

School Board Meeting:
Subject:
Presenter:

August 25, 2008
Teaching & Learning
Pam Miller

SUGGESTED SCHOOL BOARD ACTION:

Board action is not required for the first reading of policies.

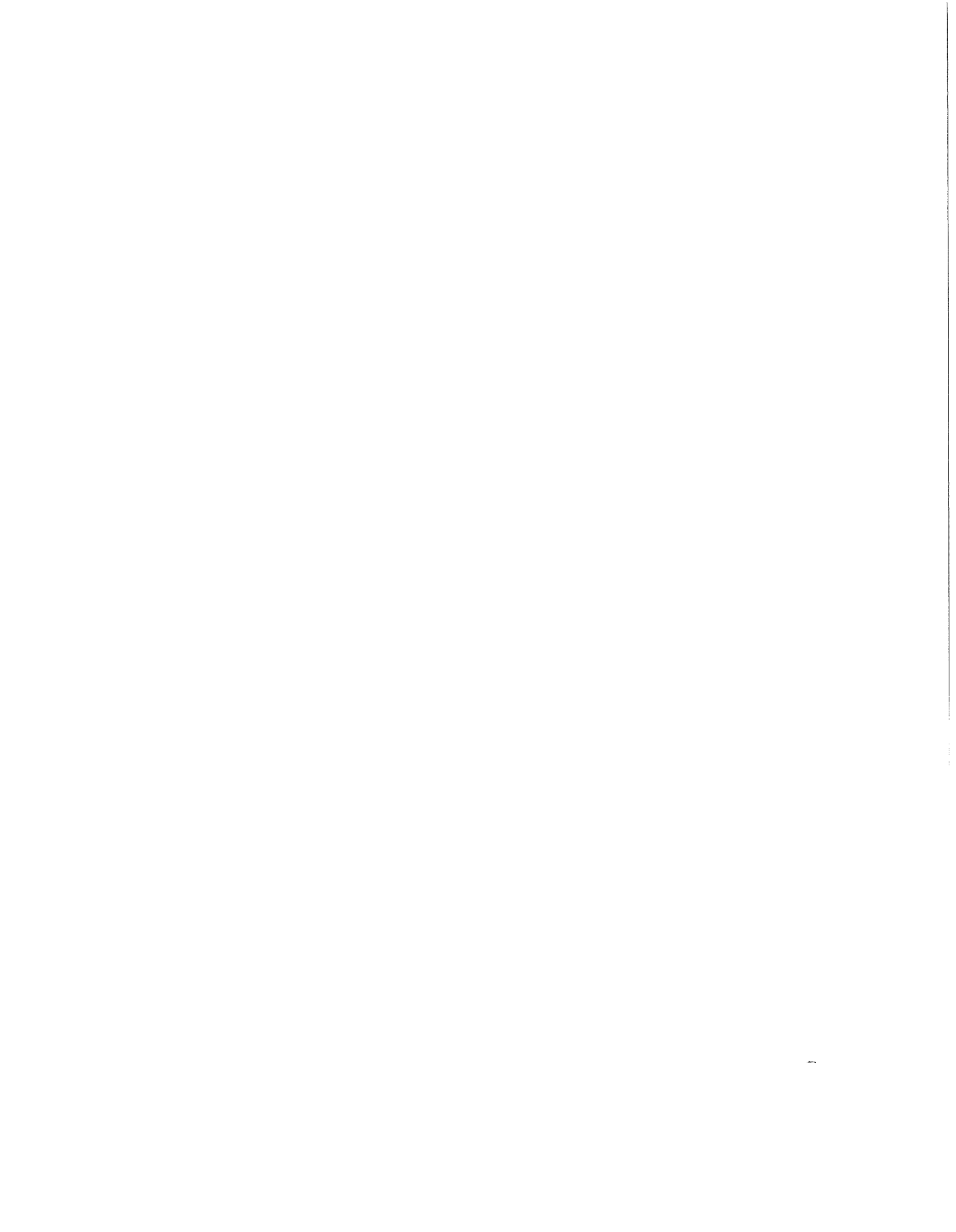
DESCRIPTION:

A goal of the Human Resource Department is to work with other departments and the Superintendent's Office to ensure all district policies and procedures are reviewed in the next two years. This includes revising current policies and procedures to auditing required policies for compliance.

First Reading to Delete a Policy (No Board Action Required)

The following polices are being presented to the School Board for first reading to delete:

- Policy 3612 – Special Education
 Local Policy
Brief Description: This policy is not required. Provisions of this policy are substantially reflected in statutory requirements.
- Policy 5330 – Nonresident Special Education Students
 Local Policy
Brief Description: This policy is not required. Provisions of this policy are substantially reflected in statutory requirements.
- Policy 5251 – Homeschooling
 Local Policy
Brief Description: This policy is not required. Provisions of this policy are substantially reflected in statutory requirements.
- Policy 5410 – Discipline
 Local Policy
Brief Description: This policy is not required or recommended.
- Policy 6311 – Religion
 Local Policy
Brief Description: This policy was written in new policy 609 - Religion in June, but the old policy was not deleted at the time.
- Policy 6200 – Addition of Co-curricular Activities for the Senior High Program
 Local Policy
Brief Description: This policy is not required or recommended.
- Policy 6210 – Evaluation of Co-curricular Activities
 Local Policy
Brief Description: This policy is not required or recommended.



