certain circumstances, sexual harassment may constitute sexual abuse and will be reported to the appropriate authorities.

Physical Interventions & Corporal Punishment. The use of corporal punishment is strictly prohibited. However, in certain in-person instances, it may become necessary for staff members to use reasonable physical interventions to provide a safe environment (e.g., to quell a disturbance, obtain weapons, for self-defense, or to protect individuals from harm). Special care will be taken with special education students to follow any physical restraint guidelines written into their IEP.

Victims. When an incident occurs in which one or more students have been physically or emotionally harmed by the misbehavior of another student(s), CCS staff shall be sensitive to the need to provide support to the victim(s) and to inform their parents/guardians about the incident.

Special Education Students. All disciplinary policies will be adjusted for special education students, as required by federal and state laws and regulations, and by the student’s IEP.

Resolving Concerns

Students who are concerned about a specific disciplinary action or student conduct violation may consult with their parents/guardians and teachers to informally resolve the concern. If the concern cannot be resolved using the informal channels, it may be appealed in the following order:

1. Teacher or Learning Coach
2. Online Principal
3. District Superintendent
4. Board of Education – if you feel a policy has been violated, you may reach out to the BOE Chair. Please reference the full Policy 206, Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations.

STUDENT RIGHTS

The BOE recognizes that students are entitled to the civil liberties guaranteed to all citizens. One of the primary goals of public education is to prepare students to successfully complete the transition from CCS into the general society in which they will live, and accept the responsibility associated with the rights and privileges which they have and will assume.

CCS shall provide an environment in which students may exercise the rights and privileges of the society in which they live, with its proportional amount of responsibility.

Students have the right to freely express ideas, verbally or in writing, within their school program. Responsible criticism and reasonable dissent are basic to the education process. However, false statements, disruptive actions, threats, the use of obscenities, profanity or ridicule, and advocating violation of the law or CCS rules and regulations are unacceptable means of expression.

Students have the right to be safe and free from threatening situations on CCS' property, at CCS activities, and in CCS vehicles.

Students have the right to attend CCS and gain an education as provided by law, including the right of classroom instruction to continue and to carry on studies without interruptions, disruptions, or distractions; to have their parent/guardian request a visiting teacher when the student is absent from CCS for an extended period of time because of illness or injury; and to apply for enrollment in special programs offered by CCS.

STUDENT SUPPORT SERVICES

CCS 6th-12th grade students all have an assigned Learning Coach, who is an excellent first point of contact for any student or family concerns. CCS also employs School Counselors and School Social Workers who are available to meet with students virtually, both individually and in small groups, in regards to personal, social, academic, career and college concerns/questions. Students and families are encouraged to contact the Learning Coach or other support staff when needed.

IF YOU OR SOMEONE YOU KNOW IS IN CRISIS AND IN NEED OF IMMEDIATE ASSISTANCE, THE FOLLOWING RESOURCES CAN HELP:

- **Suicide & Crisis Lifeline:** Text or call 988 or 800-273-8255 (En Español – 888-628-9454).
- **Crisis Text Line:** Text MN to 741741
- **Crisis Line and Mobile Crisis:** 800-462-5525

CCS + ReGroup Counseling Partnership

CCS has partnered with ReGroup Counseling and Consulting to support the social, emotional, and mental well-being of our students and families. Through this school-linked mental health program, students in both our in-person and online communities have access to comprehensive therapeutic opportunities – including teletherapy, counseling services, medication management, support groups, and wellness resources.

Accessing Services. Families interested in these services can get started by filling out the Crosslake School Referral Form. *By completing this form, you are agreeing and providing consent for the information to be shared between ReGroup Counseling and Consulting PSC and Crosslake Community Schools.

Learn More & Contact Information

- **ReGroup Counseling:** To learn more about our partner and their services, please visit regroupcounseling.org.
- **Questions?** For more information regarding School-Linked Mental Health and available supports, please contact Amy Miller, CCS Student Support Services Manager, at amymiller@crosslakekids.org.

TOBACCO USE OR POSSESSION

CCS prohibits the use of cigarettes, smokeless tobacco (chewing tobacco, snuff, dip), cigars, and pipes (including “electronic” versions of all of the above examples) for students, faculty/staff and visitors during any school related activity in school buildings, outside on school grounds including parking lots

and fields, on school buses or other vehicles used to transport students and at all off campus school sponsored events.

TRANSCRIPTS

Unofficial transcripts can be viewed at any time in the Infinite Campus Portal.

Official transcripts for college, career, and personal use can be requested from the CCS School Counselor via the Transcript Request Form.

Transfers to other K-12 schools are handled by the Student Data and Enrollment Coordinator at onlineadmissions@crosslakekids.org.

TUITION

Crosslake Community School (CCS) is a free public charter school for students residing in Minnesota. This free enrollment is available until the end of the school year a student turns 21 (or 22 for students with an IEP).

