



CROSSLAKE

COMMUNITY SCHOOL

Online Learning

Online Student and Family Handbook
~~2024-2025~~ 2025-2026

Board of Education Approved 7/15/2024—

Crosslake Community Schools - Online Program Learning

Student and Family Handbook

FORWARD

Crosslake Community School's Online Program is part of Crosslake Community Schools (CCS), District 4059. CCS has a seat-based program in Crosslake, Minnesota, for students in grades PreK-8, ~~and also offers an online option for students in grades K-12, located across the state of Minnesota.~~ 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, and 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 each student to review the materials carefully. Please submit your signatures, as instructed in the JMC portal, 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 classroom/course/teacher procedures and ; based on the unique needs of each student; may supplement these policies, regulations, and guidelines.

~~Contents of this handbook may be subject to change upon board discussion and approval.~~

Crosslake Community School Mission

To grow Environmentally Aware, Community Impacting Learners of Excellence

Crosslake Community School Vision

Where academics lead to a stronger, healthier community.

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

Crosslake Community Schools' Executive Director of Online Learning

Jenna Leadbetter, jennaleadbetter@crosslakekids.org, 218-537-3623

Crosslake Community Schools' Associate Director of Online Learning

Rose Bierce, rosebierce@crosslakekids.org, 218-203-5469

Crosslake Community Schools' Associate Director of Online Learning

Monique VonEnde, moniquevonende@crosslakekids.org, (218) 203-9657

Crosslake Community School

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

CCS BOE Members

Josef Garcia	Chair, Parent, Seat Based/Community Member 12/31/2025)(06/30/2027)
Colin Williams	Vice-Chair, Teacher Seat Based12/31/2024)(06/30/2027)
Clare Thompson	Secretary, Teacher Online (12/31/2024)
Mindy Glazier	Treasurer, Teacher Online (12/31/2025)
Belinda Yurick	Secretary, Parent/Guardian Seat Based12/31/25)(06/30/2026)
Melanie Donley	Teacher Online (06/30/2027)
Emily Stull Richardson	Teacher Online (12/31/25)(06/30/2026)
Mike Neumann	Parent/Guardian Seat Based (12/31/2024)
Jared Griffin	Parent/Guardian Seat Based (12/31/2025)(06/30/2026)

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 ~~are given the opportunity to be in multi-age classrooms that allow them to work at their individual education level.~~ Online students have flexibility that allows them to structure their learning day in the way that works best for them and their lives.

Description of CCS² Online Programs

Learning Management Systems Online program – Edgenuity, with some courses in Canvas and Google Classroom

*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~~ can be 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.

Our online courses are primarily powered by Edgenuity, with some courses delivered via Canvas or Google Classroom. 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 online student is assigned a learning coach who supports students in academic as well as non-academic areas of their lives. Learning coaches use student ~~Grad Plans~~ (Graduation and Credit Trackers) and PLPs (Personal Learning Plans) to help students create short term and long term educational goals. The learning coach is an ideal first point of contact for students and families who have questions about the student experience or online program.

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

- 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 - ~~which means logging in and completing work every school day;~~ staying on track with the due dates in Edgenuity, Canvas, Google Classroom or individual plan from the Learning Coach
- Completing class assignments on time and in accordance with the instructions given by their teachers;
- Respecting ~~the property of others, including students, staff and the school, and for taking reasonable precautions for the protection of their personal property;~~ 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 CCS² policies and regulations;
- Accepting the authority of teachers ~~and other CCS personnel on school property, at CCS events, and CCS bus drivers;~~
- Acknowledging the consequences of their own behavior.

Parents/Guardians are responsible for

- Ensuring that their student attends school regularly ~~by helping them (for online students, this means logging in and completing work daily)~~ stay on track with the due dates in Edgenuity, Canvas, Google Classroom or individual plan from the Learning Coach;
- 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 CCS² 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 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, 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 on the basis of race, sex, age, or handicap 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 via GoGuardian software 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

1. 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.
2. 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.
3. 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.
4. 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.
5. We use several programs that collect and store data from staff and students. This data is only used 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 engagement in coursework 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. How attendance is tracked, how the school intervenes when 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

A. Students' Responsibilities

- a. Grades 6-12: Students are expected to make adequate daily progress: staying on track with the due dates in Edgenuity, Canvas, Google Classroom or individual plan from the Learning Coach. To be marked present in the online program, students must login ~~AND~~ and complete at least one activity or assignment on school days. **While the submission of a single assignment may demonstrate engagement, it is not sufficient on its own to stay on track in courses. Students are expected to fully engage in coursework each day in order to achieve adequate progress. To remain on track in their courses, students should expect to spend 4-6 hours a day on school work.** An absence occurs if a student does not login ~~or~~ and complete any work. If a student logs in and does not do work, **they will be considered tardy for that day.** ~~attendance will be considered a tardy.~~ Three tardies will equal one unexcused absence in the student's overall attendance count.
 - i. Weekend work: Attendance is expected on and only recorded for school days per the board approved school calendar. However, up to 2 days, maximum, for any weekend, extended weekend or holiday preceding a school week may be applied to the following school week only, in lieu of any potential absences. This policy only stands in place for days where work is

turned in on a weekend, extended weekend, or holiday, and these days cannot be banked to use at a later time. Tardies will not be applied and will not end a consecutive absence stretch.

- b. Grades K-5: Students are expected to make adequate weekly progress ~~and attend daily meetings with the teacher~~. To be marked present, students must either attend the daily meeting with their teacher or login to the Edgenuity system and open their course folder. **Daily teacher meetings are provided, but not required. To remain on track in their courses, students should expect to spend 3-4 hours a day on school work, this includes independent reading time and time for projects that are outside of Edgenuity.** Tardies will not be given for students in the K-5 program due to the nature of the LMS platform and its functionality.
- c. Adhere to computer/internet back up plan, as agreed upon and signed off on in student's enrollment paperwork, in the event of technology issues that would otherwise prevent school attendance.
- d. 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.
- e. Students attend all required in-person testing days in required locations. **Students are marked present for in-person MCA testing day(s).** Testing dates and locations are **as follows:** ~~determined by the school and will be made available to students and parents/guardians prior to the testing windows.~~
 - i. April 14th-6th
 - ii. April 21st-23rd
 - iii. April 28th-30th
 - iv. Locations (including but not limited to): Brainerd, Crosslake, Duluth, St. Cloud, St. Paul, Staples. Mankato, Moorhead
 - v. Times are yet to be announced. Week day and weekend dates may be available. Information will come out in the winter.
- f. 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 early,** attendance will continue to be marked present for the remainder of the term, ~~but the following with the following~~ expectations ~~will remain in place:~~
 - i. ~~Students should continue to login to the online classroom, daily, for accountability.~~
 - ii. **Students will continue to do any new weekly seminar/homeroom assignments, if applicable.**
 - iii. Students should keep up with all school communications via text, phone, or email.
 - iv. Students should continue to check-in **with their learning coach** weekly, ~~with their learning coach.~~
 - v. Students who are behind in ~~their credit needs for graduation~~ **credits** may be eligible to take an additional course (does not apply to students who are on track with credits, ~~already~~).
 - vi. **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

- a. Parents/guardians ensure that the student is making adequate daily/weekly progress.
- b. Parents/guardians provide the student with access to the necessary tools for student success.
- c. Parents/guardians inform the school in the event of an excusable student absence **by sending a message to the CCS Attendance Email.**
- d. 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

- a. The charter school will monitor attendance, maintain accurate attendance records, and apply attendance policies uniformly.
- b. The charter school will provide reports to parents/guardians and students concerning progress and inform students and parents/guardians of any attendance issues.
- c. 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 attend school virtually via one of the charter school’s course delivery systems and/or the failure to complete coursework. 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 ~~having~~ absences (whether excused or unexcused) ~~tracked~~ by logging into the course platforms daily and making adequate daily/weekly progress in their assigned coursework and maintaining consistency with daily login to the online course platforms.