INDEPENDENT SCHOOL DISTRICT #877 POLICY

Buffalo-Hanover-Montrose

INDEX TITLE	<u>Business</u>	SERIES NO.	<u>3000</u>
POLICY TITLE	<u>Special Education</u>	CODE NO.	<u>3612</u>

Under the provision of M.S. 120.17, school districts are required to provide special education services for handicapped school age residents. Accordingly, the School District will provide free transportation services to any handicapped child who requires special transportation because of their handicapped condition and/or special program needs.

The School District and contractor will determine the type of vehicle to be used to transport students on the basis of the student's individual need.

Administrative Offices
Buffalo, Minnesota 55313

Delet

FIRST READING	<u>March 16, 1982</u>
DATE OF ADOPTION	<u>April 5, 1982</u>
DATE OF REVIEW	<u>July 8, 2002</u>



INDEPENDENT SCHOOL DISTRICT #877 POLICY

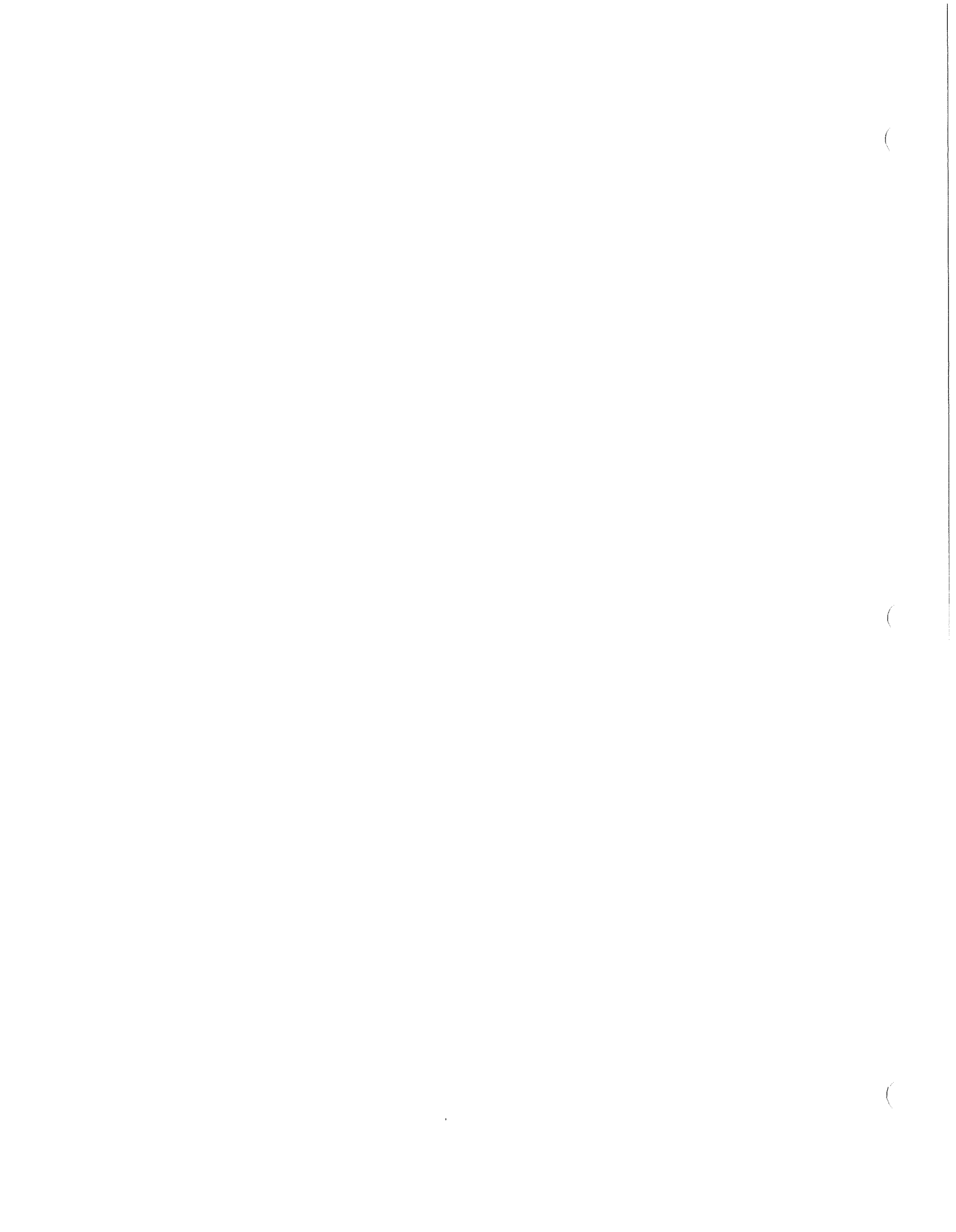
Buffalo-Hanover-Montrose

INDEX TITLE	<u>Students</u>	SERIES NO.	<u>5000</u>
POLICY TITLE	<u>Non-Resident Special Education Students</u>	CODE NO.	<u>5330</u>

Special Education students attending Independent School District 877 who are not residents of the District may attend, with Board approval, on a tuition paid basis. The Board of Education may also, at its discretion, approve cooperative attendance agreements with other school districts in accordance with state law.