If a student is no longer eligible for free Minnesota public schooling, they can still access our online curriculum through paid tuition. Examples of when tuition applies include, but are not limited to:

- Being older than 21 years of age
- Moving to or residing in another state
- Traveling outside of Minnesota for more than 15 consecutive school days

If your family plans to be out of the state for more than 15 consecutive school days, we would still love to have you in CCS Online! Tuition options are available so you can seamlessly continue your enrollment during your time away from Minnesota. If this applies to you, please don't hesitate to reach out to our Student Data and Enrollment Coordinator to discuss tuition options and begin the re-enrollment process (onlineadmissions@crosslakekids.org; [218-537-3628](tel:218-537-3628)).

View the Minnesota Residency Requirements for Online Learning on the MDE website.

UNIVERSAL SCREENING

At CCS, we believe that assessments are an important way to understand how students are learning, growing, and to monitor the effectiveness of our resources. All CCS students, including Online students, are expected to take part in school and state testing.

We use Fastbridge, Star, Capti Read Basix, IXL, and easyCBM as universal and dyslexia screeners; a student's grade level and needs determine which of these screeners they take. These tools help us measure student progress in reading and math and ensure we meet the requirements of the Minnesota READ Act. These screeners will be completed with CCS staff during scheduled proctored Google Meets each Fall, Winter, and Spring. The link to the screening schedule will be shared with families each season.

VIDEO SURVEILLANCE

Video and audio cameras have been installed at the CCS school building and are installed on all buses for safety purposes and assisting in protecting the rights of all students and employees to be in a safe school environment. All cameras are used for monitoring purposes and are being recorded. CCS reserves the right to use these recordings for parent/guardian conferences or for evidence with law enforcement agencies, subject to data privacy regulations. Vandalism of surveillance equipment will result in a five-day suspension, police notification, and the student will be held financially responsible for all damages to the equipment.

WELL CHILD CHECKS

At CCS Online, the safety and well-being of our students is our absolute highest priority. Because our learning environment is virtual, consistent communication is our primary way of ensuring our students are safe, supported, and thriving.

If a student and their parents/guardians become completely unresponsive to school communications, and all standard outreach attempts (emails, phone calls, messages) have been exhausted without a reply, it raises a reasonable concern for the student's safety.

Safety as a Last Resort. When all attempts to re-establish contact have failed, CCS Online will initiate contact with local law enforcement to request a Well-Child Check at the student's residence.

- **A Measure of Last Resort:** This action is never taken lightly; it is a safety-driven measure of last resort employed exclusively when a total lack of communication suggests a student may be at risk.

- **Documentation:** Parents and guardians should be aware that all staff outreach attempts, the subsequent request to law enforcement, and any follow-up outcomes will be formally documented in the student's official file.

To prevent this step from ever being necessary, we ask that parents/guardians proactively communicate with their student's teachers or the main office regarding any extended absences, family emergencies, or technology issues that prevent the student from logging in or communicating.

Please reference the full Policy 651, CCS Well-Child Check Online Policy.

Additional/Detailed Policies relating to students at CCS: For a full description of the policies and all other BOE approved policies, please go to our website.

RESPONSIBLE USE AGREEMENT – STUDENT AND PARENT/GUARDIAN SIGNATURE REQUIRED

I (the student) have read and understand the policies and information in this Handbook and Agreement. I acknowledge that there may be additional guidelines not listed, but within the realm of stated guidelines.

- I agree to care for my laptop and other school owned property properly as described in this Handbook.
- I agree to use my laptop and other school owned property properly as described in this Handbook and in law. If I break this agreement, I understand the consequences could include suspension of computer privileges, financial consequences, and/or other disciplinary action.
- I understand that the school network, accounts, device, and applications are owned by Crosslake Community School and that the school has the right to monitor and access any files or information at any time.
- I understand that the school monitors my usage of online software and technology.
- I agree to return my laptop and other school-owned technology and accessories in working order when the school calls for it.

I (parent/guardian) have read the CCS Student and Family Handbook. I understand the technology is provided for educational purposes in keeping with the academic goals of Crosslake Community School. I acknowledge that there may be additional guidelines not listed, but within the realm of stated guidelines. I understand that the contents of this handbook may be subject to change upon board discussion and approval.

- I understand and will support my student in adhering to these acceptable use guidelines.
- I am aware that if my student breaks this agreement, the consequences could include suspension of computer privileges and/or other disciplinary action.
- I understand that the school network, accounts, devices and applications are owned by Crosslake Community School and that the school monitors and has the right to access any files or information at any time.
- Although the district has sophisticated filters and protections in place, I recognize it is impossible for the school to restrict access to all controversial materials and will not hold the school responsible for materials acquired on the school network.
- I understand that the student's computer activities at home should be supervised.
- I understand that participation in this program requires the ability to access broadband internet access from home in order to be able to complete coursework.