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 work completion which contributes to the student’s ability to stay on track with due dates in Edgenuity, Canvas, Google Classroom, or with a Learning Coach. Due to ongoing enrollment, students ~~that 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 student’s active days which are determined by a student signing into their online classrooms and completing coursework.

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 legitimate- excused absences

- A. 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.
- B. 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.
- C. School directed activities: absences for CCS field trips, state testing, athletic trips, music trips 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.

- D. Prearranged vacations/travel: an exceptional circumstance which requires families to take a vacation or travel during the school year. A pre-approved absence must be submitted by email from the legal parent/ guardian to the attendance coordinator **in advance** and be approved by the school prior to the absence in order for the absence to be excused. The student needs to work with their learning coach **and teaching team** to make a plan for catching up/working ahead on the work that they will miss and follow through **on with** this plan **in order** for the absences/tardies to be excused. Students who are significantly behind in coursework are not guaranteed to have their absences excused.
- E. Suspension: as defined by the charter school board of directors.
- F. 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.
- G. Religious Observation: excused after timely notification to the attendance email.
- H. 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 **agreed-upon** backup plan **as** listed on the signed enrollment forms.
- I. 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.

Examples:

- A student who needs to miss school for illness could use their phone, while resting in bed, to login and turn in one assignment to meet the minimum attendance requirements for the day when they would otherwise have to miss an entire day in a seat-based setting.
- A student who has an appointment/s and would otherwise need to be pulled out of a seat-based setting would have the option to meet their attendance requirements before/after the time of their appointment.

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:

● ~~Car trouble~~

- 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)

● ~~Death of pet~~

- 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 JMC 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.
 1. 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.
 2. 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.

3. When a student has accrued **15 days of consecutive absences**, the school is required by Minnesota statute for student's enrollment to be inactive/withdrawn and sends notification via email and U.S. Mail to student/parent/guardian of that fact.
 - i. 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.
- B. For students who are under **18 years of age**, enrollment laws **and**, ~~as well as~~ 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.
 1. 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.
 2. 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.
 3. If absences continue to accrue after these interventions, the school will arrange for an Attendance Contract Meeting. ~~with the student and parents/guardians.~~ 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 called JMC. 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.

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.

~~CELL PHONES AND ELECTRONIC COMMUNICATION DEVICES (ECD)~~

~~A student may possess a cellular telephone or other electronic communication devices (ECD) at CCS, on CCS property, at after-school activities, and at CCS-related functions, provided that during CCS hours and on a CCS vehicle the cell phone or other ECD remains off and in a student's locker. All cell phones must be turned off before and after school on CCS grounds. Exceptions to this rule will be at the discretion of the classroom teacher or administration for education purposes only. Possession of a cellular telephone or other ECD by a student is a privilege which may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege. Violations of this policy may result in disciplinary action against the student which may result in confiscation of the cellular telephone or ECD. The student who possesses a cellular phone or ECD shall assume responsibility for its care. At no time shall the CCS be responsible for preventing theft, loss, or damage to cell phones or ECDs brought onto its property~~

~~Cameras (including cell phone cameras)~~

~~Use of any camera or picture taking device must have prior permission from the Director or Classroom Teacher for use.~~

~~Improper use of pictures will be dealt with utilizing the discipline matrix.~~

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

1. Online Program students will be issued a Chromebook or iPad 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.
2. 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.
3. If an item is lost, the family will be charged to replace the item according to the chart below.
4. 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.

Item	Repair Cost	Replacement Cost
Chromebook	\$50 minimum	\$400
iPad	\$50 minimum	\$350
iPad Cover	\$50 minimum	\$125
Mouse	\$10 minimum	\$15
Pen for iPad	\$50 minimum	\$120
Hotspot	NA	\$150

*Prices accurate as of 6/29/2023-8/27/25

5. If damage occurs or the item is lost or stolen, it is imperative that you inform a staff member immediately.
6. Crosslake Community School may ~~decide that~~ consider a computer or iPad is 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.

COMPUTER-IMMINENT THREAT TO LIFE OR SAFETY

CCS is required by Minnesota Statute 2020 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 ~~that will~~ 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 Director of Online Learning.

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.

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 Online Admissions Coordinator. 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 and must hold residency in the state of Minnesota to attend CCS at no charge.

Enrollment Capacity for the ~~24-25~~ 25-26 School Year:

- Grades K-2 5: 19 57 total students
- ~~Grades 3-5: 19 total students~~
- Grades 6-12: Capacity is determined using the Enrollment Capacity Formula. $(C-E)/6=S$

*C=Teacher Capacity**

**C, Teacher Capacity, is determined as follows: Total Course Teaching FTE X 125*

E=Current Enrollments

S=Number of Students to admit

Enrollment Deadlines

Due to the flexible nature of the online program, students are admitted into the online program until 3 weeks prior to the end of the semester. For students in grades 9-12, course loads will be determined based on when the student enrolls so that the student could reasonably complete their assigned courses.

Enrollment closing dates for ~~24-25-26~~:

- Semester 1: ~~December 6, 2024~~ December 5, 2025
- Semester 2: ~~May 2, 2024~~ May 1, 2026

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 ~~must~~ **may have to** apply for a leave of absence by submitting a complete Extended Leave of Absence form to the Director of Online Learning. 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 Director of Online Learning. A leave of absence will be considered for the following reasons

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

The Director of Online Learning 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 Admissions Coordinator to start the re-enrollment process (onlineadmissions@crosslakekids.org; 218-537-3628).

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 clubs to help you connect with peers, explore your interests, and build community. 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 throughout the school year. These trips are designed for different age groups and interests and may include pontoon rides or day trips to the seat-based school for snowshoeing, as well as overnight environmental education trips to places like Osprey Wilds and the Loon Center. This year's overnight trip to Osprey Wilds is scheduled for April 8–10.

All students participating in field trips are expected to uphold the expectations outlined in this handbook. Students and families will be required to sign a behavior expectations document prior to attending. Failure to follow expectations may result in disciplinary action, including being sent home from the trip or losing future field trip privileges.

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 Director of Online Learning.

Permission slips for extracurricular activities—including events such as dances at other schools—must be submitted to the Director of Online Learning 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.

BUS POLICIES (for Learning Lab and other Students using School Transportation for travel to and from field trips)

Removal from Bus

Continued infractions of any of the bus regulations may be cause for removal from the bus. The law clearly establishes that riding CCS’ bus is a privilege and not a right. Such removal may occur if the bus driver decides that a disruptive student is interfering with their ability to safely manage their bus. Districts are not required to follow laws governing suspension and expulsion and are not required to provide transportation for a student whose riding privileges have been revoked. If a student is removed from the bus, parents/guardians will be notified by the Director or the Bus Company Director.

Suspension from riding the bus may be for as long as 20 days following a due process hearing between parents/guardians, bus driver, transportation provider and the Director. Continued violation of bus regulations by the student may result in suspension from CCS.