Administrative Offices
Buffalo, Minnesota 55313

FIRST READING	<u>November 12, 1979</u>
DATE OF ADOPTION	<u>December 3, 1979</u>
DATE OF REVIEW	<u>October 14, 2002</u>



INDEPENDENT SCHOOL DISTRICT #877 POLICY

Buffalo-Hanover-Montrose

INDEX TITLE Students SERIES NO. 5000

POLICY TITLE Home Schooling CODE NO. 5251

The Board of Education of District 877 wishes to cooperate with home school families and comply with Minnesota Compulsory Instruction. The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school. The Compulsory Attendance Law (Minn. Stat. 120.101) provides that the parent or guardian of a child is primarily responsible for assurance that the child acquires knowledge and skills that are essential for effective citizenship (Minn. Stat. 120.101, Subd. 1). The person in charge of a home school and the school district must provide instruction and meet the requirements specified in Minn. Stat. 120.101.

FULL-TIME HOME EDUCATED STUDENTS:

Students who choose to be full-time home educated, grades 9-12, will not receive a diploma from Buffalo High School.

IMMUNIZATIONS:

The parent of a home-schooled child shall submit statements as required by Minn. Stat. 120.70, Subds. 1, 2, 3, and 4 to the superintendent, or his designee, of the school district in which the child resides by October 1 of each school year. (Minn. Stat. 120.70).

TEXTBOOKS, INSTRUCTIONAL MATERIAL AND STANDARDIZED TESTS:

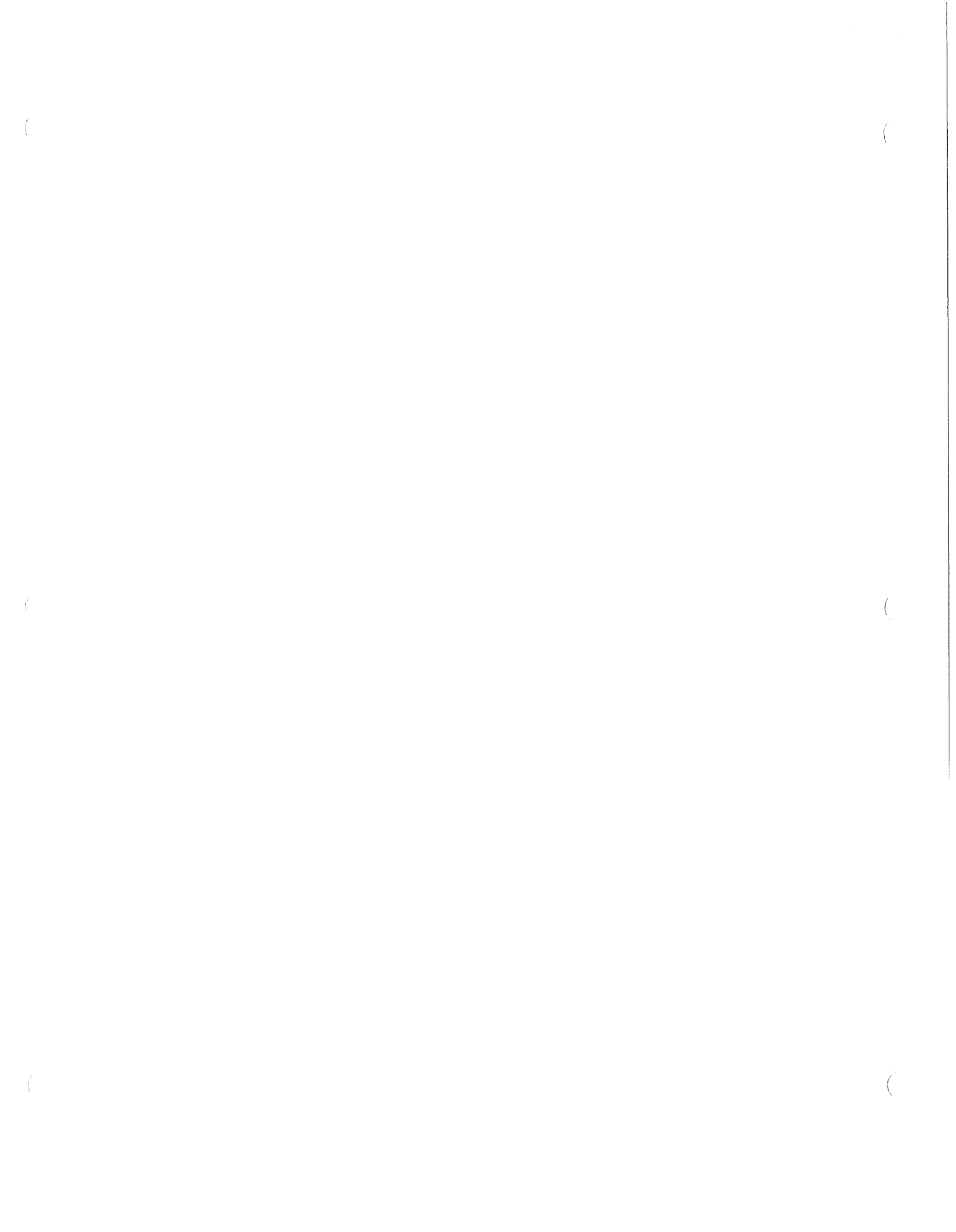
In accordance with Minn. Stat. 123.933 and Minnesota Rules Chapter 3540, District 877 will provide textbooks, instruction materials and standardized tests. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to Minn. Stat. 123.931 to 123.937 for this purpose. (The rules and regulations of the District must be followed to access state monies and those failing to do so will not receive aid.)