Parent/Guardian permission for student access to online educational applications: The Children's Online Privacy Protection Act (COPPA) requires that parents/guardians of children under the age of 13

provide written consent for the accessing and use of many online services, including academic applications that will be used at school.

I (parent/guardian) DO give permission for my child to use web-based information and open source content for the purpose of educational practices and collaboration. I understand that my child may be communicating through filtered class blogs and web-based applications.

***If you cannot agree to this statement, your student's education could be impacted greatly; please contact the Online Principal.

Technology Statement of Responsibility

We understand that the assigned technology belongs to Crosslake Community School and will be returned at the end of the student's enrollment at CCS; designated technology not returned will be treated as stolen property. Students who graduate early, transfer, withdraw, or are expelled will return the technology and accessories at the time of withdrawal.

Agreement for Financial Responsibility. We understand that instances of damage, destruction, or loss will be dealt with on a case-by-case basis. Incidents of gross negligence or repeated incidents may result in financial restitution from the family, up to the cost of the entire device if warranted. If the device is damaged or lost, the cost of repair/replacement will be \$50-400. See COMPUTER/EQUIPMENT REPAIR/REPLACEMENT in the Online Student and Family Handbook for additional details.

On-Site Agreement. When on-site at the Crosslake Community School building, either for attending graduation or other events, I agree to follow all the in-person rules and policies including but not limited to policies around dress code, cell phones, tobacco/vaping usage, and sign in/out procedures.

My signature below or electronically submitted through the Infinite Campus portal indicates that I have read and agree to abide by the policies and procedures outlined in this Handbook.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

APPENDIX A – SUMMARY OF CORRECTIONS IN THIS DRAFT

This appendix and Appendix B are for board and staff review. Remove both appendices from the family-distribution copy after adoption.

- Revised the GENDER INCLUSION section to state Minnesota law directly (Minnesota Human Rights Act; Minn. Stat. § 121A.031; MGDPA/FERPA) and to route individual activity, facility, and privacy questions to the Online Principal – replacing categorical commitments the district is not required to make and a records-privacy statement inconsistent with parents' data-access rights under Minn. Stat. § 13.32. Counsel confirmation requested (see Open Items).
- Added the Minnesota Human Rights Act citation and the state-law protected classes (sexual orientation, gender identity) to the ANTI-DISCRIMINATION statement.
- Aligned the ENROLLMENT section with revised Policy 110 (Exhibit I, 8/16/26): the admissions contact is standardized to the Student Data and Enrollment Coordinator, Molly Papillon's current title – superseding both the draft's "Enrollment and State Reporting Coordinator" and the "Online Admissions Coordinator" wording carried in Policy 110 and the Transcripts section, which are updated to match; "under the age of 21" clarified to "at the time of enrollment" with continued-enrollment rights cross-referenced (Minn. Stat. § 120A.20, subd. 1); and a pointer to Policy 110 added. The stated 26-27 capacity figures are retained pending reconciliation with Policy 110 – see Open Items.
- Updated Molly Papillon's title to Student Data and Enrollment Coordinator (July 2026 org chart) in the Privacy of Student Records section.
- 8/16/26 (per the 7/30/26 organizational chart): Board of Education roster and officers corrected – Jared Griffin, Chair; Joe Garcia, Vice-Chair; Colin Williams, Treasurer; Melanie Donley, Secretary; directors Rhiannon Paulson (draft carried "Rhiannon Farr"), Aimee Tagtmeier, Lance Swanson, Steena Johnson. Leadership titles corrected: Monique VonEnde is Online Principal (K-8) and Rose Bierce is Online Principal (9-12) – superseding the redline's "Online Assistant Principal" title; Amy Miller's title updated to Student Support Services Manager; Will Lyke's to District Technology Manager.
- Applied the redline decisions throughout: JMC → Infinite Campus, attendance defined by the daily Infinite Campus check-in, and the struck full policy listing replaced by the website reference (per Paula Green's policy-folder recommendation).
- Corrected the ReGroup referral consent sentence, which carried another district's name from the vendor template ("Albany Area Schools" → "Crosslake Community Schools"); the partnership description now says "in-person and online communities" rather than "seat-based."
- Removed an internal reviewer question left in the Universal Screening section ("where will it be found??") and replaced it with neutral language; the delivery channel is an Open Item.

- Untangled the MCA scheduling sentence in State Testing (the Google Form is sent by the District Teaching and Learning Coordinator closer to testing season), and renumbered the in-person MCA testing date list in the Attendance section, whose numbering skipped entries in the draft.
- Retitled “FORWARD” as “FOREWORD”; moved the stray in-person-events infectious illness paragraph under its own heading (“Health at In-Person Events”) within Extracurricular Activities; removed a duplicated equipment fee table.
- Rebuilt the grading scale, graduation requirements, equipment fees, and testing schedule as tables; the old discipline matrix pages struck in the redline were removed in favor of the new Student Behavior and Discipline narrative. Fixed assorted spacing, typos, and redline artifacts.