The following bus transportation rules have been adopted:

- A. Students should wait for the bus off the roadway.
- B. Students are expected to be at the appropriate bus stop on time.
- C. Students shall cross the road in front of the bus.
- D. Students shall obey the bus driver at all times.
- E. Students entering the bus will select a seat and remain in that seat while the bus is in motion.
- F. Students are expected to conduct themselves in a manner which will ensure the safety of other students on the bus. Fighting, wrestling, or placing arms and other parts (or any other object) out of the window is prohibited.
- G. Conduct on the bus, which distracts the driver's attention from the road, is also prohibited. The student is to listen to the driver at all times
- H. Refrain from loud talking, singing, and unnecessary conversation with the driver while the bus is in motion.
- I. Keep the bus aisle clear. Objects in the aisle may trip or injure others.
- J. Students are asked to assist in keeping the bus clear and free from unnecessary mess.
- K. Students or parents/guardians may be required to pay for any damages to CCS’ bus for which the student is responsible.
- L. Students not regularly assigned to the bus route should have written permission from their parents/guardians or Director before entering the bus for riding on a regular route.
- M. The bus driver has the same disciplinary authority on the bus as a teacher in the classroom.
- N. The student shall not have in possession or use tobacco, alcohol, drugs or narcotics.
- O. All other “common sense”, in-school conduct expectations shall be observed on the bus as well.

1st offense – Warning

2nd offense – 1-3 days suspension of bus riding privilege

3rd offense – 3-5 days suspension of bus riding privilege

4th offense – 5-10 days suspension of bus riding privilege

5th offense – Complete suspension of bus riding privilege

HEALTH/MEDICAL/SAFETY for 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.

~~Online students who will be in the building are provided a PIN number that is entered into the keypad to purchase their meals or milk. CCS utilizes the "Offer versus Serve" method for meal service. This provision allows children to choose food items that are offered rather than requiring them to take all foods listed on the menu. Students must choose at least three of the five food components offered at lunch. Students are required to select a minimum of a 1/2 cup fruit or vegetable with each meal. Using this method reduces unnecessary food waste, acknowledges students' independent nature and ability to choose, and allows students to try new food items without having to take the entire portion.~~

~~At the end of each month, the reimbursable report is generated. This information is used to do the CLiCS report mandated by the MN Department of Education and USDA. Foodservice fees are collected from families either by cash, check, or online. Once fees are paid, this information is entered into the family lunch account using the JMC system. Fees are collected by the Food Service staff. The Director of Food Service records the payment into the family's account. The Office Manager receives all money to be deposited on a regular basis by the school administration.~~

~~Menus are posted on the CCS' website crosslakekids.org, school bulletin board, and menu board in serving line.~~

~~It has been proven that parents/guardians who discuss food choices and encourage children to eat a variety of foods have a positive impact on a child's nutrient intake.~~

Students charging meals and negative balances:

~~When student lunch accounts show a negative balance, families are contacted electronically through an automated email indicating a low balance as a reminder to the family to remedy the situation. Even though student accounts may run in the negative, CCS will still serve the individual their meal. Repeat efforts to communicate the negative balance to families will be made until the balance is corrected. Families will receive weekly lunch account balance reminders when their account falls below \$10. [Please also refer to the School Board Policy 534 Unpaid Debt for more information.](#)~~

Policy on lost or stolen or misused PIN numbers:

~~In order to prevent any misuse, lost or stolen PIN numbers, CCS food service staff will maintain an up-to-date list of all student PIN numbers both in hard copy and on computer. Procedural, students will go through the serving line and choose their meal. As they exit the line, they will enter their pin number to charge their family meal account for their purchase. Once entered, the system will question any further activity on that account for the day.~~

FUNDRAISING

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

GRADING SCALE AND STANDARDS

Students are expected to complete their online coursework by the end dates of the semester. 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. At the end of the course, the student will be given the “relative grade” which accounts for work that has not yet been completed.

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:

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
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 Director of Online Learning, in the case of emergencies (such as COVID) 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 Grad Plan & 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. ~~to receive a copy of their Grad Plan~~

CCS Requirements by Category	Credits
English/Language Arts	4.0
Social Studies <ul style="list-style-type: none"> • World History • U.S. History • Geography • Government • Economics 	3.5
Science <ul style="list-style-type: none"> • 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	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 student ~~Grad Plan and~~ 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 JTerm 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 contradictions and/or conscientiously held beliefs. (Minnesota School Health Guide, Minnesota Dept. of Health)

~~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.~~

J-TERM

Online students **in grades 6-12** participate in J-Term (January Term) for one school week between first and second semesters **(K-5 students have class as usual during this week)**. A special J-Term course is provided for this period ~~that is worth .25 credit~~ 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 ~~(K-5 students have class as usual during this week)~~ 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 the Minnesota Statute 121A.335, as well as Minnesota Department of Health (MDH), and Minnesota Department of Education (MDE)

For more information on CCS's lead reduction program and testing results, please contact Main Office at 218-692-5437.

LEARNING LAB

~~This section and other sections regarding the Learning Lab apply only when the Learning Lab is in use. For the 24-25 school year, the Learning Lab is not anticipated to be operational.~~

~~All building rules apply to any online student that comes to the building to use the online lab. This includes and is not limited to no hats/hoods, no cell phones during the school day, no tobacco use/vaping, and CCS' dress code policy.~~

~~The available hours for the learning lab are 8 a.m. to 3:15 p.m. Students attending the Learning Lab Program are expected to adhere to a planned schedule established each semester; changes to the schedule must be approved by lab staff and agreed to by a parent/guardian. Students attending the Learning Lab Program can take the Crosslake bus if on the route, contact the bus company at 218-546-6156 to determine eligibility. Students in the Learning Lab Program must follow the planned schedule for the day and can access school lunch in the cafeteria.~~

~~Students who are driving to the Learning Lab Program must register their vehicle with the school office and park in the appropriate assigned area. Non-bussed students should arrive between 8:15 a.m. and must leave by 3:20 p.m.~~

~~For students being dropped off at the building:~~

- ~~• From 8:00 – 8:30, parents/guardians can park in the blue lot and walk their students into the building.~~
- ~~• From 8:00 – 8:10, parents/guardians can drop students in the circular driveway **as long as the parent/guardian stays in the vehicle and the students get out and walk in on their own.**~~
- ~~• From **8:10 to 8:20 the circle driveway is closed for bus drop-off. Please stay out of the circle driveway until the buses have dropped the students off at the door.**~~
- ~~• From 8:20 – 8:30 parents/guardians can again use the circular driveway **to drop and go.**~~

~~Absolutely no parking in the circle driveway is allowed. **If you must get out to help your student, you MUST go to the blue parking lot.**~~

~~When you pick up at the end of the day: School is dismissed at 3:10. **The circular driveway is off limits from 3:10 until after 3:20** when the buses leave.~~

~~If you have a friend or family member that does drop off or pick up, please communicate this policy with them, too.~~

CCS WEATHER RELATED CLOSURES (For Learning Lab, N/A for Online School)

~~Inclement weather may result in a decision to start late, dismiss early, or cancel classes for the entire day. It is important for our telephone lines to remain open during closing situations. For this reason, please listen to the radio or watch TV rather than calling CCS for weather related announcements. Official announcements concerning these will be made over the following stations:~~

~~WCCO 4, KARE 11, KMSP 5~~

~~WJJY Radio Brainerd 106.7 FM~~

~~KUAL Radio Brainerd 103.5 FM~~

~~KLIZ Radio Walker/Brainerd 107.5 FM~~

KLKS-Radio Breezy Point 104.3 FM

It is important that you tell your student what to do in case CCS should dismiss early in an emergency. Tell your student where to go if you are not home.