**Administrative Offices
Buffalo, Minnesota 55313**

FIRST READING October 13, 1997 Page 1 of 3 Pages

DATE OF ADOPTION November 10, 1997

DATE OF REVIEW _____



PUPIL SUPPORT SERVICES:

Upon formal request as required by law, the school district will provide pupil support services in the form of health services and counseling/guidance services to a home-school child as provided by Minn. Stat. 123.935 and Minn. Rules Chapter 3540. The school district is not required to expend any amount for any of these purposes that exceeds the amount it receives pursuant to Minn. Stat. 123.931 to 123.937 for any of these purposes.

SHARED TIME PROGRAMS:

Enrollment in class offerings of the school district:

- a. A home-school child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students.
- b. The school district may limit enrollment of shared time pupils in such classes based on the capacity of the program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignments of shared time pupils to classes.

BUFFALO HIGH SCHOOL DIPLOMA OPTION:

Home educated students may earn a diploma from Buffalo High School if they are enrolled at least part time during their senior year of high school.

- a. Students must meet the credit and course graduation requirements.
- b. Students may submit home education credits to the high school at the end of each academic year.
- c. First semester home education credits must be submitted by March 1st of the senior year (or year of expected graduation) to determine eligibility for graduation.
- d. Students must meet the Minnesota Basic Requirements in Reading, Writing and Mathematics.

TRANSFER STUDENTS:

The Buffalo High School will assess credits and course work earned in a home education setting. Approved credits will be transferred into semester credits on the Buffalo High School transcript and count towards meeting graduation requirements.

TRANSPORTATION SERVICES:

District 877 may provide transportation services to a home-school child:

- a. from one educational facility to another within the school district for resident pupils enrolled on a shared-time basis in school district educational programs.

District 877 retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

POST SECONDARY EDUCATION OPTION (PSEO)

The Minnesota Post Secondary Enrollment Options Program (PSEO) allows juniors and seniors enrolled in public schools to take courses at post secondary institutions at no cost to the student. Home educated students may participate in the PSEO program by contacting the Minnesota Department of Children, Families, & Learning to make arrangements for funding.

BASIC SKILLS TESTING:

Full time home educated students are not required to meet the Minnesota Basic Requirements in reading, math, & writing. However, students wishing to be part-time Buffalo High School students or who transfer to the High School will need to meet the requirements. Beginning with the class of 2000, students who plan to earn a diploma must meet requirements.

CO-CURRICULAR PARTICIPATION:

Home school students wanting to participate in Activities in grades 7-12 need to register with the appropriate school (Middle School or High School). Home school students will pay activity fees.

A home school which is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League Rule 405.00. The approval of such an arrangement may be made by the school board pending approval by the Conference within which Buffalo participates.

- a. The home school must become a member of the Minnesota State High School League for Participation in any B Squad, JV or Varsity competition in any activity sponsored by the league including sports, speech and fine arts activities.
- b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.
- c. Home School Cooperative Sponsorships must be reviewed and renewed every two years. **The Home School will agree to using only "Buffalo High School" name in seasonal and post-season participation.**

INDEPENDENT SCHOOL DISTRICT #877 POLICY

Buffalo-Hanover-Montrose

INDEX TITLE Students SERIES NO. 5000
POLICY TITLE Discipline CODE NO. 5410

I. STATEMENT OF POLICY

It is the position of the School District that a fair and equitable district-wide school discipline policy will contribute to the quality of a student's education experience. Without discipline in the schools, maximum learning cannot occur. Therefore, this District-wide school discipline policy has been adopted.

- A. The School Board acts as the general agent in carrying out the will of the people of its district in the matter of public education. It should be responsible for carrying out certain mandatory laws, and should consider and accept or reject the provisions of the permissive laws.

The School Board has the authority and responsibility to establish reasonable rules and regulations for the orderly operation of the schools.

The implementation of this policy shall be delegated to the administrators and teachers in the schools.

Rules and regulations established must be directed toward the accomplishment of the educational philosophy and goals of the district and the protection of the health, safety and welfare of the pupils enrolled. These rules should reflect the interests of students, parents, faculty and the community at large. Parents have the inherent responsibility in the socialization process of their children. The rules enacted and enforced must:

1. Establish a direct relationship between learner goals of District 877 philosophy and the opening statement of discipline philosophy.

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Buffalo, Minnesota 55313

FIRST READING November 12, 1979

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DATE OF ADOPTION December 3, 1979

DATE OF REVIEW August 5, 1996

2. Be consistent with legislative statutes concerning education.
3. Be within the limits of the state and federal constitutions and respect constitutional safeguards pertaining to the rights of students and staff members as citizens.
4. Reflect the intent of the law as interpreted by the courts.

B. The responsibility for knowing school rules and living within the structure thereby established rests primarily upon the student himself/herself. If a student is unable to handle this responsibility, school officials must intervene to protect the rights of other students and to sustain the orderly operation of the school. We recognize that for a person to develop his/her potential most fully he/she must take responsibility for himself/herself. Students should assume more and more responsibility for their behavior as they move from elementary to the senior high school.

Deliberate efforts will be made to inform students of the range of expectation for discipline and the general consequences to behavior outside that range--in turn the student is expected to make an effort to be aware of these expectations and not plead ignorance when he/she steps over the range.

C. Responsibility

1. It shall be the duty of every member of the licensed staff, and classified personnel, to be responsible for the good conduct of students when on the school grounds and at school sponsored activities. The classified staff shall be encouraged to report breaches of discipline to a certified staff member. Assignments of certified staff will be made by building principals to assure carrying out of policy. Each staff member will be assigned specific supervision duties that will include duty outside, as well as inside, the building. Duty will be assigned within the contractual day.
2. When specific assignments, such as classroom management, group sponsorship, etc., are made, the particular staff member to whom such assignment is made is definitely charged with the responsibility for student discipline.
3. Principals shall develop individual building rules and regulations that are consistent with the district discipline philosophy statement. Copies of the building level discipline procedures shall be filed with the Superintendent and published for parents and students.
4. The individual staff members of the district will receive support from their respective principals, district administrators, and Board of Education as they meet their responsibilities in implementing established discipline policies, procedures and regulations of the District. All staff members will follow those established District discipline policies, procedures, and regulations and meet their individual responsibilities to them.

D. Corporal Punishment

1. It is the policy of this school district to prohibit hitting, or other use of unreasonable force against a student.
2. Use of Physical Restraint or Force.

The above is not intended, however, to preclude the use of reasonable physical restraint or force on the part of the teacher or administrator when necessary to maintain order and an effective learning climate within the school. Classified staff in such cases are strongly discouraged to deal with the students in a physical way. Classified staff should seek the assistance of a licensed staff member. The use of physical restraint or force is in order in the event that a teacher or an administrator:

- a. is subjected to the possibility of injury by a student;
- b. witness a physical disturbance between or among students;
- c. deems it necessary to prevent physical injury to a student, students or employees of the school district; or
- d. deems it necessary to physically restrain or direct the movement or actions of a student in order to avoid undue disruption of the classroom or other areas of the school environs;
- e. said teacher or administrator may use such physical restraint or force as is reasonably necessary.

E. Student Rights

Student rights include the following:

1. the right to a free and full education and the right to learn;
2. the right to equal education opportunity and to freedom from discrimination;
3. the right to due process of law;
4. the right to freedom of inquiry and expression;
5. the right to privacy
6. the right to participate in student activities;
7. the right to possess and use personal property when it does not disrupt the educational process;
8. the right to be informed of school rules.

F. Student Responsibilities

Correspondingly, student responsibilities specified in Board policies include the following:

1. the responsibility to attend school daily, except when excused, and to be on time to all classes and other school functions;
2. the responsibility to pursue and attempt to complete the course of study prescribed by the state and local school authorities;
3. the responsibility to make necessary arrangements for making up work when absent from school;
4. the responsibility to assist the school staff in running a safe school for all students enrolled therein;
5. the responsibility to be aware of all school rules and regulations and conduct themselves in accordance with them;
6. the responsibility to assume that until a rule is waived, altered, or repealed it is in full effect;
7. the responsibility to be aware of and comply with state and local laws;
8. the responsibility to volunteer information in disciplinary cases and cooperate with school staff should they have important knowledge relating to such cases;
9. the responsibility to protect and take care of the school's property;
10. the responsibility to dress and groom to meet needs of safety and health that do not draw undue attention to themselves and do not disrupt the learning process;
11. the responsibility to avoid inaccuracies in student newspapers or publications and indecent or obscene language;
12. the responsibility to express ideas in a manner that will not offend or slander others.

II. STUDENT CODE OF CONDUCT

Disciplinary action may be taken against students for any behavior which is disruptive of good order or violates the rights of others. The following acts are unacceptable behavior subject to disciplinary action in the School District:

A. Truancy, Unauthorized Absence and Tardiness

1. As required by current statutes, regulations of the State Department of Education, and the School Board of this District, students shall be in attendance each day that school is in session. The authority to decide whether an absence is excused or unexcused rests with the building principal. Students returning to school following an absence will be expected to complete all missed assignments within a reasonable period of time.
2. Truancy, for purposes of this policy, is the absenting of one's self from school or class without the approval of the school.
3. If a student develops a pattern of tardiness to school or class, disciplinary action will be taken.

B. Damage to School or Personal Property

1. Vandalism: Damage to or destruction of school property or property of others by students is vandalism.
2. Theft: Theft is the act of intentionally and without claim of right, taking, using, transferring, concealing, or retaining possession of movable property of another without his/her consent and with intent to deprive the owner permanently of the property, or the finding of lost property and not making reasonable effort to find the owner.

C. Physical Assaults

Physical assault is an act which intentionally inflicts or attempts to inflict bodily harm upon another.

D. Verbal Assaults

Verbal assaults are abusive, threatening, profane or obscene language either oral or written by a student toward a staff member or another student including conduct which degrades people because of their race, sex, religion, ethnic background, or physical or mental handicaps.

E. Threats and Disruptions

1. Dangerous Threats: Threats to normal school operations or school activities, including but not limited to the reporting of dangerous or hazardous situations that do not exist.
2. School Disruption: Any student who disturbs or interrupts the peace and good order of the school or school-sponsored activities will be subject to disciplinary action.

F. Dangerous, Harmful, and Nuisance Weapons, Substances and Articles

The principal and school staff members shall be alert for possible student involvement with dangerous, harmful, and nuisance substances or articles. When the principal or a member of the staff has reasonable cause to suspect that a dangerous or illegal substance or article is present in a school building, on the school grounds, at a school activity, or in the possession of a student, he/she shall investigate and take immediate and necessary action to safety guard persons and property.