CCS will also use our automated reporting system, allowing you to receive phone calls or text messages when there are weather related announcements. If you wish to add other contacts, you will need to notify the office for those changes.

BUS POLICIES (for Learning Lab and other Students using School Transportation)

Removal from Bus

Continued infractions of any of the bus regulations may be cause for removal from the bus. The law clearly establishes that riding CCS' bus is a privilege and not a right. Such removal may occur if the bus driver decides that a disruptive student is interfering with their ability to safely manage their bus. Districts are not required to follow laws governing suspension and expulsion and are not required to provide transportation for a student whose riding privileges have been revoked. If a student is removed from the bus, parents/guardians will be notified by the Director or the Bus Company Director. Suspension from riding the bus may be for as long as 20 days following a due process hearing between parents/guardians, bus driver, transportation provider and the Director. Continued violation of bus regulations by the student may result in suspension from CCS.

The following bus transportation rules have been adopted:

- A. Students should wait for the bus off the roadway.
 - B. Students are expected to be at the appropriate bus stop on time.
 - C. Students shall cross the road in front of the bus.
 - D. Students shall obey the bus driver at all times.
 - E. Students entering the bus will select a seat and remain in that seat while the bus is in motion.
 - F. Students are expected to conduct themselves in a manner which will ensure the safety of other students on the bus. Fighting, wrestling, or placing arms and other parts (or any other object) out of the window is prohibited.
 - G. Conduct on the bus, which distracts the driver's attention from the road, is also prohibited. The student is to listen to the driver at all times
 - H. Refrain from loud talking, singing, and unnecessary conversation with the driver while the bus is in motion.
 - I. Keep the bus aisle clear. Objects in the aisle may trip or injure others.
 - J. Students are asked to assist in keeping the bus clear and free from unnecessary mess.
 - K. Students or parents/guardians may be required to pay for any damages to CCS' bus for which the student is responsible.
 - L. Students not regularly assigned to the bus route should have written permission from their parents/guardians or Director before entering the bus for riding on a regular route.
 - M. The bus driver has the same disciplinary authority on the bus as a teacher in the classroom.
 - N. The student shall not have in possession or use tobacco, alcohol, drugs or narcotics.
 - O. All other "common sense", in-school conduct expectations shall be observed on the bus as well.
- 1st offense – Warning
2nd offense – 1-3 days suspension of bus riding privilege
3rd offense – 3-5 days suspension of bus riding privilege
4th offense – 5-10 days suspension of bus riding privilege
5th offense – Complete suspension of bus riding privilege

NETWORK USE

Crosslake Community School uses a variety of digital tools to support student learning. Technology vendors and software is 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> and include 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, Technology Coordinator (williamlyke@crosslakekids.org 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 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 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.

PLAGIARISM & ACADEMIC INTEGRITY

Plagiarism is defined as taking credit for work done by others. CCS students are expected to complete their own work. While research via online and other sources is acceptable, students are expected to express their own original thoughts and ideas. Copy-pasting from websites and using the same answer as another

student, or submitting work generated by others, including generative AI tools without appropriate acknowledgement or teacher approval are examples of plagiarism academic dishonesty.

If a teacher suspects that a student has submitted plagiarized or inauthentic work, the teacher will have a meeting with the student to discuss and the student may be given an opportunity to resubmit the work. If CCS staff suspect that work has been completed by someone other than the student, that the student is plagiarizing work, or otherwise questions the academic integrity of the work, the student may be required to attend a Google Meet with the teacher to complete alternative coursework and/or tests to guarantee that the needed concepts and standards in the course have been mastered.

Failure to attend requested meetings and/or repeated instances of plagiarism academic dishonesty could result in a reduced or zero grade for the assignment, and in severe cases 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 JMC student information system portal. Daily grades and progress are not kept in JMC, so you will not see Progress Reports, Lesson Plans, or Missing Assignments there. You will find those in Edgenuity, Canvas and your weekly emails from your Learning Coach. If you have any questions, please contact our online JMC administrator, Christina Holmes, at christinaholmes@crosslakekids.org or call or text 218-302-4892.

Follow these steps to get to your JMC Family Portal:

1. Go to ccs.onlinejmc.com
2. Click the "Family" icon (Helpful tip: Bookmark this)
3. Select the correct school year, 2025-2026 2024-2025, in the drop down list
4. Select "Forgot your password?"
5. Enter parent/guardian your last name and email address and follow the set up instructions (Helpful tip: Your username is your last name)

Follow these steps to get to your JMC Student Portal:

1. Go to your JMC icon on your CCS Clever Homepage or ccs.onlinejmc.com
2. Click the "Students" icon (Helpful tip: Bookmark this)
3. Select the correct school year, 2025-2026 2024-2025, in the drop down list
4. Enter the username and password sent to you by email labeled Student Info Form (Helpful tip: Your family portal also has your student portal username and password listed)

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' plan for securing student records is as follows:

Securing student records

1. A description of records maintained;
 - a. General student records.
 - i. Includes health records, grade reports, assessment summaries, enrollment information.
 - b. Special education records.
 - i. IEP's, meeting summaries.
 - c. Discipline records.
 - i. Staff discipline referral sheets and notes on student behavior.
2. Titles and addresses of person(s) responsible for the security of student records.

Molly Papillon
State Reporting & Admissions Coordinator
Crosslake Community School
PO Box 1020
Crosslake, MN 56442
mollypapillon@crosslakekids.org; 218-537-3628
3. Location of student records, by category:
 - a. General records.
 - i. Stored electronically in the school's Google Drive.
 - b. Special education records.
 - i. ~~Stored with a special education teacher or in file cabinets in the locked file room.~~
 - ii. **Stored electronically in Sped Forms**

REPORT CARDS

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

SPECIAL EDUCATION

~~Special education is instruction designed to meet the needs of students with special needs. About 10% of Minnesota students have program disabilities, speech/language deficits, hearing or vision impairments, delays in development, emotional problems, and/or mental or physical handicaps.~~

~~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. At least two interventions must be implemented prior to testing for any staff referral and 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, Special Education Coordinator, at gjacobson@crosslakekids.org.~~

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, Special Education Coordinator, 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:

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

~~LD (Learning Disabilities), EBD (Emotional Behavioral Disorder), DCD (Developmental Cognitive Disabilities), OHI (Other Health Impairments)~~ programs are provided according to an IEP (Individual Education Plan). All of these programs are planned cooperatively with the classroom teacher, special education staff, and the student's parents/guardians.

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), VI (Visually Impaired) programs are provided according to an IEP (Individual Education Plan). The IEP is a legal 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's needs in all areas of speech development.

~~**Student find processes** will happen annually to scan for any student who may need assessing to enable everyone to a free public education.~~

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.

STANDARDIZED TESTING

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, and Capti Read Basix 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 may be completed asynchronously (virtually and on their own) for Online students.

In addition to school screeners, Minnesota state law requires all students to participate in the Minnesota Comprehensive Assessment (MCAs). These are in-person tests and are required for the following grades.

- Grades 3-8: Reading & Math
- Grades 5, 8, High School Biology: Science
- Grade 10: Reading
- Grade 11: Math

All students, including Online students, must complete MCA test in-person

To help make testing more accessible, we offer multiple in-person testing locations, during the week day and also weekends, across the state. Families may choose the site that works best for them, including but not limited to:

- Brainerd
- Crosslake
- Duluth
- Staples
- St. Cloud
- St. Paul
- Mankato
- Moorhead

Additional sites may be added as needed. Families will receive more information about scheduling and location details closer to testing season, from the Teaching and Learning Coordinator.