1. Weapons: Students are forbidden to knowingly and voluntarily to possess, handle, transmit, or use any weapon in school, on school grounds, or on district transportation. Any object which could be used to injure another person and which has no school-related purpose for being in school, on school grounds or on district transportation will be considered a weapon for purposes of this code.
2. Alcohol: Students are prohibited from using, distributing, possessing, or being under the influence of alcoholic beverages at school, on school grounds, or at school-sponsored activities.
3. Drugs: Students are prohibited from using, possessing, distributing, or being under the influence of illegal drugs or narcotics at school, school-sponsored activities, or on school grounds.
4. Tobacco: Students are prohibited from smoking, using, possessing or distributing tobacco at school, on school grounds or at school-sponsored activities.
5. Harmful or Nuisance Articles: Students are prohibited from using, possessing or distributing articles that are nuisances, illegal, or that may cause harm to persons or property at school, on school grounds or at school-sponsored activities.

G. Sexual Harassment/Sexual Violence/Indecent Exposure

Sexual harassment, sexual violence and indecent exposure is prohibited. See Policy 5237 -Sexual Harassment/Sexual Violence.

H. Failure to Identify Oneself

Failure to provide proper identification upon request of a staff member.

I. The violation of any state or local law or the violation of any federal law.

J. Willful conduct which materially and substantially disrupts the right of others to an education.

POLICY 5410

- K. Willful conduct which endangers School District employees, the student or other students, or the property of the school; or
- L. Willful violation of any rule of conduct specified in this Discipline Policy.

III. DISCIPLINARY ACTIONS - MAY INCLUDE (SEQUENCE NOT IMPLIED) BUT NOT LIMITED TO:

- A. student conference;
- B. parent contact;
- C. parent conference;
- D. removal from class for that day pending parent conference;
- E. suspension from extra-curricular activities;
- F. detention;
- G. in-school monitoring (suspension);
- H. referral to in-school support services;
- I. referral to community service or outside agency services;
- J. transfer to another school and/or assignment to alternative programs;
- K. suspension under Pupil Fair Dismissal Act;
- L. expulsion under Pupil Fair Dismissal Act;
- M. reference to police or other law enforcement agencies for criminal action;
- N. petition county court for juvenile delinquency adjudication

IV. REMOVAL FROM CLASS

- A. Grounds for Removal:
 - 1. Willful conduct which materially and substantially disrupts the rights of others to an education;

2. Willful conduct which endangers School District employees, the student or other students, or the property of the school;
3. Willful violation of any rule of conduct specified in the discipline policy adopted by the Board;
4. Other grounds as outlined in II Student Code of Conduct.

B. Definition

Removal from class is the short-term exclusion of a student from school during which the school retains custody of the student.

C. Length of Removal

The removal of a student from class shall not exceed three class periods.

D. Responsibility and Custody of a Pupil Removed from Class:

1. Students removed from class shall be the responsibility of the principal or his/her lawful designee. Said students shall be placed in a designated area under supervision by principal or his/her designee.
2. Students removed from class shall be escorted when possible by either the teacher or principal or his/her lawful designee to the office.
3. Students removed from class shall be provided appropriate materials and assignments to continue class work if removal is for more than one period.

E. Authority of Classroom Teacher

The classroom teacher shall have the final authority regarding the decision as to removal for the first period; however, it is recommended that an informal administrative conference with the student and the teacher be conducted when possible before removal is determined. Removal may be imposed without an informal conference where it appears that the student will create an immediate and substantial danger to himself/herself or to persons or property around him/her. The decision as to removal for a second and/or third period shall be mutually arrived at by the teacher and principal.

F. Procedure for Removal from and Return to Class:

Procedures for removal from and return to class of a student are written in building discipline code approved annually by the Board of Education.

V. STUDENT LOCKER POLICY

In accordance with MN 127.47, Section 11:

"School lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities 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 authorities 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 authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

This locker policy must be disseminated to parents and students in the way that other policies of general application to students are disseminated. A copy of the policy will be available in the school office.

VI. PUBLICATION

Copies of this policy including The Pupil Fair Dismissal Act of 1974 (amended in 1983) shall be published or referenced in the Student Handbook. Copies are available in the school office. Nothing in this policy is intended to conflict with The Pupil Fair Dismissal Act of 1974 (amended in 1983).

VII. PARENTAL NOTIFICATION

Parents shall be notified verbally or in writing of violations of the rules of conduct and resulting disciplinary actions except as provided otherwise by The Pupil Fair Dismissal Act of 1974 (amended in 1983). Students shall be notified of violations of the Rules of Conduct and resulting disciplinary actions verbally except as provided otherwise by The Pupil Fair Dismissal Act of 1974 (amended in 1983).

VIII. EARLY PARENT INVOLVEMENT

An attempt shall be made to contact parents when a student repeatedly violates the rules of conduct. When contacted, parents will be encouraged to become involved in the disciplinary process.

IX. EARLY DETECTION OF BEHAVIOR PROBLEMS

Where behavioral problems are suspected or disciplinary actions taken are deemed to be ineffective at modifying the student's behavior, the student will be referred to an appropriate staff team. Parents may be notified and invited to collaborate with the team. In some cases the child will be referred for intervention or assessment.

X. SPECIAL EDUCATION PUPILS

The Pupil Fair Dismissal Act and the District policies shall apply to all students identified as needing special education with the following stipulations:

- A. A student's Individual Education Plan may include alternative discipline, and intervention procedures or a Behavioral Intervention Plan (see total Special Education System). These will be established by the IEP team including the parent/guardian.
- B. If a student who is identified as a special education student behaves in such a manner as to make the consequences of suspension from school or in-school suspension (for all or part of a day for two or more consecutive days or three times in one month), an IEP team meeting must be held within five school days. The purpose of the team meeting shall be to:
 - 1. determine whether the misconduct is related to the handicapping condition;
 - 2. review any assessments and determine the need for further assessments, and;
 - 3. review the IEP and amend the goals and objectives or develop an alternative individual education program as needed which might include a Behavioral Intervention Plan.
- C. An IEP team meeting shall be held prior to a handicapped student's exclusion or expulsion from school. A student's placement may be changed as a result of the IEP team meeting but the student shall not be excluded or expelled when the misconduct is related to the students handicapping condition.
- D. The district may use conditional intervention in an emergency situation in which the intervention is necessary to protect a student or other individual from physical injury, emotional abuse due to verbal and nonverbal threats and gestures, or to prevent severe property damage. These conditional procedures include:
 - 1. Use of manual restraint.
 - 2. Use of mechanical or locked restraints
 - 3. Planned use of suspension or dismissal from school
 - 4. Time-out procedures for seclusion.
 - 5. Temporary delay of regularly scheduled meals or water not to exceed thirty minutes.

If an emergency intervention is used twice in a month or a student's pattern of behavior is an emergency that interferes with the achievement of the student's educational goals and objectives, a team meeting must be called to:

- a. determine if the student's IEP is adequate.
- b. determine if additional assessment is needed, and if necessary, amend the IEP.

District may use conditional intervention in an emergency until the IEP team meets, provided the emergency interventions are deemed necessary by the district to protect the individual pupil or others from harm. The IEP team shall meet no later than five school days after emergency interventions have commenced. District administration and parent must be notified immediately when a conditional intervention is used in an emergency situation.

The IEP team may chose to include conditional interventions in the IEP if the team determines they are necessary to meet the needs of a handicapped child. The purpose of use of conditional interventions must include student acquisition of appropriate behaviors and skills. Special education staff must be inserviced annually on this policy and receive training in the use of positive behavioral interventions.

INDEPENDENT SCHOOL DISTRICT #877 POLICY

Buffalo-Hanover-Montrose

INDEX TITLE Instruction_____ SERIES NO.6000

POLICY TITLE Religion_____ CODE NO. 6311

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

General Statement of Policy

- A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.
- B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.
- C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.
- D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
- E. The historical and contemporary values and the origin of various religions, holidays, customs and beliefs may be explained in an unbiased and nonsectarian manner.

Administrative Offices
Buffalo, Minnesota 55313

FIRST READING February 25, 1985

DATE OF ADOPTION March 17, 1980

DATE OF REVIEW April 10, 2000

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INDEPENDENT SCHOOL DISTRICT #877 POLICY

Buffalo-Hanover-Montrose

INDEX TITLE	<u>Instruction</u>	SERIES NO.	<u>6000</u>
POLICY TITLE	<u>School Program (Grades 9-12)</u>	CODE NO.	<u>6200</u>

An orderly process for adding extra curricular activities for the senior high school program (Grades 9-12) is adopted as follows:

1. **Proposed Activity**
2. **Activity Description:** (This should be a paragraph which is written in a manner that is easily understood by students, parents and counselors. It should include a brief overview of the activity's learner objectives; for whom the activity is intended; brief general description of the activity; and what prerequisites, if any, exist.)
Is this intended to be Fall? ____ Winter? ____ Spring? ____ activity.
3. **Relationship of Proposed Activity to District 877 Philosophy & Goals Statement:** (Briefly indicate how this activity supports and helps attain the general philosophy and goals of the district.)
4. **Activity's Learner Objectives:** (List the intended learner objectives for this activity in terms of knowledge, skills and attitudes.)
5. **Description of Student Need and/or Interest for this Activity:** (Describe the degree of student need/interest for this activity. A survey of students should be cooperatively developed and conducted by the proposer of the activity and their respective principal to gain some measure of the student interest/need.) What is the anticipated student enrollment for this activity?

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FIRST READING _____

Page 1 **of** 3 **Pages**

DATE OF ADOPTION April 12, 1979

DATE OF REVIEW December 8, 1997

6. **Description of the Impact the Added Activity Would Have Upon:**

- A. Staffing: (Would adoption of this proposed activity require employing new staff? Re-assignment of existing staff?)
- B. Other Activities Within the Same Department: (What impact will this activity have upon other activities offered? For example, will the addition of this activity reduce the number of pupils in activities held at the same time? Will the addition of the activity enhance or detract from the present program which is offered?)

(What impact will this addition have on other activities offered in other buildings? For example, will the proposed activity cause adjustments to be necessary in "Feeder" programs or "Follow-Up" Programs?)

(What impact will the proposed activity have upon other activities offered? For example, would this activity's objective be highly similar or unnecessarily identical to those of other activities?)

7. **Description of the Material Needs and Itemized Budget:**

- A. Instructional Material Needs: Supplies (201) List items individually, including quantity and estimated cost.
- B. Capital Outlay Needs: (162) List items individually, including quantity and estimated cost.
- C. Other Anticipated Costs: Salary (008), Travel (113), Transportation (114), Dues, Fees (304), Misc. Expense (306). List items individually, including estimated cost.
- D. What do you anticipate to be the total cost to implement this activity the first year of its offering?
- E. What do you anticipate to be the annual cost of maintaining this activity after the first year of implementation?