For 11th and 12 graders, the ACT is also available. This test is widely used for college admissions and gives students an opportunity to showcase their academic 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!

2024-2025 2025-2026 Testing Schedule

September:	Universal & Dyslexia Screening
October:	Universal & Dyslexia Screening
November:	Progress monitoring established
December:	Universal & Dyslexia Screening
January:	Universal & Dyslexia Screening
February:	No Testing
March:	Universal & Dyslexia Screening, MCA testing
April:	MCA testing, ACT, Universal & Dyslexia Screening
May:	Universal & Dyslexia Screening

STUDENT BEHAVIOR AND DISCIPLINE

Discipline is viewed as a learning experience, which:

- Sets behavioral limits and guidelines to lead students to and through adulthood;
- Develops individual respect for law, authority, property, and the rights of others and self;
- Develops 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. Therefore, CCS is responsible for making reasonable rules and regulations governing student behavior and conduct; and maintaining proper control and discipline. To ensure this, it is important that CCS establish and communicate clear student behavior expectations, and support these expectations with appropriate consequences that are applied consistently.

Bullying

The Minnesota Department of Education, Minnesota School Boards Association and CCS prohibit bullying behaviors of any kind and have placed specific guidelines and expectations into school policy language. For a full description of this policy, please refer to the policy section at the end of this handbook.

“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. Bullying includes, but is not limited to, conduct by a student against another student that a reasonable person under the circumstances knows or should know has the effect of:

- a. Harming a student;
- b. Damaging a student’s property;
- c. Placing a student in reasonable fear of harm to his or her person, property;
- d. Creating a hostile educational environment for a student.

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 the policy of CCS to maintain a learning and working environment free from sexual harassment. It is a violation of this policy for any CCS employee or student to harass an employee, student, visitor, or other person through conduct or communication of a sexual nature.

CCS has procedures for reporting and investigating all complaints of sexual harassment, provides for appropriate disciplinary action based on results of the investigation and communicates these procedures to CCS employees and students.

This policy does not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes, and/or federal law.

Under certain circumstances, sexual harassment may constitute sexual abuse under Minnesota Statutes 609.341, subd. 10 through 609.345; 609.321 through 609.324; or 626.556, Reporting of Maltreatment of Minors.

Nothing in this policy prohibits CCS from taking immediate action to protect victims of alleged sexual abuse.

Consequences

Overview

The consequences for misbehavior are intended to be fair, firm, and consistent for all students. They apply to students in CCS, on CCS property, in CCS vehicles, and at CCS events. Because it is not possible to list every misbehavior that occurs, misbehavior not specified will be responded to as necessary by staff. Minor misbehavior are dealt with by bus drivers, classroom teachers, chaperones, and other appropriate CCS staff.

Corporal Punishment

The use of corporal punishment is not permitted by any staff or volunteers. Corporal punishment is defined as inflicting physical hurt upon a student in order to punish her or him for misconduct.

Victims

When an incident occurs in which one or more students have been physically or emotionally harmed by the misbehavior of other 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.

Physical Interventions

In certain instances, it may become necessary for staff members to use physical interventions to provide a safe environment for students. Reasonable force may be used on a student without his or her consent when used by a CCS staff member in the exercise of lawful authority to restrain or correct such a student. Special care will be taken with students with disabilities to follow any guidelines for physical restraint (Handle with Care) which may be written into their IEP.

Physical interventions may be used by staff members:

- To quell a disturbance threatening injury to others;
- To obtain possession of weapons or other dangerous objects upon the person or within the control of the student;
- For self-defense;
- To protect other persons and/or property;
- To direct the movement or actions of a student to avoid undue or deliberate disruption of the classroom or other parts of CCS, and
- To protect an individual from his or her own actions.

Such acts shall not be construed to constitute corporal punishment within the meaning and intent of this policy.

Special Education Students

The policies above 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 described above, students and parents/guardians may appeal their concerns through the channels listed in the appeals process listed below. (Students and parents/guardians are expected to appeal concerns in the order indicated.)

APPEALS PROCESS

1st	Teacher or Learning Coach
2nd	Director of Online Learning
3rd	Board of Education -If you feel a policy has been violated, you may reach out to the BOE chair. <i>Please reference the full Policy 206 Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations.</i>

Behavior Modification Steps

First Offense

Students will receive a verbal warning from a teacher or other adult. A Behavior Modification Plan may be used.

Second Offense

Student receives the Behavior Modification Plan and will write down their chosen misbehavior. The student then writes their personal plan to change the behavior and turns in to the Learning Coach. The student's Learning Coach will retain the plan.

Third Offense

All of the prior plus the following:

Parents/guardians and Director of Online Learning will be notified of repeated misbehavior and a formal discipline report, including a Behavior Modification Plan, will be filed in the office.

Parents/guardians will receive and sign a Behavior Modification Plan.

An appropriate consequence will be at the discretion of the teacher, learning coach, staff member and Director of Online Learning.

Fourth Offense (or Serious Offense)

All of the prior plus the following:

A meeting will take place with the student, parents/guardians, teacher, learning coach, and Director of Online Learning, the possible need for an individual behavior plan will be determined along with determination of appropriate consequence based on the Discipline Matrix in the Student Handbook.

All Discipline and Consequences described on this matrix are implemented based on the Director of Online Learning's discretion.

Misconduct	First Incident	Second Incident	Third Incident
Disruptive class conduct (Learning Lab in-person events)	Meeting with staff	Suspension from Lab event (1-3 days)	Removal from Lab event (extended)
Disruptive class conduct (Online)	Meeting with Staff	Meeting with Staff/Parent/Guardian	Meeting with Staff/Parent/Guardian and Director
Lunchroom Misconduct	Meeting with Staff	Short term suspension from cafeteria	Suspension from Lab (1-3 days)
Inappropriate use of Technology	Contact Parent/Guardian	Meeting with Student/ Parent/Guardian//Director	Loss of Access (1-3 days) May be greater with repeat offenses
General Abusive Language	Meeting with staff	Meeting with Staff/Parent	Meeting with Staff/Parent/Guardian and Director
Fighting/Physical Assault (Learning Lab in-person events)	Suspension from Lab (1-3 days)	Removal from Lab event (extended)	Removal from Lab event (Permanently)
Hazing/Harassment/Bullying	Meeting with staff	Meeting with Staff/Parent/Guardian	Meeting with Staff/Parent/Guardian and Director
Plagiarism	Meeting with staff	Meeting with staff/parent/guardian, potential grade impact	Meeting with Staff/Parent/Guardian and Director, potential Loss of Access

Assault - Verbal	Meeting with Staff/Parent/Guardian	Meeting with Staff/Parent/Guardian and Director	Up to 5 days Loss of Access
Theft	Police/Parent/Guardian Notification, Restitution	Police/Parent/Guardian Notification, Restitution Suspension	Police/Parent/Guardian Notification Restitution Recommend Expulsion
Vandalism-Negligent	Meet with Parent/Guardian/Direct or Pay for damages	Pay for Damage, Loss of Access	Pay for Damage, Loss of Access
Vandalism-Intentional	Meet with Paren/Guardian/Direct or Pay for damages, Police notification	Loss of Access, pay for damages, Police notification	Loss of Access, pay for damages, Police notification
Insubordination	Meeting with staff	Meeting with Staff/Parent/Guardian	Meeting with Staff/Parent/Guardian and Director
Alcohol/Drug Usage/tobacco possession and/usage	Parent/Guardian Contact, 1 day Loss of Access, report to police	Parent/Guardian contact, 5-10 day Loss of Access; Report to police	Parent/Guardian contact, Loss of Access (extended) Report to police
Drugs Possession/ Distribution	Parent/Guardian contact, 5-10 day Loss of Access; Report to police	Parent/Guardian contact, Loss of Access (extended) Report to police	Recommend Expulsion
Drugs (Selling)	Parent/Guardian contact, Loss of Access (extended) Report to police	Recommend expulsion	
Bomb Threat/ Terroristic Threat/ Weapons Threat	Up to 5 days Loss of Access, police notified, possible recommend expulsion		
Firearms	Immediate Loss of Access/ recommended expulsion		
Weapons Explosive Devices Ammunition Fireworks	Parent/Guardian contact, 1 day Loss of Access, report to police	Parent/Guardian contact, 5-10 day Loss of Access; Report to police	Extended Loss of Access, report to police, recommend expulsion
Sexual Assault	3 days Loss of Access; report to police	5 days Loss of Access, Police notification, Recommend Expulsion	

Physical Assault/Staff	5 days Loss of Access, Police notification, Recommend Expulsion		
Gambling with intent for profit or property gain	Parent/Guardian Contact, 1 day Loss of Access	Parent/Guardian contact, 3-5 day Loss of Access	Parent/Guardian contact, Loss of Access (extended)
Cheating or record tampering	Meeting with Staff, Possible impact on grade	Meeting with staff/parent/guardian director, impact on grade	Potential requirement of supervision while online
Attendance	Refer to CCS Online Attendance Policy	Refer to CCS Online Attendance Policy	Refer to CCS Online Attendance Policy

Definitions of Consequences for Student Misbehavior

Listed below are the responses most commonly used toward students who violate CCS' behavior standards:

Loss of Access - Depending on the circumstances, this could refer to loss of access to CCS technology/computers, loss of access to online curriculum (online suspension), loss of access to the **on-site school sponsored events** Learning Lab, or other related consequences.

Suspension – Suspension means an action taken by the CCS' administration prohibiting a pupil from attending class/school for a period of time (no more than ten school days.) Each suspension action may include a re-admission plan. (~~Suspension may be in-school or out-of-school~~)

~~OSS (Out of School Suspension)~~ – ~~Removal from CCS' setting – the Learning Lab and/or Online~~

Expulsion – Expulsion means an action taken by CCS prohibiting a pupil from attending CCS for a period of time not to exceed 1 year.

Verbal Abuse or Swearing

- Under **NO** circumstances will profanity (written, spoken, or gestured) or lying be tolerated.
- Verbal abuse includes disrespectful words (actions) toward another student or adult (examples: name-calling, talking back, or refusing to do as asked).

Physical Abuse, Fighting, Harassment

- Physical violence or the threat of, toward one another is not expected or tolerated. Physical abuse includes aggressive acts causing deliberate injury. Fighting will carry a penalty of automatic detention.

Vandalism and Theft

- Defacing CCS property with paint, pencil, pen, chalk, etc.
- Taking items that belong to CCS or others.

Chemical Substance

- Students will not possess or use any chemical substances/paraphernalia, including tobacco, snuff, vaping, alcohol, or drugs within the CCS properties or on buses.

Sexual Harassment

- Any unwanted sexual words or actions and put-downs.

Weapon

- Possession or use of a weapon, including any knives, guns (real, look-alike, BB, pellet).
- A weapon is defined as any instrument capable of causing serious bodily injury or death.
- Use of any object with intent to cause injury.

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 the CCS.

STUDENT SUPPORT SERVICES

CCS students all have an assigned Learning Coach, who is an excellent first point of contact for any student or family concerns. CCS also employs a School Counselors and a 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

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 on your JMC Student or Family Portal.

Transcripts for college, career, and personal use can be requested from the CCS School Counselor via the [Transcript Request Form](#) (also available on the CCS website. See (see “Request Transcript” at the bottom of each page). and linked here:

https://docs.google.com/forms/d/e/1FAIpQLSf3_UkJCEHSYajdk6QVvFuquZO72NMrrccUTkxTXCB4XJ2szw/viewform Transfers to other K-12 schools are handled by the Online Admissions Coordinator at onlineadmissions@crosslakekids.org.

TUITION

CCS is a free public charter school for students residing in Minnesota, until the end of the school year they turn 21 or 22, if they have an IEP. Students and families who are not eligible for free Minnesota public schooling may wish to take courses with CCS Online. When this applies, students/families can access the CCS online curriculum by paying tuition. Examples in which a student may need to pay tuition to attend CCS Online include but are not limited to:

- Being older than 21 years of age;
- Traveling outside of the state of Minnesota for more than 15 consecutive school days;
- Moving to/residing in another state;
- Attending homeschool and wanting to take some courses with CCS Online;
- ~~Wishing to take additional classes beyond full-time enrollment in a Minnesota high school.~~

Tuition rates for the 25-26 school year are \$2000 for a full course load. ~~For students in grades 6-12 this is 6 classes with access for 20 weeks, and for K-5 full enrollment for 20 weeks.~~ Tuition must be paid within 30 days of receiving the tuition invoice in order to ensure continued access to the course(s).

Click here [to view the for Link to Minnesota Residency Requirements for Online Learning](#)

VIDEO SURVEILLANCE

Video 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.

Additional/Detailed Policies relating to students at CCS

The following policies and their summaries apply directly to students and families at CCS. For a full description of the policies and all other BOE approved policies, please go to our website.

103 COMPLAINTS – STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS

I. PURPOSE

Crosslake Community Schools (CCS) takes seriously all concerns or complaints by students, employees, parents or other persons. If a specific complaint procedure is provided within any other policy of CCS, the specific procedure shall be followed in reference to such a complaint. If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure that may be used.

II. GENERAL STATEMENT OF POLICY

- A. Students, parents, employees or other persons, may report concerns or complaints to CCS. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the Director(s) of the receipt of the complaint. The Director(s) shall make an initial determination as to the seriousness of the complaint. A person may file a complaint at any level of CCS; i.e., Director(s) or school board.
- B. Depending upon the nature and seriousness of the complaint, the Director(s) receiving the complaint shall determine the nature and scope of the investigation or followup procedures. If the complaint involves serious allegations, the Director(s) shall determine whether an internal or external investigation should be conducted. The Director(s) shall determine the nature and scope of the investigation and may designate a person responsible for investigation or followup relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate Director(s) concerning the status or outcome of the matter.
- C. The Director(s) shall respond in writing to the complaining party concerning the outcome of the investigation or followup, including any appropriate action or corrective measure that was taken. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minnesota Statute Ch. 13 (Minnesota Government Data Practices Act) or other law.
- D. The charter school must include identifying and contact information for the school's authorizer on the school's official website and in other school materials it makes available to the public.

211 CRIMINAL OR CIVIL ACTION AGAINST CROSSLAKE COMMUNITY SCHOOLS, SCHOOL BOARD MEMBER, EMPLOYEE, OR STUDENT

I. PURPOSE

The purpose of this policy is to provide guidance as to Crosslake Community Schools' (CCS) position, rights, and responsibilities when a civil or criminal action is pending against CCS, or a school board member, a CCS employee, or student.