8. **Description of the Provisions for the Continuous Evaluation of the Activity:** (The proposers of the activity should suggest how they might judge the activity's success in terms of that activity's stated learner objectives.)

9. **Name of person submitting this proposal:**

Names of other persons cooperating in the development of this proposal:

Are there qualified staff members who can direct this activity?

Copies of this proposal shall be routed immediately to:

Superintendent
Activities Director
Secondary Principals
Curriculum Director

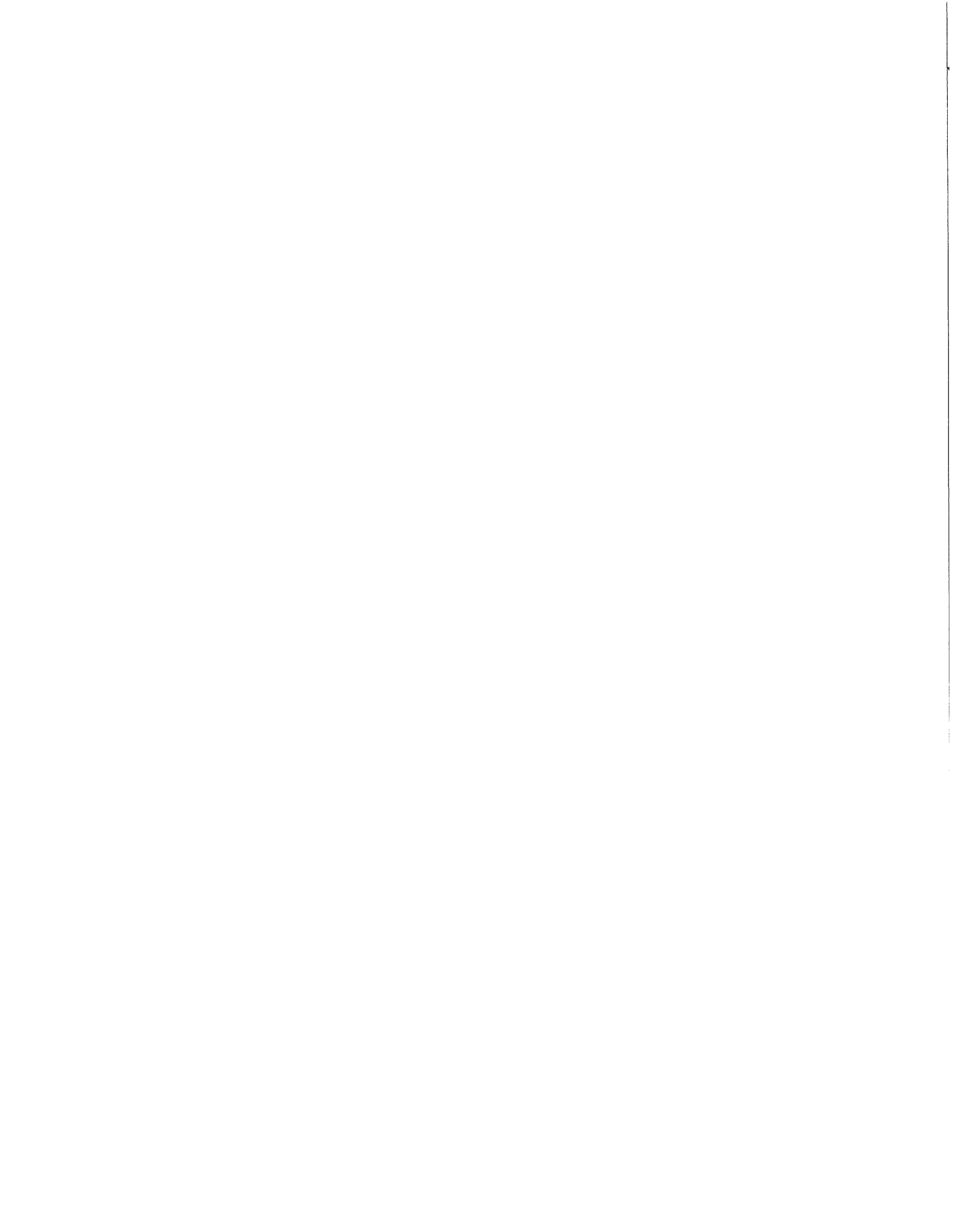
Date Proposal Submitted:

PROPOSAL

ADMINISTRATIVE TEAM

DCAC

A.D.
BOARD



INDEPENDENT SCHOOL DISTRICT #877 POLICY

Buffalo-Hanover-Montrose

INDEX TITLE Instruction **SERIES NO.** 6000

POLICY TITLE Evaluation of
Co-Curricular Activities **CODE NO.** 6210

The yearly process to study and evaluate extra curricular activities (Grades 7-12) is:

- I. Develop or modify program philosophy
- II. Review history of activity, Title IX compliance, participation data and expenditures
- III. Review post-season evaluation reports compiled by Activities Director
- IV. Major capital outlay expenditures reported
- V. Recommendation for improvement of program.

Report to School Board Sequence:

Previous Year Expenditures/Data	December
Current Summer/Fall Season Report	December
Winter Season Report	April
Spring Season Report	July

The Junior High and Senior High Activity Directors are responsible for evaluation and reports.

**Administrative Offices
Buffalo, Minnesota 55313**

FIRST READING _____

Page 1 **of** 1 **Pages**

DATE OF ADOPTION April 12, 1979

DATE OF REVIEW December 8, 1997