II. GENERAL STATEMENT OF POLICY

- A. CCS recognizes that, when civil or criminal actions are pending against a school board member, CCS employee, or student, CCS may be requested or required to take action.
- B. In responding to such requests and/or requirements, CCS will take such measures as are appropriate to its primary mission of providing for the education of students in an environment that is safe for staff and students and is conducive to learning.
- C. CCS acknowledges its statutory obligations with respect to providing assistance to school board members and teachers who are sued in connection with performance of duties. Collective bargaining agreements and CCS policies may also apply.

413 HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is for Crosslake Community School (CCS) to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability (Protected Class).

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of CCS to maintain a learning and working environment free from religious, racial or sexual harassment and violence on the basis of Protected Class. CCS prohibits any form of harassment or violence on the basis of Protected Class.
- B. A violation of this policy occurs when any student, teacher, Director(s) or other personnel of CCS harasses a student, teacher, Director(s) or other personnel through conduct or communication based on a person's Protected Class, as defined by this policy. (For purposes of this policy, CCS' s personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of CCS.)
- C. A violation of this policy for any student, teacher, Director(s) or other personnel of CCS to inflict, threaten to inflict, or attempts to inflict violence upon any student, teacher, Director(s), or other CCS personnel or group of students, teachers, Director,(s) or other CCS personnel based on a person's Protected Class.
- D. The CCS will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class and to discipline or take appropriate action against any student, teacher, Director(s), or other CCS personnel who is found to have violated this policy.

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of Crosslake Community School's (CCS) personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of CCS to fully comply with Minnesota Statutes chapter 260E§ requiring CCS personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any CCS personnel fails to immediately report instances of child neglect, or physical or sexual abuse when CCS personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

417 CHEMICAL USE AND ABUSE

[Note: This policy reflects mandatory provisions of state and federal law and is not discretionary.]

I. PURPOSE

Crosslake Community Schools' (CCS) school board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for society in general. The school board believes that the public entity has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist CCS in its goal to

prevent chemical use and abuse by providing procedures for education and intervention.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of controlled substances, toxic substances, medical cannabis, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited in accordance with CCS' policies with respect to a Drug-Free Workplace/Drug-Free School.
- B. CCS shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement.
- C. EveryThe school district that participates in a school district chemical abuse program shall establish and maintain in every school a chemical abuse preassessment team. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
- D. CCS shall establish and maintain a drug-free awareness program to educate and assist its employees.

[Note: School districts are required to establish a drug-free awareness program for school district employees pursuant to the Drug- Free Workplace Act. In addition, state law requires that the written districtwide school discipline policy must include procedures for detecting and addressing chemical abuse problems of a student while on the school premises. Further, school districts are required to develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement if receiving funding under the federal Student Support and Academic Enrichment Grants law.]

418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students at Crosslake Community Schools (CCS) by prohibiting the use of alcohol, toxic substances, medical cannabis, and nonintoxicating cannabinoids, edible cannabinoid products), and controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

- A. Use of or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids (including edible cannabinoid products), and controlled substances, before, during, or after school hours, at school, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other school CCS personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products), or controlled substances in any school location.
- C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that CCS might own, leases rent, contracts for, or controls.
- D. CCS will act to enforce this policy and to discipline or take appropriate action against any

student, teacher, administrator, school personnel, or member of the public who violates this policy.

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

[Note: School districts are not required by statute to have a policy addressing these issues. However, Minnesota Statutes section 144.416 requires that entities that control public places must make reasonable efforts to prevent smoking in public places, including the posting of signs or any other means which may be appropriate. Additionally, Minnesota Statutes section 120B.238 requires that vaping prevention instruction be provided as set forth in this policy.]

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free at Crosslake Community School (CCS).

II. GENERAL STATEMENT OF POLICY

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of CCS, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that CCS owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all CCS property and all off-campus events sponsored by CCS.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that CCS owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all CCS property and all off-campus events sponsored by CCS.
- C. CCS will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

[Note: The following language is not required by law, but is recommended by MSBA for inclusion in this policy.]

- D. CCS will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. CCS will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

420 STUDENTS AND EMPLOYEES WITH SEXUALLY TRANSMITTED INFECTIONS AND DISEASES AND CERTAIN OTHER COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS

[Note: School districts are not required by statute to have a policy addressing these issues. However, Minn. Stat. § 121A.23 provides that school districts must have a program that incorporates the provisions contained in this policy.]

I. PURPOSE

Public concern that students and staff of Crosslake Community Schools (CCS) be able to attend school without becoming infected with serious communicable or infectious diseases, including, but not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis, requires that the school board adopt measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. The purpose of this policy is to adopt such measures.

II. GENERAL STATEMENT OF POLICY

A. Students

The policy of CCS is that students with communicable diseases should not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of CCS. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by CCS in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

B. Employees

The policy of the school board is that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally, and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in CCS. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to CCS.

C. Circumstances and Conditions

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of CCS will be made on a case-by-case basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties), and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in consultation with the educational planning team.
2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions, or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions

CCS, along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.

E. Extracurricular Student Participation

Student participation in nonacademic, extracurricular, and non-educational programs of CCS are subject to a requirement of equal access and comparable services.

F. Precautions

CCS will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration any guidelines of the Minnesota Department of Education and the Minnesota Department of Health. (These precautionary procedures shall be consistent with CCS's procedures regarding blood-borne pathogens developed pursuant to CCS's employee right to know policy.)

G. Information Sharing

1. Employee and student health information shall be shared within CCS only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.
2. Employee and student health data shall be shared outside CCS only in accordance with state and federal law and with CCS's policies on employee and student records and data.

H. Reporting

If a medical condition of a student or staff threatens public health, it must be reported to the Minnesota Commissioner of Health.

I. Prevention

CCS shall, with the assistance of the Minnesota Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minnesota Statute section 121A.23 that includes:

1. planning materials, guidelines, and other technically accurate and updated information;
2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;
3. cooperation and coordination among school CCS and Service Cooperatives;
4. a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;
5. involvement of parents/guardians and other community members;
6. in-service training for CCS staff and school board members;
7. collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;
8. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and
9. participation by state and local student organizations.
10. The program must be consistent with the health and wellness curriculum.
11. CCS may accept funds for sexually transmitted infection and disease prevention programs

developed and implemented under this section from public and private sources, including public health funds and foundations, department professional development funds, federal block grants, or other federal or state grants.

J. Vaccination and Screening

CCS will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings in keeping with current state and federal law. The procedures shall provide that the Hepatitis B vaccination series be offered to all who have occupational exposure at no cost to the employee.

501 SCHOOL WEAPONS POLICY

[Note: School districts are required by statute to have a policy addressing these issues. ATTENTION: This policy incorporates certain provisions of the Minnesota Citizens' Personal Protection Act (often referred to as the "conceal and carry" law).]

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

502 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS, AND STUDENT'S PERSON

I. PURPOSE

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing Crosslake Community School's (CCS) policies against contraband.

II. GENERAL STATEMENT OF POLICY

A. Lockers and Personal Possessions Within a Locker

Pursuant to Minnesota statutes, school lockers are the property of CCS. At no time does CCS relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials

B. Desks

School desks are the property of CCS. At no time does CCS relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

C. Personal Possessions and Student's Person

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

D. A violation of this policy occurs when students use lockers and desks for unauthorized purposes or to

store contraband. A violation occurs when students carry contraband on their person or in their personal possessions.

504 STUDENT DRESS AND APPEARANCE

I. PURPOSE

The purpose of this policy is to enhance the education of students by establishing expectations that support educational goals. Students and their families have the primary and joint responsibility for student clothing and appearance. Teachers and other charter school staff should exemplify and reinforce student clothing and appearance standards and help students develop an understanding of appropriate appearance in the school environment.

II. GENERAL STATEMENT OF POLICY

- A. The policy of Crosslake Community School (CCS) is to encourage students to be dressed appropriately for school activities and in keeping with community standards. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing clothing on which such messages are stated. Such messages are acceptable as long as they are not lewd; vulgar; obscene; libelous; do not denigrate, harass, or discriminate against others on the basis of protected class status under the Minnesota Human Rights Act; or do not violate charter school policies prohibiting discrimination, bullying, violence, harassment, or other harmful activities.

This is a joint responsibility of the student and the student's parent(s) or guardian(s).

- B. A student's clothing or appearance may not materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities. A student's dress or appearance may not incite or contribute to substantial disorder or invasion of the rights of others or pose a threat to the health or safety of the student or others.
- C. Students' rights to choose their dress and appearance for school and school-related activities will be protected provided that the clothing:
1. does not injure people or damage property;
 2. does not materially and substantially disrupt or interfere with the educational process or classwork;
 3. does not interfere with the requirements of discipline in the operation of the school or school activities, materially disrupt classwork;
 4. does not involve substantial disorder or invasion of the rights of others.

Such clothing includes, but is not limited to, the following:

- Clothing for the weather.
- Clothing that does not create a health or safety hazard.
- Clothing for the activity (i.e., physical education or the classroom).
- Footwear that does not present a safety hazard.
- Headwear, including hats or head coverings, are allowed for Middle School students provided that it does not cover the student's face to the extent that the student is not identifiable. Headgear must not interfere with the educational process. Hoodies are not allowed. Students must allow the face and ears to be visible from the front and sides and must not interfere with the line of sight to any student or staff including while the student is wearing the headwear. Students may wear headgear for a medical or religious reason. If this is a distraction, teachers may ask students to remove the headwear and compliance is expected.
- Hair, including but not limited to hair texture and hair styles such as braids, locks, and twists.
- Clothing must cover areas from one armpit across to the other armpit. Tops must

have wide shoulder straps. Undergarments cannot show through clothing or above, below or alongside clothing. See-through or mesh garments must not be worn without appropriate coverage.

- a. **Shorts** must be long enough to be seen. Shirts, tops or sweatshirts cannot cover shorts or skirts completely
- b. Students are encouraged to **keep a sweater, sweatshirt and shorts/pants in their locker** in case they get cold or are asked to modify clothing due to dress code violations.
- c. Apparel distracting the learning environment (or a potential danger to themselves or others) is prohibited. Dress for school should be modest, respectful, clean, and in good condition. It should also allow for safe movements in the hallways, stairwells, and in all classes.

Student clothing may not include the following:

- Clothing (including emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry) bearing a message that is lewd, vulgar, obscene, libelous, or denigrates, harasses, discriminates against others on the basis of protected class status under the Minnesota Human Rights Act, or violates charter school policies prohibiting discrimination, violence, harassment, or other harmful activities.
- Apparel promoting products or activities that are illegal for use by minors.
- Communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Policy 413.
- “Gang,” as used in this policy, means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. “Pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the Crosslake Community School’s (CCS) expectations for student conduct. Such compliance will enhance CCS’s ability to maintain discipline and ensure that there is no interference with the educational process. CCS will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child’s dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others and

property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. It is the position of CCS that a fair and equitable student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the school board, with the participation of CCS's administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of CCS.

514 BULLYING PROHIBITION POLICY

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. Crosslake Community School (CCS) cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of CCS personnel. However, to the extent such conduct affects the educational environment of the CCS and the rights and welfare of its students and is within the control of CCS in its normal operations, it is CCS's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist CCS in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

II. GENERAL STATEMENT OF POLICY

An act of bullying, by either an individual student or a group of students, is expressly prohibited:

1. on the school premises, at the school functions or activities, on the school transportation;
 2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
 3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.
- B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.
- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This

policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the charter school or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off charter school property and/or with or without the use of charter school resources. This policy also applies to sexual exploitation.

- D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a charter school or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

- E. No teacher, administrator, volunteer, contractor, or other employee of the charter school shall permit, condone, or tolerate bullying.
- F. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
- G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- H. False accusations or reports of bullying against another student are prohibited.
- I. A person who engages in an act of bullying, reprisal, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the charter school's policies and procedures, including the school's discipline policy (See MSBA/MASA Model Policy 506).

CCS may take into account the following factors:

1. The developmental and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The charter school shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school property and events /or termination of services and/or contracts.

- J. The charter school will act to investigate all complaints of bullying reported to the charter school and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the charter school who is found to have violated this policy.

524 INTERNET ACCEPTABLE USE AND SAFETY POLICY

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the Crosslake Community School's (CCS) computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to CCS's computer system and the Internet, including electronic communications, CCS considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to CCS's computer system and to the Internet enables students and employees to explore thousands of libraries, databases, and other resources while exchanging messages with people around the world. CCS expects that faculty will blend thoughtful use of CCS's computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use. CCS is required to provide this guidance and instruction in order to receive funding from the Federal Erate program.

525 VIOLENCE PREVENTION (APPLICABLE TO STUDENTS AND STAFF)

I. PURPOSE

The purpose of this policy is to recognize that violence has increased and to identify measures that Crosslake Community Schools (CCS) will take in an attempt to maintain a learning and working environment that is free from violent and disruptive behavior.

The school board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm during school activities and on school grounds, buses, or field trips while under CCS' supervision.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the CCS is to strictly enforce its weapons policy (Policy 501).
- B. The policy of the CCS is to act promptly in investigating all acts, or formal or informal complaints, of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- C. The administration will periodically review discipline policies and procedures, prepare revisions if necessary, and submit them to the school board for review and adoption.
- E. CCS will implement approved violence prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

526 HAZING PROHIBITION

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of Crosslake Community School (CCS) and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, Director, volunteer, contractor or other employee of CCS shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, Director, volunteer, contractor or other employee of CCS shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, Director, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with CCS' policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from CCS' property and events and/or termination of services and/or contracts.

531 THE PLEDGE OF ALLEGIANCE

I. PURPOSE

The school board recognizes the need to display an appropriate United States flag and to provide instruction to students in the proper etiquette, display, and respect of the flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end.

II. GENERAL STATEMENT OF POLICY

Students in this school district's seat-based program shall recite the pledge of allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted:

- A. By each individual classroom teacher or the teacher's surrogate; or
- B. Over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

III. EXCEPTIONS

Anyone who does not wish to participate in reciting the pledge of allegiance for any personal reasons may elect not to do so. Students and school personnel must respect another person's right to make that choice.

554 PROHIBITION OF MALICIOUS AND SADISTIC CONDUCT

I. Purpose

- A. Crosslake Community School (CCS) prohibits malicious and sadistic conduct and sexual exploitation by a school staff member, independent contractor, or student enrolled in the school against a staff member, independent contractor, or student in all contexts.
- B. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

Crosslake Community School Responsible Use Agreement

Students 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 Director of Online Learning.

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 Learning Lab Agreement

When on-site at the Crosslake Community School building, either for attending the Learning Lab graduation or other events, I agree to follow all the seat-based 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 JMC 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: _____